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## A Fellowship in Learning: Kalamazoo College, 1833-2008 (Book Review)

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consequences, repairs, and safety measures that were adopted to avoid similar problems in the future.

Another chapter describes criminal activities related to the bridge. Police or bridge officials have arrested criminals who attempted to cross the bridge or drivers who tried to avoid paying tolls. Police officials even prevented a potential terrorist attack when they arrested men who were trying to buy explosives and other materials to blow up the bridge.

In the book's closing chapters, Fornes compares the Mackinac Bridge to other long-span bridges, both in the United States and in other countries. The parameters considered include the span length (from support to support), the total suspended length of the bridge, and the bridge's total length.

In summary, *Mackinac Bridge* is the most comprehensive available text on the subject of the bridge. Easy to read, informative, and entertaining, this book will be of interest to a wide audience.

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Marlene Crandell Francis. *A Fellowship in Learning: Kalamazoo College, 1833-2008*. Kalamazoo, Mich.: Kalamazoo College, 2008. Pp. 430. Index. Maps. Notes. Photographs. Cloth, \$25.00.

*A Fellowship in Learning: Kalamazoo College, 1833-2008* is an institutional study marking the 175<sup>th</sup> anniversary of Kalamazoo College in Kalamazoo, Michigan. Marlene Crandell Francis, an alumna and former trustee, wrote this book at the request of the school's 16<sup>th</sup> president, James F. Jones, Jr., and has succeeded in connecting the reader with the history of the college.

The book is organized chronologically, with the chapters loosely corresponding to the college's presidential administrations. This monograph is a top-down study and does little to include student or community perspectives. When Francis attempts to incorporate these viewpoints, she often does so without citations. Her evaluations of most administrations are straightforward and nonjudgmental, until one reaches the chapters that overlap with the author's tenure as a member of the school's Board of Trustees (1980 to 1998). Here, her discussions of decisions made about the school are clearly more

personal and her criticism is often biting. The weakest analysis in the book covers the relationship between the college and the Baptists. The founders of Kalamazoo College originally intended the school to be a Baptist institution, but the college's affiliation with the denomination has fluctuated over the years. Unfortunately, Francis mentions these changes in passing and leaves the reader with only vague notions of how various adjustments to the relationship were initiated or adopted and in what ways they may have affected the school's progress.

*A Fellowship in Learning's* numerous photographs allow readers to put names with faces, which genuinely enhances the quality of the book. Francis includes various facts in the side margins that usually summarize in one or two sentences the content on the page. This seems unnecessary in this type of work, and the author's goal in adopting this format is unclear. With no explanation, she also begins using the letter "K" to stand for Kalamazoo College on page 110 and randomly does this throughout the rest of the book. Even after deciding that it might have been intentional and not an editing error, I found it distracting. In some places, Francis occasionally assumes that the reader will be familiar with the terminology associated with the college. Two examples include her discussion of Saga (p. 221) and the career/service segment of the curriculum (p. 249), neither of which is explained clearly enough for an outsider to be able to understand. Nor is it apparent what happens when a student is unable to travel abroad, another key aspect of the educational experience that Kalamazoo College offers.

These caveats aside, this volume does accomplish the task of illustrating how difficult it is to establish, fund, and run an institution of higher learning. Kalamazoo College appears to have an admirable mission, and Francis is successful in conveying its positive qualities. Her powerful endorsement of the school might sway prospective students and should please alumni. Although Francis could have significantly strengthened this book with a broader base of sources, a solid methodological approach, and more analytical content, she has contributed a noteworthy publication to the commemoration of Kalamazoo College's heritage.

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