THE DEVELOPMENT AND ROLE OF NON-PUBLIC HIGHER EDUCATION IN MICHIGAN

BY

NATHAN ALDEAN IVEY

AN ABSTRACT OF A THESIS

Submitted to the College of Education,
Michigan State University of Agriculture and
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ABSTRACT

NATHAN ALDEAN IVEY

The problem with which this study is concerned is the description of the historical development and an evaluation of the role of non-public higher education in Michigan. The descriptive history of this study enables one to formulate a collective image of these institutions. This image is created by a presentation of the events connected with the establishment and growth of non-public institutions of higher learning in Michigan. The early non-public college in Michigan is characterized in its frontier setting. A treatment of its purposes, curricula and programs helps to reveal the functions it fulfilled. A developmental presentation of objectives, governing boards, administrative organizations, clientele, faculties, accreditation and financing gives a composite picture of the evolving non-public college in Michigan.

The purpose of this study is to formulate conclusions while answering these basic questions:

1. Historically, what has been the role of non-public higher education in Michigan?
2. What is the present role of non-public higher education in Michigan?

3. What types of problems confront non-public institutions of higher learning in Michigan?

4. What is the likely future role of these institutions in higher education in Michigan?

The procedures employed in this study are threefold: documentation, selection and analysis of data pertinent to the major questions raised and interviews with college personnel. The design of this study is the historical method. Rather than chronological, the progression is largely topical.

The population for this study consists of 33 non-public institutions of higher learning all located in Michigan. All of these institutions offer at least the bachelor's or first professional degree and are eligible for inclusion in the United States Office of Education Higher Education Directory.

In Chapter IV the writer has made an analysis of the information collected through the three procedures employed in this study. The roles of the non-public institutions are evaluated. The most pressing problems of these institutions are enumerated. The likely future role of these colleges is predicted.

The major conclusions presented in this study are:

1. Historically, the most significant role of non-public higher education in Michigan has been to add diversity to educational opportunities in the state.

2. The majority of the non-public institutions of higher learning can be assigned a complementary role in the total program of higher education in Michigan.

3. Whether or not non-public higher education continues to serve a complementary role in Michigan depends upon the solution of its financial problems.

4. The total enrollment of non-public institutions of higher learning in Michigan will represent a decreasing per cent of the total enrollment for all types of institutions of higher learning in Michigan.

5. Generally, the non-public Michigan colleges accomplish their stated objectives.

6. Among those factors limiting the effectiveness of non-public higher education in Michigan is lack of regional, state and professional accreditation.

7. The desired future role is one of expansion of services and facilities in the existing accredited non-public Michigan institutions of higher learning.

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CHAPTER I

INTRODUCTION

Few studies have been made of the collective development and role of non-public higher education in the United States. None have been reported in Michigan.

The problem with which this study is concerned is the description of the historical development of non-public higher education in Michigan. The problems and accomplishments of modern higher education in Michigan are more clearly understood by reviewing the historical foundations of non-public institutions of higher learning. The relationships of the social sub-systems of public higher education in Michigan assume enlightening perspective as they are examined in the revealing light of historical and current data. The descriptive history of this study enables one to get a collective image of these institutions. This image is created by a presentation of the events connected with the establishment and growth of non-public institutions of higher learning in Michigan. The early non-public college in Michigan is characterized in its frontier setting. A treatment of its purposes, curricula and programs helps to reveal the functions it fulfilled. A developmental presentation of objectives, governing boards, administrative organizations, clientele, faculties, accreditation and financing gives a composite

picture of the evolving non-public institution of higher learning in Michigan.

The purpose of this study is to generate conclusions while answering these basic questions:

1. Historically, what has been the role of non-public higher education in Michigan?
2. What is the present role of non-public higher education in Michigan?
3. What types of problems confront non-public institutions of higher learning in Michigan?
4. What is the likely future role of these institutions in higher education in Michigan?

The procedures employed in this study are threefold: documentation, selection and analysis of data pertinent to the major questions raised and interviews with college personnel.

Through the use of primary and secondary sources, an attempt has been made to do an interpretive synthesis of past events and records. Since records and remains have a relationship to current problems, this documentation process has been a method of viewing today through the lens of retrospect.

Data were selected and interpreted when pertinent to the major questions to be answered.

Three persons from each of six colleges were interviewed by the writer. These colleges did not represent a scientific sample of the total

population of non-public colleges, but did represent both Catholic and Protestant institutions. Interviewees were either members of the governing board or an administrator of the college. The interviews helped to make sense of meager resources and added to the body of information. Even though all institutions could not be visited, it was believed that each interview could be treated much the same as a primary source of documentation. It was determined from the interview data what six of the 33 institutions were including in their plans for the future.

The design of this study is historical method. Rather than chronological, the progression is largely topical.

The population for this study consists of 33 non-public institutions of higher learning all located in Michigan. Criteria for the selection of institutions to be included in the study are two: (1) The institution must offer at least the bachelor's or first professional degree and (2) must be eligible for inclusion in the United States Office of Education Higher Education Directory are stated as follows:

1. Institutions accredited or approved by a nationally recognized accrediting agency, a State department of education, a State university, or operating under public control, are eligible for inclusion.

2. Institutions not meeting requirements of criterion 1 are eligible for inclusion if their credits have been and

> are accepted as if coming from an accredited institution by not fewer than three accredited institutions.[1]

The institutions included in this study are of many different kinds: large and small, church-related and non-denominational, single purpose and multipurpose, liberal arts and specialized professional. Some of these institutions serve a national clientele; others serve primarily those who reside in the community. Some limit enrollments to one sex. Some are highly selective. Thus, this study includes a heterogeneous group of institutions about which it is difficult to generalize.

Seven histories of colleges included in this study have been published. Some of them have emphasized campus personalities, student pranks and various campus traditions and treated briefly the evolution of educational policies related to aims, curricula and methods of instruction. In the absence of histories the writer referred to the various college bulletins for information, especially in relation to curricula. Presidents' annual reports to governing boards and constituencies were few in number, but when available were relative to the study. Officials of the institutions visited objected to an examination of minutes of actual governing board meetings because of the confidential information such documents contained. The Biennial Reports of the Superintendent of Public Instruction of Michigan were sources of information concerning enrollments,

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[1] U. S. Office of Education, Department of Health, Education and Welfare, Education Directory, 1962-63, Part 3, Higher Education (Washington: U. S. Government Printing Office, 1963), p. 1.

faculties, degrees earned and volumes in libraries. Institutional data and analytic reports on opening fall enrollments were available from the Office of Education of the United States Department of Health, Education and Welfare. Unpublished data concerning college governing boards were supplied by the Director of the Division of Higher Education of the Michigan Education Association.

Bulletins published by the American Association of Collegiate Registrars and Admissions Officers were utilized as a basis for the enrollment projections included in this study.

Seven of the 14 volumes reporting the results of The Survey of Higher Education in Michigan were the sources of information on enrollments, geographic origins of students, instructional programs, financial assistance to students, faculty characteristics, control and coordination of higher education and institutional planning in the non-public institutions.

Conclusions based on an analysis of the information and data accumulated during this study are stated in the last chapter. It is hoped that these conclusions will encourage additional study of non-public higher education in Michigan.

In Chapter II the evolution of the non-public college is presented in sections on foundings, institutional objectives, growth indices, governing boards, administrative organizations, clientele, characteristics of faculties, evolution of curricula and programs, accreditation and financing.

Data collected during the course of 18 interviews in six different colleges are reported in Chapter III. Statements concerning role, problems perceived and planning for the future are based on these data.

In Chapter IV the writer has made an analysis of the information collected through the three procedures employed in this study. The roles of the non-public institutions are evaluated. The most pressing problems of these institutions are enumerated. The likely future role of these colleges is predicted.

Concluding the study is Chapter V in which conclusions concerning the development and role of the non-public institutions of higher learning in Michigan are presented.

Definition of Terms:

Non-public institution of higher learning -- A college, university, institute or seminary which grants at least the bachelor's or first professional degree, has been chartered by the State of Michigan as a non-profit making corporation and is not supported directly or indirectly by public taxation.

Church-related college -- "A college related to a religious denomination or sect through any one or more of the following: historical connection, constitutional requirement, selection of board members or other officers, financial contributions, and theological or religious belief."[2]

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[2] Carter V. Good (Ed.), Dictionary of Education (New York: McGraw Hill Book Company, Inc., 1945), p. 83.

Higher education -- "Instruction offered to persons of considerable intellectual maturity, usually requiring previous preparation through the secondary school; in terms of the institution common to the United States, higher education includes all education above the level of the secondary school given in colleges, universities, graduate schools, professional schools, technical institutes, teacher's colleges, and normal schools."[3]

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[3] Ibid., p. 201.

CHAPTER II

EVOLUTION OF NON-PUBLIC HIGHER EDUCATION IN MICHIGAN

The population figures of 1820 recorded only 8,765 people who were living in the vast territory of Michigan. Although villages had been established in the lower peninsula, the communities were characterized by muddy roads, log cabins and few public buildings.[1] Land sold for $1.25 an acre. In 1831, 217,943 acres were sold through the land office in Detroit. The choice spots were the prairie lands scattered in southwestern Michigan, where the grass grew four and five feet tall. The rich, deep soil offered fertility and ease of cultivation.[2] When the citizens of sturdy New England stock applied for statehood in 1834, the returns gave the state a population of 85,856 people.[3] With the completion of the Erie Canal in 1825 and the influx of eastern settlers, the new citizens initiated the demand for those civilizing influences which had dominated their New England society: churches, libraries, newspapers and schools.[4]

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[1] F. Clever Bald, Michigan in Four Centuries (New York: Harper and Brothers, Publishers, 1961), p. 153.

[2] Ibid., p. 155.

[3] Ibid., p. 195.

[4] Maurice F. Cole, "A Challenge is Met," Founders' Day Address, Alma, Michigan, October 26, 1961, p. 1.

"Although the frontier life may have been crude and primitive, most of our early countrymen fervently believed that the essential features of the western European culture of their fathers and their religious heritage could be perpetuated only through the establishment of higher education."[5]

It was in this pioneer setting that private higher education had its beginning in Michigan when Kalamazoo College opened its doors in December, 1833.

The early non-public institutions of higher learning in Michigan were patterned after those found in New England. Their mentors were newly removed from the northeast, particularly New York and Massachusetts; it was only natural that they would attempt to duplicate the curriculum they had known. The objectives of these new midwestern undertakings were much the same as those in the northeast. The curriculum was usually a modified version of the traditional classical program.

Modifications in this curriculum became necessary as the young people of the frontier descended upon these youthful citadels for learning. The founding fathers soon learned that, almost without exception, the entering clientele would not yet be ready for bona-fide collegiate level work. This condition existed for a long time.[6] The initial charter issued to each

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[5] Preston J. Stegenga, Anchor of Hope (Grand Rapids: William B. Eerdmans Publishing Company, 1954), p. 19.

[6] John S. Brubacher and Willis Rudy, Higher Education in Transition (New York: Harper and Brothers, 1958), p. 60.

of the five non-public colleges which began operations in the 1830's and 1840's provided for the preparatory work of an academy and for collegiate level course work, but did not allow for the granting of degrees.

In order to preserve the Christian culture which had been theirs in New England and Holland, the Michiganders were eager to found their frontier colleges. The most important single factor explaining the establishment of these church-related schools was the desire for a college-trained clergy. However, by the third decade of the nineteenth century the objectives of church related academies and colleges had long since been stated in broader educational aims. For example, the infant Michigan institutions proposed to educate Christian citizens, to prepare for the professions and to educate public officials.

Foundings:

Dr. George Newman Fuller observed that Michigan would not be the Michigan of today if the early settlers had not had New England or New York ancestors. He attributes much to the New England personalities of these pioneers. He writes they were young, middle-class farmers whose families were large. They were well prepared materially and spiritually for the difficulties of pioneer life. They were industrious, ambitious and persevering. They were Calvinistic and Wesleyan. Their backgrounds and religious convictions made the establishment of churches, schools and colleges inevitable. They were concerned with spiritual and moral values.[7]

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[7] George Newman Fuller, Economic and Social Beginnings of Michigan (Lansing: Wynkoop-Hallenbeck-Crawford Co., 1916), p. 283.

The Protestants were leaders in the founding of the church-related colleges. No Catholic institution, which has survived until today, was founded before 1877, the birthdate of the University of Detroit. This was 44 years after the founding of the first Protestant college, Kalamazoo.

The writer has not chosen to include an exhaustive listing of all those institutions chartered by the Territory and State of Michigan which did not survive competition, fire, internal dissensions and unfavorable locations. In most cases founding dates are available, but one cannot tell from existing records whether or not college level course work was ever offered by some of these institutions. Therefore, with a few exceptions, only those institutions which maintained collegiate level programs and are still in existence will be included in this section.

Even though both were in operation for only a short period of time, two institutions are worthy of special mention.

> On the same day that Marshall College was incorporated, the Legislature granted a charter of similar character to St. Philip's College in Detroit, under the management of the Catholic Bishop of Detroit. The fact suggests that the two charters may have been pushed through the Legislature by a sort of Presbyterian-Catholic bloc. As in the case of Marshall College, St. Philip's College had only a brief career. The building it occupied burned in 1846 and we hear no more of it after that date. No degrees were granted as far as we know. These two short-lived colleges

> were the first schools in Michigan, outside the University, to secure the right to confer degrees.[8]

The Marshall College and St. Philip's College charters were granted in 1838. Until the enactment of the general college law of 1855, the Michigan Legislature gave degree-granting power to only two other colleges.

> The two fortunate schools were Michigan Central College of Spring Arbor and St. Mark's College of Grand Rapids. In both cases a proviso made mandatory a course of studies as thorough as that offered at the University of Michigan, before degrees could be conferred. St. Mark's was to be under the control of the Episcopal Church, had but a short life, and conferred no degrees. Michigan Central College was a project of the Free Will Baptist Church and had been originally chartered in 1845 without the power to grant degrees. . . .Several degrees were awarded after 1850.[9]

Michigan Central College closed in 1853. Its successor is Hillsdale College.

Albion's historian, Robert Gildart, quotes the following from the biography of Elijah Pilcher, one of Albion's three founding fathers:

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[8] Charles T. Goodsell and Willis F. Dunbar, Centennial History of Kalamazoo College (Kalamazoo: Kalamazoo College, 1933), pp. 52-53.

[9] Ibid., pp. 53-54.

> The Legislature of 1835 granted a charter locating it in the township of Spring Arbor, but several efforts to organize it having been made without success, and modifications in the centralization of the population and the shaping of the great thoroughfares showing that the location would not be convenient, it was determined three years later to accept an invitation from the nascent village of Albion to locate there. The charter was accordingly amended to permit this, and under the name of The Wesleyan Seminary at Albion, the institution was finally organized.[10]

Gildart continues:

> The year 1841 was important. It was the year in which all the seeds which for six years had seemed to be sterile began at last to germinate and a physical, tangible representation of the idea for a school, a seminary, began to sprout on a hill in the village of Albion.[11]

Perhaps the best account of the beginnings of Adrian College comes from Adrian's published history. The account is entitled "A Man and a Movement."

> The two immediate and originating factors which brought about the founding of a college at Adrian were a man and a movement. Back of these were two Methodist revolts against the status quo. These two disruptive insurgencies sprang from the interpretation and application of freedom as declared by Thomas

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[10] Robert Gildart, Albion College, 1835-1960 (Albion: Albion College, 1961), pp. 26-27.

[11] Ibid., p. 29.

> Jefferson and which became the American dream. They found origin even more in the imcomparable exposition of the liberty of the human spirit in the New Testament to which these two groups of Methodist disturbers looked for authority and approval.
>
> The man through whose leadership the college was established at Adrian was Asa Mahan. The movement that bore forward all its affairs from their first inception at Leoni was the anti-slavery cause. Like a modern electric tool, the slavery question severed churches from Maine to Texas.
>
> The desire for freedom inspired by the American dream became an urge which produced the Methodist Protestant denomination and it was the same urge rising in a different situation that originated the Wesleyan Methodist Church of the United States a decade and a half later.[12]

Adrian College was founded in 1845.

Michigan Central, later known as Hillsdale College, was established in Spring Arbor. "Michigan Central was the first college to receive a charter from the Michigan Legislature and the first educational institution of collegiate rank in the Free Will Baptist denomination."[13] The charter was granted in 1845. The College was moved to Hillsdale in 1855.

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[12] Fanny A. Hay, Ruth E. Cargo and Harlan L. Feeman, The Story of a Noble Devotion (Adrian: Adrian College Press, 1945), p. 10.

[13] Vivian Lyon Moore, The First Hundred Years of Hillsdale College (Ann Arbor: The Ann Arbor Press, 1943), p. 16.

Olivet College was established along with the city of the same name in 1844 by the Reverend John J. Shipherd. "Although 'Olivet College' was not legally incorporated, it had a 'Board of Trustees,' which held meetings, of which a record was kept. . . .Advertisements were sent out announcing the opening of the first term of 'Olivet College,' for it bore this honored title in the beginning, and for two or three following years."[14] Olivet's historian also writes: "It is easy to start a colony in the woods, but to start a college without buildings, money or students must require faith, courage, hard work and self-denial."[15]

Alma College, located in Alma, Michigan, was founded in 1886 by the Presbyterian Synod of Michigan. "For 75 years Alma College has sought to maintain her commitments to the Christian tradition and the liberal arts."[16]

Andrews University was founded by the Seventh-day Adventist denomination. "In 1960 it was officially reorganized to include the oldest institution of higher learning founded by Seventh-day Adventists -- Emanuel Missionary College. The College, founded in 1874, now serves as

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[14] Wolcott B. Williams, A History of Olivet College (Olivet, Michigan, 1901), p. 18.

[15] Ibid., p. 21.

[16] 1962-63 Alma College Bulletin, p. 6.

the undergraduate college of the University."[17] Originally established in Battle Creek, the University is now located near Berrien Springs.

Founded in 1927 Cranbrook Academy of Art is unique in its educational method. Each instructor is a practicing artist. Each student can become a member of a community of creative artists. He can attain superior skills in his area of specialization and have close contact with a variety of allied art activities. The Academy was founded by Mr. and Mrs. George G. Booth.

Schools which maintain programs in engineering and the technologies are Chrysler Institute of Engineering, founded in 1931, Detroit Institute of Technology, 1891, General Motors Institute, 1919, and Lawrence Institute of Technology, 1932. The program offered in the Chrysler Institute of Engineering is limited to the master's degree in automotive engineering. Detroit Institute of Technology also makes available courses of study in the liberal arts and business administration. The programs at Lawrence Institute of Technology are limited to engineering, technician training and industrial management. General Motors Institute offers both engineering and management training. General Motors Institute's forerunner was the School of Automotive Trades which was sponsored by the Industrial Fellowship League of Flint. Chrysler Institute of Engineering was founded by a group of college and university teachers under the

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[17] 1962-64 Andrews University Bulletin, p. 7.

leadership of Russell E. Lawrence. "The charter stipulated that the institution was to be non-profit, non-sectarian, and non-political with all races and creeds welcome as students or faculty members."[18]

Different from all other institutions included in this study, the Detroit College of Law is the only single purpose college for the study of law. It is devoted exclusively to professional education in law. "Founded in 1891, it is the oldest and for more than two decades was the only law school in the Detroit area."[19]

Only two permanent colleges were established by the Catholic Church prior to the twentieth century. Saint Mary's College, founded in 1885, was known as The Polish Seminary and at first was located in Detroit.[20] Originally conceived and established to train priests for Polish immigrants, in 1927 it augmented its curriculum to include high school, college and seminary courses. In addition to providing general education and theological training, the college strives to keep alive Polish traditions, language and literature among the Catholic immigrants.[21] Still maintained for men only, it is located in Orchard Lake.

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[18] Lawrence Institute of Technology Catalog, 1961-62, p. 12.

[19] Detroit College of Law 72nd Annual Announcement, 1962-63, p. 5.

[20] St. Mary's College Bulletin, 1961-62, p. 7.

[21] Ibid., p. 9.

The largest Catholic sponsored institution of higher learning is the University of Detroit. Opened in 1877 to 84 students as Detroit College, the first courses were college preparatory. Bishop Borgess and the Jesuit fathers guided and led in developing it to offer seven years of high school and college training. Students paid 40 dollars a year if they were financially able. The college was divided into two divisions: preparatory and collegiate. The preparatory courses trained the young men in English, Latin, mathematics and Greek. The four years of collegiate work was divided into the classes of humanities, poetry, rhetoric and philosophy. In addition to the classical education, the student might select a commercial course. French, German and typing were elective courses in both plans of study. Religious instruction was considered of first importance.[22] Although it had its first students in 1877, the college was not incorporated according to the laws of the State until April, 1881. Reorganized in 1911, it was renamed the University of Detroit. Because of the changing demands of education, the reorganization provided for the establishment of new schools: 1911 -- College of Engineering, 1912 -- School of Law, 1916 -- Evening College of Commerce and Finance, 1922 -- Day College of Commerce and Finance, 1932 -- College of Dentistry and other departments. A full-fledged graduate school was firmly established in 1950, although some graduate studies had been offered since 1927.[23]

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[22] Andrew C. McLaughlin, History of Higher Education in Michigan (Washington: U. S. Government Printing Office, 1891), p. 169.

[23] University of Detroit Bulletin, 1962-63, p. 24.

Beginning with the establishment in 1910 in Detroit, Marygrove College under the Sisters, Servants of the Immaculate Heart of Mary, began a series of new Catholic schools. Evolving from a girls' academy, Marygrove was given permission to certify graduates for teaching certificates in 1914. Its purpose in addition to a liberal arts education is "to develop a high degree of community consciousness and an abiding sense of personal responsibility, dedicated to the formation of women in whom a Christian hierarchy of values is the unifying factor of an integrated personality."[24]

Siena Heights, Adrian, operated as St. Joseph College from 1919, when it was established, until 1938 when the name was changed. The first two years of study are spent in general education with the last two years concentrated in a field chosen by the student.[25]

Sacred Heart Seminary, Detroit, was established in 1919, by the Most Reverend Michael J. Gallagher, D. D., Bishop of the Diocese of Detroit, to train young men for the priesthood. It is a liberal arts college.[26]

Aquinas College, the second coeducational Catholic college, was founded in 1922 in Grand Rapids. The status of the college has changed several times. Owned and controlled by the Dominican Sisters of

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[24] Marygrove College Bulletin, 1962, pp. 72-73.

[25] Siena Heights College Catalog, 1960-62, p. 14.

[26] Sacred Heart Seminary Bulletin, 1962-63, p. 13.

Marywood, it was first a college for lay women with power to grant degrees. In 1931 men were admitted and it became a junior college. The four year liberal arts program was established in 1940.[27]

Nazareth College, Kalamazoo, for women, was begun in 1924 under the control of the Sisters of Saint Joseph. The four-year liberal arts program has been designed to "assist the student in her intellectual development as a woman by a course of studies founded on and rooted in Christian principles."[28]

Duns Scotus College, Detroit, established by the Cincinnati Province of Franciscans, grants a bachelor of arts degree which requires a thesis called "Bachelor Essay." Its greatest emphasis is in the field of philosophy with the objective of high spiritual growth. For men only, Duns Scotus basically educates to maintain priests for the Franciscan order.[29]

Madonna College, Livonia, began as a seminary in 1937, but changed to a junior college the next year. In 1948 it became a four-year liberal arts college for women.[30]

Mercy College, Detroit, was founded in 1941 by the Religious Sisters of Mercy of the province of Detroit, who were prompted by the century-old policy of the Catholic church to foster education on all levels.[31]

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[27] Aquinas College Bulletin, 1961-63, p. 16.

[28] 1962-64 Nazareth College Catalogue, p. 11.

[29] Duns Scotus College Bulletin, 1961-62, p. 5.

[30] Madonna College Bulletin, 1961-63, p. 9.

[31] Mercy College Catalogue, 1962-63, p. 9.

St. John's Provincial Seminary, Plymouth, opened in 1949 with advanced study only for those preparing for the Roman Catholic priesthood. The curriculum is strictly theological. It is the first successful instance when the Bishops of the dioceses of an ecclesiastical province united their authority in order to establish a seminary for the training of their future priests. St. John's is, in the strict canonical sense, a provincial seminary, the first one of its kind in this country.[32]

Maryglade College Seminary, Memphis, was founded in 1960 for men. Conducted by the Fathers of the Pontifical Institute for Mission Extension, Maryglade offers a liberal arts degree and a theology degree. Its primary objective is the preparation of candidates for the missionary priesthood.[33]

In addition to the Catholic seminary, St. John's Provincial Seminary, there are two Protestant seminaries offering graduate level course work in theology. Calvin Theological Seminary, located in Grand Rapids, was founded in 1876. Under the sponsorship of the Christian Reformed Church, the governing board of this institution confers the Bachelor of Divinity and the Master of Theology degrees. Calvin Theological Seminary was founded on the same date as its sister school, Calvin College. Actually the same governing body serves both institutions. "After several unsuccessful attempts to obtain a teacher from the Netherlands, the

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[32] St. John's Provincial Seminary Catalogue, 1961-62, p. 11.

[33] Maryglade College Seminary Bulletin, 1961-62, p. 10.

general assembly persuaded the Reverend Geert Egberts Boer, minister of the First Church of Grand Rapids, to undertake the task of providing theological instruction. He was installed as professor on March 15, 1876, and this has ever since been reckoned as the birthday of Calvin Seminary."[34]

Western Theological Seminary, established by the Reformed Church in America in 1866, is located in Holland. For several years theological training was a department of Hope College. The Reverend Cornelius E. Crispell was elected to serve as the first Professor of Didactic and Polemic Theology. He began his service in 1866. In 1884, by action of the General Synod, the seminary was separated from the college and given a separate institutional life under its present name.[35]

"Calvin College was born on June 15, 1894, in response to a synodical decision to admit non-theological students to the Literary Department of the Seminary. But though the authorization was simple, the implementation required more than two decades. . . .The first baccalaureates were given to eight young men in 1921."[36]

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[34] One Hundred Years in the New World, 1857-1957. The Christian Reformed Church Centennial Publication Committee. (Grand Rapids: Published by the Committee, 1957), p. 71.

[35] Western Theological Seminary Bulletin, 1962-63, pp. 6-7.

[36] One Hundred Years in the New World, 1857-1957, pp. 79 and 81.

Another type of educational institution which appeared in Detroit in the latter part of the 19th century was the private medical college. The first of these had its origin during the Civil War, and developed as an adjunct to Harper Hospital. This hospital had been built by the United States government to take care of sick and wounded soldiers. It was situated on land fronting on Woodward Avenue that had been acquired by a board of trustees under bequests made by Walter Harper and by Ann or Nancy Martin, the latter a vegetable dealer on the city market. In the summer of 1864, five Detroit physicians -- Doctors Edward Jenks, T. A. McGraw, D. O. Farrand, George P. Andrews, and S. P. Duffield -- organized a "preparatory school of medicine" on the grounds of the hospital. It offered "practical courses in practical work." The students had abundant clinical facilities; they were permitted to use those of St. Mary's Hospital, which had been founded in 1844 by the Sisters of Mercy, as well as those of Harper Hospital. The latter was turned over by the government to a hospital association in December, 1865. Apparently, the "preparatory school of medicine" was a success, because the five doctors who started it formed a stock company in 1868 for the purpose of establishing a regular medical school. It was called Detroit Medical College. Since it became in time one of the units of Wayne State University, 1868 may be regarded as the date of origin of that institution.[37]

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[37] Willis F. Dunbar, Higher Education - The Michigan Record (Detroit: Wayne State University Press, 1963), p. 217.

The Michigan College of Medicine was incorporated on October 24, 1879, and on November 17, the first classes were held. The College provided a valuable function for the city by inaugurating free ambulance service and also by establishing a free dispensary at which more than ten thousand patients were treated during the year ending on May 1, 1882. Twenty-eight students were graduated in 1881, 20 in 1882 and 28 in 1883.[38]

One of the most successful of all of the business colleges founded in Michigan was Ferris Institute in Big Rapids. Established on September 1, 1884, by Woodbridge N. Ferris, this school began with a "complete course of Business Training, a comprehensive Teacher's course, and practical courses in Industrial Science and Common English." As has been noted earlier it was not uncommon for business schools to offer normal courses in this period. Ferris Institute was unique in that it provided, in addition, high school work for mature men and women. Pharmacy training was begun in 1893, and in 1900 the first year of college work was offered. It was not until 1932 that a four-year course leading to a degree in pharmacy was provided. The following year degree work in commerce and secondary school teaching were added. The distinctive nature of Ferris Institute and its success largely reflected the character and zeal of its founder. After serving as a district school teacher, he had a desire

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[38] Ibid., p. 295.

[39] Ibid., pp. 319-320.

to do something useful and helpful for humanity. He began teaching in a district school, studied medicine for a brief time at the University of Michigan, taught in an academy, and founded a business school in Dixon, Illinois, before coming to Big Rapids. Enrollments increased at Ferris Institute, first known as Ferris Industrial School, until by 1927 more than 2,000 students were in attendance. Ferris was twice elected governor and once U. S. Senator.[39]

Another highly successful business school was started in Ypsilanti in 1883 by Patrick R. Cleary. He established Cleary College as a school of penmanship, but soon added courses of a general business nature. In 1890, a separate building was constructed for the college. It was destroyed by a tornado in 1893, but was immediately rebuilt from funds secured by the sale of stock in the college. Mr. Cleary purchased all the outstanding stock later on, but in 1933 he gave the college to a board of trustees so that it might become permanent. A new corporation was formed and the curriculum was expanded to include two and four year courses.[40]

Bible Holiness Seminary was chartered August 12, 1909, under the laws of the State of Michigan. On October 7, 1949, the name of the school was changed from Bible Holiness Seminary to Owosso Bible College. In 1958 Owosso Bible College was selected by the General

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[39] Ibid., pp. 319-320.

[40] Ibid., p. 321.

Conference of the Pilgrim Holiness Church to serve as the denominational Liberal Arts College. In conjunction with this advance, the name of the College was changed to Owosso College.[41]

In 1945 the Christian Business Men's Committee of Detroit organized the Detroit Bible Institute. In 1954 the Collegiate Division of this institution was accredited by the Accrediting Association of Bible Colleges. The school gained recognition from the Michigan State Board of Education and now offers the Bachelor of Theology and Bachelor of Religious Education degrees.[42]

Organized in 1914, the Detroit Institute of Musical Art is located in the "Cultural Center of Detroit." This Institute offers to college-level students the applied music and music theory courses necessary for the Bachelor of Music degree. The academic requirements for this degree must be taken in some other collegiate institution such as Wayne State University.[43]

> Kalamazoo College is the product of two powerful forces which were alive more than a century ago along America's western frontier -- religion and democracy.
>
> The religious impulse was personified by the Reverend Thomas W. Merrill, a Baptist missionary from New England, and the democratic impulse by a Michigan pioneer, Judge Caleb Eldred of Climax.[44]

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41 Owosso College General Bulletin, 1962-63, p. 23.

42 Bulletin of Detroit Bible College, 1962-63, p. 4.

43 Detroit Institute of Musical Art Bulletin, 1961-63, p. 4.

44 Kalamazoo College Catalogue, 1961-62, p. 9.

Their school was known as The Michigan and Huron Institute. Later it was the Kalamazoo Literary Institute. For ten years, 1840 to 1850, the Institute was a branch of the University of Michigan. In 1855 the State Legislature authorized an amendment to the charter of the Institute, granting to the trustees the power to confer degrees and changing the name to Kalamazoo College.

Hope College began as an academy in 1851 in Holland, Michigan. The first collegiate level course work was offered in 1862 with the first class graduating in 1866. From the beginning of its history Hope College has sought to present a program of instruction and to provide an atmosphere which would help to strengthen the Christian faith of its students and faculty.[45]

Important to any historical account of the early development of non-public higher education in Michigan is a report on the opposition of organizations to the granting of charters awarding the right to confer degrees. This meant that some existing institutions were unable to change to degree-granting status and other groups were unable to secure a charter authorizing them to begin legitimate operations.

The key figure in the opposition to the establishment of collegiate level institutions was Reverend John D. Pierce, State Superintendent of Public Instruction from 1836 to 1841. Resistance continued until 1855.

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[45] Hope College Bulletin, 1961-63, p. 8.

Kalamazoo College historians Goodsell and Dunbar write that Pierce had developed a plan for state-controlled higher education.[46] Even though Pierce had come to Michigan as a Presbyterian missionary and had originally been associated with the movement to establish Presbyterian sponsored Marshall College, he took a stand for a state-supported system of higher education. Along with others his plans were concentrated in the future of the University of Michigan.

> In 1838 Superintendent Pierce set forth ably the case against granting college charters to private schools: When the decision is finally made, it will not require the inspiration of a prophet to determine whether the State shall eventually assume the first rank in the Republic of Letters, by founding and rearing up an institution of noble stature and just proportions, worthy alike of the State and of learning, and equally worthy the name of University, or whether the State shall ultimately sink to a low level in the world of knowledge, having institutions under the imposing name of colleges, scattered through the length and breadth of the land, without funds, without cabinets, without apparatus, without libraries, without talents, without character and without the ability of ever maintaining them. If one village obtains a charter for a college, all others must have the same favor. In proportion as they increase in number, just in that proportion will be their decrease in power to be useful.[47]

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[46] Goodsell and Dunbar, op. cit., p. 52.

[47] Ibid., p. 51.

The Methodist Episcopal Church group secured from the Territory of Michigan in 1835 a charter for the establishment of a college at Spring Arbor. In 1838 a committee reporting to a Methodist Conference on what might be done with the charter for the still non-existent school gives an insight into the opposition met by the private colleges. The committee report includes the following statement: "It is the settled policy of Michigan to prevent the erection of denominational institutions of learning. & hitherto that state has evinced an inflexible determination to allow nothing to compete with the State University & its branches." /sic/[48] Albion historian, Gildart, also writes: "It is the belief of some that this statement helps explain why the progress in the maturity of denominational colleges in Michigan was slow and why there are few of them when compared with the number which now thrive in states, say, like Ohio."[49]

Not until 1850 did the policy of the Department of Public Instruction change. During that year Michigan Central College of Spring Arbor and Saint Mark's College of Grand Rapids were granted private charters giving them degree-granting power. "In both cases a proviso made mandatory a course of studies as thorough as that offered at the University of Michigan, before degrees could be conferred."[50] Michigan Central

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[48] Gildart, op. cit., p. 23.

[49] Ibid., p. 24.

[50] Goodsell and Dunbar, op. cit., p. 53.

College was the predecessor of Hillsdale College. As mentioned in another section, Saint Mark's College conferred no degrees during its short life. "All future charters were granted under the general college law of 1855."[51]

"The newly formed Republican party swept the State in 1854, electing its candidates for Governor and a majority of both branches of the Legislature. There appears to have been a very close alliance between the friends of the denominational schools and the Republican party."[52] Almost all the Protestant ministers of the day were Republican. The general college law of February 9, 1855 provided (with the granting of a charter) the authority to confer degrees.

> All the evidence points to the fact that there was a political struggle of no mean proportions over this bill. The leaders for the denominational schools were Dr. Stone of Kalamazoo, Dr. Asa Martin of Leoni, E. B. Fairfield of Hillsdale, President Sinex of Albion, and Professor Hosford of Olivet, while President Tappan of the University and a number of skilled lawyers and politicians opposed the measure. They argued that it was infinitely preferable to continue to confine the right to confer degrees to a single State-controlled University.[53]

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[51] Ibid.

[52] Ibid., p. 55.

[53] Ibid., p. 56.

This opposition was important in the development of church-related institutions of higher learning in Michigan. The published histories of the Protestant liberal arts colleges contain statements which reveal attempts to acquire degree granting status from 1837 until 1855, an 18 year period. Perhaps some groups were discouraged from attempting to establish private colleges. At least the offering of bona fide, college level course work leading to a degree was delayed for 18 years in the case of Kalamazoo College.

> However, more than fervor was essential to make a college a going concern. The fact that so many denominational academies and colleges had been founded, and that they were so poverty-stricken and weak, caused Michigan's educational leaders to turn to a state-controlled system of education, capped by a state university with a monopoly on the power to confer degrees. This decision was made with full knowledge that state universities had not been generally successful. But the men who devised Michigan's first state educational system believed that it would be wiser to attempt to remedy the faults of a state university than to open the door to virtually unregulated college founding, as had been done in the older states of the Old Northwest.[54]

A composite of founding dates, locations and control of the 33 colleges, universities, seminaries and technical institutes included in this study is found in Table 1, page 32.

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[54] Dunbar, op. cit., p. 55.

TABLE I. FOUNDING DATES, LOCATIONS AND CONTROL OF NON-PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN*

College	Founded	Location	Control
Adrian College	1845	Adrian	Methodist
Albion College	1835	Albion	Methodist
Alma College	1886	Alma	Presbyterian
Andrews University	1874	Berrien Springs	Seventh-day Adventist
Aquinas College	1922	Grand Rapids	Roman Catholic
Calvin College	1876	Grand Rapids	Christian Reformed
Calvin Theological Seminary	1876	Grand Rapids	Christian Reformed
Chrysler Inst. of Engr.	1931	Detroit	Chrysler Motor Co.
Cleary College	1883	Ypsilanti	Private
Cranbrook Academy of Art	1927	Bloomfield Hills	Private
Detroit Bible College	1945	Detroit	Private
Detroit College of Law	1891	Detroit	Private
Detroit Inst. of Mus. Art	1914	Detroit	Private
Detroit Inst. of Tech.	1891	Detroit	Private
Duns Scotus College	1930	Southfield	Roman Catholic
General Motors Instutute	1919	Flint	General Motors
Hillsdale College	1844	Hillsdale	American Baptist
Hope College	1851	Holland	Reformed Church in America
Kalamazoo College	1833	Kalamazoo	American Baptist
Lawrence Inst. of Tech.	1932	Southfield	Private
Madonna College	1937	Livonia	Roman Catholic
Maryglade College	1960	Memphis	Roman Catholic
Marygrove College	1910	Detroit	Roman Catholic
Mercy College	1941	Detroit	Roman Catholic
Nazareth College	1924	Nazareth	Roman Catholic
Olivet College	1844	Olivet	Congregational
Owosso College	1909	Owosso	Pilgrim Holiness Church
Sacred Heart Seminary	1919	Detroit	Roman Catholic
St. John's Provincial Sem.	1949	Plymouth	Roman Catholic
St. Mary's College	1885	Orchard Lake	Roman Catholic
Siena Heights College	1919	Adrian	Roman Catholic
University of Detroit	1877	Detroit	Roman Catholic
Western Theological Sem.	1866	Holland	Ref. Church in Amer

* The vocational, technical and professional schools are included for the purpose of providing a complete listing of non-public institutions of higher education offering at least the bachelor's or first professional degree; however, the focus of attention within the thesis will be on the church-related

Evolution of Institutional Objectives:

An examination of college histories, old catalogs and other documents does not reveal purposes which are greatly different from those which are stated in the current bulletins and catalogs of the same institutions.

Thwing, while writing about the religious impulse for higher education in Ohio, Indiana, Michigan and Wisconsin, stated that it is "difficult to emphasize too strongly the prevalence of the religious and ecclesiastical motive."[55]

In the first catalog published by Olivet College, in 1846, one can read the following statement concerning the objective of the institution:

> The object of the college is thus set forth: We wish to have it distinctly understood that the whole object of this institution is, has been, and we hope ever will be, the education of young men and women, especially such as are not rich in this world's goods, but heirs of the kingdom -- for the glory of God, and the salvation of men. All things connected with this school in all its arrangements and departments will, so far as in us lies, be made and kept subservient to this supreme end. Our first great object will be to lead our pupils to Christ and to consecration to his service. Having no partisan or sectarian interests to subserve, we wish simply to do them good, by placing in their hands the means of

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55 Charles F. Thwing, A History of Higher Education in America (New York: D. Appleton and Company, 1906), p. 228.

> intellectual, moral and spiritual improvement and to teach them the Divine art and science of doing good to others.[56]

Today the general objectives of the church-related colleges are stated in religion-oriented terminology, but the development of a responsible individual is the central theme of most of these institutions.

Currently, the major purpose of the liberal arts colleges included in this study is to develop the integrated personality, the "whole person." "Self-realization" is a term which is often used in a statement of this major purpose. One portion of a statement of purpose in one college bulletin reads "To train the whole of man for the whole of life. . ."[57]

Typical of the liberal arts colleges for women are these statements concerning purposes from the Marygrove College Bulletin:

> Marygrove College is a liberal arts college. . . .General and departmental requirements are designed, therefore, to encourage an orderly growth and development of the whole person by providing students with the means for the acquisition, assimilation, and use of knowledge in the major areas of human interest and activity.
>
> Marygrove is also essentially a practical college. Every department which offers a major is responsible for preparing each of its graduates for an after-college occupation. Moreover, all students are urged to get work experience while they are in college for the sake of first-hand acquaintance with the intellectual, moral,

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[56] Williams, op. cit., p. 24.

[57] Hope College Bulletin, 1961-63, p. 9.

> social, and financial aspects of making a living. Departmental field work is particularly constructive in this direction.
>
> Further, Marygrove students have immediate constant opportunity during their college years to develop a high degree of community consciousness and acquire an abiding sense of personal responsibility -- the chief ingredient of adult leadership. . .
>
> In brief, Marygrove College is dedicated to the formation of women in whom a Christian hierarchy of values is the unifying factor of an integrated personality. Every element in the organization of the college is directed ultimately toward this objective.[58]

Often the objectives of an institution include a statement concerning service of the institution to the denomination. One aim of Albion College, adopted in 1962 by its Board of Trustees, is "To preserve and enrich the cultural and spiritual heritage from which the College grew."[59]

Very seldom are contributions through research mentioned as a purpose of these institutions. Since the majority of the colleges included in this study offer no more than the baccalaureate degree, research is not emphasized except as it is accomplished to enrich teaching.

Those specialized institutions which are educating for professional competency limit statements of objectives to those dealing with

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[58] Marygrove College Bulletin, 1962, pp. 11-12.

[59] "Aims of Albion College," (Committee on Aims and Goals of the Board of Trustees of Albion College), p. 1. (Mimeographed)

vocational preparation, i. e., to educate "young men who have the potential to assume positions of major responsibility in the engineering and administrative operations of a manufacturing organization."[60]

In some of the 33 non-public institutions the statment of aims and objectives is not sufficiently clear and definite to indicate anything that makes the college distinctive.

Evolution of Governing Boards:

"In the absence of any central direction it was all the more necessary for the many budding colleges to be closely identified with, and understood by, the communities from which they sprang. To achieve and maintain this desirable liaison, American higher education evolved an ingenious administrative device: the governing board of trustees. As the corporation charged with the execution of the charter which gave an institution legal existence, this nonsalaried, usually self-perpetuating, uniquely American body of public-spirited citizens proved an effective instrument for keeping the college in touch with its constituents."[61]

Even as the first institutions of higher learning were being established in Michigan, the large per cent of clergymen serving on governing boards had begun to decrease. Many of the non-public, church-related

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[60] General Motors Institute Catalog, 1962-63, p. 5.

[61] George P. Schmidt, The Liberal Arts College (New Brunswick: Rutgers University Press, 1957), p. 20.

institutions had begun the practice of asking potential donors to serve as board members. The writer holds the opinion that many successful businessmen were asked to become members of governing boards in order to help offset the poor financial management which often accompanied the administration of a clergyman president. However, the composition of the governing boards of the 1830's through the remainder of the nineteenth century was considerably different from those of today.

After the Holland Academy officially became Hope College its governing board was known as the Council of Hope College. "The predominance of church control was evident in the composition of the first College Council. It included four representatives from each western Classis, appointed by the General Synod of the Reformed Church in America."[62] By way of contrast the charter of Michigan and Huron Institute (Kalamazoo College) has no reference in it to any religious affiliation. "On the other hand a majority of the Trustees were members of Baptist churches which were looked to for support."[63] Knowing that Governor B. Porter "was strongly prejudiced against granting charters to denominational institutions, the petitioners to the Legislative Council of the Territory had carefully omitted any reference to denominational control."[64] Even after the

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[62] Stegenga, op. cit., pp. 73-74.

[63] Goodsell and Dunbar, op. cit., p. 20

[64] Ibid., p. 17.

bill to incorporate the Michigan and Huron Institute was passed, Governor Porter delayed signing it for almost three months.[65]

Goodsell and Dunbar wrote concerning the first governing board of Kalamazoo College:

> The original Board of Trustees was an able and well chosen group of men. There were sixteen in all and of these fourteen have been identified. Seven were Baptist ministers and seven were laymen, mostly Baptist, representing rather evenly law, politics and business.[66]

The first Board of Trustees for Albion College consisted of clergymen, a physician and several merchants.[67] Much the same as Albion, Adrian College's first Board of Trustees included physicians, lawyers, ministers and businessmen, without a predominance of clergymen.

In Reverend Wolcott B. William's history one can read that Olivet College had a board of trustees even before the college was legally incorporated. He gives the names of the members of this first board, but he does not give their occupations.

The constitution for Michigan Central College (Hillsdale) was written in the summer of 1844. "Article V of the constitution directed that the

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[65] Ibid., p. 19.

[66] Ibid., pp. 19-20.

[67] Gildart, op. cit., p. 21.

president and not fewer than two-thirds of the trustees and faculty must be members in good standing of the Free Baptist Church."[68]

Indicative of governing board reconstruction in more recent years are some of the changes made by the Kalamazoo College Board of Trustees in 1953. This board voted to eliminate restrictions pertaining to church affiliation in the case of the President and to reduce the requirement from a majority to 25 per cent of the total number of Trustees who must be members in good standing of regular Baptist churches.[69]

The colleges and universities maintained under the auspices of the Roman Catholic Church constitute an exception to the general rule of having as board members only people who are not connected with the institution. In a Catholic institution the board usually consists of a few staff members organized only for the property-holding purposes, while the control is lodged in the religious order or the ecclesiastical hierarchy. A Catholic college or university generally has an advisory board which, though without official power, serves much the same function of keeping the institution closely in touch with the constituency as is served by the controlling board of other types of institutions.[70]

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[68] Moore, op. cit., p. 5.

[69] Arnold Mulder, The Kalamazoo College Story (Kalamazoo: Kalamazoo College, 1958), p. 130.

[70] Control and Coordination of Higher Education in Michigan, The Survey of Higher Education in Michigan, Staff Study No. 12 (Lansing, 1958), p. 1.

Growth Indices:

In this section growth in Michigan's non-public institutions of higher learning is reflected through an analysis of data on enrollments, volumes in libraries, size of faculties and earned degrees granted.

The official Michigan agency charged with responsibility in the collection of enrollment data is the State Department of Public Instruction. This agency annually receives a report from each educational corporation of the state which contains the full-time equivalent student enrollment. These data on enrollments are available from the State Department of Public Instruction's Biennial Reports as far back as 1900.

In Table II one can find full-time equivalent enrollments from 1900 to 1959. Enrollments are given in 10-year intervals through 1950. Following 1950 enrollments are given for each year. The 12 non-public colleges reporting enrolled 2,715 students in 1900. In 1959 the number of institutions reporting had grown to 29 and enrolled 25,645 students. The number of colleges reporting increased by 142 per cent. The number of students increased by 845 per cent. Lowest enrollment of all institutions in 1900 was 37 while the lowest enrollment of any single institution in 1959 was 53. Highest enrollment of any institution in 1900 was 475. The highest enrollment in 1959 was 7,948. An examination of Table II reveals a decrease in enrollments in 1951, 1952 and 1953 because college-age men and women entered military service during the Korean conflict.

TABLE II. ENROLLMENTS IN THE NON-PUBLIC COLLEGES OF MICHIGAN

Year	Number of Colleges Reporting	Total Enrollment F. T. E.	Mean	Median	High	Low
1900	12	2,715	226	226	475	37
1910	12	3,092	258	249	452	142
1920	11	5,642	513	294	1,645	43
1930	10	5,234	523	326	2,813	59
1940	21	13,206	629	405	3,501	24
1950	28	20,915	747	418	6,476	68
1951	28	17,569	627	338	6,141	69
1952	28	18,733	669	362	6,080	66
1953	29	19,556	674	350	6,358	71
1954	29	21,497	741	356	6,728	61
1955	29	23,356	805	429	6,953	32
1956	29	24,526	846	447	7,033	57
1957	29	24,767	854	436	7,169	50
1958	29	25,766	888	494	7,653	44
1959	29	25,645	884	517	7,948	53

Source: Michigan Department of Public Instruction Biennial Reports

The marked increases that have occurred in college enrollments in the years since 1953 probably indicate a rather radical change in the attitude of the people of the United States toward higher education, from the attitude that was characteristic of the people a generation ago. The change in attitude is probably not as sudden as the recent increases in enrollment might indicate, for circumstances such as the depression of the 1930's, World War II, and the large enrollment of veterans have obscured what probably has been a basic underlying trend toward in increased participation in the services of higher education.[71]

It seems very clear that the percentage of the people of college age who enter college is increasing very rapidly, not only in Michigan but in almost every State. It is also probable, though the statistics on this point are not entirely clear, that students entering college are staying longer and that a smaller percentage of them than formerly are dropping out before completing an organized curriculum.[72]

Enrollment trends become very important when long-range projections are being made for institutions. Enrollment trends in the various groups of non-public colleges between 1952 and 1961 are given in Table III. The number of institutions increased from 32 to 33 with the founding of Maryglade College Seminary in 1960. The greatest per cent of increase

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[71] Preliminary Report to the Michigan Legislative Study Committee on Higher Education (Lansing, 1957), p. 44.

[72] Ibid., p. 45.

TABLE III. HEAD COUNT ENROLLMENT TRENDS IN VARIOUS GROUPS OF NON-PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN BETWEEN 1952 AND 1961

Type of Institution	No.	1952 Fall Enrollment	No.	1961 Fall Enrollment	Per Cent Change
Protestant Colleges and Universities	9	5,485	9	10,693	+48.7
Catholic Colleges and Universities	7	9,901	7	15,380	+55.3
Protestant Seminaries and Bible Colleges	4	398	4	659	+65.6
Catholic Seminaries	4	322	5	653	+102.8
Professional and Technical Institutes and Colleges	8	5,842	8	8,235	+41.0
Totals	32	21,948	33	35,620	+62.3

Source: U. S. Office of Education, Opening (Fall) Enrollment in Higher Education, 1952 and 1961: Institutional Data.

in enrollment was in the Catholic seminaries, 102.8 per cent. The professional and technical institutes and colleges had the smallest per cent of increase, 41 per cent. Because of the size of the University of Detroit, the Catholic colleges and universities enrolled the largest number of students in 1952 and 1961.

An examination of Table IV reveals an astounding increase in the number of earned degrees granted in 1959 over the number granted in 1900, 4,098 and 221. Actually, the peak year was 1950 when 6,223 earned degrees were awarded by the 28 institutions reporting. The mean number

TABLE IV. EARNED DEGREES GRANTED BY NON-PUBLIC COLLEGES IN MICHIGAN

Year	Number Of Colleges Reporting	Total Degrees Granted	Mean	Median	High	Low
1900	12	221	18	20	49	5
1910	12	358	30	29	49	1
1920	11	345	31	60	70	8
1930	10	653	65	51	277	29
1940	21	1,311	62	60	267	18
1950	28	6,223	222	111	1,278	0
1951	28	4,102	147	80	1,482	8
1952	28	3,710	133	69	1,252	6
1953	29	3,278	113	56	1,038	11
1954	29	3,073	106	62	1,019	10
1955	29	3,036	105	62	977	6
1956	29	3,185	110	52	968	10
1957	29	3,561	123	75	1,002	7
1958	29	3,962	137	85	1,178	6
1959	29	4,078	141	88	1,196	8

Source: Michigan Department of Public Instruction Biennial Reports

graduating each year does not indicate large graduating classes in most of the colleges.

With the exception of 1920, data were available from the Biennial Reports of the Michigan Department of Public Instruction on volumes in the libraries of the non-public colleges from 1900 through 1959. (See Table V.) A surprising fact is that the volumes per student in the reporting colleges was 50 in 1900 and the same in 1959. The number of volumes per student exceeded 50 in 1910, 1951 and 1952 when the numbers were 57, 51 and 52 respectively. The mean number of volumes for all institutions increased 289 per cent between 1900 and 1959.

"In 1930, the church-related colleges enrolled about 28 per cent of the students attending institutions of higher learning in Michigan. Thirty years earlier, they had enrolled about the same percentage of the total college population of the state. But many of their students in 1900 were not in college classes. Consequently, we may conclude that a somewhat larger proportion of students enrolled in college courses was registered in church-related colleges in 1930 than in 1900. The church-related colleges had more than kept pace with the publicly supported institutions during this period, but in the next two decades they could not match the phenomenal growth of the institutions financed by taxation."[73]

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[73] Dunbar, op. cit., p. 300.

TABLE V. VOLUMES IN LIBRARIES OF NON-PUBLIC COLLEGES IN MICHIGAN

Year	Number of Colleges Reporting	Total Volumes	Mean	Median	High	Low	Vol. per Stu.
1900	12	134,995	11,250	11,200	26,000	1,000	50
1910	12	175,790	14,649	13,800	33,000	3,000	57
1920	*	*	*	*	*	*	*
1930	10	237,655	23,766	35,000	50,000	9,000	45
1940	20	551,736	27,587	24,646	105,450	1,837	42
1950	28	879,290	31,403	29,328	150,000	4,363	42
1951	28	897,459	32,052	30,058	150,000	1,600	51
1952	28	975,429	34,837	29,036	154,000	1,700	52
1953	29	978,737	33,750	25,282	164,000	1,845	50
1954	29	1,000,777	34,510	26,173	166,095	2,000	47
1955	29	1,068,407	36,842	27,000	167,572	2,000	46
1956	29	1,089,644	37,574	27,406	180,000	2,220	44
1957	29	1,120,830	38,649	29,054	190,040	2,290	45
1958	29	1,228,046	42,346	32,636	212,424	2,400	48
1959	29	1,270,171	43,799	33,140	199,934	2,425	50

* Data not available

Source: Michigan Department of Public Instruction Biennial Reports

Evolution of Administrative Organizations:

In the early non-public colleges of Michigan the administrative organization was very simple. Often-times the president or principal was the sole administrative officer and was expected to do some teaching. Almost without exception he was a minister and usually served as professor of "mental and moral philosophy." Since faculties and student bodies were small there was little need for additional administrators. "Administrative staffs were small, as a consequence of which there was less regulation and regimentation of student activity than was to come later with the multiplication of counselors, deans and guidance experts."[74]

As the governing boards of the various institutions found that they must solicit funds from other than local sources, they appointed "agents" whose sole responsibility was fund raising. Many of them traveled extensively in the east while securing donations and selling scholarships. However, many of the institutions expected the president to perform the function of agent and allowed him time for extended absences from the campus while engaged in this type of activity.

As the institutions grew and their offerings became more numerous the administrative staffs had to be enlarged. Business agent or treasurer became a fairly common office. The office of registrar came into being in several institutions. The office of dean was not established

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[74] Dunbar, op. cit., p. 299.

in most institutions until after 1900. Until the addition of the office of dean, the president remained directly in charge of the instructional program and was sometimes assisted by a chairman of the faculty.

As mentioned earlier most of the early college presidents were ministers. Generally they were not gifted in management of finances. One of Kalamazoo's historians wrote the following about one of its early clergyman presidents: "Though he was a great educator, Dr. Stone was in no sense a competent businessman."[75]

An interesting trend which began to be noticeable toward the end of the nineteenth century was that of the selection of non-clergymen as presidents of the church-related colleges. The consensus seemed to be that too many of the clergymen serving in the office of president were poor business administrators. A case in point is the appointment of Dr. Samuel Dickie to the presidency of Albion College in 1901.[76] Dr. Dickie was an educator and successful administrator. During his administration he proved his ability in the management of fiscal affairs. One of his outstanding accomplishments was the retirement of the long-standing college debt of $92,000 early in his administration. Adrian's new president, elected in 1893, was described as a "layman, conversant with educational affairs but without experience in dealing with church constituency."[77]

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[75] Mulder, op. cit., p. 13.

[76] Gildart, op. cit., p. 165.

[77] Hay, Cargo and Feeman, op. cit., p. 60.

From the various published and unpublished histories of the Michigan non-public colleges, the writer learned of the large turn-over in administrative personnel. There are at least two factors which seem to contribute to this problem: The small institution's welfare was so closely tied to the personality of the president and it had become a custom for the president to surround himself with assistants of his own choosing. Therefore, when the president resigned or was discharged, his staff had no tenure.

A radical change at Hillsdale College in 1911 had far-reaching effects. This change was the removal of membership in the Free Baptist Church as a qualification for president and trustees. As stated by Hillsdale's historian: "No longer would Hillsdale, in the strictest sense, be a Free Baptist College, though the denomination would still aid in its support."[78]

Referring to the years immediately following World War I, Kalamazoo's historians point out that administrative control by the faculty had declined noticeably. "With the creation of the offices of Deans and growing complexity of college life questions of that nature were increasingly handled by the President and the Deans or referred to special committees."[79]

In the Hillsdale history one can find another example of the selection of a president with business experience. "The consensus of the

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[78] Moore, op. cit., p. 166.

[79] Goodsell and Dunbar, op. cit., p. 151.

Board was that a judicious mixture of educational, administrative, and business training was essential, if the college was to be tided over this crucial period. The immediate and logical choice seemed to be J. W. Mauck, treasurer of the Chicago and Milwaukee Railway. . . .In June, 1902, the Board was able to announce his election."[80]

In 1931 Dr. Wynand Wichers was appointed President of Hope College. "Previous to the time he assumed office, President Wichers had experience as a bank administrator and thus he proved to be a very able financier for the college through a period when many educational institutions were unable to survive."[81]

Mulder, author of Kalamazoo's latest history, wrote the following concerning President Paul Lamont Thompson: "Before coming to Kalamazoo, Dr. Thompson had won some recognition as a business administrator. The members of the Board of Trustees, many of them businessmen, took their responsibility seriously of piloting the College over the financial shoals that increasingly threatened it in spite of the fact that the boom times were returning to the American economy. They understood that a college president cannot be chosen the way a general manager is selected by a board of directors of a business concern, but they also felt that a modern college president must in some degree be a businessman as well as an educator, that the day had passed when such an official could live in any ivory tower."[82]

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[80] Moore, op. cit., p. 154.

[81] Stegenga, op. cit., p. 120.

[82] Mulder, op. cit., p. 59.

As early as the fall of 1924 a student personnel service was inaugurated at Kalamazoo College. "Its object is to individualize education by endeavoring to bring about better adjustment between the individual and the College. The bureau fulfills this function by serving as a clearing house for the collection and filing of personal data on each student and in many other important ways. The personnel work was augmented in 1932 by the appointment of a Dean of Men."[83] Adrian College, for example, did not create the offices of dean and business manager until 1925 and 1927, respectively.[84] In 1926 the first dean of men was appointed at Hillsdale College.[85]

The decade of the twenties was the period of greatest proliferation of administrative officers in the non-public colleges of Michigan.

Faculty Characteristics:

On the basis of information included in the various histories of the non-public institutions in Michigan, one can generalize about the early male and female "college" instructor in these institutions. The typical male instructor had usually studied for the ministry. He possessed a bachelor's degree. The typical female instructor did not possess the bachelor's degree. Only the lady director of the "Female Department" had completed four years of college. Considering the number

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[83] Goodsell and Dunbar, op. cit., p. 188.

[84] Hay, Cargo and Feeman, op. cit., pp. 95-96.

[85] Moore, op. cit., p. 576.

of persons in the college communities possessing college degrees, these teachers were probably better educated than their counterparts of today. The president of the early college, who usually taught, often had the M.A. degree and, sometimes, the honorary Doctor of Divinity.

"As an indication of the early faculty's familiarity with the denomination and its heritage, many members of the early teaching staff of Hope College were recruited directly from the ministry of the Reformed Church in America. . . .the early appointment procedure assured a direct denominational control over the college faculty."[86] Perhaps faculty loyalty to the denomination has given the church-related colleges a real advantage.

Early faculty members carried heavy teaching loads and were forced to teach several different subjects because finances were inadequate for additional faculty. The Hope College history includes the statement that "the first college faculty numbered only six instructors who were all overburdened with work."[87]

During the period of time just prior to statehood the teacher had an enviable status. Dr. George Newman Fuller wrote: "Many of the leading pioneers had been educated in eastern schools and colleges; and the universal respect for education is shown by the social status of the teacher, which was equal to that of the minister or physician."[88] The early college

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86 Stegenga, op. cit., p. 213.

87 Ibid., p. 219.

88 Fuller, op. cit., p. 92.

teacher in Michigan may have enjoyed social status equal to that of the minister or the physician, but he was paid less than either. In 1907 faculty salaries at Hillsdale College were raised for the first time in 30 years.[89]

Referring to the two decades, 1850 to 1870, Kalamazoo's historians wrote: "The records of the Faculty meetings during these years reveal the fact that the instructors regarded themselves as sovereign in the institution. There was no separation of administrative and teaching functions such as exists today."[90] The faculty handled discipline cases, curriculum planning and even employed custodial staff. The same historians refer to Kalamazoo's faculty during "the period of struggle" as "a group of devoted and able teachers."[91] Several of these teachers later became college presidents, authored articles in leading journals of the country, wrote textbooks and were widely known for their scholarship. Many of them remained with Kalamazoo College in spite of offers of better salaries from other institutions. "During the history of Hope College, the faculty has reflected a high degree of quality and, therefore, has greatly aided the college in the extension of its effectiveness. Although the Hope College faculty has served to foster the college's Dutch and

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[89] Moore, op. cit., p. 164.

[90] Goodsell and Dunbar, op. cit., p. 64.

[91] Ibid., pp. 87-88.

denominational heritage throughout the years, it has always maintained high academic standards for the institution."[92]

Just prior to the publishing of Hope College's history in 1954, a summary of qualifications desired in Hope College faculty members was listed in a Board of Trustees memorandum. These requirements have been employed as criteria for faculty procurement as well as promotions:

> Ability as a Teacher includes proficiency in classroom instruction, initiative and skill in the development and administration of the teaching program. It also includes interest and success in student guidance. The function of the teacher as a guide and counselor extends beyond the classroom into every phase of the life of the student as a member of the college community.
>
> Ability to do Scholarly work. It may be taken for granted that a teacher must read widely within and without his instructional field. However, to properly stimulate and guide students, he must go beyond what has already been written. His activities should lead to investigation, experimentation, and the publication of studies.
>
> Institutional Usefulness. A member of the college staff should be interested in the institution as a whole. Such an interest requires active participation and cordial cooperation in committee work and in other duties to which he may be assigned.

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[92] Stegenga, op. cit., p. 213.

> Understanding and Believing in Aims. A college staff member will acquaint himself with the aims of the college before accepting a position. Acceptance of appointment at Hope College implies that a teacher has studied the aims of the college and subscribes to them. It further implies that he is an active Christian. His Christianity will show itself in active participation in those activities which promote the Christian program of Hope College.[93]

An Illinois newspaper carried the following statement concerning Hillsdale College and its faculty in 1885:

> Hillsdale College, Michigan, ranks among the best educational institutions in the west. A large corps of thoroughly competent, enthusiastic, and proficient professors and tutors, whose instruction is abreast with the age, and the nominal rate of expense, considering the superior advantages offered, make it a most desirable school for all interested in obtaining a true education and making preparation for a practical life.[94]

The faculty mentioned in this newspaper article included many of the country's leading Free Baptists.

The professor in the early non-public college enjoyed a great measure of academic freedom; the same is true today. One of the limiting influences has been the influence or control of the denomination in the church-related colleges.

Through the years faculty members in the various institutions have been active in campus as well as community activities. Those connected

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93 Ibid., pp. 216-217.

94 Moore, op. cit., p. 119.

with church-related institutions have been active in the local churches.

"The level of technical scholarship has been rising. In the 30's the teacher with a Ph.D. was still the exception, about a sixth of the total; in 1958 the instructor below the doctoral rank has become the exception."[95] In this statement Mulder is referring only to the Kalamazoo college faculty. However, this statement is applicable to at least two other liberal arts colleges included in this study.

Only in recent years is mention made of the research activities of faculty. The earlier counterpart considered teaching his first and, in most instances, only responsibility.

An examination of Table VI brings to light a number of facts concerning non-public college faculties since 1900. First, the total number of faculty members reported to the Michigan Department of Public Instruction in 1959 is 682 per cent larger than the number reported in 1900, 1619 compared with 207. In 1900 there were 12 colleges reporting; in 1959, 29. Second, the mean number of faculty members for all non-public colleges was 17 in 1900. This number had increased to 56 by 1959. Third, the largest faculty of any non-public college in 1959 was 419. Perhaps one of the most significant facts revealed in Table VI is the stability of the faculty-student ratio. In 1900 this ratio was 1:13; in 1959, 1:16. These data substantiate the claims of the non-public colleges concerning small classes and individual attention for each student.

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95 Mulder, op. cit., p. 41.

TABLE VI. FACULTIES IN THE NON-PUBLIC COLLEGES IN MICHIGAN*

Year	Number of Colleges Reporting	Total Faculty	Mean	Median	High	Low	Faculty-Student Ratio
1900	12	207	17	19	25	5	1:13
1910	12	260	22	24	27	12	1:12
1920	11	240	22	24	91	5	1:24
1930	10	374	37	26	182	8	1:14
1940	21	862	41	32	204	4	1:15
1950	28	1,279	46	31	320	4	1:16
1951	28	1,151	41	28	338	5	1:15
1952	28	1,185	42	23	350	6	1:16
1953	29	1,253	43	29	349	7	1:16
1954	29	1,314	45	28	352	7	1:16
1955	29	1,415	49	31	358	7	1:17
1956	29	1,467	51	33	367	7	1:17
1957	29	1,579	54	33	385	7	1:16
1958	29	1,550	53	35	404	6	1:17
1959	29	1,619	56	40	419	6	1:16

* Does not include Non-Instructional Professional Staff

Source: Michigan Department of Public Instruction Biennial Reports

Evolution of Curricula:

Most of the early colleges in Michigan offered high school level course work, courses preparing students for the "college course." This situation prevailed before the public high school became common. A "common" school education was all that the tax revenues made available until about 1910 in the state of Michigan.

Hofstadter's general statement concerning curriculum is applicable to the non-public college in Michigan:

> A college curriculum is significant chiefly for two things: it reveals the educated community's conception of what knowledge is most worth transmitting to the cream of its youth, and it reveals what kind of mind and character an education is expected to produce. The curriculum is a barometer by which we may measure the cultural pressures that operate upon the school. The American college curriculum before the Civil War consisted chiefly of studies in Latin, Greek, mathematics, logic and moral philosophy, with occasional smatterings of Hebrew and rather elementary physics and astronomy.[96]

"Higher education was far more a luxury, much less a utility, than it is today."[97]

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[96] Richard Hofstadter and C. DeWitt Hardy, The Development and Scope of Higher Education in the United States (New York: Columbia University Press, 1952), p. 11.

[97] Ibid., p. 21.

Until about 1890 the college curriculum consisted of the "modified" classical course. A college education was deemed important only for young men who planned to enter the ministry. Occasionally the student interested in law was encouraged to pursue college course work. The would-be doctor could still study medicine as an apprentice or on his own. Many other occupations as we know them today did not exist prior to the Civil War or even during the nineteenth century.

The early curriculum of the six non-public colleges of Michigan might best be referred to as the modified classical curriculum. For example the Wesleyan Seminary (Albion College) catalogue of 1843-44 listed 59 courses in eight departments. "The eight departments were the English, natural science, moral science and 'belles letters,' mathematics, ancient languages, modern languages, normal department and fine arts."[98] In 1865, four years after Albion began granting degrees, the major subjects were mathematics, Greek, Latin and art. The classics were still the vogue. "Students could escape much of the Latin and Greek by taking what was termed the scientific course, but in those days the classical course was regarded as the most significant for college level work: one's education was not complete without thorough study of Latin and Greek."[99] The scientific course of 1865, as described by Gildart, does

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[98] Gildart, op. cit., pp. 45-46.

[99] Ibid., p. 100.

not lack academic respectability since it includes French, German and four years each of mathematics and natural science.

Early in the twentieth century the traditional classical curriculum began to lose its grip in all of Michigan's Protestant liberal arts colleges. The Catholic schools were slower to drop the classics from the various courses of study. The 1882-1883 Albion College catalog contained statements concerning the difficulty of the classical courses and questioning the methods of teaching these studies. "The catalog declared that the college would attempt henceforth to guide students in a logical, natural-growth manner in matters of study. It stated that it would proceed to teach them by taking them from the familiar to the unfamiliar, from the near to the remote, from the concrete to the abstract, in efforts to make college work not only more interesting but more responsive to the requirements of the times. The catalog disclosed plans to improve methods of instruction as well as the subject matter of instruction."[100]

Vivian Lyon Moore, Hillsdale's historian, writes about the revolt against the "modified" classical curriculum. "Striking alterations were effected in curricular policies. As has been seen, the classical requirements for an A.B. degree were discontinued in 1903. . . .The elective system in its most elastic form descended upon the college."[101] The

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[100] Ibid., p. 119.

[101] Moore, op. cit., p. 167.

elective principle in choice and pursuit of courses was discussed and partially adopted in 1873 at Adrian College.[102] This move toward the adoption of the elective principle was one of the first in the state.

In Stegenga's history of Hope College the reluctance of the faculty to de-emphasize the classical aspects of the curriculum is made evident. However by 1907 the Hope faculty recognized the fact that many students were no longer studying Latin and Greek in high schools and recommended an "English and Modern Language Course" which would lead to the B.A. degree.[103]

Goodsell and Dunbar give an account of the far-reaching changes made at Kalamazoo College during this period of time.

> The radical transformation of the curriculum. . .was completed by September, 1911. . .Changes included the limiting of the bachelor's degree to the B.A., except in the case of students who so specialized in science as to earn the B.S. degree; the giving of the fundamental courses four instead of five hours a week; the division of the year into two semesters instead of three terms; the substitution of class work for chapel orations and the establishment of a Faculty adviser system and a student-faculty forum. One hundred and twenty-two semester hours were required for graduation. There are two kinds of required work, the first consisting of a

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[102] Hay, Cargo and Feeman, op. cit., p. 40.

[103] Stegenga, op. cit., pp. 244-245.

> few definitely required courses, such as Freshman rhetoric, fifteen hours in all; and the second kind consisting of fixed amounts of work in certain fields such as foreign languages, history and science, the choice of any particular language or science, for example, being entirely optional. There were also many elective studies constituting two-thirds of the entire college course.[104]

From these elective studies the student selected a major of 20 semester hours and two minors consisting of 14 semester hours each. "The principle of prerequisites was introduced, each department being left to work it out for itself."[105] This was the most radical change made in Kalamazoo's curriculum prior to the publishing date of the centennial history, 1933.

When Michigan Central College (Hillsdale) obtained full collegiate status in 1850, one section of the charter read "providing that the course of study pursued. . .shall be in all respects as comprehensive as that required, or that shall be hereafter required, in the University of Michigan."[106]

The non-public colleges of Michigan have been leaders in cooperative education. Hillsdale's historian records one of the first programs of cooperative education: "Just before the war (1918), arrangements with the university were made for pre-professional courses in medicine and law,

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[104] Goodsell and Dunbar, op. cit., p. 151.

[105] Ibid.

[106] Laws of 1850, Act No. 121, State of Michigan, March 20, 1850.

through which three years of credits were transferred directly to the chosen school, and a bachelor's degree was given by Hillsdale after one year's professional work at Ann Arbor."[107] Several of the institutions included in this study currently have cooperative programs in operation. Two schools which have well-established programs are the University of Detroit and Albion College. The University of Detroit is well-known for its co-operative plan of engineering education. At Albion College, a student can work out combined pre-professional courses in dentistry, engineering, law, medical technology, medicine, natural resources and nursing. The first three years for one of these majors is combined with the last one, two or three years of the major in another college or university.

Typical of the curricular changes brought about by World War II are those mentioned by one of Kalamazoo's historians, Mulder. "Increased emphasis was placed on physical education and courses in first aid. . . .New courses offered in 1943, second semester, included instruction in the astronomy of navigation, history of the Far East, map reading, contemporary conflict of political and social ideals (philosophy), psychology of reading, social problems dealing with current social maladjustments and difficulties, and advanced social psychology."[108] Most of these changes were temporary.

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[107] Moore, op. cit., p. 167.

[108] Mulder, op. cit., p. 68.

Along with curricular revisions came the necessity of new library acquisitions over and above those which may be classified as routine. Generally the non-public colleges have maintained good libraries. Some of them designate an unusually large per cent of their operating budgets for library acquisitions. Kalamazoo College, for example, purchased 16,000 new volumes during the three year period from 1954 to 1957.[109]

Dividing the entire college curriculum into a lower and an upper division is a noticeable trend during the early 1930's. Olivet and Hillsdale Colleges both followed this trend. In 1933 Hillsdale made this change. "The curriculum had been rearranged into upper and lower divisions for the purpose of affording each student a well-rounded basic education before he entered a definite field of concentration."[110]

During the first and second decades of the twentieth century the preparatory departments of the majority of the liberal arts colleges disappeared. At Hillsdale College the preparatory department's program was curtailed in 1911 and abolished in 1915.[111] High school level course work was discontinued at Hope College in 1928. Calvin College discontinued its preparatory department in 1921 and Kalamazoo in 1908.

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[109] Ibid., p. 143.

[110] Moore, op. cit., p. 212.

[111] Ibid., p. 168.

The non-public liberal arts colleges of Michigan contribute a large number of teachers for the public schools of Michigan each year. Some of the education departments in these colleges had humble beginnings. "Preparation of teachers as well as scientific and theological training was stipulated as one of the early purposes of the Hope College curriculum. In 1866 the teacher education program was called the 'Normal course of elective studies.'. . .the teacher training program has steadily expanded and developed throughout the years."[112] Hope College has pioneered in the teaching of foreign languages. Olivet's early historian mentions the 1893 Michigan statute which provided for teacher certification. This legislation resulted in Olivet's adding what was called the "normal department." The three broad areas of study in the normal department were history of education, applied psychology and school organization and educational problems. All seniors taking the pedagogy work were required to teach one term in Olivet High School under the direct supervision of the teacher of pedagogy and the superintendent of the Olivet Schools.[113]

The faculty of Kalamazoo College has grouped its curriculum in four major divisions: Languages and Literature; Natural Sciences and Mathematics; Humanities; Social Sciences. There are two types of courses leading to the B.A. degree, the general and the departmental.

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[112] Stegenga, op. cit., p. 242.

[113] Williams, op. cit., pp. 89-90.

The general course is designed to insure a general education while the departmental course provides a reasonable degree of concentration.[114]

Curricular changes were at one time considered to be a revolutionary step in the life of the college. They came slowly and with much reluctance. The faculties in most of the non-public colleges today accept the fact that curriculum revisions are inevitable and continuous. The curriculum committee has come to be a standing committee in most institutions of higher learning.

Perhaps the most dramatic change to take place in many years in any of the non-public colleges of Michigan is Kalamazoo College's conversion to a "twelve month college." The Kalamazoo Plan divides the year into four eleven-week quarters or terms. It provides two tracks leading to the B.A. degree. The first is a four-year track consisting of ten terms on campus and two to five credit-earning quarters off campus, including at least one term abroad. The second is a three-year track for student who have come to college with advanced placement equivalent to a term. It consists of nine quarters on campus and two or three credit-earning terms off.[115]

> The Kalamazoo College faculty and administrative staff, concerned by the growing crisis in higher education, undertook extensive studies to determine how they

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[114] Mulder, op. cit., p. 156.

[115] The Kalamazoo Plan for the Twelve Month College (Kalamazoo, 1962), p. 3.

> could best meet their increasing responsibilities. Principal concern was directed toward two issues. First, the development of more mature students of the academic quality of the College. Second, more complete and efficient utilization of physical facilities. As a result of these studies Kalamazoo College has launched an imaginative and forward looking plan for year-round education which promises to open new vistas of service and opportunity for the future.
>
> In creating its four-quarter plan, the College believes it has arrived at solutions to vital problems faced by American higher education. These include:
>
> 1. Improving quality of instruction.
>
> 2. Enriching education through off-campus learning.
>
> 3. Educating increasingly larger numbers of deserving students.
>
> 4. Providing higher faculty salaries.
>
> 5. Making maximum efficient use of plant, endowment income, and all the other resources with which a college functions.
>
> 6. Reducing the number of years before the student becomes a contributing member of society, particularly for those superior students going on for advanced degrees.[116]

This change is having a tremendous impact on the curriculums and the instructional program of Kalamazoo College. Even though there will

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[116] Ibid, p. 2.

ultimately be a student body increase of 50 per cent, the plan "necessitates only a one-third increase in faculty to enable the College to operate throughout the year and to allow each faculty member a quarter for research and study."[117] Study abroad and increased opportunities for independent study make possible specialization and a wide variety of options without proliferation of the curriculum. Reduced teaching loads make possible "far more precise evaluations of students, for more individualized teaching, and for more creative planning of courses."[118]

Unique among special emphases is that of Hillsdale College on leadership and human relations. "So far as Hillsdale is concerned, its present avowed purpose is preparation for leadership, with stress on public relations."[119] Hillsdale received a million dollar grant from the Herbert H. and Grace A. Dow foundation for the construction of a Leadership Development Center. This center is to provide a "continuing classroom for business, religious, educational, industrial and governmental groups to the end that all may give, and in giving all may share."[120] Hillsdale College assumes that the college graduate is expected to be a leader. Therefore, it provides leadership activities for all its students

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[117] Ibid., p. 10.

[118] Ibid.

[119] Letter from Mrs. Vivian Lyon Moore, Hillsdale College Historian, Hillsdale, Michigan, February 9, 1963.

[120] The Hillsdale Alumnus, December, 1961.

and requires participation. "As the world contracts and the dimension of time displaces the dimension of space, and the borders of ideologies displace the borders of nations, our own pattern of democratic life is in jeopardy unless academic excellence is enriched by integrity and the unselfish concern which arises through the practice of working with others."[121]

Another program to enable the student to develop his full potentiality is proviced by the University of Detroit's College of General Studies. Established as a separate college in 1954, the program is two years in length.

> The curriculum in the new college is a combination of non-credit remedial courses -- in study skills, reading comprehension, vocabulary building, and basic mathematics -- and regular freshman and sophomore subjects carrying college credit. Small classes and frequent individual counseling are emphasized. Upon demostration of capacity to pursue college-level studies, a student is authorized to transfer from the College of General Studies to either the College of Arts and Sciences, the College of Commerce and Finance, or the College of Engineering. The results of this pioneering experiment have abundantly justified the University's belief that it could concern itself with the welfare of individual students and nevertheless protect, even strengthen, its own academic well-being.[122]

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[121] Hillsdale College Bulletin, 1961-1962, p. 7.

[122] A Decade of Fulfillment, 1949-1959, A Report on Ten Years by a Faculty Committee of the University of Detroit, June, 1960.

Leaders in some of the better non-public colleges have decided that they should limit curriculums to those courses of study which they can handle best. This wise decision has enabled several colleges to discontinue programs for which they had inadequate staff and resources.

In Table VII one can find a listing of the general nature of the programs offered and a general classification of the degrees offered by all 33 institutions. Only three of those colleges which offer only liberal arts award the master's degree.

Utilizing the classifications employed in the United States Office of Education Directory, the writer has classified the 33 institutions by kind of program and by highest level of program offered in Table VIII. Ten of the 33 colleges maintain some type of master's degree program. One of these ten offers only the master's degree. At least 11 of the colleges included in this study have teacher education programs. Only three have terminal-occupational courses of study.

Clientele:

Officials of the Protestant and Catholic colleges have encouraged attendance of students of all religious beliefs. The student bodies have increased in diversity through the years. They represent many religious faiths and geographical locations. The charters of all of these institutions made illegal the requirement of a "religious test" for admission. Students were expected to submit to scholastic regulations which usually included required attendance in chapel.

TABLE VII. PROGRAMS AND DEGREES OFFERED IN NON-PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN

College	Programs	Degrees
Adrian College	Liberal Arts	Bachelor's
Albion College	Liberal Arts	Bachelor's and Master's
Alma College	Liberal Arts	Bachelor's
Andrews University	Liberal Arts, Grad. School, Seminary	Bachelor's and Master's
Aquinas College	Liberal Arts	Bachelor's
Calvin Theological Seminary	Theological Sem.	Bachelor of Divinity and Master of Theology
Chrysler Institute of Engineering	Automotive Engineering	Master's
Cleary College	Bus. and Man. Ed.	Bachelor's
Cranbrook Academy of Art	Art and Architec.	Bachelor's and Master's
Detroit Bible College	Bible, Religious Educ. and Theo.	Bachelor's
Detroit College of Law	Law	Bachelor's
Detroit Institute of Musical Art	Music	Bachelor's
Detroit Institute of Technology	Lib. Arts, Engin. and Bus. Admin.	Bachelor's
Duns Scotus College	Liberal Arts	Bachelor's
General Motors Inst.	Engineering	Bachelor's
Hillsdale College	Liberal Arts	Bachelor's
Hope College	Liberal Arts	Bachelor's
Kalamazoo College	Liberal Arts	Bachelor's and Master's
Lawrence Institute of Technology	Engineering and Indus. Manage.	Bachelor's
Madonna College	Liberal Arts	Bachelor's
Maryglade College	Lib. Arts and Theo.	Bachelor's
Marygrove College	Liberal Arts	Bachelor's
Mercy College	Liberal Arts	Bachelor's
Nazareth College	Liberal Arts	Bachelor's
Olivet College	Liberal Arts	Bachelor's
Owosso College	Liberal Arts	Bachelor's
Sacred Heart Seminary	Liberal Arts	Bachelors
St. John's Provincial Seminary	Theology	S.T.B.

TABLE VII. (Continued)

College	Program	Degrees
St. Mary's College	Liberal Arts	Bachelor's
Siena Heights College	Liberal Arts	Bachelor's and Master's
University of Detroit	Liberal Arts, Law, Dentistry, Eng. and Bus. Admin.	Bachelor's and Master's
Western Theological Seminary	Theology	Bachelor of Divinity and Master of Theology

TABLE VII. NUMBER OF NON-PUBLIC INSTITUTIONS MAINTAINING PROGRAMS OF EACH LEVEL AND KIND, 1961-62*

Kind of Program	Highest Level of Program: Bachelor's Degree	Highest Level of Program: Master's Degree	Total
Liberal Arts and General	4	--	4
Liberal Arts, General and Teacher Preparation	10	2	12
Liberal Arts, General, Terminal-Occupational and Teacher Preparation	1	1	2
Professional and Technical	5	5	10
Professional, Technical and Terminal-Occupational	2	--	2
Liberal Arts, General and One or Two Professional Schools	1	1	2
Liberal Arts, General and Three or More Professional Schools	--	1	1
Totals	23	10	33

* Classifications taken from United States Office of Education Directory

Not all of the earlier colleges opened their doors to women. Hope's historian writes:

> Despite the liberality of the early admission requirements in respect to religious affiliations, the college was not as willing to adopt higher education for women. The hesitancy to accept women as students was undoubtedly related to the viewpoint which the colonists had taken from the Netherlands. The Dutch tradition 'in the old country' had been that a woman's place was in the home. Moreover, the Hollanders felt that a college education was only necessary for men.[123]

Although founded in 1851, Hope College did not officially accept young women for college level course work until 1878.[124]

"Denominational influences and contacts have been, undoubtedly, one of the reasons for the great growth in diversity of geographical representation."[125] In the early histories of the non-public colleges, one can find many references to students who came from the east. Since Calvin College is the only institution of higher learning supported by the Christian Reformed Church, students from this denomination travel great distances to Grand Rapids.

As the curriculum of each college expanded, the vocational objectives of the students naturally became more diverse. With multitudinous

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[123] Stegenga, op. cit., p. 163.

[124] Ibid., p. 164.

[125] Ibid., p. 168.

vocational objectives the extra-curricular interests of the student body also increased in number.

"As a result of the growth in numbers and diversity of occupations of former students, the alumni have become a significant factor for the College."[126] One does not find in the published histories of these colleges, however, significant evidences of leadership from alumni in planning the future of these institutions. Perhaps the greatest contributions of alumni have been in the form of financial aid.

Even during its early years Kalamazoo College had a student body representing a large geographical spread. "The wide patronage which the institution was beginning to receive under the Stone administration is indicated by a perusal of the geographical distribution of the student body in 1854-5. No less than eight states outside Michigan were represented in the student body. . . .The outstate enrollment in the Theological Seminary was 36 per cent of the total, in the College it was 17 per cent, in the Preparatory Department 16 per cent, and in the Female Department only 3.3 per cent."[127]

Kalamazoo's most recent historian writes that the bulk of the students, in 1933 and in 1958, came from the typical American families characteristic of the population of the Middle West. However, he

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[126] Ibid., p. 170.

[127] Goodsell and Dunbar, op. cit., p. 62.

mentions that the "sprinkling of units from other ethnic cultures" was a result of administrative design.[128] It is generally agreed that the association with students from other cultures is an experience important to the educational process in college.

While Michigan Central College (Hillsdale) was located at Spring Arbor, 13 students received bachelor's degrees. Twelve were from Michigan and one from New York.

In spite of transportation of the day, nineteenth century Michigan college students represented a fairly cosmopolitan group. The founding fathers located their colleges on railroad lines in order to encourage attendance by students whose homes were more than 100 miles from the college. Students were sponsored by their churches and often traveled great distances to attend their church-related college.

Co-education was an important issue during the early decades of the operation of the first institutions of higher education in Michigan. It became a crucial issue in the struggle between those who opposed and those who favored the establishment of additional non-public colleges in Michigan.

> In the course of the struggle another issue was injected into the debate, creating no little furore. This was concerned with coeducation. It was well-known that the denominational schools were far more liberal than the University in this matter. Until

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[128] Mulder, op. cit., p. 39.

> 1870 no women were admitted to the University, while all the denominational institutions had been, for all practical purposes, coeducational from the beginning, although the form of a separate female department was generally maintained.[129]

In The Story of a Noble Devotion, one can read: "It was the church college that brought forward and set up the 'joint education of the sexes.' The coeducation reform was led by them and it was opposed. . . .There was a strong antipathy to women sharing the opportunity of higher education. In January, the year the college was established at Adrian, 1859, Governor Moses Wisner made a vigorous appeal in his annual message for the right of Michigan women to be educated and deplored the barring of women from the 'state system of education.' . . .It was not an easy course for the Michigan church college around the middle of the last century. It was the foremost champion of coeducation reform at a time when secular education and its friends sought to stifle both the church college and this reform."[130]

In 1851 Michigan Central (Hillsdale) awarded its first degree, a Bachelor of Science, to Elizabeth D. Camp of New York, "the first woman to receive a degree of any kind in Michigan."[131] One of the five members of the first class of Michigan Central College was Livonia Benedict,

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[129] Goodsell and Dunbar, op. cit., p. 56.

[130] Hay, Cargo and Feeman, op. cit., pp. 19-20.

[131] Moore, op. cit., p. 17.

"the first woman to receive a classical degree in the state of Michigan, and the thirty-sixth in the world."[132]

All of the non-specialized, non-public colleges and universities in Michigan are coeducational with the exception of a number of those maintained by the Roman Catholic Church and its teaching orders. Included in this study are 12 colleges and universities maintained under the auspices of the Roman Catholic Church and its teaching orders; of these, only two are coeducational (Aquinas College and the University of Detroit).

Education for men only is provided in the five Catholic institutions for pre-seminary and seminary work, two Protestant seminaries and three engineering schools (Chrysler Institute of Engineering, General Motors Institute and Lawrence Institute of Technology). The Detroit College of Law, technically coeducational, enrolls few women students. Education for women only is provided in five of the Catholic colleges. Of the total students attending non-public colleges in Michigan in the fall of 1961, 82 per cent attended coeducational institutions, nine per cent attended institutions for men only, and nine per cent attended institutions for women only.

Most of the institutions which are not coeducational are located in the Detroit area. Grand Rapids, with three non-public institutions, has one Protestant seminary for men only. A Catholic college for women

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[132] Ibid., p. 7.

is located in Kalamazoo. Another Catholic women's college is located in Adrian. Flint has an engineering institute for men only. Holland has a Protestant seminary for men only.

Financing:

An all pervasive problem among the non-public institutions of higher learning in Michigan is that of securing adequate financial resources. It was a problem of the past and is surely no stranger to the present.

Dr. Dunbar writes concerning the financial problem of the early denominational colleges:

> The most serious problem faced by the founders of denominational colleges was that of adequate financial support. Faculties were paid miserably low salaries, if indeed they were paid at all. Fortunately, the curriculum, centering around the classics and mathematics, did not require much in the way of reference books or laboratory equipment. But something was needed to pay the meager salaries of the instructors, to erect buildings, and to maintain them. Because of the poverty of the west, tuition charges had to be nominal. In most instances a large part of the funds needed to establish colleges and keep them in operation was secured by the contributions of easterners. Practically every college of importance employed an agent to visit eastern churches, make a plea for the cause of education in the west, and collect what contributions he could get. As has been indicated, the manual labor plan seemed for a time to offer a solution, but it did not prove to be workable.[133]

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133 Dunbar, op. cit., pp. 54-55.

A perusal of the various institutional histories reveals the magnitude of this problem. The following are examples of the statements to be found in these histories:

"So pressing often were money troubles that at one time the Board of Trustees passed a resolution that the College 'be closed for at least one year.' But the proposal galvanized the friends of the institution into action; the resolution was rescinded and the work of the College continued without interruption."[134]

"Few, if any, of the smaller midwestern colleges had patrons who were both very wealthy and generous. Hope College, during its early decades, was no exception in this respect as its income was insufficient to meet its normal operational expenses."[135]

One of Tewksbury's statements supports Dunbar's assessment of the financial dependence of the early colleges upon the east:

> In following the movement for the founding of colleges on the successive frontiers of settlement across the continent, the local and independent character of many of the western ventures in college-building is truly impressive, but too great an emphasis on this feature of the college movement leads to a real misinterpretation of the facts. There is a larger pattern involved which reveals a

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134 Mulder, op. cit., p. 12.

135 Stegenga, op. cit., p. 99.

> close dependence of the frontier college on the resources of the older communities in the east. In the founding of many western colleges the helping hand of the older sections of the country was evident. . .When the personal and financial resources of the east were not available, many western colleges languished and died. . .It is apparent, therefore, that in higher education, as indeed in other spheres of American life, the interests of the two sections of the country were indissolubly united.[136]

A common practice during the mid-nineteenth century was the sale of scholarships. Because of the urgent need for funds, very poor judgment was employed in the benefits assigned the purchaser of scholarships. Some of them were designated as "life" scholarships.

> By today's standards, the raising of funds was rather unusual. The system adopted involved the sale of scholarships in the, as yet, non-existent school. These were sold for $100 each. A person who bought one was entitled to receive a four-year course at the seminary.
>
> Professor Fall states that most of the money raised by Mr. Grant in this fashion was consumed in the erection of the first building, the Central Building, or predecessor of Robinson Hall. Before classes could begin more funds had to be obtained. These came from another sale of scholarships. Professor Fall calls them 'perpetual scholarships.' Selling also for $100 each, they seemed to entitle the holder to

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[136] Donald G. Tewksbury, The Founding of American Colleges and Universities Before the Civil War (New York: Bureau of Publications, Teachers College, Columbia University, 1932), p. 9.

> assert his tuition at the seminary was paid in perpetuity from the time of his purchase of the scholarship, no matter when he or his heirs decided to attend the school.[137]

At Adrian College perpetual scholarships were sold for $200. "These became traffic commodities and impoverished campus income. When the trustees were exerting strong effort to rebuild North Hall and refinance the institution in 1881, they sought to husband current income and took action requiring scholarships to be registered and appear on college records to be valid. All cases not meeting this requirement would demand investigation and action by the executive committee. Even after this vigorous action some of these appeared from time to time over 40 years afterward, though friends voluntarily turned them in and the college sought to purchase those in existence. The perpetual scholarship was a bona fide contract. . ."[138]

Efforts to enlarge endowments seemed futile in some cases. The need for funds for current operating expenses encouraged the president or agent for the college to seek these kinds of funds. Only when a donor designated his gift for the endowment fund, was it likely to be added to that fund. The donor of large amounts was more likely to designate his

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[137] Gildart, op. cit., p. 40.

[138] Hay, Cargo and Feeman, op. cit., pp. 45-46.

gift for the construction of a building which could be named for him or his family.

Adrian's historians emphasize the irregularity of denominational support. "This chronic weakness together with annual conference independence, amounting at times to repudiation of responsibility and in irregularity in financial support, dogged college management for nearly three quarters of the century."[139]

Calvin College's financial support from its denomination seems to have been better and more consistent. The Christian Reformed Church assesses each family which is affiliated with one of its congregations an annual amount to help support the College. "With a program of financial support seldom surpassed by a church-related school, Calvin College is in the process of building a new $17,000,000 campus and has bloomed into the largest Protestant college in America."[140]

The lack of denominational financial support in so many of the non-public institutions is typified in this statement: "Although the denomination recognized the urgen financial need of Hope College so that it might prosper and expand, the churches still did not adequately contribute to the support of this campaign for the assistance of their western

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139 Ibid., p. 33.

140 The Detroit News, January 17, 1962, p. 10.

education institution."[141] "In 1910 the total denominational contribution amounted to a pathetic sum of $151.33."[142] This lack of denominational support caused the administrators to feel justified in soliciting non-denominational sources of income for the development of the institution.

"The Catholic colleges were beset with fewer financial problems than the Protestant colleges, partly because faculties could be recruited from members of religious orders who had taken the vow of poverty."[143]

Financial resources continued to be a problem and must have been the basis for a 1921 proposal "for the consolidation of Olivet and Adrian colleges with either Kalamazoo or Hillsdale."[144] The writer finds no mention of this proposal in any of the other institutional histories. In fact, the Hillsdale historian does not give any details.

Important to any history of financing non-public colleges in Michigan is an explanation of The Michigan Colleges Foundation program. Organized in August, 1949, this Foundation has two goals. "First of all, it has been its aim to solicit funds from corporations and foundations for the benefit of the operating budget of member colleges. As

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[141] Stegenga, op. cit., p. 132.

[142] Ibid., p. 137.

[143] Dunbar, op. cit., p. 299.

[144] Moore, op. cit., p. 192.

contributions from such sources are collected, it will then be its purpose to distribute equally to member colleges funds thus secured. Membership in the Foundation has been limited to the accredited colleges of the Michigan Association of Church Related Colleges."[145]

During the last ten years, Kalamazoo College officials have made tremendous strides in providing a firm economic foundation for the college. One man, Dr. Richard U. Light, has had a great influence on the fiscal planning and has also been a generous donor. Dr. Light was named a member of the Board of Trustees in 1951 and became chairman of this Board in 1954. He has been referred to as "an architect of the school's new financial structure."[146] One feature of the planning for this financial structure was the adoption of the Ruml Budget Plan, a system whereby the total tuition income is allocated to the total salary budget. "The new plan was to bid for the services of trained men and women with years of successful experience behind them, so that the Kalamazoo students would have the best service in the educational market."[147]

"Endowment funds, painfully accumulated for many years, were reduced in value during the depression. Exact figures are hard to come by, since college trustees, quite understandably, hesitated to make them

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[145] Stegenga, op. cit., pp. 149-150.

[146] Mulder, op. cit., p. 121.

[147] Ibid., p. 125.

public. Losses suffered by the larger institutions tended to be less, because they generally employed investment counsel and hence their funds were invested more wisely. Albion College seems to have been especially fortunate in maintaining the value of its endowment in the 1930's. . . .The small colleges having investments in real estate and real estate mortgages found both the value and income from their holdings dwindling."[148]

Budget making in colleges as we know it today was non-existent during the middle decades of the nineteenth century. The first budget ever considered by the Adrian College trustees, for example, was considered in the June, 1882, meeting.[149] Perhaps good budgeting in these small colleges would have resulted in more efficient management of the limited funds available.

Accreditation:

Three major kinds of accreditation are available in Michigan. (1) The Michigan Commission on College Accreditation was organized in 1947 to set up standards and to accredit institutions of college grade in this State. (2) The North Central Association of Colleges and Secondary Schools is an agency which, for more than a half century, has promulgated standards and accredited high schools and institutions of higher

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[148] Dunbar, op. cit., pp. 303 and 305.

[149] Hay, Cargo and Feeman, op. cit., p. 46.

education. It operates in 19 States of the Middle West, including Michigan. (3) Most of the recognized professions maintain accrediting procedures for the approval of institutions giving adequate preparation for their respective professions. At least one of these three kinds of accreditation is available to practically every institution of college grade, and many institutions, by the nature of their programs, can be considered for two or even all three kinds of accreditation.[150]

Perhaps the greatest impact of regional accreditation was the standardization of curricula. "More and more, curricula became standardized, as the North Central Association of Colleges and Secondary Schools began the practice of accrediting colleges."[151] Four of the church-related colleges, Albion, Hillsdale, Hope and Kalamazoo, were accredited in 1915. Only one of these four, Kalamazoo College, has had continuous North Central accreditation. (See Table IX.) The first accredited list was published in 1913; no institution was accredited by North Central Association prior to that time. Two other church-related colleges, Adrian and Alma, were accredited by North Central in 1916. One of Michigan's oldest non-public colleges, Olivet, one of the most recent (1961) of the 33 institutions included in this study to receive North Central Association accreditation. The most recent of the non-public institutions

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[150] Preliminary Report to the Michigan Legislative Study Committee on Higher Education, p. 20.

[151] Dunbar, op. cit., p. 299.

TABLE IX. NORTH CENTRAL ASSOCIATION ACCREDITATION IN NON-PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN GRANTING AT LEAST BACHELOR'S OR FIRST PROFESSIONAL DEGREE

College	Dates of Accreditation
Adrian College	1916; 1958-
Albion College	1915-1921; 1923-
Alma College	1916-
Andrews University	1922-1936; 1939-
Aquinas College	1946-
Calvin College	1930-
Calvin Theological Seminary	
Chrysler Institute of Engineering	
Cleary College	
Cranbrook Academy of Art	1960-
Detroit Bible College	
Detroit College of Law	
Detroit Institute of Musical Art	
Detroit Institute of Technology	1962
Duns Scotus College	
General Motors Institute	1962-
Hillsdale College	1915; 1919-
Hope College	1915-1921; 1923-
Kalamazoo College	1915-
Lawrence Institute of Technology	
Madonna College	1959-
Maryglade College	
Marygrove College	1926-
Mercy College	1951-
Nazareth College	1940-
Olivet College	1961-
Owosso College	
Sacred Heart Seminary	1960-
St. John's Provincial Seminary	
St. Mary's College	
Siena Heights College	1940-
University of Detroit	1931-1933; 1935-
Western Theological Seminary	

Source: "List of Accredited Institutions of Higher Education and Candidates for Membership, July 1, 1963," N.C.A.

Note: (A dash connecting two dates indicates continuous accreditation during the period specified, e.g., 1915-1919 means continuous accreditation from 1915 to 1919 inclusive. A date

included in this study to receive accredited status is The Detroit Institute of Technology.[152] On July 1, 1963, 20 of the 33 non-public institutions included in this study were fully accredited by North Central Association of Colleges and Secondary Schools.

Several of those institutions which do not have North Central accreditation have been accredited by specialized accrediting agencies such as the Section of Legal Education and Admissions to the Bar of the American Bar Association, the Accrediting Association of Bible Colleges, the Sacred Congregation of Seminaries and Universities with the School of Sacred Theology of the Catholic University of America, affiliation with the Catholic University of America and the American Association of Theological Schools.

Twenty of the privately controlled institutions included in this study have been accredited by the Michigan Commission on College Accreditation. Only three of the institutions offering teacher education have had their programs accredited by the National Council for Accreditation of Teacher Education.

In Table IX there is a listing of all of the institutions included in this study and the years in which each was accredited by the North Central Association of Colleges and Secondary Schools.

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[152] Appeared for the first time in "List of Accredited Institutions of Higher Education and Candidates for Membership, July 1, 1963," N.C.A.

Those who prepared the Preliminary Report to the Michigan Legislative Study Committee on Higher Education concluded, from an analysis of the accredited status of the institutions of higher education in Michigan, "that the State has a substantial number of relatively weak, privately controlled institutions."[153] This report, however, is dated March, 1957. Several institutions have gained some type of accreditation since that time.

Summary:

In many ways the role of non-public higher education in Michigan has been atypical from the beginning when compared with its role in other states. Even in 1961, when enrollment in private institutions represented a large per cent of the total enrollment in most states, the non-public institutions of Michigan provided for less than half of all college students. Prior to the beginning of the Civil War only six non-public colleges founded in Michigan were still in existence. All six of them are in operation today and are Protestant liberal arts colleges. With only one exception, these colleges have opened their doors each fall since 1833, 1835, 1844, 1845 and 1851, two of them being founded in 1844. The senior members of the family of 33 non-public institutions included in this study are

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[153] Preliminary Report to the Michigan Legislative Study Committee on Higher Education, p. 22.

Kalamazoo, Albion, Hillsdale, Adrian, Olivet, and Hope. These institutions fall in Hofstadter's "age of the college" in America.[154] In spite of small beginnings, these institutions were crucial to higher education in Michigan. They represented two-thirds of Michigan's institutions of higher learning since only three publicly controlled institutions had been founded in Michigan by 1861.

Even though the non-public colleges of Michigan serve a decreasing per cent of the total students enrolled in stitutions of higher learning, these institutions have experienced phenomenal growth. This growth is reflected in larger student bodies, larger numbers of volumes in the libraries, a greater number of degrees granted, increased faculties, expanded physical facilities and improved academic standards.

The objectives of these institutions have changed as social changes have required modifications in curricula and programs. Basically, the overall objectives, i. e., to serve the denomination, to prepare for professions and to develop the individual, have not changed greatly. The greatest changes have been in the means for accomplishing these ends.

Boards of control and administrative organizations are different today from what they were a century ago. Today members of the governing board generally do not assist with the operation of the college. The occupations of governing board members are less apt to be the same as

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[154] Hofstadter and Hardy, op. cit., p. 30.

those of the nineteenth century, i. e., a marked decrease in the number of clergymen serving on the boards of church-related colleges.

Faculty members are better prepared for their assignments. They are paid better salaries; their work loads are lighter.

Non-public college curricula are now limited to collegiate level work. The classical emphasis has almost disappeared while preparation for a vocation has received increasing emphasis. Today the liberal arts colleges are concerned with preparation for graduate study. Courses and programs have been implemented which prepare students for world citizenship, e. g., Asian Studies in Albion College.

The clinetele of the non-public institutions is different in at least two ways. There are more out-of-state and out-of-nation students than one would have found several decades ago. Today's student seems to be better prepared academically. The community-oriented "personality" of these institutions has changed to a regionally, and, in some cases, a nationally oriented "personality."

Financing the non-public institution of higher learning is still a major problem in Michigan. However, with the advent of the modern philanthropic foundation, the college offering quality programs can more easily secure funds through grants. The tuition charged students now, as in the past, represents a large per cent of the non-public college's operating funds. Because of increased endowment funds, a few non-public colleges have a more secure financial future. The interest income

from the endowment funds of at least two institutions represents an impressive portion of the annual receipts. Fiscal affairs of the early institutions were often badly managed. Today's colleges generally employ business administrators who have an educational background and experience to insure competence.

Since 1913, when regional accreditation was first available, more and more non-public colleges have sought this type of accreditation. Today 20 of the 33 colleges included in this study are accredited by the North Central Association of Secondary Schools and Colleges. Twenty are accredited by the Michigan Commission on College Accreditation. Of those offering teacher education programs, three are accredited by the National Council for Accreditation of Teacher Education. Generally, accredited status has meant improved academic standards in the non-public institutions to be in a more competitive position. It is unfortunate, however, that several non-public institutions of higher learning still have no accreditation.

In the evolution of the non-public colleges in Michigan, the following observations may be noted:

1. Historically, the role of non-public higher education in Michigan has remained much the same throughout its 130 years.

During its 130-year history the collective role of non-public higher education in Michigan has fluctuated very little. There have been changing

variables which have balanced this role at about the same point. Today the non-public colleges make available more diversified curricula. They have better qualified faculties. But they serve a decreasing per cent of those attending collegiate institutions in Michigan.

2. A few of the non-public institutions of higher learning play a leadership role in the total picture of higher education in Michigan; many play a complementary role; a few play a residual role.

A few of the non-public colleges in Michigan have made great strides in curriculum revision and in providing services and programs unique within the state. A few have salary schedules which enable them to compete for the services of qualified persons who wish to teach undergraduates. A few have been very progressive in the procurement of a sound financial base.

Many of the non-public institutions seem to have been satisfied with a "status quo" philosophy. Minimal changes have been made in offerings and financing has been a year-to-year procedure. The administration and faculty in this type of college seem to have been myopic in their vision of the task ahead.

It appears that a few of the non-public colleges in Michigan have not made any contributions to higher education in Michigan. Their leaders seem to have been concerned with one educational objective or with

the goals of one denomination. To a degree they have operated in isolation. This lack of concern for linkage with other social systems has contributed to provincialism.

3. The most pressing problem of the non-public institutions of higher learning in Michigan is that of finance.

Even though several of the non-public colleges have secured a more adequate financial base, financing operations is a constant problem. The non-public institutions cannot always be competitive in bidding for students, since tuition and fees must remain the largest single source of income for current operating expenses. The administrators of a non-public college must spend much time in soliciting gifts and grants from foundations and individuals.

4. In order to insure diversity in educational opportunities for the youth and adults of Michigan, the desired future role of these institutions is one of expansion in services and facilities.

One of the most important contributions of non-public colleges in Michigan has been the service provided a particular profession or denomination. Also, the number and variety of these institutions have given prospective students a wide choice of colleges. But in order to meet the increasing demand for higher education, non-public colleges, as well as public institutions of higher learning, should plan to expand services and facilities.

CHAPTER III

INTERVIEW DATA

A total of 18 people were interviewed by the writer, three in each of the six colleges visited. Those interviewed were either administrators or governing board members. Five of the six presidents were among the 18 interviewees.

Some indication of role can be determined from the pioneering efforts reported by the interviewees at the various colleges. Collectively these six colleges pioneered in cooperative programs in engineering and architecture, educational television, the year-around plan of operation, foreign study programs, significant increases in faculty salaries, the tutorial system in instruction, comprehensive examinations, liberal arts oriented teacher preparation, the laboratory method of foreign language instruction, experimentation in student teaching, honors programs, programmed learning, independent study, cooperative programs with professional schools and Asian studies curricula. Other indications of role are excellence in the teaching of sciences and foreign languages, contributions to the cultural life of the community, summer trial programs for entering freshmen, grants to faculty for research during summer months and the number of graduates going on to graduate study.

Two-thirds of the interviewees perceived the most pressing problem of their institutions as the need for increased endowment funds. The earnings from these increased funds would be used primarily for capital construction. Some indicated, however, that a portion of the earnings would be used for scholarships.

Based on interview data, the problem second in importance to these institutions was that of faculty recruitment. Specifically, recruiting the Ph. D. for associate and full professorships was emphasized as critical. Recruiting instructors for mathematics, physical and biological sciences, accounting, psychology and philosophy was named especially difficult.

All of the colleges included in the interview schedule were church-related. Perhaps this has a close connection with the problem named third in importance.-- the pressing need for additional physical plant. Interviewees representing these institutions reminded the interviewer that funds for the construction of buildings are donated by individuals, families and foundations established by families. Until endowment funds reach larger figures, donations for the construction of instructional facilities will continue to be important to these colleges.

Representatives of only one institution mentioned the problem of student recruitment. After asking several additional questions, the interviewer learned that the real concern was not a shortage of applicants, but a shortage of applicants with good academic preparation.

An interviewee for one college named one problem which is worthy of mention. The problem named was that of competition with "stateism." By way of explanation the interviewee pointed out that the President's White House Committee on Education in Michigan did not have a representative of the non-public colleges and that it was increasingly difficult to compete with tax-supported institutions. He considers this a continuing problem.

The leadership for all six of the non-public colleges included in the interview schedule are making long-range plans in an effort to insure the future development of all these institutions. An effort common among all of these colleges is that of increasing endowment funds. This effort is current in each instance and is projected over the next ten years or longer in most instances. Four of the six colleges are engaged in formal campaigns for the solicitation of endowment funds. Present endowment fund balances range from almost none to over twelve million dollars. The administration of two institutions have projected endowments of twenty and twenty-five millions by 1972. At two institutions contributed service is classified as endowment.

At all six of the colleges immediate and long-range plans have been made for the construction of instructional and auxilliary facilities. Instructional facilities are to be financed with endowment income, gifts and bequests. Student housing, for example, is to be financed with gifts, bequests, HHFA loans and other forms of revenue financing.

Significant among institutional plans are those made to increase faculty salaries. Within ten years faculty salaries will be doubled in two of the six colleges. In one of these two institutions the median annual salary for the full professor will be $22,400. This figure does not include a number of fringe benefits.

An expanded scholarship program and expanded student services will be found in all six institutions. Expanded student services such as counselling and testing were named important to the instructional program. The leaders in the various institutions expressed their concern for improved and expanded scholarship programs because of increasing tuition rates. They seem to realize the importance of being able to compete with state-supported institutions of higher learning in awarding scholarships. At one institution 40 per cent of the students will be recipients of some form of scholarship aid. In another college scholarship awards will equal approximately 25 per cent of all tuition and fees income by 1972. During the 1956-57 academic year, the available scholarship aid in the privately controlled institutions of Michigan was approximately five per cent of what the students paid as tuition and fees.[1]

Tooling procedures are operative for increased enrollments in all six colleges. All but one of the six will remain small colleges in spite

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[1] Financial Assistance to Students in Michigan Institutions of Higher Education, The Survey of Higher Education in Michigan, Staff Study No. 8 (Lansing, 1958), p. 14.

of these increases. Even though one college plans to double its enrollment by 1972, the enrollment will only approximate 1300.

Administrators in all six institutions are planning to expand faculties to correspond to the increases in enrollments. It was mentioned at one institution that teaching loads would be reduced from 14 to 12 semester hours or the equivalent.

Among plans for instructional improvements are those which will place more emphasis on seminars and an extension of programmed learning. The administration of one institution plans to give more attention to the "ideological structure of the liberal arts."

An examination of the interview data reveals that the presidents of Michigan's non-public colleges had the greatest influence on the development of these institutions. Of the 22 persons named as having significantly influenced the development of the six colleges, 17 were presidents and former presidents. One leader named was the wife of a former president and had served as an administrator and teacher for the college. Two leaders are currently serving as chairmen of the governing boards for their institutions while another was a professor of long tenure. In one instance the individual currently serving as dean of the college was considered to have made significant contributions. Conspicuous in their absence from this list of leaders are those ex-students who were and are successful professional men, merchants, etc. Perhaps this indicates a lower level of ex-student support than is desirable for this type of

institution. This may also indicate that significant influence was more nearly measured in terms of service and not in terms of gifts.

Alumni were mentioned by interviewees when they were asked to name support which had significantly influenced the development of their six institutions. Significant support was usually classified as financial and included gifts from individuals, families and foundations. Other support was in the form of contributed service, help from the city in which the college is located, from the denomination, assistance rendered by lay advisory committees and fund raising by lay groups.

Those events which were of greatest importance to the 18 interviewees representing the six colleges were:

1. Procurement of college charter
2. North Central Association accreditation
3. Initiation of cooperative programs with professional schools
4. Addition of a specific curriculum
5. Relocation of campus
6. Campaigns to raise funds
7. Establishment of a Phi Beta Kappa charter
8. Adoption of a master plan for growth and development
9. Retirement of long-standing indebtedness
10. The impact of World War II

When one makes a composite of the original objectives of the six colleges he gets an institution established to provide for its church constituency the liberal arts with a modified classical orientation. Today

these institutions hope to attract students of all faiths while providing the liberal arts, professional education and in two cases, graduate study. The classical orientation has disappeared. Without exception, these colleges propose to develop the whole individual. One of the six institutions began as a college for women only. Now it is coeducational.

The typical student of today as described in a composite of the interview data:

1. From middle class home
2. Better than average academic preparation
3. Graduated from a public high school
4. Professional minded
5. Too dependent on the faculty
6. Father is a businessman
7. Not eccentric
8. An Anglo-American
9. Undecided on vocation
10. Interested in possibility of attending graduate school
11. From Michigan
12. Employed part-time
13. Possesses a good religious heritage
14. Serious in purpose
15. Aware of responsibilities to the College
16. Above average in intelligence

According to the interviewees, this typical student is different from his predecessor in the following ways:

1. Better prepared academically
2. From a higher level income family
3. More apt to have had a modern language
4. Less apt to be a member of the college related church
5. More interested in existential problems of life
6. More serious
7. More widely travelled
8. More often from the home of a professional
9. More apt to be from out-of-state

One of the most important findings from the interviews was the nature of the planning for the future. For the six colleges included in the interview schedule the future is good and plans are being made for expansion of facilities, programs and services. The leaders of all six are concerned with the maintenance of quality programs of instruction.

Summary:

There were six colleges included in the interview schedule. Each has pioneered in one or more fields, teaching methods or a method for operation. Several of them have attained excellence in the teaching of certain subjects and have sent a large number of students on to advanced graduate study.

Among these six institutions the most pressing problem perceived by the interviewees was an area of finance -- the need for increased endowment funds. The second most important problem was that of faculty recruitment. The problem which seemed to be third in importance was the need for additional physical facilities.

The leadership of all of these institutions were making long-range plans for future growth and improvement. Some were engaged in long-term efforts to increase endowment funds. All were engaged in or planning for the construction of instructional and auxilliary plant. Perhaps the most significant of plans for improvement was that for increasing faculty salaries. Planning for the expansion of scholarship programs in all of these institutions is important because sizable scholarships enable the non-public college to attract a larger number of capable students. All six of these non-public colleges will expand enrollments. However, all but one of them will still be classified as "small" institutions of higher learning.

Without question, the interviewees named presidents and former presidents of their institutions as the leaders who had made the most significant contributions to the development of institutional programs and services. Alumni were the most important group giving support for institutional development. This support was usually cited as financial. No single event emerged as the most important in the development of all

six of these colleges. At least ten events were named more than once by the 18 interviewees. Examples of events deemed important in the histories of these non-public institutions were the procurement of the college charter, North Central Association accreditation and the retirement of long-standing indebtedness.

A perusal of the interview data concerning institutional objectives leads one to conclude that these six institutions changed their objectives to some extent. The means for accomplishing objectives were modified or changed in order to keep pace with social changes. These institutions, for the most part, have been and remain liberal arts colleges. The efforts of administrators and professors are directed toward the development of the individual student. These institutions do serve larger geographical areas and have become less provincial in relationships with other social systems.

These six colleges do serve a somewhat different clientele than they did before World War I. According to the interviewees, today's students are better prepared academically, more serious, more often from the home of a professional and more apt to be from out-of-state. A larger per cent of today's students are planning to go on for graduate study.

Based on interview data, the following observations may be noted:

1. The institutions included in the interview schedule have had significant roles in Michigan higher education throughout their institutional histories.

Historically, the roles of the six non-public institutions included in the interview schedule have remained much the same through the years. Three of these six colleges have consistently made outstanding contributions to higher education in Michigan. The other three have been important to higher education in Michigan. All but one have experienced considerable growth in enrollment and facilities throughout their institutional histories. The one exception has made considerable progress during the last five years.

2. Three of the six colleges included in the inverview schedule play a leadership role in the total picture of higher education in Michigan; three play a complementary role.

Presently, all six of these colleges are making important contributions to higher education in Michigan. These contributions vary in nature. The major contribution of one lies in the number of students served. The major contribution of another lies in the opportunities provided for the development of leadership abilities. The other four make major contributions through excellence in teaching and service to the related denomination.

3. The major problems of the six colleges included in the interview schedule are all related to finance.

Three problem areas plague the six institutions studied. All are directly or indirectly related to the broad area of finance. The first of

these is the need for larger endowments. Two of these institutions are taking positive steps to alleviate this need. The second problem is that of recruiting qualified faculty. At least three of these colleges are raising salaries to a competitive level. The third problem is the need for additional physical facilities. All six institutions either have buildings under construction or will have in the near future.

4. The desired future role of these six institutions is that at least five of them will play the leadership role in higher education in Michigan; i. e., excellence in teaching.

Of the three colleges which currently play a complementary role in Michigan higher education, at least two have leadership potential. As mentioned earlier, it is the judgment of the writer that the other three already play a leadership role.

CHAPTER IV

ANALYSIS

Based on the documentation, analysis of data and interview data of Chapters II and III, this chapter is a summarizing analysis of the development and role of 33 non-public institutions of higher learning in Michigan.

A review of the data from Chapter II reveals five types of non-public institutions included in this study: Protestant colleges and universities, Catholic colleges and universities, Protestant seminaries and Bible colleges, Catholic seminaries and professional and technical institutes and colleges. These institutions may also be classified according to kind of program offered: liberal arts, general, teacher preparation, professional, technical and terminal-occupational.

When viewed as social systems, the non-public institutions of higher learning in Michigan have been Gesellschaft-like organizations in many respects, especially in recent years. During the early years in the life of most of the institutions included in this study, the administrators and faculties placed a higher evaluation on boundary maintenance. This was especially true of the church-related colleges. Systemic linkage was limited to the denomination and the community in which the

institution was located. As these colleges became more secular in nature, the staffs began to place a higher evaluation on systemic linkage for associative and evaluative purposes. Now leadership in these colleges wish to serve students from many countries and they join forces with other non-public and with public colleges alike in order to accomplish certain ends for higher education. The linkage with other social systems has actually shifted in order to accomodate change.

The writer has assigned one of three roles to non-public colleges, seminaries or institutes on the basis of three criteria: numbers served, scope of offerings and excellence of programs. On this basis the writer has assigned three of the 33 non-public institutions a leadership role; 20 a complementary role; and 10, a residual role in higher education in Michigan. At least two of the smaller colleges provide excellent programs of instruction, but can only be given a complementary role since their offerings are limited and they serve small numbers of students. Three of the ten institutions assigned a residual role have not been in existence long enough to make significant contributions. Others are narrow in scope and, from all indications, have not attempted to secure the types of accreditation which are available to them. Many of those which have been assigned the complementary role maintain quality programs but have been content to follow educational trends. Leadership in the initiation of new and experimental programs has been absent in these cases insofar as the writer can determine. Most of these institutions seem to have remained in the same institutional role throughout their histories.

The collective role of non-public higher education in Michigan has remained fairly static throughout its 130-year history. From the beginning non-public institutions have not provided for the majority of those seeking education beyond the high school in Michigan. In 1939 the per cent attending non-public institutions was 21.8 and, in 1961, the per cent was 21.3. (See Table X.) Even though this percentage was higher during the early decades of the history of non-public higher education in Michigan, these institutions made less important contributions through their curricula during these same decades. Those which have provided a leadership role have maintained the same institutional "personality" through the years.

The problems which were common to the non-public institutions have been many. They have been primarily financial in nature. Even today most of Michigan's non-public colleges have limited endowment funds. During periods of economic depression the governing boards of many of these institutions approved of borrowing from the endowment funds. In most cases these loans were never repaid. Income from invested endowment funds has not been a significant receipts item on the ledgers of the non-public institutions.

Because of inadequate salary schedules these colleges have often had and now have difficulty in securing instructors with the Ph.D., especially for the rank of associate professor and professor. Aside from the purely financial aspect of the faculty recruitment problem is the matter of

TABLE X. PER CENT OF TOTAL FALL TERM ENROLLMENTS IN PUBLIC AND NON-PUBLIC INSTITUTIONS OF HIGHER EDUCATION, ENTIRE UNITED STATES AND MICHIGAN, 1939 TO 1961

	Public Institutions		Non-Public Institutions	
Year	U.S.A.	Michigan	U.S.A.	Michigan
1939	53.7	78.2	46.3	21.8
1941	53.1	*	46.9	*
1943	48.1	74.7	51.9	25.3
1945	46.8	71.7	53.2	28.3
1947	49.3	72.8	50.7	27.2
1948	49.4	73.8	50.6	26.2
1949	49.6	74.2	50.4	25.8
1950	50.3	76.0	49.7	24.0
1951	49.7	74.3	50.3	25.7
1952	51.8	74.7	48.2	25.3
1953	53.5	77.4	46.5	22.6
1954	55.6	77.5	44.4	22.5
1955	55.9	77.1	44.1	22.9
1956	57.1	78.0	42.9	22.0
1957	58.0	78.4	42.0	21.6
1958	58.7	77.5	41.3	22.5
1959	58.9	77.9	41.1	22.1
1960	59.2	78.5	40.8	21.5
1961	60.4	78.7	39.6	21.3

* Data not available
Source: United States Office of Education

supply. The production of Ph.D.'s in our nation's universities is not keeping pace with the increasing numbers to be taught in all our institutions of higher learning. The need for qualified college and university teachers will become critical in the years immediately ahead. Many believe that only those non-public colleges which are planning to double salaries by 1971 can hope to secure competent staff. The competition for faculty will be great.

Financing for the construction of instructional and auxilliary facilities has been a problem. However, this problem has not been nearly as great as those connected with endowment and faculty recruitment. Ex-students and their families will give funds for the construction of a building because it can become a memorial to them. They are not nearly as apt to give to the endowment fund because their gifts will, to a great extent, lose identity. There are, however, some of the non-public colleges which need new and replacement type physical facilities and are unable to secure adequate funds from the alumni and friends of the college to provide for all their needs.

Many of Michigan's non-public colleges are under-financed. They have been able to survive primarily because of missionary-minded faculties and staff members.

Statements of purposes and objectives vary from "providing for the development of the whole person" to those concerning preparation for a

specific vocation as the only purpose of a college or institute. An evaluation of the successes and contributions of graduates of many of these institutions gives some indication of accomplishment of these purposes and objectives. These successes are documented in the histories of several of the colleges. An examination of data on the qualifications of faculties in the colleges included in this study indicates that only a few of these institutions are staffed to fully accomplish their purposes and objectives. The courses of study made available by the non-public colleges, seminaries and institutes, if taught by qualified faculties, would be consistent with the institutional purposes and objectives. Those non-public institutions which play a residual role in higher education in Michigan are, in most instances, the same colleges which seem to fall short of their purposes and objectives.

The collective "holding power" of the non-public colleges is good. In Table XI there is a comparison of the entering enrollments with those who graduated four years later. Over a ten year period an average of 58.67 per cent of those who entered as first time freshmen earned a baccalaureate degree. The national average is only about 50 per cent.

According to the planning which is taking place in the majority of the 33 institutions included in this study, non-public higher education will continue to play an important role in Michigan. Even though the non-public colleges will not serve large numbers of students, they will

TABLE XI. PER CENT OF ENTERING FRESHMEN REMAINING TO EARN BACHELOR'S DEGREE IN NON-PUBLIC COLLEGES IN MICHIGAN

Enrolled for First Time in Any College		Total Earned Degrees Granted Four Years Later		Per Cent
Year	Number	Year	Number	Graduating
1946	7,500*	1950	4,687	62.49
1947	7,188	1951	4,096	56.98
1948	6,121	1952	3,710	60.61
1949	5,491	1953	3,278	59.70
1950	5,314	1954	3,073	57.83
1951	4,423	1955	3,036	68.64
1952	6,374	1956	3,185	49.97
1953	6,001	1957	3,561	59.34
1954	7,281	1958	3,962	54.42
1955	7,195	1959	4,078	56.68

* Estimated

Sources: Michigan Department of Public Instruction Biennial Reports for Degrees and United States Office of Education for First Time Enrollments.

continue to offer quality programs in the liberal arts. They will continue to serve special groups. They will continue to offer unique and specialized programs. In short, they will continue to make possible diverse educational opportunities beyond high school in Michigan. Additional non-public colleges, seminaries and institutions will seek and secure the

types of accreditation needed by each. This should generally enhance academic standards. Perhaps a few of those institutions which have been classified as "residual" will close. The leaders in many of these institutions hope to continue to provide quality offerings in the liberal arts, professions and to serve their denominations.

Table XII is a projection of the number of college-age students in Michigan which will continue educational pursuits beyond high school. From these data one can get an estimate of potential enrollment for all institutions of higher learning in Michigan. Even if the non-public institutions are only serving 15 per cent of this group in 1978, the total number attending non-public colleges would be 55,496. This would be an increase of 56 per cent over the number enrolled by these same institutions in 1961.

It was learned from the interview data that the major function of Michigan's non-public institutions of higher learning is teaching. A secondary function is service to a community and/or a denominational group. With one exception, the research function receives a minimum of emphasis in the non-public colleges. Most research is accomplished by faculty in order to enrich teaching and not especially for publication.

TABLE XII. POPULATION OF MICHIGAN AGE 18-21 AND FALL TERM ENROLLMENTS OF ALL MICHIGAN INSTITUTIONS OF HIGHER EDUCATION FROM 1939 TO 1962 AND PROJECTIONS UP TO 1978

Year	Population Age 18-21	Fall Term Enrollment			
		Actual Number	Per Cent of Pop.	Projection	
				Number	Per Cent of Popula.
1939	331,588	52,151	15.7		
1941	339,441	52,815	15.6		
1943	356,480	31,012	8.7		
1945	371,149	45,904	12.4		
1947	370,849	98,977	26.7		
1948	371,358	101,229	27.2		
1949	362,680	101,390	28.0		
1950	351,356	94,723	27.0		
1951	334,287	86,774	26.0		
1952	319,889	87,992	27.5		
1953	316,655	99,132	31.3		
1954	319,193	107,074	33.6		
1955	329,135	119,833	36.4		
1956	341,355	134,485	39.4		
1957	347,882	137,504	39.5		
1958	357,799	143,962	40.2		
1959	372,723	152,294	40.9		
1960	376,376	160,261	40.2		
1961	403,704	169,822	39.7		
1962	418,387	182,827	43.7		
1963	425,037			187,866	44.2
1964	438,445			195,985	44.7
1965	467,003			211,085	45.2
1966	501,186			229,042	45.7
1967	543,127			250,925	46.2
1968	563,729			263,261	46.7
1969	572,073			270,018	47.2
1970	592,079			282,422	47.7
1971	613,894			295,897	48.2
1972	642,494			312,895	48.7
1973	664,057			326,716	49.2
1974	688,965			342,416	49.7
1975	712,430			357,640	50.2
1976	722,108			366,109	50.7
1977	724,971			371,185	51.2
1978	715,620			369,976	51.7

TABLE XII. (Continued)

Sources of Data for Table XII:

Population data for 1939 through 1959 from Ronald B. Thompson, College Age Population Trends, 1940-1970.

Population data for 1960 through 1978 from Ronald B. Thompson, Enrollment Projections for Higher Education, 1961-1978.

CHAPTER V

CONCLUSIONS

In review and analysis of the data presented herein, the following conclusions are presented:

1. Historically, the most significant role of non-public higher education in Michigan has been to add diversity to educational opportunities in the state.

Historically, the role of non-public higher education in Michigan has been important because these institutions have added diversity of educational opportunity. Some of the non-public colleges have maintained outstanding instructional programs from their inception. The non-public colleges, universities, seminaries and institutes have never served a large per cent of the college students in Michigan. In terms of numbers served, these institutions probably served the largest per cent during the sixth decade of the nineteenth century. During this decade there were six non-public colleges and three public colleges in Michigan which are still in existence today.

2. The majority of the non-public institutions of higher learning can be assigned a complementary role in the total program of higher education in Michigan.

An examination of the published histories of several of the non-public Michigan colleges indicates a trend toward increased excellence in instruction. Several colleges have received regional and special accreditation in recent years. In a few non-public colleges, outstanding

teachers have been added to the faculties in recent years. However, it appears that only a few of the non-public colleges truly have a position of leadership among all institutions of higher learning in Michigan. Several non-public institutions seem to make no real contributions to higher education in Michigan.

3. Whether or not non-public higher education continues to serve a complementary role in Michigan depends upon the solution of its financial problems.

4. Qualified faculty members may become increasingly difficult to secure in non-public colleges even if salaries are competitive.

5. Some privately controlled institutions will not plan programs of expansion in view of present and anticipated resources.

6. The non-public college will receive increasing amounts of financial assistance from alumni, businesses, industries and foundations.

As brought out in Chapters II, III, and IV, the major problems of the non-public Michigan colleges are due to insufficient funds for current operations and for capital construction. Endowment funds are too small and in some institutions, non-existent. Funds to pay competitive salaries are not available in all non-public institutions. Many of the non-public institutions do not have funds for the construction of instructional and auxilliary physical facilities which are currently needed. However, the college which offers quality programs can attract new sources of revenue.

7. The total enrollment of non-public institutions of higher learning in Michigan will represent a decreasing per cent of the total enrollment for all types of institutions of higher learning in Michigan.

As brought out in Chapter IV, the non-public colleges will serve more students, but a smaller per cent of the total number attending all institutions of higher learning in Michigan. In Michigan this trend is well established. The public community colleges have become major contenders for entering freshmen.

8. Generally, the non-public Michigan colleges accomplish their stated objectives.

The courses of study and the successes of graduates of the institutions included in this study are consistent with the objectives of most of these colleges. The qualifications of faculties appear to be a factor limiting the accomplishment of objectives.

9. A few non-public institutions seem to be too small for effective and efficient operation.

Those non-public colleges which have been classified as having a residual role in Michigan higher education are, in most instances, those which appear to have mediocre programs and are too small.

10. Among those factors limiting the effectiveness of non-public higher education in Michigan is lack of regional, state and professional accreditation.

The number of non-public colleges, universities, institutes and seminaries in Michigan without some type of accreditation seems too large. The type of accreditation needed most is for professional and specialized programs. Usually the most effective service can be rendered on an accredited basis.

11. <u>The desired future role is one of expansion of services and facilities in the existing accredited non-public Michigan institutions of higher learning.</u>

The non-public institutions will continue to be important in higher education in Michigan. Plans are being made to expand services and programs in the majority of them while serving larger student bodies. At least two additional colleges will assume leadership roles within the next decade. This will mean that at least five of the non-public Michigan colleges will occupy leadership roles in the state's program of higher education. Within the judgment of the writer there is no need to establish additional non-public institutions of higher learning in Michigan. However, several of the accredited non-public colleges should expand facilities and programs to accomodate larger numbers of students. With increasing enrollments there will be an increase in the number of students who wish to attend a non-public college, seminary, university or institute.

An analysis of institutional objectives and fulfillment of these objectives are areas which need additional research. Research of more depth than was possible in this study should help to clarify the roles of Michigan non-public colleges.

APPENDIX

INTERVIEW QUESTIONS

1. What occurrences have significantly influenced the development of this institution through the years?

   Leaders
   Support
   Events

2. What were the original objectives of your institution? How have they changed? In what different ways has the educational task of your institution been defined?

3. How would you characterize the typical student in your institution?

4. Do you feel that there has been a change in the type of clientele served by your institution?

   Socio-economic background
   Academic preparation

5. What special contributions do you feel your institution has made to higher education in Michigan?

   First to develop new curricula or services
   First to employ a new method of instruction
   Joined with other colleges in some educational project
   Made available a unique or special program

6. What do you consider the most pressing problems of your institution?

   Faculty recruitment
   Endowment
   Student Recruitment
   Physical facilities

7. What plans has your institution made for the future?

   Modification of purposes
   To increase endowment
   To expand enrollment
   To expand curriculum and services
   To expand physical plant

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