1908

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Hope College

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HOPE COLLEGE

HOLLAND
MICHIGAN

1908-1909
# TABLE OF CONTENTS

ADMISSION—College ................................................................. 16
    Preparatory School ............................................................ 42
Advantages Offered ............................................................... 74
Alumni Association ............................................................... 84
Calendar .................................................................................... 3
Chronological ........................................................................... 86
College Foundation ................................................................. 5
Contributions ............................................................................ 84
Council ...................................................................................... 10
COURSES—The College ............................................................ 21
    The Preparatory School ......................................................... 46
    The School of Music ............................................................. 64
DEGREES—Conferred in 1908 ..................................................... 85
    Requirements for ................................................................... 15, 17
Diplomas .................................................................................... 15, 17
Discipline ................................................................................... 82
Examinations ............................................................................. 75
Expenses .................................................................................... 79
Faculties .................................................................................... 13, 44, 64
Elizabeth R. Voorhees Girls Residence ........................................ 73
Grounds and Buildings ............................................................. 72
Gymnasium ............................................................................... 73
Library ....................................................................................... 76
Location ..................................................................................... 72
Miscellaneous Information ....................................................... 72
Museum ...................................................................................... 83
Observatory—Ackerman Hoyt ..................................................... 73
Prizes ......................................................................................... 78
Publications ............................................................................... 77
Religious Services ..................................................................... 75
Roll of Students ......................................................................... 38, 57, 69
School Year ............................................................................... 74
Societies ..................................................................................... 77
Western Theological Seminary .................................................. 89
HOPE COLLEGE

Founded as PIONEER SCHOOL, 1851
Reorganized as HOLLAND ACADEMY, 1857
Incorporated as HOPE COLLEGE, 1866

A COLLEGE OF THE REFORMED CHURCH IN AMERICA

YEAR BOOK
1908 - 1909
No. 46

INCLUDING ANNOUNCEMENTS FOR 1909-1910
COLLEGE PUBLICATIONS

Hope College Year Book
DE HOPE
The Leader
The Anchor

For copies of these publications and detail SCHEDULE OF HOURS AND COURSES, address
Prof. Henry Boers, Secretary,
Hope College, Holland, Michigan
COLLEGE CALENDAR

1908

September 15..............Examination for Admission beginning at 9 A. M. in Graves Hall.
September 16..............Fall Term begins at 9 A. M.
November 26..............Thanksgiving Recess.
December 18..............Fall Term ends.

VACATION

1909

January 4.................Winter Term begins.
January 28..............Day of Prayer for Colleges.
March 26.................Winter Term ends.

VACATION

1909

April 5......................Spring Term begins.
April 28..................Meeting of the Council.
June 3 - 4..............Examination of Senior and "A" Classes.

June 10 - 11...............Undergraduate Examinations.
June 13....................Baccalaureate Sermon.
June 14....................Closing Exercises of the Grammar School in Carnegie Gymnasium, 2 P. M.

June 15.....................Meeting of Alumni Association.
June 15.....................Meeting of Council, 10 A. M.
June 16.....................Commencement Exercises in Carnegie Gymnasium, 7:30 P. M.
VACATION

1909

September 14. Examination for Admission, beginning at 9 A. M. in Graves Hall.
September 15. Fall Term begins at 9 A. M.
November 25. Thanksgiving Recess.
December 24. Fall Term ends.

VACATION

1910

January 3. Winter Term begins.
January 27. Day of Prayer for Colleges.
March 25. Winter Term ends.

VACATION

1910

April 4. Spring Term begins.
April 27. Meeting of Council.
June 2-3. Examination of Senior and "A" Classes.
June 9-10. Undergraduate Examinations.
June 13. Closing Exercises of the Grammar School in Carnegie Gymnasium, 2 P. M.
June 14. Meeting of Council, 10 A. M.
June 15. Commencement Exercises in Carnegie Gymnasium, 7:30 P. M.
The College Foundation

The Missionary Spirit, united with the principle of religious liberty and political freedom, gave birth to Hope College. As early as 1836 the Reformed Church in America, one of the oldest church organizations in this country, discussed the desirability of planting higher institutions of learning out upon the western frontier. In 1847 and in subsequent years a goodly number of colonists from the Netherlands settled in Western Michigan and in other localities of some of the Western States. They were devout people and sought this country to secure a higher degree of material prosperity and religious liberty than their own country afforded.

In 1850 these colonists united themselves with the Reformed Church and in this union was to be found the realization of what the Church had long hoped for and desired, viz., the establishment of a Christian institution of higher education in the West.

The Hollanders who settled in those western wilds, were a religious people and their leader, the Rev. Dr. Van Raalte, himself a man of culture and learning, had a passion for higher Christian education. He realized that if his people were to be a success in this country and to be more than hewers of wood and drawers of water, they must have the advantage of intellectual and moral training.

Already in 1851, when life was but little more to them than a struggle for existence, they heroically laid the foundation for higher education. And in 1857, when they were yet comparative strangers to the customs and language of the country, they organized Holland Academy, which in turn became Hope College in 1866, an institution regularly chartered under the laws of the State. Three years later the Western Theological Seminary was established.

The persistent efforts and self-denying spirit displayed by these pioneers gave abundant proof that they were worthy descendants of the vigorous stock of Leyden's defenders.
The history of the founding and organization of Hope College is but a repetition of the history of not a few of the leading institutions of our country. The beginning was, indeed, feeble; but the founders baptised it with a spirit of devotion and self-sacrifice that defied all difficulties and triumphed over every obstacle and gave it a vital energy which has shown itself in a rich harvest of blessed results.

In the very nature of things, the growth of the institution could not be rapid but it has been steady and wholesome. In its development and growth the trustees have always strictly adhered to the object declared by the leading originators of the Pioneer School when they used the following words:

"Believing that the school proposed to be established among the Holland Colonists in Ottawa county and vicinity, Michigan, for the purposes and after the manner named in the following plan, is greatly needed in order to supply them and their children in time to come with a preached gospel and with well-qualified teachers for their common and higher schools, and that such schools will have a most important and beneficial effect upon the intellectual, moral and religious state of said colonists, and that it will tend greatly to promote the growth and usefulness of our institutions and to enlarge and strengthen our influence for good as a church of Jesus Christ, and that the means contributed for the support of said school as proposed will be spent upon an enterprise that promises great and extensive benefit, we the undersigned, do therefore hereby most cordially and with confidence recommend this object to the benevolence and liberality of those to whom it may be presented."

(Signed by these pillars in the Reformed Church:)

James I. Cannon,
Theo. Frelishinghuysen,
Wm. H. Campbell,
Thomas DeWitt,
Samuel A. Van Vranken,
I. Proudfit.
To prove to the world that these men spoke as with prophetic vision, it is but necessary to state that already more than 350 have graduated from this college; and that more than half of them have entered the Gospel ministry; and that a large number of others who received their training here, are engaged in teaching; and others are making their influence for good felt in other professions.

It may be truthfully said that the results have been larger than even the most sanguine of the pioneer projectors had dared to hope and that the influence of these institutions is today felt around the globe. More than a score of our graduates have devoted themselves to the work of foreign missions, and, as our beloved and honored representatives, are most successfully unfurling the banner of Christ among the people of idolatry and darkness.

The kind and generous support of the Reformed Church given the colonists of '47 and those who came later, made the organization of these institutions a possibility; and these institutions in turn have supplied pastors for most of the churches belonging to the Particular Synod of Chicago, which comprises 197 organizations.

Such in brief is the history of the College and Seminary. About three hundred young people are now connected with them as students. The College has a large field. Its constituency covers a territory from New York in the East to the Dakotas in the West.

The outlook, as far as the student material is concerned, is hopeful, and the field is wide and inviting. Our future will largely depend upon the prayers and liberality of the Church and the friends of Christian education.

The tendencies which have been taking shape very rapidly in the last ten years have made the selection of a college for the instruction of boys and girls who have reached adolescence a far different matter than it was formerly. In our country the high school has its mission as one of the parts of that system of education by which the State seeks to prepare the young for citizenship. The State university, taking up education where the high school leaves it, holds a similar position to that of the high school in the estimation of the people. There are, however, a large number of circum-
stances in the lives of many young people which neither the high
school nor the university is at present able to meet. It is these
circumstances, together with certain requirements in the life of our
nation as a whole, which Hope College aims to meet. The uncer-
tainty of high school curriculums in many places cannot be avoided
at present. Public education is such in its very nature that it must
reflect the passing and uncertain tendencies of the times; it must be
adapted to the mass rather than to the individual. At times local
conditions determine its character exclusively and again the same
conditions are lost to view entirely. Only rarely are the schools so
equipped either in teaching force or apparatus that the individual
may be properly educated by discovering his needs, removing his
difficulties and watching his development in character.

In its Preparatory School Hope College seeks to provide for just
these contingencies. Its curriculum is the outcome of a careful
study of the needs of the individual, the whole student body and the
life of the nation. While the courses offered are based upon a broad
conception of what it means to educate a boy for the life of tomor-
row, the fact that the character of a man and the permanent history
of a nation are developed along world-old channels is conservatively
kept in mind. All the good of the new is sought for; none of the
worth of the old is lost. Avoiding constant changes in the teaching
force and seeking to retain teachers of the highest ability and proven
skill, Hope College believes it can develop the individual boy or girl
in the best and truest way. According to approved modern pedago-
gic and scientific methods the pupil's difficulties are observed and
removed. His bent of mind and dispositional tendencies are watched
and help is given where it is needed, in the most serviceable meas-
ure and method. Originality is fostered wherever it augurs good.
The religious nature is nurtured by personal contact with virile Chris-
tian character which is not narrow, dogmatic or sectarian in its aims
or outlook.

The three courses offered in the Preparatory School, the Classi-
cal, the Latin and the Normal-Scientific, differ for the sake of meet-
ing varying needs and purposes, and each is believed to be fully
adapted to the end sought. In each of these courses Christianity as
a religion for every day use is taught and applied with the Bible as text book. In these days of moral uncertainty among all classes and of especial danger for the young, we call attention to the attitude of Hope College in this matter, since we feel that it is one of the highest aspects of our mission as an educational institution to meet this phase of American life.

In the College proper the aim is similar to that in the Preparatory School as we have suggested it in brief above—a broad education along conservative lines looking to the development of the individual in mind and character and to the welfare and permanence of our nation. In the five courses offered, the Classical, the Philosophical—a broadly scientific course, the Modern Language-Mathematics, the Modern Language-English, and the Biological, we strive to meet the demands which are most imperative. We are certain that these five courses insure the development of a refined sense and aesthetic taste, a practical utility in the life and affairs of a progressive world, a manly character and a loyal citizenship.

While enough elective courses are provided to insure all the benefits of the elective system, the evils of a large number of electives are done away with. By choosing the purely pedagogic studies as they are described under the statement of work in Pedagogy, a student enrolled in any one of the five groups may fit himself for teaching and obtain the Michigan State and New York State Teacher's Certificate without regular State normal school attendance.

A more detailed statement of the various advantages offered at Hope College will be found elsewhere in this book.
THE COUNCIL

EX-OFFICIO

G. J. Kollen..................................President of the College

ELECTED MEMBERS

From General Synod

<table>
<thead>
<tr>
<th>Names</th>
<th>Residences</th>
<th>Terms Expire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hon. J. A. S. Verdier,</td>
<td>Grand Rapids, Mich.</td>
<td>1909</td>
</tr>
<tr>
<td>Rev. A. Vennema, D. D.,</td>
<td>Passaic, N. J.</td>
<td>1910</td>
</tr>
<tr>
<td>Hon. G. J. Diekema,</td>
<td>Holland, Mich.</td>
<td>1910</td>
</tr>
<tr>
<td>Hon. Arend Visscher,</td>
<td>Holland, Mich.</td>
<td>1910</td>
</tr>
<tr>
<td>Mr. A. A. Raven,</td>
<td>Brooklyn, N. Y.</td>
<td>1911</td>
</tr>
<tr>
<td>Rev. John Lamar,</td>
<td>Rochester, N. Y.</td>
<td>1911</td>
</tr>
<tr>
<td>Rev. John G. Gebhard, D. D.,</td>
<td>New York City.</td>
<td>1912</td>
</tr>
</tbody>
</table>

Classis of Michigan

| Rev. G. Watermuelder,     | Kalamazoo, Mich. | 1909        |
| J. Van der Laan, M. D.,   | Muskegon, Mich.  | 1912        |

Classis of Holland

| Rev. G. De Jonge,         | Vriesland, Mich. | 1914        |

Classis of Dakota

| Rev. Jerry P. Winter,     | Orange City, Ia. | 1914        |
| Rev. Bert Dykstra,        | Platte, So. Dak.  | 1914        |
Administration Chambers
Classis of Iowa

Rev. Jas. De Pree, Sioux Center, Ia. 1909

Classis of Pella

Rev. Wm. J. Van Kersen, Pella, Ia. 1909
Rev. K. J. Dykema, Pella, Ia. 1910

Classis of Wisconsin

Rev. Henry Harmeling, South Holland, Ill. 1910

Classis of Illinois

Mr. J. H. Nichols, Chicago, Ill. 1910
Rev. Geo. Niemeyer, Chicago, Ill. 1910

Classis of Pleasant Prairie

Rev. W. T. Janssen, Chapin, Ia. 1912
Rev. A. J. Reeverts, Peoria, Ill. 1912

Classis of Grand River

Rev. P. De Pree, Grand Rapids, Mich. 1912
Rev. T. W. Muilenberg, Grand Haven, Mich. 1912
*Deceased.

OFFICERS OF THE COUNCIL

Rev. Wm. Moerdyk, D. D. President
Rev. G. De Jonge Vice President
Hon. G. J. Diekema Secretary
Hon. A. Visscher Treasurer

COMMITTEES OF COUNCIL

Executive Committee

President G. J. Kollen Chairman
Hon. Arend Visscher Secretary
Hon. G. J. Diekema, Rev. Gerhard DeJonge,
Rev. Wm. Moerdyk, D. D.
Investment Committee

(In charge of the funds of the Council.)
Hon. Arend Visscher. President G. J. Kollen.
Hon. G. J. Diekema.

Publication Committee
Hon. A. Visscher.

Rev. J. Lamar.

Mr. J. H. Nichols.

DE HOPE
Rev. Jas. F. Zwemer, D. D.,
Rev. N. M. Steffens, D. D.,
Rev. G. De Jonge,
Rev. J. H. Karsten, D. D.,

THE LEADER
Rev. Jas. F. Zwemer, D. D.,
Rev. E. J. Blekkink,
Rev. G. H. Dubbink, D. D.,
Rev. Wm. Moerdyk, D. D.,
THE COLLEGE

THE FACULTY

GERRIT J. KOLLEN, LL. D., President,
In charge of Political Economy.

HENRY BOERS, A. M., Secretary,
Professor of History.

JOHN H. KLEINHEKSEL, A. M., Vice President,
Professor of Mathematics.

JAMES G. SUTPHEN, A. M., Litt. D.,
Rodman Professor of the Latin Language and Literature.

JOHN B. NYKERK, A. M.,
Professor of the English Language and Literature and Elocution.

DOUWE B. YNTEMA, A. M.,
Professor of Chemistry and Physics.

EDWARD D. DIMNENT, A. M.,
Voorhees Professor of the Greek Language and Literature.

JOHN M. VANDER MEULEN, A. M.,
Professor of Philosophy.

JOHN W. BEARDSLEE, JR., A. M.,
Professor of Ethics and Evidences of Christianity.
(On leave of absence, 1908-09, Univ. of Chicago)

ALBERT RAAP,
Professor of the Dutch Language and Literature.
ALMON T. GODFREY, A. M., M. D.,
Assistant Professor of Chemistry and Physics.

MISS CARRIE KRELL, A. B.,
Instructor in English.

HENRY R. BRUSH, A. B.,
Professor of German and Romance Languages.

REV. JOHN E. KUIZENGA, A. M.,
Professor of Pedagogy.
Acting Professor (1908-09) ROBERT SCHELL Foundation in Bible.

FRANK B. MEYER, A. M.,
Instructor in Latin and Greek
In charge of Ethics, Evidences and Logic

JOHN DICE MACLAREN, M. S., M. D.,
Professor of Biology.

MRS. C. VAN RAALTE GILMORE,
Dean of Women.

STANDING COMMITTEES OF FACULTY

Courses of Study
Profs. Kleinheksel, Yntema, Nykerk, Sutphen.

Contests and Prizes
Profs. Nykerk, Dimnent, Kuizenga.

Library
Profs. Sutphen, Boers, Brush, Raap, Kuizenga.

Catalog
Profs. Dimnent, Boers, Beardslee.

Commencement
Profs. Sutphen, Boers, Dimnent.

Advertising
Profs. Nykerk, Yntema, Kleinheksel, Brush, Krell, Meyer, Maclaren
DEGREES

The Bachelor of Arts degree is granted upon the completion of thirty-six units of work or "credits." One credit is granted for one hour of daily class work for each school day of any one given term. To complete the required thirty-six credits in four years three courses must be pursued during each of the three terms of the four years. Four courses may be pursued during a term but no more are permitted and the choice of four courses is subject to the approval of the Faculty. Certain courses, varying in number in the Classical, Philosophical, Modern Language and Natural Science groups, are required and must be pursued as scheduled.

No degree will be granted for less than one year's resident work, which must be (except in the case of regular students who may be ill or otherwise incapacitated for Senior year work) the year immediately preceding the granting of the degree. All credits for advanced standing will be reckoned upon the basis explained in the preceding paragraph.

For convenience in reference the "courses" or "credits" required in the four different groups are given below.
ADMISSION

Admission into the Freshman class may be obtained in any of the following ways:

1. By presenting a certificate of full graduation from the Preparatory School of Hope College, or from other institutions of like character and grade;
2. By presenting a diploma from any high school accredited by the State Universities of the Eastern and Central States;
3. By examination upon the studies prerequisite to the course desired.

Students may enter an advanced class either at the beginning of the College year or at other times, provided they sustain a satisfactory examination both on the preparatory studies and on those already passed over by the class which they propose to enter. If students are received on condition, they may in certain cases be permitted to recite with the class, but all conditions must be removed before regular admission, and no classification will be allowed until all conditions are removed.
REQUIREMENTS FOR A. B. DEGREE

For the A. B. Classical Diploma thirty-six (36) credits are required as follows:

<table>
<thead>
<tr>
<th>Required Studies</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td>History</td>
</tr>
<tr>
<td>Greek</td>
<td>Dutch</td>
</tr>
<tr>
<td>Mathematics</td>
<td>History of Ed.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Ed. Psychology</td>
</tr>
<tr>
<td>History</td>
<td>Pedagogy</td>
</tr>
<tr>
<td>English</td>
<td>Sch. Economy</td>
</tr>
<tr>
<td>Psychology</td>
<td>American Literature</td>
</tr>
<tr>
<td>Logic</td>
<td>English Literature</td>
</tr>
<tr>
<td>Political Economy</td>
<td>Greek</td>
</tr>
<tr>
<td>Evidences</td>
<td>German</td>
</tr>
<tr>
<td>Ethics</td>
<td>French</td>
</tr>
<tr>
<td>Botany</td>
<td>Biology</td>
</tr>
</tbody>
</table>

Required credits: 24

Required courses, twenty-four (24) credits.

Electives, twelve (12) credits.

These twelve electives must be taken from the Junior and Senior studies appearing in the five (5) schedules leading to the A. B. degree. In this course two modern languages cannot be elected in either Junior or Senior year at the same time, unless one be taken as a fourth study.

In addition, in all the classes, one weekly recitation, both in Bible and Elocution is required. Gymnastics is required in the second term, Freshman year.
For the A. B. Philosophical Diploma thirty-six (36) credits are required, as follows:

### Required Studies:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
</tr>
<tr>
<td>Botany</td>
<td>1</td>
</tr>
<tr>
<td>Logic</td>
<td>1</td>
</tr>
<tr>
<td>Ethics</td>
<td>1</td>
</tr>
<tr>
<td>Political Economy</td>
<td>1</td>
</tr>
<tr>
<td>Evidences</td>
<td>1</td>
</tr>
<tr>
<td>German</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Credits: 28

### Electives:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>3</td>
</tr>
<tr>
<td>German</td>
<td>3</td>
</tr>
<tr>
<td>English Literature</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
</tr>
<tr>
<td>Dutch</td>
<td>6</td>
</tr>
<tr>
<td>Hist. Ed.</td>
<td>1</td>
</tr>
<tr>
<td>Ed. Psych</td>
<td>1</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>Sch. Econ</td>
<td>1</td>
</tr>
<tr>
<td>American Literature</td>
<td>1</td>
</tr>
<tr>
<td>Hist. Phil.</td>
<td>2</td>
</tr>
<tr>
<td>Astronomy</td>
<td>1</td>
</tr>
<tr>
<td>Biology and Botany</td>
<td>2</td>
</tr>
<tr>
<td>Greek Literature</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Credits 8.

The eight elective credits must be selected from the Junior and Senior studies offered in any of the five schedules leading to the A. B. degree. Two modern languages can not be elected in either Junior or Senior year at the same time, unless one be taken as a fourth study.

In addition, in all the classes, one weekly recitation both in Bible and Elocution is required. Gymnastics is required in the second term, Freshman year.
For the A. B. Modern-Language Diploma thirty-six (36) credits are required as follows:

MODERN LANGUAGE-ENGLISH

Required Studies:

German ..................12
French ...................6
English ...................8
Chemistry ................3
History ...................1
Psychology ................1
Logic ........................1

Required credits .............32

MODERN LANGUAGE-MATHMATICS

Required Studies:

German .......................9
French ........................6
Mathematics ..................5
Physics ........................3
Chemistry .....................2
Psychology ....................1
History ........................1
Logic ........................1
Biology ........................1
English ........................3

Required credits .............32

In addition over twenty electives are offered; but none of them are allowed as substitutes for the required courses. The four (4) electives necessary to complete the required (36) credits must be taken from the Junior and Senior studies in any of the five schedules leading to a diploma.

In all classes, one weekly recitation both in Bible and Elocution is required. Gymnastics is required in the second term, Freshman year.

In the case of students applying for the Freshman class who have finished one year of Chemistry and two years of German, no credit shall be allowed and such work shall NOT be given credit on the requirements for a diploma. Such students desiring the Modern Language-English course shall be required to take two (2) terms of Advanced Chemistry and one year of Freshman Mathematics and one year of College Physics or twelve terms of advanced German. Such students wanting the Modern Language-Mathematics, and have the Chemistry and German, shall select three from the studies offered in the schedule of each successive term. That is to say:

For Diploma:

Nine (9) courses or nine (9) credits must have been finished IN RESIDENCE, from the Freshman schedules;

Nine (9) from the Sophomore schedules;

Eighteen (18) from the Junior and Senior schedules.
For the A. B. degree, Biological Course, thirty-six (36) credits are required subject to the following conditions and statements.

For the whole of the Freshman and Sophomore years, any one of the other four courses may be selected, except that in the third term, Sophomore year, Botany shall be substituted for any of the required studies in that term. With this exception, any course so selected must be completed without change for the full two years.

**Required Courses:**

<table>
<thead>
<tr>
<th>Freshman and Sophomore years</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Junior and Senior Schedules, Botany, Biology and Zoology</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
</tr>
<tr>
<td>Logic</td>
<td>1</td>
</tr>
<tr>
<td>Ethics</td>
<td>1</td>
</tr>
<tr>
<td>Political Economy</td>
<td>1</td>
</tr>
<tr>
<td>Evidences</td>
<td></td>
</tr>
</tbody>
</table>

**Required credits**......29

The remaining credits required, seven in number, may be selected from the following:

<table>
<thead>
<tr>
<th>German</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>3</td>
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<td>Physics</td>
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<td>History</td>
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<td>English</td>
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<tr>
<td>Pedagogical</td>
<td>4</td>
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And any other electives offered in the Junior and Senior year.

But two modern languages cannot be elected at the same time in the Junior and Senior years unless one is taken as a fourth study. That is to say, in the Classical, Philosophical and Biological courses, Junior and Senior years, two modern languages pursued at the same time shall count as minors and entitle to only one credit.

In addition, in all the classes one weekly recitation both in Bible and Elocution is required. Gymnastics is required in the second term, Freshman year.

On admission to Hope College no high school work of any nature will be accepted for advanced standing in the College. In case a student has taken High School work which covers required courses in College, such students will be required to take elective courses deemed by the Faculty an equivalent for the required courses which have been covered previously.

A detailed schedule of daily recitations may be obtained from Prof. Henry Boers, A. M.
Detail of Courses

All the courses scheduled below are given during both 1908-1909 and 1909-1910 except as indicated by specifying the years in heavy-faced type.

ENGLISH

All courses except 1 and 2 are given by Mr. Nykerk.

1. Rhetoric — (Required in Modern Language Courses) — This course aims to acquaint the student with general principles respecting the art of composition, and to direct his attention to the chief requisites of pure style. Exactness of expression and idiomatic English are emphasized. Criticism is supplemented by composition. Text-book, Newcomer's Elements of Rhetoric, begun. Fourteen weeks, daily.— Miss Krell.

2. This course must be preceded by Course 1 and is intended for the same section. Text-books: Newcomer's Elements of Rhetoric, completed; Smith's Synonyms Discriminated. Twelve weeks, daily.— Miss Krell.

3. American Literature — (1910-1911) — This course is elective, except for Literary students, but must be preceded by Courses 1 and 2. Pancoast's History of American Literature; a Study of Contemporaneous Fiction. Ten weeks, four hours per week.

4. English Literature and Rhetoric — (1908-1909). (a) Literature—A continuation of Course 7a and covering the literature after the 17th and 18th Century. Twelve weeks. Tuesdays and Thursdays. (b) Rhetoric—Description and Narration. Twelve weeks, Mondays, Wednesdays and Fridays.

5. English Literature and Rhetoric — (1909-1910). (a) Literature—A continuation of Courses 7 and 4,
embracing the literature of the 19th Century. Fourteen weeks, Tuesdays and Thursdays. (b) Rhetoric — Forensics. Fourteen weeks, Mondays, Wednesdays and Fridays.


7. **English Literature and Rhetoric** — (1908-1909). (a) Literature—A review of the rise and development of English literature from Anglo-Saxon times until the Seventeenth Century. Fourteen weeks, Tuesdays and Thursdays. (b) Rhetoric—Exposition and Persuasion. Fourteen weeks, Mondays, Wednesdays and Fridays:

8. **The Elizabethan Drama** (1908-1909) — This is a required course in all sections and must be preceded by Courses 4, and 7. Ten weeks, four hours a week.


10. **Browning** (1909-1910). This is a required course in all sections and must be preceded by Courses 4, 5 and 7. Ten weeks, daily.

**Latin**

All courses are given by Dr. Sutphen.

1. De Senectute, 4 weeks; Livy XXI, 6 weeks; Tacitus's Agricola, 4 weeks.

2. Tacitus's Agricola, conc., 1 week; Horace, Odes, 8 weeks; Juvenal with Antiquities, 3 weeks.

3. Juvenal, conc., 2 weeks; Pliny, Letters, with Antiquities; 4 weeks; De Amicitia, 3 weeks; De Officiis I, with Philosophy, 3 weeks.

4. De Officiis I, conc., 3 weeks; Tusculum I, 6 weeks; Somnium Scipionis, 1 week; with Philosophy. Elegiac Poetry, 2 weeks.

5. Elegiac Poetry, conc., 4 weeks; Quintilian, 6 weeks.
GREEK

All courses except 2 are given by Mr. Dimnent.

1. **HISTORICAL PROSE WRITERS** — Xenophon: Hellenica, Books 3 and 4 in preparation; Books 1 and 2 at sight in class. Thucydides: selections; Herodotus: selections from the History. Composition, selected passages of connected English prose from historical writers, arranged by the professor in charge. The style, method and aim of the Greek historians is studied together with a review of the important facts of Greek history. Fourteen weeks, daily.


3. **HOMER** — Iliad, Books 1 to 4 inclusive; Odyssey, Books 5, 6, 9 and 10. The life and times of Homer, his place and influence. The origin, nature and development of Epic Poetry. Twelve weeks, daily.


**COMEDY** — Aristophanes, Clouds. Other works of Aristophanes are read by the instructor and lectures are given on the art of Aristophanes.

5. **THE GREEK DRAMA** — Sophocles, Electra; Euripides, Iphigenia in Tauris; Aeschylus, Agamemnon, 1908-09; a thorough study of the first of these plays is made by the class and the others are read rapidly with the constant assistance of the professor in charge. Fourteen weeks, daily.

6. **STUDIES IN GREEK PHILOSOPHY** — Gorgias


8. The History of Greek Literature — This course is open to all students of the College. No knowledge of the Greek is required. The aim is to provide a course in Greek literature for students who desire work in general literature, but who do not wish to study the Greek language. The work will be so arranged that classical students may also pursue the course as a close of their study of the Greek language in the College. Classical students may be assigned original translations for presentation before the class. Lawton's History of Greek Literature will be used as a text-book. Ten week, daily.

9. The Greek New Testament — The Gospels. This course is elective and open to all students of the College. No time limit is prescribed, but the course is pursued in such a way that a two years' course will complete the reading of the New Testament. The aim of this and the next course is to offer to students who intend to pursue divinity studies and any others who desire to read the Bible in its original form an opportunity to prepare themselves by a rapid and careful reading of the text for later exegetic studies. No exegesis is attempted in any of these courses as this is considered a graduate study. Twenty-six weeks, three hours a week.


12. The Septuagint — A twelve weeks' course, two hours a week, is offered in the Greek of the Septuagint.

Courses 9 to 12 inclusive are extra-curriculum studies and, while credit is placed upon the student's record for them, they will not be accepted for a degree.
All courses are given by Mr. Brush.

1-6 Courses 1-6 are largely the same in substance as those offered under the same numbers in the catalog of the Preparatory School. They are, however, amplified to meet the needs of the more advanced students in the College. They are also designed to meet the special needs of such students as pursue the study of German but one year.

7. **GENERAL READING COURSE**—This course deals with the nineteenth century literature, both prose and poetry. Such works as portions of Freytag’s Bilder aus der deutschen Vergangenheit and Eichendorff’s Aus dem Leben eines Taugenichts will be read in 1909-1910. Fourteen weeks, daily.

8. An Introduction to the German Drama. Consists mostly of readings from Schiller and Lessing. Certain plays are read individually by members of the class and reports are required. Lectures. Twelve weeks, daily.

9. **HEINE.** A study of the poet, based upon a reading of the Harzreise and portions of the Gedichte. This course is also directed so as to give some appreciation of the German Volkslied. Ten weeks, daily.

(Courses 7, 8 and 9 are not given in 1908-1909.)

10. **THE GERMAN NOVEL** — Readings of selected works of Freytag, Scheffel, Keller, Sudermann and Spielhagen. Outside reading required. The lectures on this course will aim to present the genesis of this form of composition in German. Fourteen weeks, daily.

11. **GRILLPARZER** — A study of the writer from the reading of some of his dramatic work and the novel Der arme Spielmann. There will also be some investigation of the Romantic School in German. Eight weeks, daily.
12. **An Introduction to Goethe** — An endeavor will be made in this course to secure some appreciation of the greatest of German authors. Hermann und Dorothea, some portions of the Dichtung und Wahrheit and the Egmont or some other drama will be read. The lectures will take up the life of Goethe and a consideration of his work with reference to the German people. Fourteen weeks, daily.

13. **Faust** — A reading of Part I of the Faust together with some of the history of the genesis of the Faust story. Some portions of Part II will also be read, if possible. Lectures on the subject and papers required from members of the class. Five hours a week, fourteen weeks.

14. **Lessing** — A study of the writings of Lessing, continuing the work begun in Course 8. Portions of the Hamburgische Dramaturgie and the Laocoon will be read. Twelve weeks, daily.

15. **Outline Course in German Literature** — A general survey of the works of literature in German together with some attention to the social and political environment which produced them. The Manual used will be Kluge's Geschichte der deutschen National-Literatur, supplemented by readings from Scherer and Francke. Lectures and reports. Ten weeks, daily.

16. **Schiller** — A detailed study of the work of Schiller to complete the work begun in Course 8. Portions of Schiller's prose writings will be investigated as will also the development of his dramatic works. Lectures and original papers. Fourteen weeks, daily.

17. **The Drama of the Nineteenth Century** — Readings from the plays of Sudermann, Hauptman, Hebbel, Fulda, etc. Discussion of literary tendencies as illustrated by the writers of Das Junge Deutschland. Twelve weeks, daily.

18. **Middle High German** — The reading of some portions of the Niebelungen Lied, Hartmann von Aue's Der arme
Heinrich and some of the lyrics of Walther von der Vogelweide. Lectures upon the beginnings of the German epic and certain of the mediaeval legends. The principal peculiarities of the grammar of the Middle High German will be discussed with reference to their effect upon the language of the present day. Ten weeks, daily.

(Note. Courses 13-18 inclusive will presuppose all the work of courses 1-12 inclusive or their equivalent. Courses 16-18 will be given in 1908-1909 but not in the following year while Courses 13-15 will not be given in 1908-1909 but will be offered in 1909-1910.)

Die Deutsche Gesellschaft — This is an organization among the members of the advanced classes, the instructors and interested outsiders. The aim is the securing of some ideals not easily reached in classroom work. Appreciation of the German as a living language and the life, arts and importance of the German people is sought. Talks, music and a social program are among the means used for this end. Die Deutsche Gesellschaft meets the second Thursday evening of each month from October to June.

FRENCH

All courses are given by Mr. Brush.

1. BEGINNER’S COURSE — Grammar and composition exercises; translation of easy prose. Thieme and Effinger’s Grammar; easy texts. Fourteen weeks, daily.

2. Course 1 continued. Augier’s Le Gendre de M. Poirier or Sandeau’s Mademoiselle de la Seiglière. Twelve weeks, daily.

3. MODERN FRENCH FICTION — Selections principally from Daudet and Hugo. Especial attention will be paid to sight translation; review of the grammar with composition. Ten weeks, daily.

4. THE DRAMA OF THE SEVENTEENTH CENTURY — Corneille, Molière, Racine. The reading in class and as individually assigned of the principal plays of these authors. Lectures on the drama and the period. Fourteen weeks, daily.

6. The Sixteenth Century — A general review of the period. The especial attention will be given to Rabelais and Montaigne and their educational theories. The Pléiade movement will also be noted. Twelve weeks, daily.

(Courses 4, 5 and 6 will not be given in 1908-1909.)

7. The Eighteenth Century — Voltaire, Rousseau, Diderot and Beaumarchais. A study of the age called by the name of Voltaire with an endeavor to find in the literature the currents which led up to the French Revolution. Fourteen weeks, daily.


9. Naturalism and Realism of the Nineteenth Century — Balzac, the De Goncourts, George Sand, Daudet and Zola. Other authors will be treated in special reports by members of the class. Lectures. Ten weeks, daily.

ITALIAN

All courses are given by Mr. Brush.


3. DANTE — The Inferno and selections from the Purgatorio and Paradiso. Eighteen weeks, daily.

SPANISH

All courses are given by Mr. Brush.

3. **The Seventeenth Century**—Some portions of the Don Quixote and a play of Calderón, Lope de Vega or Tirso de Molina. Eighteen weeks, daily.

4. **The Spanish Novel**—An optional course with the preceding. Both will not be given the same year. Selected works of Galdos, Alarcón and Jose de Pereda.

(Note. Italian and Spanish will not both be given in the same year. Courses in these languages will be to a certain extent conditional on the number desiring to take the work and on certain other considerations of desirability. Italian will be given in 1908-1909.)

**Dutch**

An opportunity is given to the students of the Junior and Senior classes to study the Dutch Language and Literature. The growing interest in this study shows that they are convinced how important and remunerative it is in itself. It enables them to become acquainted with the glorious history of the land of their fathers, and to enjoy the best literature, written in their mother tongue. It is especially valuable for those who intend to work among the Dutch people in the East or in the West, as the language is spoken in many homes and used in the meetings of many of our Reformed Churches, and will continue in use for years to come.

The following courses are offered and are all given by Mr. Raap.

1. Terwey's Korte Nederlandsche Spraakkunst; Oefeningen; Boswyk en Walstra. Het Levende Woord, I; Bogaerts en Koenen, Praktische Taalstudie, I; J. P. De Keyser, Bloemkrans; Opstellen. Fourteen weeks, daily.

2. Continuation of Course I. Twelve weeks, daily.

3. Continuation of Course II. Ten weeks, daily.

4. Terwey's Nederlandsche Spraakkunst; Boswyk en Walstra, Het Levende Woord (continued); J. P. De Keyser, Een Bloemkrans;
Duyser, Overzicht van de Geschiedenis der Nederlandsche Letterkunde; Bogaerts en Koenen, Practische Taalstudie, I (continued); Klassieken: Opstellen. Fourteen weeks, daily.

5. Continued. Twelve weeks, daily. (Books named are subject to change.)


HISTORY


2. Europe in the Middle Ages — Text: Thatcher and Schwill's. Fourteen weeks, daily.

3. (a) History Modern Europe — Text: Schwill's. Six weeks, daily.

   (b) History of the 19th Century — Text: Judson's. Six weeks, daily.

   Individual research work assigned each student in each of the above courses.

POLITICAL ECONOMY

A twelve weeks' course of daily work is offered. The text-book used in 1908-1909 is Ely's Outlines of Economics. Papers are required each week from all the members of the class upon all the different subjects included in the science of economics and two papers involving individual research work are assigned each student during the term. (1908-1909, Mr. Dimnent.)

MATHEMATICS

The Freshman class takes up Plane and Spherical Trigonometry and Surveying or College Algebra.
In the Sophomore year follows the application of the principles of Trigonometry and Surveying, Navigation and Astronomy; after which Analytical Geometry and Calculus conclude the course in pure Mathematics.

All courses are given by Mr. Kleinheksel.

1. **Trigonometry** — Plane, finished; with exercises. Fourteen weeks, daily.

2. **Trigonometry** — Spherical with applications. Twelve weeks, daily.

3. **Surveying** — With plats and field work. Ten weeks, daily.

4. **Analytic Geometry** — Twelve weeks, daily.

5. **Calculus** — Ten weeks, daily.

6. A course in College Algebra is offered, either in the Freshman or Sophomore year.

**Physics**

In the College the course in Physics covers one academic year with five hours class work each week. Mechanics, Sound and Light are completed during the first half; Heat, Electricity and Magnetism during the second half.

All courses are given by Mr. Yntema.

1. Carhart's University Physics; Laboratory. Fourteen weeks.

2. Carhart's University Physics, continued; Laboratory; Twelve weeks.

3. Carhart's University Physics, concluded; Laboratory. Ten weeks.

**Chemistry**

All the courses in general and organic Chemistry require daily class work. The equipment of the laboratories for the use of both
the inorganic and organic chemistry classes is very complete, so that
good work can be done in all the work outlined.

1. **Inorganic Chemistry** — Remsen’s College Chemistry. Ten weeks—Mr. Yntema.

   Laboratory, four hours each week.—Dr. Godfrey.

2. **Inorganic Chemistry** — Remsen’s College Chemistry. Fourteen weeks.—Mr. Yntema.

   Laboratory, four hours each week.—Dr. Godfrey.

3. **Qualitative Chemical Analysis** — This course is open to all those who have completed Inorganic Chemistry Nos. 1 and 2, in either the Preparatory or College departments. Mostly laboratory practice. Classes will be started at the beginning of the Spring and Fall terms. Text: Leavenworth’s Manual of Qualitative Chemistry. Twenty-four weeks, six hours a week.—Dr. Godfrey.

4. **Quantitative Chemical Analysis** — This course is open to those who have completed both Inorganic Chemistry, Nos. 1 and 2, and Qualitative Analysis, No. 3. Mostly laboratory practice, including the principles and practice of Gravimetric and Volumetric methods of analysis. Thirty-six weeks are offered, divided into three terms, any or all of which may be elected.

These two courses (Nos. 3 and 4) are extra-curriculum studies and, while credit is placed upon the student’s record for them, they will not be accepted for a degree. Both courses will be adapted, as far as possible, to meet the needs of the individual student, and are especially suited to those preparing to become Science teachers or to study Medicine.


   Mr. Yntema.

   Laboratory, six hours each week.—Dr. Godfrey.

Laboratory, six hours each week.—Dr. Godfrey.

**Astronomy**

A course of twelve weeks, five hours a week, is given during the winter term of the Senior year. The text book used is Young's Manual of Astronomy. A knowledge of Plane and Spherical Trigonometry is required for entrance upon this course.—Mr. Yntema.

**Biology**

The biological laboratory is equipped with necessary apparatus, reagents and microscopes. The plant room, the aquaria, and the cage rooms furnish living material for study. The museum rooms contain useful preparations of plant and animal structures. The dark room is equipped for photography and light reactions. The research rooms are provided with water, gas and electricity and a special library of modern reference books and journals.

In each course in Biology, there are ten hours of laboratory, field and library work each week, with lectures and quizzes. All courses are given by Dr. Maclaren.

1. **Phenogamic Botany** — Morphology and physiology of the seed plants. Spring term, ten weeks daily. Sophomores. Required. Prerequisite to other college work in Biology.


4. **Vertebrate Zoology** — Morphology, physiol-


6. HYGIENE AND SANITATION — Personal, domestic and public conditions essential to health. Fall term, 1909, fourteen weeks, daily. On Mondays, Wednesdays and Fridays, there is laboratory work for Juniors and Seniors. 6 a. On Tuesdays and Thursdays there are lectures, demonstrations and library work in Sanitation, open to all.


PSYCHOLOGY and PHILOSOPHY

1. PSYCHOLOGY — Texts: Maher's Psychology. Judd's Psychology, Thorndike's Elements of Psychology, James's Briefer Course, Stout's Manual of Psychology. This course aims to acquaint the student with the facts and methods of descriptive and explanatory psychology from the standpoint of different authors. The course comprises also supplementary lectures on the brain and its relation to the subject of the mental states. The last weeks are devoted to the practical application of psychology to business, medicine, oratory and religion. Nineteen weeks, daily. Mr. Vander Meulen.

2. LOGIC — The elements of Deductive and Inductive Logic. Written exercises are required daily. Mr. Meyer.

4. **Introduction to Philosophy** — Texts: Hibben's Problems of Philosophy, Paulsen's Introduction to Philosophy, Roger's History of Philosophy. The course aims, first, to acquaint the student with the various problems of philosophy and, then to give a brief outline of the history. Fourteen weeks, daily. Mr. Vander Meulen.

5. **Evidence of Christianity** — Mullin's Why is Christianity True? with required readings and an essay. Ten weeks, daily. Mr. Meyer.

**PEDAGOGY**

All courses except 1 and 2 are given by Mr. Kuizenga.

In the Pedagogical Department special, though not exclusive, attention is given to preparation for secondary teaching. The course largely follows the "The Report of the Com. of Seventeen, N. E. A." In each course the student studies two or three standard text books; with special reference work and reports; and the whole is supplemented by lectures by the head of the Department, while the heads of other departments lecture on the special methods of their subjects. School observation in neighboring high schools and in the Preparatory School is required, each student to report. Students prepare outlines of courses they expect to teach. The course entitles the student to a Michigan State Certificate.

1. **General Psychology** — Nineteen weeks, required as pre-requisite to Course 4. See Psychology and Philosophy, course 1. Mr. Vander Meulen.

2. **Sanitation and School Hygiene** — Lectures twice a week, twelve weeks. See Dept. of Biology, course 6. Dr. Maclaren. Pre-requisite to course 6.

4. **Educational Psychology with Special Attention to Adolescence** — Texts: Judd's Genetic Psychology, James's Talks to Teachers, Hall's Youth: Its Education Regimen and Hygiene, with Lectures on Adolescence. An attempt to formulate the fundamental laws of physical, social, and mental aspects of Education. Fourteen weeks, daily.


6. **School Economy** — Texts: Bagley's Class Room Management, Shaw's School Hygiene, Michigan School Laws. The course deals briefly with such topics as Supervision, Grading, Program, etc. Ten weeks, daily.


**Bible**

Bible study in the College aims to give the student an exact knowledge of the facts studied in the four courses; but as much as possible, the attitude toward those facts is practical and devotional. Courses 1 and 2 are the excellent studies arranged for the Y. M. C. A. courses; courses 4 and 5 are specially arranged by the professor in charge.

Athletic Grounds and Gymnasium
GYMNASIUM

1. Calisthenics and Apparatus Work. This course is required of all Freshmen. Twelve weeks, three hours per week. Mr. James Verburg, Miss Williams, Mr. James Houloose. All gymnasium work is in charge of the Medical Director, Dr. Maclaren.

ELOCUTION

The department of Elocution covers the four years of the College course. It includes the lectures on all of the necessary branches of the subject, the weekly class-room drill, and the delivery of an oration by each student every term, except the last term of the Senior year. Provision is also made for private lessons.

Our aim is to develop and strengthen the voice along the natural and normal lines, to correct false methods of breathing, delivery and expression, to cultivate and perfect right habits of speech and gesture, and thus prepare all the students for private conversation and public address.

The College is a member of the Intercollegiate Oratorical Association of Michigan.

All courses are given by Mr. Nykerk.


3. JUNIORS — Inflection and Modulation.

4. SENIORS — Climax. Practice in reading.
ROLL OF STUDENTS

SENIORS

Blekkink, Victor William.................................................Holland
De Witt, Herman..................................................................Holland
Dykstra, John Albert......................................................Grand Rapids, Mich.
Gouwens, Teunis E..........................................................So. Holland, Ill.
Hazenberg, Grace.............................................................Holland
Heusinkveld, Henry John..................................................Fulton, Ill.
Laman, Arend Teunis.......................................................Muskegon, Mich.
Meinders, Hans John......................................................Belmond, IA.
Pleune, Peter Henry.......................................................Grand Rapids, Mich.
Roost, Henry George.....................................................Holland, Mich.
Rottschaefer, Henry........................................................Holland
Schut, Henry....................................................................Alton, Iowa
Stegeman, Hilda Cornelia................................................Holland
Van Strien, David..........................................................Grand Rapids, Mich.
Van Valkenberg, Cora Genevieve.....................................Fennville, Mich.
Warnshuis, Emma Louise................................................Holland

JUNIORS

Anker, Harry Peter..........................................................So. Holland, Ill.
Dalenberg, Nelson..........................................................So. Holland, Ill.
De Jong, Gerrit D. P........................................................Zeeland, Mich.
Dykema, James..............................................................Chicago, Ill.
Evers, Cornelius............................................................Holland
Heemstra, Jacob.............................................................Boyden, IA.
Hospers, Frank John ................................ Orange, City, Ia.
Huibregtse, Edward ................................ Oostburg, Wis.
Pasma, Henry K. .................................. Preston, Md.
Schuelke, Ann Susan ........................... Holland
Ten Pas, Walter Benjamin ................... Cedar Grove, Wis.
Te Paske, Arie ................................ Orange City, Iowa
Veenker, August ................................ Clara City, Minn.
Vis, Jean Abraham .......................... Holland
Vruwink, Henry Andrew ..................... Grand Rapids, Mich.
Wichers, John .................................. Zeeland, Mich.

SOPHOMORES

Aeilts, Eerko Samuel .......................... Sioux Falls, So. Dak.
Brusse, Irene Catherine .................... Holland
De Young, George Eneas ................... Chicago, Ill.
Droppers, Oliver Gerrit ................... Holland
Lampen, Albert Eugene ..................... Overisel, Mich.
Raven, Floy Adele .......................... Holland
Scholten, George Benjamin ............ Hudsonville, Mich.
Schwitters, Emiel Onno .................. Carnarvon, Iowa
Sichterman, Nicholas Sikkie ........... Coopersville, Mich.
Stanton, Iva Clara .......................... Holland
Staplekamp, Agnes Gertrude ........... Holland
Van Arendonk, Arie Cornelius .......... Stickney, So. Dak.
Verburg, James A. ...................... Chicago, Ill.
Van Raalte, Albertus Christian ........ Holland
Westrate, William ...................... Holland
Weurding, James ...................... Holland
Wynveen, Benjamin John ................. Cedar Grove, Wis.
FR E S H M E N

Abbink, John ........................................ Cedar Grove, Wis.
Bemis, Bata Murray ................................ Carson City, Mich.
Bogards, Caroline Johanna ............................. Kalamazoo, Mich.
Brooks, Earnest C .................................. Wheaton, Ill.
Brush, Donald ......................................... Herkimer, N. Y.
Damson, George Frank ................................ Holland
De Pree, Johannes .................................... Zeeland, Mich.
De Pree, Mae Elizabeth .............................. Zeeland, Mich.
Fortuine, Stanley Theodore ......................... Holland
Garvelink, Frank Leon .............................. Holland
Gorter, George Frederick ......................... Goodland, Ind.
Haberman, Serena .................................... Holland
Harper, Annie Paula ................................. Colony, Okla.
Heusinkveld, Arthur Helenus ....................... Fulton, Ill.
Hinkamp, Grant Milton ............................. Milwaukee, Wis.
Hoekje, Gertrude Jeanette ........................... Holland
Kanters, Lloyd McNeal ............................. Holland
Kleinheksel, Vera Anna ............................. Holland
Lahuis, Chester James ............................... Zeeland, Mich.
Lokker, Mary Christine ............................. Holland
Lubbers, Jennie ....................................... Cedar Grove, Wis.
Luidens, Anthony .................................... Holland
Meengs, Raymond Dirk ............................... Cedar Grove, Wis.
Muilenberg, Hubert S ............................... Orange City, Iowa
Nies, William Lavane ................................ Holland
Roelofs, Bert D ....................................... Zeeland, Mich.
Soerens, Susan ....................................... Oostburg, Wis.
Staplekamp, Irene Judith ........................... Holland
Stronks, William John .............................. Alton, Iowa
Takken, Russel E ................................... Holland
Ten Hope, Bertha Elizabeth..........................Tacoma, Wash.
Van Zoeren, Gerrit John............................Zeeland, Mich.
Walvoord, William W..............................Holland, Neb.
Yntema, Hessel Edward............................Holland
Zandstra, Frederick Theodore......................Chicago, Ill.

SPECIAL COURSES

Brusse, Rose Harriet ................................Holland
Flikkema, Bernard M...............................Holland
Heines, John Cornelius............................Graafschap, Mich.
Howell, Blanche Amelia............................Holland
Jenkins, Mary Agnes (A. B.).......................Holland
Kuiper, Hubert................................Orange City, Ia.
Oggel, Melvin Verne................................Holland
Vande Erve, Henrietta...............................Holland
Van Drezer, Julia Mae.............................Holland
Vos, Andrew................................Holland
Pupils holding a so-called "Eighth Grade Diploma" will be admitted to the "D" class without examination; while applicants who do not have such certificate, will be subject to a strict examination in the common school branches, Arithmetic, English Grammar and Composition, United States History, Geography (not including Physical), Reading and Orthography. The examination will be graded according to the requirements of the aforesaid diploma.

In order to enter any advanced class, it will be necessary for the applicant to pass an examination in the studies previously pursued by the class. If the applicant be received on condition, these conditions must be removed before regular admission.

Applicants for admission will not find it convenient to enter a class if they have not studied all the branches which the class has pursued. For instance, if one has met all the conditions for entering the "A" class with the exception of Greek, he will find it very difficult to make up the deficiency. It would have been better for the applicant to have co: e one year earlier and entered the "B" class where Greek is begun.

Three parallel courses, Classical, Latin and Normal-Scientific, are offered in the Preparatory School, any one of which the student may select under the supervision of the Faculty. In addition to these three an individual course of study will be arranged for by the Faculty for any who desire other work than that scheduled in the regular courses. In general in its four years work in any of the above three courses the Preparatory School aims at the full preparation of its students for entrance into the Freshman class of any college or university.
In particular the Normal-Scientific Course is planned especially for those young people who wish to fit themselves for teaching either in the country districts or in the grades of village or city schools. Thorough instruction and late reviews are given in all subjects required for first grade certificates as well as in the purely professional lines—elementary psychology, pedagogy, school law and general school management. It is the aim of the Faculty to make this course strong, practical and helpful—equivalent to corresponding courses offered in our best Normal Colleges.

The different lines of work receive the same careful attention as in the College, being under the immediate care of the College Faculty.

In general educational value, it is believed that these three courses of study are worthy of full recommendation, whether for entrance into the College, or for a professional training or for a business life.

GRADUATION

Upon the completion of forty-eight units of work or “credits” a certificate of graduation is awarded. All of these “credits” are given for required courses which must be pursued as scheduled in the different groups. A “credit” or “unit” is one hour daily class work per week during any of the three terms of the school year. Two hours of laboratory work are reckoned as the equivalent of one hour of class work. No certificate will be awarded for less than one year resident work immediately prior to the granting of the certificate or diploma.
FACULTY

GERRIT J. KOLLEN, LL. D.,
President.

PROF. HENRY BOERS, A. M.,
History and Civics.

PROF. JOHN H. KLEINHEKSEL, A. M., Vice President,
Mathematics.

PROF. JAMES G. SUTPHEN, A. M., Litt. D., Secretary.
Latin.

PROF. JOHN B. NYKERK, A. M.,
English.

PROF. DOUWE B. YNTEMA, A. M.,
Physics and Chemistry.

PROF. EDWARD D. DIMNENT, A. M.,
Greek.

PROF. A. RAAP,
Dutch

JOHN W. BEARDSLEE, JR., A. M.,
Prof. Latin and Greek.
(On leave of absence 1908-09, University of Chicago.)

PROF. JOHN M. VANDER MEULEN, A. M.,
Psychology.
PROF. ALMON T. GODFREY, A. M., M. D.,
Chemistry and Physics.

MISS CARRIE KRELL, A. B.,
English.

PROF. HENRY R. BRUSH, A. B.,
French and German.

REV. JOHN E. KUIZENGA, A. M.,
Bible and Pedagogy.

PROF. JOHN DICE MACLAREN, M. S., M. D.,
Professor of Natural Science.

FRANK B. MEYER, A. M.,
Latin and Greek.

MRS. C. VAN RAALTE GILMORE,
Dean of Women.

Librarians—Prof. A. Raap, Arend T. Laman, '09.
Accompanist—Arthur Heusinkveld, '12.
Chorister—Prof. J. B. Nykerk.
Janitor—Bernard Bloemendal.
The Departments and Courses

All courses for 1909-10 are identical with those for 1908-09, except as indicated by specifying the years in heavy type.

**ENGLISH**

1. **Grammar** — All sections are required to take a thorough review of Formal Grammar, both for its practical use in the English Department, as well as for the value such a drill affords as a preparation for the study of foreign languages. Text book: Longman’s Grammar to Participles. Fourteen weeks, daily.—Miss Krell.

2. **Grammar** — This course must be preceded by Course 1, and must be pursued by all sections. Text book: The same as in Course 1, completed; analyzing and parsing of selections from prose and poetry. Twelve weeks, daily.—Mr. Nykerk.

3. **Grammar Reviews** — This course is intended for the Normal-Scientific section, and purposes to give a special linguistic drill as a substitute for Latin. Twelve weeks, daily.—Miss Krell.

4. **Grammar Reviews** — This course is a continuation of Course 3, and must be preceded by it. Ten weeks, daily.—Miss Krell.

5. **Literature** — Coleridge’s Ancient Mariner; Lowell’s Vision of Sir Launfal; Scott’s Ivanhoe. Ten weeks, daily.—Mr. Nykerk.

6. **Literature** — Shakespere’s Merchant of Venice; Bunyan’s Pilgrim’s Progress; Ruskin’s Sesame and Lillies; Irving’s Sketch Book; Scott’s Lady of the Lake. Fourteen weeks, daily.—Miss Krell.
7. **Literature** — Palgrave’s Golden Treasury (First Series) Book IV; George Eliot’s Silas Marner; Carlyle’s Essay on Burns. Twelve weeks, daily.—Miss Krell.

8. **Composition and Rhetoric** — In the Preparatory School, more stress is laid on the constructive than on the negative or critical side of the study of Rhetoric. Much paragraph work and theme-writing is required, and the manuscript is carefully reviewed by the instructor. The course is for all the sections. Text book: Kavana and Beatty’s Composition and Rhetoric, Parts I and II. Ten weeks, daily.—Miss Krell.

9. **Composition and Rhetoric** — This course is a continuation of Course 8, and must be preceded by it. Parts III, IV, V and VI of the text book are studied. In addition to this an analytical study of Burke’s Conciliation is made. Fourteen weeks, daily.—Miss Krell.

10. **Orthoepy, Diacritics, English Idiom** — This course is pursued by the Normal-Scientific section, and must be preceded by Courses 1, 2, 8 and 9. Fourteen weeks, daily.—Mr. Nykerk.

11. **Literature** — Painter’s Elementary Guide to Literary Criticism; Shakespere’s Julius Caesar and Macbeth; Hawthorne’s House of Seven Gables; Goldsmith’s Vicar of Wakefield.—Mr. Nykerk.


The courses in English Masterpieces, required in all the sections, and including 5, 6, 7, 9, 11 and 12, conform to the recommendations of the “English Conference of the Eastern and Middle States.” The aim is, first, to arouse in the student an appreciation of the true, the sincere, and the beautiful in literature; secondly, to help him by means of the study of ideal forms of expression, to give utterance to this insight with idiomatic force and fluency. In connection with this sympathetic critical study, two essays (on an average) on each
masterpiece are required, and the manuscript is carefully examined and criticized by the instructors. The memorizing and expressive rendering of choice selections from the prescribed classics is also deemed of the utmost importance. These courses are found in detail above. Besides the usual collateral work, students are required to read Halleck’s History of English Literature, or its equivalent.

HISTORY

The work in this department aims to give the student a general view of the progress and development of the race, and, by reference work, to give him a fuller knowledge of the important periods of history. To secure these ends the textbook, the lecture and the reference or laboratory methods are combined.

In the Preparatory School all the courses outlined below are required of all students entering the Classical, Latin or Normal-Scientific Departments.

In the “D” year three full terms—with four hours class work each week—are given to the study of Ancient History, including Greek and Roman History.

In the “C” year two terms—five recitations each week—are given to Medieval and Modern History.

In the “B” year the three terms—five hours each week—are given to United States History and Civics, devoting about half of the school year to each study.

All courses are given by Mr. Boers.

1. (a) ANCIENT HISTORY — Text: Myers’ Ancient History, revised. The beginnings of history and civilization in India, China, Egypt, Chaldaea, Assyria, Babylonia, Phoenicia, Palestine, Media and Persia. Eight weeks, four recitations a week.

   (b) GREEK HISTORY — Text: Myers’ Ancient History, revised edition. This work runs for six week during the first term and is completed in the second term. Four recitations a week.
2. (a) **G R E E K  H I S T O R Y** — Text: Myers', completed. Four weeks, four recitations a week.

   (b) **R O M A N  H I S T O R Y** — Text: Myers' Ancient History, begun. Eight weeks, four recitations a week.


4. Students selecting the Normal-Scientific Course are required to take the English History work in the "D" year. Text used: Montgomery's English. Fourteen weeks, daily.


   (b) **C I V I C S** — Text: Forman's Advanced Civics, begun. Eight weeks, except Wednesdays.


**L A T I N**

In the Preparatory School there are twelve terms of Latin. The Roman method of pronunciation is used. The student is, as soon as practicable introduced to the simple stories in "Viri Romae" and
carefully drilled in the rudiments of the Grammar. In Caesar and Cicero much attention is given to the Sequence of Tenses, Conditional Sentences, Oratio Obliqua, and the Subjunctive Mood. Throughout the course, exercises are given in rendering English into Latin one hour a week.

1. Introduction. Fourteen weeks, daily.— Dr. Sutphen.

2. (a) Introduction, cont. Six weeks. (b) Viri Romae. Six weeks, daily. — Dr. Sutphen.


4. (a) Viri Romae, cont. Twelve weeks, daily. (b) Nepos. Two weeks, daily. — Mr. Meyer.

5. Nepos. Twelve weeks, daily. — Mr. Meyer.

6. (a) Nepos, cont. Eight weeks, daily. (b) Caesar V. Two weeks, daily. — Dr. Sutphen.

7. (a) Caesar, I-IV. Eight weeks, daily. (b) Sallust's Catiline. Six weeks, daily. — Dr. Sutphen.

8. Cicero, four orations. Twelve weeks, daily. — Dr. Sutphen.

9. Cicero, three orations; Phaedrus. Ten weeks, daily. — Dr. Sutphen.

10. Vergil, three and one-half books. Fourteen weeks. — Mr. Meyer.

11. Vergil, two and one-half books. Twelve weeks. — Mr. Meyer.

12. Vergil, one book; Ovid. Ten weeks. — Mr. Meyer.

GREEK

1. BEGINNER'S COURSE — Texts: Frost; Goodwin's Grammar. The work is laid out on the basis of these two text books,
supplemented by easy texts adapted to practice and sight reading. Stress is laid upon methods of study, word lists and inflections. Fourteen weeks, daily. Mr. Dimnent.

2. **Completion of Course 1** — Twelve weeks, daily. — Mr. Dimnent.

3. **Xenophon** — Anabasis, Book 1 — Composition; exercises based upon the text read. Review and application of the principles of syntax and inflection. Ten weeks, daily. — Mr. Dimnent.

4. **Xenophon** — Anabasis, Books 2, 3 and 4. Composition with daily application of the principles of syntax as they arise in the texts read. Sight translation of selected passages from the Greek historians. Fourteen weeks, daily. — Mr. Dimnent.

5. **Xenophon** — Hellenica, Books 1 and 2. Selections. This work is taken up in lieu of Homeric study, so that the mind of the young student need not be troubled with the forms and constructions of the epic before a thorough mastery of the Attic has been attained. It is believed that time is saved in this way, and the student's ambition is not lost in the confusion resulting from a maze of forms seemingly contradictory. Homer is reserved for college in connection with the other poets. Twelve weeks, daily. — Mr. Meyer.

6. **Xenophon** — Symposium. Plato, Crito. The aim of this course is identical with that of Course 5. Ten weeks, daily. — Mr. Meyer.

**German**

Mr. Brush, Division A, Courses 1, 2, and 3; also Courses 4, 5 and 6.

1. **Beginner's Course** — The aim is to secure a good reading knowledge of easy German and the ability to turn simple English into German. Conversation is used wherever possible, but is a means, not an end in itself. Bacon's Grammar, Harris' Reader. The memorizing of a number of the most famous German poems and songs. Fourteen weeks, daily.
2. A continuation of Course 1.

3. This course is in the main a continuation of Courses 1 and 2 but with the addition of some of the more common principles of syntax.

4. A Novel len Course—The reading of a number of simple German stories such as Storm's In St Jurgen and Wildenbruch's Das Edle Blut. The morphology of the language is reviewed and the more advanced syntax is studied. Fourteen weeks, daily.


6. An Introduction to German Poetry—Hatfield's Lyrics and Ballads. Memorizing of some of the poems is required. Continuation of the Composition. Ten weeks, daily.

Dutch

A special course is provided for the students of the Preparatory school. Our aim is to give them an opportunity to prepare themselves for more advanced work during the college courses, and also to give those students who do not enter college after they have graduated from the Preparatory School an opportunity to study enough Dutch to be valuable to them in later life. This class is divided into two sections, if necessary, one for beginners and one for those more advanced. It is open to all students of the Preparatory School and also to Freshman and Sophomore classes. The class meets at hours most convenient to those who take up the work, two or three hours a week. This is an extra-curriculum course, and while a student is given credit upon his record for the course, it will not be accepted for a diploma. Books used: Koenen; Proza en Poezie, I. Van Gelderen; Theorie en Praktijk. Mr. Raap.

Mathematics

The preparatory work in Mathematics embraces Arithmetic, Al-
Algebra and Geometry. For admission to the "D" class is required an eighth grade diploma, or its equivalent, or an examination in Arithmetic is required equivalent to that which entitles to a Third Grade Teachers' Certificate in this state. The first term is devoted to a review of the whole subject and the introduction of such advanced work as shall find direct practical application in the different courses of this institution.

Algebra is commenced the second term of the "D" year, continued for five consecutive terms, concluding with an extended general review of the subject at the end of the "C" year.

Geometry is begun the second term of the "B" and completed the first term of the "A" year.

In all these both facility in computation and thoroughness and breadth of information are made the aim of the instruction, so as to lay an adequate foundation for future study in Mathematics.

1. A R I T H M E T I C — Notation, the operations, metric system, divisors and multiples, fractions, ratio and proportions, roots. Fourteen weeks, daily. — Mr. Kleinheksel.

2. A L G E B R A — Notation, the operations, factoring. Twelve weeks, daily. — Mr. Raap.


4. A L G E B R A — Fractional equations and problems, elimination, evolution, exponents, radicals. Fourteen weeks, four hours a week.—Mr. Kleinheksel.

5. A L G E B R A — Quadratics, proportion, series, binomial theorem. Twelve weeks, four hours a week.—Mr. Kleinheksel.

6. A L G E B R A — Complete review. Ten weeks, four hours a week.—Mr. Kleinheksel.

7. G E O M E T R Y — Definitions, the line and the circle. Twelve week, daily.—Mr. Kleinheksel.
8. **Geometry** — Plane Geometry, finished; with exercises. Ten weeks, daily.—Mr. Kleinheksel.


10. **Reviews of Arithmetic and Algebra** — Twelve weeks, daily. — Mr. Raap.

**Biology**

All courses are given by Dr. Maclaren.

1. **Human Physiology** — The human body and healthful living. Fall term. Fourteen weeks, daily, with laboratory work. “C” class. Required.


3. **Elementary Zoology** — Winter term. Twelve weeks, daily. Ten hours of laboratory and library work each week, with two hours of talks and quizzes. “C” class. Normal-Scientific.


**Pedagogy**

All courses except 5 are given by Mr. Kuizenga.

1. **Psychology** — Text: Salisbury; The Theory of Teaching. Ten weeks, daily.


3. **School Management** — Text: Seeley’s New
School Management. Under the general topic is included a brief treatment of supervision, grading and school hygiene. Twelve weeks.

4. **School Economy** — This course deals by text book with School Law, and by lectures and reports with the following topics as far as time permits: Modern educational reforms, modern school systems, rural school conditions and child study. Some school observation by students is required. Ten weeks.

5. **General Review** — This course aims to fit the student, mainly as to subject matter, partly as to special teaching methods, for the work of elementary teaching and the requirements of the teachers' examinations. It covers all the requisite subjects not included in the English and Mathematical Reviews. Ten weeks.

**CHEMISTRY**

The course in Chemistry requires five hours class work and four hours laboratory work each week. The chemical laboratory is well ventilated and lighted and has all the necessary equipment to make it a first class laboratory.

1. Hessler and Smith's Essentials of Chemistry. Fourteen weeks, five hours a week. — Mr. Yntema.

   Laboratory — Dr. Godfrey.

2. Hessler and Smith's Essentials of Chemistry, concluded. Twelve weeks, five hours a week. — Mr. Yntema.

   Laboratory. — Dr. Godfrey.

**PHYSICS**

In the Preparatory School the course in physics as outlined covers one academic year, with five hours class work and two hours laboratory work each week; the course outlined in Chute's Physical Laboratory Manual is followed mainly. The spring term is devoted to a large extent to a thorough review of the whole subject.
   Laboratory, two hours each week. — Dr. Godfrey.

2. Carhart and Chute's High School Physics. Twelve weeks.— Mr. Yntema.
   Laboratory, two hours each week. — Dr. Godfrey.

   Laboratory, two hours each each week. — Dr. Godfrey.

BIBLE

The Bible is studied as the inspired book of the Kingdom of God. The American Revision is our text book. Effort is made to obtain a comprehensive view of the whole Word of God, and to lay it upon the hearts of students as their rule of faith and practice.

All courses are conducted by Mr. Kuizenga.


GYMNASIUM

1. Calisthenics and Apparatus Work. This course is required of all “D’s.” Twelve weeks, three hours per week. Mr. James Verburg, Mr. James Houloose, Miss Williams. All gymnasium work is in charge of the Medical Director, Dr. Maclaren.
ROLL OF STUDENTS

“A” CLASS

Barnaby, Zora Izetta .................................. Holland
Beld, Minnie ........................................ Zeeland, Mich.
Boeve, Edward ....................................... Holland
Bonte, George W ...................................... Alexander, Iowa
Brittain, Julia E ..................................... Saugatuck, Mich.
Dame, Clarence ...................................... Chicago, Ill.
De Motts, Gerrit ..................................... Brandon, Wisconsin
De Young, Aeneas G .................................. Chicago, Ill.
De Young, Cornelius ................................ Des Moines, Iowa
Gumser, Paul W ...................................... Holland
Heneveld, George G ..................................... Holland
Hyma, John H ......................................... Holland
Immink, Jennie ....................................... Holland
Kleinheksel, Frank ..................................... Holland
Leenhouts, William ................................... Holland
Muller, Margaret ..................................... Holland
Naberhuis, Bert ...................................... Holland
Niewold, Lewis ....................................... Holland
Ossewaarde, Delia M ................................ Zeeland, Mich.
Pas, Jeannette E ...................................... Holland
Pyl, Henry J ........................................... Zeeland, Mich.
Rigaud, Pierre A ...................................... Curacao, Dutch West Indies
Schaberg, Marie D .................................. Saugatuck, Mich.
Stegenga, Wietse ..................................... Holland
Tellman, Harry D ..................................... Hamilton, Mich.
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<td>Vander Woude, Berend</td>
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<td>Van Dyke, Jacob F</td>
<td>Holland</td>
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<td>Veneklasen, Deborah H</td>
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<td>Verburg, Martin</td>
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<td>Vermeulen, Cora</td>
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<td>Warnshuis, Anna C</td>
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<td>De Haan, Fanny</td>
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<td>Denny, Lora J</td>
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<td>Dickema, Willis A</td>
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<td>Droppers, Cyrus J</td>
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<td>Fortuine, Muriel L</td>
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<td>Heines, Julia</td>
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HOPE COLLEGE

Oltmans, Cornelia J .................. Holland
Oltmans, Frances E .................. Holland
Pilgrim, Catharine .................. Holland
Plasman, Fanny .................. Holland
Riksen, Hattie M .................. Holland
Rusticus, Jacob .................. Paterson, New Jersey
Schaap, Sophia .................. Holland
Stace, Hazel J .................. Holland
Stegeman, Herman J .................. Holland
Tillema, John .................. Thomson, Ill.
Van Raalte, Dick B. K .................. Holland
Visser, Arthur .................. Clara City, Minn.
Warnshuis, Gerrit J .................. Holland

"C" CLASS

Boers, James Rutherford .................. Holland
Bolks, Martha C .................. Holland
Bosch, Leon Cherest .................. Holland
Douma, Frank W .................. Holland
Dubbink, Florence J .................. Holland
Fairbanks, Elsie R .................. Holland
Hamstra, John .................. Fulton, Ill.
Harper, May B .................. Colony, Oklahoma
Hoekje, Annie .................. Holland
Hoekje, Dora J .................. Holland
Hopkins, Clifford B .................. Holland
Loomis, Frank G .................. St. John, Mich.
Lumkes, William J .......................... Holland
Mulder Bessie J .......................... Holland
Mulder, John ................................ Holland
Oxner, Wilma ................................ Holland
Pas, Retta E ................................ Holland
Pessink, Marion K .......................... Holland
Peters, Bertha ................................ Holland
Petrie, LaVerne ............................ Holland
Pieters, Ruth W ............................. Japan
Pieters, Dorothy H .......................... Japan
Raversies, Daniel W ........................ Holland
Roberts, George ............................ Holland
Schaap, Jeanetta ............................ Holland
Schneider, William ........................ Holland
Schuelke, Wilhelmina E ........................ Holland
Schurman, Gerrit J ........................ Holland
Smith, Dora E .............................. Holland
Stanton, Reuben N .......................... Holland
Stegenga, Miner ........................... Holland
Tanis, Lawrence ............................ Vriesland, Mich.
Tuls, John .................................. Holland
Van Den Berg, Jean ........................ Holland
Van Der Meer, Theodore ........................ Vriesland, Mich.
Van der Sluis, Eleanor R ..................... Holland
Van Kolken, Aurelia ........................ Holland
Veltman, John F ............................ New Era, Mich.
Vos, Cornelius C ........................... Muskegon, Mich.
Weurding, Sadie ............................ Holland
Yntema, Leonard F ........................... Holland

“D” CLASS

Bakker, Albert .............................. Paterson, New Jersey
Beukema, Anna ............................. Holland
Blystra, Harry ............................. Holland
Boeve, Henry G ............................. Holland
<table>
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Straight, Herbert D ..................................... Holland
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Thompson, Jenette E .................................. Holland
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Van Dyke, George ................................... Holland
Van Houweling, Albert O .................................... Otley, Iowa
Van Lente, Benjamin L ..................................... Holland
Van Raalte, Christine C .................................. Holland
Van Slyke, Horace M ................................... Jersey City, New Jersey
Van Valkenberg, Vera E ................................ Fennville, Mich.
Van Wesep, Anna ................................... Holland
Van Wesep, Dena ..................................... Holland
Ver Hoek, Peter ........................................ Chicago, Ill.
Walvoord, James ..................................... Holland, Neb.
Witteveen, Henry J ..................................... Holland
Yntema, Clara E ....................................... Holland
Yamamoto Makato ....................................... Japan
Zwemer, Theodore ..................................... Holland

UNCLASSIFIED

De Vries, George R ..................................... Zeeland, Mich.
Pruim, James P ..................................... Zeeland, Mich.
Schuiling, George ...................................... Grand Rapids, Mich.
Schurman, A. John ..................................... Holland
Schultz, Vera C ..................................... Holland
Smith, Frank ........................................... Saugatuck, Mich.
Taylor, Burk W ....................................... Holland
Van Drezer, Maud ..................................... Holland
Veneklasen, Jennie H ................................ Zeeland, Mich.
Walsh, Margaret I ..................................... Holland
Elizabeth R. Voorhees Girls Residence
School of Music

The courses in Music include Piano, Voice Culture, and the Violin, Viola and other string instruments. It is hoped by the Faculty of the School of Music that this department may develop into a Conservatory of Music. Besides the individual work suggested on other pages, there is opportunity afforded for ensemble work, including classes in harmony, composition, history, theory and sight singing.

The Choral Union, under the direction of Prof. J. B. Nykerk, pursues the study of some cantata or oratorio, and gives one or two public concerts annually.

Studios for voice and piano practice are provided and any desired number of hours may be arranged for at a merely nominal charge.

For cost of tuition and other expenses, application should be made to Prof. John B. Nykerk, Holland, Mich.
Mr. Henry C. Post, after several years’ study with J. de Zielinski, continued his studies in pianoforte and composition with a number of the most famous musicians of Europe. He has been a pupil of Theodore Kullak, in Berlin; of Dr. Oskar Paul, in Leipzig; of Dionys Pruckner, Max Seifriz and Goetshuis, in Stuttgart; of Marmontel at the Conservatoire in Paris, and of other famous masters. He has also, by association and affiliation with many of the noted musicians of
this and other lands, acquired an experience in teaching and con-
cert work that entitles him to a firm position among the principal in-
structors of this country.

**First Year** — Studies in learning the notes on the treble and
bass clefs. Study of the different keys and their scales and chords.
Authors used: Plaidy's Exercises and Scales. Czerny, Opus 453, 139
3, to Opus 66. Duvernoy, Opus 61. Also other standard methods
such as Beyer, Lebert and Stark, etc.

Musical literature employed for the first grade includes a large
list of instructive and interesting material by such authors as Lich-
ner, Lange, Reinecke, Spindler, Jungmann, Bachmann, and the sonati-
nas of Kullau, Clementi and numerous other standard German clas-
sical writers.

**Second Year** — Continuation of technical studies in major
and minor scales and arpeggios in all keys. Studies in digital gym-
nastics. Authors: Bach, Preludes (2 voice). Bertini, Opus 100, 29,
32. Burgmueller, Opus 100. Berens, Opus 79. Duvernoy, Opus 120.
Heller, Opus 47 to 46. Koehler, different opus numbers. Lebert
and Stark, Book II. Loeschhorn, Opus 65, No. 3, to Opus 66.

Music literature (pieces) in this grade includes the easier son-
atas by Clementi, Mozart, and Haydn, and a large number of modern
compositions by the great composers.

Many of the more pleasing compositions may also be used to
promote progress in this grade, such as those by Bohm, Bachmann,
Lange, Spindler, Mendelssohn, Schumann and contemporary writers.

**Third Year** — Technical studies of greater difficulty; ve-
locity, octave work, and such training as will promote handling of
the works of the great masters. Studies used: Bach, Inventions (3
voice). Bach, Selections from the suites. Czerny, School of Veloc-
ity. Czerny, Opus 821, Short Exercises. Czerny, Opus 40, Daily
Studies. Heller, Opus 46 to 45. Loeschhorn, Opus 66 to Opus 67.
Schytte, Romantic Studies. Low, Octave Studies.

Grade 3 begins to include the easier sonatas of Beethoven, as
well as many other classical compositions; Mendelssohn, Schubert,
Schumann, Chopin and other classical composers. There is also a
great wealth of attractive and instructive music from the modern German and French schools of composition—Lack, Godard, Chaminade, Heller, Greig, Scharwenka, Moszkowsky, and others.

**Fourth or Last Year**—This grade is not intended by any means as a finishing of piano study but as completing a certain prescribed course of study.

Students in this grade will have reached a degree of proficiency, enabling them to play much of the well known piano compositions of the great composers.

The more difficult artistic studies are left for the most advanced students.


The more difficult artistic studies by Chopin, Henselt, Liszt, and others, are not to be easily graded, but all are used in artistic study.

The choice of compositions in this grade includes much of classical music and the wealth of beautiful modern composition—Chopin, Liszt, Greig, Schuett, Leschetitzky, Moszkowsky, Raff, Schumann, and a long list of great composers.

**THEORY AND COMPOSITION**

A Class in Theory and Musical Composition was inaugurated under the personal charge of Mr. Post, and began with the opening of Hope College in September, 1905.

The classes consist of not over six members. The knowledge of the keys and their chords, and the handling of voices in four-part composition according to the rules of harmony is taught.

The general theory of music and ideas of musical forms is studied in these classes according to the grades and requirements of the pupils presenting themselves.

**VIOLIN**

The Violin Department is in charge of Katherine Conlon, graduate of the Chicago Musical College. Miss Conlon has been under the instruction, at the College, of the world renowned violinist and
teacher, Emil Sauret, and her methods of instruction are thoroughly modern and up to date. Miss Conlon has also been under the instruction of Carl Becker, of Thomas Orchestra, and latterly enjoyed the pleasure of a season's study with Concertmaester Halir in Berlin, Germany.

Not only has Miss Conlon demonstrated her pre-eminence as a concert soloist upon the violin, but she has had much experience and extraordinary success as a teacher in Chicago and Grand Rapids. A large class of enthusiastic pupils attests her ability in this respect.

The following is a brief outline or synopsis of the courses of study followed:

PREPARATORY — Violin Methods by Hohmann, Schradieck, De Beriot; Studies by Kayser, Dont, etc.; Solos by Gebauer, Holländer, Hauser, Borowski, etc.

SECOND YEAR — Etudes by Kayser, Kreutzer, Sauret, Schradieck, etc.; Concertos by Viotti, De Beriot, Rode; Solos by Wieniawski, Sauret, Ernest, Schumann, Godard, etc.

THIRD AND FOURTH YEARS — Etudes by Kreutzer, Rode, Sauret; Scales by Halir; Concertos by Vieuxtemps, Mendelssohn, Saint-Saens, Wieniawski, Ries, Bruch, etc.

Ability to read at sight is required and pupils must be able to play first violin in ensemble work.

THE VOICE AND SINGING

Mr. Francis Campbell, who last year assumed charge of the Vocal Department, is perhaps the most widely and favorably known teacher of the voice in Michigan. Besides receiving instruction from the best teachers in this country, he has spent four years abroad with the best masters. In Florence he studied with the great Vanucini, and in England at the London Academy. He was one of the prominent pupils of Manuel Garcia and Du Vivier. It follows that Mr. Campbell's training has been broad and varied.

After thirteen years of teaching in Grand Rapids, he went to Chicago, where for three years he taught, part of the time independent-
ly, and later as a member of the Faculty of the Bush Temple Conservatory. Three years ago he went to Detroit, where his successful career has drawn to him a large class of pupils from southern and eastern Michigan and from Canada.

Mr. Campbell is an artistic singer with a very fine baritone voice. He was trained for the concert stage and opera; his inclinations, however, induced him to enter a field more congenial to him, that of voice building and conducting, in both of which fields he has achieved marked success, many fine singers in America and Canada owing their distinction to his skill in voice training.

Mr. Campbell believes in thorough, scientific methods, and hence has often been accused of bringing his pupils forward slowly. His motto is: Build a strong foundation before adding the superstructure.
### Roll of Students

<table>
<thead>
<tr>
<th>Name</th>
<th>Instrument</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beach, Myrtle</td>
<td>Voice</td>
<td>Holland</td>
</tr>
<tr>
<td>Bemis, Bata Murray</td>
<td>Violin</td>
<td>Carson City, Mich.</td>
</tr>
<tr>
<td>Boot, Anna</td>
<td>Voice</td>
<td>Holland</td>
</tr>
<tr>
<td>Boss, Anna</td>
<td>Piano</td>
<td>Zeeland, Mich.</td>
</tr>
<tr>
<td>Brouwer, Herman</td>
<td>Violin</td>
<td>Holland</td>
</tr>
<tr>
<td>Brouwer, Jennie</td>
<td>Voice</td>
<td>Holland</td>
</tr>
<tr>
<td>Brusse, Mae</td>
<td>Voice</td>
<td>Holland</td>
</tr>
<tr>
<td>Butterfield, George</td>
<td>Violin</td>
<td>Holland</td>
</tr>
<tr>
<td>Clark, Ebba</td>
<td>Piano</td>
<td>Holland</td>
</tr>
<tr>
<td>Congleton, Lillian</td>
<td>Piano</td>
<td>Holland</td>
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<tr>
<td>De Pree, Mae</td>
<td>Piano</td>
<td>Zeeland, Mich.</td>
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<tr>
<td>Diekema, Willis</td>
<td>Piano</td>
<td>Holland</td>
</tr>
<tr>
<td>Fortune, Stanley Theodore</td>
<td>Violin</td>
<td>Holland</td>
</tr>
<tr>
<td>Gouwens, Teunis</td>
<td>Voice</td>
<td>South Holland, Ill.</td>
</tr>
<tr>
<td>Hayes, Frank G.</td>
<td>Voice</td>
<td>Holland</td>
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<tr>
<td>Heusinkveld, Arthur Helenus</td>
<td>Piano</td>
<td>Fulton, Ill.</td>
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<td>Keppel, Helene</td>
<td>Voice</td>
<td>Holland</td>
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<tr>
<td>Keppel, Ruth</td>
<td>Violin</td>
<td>Holland</td>
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<td>Lahuis, Mae</td>
<td>Piano</td>
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<td>Leenhouts, Margaret Rose</td>
<td>Piano</td>
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<tr>
<td>Medes, Harriet</td>
<td>Piano</td>
<td>Holland</td>
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<tr>
<td>Mulder, Bernice</td>
<td>Piano</td>
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<td>Rooks, Minnie A</td>
<td>Voice</td>
<td>Holland</td>
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<td>Stegeman, Gebhard</td>
<td>Piano</td>
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<tr>
<td>Steketee, Edward</td>
<td>Violin</td>
<td>Holland</td>
</tr>
<tr>
<td>Ten Hope, Bertha Elizabeth</td>
<td>Piano</td>
<td>Tacoma, Wash.</td>
</tr>
<tr>
<td>Thomson, Elvira</td>
<td>Piano</td>
<td>Holland</td>
</tr>
</tbody>
</table>
Van Drezer, Julia Mae ... Voice ... Holland
Van Hess, Vera ... Voice ... Zeeland, Mich.
Veneklasen, Jennie ... Voice ... Zeeland, Mich.
Veneklasen, Nellie ... Piano ... Zeeland, Mich.
Visscher, Anna ... Piano ... Holland
Warnshuis, John Henry ... Voice ... Holland
Yates, Avis G ... Violin ... Holland
College Grove in Summer

President's Residence
SUMMARY OF STUDENTS

THE COLLEGE —

Seniors ......................................... 21
Juniors ......................................... 18
Sophomores ..................................... 21
Freshmen ........................................ 42
Specials ........................................ 11

— 113

THE PREPARATORY SCHOOL —

A ............................................. 43
B ............................................. 40
C ............................................. 45
D .............................................. 60
Specials ........................................ 10

— 198

THE SCHOOL OF MUSIC —

Piano ........................................... 15
Voice ........................................... 15
Violin .......................................... 7

— 37

Total .......................................... 348

Deduction for double counting .................... 13

Total enrollment ......................... 335
Miscellaneous Information

LOCATION

Holland is a city of fully 10,000 inhabitants, and is centrally located on the Pere Marquette railway. A number of daily trains afford direct connection with the leading cities east, and as many with Chicago and other points west. It is on a straight line from Grand Rapids to Chicago, distant from the former city 25 miles, and from the latter city 152 miles. When navigation is open, it also has connection with Chicago by a daily line of steamboats. It is therefore most desirably located, having both land and water communications, being near the shore of Lake Michigan, with which it is connected by a beautiful sheet of water called Macatawa Bay and on which are the popular summer resorts, Macatawa Park and Ottawa Beach.

GROUNDS AND BUILDINGS

The College Campus lies in the center of the city, between Tenth and Twelfth streets, and contains sixteen acres. It presents a finely varied surface, is well shaded with native trees, and is annually improving in beauty and attractiveness. The College buildings are ten in number.

Van Vleck Hall is the dormitory for men.

Graves Library and Winants Chapel, in which are also found the Administration Chambers, a Reading Room, a Y. M. C. A. hall, and four lecture rooms, affords suitable and improved accommodations for these purposes.

Van Raalte Memorial Hall was dedicated and occupied September 16, 1903. In it are located the Chemical, Physical and Biological laboratories, lecture rooms devoted to Physics and Chemistry, Biology, Greek, Modern Languages, Elocution, Biblical Instruction,
English and Mathematics. A large Assembly Room and the Museum are located on the third floor.

Maria L. Ackerman Hoyt Observatory — In 1894 a valuable addition was made to the equipment of the College in the form of a telescope. Miss Emilie S. Coles generously donated both observatory and telescope in memory of Mrs. Maria L. Ackerman Hoyt. The instrument is an eighteen-inch Newtonian reflecting telescope, with equatorial mounting. The eyepiece holder, finder and small mirror have a rotary attachment. The three eyepieces are respectively of 200, 300 and 500 magnifying power. Another accessory is a Herschel Solar eyepiece. The telescope is mounted on a solid concrete pier, and the floor of the observatory, which is independent of the pier, rests on a brick wall eleven feet high and is enclosed by a substantial iron railing. Herbert A. Thompson of Johnstown, Pa., is the maker of the telescope.

Elizabeth R. Voorhees Dormitory — In October, 1905, one hundred thousand dollars was given by Mr. and Mrs. Ralph Voorhees on the annuity plan for the erection and maintenance of a Girls Residence to be erected at once upon the campus. Thirty-five thousand dollars was named as the amount to be devoted to the erection of the building, the remainder was added to the endowment of the College. The building was completed and formally opened June 21, 1907. The large increase in numbers the last few years has made larger dormitories a necessity and the women students are in this way provided for. About fifty rooms are fitted as studies. The studios and practice rooms of the School of Music are located on the first floor. A dining hall and parlors are located also on the first floor. Model but simple apartments for girls away from their own homes is the object sought and every convenience compatible with residence life is aimed at. Rooms are provided for a dean of women and her assistants so that there may be constant care and supervision. On page 79 will be found a full statement of accommodations and expenses in connection with the Hall.

The Carnegie Gymnasium — The Carnegie Gymnasium, the funds for the erection of which were given by Mr. Andrew Carnegie
in 1905, was completed and dedicated in June, 1906. The building has been constructed so that it will serve for public meetings of all kinds in addition to the original purpose for which it was built. It has a seating capacity of 1,200 at the least, and in the course of a few years will be provided with a pipe organ for concert and public work. The different numbers of the College Lecture Course are given in the Hall during the school year and the official public exercises of the College are held regularly in it.

The gymnastic equipment comprises all the apparatus necessary to the latest and most approved physical exercise. The ventilation and heating systems are fully adapted to the double purpose for which the building is designed and in the basement shower baths are provided in separate sections of the building for the use of men and women students. A large room in the basement is used for hammer and shot work, indoor baseball and other outdoor work which winter weather will not permit out of doors.

A full schedule of hours for work is arranged each year, and physical instruction and medical supervision will be provided for as required.

SCHOOL YEAR

The scholastic year of forty weeks begins on the third Wednesday in September and ends with the general Commencement on the third Wednesday in June.

The winter and spring vacations are fixed by the Faculty, the winter vacation beginning on the Friday preceding Christmas Day and the spring vacation beginning on the last Friday of March.

ADVANTAGES OFFERED

Besides the advantages of location, easy communication and inexpensive living, it is believed Hope College may justly call attention to equally important advantages of a very different nature. It is a chartered institution, incorporated under the laws of the state, and legally entitled to grant certificates and diplomas and to confer degrees.

The classes are not so large as to preclude the personal acquaint-
ANCE, contact and influence of each member of the Faculty with every student coming under his instruction. This personal element, made possible in a smaller institution, is a factor of great educational value both morally and intellectually and parents are apt to consider it in making choice of an institution.

By a careful division of the work the same experienced instructors teach in both the Preparatory School and the College, thus giving the students in the lower classes advantages not often enjoyed in preparatory schools.

Hope College is not a local institution. Its students represent an extensive territory, extending east as far as the state of New York and west as far as the Dakotas. The students are, in the main, from among the best pupils from many public schools and in general possess a high order of ability and a laudable ambition to make their way in the world. This makes them desirable companions, inviting their fellows to friendly competition and industrious study.

It will be seen, therefore, that Hope College offers and secures a regular liberal course of training as complete as can be found in most of our western colleges.

EXAMINATIONS

In both departments written examinations are held at the close of each term or whenever a subject is completed. When practicable, the examinations at the close of the year or whenever a branch of study is finished, cover the entire text book. The next examination for admission will be held the day before the new school year opens, viz., on Tuesday, Sept. 14, 1909, at 9 A. M.

The exercises of each day begin with prayer in Winants Chapel at 8 A. M.

On the Sabbath every student is expected to worship regularly with one of the churches in the city or vicinity unless excused by the President:

Religious instruction is given in all the classes regularly and, like all the other studies, is in charge of the Faculty.

Although Hope College is denominational and is under the patronage and support of the Reformed Church in America, yet by the
law of its incorporation it can have no "religious test." The doors are open and welcome is given to all who submit to its scholastic regulations. As a Christian school, however, it inculcates gospel truths and demands a consistent moral character and deportment.

The Young Men's Christian Association is in a flourishing condition, and continues to be a great blessing to the students. It offers a splendid opportunity to secure Christian growth and to do personal religious work.

Under the auspices of the Association several Sunday Schools, numbering hundreds of scholars, are conducted in the surrounding country.

The students also support a weekly prayer meeting, from which the institution continues to reap much spiritual fruit.

The Young Women's Christian Association is doing excellent work. The young women meet for prayer once a week and derive much spiritual help from it.

A strong religious spirit is found among the students and God has so blessed the religious work that from year to year many hopeful conversions have been witnessed.

This condition has naturally developed a deep interest in Christian Missions. Mission Classes meet once every week to study the history and methods of missions and missionary biographies relating more particularly to the mission fields of our own Church.

The library, which numbers over 15,000 volumes, is open every day and is free for the use of the students. Books and pamphlets, as well as magazines and papers, are constantly added. The friends of Hope College may be assured that their gifts of valuable books to the library will be taken care of and appreciated and made useful by giving them a place upon the ample shelves of the magnificent fireproof library building.

In connection with the library is a reading room in which are found many books of reference and which, by the liberality of Mr. Wm. Brower of New York City, is supplied with many valuable periodicals and leading journals on politics, religion, science and literature. These may be consulted on any day when the College is in session, but may not be withdrawn from the room.
Laboratory and philosophical apparatus for lecture room work is growing in value and completeness. Donations by the graduates and friends of the institution, of maps, charts, instruments and specimens of natural history are solicited with the assurance that all such will materially add to the efficiency of the work.

SOCIETIES

Six Literary Societies are found in the Institution. The M-liphone, the Cosmopolitan and the Fraternal have been maintained for years and offer decided advantages to their respective members and materially aid in the attainment of that culture which it is the object of this school to promote. The Ulfilas Club is doing excellent work in fostering the study of the Dutch language. The M. S. and the S. S. Societies have been organized by the young ladies for the purpose of enjoying free discussion and obtaining experience in conducting public meetings.

We have no Greek letter fraternities, which often are very expensive to the students and are apt to divide them into discordant classes. As the student life is largely the formative period of the professional man's character, and as a man's influence and usefulness depend much upon his sympathy with men, irrespective of classes, it is therefore desirable that a democratic spirit should characterize the Christian college. Moreover, plain, economical living is encouraged, in order that the young, not favored with an abundance of this world's goods, may be able to acquire a liberal education. In our opinion fraternities and chapter-houses do not lead to such a mode of living as we desire for our students.

PUBLICATIONS

Connected with the institution two religious weeklies are published, De Hope and The Leader. The first was established in 1866 and is under the direction of the Council through its Editorial Committee. It has a circulation of some 3,000 copies. The second appeared with its initial number September, 1906. Both are devoted to furthering the cause of the Reformed Church in America and non-sectarian Christian education.
A monthly, called The Anchor, is conducted by the students with gratifying success. It has reached its nineteenth year and is well calculated to awaken an esprit de corps among the alumni. No alumnus who wishes to keep himself informed in regard to his Alma Mater and who desires to keep in touch with her, can afford to be without this paper.

**PRIZES**

In 1887 were established the two “George Birkhoff, Jr., Prizes,” each of twenty-five dollars; one for the Junior class in English Literature, and the other for the Senior class in Dutch literature. A Foreign Mission Prize of twenty-five dollars is offered by Mrs. Samuel Sloan, of New York City, to the one writing the best essay on Foreign Missions. This prize is open to the whole College.

English Grammar — In 1894 two prizes were added to the list of annual awards, one of $15.00 for the best, and the other of $10.00 for the second best examination in English Grammar and Orthography, open to all the members of the “C” class. These were established by Mr. Henry Bosch, of Chicago, Ill.

At the Commencement of 1908 these prizes were awarded by the Committees as follows:


George Birkhoff, Jr., Dutch Prize — “Jacob Kats, als Volksdichter,” to Abel J. Renkes, ’08.


Henry Bosch English Prizes — Examination: — First, to Muriel Fortuin; Second, to Robert Kroodsma.

The A. A. Raven Prize in Oratory — The first Annual Contest upon this foundation was held during Commencement week in June, 1908. The awards were: First, J. H. Warnshuis, ’10; Second, J. Wichers, ’10, and H. G. Roest, ’10.
1908-1909.

George Birkhoff, Jr., English Prize — "John Milton."
George Birkhoff, Jr., Dutch Prize — "Jacob Van Lennep, als Historisch Romanschrijver."
Mrs. Samuel Sloan Foreign Missionary Prize — "John G. Paton."
Henry Bosch English Prizes — Examination.
The A. A. Raven Prize in Oratory — Public Oration, June 1909.

1909-1910.

George Birkhoff, Jr., English Prize—Joseph Addison.
George Birkhoff, Jr., Dutch Prize — Jan Jacob Lodewyk Ten Kate.
Mrs. Samuel Sloan Foreign Missionary Prize — "William Carey."
Henry Bosch English Prizes — Examination.
The A. A. Raven Prize in Oratory — Public Oration, June 1910.

Dr. A. Ackerman Coles Oratory Prize — The Second Triennial Contest on this foundation will take place May 30, 1910, in Carnegie Gymnasium. The oration must be of a patriotic nature, but the choice of subject is left to the contestants. The prize is a bronze bust of George Washington, after Houdon.

FEES, EXPENSES, ETC.

The aim constantly kept in mind is to provide at Hope College everything necessary to a broad, liberal education at the lowest possible cost consistent with educational facilities of the most modern and approved type and with a life of refinement and culture. It is believed that nowhere else in a community as progressive as the city of Holland and its vicinity has become in the last fifteen years and in no college of equal standing with Hope College can a student live as inexpensively and as wholesomely.

There are no regular tuition fees. A nominal, incidental fee of eight dollars in the College and six dollars in the Preparatory School is charged each term. Laboratory fees cover only the actual cost of apparatus and material used by each individual student. As these
vary with each student no satisfactory statement can be made regarding them but they are so small as to be practically negligible. The College graduation fee is five dollars.

In the Gymnasium rental for lockers is the only official charge. Expenses connected with team and club or special work are met by the students engaging in the work and the amount expended lies wholly within the pleasure of the student. The Faculty discountenances any ill-advised or unnecessary expenses. All inter-school athletics during term time are prohibited by the Faculty, mainly on the ground of the extravagant costs sometimes connected with such work and what may be termed the financial morale of such contests. Gambling, betting and similar practices are absolutely forbidden and we are glad to say that up to the present time the student-body at Hope College is united in condemning these questionable practices. A keen spirit of rivalry, looking to manly and friendly contest in scholarship, oratory and physical excellence, is promoted by Faculty and students alike.

The cost of living upon the campus is correspondingly low. Limited dormitory accommodations are provided for men students and rooms are rented at a cost barely covering the expenses of light and fuel. There are twenty-six rooms in Van Vleck Hall and Oggei House, in the selection of which students looking toward the Christian ministry have the preference. These are furnished in part. Both buildings are lighted by electricity and Van Vleck Hall is heated by steam.

Complete accommodations are provided for women students in Voorhees Hall. This building, lighted by electricity and heated by steam, is capable of housing one hundred girls. It is equipped in the most modern way in every detail. There are large general baths and toilets, individual lavatories, reception parlors and dining room. Rooms may be rented single or en suite. The rentals vary from seventy-five cents to a dollar and a half a week. The rooms are fully furnished with the exception of bed linen and towels, which each student is required to furnish and launder.

The cost of rentals in private homes in the city varies from fifty cents per week without heat to three dollars per week with heat and light. While the Council and Faculty strongly advise that all stu-
dents reside upon the campus if it is possible, they make no restrictions to the choice of rooms by the students except in the requirement that all conditions shall be strictly in keeping with refined and moral living. Life upon the Campus is, in the long run, the most satisfactory, and parents will find that their children are best provided for in this way.

Accommodations for board are provided in the Dining Rooms of Voorhees Hall for both men and women. Altho the cost of foodstuffs has been extraordinarily high during the present year, the price of board has been placed at $2.50 per week. Day students are charged twenty cents per meal or fifty cents per day. The home plan of regular meals at stated hours is at present followed and in this way one hundred twenty students may be accommodated. Under a general plan of service the capacity of the Commons dining room is unlimited.

A tabular estimate of expenses is given herewith which does not include clothing and travel as these must necessarily vary with each individual. This estimate is based upon living upon the Campus:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incidental fees</td>
<td>$24.00</td>
</tr>
<tr>
<td>Board</td>
<td>90.00</td>
</tr>
<tr>
<td>Rent</td>
<td>27.00</td>
</tr>
<tr>
<td>Books and Sundries</td>
<td>19.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$160.00</strong></td>
</tr>
</tbody>
</table>

The above estimate is an answer to those who want to know how much money is absolutely needed and is intended as a reply to that oft-repeated question. Of course, the expense of some of the students exceeds this amount; some, however, spend less. A number of our students earn enough money to pay their own way through college.

Young people of noble aspirations but of limited means need not be discouraged. At Hope College they will find many like themselves, some of whom have come a great distance seeking an education. Such as these are in earnest, content with plain living, and, by practicing the economies that are possible in this place, succeed in reducing their expenses within very narrow limits.
Many parents having children to educate find it to their advantage to come to this city to live. To such it may be truthfully said that Holland is a growing, enterprising city—one of the most prosperous and beautiful in Michigan. With its broad and shady streets, its water works, and its electric illumination, Holland is equally well adapted to the life of quiet retirement and to that of the active businessman.

Trolley lines from Holland to Saugatuck and Grand Rapids and all intervening points enable students living along these lines to come in for the day, and thus materially reduce expenses.

**DISCIPLINE**

It is gratifying to observe that the moral and spiritual tone of the students is such that the matter of discipline is reduced to a minimum. General opinion is on the side of right and reasonableness, and lends its powerful support to the interest of good order and efficient work. To develop this high moral culture and character of the student, is the aim of Hope College, no less than to advance his intellectual development.

In general, however, if it appears that students do not improve their time and opportunities, or do not conduct themselves in a respectful and orderly manner, their connection with the institution is suspended; or if it should be found, after due probation and inquiry, that the influence of a student is bad and injurious to others, the right is exercised of requiring the withdrawal of such a student.

A record is kept of the scholastic standing of each student and a copy of the same is sent to the parent or guardian at the close of each term. If the average standing does not exceed 70, on a basis of 100, he is to be dropped from his class.

The students are required to be present, promptly, on the first day of each and every term. The recitations will begin the next morning at the usual hour, 8 o'clock.

Term fees and room rent are to be paid strictly in advance; any student who violates this rule forfeits his rights to continue in the institution after one month's grace.
Dancing and card playing are prohibited, as is also the use of tobacco on the College Campus.

Parents living at a distance are requested not to ask or expect their children to come home during term time. It seriously interferes with proper habits of study, and by our rules none is to be absent from the institution without permission of the President.

MUSEUM

The Museum has been enriched recently by the presentation by Dr. Jonathan Ackerman Coles, of New York, of replica marbles of Venus de Milo and of Ajax. Both are imported original-size busts of exquisite workmanship in copying and in detail. They are mounted upon marble pedestals which are also the gifts of Dr. Coles. We are rarely fortunate in the possession of these statues and deeply grateful to the donor for his gifts, and more than all for the kindly interest in Hope College which prompted him in presenting them. Among Dr. Coles’ previous gifts are the photographs in full size of Apollo Belvedere, Augustus, Michael Angelo’s Moses and the Discus Thrower of Myron; the bronze bust of Houdon’s Washington; and interest bearing securities, the proceeds of which are to be devoted once in three years to the purchase of a bust of Washington, to be offered as a prize to the student presenting the best oration on a patriotic subject. The first contest held upon the Coles Foundation took place May 30, 1907, in Carnegie Gymnasium. The next will take place in 1910.

TO ALUMNI AND FRIENDS

Hope College is grateful to the Reformed Church in America, whose she is and whom she so loyally serves by the men she is furnishing both for the domestic and the foreign field.

Hope College is grateful to loyal and liberal friends who here invest their money, not in dead and fleeting things, but in brain and character and souls of men. Be assured, nowhere else will your well-earned money yield larger returns, in no other way can you render better service for your church and for your country.
With such encouragements as these Hope College feels hopeful for the future. She will try still to deserve your favor and your liberality. You have young friends—continue to send us their names, if they are studious and deserving, and especially the names of such as are not likely otherwise ever to receive a liberal education.

**Contributions**

Generous and noble-hearted friends have, from time to time, by their liberality, increased the endowment fund. Hope College owes its existence and prosperity to the kind help of such friends of Christian education. It believes that the number of those who propose to give to meet its necessities is ever increasing. It is far better for these also to carry out their intention while living, as then they are sure their gifts reach the desired object.

The College is still in need of endowments of professorships and a dormitory for young men. Here is an opportunity for philanthropists who have an honorable ambition to connect their names permanently with an institution that has long ceased to be an experiment and which promises to become an increasing power for good in Church and State.

A professorship may be endowed by the donation of $25,000, a scholarship by the donation of $2,000.

**Form of Bequest**

The corporate title of the College is, "The Council of Hope College."

"I give and bequeath to the Council of Hope College, located at Holland, Michigan, the sum of $.............to be applied in such a manner as the Council may deem most useful to the College."

Those making specific requests may vary the above form by inserting the special object desired.

**Alumni Association**

President...............................Henry Geerlings, '88
Vice-President........................Rev. H. Hospers, '89
Secretary.............................Arthur Van Duren, '94
Treasurer.............................Hon. Arend Visscher, '72
DEGREES CONFERRED IN 1908

HONORARY DEGREES

DOCTOR OF LETTERS
ABRAM KUYPER, LL. D.
The Hague, Netherlands.

DOCTOR OF LAWS
R. DE MAREES VAN SWINDEREN
The Hague, Netherlands.

DOCTOR OF DIVINITY
REV. MATTHEW KOLYN
Grand Rapids, Mich.

DEGREES IN COURSE

BACHELOR OF ARTS

Duven, William..............................Brandon, Wis.
Grotemat, Elizabeth Lorraine............Grand Rapids, Mich.
Haverkamp, Anthony.......................Oostburg, Wis.
Huizinga, George Ford......................Zeeland, Mich.
Kollen, Estelle Marie.....................Holland
Misner, Arthur J............................Holland
Plasman, John..............................Holland
Renkes, Abel................................Fulton, Ill.
Renskers, Herman.........................Cedar Grove, Wis.
Van der Schaaf, John J...................Maurice, Ia.
Walvoord, William.........................Oostburg, Wis.
Wynia, Frank..............................Platte, S. Dak.
Chronological Memoranda

Beginning of the Netherland Immigration into Michigan, Iowa, etc. ................................. 1847
Village of Holland laid out ........................................... 1848
Five acres donated by Rev. A. C. Van Raalte, D. D., as a site for an Academy .................. 1850
"Pioneer School" opened, Mr. W. T. Taylor, Principal . Oct., 1851
Placed under the care of the General Synod . June, 1853
Mr. W. T. Taylor resigned . Oct., 1853
Rev. F. B. Beidler, Principal ........................................... 1854
Rev. John Van Vleck, Principal ........................................ 1855
The School named the Holland Academy . 1855
Van Vleck Hall erected on "The Five Acres" .... 1856
The Academy more fully organized . 1857-1858
Rev. John Van Vleck resigned ........................................... 1859
Rev. Philip Phelps, Jr., Principal ..................................... 1859
Campus enlarged to 16 acres ........................................... 1859
"Oggel House" erected as a residence . 1860
Gymnasium built, largely by students ................................ 1862
A Freshman Class formed, 10 in number ................................ 1862
A "Board of Superintendents" appointed by General Synod . . 1863
A College proposed and approved by the Synods . 1864
Over $40,000 contributed as an endowment ................................ 1865
Hope College begun 1865; incorporated . May, 1866
Faculty of six appointed and organized; Rev. P. Phelps, Jr., D.D., President . July, 1866
First Commencement; eight became A. B. ................................ 1866
A weekly newspaper, "De Hope," established . 1866
Theological instruction begun, with a class of seven . Sept., 1866
Rev. E. C. Crispell, D. D., elected Professor of Theology; Profs. Phelps, Oggel, Beck and Scott being elected "Lectors" . 1867
The Theological Department adopted by General Synod as its "Western Theological Seminary" . 1869
Death of Rev. Peter J. Oggel, Professor and Editor of De Hope . Dec. 13, 1869
First Theological Class of seven graduated ......................... 1869
First Formal Constitution of the College adopted . 1871
C. Doesburg, A. M., elected Professor . 1872
Brick printing office for De Hope erected..................1876  
Death of A. C. Van Raalte, D. D. ..........................Nov. 7, 1876  
Suspension of the Theological Department..................June, 1877  
Reorganization of the College; Dr. Phelps resigned........June, 1878  
Rev. G. H. Mandeville, D.D., Provisional President and Financial  
Agent; Prof. C. Scott, Vice-President.......................1878  
Wm. A. Shields, A. M., and G. J. Kollen, A. M., elected Profes-  
sors..................................................................1878  
Professor Charles Scott, D.D., Provisional President........1880  
Theological Instruction restored; a Professorship of $30,000 com-  
pleted; Rev. N. M. Steffens, D.D., elected Professor of Theo-  
logy...................................................................1884  
Revs. P. Moerdyke and Henry E. Dosker elected Lectors........1884  
H. Boers, A. M.; J. H. Kleinheksel, A. M.; J. G. Sutphen, A. M.,  
and Rev. John J. Anderson, A.M., elected Professors.........1885  
Election of Professor Charles Scott, D. D., as Constitutional  
President......................................................1885  
President Scott inaugurated.....................................1886  
Synod's House for the President erected......................1886  
First number of The Anchor issued............................May, 1887  
Mrs. C. Van Raalte Gilmore, elected Lady Principal.........1887  
Rev. J. W. Beardslee, D. D., elected Professor of Biblical Langua-  
ges and Exegesis in the Theological Seminary...............1888  
Rev. James F. Zwemer appointed Financial Agent.............1888  
Rev. J. H. Gillespie, A. M., elected Professor.................1888  
Quarter Centennial Celebration.................................June 26, 1890  
Graves Library and Winants Chapel begun; cornerstone laid  
.........................................................................Oct. 12, 1892  
President Scott, resigned..........................................1893  
Prof. G. J. Kollen, A. M., elected President..................June 29, 1893  
D. B. Yntema, A. M., elected Professor........................1893  
Death of Professor Charles Scott, D. D.......................Oct. 31, 1893  
Graves Library and Winants Chapel dedicated................June 26, 1894  
President Kollen inaugurated....................................June 27, 1894  
Rev. Henry E. Dosker, D. D., elected Professor of Historical  
Theology in the Seminary.....................................1895  
J. B. Nykerk, A. M., elected Professor........................1895  
Rev. J. T. Bergen, A. M., elected Professor....................1895  
Rev. E. Winter, D. D., elected Professor of Theology in the Sem-  
inary, in the place of Rev. N. M. Steffens, D. D., resigned......1895  
Death of Hon. N. F. Graves, LL. D.............................July 21, 1896  
Henry Veghte, A. M., elected Professor.........................1897  
Endowment Fund increased by $100,000..........................1896  
Prof. J. H. Gillespie, D. D., resigned..........................1898  
E. D. Dimnent, A. M., elected Professor.........................1898
A. J. Ladd, A. M., elected Professor .......................... 1898
Rev. Peter Siegers, elected Professor ......................... 1899
Rev. Peter Siegers, resigned .................................. 1900
Samuel O. Mast, elected Professor ............................ 1901
Prof. A. J. Ladd, A. M., resigned ............................ 1902
Rev. H. E. Dosker, D. D., resigned ............................ 1903
Rev. Nicholas M. Steffens, D. D., elected Professor of Historical
Theology in the Seminary ..................................... 1903
Rev. John M. Vander Meulen, elected Professor of Psychology
and Pedagogy ..................................................... 1903
A. Raap, elected Professor in Dutch ........................... 1903
Rev. G. H. Dubbink, D. D., elected Professor of Theology in the
Seminary to succeed Rev. Dr. E. Winter, resigned ............. 1904
Prof. Henry Veghte, resigned .................................. 1904
Miss Carrie Krell, A. B., appointed Instructor in English ...... 1905
J. W. Beardslee, Jr., A. M., elected Professor of Ethics and Evi­
dences of Christianity .......................................... 1905
Henry R. Brush, A. B., elected Professor of Modern Languages .. 1905
Prof. C. Doesburg, A. M., died .................................. 1906
Rev. John E. Kuizenga, appointed Professor in Pedagogy and
English ............................................................. 1906
Carnegie Gymnasium, dedicated .................................. 1906
Mr. and Mrs. Ralph Voorhees donated $100,000 for Ladies' Dormitory and Endowment ........................................ 1906
Mr. Andrew Carnegie donated $30,000 for Gymnasium .......... 1906
Elizabeth R. Voorhees Girls Dormitory, dedicated .......... 1907
Samuel O. Mast, Ph. D., resigned ............................... 1908
John Dyce Maclaren, M. D., elected Professor in Biology ... June, 1908
Almon T. Godfrey, A. M., M. D., appointed Instructor in Chemistry and Physics, 1904; elected Assistant Professor .......... 1908
Frank B. Meyer, A. M., appointed Instructor in Latin and Greek 1908
The Western Theological Seminary

Through the courtesy of the Council and President of Hope College a reprint of the Year Book of the Western Theological Seminary is included with the College Year Book. There is no connection, charter, organic, financial or otherwise, between Hope College and the Western Theological Seminary. Both are separate institutions under the care of the Reformed Church in America. Each takes pleasure in extending the other all possible courtesy and consideration and the advantages offered by the College are open to Seminary students. No work done in either institution, however, is accepted by the other for a degree or certificate in lieu of its own prescribed curriculum. General Synod organized the Seminary at Holland to enable young men to pursue their whole ministerial training in the heart of the western church if they wished it (see page 15, Seminary Year Book.) Hope College was founded to serve all the interests of the Reformed Church both east and west, and she seeks to do this in every possible way.
Western Theological Seminary

Reformed Church in America

1908-1909

HOLLAND, MICHIGAN
Calendar

1908 - 1909

1908.

September 17 .................. Entrance Examinations.
September 18 .................. Assignment of Work.
November 25 .................. Thanksgiving Recess
December 19 .................. Christmas Recess begins.

1909.

January 5 ...................... Work Resumed.
January 13 ..................... Winter Examinations.
May 6-7 ......................... Written Examinations.
May 11-12 ...................... Meeting of Board of Superintendents.
May 11-12 ..................... Oral Examinations.
May 12 ......................... Commencement Exercises in evening

September 16 .................. Entrance Examinations.
September 17 .................. Assignment of Work.
November 25 .................. Thanksgiving Recess
December 24 .................. Christmas Recess begins.
Board of Superintendents

EX-OFFICIO

JOHN W. BEARDSLEE, D. D., LL. D., - - Pres. of the Faculty.
GERRIT J. KOLLEN, LL. D., - - Pres. of Hope College.

From the Synod of New York
1913. REV. BENJAMIN E. DICKHAUT, - - NEW YORK CITY.

From the Synod of Albany
1909. REV. PHILIP H. COLE, D. D.,* - - SYRACUSE, N. Y.

From the Synod of New Brunswick
1912. REV. ISAAC W. GOWEN, D. D., - - WEEHAWKEN, N. J.

From the Synod of Chicago
1913. REV. JACOB P. DE JONG, - - ZEELAND, MICH.
1913. ELDER T. H. TER AVEST - - COOPERSVILLE, MICH.
1909. REV. PETER MOERDYKE, D. D., - - SOUTH BEND, IND.
1909. ELDER B. DOSKER, - - GRAND RAPIDS, MICH.
1910. ELDER J. A. WILTERDINK, - - HOLLAND, MICH.
1912. REV. JACOB VAN DER MEULEN, - - FAIRVIEW, ILL.

From the Classes

Classis Name Term Expires
Dakota, REV. HENRY STRAKS, 1912.
Illinois, " GEORGE NIEMEYER, 1912.
Holland " EVERT J. BLEKKINK, 1913.
Pleasant Prairie, " JOHN G. THEILKEN, 1908.
Iowa, " DIRK J. DEBEY, 1909.
Michigan, " RALPH BLOEMENDAL, 1909.
Wisconsin, " HENRY HOSPERS, JR., 1909.
Pella " HENRY J. PIETENPOL, 1910.
Grand River, " MATTHEW KOLYN, D. D., 1911.

Officers of the Board

REV. EVERT J. BLEKKINK - - - - President.
REV. PETER MOERDYKE, D. D., - - - - Stated Clerk.

* Removed.
Faculty

REV. JOHN W. BEARDSLEE, D. D., LL.D.,
President of the Faculty and Professor of Biblical Languages and Literature.
26 East Twelfth Street.

REV. NICHOLAS M. STEFFENS, D. D.,
Professor of Historical Theology.
131 West Eleventh Street.

REV. GERRIT H. DUBBINK, D. D.,
Secretary of the Faculty and Professor of Didactic and Polemic Theology.
274 Maple Street.

REV. JAMES F. ZWEMER, D. D.,
Professor of Practical Theology,
West Fourteenth Street.

Special Lectures.

The Rev. Herman Bavinck, D. D., Professor of Dogmatic Theology in the Free University, Amsterdam, Netherlands, delivered two lectures,—"Idealism," and "Christianity and the Future,"—which were highly appreciated by the students and the public who were invited to attend.

Committee on Reception of Students and Examinations.
Rev. J. P. De Jong, Evert J. Blekkink, Matthew Kolyn, Peter Braak, President G. J. Kollen, and the Faculty.
Students

Senior Class

Arie Muyskens ........................................... Alton, Iowa.
Iowa College, 1906.

Zwier Roetman ......................................... Orange City, Iowa.
Hope College, 1905.

Bernard Rotschaefer ................................... Holland.
Hope College, 1906.

William Rotschaefer ................................... Holland.
Hope College, 1905.

Andrew Stegenga ....................................... New Holland.
Hope College, 1906.

Willard P. Van der Laan .............................. Muskegon.
Hope College, 1905.

Meinhard D. Van der Meer ............................. Kalamazoo.

Middle Class

George Hankamp ........................................ Grand Rapids.
Hope College, 1907.

Henry Mollema .......................................... Ringle, Wis.
Hope College, 1907.

Cornelius Muller ....................................... Holland.
Hope College, 1907.

Henry Pannkuk .......................................... Titonka, Iowa.
German Presbyterian College, Dubuque, Ia., 1907.
Western Theological Seminary

MANNES A. STEGEMAN........................................HOLLAND.
Hope College 1907.

JOHN J. VAN DER SCHAAP................................Maurice, Iowa.
Hope College. 1908.

FRANCIS D. WHITE............................................Saugatuck.

JUNIOR CLASS

ORLOW W. CARR*...........................................Saugatuck.

JAMES JOSIAS DE KRAKER.................................Grand Rapids.
Hope College, 1908.

JOHN W. DOUMA..............................................Hamilton.
Hope College, 1906.

ANTHONY HAVERKAMP......................................Cedar Grove, Wis.
Hope College, 1908.

GEORGE FORD HUIZINGA .................................Zeeland.
Hope College, 1908.

HUBERT KUYPER..............................................Orange City, Iowa.
Northwestern Academy.

JOHN ARIE ROGEN.........................................Hull, Iowa.
Hope College, 1907.

WILLIAM C. WALVOORD.................................Oostburg, Wis.
Hope College, 1908.

* Special

SUMMARY

SENIORS..............................7
MIDDLES..............................7
JUNIORS..............................8

TOTAL..............................22
COURSES OF STUDY

Exegetical Theology

HEBREW

Junior Class

1. Elements of Hebrew, Grammar and Word formation based on the first eight Chapters of Genesis.
   Five hours per week. First half-year.—Prof. Beardslee.

2. Drill reading from Pentateuch and Joshua, with Syntax and review of Grammar.
   Five hours per week. Second half-year.—Prof. Beardslee.

   One hour per week. First half-year. One hour per week. Second half-year.—Prof. Beardslee.

Middle and Senior Classes

   Three hours per week. First half-year.—Prof. Beardslee.

5. Messianic Prophecy with principles of Exegesis and development of Messianic idea. Not given in 1908.
   Three hours per week. Second half-year.—Prof. Beardslee.

   One hour per week. First half-year.
   One hour per week. Second half-year.—Prof. Beardslee.

7. The Minor Prophets, with text of Amos and Malachi and review of entire period.
   Three hours per week. First half-year.—Prof. Beardslee.

   Three hours per week. Second half-year.—Prof. Beardslee.
GREEK

Junior Class
   One hour per week. First half-year.
   One hour per week. Second half-year.—Prof. Dubbink.

Middle Class
2. Exegetical study of the methods of Paul as a missionary.
   One hour per week. First half-year.
   One hour per week. Second half-year.—Prof. Zwemer.

Middle and Senior Classes
3. The Epistle to the Romans.
   Two hours per week. First half-year.
   Two hours per week. Second half-year.—Prof. Steffens.
4. The Epistle to the Hebræws. Not given in 1908.
   Two hours per week. First half-year.
   Two hours per week. Second half-year.—Prof. Steffens.
5. The Pastoral Epistles.
   One hour per week. First half-year.
   One hour per week. Second half-year.—Prof. Zwemer.
   One hour per week. First half-year.
   One hour per week. Second half-year.—Prof. Beardslee.

Systematic Theology

In addition to the Outline prepared by the professor the student is referred throughout the course, to Charles Hodge's Theology and other standard works both in the Holland and English languages.

Junior Class

General Introduction to Systematic Theology, Inspiration, Symbolics and Principles of non-Christian religions.
   Two hours per week. First half-year.
   Two hours per week. Second half-year.—Prof. Dubbink.
Middle Class

2. Theology Proper, Anthropology and Soterology, with modern theories of sin, the Person of Christ, etc.
   Three hours per week. First half-year.
   Three hours per week. Second half-year.—Prof. Dubbink.

Senior Class

3. Soteriology, that is, way, means and consummation of salvation. Review of entire course.
   Three hours per week. First half-year.
   Three hours per week. Second half-year.—Prof. Dubbink.

   One hour per week. First half-year.
   One hour per week. Second half-year.—Prof. Dubbink.

Historical Theology

Junior Class

1. Propadeutics—Philosophical foundations of Theology.
   Two hours per week. First half-year.
   One hour per week. Second half-year.—Prof. Steffens.

2. Sacred History. Embracing Jewish Religion, history, revelation, with references to Egyptology and Assyriology.
   Two hours per week. First half-year.
   Three hours per week. Second half-year.—Prof. Steffens.

Middle Class

3. Church History to Reformation. Planting of Church, condition of Gentile and Jewish world, aggressive and defensive.
   Three hours per week. First half-year.
   Three hours per week. Second half-year.—Prof. Steffens.

Senior Class

4. Church History since the Reformation, on the basis of Re-
formation principles, with a special study of the Reformed Church in America.

  Two hours per week. First half-year.
  Three hours per week. Second half-year.—Prof. Steffens.

Practical Theology

Junior Class

1. Hermeneutics, including a synthetic study of the books of the Bible.
   One and one-half hours per week. First half-year.
   One and one-half hours per week. Second half-year.—Prof. Zwemer.

2. Homiletics with Lectures on the Ministry and Sermon work.
   Three hours per week. First half-year.
   Three hours per week. Second half-year.—Prof. Zwemer.

Middle Class

3. Liturgics.
   One hour per week. First half-year.—Prof. Zwemer.

4. Poimenics, Catechetics and Sunday School work.
   One and one-half hours per week. First half-year.
   One and one-half hours per week. Second half-year.—Prof. Zwemer.

5. Sermon Sketches, Exercises in preaching, Written and Extemporaneous Sermons and explanation of the Heidelberg Catechism
   One hour per week. First-half year.
   One hour per week. Second half-year.—Prof. Zwemer

Senior Class

6. Evangelism and exegetical study of the Pastoral Epistles
   One hour per week. First half-year.
   One hour per week. Second half-year.—Prof. Zwemer.

One hour per week. First half-year.
One hour per week. Second half-year.—Prof. Zwemer.
General Information

THE YEAR—The Seminary opens on the third Thursday in September, at 10 o'clock a. m., when the Committee meets for the reception of students, and closes on the second Wednesday in May, with the Annual Commencement, at which addresses are made by two students and a member of the Board of Superintendents appointed for that purpose.

CONDITIONS OF ENTRANCE—Every applicant is required to present a certificate of church membership and one of literary qualifications. One who has not pursued a regular collegiate course must give proof by testimonials or examinations of such literary attainments as will enable him to profit by the course of study.

Students are accepted from any denomination of Christians.

The requirements of the constitution in regard to students preparing for the ministry in the Reformed Church are as follows:

"Every person contemplating the work of the ministry, before he commences his course of Theological studies, shall furnish satisfactory evidence of his being a member, in full communion and in good standing, of a Reformed Church; of his piety, abilities and literary attainments; and, thereupon shall be admitted into one of the Theological Schools; and during the prosecution of his studies there, shall be subject to the rules and regulations thereof; and, when he shall have completed the prescribed course and term of Theological studies, shall be admitted to an examination according to the regulations of the Schools as established by the General Synod; and, if found qualified, shall receive a Professorial Certificate to that effect, which shall entitle him to an examination for licensure before the Classis to which he belongs."—Constitution, Art. II, Sec. 2.

EXAMINATIONS—At the close of the year a written examination of all the classes, and on all the branches of study, is held before a Committee of the Board of Superintendents, on Thursday and Friday before Commencement, at 9 o'clock a. m., and this is followed by an oral examination before the full Board on the Tuesday and
Wednesday of Commencement week. Special written examinations are held in midwinter as the work requires.

BENEFICIARY AID—Instruction is entirely gratuitous. Young men are aided by the Board of Education as their circumstances require and the funds admit, not only while in the Seminary, but in the College studies preparatory to entering it. Rooms are provided in Van Vleck Hall, and board can be obtained in the city or at Voorhees Dormitory at $2.50 per week.

MISSION WORK—A study of Missions is included in the regular work of the Seminary. The students and faculty together support two native workers in India. A weekly prayer-meeting does much to stimulate a deep interest in missions. Mr. Peter Semelink has established a scholarship of $2,000, the income of which is to be paid to a student in the Seminary, preference to be given to one looking forward to Foreign Missionary Work.

THE ADELPHIC Y. M. C. A.—A gathering of Professors and Students is held every Tuesday evening at the home of one of the Professors. It stands for social, intellectual and spiritual development. Devotional exercises occupy the first half hour, essays and general discussion follow, after which a brief time is spent in social enjoyment. This meeting constitutes one of the most attractive features of our Seminary life.

STUDENT PREACHING—Members of the Middle and Senior classes have frequent opportunities to preach in our mission churches and where a special supply is needed. The assignment of students for such purposes is left by the General Synod with the Faculty who will endeavor to afford all the students an opportunity to preach. It will greatly facilitate our effort if the churches needing such supplies will apply directly to the president of the Faculty.

During the summer vacation students may be assigned to mission fields thus enabling them to acquire experience in conducting church work as well as supplement their own income.
The intention of the Reformed Church to establish Educational Institutions which would provide for her young people in the rapidly growing west, found expression in Hope College which was incorporated in the year 1866. Seven members of the graduating class petitioned the General Synod for permission to continue their theological studies at the College. Synod granted the request and arranged for the professors of the College to give the necessary instruction. In 1867 the Rev. Cornelius E. Crispell was formally elected “Professor of Didactic and Polemic Theology at Hope College,” and with assistance from the other professors he was directed to give theological instruction in connection with his duties in the College. For a supervising body, Synod divided its Board of Superintendents of the Seminary at New Brunswick, which was composed of one delegate for each Classis throughout the Church, into an Eastern and Western Section, the Western to have charge of Theology at Hope College.

In 1869, the class had completed the course and Synod formally organized the “Western Theological Seminary,” and elected Drs. Van Raalte and Phelps as additional professors, neither of whom entered upon the position to which he had been chosen.

The work was greatly embarrassed by the lack of money, and its relation to the Synod was not according to the traditions of the Church. This finally led to a suspension of Theology in 1877; Synod at the same time emphatically assuring the Western Churches it would gladly restore the school as soon as an endowment could be secured.

In 1884, this requirement having been met, mainly through the sacrifices of the Western churches, Synod elected the Rev. Dr. Nicholas M. Steffens as Professor of Didactic and Polemic Theology, with Rev. Peter Moerdyke and Henry E. Dosker as temporary Lectors. In 1885 a further advance was made and the complete independence of the Seminary established by the appointment of a Board of Superintendents, a Faculty under direct supervision of the Synod, and a course of study similar to that in the Seminary at New Brunswick.
In 1888, the system of Lectors was superceded by the election of a Professor of Biblical Languages and Exegesis, and the Rev. Dr. John W. Beardslee was chosen to fill the position.

The work continuing to expand, notwithstanding the adverse influences attending it, in 1894 the Rev. Dr. Henry E. Dosker was chosen Professor of Ecclesiastical History.

Hitherto the Seminary had no home and occupied very unsuitable rooms in a building on the College Campus, originally built as a residence for Professor Ogge, but in 1895, God moved the heart of Mr. Peter Semelink, of the Vriesland Church, to erect a fine brick building, furnished with modern conveniences and containing excellent lecture rooms, a Chapel and room for a Library. This at once settled all questions as to the future of the Seminary, and gave a new impetus to its progress.

This building is situated in the center of a large lot on the south side of Twelfth street directly opposite the College Campus and facing the new Gymnasium and Van Raalte Memorial Hall, a site beautiful in itself and historically interesting because on it stood the “Orphan House,” erected in the beginning of the colony as a home for children whose parents died soon after reaching the settlement.

The maintenance and support of this property has been provided for by the income of a donation of three thousand dollars from the generous donor of the Hall. This gift is held in trust, for the aforesaid purpose, by the Council of Hope College at Holland, Mich.

In 1895 the Rev. Dr. Steffens resigned, and the Rev. Dr. Egbert Winter was elected his successor. He resigned in 1904, and the Rev. Gerrit H. Dubbink succeeded him.

In 1903 Prof. Dosker resigned and the General Synod elected the Rev. Dr. Steffens to take his place.

In 1907 the Rev. James F. Zwemer, D. D., was chosen as Professor of Practical Theology.

The Library

The foundation for a suitable Library was laid when the Rev. Anson DuBois, D. D., gave $100,00 and sent a collection of books. Later, the family of the Rev. Dr. Talbot W. Chambers sent a large
part of his extensive library to the Seminary, and this was supplemented by extensive donations from the valuable libraries of the Rev. Drs. W. R. Gordon and John T. Demarest. At the General Synod of 1904, which met in Grand Rapids, a most welcome gift in money was made by its members, which enabled us to purchase many needed volumes and add a little to our BOOK FUND. To these the widow of the Rev. Eugene E. Thomas added the well equipped library of her deceased husband, rich in theological literature of a high order. The newly organized Second Church at Zeeland has also made generous additions to our fund. Very many others whose gifts have been thoroughly appreciated have contributed until now a collection of about 10,000 volumes is secured. Having only a small Library endowment, the kind remembrance of our friends is heartily appreciated. A card catalogue renders the books easy of access. For general literature the students have free access to the Graves Library of Hope College.

Resources

This Seminary desires to see its teaching force supported from the income of a limited endowment, and this income supplemented by the perennial contributions of churches and friends. Hence we name as our resources, our Endowment and the Seminary Salary Fund.

In accordance with this idea an endowment has been secured for the three professorships first assigned, amounting to thirty thousand dollars for each chair. An endowment of ten thousand dollars has also been secured for incidental expenses, and of one thousand dollars for a Library fund.

THE SEMINARY SALARY FUND.

Since the re-establishing of Theological Instruction at Holland, in 1884, all the monies needed for the salaries of the Lectors temporarily employed, and for the payment in full of the salaries of the unendowed or partially endowed Chairs, have been regularly provided for from the Salary Fund, to which nearly all the Churches in the West devote an annual free-will offering.
Out of this Fund the salary of the Professor of Practical Theology is paid and it also provides for whatever deficits may occur in the income from the endowment.

As proof that this Salary Fund, as a living link between the Seminary and the Churches, justifies the wisdom of thus investing a part of our Endowment in the affections of our constituency, it may be stated this Fund has grown from $600, to the present income of $1,600 annually, and that the amount given during these twenty years to this Fund, to supplement the annual income of the Endowment, now aggregates the grand total sum of $23,000.

Three Needs Waiting for Responsive Friends

Residences for our Professors

A $5,000 Library Endowment

A Dormitory for our Students

The constant increase of household expenses makes it necessary to secure suitable homes for the professors and friends of the Seminary ought to take the matter into consideration.

Our Library has made an exceptional growth, through the thoughtful assistance of our many friends. It is now thoroughly indexed and arranged so as to be easily accessible to our students. But we have yet so small an endowment that we are unable to secure new books and the current magazines and papers which ought to be placed before the students as soon as they appear. This we regard as one of the fundamental requirements for securing a ministerial education such as the times demand. Can we look for the co-operation of our friends to secure this?

We are greatly pleased with the increasing number of our students. A suitable dormitory would be an inducement for more to attend as it is now difficult to secure desirable rooms in the vicinity of the Seminary.
Form of Bequest

I give unto the General Synod of the Reformed Church in America..................Dollars, for the maintenance and support of the Theological Seminary of said Church, located at Holland, Mich., and they are to invest the principal and apply the interest to said purpose.

OR

I give unto the General Synod of the Reformed Church in America..........................Dollars, for the establishment of a Professorship in the Theological Seminary of said Church, located at Holland, Mich., to be named........................................

OR

I give unto the General Synod of the Reformed Church in America..........................Dollars to the fund for the purchase of books for the Library of the Western Theological Seminary located at Holland, Michigan.