Kalamazoo College Bulletin

Catalogue 1948

Raymond L. Hoistower
Foreword

Kalamazoo College is a liberal arts college offering courses of study leading to the degree of Bachelor of Arts. It seeks to train young men and women for intellectual leadership, and attempts also to orient them in the values of contemporary culture. To this end sound instruction in the humanities, the natural sciences, and the fine arts is offered; participation in sports, forensics, dramatics, music, and other activities is encouraged; and varied contacts are maintained with the business world and the world of cultural and civic affairs. This basic kind of college education constitutes the finest preparation for professional courses in medicine, engineering, law, business administration, teaching, library science, religion, social work, and for graduate study in purely academic fields.

Accreditation

Kalamazoo College is approved by the Association of American Universities, the American Association of University Women, and the North Central Association of Colleges and Secondary Schools.
1. Tennis Stadium
2. Arthur C. Tredway Gymnasium
3. Hobe Hall, Residence for Men
4. Brown Hall, Administration Building
5. R. E. Olds Science Hall
6. Welles Hall, Student Union
7. Minnie Mandelle Library
8. Stetson Chapel
9. Mary Trowbridge House, Residence for Women
10. President's Home
11. College Grove, Faculty Seminar Homes
12. New Dormitory for Men
13. Stowe Tennis Stadium
14. Angell Field

Not Shown in Picture:
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**SECOND SEMESTER, 1947-48**

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<th>JANUARY—1948</th>
<th>FEBRUARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 5 6 7 8 9 10</td>
<td>2 Monday, Student Registrations.†</td>
</tr>
<tr>
<td>11 12 13 14 15 16 17</td>
<td>3 Tuesday, 8:00 a.m. Classes begin.</td>
</tr>
<tr>
<td>25 26 27 28 29 30 31</td>
<td>9 Monday, Last day for changing schedules without fee.</td>
</tr>
<tr>
<td>MARCH—1948</td>
<td>8-11 Monday through Thursday, Religious Emphasis Week.</td>
</tr>
<tr>
<td>3 4 5 6 7</td>
<td>26 Friday, Mid-term grades due.</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>27 Friday, 12:00 p.m. Spring Recess.</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>22 Thursday, Founders Day.</td>
</tr>
<tr>
<td>23 24 25 26 27 28 29</td>
<td>25 Friday, Memorial Day Observance.</td>
</tr>
<tr>
<td>30 31</td>
<td>26 Saturday, Last day for changing schedules without fee.</td>
</tr>
<tr>
<td>MAY—1948</td>
<td>1 2 3 4 5 6 7 8</td>
</tr>
<tr>
<td>9 10 11 12 13 14 15</td>
<td>22 Saturday, May Fete.</td>
</tr>
<tr>
<td>16 17 18 19 20 21 22</td>
<td>28 Friday, through Friday, June 4, Final examinations.</td>
</tr>
<tr>
<td>23 24 25 26 27 28 29</td>
<td>31 Monday, Memorial Day Observance. No classes.</td>
</tr>
<tr>
<td>JUNE—1948</td>
<td>1 2 3 4 5 6 7 8</td>
</tr>
<tr>
<td>9 10 11 12 13 14 15</td>
<td>6 Sunday, Baccalaureate Sunday.</td>
</tr>
<tr>
<td>16 17 18 19 20 21 22</td>
<td>7 Monday, One Hundred Twelfth Annual Commencement.</td>
</tr>
<tr>
<td>23 24 25 26 27 28 29</td>
<td>First Semester, 1948-49</td>
</tr>
<tr>
<td>30 31</td>
<td>20 Friday, Founders Day.</td>
</tr>
<tr>
<td>JULY—1948</td>
<td>1 2 3 4 5 6 7 8</td>
</tr>
<tr>
<td>9 10 11 12 13 14 15</td>
<td>4 Monday, 8:00 a.m. Classes begin.</td>
</tr>
<tr>
<td>16 17 18 19 20 21 22</td>
<td>9 Saturday, Competitive Scholarship Examinations.</td>
</tr>
<tr>
<td>23 24 25 26 27 28 29</td>
<td>13 Wednesday, Supplemental Exams.</td>
</tr>
<tr>
<td>30 31</td>
<td>22 Friday, Founders Day.</td>
</tr>
<tr>
<td>AUGUST—1948</td>
<td>1 2 3 4 5 6 7 8</td>
</tr>
<tr>
<td>9 10 11 12 13 14 15</td>
<td>17 Tuesday, Written Examinations for Candidates reading for Honors.</td>
</tr>
<tr>
<td>16 17 18 19 20 21 22</td>
<td>27 Friday, Mid-term grades due.</td>
</tr>
<tr>
<td>23 24 25 26 27 28 29</td>
<td>25 Friday, 12:00 p.m. Spring Recess.</td>
</tr>
<tr>
<td>30 31</td>
<td>25 Friday, Mid-term grades due.</td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td>13 Monday, 9:00 a.m. Freshman and new student induction program.</td>
</tr>
<tr>
<td>14 Tuesday, New Student Registration.†</td>
<td>15 Wednesday, All Other Student Registrations.</td>
</tr>
<tr>
<td>16 Thursday, 9:00 a.m. Opening Chapel.</td>
<td>16 Thursday, 10:00 a.m. Classes begin.</td>
</tr>
<tr>
<td>22 Wednesday, 1:30 p.m. Supplemental Examinations.</td>
<td>23 Thursday, Last day for changing schedules without fee.</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>2 Saturday, Last day to submit Graduate program outlines.</td>
</tr>
<tr>
<td>12 Wednesday, Homecoming.</td>
<td>12 Monday, Academic Year, 1949-50 begins.</td>
</tr>
</tbody>
</table>

*New students are expected to arrive Monday, September 13, in order to take required preliminary examinations. All other students should arrive on Tuesday, September 14. 
†Fees are due and payable at the time of registration.
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Term Expires in 1949

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Albert T. Huizinga—Pittsburgh, Pa.

Judge O. Z. Ide—Detroit

H. William Klaire—Detroit

C. Hubbard Kleinstuck—Kalamazoo

Harold S. Knight—Detroit

Hon. Arthur J. Lacy—Detroit

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Dr. S. Rudolph Light—Kalamazoo

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Term Expires in 1950

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Miss Birdena E. Donaldson, Dean of Women ................. Member Ex-officio

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KALAMAZOO COLLEGE ALUMNI ASSOCIATION

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Ernest W. Casler, '26 ................................................. Kalamazoo
Donald F. Hellenga, '34 .............................................. Kalamazoo

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Charles D. Bock, '29 .................................................. Vice-President
Yetev R. Falk, '34 ..................................................... Secretary
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Leonard E. Bullard, '43 .............................................. Vice-President
Patricia H. Kennett, '46 .............................................. Secretary-Treasurer
Gordon H. Krickard, ex '45 .......................................... Executive Committee
Jane M. Schneidewind, '37 .......................................... Executive Committee
Edward P. Thompson, '43 .......................................... Executive Committee
Administrative Officers

The figures in parenthesis indicate the year of beginning of service at Kalamazoo College.

PAUL LAMONT THOMPSON, President. (1918)

LEISHMAN ARNOLD PEACOCK, Dean. (1947)
B.A., Wake Forest College, '26; M.A., '27; Columbia University, '28-29; Ph.D., Pennsylvania State College, '32; instructor in English, Wake Forest College, '27-28; instructor in English, Colgate University, '31-38; instructor in English, Pennsylvania State College, '39-41; assistant professor, '43-45; instructor in English, Dickinson College, Spring '42; chairman, Department of English, Ottawa University, '45-47; dean, 46-47.

EVERETT BIRDENA ESTHER DONALDSON, Dean of Women, Associate Professor of History. (1938)

GEORGE WALTER SCOTT, Director of Admissions. (1945)

EVERTT REIDMAN SHERER, Registrar, and Director of Student Counseling. (1946)
A.B., Juniata College, '28; M.A., Columbia University, '32; secondary schools, Pennsylvania, '33-35; professor of biology, Bridgewater College, '35-36; Registrar, Bridgewater College, '36-43; Executive Secretary, Bridgewater College, '43-46.

HAROLD THADDEUS SMITH, Business Manager. (1945)
A.B., Doane College '18; M.A., University of Iowa, '22; Ph.D., University of Iowa, '29; University of Chicago, summer; University of Nebraska, summer; Northwestern University, '41-42; secondary schools, Nebraska, '19-21; professor of economics, Parsons College, '23-27; Registrar, Parsons College, '25-30; Business Manager, Parsons College, '29-37; professor of economics and sociology, Carroll College, '37-42; Price Executive and district director, Office of Price Administration, Milwaukee, Wisconsin, '43-46.

R. LLOYD FURST, Director of Public Relations. (1947)
University of Cincinnati, '21-24; B.A., Denison University, '27; B.D., Colgate-Rochester Divinity School, '30; D.D., Rio Grande College, '44; Pastor, The First Baptist Church, Bedford Ohio, '30-33; Pastor, East Cleveland Baptist Church, East Cleveland, Ohio, '33-40; President, Rio Grande College, Rio Grande, Ohio, '40-44; Associate Secretary, Cleveland Baptist Association, '44-47.

FRANK BRUCE BACHELOR, Business Manager Emeritus. (1921-1947)
B.A., Franklin College, '04; B.D., Rochester Theological Seminary, '07; D.D., Franklin College, '21; Pastor First Baptist Church, Coldwater, Michigan, '27-30; toured the world '30-31; Pastor First Baptist Church, Ann Arbor, Michigan '31-35; Secretary Layman's Missionary Movement Southwest United States, '35-37.

ADMINISTRATIVE ASSISTANTS

CATHARINE ALICE ORT, Director of Welles Hall. (1944)
Indiana University, '25-'26; B.A., University of Michigan, '31; M.A., Columbia University, '35; experience: Mothor-Jordan Halls and Lawyers' Club, University of Michigan; College Commons and Women's College dining hall, University of Delaware; Willard Straight Hall, Cornell University; Women's Business Club, Webster Apartments, New York City.

ROLAND CHARLES PICKHARDT, Director of Stetson Chapel, and Assistant Professor of English. (1945)
B.A., William Jewell College, '38; B.D., Colgate-Rochester Divinity School, '41; associate pastor, Brighton Reformed Church, Rochester, N.Y., '38-41; assistant pastor, First Baptist Church, Indianapolis, Ind., '41-43; Chaplain, U. S. Army, '43-46.

RONALD CAUGHEY McCREARY, Director of Men's Residences, Instructor in English. (1946)
Certificate, State Teachers College, Edinboro, Pa., '27; B.A., University of Pittsburgh, '30; M.Ed., University of Buffalo '45; secondary schools, Erie, Pa., '27-36; head of English department, Griffith Institute and Central School, Springville, N.Y., '36-43; Principal of West Valley Central School, West Valley, N.Y., '43-45.

OLIVER ST. MARIE, Director of Mary Treubridge House. (1947)
B.A., Earlham College, '08; B.A., Indiana University, '13; Principal, Paoli, Ind., High School, '18-42; Housemother, MacMurray College, '42-44.

HELEN WAGNER, M. S., Hostess, Welles Hall. (1946)

IRENE J. GELLER, B. A., Assistant Director of Welles Hall. (1946)

*Diane Webster POPELTON, Director of Lowell Street House. (1947)

DEWEY LA CASS, Superintendent of Buildings and Grounds. (1937)

*First Semester
The Faculty

JUSTIN HOMER BACON, Professor of French, Emeritus. (1907—Retired 1944)

LEMUEL FISH SMITH, Professor of Chemistry, Emeritus. (1911—Retired 1944)
B.A., William Jewell College, '97; M.S., University of Chicago, '11; Ph.D., Kalamazoo College, '33; professor of chemistry, Maryville State Normal School, Mo., '08-'10.

MILTON SIMPSON, Professor of English Language and Literature. (1919)

ROBERT FRANKLIN CORNELL, Professor of Political Science. (1919)
B.A., Cornell College, '19; J.D., University of Michigan, '26.

THOMAS ORR WALTON, Olney Professor of Mathematics. (1921)
B.A., Kalamazoo College, '14; M.S., University of Chicago, '26; Ph.D., University of Michigan, '31; professor of mathematics, William and Mary College, '15-'18; professor of mathematics, Colorado School of Mines, '18-'20; assistant professor of mathematics, Michigan State College, '20-'21.

JOHN WESLEY HORNBACK, Professor of Physics. (1925)
B.S., Illinois Wesleyan, '06; M.A., University of Illinois, '09; Ph.D., '13; assistant in physics, Cornell University, '10-'11; instructor in physics, University of Illinois, '11-'13; assistant professor of physics, Carleton College, '13-'17; professor of physics, '17-'25.

LUKE JOHN HEMMER, Professor of Philosophy and Psychology. (1925)
B.D., Rochester Theological Seminary, '16; M.A., University of Rochester, '17; Ph.D., University of Chicago, '24; professor of psychology and philosophy, Brandon College, '20-'23; professor of German, University of Dubuque, '24-'25.

ALLEN BYRON Stowe, Professor of Chemistry. (1928)
B.S., Kalamazoo College, '20; M.A., Clark University, '21; fellow, '22-'23; Ph.D., '28; assistant professor of chemistry, Olivet College, '23-'28.

ARNOLD MulDER, Professor of English. (1929)

MARION HILLER DUNSMORE, Professor of Religion. (1929)
MARY MUNRO WARNER, Assistant Professor of Education; Director of Teacher Placement. (1926)
Ph.B., Denison University, '13; Life Certificate, Western Michigan College, '16; graduate student, Teachers College, Columbia University, '13; director of rural practice, Western Michigan College, '19-22.

MARION LEO SHANE, Instructor in Spanish. (1926)
B.A., University of Chicago, '26; M.A., '27.

Robert Wilson Nulf, Assistant Professor of Physical Education; Director of Athletics. (1942)

Hilda Torstensen Myers, Assistant Professor of Chemistry. (1944)
B.A., Radcliffe College, '35; M.S., Syracuse University, '35; Ph.D., Ohio State University, '39; chemistry instructor, Pennsylvania State College, '39-41; industrial fellow in research, Mellon Institute of Industrial Research, Pittsburgh, '43-44.

Mary Agnes Thompson, Assistant Professor of Physical Education for Women. (1945)
B.S., Memphis State Teachers College, '30; M.A., University of Tennessee, '35; instructor in physical education, Greenville Public Schools, '35-41; instructor in physical education, University of New Mexico, '40-44; assistant professor of physical education, Southern Utah University, '44-45.

*Helen F. Yeats, Assistant Professor of Spanish. (1947)
Weatherford Junior College, '33; McMurry College, '34; B.A., West Texas State College, '36; M.A., University of Mexico, '40; secondary schools, Texas and South Dakota, '36-42; Stephens College, '42-47.

Zoa Byers DeVos, Instructor in Spanish. (1946)
Kalamazoo College; A.B., University of Michigan, '34; secondary schools, Kalamazoo, Michigan, '25-26.

Morrie Sophie Grimbarg, Instructor in Art. (1946)
A.B., University of Chicago, '38; M.A., University of Chicago, '39; M.A. in art, University of Chicago, '40; studied at American Academy of Art, Chicago; Chicago Academy of Art, Chicago; Art Institute, Chicago; Vatican Museum, Rome, Italy; Bardo Museum, Bardo, Tunisia; University of Vienna, Austria; Member Roberts Commission for Restoration of European Art Monuments; instructor, University of Chicago.

Marion Leo Shane, Instructor in English. (1946)
B.A., Kalamazoo College, '40; M.A., Syracuse University, '46; assistant in English, Syracuse University, '40-42; instructor in English, Syracuse University, '46.

*First Semester

Virginia Elizabeth Earl, Assistant Professor of French. (1929)
B.A., University of Michigan, '25; M.A., '27.

Robert Wilson Nulf, Assistant Professor of Physical Education; Director of Athletics. (1942)

Hilda Torstensen Myers, Assistant Professor of Chemistry. (1944)
B.A., Radcliffe College, '35; M.S., Syracuse University, '35; Ph.D., Ohio State University, '39; chemistry instructor, Pennsylvania State College, '39-41; industrial fellow in research, Mellon Institute of Industrial Research, Pittsburgh, '43-44.

Mary Agnes Thompson, Assistant Professor of Physical Education for Women. (1945)
B.S., Memphis State Teachers College, '30; M.A., University of Tennessee, '35; instructor in physical education, Greenville Public Schools, '35-41; instructor in physical education, University of New Mexico, '40-44; assistant professor of physical education, Southern Utah University, '44-45.

*Helen F. Yeats, Assistant Professor of Spanish. (1947)
Weatherford Junior College, '33; McMurry College, '34; B.A., West Texas State College, '36; M.A., University of Mexico, '40; secondary schools, Texas and South Dakota, '36-42; Stephens College, '42-47.

Zoa Byers DeVos, Instructor in Spanish. (1946)
Kalamazoo College; A.B., University of Michigan, '34; secondary schools, Kalamazoo, Michigan, '25-26.

Morrie Sophie Grimbarg, Instructor in Art. (1946)
A.B., University of Chicago, '38; M.A., University of Chicago, '39; M.A. in art, University of Chicago, '40; studied at American Academy of Art, Chicago; Chicago Academy of Art, Chicago; Art Institute, Chicago; Vatican Museum, Rome, Italy; Bardo Museum, Bardo, Tunisia; University of Vienna, Austria; Member Roberts Commission for Restoration of European Art Monuments; instructor, University of Chicago.

Marion Leo Shane, Instructor in English. (1946)
B.A., Kalamazoo College, '40; M.A., Syracuse University, '46; assistant in English, Syracuse University, '40-42; instructor in English, Syracuse University, '46.

*First Semester

THE FACULTY

Harold Clarke Taylor, Instructor in Political Science. (1946)
B.B., University of Chicago, '29; M.S., Yale University, '32; Ph.D., Yale University, '34; Proctor and Gamble Co., '34-36; Western Electric Company, '36-45; Director, W.E. Upjohn Company for Community Research, '45-.

Elton W. Ham, Instructor in Economics. (1947)

Helen Thompson Mills, Instructor in French and Sociology. (1947)
A.B., Miami University, '19; M.A., University of Illinois, '22; studied at Pennsylvania School for Social Service; diplome L'Universite de Poitiers, France; instructor in French, University of Illinois, '21-24; secondary schools, Michigan, '24-30; People's University (adult education), '38-44; Consumer Chief for State, Michigan O.C.D., '43.

Eleanor Ruby Baum, Instructor in Speech. (1947)
A.B., Ohio Northern University, '27; B.S. in Ed., Ohio Northern University, '28; M.A., Ohio State University, '47; secondary schools, Ohio, '38-43; Secretary, Curtis Wright Corporation, Columbus, Ohio; secondary schools, Ohio, '45-46; Assistant in Department of Speech, Ohio State University, '46-47.

Barbara Jane Johnson, Instructor in Physical Education for Women. (1947)
B.A., Olivet College, '44; M.A., University of Michigan, '45; elementary schools of Grosse Pointe, Michigan, '45-47.

*First Semester

Second Semester
HENRY OVERLEY, Head of the Music Department; Teacher of Organ; Director of Musical Organizations. (1914)
Associate, American Guild of Organists; teacher’s diploma, Sherwood Music School, Chicago, ’19; studied organ with Wilhelm Middelhoek, David McK. Williams, and Palmer Christian.

MABEL PEARSON OVERLEY, Teacher of Voice. (1936)
Teaches certificate, Knox College Conservatory; graduate work with George Nelson Holt, Yeatsman Griffith, and Richard Hageman.

LILIAN PINNELL BALDAUF, Teacher of Cello; Conductor of Instrumental Ensemble. (1938)
Member Jesseefer String Quartet of Chicago; member Woman’s Symphony Orchestra of Chicago; member Kalamazoo Symphony Orchestra.

ROBERT MACDONALD, Teacher of Piano. (1942)
B.Mus., Columbia School of Music, ’17; M.A., ’26; teacher of piano, Augustana College, ’25-’26; teacher of piano, Columbia School of Music, ’25-’27; director, ’21-’27; vice-president Chicago Conservatory, ’37-’41; two European and four transcontinental tours as soloist and as accompanist for outstanding American and European artists.

FRANCES O. CLARK, Teacher of Piano. (1945)
A.B., Kalamazoo College, ’20; studied piano with Guy Maier, Ann Arbor and New York; Ernest Hutcheson. Chataqua summer session; Marcelle Herrenschmidt and Isadore Phillips, Fontainebleau, France; Juilliard School of Music summer sessions, ’37, ’38, ’40, ’41.

ORVILLE W. BARKER, Instructor of Violin. (1946)

BETH TURNBULL FRANKS, Teacher of Piano. (1946)
A.B., Kalamazoo College, ’46; studied piano with Rudolph Ganu, Chicago Musical College, summer ’46; Piano pedagogy, American Conservatory of Music, Chicago, summer ’46.

MARVIN KENNETH FEMAN, Instructor in Music. (1947)
B.S., Juilliard School of Music, ’42; United States Army, ’42-’46; M.A., Columbia University, ’47.

LUCIENNE JOHNSON SHORES, Teacher of Voice. (1947)

Lecturers and Assistants

MERRILL C. HART, Lecturer in Chemistry; Research Director for Upjohn Scholars. (1944)
B.S., Kalamazoo College, ’15; M.S., University of Chicago, ’15; D.Sc., Kalamazoo College, ’22; chemist, Upjohn Co. ’14-’17; chemist, Puget Sound Navy Yard, ’17-’19; chemist to pharmacology department, University of Minnesota, ’19-’21; Vice-President and Director of Research, Upjohn Company, ’44.

LLOYD E. GROW, Assistant Coach. (1946)
University of Nebraska, ’24-’27; B.A., Northeastern State College, Okla., ’29; coach, Northeastern, Okla., ’29-’30; coach, Miami Okla., ’30-’33; coach, University of Wyoming, ’33-’36; athletic director, Henderson State Teachers College, ’36-’39; U. S. Navy ’45-’46.

SAMUEL REGINER NEEL, Jr., Minister to Students for Inter-Church Student Council. (1946)
A.B., Emory and Henry College, ’31; Ph.D., Duke University, ’42; teacher in county schools, Fork Union, Va., ’38-’39; professor of religion, Lambeth College, ’42-’44, ’46.

Library Staff

WAVE LYNN NOOKE, Librarian. (1946)
B.Ed., Illinois State Normal University, ’29; B.S.L.S., University of Illinois, ’31; M.S.L.S., University of Illinois, ’33, library assistant, University of Illinois, ’30-’37; librarian, Virginia (Minn.) Junior College, ’37-’46; instructor, University of Minnesota, summers, ’42-’43, ’45.

GERTRUDE M. VAN ZEE, Assistant Librarian. (1942)
B.A., Hope College, ’34; Western Michigan College, summers, ’34, ’35; University of California, summer, ’34; B.A.L.S., University of Michigan, ’41; M.A.L.S., University of Michigan, ’45; Junior cataloger, University of Michigan Library, ’40-’41; Assistant cataloger, Michigan State College Library, ’41-’42.

RUTH CAROLINE KRUZGER, Reference Librarian. (1947)

Health Service

CLIFTON W. PERRY, College Physician. (1942)

WILLIAM A. SCOTT, College Psychiatricist. (1945)
B.A., Kalamazoo College, ’23; M.D., University of Michigan, ’29.

HELEN M. KRABBE, R.N. (1st & 2nd Semesters) Resident College Nurse

ELEANOR C. HEYSTEK, R.N. (1st semester) ......... Resident College Nurse

MARY E. WILLIAMS, (2nd Semester) ............ Resident College Nurse
General Information

PURPOSE

"Kalamazoo College is a fellowship in learning." Its chief aim is the development of personality. To the end that the student may realize the fullest possible measure of individual growth and may function intelligently as a social being, the College strives to attain the following specific objectives:

1. Religious. Kalamazoo College endeavors to develop in the student Christian attitudes and convictions which will manifest themselves in his conduct and in all human relationships.

2. Intellectual. Kalamazoo College endeavors, through the medium of a curriculum of liberal arts and sciences, to develop in the student sound knowledge, open-mindedness, reasoned judgment, and creative scholarship. It seeks to inspire intellectual curiosity and a love of truth, and to cultivate the power to think.

3. Social. Kalamazoo College believes that the social graces are an essential element in education. Hence it aims to provide on the campus such a social program as will foster these qualities in each individual.

4. Physical. Kalamazoo College realizes the importance of physical well-being to a well rounded life. It seeks to promote the establishment of good health habits, to encourage wholesome recreation, and provide opportunities for the attainment of skill in various sports.

5. Vocational. Kalamazoo College recognizes the importance of serving the vocational interests of its students in so far as is consistent with the concept of a liberal education. Certain of its courses have a distinctly vocational emphasis.
Conferences and discussions setting forth the claims of various professions and occupations are held from time to time.

6. Cultural. Kalamazoo College seeks to provide opportunities for its students to develop an understanding and appreciation of great literature, art, music, and drama. "The end of learning is gracious living."

The administration is aware that the total educational program of the campus community depends as much on contacts between faculty members and students as on precepts, devices, methods, and techniques in teaching. Therefore in the selection of members of the teaching staff the attempt is made to secure people not only with academic standing and fine teaching experience, but also whose previous experience and personal characteristics will promote a wholesome cultural atmosphere in all phases of college life. Care is also taken to provide social and religious occasions designed to build up desirable campus influences.

HISTORICAL SKETCH*

Kalamazoo College is the product of two vital forces which were operating a century ago along America's vast western frontier—religion and democracy.

The religious impulse was represented by the Reverend Thomas W. Merrill, a Baptist missionary from New England, and the democratic impulse by a Michigan pioneer, Judge Caleb Eldred of Climax. Beginning in the summer of 1830, these two men labored incessantly to establish an institution of learning, and in spite of almost insuperable difficulties they and their friends succeeded in securing a charter from the Territorial Council on April 22, 1833, for a school known as The Michigan and Huron Institute. In 1835 Bronson (later called Kalamazoo) was selected as the site, and in 1836 the first building was erected and instruction was begun.

Under Principals Nathaniel Marsh, Nathaniel A. Balch, David Alden and William Dutton, the Institute, in spite of inadequate equipment and small financial resources, carried on a high type of work for both men and women. In 1837 the name was changed to The Kalamazoo Literary Institute, and in 1840 the school merged with the local "Branch" of the University of Michigan, a relationship which continued until 1850.

In 1843 a new era in the life of the Institute began with the appointment of the Reverend J. A. B. Stone as principal. For the next twenty years the story of the school was the story of Principal Stone and his brilliant wife, Lucinda Hinsdale Stone. Under their progressive leadership the city became a center of education for women, and a theological seminary was established. Largely through the efforts of Dr. Stone the State Legislature in 1855 authorized an amendment to the charter of the Institute, granting to the trustees the power to confer degrees and changing the name to Kalamazoo College.

The Stones resigned in 1863 and the College entered a period of prolonged adversity which lasted until 1892. John M. Gregory, 1864-67; Kendall Brooks, 1868-87; Monson A. Willcox, 1887-91; and Theodore Nelson, 1891-92; presided over the destinies of the institution. The chief characteristics of this period were not the expansion of academic structure nor the erection of buildings, but noble character, unquenchable faith, and genuine scholarship. Under President Arthur Gaylord Slocum, 1892-1912, the modern development of the College began. The first modern building, Bowen Hall, was erected in 1902. Endowment funds, hitherto negligible, were raised, new educational facilities were provided, and the College became better and more widely known.

The presidency of Herbert Lee Stetson, 1912-1922, was marked by an immediate and radical reconstruction of the curriculum. Further important developments followed, including the purchase of new laboratory equipment, the erection of a gymnasium, the creation of a modern library, and the raising of additional endowment funds.

Dr. Allan Hoben's administration (1922-1935) was char-
Kalamazoo College characterized by remarkable progress in several ways. Four major college buildings were erected: Mary Trowbridge House (the residence for women), Olds Science Hall, Mandelle Library, and Stetson Chapel. The gymnasium was enlarged to nearly twice its original capacity, and the president's house and seven faculty homes were built on the upper campus. Endowment funds were increased to nearly two million dollars, and student enrollment reached a new high point. Educational standards were enhanced and the College received the highest academic recognition. President Hoben's ideals for the College were summed up in his own phrase, "A Fellowship in Learning," and a significant portion of them had been realized when the College celebrated its Centennial in October, 1933.

In September of that year the Board of Trustees appointed Professor Charles True Goodsell, since 1928 head of the History Department, as Vice-President. Dr. Hoben died on April 29, 1935, and Professor Goodsell was appointed Acting President.

This interim period ended with the election in June, 1936, of Stewart Grant Cole, who served as President until April, 1938. In June of the same year the Board elected Dr. Paul Lamont Thompson, for five years president of Shurtleff College, Alton, Illinois, as tenth president of the College.

LOCATION—KALAMAZOO

The city of Kalamazoo, with a population of about 80,000, lies midway between Detroit and Chicago, on the Michigan Central railway. The surrounding hills, beautifully wooded, offer many attractions; numerous lakes are found in the vicinity, and the Michigan fruit belt lies near at hand to the west.

Kalamazoo is an industrial and transportation center of considerable importance. Train service is excellent, as is also interurban bus service.

The city offers exceptional educational and cultural advantages. Students are admitted to the regular concert courses of the greatest artists at nominal prices. The Civic
Theatre maintains the legitimate drama and offers opportunity to amateurs. Its equipment is not surpassed in the entire country. The Kalamazoo Institute of Arts and the Kalamazoo Public Library enrich and serve the community in generous fashion, while the Kalamazoo Symphony Orchestra is known far and wide for its excellence. All of these advantages are available to the student at negligible cost.

The welfare and religious agencies of Kalamazoo are highly developed. The former offer extensive clinical and field experience to students in sociology and the latter provide adequate church connection, religious guidance, fellowship, and opportunity to students of all faiths. It is the policy of the College to work in close cooperation with all the churches and to conserve the religious life of the students through the medium of normal church relationships.

BUILDINGS AND GROUNDS

The college campus of over forty-seven acres lies between West Main and West Lovell Streets, in one of the best residence sections of the city. It is about a mile from the central retail district. Most of the buildings are located in a hardwood grove on the hill. The athletic field is just west of the campus on Michigan Avenue, and the tennis courts are to the north on West Main Street.

Bowen Hall

Bowen Hall, built in 1902, is the principal classroom and office building. On the third floor are located an assembly hall, the drama workshop, the radio studio, and three well furnished rooms for the women's literary societies. The assembly platform is well equipped for the presentation of plays by the College Players and by the classes in dramatics.

Biology Laboratories

The biology laboratories occupy four well lighted rooms on the first floor of Bowen Hall. Adjacent to these labora-
tories are store rooms, a large general lecture room, a photographic darkroom, a glass room, a preparation room, an office, and a conservatory. The department maintains a reading room where selected periodicals, many reprints, and papers of importance are kept on file. The work of instruction and research is carried on with the aid of suitable apparatus such as microscopes, binocular dissecting scopes, camera lucida, hand magnifiers, immersion lenses, paraffin baths, warming ovens, rotary cellloidin and freezing microtomes, incubators, and other necessary appliances. Portable projection lanterns, charts, models, lantern slides, microscope slides, and illustrative collections are extensively used. A teaching museum of botanical and zoological material is maintained, in addition to a permanent exhibit of some two hundred mounted birds collected in Michigan, Indiana, and Illinois. Each year new apparatus and additional material are procured in order to facilitate a modern, efficient type of laboratory instruction.

Praeger Greenhouse

Through the generosity of friends, a greenhouse was erected in 1925 in honor of the late Professor William E. Praeger. It is conveniently located at the south side of Bowen Hall and is of the best modern construction. It makes possible experiments with living plants and provides housing for important illustrative tropical and semi-tropical forms of plant life. It also makes available fresh materials and specimens for the various courses in the department.

R. E. Olds Science Hall

The R. E. Olds Science Hall, built in 1927, houses the physics and chemistry departments. This substantial, fireproof building is the gift of R. E. Olds, a member of the Board of Trustees of the College. Both the building and its equipment embody the best that can be had for scientific study in these two fields. The structure, apportionment of space, exhaust system, electrical, gas and water service, supplies system, instruments, and technical apparatus have been determined by thorough consideration of the present status of the two sciences to be served and with a view to thoroughness in grounding students in these sciences and carrying the ablest of them through advanced courses toward significant research.

Chemistry and Physics Laboratories

On the basement floor of the Science Hall are the machine shop, the laboratory for dynamo machinery, the photographic laboratory; also storage rooms for both chemistry and physics. On the first floor are the physics lecture room, preparatory room, offices, mechanics and heat laboratory, laboratory for spectroscopy, central battery and switch-board room, laboratory for photometry, and three private laboratories for advanced students; on the second floor, the chemistry lecture room, stock rooms, balance rooms, offices, six private laboratories for advanced students, and general laboratories for quantitative analysis, physical chemistry, research, and physiological chemistry; on the third floor, stock rooms, balance rooms, and general laboratories for inorganic and organic chemistry and qualitative analysis. A Foucault pendulum tower in the center of the building provides for demonstrating the rotation of the earth.

For the course in astronomy a four-inch refracting telescope is mounted on a knoll about a mile south of the city limits where there is an unobstructed view of the whole sky and no interference due to electric lights. This telescope has an equatorial mounting, accurately divided circles, and electric-clock drive. The equipment for astronomy also includes a mechanical model of the solar system; a special globe to illustrate precession of the equinoxes; one hundred lantern slides; large-scale star maps, and a number of special devices for lecture-table demonstrations.
Stetson Chapel

On April 22, 1932, Founders Day of the College, the Stetson Chapel was dedicated. This beautiful building was made possible by the gifts of alumni and friends as a fitting tribute to the late Dr. Herbert Lee Stetson, for many years president of the College. The building is a combination of the New England meeting house style with an Italian tower. The auditorium seats 750 people. Chapel services, commencement exercises, sacred concerts, vespers, and Christmas carols are held in this building.

The Hoben Memorial Organ was installed in the Chapel in the fall of 1936. It is a comprehensive three-manual instrument, built by M. P. Moeller, Inc., thoroughly modern in all details, tonally a distinctive masterpiece, and graced with a console of unusual beauty. The organ is used regularly at the chapel services and from time to time formal recitals are given by distinguished guest organists. The organ is available to organ students for practice.

The Kirby Memorial Amplification Unit, installed in March, 1947, is a gift of Winifred S. Kirby in memory of her late husband, Mr. Lewis H. Kirby, and her parents, Mr. and Mrs. Frederic B. Stevens. This unit makes possible the broadcasting of music from the Chapel tower, and also provides a public address system for the nave.

The Music House

The South Street Music House, located within a five-minute walk of the campus, houses the applied music department. This fine old residence has been extensively remodeled and adapted to the needs of instructors and students. Well-appointed studios and practice rooms are equipped with one or more pianos and suitable furnishings to provide a cheerful atmosphere for the study of music.

Record Library

The College owns a comprehensive library of phonograph records. All students are invited to avail themselves of the opportunity to listen to recordings of great music. Students frequently organize informal groups and schedule “listening periods” for this purpose.

Tredway Gymnasium

The substantial brick gymnasium was erected in 1911. The building contains office rooms, shower baths, locker rooms, and is provided with apparatus sufficient to care for the needs of the physical education classes and of the indoor sports programs of both men and women students.

During the summer of 1930 the gymnasium was remodeled and enlarged, and named the Arthur C. Tredway Gymnasium. This improvement was made possible by a generous bequest from the late Arthur C. Tredway, of the class of '98. The reconstructed gymnasium provides a playing floor of fifty by ninety feet and has seating accommodations for two thousand people.

The primary purpose of the gymnasium is the physical welfare of all the students rather than the development of small groups of expert gymnasts and athletes.

The central heating plant is housed in the basement of this building.

Angell Field

Twenty-two acres of beautiful property just west of the campus proper were purchased during 1944 at a cost of $47,500. Gifts from the Kalamazoo Foundation, the W. E. Upjohn Estate, the Sutherland Paper Company, the Kalamazoo Stove Company, the Upjohn Company, and Charles B. Hays made the purchase possible. The land is being developed for athletic and physical education purposes. A gift of $50,000 was received in 1945 from Mr. and Mrs. William R. Angell for development of the field and stadium. This gift was made in memory of their son, Chester M. Angell, who was killed in action over Sardinia in April, 1944. It has been named Angell Field. The field includes a football field, lights for night contests, stadium and press box,
and, when completed, will have a baseball diamond, practice football field, and parking area. It was dedicated October 19, 1946, the first major war memorial to be dedicated following World War II. Angell Field is considered one of the fine college athletic plants of the country.

Stowe Tennis Stadium

The Stowe Tennis Stadium was constructed in 1946. Nine clay courts with red teniko surface, permanent seating for 1,500 spectators, pro shop, judges stand, and press box, are provided. The National Junior and Boys' Tennis Championships are scheduled at this stadium through 1950. Numerous other local and state tournaments are scheduled to be held each year. This stadium is considered the finest college layout in the country.

In addition, there are also five all-weather courts (Grass-tex). They are immediately adjacent to Tredway Gymnasium and were constructed in 1941. The National Junior and Boys' Tennis Championships were played on these courts in 1943, 1944, and 1945.

President's House

A brick residence of colonial type is provided for the President's family. The house is beautifully situated at the extreme end of the upper campus facing Academy Street and constitutes a distinct part of the group of college buildings.

Seminar Homes

In harmony with the ideal of Kalamazoo College, a Fellowship in Learning, the trustees erected in 1927 four faculty homes on the southwest corner of the campus. These homes, of the New England colonial type in brick and slate, are used in both the educational and the social program of the College.

The introduction of this idea proved so gratifying both to faculty and students, that in 1930 three additional similar homes were built on the west end of the campus.

GENERAL INFORMATION

College Residences

For Men:

Hoben Hall, the residence for men, is the gift of Mr. and Mrs. E. A. DeWaters, '39 and '00, of Flint. It was opened and dedicated on January 20, 1937. It is a three story fire-proof brick structure with accommodations for one hundred sixteen men. On the first floor are a beautiful lounge which frequently is used for receptions and parties, a powder room, a central office, and a suite of rooms for the house supervisor.

The building is divided into two sections, connected only by the lounge on the first floor. Each section has a shower room and a lavatory on each floor. Most of the rooms are designed for two men but there are several which may be used as single rooms.

The New Dormitory for men was completed and ready for occupancy at the opening of college in September, 1947. It is a three story fireproof brick structure of the most modern design, located on Academy Street adjacent to Hoben Hall. It accommodates one hundred twenty-two men.

On the first floor are a commodious lounge, a recreation room, a dormitory kitchen, laundry, living quarters for the house supervisor and his family, a guest room and the infirmary. There are a variety of room arrangements for the students, including the regular single bedroom-study and double bedroom-study combinations. There are also suites for two men, providing one bedroom, study and bath, and suites for four men, providing two bedrooms, study and bath. There is a general shower room and lavatory on each floor.

Telephones are provided on each floor of both dormitories, and there is a buzzer in each room by which the students may be summoned.

For Women:

Mary Trowbridge House, a fire-proof residence for women, was first occupied in the school year of 1925-26. This is a beautiful building in the college grove at the head of Bulkley Street. It is modern in every respect and is attrac-
The building contains accommodations for approximately one hundred thirty-two young women, the house director, and the college nurse. Besides the individual rooms, each of which is furnished for two students, there are kitchenettes, a spacious living room, a guest room, playroom, sun parlor, and an infirmary. A terrace and court have been landscaped at the east side of the building. Telephone service is provided on each floor.

To help meet the post war demands for admission to College, an annex near the campus has been equipped to house sixteen girls and a house supervisor.

Welles Hall

Welles Hall, made possible by a bequest of the late F.R. Welles, was first occupied in January, 1940. It serves as a dining hall and union and has proved to be a splendid addition to the social facilities of the College. The main dining room contains tables for three hundred guests, a large fireplace, and a spacious platform for speakers, orchestra or other forms of entertainment. The high vaulted ceiling and the arched windows add to its attractiveness and comfort. This room makes possible the holding of large formal banquets and dances on the campus.

On the east wall of the dining room is the mural entitled "The Bridge of Life," made possible by a grant made in the summer of 1940 by the Carnegie Corporation of New York, and by a second grant announced in June, 1941. The painting is the work of Mr. Philip Evergood, who accepted the appointment as temporary member of the faculty with the title of Resident Artist under a Carnegie Corporation Grant. Mr. Evergood began his work early in the fall of 1940, and the painting was completed and dedicated in May, 1942. An interpretation of this beautiful mural has been prepared by Dr. L. J. Hemmes of the Department of Philosophy and is available for the use of visitors to the building.

Kitchen, breakfast cafeteria, refrigerators, and store rooms are housed in a separate wing on the south side. The ground floor contains a large comfortably furnished lounge where town students and campus students may meet informally.

Included in the building are a soda fountain, check room, powder room, washrooms, and a small dining room for the use of student organizations and other groups.

Mandelle Library

By the will of Mary Senter Mandelle, of Stonington, Connecticut, the College received a bequest for the erection and maintenance of a memorial library. The building, called the Minnie Mandelle Memorial Library, was put into service with the opening of college in September, 1930.

It not only provides ample and adequate physical facilities for the handling and housing of the College library, but it is a building of exceptional beauty.

The Mandelle Memorial Library building provides stack room for 90,000 books. It contains six seminar rooms, a club reading room for informal reading, several lecture rooms, an exhibition room for the Art department, and a room for faculty and trustees, in addition to the reference reading room and the periodical room.

A notable gift of books collected by the late Hon. A. M. Todd was donated to Mandelle Memorial Library on February 16, 1942, by Mrs. Ethel Todd Woodhams, Paul H. Todd, Allman Todd, and Albert J. Todd, in memory of their father, Albert May Todd.

This collection comprises over 1000 volumes, including many examples of sixteenth and seventeenth century printing and of fine book binding. A splendid hand illuminated manuscript, an antiphonal, probably of the sixteenth century, forms a part of this collection. The open shelves in the reading room contain the general reference books and a large number of others. Students are also allowed free access to the stacks as well as to the reading room.

The public library of the city is available to students of the College, and the staff there is always willing to cooperate
in any way with the college librarian. This fine library contains over seventy thousand volumes. It maintains, also, a splendid list of magazines and journals.

**STUDENT ORGANIZATIONS**

The students maintain many organizations under their own management. These provide excellent opportunities for recreation, fellowship, and practical experience. The College approves of participation in such activities to any extent which does not interfere with the student's academic work. Members of the faculty assist in the direction of several of the organizations; and a faculty committee, appointed by the President, audits the books.

Faculty approval is required before any new student organization may be formed.

The Student Body and the Senate

The Student Body is organized for the purpose of promoting extra-curricular activities, social events, and other projects of interest to the students.

Student Assembly, for which a definite time is set aside each week, is held for the discussion of, and action on, matters of general interest. Programs are presented frequently by the various student organizations and by outside speakers and musicians.

The officers of the Student Body consist of a president, a secretary-treasurer, and the student managers of athletics, forensics, music, and publications. The student managers work in cooperation with various faculty committees for the promotion of extra-curricular activities.

The Senate is the executive committee of the Student Body. It consists of the elected officers, athletic manager, manager of forensics, manager of publications, editor of Boiling Pot, social chairman, religious affairs representative, student assemblies representatives, a representative of each of the classes, and the presidents of the Women's League and the Men's Union. A committee on student religious activities is also appointed.

**Women's League**

The Women's League was organized in 1929 for the purpose of uniting all women in the projects which concern the social, musical, athletic, and philanthropic activities of women students. These activities include the arrangements for welcoming new women; the Ginling banquet and the contributions to Ginling College; the annual Christmas Carol Service and Christmas social service project; the May Fete; career conferences for college women along lines of vocational interests; and any welfare or social activities in which the assistance of Kalamazoo College women may prove helpful. All undergraduate women are members of the League.

A League Council, composed of the elected officers, appointed committee chairmen, two women faculty members, and the Dean of Women, meets regularly once a month to transact the ordinary business of the League. The entire League meets at least once each semester for a business, educational, and social program.

**Men's Union**

The Men's Union was organized in the autumn of 1939. It includes all men students of the College. Its purpose is to sponsor activities and programs of interest to men. Outstanding speakers are heard at the monthly meetings. During the second semester the Union sponsors a series of round-table vocational conferences.

**Men's and Women's Societies**

There are seven societies, which provide social and literary activities for the students. The men's organizations are: the Sherwood Rhetorical Society, founded in 1851; the Philolexian Lyceum, founded in 1855; the Century Forum, founded in 1900; and the Married Veterans' Society founded
in 1946. The women's societies are: the Eurodelphian Society, founded in 1856; the Kappa Pi Society, organized in 1906; and the Alpha Sigma Delta Society, which was founded in 1920. The regular meetings, scheduled for alternate Wednesday evenings of each week, include business, literary, and social problems. Each society holds occasional open sessions to which new students and friends are invited. Five rooms in Bowen Hall and one in Tredway Gymnasium are available for the use of the societies, thus enabling each organization to have a regular meeting place.

Musical Organizations

The **College Singers**, a vested chorus of mixed voices, sings at the daily chapel service and presents special programs from time to time on and off the campus. The repertoire includes sacred and secular choral works, both accompanied and a cappella. Each spring an oratorio or opera is presented, including such works as Dubois' "The Seven Last Words," Mendelssohn's "Hymn of Praise," Smetana's "The Bartered Bride," and Balfe's "The Bohemian Girl." Membership is by try-out in the fall, and is open to all students who can qualify.

The **Madrigal Singers**, organized in 1940, consists of eight picked voices, four men and four women, who specialize in the study and performance of sixteenth and seventeenth century motets and madrigals.

The **Men's Varsity Quartet** and the **Women's Varsity Quartet** prepare specialized programs and provide music for various college and community affairs.

The **Women Carolers** present the annual Christmas carol service in Stetson Chapel under the auspices of the Women's League. All college women who sing are eligible to participate.

The **Chamber Music Ensemble** offers to players of strings, woodwinds, and other orchestral instruments opportunity to gain ability and experience in the playing of classic and modern chamber music. A string trio and other ensembles, formed from the larger group, broaden the field of work for the more proficient players. These units provide music at various functions as need may arise. Admission is by competitive try-outs under the supervision of the Director.

The **College Band**, in addition to providing music for athletic contests, parades and festivals, undertakes systematic study of standard overtures and the classic repertoire. Several concerts are given during the year in Kalamazoo and surrounding territory. Uniforms and some of the instruments are provided by the College. Students having some ability and experience in band work are admitted after consultation with the faculty director.

The **Overley Society** is open to all students enrolled in Applied Music. Program meetings are held monthly, directed by student officers, with members of the Music faculty acting as counselors. The main purpose of the club is to afford its members opportunities to gain experience in public performance.

Other Student Organizations

The **International Relations Club** was organized in the fall of 1921, under the direction of the Carnegie Endowment for International Peace. This club is composed of a faculty committee and such students as are particularly interested in matters of international importance. The members discuss questions of international interest, review books, and read papers of current importance. The club also endeavors to bring to the College each year one or two noted lecturers upon international topics.

The **K Club** is composed of all men who have received their college letter for distinction in athletics. In order to win a "K" the athlete must possess good scholarly and moral qualities, as well as marked ability in physical contests. The emblem is given upon the recommendation of the Department of Physical Education when confirmed by the Athletic...
Board of Control. No awards are made, however, prior to the completion of one semester's work in the College.

The Society of Caduceus was organized in October, 1937. According to its written constitution, its objects are "the promotion of a finer fellowship among the men of the College who are interested in gaining a broader association with the medical profession in its various aspects and requirements, and the stimulation among the entire college body of a wider and more intelligent interest in the problems, achievements, and functions of contemporary biological science." Meetings are held on Thursday evenings twice a month, and the programs consist of lectures by prominent professional men, educational motion pictures, joint meetings with other interested organizations, business meetings, and informal discussions. A library of catalogues of the various approved medical schools has been established and is kept up-to-date.

Kappa Delta Chi, organized in the spring of 1941, is open to students who are preparing for the Christian ministry or some other full-time Christian vocation. Its purpose is summarized in the three words: fellowship, study, and service.

Le Cercle Francais, organized in 1942, is open to students who are interested in using the French language as a means of social intercourse and in participating in the planning and presentation of programs in that language. Meetings are held once a month.

The Economics Club, organized in the fall of 1947, is made up of students who are interested in current economic problems. The purpose of the club is to promote thought and discussion on matters of economic concern. Meetings are held once a month.

The Spanish Club, organized in the fall of 1947, is open to students who are interested in using the Spanish language as a means of social intercourse and in participating in the planning and presentation of programs in that language. Meetings are held once a month.

Student Publications

The Kalamazoo College Index is a weekly paper published by the student body under the direct management of an elected board of editors working under the Board of Student Publications, which is a joint committee of student and faculty representatives. The paper contains student, faculty, and alumni news, and editorial comment on matters of student and general college interest. The editor-in-chief and the business manager receive financial remuneration for their work.

The college annual, known as the Boiling Pot, is published by the student body. It contains many illustrations and records of all student extra-curricular activities.

RELIGIOUS LIFE

Kalamazoo College is dedicated to the ideal of Christian higher education. It was founded as a Christian institution and has maintained a religious emphasis during all the years of its existence. The College holds that vital religion is consistent with the highest learning, and, what is more, that education without religious anchorage and control is not only imperfect but dangerous.

Although Kalamazoo College is a contribution of the Baptist denomination to higher education in Michigan, it is, and always has been, unmistakably non-sectarian, striving without denominational bias to develop in its students a Christian philosophy of life and to maintain such influences as will tend to build up strong Christian character.

To this end, a chapel service is held four days each week, and courses in religion are offered. The religious activities of the College are organized under the direction of a faculty committee and a student committee, working in close cooperation. Since Kalamazoo is an important educational center, religious work for students is maintained jointly by the Baptist, Congregational, Methodist, and Presbyterian de-
nominations, organized in what is known as "The Interchurch Student Council," with a full-time director, Dr. Samuel R. Neel, Jr. This movement, by means of its varied program, ministers effectively to the religious needs of the students.

In addition to this cooperative program, all of the various churches of the city welcome students and provide special facilities for them. The policy of the College is to encourage students to maintain normal church relationships.

But beyond these more formal expressions of its religious purpose, the College endeavors to create and maintain an environment conducive to high thinking and right living, wherein every relationship is permeated by the Christian spirit. The members of the faculty are men and women of genuine Christian character, and the warm, personal interest existing between the student and the instructor is a practical expression of the spirit of the Great Teacher.

DRAMATIC AND FORENSIC ACTIVITIES

Kalamazoo College is a member of the Michigan Intercollegiate Speech League, which includes the following: Michigan Intercollegiate Debate League, Michigan Intercollegiate Oratorical League, Michigan Extemporaneous Speaking League, Michigan Interpretative Reading League, and Michigan Intercollegiate Discussion. Through the M.I. S.L., affiliation is held with the Interstate Oratorical League. Kalamazoo College has the Michigan Alpha chapter of Pi Kappa Delta, the national honorary forensic society.

All eligible students may participate in the many curricular and extra-curricular dramatic and forensic activities on the campus.

All dramatic activities are sponsored by the Department of Speech. Four major productions are presented each year. Plays are produced by students in the department and by members of the College Players, an organization open to all students interested in dramatics.

Freshmen, as well as other students, are permitted to try out for oratory, debate, extemporaneous speaking, and interpretative reading. Successful candidates represent the College in numerous state, interstate, and national contests, thus gaining valuable experience in effective public speaking.

ATHLETICS

The College is a member of the Michigan Intercollegiate Athletic Association and maintains varsity teams in football, basketball, tennis, golf, track, and field sports.

Intercollegiate contests are favored for the stimulation of physical education, college spirit, and rigorous discipline. Such contests, however, are regulated by the Department of Physical Education, subject to the approval of the faculty Committee on Athletics. They are subordinate to the academic interests of the contestants and of the College as a whole, and are conducted on a high plane of sportsmanship. Eligibility rules are strictly maintained, and students whose college work is unsatisfactory are not allowed to take part in intercollegiate contests.

In order to secure these ends, the Department of Physical Education, inclusive of intercollegiate athletics, is conducted as is any other department of the College.

It is the aim of the College to encourage sports and outdoor life for all students. More important than the success of any team engaged in intercollegiate contests is the training of every student to live a vigorous and effective life.

A schedule of contests in intramural sports is arranged each year. The societies for both men and women also sponsor a program of intersociety athletic contests during the late winter and spring.

The Women's Athletic Association was organized for the stimulation of interest in recreation and athletic activities, for the unification of the athletic efforts of the women of Kalamazoo College, and for the formulation of a policy for the control of intramural athletic competition. Any woman of Kalamazoo College may become a member when she has earned 150 points according to the point system of the Association. For retention of active membership, 100 additional
40 points must be earned each year. Points may be earned by practice and participation in seasonal team and individual sports, such as fieldball, soccer, basketball, volleyball, baseball, tennis, golf, archery, badminton, ping-pong, horse shoes, bowling, riding, hiking, swimming, and cycling. The awards are: a membership pin with 150 points; a class numeral with 400 points; a monogram with 750 points; and a chenille "K" with 1000 points.

HEALTH SERVICE

The College seeks to safeguard and improve the health of its students. To this end College nurses, a College physician and a College psychiatrist are provided for the academic year. Free medical service for all students is available on the Campus at scheduled hours. There are infirmaries in the student dormitories for resident students. The student is expected to consult his own physician in case of serious illness, however, and the College does not assume financial responsibility for treatment of sickness or accident beyond the scheduled calls of the College physician. Through the courtesy of the Michigan Department of Health an annual x-ray examination for tuberculosis will be given each student free of charge. See page 42 regarding hospitalization.

RESIDENCE AND BOARDING

All out-of-town students are expected to live in the college residences and board in the college dining hall unless excused by the faculty Committee on Academic Standards. Rooms and board are not provided during any of the listed vacation periods.

Application for a room:

Application for a room by an out-of-town student is covered by the application for admission. (See page 52.) When admitted, a room is reserved for the applicant.

Men:

The rooms in the residence halls for men are furnished with single beds with comfortable springs and mattresses, pillows, bed linens and spreads, study chairs, and easy chairs. Large double study desks, the newest type study lamps, and window drapes are provided. Book shelves and dressers are built into the walls. Maid service is furnished by the College. The student is expected to provide his own blankets and towels.

A key deposit of fifty cents is required, and is refunded when the keys are returned.

House dues of one dollar per year are payable at the opening of the fall semester. This fund is used to maintain the table games, to finance social events, and to supply magazines and newspapers for the lounge. The house fund is in charge of a treasurer of the hall, elected by the men.

Women:

In Mary Trowbridge House each room accommodating two persons is comfortably furnished with twin beds, regulation study table, chairs, mattresses, pillows and bed linens. Maid service is provided. The student is expected to provide her own blankets, spreads, towels, window curtains, and closet curtains.

A key deposit of fifty cents is required and is refunded when keys are returned.

House dues of seventy-five cents a semester are collected by the house treasurer and are used for newspapers and magazine subscriptions and such other expenses as are approved by the house council.

Single rooms and rooms with bath:

In both men's and women's residences an additional charge of $25 per semester is made for the privilege of occupying a single room; a charge of $50 per semester is made for the privilege of occupying a double room alone, but this privilege is not granted if the exclusion of other students would result.

There are certain rooms with adjoining bath. An additional charge of $25.00 per student per semester is made for the privilege of occupying one of these rooms.
Student Government:
The men in Hoben Hall and the women in Mary Trowbridge House are organized under a student government plan, which includes officers and a house council.

The College discourages the use of student cars on the campus and, therefore, advises parents and students that those who must have a car are required to apply for a permit to have one before or at the time of enrolment. Campus parking space is limited and the city prohibits parking on the streets over night. All available space on the campus is assigned to faculty and a few students. Others are required to park their cars off the campus. This regulation necessarily applies to both resident and non-resident students.

COLLEGE FEES
Per Semester

STUDENTS RESIDENT ON CAMPUS.............................. $562.50
This includes room, board, tuition, matriculation, graduation, music, library, laboratory, and other academic fees. It also includes dues for the senate, the Women’s League, the Men’s Union, health service, forensics, the Index, the college year book (when issued), and admission to athletic contests. It does not include personal laundry, toilet articles, books, stationery, etc. In addition to the above each resident student will be provided hospital insurance during the college year. This insurance furnishes full hospital expense for thirty days for each disability. For minor illnesses the College provides infirmary rooms in both the men’s and women’s residences and the services of a resident nurse. If it is necessary for meals to be brought from the dining hall, a small charge is made for each meal to provide for carrying the trays.

STUDENTS NOT RESIDENT ON CAMPUS......................... $237.50
This includes tuition, matriculation, graduation, music, library, laboratory, and other academic fees. It also includes dues for the senate, the Women’s League, the

PAYMENTS AND REFUNDS
College fees for each semester are due in full at the opening of the semester. If deferred payments are desired, this may be arranged by paying a slight additional charge. Students residing on the campus may arrange to pay $190.00 at the beginning of each semester, $190.00 at the end of the first six weeks, and $190.00 at the end of the first twelve weeks. Students not living on the campus may arrange to pay $250.00 at the beginning of each semester, $250.00 at the end of the first six weeks; and $250.00 at the end of the first twelve weeks. Attention is called to the fact that students availing themselves of the deferred payment plan will be required to have a parent or guardian sign notes at the beginning of the semester for the balance of the semester’s account. Attention is further called to the fact that though a student may drop out of college at any time during the semester, it is expected that the entire semester’s fees will be paid; except in case of prolonged illness of the student, necessitating an absence of half a semester or more. In no case is more than one-third of the total amount for the semester refunded.

Men’s Union, health service (not hospitalization), forensics, the Index, the college year book (when issued), and admission to athletic contests.

Students carrying ten semester hours or more will be charged full tuition. A charge of $25.00 per semester hour is made to persons carrying less than ten hours.

In making a flat charge as shown above, the College is endeavoring to avoid the confusion that many parents and students have experienced in the past when separate fees were charged for many different things. However, in view of the current economic situation, the College reserves the right to change the fee schedule at the end of any semester.
STUDENT AID

In order to recognize high scholastic achievement and believing in the dignity of all kinds of work, to help deserving students avail themselves of the benefits of higher education, the following system of scholarships, grants, employment and loans is provided.

1. GRANT-EARN ASSISTANCE.
   a. SOPHOMORE, JUNIOR AND SENIOR HONOR LIST STUDENTS.

   Any student on his Class Honor List, who is in financial need and willing to help himself, is eligible to apply for Grant-Earn Assistance. If his application is approved, the student is given the opportunity to earn an agreed amount doing essential work for the College at the regular campus rate of pay. In addition to the opportunity to earn, the College makes a definite grant to the student for which no work is required.

   Grant-Earn Assistance is usually made on a fifty-fifty basis, which means that the student who needs an additional $100.00 in order to attend college will be given an opportunity to earn $50.00 and will be given an additional $50.00 without work. The ratio between the amount earned and the amount given need not always be fifty to fifty, but will be determined in the light of the needs of each individual case.

   b. FRESHMEN.

   Any high school senior who ranks in the upper tenth of his class up to the middle of the senior year is eligible to apply for Grant-Earn Assistance. Subject to good campus citizenship and otherwise satisfactorily meeting college requirements he is eligible at the end of his freshman year to apply for Grant-Earn Assistance for his next year even though he should not make the Sophomore Honor List. The purpose of this dispensation is to allow sufficient time for adjustment to college life. To be eligible to apply for Grant-Earn Assistance for his junior or senior year his name must be on his Class Honor List.

c. OTHER STUDENTS.

   Funds are reserved for the aid of deserving students who are not on a Class Honor List. Applicants must show financial need, and the awards are made in the form of part work and part grant as described above, though the sum given as an annual grant may be somewhat less than that awarded to Honor List students.

   Special consideration is given to sons and daughters of ministers and missionaries, and to students from foreign countries.

2. EMPLOYMENT.

   There is usually sufficient campus work for the employment of students who need some earnings to meet their current expenses. Believing in the dignity and the fundamental value of work, the College encourages such employment. Those wishing work should apply before the opening of the college year.

3. STUDENT LOANS.

   Through the years, friends of the College have provided Loan Funds for worthy students who need to borrow. In general, loans are reserved for upper classmen.

   a. PRESIDENT’S LOAN FUND.

   The President of the College has at his disposal a loan fund of $620.00 for the assistance of worthy upperclassmen.

   b. THE KIMMIS LOAN FUND.

   Through the bequest of Mr. Austin Kimmis of California a loan fund of $77,000 has been established. Mr. Kimmis provided that loans be made to young men and women seeking a college education. He provided further that they be of good moral character, have mental capacity of high order and be inspired by motives that will in sure earnest effort.
c. The Charles True Goodsell Memorial Loan Fund.
This fund of $300, established in 1942 in memory of the late Professor Goodsell of the Department of History, is available for loans to deserving students.

d. The Fred Everett Loan Fund.
This special loan fund was established in 1942 by Mr. Fred Everett of Seattle, Wash., a former student of the College. It amounts to $1,000.

e. The Kurtz-Bennett Loan Fund.
This fund of $500, established in 1943 by Dr. Charles J. Kurtz, '94, is available to earnest students of the sophomore, junior, and senior years.

f. The Anne and Eleanor Kirby Loan Fund.
This fund of $500, established in 1943 by Mr. and Mrs. Lewis H. Kirby, is used to assist deserving members of Alpha Sigma Delta in the sophomore, junior, and senior years.

g. The D. A. R. Loan Fund.
The local society has provided Kalamazoo College with a fund of $200.00 to be loaned to worthy students.

h. The Christina Redpath Munro Loan Fund.
A fund of $175.00 established in 1943 by her daughter, Mary Munro Warner. Special loans are made from this fund to students who wish to obtain a teaching certificate.

i. Other Loan Funds.

<table>
<thead>
<tr>
<th>Fund</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. S. and Stella Collins Loan Fund</td>
<td>$130.00</td>
</tr>
<tr>
<td>Curtenius Loan Fund</td>
<td>15.00</td>
</tr>
<tr>
<td>Kappa Loan Fund</td>
<td>26.00</td>
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<tr>
<td>Celia Lindsay Loan Fund</td>
<td>167.00</td>
</tr>
<tr>
<td>Henry Lindsay Loan Fund</td>
<td>197.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$535.00</strong></td>
</tr>
</tbody>
</table>

The College also cooperates with students in securing financial aid from other sources. A number of funds are available from which loans may be obtained. Juniors and seniors are usually able to obtain assistance from one of the following sources: the Knights Templar Educational Foundation; the Kalamazoo College Women's Council; the Kalamazoo College K Club; the D. A. R.; the Kalamazoo Kiwanis Educational Aid Fund; the American Bankers Association Loan Scholarship. First year students are usually not eligible to apply for such loans. The local chapter of the A.A.U.W. has a loan fund which is available to senior women. The Student Employment Committee assists students to find desirable remunerative employment in the city.

**APPLICATION FOR STUDENT AID**
Application for any form of Student Aid, including Employment, for any academic year should be made by upperclassmen before July 15 and by entering students at the time of their application. Upperclassmen should secure application blanks from the Dean. New students should apply to the Director of Admissions.

**ENDOWED SCHOLARSHIPS**

The Charles Willard Student Aid Fund, established in 1896 by the late Charles Willard in the amount of $57,215.70.

The John M. Gregory and Louisa C. Gregory Scholarships, established in 1920 by bequest of Mrs. Louisa C. Gregory in the amount of $7,530.99. The money shall be used to aid worthy, indigent and self-sustaining students who pass the best competitive examinations in the preparatory studies.

The Emma O. Reed Scholarship, established in 1924 by Mrs. Emma O. Reed in the amount of $5,000. The in-
come of this fund is to maintain a scholarship for applicants from Ingham County whenever nominated by vote of the First Baptist Church of Mason.

THE THOMAS T. LEETE, JR. SCHOLARSHIP, established in 1935 by the bequest of Thomas T. Leete, Jr., in the amount of $5,000.

THE JESSE HOYT AMES SCHOLARSHIP, established in 1940 by the bequest of Dr. Edward Ames in the amount of $5,000.

THE JOSEPH W. HICKS SCHOLARSHIP, established in 1911 by Mrs. H. D. Hicks in the amount of $4,000. The purpose of this scholarship is to promote a higher grade of scholarship in the Plainwell (Michigan) High School and to stimulate a desire for higher education. Representatives of the Plainwell School Board and of Plainwell High School nominate the recipient of this scholarship.

THE LEWIS A. TAFT SCHOLARSHIP, established in 1873 by the late Lewis A. Taft in the amount of $2,540.

THE H. B. LATOURETTE SCHOLARSHIP, established in 1909 by the late H. B. LaTourette in the amount of $2,000. In awarding this scholarship preference is given to candidates recommended by the First Baptist Church of Fenton, Michigan.

THE EMMA WHYLAND SHARP SCHOLARSHIP, established in 1935 by the late L. A. Sharp in the amount of $2,000. The income from this sum is to assist worthy students in Kalamazoo College; preferably in music. The recipient of this scholarship may be chosen each June by a committee headed by the pastor of the First Baptist Church of Alma, Michigan.

THE AXTELL SCHOLARSHIP, established in 1876 from the estate of Miss Hannah Axtell, of Detroit, in the amount of $1,000. The interest of this fund is to be used for the benefit of worthy students meriting aid.

THE C. VAN HUSAN SCHOLARSHIP, established in 1892 by the children of the late Caleb Van Husan in the amount of $1,000. The income of this fund is to be used to aid students preparing for the ministry.

THE PRAEGER SCHOLARSHIP IN BIOLOGY, established in 1934 by friends and former students of the late Professor William E. Praeger, in cooperation with the University of Michigan. The purpose of this scholarship is to make possible for outstanding juniors and seniors a summer's study at the Douglas Lake Biological Station of the University of Michigan. Undergraduate or graduate courses may be pursued. Two hundred seventy-eight dollars is still available.

THE HORACE J. AND LIZZIE P. FULLER FUND, established in 1944 in the amount of $5,000 through the bequest of Mrs. Lizzie P. Fuller. "Worthiness, character, and need of the recipient shall be given as much consideration as scholastic ability."

THE HOFF SCHOLARSHIP, established in 1944 in the amount of $1,000 by Mr. and Mrs. Robert H. Hoff. The principal and interest are to be used as a scholarship for students from Grosse Pointe High School, Grosse Pointe, Michigan. Five hundred dollars is still available.

THE L. F. SMITH AWARD, endowed to the sum of $500, consisting of one-year's membership and a subscription to one of the journals of the American Chemical Society, given to the major in Chemistry having at the end of the junior year, the highest average standings in courses in Chemistry, Physics, and Mathematics.

THE PRESSER FOUNDATION MUSIC SCHOLARSHIP is awarded by competitive examination to a student interested in preparing himself as a music educator in either institutional or private fields. It carries an annual stipend of $250.

UNDERGRADUATE SCHOLARSHIPS

UPJOHN SCHOLARSHIPS IN CHEMISTRY. Two scholarships per year, each amounting to $950.00 are provided by
The Upjohn Company of Kalamazoo. They are awarded to seniors or juniors majoring in Chemistry who have been selected by the Department of Chemistry, approved by the Committee on Scholarships and who are acceptable to The Upjohn Company. Recipients spend one semester and one summer vacation consecutively in a full-time laboratory position at The Upjohn Company. Recipients whose homes are not in Kalamazoo are expected to be campus residents during the regular semester in which they hold this scholarship.

GRADUATE SCHOLARSHIPS AND FELLOWSHIPS

The Upjohn Research Scholarship in Chemistry, amounting to $750 a year, is awarded by the Upjohn Company of Kalamazoo to a graduate of the College recommended by the Department of Chemistry. The work done by these scholars in the research laboratory of The Upjohn Company is in pure chemistry, is supervised by the research director for Upjohn scholars, and leads to the degree of Master of Science. Fees amounting to $35 for the year are paid by each scholar.

The Arthur L. Blakeslee Scholarship in Municipal Administration, the gift of Mr. Arthur L. Blakeslee, a trustee of the College, is awarded to a graduate of an approved college or university. The student under this award is assigned to the staff of the Kalamazoo Bureau of Municipal Research where his theoretical study of government administration is supplemented by contact with the processes of a functioning governmental unit. Applicants who have completed an honors major in Public Administration may expect to complete the work for the Master’s degree in one year. The scholarship carries a stipend of $400 for the year. From this amount the regular college fees must be paid. Application should be filed by March 15. Blanks may be obtained by writing the Secretary of the Faculty, Kalamazoo College, Kalamazoo, Michigan.

The W. E. Upjohn Unemployment Trustee Corporation Research Fellowships, granted by the trustees of the W. E. Upjohn Unemployment Corporation, are awarded to graduate students who are engaged in research in connection with the Kalamazoo Bureau of Municipal Research. The work involved and the conditions on which the Master’s degree may be earned are the same as for the Arthur L. Blakeslee Scholarship announced above. Each fellowship carries a stipend of $600 a year. From this amount the regular college fees must be paid. Application should be filed by March 15. Blanks may be obtained by writing the Secretary of the Faculty, Kalamazoo College, Kalamazoo, Michigan.

The Herbert Lee Stetson Fellowship. The late President Stetson in his will provided an endowment of $5,085.84 for a fellowship for a graduate of Kalamazoo College to pursue work at Harvard, Yale, Johns Hopkins, Chicago University, or a European university. The recipient must be a person of very high moral character and with such an academic record as will justify the expectation that he or she will develop into a very capable research student or will attain some marked excellence in some field of scholarship. This fellowship is not available for professional work other than in the Department of Education.

ADMISSION

Students are admitted to the College at the opening of each semester.

Applications for admission should be directed to the Director of Admissions. The faculty Committee on Admissions acts on all such applications. It is expected that all applicants will fulfill the following requirements. Under exceptional circumstances, however, mature persons without regular preparation for college entrance are permitted to pursue special studies.
1. The applicant must show that in pursuing his educational and vocational program he stands to profit from the offerings of this College.

2. The applicant must apply for admission on blanks furnished by the College and must certify his willingness to accept the standards of conduct maintained in this institution.

3. The applicant must be a graduate of an approved high school or have completed an equivalent amount of work, and should be recommended by the school authorities as possessing the ability to do college work.

4. The applicant is expected to have completed a course of secondary school study which is in accord with one of the following plans and to have ranked within the upper half of the class. However, an applicant who has completed his high school course with exceptionally high grades but has not conformed to either of the following plans, may be admitted by special action of the Committee.

5. Whenever possible, a visit in the home or a personal interview takes place before a student is admitted.

6. The applicant must present on the blanks supplied by the College a complete record of his medical history signed by his physician. No applicant is allowed to enroll before submitting this blank, completely filled out.

7. Advance Payments. Five dollars must accompany each application for admission. This amount is not refundable; however, if the applicant enrolls at Kalamazoo College, it will be credited to his account and applied to his total bill. Each applicant, after all his materials are received, will be notified of the action taken by the Admissions Committee. Those students who are acceptable will be sent an Official Certificate of Admission upon receipt of ninety-five dollars if this amount is paid while rooms are yet available. The ninety-five dollar deposit, also credited to the student's account upon enrollment, is not subject to refund. Exceptions will be made only in rare instances at the discretion of the Administration. Married students and those residing with parents in or near Kalamazoo will not, of course, make the ninety-five dollar room reservation payment.

8. The College encourages all new students to visit the campus at their earliest convenience.

Plan 1: Under this plan, students applying for entrance must present by certificate from approved schools or by examination 15 units of entrance credit including the following:

- English, 3 units.
- History, 1 unit.
- Foreign Language, 2 units of one language.
- Algebra, 1 unit.
- Geometry, 1 unit.
- Laboratory Science, 1 unit.

At least 12 of the fifteen units offered must be in academic subjects.

Plan 2: Under this plan the total amount of work required for admission remains the same as under Plan 1, fifteen units, but is stated in the form of specified sequences. Subjects taught in high school are classified into five groups, and students may select their sequences from these groups.

A minimum of four sequences must be presented, which must include a major sequence from Group A and at least one other major sequence. Not more than one of these required sequences will be accepted from any one group except Group B. Sequences may be presented from two languages.

A. English. A major sequence of three or more units.
B. Foreign Language Group.

A major sequence consists of three or more units of a single language; a minor sequence consists of two or two
and one-half units of a single language. The foreign languages acceptable for a sequence are Greek, Latin, French, German and Spanish.

C. Mathematics-Physics Group.

A minor sequence in this group must include one unit of Algebra and one unit of Geometry. A major sequence is formed by adding to this minor sequence one or more units from the following:

- Advanced Algebra \( \frac{1}{2} \) or 1 unit,
- Solid Geometry \( \frac{1}{2} \) unit,
- Trigonometry \( \frac{1}{2} \) unit,
- Physics 1 unit or Aeronautics 1 unit (if not counted in group D).

D. Science Group.

Any two units selected from the following constitute a minor sequence and any three or more units constitute a major sequence.

- Physics 1 unit (if not counted in group C).
- Chemistry 1 unit.
- Botany 1 unit.
- Zoology 1 unit or Biology 1 unit.
- Aeronautics 1 unit (if not counted in group C).

If Biology is counted in these sequences neither Botany nor Zoology can be counted.

E. Social Studies Group.

A total of two or two and one-half units selected from the following constitutes a minor sequence; a total of three or more units, a major sequence.

- Ancient History, 1 unit.
- European History, including English History, 1, 1\( \frac{1}{2} \), or 2 units.
  - American History, \( \frac{1}{2} \) or 1 unit.
  - American Government, \( \frac{1}{2} \) unit.
  - Economics, \( \frac{1}{2} \) unit.

*Half units in the social studies are acceptable as part of a sequence only if taken in the 11th or 12th grade.
The remaining units required to make up the necessary fifteen units are elective from among the subjects listed above and any others which are counted toward graduation by the accredited school.

The Committee on Admissions has authority, with the consent and approval of the departments of instruction most intimately concerned, to accept other courses as substitutes for certain of the units listed in the various groups. Only courses well organized and competently taught will be considered, and any school desiring the privilege of such substitution for its graduates should furnish the committee with detailed descriptions.

Under this plan greater responsibility is placed upon advisers and students in high school for so choosing subjects as to make it reasonably certain that students entering college will not find themselves unable to take certain courses because of failure to secure the necessary preparation for the advanced work. This is particularly true in regard to mathematics, as elementary algebra and plane geometry are not taught in the College.

ADMISSION OF VETERANS

The attention of veterans is called to the fact that Kalamazoo College has given and is giving careful consideration to their respective needs. Veterans wishing to make preliminary arrangements for receiving benefits under Public Act 346 (G. I. Bill) or Public Act 16 (Rehabilitation Act) should contact their local offices of the Veterans Administration. If there are specific questions concerning benefits, costs, housing, etc., the veteran is invited to write to the Director of Admissions, Kalamazoo College, Kalamazoo 49, Michigan.

FRESHMAN INDUCTION PROGRAM

All first year students are expected to be present at the Freshman assembly in Stetson Chapel on Monday, September 13, 1948, at 9:00 a.m. and to participate in the orien-
The College Program

Counsel and Guidance

Each new student is assigned a faculty adviser and a student counselor at the opening of the college year. These counselors assist him in planning his program, in making the proper adjustments to college life, and in meeting the various problems that arise during his first year on the campus. After the student chooses his major field of study, he is expected to select as his adviser one of the members of the faculty teaching in this field.

Cumulative records are made of the student's activities and achievements. Psychological, personality, and vocational aptitude tests are given. Physical examinations are given at regular intervals and a careful record of the health of the student is kept. Using these data, the director of student personnel, the deans and the faculty advisers seek to provide helpful and intelligent direction and guidance for each student, based upon his peculiar interests, needs, and capacities. The materials assembled in the cumulative record also are used by the Placement Committee in assisting students to find opportunities for further study or employment upon graduation from college.

Members of the faculty are in their offices at regular hours for conferences with students. In addition to this, students are frequently invited to the faculty homes, and faculty members are often visitors at the college residences. A coffee hour in the lounge of Hoben Hall provides a further opportunity for friendly fellowship between students and faculty. Vocational counselors are brought to the campus each year to confer with students.

Student Conduct

Kalamazoo College seeks to develop in the individual student that keen sense of personal responsibility which
makes for good citizenship in a democratic society. By becoming a useful and cooperative member of the college community, the student prepares himself to be a desirable member of that larger society which he enters upon graduation. He learns to respect the rights of others and to be tolerant of beliefs and ideas which differ from his own. The College concerns itself with the task of cultivating good manners and the social graces in its students. For these reasons the experience of living together in the college residences is considered an important part of the educational program of the College.

The College reserves the right to dismiss any student who does not maintain high standards of personal conduct or who refuses to respect the rights of his fellow students. The standards of the College do not permit gambling or the use of alcoholic beverages on the campus.

CHAPEL

The college chapel services are a vital part of the educational program. Religious devotions, fine music, and inspiring talks by faculty members and outside speakers are included in the chapel programs. Chapel is held four times a week for twenty minutes and all students are required to attend regularly. Everything sectarian or offensive to members of any particular religious faith is rigidly excluded.

STUDENT ACTIVITIES

Student activities, carried on under faculty supervision, are regarded as an integral part of the college program. They provide varied opportunities for wholesome self-expression. Every student is encouraged to participate in at least one activity each year. Each student is expected to earn four activity credits during his college course. An activity credit is awarded for participation in one of the extra-curricular activities or for holding a major office in a student organization. The number of such activities in which he may take part is determined, in conference with his faculty adviser, according to his individual tastes and capacities, his academic load, and the amount of self-help employment which he has.

These activities include varsity, freshman, and intramural sports, oratory, debate, extempore speech, interpretative reading, dramatics, work on the college paper or yearbook, International Relations Club, Caduceus Society, Overley Society, Spanish Club, Le Cercle Francais, Economics Club, and similar organizations. The elective offices of the student body, the four classes, and the literary societies often involve considerable responsibility and are also considered in determining the total load which a student may carry.

ATTENDANCE

Students are expected to be present at all regular class or laboratory sessions of the courses which they elect. There is no system of allowed absences. It is not expected that teachers will assist students to make up work missed during absences unless such absences are due to illness or some equally valid circumstance. Instructors report to the Dean any student who has three consecutive absences and warn any student whose absences have reached a point where his class standing is endangered. If such warnings are disregarded, the student may be excluded from the class.

The College reserves the right to dismiss any student who is unwilling or unable to maintain reasonable standards of work.

EXAMINATIONS

At the end of each semester students are examined in all the studies of that semester. These examinations are written and usually last from two to three hours. A student reading for honors may be excused from course examinations in the field of study in which he is working. In lieu of these, a comprehensive examination is taken at the close of the senior year.

Supplemental examinations for students with standing E
are held twice during the college year, on the first Wednesday of the fall semester, and on the first Wednesday following the spring recess. These examinations are given at 1:30 p.m., and are in charge of a proctor appointed by the Dean.

**STANDINGS**

The student's standing is found by combining the examination, class, and laboratory records. Every student receives a report card at the end of each semester on which the standing is expressed by the letters A, B, C, D, E, F, and I. A signifies a high standing; B, good; C, passing; D, merely passing; E, condition; F, failure; I, incomplete. A gives three quality points per credit hour; B, two; C, one; and D and F, none.

Students with standing E in any course are given one opportunity to receive credit with D standing by passing satisfactorily a supplemental examination; but unless this supplemental examination is taken and passed satisfactorily before the course is given again the grade E automatically becomes F. Students with standing F receive no credit for the course; those with standing I may receive credit on completion of a definite portion of the work of the course before a date fixed by the instructor; but unless removed before the end of the following semester, an I automatically becomes an F.

Reports of grades are sent regularly to parents or guardians at the close of each semester; mid-semester reports for students on probation are sent to parents. On request, grade reports are sent to the schools in which the students were prepared.

**Probation.** A student is placed on probation by a faculty committee when his grades for any semester fall below a C average. To regain satisfactory standing, a student must secure at least a C average for all his work in the succeeding semester. Failure to achieve this C average in the succeeding semester will result in a request from the Committee that the student withdraw from the College because of poor scholarship.

**Transcripts.** Each student is entitled to one transcript of his record free of charge. Additional copies are supplied at a cost of one dollar each. When asking for a transcript the student should give his full name and the dates of attendance.

**THE COURSE OF STUDY**

The course of studies leading to the degree of Bachelor of Arts is designed to give the student a general understanding of the major divisions of the curriculum and to provide for a considerable measure of concentration in some one department or field of study.

During the first two years of the course general education is stressed. The student is required to elect courses in different divisions, with options which allow for differences in individual preparation and tastes. He is also expected to take such elementary or intermediate courses in his proposed field of concentration as will later make possible the successful completion of his major work. During the last two years the student is expected to devote the major portion of his time to the field or department in which he desires to specialize, although opportunity is provided for broadening by means of free elections in other departments.

**Individualized Courses**

In order to make the college course more flexible, and especially in order to give the student freedom to pursue a subject as rapidly as his ability permits, the faculty has approved the development of individualized courses in which the needs and interests of the students may be adequately served. These courses are announced by the different departments, with a statement regarding their nature and content and the amount of credit to be given, it being understood that the actual work may vary in individual cases and from year to year. Such courses are uniformly numbered 191-199.
Concentration

In order to provide for some degree of concentration in the college course, each student, near the end of the sophomore year, selects a major subject to which he intends to devote his particular attention. The student may do his major work in a certain department or in a field of study which embraces work in two or more related departments. If he does his major work in one department he must complete at least twenty-four hours of work in that department with a grade of C or better in each course. If he chooses to do his major work in a field of study he must complete at least forty hours of work in that field with a grade of C or better in each course. In either case the work must be distributed through at least four semesters.

Not more than forty hours of work in any one department may be counted toward graduation. If the student does his major work in a department he must also complete two minors of twelve hours each, one of which must be in a department which is not in the same division as his major. If the student does his major work in a field of study, he must complete one minor of twelve hours in a department unrelated to his major work.

The choice of major or minor subjects may be changed later in the college course for good reason.

Requirements for the Bachelor's Degree

1. All candidates for the degree of Bachelor of Arts must complete satisfactorily 120 semester hours* of work with 120 quality points† (See page 60), including the following:

a. Four hours of Rhetoric 1, 2, and two hours of Speech 11, unless permission is given to substitute an equal amount of advanced work in rhetoric or speech.

b. One year's work of at least eight hours in a laboratory science.

c. One year's work of at least six hours in one of the departments in Division IV (Social Sciences, see page 69) exclusive of Education. Economics 19, 20 may not be used to satisfy this requirement.

d. One second year course of at least eight hours in a modern foreign language; and either one other year of at least six hours in foreign language, or six hours in English or speech in addition to requirement a above. In making recommendations for university graduate fellowships preference will be given to those graduates of the College who possess a good reading knowledge of French and German.

The above required work should be taken as early in the course as possible, and it must be completed before the beginning of the senior year.

e. One year's work of at least six hours in Division III (Humanities, see page 69) exclusive of courses in applied or ensemble music and studio art.

Students majoring in science who are candidates for graduate scholarships or fellowships may, with the consent of their adviser, substitute for this requirement a third year's work in French or German.

f. A major of at least twenty-four and not more than forty hours in one department with standing C or better in each course extending over at least four semesters.* (See page 60). Students entering from another college must complete at least two semesters' work in their major at this College unless excused by the department.

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* A semester hour is defined as a subject of study pursued through one semester with one prepared class exercise a week. Two or three hours of laboratory work are equivalent to one prepared class exercise.

† These 120 quality points must be earned in not to exceed 135 semester hours.

* Majors are offered in art, biology, chemistry, economics, English or English literature, French, history, mathematics, music, philosophy, physical education, physics, psychology, political science, religion, sociology, Spanish, and speech.
g. Two minors of at least twelve hours each, extending over at least four semesters. One of these minors must be in a department not closely related to that of the major.

h. In lieu of f and g above the student may with the approval and upon the advice of his adviser elect to complete a group major of at least forty hours and an unrelated minor of twelve hours.

A group major may be referred to as a functional major. The plan contemplates that the contributions from related departments will serve to give the student insight into the purpose and function of his particular field of interest in the total scheme of complex, dynamic society. Some clinical and laboratory contacts within the field of interest are encouraged.

2. All candidates for the Bachelor's degree must show ability to use correct English. Those who fail to attain a reasonable standard of proficiency by the end of the sophomore year are required to take a non-credit remedial course.

3. Two years' work in physical education is required. It is expected that this work will be completed during the first two years of the course.

4. All college fees and bills must be paid before the degree is conferred.

5. All candidates for the Bachelor's degree are required to earn in residence at least thirty hours and thirty quality points, and to spend their senior year at this College. Students who at the end of their last semester lack not more than nine hours of completing the requirements for the degree may, by special arrangement, be permitted to complete their requirements at a recognized summer school of collegiate rank.

6. All members of the graduating class are expected to attend the commencement exercises.

REGISTRATION AND ELECTION OF STUDIES

Before entering upon classroom work students are required to enroll with the Registrar, to file an election blank approved by their faculty adviser, and to pay at least one third of the semester's fees in advance. These three things constitute registration.

Registration of new students will occur on Tuesday, September 14, 1948, and on Monday, January 31, 1949. Other students are required to make their elections for the first semester one week before the beginning of the June examinations and for the second semester one week before the beginning of the January examinations. A fee of one dollar is charged for late elections.

Changes in elections may be made with the approval of the adviser, but changes made after one week from the day classes begin in any semester are subject to a fee of one dollar. A course dropped after the sixth week is recorded as a failure except by special action of the faculty.

No credit is recorded for any course not properly elected.

Students may not elect less than fourteen or more than seventeen hours of work without the approval of the faculty Committee on Scholarship. Fifteen hours is considered a full load for the average student. No student is permitted to elect more than seventeen hours of work who received a grade of E, F or I in any course the previous semester. No student is permitted to elect more than nineteen hours of work.

FRESHMAN ELECTIONS

1. All first year students are required to take Rhetoric* 1, 2 and physical education.

*Students who have done excellent work in English in high school and who place high in the special English test given during the induction program may be permitted to substitute for Rhetoric 1, 2, an advanced course in the Department of English.
2. Each student will choose one course each from a and b, and four or five hours from c.

a. A foreign language, four hours each semester. This must not be a repetition of work credited for admission.

b. A laboratory science, four hours each semester or Mathematics 1, 2. (It must be distinctly understood that a laboratory science is required for graduation while mathematics is not so required.)

c. Four or five hours from the following:
   French, German, or Spanish, 1, 2, or 3, 4.
   Biology, 1, 2 or 3, 4; Chemistry, 1, 2 or 2, 4 * Physics 1, 2.
   Mathematics, 1, 2; 21, 22; History, 3, 4; 51, 52; 53, 54; 55, 56.
   Art, 1, 2; 21, 22; Religion 4; 11, 12; 13, 14.
   Music, 1, 2; 3, 4. Applied or Ensemble work.
   Speech, 11, 12.

GRADUATE STUDY

Kalamazoo College offers work leading to the degree of Master of Arts or Master of Science to qualified students in certain fields of study. Graduate work is carried on only in those fields in which adequate library and laboratory facilities are available. The Bureau of Municipal Research, the Upjohn library and laboratories, and the Kalamazoo State Hospital provide special facilities for students desiring to do graduate work at the College in political science, chemistry, or sociology. A student desiring to undertake graduate work should consult the head of the department in which he desires to study. Graduate students pay the same fees as undergraduates during the first year in residence. If further time is required to earn the degree a reduced rate may be arranged.

*Freshmen who have had one year of physics or chemistry and two years of mathematics are eligible.

Requirements for the Master’s Degree

1. A candidate for the Master’s degree must be a graduate of the College or of another college in good standing, and must have a major of undergraduate work in the proposed field of study. In addition, the candidate must satisfy the Committee on Graduate Work that he has the necessary ability and background to do graduate work.

2. The candidate must complete at least one full year of resident graduate work of high quality.

3. The proposed course of study for the Master’s degree must be submitted to the Committee on Graduate Work for approval within the first two weeks of the college year.

4. A thesis or research report is required. The completed thesis must be approved by the department concerned not later than May 20th, and one bound copy presented to the college library before the degree is conferred.

5. The candidate must pass a satisfactory oral examination on his course of study. This examination is conducted by the major instructor and at least two qualified assistants.

PLACEMENT

The College undertakes to give guidance and assistance to its students in their efforts to obtain employment after leaving College in business, teaching, and junior professional positions, to secure admission to graduate and professional schools, and to adjust themselves to the problems they face after graduation. The College has been unusually successful in helping its students and alumni to secure scholarships, fellowships, and assistantships in graduate schools.

The Placement Committee of the faculty directs the policies which are followed in this work. By means of objective tests, interviews, and cumulative records an effort is made to assist the student in deciding on the type of work for which he is best fitted. Contacts are maintained with the public schools, graduate and professional schools, busi-
ness firms, and governmental agencies. Investigations are made of the success of the graduates of the College in the work which they enter following graduation.

**SUMMER SCHOOL**

The College will organize and conduct summer school courses in those subjects for which there is a sufficient demand. Separate charges are made for these courses and are in addition to the regular tuition charged for work done during the academic school year. Information concerning the summer courses may be had from the Registrar upon request.

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The academic offerings of the College include four major divisions in addition to the Department of Physical Education, as follows:

I. **LANGUAGES, LITERATURE, AND SPEECH**
   English, French, German, Spanish, Speech.

II. **NATURAL SCIENCES AND MATHEMATICS**
   Biology, Chemistry, Physics, Mathematics.

III. **HUMANITIES**
   Art, Music, Philosophy, Psychology, Religion.

IV. **SOCIAL SCIENCES**
   Economics, History, Political Science, Sociology, Education.

As there is often a close relationship between departments of instruction in different divisions, the College permits work in certain courses to be credited to either of two divisions at the option of the student. It is also possible for a student to select a field of concentration which cuts across both departmental and divisional lines, the only requirement being that the field of study selected must have a definite element of unity.

Courses numbered below 50 are primarily of an elementary character; those numbered above 50 are of an intermediate or advanced nature. For further information, consult department statements.

Courses marked 1948-49 were not given in 1947-48, and those marked 1947-48 will be omitted in 1948-49.

The College reserves the right to withdraw any course for which the registration is considered insufficient.
A. History of Art

The general courses in art have four principal objectives. The first of these is to acquaint students with a considerable substance of the best work in the field of the visual arts. The second is to promote some degree of proficiency in the arts of interpreting these works. The third is to give students an understanding of some of the general principles upon which critical judgments and evaluations are made. The fourth is to develop some skill in the application of these principles.

Properly to gain the maximum value of the course sequences, it is recommended that students initiate their study of the arts with courses that place the major emphasis upon enlarging the experiences of the specific nature and function of the visual arts through study of art history and practice. This can be properly supplemented with courses which offer training in the skill of interpretation and evaluation. Students who wish to deepen their study in the field may augment their training by continuing in this field through direct application of the arts either in classroom or individualized courses.

21, 22. World History of Art.
A general survey is made of the principal art works of the past and present together with a study of their historical and cultural importance. Three hours, throughout the year.

23. History of Minor Arts.
Students are made familiar with the archeological, social and artistic parallels that are associated with the development of the minor arts through the periods of history. Three hours, first semester.

33. History of Modern Art.
An investigation is made of the artistic theories and their premises from the nineteenth century to the immediately contemporary period. Three hours, first semester.

43. History of Antique Art.
Interpretations and analysis are made of the formal struc-
tures that surround the peak of Grecian and Roman art. Three hours, first semester.

B. Practice of Art

1. Drawing.
   Instruction is given toward effecting a reasonable proficiency in the handling of the basic graphic media. Three hours, first semester.

2. Technique of Art Interest.
   The promotion is made of a critical understanding of the main techniques currently employed in the practice of commercial and fine art production. Three hours, second semester.

12. Color and Design.
   A fundamental investigation is made in the techniques of art as related to color application and design arrangement. Three hours, second semester.

52. Art in Advertising.
   Work is offered toward directing a better understanding of consumer's and producer's art in commercial advertising. Three hours, second semester.

100. Development of Taste.
   Survey is made of trends in taste toward arts and the principles underlying the emphasis given to the more widely accepted taste temperaments. Three hours, second semester.

C. Theory and Applied Art

102. Art in Everyday Life.
   Critical investigation is made of the integral factors epitomizing current value of the practical arts. Three hours, second semester.
The general aim of most of the courses in biology is to give the student a cultural background for the appreciation of the contributions of science to modern life and the part it plays in contemporary thought. The specific aim is to offer a scientific training to those students with a major interest in biology and its applied branches. In order to lay a good foundation for scientific work it is 'wise to take with biology some courses in chemistry, physics, sociology, psychology, and philosophy. If possible, a reading knowledge of both French and German should also be obtained.

The pre-medical student should find out early in his course the prerequisites desired by his chosen medical school. Courses 1 and 4 or 3 and 4 meet the entrance requirements of most medical colleges as a minimum. Biology 105 and 109 are recommended by all medical colleges in addition, and 106 is recommended by all and required by a few.

Courses 1 and 3 carry four hours' credit per semester when taken by students who have done no previous work in this department. Otherwise they yield only three hours' credit and may be taken without the Wednesday lectures.

1, 2. General Botany.
How plants live and reproduce, and the structures involved. A comparative study is made of both the simpler and higher plants with a view to their evolutionary relationships. Three lectures and laboratory two consecutive hours. 1948-49. Four hours throughout the year.

An introductory course dealing with the invertebrates. Three lectures and laboratory two consecutive hours. Four hours, first semester.

An introductory course with special attention to the vertebrates. Three lectures and laboratory two consecutive hours. Four hours, second semester.

8. Bird Study.
This is intended to be a practical course with the emphasis upon identification and classification of our native birds; their food and nesting habits. Occasional lectures, mainly field work.

No prerequisite, but election is subject to the approval of the instructor. One hour second semester.

105. Vertebrate Anatomy.
A comparative study of typical backboned animals for the purpose of revealing the structure of the human body. Lectures open to upper classmen for two hours' credit by permission of instructor. Two lectures and laboratory two consecutive hours. Four hours, first semester.

106. Vertebrate Embryology.
A study of the development of the individual from the origin of the germ cells to the adult condition. Lectures open to upper-classmen for two hours' credit by permission of instructor. Two lectures and laboratory two consecutive hours. Alternates with 116. 1948-49. Four hours, second semester.

A study of the modern conceptions of heredity and the investigations on which they are based. Eugenics and social problems receive special attention. Two hours, first semester.

112. Evolution.
A study of the evidences for organic evolution and of the theories which have been offered to explain how it might have occurred. Alternates with 114 and 118. 1947-48. Two hours, second semester.

114. General Endocrinology.
The biology of hormones and the ductless glands. A study is made of the structure, physiology, and interrelations of the organs of internal secretion. Alternates with 112 and 118. Two hours, second semester.

A study of the minute structure of animals. Training in the preparation of materials. Lecture, and laboratory two consecutive hours. Alternates with 106. Three hours, second semester.

117. Anthropology. See Sociology 103.

118. Comparative Neurology. See Psychology 110.
A study of the anatomy and physiology of the central nervous system and sense organs. Dissection is made of representative vertebrate brains and of the special sensory structures. Pre-requisite, Biology 4 or Psychology 1. Two lectures and laboratory
two consecutive hours. Alternates with 112 and 114. Three hours, second semester.

125. Human Physiology.
A study of the functions of the human organism, and the relationship of structure and function to environment. Prerequisite, Biology 3, 4. Three hours, first semester.

151, 152. Biology Seminar.
A study of recent biological literature. One hour, each semester.

191, 192. Special Courses.
These are offered for advanced students in biology. In assigning the problems the experience and purposes of the student are considered. Such work as the following is assigned: special readings; advanced cat anatomy; skeletal preparations; problems in embryology; problems in genetics; ecological study; animal and plant histology; plant morphology and classification; applied bacteriology. Credit to be arranged.

Particular attention of students interested in biology is called to the unusual opportunities offered by the Douglas Lake Biological Station, maintained under the direction of the University of Michigan at Cheboygan, Michigan. Courses given there occupy eight weeks in summer, beginning about the third week in June and ending the third week in August.

CHEMISTRY

PROFESSOR STOWE, ASSOCIATE PROFESSOR STRONG, ASSISTANT PROFESSOR MYERS

Students majoring in the department with intention of following a professional career in chemistry are advised to take courses 2, 103, 105, 106, 107, 108, 109, 110, and one or more advanced courses.

1. Introduction to Chemistry.
An introduction to the chemical study of matter with some attention given to the role of chemistry in contemporary affairs. Attention will also be given to some of the implications of science for society. Two lectures, one quiz section, and laboratory period of three consecutive hours. Four hours, first semester. This course does not count as credit toward a major in the department.

2. Fundamentals of Chemistry.
An introduction to atomic structure and the periodic classification of the elements, the properties of solutions, and chemical equilibrium. For those students intending to major in science and presenting satisfactory high school chemistry this course may be taken without course 1. It is then to be followed by course 4. Three lectures and laboratory period of three consecutive hours, first semester. Lectures, quiz sections and laboratory hours for second semester same as listed for course 1. Four hours, each semester.

3. Inorganic Chemistry.
A study of inorganic chemistry in the light of the principles presented in course 2. Three lectures and laboratory period of three consecutive hours. Four hours, second semester.

100. Elementary Physical Chemistry.
A study of the application of physical measurements in the investigation of chemical phenomena. Prerequisite, course 2. Three lectures and a laboratory period of three consecutive hours. Four hours, second semester.

103. Qualitative Analysis.
The lectures deal with the analytical reactions from the point of view of the laws of chemical equilibrium applied to solutions of electrolytes. The laboratory work makes use of semi-micro methods in the analysis of the more common positive ions and a few negative ions. Prerequisite, course 2. Two lectures and two two-hour laboratory periods. Four hours, first semester.

105, 106. Organic Chemistry.
A study of the principles of organic chemistry with some applications to subjects of special interest in this field, including proteins, carbohydrates, natural and synthetic textile fibers, dyes, and plastics. Prerequisite, course 2. Two lectures and laboratory period of three consecutive hours. Four hours throughout the year.

107, 108. Quantitative Analysis.
Lectures, recitations, problems, and laboratory work, dealing with the gravimetric and volumetric analysis of inorganic compounds. Prerequisite, course 2. Lectures and laboratory. Three hours throughout the year.

109, 110. Physical Chemistry.
Lectures, recitations, problems, and laboratory work, introduc-
ing the student to the principal chapters of modern chemical theory. A knowledge of organic chemistry is desirable. Prerequisite, Chemistry 2, 103; Physics 1, 2; Mathematics 103, 104. Two lectures and laboratory period of three consecutive hours. Four hours throughout the year.

111. Organic Qualitative Analysis.
A systematic study of the characteristic qualitative reactions of organic substances, including the classification and identification of such compounds. Prerequisite, courses 103, 105, 106. Two lectures and two two-hour laboratory periods. Four hours, first semester.

112. Advanced Quantitative Analysis.
Laboratory work is offered in the analysis of water, sugar, fuel, and various types of organic compounds, as well as other analytical work of special content. Prerequisite, courses 107, 108. Credit to be arranged.

113. Inorganic Preparations.
A one-semester laboratory course open to advanced students by permission of instructor. Credit to be arranged.

114. Advanced Organic Preparations.
A one-semester laboratory course open to advanced students by permission of instructor. Credit to be arranged.

115. Advanced Physical Chemistry.
Laboratory work in some special phase of this field is undertaken and pursued more intensively than is possible in course 109, 110. Credit to be arranged.

117. Physiological Chemistry.
Chiefly laboratory work introducing the student to a number of typical reactions of carbohydrates, fats, and proteins. Some time is spent in the examination of blood and urine. Prerequisite, courses 105, 106. Two hours, one semester.

118. Glass Blowing.
Two hours, one semester.

121, 122. Industrial Laboratory Practice.
A special course given through the cooperation of The Upjohn Company of Kalamazoo and intended to afford to a limited number of students of superior ability and adequate preparation an opportunity to obtain practical experience in an industrial chemical laboratory. The student spends one full semester and one summer vacation consecutively in a full-time laboratory position at The Upjohn Company. In addition to satisfying the requirements for holding the position, the student is required to submit to the department of Chemistry a comprehensive written report on the work of the course at its conclusion as well as any progress reports requested by the department during the progress of the work. The course may be taken only by senior or junior students majoring in Chemistry who have been selected by the department and who are acceptable to The Upjohn Company. Eight semester hours of credit.

151, 152. Chemistry Seminar.
An introduction to current chemical literature and research methods. Papers are presented upon assigned topics. Open only to advanced students majoring in chemistry. One hour of credit.

191, 192. Special Courses
These courses are intended to afford students of superior ability and adequate preparation an opportunity to obtain specific training for original investigation in one of several fields of chemistry. Open only to seniors majoring in Chemistry. Credit to be arranged.

ECONOMICS AND BUSINESS ADMINISTRATION

Professor Masten, Professor Wendzel, Mr. Smith, Mr. Ham

The courses offered in Economics and Business Administration are designed to offer basic materials for students majoring or minorining in the field and to contribute the descriptive and analytical information on the contemporary economic system which is essential to an intelligent exercise of citizenship. Courses in Economics and Business Administration should be selected not only with reference to the student's aptitude and future plans, but also in such a way as to give him a well-balanced program. Students majoring or minoring in the department should enroll in courses 1, 2 in the sophomore year. (A knowledge of elementary accounting and statistics is recommended for students desiring to do advanced work in the field.)

1, 2. Principles of Economics.
An introductory course to give a comprehensive description of contemporary economic life and to precede more specialized study in the various subdivisions of economics. Scope and method of economics; forces determining prices; distribution of wealth and income; money and banking; taxation and government; international trade; industrial organization; labor; proposed economic
changes. Prerequisite, sophomore standing. Three hours throughout the year.

This course aims to acquaint the student with the principles of statistics as a means of scientific study of economic and social phenomena. Topics covered include tabular and graphic presentation, averages, ratios, dispersion, correlation, measurement of trends, business forecasting and the collection of statistical data. Prerequisite, sophomore standing. Three hours throughout the year.


Fundamental principles of accounting; a study of business papers, journals, and ledgers; periodic adjustments and closing of the books; preparation and interpretation of financial statements; various refinements in accounting technique for a modern enterprise; with a practice-set of problems. Prerequisite, sophomore standing. Three hours throughout the year.

The contents of this course are kept flexible to meet the needs of advanced accounting students. It covers such problems as accounting analysis, costs, budget control, audits, and others. 1948-49. Three semester hours throughout the year.

This course deals with the history and analysis of the important economic writings from the seventeenth century to the present day. Prerequisite, course 1, 2. 1949-50. Three hours, first semester.

102. Advanced Economic Analysis.
A review of economic principles together with an introduction to some of the complex problems of economic analysis. Among the topics included are the nature of capital and capital accumulation, income, value, purchasing power and distribution. Prerequisite, course 1, 2. 1949-50. Three hours, second semester.

104. Economic History.
A study of the development of economic institutions from their early beginnings to modern times. Prerequisite, course 1, 2. 1949-50. Three hours, second semester.

105. Marketing.
A survey of the entire field of marketing; the role of the consumer; channels of retail distribution; the wholesaling of goods; marketing functions and policies; criticisms and trends in marketing. Prerequisite, course 1, 2. Three hours, first semester.

106. Advanced Market Analysis.
Social aspects; marketing policies and objectives; modern advertising procedure; market research; problems of sales management. Prerequisite, course 1, 2, 105. 1948-49. Three hours, second semester.

111. Money and Banking.
A survey of monetary and banking principles; history of money; theory of money and prices; development of commercial banking; bank operations; the place of banking in our economic structure; the Federal Reserve System and its credit policies. Prerequisite, course 1, 2. Three hours, first semester.

112. Corporation Finance.
The financial structure and problems of the modern business corporation; types of securities; promotion, expansion, failure, reorganization and consolidation; administration of working capital; relations with investment bankers, with interpretations from the social and business viewpoints. Prerequisite, course 1, 2. Three hours, second semester.

113. Labor Problems.
Labor unions and collective bargaining; unemployment and employment stabilization; working hours, wage plans, and wage policies; job analysis; administrative policies on recruitment, selection, training, and promotion; personnel records. Prerequisite, course 1, 2. Three hours, second semester.

An application of the principles of finance to buying a home, starting a business, buying insurance and investing in securities. Emphasis is placed upon the problems that individuals are expected to encounter later in life. Prerequisite, course 1, 2, 112 or consent of the instructor. 1949-50. Three hours, second semester.

128. Governmental Finance.
A study of the principles and practices of public finance in relation to various economic purposes and to the economic system as a whole. Three hours, second semester.

141. International Trade and Resources.
A study of the location of world population, population density, resources, technology and the flow of world trade. Particular emphasis is placed upon the impact of resources, population and
technology upon the economic system. Prerequisite, course 1, 2. 1948-49. Three hours, first semester.

142. **International Economics.**
A study of national economic structure in the world setting; of the theory of international trade and finance; economic nationalism; free trade; exchange control; tariffs, and of current problems, policies and practices. Prerequisite, course 1, 2. 1948-49. Three hours, second semester.

151. **Contemporary Economic Systems.**
A study of the economic structure of capitalism, socialism, cooperativism, communism and fascism. Particular attention is given to the historical evolution of the economic systems of countries living under the various systems. Prerequisite, course 1, 2. 1949-50. Three hours, first semester.

155. **Industrial Organization and Management.**
Organization and administrative policies, supervision and management of industrial units. Among the topics considered are lines of administrative authority, production control, plant location and wage incentive plans. Prerequisite, course 1, 2. 1948-49. Three hours, first semester.

156. **Economics of Controlled Industries.**
Particular attention is given to economic theories related to public utilities and railroads as related to public regulation of rates, capitalization and service. The tendency toward monopoly in other fields is also made subject to inquiry. Prerequisite, course 1, 2. 1948-49. Three hours, second semester.

**Seminars**

Open to graduate students, others by permission.

161, 162. **The Theory of Economic Development.**
A study of production, distribution, and finance with special reference to full employment and secular growth. 1949-50. Two hours throughout the year.

171, 172. **Business Cycles and Employment Stabilization.**
A study of business cycle theories, of factual data on strategic economic fluctuations, and of proposals for stabilizing production and employment. 1948-49. Two hours throughout the year.

181, 182. **Industry Analysis.**
After developing a general approach, each student is expected to study one or more specific industries with special reference to investment opportunities and problems of economic stabilization. 1949-50. Two hours throughout the year.

191, 192. **Individualized Courses in Economics.**
Individualized work in economics and business administration. Credit to be arranged.

**EDUCATION**

**ASSISTANT PROFESSOR WARNER**

Most of the courses in the Department of Education are designed as liberal cultural courses and, unless otherwise indicated, are open to all students whether or not they expect to teach. The work in Education aims to familiarize students with the school as a social institution, to present present trends and issues in education, and to assist students in understanding those aspects of human growth and development closely related to the educative process.

Every state requires a certificate of those who teach in its public schools. Kalamazoo College is authorized by the state of Michigan to offer work leading to the Provisional Certificate, which allows the holder to teach in Michigan for a period of five years in the subjects and at the level indicated on the certificate. The requirements for the Secondary Provisional Certificate include one academic major of at least twenty-four semester hours and two academic minors of fifteen semester hours each, in subjects that are taught in the high schools (grades 7-12). The twenty hours in Education required are met by courses 12, 111 or 115, 113, 114, 131, and either 117 or 119. Those who plan to teach should register in the Department of Education by the end of the freshman year to plan a program leading to certification.

During the senior year, all candidates for a teacher's certificate are expected to pass a comprehensive examination in Education.

12. **Educational Psychology.** See Psychology 12.
A study of the psychological principles related to learning. Required for teacher certification. Three hours, second semester.

111. **Introduction to Education.**
A broad general introduction to the field of education and its various branches of service. Aims to acquaint students with the scope and opportunities in the field of education. Examines the American school in our democratic society in relation to students,
staff, community, and various social agencies. Visitation, readings, and discussion. Open to freshmen and those who may not desire to teach as well as to those working for the certificate. Alternates with Education 115. 1948-49. Three hours, first semester.

A study of various types and techniques of teaching, and their objectives, in junior and senior high schools. Each student examines textbooks and materials in one of his teaching fields as a basis for planning, organizing, presenting and evaluating content and method. School visitations are made. Students are encouraged to participate in community activities designed for the welfare of high school youth. Prerequisite course 12. Four hours, each semester. Required of candidates for the secondary certificate.

114. History and Problems of Education.
To meet the interests and needs of those not planning to teach as well as of those working towards certification. A consideration of educational theories and practices showing the relationship between education and social, economic, political, and religious movements of their times in Europe and America. Present day leaders, movements, and problems are emphasized. Each student works on a problem of interest to him. Seniors. Others by permission of the instructor. Three hours, second semester.

115. Secondary Education.
Designed as a general course for all students interested in education whether or not they intend to teach. Examines the aims and functions of the secondary school in modern education. Organization, administration, curriculum, pupil personnel, guidance, and control are considered. Participation in some activities with adolescents in home, school, or out of school groups in the community is expected. Alternates with Education 111. 1949-50. Three hours, first semester.

117. Educational Administration.
This course is designed to meet the needs of mature students interested in the administration of the school. A general survey of the principles of educational administration. Alternates with Education 119. 1949-50. Two hours, first semester.

History of the development of the curriculum, present curriculum trends, methods of determining curriculum materials and organization. A general course in the nature, sources, selection and organization of materials of instruction in the secondary school. Alternates with Education 117. 1948-49. Two hours, first semester.

123. Instruction in the Elementary School.
Considers the elementary school and its curriculum. Taught cooperatively by staff members of the various divisions. Juniors. Three hours, one semester.

Designed for candidates for the elementary certificate who can arrange a twelve hour block program of unified study in education. Its purpose is to integrate the work in professional education and to make possible more direct participation in actual school situations in the community. The block includes: (a) Educational Psychology, (b) Principles of Teaching in the Elementary Schools, and (c) Directed Teaching. Seniors. Twelve hours credit.

131. Directed Teaching.
Seniors recommended by their major professor, approved by the city Director of Elementary or Secondary Education and the college Director of Practice, may be admitted to the Kalamazoo schools for five semesters (90 clock) hours of directed teaching, provided they give evidence of high standards of general competence as persons and in their subject field. Students thus admitted are expected to participate in any school activity which the cooperating teacher may direct, such as curriculum conferences, the parent-teacher association, remedial and tutorial work, guidance, case studies, clubs, homeroom activities, home visitations, or extra-curricular activities. Conferences are held with the cooperating teacher. A seminar is held each Tuesday from four to six o'clock with the Director of Practice. Students are urged to carry a light academic and social program during the semester in which they elect this course. Five hours credit. Required for certification.

191, 192. Special Courses.
These are designed to meet the needs of seniors who expect to teach. Hours and credits to be arranged.

Special methods courses are listed in the various departments in which they are given. They may be credited in Education if the student so desires.
ENGLISH

Professors Simpson and Mulder, Mr. Peacock, Mr. McCready, Mr. Pickhardt, and Mr. Shane

A major in English Literature consists of courses 1, 2, 103, 104, 105, 106 and at least six more hours in literature.

A major in English must include work in both literature and rhetoric.

1. Literature

Course 1, 2 is prerequisite for all other courses in English Literature.

1, 2. Introduction to Literature.

An appreciative examination of masterpieces exemplifying each of the major types of English literature. First semester, the epic, the drama, the metrical romance, the novel. Second semester, the essay, the ballad, the lyric. Prerequisite, Rhetoric 1 and 2. Three hours throughout the year.

101. Eighteenth Century Literature.

A period study relating the literature to main currents of eighteenth century thought, social changes, and political events. Selections from British poets and prose writers from Pope to Blake. Three hours, first semester.


A brief review of the Romantic Movement in the eighteenth century is followed by intensive study of Wordsworth, Coleridge, Byron, Keats, and Shelley. Attention is given to prefaces, letters, and later biographies of the authors selected. Three hours, second semester.

103, 104. Elizabethan Drama.

First semester, representative pre-Shakespearian and earlier Shakespearean dramas. Second semester, the mature dramas of Shakespeare and of his more important contemporaries and immediate successors. Required of all English literature majors. 1948-49. Three hours throughout the year.

105. American Literature: First Period.

A comprehensive study of the development of literature in America from its colonial beginnings to the middle of the nineteenth century. 1947-48. Three hours, first semester.


A continuation of course 105, which is a prerequisite. 1947-48. Three hours, second semester.


First semester, the poetry of Landor, Mrs. Browning, Tennyson, with major emphasis upon Tennyson. Second semester, the poetry of Arnold, Browning, Swinburne, with major emphasis upon Browning. 1947-48. Three hours throughout the year.

111. The Development of the English Novel.

A survey of the development of the English novel as a distinct literary form from John Bunyan to Thomas Hardy. 1948-49. Three hours, first semester.

112. The Contemporary Novel.

An examination of the novel as a changing art form during the past fifty years. Representative novels are read that reflect the life of our time. 1948-49. Three hours, second semester.

113, 114. Modern Drama.

A study of the outstanding dramas of Europe and America from Ibsen to the present time, with major emphasis upon Ibsen, Shaw, and O'Neill. 1948-49. Three hours throughout the year.

117. American Writers.

The works of selected American writers are read in some detail. Through common assignments and individual projects, the class will study notable writers in various periods of American literature. Investigation of current articles, criticism, and recent biographies. Prerequisite, American Literature 105, 106. 1948-49. Three hours, first semester.

118. Literary Criticism.

The principles of literary criticism with illustrations from world prose and poetry. Changing standards of criticism are evaluated in the light of these readings from writers past and present. 1948-49. Three hours, second semester.

119, 120. Modern Poetry.

An intensive study, both literary and technical, of the creative efforts of the more prominent poets of England and America since 1890. 1947-48. Three hours throughout the year.

191, 192; 193, 194; 195, 196. Individualized Courses in Literature.

Suited to the needs of advanced students in the department.
II. Rhetoric

Course 1, 2 is required of all first year students and does not count toward a major or a minor except for a teacher’s certificate.

1, 2. Freshman Composition.
First semester, a study of the fundamentals of written composition. Second semester, a comprehensive study, theoretical and practical, of the four forms of prose discourse, with major attention to exposition; weekly written themes, and bi-weekly conferences. Two hours throughout the year.

11, 12. Remedial English.
A comprehensive review of the principles of grammar and rhetoric, with special emphasis on vocabulary building. All students adjudged deficient in English are required to take this course. One hour throughout the year, to be arranged. No academic credit.

103. News and Editorial Writing.

104. Magazine Article Writing.
An analytic and synthetic study of the magazine article; practice in this type of writing. 1947-48. Three hours, second semester.

105. Creative Expository Writing.
A systematic effort to awaken in the student a desire for creative writing and to aid him in the discovery and development of his aptitude therefor. In such effort the familiar essay, the descriptive sketch, and kindred forms are examined and practiced. 1948-49. Three hours, first semester.

106. The Short Story.
An intensive study, analytical and creative, of the simpler forms of narrative; the short story. 1948-49. Three hours, second semester.

109, 110. The Teaching of English.
A course designed to prepare students for the teaching of composition and of literature in the high school. One hour throughout the year.

101, 102. Individualized Courses in Writing.
Suited to the needs of advanced students in the department.
ture. Lectures and discussions covering the major phases and movements. Reading of an anthology or selected class texts. Prerequisite, courses 3-4. Three hours, either semester or both.

80. French Civilization.
Study of French culture and life. Selected readings and class texts. Prerequisite, courses 3-4. Three hours, second semester.

Study of the development of the novel in France. Lectures and discussions. Representative novels are read. Class texts and outside readings with reports. Prerequisite, courses 53, 54, or special permission of the teacher. 1949-50. Three hours, first semester.

104. Recent French Literature.
Study of the novel, drama and poetry of modern France. Lectures and discussions. Representative works are read. Class texts and outside readings with reports. Prerequisite, courses 53, 54, or special permission of the teacher. 1949-50. Three hours, second semester.

107. French Drama.
Study of the development of the drama in France. Lectures and discussions. Representative plays are read. Class texts and outside readings with reports. Prerequisite, courses 53, 54, or special permission of the teacher. 1948-49. Three hours, first semester.

112. Advanced French Composition and Grammar Review.
Oral and written practice in modern idiomatic French. Review of important grammatical principles, with stress on diction and syntax. Selected class texts. Prerequisites, courses 51, 52, or special permission of the teacher. 1948-49. Three hours, second semester.

113, 114. French Short Story.
Reading of modern French short stories. Discussions, summaries and explanations in French. The aim is primarily oral fluency. Prerequisites, courses 51, 52, or courses 53, 54, or special permission of the teacher. Two hours, either semester or both.

Practice in oral French to develop ease and accuracy in speaking and understanding French of general, everyday usage. Discussions and exchanges of ideas. Prepared and extemporaneous topics. Prerequisite, courses 51, 52, or special permission of the teacher. One or two hours, either semester or both.

200. Teaching of French.
Methods and problems of teaching high school French. Prerequisite, courses 51, 52, or special permission of the teacher. Two hours, one semester.

251, 252. French Seminar.
Advanced study and training in French language and literature. Problems, reports and discussions. Open to seniors and advanced students. One to three hours, either semester or both.

291, 292. Individualized Courses in French.
Offered to seniors and advanced students as need arises.

GERMAN

1-2. Elementary German.
Essentials of grammar. Drill in pronunciation. Written and oral practice. Selected readings. Four hours throughout the year.

3-4. Intermediate German.
Grammar review. Written and oral practice. Drill in the spoken language. Readings of selected modern works. Prerequisite, courses 1-2, or equivalent. Four hours throughout the year.

51, 52. German Composition and Conversation.
Training in written and oral composition. Drill in comprehension and expression. Extensive conversational practice. Selected class texts. Prerequisite, courses 3-4. Two hours, either semester or both.

97, 98. Scientific German.
Training in basic scientific German terminology and phraseology, covering the major areas of the physical and biological sciences. Selected class texts. Prerequisites, courses 3-4. Two hours, either semester or both.

SPANISH

1-2. Elementary Spanish.
Essentials of grammar. Drill in pronunciation. Written and oral practice. Selected readings. Alternate course 2 is given the first semester, and alternate course 1 the second semester. Four hours throughout the year.

3-4. Intermediate Spanish.
Grammar review. Written and oral practice. Drill in the
spoken language. Readings of selected modern works. Prerequisite, courses 1-2, or equivalent. Alternate course 4 is given the first semester, and alternate course 3 the second semester. Four hours throughout the year.

51, 52. Spanish Composition and Conversation.
Training in written and oral composition. Drill in comprehension and expression. Extensive conversational practice. Selected class texts. Prerequisite, courses 3-4. Two hours, either semester or both.

General reading course and outline history of Spanish literature. Lectures and discussions covering the major phases and movements. Reading of an anthology or selected class texts. Prerequisites, courses 3-4. Three hours, either semester or both.

80. Spanish Civilization.
Study of the culture and life of Spain and Latin America. Selected readings and class texts. Prerequisites, courses 3-4. Two hours, second semester.

90. Spanish Commercial Correspondence.
Study of epistolary forms. Reading and composing of modern business letters. Selected class texts. Prerequisites, courses 3-4. Two hours, second semester.

Study of the development of the novel in Spain. Lectures and discussions. Representative novels are read. Class texts and outside readings with reports. Prerequisites, courses 53, 54, or special permission of the teacher. 1949-50. Three hours, first semester.

106. Spanish American Literature.
Study of the development of literature in Spanish America. Lectures and discussions. Representative works are read. Class texts and outside readings with reports. Prerequisites, courses 53, 54, or special permission of the teacher. 1949-50. Three hours, second semester.

107. Spanish Drama.
Study of the development of the drama in Spain. Lectures and discussions. Representative plays are read. Class texts and outside readings with reports. Prerequisite, courses 53, 54, or special permission of the teacher. 1949-50. Three hours, second semester.

112. Advanced Spanish Composition and Grammar Review.
Oral and written practice in modern idiomatic Spanish. Review of important grammatical principles, with stress on diction and syntax. Selected class texts. Prerequisite, courses 51, 52, or special permission of the teacher. 1948-49. Three hours second semester.

113, 114. Spanish Short Story.
Reading of modern Spanish short stories. Discussions, summaries and explanations in Spanish. The aim is primarily oral fluency. Prerequisite, courses 51, 52, or courses 53, 54, or special permission of the teacher. Two hours, either semester or both.

Practice in oral Spanish to develop ease and accuracy in speaking and understanding Spanish of general, everyday usage. Discussions and exchanges of ideas. Prepared and extemporaneous topics. Prerequisite, courses 51, 52, or special permission of the teacher. One or two hours, either semester or both.

200. Teaching of Spanish.
Methods and problems of teaching high school Spanish. Prerequisite, courses 51, 52, or special permission of the teacher. Two hours, one semester.

251, 252. Spanish Seminar.
Advanced study and training in Spanish language and literature. Problems, reports and discussions. Open to seniors and advanced students. One to three hours, either semester or both.

291, 292. Individualized Courses in Spanish.
Offered to seniors and advanced students as need arises.

HISTORY

ASSOCIATE PROFESSOR SPENCER, ASSOCIATE PROFESSOR DONALDSON

History 3, 4 (An Introduction to the World Today) is the only course normally open to freshmen. Freshmen may be admitted to courses 51, 52, 53, 54, or 55, 56 if the instructor approves. All those who desire recommendation for secondary school teaching should take History 55, 56. For a major in history, courses 51, 52, and 55, 56 and also the seminar (course 151) are required. Minors are urged to complete 51, 52, and 55, 56 if it is feasible.

3, 4. An Introduction to the World Today.
The general introductory course in history, designed for fresh-
men. It involves an historical analysis of a wide range of subjects, such as big business, big labor, American foreign policy, the evolution of the English Parliament, the British dominion system, Russia's economic structure, and the westernization of Japan. Each topic is considered individually, from its early origins to the present time. Open to freshmen and sophomores. Juniors and seniors admitted only with the consent of the instructor. Three hours throughout the year.

51, 52. Modern European History.
The development of Europe from the Renaissance to 1945. Open to sophomores, juniors, and seniors. 1949-50. Three hours throughout the year.

A study of the beginnings and development of England and the British Empire from the earliest times down to the present. A course of wide cultural and historical value. Pre-law students should take this. Open to sophomores, juniors, and seniors. 1948-1949. Three hours, each semester.

The American story from the era of colonization to the present. Open to sophomores, juniors, seniors. Three hours throughout the year.

111. A Survey of Ancient History.
A study of the development and contributions of the oriental, Greek, and Roman civilizations. Open to juniors and seniors; sophomores may be admitted only by consent of the instructor. 1949-50. Three hours, first semester.

112. Medieval History.
A study of medieval institutions, from the fall of the Roman Empire to the Reformation. Special attention is given to the study of the Christian Church, and to the manorial system and other features of feudalism. Hours and conditions of admission same as for 111.

113. The Background of World War II, 1919-1939.
An intensive study of the political, economic, and social problems arising out of the Peace Settlement and the period following World War I, with a view to examining the causes of World War II. Open to juniors and seniors. 1948-49. Three hours, first semester.

114. World War II and After. See Political Science 116.
A continuation of 113, covering the period from 1939 to the present, with an intensive study of the United Nations organization and the making of the peace treaties. The "New York Times," "Christian Science Monitor," "Time," and "Newsweek" are used along with textbook. Hours and conditions of admission same as for 113.

121, 122. Social History of the United States.
A consideration of such social movements as the settlement of the West, industrialization, the rise of transportation networks, the demand for the reform and regulation of existing business, woman's rights, and prohibition. An advanced course in U. S. history, for those who have already had History 55, 56. 1948-49. Three hours throughout the year.

123. History of American Foreign Policy. See Political Science 124.
A study of the diplomatic relations between the United States and the European nations, the other American countries, and the Far East from the Revolution down to the present time. Open to juniors and seniors who have had History 55, 56, and to others by permission. 1949-50. Three hours, first semester.

124. Latin America.
A consideration of the political, economic, and cultural problems of the Latin American nations from 1492 to the present time. Open to juniors and seniors. 1949-50. Three hours, second semester.

151. Seminar—Introduction to Historical Method.
A course dealing with methods of historical research. These methods are worked out in connection with a concrete problem selected, usually by the student himself, in some field of history, and the results embodied in a paper. Lectures are also given on the history of historical writing. For advanced students. Required of all history majors. Two hours, first semester.

191, 192. Special Problems in Modern European History.
This course is designed for those who are especially interested and competent in historical studies. Each student is free to choose a project in any period of history and to work it out without conventional restrictions. It is intended to provide an opportunity for individual adventure in the field of history. Regular conferences and extensive reading are required. For juniors and seniors only.
193, 194. Individualized Courses in American History.
Special reading in a selected field of American history, under the conditions described for History 191, 192, just above.

MATHEMATICS

Professor Walton, Associate Professor Maxwell

Course 1, 2 prepares students for the more advanced courses in mathematics as well as for those professional and technical courses requiring one year of college mathematics. Students desiring to major in mathematics must complete courses 1, 2, 103, 104 and at least two courses from those listed beyond number 104. At least two such courses are given each year. A minor must include courses 1, 2, 103, 104.

1, 2. Freshman Mathematics.
An introduction to the study of college mathematics, including trigonometry, college algebra, plane analytic geometry. Four hours, each semester. (Students who have not had high school trigonometry are required to attend class one extra hour per week without credit.)

A study of compound interest, annuities, sinking funds, amortization, valuation of bonds, and building and loan associations. Prequisite, course 1 or consent of instructor. 1949-50. Three hours, second semester.

The use of instruments; correct drafting-room practice in conventional representation; the principles of orthographic and auxiliary projection; practice in making working drawings; practice in lettering; drill on geometric constructions; sections and conventions; practice in tracing; original drawing on tracing papers; reading and checking of drawings. Three two-hour drafting-room periods, three hours homework a week. Three hours, first semester.

22. Descriptive Geometry.
This course is designed to enable the student to solve the basic geometrical problems of engineering. At the same time the subject covers the principles of engineering descriptions of engineer-
The College maintains an Institute of Musical Art, offering instruction in the principal music fields to both college and non-college students.

Courses for Non-college Students

Courses for persons not enrolled as regular college students are outlined in a special bulletin, which will be sent to anyone interested, upon application.

Courses for College Students

The information immediately following applies to all persons duly matriculated as college students:

Four-year courses are offered in both applied and theoretical music. Students may elect music as a major or minor towards the degree of Bachelor of Arts; or they may elect a limited number of hours to improve their understanding and appreciation of music as part of a liberal arts education.

A major in Music may be elected in one of three fields: (1) A major in Applied Music, designed to develop a well-rounded cultural background in music, together with superior skills in performance; (2) A Music major in conjunction with the courses in Education, leading to the secondary provisional certificate in public school instruction; (3) A major in Church Music, designed to prepare the student for the position of director of church music.

A total of 40 hours is required for a major, of which 24 must be in theory, and 16 in applied music. Not more than 40 hours of music may be counted towards the 120 hours required for graduation.

Music Minor

A minor in music requires eight hours of applied music, four hours of ensemble, and eight hours of theory.
Major in Church Music

The course requirements are the same as those outlined above under the major in Applied Music, with these exceptions: Music 131, 132 must be substituted for Music 117, 118; and the total of 16 hours in Applied Music must be in organ, Music 43, 44. A minor in Religion is required, consisting of 6 hours from the offerings in Biblical Literature and 6 hours from Divisions II and /or III.

A. Theoretical Courses

1, 2. Literature and Criticism.
A general survey of the field of music literature, including analysis of the structural elements and aesthetic content of significant compositions of various forms and styles. Phonograph recordings and music scores are used as an aid in the development of an adequate listening technique. This is a cultural course for all students, and no previous musical training is necessary. Two hours throughout the year.

3, 4. Composite Theory—First year
An integrated course, correlating the several approaches to the theoretical basis of music. Prerequisite, a knowledge of the rudiments of music and familiarity with the piano keyboard. Four hours throughout the year.

The course is subdivided as follows:

   Ear-training and Sight-singing.
Orientation in fundamentals. Progressive exercises in solfeggio, melodic and harmonic dictation, and rhythm drills. Keyboard correlation; the playing of all major and minor scales at the piano. Two hours per week.

   Elementary Harmony
Developing a practical vocabulary of triads and seventh chords through the harmonizing of melodies and basses, assigned and original. Two hours per week.

103, 104. Composite Theory—Second year
A continuation of the first year's work, which is a prerequisite. Four hours throughout the year.

The course is subdivided as follows:

   Advanced Ear-training and Sight-singing.
Solfeggio and dictation exercises involving the use of modulations, chromatic progressions and simple counterpoint. One hour per week.

Advanced Harmony and Elementary Counterpoint.
The use of altered and chromatic chords. Modulation and transposition. Introduction to elementary strict counterpoint in the five species. Creative work is stressed. Two hours per week.

Keyboard Harmony.
Practical keyboard application of the fundamentals of harmony and the harmonizing of melodies. Progressive exercises in transposition, modulation and improvisation. One hour per week.

111. Music Education Methods.
An intensive approach to the psychological and educational principles of Music Education in the senior high school. The study of conducting, objectives, selection and organization of materials, and methods of teaching. The development of vocal ensembles. Prerequisite, Music 3, 4. Two hours, first semester.


115, 116 History of Music.
The study of the development of music from the Greek period to modern times, and its relation to significant world movements. The cultural approach is combined with the historical through the use of illustrative material. Prerequisite, Music 103, 104. 1947-48. Two hours throughout the year.

117, 118. Form and Composition.
Analysis of instrumental and vocal forms. The motive and its development. The dance forms, rondo-form, and theme with variations; the art song and the part song. Writing of original examples in these forms. Prerequisite, Music 103, 104. 1948-49. Two hours throughout the year.

120. Piano Teaching Methods.

Open to music majors who can qualify on the basis of proficiency and personality. Students who successfully complete this course will be eligible to qualify as instructors of children at the Institute. Two hours, second semester; one hour credit.
122. Instrumental Problems and Conducting.
A course in the organization and development of the school orchestra and band, including a study of instruments and their techniques. Building an adequate repertoire. The principles of conducting. Prerequisite, Music 3, 4. Two hours, second semester.

130. Choral Conducting.
The technique of the baton. Principles of conducting as applied to the interpretation of significant examples of choral literature from the very simple to the complex. Practical musicianship. One hour, second semester.

131, 132. History and Literature of Church Music.
A survey of the history and literature of the music of the Christian church from medieval times to the present era. Analysis of the liturgical and non-liturgical music and hymnody of the Roman, Anglican and Protestant denominations. Instrumental music in the church. Illustrated with recordings and class performance. Prerequisite, Music 3, 4. 1947-48. Two hours throughout the year.

B. Applied Music
Individualized courses of one, two, three or four years are offered in voice, piano, organ, violin, violoncello, flute, clarinet, French horn and trombone. Any qualified student may elect a year's work in any branch of applied music without enrolling in a theory or ensemble course. Further work in applied music, however, requires the election of a minor or major in music.

Payment of the academic fees for the semester entitles the student to one private and one class lesson per week in his chosen course, and the use of a practice room with piano, or of the organ, six hours a week—all without extra cost. Instruction books, sheet music and study materials are extra, and will entail an expense averaging from $3 to $5 each semester.

Entrance Requirements
All new students are required, before being accepted for enrollment, to pass an individual examination in music fundamentals, and in instrumental or vocal music.

Students are urged to make adequate preparation for these entrance tests by careful practice and review work over a period of several months beforehand.

Students who have had no previous training in theory, should study one of the following texts, preferably under the guidance of an instructor:

Haddon and Walters—“Student's Workbook of Music Theory”
(C.C. Birchard)

Robinson—“Music Fundamentals” (Hall and McCreary)

Rohner and Howerton—“Fundamentals of Music Theory”
(Gamble Hinged Music Co.)

PIANO AND ORGAN STUDENTS must be prepared to play (on the piano):
Any of the major and minor scales and arpeggios, two octaves, hands together, two notes to a metronome beat of 60 or faster.

One of the Bach two-part inventions.
A movement from one of the Haydn or Mozart sonatas, or a selection of equal difficulty.
A hymn-tune, read at sight.

STUDENTS OF VIOLIN, 'CELLO, WOODWINDS OR BRASSES must be prepared to play (on their own instruments):
Any of the major or minor scales and arpeggios.
A simple piece, selected by the student.
A simple etude, selected by the instructor, played at sight. True intonation is important.

VOICE STUDENTS must be prepared to—
Sing a song of their own selection;
Sing a simple piece selected by the instructor;
Play an assigned melody (single line of tone) on the piano.

In certain cases, talented students with inadequate preparation may be accepted conditionally by the examiners, with the provision that additional practicing will be done to remove such conditions before the end of the semester.

Students who have not had sufficient training to pass the entrance tests, but desire to study an instrument or voice, may enroll in the elementary or college preparatory classes in the Institute of Musical Art at a nominal tuition charge, without college credit. A descriptive bulletin, giving further details, will be sent upon request.
Course Requirements

Students accepted for enrollment are required to devote a minimum of six hours per week to practice. A minimum assignment of material must be completed each semester. Beyond this, the student is encouraged to advance as rapidly as his ability, time, and health permit.

Participation in recitals is required as soon as the student qualifies. Preliminary appearances are made at the monthly meetings of the Overley Society, the campus music study club, the membership of which is limited to applied music students. Qualified students are given opportunities for public appearances on and off the campus, which are arranged with the approval of the instructor.

Advanced students of orchestral strings, woodwinds, brasses or percussions, may qualify for membership in the Kalamazoo Symphony Orchestra.

Credit of two semester hours per semester is given for all applied music courses, effective upon the completion of two consecutive semesters' work.

Not more than one course in applied music is permitted during the student's first year in music. After the first year, talented students who have the necessary time and ability to meet the course requirements may, with the consent of their faculty adviser, apply for permission to carry two such courses. An extra fee is charged for this additional course.

Cello

Mrs. Baldauf

49-1, 50-1 First Year.  49-3, 50-3 Third Year.
49-2, 50-2 Second Year.  49-4, 50-4. Fourth Year.

A careful review of the principles of basic technique. Etudes and scale studies graded from easy, through intermediate, to advanced. Shorter compositions and major works by classic and modern composers, including the standard concertos and sonatas. Appearances in Chapel musicals and recitals.

Orchestral Woodwinds and Brasses

A limited number of qualified students will be accepted for instruction in flute, clarinet, French horn, trumpet, and trombone, in connection with a music major or minor on these instruments. The instructors are outstanding members of the Kalamazoo Symphony Orchestra.
The aim of the course is the development of a high order of skills in the playing of church services, accompaniments, and recitals. Throughout the course, rhythmic independence and clarity in performance are emphasized, as applied to a repertoire of select works, representative of the best in organ literature from pre-Bach to the modern schools. Practical playing for Chapel services. Organ-piano duos. Appearances in Chapel musicales and recitals.

Piano
Mr. MacDonald, Miss Clark, Mrs. Franks


Violin
Mr. Barker

Simple, intermediate and advanced etudes and scale studies; compositions for the development of tone production and phrasing; sonatas and concertos. Orchestral and ensemble work. Appearances in Chapel musicales and recitals.

Voice
Mrs. Overley, Mrs. Shober

Correct physical and mental poise; principles of breathing and breath control; fundamentals of tone production. Progressive vocalises: Concone, Marchesi, Vaccai and other studies. A
comprehensive repertoire of secular and sacred songs from the simple to the most advanced art forms. Oratorio and operatic arias. English, Italian, French and German diction. Appearances in Chapel musicales and recitals. Advanced students may qualify as members of the Bach Festival chorus.

C. Ensemble Groups

The College maintains three major ensemble groups, the College Singers, the College Band and the Chamber Music Ensemble. Each group rehearses twice a week for one-and-one-half hour periods. A credit of one semester hour is given for each of these courses, conditioned on satisfactory work for two consecutive semesters. Not more than one hour ensemble credit can be earned in any one semester; and not more than a total of six hours may be counted towards graduation.

Music majors are required to elect six semester hours of ensemble work, none of which may be counted towards the 120 hours required for graduation. Violin and cello students will elect the Chamber Music Ensemble; voice students, the College Singers; and piano and organ students, any of the three major ensembles.

THE COLLEGE SINGERS (Academic credit only)
15-1, 16-1. First Year. 15-3, 16-3. Third Year.
15-2, 16-2. Second Year. 15-4, 16-4. Fourth Year.

Class voice culture; preparation and performance of sacred and secular compositions for mixed, men's and women's voices; music for chapel services; Christmas carol festival; a major oratorio; and the May Fete pageant.

THE COLLEGE BAND (May also be elected as an activity)
17-1, 18-1. First Year. 17-3, 18-3. Third Year.
17-2, 18-2. Second Year. 17-4, 18-4. Fourth Year.

Study of overtures, suites, and other selections; marching drills in the fall; local and out-of-town concerts, as conditions permit.

CHAMBER MUSIC ENSEMBLE
(May also be elected as an activity)

Study of classic and contemporary literature for string trio, quartet, or quintet; or string and woodwind ensembles.

THE MADRIGAL SINGERS, THE MEN'S QUARTET, THE WOMEN'S TRIO, and THE MIXED QUARTET. The make-up of these smaller groups is determined by the talent available.

Activity credit is offered for participation in any of these groups.

The Bach Festival

An annual Bach Festival is sponsored by the College Music Department in March of each year, featuring a series of six programs, presented in Stetson Chapel. "The Passion According to St. Matthew," several church cantatas and chamber compositions have been presented to date. A community chorus of one hundred voices is assisted by a symphony orchestra, organ, and distinguished guest soloists. The Schneider-Kirkpatrick violin-harpsichord duo participated in 1948. Opportunity for participation is offered qualified student singers and instrumentalists.

PHILOSOPHY

PROFESSOR HEMMES

1. Great Philosophers and their Philosophies.

The course consists of a study of Plato's philosophy both from the point of view of the philosophic problems significant for us today, and from the point of view of its historical setting. The Republic will be read and selections from other dialogues. Also Spinoza will be studied. In Spinoza's philosophy is seen the effect of the rise of modern science on religious thought and philosophy. His Ethics will be read. 1948-49. Three hours, first semester.

2. Great Philosophers and their Philosophies.

The course is a study of the philosophies of Descartes, Berkeley, Leibniz and Kant. The writings studied are the Discourse on Method by Descartes, the Dialogues between Hylos and Philonous by Berkeley, the Monodology by Leibniz and the Prolegomena to Any Future Metaphysics by Kant. The views of these men will be considered in reference to their contemporary significance. Pre-requisite, course 1. 1948-49. Three hours, second semester.


A systematic study of man in his relation to the cosmos, the values of culture, the total world process, in order to give the
student an opportunity to formulate a philosophy of life in his contemporary environment. The contrasts of the philosophies of naturalism, humanism, idealism and theism will be carefully worked out. 1947-48. Three hours, first semester.

4. Reflective Thinking.
The course deals with a study of the principles of valid thinking, the relation of perception and thought, the problems of explanation and interpretation, the meaning of intuition as compared with reflective thought, the nature of science and the methods of the physical, biological and social sciences, the emotional, imaginative and volitional factors in knowledge. The purpose of the course is to get practical experience in learning to think, to get an appreciation of the interrelationship of the different fields of study and to lay a foundation for further work in philosophy. 1947-48. Three hours, second semester.

11. Social and Political Philosophy.
This course is a study of the nature of social relations, the family, the economic structure, the state, the law. The modern conflict of the ideals of liberalism, nationalism, communism will be examined. 1948-49. Three hours, first semester.

12. Art, Religion and Philosophy.
Outstanding movements in art and the works of individual artists will be studied in relation to the philosophical and religious ideas embodied therein. The meaning of Greek classicism, Byzantine art, Gothic art, Renaissance art will be analyzed. The philosophical and religious background of modern naturalism, impressionism and expressionism in the fine arts and literature is dealt with. 1948-49. Three hours, second semester.

13. The Philosophy of Human Values.
The course deals with the value of the individual, of the social relations of life, of institutional control. The values of pleasure, self-development, efficiency, cooperation are examined. Included in the study are also the value of the family, of the economic structure of the state, of the church and of art. Prerequisite, Philosophy 1, 2 or 3, 4. 1947-48. Three hours, first semester.

A study of the psychological principles underlying the creation and application of beauty and art. The problem of artistic genius is examined and its relation to other forms of activity. The psychological aspects of humor, the tragic, the pathetic, the sublime are analyzed. The arts, music, architecture, sculpture, painting, literature are studied from the point of view of the psychological meaning of form and content. The aesthetic aspect of human behavior is evaluated. Prerequisite, Philosophy 1, 2 or 3, 4. Credit for this course can be had either in Psychology or Philosophy and is optional with the student. 1947-48. Three hours, second semester.

151, 152. Seminar.
The work in this course varies from year to year, dealing with individual philosophers such as Kant, Hegel, Whitehead, and Royce, or with such subjects as the philosophy of the state, and the philosophy of science. Three hours throughout the year.

191, 192. Individualized Courses.
Special work for advanced students in the department.

THE DEPARTMENT OF PHYSICAL EDUCATION

Assistant Professors Nulf and Thompson, Mr. Grow, Miss Johnson

The aims of the department are: (1) To develop and maintain a minimum basic physical quotient for each individual. (2) To stimulate, in accordance with acceptable hygienic standards, an interest in wholesome recreational activities which may be carried on after leaving the college. (3) To develop the ability of each individual to participate with reasonable success in certain recreational and leisure-time activities. (4) To provide courses in principles and theory for those desiring to choose physical education as a major or as a minor. (5) To encourage participation in: (a) a well-balanced program of varsity, freshman, and intramural athletics for men; (b) a well-balanced recreational program of intramural and intersociety sports for women.

The Physical Education Major

Courses are offered to provide instruction and credit for a major in Physical Education and Athletic Coaching. Courses are offered for men on the secondary level while those for women range from the elementary through the secondary level.

For those planning a career in Recreational and Group Work a major and minor can be arranged in the Departments of Sociology and Physical Education.

Unusual opportunities are offered for practical experience in varied fields through a close relationship with the schools of this area, local recreational and social agencies, the college program, and other activities, such as high school meets and tournaments.
and The National Junior and Boys' Tennis Championships held on this campus.

**Physical Examination and Health Service**

The department works in cooperation with the Health Service of the College in providing opportunities for participation in games and sports suited to the physical needs of each student. The records of the annual physical examination of each student are utilized in planning the program of the individual.

**Intercollegiate Athletics**

The men are encouraged to participate in intercollegiate sports (football, basketball, track and field, tennis, and golf). Only those who meet the academic eligibility requirements of the Michigan Intercollegiate Athletic Association may participate in varsity sports. While participating in varsity sports students are excused from required courses in the department.

**Intramural Programs**

For Men.

The following sports are included in the intramural program: touch football, basketball, swimming, water-polo, badminton, volleyball, softball, tennis, track and field, ping pong, and bowling. This program is conducted on an interclass and intersociety basis.

For Women.

The following sports are included in the intramural and intersociety program: soccer, volleyball, basketball, softball, tennis, archery, and golf.

The Women's Recreation Association, working in collaboration with the department, promotes an active interest in sports among the women.

**Class Work**

Courses numbered under 50 are non-credit courses. Courses numbered above 50 are given for regular academic credit.

Courses the numbers of which are followed by the letter M are open only to men; courses the number of which are followed by the letter W are open only to women. All other courses are open to both men and women.

All students are required to complete four semesters of physical education without academic credit. This work is to be done during the first two years in residence.

**Non-Credit Courses**

**For Men**

1 M., 2 M. Recreational Sports and Personal Hygiene.

Instruction and practice in such activities as touch football, soccer, speedball, volleyball and playground ball. Two hours, each semester. Required of freshmen and sophomores.

In addition to the above, weekly lectures on matters of personal health and hygiene are required of freshmen during the first semester. Mr. Nulf, Mr. Grow

3 M. Tennis and Badminton.

Instruction and practice. Two hours, first semester.

4 M. Golf.

Instruction and practice. Two hours, second semester.

5 M. Riding.

Instruction and practice. Two hours, first semester.

6 M. Archery.

Instruction and practice. Two hours, first semester.

7 M., 8 M. Adapted Sports.

This course is for students with subnormal physical conditions, and is also designed to meet the individual needs, capacities, and interests of a few other students through a varied sports program. Two hours, each semester.

11 M., 12 M. Tumbling and Apparatus.

Instruction and practice.

**For Women**

1 W. Freshmen Fundamentals.

Required of all freshmen girls for first semester. Motor ability tests, conditioning and corrective exercises, hygiene lectures, badminton.

2 W. Tennis

3 W. Golf.

4 W. Archery.

5 W. Swimming.

6 W. Riding.

7 W. Rhythms.

Folk, square, social, and modern dancing.
8 W. **Recreational Games.**
Ping Pong, volleyball, shuffleboard, clock golf, etc.

9 W. **Team Games.**
Fieldball, volleyball, basketball, softball.

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**II**

**Credit Courses**

For students planning to complete a major in physical education courses 51, 52, 60, 59, 70, 75, 65, 53 are recommended for both men and women. Courses 71, 57W, 63 in addition for women. Courses 56M, 57M, 132 in addition for men. Certain courses outside the department in the fields of education, biology, foreign languages, sociology, and speech are required in order to meet state certification and college degree requirements.

For students planning to complete a minor in physical education courses 51, 52, 60, 53 are recommended.

Course 51, **Health Education.**
A study of personal and social hygiene. Attention is given to the important communicable and preventable diseases and to personal health problems. Three hours, first semester.

Course 52, **An Introduction to Physical Education.**
A prerequisite study to all health work. Three hours, second semester.

Course 53, **Playground and Community Recreation.**
Problems of playground leadership, modern methods of organization, and administration of playgrounds and community centers. A course designed to prepare prospective leaders of recreation. Three hours, first semester.

Course 54, **Camp Counseling.**
A study of the program of the summer camp, with special emphasis on the problems relating to the summer counselor. Two hours, second semester.

Course 56M, **Fundamentals of Major Sports.**
A study in and practice of the fundamentals of football, basketball, and track. Three hours, second semester.

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57M. **Theory of Major Sports.**
A study of the team organization and theory of football, basketball, and track. Principles of coaching, strategy, and study of rules. Three hours, first semester.

57W. **Theory and Practice of Team Sports.**
A consideration of the techniques, organization, and coaching of the more highly organized sports such as fieldball, basketball, volleyball, and softball. Two hours, first semester.

59. **First Aid and Training.**
Study of the methods of rendering first aid in case of accident or sudden illness as outlined by the American Red Cross. Two hours, first semester.

60. **Human Anatomy and Kinesiology.**
Gross anatomy of skeletal and muscular systems; a study and analysis of the kinesiology of sports. Four hours, second semester.

63. **Theory and Practice of Individual Sports.**
Methods and techniques for teaching swimming, archery, golf, tennis, horseback riding. Two hours, first semester.

64. **Theory and Practice of Rhythms.**
Study of the fundamental techniques and skills of folk, modern, social and tap dancing. Methods of teaching. Two hours, second semester.

65. **Principles and Program of Physical Education.**
Historical and social background of a natural program of physical education; application of educational principles; standards for the selection of subject matter and materials; practice in the preparation of specific programs in physical education. Three hours, first semester.

70. **Physical Diagnosis.**
Fundamentals of physical examinations; technique in determining physical fitness for participation in sports and athletics. Three hours, second semester.

71. **Corrective Physical Education.**
Adaptation of the physical education program to the needs of the atypical child. Principles and techniques in the correction of postural defects. Two hours, first semester.

75. **Organization and Administration of Health and Physical Education.**
A study of the organization and administration of various
types of physical education programs: school, playground, and community. Problems of supervision, amount of time, costs, facilities and equipment. Three hours, first semester.

132. Methods of Teaching Physical Education.
Methods and materials for teaching of physical education in the public schools, recreation centers, and other institutions. Two hours, second semester.

PHYSICS

Professor Hornbeck, Associate Professor Maxwell, *Mr. Persons

Course 1, 2 or 3, 4 is prerequisite for all others except Physics 113 and Physics 22. Course 119, and all higher numbers are designed primarily for students who are majoring in physics or chemistry with the intention of going on for graduate work. These students also take three or four years of work in the Department of Mathematics.

A major in Physics must include a reasonable balance of laboratory courses and mathematical theory.

1, 2. General College Physics.
This course is designed for pre-medical, pre-dental, and all students who do not plan to major in physics, chemistry, or engineering. First semester, mechanics, heat; second semester, sound, magnetism, electricity, and light. Open to freshmen who enter college with one unit of physics or chemistry and two units of mathematics. One hour demonstration lecture, and 3 hours recitation per week plus one two-hour laboratory period. Four hours throughout the year.

3, 4. General College Physics.
This course is intended for pre-engineering students and also for all who expect to major in physics or physical chemistry. Prerequisite, a knowledge of trigonometry. One hour demonstration lecture and three recitation hours per week, plus one two-hour laboratory period. Five hours throughout the year.

101, 102. Modern Physics.
A study of recent work in the fields of ionization of gases, photoelectricity, the electronic charge, X-rays, structure of crystals, line spectra, Bohr theory, the nature of radiation, structure of atoms, radioactivity, and atomic energy. Frequent lecture-table demonstrations. Three hours throughout the year.

103. Electronics.
A study of electronic emission; construction, types and properties of high vacuum and gas-filled thermionic tubes; use of thermionic tubes as rectifiers, control devices and amplifiers. Prerequisite, a year of calculus. Two hours recitation and one three-hour laboratory period. Three hours, first semester.

104. Electrical Measurements.
An advanced laboratory course in measurement of electro motive force current, resistance, inductance, capacitance, imped ance, power factor, and magnetic properties of iron. Prerequisite, a year of calculus or permission of the instructor. Classroom work, and one three-hour laboratory period. Three hours, second semester.

108. Light.
An intermediate course in physical optics. Prerequisite, a year of calculus or permission of the instructor. Classroom work, and one three-hour laboratory period. Three or four hours, second semester. (Note: This course may be taken without the laboratory.)

A course designed to acquaint music students with the physical basis of music. Such topics as the nature and transmission of sound, interference, resonance, quality, harmony and scales, and vibratory sources of sounds used in music will be discussed. Three hours recitation-demonstration per week. Three hours, first semester.

A general course with emphasis on the physics of the subject. It includes a study of direct-current motors and generators, alternating-current motors and generators, batteries, electric meters, transformers, three-phase systems, and power transmission. Prerequisite, a year of calculus. Classroom work three times a week and one three-hour laboratory period. 1947-48. Four hours throughout the year.

A mathematical course including both statics and dynamics. Special attention is given to motion in an inverse-square field, gravitational potential, dynamics of a particle, dynamics of a rigid body, virtual work, constrained motion, damped oscillations,
and LaGrange’s Equations. Prerequisite, a year of calculus. Three hours, first semester.

122. Advanced Electricity and Magnetism.
A mathematical course including both direct and alternating current theory. It includes electrostatics, potential theory, dielectric and magnetic media, general networks, electrical oscillations, and transients. Prerequisite, a year of calculus. Three hours, second semester.

Designed to show the various applications of mathematics to physics. Such topics as ordinary and partial differential equations, heat flow, vibrations of strings and membranes, Fourier series and some vector analysis are discussed. Three hours, second semester.

151, 152. Seminar.
Discussions and reports on articles in current research publications. Prerequisite, two years of physics and a year of calculus. One hour, throughout the year.

191, 192. Special Problems.
This is a special course intended to afford students of superior ability and adequate preparation an opportunity to obtain specific training for original investigation. A laboratory problem is assigned, together with reference reading, and the student is left as far as possible to his own resources. Prerequisite, two years of physics and a year of calculus. One to three hours.

POLITICAL SCIENCE

Professor Cornell, Mr. Ham, *Mr. Taylor, **Mr. Elwell.

1. Governmental Processes
Courses 3 and 20 are open to sophomores. Other courses are open to juniors and seniors only.

3. The State and the Individual.
Those phases of constitutional government controlling the relations between the state and persons within its jurisdiction. Three hours, first semester.

20. Local Government and Administration.
A study of the modern city as an inclusive public-serving corporation. Consideration is given to city-state relations, municipal powers, and administrative problems. Three hours, second semester.


105. International Organization.
A study of the organization made available for international cooperation. 1948-49. Two hours, first semester.

106. International Law and Relations.
The constitutional, diplomatic, and legal phases of international cooperation. 1948-49. Two hours, second semester.

108. Legislation.
A section from the field of constitutional law dealing with the scope and limitations of legislative power. 1948-49. Three hours, second semester.

109. Administration.
A study of the administrative process. 1948-49. Three hours, first semester.

110. Judicial Administration.
The organization, jurisdiction, procedure, function, and specialization of our courts. 1947-48. Three hours, second semester.

116. Contemporary International Relations. See History 114.
124. American Foreign Policy. See History 123.
The various types of taxation studied with reference to the scope and limitations of the taxing power. 1947-48. Three hours, first semester.

161. Employment Procedures.
An analysis of employment methods evolved by leading industries with emphasis on their practical application to the problems of small companies. 1948-49. Two hours, first semester.

162. Employer-Employee Relations.
A study of the personnel policies and practices which make for good employer-employee relations. In addition to general discussions, specific examples of outstanding personnel relations will be discussed by representatives of local and nationally known companies. 1948-49. Two hours, second semester.

163. Interviewing and Counseling.
A study of the various methods of interviewing and counseling, with emphasis on non-directive methods; and applications of interviewing and counseling in various specific situations such as employment, supervising contacts, personnel contacts, handling of grievances, opinion polling, personal adjustment and vocational guidance. 1947-48. Two hours, first semester.
164. The Supervisor in Industry.
Methods of selecting supervisors. Training of supervisors with respect to technical processes, organizing work of the department and handling employees. Personnel policies for supervisors: wage and wage incentive plans, vacation periods and other personnel programs. 1947-48. Two hours, second semester.

II. Government at Work

117. Domestic Relations.
Selected problems from the field of personal relations; parent and child, guardian and ward, husband and wife, official and charge. 1947-48. Three hours, first semester.

128. Criminal Justice.
The study of the individual and social interests secured through the administration of criminal justice, and the evaluation of the means employed in the process. 1947-48. Three hours, second semester.

A study of contracts and agency as basic principles of business relationships. 1948-49. Three hours, first semester.

142. Business Units.
A study of partnerships and corporations as types of business units. 1948-49. Three hours, second semester.

143. Government and Business—Trade Regulation.
A study of the program and procedures involved in the regulation of economic enterprise. 1947-48. Three hours, first semester.

144. Government and Business—Labor Law.

III. Seminars
Open to graduates and senior political science majors.

A study of the problems related to area planning, with emphasis on the post-war period. 1948-49. Two hours, second semester.

155. Public Finance Administration.
A study of financial problems and procedures, with emphasis on post-war modifications. 1948-49. Two hours, first semester.

156. Personnel Problems.
A study of those problems arising in connection with the personnel process. Consideration is given to the problems arising in connection with personnel procedures from the organization of the agency to the establishment of a retirement plan. 1947-48. Two hours, second semester.

157. 158. Municipal Management.
A study of the management of the modern city in its several phases and departments. The work of the seminar is supplemented by special lectures by Mr. Edward S. Clark, city manager of Kalamazoo, and members of his staff. Open to members of the clinic in Municipal Administration. Two hours throughout the year.

191, 192. Individualized Work in Political Science.
Group Majors: In cooperation with related departments group majors are offered in the following fields: Jurisprudence (pre-legal study), International Relations, Public Administration.

The Bureau of Municipal Research is conducted as a joint enterprise by the administration of the City of Kalamazoo and the Department of Political Science of Kalamazoo College. This bureau is organized as a division of the city manager's office. Its objectives are to provide clinical contacts for advanced undergraduates and graduate students in the field of public administration, and to make available to the administration of the city and others interested the results of studies of typical city administrative problems. The city manager and members of his staff participate in conferences with the students and act as research advisers upon projects within their several fields.

PSYCHOLOGY

PROFESSORS HEMMES AND HIGHTOWER, *MISS STEPHENS,
**MISS RICHARDSON

Psychology 1, 2 is prerequisite for all other courses in psychology except Education 12 and Social Psychology 6.

1. General Psychology.
A study of the structure and organization of the experience and behavior of the individual. Topics discussed are personality, motivation, emotion, conflict, suggestion, imitation, body-mind relations. Three hours, first semester.

2. Advanced General Psychology.
   A study of perception, attention, memory, imagination, thought, intelligence, learning, individual differences and aptitudes. Three hours, second semester.

3. Abnormal Psychology.
   A study of emotional adjustment, personality problems, conflicts, compensatory behavior, neurotic behavior, conduct disorders. 1947-48. Three hours, first semester.


   Evaluation of managerial policies and devices designed to secure the cooperation and efficient participation of employees in business, industry, education, and government. Attention is directed especially to techniques of selection, classification, personality problems, training, service ratings, job analysis, employee morale, etc. Three hours, second semester.

10. Contemporary Schools of Psychology.
    A study of the development of modern experimental psychology, of the psychology of W. James, of behaviorism, of Freud and the psychoanalytic movement, of gestalt psychology, and other recent trends. 1947-48. Three hours, second semester.

12. Educational Psychology. See Education 12.

    The course deals with the application of psychology to business and industry. Problems of employee selection, job analysis, efficiency in work, training in industry, personality adjustment and interest will be studied. Other fields of application are those of consumer and advertising research, crime and mental health. Prerequisite, course 1. 1947-48. Three hours, second semester.

    Psychological approaches to the study of personality types, and factors that contribute to the quality of individual lives. 1948-49. Three hours, first semester.

18. Psychological Interviewing and Counseling.
    Survey of the techniques of interviewing and counseling, used in the fields of personnel selection, vocational guidance, personality diagnosis and the therapeutic situation. The projective devices of the Rohrschach test, the thematic apperception test, play therapy, the psycho-drama will be studied. 1947-48. Three hours, second semester.

110. Comparative Neurology. See Biology 118.
    This course may not be used to meet the requirement of six hours in Division III.

111. Psychological Tests and Measurements.
    A survey course which introduces the student to the development and critical use of tests designed to measure intelligence, personality, interests, achievement, special aptitudes, etc. Various techniques for measuring these factors are examined, and practice is given in their use. Prerequisite, 6 hours in psychology. Three hours, second semester. 1947-48.

113. Psychology of Childhood and Adolescence.

191, 192; 193, 194. Individualized Courses.
    Special work for advanced students.

RELIGION
Professor Dunsmore

The courses in this department are grouped in three divisions: (1) Biblical literature, (2) Religious history and thought, (3) Religious education. A major will include courses from all three groups. A minor may be limited to Biblical literature.

I. Biblical Literature.

4. The Making of the English Bible.
   This course includes a study of how and by whom the various books of the Bible were written, how the text was transmitted, how the books were brought together to form the Bible, the outstanding ancient manuscripts, and the important English translations. Two hours, second semester.

11. The Life and Teaching of Jesus.
    A study of the life of Jesus and of his teachings. Three hours, first semester.

    A study of the books of the New Testament, with special attention to the writings of Paul. Three hours, second semester.

13, 14. The Old Testament.
    A chronological study of the literature and religious development of the Old Testament in the light of the historical back-
ground. The pre-exilic period will be covered the first semester; the exilic and post-exilic periods the second semester. Three hours throughout the year, but credit granted for a single semester.

II. Religious History and Thought

An introductory study of what religion is and how it functions, together with an examination of some of its basic problems. An attempt is made to find the meaning and values of religion for present day life in the light of modern thought and methods. Not open to freshmen. Three hours, first semester.

114. Religions of the World.
An historical study of the world's great religions, with special emphasis upon their distinctive values. Not open to freshmen. 1947-48. Three hours, second semester.

116. Modern Christianity.
The aim of this course is to study the place of Christianity in the modern world. This will involve a study of its nature, teachings, organization, and problems. Not open to freshmen. 1948-49. Three hours, second semester.

III. Religious Education

The aim of the courses in religious education is two-fold: (1) to present a working knowledge of the principles, aims, and methods of modern religious education for those students who will be working as laymen in their local churches; and (2) to furnish foundation courses for students who expect to pursue advanced courses in religious education in graduate schools.

123. The Principles of Religious Education.
This course provides a general introduction to the field of religious education. It includes a study of the nature and growth of the religious life, and a consideration of the principles, aims, general methods, and problems of religious education. Prerequisite, Psychology 1. Three hours, first semester.

124. The Organization of Religious Education.
The emphasis of this course is upon the educational program of the local church. A brief survey is made of the various other institutions for religious education, including week-day schools of religion, vacation schools, clubs, etc. Prerequisite, course 123, or consent of instructor. Three hours, second semester.

191, 192. Individualized Courses.
In addition to the courses listed, the department is prepared to offer advanced courses to students who are properly qualified.

SOCIOMETRY

PROFESSOR HIGHTOWER, MRS. MILLS

Courses open to sophomores, juniors and seniors. Ordinarily at least one of the "survey courses," under "A" below, is prerequisite to subsequent courses. Majors in the department are expected to complete three hours under Sociology 123.

A. Survey Courses

An inductive study of social organization, processes, and controls, based upon field observation, published sources, and contemporary contributions. Three hours, first semester.

Brief and intensive studies of the major contemporary social problems, including the organization and disorganization of societal groups, and their effects upon the person. Plans and programs of social reconstruction are examined. Three hours, second semester.

103. Cultural Anthropology.
The origin and development of man and his culture. Modes of living in primitive societies. 1948-49. Three hours, first semester.

B. Advanced Courses

111. Rural Sociology.
A study of present day rural society with reference to organization, problems, policies, and trends. 1948-49. Three hours, first semester.

112. The Family.
A study of the origin and development of the family, together with an analysis of the structure, function, and problems of the American family. Three hours, second semester.

113. Urban Sociology.
A study of urban society, its rise, development, organization, controls, and effects in modern civilizations. 1949-50. Three hours, first semester.
115. Race Relations.
Migrations and population problems. Racial and national
prejudices, conflicts, and accommodations. Minority groups in
society. 1949-50. Three hours, first semester.

118. Crime and Delinquency.
A causal study of criminal behavior and an analysis of methods
treatment and prevention. Prerequisite, 6 semester hours in
sociology, or 6 hours in sociology and political science. Three hours
second semester.

An investigation of the dynamic relationships between indi­
viduals and society. Group behavior, socializing processes, social
interaction and adjustments, are studied. Prerequisite, Psychology
1, and Sociology 1 advised. Three hours, second semester.

133. Elementary Social Statistics.
Primarily for majors in psychology and the social sciences,
the course provides basic statistical analysis and interpretation
of social data. Statistical methods included are: frequency dis­
tributions, graphs, averages, dispersions, probability, correlations
and sampling. Open to advanced students in the social sciences
and psychology with the consent of the instructor. Three hours,
first semester.

191, 192. Special Problems.
Other courses will be arranged to suit the needs of individual
graduates or undergraduates with not less than 12 hours in socio­
logy.

C. Pre-social Work Courses

121. Fields of Social Work.
A general survey of the main fields of modern social work,
including case, group, and institutional work, and organization and
promotion. Prerequisite, 9 hours in sociology. Three hours, first semester.

123. Supervised Field Work and Social Research.
Includes observation and practice field work in connection
with social work agencies in the community, or social research
on approved projects. Credit arranged on the basis of 54 hours
of work and conferences per semester hour. One to three hours
throughout the year. All majors in the department are expected
to complete three semester hours. One or two hours may be done
during the summer months under the direction of an approved
social or research agency. Open to juniors and seniors with nine
semester hours of sociology.

A study of child life in American society with special consider­
ation of child problems and means of promoting the well-being
of children. Prerequisite 9 hours in sociology. Three hours, sec­
ond semester.

126. Public Welfare.
This course deals with the development, organization and
function of public welfare, especially in the United States. Social
change and modern problems in public welfare administrations are
discussed. 1948-49. Open to juniors and seniors. Three hours,
second semester.

127. Case Work and Social Development.
A study of the elementary principles of case work as applied
in the social services. Interviewing, preparation, and use of case
histories, and the interpretation of individual problems in personal­
ity development. Prerequisite, 12 hours in sociology and psy­
chology. Three hours, first semester.

130. Community Organization.
Community structure and processes of organization are studied.
Emphasis is placed upon the social services; social policies and
administration; coordination of agencies and social planning. Pre­
requisite, 6 hours in sociology. 1949-50. Three hours, second semester.

SPEECH

ASSOCIATE PROFESSOR KAUMP AND MISS BAUM

A major in speech consists of courses 11 and 12; 17, 18; 27, 40.
one sequence selected from 23, 24; 31, 32; 123, 124; or 116, and
at least four additional hours in the department.

A teaching major must include either 23, 24 or 123, 124 plus
the required courses in education.

A minor must include courses 11, 12, and one of the following
sequences: 17, 18; 23, 24; 27, 28; 31, 32; 123, 124.

Six hours in speech may be counted toward requirement 1 d,
page 63. Course 11, 12 is suggested for this purpose.
A program of extra-curricular speech activities is provided for students who are interested in theatre, radio, oratory, discussion, debate, extemporaneous speaking, and interpretation, without credit.

11. Basic Speech.
Required of all students. Understanding of the function and principles of effective oral communication. Practice and analysis of individual performance. Suggestions for improvement with the purpose of developing in each student the ability both to speak and to listen with effectiveness. (To be taken during the freshman or sophomore years.) Two hours, each semester.

12. Basic Speech.
Elective. Prerequisite, Basic Speech 11. Study and practice in extemporaneous presentation of types of speaking with particular emphasis on organization of material and an understanding of audience. Special attention given to informal speeches, introduction, after-dinner, business, interview, conversation, eulogy, oration, discussion, oral reports. Three hours, each semester.

17, 18. Interpretative Speech.
A study of the principles of effective oral reading; training in the development of mental and emotional responsiveness to the meaning of literature and in the communication of this appreciation to an audience; guidance in the evaluation of good literature as material for public reading; extensive practice in reading both prose and poetry. Prerequisite: course 11, 12. Two hours throughout the year.

A lecture and laboratory course designed to acquaint the student with the basic techniques of play production; a study of practical problems in design, construction, lighting, costume, make-up, and direction. A minimum of fifteen hours of laboratory work on sets for college plays produced is required each semester. Not open to freshmen. Three hours throughout the year.

27, 28. Persuasive Speaking.
A study of the influencing of human behaviour by means of the spoken word through the various forms of platform address, with practice in preparation and delivery. A study of the types of audiences, sources of belief, and nature of response; methods of adapting the spoken appeal to the mental state of the audience, of securing and holding attention, of arousing interest, and winning response. Prerequisite: course 11, 12. Three hours, throughout the year.

A study of the principles, methods, and types of group discussion with an application to contemporary problems of national interest; practice in organizing, conducting, and leading round table, panel and forum discussions. Three hours, first semester.

32. Argumentation and Debate.
A study of the principles of argument, with attention given to the use of evidence, reasoning, briefing, and delivery in public speech and contest debate. Considerable platform practice. Three hours, second semester.

40. Voice Science.
Specific training and practice designed to perfect the functioning of the speaking mechanism and to give the individual control over it. Exercises for flexibility, resonance, range, breathing, relief from tension, articulation, and enunciation. A study of physical, physiological, and psychological bases underlying phonation. Three hours, second semester.

Practice and theory in writing, direction of and production of scripts developing skills and techniques in announcing, newscasting, interviewing, acting, and recording. At least half of the time is laboratory participation. Practical experience in broadcasting weekly over local radio stations. Prerequisite, Speech 11, 12. Three hours, second semester.

123, 124. Acting.
A study of the basic techniques of the art of acting with classroom practice and criticism. Problems of production and direction are considered from the acting viewpoint. Prerequisites, courses 11, 12 and 17, 18. Three hours throughout the year.

191, 192. Individualized Courses.
An intensive approach to the actual problems of the various forms of speaking, designed for highly qualified students. This course is graduated to permit the student to secure from one to four hours' credit at the rate of one hour per semester. Special study is given to the various forms of public speaking, interpretation, and radio speech. Prerequisite: consent of the instructor.
Suggested Courses

SHOWING PROFESSIONAL AND VOCATIONAL RELATIONSHIPS

Kalamazoo College is definitely committed to the ideals of a college of liberal arts and sciences. Having been first in the field among the chartered institutions of higher learning in Michigan, it has naturally adhered to that type of instruction which seeks primarily the enlargement and enrichment of the student's life rather than specific training for his subsequent vocation.

For students showing ability and purpose sufficient to warrant membership in college, those mental attitudes, methods and tastes which characterize a liberally educated person can usually be made dominant in the course of four years. Therefore, in order to accomplish its main and inclusive purpose, the College emphasizes the importance of the full four year course. Whatever profession or business may be followed later by our graduates, we feel obligated to see to it that an ample background of culture and the power of orderly thinking have been provided prior to training in professional technique or vocational skill. From this point of view it is important that our graduates have the equipment for living the kind of life which will bring them real satisfaction.

However, it must not be supposed that college life is a sheer luxury or that the disciplines of the curriculum have no worth or meaning for a livelihood. Since many college students are thinking of definite careers it is due them to relate certain subjects of the liberal arts course to some of the standard vocations. The outlines given below do no violence to the standards of a college of liberal arts and sciences but aim rather to make clear to the student those professional and vocational relationships that remain obscure when courses are announced solely under departmental headings.

BUSINESS

The course of study in economics and business administration emphasizes an extensive cultural background as well as specific training through specialized courses. Business men can easily find technicians who show skill at particular tasks, but they have more difficulty in obtaining men with breadth of vision who understand the social and economic implications of a dynamic society.

The student who intends to enter business is advised to enroll in Principles of Economics and Principles of Accounting in the sophomore year. Greater concentration in economics and business administration will follow during the junior and senior years. Beginning in the sophomore year, the student is also advised to study widely in the other social sciences, in psychology, and in speech. The particular courses will be suggested in conference with the adviser.

Opportunities for career-related employment are made available to advanced students in economics and business administration. Those interested in such opportunities should satisfy the basic requirements during the first and second years. They should plan all other courses in consultation with their adviser.

The course in business is thus designed to act as a fundamental basis for graduates who will go directly into business and for those who plan to enter a graduate school of business.

THE CHRISTIAN MINISTRY

Students preparing for the Christian ministry should have a good foundation in Biblical literature, English literature, the biological and social sciences, and philosophy. The following program is suggested as meeting the requirements of most graduate schools of religion.

First Year.
- Rhetoric 1, 2; Biology 1, 2 or 3, 4; modern language; and History 51, 52; or Religion 11, 12; or 13, 14.

Second Year.
- English Literature 1, 2; modern language; Psychology 1, 2; Economics 1, 2; History 1, 2; or Philosophy 1, 2; Speech 11, 12.

Third and Fourth Years.
- Courses should be chosen from religion, English literature, history, philosophy, political science, and sociology. Students who are actively engaged in church work will find it advisable to take the courses offered in religious education.

CLINICAL AND LABORATORY TECHNIQUES

In view of the increasing demand for laboratory technicians, the following course is suggested as furnishing the background necessary for specialized training leading to certification in clinical and laboratory techniques. It is recommended that between the second and third years the student attend a summer school.
where technical courses can be pursued which are specifically valuable for future needs.

**First Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 1 or 3</td>
<td>Biology 2 or 4</td>
</tr>
<tr>
<td>4 hours</td>
<td>4 hours</td>
</tr>
<tr>
<td>Chemistry 1 or 2</td>
<td>Chemistry 2 or 4</td>
</tr>
<tr>
<td>4 hours</td>
<td>4 hours</td>
</tr>
<tr>
<td>Rhetoric 1</td>
<td>Rhetoric 2</td>
</tr>
<tr>
<td>2 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td>For. Language</td>
<td>For. Language</td>
</tr>
<tr>
<td>4 hours</td>
<td>4 hours</td>
</tr>
<tr>
<td>Speech 11</td>
<td></td>
</tr>
<tr>
<td>2 hours</td>
<td>14 hours</td>
</tr>
<tr>
<td></td>
<td>16 hours</td>
</tr>
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</table>

**Second Year**

<table>
<thead>
<tr>
<th>Biology 105</th>
<th>Chemistry 105</th>
<th>Psychology 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 hours</td>
<td>4 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>3 hours</td>
<td>5 hours</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>2 to 5 hours</td>
<td>2 to 5 hours</td>
<td></td>
</tr>
<tr>
<td>15 to 18 hours</td>
<td>15 to 18 hours</td>
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</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Biology 125</th>
<th>Physics 1</th>
<th>Chemistry 117</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 hours</td>
<td>4 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td>Biology</td>
<td>Physics</td>
<td>Biology</td>
</tr>
<tr>
<td>3 hours</td>
<td>4 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>5 to 8 hours</td>
<td>2 to 5 hours</td>
<td></td>
</tr>
<tr>
<td>15 to 18 hours</td>
<td>15 to 18 hours</td>
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</tr>
</tbody>
</table>

**Fourth Year**

<table>
<thead>
<tr>
<th>Colloidal Chemistry</th>
<th>Immunology and Serology</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 hours</td>
<td>2 hours</td>
<td></td>
</tr>
</tbody>
</table>

If the student spends four years in college he can by careful choice of electives meet the requirements for graduation. Some variation from the above suggestions is permissible.

**SUGGESTED COURSES**

**DENTISTRY**

It is suggested that students preparing to enter a school of dentistry follow the course recommended for those planning to study medicine.

**ENGINEERING**

**Combined Curriculum**

A combined curriculum in engineering, embracing a three year course in Kalamazoo College and a two year course in the College of Engineering of the University of Michigan was approved by the faculties of both Colleges in the spring of 1940 and was authorized by the Board of Regents of the University of Michigan on June 14, 1940, and by the Board of Trustees of Kalamazoo College on June 15, 1940.

The student enters Kalamazoo College upon graduation from high school and takes specified courses in chemistry, physics, mathematics, and engineering drawing, together with courses of a general cultural nature, for a period of three years. He then transfers to the University of Michigan. After the successful completion of one year of study in the College of Engineering he receives the Bachelor of Arts degree from Kalamazoo College. Upon the successful completion of two years' work in the College of Engineering he receives the degree of Bachelor of Science in Engineering from the University of Michigan.

Applicants for admission to the Combined Curriculum must meet the regular requirements for admission to Kalamazoo College, must offer a major sequence in mathematics (including solid geometry), and must have taken while in high school a course in either chemistry or physics. They must have earned superior grades in high school, especially in mathematics and science.

The following outline indicates the courses for which the student registers at Kalamazoo College. Students will be advised by counselors in the College of Engineering regarding the courses which they will elect in that College.

**First Year**

<table>
<thead>
<tr>
<th>First semester</th>
<th>Second semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric 1</td>
<td>Rhetoric 2</td>
</tr>
<tr>
<td>2 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td>Mathematics 1</td>
<td>Mathematics 2</td>
</tr>
<tr>
<td>4 hours</td>
<td>4 hours</td>
</tr>
<tr>
<td>Chemistry 1 or 2</td>
<td>Chemistry 2 or 4</td>
</tr>
<tr>
<td>4 hours</td>
<td>4 hours</td>
</tr>
<tr>
<td>Eng. Drawing</td>
<td>Descriptive Geometry</td>
</tr>
<tr>
<td>3 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>*For. Language</td>
<td>*For. Language</td>
</tr>
<tr>
<td>4 hours</td>
<td>4 hours</td>
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<tr>
<td>Physical Ed.</td>
<td>Physical Ed.</td>
</tr>
<tr>
<td>0 hours</td>
<td>0 hours</td>
</tr>
<tr>
<td></td>
<td>17 hours</td>
</tr>
</tbody>
</table>

*See footnote page 130.
### Second Year

**Aeronautical, Civil, Electrical, Marine, Mechanical**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Mathematics 103</td>
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<td>Physics 3</td>
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<td>For. Language</td>
<td>4</td>
</tr>
<tr>
<td>Economics 1</td>
<td>3</td>
</tr>
<tr>
<td>Physical Ed.</td>
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**Chemical and Metallurgical**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Mathematics 103</td>
<td>5</td>
</tr>
<tr>
<td>Physics 3</td>
<td>5</td>
</tr>
<tr>
<td>For. Language</td>
<td>4</td>
</tr>
<tr>
<td><em>Chemistry 103 or 105</em></td>
<td>4</td>
</tr>
<tr>
<td>Physical Ed.</td>
<td>0</td>
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<tr>
<td></td>
<td>17</td>
</tr>
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</table>

**Third Year**

**Aeronautical**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Physics 119</td>
<td>4</td>
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<tr>
<td>Physics 115</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 111</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Speech 11</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
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</table>

**Civil, Marine, Mechanical**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Physics 115</td>
<td>4</td>
</tr>
<tr>
<td>Economics 19</td>
<td>3</td>
</tr>
<tr>
<td>English or Speech</td>
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</tr>
<tr>
<td>Elective</td>
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<tr>
<td></td>
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**Electrical**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Physics 119</td>
<td>3</td>
</tr>
<tr>
<td>Physics 115</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 111</td>
<td>3</td>
</tr>
<tr>
<td>English or Speech</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
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</table>

### Suggested Courses

**Chemical and Metallurgical**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 103 or 105</td>
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<tr>
<td>Chemistry 107</td>
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<tr>
<td>Physics 115</td>
<td>4</td>
</tr>
<tr>
<td>Economics 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>17</td>
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</tbody>
</table>

**Civil, Marine, Mechanical**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Physics 115</td>
<td>4</td>
</tr>
<tr>
<td>Economics 19</td>
<td>3</td>
</tr>
<tr>
<td>English or Speech</td>
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</tr>
<tr>
<td>Elective</td>
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<td>16</td>
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**Electrical**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>3</td>
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<td>Physics 119</td>
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</tr>
<tr>
<td>Mathematics 111</td>
<td>3</td>
</tr>
<tr>
<td>English or Speech</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

### Students Planning to Attend Other Colleges of Engineering

Although admission requirements in different colleges of engineering vary, the student who takes the course outlined above will find in most cases, that the transfer to any other college of engineering will be possible without loss of time.

### Four Year Course

Students desiring to enter colleges of engineering with a broader preparation should take the full four year course at Kalamazoo College prior to enrolling in a college of engineering. The courses indicated above should be elected, but opportunity is afforded for further elections in non-science courses as well as in science and mathematics.

*If the student desires to do so, he may postpone the foreign language to the second and third years and fulfill the humanities requirement during the first year. Although philosophy and psychology courses are not open to freshmen, courses in art, music, or religion may be taken during the freshman year to fulfill this requirement. Students who have had two years of a modern foreign language in high school should continue the study of the same language the first year.

†Those preparing for Metallurgical Engineering may take Chemistry 105 and 106 for two hours' credit each semester, omitting the laboratory work.
JOURNALISM

Journalism is not a specific profession, like law or medicine. It is rather a congeries of jobs, professions, avocations, each of which may require its own particular preparation: news or editorial writing, magazine writing, editing, publicity direction, etc.

Whatever the type, a broad general culture is fundamental to winning success on the higher levels of journalism. The student should take most of the courses in rhetoric. But since the journalist must not only know how to write but must have something to write about, the student should make contact with as many subjects as possible.

During the first year he should take courses in rhetoric, a foreign language, science, history; during the second year, literature, a foreign language, economics, religion, and rhetoric.

For the third year, literature, rhetoric, and psychology are suggested. The electives recommended include sociology, economics, biology, history, literature, psychology, religion, etc.

During the fourth year the student should take an advanced course in literature and choose electives as in the third year.

LAW

The student who is preparing for the legal profession should elect a wide range of courses in the social sciences and the humanities. His major may be taken in political science or history, but it is recommended that the field of jurisprudence be selected for the major work. Jurisprudence is the field of study "concerned with those phases of social engineering having to do with the ordering of human relations through the politically organized state." The student majoring in this field must elect at least forty semester hours in the several departments offering courses related to it. These courses should be selected in conference with the adviser, since the individual interests and inclinations of the student determine to some extent the nature of the program.

The best preparation for law school requires completion of the full four year college course. First year: Rhetoric 1, 2; modern language; science; History 53, 54. Second year: Language (continued) and introductory courses in several of the social sciences. Third and fourth years: Courses in political science, history, sociology, economics, and philosophy selected in conference with the adviser. Courses which should be elected by all students include Political Science 3, 110; Philosophy 1, 2; History 55, 56.

MEDICINE

The leading schools of medicine require at least two and in most cases three or four years of college work for entrance. In all cases a college degree is considered desirable, even where it is not required. Certain definite amounts of biology, chemistry, physics, and languages are required by all schools, but there are some differences in the amount and character of the work. For this reason the student should, as soon as possible, decide which school he desires to enter and plan his college course accordingly.

The Scholastic Aptitude Test for Medical Students is designed by the Association of American Medical Schools, and is given in more than six hundred colleges each year during the month of January. Since most of the medical schools use the Aptitude Test as a basis for selecting new students, every premedic is urged to take this test during his junior or senior year in college.

To meet the requirements of the American Medical Association, the major work of students preparing for medicine is preferably taken in biology or chemistry, and their electives so planned as to include several courses in the field of the social sciences and humanities.

First Year.
Biology 3, 4; Chemistry 1, 2; rhetoric; a foreign language.

Second Year.
First Semester: Biology 105; Chemistry 105; Mathematics 1, if necessary; a foreign language.
Second Semester: Biology 106 or 116; Chemistry 106; a foreign language; electives 3 to 5 hours.

Third Year.
First Semester: Chemistry 103; Physics 1; Psychology 1; English Literature 1.
Second Semester: Biology 106 or 116; Physics 2; English Literature 2, if desired; electives 3 to 5 hours.

Fourth Year.
First Semester: Philosophy 1, 3; Sociology 1; Biology 109; Chemistry 107; electives 5 to 6 hours.
Second Semester: Chemistry 108; electives 12 to 13 hours. Electives should be chosen in accordance with the requirements of the medical school selected, as well as with the requirements for graduation from this college. See page 63.
PERSONNEL

The field of personnel training is receiving increased attention from industrialists and educators. Personnel work deals with human relations in the workaday world. Personnel departments are maintained today in many business and industrial organizations; also in governmental, educational, and social welfare agencies employing a considerable number of people. Through the use of interviews, tests, ratings, and performance studies, individuals are selected for, placed in, and transferred to and from jobs on the basis of their interests, abilities, education and experience. A student who is interested in doing personnel work upon graduation will find that Kalamazoo College offers a number of very helpful courses in the fields of psychology, political science, economics and sociology. A knowledge of personnel principles and methods is of very real value for all students planning to enter industry, business, social welfare work, education, or administrative work of any kind. Students are urged to counsel with the heads of the departments mentioned above as to a choice of courses in this field. They are reminded that group majors may be worked out for such related fields as economics and sociology, political science and economics, political science and sociology, with a minor in psychology. Among the courses which would be of value to students in these or related fields may be listed the following as possibilities: Labor Problems, Psychology of Personnel Management, Administration, etc. Kalamazoo College has planned its courses dealing with personnel problems in such a way as to provide a broad general basis of preliminary training which will serve as the foundation for an intelligent guidance and counsel training program.

NURSING

A few nursing schools now require the satisfactory completion of a college course leading to the Bachelor’s degree. An increasing number require the satisfactory completion of two or more years of college work. College courses which furnish a sound background for nursing are those in chemistry, biology, psychology, English, speech, and sociology. Courses in philosophy, education, economics, history, modern languages, and appreciation of art and music should also be included. Abundant opportunities exist on a small college campus for the development of those qualities of temperament and personality which are essential in nursing, such as tact, constructive sympathy, resourcefulness, and adaptability.

Kalamazoo College has an arrangement for an approved com-

bined curriculum with the Cook County School of Nursing in Chicago. According to the terms of this arrangement the candidate for the combined A.B. and professional nursing course attends Kalamazoo College for three years, spending the corresponding summer sessions in training at the Cook County School of Nursing. At the end of the third summer session the student continues at the Cook County School of Nursing for an additional year and nine months of study. Upon satisfactory completion of the combined curriculum the student is graduated with an A.B. from Kalamazoo College and a diploma from the School of Nursing. Such a program affords an opportunity for the student to prepare for a profession while at the same time reaping the benefits of a well balanced liberal arts program.

PROPOSED CURRICULUM

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoology</td>
<td>Comparative Anatomy</td>
</tr>
<tr>
<td>Inorganic Chemistry</td>
<td>8 hours</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>&amp; Embryology 8 hours</td>
</tr>
<tr>
<td>Speech</td>
<td>Organic Chemistry 8 hours</td>
</tr>
<tr>
<td>Language</td>
<td>Language 8 hours</td>
</tr>
<tr>
<td>30 hours</td>
<td>Psychology or</td>
</tr>
<tr>
<td></td>
<td>Sociology 6 hours</td>
</tr>
<tr>
<td></td>
<td>30 hours</td>
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<table>
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<tr>
<th>3rd Year</th>
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<tbody>
<tr>
<td>Human Physiology 3 hours</td>
</tr>
<tr>
<td>Bacteriology 3 hours</td>
</tr>
<tr>
<td>Sociology or Psychology 6 hours</td>
</tr>
<tr>
<td>Physiological Chemistry 2 hours</td>
</tr>
<tr>
<td>Chemistry of Foods 2 hours</td>
</tr>
<tr>
<td>(suggested elective) 2 hours</td>
</tr>
<tr>
<td>Other electives 14 hours</td>
</tr>
<tr>
<td>30 hours</td>
</tr>
</tbody>
</table>
PUBLIC ADMINISTRATION

The diversity of positions and the difference in demand in each case make it difficult to suggest a complete program. Such a program should be worked out with a competent adviser in terms of the ability and interests of the individual student as they relate to the field of public administration. As history forms part of the essential background of any such training, students should plan to include work in English and American history, constitutional history, and political parties. This would indicate that History 53, 54 should be elected in the freshman year. Introductory courses in economics and sociology should be included in the second year elections in order to allow for further work in those areas during the junior and senior years. The courses in political science dealing with governmental processes should be considered in the second year, beginning with course 3. Psychology 1, 2 and basic courses in philosophy and ethics should also be included.

A functional major in the field of Public Administration aims to engage in the investigation of governmental problems by means of the background afforded by history, the meanings and values afforded by philosophy, the findings of psychology, the theories and methods of investigation developed by sociology, economics and political science. This program is based upon the unity of the social sciences.

SOCIAL WORK

This is a growing profession for men and women. It includes social case work, social group work, community organization, public welfare administration, and social research. Each of these divisions represents a variety of specialties. Many social work positions are available to qualified college graduates. Others require additional preparation in graduate schools of social work. Those planning to enter social work as a profession should make their desire known to their advisers when electing their college courses.

All students intending to prepare for any branch of social work should fulfill the fundamental College requirements in rhetoric, modern language, and laboratory science, in the first two years. In the sophomore year they should elect introductory courses in sociology, and in at least one other social science, or in psychology. The requirement of six semester hours in Division III should be completed in the sophomore or junior year. Major concentration in sociology, and minor concentration in other departments, should be undertaken in the junior and senior years. Individual counsel and objective tests are provided to assist students in determining their interests and aptitudes for specific vocations in social work. All majors in the Department of Sociology are expected to do supervised field work in the community.

The College is a member of the National Association of Schools of Social Administration and its undergraduate social work curriculum is approved by that organization.

TEACHING

Every state requires a teaching certificate of those who teach in its public schools. Such certificates are issued by the various states to those who have completed the requirements set by state authorities. Although such requirements differ, in general all candidates for a teacher's certificate must complete academic majors and minors of subjects taught in the school. They must also complete specified hours in education.

Candidates for certification in any state must plan a well rounded program of academic and professional courses in relation to the state requirements. They should also select carefully, and participate in, a reasonable number of campus and community activities which will give them experience in working with and organizing groups of young people of school age.

By careful planning, most students will be able to meet the requirements of the state in which they wish to teach. All candidates for certification should confer with the Director of Teacher Education as early as possible, preferably in the freshman year, to outline a program to meet the requirements of the certifying agency and of the college.
Honors and Prizes

HONORS FOR THE YEAR

Students who have satisfied the entrance requirements and who have completed at least twenty-eight hours of work, including the required work, each year of residence are eligible. Honors for the year are awarded to eligible students if they have earned 2.5 quality points per hour for the work of the year.

High honors for the year are awarded to eligible students who have earned 2.75 quality points per hour for the work of the year.

HONORS FOR THE COURSE

Graduating seniors, including those who have transferred from another institution, are eligible provided they have spent their junior and senior years at Kalamazoo College.

Honors for the course are awarded to eligible students who have earned an average of 2.5 quality points per semester hour for the whole college course. In case the student entered with advanced standing from another college, the work brought in transfer must be included in the computation of quality points.

High honors for the course are awarded to eligible students who have attained a quality-point average of 2.75 for the whole course.

Recipients of "honors for the course" receive their degrees Cum Laude. Recipients of "high honors for the course" receive their degrees Magna Cum Laude.

HONORS IN A MAJOR

Honors in a major are awarded on the basis of successful completion of an approved course of study and a comprehensive examination covering all the work included in the major. Details of the plan are as follows:

1. A student who plans to work for honors in a major must declare his intention not later than the beginning of his senior year and preferably at the beginning of his junior year.
2. He must have at least a B average for his entire course up to the date of his application to work for honors, and this application must be approved and signed by his adviser in the major department or field. The program for his honors work must be submitted to the Committee on Honors before the end of the second week of the semester; and upon such approval the student is designated as "reading for honors" and a copy of his program is filed by the Committee.

3. Reading for honors includes any or all of the following features, in addition to regular course work: individualized courses, seminars, independent reading and study, frequent conferences with the major adviser.

4. As the objective for the student is comprehensive knowledge and understanding within a department or field of study, honors work includes material not covered in regular courses, and its success is measured by the extent to which the student has mastered the area of his major and by the richness and range and understanding in that area.

5. An average of 2.5 quality points per hour for all courses taken in the major up to the middle of the senior year is a prerequisite for admission to the comprehensive honors examination. The written portion of this examination is given on the Tuesday following the third Monday before commencement. The oral examination is held during the same week. At the discretion of the instructors involved, examiners who are not members of the college faculty may be invited to assist with the oral examination. For the written examination the principle of using examinations that are national in scope is endorsed. In particular the use of the Graduate Record Examinations is recommended in certain fields of concentration.

6. In order to provide an opportunity for uninterrupted study, an honors student may, with the consent of his adviser, be excused from class attendance in his major for one week before the comprehensive examinations.
7. Academic credit of not less than four hours and not more than six hours is allowed for the additional work done for Honors in a Major. For the records such work is designated as 195 or 196.

8. The fact that a student is graduated with honors in the major is noted on the commencement program, and in the college catalogue for the following year.

CLASS HONOR LISTS

SOPHOMORE, JUNIOR AND SENIOR HONOR LISTS

Any student beyond the freshman year who ranks in the upper tenth of his college class for all previous work is recognized for high scholastic achievement, and his name is placed on his Class Honor List. He is recognized in the Honors Day Chapel, and his name is printed in the Honors Day Program. His name is starred in the catalogue roster of students, and he is eligible to apply for Grant-Earn Assistance (see page 44).

HONOR SOCIETIES

Phi Kappa Alpha, the academic honor society, was organized in May, 1940, by the members of the faculty holding membership in Phi Beta Kappa, Phi Kappa Phi, or Sigma Xi. Its purpose is to promote and give formal recognition to high scholastic achievement among the students of Kalamazoo College. Early in the second semester the faculty members of the society elect to membership a limited number of seniors and a smaller number of juniors on the basis of their academic records for three and a half or two and a half years. The new members are honored at an invitation banquet at which they also receive the society emblem, the Phi Kappa Alpha key.

A chapter of the national Alpha Lambda Delta, freshman scholastic honor society for women, was installed on March 5, 1942. The national organization was founded at the University of Illinois in 1924, and there are now more than fifty chapters, all in colleges approved by the Association of American Universities. Freshman women who make an average of 2.5 for the first semester or for the entire year are eligible for membership.

PRIZES

The College has approximately $300 to distribute each year in prizes. Eleven of these prizes are endowed and the others are provided by annual contributions. Attention is called to the desirability of having all prizes permanently endowed.

Endowed Prizes

1. The William G. Howard Memorial Fund, endowed to the sum of $4,000, one-half of the interest on which is applied to prizes in political science and economics, while the other half is used toward the professorship in political science, is endowed by Harry C. Howard in memory of his father, William G. Howard, B.S., 1867, for many years a trustee of the College. One prize is awarded for excellence in any year's work in political science. One prize is awarded to that member of the graduating class who has done the best work in a major in economics.

2. The Sherwood Prize, endowed to the sum of $250 by the late Rev. Adiel Sherwood, D.D., of St. Louis, is given for the best delivery of a declamation by a freshman at a public contest.

3. The Cooper Prize, endowed to the sum of $250 by the late Charles Cooper, Esq., of White Pigeon, is given for the best delivery of an oration by a junior or a senior.

4. The Winifred Peake Jones Prize, endowed to the sum of $500 by the late Mr. W. O. Jones, is given for excellence in the first year's work in biology.

5. The LeGrand A. Copley Prize in French is endowed to the sum of $200. This prize, established by the late
Mr. LeGrand A. Copley, M.A., 1867, is awarded for excellence in the second year's work in French.

6. The Stone Prize is endowed to the sum of $500. On account of a gift to the College from the Sarah Messer Thurston estate, the trustees have established an annual prize for excellence in the Department of Education to be known as the Stone Prize, in honor of J. A. B. Stone, D.D., president of the College from 1843 to 1863.

7. The Clark Benedict Williams Prize in Mathematics, endowed to the sum of $400 by the mathematics majors of the Class of 1923, is awarded to that member of the graduating class who, having completed with excellence at least twenty-four hours in mathematics, has made the best record in mathematics and the allied sciences.

8. The O. M. Allen Prize, endowed to the sum of $250 by the family of Mrs. J. D. Clement, is given for the best essay written by a member of the freshman class.

9. Kalamazoo College Athletic Association Medal. To encourage a high standard of excellence in scholarship and athletics a gold medal is awarded to that man of the senior class who in the opinion of the faculty has most successfully combined high scholarship with athletic prowess during his four years in college.

10. The Lemuel F. Smith Award, established by an alumni in 1944, is endowed to the sum of $500. This annual award, consisting of one year's membership and subscription to one of the journals of the American Chemical Society, is given to the major in chemistry having at the end of the junior year the highest average standing in courses taken in chemistry, physics and mathematics.

11. Mary Clifford Stetson Prize. The late President Stetson provided for a gift of $1,017 to Kalamazoo College to endow an annual prize to be given for excellence in English essay writing by a senior. The prize is known as the Mary Clifford Stetson Prize established by her husband, Dr. Herbert Lee Stetson, in her honor.

Unendowed Prizes

12. The Hodge Prizes. These prizes, established in memory of the Rev. Marvin G. Hodge, D.D., are awarded to that member of the graduating class who, having taken at least a minor in philosophy, has the highest standing in this field.

13. The Todd Chemistry Prize. This prize, established by the late Albert M. Todd, is given for excellence in the first year's work in chemistry.

14. The Todd Sociological Prize. This prize, established by the late Albert M. Todd, is given for excellence in work in sociology in the junior year.

15. The Upjohn Prizes. These prizes, offered by The Upjohn Company, are awarded for excellence in any year's work in chemistry, except courses 1 and 2.

16. The Oakley Prize. This prize, offered by Mrs. C. W. Oakley, is awarded to that member of the graduating class who has the highest record for the entire college course.

17. The Balch Prize in American History. This prize, offered by the Hon. J. B. Balch, is awarded to that member of the graduating class who has done the best work in the field of American history.

18. The Allen Prize. This prize, offered by Mr. Gerald H. Allen, is awarded for the best year's work in advanced physics toward a major.

19. The Mrs. R. E. Olds Prize in English Literature. This prize, established by Mrs. R. E. Olds of Lansing, is awarded to that senior majoring in English literature who has maintained the best academic record in this subject throughout the last three years of his college course.

20. The Cooper Prize in Physics. This prize, offered by Mr. Bert H. Cooper, is given for excellence in the first year's work in physics.
21. The Kirby Prizes in Music. These four prizes, offered by Mrs. L. H. Kirby, are awarded for excellence in organ, piano, violin and vocal music respectively.

HONORS DAY

Honors day is observed by the College early in the first semester of each year. On this occasion all scholastic honors and prizes for the preceding year are awarded, except those given to seniors at the preceding commencement.
John Harper Clements ........................................ New Haven, Conn.
Stanley Howard Cohn ........................................ Wilmette, Ill.
Alden Wadsworth Cook ....................................... Kalamazoo
Robert Dyckman Dewey ...................................... Emporia, Kans.
*Jeannette Joyce Domes ..................................... Chicago, Ill.
†Frank Allan Duncan, Jr. ................................... South Bend, Ind.
*Emily Frances Earle .......................................... St. Clair
Barbara Ruth Ensing .......................................... Detroit
Earl Wendzel Fischer .......................................... Coloma
Samuel Folt ...................................................... Kalamazoo
Beatrice Elaine Foster ....................................... Kalamazoo
Fredrick Charles Fuller ...................................... Plainwell
†Louis Walter Gerstner, Jr. .................................. Kalamazoo
*Barbara Jean Goodsell ...................................... St. Joseph
*Inez Budington Goss .......................................... Kalamazoo
Lois Audrey Greene ........................................... Kalamazoo
*Donald Raymond Griffith—Magna Cum Laude ............ Kalamazoo
William Edward Guthier ..................................... South Bend, Ind.
Louise Gwyn ..................................................... Flint
Norma Jean Harris ............................................ Port Huron
*Robert Lay Hickmott—Magna Cum Laude .................. Kalamazoo
*Harry Van der Veer Hilker, Jr. .............................. Kalamazoo
Richard Francis Hogan ....................................... Battle Creek
*Jacqueline Elaine Hord ....................................... Kalamazoo
John William Jeffries ......................................... Three Oaks
Robert Alfred Johnson ........................................ Hammond, Ind.
Virginia Jean Johnson ......................................... Parma
Betty Montgomery Jones ....................................... Plymouth
*Ralph Owen Kerman—Summa Cum Laude ..................... Evanston, Ill.
Chrystine Kull ................................................ Three Oaks
Donald Harold Larson ......................................... Flint
Gwendolyn Price Layton ....................................... Battle Creek
*Margery Ruth LePage ......................................... Glen Ellyn, Ill.
†William Gilbert Lloyd ........................................ Washington, D. C.
Mary Gertrude Lockhart ...................................... Grand Rapids
†Janet Ellen MacKenzie ....................................... Grosse Pointe
Allen Martin Mulder .......................................... Kalamazoo
*Lois Emily Nave ............................................. South Bend, Ind.
Constance Lee Newcomer ..................................... Kalamazoo
Robert Bruce Ogilvie ......................................... Kalamazoo
William Louis Olvitt ......................................... Kalamazoo

*Members of the Scholars Group.
†Completed their work in summer school.

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George Wesley Otis ........................................... Farmington
Neil Keith Plantefaber ........................................ Kalamazoo
John Goulding Polzin ......................................... Kalamazoo
*Patricia Miller Pratt—Cum Laude .............................. Detroit
Robert Edward Puckett ....................................... Kalamazoo
*Joyce Greene Rubbers—Cum Laude .......................... Kalamazoo
*Jane Leona Richardson—Cum Laude ........................ Elmhurst, Ill.
Robert Morton Riv ............................................. Kalamazoo
*Leonard Nelson Russell—Cum Laude ......................... Coldwater
Lewis Eugene Shiflet .......................................... Battle Creek
Martha Elizabeth Shoemaker ................................ South Bend, Ind.
Rozanne Mary Simon .......................................... Kalamazoo
Gerald Owen Somers .......................................... Kalamazoo
Jack Guppy Stateler .......................................... Glen Ellyn, Ill.
†Wayne Robert Stone .......................................... Grand Rapids
Walter Scott Tatem ............................................... Old Westbury, N. Y.
*Warren Egbert Taylor—Magna Cum Laude .................. South Bend, Ind.
†Henry Clarence Thole ........................................ Kalamazoo
*Patricia Ann Thompson ....................................... South Bend, Ind.
Wayne Hugh Thompson ......................................... South Bend, Ind.
Albert Edward Walkoe ......................................... Chicago, Ill.
Margaret Jane Westlake ...................................... Kalamazoo
*Mary Lou Wilhelmi—Magna Cum Laude ...................... Chicago, Ill.
Floyd Jonas Yoder ............................................. Bristol, Ind.
Leroy Gregg Ziegler ........................................... Elgin, Ill.

HONORS FOR THE YEAR 1946-47

Jacqueline Vella Buck ......................................... John Pearson Overley
William G. Bunto .............................................. John Relley Powell
Jane Ellen Christy .............................................. Dorothy Jane Prout
Robert Merrill Cross ......................................... Robert Edward Puckett
JoAnne Dalrymple .............................................. Herman Alfred Robandt
Lovell Junior Dewey ........................................... Bill Burton Smith
Donald Wayne Green ........................................... Philip Rensselaer Smith
Gladys Elaine Hendershot ...................................... Robert Allen Stone
Robert Lay Hickmott ........................................... Patricia Ann Thompson
George Rollin Hoover .......................................... James Lee Tindall
Eleanor Louise Humphrey ..................................... Theodore Edwin Troff
Betty June Kuenzel ............................................ Frances Jane Tyndal
Samuel Lawrence Mayer ....................................... Mark Armin Zarbock
Patricia Ann McIntyre .........................................

*Members of the Scholars Group.
†Completed their work in summer school.
HIGH HONORS FOR THE YEAR 1946-47

Norman Lee Armstrong
Richard Powers Bale
Marcia Ann Clemons
Betty Lou Colvin
Margery Janet Davis
Cecil Frederick Dam
Wendell Vincent Discher
Jeannette Joyce Domes
Alice Louise Duncan
Louise Lindsey Goss
Donald Raymond Griffith
Jane Helen Keller
Ralph Owen Kerman
Donna Mae Legerstee
Margery Ruth LePage

Victoria Lewicki
William Gilbert Lloyd
Anne Howell Martin
Constance Lee Newcomer
Clair Worst Pike
Ardith Marion Quigley
Jack Peyton Ragotzy
Charlotte Caroline Richardson
Leonard Nelson Russell
Margery Ann Sebright
Stephen Judson Smith
Thomas Edward Thompson
William Glen Walker
Mary Lou Wilhjelm

HONORS IN A MAJOR
Earl Wendzel Fischer Economics

PHI KAPPA ALPHA ELECTIONS

Class of 1948
*Marcia A. Clemons
Cecil F. Dam
Alice L. Duncan
Louise L. Goss
Jane H. Keller
Betty J. Kuenzel
Victoria Lewicki
*Anne H. Martin
Patricia A. McIntyre
*D. Jane Prout

*Became members as Juniors

Class of 1949
Betty L. Colvin
Wendell V. Discher
D. Wayne Green
Jack R. Powell
Stephen J. Smith

ALPHA LAMBDA DELTA

Mary Ann Christensen
G. Elaine Hendershot
Helen J. Keating
Mary Alice Kirkland
Alice L. Koning
Louise J. Lacey

Nelva B. Moore
Cynthia M. Quick
Joyce E. Stowell
Sue A. Strong
F. Jane Tyndal

*Scholars Group—1947-48

John Sheldon Abbott
Olive Kathleen Austin
Harriet Edna Blum
Jacqueline Vella Buck
Dorothy Jane Burgess
Esther Carlyon
Florence Virginia Chisholm
Marcia Ann Clemons
Betty Lou Colvin
Cecil Frederick Dam
Wendell Vincent Discher
Patricia Jean Dunbar
Alice Louise Duncan
Louise Lindsey Goss
Donald Wayne Green
Edward Horton Higgins
Eleanor Louise Humphrey
Elizabeth Catherine Keating
Jane Helen Keller
Lorraine Jean Kiefer
Jean Marie Koopsen
Betty June Kuenzel
Gordon Frederick Kurtz
Joy Ruth Leach

PRIZES—1946-47

O. M. Allen Prize for Freshman Essay—
Dorothy Ellen McCarthy

Charles Cooper Prize in Oration—
Robert Glen Reed

LeGrand A. Copley Prize in Oratory—
Arthur Donaldson Spence

William G. Howard Prize in Economics—
Margaret Jane Anderson
Patricia Ann Thompson

William G. Howard Prize in Political Science—
Charles Earl Starbuck

*Juniors and Seniors who have earned an average of two or more points per semester hour.
**Winifred Peake Jones Prize in Biology**—Botany: Robert Merrill Cross
Zoology: Donna Mae Legerstee

**Kalamazoo College Athletic Association Medal**—Wayne Hugh Thompson

**Sherwood Prize in Freshman Declamation**—Dorothy Ellen McCarthy

**Lemuel F. Smith Award in Chemistry**—Robert Allen Stowe

**Stone Prize in Education**—Mary Lou Wilhjelm

**Clark Benedict Williams Prize in Mathematics**—Ralph Owen Kerman

**Allen Prize in Physics**—Ralph Owen Kerman
Leonard Nelson Russell
Warren Egbert Taylor

**Balch Prize in American History**—Jane Ellen Christy

**Bert H. Cooper Prize in Physics**—Bruce Merritt Bowman

**Hodge Prize in Philosophy**—Constance Lee Newcomer
Donald Raymond Griffith

**Kirby Prize in Organ**—Ardith Marion Quigley

**Kirby Prize in Piano**—Mary Lou Wilhjelm

**Kirby Prize in Voice**—Elaine Julia Dryer

**Kirby Prize in Violin**—Roger Allan Blackmer Ewell

**Oakley Prize for the Entire Course**—Ralph Owen Kerman

**Mrs. R. E. Olds Prize in English Literature**—Mary Lou Wilhjelm

**Todd Chemistry Prize**—Wesley Lea Archer

**Todd Sociological Prize**—Eleanor Louise Humphrey

**Upjohn Prize in Chemistry**—Margery Ruth LePage
Patricia Miller Pratt

**Winifred Peake Jones Prize in Biology**—Botany: Robert Merrill Cross
Zoology: Donna Mae Legerstee

**Kalamazoo College Athletic Association Medal**—Wayne Hugh Thompson

**Sherwood Prize in Freshman Declamation**—Dorothy Ellen McCarthy

**Lemuel F. Smith Award in Chemistry**—Robert Allen Stowe

**Stone Prize in Education**—Mary Lou Wilhjelm

**Clark Benedict Williams Prize in Mathematics**—Ralph Owen Kerman

**Allen Prize in Physics**—Ralph Owen Kerman
Leonard Nelson Russell
Warren Egbert Taylor

**Balch Prize in American History**—Jane Ellen Christy

**Bert H. Cooper Prize in Physics**—Bruce Merritt Bowman

**Hodge Prize in Philosophy**—Constance Lee Newcomer
Donald Raymond Griffith

**Kirby Prize in Organ**—Ardith Marion Quigley

**Kirby Prize in Piano**—Mary Lou Wilhjelm

**Kirby Prize in Voice**—Elaine Julia Dryer

**Kirby Prize in Violin**—Roger Allan Blackmer Ewell

**Oakley Prize for the Entire Course**—Ralph Owen Kerman

**Mrs. R. E. Olds Prize in English Literature**—Mary Lou Wilhjelm

**Todd Chemistry Prize**—Wesley Lea Archer

**Todd Sociological Prize**—Eleanor Louise Humphrey

**Upjohn Prize in Chemistry**—Margery Ruth LePage
Patricia Miller Pratt
<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
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<tr>
<td>Dentler, John Muirhead</td>
<td>Biology</td>
<td>Ferndale</td>
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<td>Donnelly, Winthrop Sawyer</td>
<td>Economics</td>
<td>Ann Arbor</td>
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<td>Duncan, Alice Louise</td>
<td>Chemistry</td>
<td>South Bend, Ind.</td>
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<td>Dyksterhouse, Peter Hilbert</td>
<td>History</td>
<td>Kalamazoo</td>
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<td>Ferguson, John Edwin</td>
<td>Econ. &amp; Pol. Sci.</td>
<td>Grand Rapids</td>
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<td>Galbraith, George Edward</td>
<td>Economics</td>
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<td>Garbrecht, William Lee</td>
<td>Chemistry</td>
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<td>*Goss, Louise Lindsey</td>
<td>English Literature</td>
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<td>Heystek, Eleanor Caroline</td>
<td>Biology</td>
<td>Flint</td>
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<td>Higgins, Edward Horton</td>
<td>English Literature</td>
<td>Kalamazoo</td>
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<td>Hopkins, George Harris</td>
<td>Chem. &amp; Physics</td>
<td>Kalamazoo</td>
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<td>Horan, John Phillips</td>
<td>Economics</td>
<td>Allegan</td>
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<td>Hubbell, Dorothy Ellen</td>
<td>French</td>
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<td>Sociology</td>
<td>Chicago, Ill.</td>
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<td>Hunter, Ethel Jane</td>
<td>Mathematics</td>
<td>Buffalo, N.Y.</td>
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<td>Johnston, Walter Warren</td>
<td>Economics</td>
<td>Chicago Ill.</td>
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<td>Johnston, Robert Morton</td>
<td>Economics</td>
<td>Indianapolis, Ind.</td>
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<td>Josephson, Mildred Marie</td>
<td>Psych. &amp; Sociology</td>
<td>Detroit</td>
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<td>Kaufman, Carolyn Lucille</td>
<td>Art.</td>
<td>Fort Wayne, Ind.</td>
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<td>Keating, Elizabeth Catherine</td>
<td>Biology</td>
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<td>Highland Park</td>
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<td>Koopsen, Jean Armintrout</td>
<td>French</td>
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<td>*Kuenzel, Betty June</td>
<td>English</td>
<td>Kalamazoo</td>
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<td>Howell</td>
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<td>Lagoni, Janet Feugel</td>
<td>Psychology</td>
<td>Kalamazoo</td>
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<td>Leach, Joy Ruth</td>
<td>Biology</td>
<td>Granville, Ohio</td>
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<td>*Lewicki, Victoria</td>
<td>Psychology</td>
<td>Chicago, Ill.</td>
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<td>Macchi, Eugene Edward</td>
<td>Economics</td>
<td>Bala-Cynwyd, Pa.</td>
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<td>Mateeff, DeLeon Peter</td>
<td>Biology</td>
<td>Detroit</td>
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<td>McIntyre, Patricia Ann</td>
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<td>Joliet, Ill.</td>
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<td>Milroy, Nancy Lou</td>
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*Class Honor List: Students who rank in the upper ten per cent of their class.
*Class Honor List: Students who rank in the upper ten per cent of their class.
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*Class Honor List: Students who rank in the upper ten per cent of their class.
STUDENTS MATRICULATED IN THE COLLEGE

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</table>

*Class Honor List: Students who rank in the upper ten per cent of their class.
Horan, Richard Alexander
Howard, Walter Edgar
Huff, Richard McMillen
Hubert, Glen Francis
Hunsberger, Lois Jeanine
Icely, Kaye Doris
Jabloński, Val James
Jackson, Martha Ellen
Jamieson, Malcolm Arthur
Jarre, Guntram Armin
Jemal, Alexander
Jackson, Martha
Joslin, Mary Olive
Jurgensen, John Anson
Keating, Anne Amelia
King, Clarence Arthur, Jr.
King, Earl Charles
King, Robert Bennett
Klein, Joan
Kneller, James Clarence
Kokinakes, John Christ
Koepsen, Leon Albert
Kretzing, Irmgard Margaret
Krueger, Kenneth Raymond
Kundinger, Robert Perry
Laansma, John Albert
LaLiberte, Joan Isabel
Larson, Dorothy Jean
Lavaty, Betty Ann
LaVene, Charles Lee
Leavenworth, Stephen Wesley
Leddy, John Henry
*Legerstee, Donna Mae
Lehman, Patricia Jane
Leighten, Arthur Harry
Lindsey, Yvonne Dee
Ludwig, Robert Herbert
Magaś, Thomas Anastas

*Class Honor List: Students who rank in the upper ten per cent of their class.

---

*Mayer, Samuel Lawrence
McCarthy, Dorothy Ellen
Meland, Wallace Bernard
Meyerson, Richard
Minzey, Lynette Hammond
Musser, John Andrew
Nagle, Bryant Frutchey
Nahikian, Raymond Sarkis
Nawrot, James Joseph
Nelson, Maurice Arthur
Nilson, David Bolton
Orr, Ronald David
Osborn, Elizabeth Helen
*Overbeek, Donald Eugene
*Overley, John Pearson
Pappas, Elizabeth
Patzer, Reinhild
Peterson, Harry Linden
*Phillips, Edwin Philbrook, Jr.
Phillips, Arnold John (deceased)
*Pike, Clair Worst
Pizzat, Joseph
Porter, Jack Junior
*Prudon, Robert Joseph
Quick, Hazel Eloise
Reverski, Harold Frederick, Jr.
Robins, Joyce Elaine
Robinson, Ann Jane
Rohloff, Patricia Clara
Root, John Howard
Roth, Charles Howell
Ruggles, Eugene Lewis
Salter, Frances Louise
Sayers, William Ellis
Schau, Marshall George
Schreiber, Barbara Joan
Schultz, Wesley Edward

*Class Honor List: Students who rank in the upper ten per cent of their class.
*Selbert, Margaret Elder Queen Village, N. Y.
Sievers, Noble Franklin Fort Wayne, Ind.
Slezak, Richard Joseph Chicago, Ill.
Smith, Barbara Mary Granville, Ohio
Smith, Jean Eleanor Kalamazoo
Smith, Sidney Glenn Galesburg
Snow, Kenneth Gordon Kalamazoo
Sockrider, Donald Dale Auburn, Ind.
Southworth, Howard Irwin, Jr. South Bend, Ind.
Spinner, Donald Burke Washington, D. C.
Stager, Frank Eugene Kalamazoo
Staniszewski, Casimir Theodore Fort Wayne, Ind.
Stermer, Eugene Paul Vicksburg
Stewart, James Lee Kalamazoo
Stickan, Virginia Ann Coldwater
Stiles, Charles Richard Kalamazoo
Strood, Carolyn Burnham Woodside, N. Y.
Sunderland, Jack Wallace Indianapolis, Ind.
Swan, Burton Vanloon Birmingham
Szabo, Alex Detroit
Thompson, Joe Frank Detroit
Thorpe, Marilee Detroit
*Tindall, James Lee Plainwell
Travis, Harry Exner Kalamazoo
*Tyndal, Frances Jane Malverne, N. Y.
VanGiesen, James John Kalamazoo
Vincent, James Lewis Centreville
Wake, Ann Elizabeth Grosse Pointe
Walker, Helen Ramona Grosse Pointe
Walker, Robert Charles Kalamazoo
*Walker, William Glen Kalamazoo
Wall, Bette Doris Chicago, Ill.
Walters, Frank Joseph, Jr. Chicago, Ill.
Ward, Mary Joan Bronson
Waterman, Florence Irma Brooklyn, N. Y.
Webb, Horace Leon Kalamazoo
Weigle, Carol Jean Lombard, Ill.
Weston, Harold Lucian Kalamazoo
Wheeler, William Hawley Warsaw, N. Y.

*Class Honor List: students who rank in the upper ten per cent of their class.

Williams, Mary Elizabeth Chevy Chase, Md.
Windslow, Cynthia Robbins St. Joseph
Wolohan, William J. Dearborn
Wood, Julian Mead Detroit
Wright, Charles Herbert Chicago, Ill.
Zeedyk, Helen Marilyn Kalamazoo

Freshmen

Adler, Georgia Mae St. Joseph
Adriansen, Gerald Mapes Battle Creek
Anderson, Robert Alfred Berkley
Avery, Phillip Hawley Kalamazoo
Barkowski, Charles Harry Chicago, Ill.
Barrows, John Frederick Detroit
Baum, Barbara Isabella Elkhart, Ind.
Becker, Roger Taylor Kalamazoo
Bednorz, Gordon Davis Elmhurst, Ill.
Beebe, Douglas Edwin Kalamazoo
Bierema, Everett Steven Parchment
Birhammer, Robert Theodore Watertown, Wisc.
Bird, Barbery Ainsworth Greenville
Blaisdell, Lewis James Kalamazoo
Braden, Victor Kenneth Monroe
Brady, John Philip, Jr. St. Albans, N. Y.
Brown, Janet Louise Sheffield, Ala.
Brown, Parke Buckner Grosse Pointe
Brunsky, John Thomas Detroit
Bulmer, Jean Ellen Big Rapids
Buresh, Edwin Joseph Detroit
Burke, Donald Gene Otsego
Burke, Howard Joseph Kalamazoo
Cahill, David Charles Kalamazoo
Casey, Phyllis Ann South Bend, Ind.
Chalmers, Stanley John Flint
Christensen, Mary Ann Chicago, Ill.
Clark, William George Comstock
Coash, Dorothy Anne Kalamazoo
Collins, Howard Earl Villa Park, Ill.
Collinson, Jean Lois Grosse Pointe
Cook, Paul Jackson Hamilton, Ohio
Copeland, James Garrett Watervliet
Corcoran, William Vincent Ferndale
Cree, Dale Robert Parchment
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<td>McCarthy, Mary Jane</td>
<td>Kalamazoo</td>
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<td>Meyer, Marjorie Mae</td>
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<td>Miller, Wesley Carroll</td>
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Students matriculated in the College

Stelle, Robert Earl ........................................... Kalamazoo
Stewart, Hilda Esther ........................................ Granville, Ohio
Stowell, Joyce Elizabeth ..................................... Detroit
Strong, Sue Ann ................................................. Saginaw
Sweet, John Gordon ............................................. Schoolcraft
Sweetland, Richard Garth ..................................... Kalamazoo
Swihart, Mary Joan ............................................. Allegan
Tait, Thomas Stevens ............................................ Monroe
Thompson, Robert Leslie ..................................... River Grove, Ill.
Todd, Janet Isabella ............................................. Ionia
Treat, Robert G .................................................. Fenton
Troff, Fredric Saunders ....................................... Kalamazoo
Urbank, John Louis ............................................. Detroit
VanCura, Joseph Victor, Jr .................................. Riverside, Ill.
VanDerKlok, Dick Duane ...................................... Kalamazoo
VanDuzer, John Walter ......................................... Coloma
Vercoe, Nancy Marie ........................................... Flint
Vickery, Laurence Leroy ....................................... Kalamazoo
Walker, Carolyn Joy ........................................... Detroit
Walters, William Earle ......................................... Grand Rapids
Ward, Jack Dean ................................................ St. Joseph
Ward, Patrick James ............................................ Kalamazoo
Waters, Susan .................................................... Saginaw
Windisch, Richard Humphrey ................................ Scarsdale, N. Y.
Winkler, Frederick Wightman, Jr ............................ Plainwell
Wolff, Donald Douglas ......................................... Westchester, Ill.
Wood, Willa Lou ................................................. Williamston
Woodard, Arthur Jackson ..................................... South Bend, Ind.
Wright, Allyn Hinkle ........................................... Jackson

Special Students

Auger, Gregory M ................................................. Kalamazoo
Barkenbus, John Nelson ...................................... Kalamazoo
Brown, Ann Davis .............................................. Kalamazoo
Carroll, Rose Delores ......................................... Otsego
Cobb, Elvin C .................................................... Kalamazoo
Corredor, Alfonso .............................................. Bogota, Colombia
DeMeyer, Elliott James ...................................... Kalamazoo
Feman, Marian Harris ......................................... Kalamazoo
Grimsel, Edward George .................................... Kalamazoo
Johnson, Barbara Jane ........................................ Parma
Johnson, Betty Shayman ...................................... Kalamazoo
Ketchum, Richard Ralph ..................................... Kalamazoo
KALAMAZOO COLLEGE

Long, Francis Burnell
Martin, Laura Tone
Munro, George Gordon
Neal, Tom M.
Olney, William Harold
Salazar, Alvaro
Scott, Thomas G.
Slaughter, George Walter
Smith, Ruth Ann
Thibodeau, Edward Charles
Thompson, Joanne

SUMMARY

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GEOGRAPHICAL SUMMARY

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Legal Form of Deeds and Bequests

A deed to the College should be of the same form as a deed to a natural person, except that the correct name of the College should be inserted as the grantee. The name is "The Kalamazoo College." For the sake of identification it would be well to make the name of the grantee in the deed as follows: "The Kalamazoo College, a corporation organized and existing under the laws of the State of Michigan, and located at the City of Kalamazoo in said State."

A bequest in a will would be legally correct if it read as follows: "I give, devise, and bequeath unto The Kalamazoo College, a corporation organized under and by virtue of the laws of the State of Michigan and located in the City of Kalamazoo, in said State, the sum of .................................................... Dollars."

If it is desired to bequeath real estate or personal property other than money, the description of the real estate or of the personal property should be in the place of the specific sum of money.
For information concerning Kalamazoo College address

OFFICE OF ADMISSIONS
KALAMAZOO COLLEGE
KALAMAZOO 49, MICHIGAN