Kalamazoo College is committed to the concept of equal rights, equal opportunities, and equal protection of the law. It administers all programs — admissions, financial aid, employment, instruction, and services — without regard to race, creed, age, sex, national origin, or handicap, and implements this nondiscriminatory policy under a formal affirmative action program.
The Campus

1 Nuss House
2 Blair House
3 Upjohn Library
4 Light Fine Arts Building
5 Humphrey House
6 Stowe Tennis Stadium
7 Shale House
8 Severn Hall
9 Crissey Hall
10 Natatorium
11-14 Off-Campus Student Housing
15 L. Lee Stryker Center
16 Trowbridge House
17 Dewing Hall
18 Mandelle Hall
19 Olds-Upton Hall
20 Stetson Chapel
21 DeWaters Hall
22 Hicks Center/Welles Hall
23 Harmon Hall
24 Gymnasium
25 Maintenance
26 Hoben Hall
27 Faculty Residences
28 Angell Field/Calder Fieldhouse
   (two blocks west)
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THE KALAMAZOO PLAN

Freshman Year
Career Development
Foreign Study
Senior Individualized Project
THE KALAMAZOO PLAN

The Kalamazoo Plan in the liberal arts builds many kinds of learning into the regular educational program of the College. This unique interrelationship combines foreign study, career development, and individualized projects off campus with academic offerings, cocurricular activities, and residential living experiences on campus.

A year-round calendar, divided into four quarters, affords you a continuous educational process. During any given year, you spend no more than three quarters on campus and explore only three courses in each term — an arrangement which encourages intensive concentration and independent study. And, because each Kalamazoo professor teaches only two classes during a quarter, you are able to meet together often and creatively for individual counseling and discussion.

* Interchangeable
° Interchangeable
FRESHMAN YEAR

Kalamazoo College offers to you, as an incoming student, a unique orientation program, taking place in the weeks just preceding the official opening of the College.

Freshmen this year will participate in a week-long on-campus program of seminars planned by participating faculty. The faculty member who teaches your seminar group becomes your advisor for your freshman year. Special cultural, recreational, and social events are also planned to acquaint you with the resources and opportunities at Kalamazoo College.

For 50 freshmen the College offers a Land/Sea experience at an additional cost. You will join several faculty members and student leaders for two weeks of backpacking, canoeing, and other wilderness activities in the Killarney Provincial Park in Canada, including an experience aboard a 38-ton brigantine sailing the Georgian Bay waters, sharing in all the vessel's operations. In small groups of students and faculty, you pursue special interests in ecology, biology, psychology, and related fields while gaining instruction in wilderness, navigational, and interpersonal skills. Students who have taken part in this wilderness program have experienced a sense of personal accomplishment and have formed close friendships through common adventures.

When the academic year begins, a special course offering found in many departments is a freshman seminar. Again limited in enrollment, these seminars are rich in content and foster a close working relationship with the faculty. Also available to you are such courses as science for the non-science major, introductory courses in a particular department, and beginning foreign language classes. And as a freshman, you are eligible to participate in athletics, in student government, in musical and theatre productions, or in other types of campus activities.
CAREER DEVELOPMENT

The first off-campus experience for students at Kalamazoo College, Career Development, normally occurs during spring quarter of the sophomore year. This quarter (formerly referred to as Career Service) seeks to give you experience in a position related to your academic program and your career interests, or experience of a social service nature. This off-campus opportunity encourages your growing independence, self-reliance, and sense of responsibility as you learn to contribute to the objectives of an employer. The Career Development program, offered without credit but under the auspices of the College, includes preprogram orientation and counseling about career opportunities you may wish to explore; assistance in developing and securing your own placement or applying for jobs previously arranged by the College; and, wherever possible, an on-the-job visit by a staff member. You will be asked to write a report about your experience, and your supervisor will be asked to evaluate your performance.

More than 250 students participate each year in the program, both in the United States and abroad. Since the primary goal of the program is educational gain rather than financial reward, some positions are on a volunteer basis or provide only room and board. Others carry a stipend or the possibility of support from the federally-funded College Work-Study Program, while still others are regular wage-earning positions. There are opportunities in social work and education, in the sciences and health sciences, in museums and theatres, in law and government, in business and administration. You will find that students and employers generally give enthusiastic, positive response to the program. Some students use the experience as a foundation for their Senior Individualized Project.

FOREIGN STUDY

Through the long-established Foreign Study Program at Kalamazoo College, you can become acquainted in some depth with a culture, a language, a people, and an educational system different from your own. Most students live with host
families; all have time for personal travel and the opportunity for cultural immersion. Although neither compulsory nor automatically available, for more than fifteen years the program has involved the majority of all Kalamazoo College students, and it is regarded as an academically stimulating and personally enriching experience.

The College maintains several Foreign Study centers throughout the world. Although each overseas experience is unique, there are three general options:

1. TWO QUARTERS (4 units credit) Centers in France, Germany, Great Britain (Theatre Program), Spain, Sierra Leone, Nigeria, and Kenya are maintained in the fall and winter, and in Liberia, in the summer and fall. You will be assigned to a specific center on the basis of your language proficiency, your personal qualifications, and the space available in the center.

The Centers in France

Vichy/Caen: for French majors, principally.

Vichy/Clermont-Ferrand: good proficiency in French.

At both Caen and Clermont-Ferrand, four units of French are the minimum requirement. If you are assigned to either of these universities, you will participate in four weeks of intensive study at the audio-visual center in Vichy before proceeding to regular university classes conducted in French.

Strasbourg: a minimum requirement of three units in French.

After an intensive three-week program of language study and orientation, you will go on to study in French at the University's Institute of Foreign Students.

Aix-en-Provence: a minimum requirement of two units (or the equivalent) of college French.

You will enroll in the Institute for American Universities, affiliated with the University of Aix-Marseille, which was organized to provide a program of English and French courses for American undergraduates from several colleges and universities.
The Centers in Germany

Bonn: good proficiency in German (a minimum requirement of four units).

After one month of intensive language study, you will enroll at the University of Bonn in regular courses conducted in German.

Erlangen: a minimum requirement of three units in German.

Intensive language study and orientation is offered during the first month; thereafter, you will do all academic work in German either in special courses or in regular university offerings.

Hannover: a minimum requirement of three units (or the equivalent) of college German.

After four weeks of intensive language study, you will enroll in regular courses at the Padagogische Hochschule conducted in German. A special language course will be offered throughout the program.

Münster: a minimum requirement of two units (or the equivalent) of college German.

You will continue your study of German both in and out of the classroom and attend special courses taught in German and English. You also may audit university courses and use certain university facilities.

Other Centers

Madrid, Spain: a minimum requirement of three units in Spanish.

After a month’s intensive language study, you will participate in college-level courses conducted in Spanish and taught especially for Kalamazoo College students.

University of Sierra Leone at Freetown and Njala, Sierra Leone; University of Nairobi, Kenya; Cuttington College, Liberia; University of Ife, Nigeria.

At these centers you will enroll in regular university courses taught in English. These programs are planned for students who are academically able to do a British type of university work, who have a strong desire to learn about Africa by living and studying there, and who possess the personal maturity to
function effectively in an African setting.

Bogota, Colombia: a minimum requirement of three units in Spanish.

The Great Lakes Colleges Association has established this foreign study center with Antioch as its agent. You will enroll in special courses designed for American students but taught by Colombians in Spanish. Regular university courses are also available to you.

Kalamazoo College students have also studied under the auspices of the program in Israel, Taiwan, Singapore, and Australia.

2. ONE QUARTER (3 units total credit, 2 in language) This program is designed as a one-quarter (spring) foreign study option for sophomores and some juniors.*

France – Caen (and Strasbourg if Caen has an overflow of applicants): a minimum requirement of two units (or the equivalent) of college French.

You will continue your study in French, attend one special course taught in English, and have the opportunity to use certain university facilities.

Germany – Münster (and Hannover if Münster has an overflow of applicants): a minimum requirement of two units (or the equivalent) of college German.

You will continue your study of German and attend one special course taught in English.

Spain – Madrid: a minimum requirement of three units in Spanish.

You will continue your study of Spanish and attend one special course in English.

THREE QUARTERS (7 units credit)

Tokyo, Japan: a minimum requirement of two units of Japanese studied in the Neglected Languages Program at Kalamazoo and the recommendation of the NLP director. The

*In order to receive full credit, students should have a maximum of three units of French, German, or Spanish.
COLLEGE FOREIGN STUDY LOCATIONS SINCE 1958

AUSTRALIA — 2 students
COLOMBIA
Bogota — 72 students
ECUADOR
Quito — 6 students
EGYPT — 1 student
FINLAND
Helsinki — 1 student
FRANCE
Vichy, Caen — 559 students
Vichy, Clermont-Ferrand — 166 students
Aix-en-Provence — 274 students
Strasbourg — 365 students
GERMANY
Bonn — 336 students
Münster — 684 students
Erlangen — 386 students
Hannover — 235 students
Jülich — 27 students
Berlin — 3 students
GHANA
Legon — 28 students
Kumasi — 1 student
GREECE — 6 students
HONG KONG — 2 students
INDIA — 7 students
ISRAEL
Jerusalem — 16 students
ITALY — 7 students
JAPAN
Tokyo — 26 students
KENYA
Nairobi — 63 students
LEBANON
Beirut — 21 students
LIBERIA — 55 students
MEXICO
Guanajuato,
Mexico City — 6 students
NIGERIA — 8 students
NORWAY — 1 student
PORTUGAL
Lisbon — 6 students
USSR — 1 student
SENEGAL — 17 students
SIERRA LEONE
Freetown and Njala — 177 students
SINGAPORE — 1 student
SPAIN
Madrid — 502 students
Segovia — 13 students
SWEDEN — 11 students
SWITZERLAND — 1 student

TAIWAN — 2 students
TURKEY
Istanbul — 12 students
UNITED KINGDOM — 108 students
YUGOSLAVIA — 3 students

TOTAL: As of winter, 1980
4216 students
have studied in
32 countries
GLCA, with Earlham College as its agent, has established a relationship with Waseda University (summer, fall, winter only). In its international center, you will do work in English in courses designed for non-Japanese students and study the Japanese language at appropriate levels.

Legon, Ghana: At the University of Ghana you will enroll in regular university courses taught in English. The program is planned for students who are academically able to do the British type of university work, who have a strong desire to learn about Africa by living and studying there, and who possess the personal maturity to function effectively in an African setting.

Dakar, Senegal: At the University of Dakar, you will enroll in regular university courses taught in French. A minimum of four units of French is required for participation.

A limited number of Kalamazoo students may participate in English-language programs in Turkey and the United Kingdom.

**General Foreign Study Information** You pay only the usual College on-campus fees for the first quarter of foreign study, half fees for the second quarter. If you choose the three-quarter option, you are charged full fees for the third quarter. (Fees charged for the GLCA and non-Kalamazoo College programs vary, however, in no case will a Kalamazoo College student pay less than the fees charged for the College’s own Foreign Study Program. Consult the Director of Foreign Study for specific costs.)

The difference between Kalamazoo’s Foreign Study Program charges and the actual costs is provided from the S. R. Light Trust Fund which forms the major foundation for the Foreign Study Program.

These fees cover your transportation from the port of departure (New York or Montreal) to the foreign center, and from the foreign port of departure to the original departure port; board and room while classes are in session; all academic tuition and fees; and some excursions.

These charges do not include transportation between your
home and the point of departure; costs of passports, pictures, and inoculations (the College gives these at cost); independent travel and incidental expenses en route and abroad. The amount you spend above what you pay the College will vary, returning students suggest that an average of $700 extra for one quarter and $1400 for two is fairly realistic. If you are holding a scholarship, it will be in force for the first quarter abroad, but not for the second, whether or not the scholarship money comes from the College. Scholarship support for a third quarter varies with the individual programs and is subject to negotiation with the Director of Foreign Study.

A faculty member normally will meet each group as it arrives abroad, and College personnel visit regularly so you retain a feeling of continuity with Kalamazoo. At each foreign center someone specifically represents the College. In most centers you will be living with a family; in a few you will be housed in university dormitories.

In the quarter preceding your overseas experience, required weekly orientation sessions are held on campus. Former student participants and faculty members will answer questions and make suggestions so that you will feel prepared to make the most of your experience.

You should plan your program to include foreign language in the quarter directly preceding your overseas experience. Students planning to study at a French or German university or in Senegal must be enrolled in the language class during the quarter preceding foreign study.

Usually foreign students, married students, and those on probation do not participate in the Foreign Study Program. If you are a transfer student, you will want to talk with the Director of Foreign Study about your possible participation.

THE AFRICAN STUDIES PROGRAM

Mr. Pruitt, director

The African Studies Program, established in the summer of 1969, affords opportunity for students in all colleges of the Great Lakes Colleges Association and a few selected students from other universities to work together in a study of Africa.
As a participant, you enroll at Kalamazoo College during the summer, with the entire program of College activities open to you. In this program you will find courses including Ethnology of Africa, African History, Economics of Africa, African Literature, and Politics of Africa. When there is sufficient student interest, Swahili can sometimes be offered through the NLP. Complementing these studies are art exhibits, lectures, seminars, films, and other cultural activities related to the program. As do many of the program participants, you may apply for selection to study in Africa under the Kalamazoo College Foreign Study Program, primarily during the fall and winter. Kalamazoo College has study centers in Sierra Leone (Fourah Bay College and Njala University College), Liberia (Cuttington University College), Ghana (University of Ghana, Legon), Kenya (National University of Kenya, Nairobi), Nigeria (University of Ife), and Senegal (University of Dakar).

SENIOR INDIVIDUALIZED PROJECT

The Senior Individualized Project (SIP), which is a graduation requirement, usually is undertaken in the fall or winter quarter of the senior year depending upon your academic major. You assume the initiative for creating a project and outlining its objectives. In consultation with a faculty member who will act as supervisor of your SIP, you will determine the project's form, number of credits to be awarded upon successful completion, and the environment in which it is to be pursued.

The SIP is a culminating experience and most often utilizes the concepts and ideas, methods and techniques of your undergraduate experience toward the creation of a thesis in your major area. You may, however, with departmental approval, use any appropriate form: creative work in the arts, laboratory or field research, student teaching, or — under exceptional circumstances — study at another institution which emphasizes your special interest. With appropriate background you may be able to do the SIP outside of the major area. Although generally the SIP is an off-campus project which may be pursued anywhere, in some cases you might benefit most from remaining on campus taking additional
course work. This should be viewed as an exceptional alternative and must be approved by the Committee on Academic Standards.

Each department has specific requirements including deadlines, format, etc. This information is available in the department office or in the Provost's Office. Projects are normally due the first day of the quarter following the SIP term, and grades are due at the end of the eighth week of that quarter. Any project not completed by Commencement automatically will receive a mark of F. The SIP usually carries two units of credit, but in special circumstances one or three units may be awarded. SIPs are graded Honors, Pass, Fail. Students who fail their SIPs may register for another SIP or have the option (with approval of the Committee on Academic Standards) of satisfying the requirements by taking courses at the College in the summer quarter following their senior year. Senior transfers are ineligible to participate in this program and the SIP graduation requirement is waived. Further details of the program can be found in the SIP handbook.
GENERAL INFORMATION

Historical Sketch
The Campus Setting
Residential Living
Student Activities
Student Services
College Policies
Kalamazoo College traces its roots back to the early nineteenth century, and the democratic and religious spirit of that time. Through the efforts of Reverend Thomas W. Merrill, a Baptist missionary from New England, and Michigan pioneer Caleb Eldred, this state's first institution of higher learning, then the Michigan and Huron Institute, was founded in 1833. Midway between the growing trade centers of Chicago and Detroit and between the two Great Lakes which lent it their names, the coeducational Institute's pioneering influence endured when it became the Kalamazoo Literary Institute in 1837; merged with the local "branch" of the University of Michigan in 1840; and finally became Kalamazoo College in 1855 when the State Legislature amended the original charter and granted to the trustees the power to confer degrees.

This amending of the original charter and the changing of the name to Kalamazoo College, as well as the establishment of a theological seminary, all came about during the 20-year administration (1843-1863) of Reverend J.A.B. Stone and his wife, Lucinda Hinsdale Stone.

During most of the 29-year period between 1863 and 1892, the College experienced a rapid administrative turnover. Of the seven presidents serving in this period, only one — Kendall Brooks (1868-1887) — remained for more than a very brief term.

The modern development of the College began under President Arthur Gaylord Slocum (1892-1912). Endowment funds were increased, new educational facilities were added, and the College became more widely known. The presidency of Herbert Lee Stetson (1912-1922) was marked by a radical reconstruction of the curriculum, the purchase of new laboratory equipment, the erection of a gymnasium, the creation of a modern library, the raising of additional endowment funds, and the strengthening of the faculty.

During Dr. Allan Hoben's administration (1922-1935) four major college buildings were erected: Trowbridge House, Olds Science Hall, Mandelle Library, and Stetson Chapel. Educational standards became more demanding, and Presi-
dent Hoben's own phrase, "A Fellowship in Learning," began to be realized. This advance continued under the leadership of Stewart Grant Cole (1936-1938), Paul Lamont Thompson (1938-1948), and John Scott Everton (1949-1953); six new buildings were constructed during these years.

During the presidency of Weimer K. Hicks (1953-1971), the College began another period of growth and change, perhaps the most vital in its long history. Under his leadership, the curriculum was enriched, and the Kalamazoo Plan for year-round education was developed and firmly established. An outstanding faculty was attracted, and the quality of the student body was increased while limited in size. Further, the College's financial structure was strengthened with its endowment growing to over $14,000,000. An extensive building program more than tripled the value of the physical plant.

In 1972, George N. Rainsford became Kalamazoo College's thirteenth president. Under his leadership the College continues to explore new methods of teaching and learning and to revitalize the link between the College and the community. Recognizing the importance of adequate facilities for interdisciplinary study in the sciences, Olds and Upton Science Halls have been remodeled and expanded to integrate the spaces and services of the departments of biology, chemistry, and physics. The Light Fine Arts Building has acquired a new thrust stage and expanded classroom and studio facilities. The Board of Trustees has been strengthened, and its members are engaging in more active participation. New management and investment procedures have been instituted, and program enrichment has attracted substantial funding. A three-year capital gifts campaign of $16,395,000, principally for endowment, was begun in 1978.

THE CAMPUS SETTING

Kalamazoo College's hilltop campus of nearly sixty acres is located in a quiet residential area. The Georgian flavor of its architecture, from venerable Stetson Chapel overlooking the oak-shaded quad to the recently expanded facilities in science and theatre, offers a sense of continuity with our historic past.
The College is minutes away from the heart of the city of Kalamazoo, recognized as being one of the top ten cities of its size in the nation. In green and rolling county near fertile orchards and numerous lakes, Kalamazoo's metropolitan population of over 200,000 enjoys an enviable quality of life.

We maintain an active involvement with this progressive community. Among its many cultural organizations are the Kalamazoo Symphony, the Institute of Arts, the Chamber Music Society, and several theatres where varied musical and dramatic presentations often include those from national touring companies. Together with three other institutions of higher learning also located in Kalamazoo, the College makes a major contribution to an academic community where the combined 30,000 students add their special cultural and personal attributes to the city and its activities.

RESIDENTIAL LIVING

Kalamazoo College is small by choice, and because of off-campus rotations, only 1,000 of the 1,400 students are on the campus at any given time. At the heart of campus life is residential living; it is viewed as a vital part of your total liberal arts education.

Unless you live within commuting distance with your parents, legal guardians, or spouse, you must—if you are carrying two or more academic units of work—live in the College residence halls and board at the College dining center.* Only exceptional circumstances will be considered valid reasons for a waiver of this requirement.

Students may choose from a number of on-campus housing options. As an entering freshman you may live in a single-sex or a coed residence hall; your deposit date will determine the priority given your request, so a specific hall or type of room assignment cannot be guaranteed. Upperclass students may

*By action of the Board of Trustees, thirty senior students are given permission to live off campus during the fall, winter, and spring quarters. These seniors are selected on the basis of a lottery which takes place on Monday of the sixth week of the spring quarter, for the following year.
choose any of the College's residence halls, small houses, or apartments; assignments are made on a class standing seniority basis, with suites and apartments assigned on a group and seniority basis. (A more detailed statement of the housing assignment system is given in the Student Handbook.) A limited number of single rooms are available, most of them with a $50 price differential. Because of the great demand, freshmen usually are not assigned single rooms.

All on-campus housing facilities are supervised by experienced staff members and student floor advisers, under the jurisdiction of the Director of Residential Life. Floor advisers live on the floor section, aiding students and helping to develop and maintain in the residence halls an atmosphere promoting academic, personal, and social growth.

The College maintains limited facilities, located near the campus, for married students. Those interested in such housing should contact the Director of Purchasing and College Services.

Kalamazoo College tries to provide a proper regard for your privacy and for the welfare of the living unit as a whole. Working with students, the College assumes the responsibility for standards of residence hall occupancy and the obligation for seeing that the physical facilities of the residence halls receive proper care.

The dining facilities in Hicks Center vary in size and decor, their motifs reflecting the international flavor of the College's educational program. In these comfortable settings much of the informal learning at Kalamazoo College takes place, and differing life styles and cultural backgrounds of the students contribute to this process. The food is catered by Saga Food Service.

After your initial quarter on campus, you may select one of three meal plans — the maximum of twenty meals per week, a fifteen-meal plan, or a ten-meal plan. Commuters to the campus have the option of purchasing a fifty-lunch plan. Only students living in cooperative housing or in some of the college-owned apartments are allowed to cook their own meals.
ROOM APPLICATION When you are a new boarding student, your application for admission covers your room application. After you have been accepted and have paid your $100 deposit, a room will be reserved for you. After your freshman year, you are asked to indicate your room preference for following on-campus quarters during housing registration periods. A $100 advance payment is required in midsummer when you return as a sophomore. Students registered but not returning for a subsequent quarter will forfeit the $50 caution deposit required of new students on registration.

GENERAL INFORMATION All residence halls are provided with the necessary furnishings. You are expected to provide pillows, bed linens, mattress cover, towels, blankets, and curtains or draperies. A linen service which supplies towels and bed linens weekly is available. Room keys are issued free to students. A charge of $5 will be levied if a key is lost or not returned at the end of the quarter.

The College provides neither room nor board during listed vacation periods. It reserves the right to use all residence hall rooms when rooms and residence halls are not used by regular students.

At the end of each quarter you are expected to move from your residence hall within 24 hours after your last examination. This ruling does not apply to you if you are a foreign student, are required to remain because of the nature of your campus employment, or if you are participating in Commencement events at the close of the spring term.

The College is not responsible for your personal property and possessions. You may arrange to store them in residence hall rooms during vacation periods if you are continuing on-campus. Storage areas are available while you participate in the College’s off-campus programs, but the College cannot be responsible for their loss or damage. You are encouraged to check the insurance coverage of your parents as most insurance companies allow for the coverage of a student’s property and possessions under family policies.
COMMUTER STUDENTS  Students from the Kalamazoo area who commute to the campus comprise approximately 12 percent of the total student body. If you are a commuter student entering Kalamazoo College, you are invited to stay in the residence halls during the freshman introductory program so that you may participate in the total life of the campus. Much of your time between classes can be spent in the College Union where special mail boxes, lockers, a study, and a lounge are available for commuting students.

STUDENT ACTIVITIES

Since intellectual growth is but one element in the full realization of your abilities, Kalamazoo College offers many opportunities for you to participate in activities and pursue interests that will simultaneously develop your understanding, confidence, sensitivity, and leadership.

CLUBS AND ORGANIZATIONS  Currently, the student organizations include the Film Society, which exhibits two films per week to the campus; Chaverim, the Jewish fellowship organization; the Science Fiction Society; the Photo Society; the Women's Group; the Black Student Organization; the Christian Fellowship; Borough Maudlem, which promotes the understanding of medieval history; the Society for Ultimate Frisbee; the Volunteer Bureau, which places students in volunteer positions in the city of Kalamazoo; the Index, the student-published newspaper; the Boiling Pot, the yearbook; the Cauldron, a literary magazine; WJMD, a 24-hour radio station; Black Spot; and Forensics Club.

STUDENT GOVERNMENT  The Student Commission governs students as well as student organizations. It acts to represent the student body, improve communication, provide a unified voice, and actively participate in formulating College policy.

The Student Commission consists of elected officers, representatives from each residence hall, representatives to the College standing committees, a representative from the honor houses, and a representative for commuter students. It appoints all organization leaders and representatives to College
committees. Student Commission coordinates the yearly preparation of the student organization budgets and oversees the expenditure of these funds. Every student organization with a budget is expected to use an account in the Business Office.

Committee Participation Students address the various areas of their concern primarily through committee participation. They are represented on all but one of the College standing committees, made up of administrators, faculty, and students. There are four student members on the Planning and Budget Committee, four students on the Campus Life Committee, and three students on the Educational Policies Committee. These committees work to integrate various viewpoints and clarify existing policies. In addition, there is student representation on Admissions, Athletics, Alumni, College Forum, and Foreign Study committees and on the Judicial Council.

IHA The Inter-House Association (IHA) is chaired by the vice-president of the Student Commission and is composed of elected representatives from each residence hall. It is concerned with improving the social and physical environments of the residence halls. IHA is funded by the campus vending machines and the DeWaters and Humphrey lockers.

CUB The College Union Board (CUB) is composed of a volunteer group of students who plan and implement the student activities program under the guidance of the Coordinators of Student Activities. This program includes dances, movies, outings, and special events. CUB meets each week to plan and organize projects and activities for the campus at large. All students are encouraged to help plan CUB events.

House Councils Residents in each hall elect a dormitory council to administer the functions of the hall, conduct social and business affairs, and supervise conduct within that hall. The council also acts as a judicial body to handle violations of residence hall rules. In cases involving persons from different residences, the Student Court assumes jurisdiction. Both the court and house councils are composed exclusively of students.
Judicial Process  You are accorded all the rights and privileges associated with due process in all cases of alleged rule violation. You are required to appear before the appropriate judicial agency. This might be a house council, the Student Court, or the College Judicial Council, depending on the nature of the charge. The Vice-President for Student Services in special circumstances may hear your case. In every instance of judicial judgment, you have the right of appeal.

Title IX Grievance Procedure  The Office of Student Services coordinates a formal Title IX grievance procedure. This grievance procedure is available to students registered at Kalamazoo College who wish to complain of any action or inaction within the jurisdiction or control of the College that the student alleges to be in violation of Title IX of the Education Amendments of 1972 prohibiting sex discrimination in education.

THE COLLEGE FORUM  Offering a wide variety of significant educational and cultural events to enhance the educational program, the Forum is planned by a committee of students, faculty, and administrators.

The Forum desires to increase general knowledge, to overcome fragmentation of knowledge by involving the entire College community in common focus on issues and ideas; to promote the aims of liberal education by inviting participation in the conflict of ideas of our time; to foster a lively dialogue between faith and learning.

Recent lecturers have included David Broder, Rene Dubos, Joyce Carol Oates, George and Lenore Romney, and Linus Pauling. The Forum has featured series on "The Person and the World," "Women in Education," and "The Bicentennial," and has invited for special concerts such artists as James Yoghurtjian, Charles Treger, and the McLain Family Band from Berea, Kentucky. Additional Forum events are sponsored jointly with departments or student organizations.

As a freshman and sophomore you are expected to participate in College Forum events. You elect the programs that best meet your needs and interests. During the junior and senior
years, it is expected that a mature level of interest and a sense of responsibility will assure your participation in the College Forum.

THEATRE The expanded Light Fine Arts Building now has three theatres, for three different types of productions. These stages (open, thrust, and arena) permit great latitude in choice and direction of presentations. Six major productions, selected from theatre classics and contemporary writing, and a Faculty Readers' Theatre, are presented each year by the department of theatre arts and speech, and auditions are open to all students. You may also participate in a studio theatre series of one-acts and original drama. Opportunities are provided in acting, directing, writing, scenery, lighting, costuming, and make-up.

Each year the department offers eight awards for excellence: for best acting, two in a principal role, two in a supporting role, two in a bit role; one in technical theatre, and one for the most valuable contribution to the drama program.

Festival Playhouse During the summer quarter, a resident Repertory Company presents a series of plays and specialized seminars and lectures in production skills or dramatic genres. The company consists of experienced actors, many of them alumni, a guest actor, director, or playwright, and students as apprentices in either acting or technical work.

FINE ARTS PROGRAM Kalamazoo College brings, under a fine arts program, outstanding authorities in theatre to present public lectures and demonstrations and to meet informally with those interested in theatre and the allied arts.

MUSIC The College Singers, the Motet Choir, the chorus and orchestra of the Bach Festival, the Madrigal Singers, the Collegium Musicum, the Wind Ensemble, and the College Chamber Orchestra are open to any who are qualified.

Musical Events The above organizations and the faculty provide a variety of recitals and concerts of formal and informal nature. Annual events include the Bach Festival Christmas Concert, Bach Festival Week (a College/community undertak-
ing in March), and the Christmas Carol Service sponsored in cooperation with the Office of Student Services.

The Music Center  Offering high-quality instruction, principally in strings, keyboard, and voice, the Music Center is a Kalamazoo College community service for students of precollege or postcollege ages.

ATHLETICS  The athletic programs are considered an integral part of the total academic offerings of the College. The department of physical education administers the programs under the supervision of the faculty Committee on Athletics. To participate, students must be making normal progress toward a degree.

Intercollegiate Athletics for Men  With membership in the Michigan Intercollegiate Athletic Association (MIAA), Kalamazoo College competes in football, cross country, basketball, track, tennis, golf, baseball, wrestling, soccer, and swimming.

Interested alumni and friends give annual awards for achievement. The names of award winners are inscribed on trophies and plaques which are displayed in the gymnasium. Included among the awards are the C. W. "Opie" Davis award (1966) for the outstanding senior athlete; the Harold S. Garrison trophy (1946), the most valuable basketball player; the Edwin G. Gemrich plaque (1955), most valuable man in track and field; the H. Colin Hackney plaque (1954), recipient of the Kalamazoo College Athletic Association award; the K-Club trophy (1951), most valuable football player; the Clark W. MacKenzie plaque (1954), most improved football player; and the Walter "Cap" Scharff award (1959), most valuable golf player.

Intercollegiate Athletics for Women  With membership in the Women's Intercollegiate Athletic Association (WMIAA), Kalamazoo College competes in field hockey, swimming, tennis, archery, basketball, track, and volleyball.

The Mary Long Burch award is given annually to a senior
woman who has demonstrated interest in sports activities and excelled in scholarship.

Recent Achievements  The 1980 men’s swim team won the MIAA championship for the ninth consecutive year and also won their 67th consecutive MIAA conference dual meet. The women’s swim team took the 1979 WMIAA title after an undefeated record in conference competition. In 1980, the men’s tennis team won the MIAA championship for the 42nd consecutive year. The women’s tennis team won the WMIAA championship in 1979, bringing the record to 21 conference titles in the last 25 years.

Intramural Sports Program  Intramural sports, organized and administered by the physical education department, include volleyball, basketball, badminton, tennis, touch football, and softball, with other activities added upon request. Other opportunities are available in nonstructured recreation in fencing, swimming, and gymnastics. Studio productions in contemporary dance supplement the instructional dance classes.

STUDENT SERVICES

ACTIVITIES  The Office of Student Activities plans and implements a variety of student activities through the year. The staff serves as program consultants for student organizations and the residence hall staff, coordinates outdoor programs, coordinates the planning of the quarterly calendar, and works closely with the College Union Board to plan campus activities.

COUNSELING  The Counseling Office provides an opportunity for students to share concerns, express feelings, clarify perceptions, and discuss possible alternate actions. You need not have a specific problem to talk with the counselor, you are welcome to do so at any time for any reason. All matters discussed in counseling sessions are strictly confidential.

To assist you in identifying needs and goals, the Strong Campbell Interest Inventory, the Kuder Occupational Interest Survey, and the Edwards Personal Preference Schedule are
available in the Counseling Office. If you wish, you may take these self-inventories and discuss the results with the counselor. Appointments are made through the Office of Student Services.

Staff members in the Office of Student Services are also available for conferences on personal and academic problems. A consulting psychiatrist and a mental health consultant are retained by the College, and appointments with them are made by the Counseling Office.

**TESTING** The Office of Student Services coordinates an institutional testing program designed to satisfy the needs of various departments of the College. The program includes foreign language placement testing, pre and post language testing of students who participate in foreign study, and the Undergraduate Program Field Tests (formerly Undergraduate Records Examinations), which certain departments administer as part of the Senior Departmental Exam.

A Vocational Interest Test battery is available to students through the Counseling Office.

Special testing programs are prepared and administered when requested by departments or offices of the College.

**CAREER PLANNING AND PLACEMENT** The College maintains a Career Development Center that provides career counseling throughout a student’s years at the College and helps seniors formulate an employment search plan, write a resume, and develop interview skills. A placement bulletin with information about employment opportunities is published and distributed to interested seniors and alumni on a regular basis.

The Career Development Center also maintains placement credential files for seniors and alumni. These files contain biographical and educational information as well as letters of reference, at the request of the candidate, these credentials are forwarded to prospective employers or graduate schools.

**RELIGIOUS LIFE** Kalamazoo College actively maintains its historic connection with the American Baptist Churches. It provides an environment for learning which takes seriously the
dimension of faith. The religious program of the College is in the broad Protestant tradition and seeks to respect the religious integrity of every student.

A weekly service of worship, called “Friday Chapel,” conducted by students and featuring faculty, administrators, and students from many different areas within the College community as well as outside speakers, is offered on an entirely voluntary basis. In addition to the regular Friday services there are also special Chapel programs which include the Honors Day Convocation in the fall, the Christmas Carol service, the Scholar’s Day Convocation in the winter quarter, Good Friday and Easter services, and the Founder’s Day Convocation in the spring.

Religious organizations on campus are initiated by students. The Office of the Dean of the Chapel provides assistance to these groups and also sponsors occasional retreats, assists those who wish to attend special conferences, and offers counseling for those interested in theological training.

**Homer J. Armstrong Endowment in Religion** This endowment (1969) provides funds in addition to those designated for the College Forum and brings relevant voices to the campus for study and dialogue.

**HEALTH CENTER** The Health Center at Kalamazoo College is committed to providing you with the best possible medical care while you are on campus. It is staffed by a physician and registered nurses who are on duty during regularly scheduled hours and on call for emergencies. Medication is provided at cost; most services provided in the clinic are covered by the general fees and are available to both commuter and boarding students. Immunizations for foreign study are provided at a minimal fee. Emergency treatment, X-rays, and laboratory tests which may be required are done at Bronson Hospital, for which the student must pay. You are urged to have medical coverage under the College student health plan or under a policy of your parents. If referral to a dentist, ophthalmologist, or other specialist is required, appointments will be made for you with a physician in the city. A consulting psychiatrist is
available for appointments with the students.

Students entering the College for the first time are required to submit a self-completed medical history questionnaire or a physical examination form completed by a physician before they can be considered fully enrolled. A negative tuberculosis test is also required.

RESIDENTIAL LIFE The Office of Residential Life is responsible for the overall quality of life in the residence halls. Some specific responsibilities include staff selection and training, residence hall programs, and housing assignments. The office also acts as a liaison between students and maintenance, food service, and security.

COLLEGE POLICIES

GENERAL POLICIES Kalamazoo College assumes that all students will conduct themselves as responsible persons, guided by the basic principles of the Judaeo-Christian tradition, whether they are in residence or off campus working/studying under College programs or as a part of the larger community.

When you voluntarily become a part of Kalamazoo College, you are expected to understand the rules and regulations necessary for the most effective operation of the College and to live up to them both in spirit and in practice. If you violate the commonly accepted standards of conduct, honor, or good citizenship either on campus or in the larger community, or if you refuse to abide by the regulations of the College, you will be subject to such penalties as the circumstances justify.

Kalamazoo College reserves the right to dismiss any student whose conduct is detrimental to the welfare of the College.

The established policy of the Board of Trustees in regard to the exercise of disciplinary power by the College during times of emergency connected with the violation of law on this campus by Kalamazoo College students and others is basically this: The administrative responsibility rests with the President and his staff. As the Board has expressed in its by-laws, the
President is the "executive head of all departments of the College" and is "responsible for the discipline of the College." It follows that, in times of crises, the Board of Trustees shall hold the President responsible for the protection of life and property and give him the necessary power with which to deal with those problems. He and his staff are expected to take those steps which appear to be in the best interests of the College community. Procedures employed in disciplining students under normal nonemergency conditions may be suspended, if necessary, through a crisis situation.

In Michigan the age of majority is 18. Most of you, therefore, will be legal adults when you enter Kalamazoo College. All rights, privileges, obligations, and responsibilities now belong to every 18-year-old within the state whether or not you are a resident of Michigan.

Kalamazoo College subscribes fully to the guidelines set forth in Section 438 of Public Law 93-380 (Family Educational Rights and Privacy Act of 1974) concerning student information and records. Access to your student records and files is arranged through the Registrar of the College. Under this law, the College may routinely release the following student information: name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student.

If you intend to marry before you graduate, you are asked to inform the Vice-President for Student Services of this intention so that the appropriate offices in the College will be aware of your pending change in status.

**ACADEMIC FREEDOM** Liberal learning requires for its highest effectiveness an environment of free inquiry in which the whole range of human aspiration and achievement, of knowledge and culture can be subjected to searching scrutiny. Liberal learning of a Christian nature further rejects all claims to absolutism or finality, whether of intellectual systems, methods of inquiry, or institutions; it believes instead that undivided truth
belongs to God, that all human expressions of truth are relative, and that men should be free to construct and criticize without restraint of official dogmatism. Learning which is both liberal and Christian specifically denies that an idea which is unpopular is for that reason suspect, or that an idea which is popular is for that reason true, and trusts instead in those canons of discrimination which are given in the Western tradition of historical scholarship and in the Judaeo-Christian ethic.

Standing self-consciously within the tradition of learning which is both liberal and Christian, Kalamazoo College claims for its teachers and students the freedom to engage in the careful and critical examination of the history of ideas; the freedom to create, to hold, to advocate, and to act in behalf of ideas which express their own convictions and integrity; the freedom to engage in the controversy which an unfettered examination and expression of ideas generates; and the freedom to invite to the campus representatives of points of view which are important to an informed understanding of the conflict of ideas in our own time. Since freedom of whatever kind always exists within certain clearly understood boundaries, these freedoms are subject to the following limitations:

(1) The freedom of individual members of the College to hold, advocate, and act in behalf of ideas does not entail the right to receive endorsement or support of those ideas from the College as a corporate body; and it is understood that no one may represent himself as a spokesman for the corporate institution who has not been expressly authorized to do so.

(2) Ideas held, whether by members of the College or by its guests, may be advocated openly in order that the processes of learning and of advocacy may be served by open criticism and by counter-advocacy.

(3) It is understood that both advocacy and action will avoid destruction of property and injury to the personal or intellectual rights of others.

(4) It is understood that the commonly accepted prohibitions against plagiarism, against slander and libel, and against incitement to force and violence are in effect in the exercise of
these freedoms.

(5) It is understood that freedom of advocacy and action does not entail the right to violate the regulations of the College with impunity.

The Board of Trustees affirms a belief in upholding academic freedom on the campus. It is convinced that the maximum educational opportunity occurs when the College preserves for all members the right to question, debate, criticize, and dissent. On the other hand, it is equally convinced that freedom is only possible in an environment predicated on peace and orderliness. Therefore, the Board of Trustees wishes it clearly understood that lawlessness, either on or off campus, and interference with the College's educational process cannot be condoned.

**HONOR SYSTEM** Underlying the life of the College are certain assumptions: that all members of the community are here in good faith to learn and teach, that the atmosphere is one of respect and confidence in which learning and teaching can be pursued without distraction, that common standards of morality in academic affairs are accepted by all students and faculty, and that all members of the community are equally responsible for maintaining the moral and intellectual soundness of the College. Believing that the honor system endorsed by a large majority of the students is a natural and proper embodiment of these assumptions, the faculty has subscribed to that honor system and adopted it as College policy. Details of the honor system may be found in the *Kalamazoo College Student Handbook*.

**ACADEMIC AND CURRICULAR COMMITTEES** Two of the important committees affecting the educational program and academic life of the College and its students are the following:

*Academic Standards Committee:* Composed of faculty and administrators; determines and reports to the faculty cases involving academic probation, dismissal, and reinstatement of students; acts on student requests for deviations from the normal on-off quarter pattern, and for overloads; reports to the faculty those students who fulfill requirements for earned
degrees; and recommends to the faculty, in individual cases, the waiving of specific requirements for the degree.

Educational Policies Committee: Responsible for continuous study and evaluation of the academic curriculum, programs, and recommendations to the faculty on matters of educational policy, addition and removal of courses or programs, individualized study, honors work, and group majors.

SOCIAL POLICIES  The Kalamazoo College Student Handbook, which is prepared by the Office of Student Services, details many College policies for you including the honor system, social policies, the judicial process, student services, residence hall policies, and College regulations. Specific policies are listed here and more comprehensive information may be found in the student handbook. Major policies of concern to the whole college community and ones which, as a church-related college, are important for your understanding are the following:

Alcoholic beverages — Students are expected to comply with the College Alcohol Policy and Michigan state law, which states that it is illegal to purchase, consume, or possess alcoholic beverages unless one has reached the age of 21. Students of legal age may possess and/or consume alcoholic beverages only in residence hall rooms and suites. The public use of alcoholic beverages by students of legal age is permitted on campus on a special permission basis only. Furnishing alcoholic beverages to minors, and any breach of taste induced or encouraged by drinking, including drunkenness, will not be tolerated.

Gambling — All forms of gambling are prohibited.

Drugs — The unauthorized sale, dispensation, use, or possession of drugs which constitute a violation of federal, state, or municipal laws will not be tolerated by the College.

Food — Neither storage of food nor cooking in the College residence halls is permitted, for health and safety reasons. Refreshments for special occasions are permissible.

Unauthorized presence in a closed building — Students may not be in a closed building without permission.
Keys — Students are expected to use only those College keys which have been officially issued to them. The unauthorized use of a key cannot be tolerated.

Money and valuables — The College is not responsible for money, jewelry, or other personal belongings in students' rooms.

Firearms — The possession of firearms by students is strictly forbidden.

Vandalism, theft, and assault — Students are expected to respect College property and the private property of students and other members of the campus community. Therefore, the College cannot tolerate vandalism, theft, or assault.

Pets — Pets, other than fish, are prohibited.

Motorized vehicles — (Automobiles, motorcycles, etc.) Freshmen, with the exception of commuting students who may drive to the campus, are not permitted to have or use motorized vehicles on campus. Upperclassmen may bring cars to the campus but must register them with the Office of Student Services on arrival.
ADMISSIONS

Kalamazoo College seeks able and contributing individuals from diverse geographic, ethnic, social, and economic backgrounds — students who seek and accept a challenge. Important determinants for admission, then, are intellectual curiosity, motivation, participation, and leadership ability. The final decision is made by a committee which gives careful consideration to the application, secondary school academic record, participation in student activities, recommendations, and your SAT/ACT scores. Students are encouraged to submit additional information or examples of their work in addition to the minimum application requirements.

We encourage inquiries about Kalamazoo College early in the high school career and strongly encourage a visit to our campus.

VISIT INFORMATION  Visits to the campus are most informative when classes are in session and can be structured around individual preferences and interests. Generally a visit will include a tour, an interview, and possibly lunch and/or class visitation. To make arrangements write the Admissions Office or call one of its toll-free numbers (out of state: 800-253-3602; in Michigan: 800-632-5757). The Admissions Office offers a series of special Saturday programs in an effort to provide visitors every opportunity to investigate the diverse aspects of the College. Participation is generally limited to assure a chance to meet and talk with faculty, students, and professional staff. Tentative dates are:

Saturday, September 6, 1980  Scholar/Athlete Day
Saturday, October 18, 1980  Senior Visitation Day
Saturday, November 1, 1980  Parents' Visitation Day
Saturday, November 15, 1980  Senior Visitation Day
Saturday, December 6, 1980  Scholar/Athlete Day
Saturday, January 17, 1981  Scholar/Athlete Day
Saturday, January 31, 1981  Soc. Sci./Math/Science Competition
Friday, February 13, 1981  Friday Visitation Day
Saturday, March 7, 1981  Scholar/Athlete Day
Friday, April 17, 1981  Spring Visitation Day
Saturday, July 11, 1981  Summer Information Day
To confirm these dates and to make reservations, please call the Admissions Office at least two weeks before the scheduled event.

APPLICATION INFORMATION You are encouraged to apply to Kalamazoo College after the completion of your junior year. The College employs a "rolling admissions" policy (admitting qualified persons until all available spaces are filled); therefore, it is advantageous for you to apply early.

An application to Kalamazoo College includes (1) a completed application form, (2) the scores from the American Testing Program Examination (ACT), or from the College Entrance Examination Board Scholastic Aptitude Test (SAT), (3) an official transcript of your high school grades, and (4) a recommendation from your high school. Applicants are encouraged to submit additional materials and recommendations in support of their application.

At the time of application, no fee is required. If you are accepted, however, you will have three weeks to pay a $15 acceptance fee, which will hold a place in the class until a given date. (This is usually May 1 for fall applicants.)

The Committee on Admissions and Financial Aid, composed of faculty members, students, and administrators, recommends policies for student admissions and aid. Students who have taken any of the national achievement tests available to college applicants are encouraged to submit the results to Kalamazoo College as part of the application process. Achievement tests in English composition, a modern foreign language (if you have completed one or more years of study and plan to continue with the same language in college), and a third test of the student's choice are encouraged. The test scores are helpful in counseling and determining your level for future courses but are not required for enrollment. Certain departments in the College administer achievement tests for placement purposes during the fall introductory program.

Common Application Kalamazoo College participates in the Common Application Program. We are pleased to accept a photocopy of the Common Application instead of our own
application form. Common Applications are usually available from your high school guidance counselors.

**Secondary School Program**  Usually sixteen high school units are required for admission. Because high school curricula vary, seriousness of purpose, academic achievement, and future promise are more important than the specific courses you may have taken. A good liberal arts background consists generally of courses in English, foreign language, mathematics, history, social sciences, laboratory sciences, art and music.

**Advanced Placement**  You are encouraged to apply for advanced placement if you have been a part of the formal Advanced Placement Program or have taken honors courses in your high school. When you finish these courses, any test results should be sent directly to Kalamazoo College’s Director of Admissions. If you are awarded advanced placement credit by the College, this credit will be equal to credit earned at Kalamazoo, and you will enter the College at the level which this advanced placement credit justifies.

**TRANSFER PROCEDURE**  To transfer to Kalamazoo College you should have a strong academic record at the institution you have initially attended. A transfer application includes (1) a completed application form (obtained from the Admissions Office), (2) an official transcript of your college grades, and (3) an official transcript of your high school grades. At the time of application, no fee is required. If you are accepted, you have three weeks to pay a $15 acceptance fee, which will hold your place until a given date. For fall applicants, this is usually the preceding May 1. You will be granted conditional credit for transfer work at the time you are admitted; final acceptance of the credit comes after you have successfully completed at least one quarter at Kalamazoo College.

If you plan to participate in the Foreign Study Program in the junior year, you are required to enter Kalamazoo College no later than the summer quarter prior to study abroad. (Contact the Director of Foreign Study for further information.)
Requirements for Graduation  To qualify for the Bachelor of Arts degree, you must earn at least eight units at the College (exclusive of Foreign Study and the Senior Individualized Project) and be in residence on campus for a minimum of three quarters. If you transfer as a senior, you are ineligible to participate in the SIP and will have that requirement waived.

Off-Campus Programs  If you transfer to Kalamazoo as a sophomore, you can take full advantage of the wide range of Foreign Study Program opportunities. As a junior transfer, you will find the Spring Quarter programs in Spain, France and Germany to be particularly appropriate. As a transfer student you will want to discuss the language requirements with your counselor and with personnel in the Foreign Study Office.

Community College Transfers  Kalamazoo College subscribes to the following statement from the Michigan Association of College Registrars and Admissions Officers: Kalamazoo College agrees that, beginning in the academic year 1973-74, all admissible graduates of Michigan Public Community Colleges, which have subscribed and formally agreed to the standards of general education as part of their graduation requirements, will have met our general educational requirements with the following reservations: Since the distributional requirements of the College are designed for a four-year program, the student who transfers with an AA or an AS degree will be required to have earned, before graduation from the College, at least two additional units in literature and one additional unit in the social sciences beyond the basic two-year requirement for his degree. In addition, he must demonstrate proficiency in a foreign language at an intermediate level (equivalent to completion of a language level “3” course at Kalamazoo College) and satisfy the physical education requirements of six quarters. Since from time to time the College changes its distributional requirements, these general education requirements are subject to change.

WITHDRAWAL  If you contemplate leaving the College at any time after matriculation, you are advised to discuss your plans
with your faculty counselor and/or a member of the Office of Student Services. Prior to actual departure, you will be asked to complete a withdrawal form, briefly indicating your reasons. If a withdrawal takes place during a quarter, it is especially important that this form be completed to establish the actual date of withdrawal. Processing an official withdrawal will facilitate early return of your tuition fees and any appropriate refund (see page 57). If you do not return for a quarter for which you have previously registered and thus are expected, you will be withdrawn and must apply for readmission.

READMISSION To apply for readmission after you have withdrawn or been dismissed from the College, you may make application through the Office of Student Services. This application, together with a nonrefundable fee of $15, must be returned to the Office of Student Services well in advance of the quarter in which you wish to reenter the College.

INTERNATIONAL STUDENTS International students should write to the Director of Admissions for a Preliminary Foreign Student Application. To be eligible for admission to Kalamazoo College, you must be competent in the use of the English language. All international student applicants are encouraged to take the Test of English as a Foreign Language (TOEFL) or the Michigan Language Test.

SPECIAL STUDENTS Some courses are open to special students. These special students include high school seniors who may wish to take advantage of the North Central Association approval of dual credit for College work taken by high school seniors. Write to the Director of Admissions if you are interested in special student status.

GUEST STUDENTS Students in good standing who are enrolled at other institutions may study at Kalamazoo College as guest students, paying fees on a per-course basis. Fees per course are determined annually. Application forms are obtained from the Admissions Office.
EXPENSES
CHARGES PER QUARTER *

<table>
<thead>
<tr>
<th></th>
<th>Resident Student</th>
<th>Commuter</th>
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<td>$1,598</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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<td>$1,598</td>
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</table>

You cannot determine your average yearly cost at Kalamazoo College by multiplying the charges per quarter by three. Nothing is paid to the College for the quarter spent off campus during Career Development. If you choose two quarters of study abroad, you will have one quarter of tuition and fees at half the full rate. There is no extra charge for travel to and from Europe.

If you transfer to another institution after having participated in the Foreign Study Program of the College, you will be charged $400 before your transcripts can be released. The Board of Trustees has designated this figure as the amount which must be repaid in the event of such a transfer.

To qualify for graduation, all students in the four-year program pay full tuition and fees for a minimum of eleven quarters (ten in residence plus one quarter abroad). If you elect to remain abroad for a second quarter, you will be charged an amount approximately one-half of regular resident student charges for that quarter. If you do not go abroad, you will pay a minimum of full tuition and fees for eleven quarters. Commuter students are considered as resident students for the foreign study quarter or quarters.

Tuition for one unit is $580. If you carry two units, you are considered a full-time student and pay full tuition and fees.

During your Senior Individualized Project off campus, you will be charged $225 per quarter on the expectation that you will be utilizing administrative and professional time, College facilities, etc. If, as an SIP student, you remain on campus and

*The Board of Trustees reserves the right to change fees prior to the opening of any quarter.
take regular College courses, you will be charged full tuition and fees plus regular room and board for the quarter, in addition to the SIP tuition charge.

**Tuition**  This fee covers the actual cost of instruction and related educational expenses.

**Resident Fee**  The resident fee includes room, board, and costs chargeable to the resident student.

  Charges for all double rooms are the same; an additional charge of $50 per quarter is made for the privilege of occupying a single room.

**Miscellaneous Charge**  If you enroll for Physical Education courses while registered for a Career Development or SIP quarter or during an off quarter (e.g. on vacation), you will pay $580 per course for full course credit or $50 per course for each activity course.

  If you register for one or more courses for full credit in a quarter, you may take a single physical education activity course at no additional charge.

**SPECIAL FEES**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
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<tr>
<td>Special secondary School Fee per course</td>
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<tr>
<td>Special student Audit Fee</td>
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<td>Matriculation Fee</td>
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<td>Freshman Orientation (Campus)</td>
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<tr>
<td>Freshman Orientation (Land/Sea)</td>
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<tr>
<td>Senior Individualized Project Tuition</td>
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<tr>
<td>Late Registration Fee $5.00 per day up to</td>
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<tr>
<td>Applied Music Fee*</td>
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<tr>
<td>Tuition per quarter</td>
<td>90.00</td>
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<tr>
<td>(This includes a one-half hour private lesson per week and a one-hour Applied Music Seminar per week, totaling one-and-one-half hours per week of study for ten weeks.)</td>
<td></td>
</tr>
</tbody>
</table>

*No charge for department-certified music majors.
Tuition per quarter  180.00
   (This includes a one-hour private lesson per week for ten weeks.)

Music Practice Fees per quarter
   Two-manual organ**  50.00
   Recital organ**    75.00
   Piano or harpsichord  25.00

Matriculation Fee   When you enroll for the first time, you will pay this fee which covers the cost of general orientation and the opening of your permanent records.

Late Registration Fee If you register after the official registration period has closed, you will be charged a fee of $5 per day up to $25.00.

Reentry Fee   If you withdraw temporarily from the College (on leave), you will be assessed a $15 fee to reactivate your files when you return. Your reentry arrangements are made with the Office of Student Services.

DEPOSITS

Fee Deposit, nonrefundable  $100.00

Fee Deposit   You pay this deposit as an incoming student after you have been offered admission and have paid your acceptance fee. The deposit reserves your place in the class; it also serves as a room reservation fee for resident students. It is credited against your total bill for tuition and fees. For new students, the due date for the fee will be in the letter of admission received from the College. Returning students must pay the fee deposit upon notification from the Business Office; a $5 charge is assessed on failure to do so.

PAYMENT OF BILLS   Bills will be rendered in advance, and payments should be made to the Business Office. All drafts and checks should be made payable to Kalamazoo College.

**If not taking Applied Music.
Quarterly bills are due *approximately ten days prior to registration*; they should be paid by mail or other means at specified dates. A fine of $5 per day up to $25 will be charged those whose fees are not paid on time. If there are circumstances which made the deadline impossible for you, you should make arrangements with the Business Office.

Arrangements for payment of your College expenses over an extended period of time can be made with your bank or several lending institutions.

**REFUNDS** If you withdraw from the College, all refunds are based upon the actual date on which you leave.

If you withdraw from the College within the first three weeks of a quarter, you will be entitled to one-half your tuition for the quarter unless you have been granted financial aid. If you have been awarded a scholarship, it will have been given under the assumption that you will complete a full quarter’s work, and it will therefore be canceled. If any refund is due, it will be calculated on the basis stated above.

If you withdraw from the College during a quarter, you will be given a refund for the cost of board (this part of the resident fee is determined annually), the refund to be equal to the cost of board for the period you will miss as a result of withdrawing. However, no refund or board expenses will be made if you withdraw during the last three weeks of a quarter.

No part of the room charge is refunded.

**ESTIMATED COST OF FRESHMAN YEAR**

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</table>

**Other Expenses**

|                  | $600-800 | $500-700 |

*Three quarters on campus, plus orientation (based on 1980-81 figures).*
FINANCIAL ASSISTANCE

Kalamazoo College participates in the College Scholarship Service of the College Entrance Examination Board. This service does not determine or award scholarships or other types of financial aid but rather processes the Financial Aid Forms and determines an estimated family contribution. Colleges using the service believe that students should receive aid on the basis of ability and promise, but that the amount of assistance should vary according to the needs of the students and their families. Kalamazoo College strives to meet the needs of its students within the financial aid resources of the College.

APPLICATION FOR FINANCIAL AID FOR 1981-82

(1) Submit a completed FAF (Financial Aid Form, preferred) or FFS (Family Financial Statement) to the appropriate processing agency. Be sure to request that a copy is sent to Kalamazoo College. These forms may be obtained from your high school counselor or by contacting the Kalamazoo College Financial Aid Office.

(2) Submit a copy of your parents' 1980 Federal Income Tax Form 1040 including all attachments. While it is not required in all financial aid cases, sending these forms to the Financial Aid Office can save time and frequently help the Financial Aid Office to help the applicant.

(3) All applicants for financial aid are expected to send their information to the Basic Educational Opportunity Grant program (BEOG).

(4) All Michigan residents are expected to make application to the Michigan Higher Education Assistance Authority. The Authority makes awards available to graduates of Michigan high schools based on competitive examination and on need. Tuition grants are available to students having financial need who attend private colleges, including Kalamazoo College. Additional information about this program is available from high school counselors.

(5) Michigan residents are encouraged to take the Michigan Higher Education Assistance Authority test. This test (the ACT) is usually given early in the academic year, ask your high school counselor for exact dates.
Out-of-state students are required by the College to apply for the state grant opportunities available in your own state for out-of-state education.

GRANTS  At Kalamazoo College, grants are the most important feature of the financial aid program. (The terms “grant” and "scholarship" are here used interchangeably.) These awards are supported entirely by income derived from endowments and annual gifts and grants. Approximately 45 percent of the student body receives financial aid ranging from an amount equal to the full cost of tuition, room, board, and other expenses, to a small stipend. Students need not apply for specific grants or scholarships at Kalamazoo College; applicants will be considered for all awards for which they are eligible. Each year your need will be reviewed in light of the family financial situation, current financial aid laws and the cost of the College. Your aid will continue as long as your academic achievement is satisfactory and your financial need continues.

Kalamazoo College Honor Award  The Kalamazoo College Honor Award program has been established to recognize exceptional achievement of high school students in academics and activities. Honor Awards are given to selected members of the entering Freshman Class and are renewable for a period of up to four years. Admitted students may be nominated by members of the Kalamazoo College community, including faculty, administrators, students, alumni, and friends of the College. Valedictorians, National Merit Finalists, and National Negro Achievement Scholars are automatically nominated and considered for these awards.

Foreign Study  The College will make every effort within its financial aid resources to aid Foreign Study students with need with the cost of tuition, room, board, fees, books, academic supplies, and personal expenses during the academic portion of Foreign Study. Students will have to make their own arrangements to finance personal travel, gifts, and staying over-
seas after the conclusion of formal study. Students who believe that their financial need may prohibit participation in the Foreign Study program are advised to consult the Director of Financial Aid as early as possible.

Other Programs The College participates in various programs of assistance sponsored by the Federal government including: Basic Educational Opportunity Grants, (BEOG), Supplementary Educational Opportunity Grants, (SEOG), and the College Work Study Program, (CWSP). Students who apply to the Financial Aid Office are automatically considered for these programs if they are eligible. If additional application procedures are involved, students will be notified by the Financial Aid Office.

STUDENT LOANS There are three major types of loans available to Kalamazoo College students.

The National Direct Student Loan (NDSL) – The NDSL is provided through funds from the federal government, Kalamazoo College, and repayments from former NDSL borrowers at Kalamazoo. The repayment period and the interest do not begin until nine months after a student ceases to be enrolled as at least a half-time student. The loan bears an interest rate of 3 percent per year and repayment of the principal may be extended up to a ten-year period with a minimum payment of $30 per month. In order to obtain an NDSL it must be awarded as part of a student’s need-based financial aid package. If you receive an NDSL as part of an award and choose to accept it, you must sign a promissory note in the Business Office at the beginning of each quarter. During your last quarter at Kalamazoo College you are required to have an Exit interview. At that time arrangements will be made for repayment.

The Guaranteed Student Loan (GSL) – These loans are frequently elected by students who feel that they need additional assistance beyond the financial aid that they are receiving. They are used to replace part of the expected family contribution. In order to apply for these loans contact your local bank, credit union, or savings and loan association. (If
you should be turned down by these organizations, contact the Financial Aid Office for assistance.) The Guaranteed Student Loan is granted to full-time undergraduates in amounts up to $2500 per academic year with a cumulative total over the four undergraduate years of not more than $7500. There is no interest charge while the student is enrolled in school. When a student leaves school or graduates repayment begins at an interest rate of 7 percent. Students taking these loans are encouraged to have the checks made payable to the student and the College.

Kalamazoo College Loan Funds – These funds are provided by friends of the College. Loans are made as part of your financial aid package. There is no interest while enrolled at Kalamazoo College or while pursuing graduate study. When you complete your studies, repayment plans for up to ten years can be made. Currently interest charges are 7 percent per year; charges begin nine months after graduation or leaving college or graduate school.

- J.S. and Stella Collins Loan Fund
- Curtenius Loan Fund
- Fred Everett Loan Fund
- Rollin M. Gerstacker Loan Fund
- Charles True Goodsell Memorial Loan Fund
- Kappa Loan Fund
- Kimmis Loan Fund
- John J. Kuch Memorial Loan Fund
- Cecil Lindsay Loan Fund
- Henry Lindsay Loan Fund
- Eben Mumford Loan Fund
- Christian Redpath Munro Loan Fund
- President’s Loan Fund
- James A. Welch Loan Fund
- Ralph G. Rupp Loan Fund

CAMPUS EMPLOYMENT  Campus employment is assigned through the Financial Aid Office. Jobs are assigned first as a part of financial aid to resident students; second, as financial aid to non-resident students; and then are made available to others who wish to work. Work assignments are made in Saga Food Service, maintenance, housekeeping, and in faculty and administrative offices. If a student is not assigned a job and would like to work on campus, it is suggested that the student contact the Financial Aid Office in writing and a job will be assigned if it is available.

FINANCIAL AID POLICIES  1. Financial aid is awarded to students at Kalamazoo College on an academic year basis, usually for only those quarters in which a student is enrolled as
a full-time student. In unusual cases mid-year adjustments of financial aid allocations may be possible.

2. Kalamazoo College awards its financial aid dollars to students who are participating in the normal Kalamazoo College academic program.

3. In general, financial aid award packages are composed of a combination of gift aid (grants and scholarships), loan, and work. The type and amount of aid may vary from year to year depending upon the number of quarters a student will be studying during the year, continued financial need; satisfactory academic performance and campus citizenship; and availability of funds.

4. Financial aid recipients must report by letter to the Director of Financial Aid any non-college aid that is received. Additional aid will be reviewed and may necessitate a change in the financial aid package.

5. If you marry while enrolled at Kalamazoo College, the amount of aid originally allocated may be subject to reconsideration.

6. Withdrawal from the College results in cancellation of financial aid for the remainder of that academic year. Readmitted students must reapply for financial aid prior to the quarter for which the readmission is sought.

7. Priority for campus jobs is given to financial aid recipients.

8. If you refuse a particular campus job assignment or are dismissed from a job for cause, you should not expect to receive campus employment for the remainder of the academic year. Your aid is also subject to change under these circumstances.

9. Financial aid awards are subject to review and possible revocation if you are placed on either academic or social probation.

10. All students have the right to request exemption from the financial aid policies for good reason. An appeals procedure is available.

11. Financial aid awards and campus employment assignments are made without distinction in regard to race, color, religion, handicap, sex, age, or national origin.
ENDOWED SCHOLARSHIPS

In addition to the following endowed scholarships, income from the General Endowment Fund is available for scholarships and other forms of financial aid.


*Jessie Hoyt Ames Fund* — Established in 1940 through a bequest by Dr. Edward Ames to provide scholarship aid to worthy students.

*The Axtell Fund* — Established in 1876 through a bequest by Miss Hanna Axtell for scholarship aid to deserving students.

*Frank B. Bachelor Scholarship Fund* — Established for students interested in either business administration or the ministry.

*The Justin Bacon Scholarship* — Established in 1964 by Miss Lucille A. Nobbs (class of 1916) in tribute to Dr. Justin Bacon, emeritus professor of French, and Registrar.

*Alexander and Jessie Barclay Scholarship Fund* — Established in 1978 by James A. Barclay in honor of his parents, Alexander and Jessie Barclay. To be awarded to a worthy student with demonstrated financial need and a strong academic standing.

*The Arthur L. Blakeslee Memorial Scholarship* — Established in 1962 through an endowment by the family and friends of the late Arthur L. Blakeslee.

*Mary Jane Boudeman Scholarship Fund* — Established in 1960 by Mr. and Mrs. Robert Boudeman (classes of 1940 and 1939 respectively) and by many friends in memory of Mary Jane Boudeman. Applicants are judged on character, personality, and leadership qualities that indicate promise for outstanding citizenship.

*Kendall Brooks Scholarship Fund* — Established in 1954 by Miss Edith A. Pettee in memory of her brother, Harry H. Pettee (class of 1866) and her cousin, Kendall Brooks, to aid students in biological science.

*The Earl Burbidge Memorial Scholarship* — Given in 1963 by Mrs. Earl Burbidge in memory of her husband to aid a student interested in the sciences.

*The Mary Long Burch Memorial Scholarship* — Given in 1963 by the family and friends of the late Mary Long Burch (class of 1961) to assist a woman student in the biological sciences who is planning to attend graduate school.

*Florence Bushnell Burdick Scholarship Fund* — Established in 1976 by Lorence B. and Willis B. Burdick to assist worthy students, with prefer-
ence given to students majoring in the study of French language and literature.

Harry G. Burns Memorial Scholarship — Established in 1958 by Mrs. Gertrude Taylor Burns (class of 1908) in memory of her husband (class of 1907) to help a student of good character and academic ability who could not otherwise continue his or her education.

Louis Calder Scholarship Fund — Established in 1960 by the Louis Calder Foundation to provide aid on the basis of merit, ability, and need.

Edward E. Chapple Fund — Established in 1954 through a bequest by Edward E. Chapple to aid needy and worthy students.


Ainsworth Clark Memorial Scholarship Fund — Established in 1956 by Mrs. Ainsworth W. Clark in memory of her husband.

Vivian B. Crawford Memorial Fund — Established in 1969 through a legacy, the income to be used for grants in aid to deserving black students.

Dorothy Upjohn Dalton Scholarship Fund — Established in 1960 by Mrs. Dorothy Upjohn Dalton (class of 1914 and trustee of the College) to assist students in need of financial aid.

John Sherwood Daniels Fund for Aid to Students from Foreign Countries — Established in 1969 through a bequest by John S. Daniels (class of 1965) with additional funds given by his family and friends "to aid students from foreign countries to obtain a college education in the United States."

C. W. "Opie" Davis Memorial Scholarship — Established in 1965 by the family and friends of the late C. W. "Opie" Davis (class of 1928) to assist a deserving student who combines outstanding athletic ability with qualities of good citizenship.

Enos A. and Sarah DeWaters Fund — Established in 1963 through a bequest of Enos A. DeWaters to provide scholarships for worthy students.

Sarah A. DeWaters Fund — Established in 1950 through a bequest of Mrs. Sarah A. DeWaters (class of 1900) to provide scholarships for women students.

Frances Diebold Scholarship Fund — Established in 1976 by friends and former students of Dr. Diebold to assist superior students in the biological sciences who have shown promise of significant achievement, the amount to be determined by financial need.
Mabel Easterbrook Scholarship Fund — Established by Iris E. Breyding (class of 1918) in 1970 to honor Mabel Easterbrook (class of 1908).

The Eldred Memorial Scholarship Fund — Established in 1957 in memory of Caleb Eldred, co-founder and benefactor of Kalamazoo College, and of Nelson Eldred, benefactor of the College, by friends of the College and direct descendants of the founder.

The Nelson J. Ellwood Scholarship Fund — Established in 1974 through a gift of Miss Maude Ellwood (class of 1922) and Miss Joyce Ellwood in memory of Nelson J. Ellwood (class of 1912), to provide scholarships for students preferably studying in the field of political science.

Emeritus Club Scholarship — Established by members of the Emeritus Club of Kalamazoo College, to be awarded to worthy students.

Harmon Everett Scholarship — Given in 1951 by Mrs. Helen Carey Everett in memory of her husband, Harmon Everett.

George and Esther Ferguson Scholarship Fund — Established in 1973 by the Board of Trustees to honor Dr. George Ferguson, Board chairman from 1946-1953, to be awarded to students majoring in mathematics.

George Ellis Finlay Scholarship Fund — Given in 1960 through a bequest of James Finlay in memory of his brother, George Ellis Finlay (class of 1897).

Frederick C. Fischer Scholarships — Provided by the late Frederick C. Fischer, trustee of the College, to be awarded to freshman men possessing outstanding potential in the academic, athletic, forensic, political, or business area.

Mary Cooper Fogarty Scholarship — Established in 1975 through the estate of Charlene Fogarty McKee to aid women students in the amount of the prevailing resident student fee.

Ford Foundation Scholarship Fund — Established in 1963 from the Ford Foundation Challenge Fund for scholarships to deserving students.

Horace J. and Lizzie P. Fuller Fund — Given in 1944 through a bequest of Mrs. Lizzie P. Fuller to worthy young men and women.

Agnes Grenell Goss Memorial Scholarship — Given in 1972 by family and friends to honor Agnes Grenell Goss (class of 1912), former faculty member and dean of women at Kalamazoo College. To be awarded annually to the undergraduate woman needing financial help who best exemplifies Mrs. Goss’ dedication to scholarship, leadership, and service.

David and Lucile Greene Scholarship Fund — Established in 1966 by former Trustee and Mrs. David H. Greene as an annual award to be given preferably to a student who is planning to enter full-time Christian service.
John M. and Louisa C. Gregory Fund — Established in 1920 through a bequest of Mrs. Louisa C. Gregory “to aid worthy and self-sustaining students who pass the best competitive examinations in the preparatory studies.”

Elton W. Ham Endowed Scholarship Fund — Established in 1975 by the friends and family of Elton W. Ham in his memory and used to assist one or more students of political science in a career development project, a senior individualized project, or another off-campus program.

John V. Handelsman Memorial Scholarship Fund — Established in 1961 by Mr. and Mrs. Harold J. Handelsman in memory of their son, John V. Handelsman, to provide scholarship assistance to students of marked academic and athletic ability.

The Hazen Sisters Scholarship — Given in 1966 by Mr. and Mrs. Guy J. Bates to honor Mrs. Gail Hazen Black, Miss Angie Hazen, and Mrs. Dorothy Hazen Jacox. To be awarded to an undergraduate woman on the basis of financial need.

The F. W. Heyl and Elsie L. Heyl Scholars — Established by Dr. Frederick W. Heyl (Hon. 1937) and his wife to promote the education of young men and women in the exact sciences. To provide up to six full-tuition scholarships each year to graduates of Kalamazoo Central and/or Loy Norris high schools interested in studying biology, chemistry, mathematics, physics, or allied fields at Kalamazoo College.

Joseph W. Hicks Scholarship Fund — Given in 1911 by Mrs. H. D. Hicks to provide scholarships for students nominated to the College by representatives of the Plainwell School Board and the Plainwell High School.

Hattie M. Hiscock Scholarship — Established in 1966 through a bequest of Miss Hattie M. Hiscock.

Allan Hoben Scholarship Fund — A scholarship fund given in memory of President Allan Hoben to be used primarily to support career service opportunities for Kalamazoo College students interested in social or community service.

John Wesley Hornbeck Scholarship Fund — Established in 1951 by former students and friends of Professor Hornbeck to aid students majoring in physics.

Leo C. Hughes Memorial Scholarship — Given in 1964 by Mrs. Queena Hughes in memory of her husband, Leo C. Hughes, to be used in the way which, in the opinion of the trustees of Kalamazoo College will best promote the objectives and welfare of the College.

H. Clair Jackson Memorial Scholarship — Given in 1957 by Mrs. H. Clair Jackson in memory of her husband to aid students from Kalamazoo, preferably Baptist, planning to enter the legal profession.
Charles Kurtz Jacobs Memorial Scholarship — Established in 1951 by family and friends as a memorial fund to aid students in mathematics.

Helen Carter Johnson Scholarship — Established in 1965 by Mrs. Helen Carter Johnson to provide scholarship aid for worthy students.

Kalamazoo Kiwanis Club Scholarship — Established in 1966 through the educational fund committee of the Kalamazoo Kiwanis Club to be awarded to an undergraduate having financial need.

Lewis Haight Kirby and Winifred Stevens Kirby Scholarship — Established in 1962 by Mrs. Anne Kirby Atwood (class of 1932) to assist students in need of financial aid.

H. William and Elizabeth A. Klare Memorial Scholarships — Established through their will in 1965 to provide annual awards of $1000 to be made to deserving and needy students.

Harold G. Kolloff Scholarship Fund — Given in 1976 by Mrs. Harold G. Kolloff in memory of her husband to aid worthy students, with preference to those majoring in the sciences.

Guy and Morna E. LaPierre Scholarship — Established in 1967 through a bequest of Morna E. LaPierre to provide scholarships of not less than $100 each for worthy and desirable students, selected in such manner as may be determined by the College.

The H. B. LaTourette Scholarship Fund — Given in 1909 by H. B. LaTourette to provide an annual award to a student recommended by the First Baptist Church of Fenton, Michigan.

Thomas T. Leete, Jr. Fund — Established in 1934 through a bequest of Thomas T. Leete, Jr.

The Reverend H. W. Mack Memorial Scholarship — Established by Edwin P. Mack of Ann Arbor, Michigan, in memory of Reverend H. W. Mack, a Baptist minister in Canada who did not receive the benefits of a college education. To be awarded to worthy students who may be studying for the ministry.

Clark W. MacKenzie Scholarship — Established through a bequest of Mrs. Clark W. MacKenzie and further supported by many friends in 1967 to honor Clark MacKenzie, trustee of the College. Given to an incoming student who is outstanding in both athletics and scholarship.

John S. McColl Memorial Fund — Established in 1959 by John S. McColl to enable biology majors to attend scientific conferences.

Thomas Markin Memorial Scholarship Fund — Established in 1976 by David Markin and others.

Marvin Scholarship Fund — Established in 1964 by the Board of Trustees to honor Mr. (class of 1904) and Mrs. (class of 1905) Harry Marvin.
Louise Mae Stein Matulis — Established in 1974 by Anthony S. Matulis in memory of his wife, Louise Mae Stein Matulis (class of 1924) to provide scholarship aid for worthy students.

Memorial Scholarship Fund — Established over the years by gifts from many people to honor the memory of friends of the College. Memorial gifts have been received honoring: Ethel D. Allen, Clare Baum, E. Bruce Baxter, Robert M. Bouderman, William C. Buchanan, Raymond E. Chapman, Paul E. Collins, Eleanor Crow, Frances Diebold, James Finley, Curtis Fisher, James B. Fleugal, John D. Forney, Margaret K. Fortner, Stanley Glass, Lester Graybiel, L.J. Hemmes, Elsie L. Heyl, Dorothy B. Hootman, Leroy Hornbeck, Ardell O. Jacobs, Esther V. Kent, Lucile O. Kerman, Irmgard Kowalski, Kenneth H. Krum, C. Wallace Lawrence, William Milham, W. B. Rapley, Donald W. Rich, Grace Taylor, Winifred Thomas, Paul L. Thompson, Paul H. Todd, Sr., L. N. Upjohn, Margaret Upton, Mrs. Vaughn Vahey, Alice Van Dyke, Robert Winblad, and Irene Witters.

Michigan Consolidated Gas Company Scholarship Fund — Established in 1957 to provide aid to needy and worthy applicants — “preference shall be given first to children of persons employed by the Michigan Consolidated Gas Company or the two affiliated companies, namely the Michigan Wisconsin Pipe Line Company and the American Louisiana Pipe Line Company, and second to applicants residing in areas served by the Michigan Consolidated Gas Company.”

Cora L. Miller Scholarship Fund — Established in 1963 through a bequest of Miss Cora L. Miller for deserving young people desiring to obtain a college education at Kalamazoo College.

Robert F. Nichols Scholarship — Established in 1966 in memory of Robert F. Nichols (class of 1932) by his widow and brother, Louis B. Nichols, for the purpose of aiding students who do not qualify for aid through the ordinary standards of academic standing, but otherwise demonstrate qualities of leadership and character that would benefit society.

Floyd R. and Margaret B. Olmsted Fund — Given in 1951 by Mr. and Mrs. Floyd Olmsted.

Henry and Mabel Overley Music Scholarship Fund — Established in 1945 by Mr. and Mrs. L. H. Kirby to honor Dr. and Mrs. Henry Overley.

Fraser E. and Margaret T. Pomeroy Scholarship — Established in 1978 by Fraser E. and Margaret T. Pomeroy to aid worthy students participating in career service or senior research projects in American Baptist churches in the United States.

Harold W. and Mildred Pomeroy Memorial Scholarship Fund — Established in 1957 by Mrs. Harold W. Pomeroy in memory of her husband.
Burke E. Porter Scholarship Fund for Women — Established in 1971 by Burke E. Porter to provide scholarships for women to attend Kalamazoo College.

Ralph M. Ralston Memorial Scholarship — Established in 1966 by the Executive Committee of the Board of Trustees to honor Ralph M. Ralston (class of 1916), former secretary and member of the Board of Trustees, who worked unstintingly for and gave generously to the College.

Reader's Digest Foundation Scholarship Fund — Established in 1975 to provide scholarship assistance to worthy students in unspecified fields of study.

Emma O. Reed Scholarship Fund — Established in 1924 as an annual award to applicants from Ingham County, Michigan, who have been nominated by the First Baptist Church of Mason, Michigan.


Emma Whyland Sharp Scholarship Fund — Established in 1935 by L. A. Sharp to provide an annual award given, preferably to music students, each June by a committee headed by the pastor of the First Baptist Church of Alma, Michigan. If no selection is made by them, the College selects a worthy student.

Fan E. Sherwood Memorial Scholarship — Awarded for outstanding progress and ability on the violin, viola, cello, or bass, this award will be given annually to an orchestral string player who will use the funds toward the purchase of a musical instrument, music, and/or further musical study. Candidates for the prize are to be nominated by the chairman of the string area of the music department and approved by the president of the College.

Milton Simpson Scholarship Fund — Established in 1971 by Grace F. Simpson in memory of her husband, Dr. Milton Simpson, to aid sophomores and juniors in English literature.

A. C. and Nina H. Smith Fund — Established in 1964 by the Board of Trustees to honor Mr. and Mrs. A. C. Smith.

Carl A. Soule Scholarship — Established in 1950 by Carl A. Soule (class of 1901).

Raymond L. Spencer Memorial Fund — Established by family and friends in 1978 to honor Raymond L. Spencer, a member of the class of 1934. To be awarded to a worthy student with demonstrated financial need and a strong academic standing.

The Herbert L. Stetson Scholarship — Established in 1968 by Mr. and Mrs. James Fleugal (Elizabeth Stetson), both of the class of 1917, to assist worthy undergraduates.
Leroy Dean Steinbower Scholarship Fund — Established in 1976 by Mrs. Alice Steinbower and others, for worthy students, with preference to those with outstanding records who are majoring in economics.

James and Lucinda Hinsdale Stone Scholarships — Reserved for outstanding entering freshmen who, because of favorable financial circumstances, are not eligible for any of the regular scholarship awards. Stone scholars will receive recognition at their high school commencement.

Allen B. Stowe Scholarship Fund — Established in 1957 by alumni and friends of the late Dr. Allen B. Stowe to provide an annual scholarship, preferably given to students who combine Dr. Stowe's interests in chemistry and tennis.

Ruth Switt Memorial Fund — Given in 1954 by Dr. Earle R. Swift in memory of his daughter, Miss Ruth Swift, to provide scholarship assistance to women students.

Louis A. Taft Fund — Established in 1873 by Louis A. Taft.

Corliss A. Tazelaar Scholarship Fund — Established in 1977 by a legacy, to aid worthy students.

Elizabeth and Burton H. Upjohn Educational Fund — Established in 1976 by Elizabeth and Burton H. Upjohn.

Upton Free Enterprise Scholarship — Established in 1962 by David F. Upton to be awarded annually to a promising student who is interested in preservation of the American competitive system and expects to major in political science or an allied field.

C. Van Husan Scholarship Fund — Established in 1892 by the children of Caleb Van Husan to provide aid for students preparing for the ministry.

Franklin G. and Margaret H. Varney Scholarship Fund — Given in 1964 by Mr. and Mrs. Varney to provide scholarships for worthy students.

Winifred Dewing Wallace Memorial Scholarships in English — Established in 1956 by the Board of Trustees in memory of Winifred Dewing Wallace.

Frederick and Maud Walton Scholarship Fund — Established in 1961 through a bequest from Mr. Walton for "educating the children of ministers of the gospel of any denomination." The awards are made primarily on the basis on need with secondary emphasis on scholarship.

Charles Willard Student Aid Fund — Established in 1896 by Charles Willard.

Florence Winslow Memorial Scholarship — Established in 1964 by her family and friends.

Women's Council Scholarship — Established in 1951 by the Women's
Council of Kalamazoo College for a Kalamazoo area women student.

**ANNUALLY SUPPORTED SCHOLARSHIPS**

*American Baptist Scholarship Fund* — Awarded by the College each year from funds given by the American Baptist Churches for members of minority groups.

*The Y. J. Beimer Scholarship* — Established by Robert J. Beimer to assist a student with financial need who has an interest in the general fields of writing or journalism. The scholarship is $350.

*Alvin M. Bentley Scholarship* — Established to help scholastically able and financially needy graduates of Michigan high schools attend Michigan colleges and universities. The grant is $750 per student.

*Competitive Scholarships in Math/Science, Social Science, English Essay, Art, Theatre, and Music* — These awards are made annually to freshmen on the basis of competitions during the winter. Students should complete application to the College before December 1 to assure themselves notification of the dates of these competitions.

For the music competitive scholarships, freshmen must (1) be recommended by the music facility on the basis of auditions; (2) continue applied music study and participate in departmental ensembles at Kalamazoo College; (3) be able to present either a good high school record and recommendation, or evidence of above-average scholastic ability on the scholastic aptitude tests of the College Entrance Examination Board.

*First Baptist Kalamazoo Scholarship* — Given annually by the First Baptist Church of Kalamazoo, Michigan, with preference to be given to an American Baptist student.

*Guttman Foundation Grant* — An annual grant to Kalamazoo College of $5,000 by the Guttman Foundation.

*H. Colin Hackney Scholarship* — Given in memory of H. Colin Hackney (class of 1930) by Mrs. Mary E. Hackney to be awarded to a student combining the qualities of scholarship and character. The award is $300.

*Charles C. Hall Scholarship* — Given by the Durametallic Company to a junior or senior majoring in physics or chemistry. The award of up to $1,000 is based on good character and proficiency in academic work and will be renewed for a junior recipient if he maintains at least a C average.

*Hercules Scholarship in Chemistry* — Awarded annually to a top-ranking upperclassman in the field of chemistry.

*International Palace of Sports Scholarship* — Given in honor of the
winner of the National Junior Tennis Championship to be awarded to an incoming freshman who combines qualities of athletics and scholarship.

The Kalamazoo Junior Achievement Scholarship — Awarded by the Scholarship Committee based upon the recommendations of the Kalamazoo Chapter of Junior Achievement to assist students who desire to attend Kalamazoo College. The scholarship ranges up to $250 and is renewable.

Charles A. McAllister Memorial Scholarship — Provided by the Kalamazoo Food Service for a student needing financial aid. The award is $300.

Michigan Mathematics Prize Competition Scholarships — Given to two contestants in the annual Michigan Mathematics Prize Competition administered by the Michigan Section of the Mathematical Association of America on the basis of outstanding performance in the competition, academic achievement in high school, and financial need. The scholarships range from $100 to $600. Interested candidates may obtain further information about the prize competition from their high school principal.

Minnesota Mining and Manufacturing Company Scholarships — Awarded under the usual conditions governing grants of financial aid. The division of the $1500 gift is left to the discretion of the College.

Modern Languages Scholarship — Awarded to an entering freshman, promising in either French or Spanish, on the basis of performance in the language tests of the College Entrance Examination Board and personal interviews with the department. The award varies according to need up to $400.

Praeger Scholarship in Biology — Given by friends and former students of Professor William E. Praeger in cooperation with the University of Michigan to provide opportunity for outstanding juniors and seniors to spend a summer studying at the Douglas Lake Biological Station of the University of Michigan at either the undergraduate or graduate level.

Shell Assists — Given by the Shell Companies Foundation to provide scholarship assistance to outstanding students. This award is given at the discretion of the Financial Aid Office, with preference to students from middle income families.

The A. M. Todd Scholarships — Two scholarships, established in 1978 by the A. M. Todd Company, to be awarded to worthy chemistry students.

Vicksburg Foundation Scholarship — A four-year scholarship of $1,000 per academic year, to be awarded annually to such applicants as the Foundation may designate or approve on written recommendation by
Kalamazoo College from applicants selected from the graduating classes of Vicksburg, Mendon, and Schoolcraft high schools, after consideration of scholastic achievement, character, citizenship, and recommendations of high school principals.

**James M. Wilson Sr. Memorial Scholarship** — Established in 1978 by the J. M. Wilson Corporation in honor of James M. Wilson. To be awarded to a student majoring in economics and business at Kalamazoo College who has completed his or her freshman year.

**Wingspread Fellows** — In cooperation with the Johnson Wax Foundation, the College names several students annually to serve as Wingspread Fellows. Fellows attend conferences on specific subjects at Wingspread, the Johnson Wax Foundation conference center in Racine, Wisconsin.
ACADEMIC INFORMATION

Academic Administration
Bachelor of Arts Degree
Advanced Programs
Accreditation
GLCA Affiliation
College Honors
Postgraduate Awards
ACADEMIC ADMINISTRATION

ACADEMIC ADVISING  When you enter Kalamazoo College, you will have a faculty member designated as your academic adviser. This adviser will assist you with course selection, registration, and choice of major, and will inform you about graduation requirements and on-campus and off-campus programs. Any deviation from the on-off quarter patterns requires approval of the faculty adviser and the Committee on Academic Standards, a faculty-administrator committee. All students are expected to follow the Kalamazoo Plan.

The Dean of Academic Advising facilitates a change of adviser for students requesting a change. Most students declare a major during the second quarter of the sophomore year and then select a new adviser from the major department.

REGISTRATION  Official registration occurs twice each quarter. At Institutional registration, you will declare your residence, housing, and meal plan patterns for your next quarter at the College. At Course registration, you will file your course selection card (approved by your faculty counselor) at the Records Office. Registration dates and times are announced each quarter in the daily bulletin of the College. A fee of $5.00 per day up to $25.00 is charged for late registration.

Overloads/Underloads  The normal academic load is three units per quarter. To request an overload, you file a deviation request with the Committee on Academic Standards during the six weeks of the quarter immediately preceding the one in which the overload is sought. Overloads may be granted to students with outstanding academic records.

It is possible to register for only two courses with the special permission of the Dean of Advising. It is important that you discuss the ramifications of an underload with your counselor and the Dean.

Drop/Add  Because of the length of time provided for academic counseling, you may drop/add only with permis-
sion. Through Thursday of the first week of the quarter, the Registrar grants permission. After that, your counselor and the professor involved in the addition must give their approval.

Withdrawal You may withdraw from a class during the first three weeks of the quarter with the approval of your counselor and the Dean of Academic Advising. After the third week, only serious illness or family emergency is considered a possible condition for withdrawal from a class. You should direct any inquiry regarding withdrawal to the Dean of Advising.

ATTENDANCE Kalamazoo College regards class attendance as a student responsibility. When you enroll in a course, you become accountable for all the requirements of that course. You should make it a practice to inform your instructor, if possible in advance, of any expected absence. Absences are regulated only for freshmen, who are permitted not more than three voluntary absences in any course, but faculty members may report to the Dean of Academic Advising the name of any student whose absence is impairing his academic work.

GRADES Grades at Kalamazoo College are reported as A (excellent), B (above average), C (average), D (below average), F (failure), I (incomplete), and P (pass). You will receive a grade report at the end of each quarter.

Courses taken on Foreign Study and in off-campus GLCA programs are evaluated P or F. The Senior Individualized Project is marked Honors, Pass, Fail. All physical education activities are evaluated P or F.

An I (incomplete) is recorded when your work is of acceptable quality but has not been finished because of illness or some extraordinary circumstance. It is not given for poor or neglected work. Your instructor will indicate to the Records Office the reasons for an incomplete grade and the date by which the work must be completed. You are responsible for completing the work by that date. A grade of I automatically becomes an F if it has not been removed by the end of the sixth week of the following quarter, whether you are on or off campus.
If you are engaged in advanced study or research that is not finished at the end of the quarter, your instructor may give the Records Office a report of “in progress” followed by the tentative grade in parentheses.

You may repeat courses only if you have received a D or an F. If repeated, the units are counted once but both appear on the permanent record. The grade achieved in the repeated course counts in the grade-point average.

Pass/Fail If an individual instructor grants permission, you may as a senior elect one course outside your major to be evaluated Pass/Fail. This decision must be made before the first week of classes has been completed. The Pass/Fail form, available in the Records Office, must be filed in that office on or before Friday of that first week.

Grade Points The grade-point system at Kalamazoo College assigns four points to A, three to B, two to C, one to D, zero to F. You can find your grade-point average by dividing the total number of grade points which you have earned by the total number of units for which a letter grade (A, B, C, D, or F) is reported. Pass/Fail courses are not included in the calculation; a grade of I is not counted in the total of units or points.

CLASSIFICATION OF STUDENTS The class in which you are ranked is determined generally as follows: Freshman, 0-7 units; Sophomore, 8-16 units; Junior, 17-26 units; Senior, 27 units. Classification is made each year in the fall and may also be related to the expected year of graduation.

STUDY AT OTHER INSTITUTIONS A limited amount of credit may be accepted for work done at other accredited institutions during one of your off-campus quarters. This work, which does not reduce the residency requirement of Kalamazoo College must be approved in advance by your counselor, the Registrar, and the department involved. Obtain both the guest student and the transmission of credit forms from the Registrar’s Office.

You may transfer two units of credit for Peace Corps training
under the same regulations used for any other transfer credit.

**Interinstitutional Exchange** Through an interinstitutional exchange agreement with the three other institutions of higher education in Kalamazoo, you may take courses not offered at Kalamazoo College at one of the other institutions at no extra charge if space permits and scheduling difficulties caused by calendar differences can be surmounted. Arrangements are made at least ten days in advance of the other institution's starting date with the Registrar of the College.

**TRANSCRIPTS** Record transcripts are of two kinds: (1) the official transcript bearing the Seal of the College which is issued only for the transference of credit to other educational institutions and for the information of certifying agencies or employers; and (2) the transcript without the seal which may be issued directly to you. Transcripts are issued only upon your written request. You are entitled to one transcript free of charge and may obtain additional copies for $2 each, with a reduced rate for multiple copies made at the same time.

No transcripts are issued until you have made satisfactory arrangements with the Business Office for the payment of any College bills or fines.

**ACADEMIC DISCIPLINE** Your counselor, instructors, and the Dean of Academic Advising cooperate in reviewing your progress and the quality of your work. If your perform at a level clearly below that which is expected, this fact will be reported to the Committee on Academic Standards.

**Probation** You will be placed on academic probation whenever you accumulate grades below C in more than one-third of your total units, or whenever the Committee on Academic Standards finds that you are in academic jeopardy.

**Dismissal** If your record clearly indicates that is improbable that you can meet the graduation requirements, the Committee on Academic Standards may declare you ineligible to continue at Kalamazoo College. You may not attempt more
than 42 units to meet the graduation requirements; you will be dismissed for poor scholarship if you acquire more than fourteen units with grades below C.

BACHELOR OF ARTS DEGREE

You are responsible for understanding Kalamazoo College degree requirements and for arranging your course of study accordingly.

REQUIREMENTS  The program leading to the Bachelor of Arts degree is designed to give you a general education in the major curricular divisions with a concentration in one department or field of study. You will be recommended for the Bachelor of Arts degree when you have successfully completed 35 academic units, earning C or better in a minimum of 24; when you have met the distributional and cocurricular requirements; when you have completed a major; when you are in good standing in the College community.

A unit is defined as five class appointments a week, or their equivalent, pursued for one quarter. The usual schedule, therefore, consists of three units each quarter exclusive of the cocurricular requirements. If you are admitted with advanced standing, you will be held to equivalent requirements.

Distributional Requirements  You must meet the following requirements in each Division of the College.

Division I: Languages and Literature
Foreign Language: Proficiency in a foreign language as shown (1) by credit for the advanced intermediate course, or (2) by demonstrating on a placement test of the CEEB a competence in a foreign language which is equivalent to the completion of course 3 in that language. The test may be taken prior to enrollment or at a later examination period. If you present one or more high school units in a foreign language and expect to continue the study of that language, you are required to take a placement test. If you are from abroad with a mother tongue other than English, you need not take a foreign language.
Literature: Two units of literature in any department in the Division.

Division II: Natural Sciences and Mathematics
Three units of science and mathematics. (No more than two units of mathematics and computer sciences may be used to satisfy the requirement.)

Division III: Humanities
Three units in Division III, two of which must be chosen from the department of philosophy and/or religion and one in art, music, or theatre arts and speech.

Division IV: Social Sciences
Four units in theoretical and historical courses chosen from at least two departments in Division IV.

Proficiency in Writing  All incoming students, including transfers and foreign students, will take a writing test prepared by the English department. On the basis of these test results, considered in conjunction with the verbal scores from SAT/ACT and any previous college work, students will be placed by the department into three groups: (1) those who are proficient, meeting the requirement by the test; (2) those who can meet the requirement through satisfactorily completing English 30: Freshman Seminar (except for those English 30 courses specifically emphasizing writing — such as Journalism or Creative Writing — English 30 will also satisfy a literature distributional requirement); (3) those who must meet the requirement by satisfactorily completing English 1: Expository Prose.

This requirement will be met during a student’s first year on campus except in extraordinary circumstances.

Field of Major  A major shall consist of not less than eight academic units in one department with a grade of C or better in each unit so included. (If you are interested in a possible interdepartmental major or a double major, consult your academic counselor.)

You must take a minimum of 22 academic units outside your major department. (One unit of major work taken abroad may count as one of these 22.) Major departments may require
cognate courses which, with the major courses, make a concentration.

**Physical Education**  A noncredit course in physical education for each of six quarters fulfills this requirement. You are expected to register for the course when you are in residence as a freshman and sophomore.

**Senior Individualized Project**  Completion of one quarter of individualized study (usually done off-campus) during the senior year. The nature of this requirement varies with each department. Some may require it as part of a major. Specific regulations can be found in the SIP handbook.

**Senior Departmental Examination**  You must score a passing mark on the Senior Developmental Examination set by the major department. This examination, which is related to your courses and your individualized study, may take the form of either (1) the field test of the Undergraduate Program, (2) a written departmental examination, (3) an oral examination, (4) a performance in the field, or (5) any combination of these.

Your performance on the Senior Departmental Examination will be rated "passed with distinction," "passed," or "failed." In no case will you be failed in the examination or awarded honors in your department on the basis of only one type of examination.

The Undergraduate Program Field Test is administered both in the spring and summer quarters. Norms of passing performance on the UPFT are established by the provost in consultation with appropriate faculty members.

**Residency Requirement**  To fulfill this requirement you must have ten full tuition quarters in residence and at least two quarters off campus in College-directed programs for credit if you are a student in the normal four-year program for the Baccalaureate degree. If you do not participate in Foreign Study, you are required to have eleven quarters in residence and at least one quarter off campus in a College-directed program for credit.
If you are a transfer student, you must earn a minimum of eight units at the College, have at least three quarters in residence, and meet the equivalents of all graduation requirements of the College.

If you transfer to the College as a senior, you are ineligible for the Senior Individualized Project. The major department, however, may devise individualized programs for qualified senior transfers.

Other Requirements  Three additional requirements to be met are these: (1) You are expected to participate in the Forum program, (2) as a member of the graduating class you are expected to attend both the Baccalaureate and Commencement exercises (any exemption requests are made through the Office of the Dean of Students), and (3) all College bills and fees must be paid before you are awarded your degree.

DEGREE WITH HONORS  The College grants the degree of Bachelor of Arts *cum laude* to any student who maintains a grade-point average of 3.5 for the entire course. Bachelor of Arts *magna cum laude* is awarded to those with a 3.75; Bachelor of Arts *summa cum laude* is awarded for a 4.0 average.

If you enter with advanced standing from another institution, you are eligible for Honors for the Course. Your grade-point average will be computed on both the work taken at Kalamazoo College and on the total work taken, with the lower of the two averages being used to determine your eligibility for honors.

You will be eligible for *Honors in a Major* upon the recommendation of the department of your major. As a rule honors are based largely on outstanding achievement in the departmental comprehensive examination and Senior Individualized Project.

COMBINED CURRICULUM IN ENGINEERING  This curriculum, embracing three years of study at Kalamazoo College followed by a two-year sequence in the College of Engineering of the University of Michigan, was approved by the faculties of
both institutions in the spring of 1940.

When you enter Kalamazoo College you take specified courses for a period of three years, then transfer to the University of Michigan. After you have successfully completed one year of study in the College of Engineering there and bring your total credits to 35, you will receive your Bachelor of Arts degree from Kalamazoo. Upon successful completion of a minimum of two years and one summer session of work in the College of Engineering, you will receive the degree of Bachelor of Science in Engineering from the University of Michigan.

Similar "dual degree" programs in engineering with Washington University in St. Louis, Mo., and with the Georgia Institute of Technology were approved by the faculty of Kalamazoo College in 1974. Details of engineering programs are available from the faculty counselor in engineering.

COMBINED CURRICULA IN HEALTH PROFESSIONS Each year a small number of Kalamazoo College students, by virtue of their superior academic performance and high scores on admissions examinations of professional institutions, are admitted to schools of medicine or dentistry at the end of the junior year. If you plan your academic program so that you complete your distributional requirements by the end of the junior year and then begin professional study in a recognized school of medicine, dentistry, osteopathy, optometry, or podiatric medicine, you will, upon successful completion of one year of study in that school, receive the Bachelor of Arts degree from Kalamazoo.

WOMEN'S STUDIES

Women's studies is an interdisciplinary approach to material by and about women and considers gender as an analytical category like race and class. Women's studies examines the effect of the participation of women in history, culture, and society. The liberal arts are being shaped today by the conviction of many that women's studies is an important part of an individual's educational experience. Women's studies addresses issues fundamental to a liberal arts education: ques-
tioning traditional assumptions, examining values, and inquiring into the ways knowledge has been and is being sought. Students who have pursued women's studies in response to a need for social knowledge and self-knowledge have discovered a body of literature within their disciplines that is critical for the examination of any society's dynamics, institutions, and values.

While some courses pay particular attention to women's studies themes, students may explore such themes in practically any course through papers, projects, and additional readings. The Career Development quarter(s), the Senior Individualized Project, the independent studies (193) provide opportunities for academic and experiential work in women's studies. Courses with a women's studies emphasis are not always offered regularly, so each student should plan a coherent long-term program with an academic advisor and the Women's Studies Coordinator, Dr. Gail Griffin.

ADVANCED PROGRAMS

GRADUATE SCHOOL AND VOCATIONAL PREPARATION  Kalamazoo College's liberal arts program provides the cultural and intellectual foundations necessary for individuals to understand and cope with change. The flexibility of the Kalamazoo Plan lets you develop a program suited to your individual needs and can provide the background for graduate and professional study or for direct entry into a variety of vocations.

You will find suggestions for ways to prepare for various vocational and professional fields in the departmental statements in this catalog. Your academic counselor will also provide assistance to you about options in various professional occupations. If you plan to enter any of the professions which demand specialized preparation, such as engineering, medicine, teaching, health sciences, you should plan to consult with faculty counselors in these fields when you enter Kalamazoo College. The Office of Career Planning and Placement is an important resource for all students.

Information about the Master of Arts teaching program,
offered to BA degree holders by universities throughout the country, may be obtained from the chairman of the Department of Education.

**GRADUATE SCHOLARSHIPS AND FELLOWSHIPS** Each year members of the graduating class receive the distinction of appointment to important national scholarship and fellowship programs for graduate study. The record shows that Kalamazoo College graduates have won awards in significant numbers from the National Science Foundation, and such other foundations as Danforth, Watson, Woodrow Wilson, and Rockefeller. Several faculty members serve as liaison officers for the national programs, and the College's departments and the Office of Career Planning and Placement are active and successful in helping their majors to secure assistantships and fellowships in outstanding graduate schools.

**ACCREDITATION**

Kalamazoo College is accredited by the North Central Association of Colleges and Secondary Schools. It is an institutional member of the American Council on Education, the American Association of Colleges for Teacher Education, the College Entrance Examination Board, and the Association of American Colleges. Women graduates of Kalamazoo College are eligible for membership in the American Association of University Women.

**GLCA AFFILIATION**

The Great Lakes Colleges Association is an association of twelve liberal arts colleges in Michigan, Indiana, and Ohio (Albion, Antioch, Denison, DePauw, Earlham, Hope, Kalamazoo, Kenyon, Oberlin, Ohio Wesleyan, Wabash, and Wooster) which shares facilities and resources and establishes programs that no single college would be likely to undertake by itself.

Included are a Fine Arts Program in New York City, a Newberry Library Fall Quarter Seminar; an Urban Semester in
Philadelphia; a Science Semester at the Oak Ridge (Tennessee) National Laboratory; an Outward-Bound Wilderness Program, and several programs in international settings. You must have recommendations from the College to take part in any of these programs; they are not available to all students.

You may receive academic credit for GLCA programs. Additional information about these and other opportunities sponsored by the GLCA is available from the Provost’s Office.

**COLLEGE HONORS**

To receive honors recognition, you must carry at least a normal academic load and be in good standing in the College community.

*The Dean’s List* — You are eligible for the Dean’s list, issued at the end of each quarter, if you have achieved a grade-point average of 3.5 or higher in three courses for that quarter. If, as a senior in your final quarter, you need fewer than three courses to meet the graduation requirements, your eligibility will be based upon the units which you need.

*Honors for the Year* — This recognition is awarded to those who have attained a grade-point average of 3.5 for the work of the year.

*High Honors for the Year* — To be awarded high honors, your grade-point average must be 3.75 or higher for the year’s work.

*Senior Awards Dinner* — At the last scheduled Forum program of the spring quarter, awards and special recognition are given to graduating seniors.

*Honors Day* — The College observes Honors Day in the fall quarter to award scholastic prizes for the previous academic year.

*Phi Beta Kappa* — The oldest honorary scholarship society in America has a chapter, Delta of Michigan, at Kalamazoo College. Phi Beta Kappa bases its eligibility primarily on high scholarship, and you become eligible for membership as a senior (or as a junior in outstanding instances).

*Alpha Lambda Delta* — As a freshman student you are eligible for membership in this scholastic honorary society if you attain
a grade-point average of 3.5 or higher. Since 1942 Kalamazoo College has been a part of this national organization approved by the Association of American Universities.

**Pi Kappa Delta** — The national honorary speech fraternity has a chapter, Alpha of Michigan, at Kalamazoo College. Eligibility for membership is based on your participation in a recognized intercollegiate contest in oratory or extemporaneous speaking, or in individual original speaking on two subjects, in five decision debates, or in eight nondecision debates.

The following awards and prizes are offered annually by the College:

- **O. M. Allen Prize** — Established by the family of Mrs. J. D. Clement to be given for the best essay written by a member of the freshman class.
- **Alliance Francaise Prize in French** — Given to an advanced student for excellence in French.
- **Alpha Lambda Delta Senior Award** — Presented annually by the National Office of Alpha Lambda Delta to the senior who has maintained the highest grade-point average throughout college.
- **James Bird Balch Prize in American History** — Awarded to that member of the graduating class who has done the best work in the field of American history.
- **E. Bruce Baxter Memorial Award** — Awarded to the graduating senior showing the greatest academic improvement in the field of political science.
- **Gordon Beaumont Memorial Award** — To be awarded to the deserving student who displays qualities of selflessness, humanitarian concern, and a willingness to help others, as exemplified by the life of Gordon Beaumont.
- **Walter M. and Lawrence R. Blinks Prize in Biology** — Established by Dr. Lawrence R. Blinks and awarded to the best senior biology major.
- **Marshall Hallock Brenner Prize** — Established by the family and friends in memory of Marshall Hallock Brenner (class of 1955), to be awarded to an outstanding junior for excellence in the study of psychology.
- **The Henry Brown Award** — Anonymously endowed, to be presented Honors Day "to honor a well-rounded person who is good in academics, on the playing fields, and involved in the whole institution."
- **Mary Long Burch Memorial Award** — Sponsored by the physical education department to be given to a senior woman who has manifested interest in sports activities and excelled in scholarship.
Robert Bzdyl Prize in Marine Biology — Established by the Bzdyl family in memory of their son Robert (class of 1969). Awarded to one or more students with demonstrated interest and ability in marine biology or related fields.

Campus Citizenship and Leadership Certificate — Established by the class of 1956. Awarded to that member of the graduating class who, in the opinion of the deans and the faculty, has most successfully combined campus citizenship and leadership with scholarship.

Freshman Chemistry Achievement Award — Established by the Chemical Rubber Company. A book, Handbook of Chemistry and Physics, awarded to that freshman who has demonstrated the greatest achievement in chemistry.

Cooper Award — Established by the late Charles Cooper, Esq., trustee of the College. Awarded to a junior or senior for excellence in a piece of creative work in a theatre arts and speech department class: film, acting, design, stagecraft, puppetry, speech.

Cooper Prize in Physics — Offered by Bert H. Cooper for excellence in the first year’s work in physics.

LeGrand A. Copley Prize in French — Established by LeGrand A. Copley (MA class of 1867) to be awarded to those freshmen who have demonstrated the greatest achievement in the department.

The C. W. "Opie" Davis Award — Awarded to that member of the senior class who is considered by the athletic staff to be the best athlete.

Dewing Chemistry Prize — Awarded for excellence in the first year’s work in chemistry.

Dewing Sociological Prize — Awarded for excellence in sociology during the junior year.

George Eaton Errington Prize in Art — Awarded to an outstanding senior art major.

L. J. Hemmes Prize in Philosophy — To be awarded to that sophomore who in the freshman year shows the greatest promise for continuing studies in philosophy.

Raymond L. Hightower Award — A subscription to American Sociological Review given to a graduating senior by the department for excellence in sociology.

Virginia Hinkelman Memorial Award — To be awarded to the deserving student who displays a deep concern for the well-being of children, as demonstrated through career goals in the field of child welfare; for example, education, medicine, psychology, sociology, or ministry.

Hodge Prize in Philosophy — Established in memory of Reverend Marvin G. Hodge, DD, to be awarded to that member of the graduating
class who, having taken at least five units in philosophy, has the highest standing in the field.

John Wesley Hornbeck Prize in Physics — Given by Mrs. Gerald H. Allen to two students, a senior and a junior, with highest achievement for the year’s work in advanced physics toward a major.

William G. Howard Memorial Fund — Endowed by Harry C. Howard in memory of his father, William G. Howard (BS class of 1867), trustee of the College for many years. Two prizes, one awarded for excellence in a year’s work in political science, one awarded to that member of the graduating class who has done the best work in a major in economics.

Winifred Peake Jones Prize — Endowed by W. O. Jones to be awarded for excellence in the first year’s work in biology.

Kalamazoo College Athletic Association Award — Awarded to a graduating senior who, in the opinion of the faculty, has most successfully combined high scholarship with athletic prowess during his four years of college.

Irmgard Kowalski Theatre Award — Given in memory of Dr. Kowalski to the senior who has excelled both in academic areas and in theatrical productions during four years at the College.

The C. Wallace Lawrence Prize in Economics — Awarded annually to a pre-business student who has done outstanding work in the department of economics and business administration during the sophomore year, with special emphasis on the Career Development experience.

Clarence Leslie Miller Memorial Prize — Established by Mr. and Mrs. John S. Patton in memory of Clarence Leslie Miller, the second city manager of Kalamazoo, to be awarded to a major in political science who has done distinguished work in municipal research and government.

Music Department Awards — Given by the music department of the College for outstanding contributions to the musical life of the campus, for achievement in performance areas, and for academic achievement.

Provost’s Prize in Classics — Awarded to that student who has demonstrated outstanding ability in classical languages and literature during his or her academic career.

Provost’s Prize in Health Sciences — Awarded to the outstanding senior health sciences major.

Mr. and Mrs. Elwood Schneider Prize in English — Established in 1978 by Mr. and Mrs. Elwood Schneider to be awarded annually for outstanding and creative work in English done by a student of the college who is not an English major.

Senior Anthropology Award — A year’s subscription to American An-
thropologist given by the department to a graduating senior for excellence in anthropology.

Senior Award in Psychology — Given by the psychology department for outstanding undergraduate performance.

Senior German Award — Given by the German department for excellence in German.

Senior Spanish Award — Given by the department of romance languages for outstanding achievement in Spanish.

Sherwood Prize — Endowed by Reverend Adiel Sherwood, DD, of St. Louis, to be given for the best oral presentation in a speech-oriented class.

Lemuel F. Smith Award — Established in 1944 by an alumnus, to be given to the major in chemistry, pursuing the American Chemical Society approved curriculum, and having at the end of his junior year the highest average standing in courses taken in chemistry, physics, and mathematics.

The Eugene P. Stermer Awards in Business Administration and Public Administration — Given by Michael L. Moore (class of 1964) to honor Eugene P. Stermer (class of 1951), to be awarded to a student in economics and business administration and to one in public administration for excellence in academic work of the senior year.

Mary Clifford Stetson Prize — Established by President Herbert Lee Stetson to honor his wife, Mary Clifford Stetson, to be given for excellence in English essay writing by a senior.

Dwight and Leola Stocker Prize in English Writing — Given by Mr. Dwight Stocker (a member of the Board of Trustees) and Mrs. Stocker for excellence in English writing, prose or poetry, fact or fiction.

Stone Prize — Established by the trustees of Kalamazoo College through a gift from the Mrs. Sarah Messen Thurston estate in honor of President J. A. B. Stone, DD, to be awarded for excellence in the department of education.

Margaret Upton Prize in Music — Provided by the Women's Council of Kalamazoo College and awarded each year to a student or students designated by the music faculty as having made significant achievement in music.

Thomas O. Walton Mathematics Prize — Established by Professor Thomas O. Walton to recognize outstanding performance in mathematics to be awarded to a member of the sophomore class for excellence in the work of the first two years of mathematics.

Michael Waskowsky Prize in Art — Established by James C. Nichols and the art department to be awarded to an outstanding junior or senior
art major.

Clarke Benedict Williams Prize in Mathematics — Established by the mathematics majors in the class of 1923 to be given to that member of the graduating class who, having completed at least eight units in mathematics, has made the best record in mathematics and the allied sciences.

Maynard Owen Williams Memorial Award — Established in 1963 in memory of Maynard O. Williams (class of 1910). Award given for best entry, in the form of an essay, poetry, paintings, sketches, photographs, or films, derived from Foreign Study experience.

POSTGRADUATE AWARDS

French Government Assistantships — Three assistantships for teaching English in a French lycee are awarded annually. Assistants are considered employees of the French government and are remunerated according to current rates, which are sufficient to cover living costs. Travel costs must be borne by the assistant.

German University Awards — Each year the universities of Bonn, Erlangen, and Münster award one scholarship apiece to candidates nominated by Kalamazoo College. These awards carry a stipend sufficient to cover tuition, fees, and living costs for two semesters of study at one of these universities. Travel costs must be borne by the awardee.

Fulbright-Hays and Other Grants for Graduate Study Abroad — The faculty member serving as Fulbright Program Adviser may be consulted in the summer of the student’s junior year for information on opportunities for graduate study abroad.

The F. W. Heyl and Elsie L. Heyl Graduate Fellowships — Established by Dr. Frederick W. Heyl (Hon. 1937) and Mrs. Heyl. Two fellowships to be awarded to graduates of Kalamazoo College interested in pursuing graduate studies in chemistry, physics, or related fields at Yale University. These fellowships will normally carry tuition payments and a stipend.

Rackham First Year/Michigan College Fellowship — Awarded to qualified seniors in four-year Michigan colleges and universities through competitive application directly to the University of Michigan. Selected by the appropriate graduate departments, recipients will receive stipends plus tuition for the first year in the Horace H. Rackham graduate school at the University of Michigan.

Herbert Lee Stetson Fellowship — Provided through a fund bequeathed by President Stetson for graduate study at Harvard University, Yale University, Johns Hopkins University, the University of
Chicago, or a European university. The fellowship, which is not for professional work other than in the department of education, is awarded to a student of high moral character with an academic record that will justify the expectation that he or she will develop into a very capable research student or will attain some marked excellence in one of the scholarly fields.

*Thomas J. Watson Fellowships* — Four Kalamazoo College students are nominated annually, in the summer prior to their senior year, to compete nationally for Watson Fellowships. Winners receive $8,000 to support independent projects to be carried out abroad in nonacademic settings during the year following graduation. The program exists to encourage and support students wishing to explore in depth long-standing interests and to test and enhance their capacities to live and work autonomously in an international context. Participation in the Watson Fellowship program is limited to a select group of private colleges and universities and is renewed on an annual basis.
THE CURRICULUM

The course descriptions that follow are presented according to curricular divisions of the liberal arts: Languages and Literature, Natural Sciences and Mathematics, Humanities, and Social Sciences. Also included are the offerings in the physical education department. Distributional requirements for graduation are listed within their respective divisions; complete requirements for the Bachelor of Arts degree are listed in the section of this catalog on Academic Information. A few of the more specialized courses listed are offered every other year, depending on staffing patterns. Consult the one-year schedule for specifics.

30. **Freshman Seminar**

Concentrated study in a class of restricted size for first year students; topics or themes vary from year to year.

193. **Individualized Study**

Projects elected in consultation with an instructor and with the permission of the department; restricted to qualified upperclassmen.

194. **Group Studies**

Individualized study in small groups, offered by special arrangement.

198. **Senior Individualized Project**

Required independent study in the senior year.
DIVISION I:
LANGUAGES AND LITERATURE

English

Foreign Languages and Literature

German
Neglected Languages
Romance Languages
  French
  Spanish

Distributional Requirements for Division I
Proficiency in a foreign language demonstrated by credit for the advanced intermediate course (level 3) or an equivalent proficiency on a placement test. Two units in literature chosen from any department in the Division.
ENGLISH

Mr. Bogart, Ms. Griffin, Mr. Harris, Mr. Hilberry, Mr. Roerecke, Mr. Stavig (chairman), Mr. Waring

The department offers four options leading to a major in English: traditional studies, expository writing, creative writing, and teacher education. Because options are not rigidly patterned, students considering an English major should discuss their interests, aims, and needs with department members early in their college work.

All courses are open to the general student, except those designated as courses, seminars, and special studies for majors. Note that some courses carry specific prerequisites.

Proficiency in Writing

All incoming students, including transfers and foreign students, will take a writing test prepared by the English department. On the basis of these test results, considered in conjunction with the verbal scores from SAT/ACT and any previous college work, students will be placed by the department into three groups: (1) those who are proficient, meeting the requirement by the test; (2) those who can meet the requirement through satisfactorily completing English 30: Freshman Seminar (except for those English 30 courses specifically emphasizing writing — such as Journalism or Creative Writing — English 30 will also satisfy a literature distributional requirement); (3) those who must meet the requirement by satisfactorily completing English 1: Expository Prose. This requirement will be met during a student’s first year on campus except in extraordinary circumstances.

The Major In English

A minimum of eight units, exclusive of 1 and 30. Required are 57, three courses in the 130 series, and 198.

WRITING

1. English Composition
   Systematic practice in writing, with emphasis on expository prose, and analysis of selected readings.

2. Intermediate Composition
   A continuation of English 1.

30. Freshman Seminar
   Recommended to freshmen.

61. Journalistic Prose
62. Creative Writing
   Seminar for advanced students. Writing type specified on quar
ter schedule.

LITERARY TYPE (Open enrollment)

30. Freshman Seminar
   Recommended to freshmen.

40. Literary Dimension of Film
   Creation of an awareness of such functional elements as image,
motif, symbol, metaphor, allegory, paradox, structure, and
theme; close viewing of eight modern films; group discussion on
the essential experience and meaning of film.

52. Introduction to Modern Poetry

53. Introduction to the Novel

54. Introduction to Drama

55. The Short Story: Contemporary American Writers

111. The English Novel

LITERARY SURVEY

56. Twentieth Century Literature
   Open enrollment. In alternating years: American, British, and
   Irish literature.

64. Three Visions of Self: Poe, Hawthorne, Melville

70. Readings in American Literature
   Background in American literature for the general student. Not
   open to students who have taken 57, 136.

71. The American Novel

72. Contemporary Poets I

73. The 19th Century Russian Novel
   Major Russian novelists: Gogol, Dostoievsky, Turgenev, Tolstoi.

74. Twentieth Century Russian Literature

76. The African Novel

84. Classical Literature in Translation
   Survey of the classical epic, drama, and lyric from Homer to
   Virgil.

103, 104. Elizabethan Drama
   Drama of Shakespeare and his contemporaries. Not open to
   freshmen.

122. The Literature of Women
   Survey of works written by women in an attempt to understand
the female literary tradition, the characteristics of literature by women, and the social and psychological conditions of female authorship. Heavy emphasis on writing and class participation. Open enrollment. Students who have taken 30. Women and Literature may not elect this course.

COURSES, SEMINARS, AND SPECIAL STUDIES FOR MAJORS
(Permission of the department may be given to qualified non-majors.)

57. American Literature
   For the sophomore who plans additional work in the department.

130. Old and Middle English Literature
   English literature from Beowulf to Sir Thomas Mallory.

131. Literature of the English Renaissance
   English literature from Wyatt through Spenser.

132. Seventeenth Century English Literature
   John Donne, Andrew Marvel, John Webster, John Milton.

133. Literature of the Restoration and of the Eighteenth Century
   English literature from Dryden through Johnson.

134. Literature of the Romantic Period
   English literature from Burns through Keats.

135. Literature of the Victorian and Post-Victorian Period
   English literature from 1832 to 1900.

136. American Literature II
   The works of James and Faulkner.

182a. Seminar: Literary Criticism

182b. Seminar: Creative Writing

182c. Seminar: Studies of English Language and Literature
   Study designed for those planning teacher certification. Permission of the instructor.

193. Individualized Study

198. Senior Individualized Project

FOREIGN LANGUAGES AND LITERATURE

In studying foreign languages, students acquire not only a linguistic skill but an understanding of another people's literature and history. They gain a new perspective from which to view their own country and way of life, and a deeper appreciation of the resources of the English language. Linguistic diversity, which strengthens abilities in reflective thinking, is a recognized essential in the liberal arts tradition.
The departments of foreign languages at Kalamazoo College emphasize listening, reading, writing, and speaking at all levels of courses. Student majors are expected to acquire a proficiency of language skill compatible both with the normal demands of everyday situations abroad and with university study requiring complete use of the language. Most Kalamazoo College students participate in the Foreign Study Program; for language majors, such an experience is essential. Majors are expected to spend two quarters in the Program.

Classwork and off-campus experiences are augmented by the various on-campus activities providing opportunities to improve or maintain linguistic facility; foreign films and publications, visiting native speakers and students, language organizations, and language tables in the dining hall. Faculty members meet with students in and out of class, are involved in campus activities, and are prepared to counsel regarding career choices in such fields as foreign service, music, teaching, science, publishing, foreign trade, and international banking.

Guidelines for placement in foreign languages will be derived from scores on the CEEB placement examinations. Students will be placed as follows — scores of 425 or lower (with fewer than three years of high school study), language 1 or 2; 426-500, language 2; 501-550, language 2 or 3; 551-624, language 3; 625 or higher, language 51 or 52. Students whose scores indicate a choice of two levels should consult with the department chair or the designated departmental representative for placement. A score of 700 or higher may qualify for more advanced courses.

Those students with previous foreign language study who have not taken the CEEB test and/or wish to enter at the 2 level or above will take the Kalamazoo College placement test.

Those who have had three or more years of study may not receive credit for the course at the beginning level.

**German Language and Literature**

*Ms. Bosker, Mr. Brockington, Mr. Fuchs (chairman), Mr. Fugate, Mr. P. Strauss, Mr. Spaltmann.*

Guidelines for placement in German are derived from scores on the CEEB placement examinations. Students will be placed as follows: score of 425 or lower (with no more than two years of high school study) — German 1 or 2; 426-500 — German 2; 501-550 — German 2 or 3; 551-624 — German 3; 625 or higher — German 51 or 52. Students whose scores indicate a choice of two levels should consult with the department chairman or his designated representative for placement. A score of 700 or higher may qualify a student for more advanced courses.
The Major in German
A minimum of eight units exclusive of 1 and 2. Required are 51 and 52 (or their equivalent), at least three units of literature, 141 or 142, and 185. Prospective majors should begin German 1 in the fall of their freshman year. Majors are encouraged to elect a second language. Appropriate cognate studies will be developed by the major and his advisor.

Any student planning a teaching major is urged to begin German in his freshman year, but in any case no later than the fall quarter of the sophomore year.

Unique in American higher education is our agreement with the German universities of Bonn, Münster, and Erlangen, each annually providing a scholarship to a Kalamazoo College graduate for a year's further study.

1. Beginning German
Pronunciation, vocabulary, structural analysis, audio-lingual practice; selected readings.

2. Intermediate German
Continued audio-lingual and written practice; structural analysis; conversational skill development. Prerequisite: 1 or equivalent.

3. Advanced Intermediate German
Intensive audio-lingual and written practice; structural review; selected readings; introduction to German history and culture. Prerequisite: 2 or equivalent.

30. Freshman Seminar
(No knowledge of German required).

51, 52. Advanced German
Practice in listening, speaking, reading, writing on an advanced level; modern literary, cultural texts. Prerequisite: 3 or equivalent.

53. Introduction to Literature
Readings and interpretation of representative works of various literary epochs; introduction to literary history and criticism. Given in German. Prerequisite: 3 or equivalent.

121. German Literature to 1770
Outstanding German literature from the thirteenth to mid-eighteenth century, such as the Nibelungenlied, Parzival, Simplizissimus; Luther, Gryphius; Lessing; lectures, discussions, papers, and reports. Given in German.

122. German Classicism and Romanticism
Outstanding German authors from mid-eighteenth to mid-
nineteenth century: Goethe, Schiller, Kleist, Eichendorff; historical and literary background; Faust I in detail. Given in German.

123. German Literature of the Nineteenth Century
Outstanding German, Austrian, and Swiss authors from 1830 to 1914, such as Hegel, Schopenhauer, Heine, Grillparzer, Keller, Fontane, Stifter, Storm, Hauptmann, Nietzsche. Given in German.

124. German Literature of the Twentieth Century
Outstanding German, Austrian, and Swiss authors from World War I to the present, such as Hesse, Mann, Kaiser, Hofmannsthal, Kafka, Rilke, Brecht, Musil, Böll, Dürrenmatt, Frisch, Grass, Christa Wolf. Given in German.

141, 142. Stylistics
Only for students who have mastered the elements of German. Intensive practice in reading, writing, speaking, and understanding German; various styles of writing. Given in German.

185. Seminar
Aims and methods of literary scholarship; techniques of literary criticism, scholarly reports and papers; a specific author or topic. Given in German.

193. Individualized Study in German
198. Senior Individualized Project

97. Introduction to Linguistics
Problems and methods of research in phonetics, phonology, morphology and syntax, and semantics.

Neglected Languages Program

Mr. Fugate (coordinator)
This program makes it possible for students to study in several foreign languages not normally in the College curriculum. Among these are Portuguese, Japanese, Chinese, and Swahili. The special nature of the program makes it impossible to guarantee that each of these languages will be offered every year; other languages may be offered according to demand and availability of materials. Every effort is made to combine this language study with a foreign study experience.

Since this is essentially a program of self-instruction, participants are selected, with preference given to those who have strong linguistic aptitude and/or have had previous languages training. Three units in a neglected language satisfies the College language requirement.

Prerequisite: Sophomore standing, a minimum 2.5 GPA, and permission of Mr. Fugate.
ROMANCE LANGUAGES AND LITERATURE

Ms. Brooks, Mr. Cohen, Mr. Collins (chairman), Ms. Dale, Ms. Lance, Ms. Reish

French Language and Literature

The Major in French
A minimum of eight units exclusive of 1 and 2; no more than two of these units may be earned during foreign study. Required are 120 and at least two courses elected from 102, 105, 106, 107, 108, 109. At the discretion of the department a course in descriptive linguistics or romance linguistics may be counted toward the major. A major should develop an appropriate cognate program. History 133 and 135 are highly recommended.

1. Elementary French
   Basic grammar and vocabulary; fundamentals of listening, speaking, reading, and writing.

2. Intermediate French
   Further development of basic skills and vocabulary. Prerequisite: 1 or equivalent.

3. Advanced Intermediate French
   Polishing and reinforcement of basic skills; readings and discussion of texts in French; topics chosen from literature and civilization. Prerequisite: 2 or equivalent.

51. Advanced French Conversation and Composition
   Practice in conversation, oral interpretation, composition, discussions, and reports; idioms fundamental to an active use of spoken and written French. Given in French. Prerequisite: 3 or equivalent.

52. Advanced French Conversation and Composition
   Further refinement in areas presented in 51, with the addition of readings in French literature and culture. Explications de texte. Given in French. Prerequisite: 51 or equivalent.

53. Introduction to French Literature
   Introduction to literary genres through reading and interpretation of major works from French literature. Given in French. Prerequisite: 51 or 52.

54. Introduction to French Civilization through Literature
   Historical and cultural background of selected literary works. Prerequisite: 51 or 52.
102. French Moralists from Montaigne to Fontenelle
The Libertins, Descartes, Pascal, La Rochefoucauld, Mme. de Lafayette, La Bruyere, La Fontaine, Fenelon, Bayle, Boileau. Given in French. Prerequisite: 53 or 54.

105. The Romantic Movement in France
Chateaubriand, Stendhal, Lamartine, Hugo, Vigny, Musset. Given in French. Prerequisite: 53 or 54.

106. The French Classical Theatre
Corneille, Racine, Moliere; contemporaries, precursors, and successors; growth of French classical doctrine; art poetique from the Pleiade to Boileau. Given in French. Prerequisite: 53 or 54.

107. French Literature, 1830-1900
Balzac, Flaubert, Maupassant, Zola, Huysmans, Bourget, Parnassian and symbolist poetry. Given in French. Prerequisite: 53 or 54.

108. Eighteenth Century French Literature and Thought
Lesage, Prevost, Marivaux, Montesquieu, Voltaire, Rousseau, Diderot, L’Encyclopedie, Beaumarchais. Given in French. Prerequisite: 53 or 54.

109. Twentieth Century French Literature
Selected major writers of the contemporary period. Given in French. Prerequisite: 53 or 54.

120. Senior Seminar
Specialized topics in French literature, literary criticism, and civilization; preparation for senior departmental examination.

193. Individualized Study

198. Senior Individualized Project

Spanish Language and Literature

The Major in Spanish
A minimum of eight units exclusive of 1 and 2; no more than two of these units may be earned during foreign study. Required are one unit chosen from 53 or 54; one unit chosen from 93 or 94; one unit chosen from 184, 185, or 186. At the discretion of the department a course in descriptive linguistics or romance linguistics may be counted toward the major. A major should develop an appropriate cognate program.

1. Elementary Spanish
Basic grammar and vocabulary; fundamentals of listening, speaking, reading, and writing.
2. **Intermediate Spanish**  
Further development of basic skills and vocabulary. *Prerequisite: 1 or equivalent.*

3. **Advanced Intermediate Spanish**  
Intense grammar review; polishing and reinforcement of skills; readings and discussion of selected works from Spanish and Spanish-American literature. *Prerequisite: 2 or equivalent.*

51. **Conversation and Composition**  
Grammatical review; composition; skills in speaking and understanding. Given in Spanish. *Prerequisite: 3 or equivalent.*

52. **Advanced Conversation and Composition**  
Creative writing; oral reports, discussions, debates. Given in Spanish. *Prerequisite: 51 or equivalent.*

53. **Peninsular Spanish Literature to 1700**  
Critical study of major works of the Middle Ages, Renaissance, and Golden Age. Given in Spanish. *Prerequisite: 51 or equivalent.*

54. **Peninsular Spanish Literature from 1700-1898**  
Neoclassicism, romanticism, *costumbrismo*, realism, and naturalism as seen in major works of the eighteenth and nineteenth centuries. Given in Spanish. *Prerequisite: 51 or equivalent.*

57. **Institutions of Modern Spain**  
Study of social, political, and religious institutions through selected literary works of the 19th and 20th centuries. Given in Spanish. *Prerequisite: Permission of the instructor.*

91. **Modern Peninsular Spanish Literature**  
Poetry, drama, fiction, and nonfiction of the generations of 1898 and 1927; oral reports. *Prerequisite: 51 or equivalent.*

92. **Modern Peninsular Spanish Literature**  
Poetry, drama, fiction, and nonfiction from 1936 to the present; oral reports. Given in Spanish. *Prerequisite: 51 or equivalent.*

93. **Spanish-American Literature from 1500-1850**  
Discovery, conquest, colonial period; Wars of Independence; main works of the period; oral reports. Given in Spanish. *Prerequisite: 51 or equivalent.*

94. **Modern Spanish-American Literature from 1850-1930**  
Independence to the Mexican Revolution; main works of the period; romanticism, naturalism, and modernism and literary movements; oral reports. Given in Spanish. *Prerequisite: 51 or equivalent.*
95. **Spanish-American Literature from 1888-Present**  
Modernism, the literature of the Mexican Revolution and *Realismo magico*; analysis of the key authors in poetry and fiction; oral reports. Given in Spanish. **Prerequisite:** 51 or equivalent.

184. **Seminar on the Golden Age**  
A critical approach to Renaissance and Baroque literature of Spain, with emphasis on the late-Baroque period (Gongora, Quevedo, Calderon). **Prerequisite:** 2 units of Spanish literature.

185. **Seminar on Cervantes**  
Selected works of Cervantes, with emphasis on Don Quixote, research techniques, critical analysis and interpretation. **Prerequisite:** Two units of Spanish literature.

186. **Spanish American Literature from 1930-Present**  
Literary and philosophical works of the contemporary period. **Prerequisite:** 2 units of Spanish literature.

193. **Individualized Study**

198. **Senior Individualized Project**
DIVISION II: NATURAL SCIENCES AND MATHEMATICS

Biology
Chemistry
Computer Science
Health Sciences
Mathematics
Physics

Distributional Requirements for Division II
Three courses in the Division. At least one of these units must be in biology, chemistry, or physics.
BIOLOGY

Mr. Deutch, Mr. Dugan, Mr. Evans, Ms. Newton, Mr. Olexia (chairman)

The biology program provides both a broad exposure to major principles in contemporary life sciences and a depth in offerings in concentrated interest areas. Ranging from the classic to the modern, it is designed both for the person with professional interest in the field and for the student concerned with current environmental questions. Career interests for biology majors range from biochemistry and biomedical research to terrestrial and marine ecology to animal behavior.

Courses considered most central to the biologist constitute the Basic Core. Advanced electives are offered to expand the basic background through the introduction of more sophisticated topics and more sophisticated analysis. Those courses most appropriate for meeting the liberal arts distributional requirement in science are specifically designated.

Students planning careers in health-related areas should meet with a member of the Health Sciences Committee early for academic planning. Courses, including biology, organic and inorganic chemistry, mathematics, and physics will be suggested on the basis of prerequisites of selected professional schools.

The Major in Biology

A minimum of eight units is required. Biology 10, 50, and 175 specifically are required in addition to either 20 or 40. Students are encouraged to take both of the latter but are required to take only one. Since Bio. 50 has a prerequisite of organic chemistry, the latter becomes a requirement also. Students with a serious interest in pursuing graduate or professional programs are encouraged to develop some background in mathematics, physics, and computer science. Such students should consult with a member of the department early in their program of study.

BASIC CORE

10. Population and Ecosystem Biology
    Introduction to the concepts of biological attributes of populations, biological communities, and ecosystems, including population genetics and dynamics, community structure and dynamics, and ecosystems and biomes.

20. General Zoology
    Introduction to the diversity of animal life and theories of phylogenetic relationships among various groups; fundamental
principles of animal physiology and homeostasis.

40. General Botany
Introduction to the diversity of fungi, algae, and plants with emphasis upon taxonomic differences and phylogenetic relationships followed by a focus upon the anatomy and physiology of flowering plants.

50. Cellular and Molecular Biology
Sophisticated introduction (with a molecular approach) to the major structural and functional properties of cells, energetics and genetic information and control. Prerequisite: Chemistry 66 or enrollment in Chemistry 57.

175. Functioning as a Biologist
Seminar involving teaching, research in the literature, and consideration of current biological questions; participation in the departmental program as a teaching assistant in either fall, winter, or spring quarter; preparation for subsequent SIP research through literature search and critical discussion of pertinent papers; preparation and defense of completed thesis based on SIP research, attendance required in all quarters that a student is in residence; credit assigned to any of the three terms; grade recorded in spring. Prerequisite: Senior standing.

198. Senior Individualized Project

ADVANCED ELECTIVES

52. Physiological Psychology (also Psychology 52)
Structure and function of the central nervous system and associated sensory and motor units, application to the explanation and understanding of behavior. Prerequisite: 50 or Psychology 51 and major status in one of these departments, or permission of the instructor.

90. General Animal Physiology
Analytical treatment of the mechanisms by which animals regulate their internal environment with regard to energy and materials balance, neuromuscular activity and sensory physiology. Prerequisite: 20.

91. Histology
Microscopic anatomy of animal cells, tissues, and organs and how they are constructed from a diversity of cell types in light of their physiological processes. Prerequisites: 20 and 50 (or permission of the instructor).
123. **Developmental Biology**  
Processes of gametogenesis and early development, inductive interactions, morphogenic patterns, differentiation, growth and senescence, cellular basis for developmental events, laboratories in vertebrate morphogenesis and experimental embryology. *Prerequisite: 50.*

125. **Genetics**  
Analysis of the mechanism of heredity at several different levels beginning with nucleic acid structure and functioning to mutation and recombination, chromosomal organization and behavior and finally the genetic basis of evolutionary change. *Prerequisite: 50.*

126. **Cell Physiology**  
Sophisticated examination of certain physiological processes at the cellular level focusing upon membrane-related phenomena and contractility and motility. *Prerequisite: 50.* 50. 133 recommended.

127. **Microbiology**  
Advanced general microbiology covering structure, genetics, metabolism, physiology, and interactions of microorganisms with a major emphasis on bacteria. *Prerequisite: 50.* 133 recommended.

133. **Biochemistry (also Chemistry 133)**  
Study of biochemical mechanisms underlying cellular phenomena from protein structure and interactions to enzyme dynamics and energy metabolism. *Prerequisites: 50, Chemistry 57 or 66.*

140. **Field Botany**  
Plant taxonomy, background in plant identification, and plant communities, with the focus on characterizing both aquatic and terrestrial communities from both qualitative and quantitative studies, as well as community interactions. *Prerequisite: 10 and 40.*

161. **Ethology (also Psychology 161)**  
Behavior and social organization phenomena of a variety of animal groups ranging from insects to primates; analyses of general principles of behavior modes; observations of animal behavior in the field and laboratory. *Prerequisite: 10 or 20 or Psychology 51.*

171. **Entomology**  
Principles of entomology, ecology, morphology, and classification of insects; general collection required. *Prerequisites: 20 or*
181. Ornithology
Identification, songs, migration, and classification of birds; food and nesting habits of native species. Permission of the instructor only.

183. Biophysics
Emphasis on importance of physical approach in understanding fundamental biological problems rather than on instrumentation or rigorous mathematical derivations. Topics include structure and function of biomolecules, energy conversion in life processes, and problems in theoretical biology. Prerequisite: 50.

LIBERAL ARTS DISTRIBUTIONAL COURSES

6. Biology of Disease
Common diseases and their effects on human physiology with emphasis on mechanisms of action at the cellular level.

7. Evolution
Mechanisms of the process of evolution as they relate to genetic phenomena from the cellular through the level of populations with attention to natural selection.

8. Medical Zoology
Designed for the non-science major. Basic biological concepts are explored in terms of interspecific biological relationships. The phenomena associated with parasitism will be emphasized primarily, and consideration will be given to effects of these parasitic interactions on the history of human population. Open to all students. Does not count towards the biology major.

10. Population and Ecosystem Biology+
20. General Zoology+
40. General Biology+
181. Ornithology (see above)+

+Designed chiefly for the prospective science major.

CHEMISTRY

Mr. Cook, Mr. Deal, Mr. Kaufman, Mr. Smith, Mr. Wilson (chairman)
In a close working relationship with faculty and in an atmosphere that
encourages research activity, the art of scientific thought and the role of chemistry in society are stressed.

A major in chemistry may provide a suitable background for graduate study in chemistry, biochemistry, chemical engineering, environmental sciences, pharmacology, molecular biology, medicinal chemistry, clinical chemistry. A major in chemistry is also a suitable background for becoming a professional laboratory chemist, teaching high school or junior college chemistry, attending medical, dental, and paramedical schools, undertaking graduate studies in business administration and patent law, doing work in sales, library, safety, or supervision in the chemical industry.

The Major in Chemistry
Students with a strong background in chemistry may omit appropriate courses from the following sequences through equivalency examinations administered by the department.

A minimum major of eight units includes 11-12, 50, 55-56-57 (or 55-66), 125, and at least one course from 110 (prerequisite: 51), 113, 127. Electives may be selected from 51, 110, 113, 127, 133, 179. Physics 9-10-12 (or 6-7) is required.

Chemistry majors who plan to attend a medical, dental, or paramedical school should complete Biology 50, Biology/Chemistry 133, and Biology 125. They should also complete three units of physics, either 9-10-12 or 6-7-52. Suggested electives include Biology 90, 123, 126. Such students should plan their programs in consultation with a member of the Health Sciences Advisory Committee.

Kalamazoo College appears on the American Chemical Society's list of schools that offer approved preprofessional undergraduate programs in chemistry. Students planning graduate study in chemistry or planning to work as professional laboratory chemists are strongly advised to follow the ACS-approved program. This program includes Chemistry 11-12, 50, 51, 55-56-57, 110, 113, 125, and either 127 or 198; Physics 9-10-12; and Mathematics 13-14, 16, and 56. German is recommended to fulfill the foreign language graduation requirement.

A suggested chemistry minor of six units suitable for the Michigan Secondary Provisional Certificate includes 11-12, 50, 55-66 (or 55-56-57), and 125.

11-12. General Chemistry and Quantitative Analysis I and II
Fundamental principles of chemistry emphasizing equilibrium concepts and laboratory work in quantitative analysis. Intended for any science major.

40. Chemistry In Society
Topics of current societal interest from a chemical perspective
to be selected from environmental pollution, chemical contraceptives and other pharmaceuticals, food chemistry and nutrition, energy, chemical evolution, earth science, and genetic manipulation; fundamental chemical principles and modern techniques of chemical analysis; lectures, discussions, demonstrations, and laboratories. Intended for nonscience majors.

41. Nuclear Energy
Rudimentary nuclear physics and the behavior and design of nuclear reactors; exploration of radioactive decay and nuclear reactor dynamics; history of nuclear weapons and nuclear power; emphasis on current secondary literature; tours of nuclear power plants. Intended for nonscience majors.

50. Physical Chemistry I
Chemical thermodynamics and kinetics. (Intended for any chemistry major and for biology majors with a cellular or molecular orientation.) Prerequisites: 11-12, Physics 9-10 or 6-7 or permission of the instructor, Mathematics 13-14. Physics 12 and Mathematics 56 are strongly recommended.

51. Physical Chemistry II
An elaboration of the material of 50 with a richer set of applications; elementary quantum mechanics applied to simple atoms and molecules; the introduction of statistical mechanics. Prerequisites: 50, Mathematics 16 and 56, Physics 12; or permission.

55. Organic Chemistry I
Basic principles of structure, nomenclature, and reactivity applied to aliphatic and aromatic hydrocarbons; topics include valence bond and orbital structure models; inductive, resonance, and steric effects on reactivity; stereoisomerism; laboratory work emphasizes techniques used in the synthesis and purification of organic compounds. (Intended for any biology, chemistry, or health sciences major.) Prerequisites: 11-12.

56-57. Organic Chemistry II and III
A continuation of 55 that includes classroom and laboratory study of the structure, nomenclature, chemical and physical properties, and spectrometric identification of common organic compounds including those of biological interest, emphasis on reaction mechanisms and organic synthesis. (Intended for students planning graduate study or professional careers in chemistry, biochemistry, or cellular and molecular biology, and for research-oriented premedical or predental students.) Prerequisite: 55.
66. **Organic Chemistry IIA**
   Classroom and laboratory study of the same topics covered in the two-unit 56-57 sequence but in less detail. Spectrometric identification of organic compounds not included; organic synthesis less emphasized. *(Intended for biology or health sciences majors who are less chemically oriented and for premedical or predental students who intend to practice rather than engage in medical research.)* Prerequisite: 55.

71. **Physical Chemistry for the Life Sciences**
   Principles of chemical thermodynamics and kinetics and their importance in the study of living systems; laboratory work in analytical chemistry with an emphasis upon clinical, biological, and environmental applications of modern instrumental techniques. *(Intended for biology or health sciences majors.)* Prerequisite: 56 or 66. Mathematics 4-5 or 13-14 and Physics 6 or 9 are highly recommended.

110. **Physical Chemistry III**
   Advanced study of the electronic structure of molecules and its effect on the properties and reactions of matter; chemical applications of statistical mechanics explored in greater detail. Prerequisite: 51.

113. **Inorganic Chemistry**
   Properties of ionic solids, acid-base systems and transition-metal complexes, extensive application of valence-bond and ligandfield theories, thermodynamics and kinetics; laboratory work in the preparation of inorganic compounds and the analytical and physical characterization of the compounds prepared. Prerequisite: 125 or permission of the instructor.

125. **Analytical Chemistry**
   Lecture, laboratory, and independent study of quantitative analysis including trace techniques, with an emphasis on modern instrumental methods. Prerequisite: 50 or permission of the instructor.

127. **Advanced Organic Chemistry**
   Stereochemistry, conformational analysis, molecular orbital theory, reactive intermediates, and instrumental techniques with an emphasis on current theory and methodology, advanced laboratory work designed to prepare the student for experimental research. Prerequisite: 50, 57.

133. **Biochemistry (also Biology 133)**

179. **Senior Studies**
   Lectures, seminars, independent study, and/or individual con-
ferences with faculty in preparation for the SIP. Prerequisite: Senior major with permission of the instructor.

193. Individualized Study
198. Senior Individualized Project

COMPUTER SCIENCE

Mr. Carpenter

This program offers courses dealing with applications of computer science as well as the discipline itself. Computer Science 10 is designed as an introduction to programming techniques and theoretical computer science and is of interest to students in the humanities as well as to those in the physical, biological, or social sciences.

The academic computing facilities are available for use by the entire College community in much the same way as the library. Through a cooperative arrangement with Western Michigan University, students and faculty have use of a large DEC-10 computer through time-sharing terminals on our campus as well as a batch processing facility. Currently ALGOL, BASIC, COBOL, FORTRAN, PASCAL, and SNOBOL4 are available on this system, as well as simulation languages and statistical packages.

The Computer Science Program has a Motorola 6800 microcomputer system for use by advanced students.

Those students with a professional interest in computer science should major in mathematics. The program should include Computer Science 10, 60, 63, 70, 110, 193, 198; Mathematics 64, 118; Philosophy 107, and one or both of the following courses: Computer Science 40 and Mathematics 62.

10. Introduction to Computer Science
   Problem solving using computers; concept, properties, and notation of algorithms; problem analysis; development of algorithms and their implementation in PASCAL and FORTRAN. Prerequisite: high school algebra.

40. System Simulation
   Introduction to the use of digital computers for simulating natural, manmade, and hypothetical systems; simulation languages appropriate for a variety of systems; techniques for validation of simulation results; writing of computer programs in
some of the languages studied. **Prerequisite:** 10 or permission of the instructor.

60. **Programming Languages and Data Structures**
Logical data structures and processes on them, including searching and sorting; files structures; interpretation and compilation; programming in PASCAL and SNOBOL4. **Prerequisite:** 10 or permission of the instructor.

62. **Introduction to Numerical Computation** (also Mathematics 62)

63. **Combinatorics** (also Mathematics 63)

70. **Computer Systems**
Intensive introduction to computer organization, assembly language programming, and systems programming concepts; computer structure, machine language, characteristics of peripheral devices, program segmentation and linkage, and operating systems; assembly language programming of a Motorola 6800 microcomputer system. **Prerequisite:** 60 (may be taken concurrently).

100. **Systems Programming**
Computer systems software including assemblers, linkers, loaders, compilers, interpreters, and time-sharing operating systems. **Prerequisite:** 60.

110. **Computability, Automata, and Formal Languages**
Study of fundamental concepts in computability and in the formal theory of automata emphasizing finite state machines. Turing machines, and computational power of machines. **Prerequisite:** 60 (may be taken concurrently).

193. **Individualized Study**

198. **Senior Individualized Project**

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**HEALTH SCIENCES**

*Ms. Olexia, director*

This program offers a parallel track to the departmental majors for students planning careers in the health fields. The program consists of a core curriculum in biology, chemistry, health sciences and psychology, plus one of several sequences designed to meet specific professional school admission requirements. Preprofessional curricular sequences have been established for medicine, osteopathic medicine,
podiatric medicine, chiropractic, dentistry, medical technology, nursing, optometry, and pharmacy as well as for graduate studies in biochemistry, clinical chemistry, molecular biology, and medical laboratory sciences. Additional curricular sequences are established to meet each student's preprofessional requirements.

The core curriculum provides a common background to make possible a unified seminar program throughout the senior year and to insure a reasonably broadly based scientific background compatible with the liberal arts tradition.

Senior Individualized Projects in health sciences typically involve biochemical research in medical schools or at the National Institutes of Health, research in medical laboratory sciences in graduate schools, clinical positions such as pathologist's assistant (diener), nursing aide, and orderly in medical centers, rural hospitals, or mission hospitals.

The Interdepartmental Major in Health Sciences
Required are Biology 20 and 50, Chemistry 11-12 and 55-66 (or 55-56-57)*, Psychology 41 or 51, Health Sciences 175 and 198. Grades of C or better must be earned in these courses which constitute the core curriculum.

In addition, at least four more Division II units (with grades of at least C) are required. Courses for nonscience majors will not meet the four-unit requirement. In practice, the four units usually are specified by admission requirements of professional schools. (See General Information section below.) The twenty-two academic units required by the College outside the major department are to be taken outside that department in which the health sciences major has the largest number of units.

French or German is recommended for students planning to pursue graduate studies.

175. Senior Seminar
Student presentations of technical material; discussion of student/faculty questions and research; visiting speakers; senior individualized projects presented during the spring quarter. Meets once each week throughout the senior year and for a portion of the junior summer.

193. Individualized Study

197. Pre-SIP Studies
Special preparation for the Senior Individualized Project avail-

*Recommended alternative for students interested in combination MD-PhD programs.
able upon request of the SIP supervisor. Prerequisite: Permission of the instructor.

198. Senior Individualized Project

GENERAL INFORMATION

The following are recommended additions to the core curriculum which, when combined with the core curriculum, meet admission requirements for most professional schools. Note that Kalamazoo College does not offer degrees in medicine, pharmacy, nursing, etc. Courses listed under Nursing, for example, when combined with the core curriculum, satisfy admission requirements of the medical and university schools of nursing that require from two to four years of collegiate work for admission.

Medicine, Osteopathic Medicine, Dentistry
Biolog y 125; Chemistry 133 and an analytical or physical chemistry elective (Chemistry 50 or 71); Physics 6-7-52 (or 9-10-12 and Mathematics 13-14)*, two courses in sociology and/or psychology; English (two units). Suggested electives include Biology 90, 123, 126, 127, 143; Math 13-14 or 4-5.

Biochemistry, Clinical Chemistry, Molecular Biology
Biology 123 and 133; Chemistry 50-51 and 55-56-57 (55-56-57 replaces 55-66 in the core curriculum); Mathematics 13-14-16, 56; Physics 9-10-12. Recommended electives include Biology 90 and 126 and either Chemistry 110 or 125.

Medical Technology and Medical Laboratory Sciences
Biology 90 and 127; Chemistry 133 and an analytical or physical chemistry elective (Chemistry 50 or 71); Mathematics 4-5; Physics 6-7-52. Recommended electives include Biology 123, 125, and 126.

Optometry, Pharmacy, Podiatric Medicine
Biology 123 (for podiatric medicine only); Chemistry 133 (for pharmacy only) and an analytical or physical chemistry elective (Chemistry 50 or 71), Mathematics 13-14 (for optometry and pharmacy only); Physics 6-7-52; English (two units of composition and literature).

Nursing
Biology 127; Psychology (one unit in addition to that in the core curriculum); Sociology or Anthropology (one unit beyond 50); three additional units to be selected from Biology 90, 123, and 126, and Mathematics 4-5.

*Recommended alternative for students interested in combination MD-PhD programs.
Chiropractic
Physics 6-7; two additional units from Biology 90, 123, 125, 126; Chemistry 133 and an analytical or physical chemistry elective (Chemistry 50 or 71); and Physics 52.

MATHEMATICS
Mr. Calloway, Mr. Fink, Mr. Nielsen, Mr. Rajnak (chairman), Mr. T. J. Smith, Mr. Smucker

The curricular offerings of the mathematics department are primarily designed to serve the needs of the students with professional interests in mathematics, whether they be potential research mathematicians, teachers, or users needing to apply mathematics in the physical, computing, or social sciences. In addition the department takes seriously its responsibility to offer appropriate general education courses for the nonscience major who needs some understanding of the nature and role of mathematics in modern society.

The Major in Mathematics
A minimum of eight units. Required are 13-14, 16, 56, and 117. In addition, 104 is strongly recommended. Courses with numbers less than 13 will not be credited toward the major in mathematics unless specific approval is obtained from the department.

Early consultation with the staff assures prospective majors that course choices in both mathematics and related fields will best serve particular interests (research, teaching, computing, business and industry, or government). These courses in other departments should be of special interest to mathematicians: Computer Science 10, 40, 60, and 110; Economics 101 and 102; Philosophy 107; Physics 101, 152, 156, and 165.

The Teaching Minor in Mathematics
A minimum of six units. Required are 13, 14, 16, 117. 1 and 10 may not be used to meet the minimum.

1. Introduction to Mathematics
Exploration in some depth of several fundamental mathematical ideas and examination of a variety of mathematical systems. Appropriate for those who wish to sample the spirit and content of modern mathematics without acquiring specific technical
abilities.

4-5. **Applied Statistics**
   Designed for students in the behavioral, biological, and social sciences, emphasis on hypothesis testing including t-tests, $x^2$, analysis of variance, nonparametric techniques, linear regression.

10. **Pre-Calculus Mathematics**
   Polynomials, elementary transcendental functions, analytic geometry, inequalities, and other topics essential for a rigorous development of the calculus. *Does not satisfy science division distributional requirement. Prerequisite: Permission.*

13-14. **Calculus I and II**
   A unified course in analytic geometry and calculus of functions of one variable. *Students who have not had trigonometry should consult with the instructor.*

16. **Linear Algebra and Vectors**
   Vector spaces, matrices, determinants, linear transformations, systems of equations, eigenvalues and canonical forms. *Prerequisite: 14.*

45. **Applied Statistics**
   One quarter combination of 4-5, designed for students in behavioral, biological, and social sciences.

56. **Calculus of Functions of Several Variables**
   Vector differential and integral calculus of functions of several variables, line and surface integrals, the theorems of Green, Gauss, and Stokes. *Prerequisite: 16 or permission of the department.*

61. **Mathematical Models and Problem Solving**
   An introduction to mathematical modeling in a variety of disciplines including biological and behavioral sciences as well as the physical sciences and mathematics; questions about the validity of models, the effect of numerical errors, and the significance of statistical results; emphasis on computer implementation of models to provide an appreciation of both the potential and the limitations of computer applications. *Prerequisite: 16 or permission of instructor.*

62. **Introduction to Numerical Computation**  
   (also Computer Science 62)
   Numerical analysis with extensive computer applications. Topics include solution of linear systems of equations, solution of a single nonlinear equation, interpolation and approximation, numerical integration and differentiation, and numerical solution...
of eigenvalue problems. Prerequisite: 16.

63. **Combinatorics (also Computer Science 63)**
Existence and enumeration of finite, discrete configurations; permutations, combinations, principles of inclusion and exclusion, elementary graph theory, recurrence relations, generating functions, partitions, block designs, finite fields, and finite geometries.

64. **Differential Equations and Numerical Methods**
An introduction to key concepts underlying analytical methods for the solution of ordinary differential equations and first order systems together with techniques for constructing approximate numerical solutions. Prerequisite: 16.

102. **Elementary Number Theory**
Properties of the integers, the Euclidean algorithm, divisibility, diophantine equations, prime numbers, congruences, residues, and introductory additive number theory.

104. **Topology**
Serious examination of fundamental mathematical concepts in the context of point-set topology: set theory, axiomatic systems, generalized functions, continuity, convergence, topological and metric spaces, compactness, and connectivity. Intended primarily for prospective majors. Prerequisite: 16 or permission of the instructor.

111. **Functions of a Complex Variable**
Introduction to analytic functions of one complex variable including power series and Laurent series. Cauchy's integral theorem, singularities and the residue theorem, and conformal mapping. Prerequisite: 56.

113-114. **Probability and Statistics**
Mathematical theory of probability and statistical inference. Prerequisite: 14 or permission of the instructor.

117-118. **Modern Algebra I and II**
Topics from modern algebra including groups, rings, fields and other algebraic structures, together with advanced topics from linear algebra. Prerequisite: 16.

127-128 **Real Analysis I and II**
Introduction to basic topological concepts in metric spaces followed by rigorous development of classical real analysis including sequences and series of functions, continuity, differentiability. Reimann-Stieltjes integration, introduction to measure theory and the Lebesgue integral. Prerequisite: 56.
PHYSICS

Mr. Fenner, Mr. Piccard, Ms. Rajnak, Mr. Winch, Mr. Wright (chairman)

Physics courses at Kalamazoo provide a solid grounding in this science for students majoring in any discipline. Individuals are encouraged to expand their capacities to learn, to approach the natural world scientifically, in short, to learn to think. Advanced classes are small, allowing opportunities to work closely with faculty members.

The department offers introductory material at three levels: Physics 1, designed to satisfy the objectives of general education; a three-course noncalculus sequence (6-7 and 52), intended primarily for biology and premed students; and a three-term sequence utilizing calculus and intended for potential majors in physics, chemistry, and mathematics (9-10-12). All students interested in majoring in one of the physical sciences should plan to take Physics 9, Chemistry 11, and Mathematics 13-14 during the first two quarters of the freshman year.

For physics majors, diversified experiences provide adequate preparation for graduate work in that field. And, for students choosing to study further in engineering or oceanography, for instance, an equally appropriate background is provided. Majors also may apply their training as teachers of high school physics, in government and other research laboratories, and in one of a great number of business areas which rely on modern technology.

Undergraduates with an interest in engineering should consider the Combined Curriculum in Engineering (p. 83), for which the program of the first three years is usually that of a normal physics major.

The Major in Physics

A minimum of eight units in addition to the Senior Individualized Project. Required are 9-10-12, 54, 101, and at least one of the courses in the 150s. Required also is the five-unit mathematics sequence of 13-14, 16, 56, and 64. Those students planning graduate study should take at least one additional unit in mathematics.
1. **Concepts and Theories: Astronomy**

Exploration of modern astronomy beyond the solar system: stars, galaxies, pulsars, quasars, black holes, cosmology. Emphasis on procedure leading from observations to an understanding of the structure and evolution of an astronomical object. Lecture and labs, including planetarium visits and individual observations. *For students who plan to major in the social sciences or humanities.* **Prerequisite:** High school algebra.

6-7. **Fundamental Physics**

Basic concepts in mechanics, heat, light, wave motion, electricity, and modern physics; no calculus required; lectures and laboratory. **Prerequisite:** High school algebra.

9-10-12. **Introductory Physics**

Mechanics, heat, light, electricity, and modern physics; the first two terms of this sequence taught with a self-paced ("Kellerized") approach; lectures, weekly laboratory exercises in the third term. (For the major in mathematics, chemistry, or physics.) **Concurrent enrollment in the introductory mathematics sequence is expected.**

52. **Medical Physics**

Emphasis on application of physics to medicine: cardiovascular and pulmonary mechanics, medical electronics, x-rays, radioactivity, radiation therapy, lasers, ultrasound, radiation protection, and laboratory techniques. **Prerequisites:** 6-7, Chemistry 11, Mathematics 4 or 13, or permission of the instructor.

54. **Intermediate Modern Physics**

Introduction to the special theory of relativity and elementary quantum mechanics with applications to atomic and nuclear physics. Lectures and laboratory. **Prerequisites:** 12 and Mathematics 64.

57. **Optics and Wave Motion**

Mathematical treatment of wave phenomena, including superposition, diffraction, interference, polarization, dispersion and resonance, discussion and laboratory topics from the areas of physical optics, acoustics, and microwave radiation. **Prerequisite:** 101 or permission of the instructor.

58. **Electronics**

Basic concepts of modern electronics with emphasis on practical experience using integrated circuits and electronic instrumentation: experiments cover diodes, transistors, digital and linear circuits, new devices. **Prerequisite:** Permission of the instructor.
101. Intermediate Mechanics
Mathematical course emphasizing physical reasoning and problem solving, statics, motion of particles and rigid bodies, oscillation, and mechanics of continuous media. Prerequisites: 12 and Mathematics 64.

152. Advanced Mechanics
Continuation of the study of classical mechanics; Lagrangian and Hamiltonian dynamics. Prerequisite: 101.

155. Advanced Modern Physics
A phenomenological study of topics of twentieth century physics; nuclear, particle, and solid state physics. Prerequisite: 165.

156. Advanced Electricity and Magnetism
Lectures in electromagnetic field theory; electrostatics, potential theory, dielectric and magnetic media. Maxwell's field equations, electromagnetic waves and the wave equation; vector calculus developed as needed. Prerequisite: 152 or permission of the instructor.

157. Thermal Physics
Introduction to thermal physics with emphasis on a statistical approach to the treatment of the thermodynamic properties of bulk matter. Prerequisite: Permission of the instructor.

165. Quantum Mechanics
Principles and mathematical techniques of quantum mechanics, with applications to barrier problems, the harmonic oscillator, and the hydrogen atom. Prerequisite: 152 or permission of the instructor.

193. Individualized Study

198. Senior Individualized Project
DIVISION III: HUMANITIES

Art
Music
Philosophy
Religion
Theatre Arts and Speech
Humanities Electives

Distributional Requirements for Division III
Two units in philosophy and/or religion, one in art, music or theatre arts and speech.
ART

Ms. Fischer, Mr. Palchick (chairman), Mr. Small, Ms. Wood

The art department's objectives are twofold: to cultivate appreciation of the fine arts as part of the liberal arts idea and to provide adequate background for students desiring to continue their specialization at a graduate school or professional school of fine arts.

After completion of the introductory courses designed to develop interest and understanding of the visual arts through the study of the history and practice of art, a student may elect a planned sequence of study leading to a BA degree in art, majoring in studio art, art history, or art education.

The Major in Art

A minimum of ten units. Required are 3, 6, 7, 8, 92, and 93 with four additional studio units.

The Major in Art Education

Required units are the same as for the major in art, with the addition of Education 198. Recommended cognate courses for art and art education majors: Philosophy 104 (Aesthetics) and Theatre Arts and Speech 143 (Scene Design and Painting).

The Major in Art History

A minimum of eight units. Required are 6; 7; 71 or 72; 73 or 74; 77; 78 or 79. Recommended cognates are a basic studio course, such as Art 3, and Philosophy 104: Aesthetics. Reading ability in French and German is advised for those planning graduate study in art history.

ART HISTORY

6. Introduction to History of Art I
   Architecture, sculpture, and painting from prehistoric times through the Middle Ages.

7. Introduction to History of Art II
   Architecture, sculpture, and painting from the Renaissance to the present.

71. Ancient Art
   Minoan and Mycenean, Greek, Etruscan, and Roman art.

72. Medieval Art
   Art of the Early Christian through Gothic periods, with an emphasis on the later Middle Ages.
73. Renaissance Art I
Painting, sculpture, and architecture in Italy in the fourteenth and fifteenth centuries, with an emphasis on fifteenth-century Florence.

74. Renaissance Art II
Painting, sculpture, and architecture in Italy in the sixteenth century, with an emphasis on the High Renaissance and Michelangelo.

77. Baroque Art
European painting, sculpture, and architecture of the seventeenth century. Countries studied are Italy, Flanders, Spain, France, and The Netherlands.

78. Twentieth-Century Art
Painting and sculpture in Europe and America from 1900 to the present.

79. Nineteenth-Century Art
Painting and sculpture in Europe from the French Revolution to 1900, with an emphasis on France.

193. Individualized Study
198. Senior Individualized Study

PRACTICE OF ART

3. Basic Drawing
Study of still life, landscape, and figure drawing with emphasis on line and shape organization as an instrument of considerable precision and expressive force.

8. Figure Drawing, I, II, III**
Strong emphasis on the human figure and the subtleties of its gestures and surface variations with outside assignments in other subjects. Prerequisite: 3.

65. Painting, I, II, III**
Basic pictorial development using largely still life, landscape, and the figure.

66. Printmaking, I, II, III**
Study of introductory techniques leading to studies in intaglio and lithography.

67. Ceramics, I, II, III**
Study and practice of handbuilding, wheelwork, glazing, kiln firing and glaze calculation.

**Open studio; can be taken at any level when the course is offered.
92. **Two-Dimensional Design**
Study of composition in terms of black and white shape arrangements and as a product of color combinations whose behavior is closely examined.

93. **Three-Dimensional Design**
Study of basic space concepts through simple geometric and nature forms with a concentration on the creative problem-solving process.

94. **Sculpture, I, II, III**
Sculptural concepts and materials extensively studied through the human form and through student-stated goals and directions.

**MUSIC**

*Ms. Angerman, Mr. Hammar, Mr. Phillips, Mr. Ray, Mr. Ross, Mr. L. Smith (chairman)*

The music department seeks to cultivate throughout the campus and community an appreciation of music as one of the fine arts and to offer a curriculum which will develop competency in musicianship and artistic skill among those who concentrate in the field.

Concentrated study of music as one of the liberal arts at Kalamazoo College requires an integrated approach to music history, theory and performance, with applied music at the center of the student's exploration of the art. The traditional instruction of harmony, counterpoint, analysis is covered in the sequence of seven courses: Vocabulary and Materials I, II, III and History, Literature, and Style I, II, III, IV.

*Instruction and participation in music is available to all students. For many students musical experiences and formal study of music are valuable cognates of their liberal arts education.*

The department offers a major in music, and special sequences in four areas: Applied Music, Music Education (including Church Music), Music History, and Theory and Composition. A special sequence may be elected in combination with the major, or may be elected by a student whose major is in another department.

**The Major in Music**
Eight units including 14, 32-33-34, 115, 116, 117, and one unit of a numbered ensemble. *Students majoring in music must pass a keyboard proficiency examination.*

**Special Sequences in Applied Music**
Four units including three units in performance (for music majors; a **Open studio; can be taken at any level when the course is offered.**
minimum of two units and 198). 14 or 32 or one unit of Ensemble or one "enrichment elective."

**Special Sequence in Music Education (including Church Music)**
Seven units, including 61, 129, 151, and three units from 171, 172, 173 or 174 plus a minimum of one unit in performance. The music education major should confer with the Department of Education concerning certification requirements.

**Special Sequence in Music History**
Three units of 193 in areas of music history (for music majors; two units and 198), 14 or 32 or one unit in performance or Ensemble.

**Special Sequence in Theory and Composition**
Course 63 and two units of 193 in areas of composition or arranging (for music majors, one unit and 198). 14 or 32 or one unit in performance or Ensemble.

Note: (1) If not taken in combination with a music major, the special sequence usually includes 14 or 32 or Ensemble.
Note: (2) If taken in combination with a music major, the special sequence usually includes the "enrichment elective" in music or the unit in performance.
Note: (3) Ensemble credit is not applicable to the special sequence when the sequence is in combination with a music major since the Ensemble is an integral part of the major.

**The Minor in Music**
A minor in music may be obtained for Michigan Teaching Certification. Requirements include 32-33 or 14 and 32, 61, 129, 151, and at least one unit earned in either 171, 172, 173 or 174.

**THEORETICAL COURSES**
Note: The subject content of Vocabulary and Materials I, II, III is equivalent to the content of the traditional two-year theory course. History, Literature, and Style I, II, III, IV is equivalent to these traditional courses: music history, counterpoint, formal analysis, and orchestration.

1. **Introduction to Music**
   Development of the listener’s skills; perception of the components of musical styles; sound, harmony, rhythm, melody, and form; intense listening to representative works from a variety of periods and genres of Western music. Musical notation is not employed; offered only for students with little or no musical background.

14. **Music History, Literature, and Style (HLS) I (formerly 114)**
   Music of a harmonic texture with some contrapuntal characteristics, from representative periods; a comprehensive study including performance, analysis, composition, and historical research; development of individual interests. For those with pre-
vious study in music or by special permission.

32-33-34. **Vocabulary and Materials I, II, III (formerly 10-11-12)**
Elements of music (melody, rhythm, harmony, timbre, form) studied through writing, playing, singing, and listening. Traditional materials and procedures (triads, quadrads, nonharmonic tones, part-writing) and contemporary techniques; basic principles of organization, repetition, variation, contrast, small part forms; examples from Western and non-Western music. For those with previous study in music or by special permission.

61. **Basic Concepts of Music Education (also Education 61)**
An aesthetic and philosophical approach to the exploration of the developmental process in music education including concepts and practices appropriate for elementary and secondary school music education; observation of representative music classes in Kalamazoo area schools. Open to all students interested in education.

79. **Seminar in Folk Music**
Consideration of the two major segments of Afro-American music and their subdivisions: Sacred (Death, Heaven and Resurrection, Bible) and Secular (Exhortation, Service and Personal Experience, Song of Triumph, or “shouting”); historical and sociological significance of their make-up; melodic scale usages and their mandates for texts.

115. **Music History, Literature, and Style (HLS) II**
Principally contrapuntal music with a controlling harmonic background following the pattern of 14. Prerequisite: 14 and 32.

116. **Music History, Literature, and Style (HLS) III**
Primarily contrapuntal music including that found in serial technique; comparison of music of the modal periods and of the twentieth century following the pattern of 14. Prerequisite: 14 and 32.

117. **Music History, Literature, and Style (HLS IV)**
Historical evolution of musical instrumentation, styles, forms, notations, performance practices, and theory; bibliography. Prerequisites: 14, 115 and 116.

129. **Conducting**
Rudiments of vocal and instrumental ensemble conducting; score reading and transposition; individual observation of other conductors and practice with ensembles. Participation in a campus ensemble required. Open to any qualified student with permission of the instructor. Music 32-33 recommended.
151. **Music Education for the Classroom (also Education 151)**
Instructional planning, methods and techniques, teacher-pupil relationships, curriculum development and evaluation of the learning situation; observation and discussion of area school music classes. *This course replaces Education 161 for the music education major. Prerequisite: 61.*

160. **Literature of the Keyboard**
An overview of the huge repertoire of music written for keyboard instruments from the Renaissance to the present day. Material for the course will consist of selected readings combined with recordings. *Intended primarily for keyboard performers, but open to all interested students.*

171. **Choral Procedures**
Overview of the history and literature of choral music; synthesis of the most efficient methods of vocal development as they apply to solo and ensemble singing; repertoire suitable for high school and church choral directing. *Open to students interested in choral directing. Prerequisite: Permission of the instructor.*

172, 173, 174. **Instrumental Music Methods I, II and III**
Basic techniques of playing orchestral and band instruments; understanding of the principles and problems of playing brass and percussion (172), woodwind (173), and string (174) instruments. *Enrollment limited; open to nonmusic majors with prior musical training. Prerequisite: Permission of the instructor.*

193. **Individualized Study**
198. **Senior Individualized Project**

**APPLIED MUSIC**

*Ms. Allgood, Ms. Angerman, Mr. Bauschke, Ms. Birch, Ms. Blanchard, Ms. Butler, Mr. Hammar, Ms. Haymans, Ms. Iverson, Ms. Klausmeier, Mr. Morgan, Mr. Niessink, Mr. Obed, Mr. Ray, Ms. Ray, Mr. Reed, Mr. Ritchie, Mr. Roberts, Ms. Romanaux, Mr. Ross, Mr. Rushevics, Mr. Wagnitz, Ms. Whaley*

Applied music courses are planned to facilitate technical command, interpretive insight, and understanding of pedagogical procedures. The courses stress development of the ability to perform with competence and musical understanding while providing a comprehensive background of music of various periods, styles and composers.

Students beginning basic instrumental and vocal study may be taught by the group method; intermediate and advanced students are taught individually or by a combination of individual and group instruction. All applied music study is adapted to the needs of each student.
Credit for applied music is granted upon the accumulation of five terms of successful study in one course or the presentation of a recital earlier in the sequence of terms (usually the third or fourth term if the student advances quickly).

40. Contemporary Improvisation  
41. Piano  
41B. Harpsichord  
41C. Harp  
42. Guitar  
43. Organ  
45. Voice  
47. Violin and Viola  
49. Cello  
49A. String Bass  
51. Clarinet  
51A. Recorder  
51B. Flute  
51C. Oboe  
51D. Bassoon  
51E. Saxophone  
53A. Trumpet  
53B. French Horn  
53C. Trombone and Baritone  
53D. Tuba  
54. Percussion  
63. Composition

**ENSEMBLE GROUPS**

Students may participate in more than one ensemble each term. A grade and one-fifth credit is awarded internally for each. One unit of credit with a grade is recorded on the transcript only upon completion of the work in five ensembles. Normal rehearsal load for ensemble(s) is 3-5 hours; 6-8 hours is heavy; more than 8 is not usually advisable and requires approval of the department chairman.

Ensembles are numbered 15 through 19A. Other ensembles such as trios, quartets, opera casts, and quintets may be organized if they are certified by the music faculty for Ensemble credit. These ensembles will be registered as Music 16, Collegium Musicum.

**15. The College Singers**
Class voice culture; music for campus programs including oratorios, cantatas, and shorter choral works. Open to students with previous choral experience or by permission of the instructor.

**15A. Accompanying**
Open to advanced pianists by audition.

**16. The Collegium Musicum**
Members perform as soloists with College vocal or instrumental ensembles, or perform together in small ensembles or concerti groups. All advanced music students including nonmusic majors are encouraged to apply for membership in these highly selective groups. Open only to instrumentalists and singers nominated or approved by the music faculty.
16A. Motet Choir  
Open by audition.

17. The Wind Ensemble  
Standard compositions for band, together with transcriptions from orchestral literature. Open to students with previous band experience.

17A. Woodwind Quintet
17B. Brass Ensemble
17C. Jazz Lab Band

19. Orchestra  
Overtures, orchestral tone-poems, suites, concerti, and accompaniments for choral works; programs presented on and off campus. Open to players with previous experience.

19A. String Quartet

PHILOSOPHY

Mr. Robison, Mr. Scarrow, Mr. Start (chairman)

Philosophy speaks to the perennial concerns of men and women to understand themselves, their experience, their relation to their fellow humans, and their place in the world of nature and supernature. It does this in a spirit of critical inquiry which recognizes that individual judgment must be developed within a consciousness of the historical philosophical tradition. Philosophy offers both courses in intellectual history and intensive training in critical reading, writing, and discussing.

Courses in the philosophy department are focused either on problems or on periods. The main periods of Western philosophy are covered in the five historical courses from ancient philosophy to contemporary philosophy. Two courses survey principal elements of Oriental philosophy. Current problems in legal and medical ethics are emphasized in two courses. Other courses examine problems in aesthetics, problems on the nature of truth in science and mathematics, and longstanding metaphysical issues on the nature of the self and the essence of thought and language.

Philosophy 30 is limited to freshmen; 55, 56, 57 are designed primarily for underclassmen. Courses numbered in the 60s generally are open without prerequisite to all students. Seminars and advanced courses in problems of philosophy are for majors and those with substantial interest in the area.
The Major in Philosophy

A minimum of ten units for those planning to do graduate work in philosophy. Recommended courses are 61, 62, 64 or 68, 65 or 111, 56 or 112, 176, and 178. Other majors may take a minimum of eight units chosen according to particular interests. Majors should also develop a cognate area of concentration.

30. Freshman Seminar

55. Problems in Philosophy: Ethics
   Consideration of the nature of moral judgments, the justifiability of such judgments, the place of reason and emotion in determining standards of right and wrong.

56. Problems in Philosophy: Logic and Reasoning
   A two-part study: (1) The concepts and techniques of elementary formal logic — syllogism, truth-functions, simple quantifiers; (2) The theory and practice of proposing, analyzing, and evaluating arguments as they occur in ordinary, non-technical writing.

57. Problems in Philosophy: East/West
   Examination and comparison of basic concepts of Western and Oriental philosophies and their views on nature, man, and the divine. This is a study in comparative philosophy.

61. Ancient Philosophy
   The philosophy of Plato and Aristotle with some consideration of their pre-Socratic antecedents and their impact upon the Hellenistic world.

62. Seventeenth Century Philosophy
   The development of views in the nature of the physical world, of man's place in the world, and his knowledge of it in the era of the new science. Readings from Galileo, Descartes, Hobbes, Spinoza, Leibniz, and Locke.

64. Nineteenth Century Philosophy
   Post-Kantian philosophy with special attention to the development of the Idealism, Marxism, and Existentialism which have influenced our century.

65. Twentieth Century Analytical Philosophy
   The development of the analytical tradition of philosophy in the twentieth century with special emphasis on British philosophy.

66. Oriental Philosophy
   Major philosophical ideas of India, China, and Japan with special emphasis on Chinese philosophy; course focus is on philosophical ideas rather than religious practices.
68. **Eighteenth Century Philosophy**  
The development of the modern consciousness of ourselves in a Newtonian world — the growing separation of science from religion; the growing autonomy of morals from both science and religion; the development of empiricist psychology; and the birth of a transcendental philosophy of the human mind. Readings from the major philosophers of this period — Locke, Berkeley, Hume, Reid, Rousseau, Kant.

103. **Philosophy of Science**  
Study of the elements and significance of scientific knowledge: the empirical and the theoretical elements of scientific concepts; the validation and falsification of scientific theories; the pragmatic vs. the realistic interpretation of science; similarities and differences between the physical and the social sciences; examples from the history of science.

104. **Aesthetics**  
Discussion of problems about art — its nature, the creative process, standards of criticism, the nature of aesthetic experience — through readings of classic and contemporary authors.

106. **American Philosophy**  
The great American philosophers with emphasis on the tradition of American pragmatism.

107. **Symbolic Logic**  
Study of the logic, of truth-functions, quantifications, identity, and modality, deductive techniques, axiomatic development of these topics and the issues of consistency and completeness of axiomatic systems.

108. **Existentialism**  
The origins and development of existentialism as a philosophy of man. Readings from Kierkegaard, Nietzsche, Sartre.

111. **Philosophical Problems**  
An in-depth study of recent and current investigations of one or two topics such as the nature of language, choice, thought, and action; the nature of the mental and physical; philosophical theology.

112. **Social Philosophy**  
Current social problems seen as a combination of philosophical, legal, moral, and political considerations with particular emphasis on the concept of justice. Suggested for prelaw students.

115. **Philosophy of Law**  
Examination of the nature of law and of legal systems and/or of
selected problems such as the relation between law and morality, theories of punishment, the nature of legal reasoning.

116. Philosophical Theories of the State
Examinations of justification of a state as such, including related problems of the nature of political obligation, civil disobedience, and the nature of authority.

176. Philosophy Seminar
A seminar for seniors. Intensive study of a major figure in Western philosophy.

193. Individualized Study
198. Senior Individualized Project

RELIGION

Mr. Dewey, Mr. Schmeichel, Mr. J. Spencer (chairman), Mr. Thompson

The courses in religion investigate both the inner dynamics and the historical forms that have characterized man's response to what is ultimate. These studies afford the opportunity for students and teachers to probe religious options which have in the past been creative of the forms of human life and which illuminate present possibilities for personal response.

The courses are grouped in three divisions: The History of Religions, Biblical Literature, and Religious Thought in the Christian Tradition. All courses count toward a major. Courses recommended for freshmen include 11, 12, 13, 14, 15, 23, and 30.

The Major in Religion
A minimum of eight units plus two units earned in the Senior Individualized Project, and four units in each of two cognate areas. One cognate area must be selected from philosophy, English, history, or sociology. Cognate deviations require permission.

HISTORY OF RELIGIONS

11. Islam
Study of the origins and nature of Islam as a religious and cultural force with special attention to its history, its founder (Mohammed), its sacred literature (The Koran), its theology, and the American Islamic movements.

14. Primitive Religions
Introduction to the methods and materials of the history of reli-
gions; primitive religions and the great religious traditions of the ancient Near East civilizations.

15. Religions of the East
   A. Hinduism
   B. Buddhism
   Further study of methods and materials of the history of religions; religious traditions of the East.

17. Introduction to Religion: Sacred Tradition
   An inquiry into the nature of religious experience and the methods developed to express that experience in successive generations.

54. Religious Founders and Reformers
   A study of the roles of founders and reformers in several religious traditions and the ways in which these roles have been understood by the communities for which they have been exemplary. Primary attention will be given to The Buddha, Jesus, and Mohammed.

BIBLICAL LITERATURE

12. Introduction to the New Testament
   Study of this literature in its historical, political, and cultural contexts and its religious and theological claims, examination of critical methods and results.

13. Introduction to the Old Testament
   Study of ancient Israel’s sacred literature in its historical and religious development, examination of critical methods and results.

51. Jesus and the Gospels
   The gospels as first-century documents and as primary sources of knowledge about Jesus of Nazareth; the Jesus of history, and the Christ of the Christian religion.

52. Studies in Paul
   The role of Paul in his understanding of Jesus and as a creative force in Western civilization. The tensions in his thought and the multiple influences it integrated (Stoicism, Judaism, Gnosticism, and the mystery religions).

53. Studies in the Old Testament
   Detailed examination of one of the major sections of the Old Testament. Offered in alternating years.

53A. The Pentateuch
   The so-called Five Books of Moses, the Torah, as the earliest
statements of the center of the Hebrew religion. Law and covenant, history and story as the saving events of Yahweh.

53B. The Prophets
The phenomenon of the critic of the nation from its more fundamental foundations. The writings of the classical period as new interpretations of tradition and as novel visions of religious life.

53C. The Wisdom Literature
The more secular branch of the Old Testament in its relationship to the ancient Near East and to the sacred traditions of Israel; Job, Proverbs, Ecclesiastes, etc.

RELIGIOUS THOUGHT

23. Christian Thought and the Human Situation
The relation of Christian thought to the contemporary culture; readings in modern nontheological literature as a setting for the study of major contemporary theological figures and Biblical ideas.

24. The Origins of the Catholic Tradition (formerly 115)
The shaping of the Christian tradition; the heritage of Hebrew religion; the character of New Testament faith; the dialectic between heresy and responding orthodoxy; and the maturing of classical Roman Catholicism.

Content of this course changes; examples of issues considered; the problem of biblical hermeneutics, contemporary understanding of the nature and role of the church; religion and psychology; liberation theology; the quest for the historical Jesus.

30. Freshman Seminar

117. Christian Theology (mostly Protestant)
Some primary theological works of the sixteenth through the nineteenth centuries; e.g., Luther, Calvin, Zwingli, the Left-Wing, Pascal, Locke, Edwards, Kant, Schleiermacher, Ritschl, Kierkegaard.

The American experience as expressed in its religious traditions.

120. Theological Ethics
Major alternative formulations of man's moral situation from the Christian perspective; emphasis upon contemporary statements.
122. **Philosophy of Religion**
Representative topics (e.g., existence of God, nature of evil, human freedom and destiny, etc.) and key systematic positions (e.g., Augustine, Aquinas, Hume, Kant, Schleiermacher, Hartshorne, Buber, Tillich, etc.) dealing with philosophical presuppositions of religious affirmations.

151. **Sociology of Religion** (also Sociology 151)
Social and social-psychological processes and consequences which stem from individuals' attempts to lend meaning and coherence to their personal and collective existence; special focus on civil religion in America and on contemporary religious cults.

176. **Seminar in Religion**
Intensive, systematic study of a major contemporary option: e.g., process theology (Whitehead), the Niebuhrs, Tillich, Barth. Open to nonmajors.

193. **Individualized Study**

198. **Senior Individualized Project**

**THEATRE ARTS AND SPEECH**

*Ms. Balch, Ms. Farris, Ms. Godfrey, Mr. Jaquith, Mr. Myers (chairman)*

The Department of Theatre Arts and Speech provides a series of courses and activities which provide the student with the basis for creative, intellectual, and cultural growth. Through these means it seeks to enlarge each individual's sensitivity to our collective past and present and to nourish the awareness of people and of cultures that is essential for the artist in our society.

The Department's productions are open to all students and serve as a laboratory for theatre courses, a creative activity for the participants, and an entertaining cultural experience for the audience. The program emphasizes a wide range of dramatic styles to give all students an acquaintance with the best in dramatic literature, from classical to the most contemporary. Several unusual opportunities are offered by this department, involvement with the Festival Playhouse, a resident summer company, study in London, use of the experimental Dungeon Theatre, and placement with a regional or New York professional theatre through the Career Development office or the GLCA New York Arts Program.

Students with an interest in Communications may major in Theatre Arts or in one of the Humanities or Social Studies and, through consulta-
tion with the Director of Instructional Resources, select appropriate courses and design Career Development and SIP experiences.

The department encourages the active participation of all students of Kalamazoo College in its activities.

The Major in Theatre Arts and Speech
A minimum of eight units (excluding 75) and active participation in the major productions as laboratory work. Required courses: 23, 24, 70, 143, 145, 146, 185, and one of the following: 11, 62, 117, 118. English 103, 104, one course in art, one in music, and three in dance are recommended.

The Major in Theatre Arts and Speech Education
A minimum of ten units. Required are 11 or 15, 24, 62, 70, 117 or 118, 127, 145 or 146, 156, and active participation in theatre arts and speech activities. An individualized study (193) in forensics is recommended.

11. Oral Communications*
Principles of oral communication through a study of the speaker, the listener, and the media.

15. Communications Technology
Nature and potential of communications media as an art form and a social force, video tape, 35mm slides, audio tape. Prerequisite: Permission.

23. Twentieth Century Theatre: Theory and Practice
Philosophy and theories of major movements in theatre of twentieth century; analysis of form and content of theatrical performance.

24. Elements of Technical Theatre
Stage scenery design, construction of scenic units, lighting, props, make-up, costumes; laboratory work.

30. Freshman Seminar

62. Voice and Diction*
Physiological and psychological bases underlying phonation; special attention given to the voice.

70. Acting Ensemble
Group dynamics in the creative performance, presentation of an ensemble production.

75. Applied Theatre
Significant participation as actor or technical crew in at least four major productions of the Theatre Arts and Speech Department

*Does not count towards the Humanities Distributional requirement.
over at least four quarters, credit limited to one unit. Participation in a production which forms part of a course for which credit is awarded may not be counted toward the credit unit. Does not count toward the humanities distribution requirement.

100. **History and Aesthetics of Film**
Studies in the visual and aural aspects of film communications, screenings, lectures, and demonstrations.

117. **Interpretation of Prose and Poetry**
Study of pieces of modern literature and the oral presentation of them. Special attention to individual problems of voice and body before an audience.

118. **Interpretation of Dramatic Literature**
Study and arranging of dramatic material for group presentation in readers' theatre and chamber theatre format; opportunity to direct a readers' theatre. *Prerequisite: 117 or permission.*

122. **Styles in Acting**
Theories of acting, practice in stage techniques. *Prerequisite: 70.*

127. **Persuasive Speaking**
Techniques of influencing human behavior by the spoken word; various forms of platform address. *Prerequisite: 11 or permission. Not open to freshmen.*

140. **Lighting Design**
Techniques of stage and television lighting; emphasis on play analysis, creative design, color theory, drafting, projection; practical laboratories for lighting experimentation.

143. **Design I**
Exploration of scene and costume design through play analysis and the examination of theories in line, mass, and color. Practical application in mixed media and collage projects.

145. **History of Theatre I**
Theatre arts from the Greek period to the nineteenth century; play reading and background material.

146. **History of Theatre II**
Theatre arts from the nineteenth century to the present; play reading and background material.

156. **Direction**
Principles of composition, movement, and stage business in the production of a play. Direction of a one-act play. *Prerequisite: 24 or its equivalent.*

*Does not count towards the Humanities Distributional requirement.
170. **Design II**  
Study of design form through play analysis and historical research of costume and architectural silhouettes. Design projects in rendering and model-making. **Prerequisite:** 143, Art 3, or permission.

185. **Theatre Seminar**  
A synthesis of the theatre and speech curriculum with emphasis upon the individual student's area of concern. Preparation for departmental comprehensives and SIP quarter. **Majors only.**

193. **Individualized Study**  
Advanced studies in directing, acting, theatre history, design, lighting, film, or communications. **Prerequisite:** Completion of the basic course(s) in the area of study, plus permission.

198. **Senior Individualized Project**

**HUMANITIES ELECTIVES**

180. **Classic and Romantic**  
Seminar utilizing Greek and Renaissance arts and letters for comparison of the two societies. **Intended for students wishing a class that seeks synthesis.** No departmental or distributional credits given. Not open to freshmen.

181. **Medieval and Modern**  
Seminar comparing these societies in the same manner as in 180. **Intended for students wishing a class that seeks synthesis.** No departmental or distributional credits given. Not open to freshmen.
DIVISION IV: SOCIAL SCIENCES

Economics and Business Administration
Education
History
Political Science
Psychology
Sociology and Anthropology
Concentrations in American Studies, Public Policy Studies, and International Commerce

Distributional Requirements for Division IV
Four units in theoretical and historical courses chosen from at least two departments within the Division. Economics 55, Education 161, and Education 198 do not meet the distributional requirements. Courses in the Public Policy Studies concentration may be credited in the department of economics, political science, or sociology.
ECONOMICS AND BUSINESS ADMINISTRATION

Mr. Breznau, Mr. Fraker, Mr. LaRoe, Mr. Ryan, Mr. Strobel (chairman),
Mr. P. Thomas (on leave 1980-81)

Economics at Kalamazoo College is viewed as a branch of the liberal
arts in which students learn not only the techniques of economic
analysis but the limitations as well. Preparation in economics provides
the student with options either to pursue graduate study in a wide
variety of fields or, directly after graduation, to enter the fields of busi­
ness, banking, or finance. Common graduate study areas for econom­
ics majors include business administration, economics, finance, law,
industrial relations, public policy, public administration, international
relations, and international business. In addition, the department offers
a Concentration in International Commerce, open to all students pursu­
ing any major who are interested in entering the growing field of interna­tional business.

The introductory course offerings in the department of economics
and business administration (44 through 99) focus on the nature of our
economy and on certain problem areas which are of increasing impor­tance — the "quality of life" and national priorities; inflation, recession,
and growth; balance of payments; competition and monopoly; under­
developed economies; and management, labor, and urban problems.

Advanced courses (101 through 198) stress economic analysis and
special study of selected areas.

The Major in Economics and Business Administration
A minimum of eight units not including the Senior Individualized Project.
Required are 44, 45, 61 (or Mathematics 5) and either 101 or 102
(although taking both is recommended). Courses in the Public Policy
Studies (PPS) area are also given economics and business administra­tion credits. Economics 44 is a prerequisite for all economics courses.
All senior majors must take at least one advanced course (131-186)
during their last two quarters in residence. Further, the department
strongly recommends that majors: (1) take Economics 45 and 61 before
the end of the sophomore year, (2) take work in quantitative methods
(computer science, calculus, econometrics, mathematics for econom­
ics and business, and accounting), and (3) develop a cognate field by
taking three to six courses in another department.

Suggested course sequences classified according to student interest.
Pre-Business: Economics 44, 45, 61, 101 and/or 102, 55, 70, 80, 95, 156,

**Public Policy:** 44, 45, 61, 101 and/or 102, 62, 80, 81, 158. PPS 41 and other PPS courses (see Public Policy Studies Program).

**International Relations:** Economics 44, 45, 61, 101 and/or 102, 75, 80, 85, 95, 186.

**International Business:** Economics 44, 45, 80, 95, 186. Language 51, Foreign Study participation, International social science elective, and international SIP (see Concentration in International Commerce).

**Pre-Law:** Economics 44, 45, 61, 101 and/or 102, 55, 81. PPS 41 and other PPS courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>41</td>
<td><strong>Introduction to Public Policy Analysis</strong> (see PPS)</td>
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<tr>
<td>43</td>
<td><strong>Food, Energy, and Population</strong></td>
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<tr>
<td>44</td>
<td><strong>Principles of Economics, I</strong></td>
<td>Introduction to basic micro and macro economic principles and their application to current economics, such as supply and demand, competition and monopoly, inflation, unemployment, basic monetary and fiscal theories and policies.</td>
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<td>45</td>
<td><strong>Principles of Economics, II</strong></td>
<td>Continuation of two-term sequence on micro and macro economics, with additional emphasis on analytical tools. Topics covered include consumer choice, price discrimination, productivity, income distribution, oligopoly, and more advanced analysis of economic fluctuations, stagflation, monetary and fiscal policies. Prerequisite: 44.</td>
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<tr>
<td>55</td>
<td><strong>Managerial Accounting</strong></td>
<td>Principles and nature of accounting data and methodology as a tool for analysis and managerial control of an enterprise, budgeting, profit planning, cash flow analysis; cost allocation and depreciation concepts. Does not count toward the Division IV distributional requirement. Prerequisite: 44.</td>
</tr>
<tr>
<td>61</td>
<td><strong>Statistics</strong></td>
<td>Accumulation, analysis, and presentation of data, measures of location and dispersion, probability; frequency distributions, parameter estimation, hypothesis testing, correlation, and regression analysis related to problems in the social sciences. Prerequisite: 44.</td>
</tr>
<tr>
<td>62</td>
<td><strong>Urban Economics and Policy Analysis</strong> (see PPS)</td>
<td></td>
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<tr>
<td>65</td>
<td><strong>Industrial Organization and Public Policy</strong></td>
<td>Economic characteristics and business practices of modern industry; antitrust laws and their impact on the American</td>
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economy; the role of public policy designed to maintain competition, alter its character, or regulate monopoly. Prerequisite: 44.

66. Bureaucracy and Freedom: Introduction to Complex Organizations (see PPS)

70. Administrative Organization
The nature and role of management in the traditional and behavioral science context, emphasizing social and economic structure of large-scale organizations, planning and decision making; the influence of the changing social, political, and technological climate. Management process from the traditional viewpoints of organizing, planning, controlling, and activating. Prerequisite: 44.

75. The Economics of Less Developed Countries
Key aspects of the poverty problem facing underdeveloped nations; analysis of alternative theories and policy prescriptions, the roles of government planning and the private sector; international trade and foreign aid, students select one country for concentrated study. Prerequisite: 44.

80. Money and Banking
Role of money and banking institutions in economic activity. Topics include: monetary theory, types and functions of money, roles of commercial banks and central banks in money creation and macroeconomic stabilization. Prerequisite: 45.

81. Public Finance and Fiscal Policy (see PPS)

82. Society and Public Policy in Western Europe and America (see PPS)

85. The Economics of Sub-Saharan Africa
Survey of economic background leading to current problems and developments in Sub-Saharan Africa; analysis of colonialism, foreign investment, development, planning, peasant agriculture. Prerequisite: 44.

95. International Economics
Analysis of trade problems, theories, and policies, with focus on the United States. Topics include balance of payments, international financial systems, tariffs, and other trade barriers, with emphasis on the underlying debate over protectionism versus freer trade. Prerequisites: Sophomore standing and 44.

99. Human Resource Economics
A survey of the principal economic problems emanating from the employment relationship. Topics considered include determinants of labor supply and demand, human capital formation and valuation, income maintenance programs, and labor force participation by women and older people. Prerequisite: 45.
100. National Policy Analysis (see PPS)

101. Intermediate Microeconomics
Price system and resources allocation; theory, nature, and efficiency of the market system; brief introduction to input-output analysis and linear programming. Prerequisite: 45. Mathematics 13 is recommended.

102. Intermediate Macroeconomics
National income accounting, analysis, and control; role of consumption, investment, and fiscal and monetary policy in the determination of national income; use of government expenditures, taxation, money stock and interest rates in controlling inflation, unemployment, recession, and growth. Prerequisite: 45. Mathematics 13 is recommended.

105. Public Administration (see PPS)

120. Managerial Marketing
The role of marketing in managing an enterprise, market structures, marketing institutions, consumer behavior, channels of distribution, and the profitable allocation of available resources. Prerequisite: 44.

131. Mathematics for Economics and Business
Mathematical tools from multivariable calculus and linear algebra will be developed and applied to the analysis of the optimizing behavior of consumers and business firms. A mathematical model of the macroeconomy will also be examined. Prerequisites: 45 and Mathematics 13.

156. Corporation Finance
Management of financial aspects of economic organizations, primarily nonfinancial business firms, emphasizing asset and liability management. Topics include working capital management, long-term capital budgeting; cost of capital; sources and composition of financing; financial leverage and risk; dividend policy; and the valuation of common stock. Prerequisite: Sophomore standing, 44 and 55.

158. Monetary Theory and Policy
Advanced topics in monetary theory and policy; role of money supply, monetary aggregates, interest rates, and the Federal Reserve in managing problems of recession, inflation, unemployment. Prerequisite: 80 or 102.

159. Econometrics
Introduction to the statistical estimation of quantitative economic models; problems in the application of regression analysis; topics such as least square techniques, instrumental variables,
serial correlation, and simultaneous equation systems. Prerequisites: 45 and either 61 or Mathematics 5 (Mathematics 13 is recommended).

160. Political Economy Seminar
Concentrated study of major works in political economy with cross-disciplinary emphasis including economic history, history of ideas, comparative systems, and social change. Prerequisites: Senior standing, 44, and permission of instructor.

185. Departmental Seminar
An advanced seminar focusing on selected topics. Prerequisite: Senior standing in economics.

186. Seminar in International Commerce
Analysis of the current financial and economic setting of international business, focusing on the U.S. and her major trading partners. Prerequisites: 80 and 95.

193. Individualized Study
198. Senior Individualized Project

L. Lee Stryker Center for Management Studies and Educational Services

Mr. Chen, director

The Stryker Center is an educational arm of the College and the Community, charged with the mission of providing innovative educational and service programs not ordinarily available in the Kalamazoo area. An Advisory Council made up of College and community leaders guides its operations.

The specific objectives of the Center are to help business and industrial firms and public agencies develop their human resources, serve as the focus of interaction among academicians, business people, citizens at large, and public figures interested in the pursuit of common goals; create an environment that is conducive to the free exchange of information and ideas; make the educational process more cost effective; give the faculty and students of Kalamazoo College an added dimension to their liberal arts perspectives; and provide an opportunity for lifelong learning.

Located in the former President's House at 1327 Academy, some of the Center's current and prospective offerings include a Management Seminars Program, a Small Business Institute, a Non-traditional Students Program, a Business-Academia-Dialogue Program, a Community Issues Program, a Student Intern Program, and a Stryker Club for young executives.
Among the many offerings in the Center for Management Studies and Educational Services, these courses carry credit equivalent to ½ of a unit. Credits are transferrable only in whole units, degree-seeking candidates at Kalamazoo College may credit one unit from the center toward the graduation requirement. Further information and detailed course descriptions are available from the director of the Center.

600. Introduction to Supervision
601. Human Relations and Leadership
602. Fiscal Management
603. Social Responsibility of the Corporation
604. Management Development
For details, consult the Center Staff.

EDUCATION
Mr. Phillips (chairman)
The department of education provides opportunities for students preparing for secondary school teaching careers to meet requirements necessary for certification in Michigan and other states. In an arrangement with Nazareth College in Kalamazoo, students may also pursue elementary certification. Details of this possibility are available in the department office.

Students who expect to teach at the college level or pursue careers in the ministry, business, industry, or social work may elect certain departmental offerings to broaden their understanding of the educational process and develop a coherent and functional philosophy.

Kalamazoo College subscribes to and has for some time implemented The Rules Governing the Certification of Teachers as they pertain to "Equality of Educational Opportunity" in the 1967 certification code adopted by the State Board of Education.

As early as possible in their college careers, students should consult with the department about certification requirements as individual state requirements may vary. The Michigan Secondary Provisional Certificate permits the holder to teach in his major and minor fields in grades seven through twelve for six years. The student may be recommended by the College for this certificate upon successful completion of the requirements listed below.

The Michigan Secondary Provisional Certificate
(1) a teaching major of not less than nine units above the introductory
course in the major.* Kalamazoo College students may be certified for a teaching major in art (twelve units), biology, chemistry, economics, English, French, German, Spanish, history, mathematics, music (twelve units), physics, political science, psychology, sociology, theatre arts and speech.

(2) a teaching minor of at least six units. Kalamazoo College students may be certified for a teaching minor in computer science, physical education, and psychology** as well as in all the major fields listed above.

(3) five units in education including 51, 161, and three units in 198.

(4) two units in psychology selected from 41, 51, 90, or 108.

A student seeking certification must apply formally to the department of education and be recommended by his major and minor departments before entering the secondary teaching internship (198).

The College will not recommend for certification any graduate who has failed to maintain a grade average of C or better in his teaching major and minor. In addition, a graduate must have a C or better in each course required by the State Department for certification, i.e., Education 51, 161, and two of the following, Psychology 41, 51, 108, and Education 90.

The State of Michigan certifies students in a group major and group minor consisting of eleven units and eight units, respectively, made up of a planned sequence of courses in the social sciences, general science, and English-theatre arts. Students particularly interested in this should discuss it with the department of education.

51. Basic Concepts in American Education

Contemporary American educational thought and practice from the perspectives of history, philosophy, and the behavioral sciences; issues and trends related to school organization, curriculum, educational aims, financial support, and the role of professional personnel. Not open to freshmen.

61. Basic Concepts of Music Education (also Music 61)

65. Urban Education

An overview of the realities of teaching children of the poor; discussion of the mores, fears, sensitivities, domestic family structures which are part of the poor community. Prerequisite: 51 or permission of the instructor.

151. Music Education for the Classroom (also Music 151)

*Applies only if a department has an introductory course that does not meet the departmental requirements for the major.

**Students minoring in psychology must have Psychology 51 and five additional units as well as the two units in psychology which are required for certification.
161. Principles of Teaching
Introduction to teaching in the secondary school; the role of the teacher in the contemporary school; instructional planning, strategies, and technology as they relate to the students’ teaching majors and minors. Teacher-pupil relationships, curriculum development and organization, and evaluation of learning; participation in local schools. Prerequisite: 51 (To be elected as close to the teaching internship as possible.)

198. Secondary School Teaching Internship (three units)*
Supervised teaching internship and observation at junior or senior high school level in the field of major; responsibility for instruction; wide participation in the school’s total education program. (Prerequisites: 161 and a course in the psychology sequence. Application to and approval by the department of education and recommendation of major and minor departments.)

HISTORY

Mr. Barclay, Mr. Moritz (chairman), Mr. Pruitt, Mr. Rainsford, Mr. D. Strauss, Mr. Wickstrom

One of the oldest of academic disciplines, history occupies a central position in a liberal arts education. Such education equips an individual to understand and appreciate his world, and to meet its challenges with informed determination. The study of history contributes much to these ends. History maintains that, in an important sense, man and society are the products of their past: therefore an understanding of the past provides the individual with insights necessary to both personal and social development.

These insights result also from the peculiar skills of the discipline. Through an appreciation of the complexities and ambiguities of historical evidence, one becomes aware of the multiple causes of social change. The historian is, then, wary of simple solutions offered by both past and present problems. Moreover, the historian’s view of the successes and failures of the past equips him with an informed opinion concerning potential progress and failure in the future.

Finally, history stands at the core of a liberal arts education since one aim of that education is to integrate the various disciplines. Taking as its subject the whole of man and society in the past, history draws upon all

*Only two units will be counted as SIP credit toward the College distributional requirements; the third credit unit counts only toward Michigan certification requirements.
disciplines to reconstruct that past. The study of history, then, both provides a framework for the study of other disciplines and helps the advanced student integrate his various academic experiences.

**The Major in History**

A minimum of eight units in addition to 198. It is strongly urged that majors begin courses with Western Civilization (1 and 2) in the freshman year, followed by the United States survey (55 and 56) in the sophomore year. Students are strongly urged to take courses in each of the four divisions of the department; Europe before 1500; Europe after 1500; United States; non-Western. Majors must enroll in two seminars; a research seminar in the junior spring or summer and the Philosophy of History seminar (178) in the summer of the junior year.

1,2. **Western Civilization**

Introduction to the historical study of Western European civilization from ancient beginnings to the present, emphasis upon major political, intellectual, and economic developments and ideas through the study of particular problems.

30. **Freshman Seminar**

35. **The City in History** (also Political Science 35)

55,56. **History of the United States**

Growth of the United States from colonial times to the present. Both courses deal with economic, social, and intellectual as well as political developments. *Recommended for those planning to teach.*

73. **Red, White, and Black: Race Relations in the Americas** (see American Studies)

74. **Society and the Individual in Modern America** (see American Studies)

82. **Modern Russia**

Survey of Russian history from Catherine the Great to Brezhnev including topics such as background and nature of the Tsarist system, Russian culture in the nineteenth century, crisis of the Tsarist system, emancipation of the serfs, the revolutionary intelligentsia, Lenin and Bolshevism, revolutions of 1905 and 1917, consolidation of the Soviet Union, Stalin, rise of the Soviet Union to world power, Cold War and beyond.

91. **Greek Civilization**

The Greek experience from Homer to Alexander the Great, emphasis on arts and letters.

92. **Roman Civilization**

The Roman experience from the foundation of the Republic to the empire of Constantine.
101. Medieval History I: The Early Middle Ages
The rise of Christian Europe from 300 to 1100; patristic and early
medieval arts and letters; growth of the Catholic Church and the
German Empire; England before the Norman Conquest.

102. Medieval History II: The Later Middle Ages
Development of modern European kingdoms, especially Eng-
land, France, Germany from 1100-1500; emphasis on constitut-
ional and religious change; arts and letters in the high and later
Middle Ages. Recommended for prelaw majors.

105. Renaissance and Reformation
Examination of the culture of the Italian Renaissance and the
development of the Protestant Reformation; emphasis on the
relationship of these phenomena and their connections with the
later Middle Ages and northern Humanism.

115, 116. History of England and the British Empire
Growth of England and the British Empire from Tudor times to the
present; cultural, economic, and political achievements of Eng-
land; evolution of English constitutional and legal institutions;
British imperial expansion and the development of colonial
self-government. Recommended for prelaw students and En-
glish literature majors.

117. Revolution, Industry, and Imperialism: Europe in the Nineteenth
Century
Europe from 1789 to 1914; the French and Industrial Revolutions,
liberalism, nationalism and national rivalries, socialism and so-
cial reform, imperialism and great power conflicts.

118. Contemporary Europe
Main political, economic, and intellectual developments: im-
perialistic rivalries and the coming of World War I; the Russian
Revolution; the emergence of Fascism and Communism; the
coming of World War II; the reconstruction of European Union;
the Cold War and present tensions.

123. American Diplomacy Since 1898
Examination of the origins and character of the concepts which
have shaped modern American diplomacy, especially the im-
pact of the Monroe Doctrine, Manifest Destiny, and the Open
Door on twentieth century policy; standard and revisionist in-
terpretations of the Spanish-American War, the two World Wars,
and the Cold War.

124. American Intellectual History
Exploration of the major ideas guiding the American experience
from the colonial period to the twentieth century, especially the
impact of Puritanism on the development of a uniquely American approach to social and political organization; sermons, poetry, philosophy, and political theory as sources.

126. History of the Far East
A general study of the history of China and Japan particularly in the modern period; emphasis on the development of cultures and traditions, the coming of Europeans, and the modernization process.

127. Germany and Central Europe in the Nineteenth Century
Evolution of the modern German nation-state; effects of industrialization and nationalism; popular culture and the emergence of antisemitism.

129. History of Germany and Central Europe, 1890-Present
Investigation of topics such as the German Empire under William II; expansionism and the origins of World War I; impact of the conflict upon German society; early years of the Weimar Republic; Hitler and the rise of National Socialism; the Nazi seizure of power; the emergence of two separate German states.

131. Africa Before 1800
Africa south of the Sahara, including the earliest period, medieval empires of western Sudan, Ethiopia, Bantu-speaking Africa, and the Atlantic slave trade.

132. Africa Since 1800
Africa south of the Sahara, including precolonial Islamic revolution in western Sudan, other precolonial African kingdoms and federations, reactions to colonial rule, and emergence of new independent states.

133. French Revolution and Napoleon
France from Louis XIV to Napoleon; emphasis on structure and problems of the ancien régime, origins of the revolution, the revolution itself, and the Napoleonic period.

135. History of France, 1815-Present
The "decline and renewal" of modern France; topics such as post-Napoleonic restoration; Revolution of 1830; Church vs. State; The Third Republic and the politics of scandal; the collapse of 1940; and the Vichy regime; the Fifth Republic and deGaulle.

RESEARCH SEMINARS
The following courses are designed to provide training in the critical methods of historical research. Included are introductions to bibliography and historiography and supervision in an individual research
project leading to the writing of a paper.

171. Seminar in Twentieth Century British History  
Prerequisites: 115, 116, or permission of the instructor.

173. Seminar in Medieval History  
Prerequisite: 102 or permission of instructor.

175. Seminar in United States History  
Prerequisite: Two units of United States history.

178. Junior Seminar: Philosophy of History  
Approaches to historical knowledge. Required of all junior history majors.

193. Individualized Study

198. Senior Individualized Project

POLITICAL SCIENCE

Mr. Chen, Mr. Flesche (chairman), Mr. Greenberg, Mr. Presler

Believing in the contribution of the study of politics to a liberal arts education, this department approaches political science as an integrated discipline. Its purposes are threefold: to provide basic instruction in political behavior, theory, and institutions; to offer a thorough grounding for study in graduate and professional schools (political science forms a key part of the prelaw program); and to prepare individuals for public or government service at the local, state, national, or international level. In assisting students to understand both the methods and substantive issues of the subject, the department combines its broad range of courses, seminars, and individualized work with practical experience in government, public service, and legal institutions.

The Major in Political Science

A political science major consists of at least eight units of political science credit. The required courses are 53 and 165. Strongly recommended are 57, 185, and at least one course from each of the five subfields of the discipline.

AMERICAN GOVERNMENT AND POLITICS

53. Policy Formation in American Government  
Introduction to the structure and functioning of the national government; introductory analysis of the processes of policy formation, the relationship of the state and the individual, and the degree and nature of popular control.
54. **Urban Government**
Structure and functioning of state and local governments; problems of metropolitan areas and problems of relationships in the federal system; readings and discussion combined with clinical and research work.

57. **Politics, Parties, and Public Opinion**
Analysis of the process of public decision making with reference to the nature and role of interest groups, political parties, and their relationship to other forces and factors that form public opinion. *Prerequisite:* 53 or permission of instructor.

58. **American Federalism**
History and operation of the American federal structure, studied both as a constitutional method of regulating political conflict and allocating resources and as an enduring theory of government; examination of social and policy implications of the movement for greater decentralization and local control, discussion of regional and metropolitan agencies, problems of intergovernmental conflict. *Prerequisite:* 53 or permission of instructor.

59. **President and Congress**
Study of the historical development of the current power relationship between the U.S. President and the Congress; exploration of possible future directions of this relationship. *Prerequisite:* 53 or permission of instructor.

62. **Urban Economics (see PPS)**

66. **Bureaucracy and Freedom: Introduction to Complex Organizations (see PPS)**

100. **National Policy Analysis (see PPS)**

155. **Political Sociology (also Sociology 155)**

**COMPARATIVE POLITICS**

35. **The City in History (also History 35)**
Study of the city, including such topics as urban center development, the impact of industrialization on population movements, ramifications of urban living.

43. **Food, Energy, and Population (see PPS)**

52. **Ghandi and Modern India**
Examination of modern Indian politics and society through historical and cultural perspective; emphasis on the Ghandian idiom as a mode of regulating conflict, as an alternative direction for modern India, as a way of addressing issues of human subjection, domination, and equality, and as an example of the
complex relationships of religion and politics in southeast Asia.

55. **Comparative Political Institutions: Major Powers of Western Europe**

Systematic study for understanding of the political systems, institutions, and practices of major foreign powers of Western Europe (Great Britain, France, West Germany); cultivation of ability to analyze and compare these practices.

56. **Politics of the Soviet Union**

Soviet political development since the Bolshevik Revolution, emphasizing the recent period; the party, state, policy groups, dissenters; current problems and prospects.

70. **Rise of Chinese Communism**

A "case study" of the last stages of the modernization process which developing countries experience in their drive to "westernize"; the downfall the Chinese Nationalist Regime and the rise of the Communist Party, with particular emphasis on policies and politics of the Peoples' Republic of China as they are known to the Western World. **Prerequisite:** Sophomore, junior, senior standing or permission of the instructor.

82. **Society and Public Policy in Western Europe and America (see PPS)**

125. **The Politics of Industrialization**

Issues and problems involved in the process of industrializing the newly independent and/or developing countries. **Prerequisites:** 65, Economics 44, or permission of the instructor.

130. **Political Development in New Nations: Africa**

Detailed examination of the politics of selected states in Africa in light of theories of political development; special emphasis on the interaction of colonial and precolonial institutions in the shaping of contemporary politics.

150. **Politics of East Asia**

Detailed analysis of the problems confronting all nations that are located in or have interest in Asia. **Prerequisite:** 65 or permission of the instructor.

**POLITICAL THEORY**

74. **Political Representation: History, Theory, Practice**

Modern political representation in theoretical and historical perspective, approached through comparing theories of major political thinkers and through studying nineteenth and twentieth century developments affecting representation, such as the extension of the franchise, the emergence of parties, and changing concepts of citizenship; discussion of contemporary issues in representational theory, such as centralized bureaucracy,
private power, and movements for direct participatory democracy.

75. **Great Issues of Political Thought**
   An historical introduction to political theory from early Greece to present time; the origin and nature of the state, purpose of the state, the location and nature of political sovereignty, individual rights.

76. **Communism, Fascism, and Democracy**
   Leading political ideas in the nineteenth and twentieth centuries, with special reference to liberalism, Marxism, and fascism.

**PUBLIC LAW AND ADMINISTRATION**

41. **Introduction to Public Policy Analysis (see PPS)**

81. **Public Finance (see PPS)**

101. **Constitutional Law**
   Development of the American Constitution and of the role of the Supreme Court in the processes of American democracy.

102. **Civil Liberties**
   Individual liberties as they are defined by the Supreme Court today, development of the court's point of view in such areas as freedom of speech, subversion and disloyalty, religious freedoms and church-state separation, equal protection of the laws; impact of the court's present position on other problems of democratic government; role of the Supreme Court in our political system.

105. **Public Administration (see PPS)**

**INTERNATIONAL RELATIONS**

61. **Soviet Foreign Policy**
   Historical and analytical examination of the foreign policy of the Soviet Union, tracing its development from the foundation of the state, including the role of ideology, the wartime alliance, the Sino-Soviet conflict, detente, and the effect of growing international dependence.

65. **The United States in World Affairs: An Introduction**
   Basic tenets of American foreign policy; the process of foreign policy making; determinants of the present role of the United States.

112. **Principles of International Politics: An Introduction**
   Basic factors governing the conduct of states in the international arena; outstanding theories of international relations; problems
of war and peace in an increasingly dangerous, interdependent world.

124. International Law and Organization
International law, global international organization, and regional international organization as three forms of international problem-solving; emphasis on international law, the United Nations, and European Community through study of their theoretical foundations, political realities, and future prospects. Prerequisite: One from 55, 65, 112, 186, or permission of the instructor.

SEMINARS AND RESEARCH

30. Freshman Seminar

165. Contemporary Behavior Theory and Methodology
Analysis of major premises and theoretical frameworks underlying current political science research; focus on "models" representing national systems and suggested international "models." Prerequisite: Senior standing and permission of the instructor.

185. Seminar in Political Science
Analysis from political science perspectives of selected issues useful for illuminating methodological problems, for bringing into focus prior experiences in political science, and for understanding important questions of national and international scope. Prerequisites: Senior standing and permission of the instructor.

186. Seminar in International Politics

193. Individualized Study

194. Group Studies

198. Senior Individualized Project

PSYCHOLOGY

Mr. Grossman, Mr. Jacobs, (chairman) Mr. Supnick (on leave 1980-81), Mr. Van Liere, Ms. Vogel

Psychology, broadly defined, is the study of behavior and, in humans, includes the study of experience. It is a diverse field with important connections to biology, education, philosophy, and sociology. Increasingly, psychologists may be found in business, industry, education, government, and medicine, as well as in the more traditional areas of psychological research and mental health.
Given its diversity and connections to other disciplines, psychology is a reasonable choice of major for a student seeking a broad, liberal undergraduate education. Psychology is also a practical major for those seeking careers in fields where techniques and skills for interacting with and understanding other people are important. It is often the case that such students go on to professional study in fields other than psychology. Finally, students majoring in psychology may choose to become professional psychologists, to pursue careers as scientists, clinicians, or as practitioners in applied disciplines such as industrial or educational psychology. Such careers generally require at least the master's and, usually, the doctoral degree.

The Major in Psychology
The major in psychology consists of a minimum of eight units plus a psychology SIP or the approved equivalent. General Psychology (51) is required, as are at least three units from the Upper-Level Core, including either Experimental Methods (130) or Methods of Assessment (133), or both. Experimental Methods (130) and Applied Statistics (Math 4 or Math 45 or Math 4 and 5) are strongly recommended for those planning graduate study in psychology.

Psychology requirements for teacher certification are described in the department of education's section of this catalog.

COURSES FOR MAJORS AND NON-MAJORS
30. Freshman Seminar (not for major credit)
41. Developmental Psychology (for teacher certification and non-majors)
   Development from infancy through adolescence, consideration of the processes underlying change in social, intellectual, and emotional behavior.
51. General Psychology
   Survey of major theories, methods, and findings related to understanding behavior and experience. The course uses the case-study approach to examine a wide variety of topics such as learning, memory, perception, personality, and psychotherapy. The role of the central nervous system in normal and abnormal behaviors is emphasized. Prerequisite for all 100-level courses.
52. Physiological Psychology (also Biology 52)
   Structure and function of the central nervous system and associated sensory and motor units; their application to the explanation and understanding of behavior. Prerequisite: 51 or Biology 20 or equivalent.
70. **Industrial and Organizational Psychology**  
Introduction to and survey of topics from the areas of personnel psychology, organizational psychology, and engineering psychology; emphasis on theory, research findings, and laboratory experiences. *Prerequisite: 51 or junior standing social sciences major or permission.*

90. **Educational Psychology**  
Survey of selected facts and principles of human learning, communication, and social interaction, with emphasis on their application to classrooms and other teaching-learning situations.

145. **Topics in Developmental Psychology**  
Examination of a selected topic in developmental psychology—adolescence, adulthood and aging, socialization of sex differences, problems of development. *Prerequisite: 51 or junior standing.*

**LOWER-LEVEL CORE**

Open to all students with Psychology 51, including freshmen.

102. **Social Psychology**  
Survey of some contemporary topics in social psychology, including attitudes, communication, attraction, prejudice, aggression, conformity and person perception, methods, findings, and applications of the discipline are emphasized. *Alternative prerequisite: Sociology-Anthropology 50.*

103. **Motivation**  
Survey of theories of motivation, data on which theories are based, experiments and real life situations from which these data arise, focus on some aspect of the direction, vigor, and persistence of behavior.

105. **Perception**  
Phenomena of perception, their development and differentiation, experimental approach and theoretical bases.

108. **Learning**  
Examination of ways in which behavior changes as a result of experience in laboratory and natural settings; theoretical attempts to account for these behavioral changes.

141. **Developmental Psychology**  
Development from infancy through adolescence, consideration of the processes underlying change in social, intellectual and emotional behavior.
142. Abnormal Psychology
Pathological, regressive behavior patterns and symptoms with focus upon the origin, nature, and methods of treatment of abnormal behavior; experimentation designed to validate theoretical concepts. Recommended for sophomores.

160. Behavior Theory Practicum
Basic principles of behavior theory; behavioral modification procedures produced by these principles in familial, educational, clinical, and social settings. Prerequisite: 51 and permission of the instructor.

161. Ethology (also Biology 161)
Alternate prerequisite: Biology 10.

164. Child Development Practicum
Observation of young children coordinated with examination of theories and issues in child development. For students intending careers in child development or related areas. Prerequisites: 51 or 41.

171. Culture and Personality (also Anthropology 171)

UPPER-LEVEL CORE
Three courses from the Upper-Level Core are required for the major including 130 or 133, or both. Prerequisites to the Upper-Level Core are three courses in Psychology, including Psychology 51.

104. Humanistic Psychology
Consideration of alternatives to behavioristic and psychoanalytic approaches; examination of humanistic and nonhumanistic approaches and implications of the differences between them.

110. Theories of Personality
Survey of contemporary theories of personality and related research. Not recommended for sophomores.

120. Language and Thought
Development of cognitive processes; theories of knowledge acquisition, concept formation, intellectual functioning, and creativity.

122. Advanced Child Development
Examination of theories and issues of child development. For students intending graduate study in related fields. Prerequisites: 141 or 41. Not recommended for sophomores.

130. Experimental Methods
Laboratory emphasizing problems of experimental design and data collection; reporting of experimental findings; application
of statistical techniques. Prerequisites: 51, Math 4 or 45 or permission of instructor.

133. Methods of Assessment
Overview of theoretical and practical aspects of the assessment and prediction of human behavior; achievement, intelligence, personality, attitudes, and interests. Recommended prerequisite: 142 or 122.

151. History and Systems of Psychology
Historical development of psychological concepts; discussion of historical systematic approaches and contemporary miniature systems. Recommended for students intending graduate study in psychology.

165. Mental Health Practicum
Concepts of mental health and illness examined in the context of professionals and institutions in the community; academic and field work combined to gain critical understanding of the problems in this area. Prerequisite: Permission of instructor.

193. Individualized Study
198. Senior Individualized Project

SOCIOLGY AND ANTHROPOLOGY

Ms. Arnold (chairperson), Mr. Bradfield, Mr. Cummings, Mr. Means, Mr. Stauffer

In approaching the complementary fields of sociology and anthropology, this department stresses both theoretical understanding and observation of social institutions and processes, frequently including practical assessment in community situations of theories analyzed in class. Such learning helps students understand the human condition, the various societies in which it operates, and the cultural traditions which form and reform it. It also improves the student's concept of a citizen's rights and responsibilities in a changing world. Knowledge gained from advanced courses provides preparation for graduate study in sociology and anthropology and such related fields as social work, journalism, law, city planning, or for careers in government, personnel, teaching, or programs in developing countries.

The Major in Sociology
A minimum of nine units in sociology in addition to the Senior Individualized Project. Required are 50, 52, 145 and 185, and a minimum of five other courses from the list of courses in sociology, including two above the 100 level. No more than two courses may be Public Policy or American Studies courses.
The Major in Anthropology

A minimum of nine units in anthropology in addition to the Senior Individualized Project. Required are 50, 52, 58, 145, 185 and a minimum of four other courses from the list of courses in anthropology, including two above the 100 level.

The Major in Anthropology and Sociology

A minimum of eleven units. Required are 50, 52, 145, 185 and seven other courses within the department. At least two of these seven must be taken in sociology, at least two in anthropology, and at least five of the seven must be above the 100 level. No more than two of the seven may be Public Policy or American Studies courses. Anthropology 58 is strongly recommended.

SOCIOLOGY

BASIC COURSES

30. Freshman Seminar

50. Human Societies (also Anthropology 50)
   The study of the major types of human societies, integrating basic concepts of sociology and cultural anthropology with research findings from both disciplines in a wide range of cultural settings. Prerequisite for all advanced sociology/anthropology courses except those crosslisted in other departments. Alternative prerequisite for crosslisted courses unless otherwise specified.

52. Methods of Social Research (also Anthropology 52)
   Field exercises in participant-observation, in-depth interviewing, and survey analysis; introduction to disciplined information-gathering and interpretation.

57. Social Problems
   The impact of economic systems and class structure upon interpersonal relationships, the family, mental health, and aging; studies of deviant behavior; inequality; conflicting theories of how to respond to ecological crisis.

ADVANCED COURSES

40. Women in Cross-Cultural Perspective (also Anthropology 40)
41. Introduction to Public Policy Analysis (see PPS)
43. Food, Energy, and Population (see PPS)
59. Medicine and Society (also Anthropology 59)
   A cross-cultural analysis of the relationship of society to health and the disease process through the examination of the evolu-
tion of knowledge about disease; of the ways different societies, ethnic groups, and social classes view disease; and of alternative national health care systems.

62. **Urban Economics and Policy Analysis** (see PPS)
66. **Bureaucracy and Freedom: Introduction to Complex Organizations** (see PPS)
74. **Society and the Individual in Modern America** (see American Studies)
81. **Public Finance** (see PPS)
82. **Society and the Public Policy in Western Europe and America** (see PPS)
100. **National Policy Analysis** (see PPS)
102. **Social Psychology** (also Psychology 102)  
Survey of topics and methods of social psychology, including attitudes, person perception, socialization, group processes, behavior in institutional settings; application of theoretical constructs and research findings to social problems.

105. **Public Administration** (see PPS)
112. **The Family** (also Anthropology 112)
113. **Urban Sociology**  
Principles of vital neighborhoods; historical development of crises in our central cities and divergent strategies for meeting them; suburbs in Sweden and the United States compared; field trips to Detroit and Chicago; field work.

118. **Crime and Society**  
Theories of crime causation, punishment, correction; problems of relative justice in American society.

119. **Criminal Justice Systems**  
Study of police, courts, and corrections in the United States as viewed by criminologists; research encouraged on topics of current interest. **Prerequisite:** 118.

145. **Modern Social Thought** (also Anthropology 145)  
The emergence of social theory in the nineteenth and early twentieth centuries; focus on Marx, Weber, Durkheim and other representative social theorists.

151. **Sociology of Religion** (also Religion 151)  
Social and social-psychological processes and consequences which stem from individuals' attempts to lend meaning and coherence to their personal and collective existence; special focus on civil religion in America and on contemporary religious cults.
155. **Political Sociology (also Political Science 155)**
Major theories and studies concerning the relationship between politics and society; emphasis on comparative and historical materials.

163. **Class, Status, and Power**
Distribution of, and opportunities for, power and privilege in relation to social class; consideration of parental background, education, race, and sex as they affect life chances; the importance of ideologies in stratification systems; and life-style and political consequences of stratification systems.

180. **Social Theory and Social Research (also Anthropology 180)**
This advanced majors course will help students systematically use theory in research and aid in planning SIPs. It will develop skills in the perception of alternative interpretations of social reality and in the formation and testing of hypotheses.

185. **Senior Seminar: Modern Social Theory and Issues (also Anthropology 185)**
Current theoretical issues and debates in sociology and anthropology and their substantive applications.

193. **Individualized Study**
198. **Senior Individualized Project**

**ANTHROPOLOGY**

**BASIC COURSES**

50. **Human Societies (also Sociology 50)**

52. **Methods of Social Research (also Sociology 50)**

55. **Society and Culture In Contemporary America and Western Europe (also Sociology 55)**

58. **Archaeology**
A survey of human prehistory in Europe, Africa, Asia, and the New World from the earliest hominid cultures to the advanced agricultural centers; emphasis on archaeological methods and inferences.

**ADVANCED COURSES**

40. **Women in Cross-Cultural Perspective (also Sociology 40)**
An analysis of the role of women in "traditional" and "modern" societies, with emphasis on the impact of the degree of women's autonomy and influence on different family models, kinship systems, and economic patterns. Prerequisite: Sophomore standing or above.
59. Medicine and Society (see Sociology 59)

112. The Family (also Sociology 112)
Contemporary family institutions in cross-cultural and historical perspectives. Consideration of structural and interactional problems in nuclear and extended families, and of emerging family alternatives.

145. Modern Social Thought (also Sociology 145)

162. Social Change in the Third World
Special emphasis on recent literature about world systems theory linking third world development, and on the practical problems involved in change and development.

165. Cultural Ecology of South America
Ethnological survey of native and modern populations of South America with theoretical emphasis on ecological and cultural adaptation.

166. Ethnology of Africa
Ethnological survey of major ethnic groups south of the Sahara with emphasis on the culture change process in various areas.

169. American Indians
Ethnological survey of various groups with reference to social institutions, behavior, and environmental possibilities.

171. Culture and Personality (also Psychology 171)
Cross-cultural comparisons of contrasting theories of the determinants of personality and the interrelationships between the cultural prescriptions and individual behavior.

173. Peoples of Mexico and U.S. Hispanics
Settlement and early cultures of the area with emphasis on the rise of major culture centers as seen through archaeological and ethnohistoric sources; the impact of European civilization, surviving Indians, and the current peasant and urban peoples.

176. Peasant Cultures of the World and Revolutionary Change
Emphasis on agriculture, population, modernization, and revolutionary change in peasant cultures of Europe, Africa, Latin America, and Asia. Prerequisites: 50 and 52.

180. Social Theory and Social Research (also Sociology 180)

185. Senior Seminar: Modern Social Theory and Issues (also Sociology 185)

193. Individualized Study

198. Senior Individualized Project
CONCENTRATION IN AMERICAN STUDIES

Mr. D. Strauss, director

The concentration in American Studies offers an interdisciplinary approach to the study of American culture. Concentrators will major in English, history, political science, anthropology/sociology, economics, music, art, philosophy, or religion. In addition, they will sample offerings concerned with the American experience from at least two other departments as well as take the introductory courses in American Studies. Each participant will write a Senior Individualized Project which applies disciplinary skills mastered in the course of study.

Students in American Studies will normally take the following courses:

A. Interdisciplinary component
   1. American Studies 73: Red, White, and Black; Race Relations in the Americas.
   2. American Studies 74: Society and the Individual in Modern America

B. Institutional component: Three courses dealing with American institutions from the departments of political science, economics, or sociology and anthropology.

C. History, literature, and the arts: any two of the following four sequences.
   1. History 55, 56: U.S. History
   2. English 57 or 70 and 136: American Literature

(Students with special interests can substitute relevant courses from other departments in consultation with the director.)

This program will prepare students for graduate work in American studies or one of the component majors, and will offer useful background for those planning careers in foreign service, law, or secondary school teaching.

Students interested in American studies should consult the director as early in their undergraduate careers as possible; he will assist them in planning a program consistent with their needs and interests.

73. Red, White, and Black: Race Relations in the Americas (also History 73)

Examination of the treatment of blacks, Indians and immigrants in both the United States and Brazil; similarities and differences in race relations explained in terms of ideologies and social
structures of the two countries.

74. Society and the Individual in Modern America (also History 74 and Sociology 74)
Exploration of the nature of twentieth-century American values and institutions, particularly as these reflect and shape the theme of individualism. Systematic comparison of the United States with a European society to determine what is uniquely American. Special attention to novels and films which offer critical commentary on modern culture.

CONCENTRATION IN PUBLIC POLICY STUDIES
Mr. Presler, Mr. Stauffer, directors
The Public Policy Studies (PPS) program enables students to broaden and integrate their work in the social sciences. PPS courses are interdisciplinary, focusing on the economic, political, and sociological dimensions of the creation and implementation of government policies and programs. While not a preprofessional program per se, the PPS program would well serve students considering graduate studies in public policy or administration, law, journalism, community organization, or other areas related to careers in public service.

PPS courses are cross-listed in economics, political science, and sociology. Up to two PPS courses may count toward the minimal requirements for the major in these disciplines provided that (1) all course and area requirements in the major are met and (2) no other interdisciplinary courses are counted toward the minimum major requirements. PPS courses and the PPS concentration are open to students majoring in any discipline at the College, and PPS courses may count as social science distributional credits.

Each student who decides to have a concentration in Public Policy Studies should register that interest with one of the directors of the program. Completion of the concentration will be indicated on the student’s final transcript.

Requirements for the Concentration in Public Policy Studies
A total of six courses, including (1) 41; (2) at least two courses from 62, 82, 100; (3) at least two courses from 43, 66, 81, 105; and (4) either Philosophy 55 or Philosophy 112.

Comments on Requirements
a. While all concentrators will be encouraged to begin with PPS 41, this will not be a formal prerequisite for other courses.
b. Students are strongly encouraged to take an introductory social science course (Political Science 53, Sociology and Anthropology 50, Economics 44) before enrolling in PPS courses. PPS 62 and 81
have as a formal prerequisite Economics 44.
c. Some statistics (Math 4-5 or Economics 61) are strongly recommended to PPS concentrators.

41. **Introduction to Public Policy Analysis**
   Exploration of the roots and various interpretations of current political crises, focusing on the relationships between private (personal/economic) problems and public (governmental/social movement) responses. Topics include feminism, inflation, health care and energy.

43. **Food, Energy, and Population**
   Analysis of world population trends and policies in relation to present and future food and energy production.

62. **Urban Economics and Policy Analysis**
   Introduction to urban economics with special attention given to policy making in the urban setting: an overview of the interrelationships among urban poverty, pollution, housing conditions, financial resources of the municipality, and other public services. **Prerequisite: Economics 44.**

66. **Bureaucracy and Freedom: Introduction to Complex Organizations**
   Analysis of human behavior in complex organizations; the conditions for democracy vs. authoritarianism; cooperation and conflict; "total" institutions; proposals for deinstitutionalizing society.

81. **Public Finance and Fiscal Policy**
   Theory and economic effects of government spending and taxation are examined in an evaluation of past and probable future success in meeting economic and social goals of a modern economy. Special emphasis on priorities reflected in the federal budget of the United States government. **Prerequisite: Economics 44.**

82. **Society and Public Policy in Western Europe and America**
   Study of contemporary society, culture, and politics in France, England, Sweden, and the United States; a comparative examination of current public issues and policies in these countries.

100. **National Policy Analysis**
   An examination of the political, economic, and social considerations which give shape to government policy at the national level in the United States; special analysis of the values and politics reflected in social welfare programs.

105. **Public Administration**
   Problems and processes of public administration in the modern democratic state; theories of administrative behavior and prob-
lems of democratic control of administrative hierarchies.

**CONCENTRATION IN INTERNATIONAL COMMERCE**

*Mr. Strobel, director; Mr. Barclay, associate director*

The sharp increase in international trade and finance between the United States and its trading partners plus Kalamazoo College's tradition of foreign study and foreign language proficiency has led to the establishment of the Concentration in International Commerce. Open to every student whether or not his/her major is in economics, completion of the prescribed program will be recorded on the student's official transcript by the Registrar certifying that the student has completed the "Concentration in International Commerce" in addition to his or her major.

American manufacturers, financial institutions, and the federal government have increased their planning and staffing in the areas of international trade and commerce. Graduate schools, particularly those offering the MBA, are also expanding their international course and program offerings. Particularly valuable to the employer and graduate school alike should be well-educated graduates with demonstrated abilities in foreign languages, economics, and finance, who in addition have been broadened by foreign travel and the study of foreign politics, history and sociology. Thus the Concentration in International Commerce aims to offer the Kalamazoo College graduate a wider range of options by enhancing the value of the liberal arts degree in today's changing world.

**Requirements for the Concentration in International Commerce**

The concentration can be achieved by the student completing five courses in economics, attaining a conversational ability in a foreign language, and completing one social science elective course which emphasizes international study. Additionally, the student must participate in the Foreign Study program and complete a Senior Individualized Project (SIP) which is internationally oriented.

Courses to meet the economics requirement will normally be:

- Economics 44, Contemporary Economics
- Economics 45, Basic Theory
- Economics 80, Money and Banking
- Economics 95, International Economics
- Economics 186, Seminar in International Commerce

The language requirement would normally be a conversational ability in French, German, or Spanish. Fluency in other foreign languages when appropriately coordinated with the student's program would, however, qualify. The language chosen should coordinate with the...
student's country of foreign study.

The foreign study requirement can be accomplished either during the spring of the sophomore year or the fall and winter terms of the junior year. The SIP and internationally-oriented social science course should also be coordinated with the student's major country of interest. A large number of social science courses are offered which meet this requirement.
PHYSICAL EDUCATION

Distributional Requirements for Physical Education
A non-credit course in physical education each quarter in residence until the requirement of six quarters with passing grades is completed.
PHYSICAL EDUCATION

Mr. Acker, Mr. Anderson (chairman), Mr. Baker, Mr. Kent, Ms. Loveless, Ms. Maurer, Mr. Steffen, Mr. W. Thomas

Important to a truly liberal education is the opportunity to maintain a physically healthy existence as well as a vigorous intellectual one. Kalamazoo College offers an extensive program in physical education, with a range of activities that nourishes both the development of athletic skills and an enthusiasm for a healthful and active recreational life during and after the college years. Within the program are provisions for instruction for credit, designed for students to maintain or improve their physical fitness and to obtain skills in various activities; elected preparation in teaching physical education and coaching at the secondary level; competition and recreation in intramural sports; and competition in intercollegiate athletics for those students with a high degree of skill in their particular sport.

Professional Courses

Professional courses in physical education are open to students preparing to teach physical education and/or to coach at the secondary level and to those interested in certain courses directly or indirectly related to their major fields. A minor is offered.

The Physical Education Coaching Minor

Six units in course work. Required are 173, 176, at least three from the 165 series, and one additional course from the department’s offering.

The Physical Education Teaching Minor

Six units of course work. Required are 106, one unit of 103, 176, Biology 52 or 102, and one additional course from the department’s offerings.

103. Physical Education Activities

Three quarters of activity beyond the College requirement, one-third unit per activity upon completion of assigned reading and compilation of a notebook. (Fall, winter, spring, summer)

106. Fundamental Motor Patterns

Study of fundamental motor patterns: how they develop, how they are modified, how they form the basis for more complex skills; motor development as a prerequisite for acquiring basic skills.

165. Techniques of Coaching*

A and B, Football and Track
C and D, Baseball and Basketball
E and F, Tennis and Wrestling

* A student may elect to take only one-half of the sequence in each course.
G and H, Swimming and Golf
I and J, Volleyball and Field Hockey

173. **Care and Treatment of Injuries**
Techniques in the prevention and care of athletic injuries; first aid.

176. **Theory of Training and Conditioning**
Study of the physiological aspects of training and conditioning such as circulatory and respiratory adjustments to exercise; environmental aspects of training and conditioning including metabolism, nutrition, drugs, strength and endurance training.

193. **Individualized Study**

**ACTIVITY PROGRAM**

The activity requirement for graduation is six credits. The requirement may be met by electing and completing six activities selected from activity classes, intercollegiate sports, Foreign Study experience, Land/Sea, and contractual arrangements subject to the following conditions and restrictions.

1. If a complete or partial restriction is indicated on the student's medical form, a reduced program will be developed by an advisor in the department.
2. For meeting the requirement, a student may use two, but not more than two credits earned for activity taken on a contractual basis.
3. A student is urged to complete the requirement over a period of six quarters.
4. Because proficiency in an activity is desirable, a student is permitted to repeat an activity if approval is obtained in advance from the department.
5. One quarter credit for physical education may be granted for each six (6) months of military service provided the length of service is one year.
6. Information outlining requirements for transfer students is available in the department office or from the registrar.

The requirement may be waived or partially waved if a student can demonstrate a high level of physical fitness, skill, and knowledge, and is consistently active in intercollegiate and/or intramural activities. *The request must be made before the first term of the junior year.*

Students participate in physical education, as they do in other activities, at their own risk. The College is not responsible for injuries that occur in physical education classes, intramurals, and activity taken on a contractual basis.

Activity courses are Soccer, Basketball, Volleyball, Field Hockey, Lacrosse, Tennis, Golf (fee), Gymnastics, Fly and Bait Casting, Bad-
minton, Fencing, Bowling (fee), Archery, Riding (fee), Ballet, Dance (modern, jazz, and folk), Cross Country and Downhill Skiing, Bicycling, Judo, Yoga, and a wide range of Swimming courses including Scuba and Skin Diving.

In some activities students must furnish their own equipment, and several courses require a small fee.

The following intercollegiate sports are available for men—football, baseball, cross-country, basketball, wrestling, track, golf, tennis, soccer, and swimming; for women—basketball, field hockey, archery, tennis, volleyball, track, and swimming.

98C. Foreign Study Experience

Activities, especially those indigenous to the Foreign Study country. The director of the Foreign Study will validate the experience and make credit recommendations to the department.

99C. Miscellaneous Activity

Activities directed by members of the physical education staff, but taught by instructors who are not staff members.

00C. Contractual Arrangement

Activities not offered by the department, taken by permission on either an individual or group basis. To receive credit, a student must (1) obtain advance approval of the physical education department, (2) sign a waiver releasing Kalamazoo College from any liability resulting from injury, (3) complete a contractual arrangement form obtained from the chairman of the department, and (4) fulfill the agreement of the contract.
APPENDIX

College Calendar
Major College Buildings
Constituent Groups
Board of Trustees
Faculty
Administrative Officers
Index
# COLLEGE CALENDAR

## FALL 1980-81 / 1981-82 (tentative)

<table>
<thead>
<tr>
<th>Event</th>
<th>1980-81</th>
<th>1981-82</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Freshman Program</td>
<td>Sept. 21</td>
<td>Sept. 19</td>
</tr>
<tr>
<td>First Day of Classes</td>
<td>Sept. 29</td>
<td>Sept. 28</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>Nov. 27-30</td>
<td>Nov. 26-29</td>
</tr>
<tr>
<td>Term Ends</td>
<td>Dec. 11</td>
<td>Dec. 10</td>
</tr>
<tr>
<td>Christmas Vacation</td>
<td>3 weeks</td>
<td>3 weeks</td>
</tr>
</tbody>
</table>

## WINTER

<table>
<thead>
<tr>
<th>Event</th>
<th>1980-81</th>
<th>1981-82</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Classes</td>
<td>Jan. 5</td>
<td>Jan. 4</td>
</tr>
<tr>
<td>Winter Holiday (No classes)</td>
<td>Feb. 9</td>
<td>Feb. 8</td>
</tr>
<tr>
<td>Term Ends</td>
<td>March 19</td>
<td>March 18</td>
</tr>
<tr>
<td>Spring Vacation</td>
<td>1 week</td>
<td>1 week</td>
</tr>
</tbody>
</table>

## SPRING

<table>
<thead>
<tr>
<th>Event</th>
<th>1980-81</th>
<th>1981-82</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Classes</td>
<td>March 30</td>
<td>March 29</td>
</tr>
<tr>
<td>Term Ends</td>
<td>June 11</td>
<td>June 10</td>
</tr>
<tr>
<td>Commencement</td>
<td>June 13</td>
<td>June 12</td>
</tr>
<tr>
<td>Summer Vacation</td>
<td>1 week</td>
<td>1 week</td>
</tr>
</tbody>
</table>

## SUMMER

<table>
<thead>
<tr>
<th>Event</th>
<th>1980-81</th>
<th>1981-82</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Classes</td>
<td>June 22</td>
<td>June 21</td>
</tr>
<tr>
<td>Term Ends</td>
<td>Sept. 3</td>
<td>Sept. 2</td>
</tr>
<tr>
<td>Fall Vacation</td>
<td>2 weeks</td>
<td>2 weeks</td>
</tr>
</tbody>
</table>

In addition to these vacation dates, the College will not be in session on Memorial Day, Fourth of July (celebrated Friday, July 3, 1981), Labor Day, or Good Friday afternoon. Make-up days for classes missed because of holidays will be scheduled by the Registrar as needed.

**Note:** At the end of each quarter, all students are expected to move from the residence halls within twenty-four hours following their last examination. This ruling does not apply, however, to those required to remain by the nature of their campus employment or to those participating in Commencement events at the close of the spring term.
MAJOR COLLEGE BUILDINGS

Angell Field (1946) occupies land purchased by the Kalamazoo Foundation, the W. E. Upjohn Estate, the Sutherland Paper Company, the Kalamazoo Stove Company, The Upjohn Company, and Charles B. Hays. The football stadium and press box, lights for night contests, and a quarter-mile track were provided by Mr. and Mrs. William R. Angell in memory of their son, Chester M. Angell.

Calder Fieldhouse (1958) was named for the donor, Louis Calder, and enlarged in 1966. It provides dressing rooms, storage, and modern facilities for physical therapy.

College Gymnasium, scheduled for completion in 1981, will include modern facilities for all indoor sports and will make the Kalamazoo College physical education facilities one of the finest for a liberal arts college. Adjoining the building will be indoor tennis courts.

Crissey Hall (1967) was the gift of O. T. (class of 1899) and W. R. Crissey in memory of their mother, Mrs. Maria Jane Williams Crissey. Patterned after Severn Hall, the residence houses 121 students.

DeWaters Hall (1964) honors Mrs. Sarah A. DeWaters (class of 1900) and accommodates 111 students.

Dewing Hall (1968), honoring Mrs. Winifred Dewing Wallace, houses ten classrooms, nine seminar rooms, faculty offices, the computer center, and the language and psychology laboratories.

Harmon Hall (1947), honoring Dr. Claude M. Harmon, trustee of the College, accommodates 122 students and houses the College Health Service.

Hoben Hall (1937), the gift of Dr. and Mrs. Enos A. DeWaters (classes of 1899 and 1900 respectively), has accommodations for 122 students.

Humphrey House, acquired in 1960, serves as a faculty office building.

Light Fine Arts Building (1964), has complete facilities for the art, music, and theatre arts and speech departments. Named
in honor of Dr. S. Rudolph Light and his sons, Dr. Richard U. Light and Dr. Rudolph A. Light, the building includes several classrooms, rehearsal rooms, teaching studios, art studio laboratories, a fine arts library, exhibition and seminar rooms, a 150-capacity recital hall, and a pipe organ. It also houses Dalton Theatre (1964), a 400-seat open stage theatre named in honor of an alumna and trustee, Mrs. Dorothy Upjohn Dalton, and The Playhouse (1977), the first theatre in Michigan built for a thrust stage. The 300-seat Playhouse incorporates the best features of the traditional thrust stage—multiple entrances for actors, a large trap room, ample backstage space with a mechanized fly system, and a three-tiered stage—with the latest in technical facilities, including a computerized dimmer board and a four-channel sound system. Beneath this theatre are a fully equipped costume shop, makeup and dressing rooms, rehearsal room, green room, and offices.

L. Lee Stryker Center. Formerly the President’s House, this building was remodeled in 1978 to accommodate the L. Lee Stryker Center for Management Studies and Educational Services. The Stryker Center was established through a gift from Dr. and Mrs. Homer H. Stryker in memory of their son, L. Lee Stryker, Kalamazoo business and civic leader.

MacKenzie Field (1958), used for intramural sports, was developed from funds given by Mr. and Mrs. Clark MacKenzie.

Mandella Hall (1930), built as a library from a gift of Mary Senter Mandella of Connecticut, was remodeled in 1968 to serve as the Administration building.

The Natatorium (1968) includes an olympic-size pool for instructional, competitive, intramural, and recreational use, with underwater lighting, a classroom, locker and shower rooms, and an outside patio.

Olds (1972) and Upton (1956) Science Halls were remodeled and expanded (1976), through gifts including a substantial grant from the Kresge Foundation, to integrate spaces and services for the departments of biology, chemistry, and physics. Olds Hall was a gift from R. E. Olds, former trustee of the College. It was later reequipped under a grant from the Herbert H. and Grace A. Dow Foundation of Midland, Michi-
gan. *Upton Hall*, housing the department of biology, is a memorial to Louis C. Upton, trustee of the College.

*Severn Hall* (1965) honors Herman Harrison Severn, Broadus Professor of Greek (1919-1937), Professor of Biblical literature (1919-1929), and Dean of the College (1923-1937). This residence for 114 students is made up of several units with two double rooms, two single rooms, a bath and a living room comprising each unit.

*Stetson Chapel* (1932), honoring President Herbert Lee Stetson, was constructed through gifts of many students and alumni. Facilities include the Kirby Memorial Amplification Unit (1965-66), a gift of Mrs. Winifred S. Kirby in memory of her husband, Lewis H. Kirby, and parents, Mr. and Mrs. Frederick B. Stevens, and the Allan Hoben Memorial Organ.

*Stowe Tennis Stadium* (1946) honoring the late Dr. Allen B. Stowe, professor of chemistry and tennis coach at the College, has been the site of the USTA National Boys' 18 and Boys' 16 Tennis Championships for the past 34 years. The nine championship courts, built with funds contributed by citizens of Kalamazoo, were resurfaced with green fibrous asphalt in 1964 and 1975. Also a part of the stadium are dressing rooms, judges' stand, pro shop, pressbox, lighting for night contests, and seating for 1500 spectators.

*Trowbridge House* (1926) accommodates approximately 160 student residents; a west wing (1957) houses an additional 90.

*Upjohn Library* (1967), with study facilities for 500 students, is the center of intellectual life on campus. The library houses over 227,000 carefully chosen volumes, over 900 periodicals, comprehensive bibliographic tools, and a number of special collections. Library services are provided by professionally trained personnel and student assistants. The holdings of other libraries in the Kalamazoo area are available to Kalamazoo College students through a cooperative agreement—among them are the libraries at Nazareth College and Western Michigan University, the Kalamazoo Public Library, and The Upjohn Company Library. Upjohn Library is named in appreciation of the leadership that the Upjohn family, company, and employees have given the College. Upjohn
Library also includes departmental seminar rooms, audiovisual facilities, and the A.M. Todd Rare Books Room.

Weimer K. Hicks Center (1970), located on the main quadrangle, houses many small dining areas, the bookstore, a game room, student organizational offices and meeting rooms, student lounges, facilities for commuter students, the student radio station and publication offices, a coffee house, and offices for Student Services.

Welles Hall (1940), part of the total complex of Hicks Center, houses the large dining facilities of the College. It was built with a gift from F. R. Welles, and two wings were added in 1959 with finances from the 125th Anniversary Fund.

Woodworth Baseball Field (1955), developed through a gift from Tom Woodworth, Sr., is used for baseball and field hockey.

CONSTITUENT GROUPS

Kalamazoo College alumni are organized into a national association having thirty chapters which meet periodically with programs from the College. The governing body, the Council, meets semiannually and is composed of the officers, the alumni-trustees (elected by alumni), class agents, and club presidents. An executive board, with a student representative, meets monthly.

The Women’s Council, composed of leaders in the broader community, was organized in 1924 to provide assistance to women students. Its work for the College more recently has included the provision of scholarship money, the sponsorship of certain events, assistance with some of the special social affairs, establishment of the Rare Books Room in the College library, and the interior decoration of some of the campus areas.

Principal donors to the College are organized into the Founders’ Society (gifts of $1,000 or more annually), the President’s Society ($500 to $1,000 annually), and the Associates’ Society ($200 to $500 annually). With membership in these three societies go special privileges and events, including the Founders’ Society annual June dinner.
BOARD OF TRUSTEES

George N. Rainsford  President of the College

Officers of the Board

Paul H. Todd, Jr.  Chairman
Hugh V. Anderson  Vice-Chairman
Elizabeth S. Upjohn  Vice-Chairman
Donald C. Smith  Treasurer
Alfred J. Gemrich  Secretary
Kathryn N. Stratton  Assistant Secretary

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Glenn S. Allen, Jr.  Lansing
Judge, Michigan Court of Appeals

Hugh V. Anderson  Kalamazoo
Director, Corporate Purchasing, The Upjohn Company

Marie S. Burbidge  Kalamazoo

David Carley  Washington
President, Association for Public Broadcasting

Joseph E. Carrico  Chicago
Partner, Arthur E. Andersen & Co.

Maynard M. Conrad  Kalamazoo
Orthopedic Surgeon

James C. Cristy, Jr.  Kalamazoo
Retired Administrator, The Upjohn Company

Edward Davis  Detroit
Ed Davis Associates, Inc.

Al L. Dixon  Kalamazoo
President, Master-Craft Corporation

Herbert H. Dow  Midland
Secretary, The Dow Chemical Company

Elliott M. Estes  Detroit
President, General Motors Corporation

Joseph S. Folz  Bloomington Hills
Attorney
Alfred J. Gemrich
Attorney, Gemrich, Moser, Dombrowski, Bowser and Fette
Kalamazoo

James S. Gilmore III
Jim Gilmore Enterprises
Kalamazoo

Otha Gilyard
Pastor, Mt. Zion Baptist Church
Kalamazoo

Caroline Ham
Kalamazoo

I. Frank Harlow
Vice President, Dow Chemical Company
Ann Arbor

Marlene C. Hathaway
Kalamazoo

Jane S. Iannelli
Kalamazoo

Myra Ward Johnson
Senior Employee Relations Staff
The Upjohn Company

William F. Keucher
Pastor, Covenant Baptist Church
West Bloomfield

Robert P. Kittredge
President, Fabri-Kal Corporation
Kalamazoo

Richard D. Klein
Executive Vice President,
First American Bank Corporation
Kalamazoo

Albert E. Lacey
Pastor, First Baptist Church
Kalamazoo

William E. LaMothe
President, Kellogg Company
Battle Creek

William J. Lawrence, Jr.
Industrialist
Kalamazoo

Timothy Light
Department of Oriental Studies,
University of Arizona
Tucson, Arizona

Ralph W. McKee
Assistant Dean, School of Medicine,
The Center for the Health Sciences,
University of California
Los Angeles
Robert E. McQuaid  
American Baptist Churches of Michigan  
Lansing

David R. Markin  
President, Checker Motors Corporation  
Kalamazoo

Robert G. Middleton  
Pastor, First Baptist Church  
Birmingham

Donald Parfet  
Marketing Controller, The Upjohn Company  
Kalamazoo

Burke E. Porter  
President, Burke E. Porter Machinery Company  
Grand Rapids

Omer E. Robbins, Jr.  
Newport, Rhode Island

J. Woodward Roe  
President, Ransom Fidelity  
Lansing

Alan N. Sidnam  
Chairman, All American Sports, Inc.  
New York City

B. Thomas M. Smith, Jr.  
Director of Purchasing, Massey-Ferguson, Ltd.  
Toronto

Donald C. Smith  
President, American National Bank & Trust Company  
Kalamazoo

Jane K. Souris  
Attorney  
Detroit

Joan Stark  
Dean, College of Education  
Ann Arbor

University of Michigan

Robert W. Stewart  
President, Stewart Sutherland Inc.  
Vicksburg

Virginia J. Stone  
Kalamazoo

Laurence E. Strong  
Research Professor of Chemistry,  
Richmond, Indiana

Earlham College

Edward P. Thompson  
Attorney, Fox, Thompson, Morris, Stover and Etter  
Kalamazoo

Paul H. Todd, Jr.  
President, Kalamazoo Spice Extraction Company  
Kalamazoo
Elizabeth S. Upjohn
Public Relations Director, Parkview Hills
Kalamazoo

David F. Upton
President, Southwestern Michigan Abstract Co.
St. Joseph

Nancy U. Woodworth
Kalamazoo

Honorary Members of the Board
Harold B. Allen
Kalamazoo
Homer J. Armstrong
Birmingham
H. Glenn Bixby
Detroit
Donald E. Bowen
Kalamazoo
Betty H. Brown
Milwaukee
Dorothy U. Dalton
Kalamazoo
John E. Fetzer
Kalamazoo
Edwin G. Gemrich
Fort Myers, Florida
Ivan F. Harlow
Midland
Richard G. Hudson
Kalamazoo
Robert L. Johnson
Ann Arbor
Warren C. Johnson
Grand Rapids
W. Price Laughlin
Menlo Park, California
Retired Chairman, Saga Food Service
Richard U. Light
Chairman of the Board 1953-1974
Kalamazoo
Fraser E. Pomeroy
Birmingham
Mabel B. Ratcliffe
South Haven
Alan E. Schwartz
Detroit
Harold T. Smith
Kalamazoo
Frederick S. Upton
St. Joseph
Ronald O. Warner
Flint

THE FACULTY

EMERITI
Laurence N. Barrett, Professor Emeritus of English
H. Lewis Batts, Jr., Professor Emeritus of Biology
Allen V. Buskirk, Professor Emeritus of Physics
Frances Diebold, Professor Emeritus of Biology
Marion H. Dunsmore, Professor Emeritus of Religion
Weimer K. Hicks, President Emeritus
Raymond L. Hightower, Professor Emeritus of Sociology and Anthropology
Elizabeth M. Mayer, Associate Professor Emeritus of German Language and Literature
Voldemars Rushevics, Professor Emeritus of Music
Gunther Spaltmann, Professor Emeritus of Humanities
Ivor D. Spencer, Professor Emeritus of History
Warren I. Thomas, Associate Professor Emeritus of Physical Education

George H. Acker (1959), Professor of Physical Education, Coach
BS, MS, Northern Illinois University
Rolla L. Anderson (1953), Professor of Physical Education, Director of Athletics
BS, Western Michigan University; MS, University of Michigan
Marigene Arnold (1973), Assistant Professor of Sociology and Anthropology
BA, Florida Presbyterian College; PhD, University of Florida
Edward D. Baker (1967), Associate Professor of Physical Education
BS, Denison University; MA, Ohio State University
Nelda K. Balch (1954), Professor of Theatre Arts and Speech
BA, Albion College; MA, University of Minnesota
David E. Barclay (1974), Assistant Professor of History
BA, MA, University of Florida; PhD, Stanford University
Warren L. Board (1973), Provost
BA, University of Idaho; MA, University of Denver; PhD, Syracuse University
Herbert Bogart (1965), Professor of English
BA, MA, PhD, New York University
Margo G. Bosker (1962), Instructor in German
Language and Literature
BA, Hope College; MA, Indiana University; studied at the University of Munich
Stillman Bradfield (1965), Professor of Sociology and Anthropology
BA, MA, PhD, Cornell University
Thomas C. Breznau (1979), Assistant Professor of Economics and Business Administration
BS, MBA, University of Detroit
Joseph L. Brockington (1979), Instructor in German Language and Literature
BA, MA, Michigan State University
Patricia L. Brooks, Instructor in Romance Languages and Literature
BA, Indiana University; MA, Middlebury College
Jean M. Calloway (1960), Olney Professor of Mathematics
BA, Millsaps College; MA, PhD, University of Pennsylvania
Richard N. Carpenter (1979), Associate Professor of Computer Science
BA, Albion College
Wen-Chao Chen (1950), Professor of Political Science, Fellow of the College, Vice President for Community Services
BA, Grinnell College; MA, PhD, St. Louis University; MALS, University of Chicago
Henry D. Cohen (1974), Associate Professor of Romance Languages and Literature
BA, Williams College; MA, Harvard University; PhD, University of California, Berkeley
David A. Collins (1963), Professor of Romance Languages and Literature
BA, University of Maine; MAT, Yale University; PhD, Brown University
Richard J. Cook (1973), Associate Professor of Chemistry
BS, University of Michigan; MA, PhD, Princeton University
C. Kim Cummings (1972), Assistant Professor of Sociology and Anthropology

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BA, Harvard College; PhD, Washington University

Marcelle E. Dale (1954), Associate Professor of Romance Languages and Literature
BA, BS, MA, University of Oran, Algeria; BA, MA, Western Michigan University

Ralph M. Deal (1962), Professor of Chemistry
BA, Oberlin College; MA, PhD, Johns Hopkins University

Charles E. Deutch (1978), Assistant Professor of Biology
BA, Reed College; PhD, University of California, Riverside

Robert D. Dewey (1967), Associate Professor of Religion, Dean of the Chapel, Vice President for Student Services
BA, Kalamazoo College; MDiv, Yale Divinity School

Terry S. Dugan (1977), Assistant Professor of Biology
BS, Michigan State University; MS, PhD, University of Michigan

David A. Evans (1965), Associate Professor of Biology
BA, Carleton College; MS, PhD, University of Wisconsin

David B. Fenner (1979), Assistant Professor of Physics
BS, Eckerd College; MA, PhD, Washington University

Jean C. Farris (1979), Instructor in Theatre Arts and Speech
BS, University of Nebraska; MFA, University of Minnesota

John B. Fink (1975), Assistant Professor of Mathematics
BA, University of Iowa; MS, PhD, University of Michigan

Billie T. Fischer (1977), Assistant Professor of Art
BA, University of Kansas; MA, PhD, University of Michigan

Donald C. Flesche (1962), Professor of Political Science
BA, Drury College; MA, PhD, Washington University

Thomas M. Fraker (1979), Instructor in Economics and Business Administration
BA, Carleton College; MA, University of Michigan

Hardy O. Fuchs (1969), Associate Professor of German Language and Literature
BA, Kalamazoo College, University of Bonn; MA, Indiana University; PhD, Michigan State University

Joe K. Fugate (1961), Professor of German Language and Literature, Director of Foreign Study Program
BA, Southern Illinois University; MA, PhD, Princeton University

Sanford N. Greenberg (1978), Assistant Professor of Political Science
BA, Princeton University; MA, PhD, University of California, Berkeley

Gail B. Griffin (1977), Assistant Professor of English
BA, Northwestern University; MA, PhD, University of Virginia

Robert W. Grossman (1975), Assistant Professor of Psychology
BA, MA, PhD, Michigan State University

Russell A. Hammar (1961), Professor of Music
BA, Hamline University; MA, EdD, Columbia University

Harold J. Harris (1954), Professor of English
BA, MA, Rutgers University; PhD, Ohio State University

Conrad Hiberry (1962), Professor of English
BA, Oberlin College; PhD, University of Wisconsin

Berne L. Jacobs (1963), Associate Professor of Psychology
BA, MA, PhD, University of Michigan

Laurence W. Jaquith (1974), Assistant Professor of Theatre Arts and Speech
BA, Hanover College; MFA, Brandeis University

Kurt D. Kaufman (1956), Professor of Chemistry
BA, Wabash College; DPhil, Oxford University

Robert L. Kent (1968), Associate Professor of Physical Education, Coach
BS, MA, Western Michigan University

Betty G. Lance (†1961), Professor of Romance Languages and Literature
BS, Central Missouri State College; MA, University of Missouri; PhD, Washington University

Ross M. LaRoe (1978), Instructor in Economics and Business Administration
BA, University of Missouri at Kansas City; MS, Wright State University

Letitia A. Loveless (1953), Professor of Physical Education
BS, University of Illinois; MS, University of California at Los Angeles; PhD, Michigan State University

Marilyn A. Maurer (1969), Associate Professor of Physical Education
BS, MA, Western Michigan University

Richard L. Means (1961), Professor of Sociology and Anthropology
BA, Kalamazoo College; BD, Colgate Rochester; MA, PhD, Cornell University

Edward Moritz, Jr. (1955), Professor of History
BA, Miami University; MA, University of Cincinnati; PhD, University of Wisconsin

Clair F. Myers (1966), Associate Professor of Theatre Arts and Speech
BA, Ohio Northern University; MA, PhD, University of Michigan

Carolyn R. Newton (1978), Assistant Professor of Biology
BS, Colorado State University; PhD, State University of New York at Buffalo

George M. Nielsen (1963), Associate Professor of Mathematics
BA, Ohio Wesleyan University; MA, PhD, University of Wisconsin

Paul D. Olexia (1968), Associate Professor of Biology
BA, Wabash College; MA, State University of New York at Buffalo; PhD, University of Tennessee

Sally L. Olexia (1974); Director of Health Sciences Program
BS, Kent State University; MA, PhD, State University of New York at Buffalo

Bernard S. Palchick (1972), Associate Professor of Art
BA, Purdue University; MFA, Rhode Island School of Design

Romeo E. Phillips (1968), Associate Professor of Education
BM, MM, Roosevelt University; MA, Eastern Michigan University; PhD, Wayne State University

Richard D. Piccard (1978), Assistant Professor of Physics
BS, California Institute of Technology; MS, University of Pennsylvania; MA, PhD, Princeton University

Franklin A. Presler (1976), Assistant Professor of Political Science

BA, Oberlin College; MA, PhD, University of Chicago

William F. Pruitt, Jr. (1968), Assistant Professor of History and African Studies, Assistant Director of Foreign Study Program

BA, Austin College; MA, PhD, Northwestern University

George N. Rainsford (1972), Professor of History, President

BA, University of Colorado; LLB, Yale University; MA, University of Denver; PhD, Stanford University

Stanley L. Rajnak (1965), Professor of Mathematics

AB, PhD, University of California at Berkeley

Harry B. Ray (1951), Professor of Music

BM, BA, Yale University; MM, University of Michigan; PhD, Indiana University

Kathleen W. Reish (1972), Associate Professor of Romance Languages and Literature

BA, Mundelein College; MA, PhD, University of Wisconsin

Wade L. Robison (1974), Associate Professor of Philosophy

BA, University of Maryland; PhD, University of Wisconsin

Howard H. Roerecke (1965), Associate Professor of English

BA, Hofstra College; MA, Columbia University; PhD, Pennsylvania State University

Barry F. Ross (1972), Associate Professor of Music

BS, Hartt College of Music; MMA, DMA, Yale University

Christopher K. Ryan, Instructor in Economics and Business Administration

BS, Iowa State University

David S. Scarrow (1961), Professor of Philosophy

BA, Duke University; MA, PhD, Harvard University

Waldemar Schmeichel (1974), Assistant Professor of Religion

BA, Judson College; BD, MA, PhD, University of Chicago

David L. Small (1978), Assistant Professor of Art

198
BFA, Wayne State University; MFA, Yale University

Lawrence Rackley Smith (1963), Professor of Music
BM, MA, Northwestern University; PhD, Eastman School of Music

T. Jefferson Smith (1967), Professor of Mathematics
BA, Emory University; MS, PhD, University of Wisconsin

Thomas J. Smith (1978), Assistant Professor of Chemistry
BS, Illinois Benedictine College; PhD, Purdue University

Russell Smucker (1973), Assistant Professor of Mathematics
BA, Goshen College; MA, Kent State University; PhD, Indiana University

John B. Spencer (1963), Professor of Religion
BA, Franklin College; BD, Colgate Rochester; MA, PhD, University of Chicago

Lester J. Start (1958), Professor of Philosophy
BA, Hamilton College; MA, Haverford College; BD, Colgate Rochester; PhD, Syracuse University

Robert Stauffer (1973), Associate Professor of Sociology and Anthropology
BA, University of Illinois; MA, PhD, University of Chicago

Richard T. Stavig (1955), Professor of English
BA, Augustana College; MA, PhD, Princeton University

Raymond B. Steffen (1955), Professor of Physical Education
BS, Michigan State University; MA, Western Michigan University

David Strauss (1974), Professor of History
BA, Amherst College; MA, PhD, Columbia University

D. Pieter Strauss (1977), Assistant Professor of German Language and Literature
BA, Oberlin College; MA, PhD, Cornell University

Frederick R. Strobel (1974), Associate Professor of Economics and Business Administration, Monroe Chair of Money and Banking
BS, MBA, Northeastern University; MA, PhD, Clark University

Lonnie E. Supnick (1972), Associate Professor of
Psychology
BA, City College of New York; MA, PhD, Clark University

Philip S. Thomas (1965), Professor of Economics and Business Administration
BA, Oberlin College; MA, PhD, University of Michigan

J. Mark Thompson (1961), Professor of Religion
BA, Harvard College; BD, Yale Divinity School; MA, Divinity School, University of Chicago; PhD, Vanderbilt University

Donald W. VanLiere (1949), Professor of Psychology
BA, Hope College; MA, PhD, Indiana University

Juliet M. Vogel (1980), Associate Professor of Psychology
BA, Smith College; PhD, Harvard University

Walter W. Waring (1949), Professor of Humanities
BA, Kansas Wesleyan College; MA, University of Colorado; PhD, Cornell University

John B. Wickstrom (1966), Associate Professor of History
BA, Michigan State University; MA, PhD, Yale University

Laurence E. Wilson (1963), Professor of Chemistry
BA, Western Washington College; PhD, University of Washington

David M. Winch (1967), Associate Professor of Physics
BS, MS, John Carroll University; PhD, Clarkson College of Technology

Marcia J. Wood (1965), Associate Professor of Art
BA, Kalamazoo College; MFA, Cranbrook Academy of Art

Wayne M. Wright (1962), Professor of Physics
BA, Bowdoin College; MS, PhD, Harvard University

Lecturers
Evelyn C. Angerman (1964), Lecturer in Music
BME, Northwestern University

Katheryn E. Rajnak (1976), Adjunct Lecturer in Physics
BA, Kalamazoo College; PhD, University of California at Berkeley

William J. Wechter (1974), Adjunct Lecturer in Biological Chemistry

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AB, MS, University of Illinois; PhD, University of California at Los Angeles

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FOR ADMISSIONS INFORMATION

If you desire additional information about the College, please direct your inquiries to the Director of Admissions, Kalamazoo College, Kalamazoo, Michigan 49007, or call toll free 800-253-3602 (in Michigan 800-632-5757).

Prospective students are invited to visit the College, and advance appointments are advisable. The Admissions Office, located in Mandelle Hall, encourages visits between 9:00 a.m. and 4:00 p.m.
Kalamazoo College is easily accessible by both private and public transportation, midway (140 miles) between Chicago and Detroit on Interstate 94, and on US 131 running north and south. If you travel the Indiana toll road, Kalamazoo is just 40 miles north of the Middlebury exit. The city is served by Republic Airlines, Amtrak, and several bus lines; taxi service to the College takes about five minutes from bus or train and twenty minutes from the airport.