1911

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Hope College

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Prof. James G. Sutphen, Litt. D.
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
1911-1912
No. 49

INCLUDING ANNOUNCEMENTS FOR 1912-1913
COLLEGE PUBLICATIONS

Hope College Year Book
De Hope
The Leader
The Anchor

For copies of these publications, address
Prof. Henry Boers, Secretary,
Hope College, Holland, Michigan
College Calendar

September 19......Examination for Admission, beginning at 9 A. M., in Graves Hall.
September 20......Fall Term begins at 9 A. M.
November 30.......Thanksgiving Recess.
December 22.......Fall Term ends.

VACATION

January 8..........Winter Term begins.
March 29...........Winter Term ends.

VACATION

April 8.............Spring Term begins.
April 24...........Meeting of Council.
June 6-7...........Examination of Senior and “A” Classes.
June 13-14.........Undergraduate Examinations.
June 16...........Baccalaureate Sermon.
June 17...........Closing Exercises of the Grammar School in Carnegie Gymnasium, 2 P. M.

June 18...........Meeting of Alumni Association.
June 18...........Meeting of Council. 10 A. M.
June 19...........Commencement Exercises in Carnegie Gymnasium, 7:30 P. M.
HOPE COLLEGE

VACATION

1912

September 17......Examination for Admission beginning at 9 A. M. in Graves Hall.
September 18......Fall Term begins at 9 A. M.
November 28......Thanksgiving Recess.
December 20......Fall Term ends.

VACATION

1913

January 6..........Winter Term begins.
January 23.........Day of Prayer for Colleges.
March 28..........Winter Term ends.

VACATION

1913

April 7............Spring Term begins.
April 30...........Meeting of the Council.
June 5-6...........Examination of Senior and "A" Classes.

June 12-13..........Undergraduate Examinations.
June 15...........Baccalaureate Sermon.
June 16...........Closing Exercises of the Gram-

mar School in Carnegie Gymnasium, 2 P. M.

June 17...........Meeting of Alumni Association.
June 17...........Meeting of Council, 10 A. M.
June 18...........Commencement Exercises in Carnegie Gymnasium, 7:30 P. M.
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 earliest 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 large 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 char-
tered 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 baptized 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."
To prove to the world that these men spoke as with prophetic vision, it is but necessary to state that already over 400 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 peoples 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 about 212 organizations.

Such in brief is the history of the College and Seminary. Almost four hundred young people are now connected with them as students. The college has a large field. Its constituency covers the territory from the Atlantic coast to the Pacific slope.

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 circumstances in the lives of many young people which neither the high school nor the state university is 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 uncertainty 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. These conditions must continue until our country is so thoroughly developed that we can have a national system, or until our leading institutions adopt a plan that will be national in scope. As the matter now stands, the weaknesses of our high schools are continued in our universities and the demands made by the universities in competition, in turn, do damage to our high school courses.

Any system of education is open, perforce, to objections. In their practical application the best systems must be flexible enough to meet the needs of the student. This flexibility is dependent upon a number of factors, but chiefly upon adequate equipment, a carefully trained and experienced teaching force and an educational policy which estimates
correctly the needs of the student and the nation, and the
good elements in each and every pedagogical theory and
scheme. Hope College possesses the first two and is seek-
ing to maintain them. It is aiming constantly to reach the
goal of the last and to hold itself in readiness to adopt every
plan which, in combination with other good plans, will effect
the purposes of its founders and benefactors.

In the College five groups of studies are offered in such
a way as to afford the advantages of the elective system
without its disadvantages and to combine with electives those
requirements which, in any of the groups, make for a well-
rounded development and a preparation for later life in the
professions or in commercial and industrial pursuits. It is
felt that in these five groups (modified as individual condi-
tions demand) there is insured 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. A survey of these groups is given upon another
page. In addition to the studies there shown enough elec-
tives are offered as the course progresses to ensure all the
benefits of the elective system. By choosing the purely
pedagogic studies as they are described under the statement
of work in Pedagogy and Psychology, a student enrolled in
any one of the five groups may fit himself for teaching and
obtain the Michigan State Teachers Certificate without fur-
ther normal school attendance.

In the Preparatory School the curriculum is the outcome
of a careful study of the needs of the individual, the whole
student body and the life of the nation, from the viewpoint
of the scientific training of the boy or girl who is reaching
adolescence. The admitted and desirable advantages of our
public system for a democratic people are fostered; at the
same time there is combined with them the advantages of
select private schools by limiting the number of students in
any given class and by giving the personal attention abso-
lutely necessary to a careful training of the individual.
While the courses offered are based upon a broad conception of what it means to educate a boy for the life of tomorrow, 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 pedagogic 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 measure and method. Originality is fostered wherever it augurs good. The religious nature is nurtured by personal contact with virile Christian character, which is not narrow, dogmatic or sectarian in its aims or outlook.

The three courses offered in the Preparatory School, the Classical, the Latin and the Normal-Scientific, differ for the sake of meeting 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.

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

**EX-OFFICIO**

Ame Vennema, D. D. . . . . . . . . . . . . President of the College

**ELECTED MEMBERS**

From General Synod

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<th>Names</th>
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<td>Rev. John Lamar,</td>
<td>Rochester, N. Y.</td>
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<td>Mr. A. A. Raven,</td>
<td>Brooklyn, N. Y.</td>
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<td>Rev. John G. Gebhard, D. D.,</td>
<td>New York City</td>
<td>1913</td>
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<td>Mr. Cornelius Dosker,</td>
<td>Grand Rapids, Mich.</td>
<td>1915</td>
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<td>G. J. Koûlen, LL. D.,</td>
<td>Holland, Mich.</td>
<td>1916</td>
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<td>Hon. G. J. Diekema,</td>
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**Classis of Michigan**

J. Van der Laan, M. D., Muskegon, Mich. 1912
Rev. J. A. Brown, Grand Rapids, Mich. 1915

**Classis of Holland**

Rev. G. DeJonge, Vriesland, Mich. 1914

**Classis of Dakota**

Rev. Jerry E. Winter, Monroe, S. D. 1914
Rev. Bert Dykstra, Platte, S. D. 1914
Classis of Iowa

Rev. A. W. De Jonge, Hull, Ia. 1915
Rev. H. Vander Naald, Sheldon, Ia. 1915

Classis of Pella

Rev. Wm. J. Duiker, Pella, Ia. 1916
Rev. F. B. Mansens Eddyville, Ia. 1916

Classis of Wisconsin

Rev. Martin Flipse, Chicago, Ill. 1916

Classis of Illinois

Rev. George Niemeyer, Chicago, Ill. 1916
Rev. John Van Peursem, Chicago, Ill. 1916

Classis of Pleasant Prairie

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

Classis of Grand River

Rev. A. Vandenburg, Grand Rapids, Mich. 1912
Rev. T. W. Muilenberg, Grand Rapids, Mich. 1912

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 THE COUNCIL

Executive Committee

President Ame Vennema......................Chairman
Hon. Arend Visscher.........................Secretary
G. J. Kollen, L L. D. Hon. G. J. Diekema
Rev. Gerhard De Jonge Rev. Wm. Moerdyk, D. D.

Investment Committee

(In charge of the funds of the Council.)

Hon. Arend Visscher President Ame Vennema
Hon. G. J. Diekema G. J. Kollen, L L. D.
The College

THE FACULTY

REV. AME VENNEMA, D. D., President,
GERRIT J. KOLLEN, LL. D., President Emeritus,
In charge of Political Science.

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 Public Speaking.

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

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

JOHN W. BEARDSLEE, JR., A. M.,
Professor of Ethics.

ALBERT RAAP, A. M.,
Professor of the Dutch Language and Literature.

ALMON T. GODFREY, A. M., M. D.,
Professor of Chemistry.

HENRY R. BRUSH, Ph. D., (Chicago),
Professor of German and Romance Languages.
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, Brush.

Advertising
Profs. Nykerk, Yntema, Kleinheksel, Brush, Godfrey, Patterson.

Student Direction
Profs. Dimnent, Kleinheksel, Patterson.
Degrees.

The degree of Bachelor of Arts is given upon the completion of the courses outlined upon the following page under five groups. Studies are classified as major and minor—a major giving a full unit's credit, a minor one-half a unit's credit. A major credit is granted for twelve weeks' work with five recitations a week in any given subject, except as the subject is classed as a minor. Thirty-six major credits are required for graduation, a certain number of which are specified in the different groups. In addition to those specified others must be elected by each student until a total of thirty-six is obtained. The value of these thirty-six units is identical with the "one hundred twenty hours" of institutions which follow the plan of three hours daily work during a semester.

A wide range of elective subjects is offered and in the choice of these electives the student is not limited to the group in which he takes his specified subjects. The choice of electives is, however, subject to the direction of the Faculty and the student is required to consult the Faculty Committees on Courses and Student Direction.

No degree will be granted until at least one year's resident work has been completed, and this resident year must precede (except in the case of regular students who may be ill or otherwise incapacitated for Senior year work) immediately 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 five 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 meet 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 GRADUATION IN THE VARIOUS GROUPS OF STUDIES

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### Modern Languages

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Detail of Courses

All the courses scheduled below are given during both 1911-1912 and 1912-1913, except as indicated by specifying the years.

**ENGLISH**

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, Scott and Denney’s Paragraph Writing, begun. Fourteen weeks, daily.

2. This course must be preceded by Course 1, and is intended for the same section. Text-books: Scott and Denney’s Paragraph Writing, completed. Twelve weeks, daily.


4. **English Literature and Rhetoric**—(Required in all courses.)
   - (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.—Mr. Nykerk and Mrs. Durfee.
   - (b) **Rhetoric**—Exposition and Persuasion. Fourteen weeks. Mondays, Wednesdays and Fridays.

5. **English Literature and Rhetoric**—(Required in all the courses.)
   - (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.

7. **English Literature and Rhetoric**—(Required in all the courses.)
H O P E C O L L E G E

(a) LITERATURE—A continuation of Courses 4 and 5 embracing the Literature of the 19th century. Fourteen weeks, Tuesdays and Thursdays.

(b) RHETORIC—Argumentation and Debating fourteen weeks, Wednesdays and Fridays.

6. THE LAKE SCHOOL OF ENGLISH POETRY— (1912-1913.) This course must be preceded by Courses 4 and 7. Ten weeks, daily.

8. THE ELIZABETHAN DRAMA— 1913-1914)—Ten weeks, daily.

9. TENNYSON— (1912-1913)—This course must be preceded by Courses 4, 5 and 7. Ten weeks, daily.

10. BROWNING— (1911-1912) — This course must be preceded by Courses 4, 5 and 7. Ten weeks, daily.

LATIN

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

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.

2. **THE GREEK ORATORS**—Lysias: Against Diogeiton; Against the Grain Dealers; For Mantitheus; Against Eratosthenes; On the Sacred Olive. Notes on the Athenian constitution and state.

**SELECTIONS FROM ANTIPHON, ISOCRATES, AND ISAEUS**—The Greek orators and their art. Twelve 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, Frogs. Other works of Aristophanes are read by the instructor and lectures are given on the art of Aristophanes. Seven weeks, daily.

5. **THE GREEK DRAMA**—Sophocles, Antigone; Euripides, Hippolytus; Aeschylus, Hecuba, (1911-1912.) 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. In 1912-1913 the Ajax of Sophocles, the Iphigenia in Tauris of Euripides and the Suppliants of Aeschylus will be offered. Fourteen weeks, daily.


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 stu-
dents 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 weeks, daily. (Not offered in 1911-1912.)

9. THE GREEK NEW TESTAMENT—This course
is elective and open to all students of the College. The aim
of this 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 as this is considered a graduate
study. In 1911-1912 The Pauline Epistles, with especial atten-
tion to the rhetoric will be offered. In 1912-1913 The
Synoptists with especial attention to the grammar and syntax
will be given. Ten weeks, daily.

10. THE SEPTUAGINT—A ten weeks' course, five
hours a week, is offered in the Greek of the Septuagint.
Course 9 is a pre-requisite.

GERMAN

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 Tau-
genichts will be read in 1910-1911. 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.

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. Twelve 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.

(Courses 10, 11 and 12 are not given in 1912-1913.)

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-Literature, supplemented by reading 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, Hauptmann, 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 Walter 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 1910-11 but not in the following year, while Courses 13-15 will not be given in 1910-11 but will be offered in 1911-12.)

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**

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. Poiriei or Sandcau's Madamoiselle de la Seiglierie. 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, Moliere, 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 Pleiade movement will also be noted. Twelve weeks, daily.

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.

(Courses 7, 8 and 9 will not be given in 1911-1912.)

ITALIAN


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

SPANISH


3. The Seventeenth Century—Some portions of the Don Quixote and a play of Calderon, 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, Alarcon 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 1912-1913.)

DUTCH

An opportunity is given to the students of the Sophomore, 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:

1. Terwey's Korte Nederlandsche Spraakkunst; met Oefening; J. P. de Keyser, Een Bloemkrans. Fourteen weeks, daily.

2. Boswyk en Walstra, Het Levende Woord I; J. P. de Keyser, Een Bloemkrans; Opstellen. Twelve weeks, daily.

3. Continuation of Course 2. Ten weeks, daily.

4. Terwey's Nederlandsche Spraakkunst; J. P. de Keyser, Een Broemkrans; Opstellen. Fourteen weeks, daily. (1911-1912)

5. Terwey's Nederlandsche Spraakkunst; Duyser's Nederlandsche Letterkunde; Opstellen. Twelve weeks, daily. (1911-1912)

6. Geschiedenissen der Letterkunde; Duyser's Nederlandsche Letterkunde; De Genestet; Staring; Opstellen. Ten weeks, daily. (1911-1912)

7. Boswyk and Walstra; Uit onze beste Schrijvers; Koenen, Practische Taalstudie I; Opstellen. Fourteen weeks, daily. (1912-1913)

8. Continuation of Course 7. Twelve weeks, daily. (1912-1913)

9. Vondel; Bilderdyk; Da Costa; Opstellen. Ten weeks, daily. (1912-1913)

HISTORY

1. ENGLISH HISTORY—A ten weeks' course of daily work is offered. Running parallel with the study of the His-
History of England, the Theory and Practice of the English Government are studied. The texts used in 1911-1912 are: Cheney's History of England and Moran's Theory and Practice of the English Government.

2. The History of Europe in the Middle Ages—This is a fourteen weeks' course of daily recitations.

3. The History of Modern Europe—With special attention to such periods as The Reformation, the French Revolution, and the Political Revolutions and the Reconstruction of the European States from the French Revolution to the Congress of Berlin, 1878. This is a twelve weeks' course of daily work.

The texts used in Courses 2 and 3 are: Thatcher and Schwill's and Judson's, but these serve only as guides through the successive periods. For the more careful study of a period individual research work is assigned each student in the course he pursues. Individual reference and research work are assigned in each of the above courses but especially in courses 2 and 3.

Political Economy

A twelve weeks' course of daily work is offered. The textbook used in 1911-1912 is Ely's Outline 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. (1911-1912.)

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.

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 of daily work in the classroom. Prerequisites are Elementary Physics and Plane Trigonometry. In connection with the above a laboratory course is given in physical measurements, affording the student an opportunity to verify quantitatively the principles discussed in the classroom.

Work in the laboratory is given mainly from the Manual of Professors Reed and Guthe. Several important additions have been made to the equipment during the last year.

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**

The courses in this department aim to give the student not only a knowledge of scientific methods, but also a cultural training. The lecture and recitation work is supplemented by a laboratory course which aims to give the student skill in manipulation and a familiarity with the methods of reaching scientific results. Individual work is required in the
laboratory. The equipment of the laboratories for both inorganic and organic work is very complete.

Students doing satisfactory work in the following courses readily receive unconditional credit for them in the leading universities.

It is the aim of the Department of Chemistry to give to a limited number of qualified students who expect to become teachers of Chemistry an opportunity to assist in the laboratories, and thus become familiar with the care and management of a laboratory.

Students contemplating the study of medicine should complete Courses 1, 2, 3, 4, 5 in order to meet entrance requirements.

1. **Inorganic Chemistry**—Kahlenberg’s Outlines of Chemistry. Spring term, ten weeks. Lectures and recitations, five hours a week. Laboratory, four hours a week. Major.

2. **Inorganic Chemistry**—Kahlenberg’s Outlines of Chemistry. A continuation of Course 1. Fall term, fourteen weeks. Lectures and recitations, five hours. Laboratory, four hours. Major.

3. **Organic Chemistry**—Remsen. Prerequisites: Courses 1 and 2. The Marsh gas series and the unsaturated compounds. Winter term, twelve weeks. Lectures and recitations, five hours. Laboratory work in Synthetical Preparations, six hours. Major.

4. **Organic Chemistry**—Remsen. This course is a continuation of Course 3. The Aromatic series of the hydrocarbons. Spring term, ten weeks. Lectures, recitations, and assigned topics, five hours. Laboratory work in Synthetical Preparations, six hours. Major.

5. **Qualitative Chemical Analysis**—Baskerville and Curtman. Prerequisites: Courses 1 and 2. This course should be taken before Courses 3 and 4. A study of the
metals and acids with the various reagents. Detection of metal and acid ions. Group separation. Discussion of the principles of analysis, having special regard to the theory of electrolytic dissociation and the laws of mass action. The systematic analysis of unknown compounds which gives a practical course for acquiring skill in analysis. Winter term, twelve weeks. Laboratory, ten hours. Lecture and recitation, one hour. Major.

The following courses may be elected by a limited number of students by making arrangements with the professor in charge. These courses are especially suited to those preparing to become science teachers.

6. **Quantitative Chemical Analysis**—Prerequisites: Courses 1, 2, 5.

   (a) **Elementary Gravimetric**—The student is taught the use and theory of the balance, and the methods of gravimetric analysis. Analysis of simple compounds. Laboratory, ten hours. Lecture, one hour. Winter or Spring term. Major.

   (b) **Advanced Gravimetric**—A continuation of Course 6a. The analysis of more difficult compounds. Winter or Spring term. Laboratory, ten hours. Lecture, one hour. Major.

7. **Quantitative Chemical Analysis**—(Volumetric). Prerequisites: Courses 1, 2, 5, 6a. The student is taught the methods of volumetric analysis, and is required to calibrate all volumetric apparatus used and to standardize solutions. Winter term, twelve weeks. Laboratory, ten hours. Lecture, one hour. Major.

8. **Water Analysis**—Mason. Prerequisites: Courses 1, 2, 3, 5, 6a, 7. Waters in relation to health and disease are considered and methods of purification presented. Reference work and thesis. Spring term, ten weeks. Laboratory, ten hours. Lecture, one hour. Major.
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.

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 is a minimum requirement of ten hours per week including laboratory, field and library work with lectures and quizzes.

All courses are given by Dr. Patterson.

1. Morphology, Physiology and Ecology of Flowering Plants—Analysis of plants and their identification by use of key and flora. Herbarium of twenty-five mounted specimens prepared by each student. Thirty-six experiments in elementary plant physiology. Constant use of the compound microscope for the study of the finer structure of the various plant tissues by means of prepared slides and tissues mounted by the students themselves.

Those planning to enter the medical profession are permitted to omit the preparation of the herbarium and substitute more advanced work in plant histology in which the student is given practice in staining, embedding, sectioning and mounting plant tissues for permanent microscopic slides. This course is a prerequisite to other college work in biology. Ten weeks, daily; quiz, four hours; laboratory, six hours weekly.
2. **Invertebrate Zoology**—Morphology, physiology and embryology of invertebrate types. Practice in preparing and mounting tissues for microscopic study. Students are encouraged to do field work, to identify species and make collections. Fourteen weeks, daily; quiz, four hours; laboratory, six hours weekly.

3. **Proto-Biology**—Morphology and physiology of Protophyta and Protozoa. Microbiology of diseases. Laboratory work in elementary bacteriology. Preparation of cultures of micro-organisms and practice in mounting slides for microscopic examinations. Twelve weeks, daily; quiz, four hours; laboratory, six hours weekly. (1911-1912.)

4. **Vertebrate Zoology**—Morphology, physiology and embryology of vertebrate types. Opportunity is given to prepare permanent slides of selected tissues from some of the dissections if time permits. Ten weeks, daily; quiz, three hours; laboratory, seven hours a week. (1911-1912 and 1913-1914.)

5. **Cryptogamic Botany**—Morphology, physiology and ecology of spore plants. A study of representative types of lower forms of plant life,—algae, fungi, mosses, liverworts and ferns. Especial attention is given to the following topics,—development, reproduction, classification, cytology and evolution and variation in plants. Students are encouraged to collect material for study and are taught how to prepare it for microscopic examination. The first two weeks of the term is a continuation of Course 1, and is devoted to systematic botany and review work. Fourteen weeks, daily; a minimum of three hours quiz and seven hours laboratory work a week is required. (1911-1912.)

6. **Hygiene and Sanitation, Human Anatomy and Physiology**—Personal, domestic and public conditions essential to health preceded by a study of elementary human anatomy and physiology as a foundation for the course. Practical work in the laboratory in anatomy, physiology, histology
and hygiene. Texts:—Hough and Sedgwick's The Human Mechanism; Brown's Physiology in the Laboratory. Twelve weeks, daily; quiz, four hours; laboratory, six hours weekly.

7. **Human and Comparative Biology**—This course deals with the general principles of biology, its history and development. The principles of classification are discussed. Animals of each division of the animal kingdom are studied in regard to their structure and habits. Comparisons are made and the groups characterized. Animals and plants are compared briefly and contrasted. The structure and activities of the cell are discussed, and a brief study of animal distribution and the elementary embryology of the chick and frog is made. Especial attention is given to the study of the adaptation of animals to environment and to the various theories proposed in explanation of Variation. Such topics as the following are also discussed:—effect of the use and disuse of organs, rudimentary organs, mimicry, instinct, heredity, and Mendelism and other theories.

Students are not required to do dissection but there are laboratory demonstrations of material to illustrate the topics as well as visits to the museum. A thesis is also required. Ten weeks, daily; five hours a week.

8. **Comparative Embryology of the Vertebrates**.—The lectures deal in a comparative way with the development of vertebrates. The laboratory work consists in the preparation and study of microscopic slides of the early stages in the development of the chick. Twelve weeks, ten hours per week; three hours recitation and seven hours laboratory. (1911-1912.)

9. **Microscopic Anatomy**—A practical course in staining, sectioning and mounting biological material for permanent slides. Selected tissues of plants or animals or some invertebrate animal may be prepared and studied, and sketches made. Research methods employed. Twelve weeks, ten hours per week.

11. ADVANCED PHYSIOLOGY AND ECOLOGY OF FLOWERING PLANTS—In this course Ecology is treated from the morphological and physiological standpoints. Attention is called to those modifications which adapt plants to their environment. The laboratory work is in experimental plant physiology with field work in Ecology. Twelve weeks, ten hours per week; three hours recitation and seven hours laboratory and field work, weekly.

PSYCHOLOGY and PHILOSOPHY

Students preparing to take a medical course are advised to take Courses 3, 4 and 6, and also either 7 or 9. As ten weeks are not sufficient to complete dissections required in course 4, opportunity will be given for this in Courses 6, 7 and 9. Advanced credits may be obtained upon successfully completing Courses 8, 10, 11 and 12. Students are urged to consult with the instructor concerning these courses at the beginning of their Freshman year.

12. BACTERIOLOGY—An advanced course is offered in general and pathogenic bacteria including lectures and laboratory work.

1. ETHICS—A general introduction to the study of the philosophy of the moral life. Dewey and Tufts' Ethics is used as a text book. The course includes the reading of one or more of the classics of Moral Philosophy and the study of some contemporary moral problem in detail. Frequent reports and an essay are required. Fourteen weeks, daily.

2. PSYCHOLOGY AND LOGIC—Texts: Calkins' A First Book in Psychology, Thorndike's Elements of Psychology, James' Brief Course, Stout's Manual of Psychology. This course aims to acquaint the student with the facts and
methods of psychology, giving the student the different viewpoints and the technical terms of the different authors. A little attention is given to the elements of Logic. Fourteen weeks, daily.

3. PROBLEMS OF PHILOSOPHY—Texts Fullerton’s Introduction to Philosophy, Paulsen’s Introduction to Philosophy, readings and discussions of sources. The course aims to give the student a view of the various problems of Metaphysics, and Epistemology, and the solutions that have been offered. Twelve weeks, daily. (Not given in 1911-1912.)

4. MODERN PHILOSOPHY—DesCartes to Hegel; with special attention to Epistemology. Text-book, readings of sources, reports. Twelve weeks, daily. (Not given in 1912-1913.)

5. CHRISTIAN EVIDENCES—Texts: Mullens' Why is Christianity True?—Orr's Resurrection of Jesus, Bushnell’s Character of Jesus. Much time is given to discussion of the actual doubts and difficulties of the student. Ten weeks, daily.
PEDAGOGY

All courses except 1 are given by Dr. Brown.

In the Department of Pedagogy, attention is given to preparation for both elementary and secondary teaching. The course largely follows the "Report of the Committee of Seventeen, N. E. A." All courses except 1 are accompanied by Observation, Practice or Laboratory work of from one to three hours per week, under careful supervision, with a view to emphasizing the practical side of school work, and familiarizing the student as far as possible with the actual problems of the school room. The course entitles the student to a Michigan State Certificate.

1. General Psychology—Fourteen weeks, required as prerequisite to Course 2. See Psychology and Philosophy, course 1. Mr. Kuizenga.

2. Educational Psychology—Texts: Horne's Psychological Principles of Education, supplemented by a course of professional reading, with reports and discussions on educational problems. A study of the fundamental laws relating to the physical, social, and mental aspects of education. Twelve weeks, daily.

3. General and Special Method—Particular attention to the Art of Study, and Method of the Recitation; also special methods in English, History, Geography, Greek and Latin, etc. Assigned readings and reports; Michigan State Laws; consideration of State Bulletins, etc. Fourteen weeks, daily.

4. History of Education—Text: Monroe, Brief Course, supplemented by a study of sources and general reading. Candidates for State Teacher's Certificate will be required to prepare a thesis on some educational theme, giving evidence of scholarship and professional aptitude.

5. School Economy—Text: Colgrove, The Teacher and the School, supplemented by general reading,
HOPE COLLEGE

reports and discussions. The course deals briefly with such subjects as Supervision, Grading, Program, School Hygiene, etc. Ten weeks, daily.

**BIBLE**

The purpose controlling the Bible study in the College is to acquaint the students with the contents of the Scriptures in such a way as to make the book a power and influence in their lives. So far as possible the attitude is simply and sincerely devotional. The text books in use are the American Revised Version and the excellent studies arranged for the Y. M. C. A: courses. Once a week throughout the whole course for all students.


3. Bosworth's Studies in the Life of Christ


**GYMNASIUM**

1. Calisthenics and Apparatus Work. This course is required of all Freshmen. Twelve weeks, three hours per week. All gymnasium work is in charge of the Medical Director, Dr. Godfrey.

**PUBLIC SPEAKING**

The work of the department of Expression and Public Speaking 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 orations.

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.


3. JUNIORS—Inflection and Modulation. Orations and Debates.

COLLEGE ROLL.

Senior Class.

Bennink, John ..................................... Kalamazoo, Mich.
Borgards, Caroline Johanna .......................... Holland
Brink, John William ................................. Maurice, Iowa
Brush, Donald Livingston ............................. Herkimer, N. Y.
De Pree, Mae Elizabeth ................................. Zeeland, Mich.
Droppers, Oliver Gerrit ............................... Cedar Grove, Wis.
Fortuine, Stanley Theodore .......................... Holland
Heusinkveld, Arthur Helenus ........................ Fulton, Ill.
Hoekje, Gertrude Jeanette ........................... Holland
Hoffman, Bernice Harriet .............................. Sully, Iowa
Luidens, Anthony ..................................... Holland
Stapelkamp, Irene Judith ............................. Holland
Stegeman, Henry Van Eyck ............................ Holland
Stronks, William John ................................. Alton, Iowa
Van Zoeren, Gerrit John ............................... Zeeland, Mich.
Van Zyl, Bert ........................................ Alton, Iowa
Visscher, William Wallace ........................... Holland
Walvoord, William W. ................................ Holland, Neb.
Yntema, Hessel Edward ................................. Holland
Zandstra, Frederick .................................. Chicago, Ill.

Junior Class.

Beld, Minnie ......................................... Zeeland, Mich.
Bonte, George William ................................. Alexander, Iowa
Broek, Gerarda Albertine ............................. Muskegon, Mich.
Colenbrander, Henry .................................. Paterson, N. J.
Dame, Clarence ........................................ Chicago, Ill.
de Maagd, Helena ...................................... Coopersville, Mich.
De Motts, Gerritt ..................................... Brandon, Wis.
De Pree, Evelyn Mae ................................... Zeeland, Mich.
Heneveld, George G. .................................. Holland
Hospers, Hendrine Euphemia ....................... Ontario, N. Y.
Immink, Jennie ........................................ Holland
Kleinheksel, Frank De Moen ......................... Holland
Kremers, Harry Cleveland ........................... Hudsonville, Mich.
Leenhouts, William John ............................ Holland
Pyl, Henry John ....................................... Zeeland, Mich.
Shultz, Verna Charlotte ............................. Holland
Soerens, Susan ......................................... Oostburg, Wis.
Stegeman, Gebhard .................................... Holland
Van Bronkhorst, Aleck ............................... Hudsonville, Mich.
Vander Woude, Berend Theodore .................... Holland
Veenschoten, Henry Michael ....................... Boyden, Iowa
Verburg, Martin ....................................... Holland
Visscher, Agnes S. .................................... Holland
Wichers, Edward ....................................... Zeeland, Mich.
Wiersema, Bessie Rachel ............................ Chicago, Ill.

Sophomore Class.

Althuis, Jacob Jonathan .............................. Holland
Bilkert, Henry Arjen ................................... Kalamazoo, Mich.
Blekking, Clarence Peter ............................ Sheboygan Falls, Wis.
Bouma, Cornelia Duiker ................................ Pella, Iowa.
Cappon, Ida Elizabeth ........................................Holland
Clements, Hazel ........................................Holland
De Pree, Charlotte Eleanor .........................Zeeland, Mich.
Droppers, Cyrus James ..................................Cedar Grove, Wis.
Duiker, Roelof ........................................Leighton, Iowa
Flight, John William ..................................Cleveland, Ohio
Hammekool, Anna Gertrude ............................Chicago, Ill.
Hoffs, Harry ........................................Hospers, Iow
Holleman, Clarence .....................................Holland
Jacobs, Henry Christian ...............................Alton, Iowa
Jongewaard, Conrad .....................................Sioux Center, Iowa
Koeppe, Edwin Walter ..................................Oostburg, Wis.
Kooiker, Herman John ..................................Hull, Iowa
Kroodsma, Robert .......................................Zeeland, Mich.
Lindeman, Nina Christine .............................Grand Rapids, Mich.
Lokker, Clarence Albert ................................Holland
Lubbers, Raymond John ................................Cedar Grove, Wis.
Mulder, Leon Leonard ....................................Holland
Muyskens, John Dick ....................................Alton, Iowa
Oltmans, Cornelia Janet .................................Holland
Oltmans, Evelyn Frances ................................Holland
Pelgrim, Kathryn ..........................................Holland
Pieters, Helen .............................................Holland
Poppen, Henry ..............................................Sioux Center, Iowa
Potgeter, Leppo ............................................Forreston, Ill.
Ramerman, George .......................................Granger, Wash.
Rhynsberger, Will John .................................Pella, Iowa
Riemersma, John James .................................Sioux Center, Iowa
Rozema, Herman .........................................Fremont, Mich.
Sterk, Cornelius Jacob..........................Cambria, Wis.
Ter Maat, Elmer John............................Cedar Grove, Wis.
Tillema, John.....................................Thomson, Ill.
Trompen, Dorothy Catherine...................Grand Rapids, Mich.
Van der Schaaf, Bert.........................Hull, Iowa
Van Houte, Henry...............................Boyden, Iowa
Van Vranken, Herbert Emmet.................Schenectady, N. Y.
Visser, Arthur John..............................Orange City, Iowa

Freshman Class.
Bingham, Pearl Lavanche.......................Holland
Boers, James Rutherford........................Holland
Bolks, Martha Christine.......................Holland
Bosch, Leon Cherest.........................Holland
Brown, Florence, Maybelle...................Holland
Bruggers, John Henry.........................Cawker City, Kas.
Den Herder, Margaret E.......................Zeeland, Mich.
Duiker, Henry..................................Leighton, Iowa
Dykstra, Marie Anna............................Holland
Elings, Dick Antoon...........................Conrad, Mont.
Gosselink, Marion Gerard....................Pella, Iowa
Hospers, Bertha Margaret.....................Ontario, N. Y.
Klaus, Frederick Henry........................Peoria, Ill.
Meyer, Cornelius Peter.......................North Yakima, Wash.
Mouw, Minnie...................................Sioux Center, Iowa
Mulder, Cornelius..............................Orange City, Iowa
Mulder, John....................................Holland
Mulder, John L.................... Rock Valley, Iowa
Ossewaarde, Anna Margaret.........Prairie View, Kas:
Oxner, Wilma J....................Holland
Pieters, Dorothy Henrietta........Holland
Pieters, Marguerite................Holland
Pieters, Ruth Wilhelmina........Holland
Poppen, Jacob........................Sioux Center, Iowa
Raven, Rena........................Holland
Rusticus, Jacob..................Paterson, N. J.
Schuelke, Wilhelmina Elizabeth.....Holland
Smith, Frank Van Syckle........Holland
Stegenga, Miner..................Holland
Van Den Brink, Marguerite Gertrude..Holland
Van Der Velde, Otto...............Prairie View, Kas.
Van Der Werf, John Anthony........Pella, Iowa
Van Putten, Geneva................Holland
Veltman, John Francis...............New Era, Mich.
Waalkes, Albert Herman........German Valley, Ill.
Wallinga, John.....................Hull, Iowa
Yntema, Leonard Francis..........Holland

Special Courses.

Atwood, William Henry........Holland
Blom, Neal William........Holland
De Maagd, Louis John........Coopersville, Mich.
De Young, Cornelius........Holland
Fortuine, Florence Esther.....Holland
Heusinkveld, Alice Helen.......Fulton, Ill.
Hospers, Gerrit Henry..........Ontario, N. Y.
Kamferbeek, Reka...............Holland
Graduate Courses.

LANGUAGES.

Colman, Nina Berle, A. B. Watertown, N. Y.

NATURAL SCIENCE.

THE PREPARATORY SCHOOL

ADMISSION

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.

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 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 certi-
fiscates 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.
Ame Vennema, D.D., President Elect
Gerrit J. Kollen, L L.D., President Emeritus
Faculty

AME VENNEMA, D. D.,
President.

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

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

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

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

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

PROF. DOUWE B. YNETEMA, A. M.,
Physics.

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

PROF. A. RAAP, A. M.,
Instructor in Mathematics.

PROF. JOHN W. BEARDSLEE, JR., A. M., Registrar.
Latin.

PROF. ALMON T. GODFREY, A. M., M. D.,
Chemistry.

PROF. HENRY R. BRUSH, Ph. D.,
French and German.

REV. JOHN E. KUIZENGA, A. M.,
Psychology and Bible.
PROF. FRANK N. PATTERSON, Ph. D.,
Natural Science.

MRS. WINIFRED H. DURFEE, A. B.,
English.
Dean of Women.

PROF. EDWIN N. BROWN, Ph. D.,
Education.

WYNAND WICHERS, A. B.,
Latin and Mathematics.

MISS ELMA G. MARTIN, Ph. B.,
History and German.

MISS KATHARINE S. MOORE, A. B.,
English and Expression.
Physical Training.

WILBER J. GREER, A. M.,
Latin and Greek.

Students Advisory Committee,
Profs. Beardslee, Kuizenga, Raap.

Chorister, Prof. J. B. Nykerk.
Accompanist, Arthur Heusinkveld, '12
Janitor, Bernard Bloemendal.
The Department and Courses

All courses for 1912-1913 are identical with those for 1911-1912, except as indicated by specifying the years.

**ENGLISH**

1. **Grammar**—All the 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.

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.

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.

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

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

6. **Literature**—Shakespeare’s Merchant of Venice; Bunyan’s Pilgrim’s Progress; Ruskin’s Sesame and Lilies; Irving’s Sketch Book; Scott’s Lady of the Lake. Fourteen weeks, daily.

7. **Literature**—Palgrave’s Golden Treasury (First Series) Book IV; George Eliot’s Silas Marner; Carlyle’s Essay
on Burns; Goldsmith's Vicar of Wakefield. Twelve weeks, daily.

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 instructors. The course is for all the sections. Text book: Thomas and Howe's Composition and Rhetoric, Chapters I-VI. Ten weeks, daily.—

9. Composition and Rhetoric—This course is a continuation of Course 8, and must be preceded by it. Text book concluded. In addition to this an analytical study of Burke's Conciliation is made. Fourteen weeks, daily.

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,

II. Literature—Painter's Elementary Guide to Literary Criticism; Shakespeare's Julius Caesar and Macbeth.


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 study of the 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 memor-
izing 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 text book, the lecture and the reference or laboratory methods are combined.

In the Preparatory School all the courses outlined below are required of all the 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.

1. **Ancient History**—Text: Myers' Ancient History, revised. The beginnings of history and civilization in India, China, Egypt, Chaldea, Assyria, Babylonia, Phoenicia, Palestine, Media and Persia. Eight weeks, four recitations a week.

2. **Greek History**—Text: Myers' Ancient History, revised edition. This work runs for six weeks during the first term and is completed in the second term. Four recitations a week.

2. **Roman History**—Text: Myers' Ancient History, completed. Four weeks, four recitations a week.

(b) **Roman History**—Text: Myers' Ancient History, completed. Four weeks, four recitations a week.
tory, 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) Civics—Text: Forman’s Advanced Civics, begun. Eight weeks, except Wednesdays.


**Latin**

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.

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


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

5. Nepos. Twelve weeks, daily.


8. Cicero, four orations. Twelve weeks, daily.

9. Cicero, three orations; Phaedrus. Ten weeks, daily.

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

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

12. Vergil, one book; Ovid. Ten weeks.

GREEK

1. BEGINNER'S COURSE—Texts: White; 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.

2. COMPLETION OF COURSE I—Twelve weeks. daily.

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.

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.

5. **Xenophon**—Cyropedia, 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.

6. **Xenophon**—Symposium. Thucydides, Selections. The aim of the course is identical with that of Course 5. Ten weeks, daily.

**German**

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. **Novellen 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.

5. **Schiller and Freytag**—The Wilhelm Tell and Die Journalisten. Von Jagemann’s German Composition. Twelve 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 the 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.

**Mathematics**

The preparatory work in Mathematics embraces Arithmetic, 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 in this institution.

Algebra is commenced the second term of the “D” year, continued for five consecutive terms, and concluded 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. **ARITHMETIC**—Notation, the operations, metric system, divisors and multiples, fractions, ratio and proportions, roots. Fourteen weeks, daily.

2. **ALGEBRA**—Notation, the operations, factoring. Twelve weeks, daily.

3. **ALGEBRA**—Equations, fractions, problems. Ten weeks, daily.

4. **ALGEBRA**—Fractional equations and problems, elimination, evolution, exponents, radicals. Fourteen weeks, four hours a week.

5. **ALGEBRA**—Complete review. Twelve weeks, four hours a week.

6. **ALGEBRA**—Complete review. Ten weeks, four hours a week.

7. **GEOMETRY**—Definitions, the line and the circle. Twelve weeks, daily.


9. **GEOMETRY**—Solid, completed; with exercises. Fourteen weeks, daily.

10. **REVIEWS OF ARITHMETIC AND ALGEBRA**—Twelve weeks, daily.

**BIOLOGY**

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 1 are given by Dr. Brown and are accompanied with laboratory work of from one to three hours per week.

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


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

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 system, rural school conditions and child study. Some school observation by students is required. Ten weeks, daily.

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, daily.

CHEMISTRY

The principles of Chemistry are thoroughly discussed in the lecture room, and illustrated by typical experiments. The chemical laboratory is well ventilated and lighted and has all the necessary equipment to make it a first class laboratory. Individual work is required in the laboratory.

1. GENERAL CHEMISTRY—An introduction to the general principles and the fundamental laws of Chemistry. Fall term. Recitations and demonstrations, five hours. Laboratory, six hours a week.

2. GENERAL CHEMISTRY—This course is a continuation of Course 1. An introduction to general inorganic Chemistry. Winter term. Recitations and demonstrations, five hours. Laboratory, four hours a week.

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 laboratory work has a large range and has for its aim the practical study of the fundamental principles of the subject, and is mainly of a qualitative character; still due stress is laid on a certain amount of exact quantitative work. The laboratory equipment is very complete.

1. Carhart and Chute's High School Physics. Fourteen weeks. Laboratory, two hours each week.

2. Carhart and Chute's High School Physics. Twelve weeks. Laboratory, two hours each week.

3. Carhart and Chute's High School Physics, completed. Ten weeks. Laboratory, two hours each week.
BIBLE

The student uses the American Revised Version as his text book. Outlines and questions are prepared by the professor of Bible Study. The purpose is to acquaint the student with Bible facts, and so far as possible with preparatory students, to help them understand. One recitation a week for all students throughout the course.


GYMNASIUM

1. Calisthenics and Apparatus Work. This course is required of all "D's." Twelve weeks, three hours per week. All gymnasium work is in charge of the Medical Director, Dr. Godfrev.
ROLL OF STUDENTS

A Class.

Bakker, Albert ............................... Holland
Beukema, Anna ............................... Holland
Brown, Sara Lucile ........................ Grand Rapids, Mich.
Cappon, Lavine ............................... Holland
De Roos, Folkert ............................ Springfield, S. D.
Holkeboer, Simon ............................ Holland
Houloose, James ............................. Kalamazoo, Mich.
Kolyn, Adriana Sara ........................ Holland
Koning, Alice ............................... Holland
Kuite, John ................................. Holland
Meyer, Harris M .............................. Holland
Mulder, Edward ............................... Holland
Ossewaarde, Martha Elizabeth .......... Zeeland, Mich.
Pelgrim, George Arthur .................... Holland
Pelgrim; Nelle Marie ........................ Holland
Raap, Gerard Albert ........................ Holland
Rutgers, Gerritt Adrian .................... Holland
Scholten, Adrian Herman .................. Edgerton, Minn.
Scholten, Walter Augustus ................ Edgerton, Minn.
Smallegan, Nellie ........................... Hudsonville, Mich.
Steininger, George ........................ Woodhaven, N. Y.
HOPE COLLEGE

Straight, Esther Noble..........................Holland
Van de Bunte, Dick Herman.....................Hudsonville, Mich.
Van Dyk, George..................................Holland
Van 'Raalte, Christine Cornelia..............Holland
Van Valkenberg, Vera Evelyn...................Fennville, Mich.
Van Vessem, Sophia Jean.......................Holland
Ver Hoek, Peter..................................Chicago, Ill.
Walvoord, James Henry.........................Holland, Neb.
Werkman, Effie Henrietta......................Hull, Iowa
Witteveen, Henry John.........................Holland
Yntema, Clara Elizabeth.......................Holland
Zwemer, Theodore................................Holland

B Class.

Blekkink, Ruth Berdina........................Holland
Bolks, Henrietta Marie.........................Holland
Brinks, Henrietta...............................Holland
Brinks, Jeannette Catherine....................Holland
Dalman, Lawrence Henry.......................Zeeland, Mich.
De Young, Nicholas Jocelyn...................Grand Rapids, Mich.
Dieters, Henry William.......................Holland
Heemstra, Sarah Edith.........................Boyden, Iowa
Hoekje, Emma Cordelia........................Holland
Hopkins, Alice Beatrice......................Holland
Jalving, Clarence...............................Holland
Keppel, Gertrude Christine...................Holland
Leenhouts, Eva Wilhelmina....................Holland
Lemmen, George B..............................Holland
Luiden, Zenas Zalsman........................Holland
Pieters, Elizabeth Margaret.............................Holland
Reese, Max Jacob....................................West Olive, Mich.
Rinck, Abram Cornelius................................Holland
Stegeman, Paul.............................................Holland
Steketee, John.............................................Holland
Straight, Herbert Day..................................Holland
Teerman, Elsie Josephine.............................Holland
Vandermeer, Millard...............................Grand Rapids, Mich.
Van Putten, Marinus William........................Holland
Van Wesep, George John.................................Holland
Visscher, Anna Grace...............................Holland
Visscher, John Paul....................................Holland
Voerman, Arthur Henry..............................Paterson, N. J.
Voorhorst, Florence Winifred.........................Overisel, Mich.
Wierenga, Cornelius Richard.........................Chicago, Ill.
Winter, Arthur Winfield................................Mahwah, N. J.

C Class.

Althuis, Verna.............................................Holland
Bos, Jennie..................................................Holland
Brandt, Herman Merinus..........................Zeeland, Mich.
De Vries, Corydon Ford.............................Overisel, Mich.
Douma, Henrietta..........................................Holland
Fortuine, Hazel Marie.....................................Holland
Heuvelhorst, Joe..........................................Hudsonville, Mich.
Hoek, Elmore Jacob......................................Holland
Hoeke, Wilmetta Gracy .......................... Holland
Holkeboer, Tena .................................. Holland
Kleinheksel, John Lewis .......................... Holland
Kooiman, William .................................. Holland
Koppenaal, Peter John .......................... Paterson, N. J.
Kortering, Georgiana .......................... Holland
Kuite, Sadie .................................. Holland
Lepeltak, Cornelius, Jr. ........................ Clear Lake, S. D.
Luidens, Angie Magdalene ..................... Holland
Lyzenga, Gerrit .................................. Holland
Meengs, Anthony Philip .......................... Holland
Mulder, Peter John ................................ Holland
Nieuwsma, Reka .................................. Holland
Nieuwsma, Sadie .................................. Holland
Oggel, Richard Garrison ........................ Holland
Oonk, George .................................. Holland
Oxner, Aida Marguerite .......................... Holland
Poppen, Henry Jennings ........................ Holland
Prins, Jennie .................................. Holland
Siegers, Dorothy ................................ Hudsonville, Mich.
Spaman, Alice ................................ Dunningville, Mich.
Stroeve, Jennie Gertrude ........................ Holland
Sutphen, James Walton .......................... Holland
Ter Borg, John ................................ Spring Lake, Mich.
Tien, Allie Eleanor ............................. Holland
Van de Bunte, Lester Marine ................... Zeeland, Mich.
Van Duren, Charles Kieley .................... Holland
Van Dyk, Jacob H. ................................ Holland
Van Dyke, Jacob Raymond....................Holland
Van Putten, Wilhelmina Tona................Holland
Van Tongeren, Chester........................Holland
Van Tongeren, Janet Henrietta..............Holland
Van Vessem, Fenna Johanna..................Holland
Vinkemulder, Beradine........................Holland
Voss, Fred................................Conrad, Mont.
Yntema, Stuart...............................Hudsonville, Mich.
Zagers, Edward................................Holland
Zwemer, Evelyn...............................Holland

D Class.

Beyer, Carl Gysbert..........................Sully, Iowa
Bolks, Albert John.........................Holland
Boon, Nicholas..............................Passaic, N. J.
Bosch, Gerald Juliene.......................Holland
Breuker, John Bert..........................Holland
Bultman, Jacob Ralph.......................East Saugatuck, Mich.
Cooper, Peter................................Passaic, N. J.
De Jonge, Cornelius Gerhard...............Vriesland, Mich.
De Vries, Charles...........................Coopersville, Mich.
Douma, Frank Edward.........................Holland
Dubbink, Helena Marie.......................Holland
Farma, Jeanette Mae........................Holland
Hartgerink, Elizabeth Cornelia............Holland
Heneveld, John..............................Holland
Hoeksema, Bent Lewis........................Hamilton, Mich.
Hoffman, Justin Harvey.....................Hamilton, Mich.
Hoffman, Lawrence Justin..................Holland
Holkeboer, Henry .................................. Holland
Klies, Clarence .................................. Holland
Koning, Herman .................................. Holland
Kooiker, Lubert Ralph .......................... Pipestone, Minn.
Kruidenier, Elmer Abel .......................... Tanta, Egypt
Laman, Benjamin ............................... Morrison, Ill.
Lemmen, Raymond ................................ Holland
Luidens, Ethel Catharine ......................... Holland
Meengs, John Henry ............................. Holland
Oltmans, Alfred Gordon .......................... Holland
Prins, Peter Nicholas ........................... Holland
Prins, Teunis Wayenberg ......................... Holland
Raap, Alice Edith ................................ Holland
Reinhart, Hermina Elizabeth ..................... Holland
Rottschaefer, William ........................... Holland
Slagh, Timen J ................................... Holland
Smallegan, Hilbert ............................... Hudsonville, Mich.
Smith, Arthur Clarence .......................... Holland
Stapelkamp, Carl Otte ........................... Holland
Stegeman, Wilson ............................... Holland
Van Ark, Carroll Clement ........................ Holland
Van Ark, James Frank ........................... Holland
Van der Ploeg, Jeannette Elizabeth ........... Hamilton, Mich.
Van Dyk, Jennie A ................................ Holland
Van Pernis, Gerard Marine ....................... Holland
Van Roekel, Lewis ............................... Leighton, Ia.
Van Zoeren, Albert ............................. Holland
Van Zoeren, Henrietta Mae ...................... Holland
Veldman, Harold Eugene ......................... Holland
Veltman, Jeannette........................New Era, Mich.
Vos, Daniel Meyer........................Holland
Walters, Henry ................................Holland
Warnshuis, George Cornelius..............Holland
Weersing, Fanny ............................Holland
Wierda, John ................................Holland
Wyngaarden, Gerrit P......................Zeeland, Mich.

Special.

Dalenberg, Elizabeth Mary.................South Holland, Ill.
Furda, Engelhart............................Groningen, Netherlands
Geerlings, Ada Marguerite..................Holland
Huizinga, Albert............................Zeeland, Mich.
Lankheet, Alice Margaret..................Holland
Mulder, Bernice ............................Holland
Peeke, James Wilkes.........................Saga, Japan
Poppen, Catherine Margaret................Holland
Rutgers, Andrew .............................Holland
Stoppels, Charles Anton...................Muskegon, Mich.
Takken, Allen E..............................Holland
Van Zanen, Cornelis.........................Holland
Veneklasen, Nellie Elizabeth..............Zeeland, Mich.
School of Music.

The courses in Music include Piano, Voice Culture, and the Violin, Viola and other string instruments. 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.

Faculty and student recitals are given several times each year under the direction of the School of Music.

The Choral Society under the direction of Mr. Francis Campbell, pursues the study of some cantata or oratorio, and gives several 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.
Faculty

MR. HENRY C. POST
Piano.
On leave of absence.

MISS KATHERINE CONLON
Violin and Viola

MR. FRANCIS CAMPBELL
Voice

MR. WILLIAM P. LAMALE,
Pipe Organ, Theory and Composition.

MISS HAZEL WING,
Piano.

MISS C. BESS BENNETT
Harmony.

MR. ARTHUR HEUSINKVELD,
Sight Singing
Accompanist

MR. JOHN B. NYKERK
Secretary

STUDIOS:......................VOORHEES HALL

PIANO

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. Oscar Paul, in Leipzig; of Dionys Pruckner, Max Seifriz and Goetschuis, 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 concert work that entitles him to a firm position among the principal instructors 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 and 599. Koehler, Opus 190, 151 and 157. Loeschhorn, Opus 65, No. 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 Lichner, Lange, Reinecke, Spindler, Jungmann, Bachmann, and the sonatinas of Kullau, Clementi and numerous other standard German classical writers.


Music literature (pieces) in this grade includes the easier sonatas 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;

Grade 3 begins to include the easier sonatas of Beethoven, as well as many other classical compositions; Mendelssohn, Schubert, Shumann, 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, Moszkowski 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, Moszkowski, Raff, Schumann, and a long list of great composers.

This year Miss Hazel Wing has been added to this de-
partent. Miss Wing has studied with Mr. Post, also one year at the Olivet Conservatory of Music, two years at Oberlin, and later graduated from the New England Conservatory of Music, where she has taught during the past year.

**HARMONY AND COMPOSITION**

Classes in Harmony and Musical Composition were organized 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. The work is in charge of Miss C. Bess Bennett, pupil of Mrs. Helena Stone Torgeson, and Viding.

**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 Concertmaster 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, Hollaender, 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 has charge of the Vocal Department, is perhaps the most widely and favorably known teacher of the voice in Michigan. Besides receiving instructions from the best teachers in this country, he has spent four years abroad with the best masters. In Florence he studied with the great Vannucini, 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 independently, and later as a member of the Faculty of the Bush Temple Conservatory. Following a successful period there 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.

Under the able direction of Mr. Campbell, the Choral Society of the College renders some Oratorio annually.

**PIPE ORGAN**

Mr. William P. Lamale holds a degree of Bachelor of Music from the Oberlin Conservatory of Music. He studied pipe organ with Dr. George W. Andrews, piano with Prof. Howard H. Carter, and theory with Arthur E. Heacox, who is well known throughout the country as the author of a number of works on harmony. Mr. Lamale's work leading to his graduation was augmented by frequent engagements as substitute for a number of teachers during his Junior and Senior years. In addition to his studio work Mr. Lamale has charge of the pipe organ and choral direction in one of Grand Rapids' leading churches and is constantly engaged in recital and concert work.
# Music School Roll

<table>
<thead>
<tr>
<th>Name</th>
<th>Instrument</th>
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<tbody>
<tr>
<td>Baker, Della</td>
<td>Piano</td>
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<tr>
<td>Baker, Harriet</td>
<td>Violin</td>
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<tr>
<td>Bosch, Frances</td>
<td>Voice</td>
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<td>Brower, Herman</td>
<td>Voice</td>
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<td>Brower, Lucy</td>
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<td>Brower, Will</td>
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<td>Mulder, Mabelle</td>
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<td>Meyer, Harris</td>
<td>Organ</td>
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<tr>
<td>Pieters, Marguerite</td>
<td>Piano</td>
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Pieters, Ruth ................................... Piano
Prins, Grace ................................... Organ
Raap, Alice ................................... Piano
Raven, Rena ................................... Piano
Siegers, Dorothy ................................. Piano
Smith, Dora ................................... Piano
Stegeman, Gebhard ................................. Piano
Taylor, Florence ................................ Voice
Van Dyké, Frank ................................ Violin
Van der Veën, Catherine ......................... Piano
Van Drezer, Maude ................................. Piano
Van Putten, Madalen .............................. Voice
Van Raalte, Christine ............................. Piano
Van Raalte, Helene ................................. Piano
Van Vessem, Sophia ............................... Voice
Veneklasen, Nellie ............................... { Organ
  { Piano
Visscher, Anna ................................... Piano
Warnshuis, Louise ................................. Voice
SUMMARY OF STUDENTS.

THE COLLEGE—

Graduate Course .................................... 2
Seniors ............................................. 23
Juniors .............................................. 29
Sophomores ......................................... 46
Freshmen .......................................... 39
Specials ............................................. 13
— 152

THE PREPARATORY SCHOOL—

A ..................................................... 40
B ..................................................... 37
C ..................................................... 50
D ..................................................... 58
Specials ............................................. 16
— 201

THE SCHOOL OF MUSIC—

Piano .................................................. 28
Voice ................................................... 15
Violin ................................................... 5
Organ ................................................... 5
Harmony ............................................... 1
— 54

Total ............................................. 407
Reduction for double counting ...................... — 19

Total enrollment .................................... 388
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, which contains 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, 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 Hall—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 upon the campus. The building was completed and formally opened June 18, 1907. 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. The building is heated by steam and lighted by electricity. There is running water in all the rooms and commodious bathing facilities on each floor. Rooms are provided for a dean of women and her assistants so that there may be constant care and supervision. 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.
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. The building with its equipment and courses is under the supervision of Dr. Almon T. Godfrey.

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 acquaintance, contact and influence of each member of the Faculty with every student coming under his instruction. Classes which number more than can be cared for by one instructor are divided into sections. 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 Pacific. 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. 18, 1912, at 9 A. M.

RELIGIOUS EXERCISES

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 to all regardless of religious or denominational affiliations 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.

**LIBRARY**

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 fire-proof 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**

Nine Literary Societies are found in the Institution. The Meliphone, the Cosmopolitan, and the Fraternal have been maintained for years. The Knickerbocker for men and the Delphi for women are of more recent organization. These organizations offer decided advantages to their respective members and materially aid in the attainment of the 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 S. S
Societies are societies of the young ladies for the purpose of enjoying free discussion and obtaining experience in conducting public meetings.

The Science Club is an association for the advancement of scientific study and research. Its membership is open to instructors and students who are interested in Natural Science. Reports based upon scientific investigations in Europe and America are prepared by the members. Progress in individual research at Hope College is fostered and published. Meetings are held at stated intervals and the general field of scientific study, education and progress is considered.

We have no Greek letter fraternities, which are very often expensive to the students and are apt to divide them into discordant classes. As the student life is largely the formation 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 twenty-fourth 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 members of the "C" class. These were established by Henry Bosch of Chicago, Ill.

The Dr. J. Ackerman Coles Oratory Prize was founded in 1906. The award is made triennially upon an oration of a patriotic nature. The prize is a bronze bust of Washington after Houdon. Two contests, one in 1907, the second in 1910, have been held. The third will be held in 1913.

The A. A. Raven Prize in Oratory was established by Mr. A. A. Raven in 1908. The prize is divided into a first award of thirty dollars and a second award of twenty dollars. The contest is limited to a subject of a patriotic nature and the winner of the first award is also the representative of the College at the State Oratorical Contest.

The Dr. J. Ackerman Coles Debating Prize was established in 1909. The subject and method of debate are not limited in any way but are subject to the general control of the Faculty.
A Domestic Missions Prize was established in September, 1910, by the Rev. and Mrs. S. F. Riepma, Oklahoma City, Okla., and the first award upon this foundation was made at the annual commencement in June, 1911. The prize is twenty-five dollars and under the conditions named by the donors will be given to the student of the College who offers the best essay upon a topic concerned with domestic missions in America and the Reformed Church in America. The foundation is known as the Mary Elizabeth V. Z. Riepma Prize.

At the Commencement of 1911 the prizes were awarded by the committee as follows:

George Birkhoff, Jr., English Prize—Stanley M. Fortuine, '12

George Birkhoff, Jr., Dutch Prize—Eldred C. Vander Laan, '11.


Henry Bosch English Prizes—Examination. First, Estelle Schipper; second, Florence Voorhorst.

The A. A. Raven Prize in Oratory—The fourth Annual Contest upon this foundation was held June 7, 1910. The awards were: First, Hessel E. Yntema, '12; Second, Oliver G. Doppers, '12.

The Dr. J. Ackerman Coles Debating Prize—The second contest on this foundation was held in April, 1911. The prize award was divided equally between the six members of the debating teams.

1911-1912.

George Birkhoff, Jr., English Prize—"Jane Austen as Novelist."

George Birkhoff, Jr., Dutch Prize—"Hendrik Tollens."

Mrs. Samuel Sloan Foreign Missionary Prize—"Grenfell of Labrador."
Henry Bosch English Prizes—Examination.
The A. A. Raven Prize in Oratory—Public Oration, June 18, 1912.

Dr. J. Ackerman Coles Oratory Prize—The third Triennial Contest on this foundation will take place Feb. 22, 1913, 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.

Dr. J. Ackerman Coles Prize in Debate, June, 1912.

Mary Elizabeth V. Z. Riepma Domestic Missions Prize—“The Reformed Church in the New South West: A Study of What the Reformed Church in America Has Done in the New South West.”

1912—1913

George Birkhoff English Prize—“Matthew Arnold.”
George Birkhoff Dutch Prize—“Max Havelaar en jnzi Auteur.”

Mrs. Samuel Sloan Foreign Missions Prize—“Dr. John Otte.”

Henry Bosch English Prizes—Examination.
The A. A. Raven Prize in Oratory—Public Oration. June 16.

Dr. J. Ackerman Coles Oratory Prize—The third Triennial Contest on this foundation will take place Feb. 22, 1913, in Carnegie Gymnasium. The oration must be of a patriotic nature. The prize is a bust of George Washington, after Houdon.

Dr. J. Ackerman Coles Prize in Debate—Public Debate. June, 1913.

Mary Elizabeth V. Z. Riepma Domestic Mission Prize—“Evangelizing the Jew in the United States.”

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 is 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 a nominal fee to cover rental of lockers and incidental expenses 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 all ill-advised or unnecessary expenses. All interschool 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 Oggel 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. The 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 rooms. Rooms may be rented single or en suite. A special circular giving full details regarding accommodations at Voorhees Hall will be sent upon application to the Dean of Women.

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 students 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 Commons Dining Rooms at Voorhees Hall for both men and women. Altho the cost of food-stuffs has been extraordinarily high during the last few years, the price of board is $2.75 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 over one hundred students may be accommodated. Under a general plan of service the capacity of the Commons Dining Hall 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:
COLLEGE:—Incidental fees .......... $25.00
    Board ................. 100.00
    Rent (two in a room)..... 35.00
    Books and Sundries...... 20.00

-------- $180.00

The above estimate is an answer to those who want to know how much money is absolutely needed. 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 the 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 business man.

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 parents 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.

All students are required to be present, promptly on the first day of each and every term. Recitations 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 right 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

Among the treasures of the Museum are replica marbles of Venus de Milo and Ajax, the gifts of Dr. Jonathan Ackerman Coles, of New York. 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 students 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 second, Feb. 22, 1910; the third will take place Feb. 22, 1913. In addition to these the Museum has been enriched recently by gifts from Revs. A. L. Warnshuis, '97; J. J. Banninga, '98; H. V. S. Peeke, '87; H. G. Keppel '89; Wm. Damson, '01; Dr. A. Oltmans, '83; and by a large private collection, embracing mineralogy, geology, paleontology, five thousand specimens of mosses, and a large number of specimens of fresh and salt water shells, fish and corals, which were given by a valued friend of Hope. The Museum is in charge of Dr. Paul Fr. Schüelke.

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 its ministry, both in the domestic and foreign field, and with whom she is augmenting the ranks of Christian manhood in all walks of life.

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 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 bequests 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 1911

DEGREES IN COURSE
BACHELOR OF ARTS

Aeilts, Eerko Samuel .................................. Little Rock, Iowa
Bemis, Bata Murray .................................. Carson City, Mich.
Brusse, Irene Catherine ............................. Holland
De Jong, Flossie Johanna ............................. Alton, Iowa
De Pree, Johannes J .................................. Zeeland, Mich.
Meengs, Raymond Dirk ............................... Cedar Grove, Wis.
Raven, Floy Adele ..................................... Holland
Scholten, George Benjamin ......................... Sully, Iowa
Schwitters, Emiel Onno .............................. Carnarvon, Iowa
Stapelkamp, Agnes Gertrude ....................... Holland
Westrate, William .................................... Holland
Weurding, James ...................................... Holland

MASTER OF ARTS
JAMES JOSIAS DE KRAKER,
ANTHONY HAVERKAMP,
JOHN J. VANDER SCHAUF,
WILLIAM WALVOORD.
Chronological Memoranda

Beginning of the Netherlands 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. Oct., 1851
Mr. W. T. Taylor, Principal; Resigned, Oct., 1853. 1851
Placed under the care of General Synod of the Reformed Church in America. 1853
Rev. F. B. Beldler, Principal—Vice Mr. Taylor; Resigned, 1859; 1859
Rev. John Van Vleck, Principal—Vice Mr. Beldler; Resigned 1859; 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. Philip Phelps, Jr., Principal—Vice Mr. Van Vleck. 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
First College Faculty of Six Professors appointed and organized. July, 1866
Rev. Philip Phelps, Jr., D. D., elected First President; served 1866-1878; died Sept. 4, 1896. 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; Professors 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; Emeritus, 1899; Died, 1906; 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
Professors ...........................................1878

Prof. Charles Scott, D. D., Provisional President .........................1880

Theological Instruction restored; a Professorship of $30,000 completed ...........................................1884

Rev. N. M. Steffens, D. D., elected Professor of Theology;
  Resigned, 1895; elected Professor of Historical Theology, 1903; Professor of Systematic Theology, Vice Rev. G. H. Dubbink, 1910; ....................... 1884

Revs. P. Moerdyke and Henry E. Dosker elected Lectors ................ 1884


Election of Professor Charles Scott, D. D., as Constitutional President ...............................................1885

President Scott inaugurated; Resigned, 1893; Died, Oct. 31, 1893; ..............;................. .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; appointed Dean of Women, 1907; Resigned, 1909; .................... 1887

Rev. J. W. Beardslee, D. D., elected Professor of Biblical Languages and Exegesis in the Theological Seminary 1888

Rev. James F. Zwemer appointed Financial Agent; Resigned, 1907; Professor of Practical Theology in Western Theological Seminary, 1907; ................— 1888

Rev. J. H. Gillespie, A. M., elected Professor of Greek; Resigned, 1898; ........................................1888

Quarter Centennial Celebration ........................June 26, 1890

Graves Library and Winants Chapel begun; cornerstone laid ..........Oct. 12, 1892

Prof. G. J. Kollen, A. M., elected President—Vice Dr. Scott ......................June 29, 1893

D. B. Yntema, A. M., elected Professor of Chemistry and Physics; Professor of Physics, 1909; 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; Resigned, 1903; ..................... 1895

J. B. Nykerk, A. M., elected Professor .................... 1895

Rev. J. T. Bergen, A. M., elected Professor of Biblical Literature; Resigned, 1906; .......................... 1895

Rev. E. Winter, D. D., elected Professor of Philosophy in the Seminary—Vice Rev. N. M. Steffens, D. D.; Resigned, 1904; Died, 1906; ...................... 1895

Hon. Nathan F. Graves, LL. D., died July 21 ..................... 1896

Henry Veghte, A. M., elected Professor of German and French; Resigned, 1904; .......................... 1897

E. D. Dimnent, A. M., elected Professor of Greek—Vice Prof. J. H. Gillespie; .......................... 1898

A. J. Ladd, A. M., elected Professor of Psychology and Pedagogy; Resigned, 1902; .......................... 1898

Rev. Peter Siegers, elected Professor of Dutch; Resigned, 1900; .......................... 1899

S. O. Mast, A. B., elected Professor of Biology; Resigned, 1908; .......................... 1901

E. B. Norton, Ph. D., appointed Instructor in Pedagogy; Resigned, 1903; .......................... 1903

Rev. J. M. Vander Meulen, A. M., elected Professor of
H O E C O L L E G E

Psychology and Pedagogy—Vice Dr. Norton; Resigned, 1909; .................................1903

A. Raap, elected Professor of Dutch—Vice Prof. Siegers. ..........................1903

Rev. G. H. Dubbink, A. M., elected Professor of Systematic
Theology—Vice Dr. Winter; Died, July, 1910; ..............................1904

Miss Carrie Krell, A. B., appointed Instructor in English;
Resigned, 1910; ..................  1905

J. W. Beardslee, Jr., elected Professor of Ethics and Evi-
dences of Christianity .................................1905

Henry R. Brush, A. B., elected Professor of German and
French—Vice Prof. Veghte. .................................1905

Rev. John E. Kuizenga, A. M., appointed Professor of
English and Pedagogy; Professor of Bible and
Philosophy, 1909; ........................................1906

Carnegie Gymnasium dedicated ........................................June, 1906

Elizabeth R. Voorhees Girls Residence dedicated .............June, 1907

John Dyce Maclaren, M. D., elected Professor of Biology—
Vice Dr. Mast; Resigned, 1909; ........................................1908.

Almon T. Godfrey, A. M., M. D., appointed Instructor in
Chemistry and Physics; Assistant Professor, 1908;
elected Professor of Chemistry, 1909; .................................1904

Frank B. Meyer, A. M., appointed Instructor in Greek and
Latin ........................................... 1908-1909

Frank N. Patterson, Ph. D., elected Professor of Natural
Science—Vice Dr. Maclaren .................................................1909

Mrs. Winifred Hackley Durfee, A. B., appointed Dean of
Women—Vice Mrs. A. C. V. R. Gilmore—and In-
structor in English; Instructor in French, 1910; ..............................1909

Wynand Wichers, A. B., appointed Instructor in Latin and
English .................................................1909

Edwin N. Brown, Ph. D., appointed Professor in Pedagogy......1909

Miss Elma G. Martin, Ph. B., appointed Instructor in Eng-
lish and German .................................1910

Miss Elva M. Forncrook, B. A., appointed Instructor in
English and Expression and Physical Training .........................1910

Peter J. Schlosser, Ph. M., appointed Instructor in German...1910

President Gerrit J. Kollen, resigned April 26, 1911; ap-
pointed President Emeritus ........................................April 26, 1911

Rev. Ame Vennema, Passaic, N. J., '79; elected president
........................................April 26, 1911

Wilber J. Greer, A. M.; appointed Instructor in Latin and Greek
........................................April 26, 1911

Katherine S. Moore, A. B., appointed Instructor in English and Pub-
lic Speaking..............................................1911
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 in 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 16, 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

1911-1912

HOLAND, MICHIGAN
Calendar

1910-1911

1911. September 21................Entrance Examinations.
       September 22................Assignment of Work.
       November 30................Thanksgiving Recess.
       December 22................Christmas Recess begins.

1912. January 9.....................Work Resumed.
       January 17....................Winter Examinations.
       January 25....................Prayer for Colleges.
       May 7, 8......................Final Examinations.
       May 7, 8......................Meetings of Board of Superintendents.
       May 8.........................Commencement Exercises in the evening.

       September 19................Entrance Examinations.
       September 20................Assignment of Work.
       November 27................Thanksgiving Recess.
       December 20................Christmas Recess begins.
Board of Superintendents

EX-OFFICIO

JOHN W. BEARDSLEE, D. D., LL. D. Pres. of the Faculty
AME VENNEMA, D. D. Pres. of Hope College

From the Synod of New York
1913. REV. JAS. M. FARRAR, D.D., LL. D. Brooklyn, N. Y.

From the Synod of Albany
1914. REV. S. M. HOGENBOOM Newark, N. Y.

From the Synod of New Brunswick
1912. REV. ISAAC W. GOWEN Weehawen, N. J.

From the Synod of Chicago
1913. REV. JACOB P. DE JONG Alton, Ia.
1913. ELDER J. H. TER AVEST Coopersville, Mich.
1914. REV. PETER MOERDYKE South Bend, Ind.
1914. ELDER BAREND DOSKER Grand Rapids, Mich.
1912. REV. JACOB VAN DER MEULEN Fairview, Ill.

From the Classes

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<tr>
<th>Classis</th>
<th>Name</th>
<th>Term Expires</th>
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<tbody>
<tr>
<td>Dakota,</td>
<td>REV. B. W. LAMMERS</td>
<td>1912</td>
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<tr>
<td>Illinois,</td>
<td>&quot; GEORGE NIEMEYER</td>
<td>1912</td>
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<tr>
<td>Holland,</td>
<td>&quot; EVERT J. BLEKKINK</td>
<td>1913</td>
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<tr>
<td>Pleasant Prairie,</td>
<td>&quot; JOHN G. THEILKEN</td>
<td>1913</td>
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<tr>
<td>Iowa,</td>
<td>&quot; A. ROZENDAL</td>
<td>1914</td>
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<tr>
<td>Michigan,</td>
<td>&quot; RALPH BLOEMENDAL</td>
<td>1914</td>
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<tr>
<td>Wisconsin,</td>
<td>&quot; PETER SWART</td>
<td>1914</td>
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<tr>
<td>Pella,</td>
<td>&quot; S. VAN DER WERF</td>
<td>1915</td>
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<tr>
<td>Grand River,</td>
<td>&quot; BENJAMIN HOFFMAN</td>
<td>1916</td>
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</tbody>
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Officers of the Board
REV. EVERT J. BLEKKINK, D. D. President
REV. PETER MOERDYKE, D. D. Stated Clerk
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 Didactic and Polemic Theology.
131 West Eleventh Street.

REV. JAMES F. ZWEMER, D. D.,
Secretary of the Faculty and Professor of Practical Theology.
64 West Fourteenth Street.

REV. MATTHEW KOLYN, D. D.,
Professor of Historical Theology.
364 Pine Street.

Committee on Reception of Students and Examinations
Students

SENIOR CLASS

HERMAN DE WITT .......................................................... Holland
Hope College, 1909.

WILLIAM DUVEN .......................................................... Brandon, Wis.
Hope College, 1908.

BERNARD FLIKKEMA ..................................................... Fulton, Ill.
Hope College (Special), 1909.

MILTON J. HOFFMAN* .................................................. Overisel
* Excused from attendance.
Hope College, 1909.

AREND T. LAMAN .......................................................... Muskegon
Hope College, 1909.

JOHN MEETER ............................................................. Corsica, S. D.
John Calvin College, 1908.

HENDRIK PETTERSSEN .................................................. Holland
Mission School, Netherlands, 1905.

HERMAN J. POTGETER .................................................. Forreston, Ill.
Presbyterian College, Dubuque, Ia.

HENRY SCHUT ............................................................. Alton, Iowa
Hope College, 1909.

JOHN P. J. KRUYS-VOORBERGE ..................................... Holland
Middleburg College, Netherlands.

ISAAC VAN WESTENBURG ................................................. Grand Rapids
Hope College, 1909.

JOHN WOLTERINK .......................................................... Hamilton
Hope College, 1909.
MIDDLE CLASS

ROBERT W. DOUMA.................................................Holland
First Grade Certificate, Col.
HENRY K. PASMA..................................................Moline
Hope College, 1910.
HENRY E. REINHART..............................................Holland
ARIE J. TE PASKE................................................Orange City, Iowa
Hope College, 1910.
JAMES A. VERBURG...............................................Holland
Hope College, 1910.
JEAN A. VIS......................................................Grand Rapids
Hope College, 1910.

JUNIOR CLASS

EDWARD HUIBREGTSE.............................................Oostburg, Wis.
Hope College, 1910.
JOHN HERMAN KREGEL.............................................Chicago, Ill.
Oskaloosa College, 1910.
ALLEN F. MARCLEY.................................................Schenectady, N. Y.
Rutgers College, 1911.
TEUNIS OLDENBURGER.............................................Holland
Calvin College, 1911.
ROYAL A. STANTON.................................................Lawyersville, N. Y.
BENJAMIN J. WYNVEEN.............................................Cedar Grove, Wis.

SUMMARY

Seniors .............................................................11
Middlers .............................................................6
Juniors .............................................................6

Total...........................................................................23
COURSES OF STUDY

EXEGETICAL THEOLOGY

HEBREW

Junior Class

1. Elements of Hebrew Grammar and word formation, based on selected readings from the Pentateuch.
   Five hours per week, first half year.—Prof. Beardslee.

2. Readings from the Historical books, with review of the Grammar and Syntax.
   Five hours per week, second half year.—Prof. Beardslee.

   One hour per week throughout the year.—Prof. Beardslee.

Middle Class

4. Textual Criticism—Lectures.
   One hour per week throughout the year.—Prof. Beardslee.

Senior Class

5. The Book of Ecclesastes, or Song of Solomon.
   One hour per week throughout the year.—Prof. Beardslee.

   Middle and Senior Classes

6. Selections from the Historical books, with a study of Chronology and the relations of Israel with Foreign Nations. 1913.
   Three hours per week, first half year.—Prof. Beardslee.

7. Messianic Prophecy with the principles of its exegesis and the development of the Messianic idea. 1913.
Three hours per week, second half year.—Prof. Beardslee.

   One hour per week throughout the year.—Prof. Beardslee.

9. The Minor Prophets, with the text of Amos, Jonah and Malachi, and a review of the entire period. 1912.
   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, throughout the year.—Prof. Kolyn.

2. Elements of New Testament Greek.
   One hour per week, throughout the year.—Prof. Kolyn.

Middle Class

   One hour per week, throughout the year.—Prof. Zwemer.

Middle and Senior Classes

4. The Epistle to the Romans. 1912.
   Two hours per week, throughout the year.—Prof. Steffens.

5. The Epistle to the Hebrews. 1913.
   Two hours per week, throughout the year.—Prof. Steffens.

6. The Pastoral Epistles.
   One hour per week, throughout the year.—Prof. Zwemer.
Western Theological Seminary

One hour per week, throughout the 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
Two hours per week, throughout the year.—Prof. Steffens.

Middle Class
2. Theology Proper, Anthropology and Soterology, with modern theories of sin, the Person of Christ, etc.
Three hours per week, throughout the year.—Prof. Steffens.

Senior Class
3. Soteriology; the way, means and consummation of salvation. Review of entire course.
Three hours per week, throughout the year.—Prof. Steffens.
One hour per week, throughout the year.—Prof. Steffens.

PRACTICAL THEOLOGY

Junior Class
Two hours per week, first half year.—Prof. Zwemer.
2. Hermeneutics, including a synthetic study of the books of the Bible.
   One and one-half hours per week, throughout the year.—Prof. Zwemer.

3. Homiletics, with lectures on the Ministry of Preaching and Sermon work.
   Three hours per week, throughout the year.—Prof. Zwemer.

Middle Class

4. Liturgics.
   Two hours per week, first half year.—Prof. Zwemer.

5. Poimenics, Catechetics and Sunday School work.
   Two hours per week, throughout the year.—Prof. Zwemer.

   One hour per week, throughout the year.—Prof. Zwemer.

Senior Class

7. Expositional study of the Pastoral Epistles, in relation to Evangelization and Sociology.
   One hour per week, throughout the year.—Prof. Zwemer.

8. Kybernetics, Church Polity and Church Government, written sermon sketches, exercises in preaching, written and extemporaneous sermons in the English, Holland and German languages.
   One hour per week, throughout the year.—Prof. Zwemer.

HISTORICAL THEOLOGY

Junior Class

1. Sacred History. A careful study of the history of
Western Theological Seminary

God’s revelation to Israel during the period of the Old Dispensation; a brief course in Intertestamentary History; the study of the life of Christ, and the founding of the Christian Church. Text-book, lecture and theses.

Four hours per week, throughout the year.—Prof. Kolyn.

Middle Class

2. Church History—Ancient and Middle Periods. World conditions at the “Fullness of Time”; struggles and victories of the early church; development of worship, doctrine and government; rise and decline of the Papacy. Text-books and theses.

Three hours per week, throughout the year.—Prof. Kolyn.

Senior Class


Three hours per week, during the first half year; two hours per week, during the second half year.—Prof. Kolyn.


One hour per week during second half year.—Prof. Kolyn.
General Information

THE YEAR—The Seminary opens on the third Thursday in September, at ten 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 by testimonials or examinations give proofs 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 Protestant 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 nine 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 $3.50 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 discussions 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 service 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.

Historical

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. This 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.

Its 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
Western Theological Seminary

school as soon as endowment could be secured.

In 1884, this requirement having been met, mainly through the sacrifice of the western churches, Synod elected the Rev. Dr. Nicholas M. Steffens as Professor of Didactic and Polemic Theology, with the Rev. Peter Moerdyke and the Rev. 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 General Synod established a Professorship of Biblical Languages and Literature and elected the Rev. Dr. John W. Beardslee to that position.

In 1894 the General Synod established a Professorship of Ecclesiastical History and elected the Rev. Henry E. Dosker to that position.

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 Oggel, 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 a 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 in part 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. Egbert Winter was elected Professor of Didactic and Polemic Theology, Dr. Steffens having resigned from that position.

In 1903 the Rev. Dr. Nicholas M. Steffens was elected Professor of Ecclesiastical History, Dr. Dosker having resigned from that position.

In 1904 the Rev. Gerrit H. Dubbink was elected Professor of Didactic and Polemic Theology, Dr. Winter having resigned from that position, and continued until his death, July 19, 1910.

In 1907 the General Synod established a Professorship of Practical Theology and elected the Rev. James F. Zwemer to that position.

In 1911 the General Synod transferred Prof. Nicolas M. Steffens from the chair of Historical Theology, to that of Didactic Theology, made vacant by the death of Prof. Dubbink, and elected the Rev. Dr. Matthew Kolyn Prof. of Historical Theology.

THE LIBRARY.

The foundation for a suitable Library was laid when the Rev. Anson Du Bois, 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 critical 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 of 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 contribution 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-establishment 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 and 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, 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 that this Fund has grown from $600 to the present income of $1,800 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 $25,000.
NEEDS WAITING FOR RESPONSIVE FRIENDS.

Residences for our Professors.
A $5,000 Library Endowment.
A Dormitory for our Students.
A Fire-proof Library.

The constant increase of household expenses makes it necessary to secure suitable homes for the professors. 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 so small an endowment that we are unable to secure the new books and periodicals 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. It is now difficult to secure desirable rooms in the vicinity of the Seminary.

General Synod's Permanent Committee on the Finances of the Western Theological Seminary

Rev. John W. Beardslee, President.
Rev. James F. Levense, Secretary and Treasurer.
Mr. John A. Wilterdink, Mr. Barend Dosker, Mr. John A. Trompen, Mr. Teunis Prins.
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.
THE ALUMNI OF THE WESTERN THEOLOGICAL SEMINARY.

1869.

*ALEX BURSMA.................................. Dec. 5, 1901
*GERRIT DANGREMOND.......................... Arcadia, N. Y.
*WILLIAM B. GILMORE.......................... April 24, 1884
PETER MOERDYKE................................ South Bend, Ind.
*JOHN W. TE WINKEL........................... Nov. 6, 1901
*HARM WOLTMAN................................ April 30, 1870

1870.

JAMES DE PREE................................. Sioux Center, Iowa
*ENNE J. HEEREN................................ Oct. 15, 1878
JOHN HUIZINGA................................ Rock Valley, Ia.
*BALSTER VAN ESS............................. Jan. 14, 1900

1871.

JOHN BROEK.................................. Muskegon, Mich.
GERRIT VAN DE KREEKE........................ Kalamazoo, Mich.
*WILLIAM VISSCHER........................... Feb. 11, 1872

1872.

HARM BORGERS............................... North Yakima, Wash.
*EVERT VAN DER HART.......................... Apr. 29, 1889

1873.

*PETER DE BRUYN.............................. May 18, 1897
JAMES F. ZWEMER.............................. Holland, Mich.

1874.

JOHN HOFFMAN................................. Rotterdam, Kân.
*NICHOLAS NEERKEN........................................Jan. 3, 1887
1875.

*WILLIAM HAZENBERG........................................July 20, 1911
ANDREW WORMSER........................................Wormser City, Mont.

1876.

FREDERICK P. BAKER..............................Irving Park, Ill.
JOSIAS MEULENDYKE..............................Palmyra, N. Y.
HELENUS E. NIES.....................................Lodi, N. J.

1877.

*HARM VAN DER PLOEG.............................Jan. 13, 1893
*CORNELIUS WABEKE..............................Feb. 21, 1880

Theological Instruction Suspended Till 1884.

1886.

DIRK SCHOLTEN......................................Edgerton, Minn.

1887.

GERHARD DE JONGE.................................Zeeland, Mich.
SIMON HOGENBOOM................................Newark, N. Y.
GERRIT H. HOSPERS...............................Ontario, N. Y.
*PETER IHRMAN......................................Sept. 16, 1911

1888.

GERRIT J. HEKHUIS.................................Overisel, Mich.
ALBERT VANDEN BERG.............................Grand Rapids, Mich.
*PETER WAYENBERG................................Aug. 5, 1893

1889.

RALPH BLOEMENDAL.................................Muskegon, Mich.
ALBERT H. STRABBING............................Sheboygan, Wis.

1890.

JOHN M. LUMKES..................................Paterson, N. J.
*JACOB J. VAN ZANTEN............................Oct. 3, 1908
1891.
JOHN LAMAR....................................Rochester, N. Y.
ALBERTUS PIETERS................................Nagasaki, Japan
HENRY STRAKS..................................New Era, Mich.

1892.
ANTHONY M. VAN DUINE......................South Holland, Ill.

1893.
SEINE J. MENNING................................Portage, Mich.
HENRY J. PIETENPOL...........................Alto, Wis.
PETER SIEGERS................................South Blendon, Mich.

1894.
JOHN SIETSMA.................................Chicago, Ill.
JERRY P. WINTER..............................Fairview, Ill.

1895.
*GERRIT H. DUBBINK..........................July 19, 1910
JOHN LUXEN.....................................Muskegon, Mich.
ALBERT OOSTERHOF............................Fremont, Mich.
ANDREW RIEVERTS..............................Peoria, Ill.
ELBERT S. SCHILSTRA..........................Westfield, N. Dak.
CORNELIUS M. STEFFENS....................Dubuque, Ia.
HERMAN VAN DER PLOEG......................Hamilton, Mich.
SIETSE VAN DER WERF........................Pella, Ia.
HENRY G. VELDMAN...........................Holland, Mich.

1896.
HENRY HUIZENGA..............................Ongole, India
WIRTJE T. JANSSEN............................Chapin, Ia.
WILLIAM MIEDEMA............................Buchanan, Mich.
JOHN SCHAFFER.................................Alexander, Ia.
JOHN W. TE PASKE.............................Dolton, Ill.
WILLIAM WOLVIUS.............................Graafschap, Mich.

1897.
MARTINUS E. BROEKSTRA......................Forest Grove, Mich.
DOUWE DE GROOT.................................Hospers, Ia.
CORNELIUS A. JONGEWAARD........................May, 1907
PETER A. SWART....................................Lafayette, Ind.
JOHN W. TE SELLE................................Crawford, Colo.
AART VAN ARENDONK...............................Grand Haven, Mich.

1898.
ALBERT W. DE JONGE................................Hull, Ia.
HARM DYKHIUZEN....................................Albany, N. Y.
JOHN ENGELSMAN................................Orange City, Ia.
HARKE FRIELING....................................Detroit, Mich.
JOHN H. E. TE GROOTENHUIS........................Leota, Minn.
WILLIAM GRUYS....................................North Blendon, Mich.
BENJAMIN HOFFMAN................................Grand Rapids, Mich.

1899.
EDWARD KELDER.....................................Coytesville, N. J.
J. WILLIAM KOTS....................................Chandler, Minn.
FREDRICK LUBBERS................................Sioux Center, Ia.
JOHN G. THEILKEN................................Wellsburg, Ia.

1900.
EERKO AEILTS.......................................Little Rock, Ia.
NICHOLAS BOER.....................................Passaic, N. J.
JACOB BRUMMEL....................................Roseland, Minn.
GEORGE E. COOK....................................Grand Rapids, Mich.
B. DE JONGE........................................Sioux Center, Ia.
JOHN DE JONGH.....................................Rock Valley, Ia.
B. D. DYKSTRA......................................Platte, S. Dak.
GERRIT G. HUIZENGA..............................Ongole, India
GERRIT KOOKER.....................................Grand Rapids, Mich.
H. P. SCHUURMANS.................................Chicago, Ill.
JACOB VAN DER MEULEN............................Kalamazoo, Mich.

1901.
JOHN J. BANNINGA................................Madura, India
ABRAHAM KLERK....................................Chicago, Ill.
CORNELIUS KUYPER................................Cedar Grove, Wis.
Western Theological Seminary

ANTHONY VAN DER WERF ........................................... Cambria, Wis.
JURRY E. WINTER ................................................... Maurice, Ia.

1902.

PETER BRAAK ...................................................... Chicago, Ill.
FOLKERT B. MANSSEN ........................................... Eddyville, Ia.
PETER J. MARSLJE ................................................ Springsfield, Ill.
FREDERICK REEVERTS ........................................... Monroe, S. Dak.
HENRY SCHIPPER ................................................... Harrison, S. Dak.
*GERRIT TE KOLSTE .............................................. Feb. 27, 1903
BERNARD VAN HEUVELEN ........................................... Archer, Ia.
FEDDE WIERSSMA ................................................... Sodus, N. Y.

1903.

JOHN W. BEARDSLEE, JR. ...................................... Holland, Mich.
HARRY P. BOOT .................................................... Amoy, China
ABRAHAM DE YOUNG ............................................... Coopersville, Mich.
HENRY HUENEMANN ............................................... Lennox, S. Dak.
SIEBE C. NETTINGA ............................................... Chicago, Ill.
SIERT F. RIEPMA ................................................... Grand Rapids, Mich.
AART B. VAN ZANTE ................................................

1904.

WILLIAM BECKERING ........................................... Oostburg, Wis.
WOLBERT DENEKAS ................................................ Castlewood, S. Dak.
GEORGE H. DOUWSTRA ............................................ Newkirk, Ia.
JOHN E. KUIZENGA ............................................... Holland, Mich.
JOHN STEUNENBERG ................................................ Chicago, Ill.
JAMES VAN DER HEIDE .......................................... Chicago, Ill.
JAMES WAYER ...................................................... Grand Rapids, Mich.

1905.

CORNELIUS DEELSNYDER .......................................... Luctor, Kan.
JOHN H. STRAKS .................................................... Gibbsville, Wis.
MARTIN E. KOSTER ................................................ Fulton, Ill.
JOHN VANDER BEEK .............................................. Pipestone, Minn.
JOHN VAN PEURSEM ............................................... Chicago, Ill.
JOHN WESSELINK ................................................... Maurice, Ia.
1906.
BENJAMIN F. BRINKMAN .................. Pella, Ia.
PETER GROOTERS ........................ Greenleafton, Minn.
ANTHONY KARREMAN .................... Grand Rapids, Mich.
HENRY TELLMAN ........................ Pultnoyville, N. Y.
A. J. VAN LUMMEL ..................... Paterson, N. J.

1907.
JACOB G. BROUWER .................... Lynden, Wash.
MATTHIAS T. DUVEN .................... Hingham, Wis.
WILLIS G. HOEKJE ...................... Saga, Japan
J. J. HOLLEBRANDS .................... Waupun, Wis.
JOHN J. STEKETEE ...................... Raritan, Ill.
JOHN VAN ZOMEREN .................... Cleveland, Ohio
ALBERT A. WUBBENA .................... Chancellor, S. Dak.

1908.
GERRIT BOSCH .......................... Newton, Ill.
PHILIP G. MEENGS ...................... Prairie City, Iowa
GERRIT J. PENNINGS .................... Busrah, Arabia
MARTIN C. RUISAARD .................... Otley, Ia.
CORNELIUS VANDER SCHOOOR .......... Baldwin, Wis.

1909.
ARIE MYUKENS ..........................
ZWIER ROETMAN ........................ Ustick, Ill.
BERNARD ROTTSCHEIFER .............. Madanapalle, India
WILLIAM ROTTSCHEIFER .............. Oak Harbor, Wash.
ANDREW STEGenga ..................... Rochester, N. Y.
WILLARD P. VANDER LAAN ............. Cedar Grove, Wis.
MEINHARD VANDER MEER .............. Grand Rapids, Mich.

1910.
BENJAMIN DE YOUNG .................... Gray Hawk, Ky.
GEORGE HANKANP ....................... Hamilton, Mich.
HENRY MOLLEMA ....................... Muscatine, Ia.
CORNELIUS MULLER .................... Bethany, Ia.
HENRY PANNKUK ....................... Meservey, Ia.
Western Theological Seminary

MANNES J. STEGEMAN........................................Springfield, S. Dak.
JOHN J. VANDER SCHAAF....................................Litchville, N. Dak.

1911.

JOHN W. DOUMA........................................Hull, Ia.
ANTHONY HAVERCAMP.................................Cedar Grove, Wis.
HUBERT KUYPER........................................Tokyo, Japan
JOHN ARIE ROGGEN.....................................Conrad, Mont.
WILLIAM C. WALVOORD.............................Byron Center, Mich.

Total number of Graduates.............................163
Missionaries .............................................14
Deceased ................................................19
*Deceased.
HOLLAND CITY NEWS, PRINTERS
Holland, Michigan