1920


Hope College

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HOPE COLLEGE

A College of the Reformed Church in America.
Founded as the Pioneer School 1851. Incorporated as Hope College 1866.

YEAR BOOK 1919-1920
Including Announcements for 1920-1921
COLLEGE PUBLICATIONS

Hope College Bulletin
De Hope
The Leader
The Anchor

For copies of these publications, address
Librarian, Hope College,
Holland, Michigan
COLLEGE CALENDAR

1919-1920

First Semester

1919

September 16—Examination for Admission, beginning at 9 A. M.
September 17—First Semester begins at 8 A. M.
November 27—Thanksgiving Recess.
December 19—Christmas Recess begins.

1920

January 5—Christmas Recess ends at 8 A. M.
January 29—Day of Prayer for Colleges.
January 30—End of First Semester.

Second Semester

February 2—Second Semester begins.
March 26-April 4—Spring Recess.
April 28—Meeting of Council.
May 8—Voorhees Day.
June 3, 4—Examination of Senior and “A” Classes.
June 13—Baccalaureate Sermon.
June 14—Closing Exercises of the Preparatory School in Carnegie Gymnasium, 2 P. M.
June 15—Meeting of Council at 10 A. M.
June 16—Meeting of Alumni Association, 2 P. M.
June 16—Commencement Exercises in Carnegie Gymnasium, 7:30 P. M.
COLLEGE CALENDAR
1920-1921

First Semester
1920

September 14—Examination for Admission, beginning at 9 A. M.
September 15—First Semester begins at 9 A. M.
November 25—Thanksgiving Recess.
December 17—Christmas Recess begins.

1921

January 3—Christmas Recess ends.
January 27—Day of Prayer for Colleges.
January 28—First semester ends.

Second Semester

January 31—Second Semester begins.
March 25-April 3—Spring Recess.
April 27—Meeting of Council.
May 8—Voorhees Day.
June 2-3—Examination of Senior and “A” Classes.
June 12—Baccalaureate Sermon.
June 13—Closing Exercises of the Preparatory School in Carnegie Gymnasium, 2 P. M.
June 14—Meeting of Council, at 10 A. M.
June 15—Meeting of Alumni Association, 2 P. M.
June 15—Commencement Exercises in Carnegie Gymnasium, 7:30 P. M.
FOREWORD

A special value attaches to the small college that insures its permanence among the educational institutions of the land.

In this mention of the small college we do not mean and mediocre teaching force fails to commend one which by its limited endowment and meagre equipment to the prospective collegian, and remains small by the stress of unfortunate circumstances. We mean a college that does not aspire to do the work of a university, that is not ambitious to number its studentry by thousands, that sets its own bounds and limitations and places emphasis upon the quality rather than upon the quantity of the work it undertakes to do—a college that has a definite aim and purpose and adheres to it piously, no matter how alluring the present day temptations may be to broaden its scope and exploit the whole field of study and research.

There are such institutions, fortunately, and they will always be in demand. There are parents everywhere who will select such schools for their sons and daughters in preference to the popular educational centers; and what is more, there are men, not a few, occupying university chairs, who freely proclaim the advantages of the thoroughgoing small college over the more pretentious state-supported institutions.

If the further claim can be made for the small college that it is not colorless so far as morality and religion are concerned, but that it is truly Christian in character, it commends itself still more strongly to
thoughtful people. The misgivings sometimes felt by parents as they send their sons or daughters away to college will be greatly relieved, if these parents can be reasonably certain that the respect for the high and holy things of life which they have sought carefully to cultivate in their children at home, will not be ruthlessly blighted but tenderly fostered in the atmosphere of the college they attend.

Hope College is proud to belong to the type of institution described. It is among the larger of the small, Christian colleges. With a comfortable endowment and liberal donations from friends, it has been able to make its campus attractive, to keep its buildings and appliances up to date, and to select as members of its faculty men and women who are experts in their respective departments.

The courses of study outlined with a view to thorough preparation for the Bachelor of Arts degree and later professional studies are sufficiently flexible to attract students of varying tastes, and to be of value to such as may not complete their course.

Altho most of the denominational colleges of the state have been compelled to close the doors of their preparatory schools, Hope College, tho meeting the same competitions, has succeeded in maintaining its academic department in strength, and finds it a dependable feeder to the College.

While the buoyancy and hilarity and exuberance of youth find free expression on the campus and none need chafe under restraint, the students themselves frown upon such excesses as would disturb the peace or impair the good name of the institution. They have recently adopted the "honor system" as applied to examinations,
and are confident that the principle involved will soon make itself felt in all the activities of college life.

A careful perusal of the pages of this year book is recommended and correspondence is invited.
# THE COUNCIL

**EX-OFFICIO**

Edward D. Dimnent, President of the College.

**ELECTED MEMBERS**

From the General Synod

<table>
<thead>
<tr>
<th>NAMES</th>
<th>RESIDENCE</th>
<th>TERM EXPIRES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rev. E. W. Thompson</td>
<td>New York City</td>
<td>1920</td>
</tr>
<tr>
<td>Rev. Peter Moerdyke, D. D.</td>
<td>Holland</td>
<td>1920</td>
</tr>
<tr>
<td>Mr. Herman M. Liesveld</td>
<td>Grand Rapids</td>
<td>1921</td>
</tr>
<tr>
<td>Hon. Arend Visscher</td>
<td>Holland</td>
<td>1923</td>
</tr>
<tr>
<td>Hon. G. J. Diekema, LL. D.</td>
<td>Holland</td>
<td>1923</td>
</tr>
<tr>
<td>Hon. A. LaHuis</td>
<td>Zeeland</td>
<td>1923</td>
</tr>
<tr>
<td>Rev. Ame Vennema, D. D.</td>
<td>Mahwah, N. J.</td>
<td>1924</td>
</tr>
<tr>
<td>Rev. John Lamar</td>
<td>Chicago, Ill.</td>
<td>1924</td>
</tr>
</tbody>
</table>

Classis of Michigan

| NAMES                          | RESIDENCE         | TERM EXPIRES |
| Rev. J. Van der Laan, M. D.   | Muskegon          | 1923         |
| Rev. J. Vander Meulen          | Kalamazoo         | 1921         |

Classis of Holland

| NAMES                          | RESIDENCE         | TERM EXPIRES |
| Rev. G. De Jong               | Holland           | 1920         |
| Rev. H. J. Veldman            | Holland           | 1920         |

Classis of Dakota

| NAMES                          | RESIDENCE         | TERM EXPIRES |
| Rev. A. Rosendal              | Leighton          | 1923         |
| Mr. M. Rhynsburger            | Orange City, Ia.  | 1923         |

Classis of East Sioux, Iowa

| NAMES                          | RESIDENCE         | TERM EXPIRES |
| Rev. J. P. De Jong            | Alton, Ia.        | 1921         |
| Rev. H. Vander Naald          | Sheldon, Ia.      | 1921         |

Classis of West Sioux, Iowa

| NAMES                          | RESIDENCE         | TERM EXPIRES |
| Rev. J. Vander Beek           | Maurice, Ia.      | 1921         |
| Rev. J. De Jong               | Edgerton, Minn.   | 1921         |

Classis of Pella

| NAMES                          | RESIDENCE         | TERM EXPIRES |
| Rev. B. F. Brinkman           | Pella, Ia.        | 1922         |
| Rev. P. Braak                 | Pella, Ia.        | 1922         |
HOPE COLLEGE

Classis of Wisconsin
Rev. J. F. Heemstra  Chicago, Ill.  1922
Rev. C. Kuyper  Cedar Grove, Wis.  1922

Classis of Illinois
Mr. George Dalenberg  Chicago, Ill.  1922
Rev. C. L. Schafer  Manitou, Ill.  1922

Classis of Pleasant Prairie
Rev. W. T. Janssen  Chapin, Ia.  1923
Rev. A. J. Reever  Peoria, Ill.  1923

Classis of Grand River
Rev. N. Boer  Grand Rapids  1923
Rev. John Van Westenburg  Fremont  1923

Classis of Germania
Rev. J. M. De Vries  Everly, Ill.  1921
Rev. H. W. Hortz  Davis, S. D.  1921

Classis of Chicago
Rev. J. F. Heemstra  Chicago, Ill.  1923
Rev. Jean A. Vis  Morrison, Ill.  1923

Classis of Cascades

OFFICERS OF THE COUNCIL
*Rev. H. J. Veldman..............................................President
Rev. G. De Jonge.............................................Vice-President
Hon. G. J. Diekema............................................Secretary

COMMITTEES ON THE COUNCIL

Executive Committee
Mr. A. Visscher...............................................Chairman
Rev. G. De Jonge............................................Secretary
Hon. G. J. Diekema  Rev. H. J. Veldman
President E. D. Dimnent

Investment Committee
(In charge of the Funds of the Council)
President E. D. Dimnent  Hon. Arend Visscher
Hon. G. J. Diekema

*Removed from Classis.
THE FACULTY

REV. AME VENNEMA, D. D., President Emeritus.

EDWARD D. DIMNENT, President, Lit. D., L. H. D., LL. D.,
In Charge of Political Science, 1919-20.


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

WYNAND WICHERS, A. M., Registrar.
Professor of History.

Foundation of the Collegiate Reformed Church of New York City

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

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

FRANK N. PATTERSON, Ph. D.
Professor of Biology.

MRS. WINIFRED H. DURFEÉ, A. M.
Dean of Women.
Instructor in French.

BRUNO MEINECKE, A. M.,
Rodman Professor of the Latin Language and Literature.

REV. PAUL E. HINKAMP, A. M., B. D.
Professor of Biblical Literature and Philosophy.

ALBERT E. LAMPEN, A. M.,
Professor of Mathematics.

REV. JACOB VANDER MEULEN, A. M.,
Voorhees Professor of the Greek Language and Literature.

EGBERT WINTER, A. M.
Professor of Education.
HOPE COLLEGE

REV. HENRY HOSPERS, D. D.,
Instructor in the Dutch Language and Literature.

MISS MAE L. BRUSSE, A. B.,
Instructor in German.

MISS CHRISTINE C. VAN RAALTE, A. B.,
Instructor in French and German.

WILLIAM TEN HAKEN, A. B.
Instructor in Mathematics.

HARRIET Z. BAKER, A. B.,
Instructor in English.

MARTHA J. GIBSON, A. M.,
Instructor in English.

ROBERT G. EVANS, A. M.
Instructor in Physics.

ANNE VISSCHER, A. B.
Instructor in English.

MISS MAGDALENE M. DE PREE,
Librarian.
STANDING COMMITTEES OF THE FACULTY

Courses of Study
Wichers, Godfrey, Hinkamp, Meinecke

Student Direction
Wichers, Durfee, Meinecke, Van Raalte

Public Programs
Nykerk, Vander Meulen, Durfee, Gibson

Commencement
Wichers, Winter, Ten Haken

Press
Winter, Wichers, Brusse, Baker

Publicity
Raap, Winter, Godfrey, Nykerk, Patterson, Evans

Fellowships
Dimnent, Godfrey, Wichers, Meinecke

Library
Nykerk, Raap, Van Raalte, De Pree

Board of Athletic Control
Winter, Hinkamp

Religious Activities
Hinkamp, Durfee, Dimnent

Extension
Nykerk, Hinkamp, Van Raalte

Appointments
Winter, Godfrey, Wichers, Durfee, Nykerk
ADMISSION

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

1. By presentation of 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.

An examination will be offered only upon the basis of the accepted requirements of standard secondary schools.

Students may enter an advanced class either at the beginning of the college year or at other times, provided they offer not less than fifteen standard units of secondary work and sustain a satisfactory examination on the studies already covered 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 with the A. B. Degree

The degree of Bachelor of Arts is granted upon the completion of one hundred and thirty semester hours of work. The Semester hour is defined as one recitation of fifty minutes per week for one semester. Two laboratory hours are equivalent to one recitation period.

Required of All Students

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
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<tbody>
<tr>
<td>A Foreign Language</td>
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<tr>
<td>Biblical Literature</td>
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</tr>
<tr>
<td>History</td>
<td>4 &quot;</td>
</tr>
<tr>
<td>English</td>
<td>6 &quot;</td>
</tr>
<tr>
<td>Psychology</td>
<td>3 &quot;</td>
</tr>
<tr>
<td>Evidences</td>
<td>3 &quot;</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>2 &quot;</td>
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<td>44 hours</td>
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The student must select and complete one of the following groups. The figures refer to semester hours.

<table>
<thead>
<tr>
<th>Classical</th>
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<td>English</td>
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<td>Mathematics</td>
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<td>History</td>
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<tr>
<td>Biblical Literature</td>
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<tr>
<td>Public Speaking</td>
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<tr>
<td>Pol. Science</td>
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<tr>
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<td>Evidences</td>
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Total: 130
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<tr>
<th>English Modern Language</th>
<th>Science</th>
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<tr>
<td>English ..................</td>
<td>Chemistry or Biology .......... 20</td>
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<tr>
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<tr>
<td>German or Spanish .......</td>
<td>French or German .......... 20</td>
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<tr>
<td>History ..................</td>
<td>Physics ..................... 10</td>
</tr>
<tr>
<td>Biblical Literature .....</td>
<td>Mathematics ............. 9</td>
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<td>Public Speaking ..........</td>
<td>Biblical Literature .......... 6</td>
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<td>English ..................... 6</td>
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<tr>
<td>Psychology ..............</td>
<td>History ..................... 4</td>
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<tr>
<td>Evidences ................</td>
<td>Public Speaking ............. 2</td>
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<td>Elect ....................</td>
<td>Psychology ............. 3</td>
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<td>Evidences ............. 3</td>
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<td></td>
<td>Elect ...................... 37</td>
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</table>

<table>
<thead>
<tr>
<th>History</th>
<th>Mathematics</th>
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<tbody>
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<td>English ..........</td>
<td>English ..................... 15</td>
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<tr>
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<td>Chemistry or Biology .......... 10</td>
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<td>Biblical Literature</td>
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<tr>
<td>History of Education</td>
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<td>Public Speaking ..</td>
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<tr>
<td>Elect .............</td>
<td>Elect ...................... 32</td>
</tr>
<tr>
<td></td>
<td>130</td>
</tr>
</tbody>
</table>

No degree will be granted until at least one year's resident work has been completed, and this resident year must precede immediately the granting of the degree, (except in the case of regular students who may be ill or otherwise incapacitated for Senior year work).

In order that students preparing for medicine may fit themselves for the courses offered in the different medical schools, Dr. Godfrey has been appointed special advisor for pre-medical students.
DETAIL OF COURSES

The courses given in the Year Book are those offered in 1919-1920. Any changes that may be made for the year 1920-1921 will be recorded in the August issue of the College Bulletin.

DEPARTMENT OF BIBLICAL LITERATURE

In all courses given in this department, the genuinely historical character and divine origin and authority of the Bible are unquestioned. The literary value of the Biblical documents is incidentally pointed out. The object in view is to lead the student to a better understanding and appreciation of the Scriptures as the divine revelation of the righteous and loving will of God for men and of the only true way of salvation. The providence of God as evidenced in history is emphasized. The cultivation of devotional habits is enjoined. All students are urged to remember that the Bible is the source-book in all these courses, and that whatever text books are used are intended merely as supplemental to the Bible itself and explanatory of it.

We use the American Revised Version, Standard Edition. These courses are integral parts of every “Group of Studies” given at Hope College and credit is given for them on a par with all other courses. All students, including specials, are required to take them. The courses are given two hours per week for one semester. No course is scheduled for Seniors because
they are required to take “Evidences of Christianity” as outlined under the head of the Department of Philosophy.

1. **Life and Times of Jesus.—Freshman Year.**

   This course begins with a study of the religious, social and political conditions of Palestine in the time of Christ, and a consideration of other introductory matter related thereto. The Life of Christ is studied as found in the four gospels of the New Testament. For convenience, *A Harmony of the Gospels for Historical Study*, by Stevens and Burton, is used. The text book for this course is *The Modern Student’s Life of Christ* by Rev. Philip Vollmer, Ph. D., D. D.

2. **The Acts and the General Epistles.—Sophomore Year.**

   The founding of the Christian Church is traced in the book of The Acts, and some of the problems of the early church, as they are presented in this book and in the General Epistles, are studied. The inspiration of apostolic example and the rich presentation of practical truth are emphasized. The textbooks used are *The Acts* and *The General Epistles* by Rev. Charles R. Erdman, D. D.

3. **History of the Hebrews.—Junior Year.**

   In this course the Old Testament history is rapidly reviewed and continued up to the destruction of Jerusalem by Rome in 70 A. D. This is accomplished by analyzing the lives of the successive great characters in Hebrew history, rather than by studying the chronological narrative of the nation as such. The
textbook used is Leaders of Israel by Rev. Geo. L. Robinson, Ph. D., D. D.

**BIOLOGY**

The biological laboratories are fully equipped with materials, apparatus and reagents to give all courses. There are 29 compound microscopes, a rotary microtome, two sliding microtomes, chemical balance, drying ovens, hat water baths, Lillie bath, electric incubator, autoclave, arnoild, clinostat, kjeldahl apparatus, complete human skeleton, anatomical models. The plant room, aquaria and cage rooms furnish living material for study. The store room and museum contain useful material for the study of comparative anatomy. The dark room is equipped for photography and light reactions. The departmental library is provided with several hundred modern texts, reference books and journals. All courses are elective.

The following courses are given advanced credit in Rush Medical School and other University Medical Schools, where the courses correspond: Biology 3=1½ Majors; Biology 10=2 Majors; Biology 8=1 Major.

1. Morphology, Physiology and Ecology of Flowering Plants.—Analysis of plants and their identification by use of key and flora; preparation of herbarium of twenty-five specimens. Gross and microscopic anatomy of plant tissues with the use of dissecting instruments and compound microscope. Preparation of microscopic slides. Laboratory note-book with gross and microscopic anatomy plates and Experimental Physiology of plants. Second semester: Recitations, 2 hours; Laboratory, 4 hours.
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. In addition to the gross dissection of the specimens, opportunity is given for preparing slides of the smaller organisms and selected tissues. Pre-requisite to Biology 4. First semester: Recitation, 3 hours; Laboratory, 4 hours.


3 (b). A Laboratory Course in Pathogenic Bacteriology.—This is the same course as given in the best medical schools. About forty pathogenic and non-pathogenic bacteria are studied; inoculations into all the ordinary media; permanent slides of each; technique for ordinary and gram staining for differentiating the capulated, flagellated and spore containing species, for hanging-drop preparations, for plating and fermentation tests, for precipitation and agglutination tests. Manual: Heineman's Laboratory
Guide in Bacteriology. Second semester: Laboratory, 120 hours.


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. Attention is given to the following topics: Development, reproduction, classification, cytology, Mendelism, evolution and variation in plants, as well as to fungous and bacterial diseases of plants, the relation of bacteria, yeasts and moulds to the soil, to decay and fermentation and to the industries. First semester in alternate years: Recitations, 2 hours; Laboratory, 4 hours.

6. **Human Anatomy, Physiology, Hygiene and Sanitation.**—An advanced course in human anatomy and physiology and the application of these principles to the laws of hygiene and sanitation. A study of personal, domestic and public conditions essential to health. Practical work in the laboratory in anatomy, physiology, histology and hygiene. Great emphasis is laid upon the study of the cell.

For those taking the pre-medical course especial work is offered in anatomy, histology and elementary chemical physiology. Recommended to Freshmen and Sophomores and should precede Courses 3, 4, 7, 8, 9 and 10. First semester: Annually: Recitations, 2 hours; Laboratory, 4 hours.
7. Genetics.—A study of the theories of Variation, Heredity and Mendelism, and their relation to animal breeding, and to Eugenics. A study of the principles of development and other biological theories. This course is open to all students, but is not accepted as a required course in the Natural Science group, except when it is preceded by Courses 2 and 6, or 4 and 6, or 1 and 5. Second semester: 3 hours; no laboratory.

8. Vertebrate Embryology.—The lectures deal in a comparative way with the development of vertebrates. Special emphasis is laid upon the study of the human embryo, chick and pig. The laboratory work consists of the technique of preparing, the study and sketching of permanent microscopic slides of the chick and pig embryos. Whole mounts and serial sections are prepared. Slides of the human embryo are studied and sketched. Texts: Bailey and Miller's Text Book of Embryology, Lillie's Embryology of the Chick and Pig. Second semester in alternate years. Recitations, 3 hours; Laboratory, 120 hours.

9. Microscopic Anatomy.—A practical course in the technique of preparing permanent slides of biological material. Selected material from plants or animals are prepared and studied and sketches made. Research methods are employed. Second semester: Laboratory only, 120 hours.

10 (a). Chemical Physiology.—This course includes an advanced study, theoretical and practical, of fats, carbohydrates and proteids; of the digestive juices and digestion. Text: Mathew's Physiological Chemistry. First semester: Recitations, 2 hours; Laboratory, 120 hours.
10 (b). Chemical Physiology.—This course includes the study of the blood, milk, bile, muscle, bone, nervous tissue, normal and pathological urine. The laboratory work includes the study of tissue preparations, blood and bile; also a complete qualitative and quantitative analysis of urine is made upon high and low protein diet. A Kjeldahl determination of total nitrogen in urine is made and Folin's method for determining ammonia is applied. Second semester: Recitations, 2 hours; Laboratory, 120 hours.

11. Advanced Physiology and Ecology of Flowering Plants.—Ecology is treated from the morphological and physiological standpoints. Attention is called to the modifications which adapt plants to their environment. Laboratory work in experimental plant physiology; field work in ecology. First semester: Recitations, 2 hours; Laboratory, 4 hours.

12. Bacteriology.—A laboratory course dealing with the bacteriological examination of water, milk and sewage. Second semester: 4 hours.

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 inorganic, quantitative and organic laboratories 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 a limited number of 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 and 6.

1. **Inorganic Chemistry.**—Classroom, three hours a week; laboratory, four hours a week. First semester, Freshman year. The student should have a good fundamental knowledge of physics.

2. **Inorganic Chemistry.** — (Continuation of Course 1). Classroom, three hours a week; laboratory, four hours a week. Second semester, Freshman year. The laboratory work during the last half of this course will consist of a study of the reactions of the various metals and their salts as presented in Baskerville and Curtman’s Qualitative Analysis.

3. **Qualitative Analysis.**—Classroom, one hour; laboratory, six hours. First semester, Sophomore year. This course includes a discussion of the principles of analysis, having special regard to the theory of electrolytic dissociation and the law of mass action; basic and acid analyses of simple substances, and the systematic analysis of unknown compounds and complex mixtures.

6. **Quantitative Analysis.** — (Introductory Course). Classroom, one hour a week; laboratory, six hours a week. Second semester, Sophomore year. Prerequisites: Courses 1, 2 and 3. This course includes:
(a) Gravimetric Analysis. A study of the chemical balance, gravimetric methods of analysis, reactions, theories of analytical chemistry and stoichiometry; duplicate determinations of iron in an iron wire, and silver and copper in a dime. (b.) Volumetric Analysis. The calibration of two burettes and one pipette; volumetric determinations by precipitation, by neutralization, by oxidation and reduction; and the exact preparation and use of standard solutions.

4. Organic Chemistry.—Classroom, three hours a week; laboratory, four hours a week. First semester, Junior year. This course includes a study of the marsh-gas series and the unsaturated compounds. The laboratory work deals with synthetical preparations.

5. Organic Chemistry.—(Continuation of Course 4). Classroom, three hours a week; laboratory, four hours a week. Second semester, Junior year. A course dealing with the aromatic series of the hydrocarbons and their synthetical preparation in the laboratory.

7. Quantitative Analysis.—Laboratory, ten hours a week. First semester, Senior year. This course includes the duplicate analysis of barium chloride, zinc sulphate, dolomite and spathic iron ore ar. other special problems.

8. Quantitative Analysis.—Laboratory, ten hours a week. Second semester, Senior year. This course will be arranged to meet the needs of the individual student and may include:

(a) Water Analysis.
(b) Analysis of Soils.
(c) Chemistry of Food.
(d) Organic Elementary Analysis.
9. The Teaching of Chemistry.—Through the recommendation of the Head of the Department, and with the approval of the Course Committee, a limited number of students who have done meritorious work may elect this course during their Junior or Senior years. The course offers practice teaching and experience in the care and management of a laboratory. Four or six hours service a week. One semester hour credit for two hours service, total credit not to exceed six semester hours under any circumstances.

DUTCH

The study of the Dutch Language and Literature is of great value in itself, but especially for students who expect to labor among the people in our Dutch settlements. The language is used in many homes and also in the meetings of many of our Reformed churches, east and west.

Our aim is to enable the students to use the language correctly in speaking and writing, to acquaint them with the best literature written in the Dutch language, and with the history of the Netherlands.

The courses are open to all College students.


5. Reading and Composition.—Textbooks: Boswijk en Walstra’s Uit onze Beste Schrijvers; Koenen’s Uit onzen Taalschat, III. Essays and orations. First semester.


EDUCATION

The courses offered in this department are intended especially to prepare teachers for secondary schools. However, the work fits in conveniently with the courses offered in other departments of the college and will prove helpful to students who plan to enter the ministry or engage in social work. Special efforts are made by the Appointment Committee to secure positions for graduates who have shown special aptitude for teaching.

1. Elementary Psychology.—A course for students who intend to spend but a short time in the college department in preparation for teaching in the grades. Freshman. First semester. Five hours.
2. General Psychology.— (See Philosophy and Psychology). Prerequisite to all courses in Education. Three hours.

3. Educational Psychology.— A study of the psychological principles applied to the learning process. Special attention is given to experimental work in Education. Junior and Senior. Second semester. Three hours.

4. Principles of Teaching.— This course includes a study of the aims of Education and the principles applied in instruction, with special reference to methods of teaching in High Schools. Observation work and practice teaching is connected with this course. Junior and Senior. First semester. Three hours.

5. History of Education.— Ancient. Special attention is given to those historical agencies which have influenced the organization, method, content and results in the education of the various peoples. Junior and Senior. First semester. Three hours.


8. Secondary School Problems.— This course deals with the various High School activities and the problems the teacher meets, such as aims of secondary education, evaluation of subjects, classroom teaching, socialized recitation, student social activities, student government and the social demands upon a High School education. Senior. Second semester. Three hours.

9. School Supervision and Administration.— This course deals with educational aims and forms of con-
trol, maintenance and support, courses of study, school boards, types of buildings, textbooks, engaging teachers, efficiency in work, measurements of results, graduation, promotions. Junior and Senior. Second semester. Three hours.

10. Social Aspects of Education.—This course treats of the relations of the individual to society, to other socializing institutions and social aims and activities of the school. Junior and Senior. First semester. Two hours.

12. Child Psychology.—A study of children from the psychological and pedagogical point of view with special emphasis upon their power and abilities to learn, including discussions of supernormal, normal and subnormal development. Senior. Second semester. Two hours.

13. Practice Teaching.—This work is done in the Preparatory Department under the direction of the Head of the Department of Education and under the direction of the Head of the Department in which the teaching is done. Opportunities are also offered at various times to supply in the local public schools. Senior.

14. Colonial Education.—An advanced course for students capable of doing individual work in Early American Education. Senior. Second semester. Two hours.

15. Class Room Management.—This course deals with practical problems confronting the teacher in the class room. Special attention will be given to the different phases of the recitation, its machinery and process, with reference to the student as the object, and results attained. Three hours. Seniors.
Rules Governing Those Who Wish to Be Recommended for the State Teachers' Certificate.

1. Students are required to obtain twenty-two hours credit in education. Courses 2 and 3 are required, but course 1 is not accepted.

2. A student must average 85 per cent. throughout his college course. (Vote of the Faculty, November, 1912.)

3. A minimum of six weeks of observation work is required. This work may be done in the Preparatory School or the local High School. The minimum for teaching is nine weeks.

4. A thesis will be required from each applicant for this certificate.

5. Seniors must satisfy the Committee on Recommendations concerning their ability and fitness for teaching.

ENGLISH

1. Rhetoric and American Literature.

   (a) Rhetoric.—A comprehensive study of the basic principles of composition, with abundant practice in writing; especially in exposition and argumentation. First semester. Three hours.

   (b) American Literature.—A study of the development of American literature from 1607 to 1840, accompanied with analysis of a variety of illustrative work and wide supplementary reading. First semester. Two hours.

2. Rhetoric and American Literature.
(a) **Rhetoric.**—Continuation of course 1 (a). Emphasis on description and narration. Three hours. Second semester.

(b) **American Literature.**—Continuation of course 1 (b). Covers the period from 1840 to the present time. Two hours. Second semester.

4. **English Literature and Rhetoric.**
   (a) **Literature.**—A brief survey of the development of English literature from Anglo-Saxon times to the beginning of the Restoration. Reading lists and oral and written reports. First semester. Two hours.
   (b) **Rhetoric.**—An investigation into the principles of rhetoric as revealed in the works of classical English authors. Description and narration. Themes and written reports. First semester. Three hours.

5. **English Literature and Rhetoric.**
   (a) **Literature.**—Continuation of course 4 (a). A brief survey of the history of English literature from the Restoration to the modern period. Second semester. Two hours.
   (b) **Rhetoric.**—Continuation of course 4 (b). Exposition and argumentation. Themes and class debates. Second semester. Three hours.


7. **English Literature and Rhetoric.**
   (a) **Literature.**—Continuation of courses 4 and 5, embracing the literature of the nineteenth century. First semester. Two hours.
   (b) **Rhetoric.**—Argumentation and debating. First semester. Three hours.
8. The Elizabethan Drama.—Special reference to the plays of Shakespeare. Four hours. Second semester.


11. James Russell Lowell.—We trust no apology is necessary for announcing a course in the study of one of America's chief poets and critics. The aim of the course is to inspire patriotic pride as well as to point out esthetic values. Four hours. Given 1920-1921.

FRENCH

Four years of French are offered with a view to obtaining a correct pronunciation, thorough knowledge of construction, and the ability to translate and to appreciate the best French writers. A study is made of the leading movements in the history and development of French literature, and of the characteristic works of the principal authors. Composition, dictation, memorizing, and conversation in French are employed throughout the course.

1. Beginners' Course.—Grammar and composition exercises, oral drill, with careful attention to pronunciation according to the phonetic symbols. Five hours. First semester.

2. Course 1 Continued, leading to selected fiction and lyrics, principally from Daudet and Hugo, with exercises in conversation and composition based on the literature read. Second semester. Five hours.
Second Year French

3. The Drama of the Seventeenth Century.—Corneille, Moliere, Racine. The reading in class and by individual assignments of the principal plays of these authors. Lectures on the development of the French drama. The influence of the Hotel Rambouillet. First semester. Five hours.

4. The Prose of the Sixteenth and Seventeenth Centuries.—A general survey of the periods and of the influence of the Renaissance and Reformation. Special attention is given to Rabelais and Montaigne and their theories of education, to Ronsard and the Pleaide movement, and to the writings of Descartes, Pascal, Bossuet, La Rochefoucauld, La Bruyere and Fenelon. Second semester. Five hours.

Third Year French.

5. 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 forces that led up to the French Revolution. First semester. Five hours.


7. The Modern Drama.—A critical study of the best plays produced for the French stage from the time of Augier and Dumas Fils down to Sardou, Herrivieu and Rostand. First semester.

8. French Prose Fiction.—A critical study of the short story, illustrated by such writers as Coppee,
Bazin, Merimee, Daudet and de Maupassant, to be followed by the analysis of several of the leading novels of modern French authors. Second semester.

GERMAN

The aim of the department is to give the student a thorough knowledge of the fundamental principles of the language, to get him interested in the German life, literature, and institutions, and to enable him to follow intelligently and take part in a recitation conducted in German. In order to anticipate the problems which confront the teacher of German, the grammar work deals especially with matters of fundamental importance, and the knowledge gained is supplied at once in the reading, in the composition work, and in the spoken word. To accomplish this end six years of German are offered.

1-4. Courses 1-4 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. Courses 1-2 give the student an understanding of German syntax, a reading knowledge of easy German, and an extended vocabulary. Courses 3-4 include work in composition, oral and written; the reading of narrative prose with sight translation, and constant paraphrasing of sentences based upon the text.

5. General Reading Course.—This course deals with the nineteenth century literature, both prose and poetry. Such works as portions of Freytag's Bilder aus der deutschen Vergangenheit and Eichendorff's Aus dem Leben eines Taugenichts will be read. First semester. Five hours.
6. **Heine.**—A study of the poet, based on 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. Second semester.

7. **The German Novel.**—Readings of selected works of Freytag, Scheffel, Keller, Sudermann or Spielhagen. Outside reading required. The lectures on this course will aim to present the genesis of this form of composition.

**Grillparzer.**—A study of the writer from the reading of some of his dramatic works and the novel Der arme Spielmann. There will also be some investigation of the Romantic School. First semester.

8. **An Introduction to Goethe.**—An endeavor will be made in this course to secure some appreciation of the greatest of German authors. Hermann and Dorothea, some portions of the Dichtung und Wahrheit, and some 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. Second semester.

9. **Faust.**—A reading of Part 1 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. First semester.

10. **Lessing.**—A study of the writings of Lessing, based upon an outline of his chief works. Portions of the Hamburgische Dramaturgie and the Laocoon will be read.

**Schiller.**—A detailed study of the work of Schiller. Portions of Schiller's prose writings will be investi-
gated, as will also the development of his dramatic works. Lectures and original papers. Second semester.

11. The Drama of the Nineteenth Century.—Readings from the plays of Suderman, Hauptmann, Hebbel, Fulda, etc. Discussion of literary tendencies as illustrated by the writers of Das Junge Deutschland. First semester.

12. 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 medieval legends. The principle peculiarities of the grammar of the Middle High German will be discussed with reference to their effect upon the language of the present day. Second semester.

GREEK

1. Historical Prose Writers.—Xenophon, Hellenica, Books 1-4. Thucydides, selections. The style, method and aim of the Greek historians are studied, together with a review of the important facts of Greek history. First semester. Five hours.


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. Notes on epic poetry. First sem-
ester and eight weeks of second semester of 1920-1921 and alternate years. Five hours.

4. (a) Lyric and Melic Poets.—Selections. Notes on the history and development of Greek poetry. Five weeks, second semester 1920-1921 and alternate years. Five hours.

(b) Comedy.—Aristophanes' Clouds. Second semester, five weeks 1920-1921 and alternate years. Five hours.

5. Tragedy.—The Oedipus Myth; its treatment by Sophocles. Second semester 1919-1920 and alternate years. Five hours.


7. Demosthenes.—The Philippics and Olynthiacs. First semester 1919-1920 and alternate years. Five hours.

8. The History of Greek Literature.—Omitted 1919-1920.

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 to others who desire to read the Bible in its original forms, an opportunity to prepare themselves by a rapid and careful reading of the text for later exegetical studies. No exegesis is attempted since this is considered a graduate study. Second semester. Four hours.


HISTORY

The following courses are planned to give the student an introduction to the large field of European and American history. They are intended to awaken the historical imagination and to impart that culture and information which are so useful in the student's later life of public service. Much emphasis is laid upon the rise and development of modern states, their institutions and their problems. The library and textbook methods are combined in all the courses.

1. The History of Europe from the Reformation to 1815.—The religious reformation, the Age of Louis XIV, and the French Revolution. The lectures of the first few weeks are devoted to some preliminary problems, such as the Rise of the Church and the Papacy, the Holy Roman Empire, Feudalism, the Renaissance, etc. First semester. Four hours.

2. The History of Europe Since the Vienna Congress (1815).—The development of the modern states and their constitutions. Second semester. Four hours.

3. The Political and Constitutional History of England.—To the Puritan Revolution. The emphasis is placed upon the origin and the development of the Constitution. First semester. Four hours. Open to Juniors and Seniors and to others by permission. 1919-1920.


LATIN LANGUAGE AND LITERATURE

Students who wish to qualify properly as teachers of Latin and desire a special recommendation from the head of this department should plan to study three years of Latin in the college inclusive of the Teachers' Course. The following courses will be offered for the year 1919-1920:


5. Roman Comedy—Plautus or Terence.—Study of the development of the drama; the influence of Greek drama upon Rome. Latin comedy, Roman

7. **Roman Philosophy.**—Moral Essays of Seneca.—Study of Roman philosophy with special reference to Stoicism. Assigned readings. Papers and discussions by the class. One hour a week will be devoted to a systematic study of Roman literature on the basis of Bender's Roman Literature. First semester. Elective.

8. **Roman Satire—Juvenal.**—Study of the history and development of Roman Satire. Social life of Rome under the Empire. One hour a week will be devoted to a special study of Roman public and private life. Second semester. Elective. Two hours.


**MATHEMATICS**

1. **Solid Geometry.**—A complete course, embracing lines, planes, dihedral and polyhedral angles, polyhedrons, cylinders, cones and the sphere. Much original work is required in a notebook on problems and theorems. It should be taken by all Freshmen who do
not offer it as an entrance credit. Four hours a week. First semester.

2. **College Algebra.**—One and one-half years of Academic Algebra and one year of Plane Geometry are prerequisites. The course gives a thorough review of elementary principles, a study of determinants, binomial theorem, logarithms, progressions, series, and theory of equations. All graphical work is emphasized. Four hours a week. First semester.

3. **Trigonometry.**—Plane and Spherical. Prerequisites—Academic Algebra and Plane and Spherical Geometry. Development of the trigonometric functions by line and ratio methods, derivation and transformation of formulae, graphing, and solution of all kinds of triangles. Solution of the right spherical triangle by Napier's Principles, and of the spherical triangle by division into right triangles and by the formulae developed. Emphasis on applications to surveying, Navigation and Astronomy. Five hours. Second semester.

4. **Analytical Geometry.** Prerequisites—Courses 2 and 3. A study of rectangular, oblique and polar coordinates, loci and their equations of the straight line, circle, parabola, ellipse, and hyperbola, with a brief introduction to Solid Analytics and Higher Plane Curves. Five hours a week. First semester.

5. **Calculus.** Prerequisites—Courses 2, 3 and 4. An elementary course in Differential and Integral Calculus with applications. Fundamental principles developed by methods of rates and increments, infinitesimals, differential coefficients, differentiation of all kinds of functions, maxima and minima, Taylor's and Maclaurin's formulas, formulas for computing loga-
rithmic and trigonometric tables, elementary integrations and applications to Physics, Astronomy, etc. Five hours. Second semester.

6. Plane Surveying.—A practical course designed to familiarize students with the ordinary operations of leveling and land surveying, use of chain, tape, level and transit; plotting, field notes and problems, etc. Much outdoor work will be required. References—Barton’s Plane Surveying and Johnson and Smith’s Surveying. Plane Trigonometry required. Three hours. Second semester.

7. Astronomy.—Descriptive. A non-mathematical course aiming to give a comprehensive knowledge of the general principles and theories of the heavenly bodies; their distances, motions and mutual relations; tides, eclipses, and a review of the modern doctrines of the universe in the light of modern astronomy. Two hours. Second semester.

PHILOSOPHY

1. General Psychology.—Junior year. Three hours per week. First semester.

This course is chiefly concerned with normal, adult, human psychology, and is intended as a series of fundamental studies preparatory to more advanced work in the main and subsidiary branches of this science. A brief series of lectures on the subject of the seat of consciousness is given in connection with the course. Such time as is available is devoted to simple experimentation and to supplemental reading from standard authorities. An Introduction to Psychology by J. R. Angell is used as a text book.
2. Ethics.—Senior year. Three hours per week. First semester.

A general introductory course in the philosophy of the moral life. The more important historic theories of morality are analyzed, compared and criticized. The first half of the course deals with the study of the development and theory of morality, and the second half is devoted to a consideration of the practical problems of personal and public morality. Supplemental reading from standard authorities is assigned as time allows. *Problems of Conduct*, by Durant Dake, is used as a textbook.

3. Problems of Philosophy.—Senior year. Three hours per week. First semester.

This course is designed for beginners in the subject of pure philosophy and takes up such fundamental problems as the nature of the real, the one and the many, the soul and its connection with the body, cosmology, epistemology, morality and religion. That the human intellect is a blind alley and that life is a venture of faith are facts which this course is meant to emphasize. *A First Course in Philosophy*, by John E. Russell, is used as a textbook.

4. History of Philosophy.—Second year. Three hours per week.

In this course the development of philosophic thought from ancient to modern times is studied, and an effort is made to familiarize the student with the more important philosophers and their theories of the universe. *A Student's History of Philosophy*, by A. K. Rogers, is used as a textbook.

5. Evidences of Christianity.—Senior year. Three hours per week. Second semester.
This course begins with a consideration of the Christian View of the World and its superiority to pantheism, materialism, agnosticism and evolution. The course continues with a study of Jesus Christ as the supreme evidence of Christianity, shown by the synoptic picture of Jesus and its meaning, and Christ as spiritual creator and practical idealist. The question of the historicity of the miracles of Christ is considered carefully, and, in order to show the general weakness of positions of doubt, the naturalistic explanations of the resurrection of Christ are analyzed and refuted in detail. The course closes with a study of the evidence of Christian experience and Christian history. The aim is to send out every Senior fully convinced of the ability of Christian claims to successfully stand the test of scientific investigation. While no effort is made to explain by logic and reason divine truths which transcend the powers of the human mind, yet an attempt is made to show how human objections, based on logic and reason can be adequately refuted by the same weapons. Why Is Christianity True? by Rev. E. Y. Mullins, D. D., LL. D., is used as a textbook.

PHYSICS

The installation of the Physics department in its new and commodious quarters, together with carefully selected equipment, combine to assist the student in gaining a comprehensive knowledge, not only of the principles of physics and their application, but also of the most approved methods of scientific research. Especial emphasis is laid upon the formation of habits of carefulness and exactness in work and interpreta-
tion of results which tend to the production of knowledge of value.

Courses 4-7 offer advanced work in Physics which is recommended to those who intend to teach Physics or to do advanced work.

1. General Physics—Mechanics of Liquids and Solids, Molecular Physics, Sound and Heat. Lectures, recitations and laboratory work. Class room, three hours; laboratory, four hours. Prerequisite, entrance physics. Must be preceded or accompanied by Mathematics 1. First semester.

2. General Physics.—Magnetism, Electricity, Light. (Continuation of Course 1). Second semester. Recitation, three hours; laboratory, four hours.

3. Normal Physics.—Offered to a limited number of students who have completed courses 1 and 2 and who expect to teach. Repairing, caring for and constructing apparatus; illustrative experiments, practice teaching.

4. Advanced Mechanics.—Class room, two hours; laboratory, four hours. General physics prerequisite. First semester. Given alternate years.

5. Theory of Heat.—Alternate with Course 4.

6. Advanced Electricity and Magnetism.—Continuation of Course 4, second semester.


POLITICAL AND SOCIAL SCIENCE

A course is offered each year in Political and Social Science. The text work is supplemented with observational and investigative work with the idea of
awakening the mind to the facts and problems of political, economic, and social life.

1. **Political Economy.**—Detailed reports on the financial, labor, grain, produce, and livestock markets; analysis of government, bank, fiduciary, and trade reports and statements; historical survey of the development of the idea of Value.

2. **Political Science.**—The history of the growth of states, with especial reference to the United States Constitution. Investigation of the development of the principles of International Law.

3. **International Law.**—An elementary study of the principles of international comity. (By arrangement).

4. **Social Science.**—Studies in the social group. An investigation of modern urban and rural conditions as they affect the body of the nation. Especial emphasis is laid upon the ethical aspect of social conditions. (By arrangement).

5. **City Government.**—A study in modern city government. The Aldermanic System; Commission Government; City Managers; Charters; Home Rule; the State and the City; Public Utilities and the City; Budgets and City Accounting. (By arrangement).

**PUBLIC SPEAKING**

The courses in Public Speaking include the study of the speaking voice; the various requirements for proper conduct on the platform and in the pulpit; the laws and principles of enunciation, pronunciation, phrasing, emphasis, melody, tone color and cadence. A thorough drill is given in the difficult art of reading
aloud both prose (including the Bible) and poetry. Speeches and orations are written and delivered by the students, which are subject to careful criticism by the instructors. The course also includes the dramatic presentation of carefully selected plays. Impromptu and extempore speaking are emphasized in the Senior year.

A four years’ hour course is required from all Divinity and Latin students, while all other students are required to take the courses in the Freshman and Senior years. One credit per year is given.

Private lessons may be had at reasonable rates.
THE PREPARATORY SCHOOL

The Preparatory School aims to be exactly what its name indicates. It seeks to prepare for entrance into college or professional schools, and for commercial, industrial, social, and home life in a country of democratic institutions. The academies and preparatory schools of fifty years ago aimed at college preparation only. We have outgrown this stage. The progress and wealth of the nation are making it possible for boys and girls to seek further culture and training beyond that of the primary grades. Child labor laws require that a boy or girl be engaged in school activities until his fourteenth or sixteenth year. Besides this, many a youth is unable to "find himself" until the approach of young manhood. The curriculum of The Preparatory School has been arranged to meet all these conditions. There are several groups of varying nature.

The classical group affords a broad scholastic basis for advanced collegiate work. It embraces four years of Latin, two of Greek, four of English, three of Mathematics, one of Science, two of History, and a sufficient number of other courses to complete sixteen units of work. This amount will enable students to enter any standard college or university which admits on diploma.

The Latin group differs from the classical in substituting two years of modern language for the Greek. In standing, it is in all respects equivalent to the classical group. It has in mind especially those who are preparing for medicine, law, or engineering.
The English group omits Latin and Greek and offers a minimum of four years of English, with a fifth year as an elective, and substitutes History and modern language for Latin, but corresponds in other respects to the foregoing groups.

The Normal group offers work in pedagogics and reviews. It keeps in close touch with grade school requirements and aims to prepare the student for teaching in grade work. The instructor in charge seeks to supply the student with work at the close of his course but will not recommend any student who has not maintained an average of 85 per cent. in all of his studies.

The moral life of each individual student is guarded very carefully. The rules of the school are very few, covering only such things as a healthy Christian culture deems proper. Religious education is offered every student for the development of forceful character and good citizenship. All the social meetings of the students are under the supervision of the faculty and no practices are permitted which do not lead to fineness and delicacy of instinct and character. There is a wide range of social activities in all the aspects of student life, and the faculty seek to assist in the social development of the pupil. Fraternities and sororities are not allowed upon the campus, but the social ends sought by them are attained in every respect thru the literary societies and private entertainment, contests, public rehearsals, and forensic practice. Private work in elocution and music is offered. The gymnasium is under the care of an experienced, practicing physician who is at the same time a member of the faculty. When the director deems it necessary, the student is advised to seek the care of his family physician.
A matter of great importance is an arrangement of the schedule whereby, if a pupil wishes to occupy a part of his time in gainful occupations, he can place his class work in the morning hours and be free for outside employment thereafter. A student is not allowed to take more subjects than his ability and his time permit. This arrangement of hours also permits pupils along the trolley lines to live at home.

The tuition fees are merely nominal—eighteen dollars a year. This covers all expenses except the incidental fee, graduation fee, and laboratory fee. This small amount for tuition is made possible only by the fact that Hope College and The Preparatory School are supported by the friends of the Reformed Church in America.

ADMISSION

Pupils holding an “Eighth Grade Diploma” of an accredited public school 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 examinations 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 possible to enter a class if they
have not studied all the branches which the class has pursued.

**GRADES AND REPORTS**

The minimum passing grade is 70 on a basis of 100. Three failures (designated by "F") in the required subjects in The Preparatory School automatically drop a student into the class below; students in the "D" class are suspended for the current year unless they wish to continue in studies as specials, or without credit. All conditions (designated by "C") must be made up by the end of the first week of the second semester immediately succeeding the semester in which the "C" was received; failure to comply with this rule automatically makes the "C" an "F," and subject to all the rules of failures regularly placed against a student's record.

A full statement of the student's record is mailed to his parents at the close of each semester.

**GRADUATION**

A diploma of graduation is awarded upon the completion of sixteen units of work. The courses must be pursued as scheduled in the different groups. No diploma will be awarded for less than one year resident work immediately prior to the granting of the diploma.
THE FACULTY

President, Edward D. Dimnent, Litt. D.

Bruno Meinecke, A. M.,
Principal and Registrar, Latin Language and Literature.

John B. Nykerg, A. M.,
English Language and Literature.

Frank N. Patterson, Ph. D.,
Biology.

Mrs. Winifred H. Durfee, A. M.,
Dean of Women.

Wynand Wichers, A. M.,
History.

Albert E. Lampen, A. M.,
Mathematics.

Rev. Paul E. Hinkamp, A. M.,
Bible.

Egbert Winter, A. M.,
Education.

Miss Mae L. Brusse, A. B., Secretary.
Instructor in German Language and Literature.

William Ten Haken, A. B.,
Instructor in Mathematics.

Robert G. Evans, A. M.,
Instructor in Physics.

Miss Christine C. Van Raalte, A. B.,
Instructor in Latin.

Miss Harriet Z. Baker, A. B.,
Instructor in English.

Miss Martha J. Gibson, A. M.,
Instructor in English.

Miss Magdalene De Pree,
Librarian.
DETAIL OF COURSES

BIBLICAL LITERATURE

The aim of instruction in the following courses is to give the student a better knowledge of the historical contents of the Bible, along with such information as to the social, political and religious conditions prevailing at the various periods as will lead to a more thorough understanding of the sacred narrative. The American Revised Version of the Bible, Standard Edition, is used as the source book and A Manual of Bible History, by Rev. Wm. G. Blaikie, D. D., LL. D., is used as a supplemental textbook throughout the four years.

All Preparatory students are required to take these courses two hours per week for one semester each year:

1. The Pentateuch.—Manual, Chaps. 1-6—for “D” class.

BIOLOGY

A year of Biology is required of all Preparatory students and is given in the “C” year. Twelve weeks of five hours per week are devoted to each of the fol-
lowing subdivisions of Biology: (a) Physiology and Hygiene; (b) Zoology; (c) Botany.

Biology 1—Twelve weeks Elementary Physiology and Hygiene; six weeks Elementary Zoology. First semester. Three hours recitation, two hours laboratory.

Biology 2—Six weeks Elementary Zoology and twelve weeks Elementary Botany. Second semester. Three hours recitation, two hours laboratory.

EDUCATION

1. Elementary Psychology.—Open also to Freshmen. First semester.

2. Rural Schools.—A study of rural school conditions and problems, the one-room school, graded and consolidated schools, buildings, school grounds, qualifications of teachers. Visiting of schools by students is required. First semester.

3. Theory of Teaching.—Methods of the recitation with special reference to elementary schools. The course of study for the schools of Michigan is discussed. Second semester.

4. School Management.—Such problems as care of the school, ventilation, grading, school program, and discipline are studied. First semester.

5-6. General Reviews.—This work is carried on thru the two semesters. It is especially for those students who are preparing for the teachers’ examination in April. Observation work and some practice teaching are required.

7. History of Education.—An elementary course in the History of Education. A general survey is made
of the whole field, with special emphasis on those institutions that have been most instrumental in bringing about the present systems of education. This course is open to Freshmen.

ENGLISH

First Year

1. Grammar.—First semester. Five hours per week. A thorough review of formal grammar, as preparation for further work in English and for the study of foreign languages. Textbook: Blount—An Elementary English Grammar.


Second Year

3. Rhetoric and Literature.
   (a) Rhetoric.—First semester. Two hours per week. A study of the principles of composition, stressing the constructive side of the subject. Much practice in writing.
   (b) Literature.—First semester. Three hours. Careful analysis and appreciation of Irving’s Sketch Book; George Eliot’s Silas Marner; Palgrave’s Golden Treasury (First Series) Book IV.

4. Rhetoric and Literature.
   (a) Rhetoric.—Second semester. Two hours per week.
   (b) Literature.—Three hours. Continuing the
studies of the first semester in The Merchant of Venice; Carlyle's Essay on Burns; Bunyan's Pilgrim Progress; Ruskin's Sesame and Lilies; Goldsmith's Vicar of Wakefield.

Third Year

5. Rhetoric and Literature.
   (a) Rhetoric—First semester. Two hours per week. Study of the principles of composition, emphasizing fluency and ease of expression as well as correctness and corellating the work with the studies in literature.
   (b) Literature.—Three hours per week. Study of the more important figures in American Literature from 1607 to 1840. Textbook: Long: American Literature. Supplementary reading of three standard works in the field of fiction or biography.

   (a) Rhetoric.—Second semester. Two hours per week. Continues 5 (a).
   (b) Literature.—Three hours. Continuation of Long covering the period from 1840 to the present. Supplementary reading of three classics.

Fourth Year


8. Literature.—Second semester. Five hours a week. Study of Macbeth, House of Seven Gables; Wordsworth Selected Poems; Tennyson's Idylls of the King.
Special Courses.—To supplement and amplify the work of particular groups of students.

9. Oral English.—First semester. Five hours a week. A course designed to assist the student in giving efficient expression to the written thought of others and to his own ideas. Much training in enunciation and prepared and extempore speeches is given.

10. Grammar Reviews.—Second semester. Five hours a week. A course intended for the English group to provide linguistic drill as a substitute for Latin.

FRENCH

The aim of the French courses in the Preparatory School is to give a good working knowledge of the language.

1. Beginner's Course.—The Direct Method is employed, based upon the modified system of the Walter-Ballard texts. Careful attention is given to pronunciation by the phonetic system, and to conversation, and the memorizing of proverbs, short poems and prose selections. First semester.

2. A continuation of Course 1, with readings in easy French History. Second semester.

3. Review of pronouns and irregular verbs, weekly composition, reading of selected texts, with composition and oral exercises on the material that has been translated. First semester.

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 as a means, not as an end in itself. The memorizing of a number of the most famous German poems and songs is required. First semester.

2. This course is in the main a continuation of Course 1, but with the addition of some of the more common principles of syntax. Second semester.


4. An Introduction to the German Drama.—Schiller, Lessing, Freytag. The reading of the principal plays by these authors. Continued composition. Second semester.

GREEK


2. Completion of Course I.—Second semester.

3. Xenophon.—Anabasis, Books 1 and 2. Review and application of the principles of syntax and inflection. First semester.

HISTORY

1. The Oriental Nations and Greece.—"D" class. First semester. Required of all.
2. The History of Rome.—"D" class. Second semester.
7. American History and Civics.
   (a) History.—Three hours. Required of all. "B" class. First semester.
   (b) Civics.—Two hours. Required of all. "B" class. First semester.
   (a) History.—Three hours. Required of all. "B" class. Second semester.
   (b) Civics.—Two hours. Required of all. "B" class. Second semester.

LATIN

1. Beginner's Course.—A standard beginner's book is used throughout the year. Frequent reviews. Fabulae Faciles. Students especially deficient will receive individual attention. First semester.
2. Continuation of Course 1.—Second semester.
3. Caesar's Gallic Wars.—Books I-IV represent the requirement for the second year. Quality is in no way sacrificed for quantity. Composition once a week First semester.
4. Caesar's Gallic Wars.—Continuation of Course

5. Cicero.—Selected orations or letters. Prose composition once a week. First semester.

6. Cicero.—Continuation of Course. Second semester.

7. Virgil's Aeneid.—Including a careful study of the dactylic hexameter. A portion of Ovid may be substituted. Frequent grammatical reviews based upon Bennett's Grammar. First semester.

8. Virgil's Aeneid.—Continuation of Course. Second semester.

MATHEMATICS

The preparatory courses in Mathematics embrace Algebra, Commercial Arithmetic, and Geometry. Three semesters of Algebra and two of Plane Geometry are required of all students expecting to graduate. Commercial Arithmetic and Solid Geometry are elective, but students expecting to enter college are advised to take Solid Geometry.

The aim of the courses will be, primarily, to acquire the thoroness and breadth of information needed for future study of Mathematics, but, also, those wishing to enter more directly some business or industry will receive the needed preparation.

1. Algebra.—Numbers; the simple operations; factoring; simple equations; fractions. First semester, "D" class.

2. Algebra.—Solution of linear systems; ratio and proportion; graphical solution of equations in one
or two variables; evolution; exponents; radicals. Second semester, "D" class.

3. Algebra.—Roots, radicals, and exponents; quadratic equations and their theory; progressions and limits; binomial theorem; imaginaries. First semester, "C" class.

4. Commercial Arithmetic.—Review of arithmetic, including notation, metric system, fractions, ratio and proportion, divisors and multiples. Study of business forms, interest, stocks, bonds, discount, etc. Open to all students interested in course.

5. Geometry.—Plane. Rectilinear figures; the circle; proportion and similar polygons. First semester, "B" class.


7. Geometry.—Solid. Lines and planes in space; polyhedrons, cylinders and cones; spheres; figures of symmetry. First semester, "A" class.

8. Reviews of Arithmetic and Algebra.—This course is designed for those intending to teach. First semester, "A" class.

PHYSICS

The course in Preparatory Physics is designed to give the student a degree of familiarity with the general principles of scientific investigation as well as an explanation of the various physical phenomena experienced in daily life. Laboratory experiments and the preparation of a notebook are included in the course.

2. **Continuation of Course 1.**—Magnetism, electricity, sound, light. Second semester.
SCHOOL OF MUSIC

The courses in Music include Piano, Pipe Organ, Voice Culture, the Violin, Viola, and other string instruments. Besides the individual work suggested on other pages of this year book, 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.

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.

THE FACULTY

Mr. Oscar Cress,
Piano and Harmony.

Mrs. Grace Dudley Fenton,
Voice and Singing.

Mr. Bruno Meinecke, A. M.,
Violin.

Mr. John B. Nykerk, A. M.,
Secretary.

Mrs. Martha Robbins,
Accompanist in Voice Department.

Mr. Harold Tower, B. M.,
Pipe Organ and Harmony—Director of Glee Clubs.

Miss Susanna Hamelink,
Miss Jeannette Vander Werp,
Accompanists.

STUDIOS, VOORHEES HALL.
Mr. Cress is an exponent of the Leschetizky method, having been a pupil in the celebrated Leschetizky school in Vienna, Austria, where he studied for a time with Mme. Malwine Bree, the first assistant, afterwards becoming a personal pupil of the master, Theodore Leschetizky. While in Vienna, Mr. Cress studied harmony and counterpoint with Karl Pfleger.

Previously to going abroad, Mr. Cress had the benefit of years of study in his native land. He began his music work with Karl Andersch, who was a personal pupil of Leschetizky for years.

Mr. Cress is a graduate of the American Conservatory of Music, in Chicago, in piano, harmony, counterpoint, and composition departments. In the act of piano playing and interpretation, Mr. Cress won special distinction at his graduation recital, having been awarded the gold medal by the American Conservatory of Music for the playing of the Schumann Concerto in A minor, which was the competitive composition.

After returning from abroad, Mr. Cress was made a member of the faculty of the Chicago Conservatory of Music, where he was at the head of the Leschetizky department. In addition to his teaching, Mr. Cress has an extensive repertoire for recital and concert work.

First Year.—Study of the different keys and their scales and chords. Position of the hand and fingers. Special five-finger exercises for relaxation and the development of independence of the fingers. Composers used: Presser’s “First Steps in Piano Playing;” Czerny, “Recreations;” Bergmuller, Opus 100; Duvernoy, Opus 176.
Musical literature employed for the first grade includes a large list of instructive and interesting material by such composers as Lichner, Lange, Bachmann, Krogman, Brown, and numerous other writers.

Second Year.—Continuation of the study of major and minor scales and arpeggios in all keys. Special exercises in tone work. Syncopated pedaling. Composers: Heller, Opus 47; Duvernoy, Opus 120; Le Moine.

Musical literature used in this grade includes compositions by Beethoven, Mozart, Bohm, Lange, Merkel, Engelmann, Friml, and other contemporary writers.

Third Year.—Technical studies of greater difficulty. Broken chords. Octave work and such training as will promote handling of the works of the great masters. Studies used: Bach, "Two and Three Part Inventions;" Czerny, "School of Velocity," Opus 299, and Opus 636; Heller, Opus 45-46; Schytte, "Romantic Studies;" Low, Octave Studies. In this grade are used some of the easier sonatas of Beethoven, as well as many of the compositions of Schubert, Mendelssohn, Schumann, Chopin, Tschaikowsky. There is also a great wealth of attractive and instructive music from the modern school of composition—Lack, Godard, Chaminade, Grieg, Scharwenka, Moszkowski, Poldini, Nevin, and Thome.

Fourth, or Last Year.—Students in this grade will have reached a degree of proficiency enabling them to play many of the well known compositions of the great composers. The more difficult artistic studies are left for the most advanced student.

Studies used in grade 4: Bach, "Preludes and Fugues;" Kramer, Studies; Czerny, Opus 740; Heller Preludes, Opus 81; Chopin Preludes.
The choice of composition in this grade includes much of the classical music and wealth of beautiful modern compositions of Chopin, Liszt, Schumann, Grieg, Leschetizky, Moszkowski, Raff, Schubert, Rachmaninoff, Paderewski, and MacDowell.

THE VOICE AND SINGING

Mrs. Fenton began her vocal training in Chicago with Noyes B. Minor. Later she studied with Karleton Hackett, the well known maestro and music critic on the Chicago Evening Post. She studied piano with Mrs. G. N. Murdaugh, and harmony with Adolph Weidig. After several years with Hackett, she, for three years, took charge of the vocal work in Illinois College, at Jacksonville, singing in church and concertizing meanwhile. After this she went to Germany and was coached by Mme. Gadski, returning to teach in the American Conservatory, Chicago. After considerable experience in concert, oratorio, and recital work, she settled in Grand Rapids, Mich., where, at her studio, many of the best professionals of Western Michigan were trained. Besides teaching Voice, Mrs. Fenton has had considerable success coaching in oratoria and opera.

Mrs. Fenton’s instruction in Voice and Singing includes the following: Voice placement; breathing; tone production; interpretation; diction; study of the compositions of American, English, French, Russian, and Italian composers; oratorio and opera.

VIOLIN

Professor Bruno Meinecke at six years of age began to study the violin under his father, who had been
trained in Germany as a concert violinist by his grandfather, a pupil of the great German violinist, Ludwig Spohr. At the age of twelve he appeared in concert at Detroit; later he studied with Henri Em, the Swiss violinist.

As a concert violinist on lecture courses, Professor Meinecke has become known in Missouri, Kansas, Nebraska, and Michigan. He has taught violin in the Tennessee School of Music, Knoxville, Tenn.; the Ladies' Seminary Conservatory at Redwing, Minn., and in the Midland School of Music at Atchison, Kansas. Professor Meinecke is also an orchestra director of wide knowledge and experience.

Second Year.—Herman Violin School, Book I; Pleyel Duets; Kayser, Book I; Mazas Duets. Many easy solo pieces and small works in the first position.

Second Year.—Herman Violin School, Book II; Kayser, Books II and III; Mazas Duets; Technical Studies; Easy Concertos by De Beriot, Dancla, and standard composers.

Third Year.—Kreutzer; Technical Studies; Mazas Duets; Concertos by De Beriot, Viotti, Rode, and others; Mozart and Haydn Sonatas.

Fourth Year.—Technical Studies; Sonatas; Elegies; Romances; Concertos and Works of Mendelssohn, Brahms, Spohr, Beethoven, Paganini, etc.

PIPE ORGAN, HARMONY, CHORUS

Harold Tower, teacher of Pipe Organ and Harmony, and director of the College Women's Glee Club and the Men's Glee Club this year, received the degree of Bachelor of Music at the Oberlin Conservatory,
Oberlin, Ohio. After four years as organist at St. Paul's Episcopal Church, Minneapolis, Minnesota, he accepted the duties as organist and choirmaster at St. Mark's Pro-Cathedral, Grand Rapids. He is the conductor of the St. Cecilia Women's Chorus, and has been five years accompanist for the Schubert Male Chorus, both of Grand Rapids, Mich.
COLLEGE ROLL

SENIORS

Baker, Peter Garrit..............................Passaic, N. J.
Bell, Helen Martha..............................Grand Haven
Belt, Josie........................................Holland
Bolks, Marie Christine........................Sioux City, Iowa
Cooper, Peter..................................Passaic, N. J.
Dalenberg, John Russell.........................Chicago
Danhof, Marie Walkley..........................Grand Rapids
De Jonge, Chris Anthony.........................Zeeland
De Jonge, Oliver John............................Zeeland
De Pree, Ada Joanna..............................Zeeland
De Vries, Charles..............................Archbold, Ohio
Dulmes, Henrietta................................Adell, Wis.
Geegh, Mary Emma...............................Sioux Falls, S. D.
Hager, Harry James..............................Paterson, N. J.
Hakken, Bernard Daniel........................Grand Rapids
Hoekstra, Theodora..............................Holland
Holkeboer, Henry................................Holland
Holkeboer, Tena................................Holland
Koppenaal, Peter John.........................Holland
Koppenaal, William Paul.......................Holland
Meengs, John Henry..............................Holland
Muilenburg, James..............................Orange City, Iowa
Muilenburg, Laureen Bernice..................South Holland, Ill.
Muilenburg, Marcus Cornelius................Orange City, Ia.
Muyskens, Gerrit Dick..........................Alton, Iowa
Osterhof, Gerard Gordon......................Thayer, Ind.
Potts, Jane Henrietta.........................Holland
Prins, Teunis Wayenberg.......................Holland
Reaverts, Emma Marie..........................Peoria, Ill.
Roggen, Arthur................................Sheldon, Iowa
Schroeder, Carl Joachim.......................Bentheim
Steketee, John................................Holland
Stoppels, Catherine Bertha....................Muskegon
Ten Have, Ralph ........................................ Zeeland
Vanden Noort, Judokus .................................. Netherlands
Vander Borgh, Garret ........................................ West Sayville, N. Y.
Vander Borgh, George Henry .......................... West Sayville, N. Y.
Vander Meer, William .................................. Alton, Iowa
Vanderwerp, Jeanette .................................. Muskegon
Vanderwerp, William Andrew ........................ Muskegon
Van Dyke, Harold Milton ................................ Holland
Van Hazel, Willard ........................................ Grand Rapids
Van Westenburg, Pearl .................................. Grand Rapids
Van Zanten, Alice ........................................ South Holland, Ill.
Vermeer, Hattie Edna .................................. Sioux Center, Iowa
Voskuil, Harmon ........................................ Cedar Grove, Wis.
Voss, Fred .................................................. Holland
Westmaas, Adam John .................................. Muskegon
Whelan, Anne Marie .................................. Holland
Wolters, Edward John .................................. Holland
Zwemer, Evelyn ........................................ Holland

JUNIORS

Boersma, Harry Albert ................................. Raymond, Minn.
Boland, Olive Esther .................................. Orange City, Iowa
Brink, William ............................................. East Saugatuck
Decker, Fred Henry .................................. Rock Rapids, Iowa
De Wolf, Martin ........................................ Rochester, N. Y.
Diekema, Edith Mae .................................. Holland
Du Mez, Frances Bertha ................................ Holland
Flikkema, Renzy-Evert ................................ Morrison, Ill.
Hartgerink, Elizabeth Cornelia ................... Holland
Heemstra, Lucile Elizabeth ................................ Holland
Hemmes, Jessie Cornelia .............................. Gt. Barrington, Mass.
Ihrman, Francis Peter ................................ Holland
Jellema, John Frank .................................. Holland
Kempers, John ............................................. Sioux Center, Iowa
Keppel, Vera Jane .................................. Holland
Laman, Benjamin ........................................ Holland
Laug, George W ........................................ Coopersville
Le Roy, Francis James ................................ Holland
Lubbers, Elmer Henry ................................ Cedar Grove, Wis.
Luxen, Emily Hortense........................................Paterson, N. J.
Manting, Myra Marguerite................................Holland
McKelvie, Eleanor Lydia................................Interlaken, N. Y.
Mol, Henry L..................................................Maple Lake, Minn.
Mulder, Mabelle................................................Holland
Mulder, Peter John............................................Holland
Ossewaarde, Jedidah Antonetta..............................Holland
Osterhof, Harold Judson................................Thayer, Ind.
Peet, Grace Elizabeth........................................Middleville
Peet, Margaret Jane..........................................Middleville
Pieters, Janet Gertrude.....................................Japan
Poppen, Clarence John.......................................Holland
Pyle, Henry William.........................................Zeeland
Schmid, Katherine Irene....................................Holland
Scholten, Alfred Clinton.................................Valley Springs, S. D.
Smith, Helen Elizabeth................................Grand Rapids
Stegeman, Dirk Edmund................................Prairie View, Kans.
Stephan, Gertrude Henrietta................................Holland
Teninga, Tonnetta...........................................Chicago
Thoms, Francis Marion......................................Busrah, Mesopotamia
Van Ark, Bert................................................Holland
Vander Borgh, William Herman............................West Sayville, N. Y.
Vander Ploeg, Jeannette E. M..............................Fenton, Ill.
Van Loo, Maurice...........................................Zeeland
Van Raalte, Helene Wilhelmine..............................Holland
Vaupell, Edward Delbert................................Holland
Veldman, Harold Eugene................................Hospers, Iowa
Verduin, Maurice John..................................Paterson, N. J.
Walvoord, Anthony Christopher.........................Cedar Grove, Wis.
Weersing, Deane............................................Holland
Wierda, John..................................................Holland
Yntema, Theodore Otto......................................Holland

SOPHOMORES

Beuker, Herman..............................................Grand Rapids
Blocker, Richard Jacob.....................................South Bend, Ind.
Boland, Herbert Milton....................................Orange City, Iowa
Bolks, Stanley................................................Hamilton
Burggraaff, Winfield........................................Hudsonville
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<td>Dalenberg, Lina</td>
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Schnooberger, Wilamena........................South Haven
Scholten, Mamie Henrietta........................Valley Springs, S. D.
Schuurmans, Meinte........................Manhattan, Mont.
Steggerda, Morris.............................Holland
Tanis, Edward Hubert............................Holland
Te Paske, Leo Henry............................Orange City, Iowa
Vander Ploeg, Harold Albert......................Fenton, Ill.
Vande Wall, Agnes.............................Cedar Grove, Wis.
Van Duren, Arthur, Jr.........................Holland
Van Lente, Fred Harry........................Holland
Van Oostenburg, Matthew William..............Grand Rapids
Van Putten, Henrietta........................Holland
Van Putten, J. Dyke............................Holland
Visscher, Maurice B................................Holland
Wassenaar, Gerrit Henry........................Holland
Wasson, Glenna................................Fairview, Ill.
Wierda, Jake..................................Holland
Zweering, August Lambert......................Holland
Zwemer, Nellie Elizabeth.....................Holland

FRESHMEN

Achterhof, Marvin............................Zeeland
Addison, Howard..............................Grand Haven
Aldworth, Eleanor S..........................Holland
Althuis, Gertrude Fabera.....................Holland
Althuis, Henrietta Winifred..................Holland
Arnoys, Marinus..............................Holland
Baker, Thomas..............................Yokima, Wash.
Bensema, John Elmer...........................Danforth, Ill.
Boer, Mary Eleanor..........................Grand Rapids
Bolks, Alfred..................................Hamilton
Boonstra, Frank Maurice......................Zeeland
Bonner, Lillian D.............................Coopersville
Borgman, Irvin................................Hamilton
Bosch, Colombe................................Holland
Bosman, Dorothy Anna........................Holland
Broekema, Ruth................................Greenville
Brower, Alice Mae............................Hamilton
Brower, Bert..................................Hamilton
Caldwell, Nita Pearl........................Grandville
Clark, Lewis Lee................................Grand Haven
Coburn, Herman Lloyd..........................Zeeland
De Jongh, William F. J..........................Holland
De Pree, Lynn Julius............................Zeeland
De Ruiter, William..............................South Holland, Ill.
De Vries, Henry Lambert........................Zeeland
De Vries, Jerry..................................Chicago, Ill.
De Vries, Myrtle Edna..........................Zeeland
De Vries, Thomas................................Holland
De Young, Jeannette Anne........................Chicago, Ill.
De Young, Magdalene Tinetta....................Grand Rapids
De Young, Swantina Jane.........................Chicago, Ill.
Doan, Dorothy..................................Holland
Du Saar, Beulah Elizabeth......................Holland
Eby, Leo Frederick..............................Holland
Elbers, John William.........................Coopersville
Engelsman, Henry John........................Orange City, Iowa
Flikkema, Alvin Lewis.........................Morrison, Ill.
Gardei, Ruth Joan................................Holland
Gebhard, Rachel Haswell......................Mt. Vernon, N. Y.
Hoekzema, Jeannette Magdalene..............Grandville
Hoffman, Ellen Jeannette......................Holland
Holleman, Alice Margaret....................Byron Center
Hopkins, Raymond John........................Holland
Juistema, Elmer John...........................Grand Haven
Knutson, Earl Raymond.........................Holland
Kots, George Theodore.........................Matlock, Iowa
Kramer, Gerrit..................................Holland
Kuypier, Everdene..............................Cedar Grove, Wis.
Leenhouts, Ethel Marguerite.....................Zeeland
Lubbers, Raymond Cornelius....................Sioux Center, Iowa
McBride, Maxine Emily........................Holland
Mentink, Benjamin William....................Cedar Grove, Wis.
Mentink, Herbert Gerrit......................Cedar Grove, Wis.
Mersen, Marion Elizabeth......................Holland
Meyer, Wilma Gertrude.........................Holland
Mills, Frances Helen..........................Holland
Moser, Helen Johanna..........................Holland
Mouw, Harma Bernice.........................Holland
Muilenberg, Cornelius Marion ........................Orange City, Iowa
Muyskens, Harvey ..................................................Alton, Iowa
Neckers, James Winfred ............................Clymer, N. Y.
Pellegrrom, Ruth ..................................................Grand Haven
Postma, Andrew ..................................................Holland
Rank, Marjorie Joan ..............................................Holland
Roos, Cornelius ...................................................Orange City, Ia.
Rottschafers, William ...........................................Grand Rapids
Ruissaard, John ..................................................De Mott, Ind.
Schermer, Cornelius Sebastian ..........................Zeeland
Scherpenisse, Isaac ..............................................Grand Rapids
Schmalfeld, Marguerite T .................................Holland
Schneider, Rica ..................................................Holland, Neb.
Slagh, Gerald E .................................................Holland
Stapelkamp, Judson William ..............................Holland
Temple, Florence Mildred .....................................Chicago
Te Selle, John ..................................................Sheboygan Falls, Wis.
Timmer, Albert Herman .........................................Holland
Tinholt, Helena ..................................................Holland
Tuinsma, Peter ................................................Netherlands
Tuinsma, Zeger William ........................................Netherlands
Tyner, Edythe La Belle ........................................Holland
Vanden Bosch, Ernest Henry .................................Grand Haven
Vander Broek, Mardge ........................................Grand Rapids
Vander Kolk, Bert ................................................Holland
Vander Werf, Lucille Winifred ..............................Friesland, Wis.
Van Dyk, Jennid Mae ............................................Holland
Van Eldik, Bertha June .........................................Rock Valley, Ia.
Van Nederynen, Albert ..........................................Castleton, N. Y.
Van Verst, Virginia .............................................Holland
Van Zanten, Charles ........................................South Holland, Ill.
Vruwink, Harry James .........................................Cedar Grove, Wis.
Wassenaar, Catherine ..........................................Holland
Wetter, Lesley Catherine ....................................Pelham Manor, N. Y.
Wierenga, Bert ................................................Fulton, Ill.
Winter, Alice Edith ..............................................Fairview, Ill.
Wu Feng Chang ..................................................Amoy, China
Zuidema, Margareit ............................................Holland
Zwemer, Daniel J ................................................Holland
HOPE COLLEGE

SPECIALS

Baker, Teunis............................................................................. Clifton, N. J.
De Graff, Daniel William........................................................ Rocheester, N. Y.
De Vries, Adelaide................................................................. Overisel
Elferdink, Willard B.................................................................. Holland
Hietbrink, Bernard Dick......................................................... Firth, Neb.
Luidens, Henry.......................................................................... Holland
Prins, Peter................................................................................ Holland
Van Ark, Jurry John.................................................................... Holland
Vander Ploeg, John Bert.......................................................... Holland
Van Tol, Cornelius...................................................................... Patterson, N. J.
Zwemer, Raymund Lull............................................................ Holland

POSTGRADUATE

Veltman, John Francis............................................................... Holland

PREPARATORY SCHOOL ROLL

“A” Class

Berkompas, Albert....................................................................... Rudyard
Boone, Garrett John.................................................................... Holland
Dykhuis, Clarence....................................................................... Holland
Einink, William........................................................................... Holland
Huyser, Eugene Leslie................................................................ Holland
Kamps, Katherine Helena........................................................ Holland
Keegstra, Elizabeth..................................................................... Holland
Leestma, Dick Herman............................................................ Zeeland
Melpolder, Cynthia..................................................................... New Orleans, La.
Mouw, Bertha............................................................................. Holland
Poppen, James Leonard............................................................. Holland
Prins, Jacob................................................................................ Fulton, Ill.
Tysse, Anna Mae......................................................................... Holland
Vande Bunte, Wilma..................................................................... Holland
Van Kersen, Helene Mildred......................................................... Holland
Yntema, Dwight Baldwin........................................................ Holland

“B” Class

Bos, John.................................................................................. Holland
Dykstra, Rensa........................................................................... Blue Island, Ill.
Harmeling, William .............................................. Zeeland
Hoekeșma, Martin ................................................ Holland
Huff, Frank Avery ................................................ Moravia, N. Y.
Iben, Anna Laverne ............................................. Peoria, Ill.
Keizer, Nicholas ............................................... Byron Center
Kinney, Delbert Lee ............................................. Kalamazoo
Koops, Julia Amelia ............................................. Fillmore
Koppenaal, Martha .............................................. Holland
Kuiper, Raymond ................................................ Holland
Lauwe, John Presor .............................................. Patterson, N. J.
Nienhuis, Bertha Magdalene ................................. Holland
Reed, Natalie Kari .............................................. Saugatuck
Rooks, Leona ..................................................... San Francisco, Cal.
Ruigh, Jennie Elsie ............................................... Japan
Schroeder, Gustav Emil ........................................ Hamilton
Schuurman, Fred ................................................ Holland
Smallegan, Ruth Mabel ....................................... Hudsonville
Sterenberg, Gerrit ............................................... Fulton, Ill.
Takken, Everett Allen ......................................... Jamestown
Thoms, Lois Etta ................................................ Busrah, Mesopotamia
Thoms, William Wells ......................................... Busrah, Mesopotamia
Top, Theodora Sophia ........................................ Hamilton
Vanden Brink, Bert E ............................................ Holland
Voorhorst, Janet Johanna ..................................... Holland
Wagenveld, Gracia ............................................... Holland
Zwemer, Adrian Frederick ................................... Holland
Zwemer, Amy Ruth ............................................... Holland

“C” Class

Boone, Ada Cornelia ............................................. Holland
Bruinix, Nicholas H. A ........................................ Marion, N. Y.
Clark, Nelson Henry ............................................ Holland
De Vries, Harry ................................................ Holland
Elenbaas, Gerald ............................................... Holland
Keizer, Henrietta ............................................... Hudsonville
Kleinheksel, Gladys Juliet ................................... Holland
Kleinheksel, Myrtle Helene ................................ Holland
Loomans, Charles Edward .................................. Grand Rapids, Wis.
Modke, Gladys ................................................... Zeeland
Mulder, Willis Henry........................................................................Holland
Nyboer, Henry................................................................................Holland
Smith, Anthony T. Van Zyl............................................................Holland
Van Lente, Esther...........................................................................Holland
Wierenga, Hilda.............................................................................Hudsonville
Yntema, Chester Loomis.................................................................Holland

"D" Class

Berkompas, Clarence........................................................................Rudyard
Brinkman, Henrietta Francis........................................................Holland
Boersma, Reemer Alvin................................................................Hudsonville
Burggraaff, Henry..........................................................................Hudsonvillg
Daane, Adrian C................................................................................Detroit
De Bruin, Helen Henrietta.............................................................Grand Rapids
De Groot, Albert...............................................................................Holland
De Vries, Allan................................................................................Holland
Dykhuys, Chester...........................................................................Holland
Hartgerink, Millard Engelon............................................................Holland
Ihrman, Alice Cornelia....................................................................Holland
Kleinheksel, Harley Jerome............................................................Fillmore
Koppenaal, Aubra Ruth....................................................................Holland
Meurer, Johanna...............................................................................Holland
Moeke, Grace..................................................................................Zeeland
Nettinga, Cornelia Angelina............................................................Holland
Pelon, Edward................................................................................Holland
Scholtens, Charles..........................................................................Holland
Sterenberg, James..........................................................................Thompson, Ill.
Van Alsburg, Donald J....................................................................Holland
Vos, Myrtle Sarah..........................................................................Powers Lake, N. D.

Specials

Brummer, Irving.............................................................................Blue Island, Ill.
Hogenboom, Joshua Myron..........................................................Clymer, N. Y.
Holkeboer, Oscar...........................................................................Holland
Karstên, George Russell.................................................................Holland
Keiser, Minnie................................................................................Chicago
Laman, Claus..................................................................................Holland
Luidens, Theodore..........................................................................Holland
Meima, Ralph Chester....................................................................Chicago
Moore, Florence Gertrude.............................................................New York City
Pas, Henry Arthur...........................................................................Holland
Prins, Alyda....................................................................................Holland
Schuitema, Wesley...........................................................................Holland
MUSIC SCHOOL ROLL

Albers, Janet. .......................................................... Holland
Anthony, Mable .......................................................... Holland
Baker, Harriet .......................................................... Grand Haven
Baker, Myrtle .............. Holland
Belt, Josie .............. Holland
Boland, Olive .......................................................... Orange City, Ia.
Boersma, Johanna .............. Holland
Bols, Stanley ....................... Hamilton
Brouwer, Bert ....................... Hamilton
Brouwer, Alice ....................... Hamilton
Clark, Eva .......................................................... Holland
Caldwell, Nita .......................................................... Holland
DeCook, Anna ........................................ Lafayette, Ind.
DeJong, Oliver .............. Zeeland
DePree, Ada .......................................................... Zeeland
DePree, Evelyn .............. Zeeland
DePree, Mildred .............. Zeeland
DeVries, Adelaide .............. Overisel
Drukker, Ruth .............. Zeeland
Dykstra, Ethel .............. Holland
Hammelink, Suzanna .............. Holland
Heemstra, Lucile .............. Holland
Hoekzema, Jeannette .............. Grandville
Kardux, Mrs. Harry .............. Holland
Karston, Henry .............. Holland
LaCaff, Mrs. L. F. .............. Holland
Meyer, Wilma .............. Holland
Meyer, Frederick .............. Holland
Mulder, Jennie .............. Holland
McBride, Kathryn .............. Holland
McKelvie, Eleanor .............. Interlaken, N. Y.
Orr, Gladys .............. Holland
Pieters, Mary .............. Japan
Prins, Jacob................................Holland
Prins, Tunis................................Holland
Rank, Audrey................................Holland
Rank, Marjory................................Holland
Reed, Elizabeth.............................Holland
Robbins, Mrs. M. C..........................Holland
Schoon, Jeanette............................Holland
Smith, Helen................................Grand Rapids
Steketee, Fannie............................Holland
Steketee, Harriet............................Holland
Steketee, Jennie.............................Holland
Stephan, Gertrude............................Holland
Telling, Mrs. J. E............................Holland
Te Paske, Leon..............................Orange City, la.
Vandenbreg, Henrietta......................Zeeland
Vander Broek Mardge......................Grand Rapids
VanderLinde Helene........................Holland
VanderPloeg, Harold........................Fenton, Ill.
VanderPloeg, John B........................Holland
VanderMeer, William........................Alton, la.
VanderWerf, Jeanette......................Muskegon
Van Hazel, Henry............................Grand Rapids
Van Duren, Arthur..........................Holland
Van Duren, Kathryn........................Holland
Van Raalte, Helene W........................Holland
Van Verst, Virginia.........................Holland
Vermeer, Hattie............................Sioux Center, la.
Vos, Myrtle................................Powers Lake, N. D.
Wasson, Glenna..............................Fairview, Ill.
Wenzel, Dora................................Holland
Wichers, Mrs. Wynand......................Holland
Wieringa, Burt..............................Fulton, Ill.
Witvliet, Anna...............................Holland
Zwemer, Amy Ruth...........................Cairo, Egypt
Zwemer, Elizabeth.........................Cairo, Egypt
Zwemer, Evelyn..............................Holland
### SUMMARY

#### The College—
- Seniors ........................................... 51
- Juniors ........................................... 51
- Sophomores ........................................ 64
- Freshmen ........................................ 97
- Specials ........................................... 11
- Postgraduate ...................................... 1

#### The Preparatory School—
- "A" Class ......................................... 16
- "B" Class .......................................... 29
- "C" Class .......................................... 16
- "D" Class .......................................... 21
- Specials .......................................... 15

#### The School of Music
- ................................................... 69

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<td>36</td>
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MISCELLANEOUS INFORMATION

Holland is a city of 12,000 inhabitants and is centrally located on the Pere Marquette railway. A number of trains afford direct connection with the leading cities east, and 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 there is 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, on which many popular summer resorts are situated.

GROUND 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, and lecture rooms devoted to Physics, Chemistry, Biology, Modern
Languages, Elocution, Biblical Instruction, English, and Mathematics. The Museum is 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.

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.

May eighth is known as Vorhees Day in honor of the birthday of Elizabeth R. Voorhees.

Carnegie Gymnasium.—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 at least 1,200. 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.

Thru the enterprising, loyal spirit of the class of 1913, a drop curtain was provided and presented to the College in October, 1913.

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 full schedule of hours for work is arranged each year; physical instruction and medical supervision are provided for as required. The building with its equipment and courses is under the supervision of Dr. Almon T. Godfrey.

The other buildings upon the campus comprise the President's home, the Oggel House, Fraternal Hall, and the Hope Printing Office. The Oggel House and Fraternal Hall harbor the men's literary societies, until their dreams of better accommodations are realized.

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.

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 do well to consider it in making choice of an institution.

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.

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

In all departments written examinations are held at the close of each semester, or whenever a subject is completed. The next examination for admission will be held the day before the new school year opens, viz., on Tuesday, Sept. 14, 1920, at 9 A. M.

RELIGIOUS ACTIVITIES

The program of each day begins with prayer in Winants Chapel at 8 A. M.

On the Sabbath every student is expected to worship regularly in one of the churches in the city or vicinity.

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

Altho 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 tests." The doors are open to all, regardless of religious or denominational affiliations, and welcome is given to all who will 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 along similar lines of endeavor, and is diligent in its efforts to encourage and inspire Christian living among young women.

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 as well as missionary biographies relating more particularly to the mission fields of our own church.

LIBRARY

The library, which numbers 23,000 volumes, is open every day, and is free for the use of the student. Books, pamphlets, magazines, and papers are constantly being added. The friends of Hope College may be assured that their gifts of valuable books to the library will be taken care of, 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.

SOCIETIES

The Literary Societies offer decided advantages to their respective members and materially aid in the attainment of the culture which it is the object of the College to promote. The Ulfilas Club is doing excellent work in fostering the study of the Dutch language.
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.

In all of these societies a free, democratic, American spirit is demanded and no class distinctions based upon wealth, position, or influence are tolerated.

We have no Greek letter fraternities, which are often very expensive to the students and are apt to divide them into discordant classes. Since the student life is largely the formation period of the professional man's character, and since a man's influence and usefulness depends much upon his sympathy with men, irrespective of classes, it is desired that a democratic spirit should characterize the Christian college.

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 3,580 copies. The second appeared with its initial number September, 1906, and now has a circulation of 4,350 copies. Both are devoted to furthering the cause of the Reformed Church in America and non-sectarian education.

A weekly, called *The Anchor*, is conducted by the students with gratifying success. It has reached its thirty-first 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.
AWARDS AND 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 Missions 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 fifteen dollars for the best, and the other of ten dollars 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. Four contests, one in 1907, the second in 1910, the third in 1913, the fourth in 1916, have been held.

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, Oklahoma, 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 in the Reformed Church in America. The foundation is known as the Van Zwaluwenburg Domestic Missions Prize.

The Southland Medals were established in 1911 thru the generosity of Mr. Gerrit H. Albers, a graduate of the class of 1891. These medals have been designated by the late President Emeritus G. J. Kollen, LL. D., as follows: A gold medal with the seal of Hope College, to be known as the Gerrit H. Albers Gold Medal and to be awarded to the young woman of the Senior Class, who, in the judgment of a designated committee of the Faculty, has maintained the highest standard of all-around scholarship, character, and usefulness during the four years of her college course; a silver medal with the seal of Hope College, to be known as the Mary Clay Albers Silver Medal and to be awarded to the young woman of the "A" Class, who, in the judgment of the committee, has maintained the highest standard of all-around scholarship, character, and usefulness during the four years of her Preparatory School course. The committee consists of the President, the Dean of Women and the Registrar.

In 1911 Mr. Gerard Beekman of New York City generously established a fund, the interest of which is
to be devoted annually to the purchase of Bibles for the graduating Senior Class. This fund is known as the Beekman Bible Fund.

In 1913 was established a Prohibition Prize of twenty-five dollars to be awarded to the best orator on a Temperance subject.

In 1915 Mrs. W. C.-Roe established three prizes of five, three, and two dollars, to be paid to students in either department offering the three best essays on the general subject of "The American Indian." Topics are suggested as follows: Historical Incidents; Great Indian Personalities; Indian Missions; The Races in New Mexico, Central and South America, etc.

NEW ANNOUNCEMENTS FOR THE DEPARTMENT OF BIBLICAL LITERATURE

The Young People's Society of the Ebenezer Reformed Church of Morrison, Ill., Rev. Jean A. Vis, pastor, has raised the sum of $201.25 as a Memorial Fund in honor of Private William Jansma, formerly one of its members and a student at Hope College, who died while enroute to France for service with the American Expeditionary Forces. This fund has been donated to Hope College, the interest to be used for the securing of books for biblical research for the Department of Biblical Literature.

The Men's Adult Bible Class of the Reformed Church of Coopersville, Mich., has donated the sum of five hundred dollars to Hope College, the interest of this principal to be awarded as an annual prize for the Department of Biblical Literature to that student of
the Sophomore Class who shall write the best essay on a Biblical subject assigned by the Professor in charge of the department. This essay is to be a regular part of the Sophomore Course in Biblical Literature, required of all those taking the course, and in the awarding of the prize the grade of work done in the Freshman Course in Biblical Literature shall be taken into consideration.

* * * * *

Mr. Daniel Steketee, of Grand Rapids, Mich., has pledged to Hope College a sum to be used as a prize for meritorious work in the Department of Biblical Literature. This prize will be awarded to that student of the Senior Class who shall write the best essay on some subject connected with the regular Senior course in Evidences of Christianity and assigned by the Professor in charge of the course. This essay is to be a regular part of the Senior course in Evidences of Christianity, and the grade of work done in the Junior course in Biblical Literature will be taken into consideration in the awarding of this prize.

SCHOLARSHIPS

The Michigan State College Fellowship.—The University of Michigan has established fellowships which are awarded annually to the different colleges in the state. The holder of the fellowship is appointed by the faculty of the college and must be a graduate of the college. The income from this fellowship is three hundred dollars.

1918-1919

At the Commencement of 1919 the prizes were awarded by the Committees as follows:

The Mrs. Samuel Sloan Foreign Missions Prize—Miss Evelyn Zwemer, ’20.

The Van Zwaluwenburg Domestic Missions Prize—Mr. Winfield Burggraaff, ’22.

The Dr. J. Ackerman Coles Prize in Debate—The ninth annual Contest upon this foundation was held in 1919. The prize award was divided equally between members of the debating teams: Bernie Mulder, George De Witt, John H. Meengs, Peter J. Siegers, Theodore Yntema, Richard Blocker.

The Dr. J. Ackerman Coles Prize in Oratory—The fifth triennial contest on this foundation was held in 1919.—Mr. Harry J. Hager, ’20.

The A. A. Raven Prize in Oratory—The eleventh annual contest upon this foundation was held in 1919. The awards were: First, Mr. Winfield Burggraaff, 22; second, Mr. William Brink, ’21.

The Adelaide Prize in Oratory—Miss Tena Holkeboer, ’20.

The Henry Bosch English Prizes—First, Miss Amy Ruth Zwemer; second, Mr. Frank Huff.


The Mary Clay Albers Silver Medal—Miss Nellie Lam.

1919-1920

The George Birkhoff, Jr., English Prize—“What Has the World War Contributed to English Literature?”

The George Birkhoff, Jr., Dutch Prize—“De Mannen van ’80.”

The Mrs. Samuel Sloan Foreign Missions Prize—“China—Golden Opportunity or Yellow Peril?”

The Henry Bosch English Prizes—Examination.

The A. A. Raven Prize in Oratory—Public oration.

The Dr. J. Ackerman Coles Prize in Debate—Public debate.

The Van Zwaluwenburg Domestic Missions Prize—“America for Christ—A Summons to Church Union.”

THE SOUTHLAND PRIZES:

The Gerrit H. Albers Gold Medal—Faculty award.
The Mary Clay Albers Silver Medal—Faculty award.
The Prohibition Prize—Public oration on a temperance subject.
The Mrs. W. C. Roe Prizes—General subject, "The American Indian."
The Preparatory School Prize in Oratory—Public oration.

1920-1921

The George Birkhoff, Jr., English Prize—"Ralph Waldo Emerson."
The George Birkhoff, Jr., Dutch Prize—"Stadhouder Willem III en zyn invloed up de buitenlandsche politiek."
The Mrs. Samuel Sloan Foreign Missions Prize—"James Hudson Taylor and the China Inland Mission."
The Henry Bosch English Prizes—Examination.
The A. A. Raven Prize in Oratory—Public oration.
The Dr. J. Ackerman Coles Prize in Debate—Public debate.
The Dr. J. Ackerman Coles Prize in Oratory. The sixth triennial contest on this foundation will take place on February 22, 1922, in Carnegie Gymnasium. The oration must be of a patriotic nature. The prize is a bronze bust of George Washington, after Houdon.
The Van Zwaluwenburg Domestic Missions Prize—"Walter C. Roe—Our Pioneer Missionary to the Indians."

THE SOUTHLAND PRIZES:

The Gerrit H. Albers Gold Medal—Faculty award.
The Mary Clay Albers Silver Medal—Faculty award.
The Prohibition Prize—Public oration on a temperance subject.

FEES, EXPENSES, ETC.

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

A tuition fee of twenty-five dollars in the College, and eighteen dollars in the Preparatory School, is charged each year. A Library fee of two dollars and a half is charged annually. These fees must be paid in advance at the time of registration. 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. The college graduation fee is five dollars, which must be paid immediately after the student is admitted to candidacy for the degree.

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. 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 student alike.

The cost of living upon the campus is correspondingly low. A limited number of rooms are provided for men students, and are rented at a cost barely covering the expense of light and fuel. There are twenty-nine rooms in Van Vleck Hall, in the selection of which
students looking toward the Christian ministry have the preference. These are furnished in part. Van Vleck Hall is heated by steam and lighted by electricity.

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

Accommodations for board are provided in the dining rooms at Voorhees Hall for both men and women. The price of board is four and one-half dollars a week. The home plan of regular meals at stated hours is at present followed; in this way over one hundred students may be accommodated.

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

**COLLEGE:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$24.00</td>
</tr>
<tr>
<td>Library fee</td>
<td>2.50</td>
</tr>
<tr>
<td>Board</td>
<td>162.00</td>
</tr>
<tr>
<td>Rent</td>
<td>35.00</td>
</tr>
<tr>
<td>Books and sundries</td>
<td>25.00</td>
</tr>
</tbody>
</table>

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Laboratory fees are extra.

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 way through college.

Young people of noble aspiration 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.

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. It is the aim of Hope College to develop this high moral culture and character of the student 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 respectable 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 semester. If the average standing does not exceed 70 on a basis of 100, he is dropped from his class.

All students are required to be present, promptly on the first day of each and every semester. Recitations begin the next morning at the usual hour, eight o'clock.

Fees and room rent are to be paid strictly in advance.

Dancing and card playing are prohibited, as is also the use of tobacco on the open campus.

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

The treasures of the Museum include 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 photographs in full size of the Apollo Belvedere, Augustus, Michael Angelo’s Moses and the Discus Thrower of Myron; the bronze bust of Houdon’s Washington; also interest-bearing securities, the proceeds of which are devoted once in every three years to the purchase of a bronze bust of Washington, 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. The Museum has been enriched recently by gifts from Rev. A. L. Warnshuis, ’97; J. J. Banninga, ’98; H. V. S. Peeke, ’87; H. G. Keppel, ’89; Wm. Damson, ’01; Dr. A. Oltmans, ’83; Mr. Con De Pree, and by a large private collection, embracing mineralogy, geology, paleontology, five thousand specimens of mosses, fresh and salt water shells, fish and corals, which were given by a valued friend of Hope. A recent gift by a friend of long standing and unswerving loyalty is a large number of photographs and photogravures of artistic and scientific subjects.
A WORD TO ALUMNI AND OTHER FRIENDS

It is with justifiable pride that Hope College points to the more than six hundred men and women whom, in the course of the half-century of her existence, she has equipped and furnished for life's varied activities. Nothing redounds more greatly to her credit or reflects greater honor upon her than the fact that her influence has availed in some measure to arouse the latent talents, or multiply the native gifts or inspire the lofty ideals that have made these lives more productive in the fields of good into which they have entered. These alumni and alumnae are her joy and crown, and to know that, wherever under God's kind leading, they have gone to better the world, they rise to call her blessed, heartens her to enter hopefully the ever-widening fields of opportunity that invite and challenge.

The older institutions of the land find in their sons and daughters, many of whom have prospered, a band of real and true supporters to whom they never appeal in vain when they feel themselves in need. If they lengthen their cords and strengthen their stakes and increase the bounds of their habitation from time to time, it is because their alumni all over the land and world make it possible. Princely gifts for improved equipment and increased endowment and much needed buildings are constantly reported. It is the impulse of gratitude that prompts to such benefactions; and is there a more fitting way to express one's feelings of attachment to the institution that has done so much to make one's life honored and fruitful, than by enabling it to do still more of that kind of work and to do it still better?
And surely it will not be deemed ungracious or unreasonable, if it be said that Hope College looks with longing and desire to her alumni for increased material support, especially to those who have entered the more remunerative callings. It is a pleasure to note that several have already generously recognized their obligations. Will not others follow in their train?

The splendid group of buildings that adorn our college campus and the considerable endowment which our College now boasts are a lasting and noble memorial to friends East and West who have thus visualized their interest in higher Christian education. Many of them have gone to their reward, but their memory remains fragrant and their influence flows on for good. Hope College needs more of just such friends. Will you not be one of them? A larger endowment and one or two new buildings would enable the College to do its growing work with much more freedom and efficiency.

If it lies in your mind to do something in this direction, the President will be glad to correspond with you or to call at your home. For those who prefer to remember the College in their wills, we append "a form of bequest." Pastors of Reformed Churches may render great service by bringing the financial claims of our institution to the attention of the members of their congregations, and by directing promising young men and women seeking a Christian education to the advantages which Hope College offers.
FORM OF BEQUEST

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

NOTE.—Those who have some particular object in mind may vary the above form to suit their preference.
DEGREES CONFERRD IN 1919

DEGREES IN COURSE

Bachelor of Arts

Ameele, Anna June.......................................Williamson, N. Y.
Baker, Harriet Zavera....................................Grand Haven
De Jong, Martina Magdalene...............................Holland
De Witt, George James....................................Holland
Heemstra, Clarence Raymond...........................Chicago
Heneveld, John...........................................Holland
Hospers, Rudolph Duiker................................Holland
Karsten, Andrew Peter..................................Hudsonville
Kleis, Clarence...........................................Holland
Kloote, Mayme...........................................Grand Rapids
Korteling, Ralph Garrett.................................Chicago, Ill.
Mulder, Bouke...........................................Holland
Mulder, Esther Rozelia..................................Holland
Pennings, Cynthia Hermina.............................Orange City, Ia.
Poppen, Cathérine Margaret..............................Holland
Raap, Alice Edith.........................................Holland
Reeverts, Clara Elizabeth................................Peoria, Ill.
Ten Have, John...........................................Zeeland
Ter Borg, John...........................................Grand Haven
Thomasma, Margaret......................................Grand Rapids
Van Loo, Dora Mae.........................................Zeeland
Van Zanten, Irene Dorothy...............................Holland
Vyn, Jeanette Florence..................................Grand Haven
Winter, Anna Ruth.........................................Fairview, Ill.

Master of Arts

Leon Bosch ............................................Frank De Roos
Edwin Koeppen .........................................John G. Gebhard
Albert Bakker ...........................................John Kuite
Henry Beltman ...........................................Herman Maasen
Fred H. De Jong
HONORARY DEGREES

Edward D. Dimnent ........................................... Literary Doctor
Rev. S. C. Nettinga ........................................... Doctor of Divinity
Mrs. Grace Hazenberg Cadman ............................... Master of Arts

Michigan State Teachers' Certificates

Anna June Ameele Alice Edith Raap
Harriet Zavera Baker Clara Elizabeth Reeverts
Martina Magdalene De Jong Margaret Thomasma
Clarence Kleis Dora Mae Van Loo
Mayme Kloote Irene Dorothy Van Zanten
Esther Rozelia Mulder Jeannette Florence Vyn
Cynthia Pennings Anna Ruth Winter
Catherine Margaret Poppen

“A” Class Diplomas

Gertrude Fabera Althuis Thomas De Vries
Hdmerietta Winifred Althuis Esther Delia Koops
Marinus Arnolds Nellie Lam
Mary Eleanor Boer Egmont Samuel Meinecke
Irvin Borgman Henrietta Josephine Nyhuis
Ruth Broekema John Ruisaard
Alice Mae Brower Henry Tysse
Theodore Arthur Cook Jennie Maq Van Dyke
Helene De Goed Margaret Zuidema
William De Ruiter Amanda Ruth Zwemer

THE ALUMNI ASSOCIATION

President ......................................................... Dr. E. J. Blekkink
Vice President .................................................. Rev. C. P. Dame
Secretary ......................................................... Rev. Paul E. Hinkamp
Treasurer ......................................................... Dr. E. D. Dimnent
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. BEIDLER, PRINCIPAL, VICE MR. TAYLOR (RESIGNED 1859) 1854

REV. JOHN VAN VLECK, PRINCIPAL, VICE MR. BEIDLER (RESIGNED, 1859) 1855

THE SCHOOL NAMED THE "HOLLAND ACADEMY" 1855

VAN VLECK HALL ERECTED ON "THE FIVE ACRES" 1856

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 GEN. SYNOD 1863

A COLLEGE PROPOSED AND APPROVED BY THE SYNOD 1864

OVER $40,000 CONTRIBUTED, AS AN ENDOWMENT 1865

HOPE COLLEGE BEGAN, 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 GRADUATES) 1866

A WEEKLY NEWSPAPER, "DE HOPE," ESTABLISHED 1866

THEOLOGICAL INSTRUCTION BEGAN, WITH A CLASS OF SEVEN, SEPT. 1866

REV. E. C. CRISPELL, D. D., ELECTED PROFESSOR OF THEOLOGY; PROFESSORS PHELPS, OGGEL, BECK AND SCOTT ELECTED "LECTORS" 1867

THE THEOLOGICAL DEPARTMENT ADOPTED BY GENERAL SYNOD AS ITS "WESTERN THEOLOGICAL SEMINARY" 1869
HOPE COLLEGE

Death of Rev. Péter 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; died, July 24, 1912...... 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. H. Gillespie, A. M., elected Professor of Greek; resigned, 1898 .................................................. 1888
Quarter-Centennial celebration ......................................... June 26, 1890
Graves Library and Winants Chapel begun, and cornerstone laid .......................................................... Oct. 12, 1892
Prof. G. J. Kollen, A. M., elected President, vice Dr. Scott; inaugurated, 1894; resigned, 1911; Emeritus, 1911; died, Sept. 5, 1915

D. B. Yntema, A. M., elected Professor of Chemistry and Physics; (Professor of Physics, 1909; resigned, 1916)...

Graves Library and Winants Chapel dedicated...June 26, 1894

J. B. Nykerk, A. M., Professor of Music and Principal of the Preparatory School, 1891-1892; elected Professor of English

Rav. J. T. Bergen, A. M., elected Professor of Biblical Literature; (resigned, 1906)...

Henry Veghte, A. M., elected Professor of German and French; (resigned, 1904)...

E. D. Dimnent, A. M., elected Professor of Greek, vice Prof. Gillespie...

A. J. Ladd, A. M., elected Professor of Psychology and Pedagogy; (resigned, 1902)...

Rev. Peter Siegers elected Professor of Dutch; (resigned, 1900)...

S. O. Mast, A. B., elected Professor of Biology; (resigned, 1903)...

E. B. Norton, Ph. D., appointed Instructor in Pedagogy; (resigned, 1903)...

Rav. J. M. Van der Meulen, A. M., elected Professor of Psychology and Pedagogy, vice Dr. Norton; (resigned, 1909)...

A. Raap, elected Professor of Dutch, vice Prof. Siegers, (appointed Educational Secretary 1918)...

Van Raalte Memorial Hall dedicated...Sept., 1903

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

Miss Carrie Krell, A. B., appointed Instructor in English; (resigned, 1910)...

J. W. Beardslee, Jr., elected Professor of Ethics and Evidence of Christianity; (Professor of Latin, 1912, vice Prof. Sutphen; resigned, June, 1913)...

Henry R. Brush, A. B., elected Professor of German and French, vice Prof. Veghte; (resigned, June, 1913)
Rev. John E. Kuizenga, A. M., appointed acting Professor of English and Pedagogy; (Professor of Bible and Philosophy, 1909; resigned, 1915) .................. 1906
Carnegie Gymnasium dedicated .................................. June, 1906
Elizabeth R. Voorhees Girls' Residence dedicated........... June, 1907
John D. Maclaren, M. D., elected Professor of Biology, vice Dr. Mast; resigned, 1909 ........................................ 1908
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 H. Durfee, A. M., appointed Dean of Women, vice Mrs. Gilmore, and Instructor in English; Instructor in French, 1910 .................................................. 1909
Wynand Wichers, A. B., appointed Instructor in Latin and English; elected Professor of History, vice Prof. Boers, 1913 .............................................................. 1909
Edwin A. Brown, Ph. D., appointed Professor of Pedagogy; resigned, 1912 ................................................. 1909
Miss Elma G. Martin, Ph. B., appointed Instructor in English and German; resigned, 1917 ................. 1910
Miss Elva N. Forncroock, A. B., appointed Instructor in English and Expression and Physical Training........ 1910-1911
Peter L.-Schlosser, Ph. M., appointed Instructor in German .............................................................. 1910-1911
Rev. Ame Vennema, D. D., Passaic, N. J., '79; elected President; resigned, 1918 .................. April 26, 1911
James G. Sutphen, Rodman Professor of Latin Language and Literature, 1885-1911; died Dec. 13 ............ 1911
Wilbur J. Greer, A. M., appointed Instructor in Latin and Greek; resigned, 1913 ...................... 1911
Katharine S. Moore, A. B., appointed Instructor in English and Public Speaking; resigned, 1914 ........... 1911
Lambert Eidson, appointed Instructor in Education, vice Dr. Brown; elected Professor, 1913; resigned, 1914 ......... 1912
Rev. H. J. Veldman, appointed Instructor in Bible 1912-1914 1917
Henry Boers, A. M., Professor of History, 1885-1913; died Jan. 24 .......................................................... 1913
William J. Moerdyk, A. B., appointed Instructor in Latin and Greek ...............................1913-1916
Miss Jennie Immink, A. B., appointed Instructor in Latin and English .................................. 1913-1916
Milton J. Hoffman, A. M., appointed Professor of Latin, vice Prof. Beardslee; (resigned, 1917) .......... 1913
Charles Delano, Ph. D., appointed Instructor in German and French, vice Prof. Brush; (resigned, 1914) ....... 1913
Randolph Faries, A. B., appointed Instructor in Latin and English; (resigned, 1914) ............................. 1913
John Tillema, A. B., appointed Instructor in Latin and Greek .................................................. 1914-1916
Edward Elias, A. M., appointed Professor of German and French, vice Mr. C. Delano; (resigned, 1916) ..... 1914
Miss Alta J. Lich, A. B., Instructor in English ................................................................. 1914-1915
Rev. George B. McCreary, Ph. D., appointed acting Professor of Bible and Philosophy; Professor, 1915, vice Prof. Kuizenga; (resigned, 1917) .................................................... 1914
Frederick G. Waide, Ph. D., appointed Professor of Education, vice Prof. Eidson; (resigned, 1916) ............. 1914
Miss Mae L. Brusse, A. B., appointed Instructor in German and Latin ........................................... 1914
Arthur H. Heusinkveld, A. B., appointed Instructor in English and German; appointed Assistant Professor of English ................................................... 1918
Miss Elizabeth A. Hunt, A. B., appointed Instructor in English .................................................... 1915
J. H. Kleinheksel, Professor of Mathematics, 1885-1916, died, June 11 ........................................ 1916
W. B. Pietenpol, Ph. D., appointed Professor of Physics, Semi-Centennial celebration, June 16 .................. 1916
J. W. Beath, A. M., appointed Professor of Mathematics, vice Prof. Kleinheksel; (resigned, 1918) ............. 1916
Carl J. Knock, Ph. D., appointed Professor of Education, vice Prof. Waide; (resigned, 1919) .................. 1916
Ludwig H. Eyme, appointed Professor of German and French, vice Prof. Elias (resigned 1919) .................. 1916
Miss Christine C. Van Raalte, A. B., appointed Instructor in Latin and French .......................................................... 1916
Bruno Meinecke, A. M., appointed Professor of Latin, vice Prof. Hoffman ............................................................... 1917
John J. De Boer, A. M., appointed Instructor in History, vice Prof. Wichers, on leave of absence ..................1917--1918
Rev. Paul P. Cheff, appointed Instructor in Bible........1917--1918
Prof. E. D. Dimnent, A. M., elected President, vice Dr. Vennema ................................................................. 1918
Rev. Paul E. Hinkamp, A. M., appointed Professor of Bible and Philosophy ......................................................... 1918
Albert E. Lampen, A. M., appointed Professor of Mathematics, vice Prof. Beath................................................. 1918
Rev. J. Vander Meulen, A. M., appointed Professor of Greek ............................................................................. 1919
Miss Harriet Z. Baker, A. B., appointed Instructor in English ........................................................................... 1919
Egbert Winter, A. M., appointed Professor of Education, vice Prof. Knock ......................................................... 1919
Wilhelm Ten Haken, A. B., appointed Instructor in Mathematics ............................................................................. 1919
Miss Martha J. Gibson, A. M., appointed Instructor in English ........................................................................... 1919
Miss Anne Visscher, A. B., appointed Instructor in English .................................................................................... 1919
Robert G. Evans, A. M., appointed Instructor of Physics, vice Prof. Pietenpol ......................................................... 1919
WESTERN
THEOLOGICAL SEMINARY

REFORMED CHURCH
IN AMERICA

CATALOG
1919-1920

HOLLAND, MICHIGAN
CALENDAR

1920

January 6............. Lectures begin.
January 29........... Day of Prayer for Colleges.
January 30, 31....... Winter Examinations.
February 3........... Second Semester begins.
March 10............... Day of Prayer for Crops.
May 11, 12........... Final Examinations.
May 11................ Meeting of Board of Superintendents.
May 12................ Commencement Exercises in the evening.
September 16......... Entrance Examinations.
September 17......... Lectures begin.
November 25-29......... Thanksgiving Recess.
December 24, Noon..... Christmas Recess begins.

1921

January 4............. Lectures begin.
January 27........... Day of Prayer for Colleges.
January 28, 29........ Winter Examinations.
February 1........... Second Semester Begins.
March 9.............. Day of Prayer for Crops.
May 10, 11........... Final Examinations.
May 10................ Meeting of Board of Superintendents.
May 11................ Commencement Exercises in the evening.
BOARD OF SUPERINTENDENTS
Ex-Officio
JAMES F. ZWEREY, D. D..................President of the Faculty
PROF. EDW. D. DIMNENT..................President of Hope College

From the Synod of New York
REV. JAMES M. FARRAR, D. D., LL. D., Brooklyn, N. Y........1923

From the Synod of Albany
REV. JAMES S. KITTEL, D. D., Albany, N. Y..........................1923

From the Synod of New Brunswick
REV. I. W. GOWEN, D. D. Weehawken, N. J............................1923

From the Synod of Chicago
REV. JOHN ENGELSMAN, Orange City, Iowa........1922
REV. G. TYSSE, North Holland, Mich.................................1923
MR. HERMAN TENINGA, Chicago, Ill.................................1923
REV. CORNELIUS DOSKER, Grand Rapids, Mich..................1924
REV. PETER MOERDYKE, D. D., Holland, Mich..................1924
REV. H. E. LANGELAND, Muskegon, Mich..............1920

From the Classes
Cascades..........................No representation.
Chicago..........................REV. H. J. PIETENPOL........1922
Dakota..........................REV. DAVID MACewan........1922
Germania..........................REV. HENRY HUENEMANN.....1922
Grand River..........................REV. ABRAHAM DE YOUNG..1921
Holland..........................REV. BENJAMIN HOFFMAN.....1923
Illinois..........................REV. J. P. WINTER........1923
East Sioux..........................REV. THOMAS WELMERS.....1924
West Sioux..........................REV. FRED LUBBERS.........1924
Michigan..........................REV. A. KARREMAN........1924
Pella..........................REV. JOHN WESSELINK........1920
Pleasant Prairie..................REV. JOHN G. THEILKEN......1924
Wisconsin..........................REV. G. J. HEKHIUS........1924

Officers of the Board
REV. B. HOFFMAN..........................President
REV. PETER MOERDYKE....................Stated Clerk
THE FACULTY

REV. JOHN W. BEARDSLEE, D. D., LL. D.,
Professor Emeritus of Old Testament Languages and Literature,
NEW BRUNSWICK, N. J.

REV. JAMES F. ZWEMER, D. D.
President of the Faculty,
Professors Emeritus of Practical Theology,
In Charge of the Finances of the Seminary,
64 WEST FOURTEENTH STREET.

REV. EVERT J. BLEKKINK, D. D.,
Librarian,
Professor of Systematic Theology,
303 COLLEGE AVENUE.

REV. JOHN E. KUIZENGA, D. D.,
Secretary,
Professor of Practical Theology,
4 EAST FOURTEENTH STREET.

REV. HENRY HOSPERS, D. D.,
Professor of Old Testament Languages and Literature,
26 EAST TWELFTH STREET.

REV. SIEBE C. NETTINGA, D. D.,
Professor of Historical Theology,
133 WEST ELEVENTH STREET.
SPECIAL LECTURERS

The Rev. Dr. S. M. Zwemer, F. R. G. S., Cairo, Egypt.
Series on “Alghazali; or Mohammedanism at Its Best.”

Series on “Emperor Worship.”


Professor W. S. Athearn, Boston University.
“Religious Education.”

Prof. Wm. Bancroft Hill, D. D., Vassar College.
Four Lectures on “Modern Missions.”

COMMITTEE ON EXAMINATION AND RECEPTION OF STUDENTS


GENERAL SYNOD’S PERMANENT COMMITTEE ON THE FINANCES OF THE WESTERN THEOLOGICAL SEMINARY

Hon. G. J. Diekema, LL. D., President
Rev. James F. Zwemer, Secretary and Treasurer
Rev. E. J. Blekkink, D. D. Mr. Barend Dosker
Mr. C. Dosker Mr. Henry Langeland
Mr. John N. Trompen Mr. A. Meyer
STUDENTS

Senior Class

Leonard Braam, A. B........................................Pella, Iowa
Central College, 1917.

Walter Jasper Heyenga, A. B................................Aplington, Iowa
Mission House, 1917.

Tiede Hibma, A. B........................................Orange City, Iowa
Hope College, 1917.

Henry O. Hospers, A. B....................................Holland
Hope College, 1916.

Eggo Koop, A. B........................................Aplington, Iowa
Mission House, 1917.
Graduate in Theology.

Herbert Henry Wernecke, A. B................................Timothy, Wis.
Mission House, 1917.
Two years of Theological Course.

Henry Van Dyke, A. B........................................Chicago, Ill.
Hope College, 1917.

Edward D. Dimnent, Litt. D................................Holland
Hope College A. B., 1896.
Rutgers College, Litt. D., 1919.
Central College, LL. D., 1919.

Middle Class

James J. Burggraaff, A. B......................................North Blenheim
Hope College, 1919.

Arba Dunnewold, A. B........................................North Clymer, N. Y.
Hope College, 1918.

John A. Klaaren, A. B........................................Eddyville, Iowa
Hope College, 1918.

Eldred C. Kuizenga, A. B..................................Muskegon
Hope College, 1918.

John R. Mulder, A. M........................................Holland
A. B., Hope College, 1917.
A. M., U. of M., 1918.
James A. Stegeman, A. B........................................Hudsonville
Hope College, 1918.

Gerrit Timmer, A. B.........................................Hull, N. D.
Hope College, 1918.

G. Bernard H. Van Lierop...................................Chicago
Moody Bible Institute, 1918.

Junior Class

Nicolas Cloo.....................................................Holland
Hope College Special, '19.

Bernard D. Hakken, A. B.....................................Grand Rapids
Hope College, 1920.

Ralph G. Korteling, A. B......................................Chicago
Hope College, 1919.

Albert Linnemann, A. B......................................German Valley, Ill.
Mission House, 1919.

Gerrit H. Maat...................................................Chicago
Moody Institute, 1916.

Bernie Mulder, A. B...........................................Holland
Hope College, 1919.

John TerBorg, A. B..............................................Muskegon
Hope College, 1919.

Egbert Winter, A. M............................................Holland
Hope College, A. B., 1901.
University of Michigan, A. M. 1916.

Candidates for B. D. Degree

Rev. John H. Bruggers, A. B., A. M..........................Holland
Western Theolog. Seminary, 1918.

Rev. Clarence P. Dame, A. B., A. M..........................Holland
Western Theolog. Seminary, 1916.

Arba Dunnewold, A. B.........................................North Clymer, N. Y.
Ralph Korteling, A. B..........................................Chicago
Bernie Mulder, A. B.............................................Holland
John R. Mulder, A. B., A. M...................................Holland
John TerBorg, A. B..............................................Muskegon
Gerrit Timmer, A. B............................................Hull, N. D.
Rev. James Wayer, A. B., A. M..............................Holland
Western Theolog. Seminary, 1904.
## Summary

<table>
<thead>
<tr>
<th>Class</th>
<th>Attendance</th>
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<tbody>
<tr>
<td>Senior Class</td>
<td>8</td>
</tr>
<tr>
<td>Middle Class</td>
<td>8</td>
</tr>
<tr>
<td>Junior Class</td>
<td>8</td>
</tr>
<tr>
<td>Candidates for B. D. Degree</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

**Deduction for double count** 6

**Total attendance** 27
COURSE OF STUDY
EXEGETICAL THEOLOGY

HEBREW

Junior Class

Course 1. **Elements of Hebrew Grammar and word formation**, based on selected readings from the Pentateuch and the books of Samuel. Four hours a week throughout the year.

Middle Class

Course 2. **Hebrew Poetry**, its external form and exegesis. Three hours a week, first semester.

Course 3. **Messianic Prophecy**, the principles of its exegesis and the development of the Messianic idea. Three hours a week, second semester.

Senior Class

Course 4. **Minor Prophets** with the text of Amos, Jonah, Malachi. Three hours a week, first semester.

Course 5. **Ecclesiastes**. Two hours a week, second semester.

Course 6. **Old Testament Introduction**. One hour a week, second semester.

Following courses open to candidates for the B. D. degree:

Course 7.—Shem Jahveh.

Course 8.—Chochma and Logos.

Course 9.—Isaiah; Introduction and Exegetical.

(The study of advanced Hebrew will supplement each of these courses).
GREEK
Junior Class

Course 1. Gospel of Mark. This course is an introduction to New Testament Greek. Two hours a week, first semester. Dr. Kuizenga.


Middle Class

Course 3. Introduction to the New Testament. One hour a week throughout the year. Dr. Blekkink.

Course 4. Epistles to the Corinthians, and the Church Life of the First Century. (1920-1921.)


Senior Class

Course 6. Epistle to the Romans and the teaching of Paul. Three hours a week, first semester. Dr. Hospers.

Course 7. Studies in the Life of Christ. Three hours a week, second semester. Dr. Hospers. (1919-1920.)

HISTORICAL THEOLOGY
Junior Class

Course 1. Sacred History. A study of the history of God's revelation to Israel during the Old Testament dispensation, noting particularly the character of the Mosaic dispensation legislation, the several Jewish institutions, the progressive development of the redemptive
plan. The Text book, lectures, thesis. Two hours a week first semester.

Course 2. **Inter testamentary History.** A careful study of Jewish history and institutions arising during this period. One hour a week, first semester.

Course 3. **New Testament History.** One hour a week, second semester.

Course 4. **Church History.** The Ancient Period. A careful study, not only of the general progress of events, but also noting carefully the intellectual, moral and religious conditions at the opening of the Christian Era, the growth of the church, the change in its organization, and the formation of the creeds. Textbook, lectures, thesis. Two hours a week, second semester.

**Middle Class**

Course 5. **Church History.** The Middle Period, and the first part of the Modern Period, to the peace of Westphalia. Besides studying the general course of events, special emphasis is laid upon the growth, culmination, and decline of the papacy; the various reform movements, the factors entering into the preparation for the Protestant Reformation and the changes brought about by the latter movement. Textbook, lectures, thesis. Three hours a week throughout the year.

**Senior Class**

Course 6. **Church History.** The latter part of the Modern Period. A study of the development of the Protestant churches and the great revival movements. Also the intellectual and political upheavals in their relation to the church. A special study is also made of the Reformed church in America. Two hours a
week, first semester; three hours a week second semester. Textbook, lectures and thesis.

Course 7. The History of Missions, tracing the progress of the gospel thru the centuries. One hour a week, first semester. Textbook, lectures.

Following courses open to candidates for B. D. Degree work:

Course 8.—The Origin, Growth, and Life of the Early Church.
Course 9.—Missionary Operations of the Church.
Course 10.—Rise, Growth, and Decline of the Papacy.
Course 11.—The Doctrinal Controversies of the Early Church.
Course 13.—The Humanistic Movement.
Course 14.—Origin, Principles, and Influence of Puritanism.
Course 15.—Causes, Origin, and Results of the Reformation.

SYSTEMATIC THEOLOGY
Junior Class

Course 1. Encyclopedia and Methodology. Three hours a week, eight weeks.
Course 2. Authority. Three hours a week, six weeks.
Middle Class


Senior Class

Course 5. Theology, continued. The Doctrine of Last Things. Three hours a week, ten weeks.
Course 6. Christian Ethics. Three hours a week, six weeks.
Course 7. Confessional Theology and Creeds of Christendom. Eight weeks.
Course 8. Review of the entire system of Dogmatic Theology. Three hours a week, eight weeks.
Following courses open to candidates for B. D. Degree work:
Course 9.—Doctrine of the Trinity.
Course 10.—History of Doctrine.
Course 11.—The Atonement.
Course 12.—Modernism.

PRACTICAL THEOLOGY

Junior Class

Course 2. Public Worship. History of worship. Psychology and doctrinal foundation. Liturgical and


Middle Class

Course 4. Religious Education. History, theory, psychology, pedagogy. Special application to catechetics and Sunday School work. Young People's Movement, types of societies, principles of the work. Children's sermons and junior congregation. Observation and report. Three hours a week, first semester; two hours, second semester.

Course 5. Studies in Expository Preaching. Methods of expository work are discussed, outlines and sermons prepared. One hour a week, second semester.

Senior Class

Course 6. Church and Community. Church as organism and as institution. Evangelism and personal work. Social service in country and city churches. Three hours a week, first semester.

Course 7. Church Administration. Constitution, government, program, efficiency. Two hours a week, second semester.

Course 8. Studies in Doctrinal Preaching. Ser-
mons and outlines on the Heidelberg Catéchism. One hour a week, second semester.

Following courses open to candidates for the B. D. Degree:

Course 9.—The Psychology of Religion.
Course 10.—The History of Preaching.
Course 11.—Present Day Preaching in the Netherlands.
Course 12.—The American Pulpit.
Course 13.—Principles of Sociology.
Course 14.—Homiletical Study of Some Pauline Epistles.

In addition to the regular courses in preaching, the middle and senior students preach at least twice a year before the student body, in the presence of the professor of Practical Theology, and at least one of the other professors. The student is subject to criticism from all present.
THE CALENDAR YEAR

The Calendar.—The Seminary opens on the third Thursday in September, at ten o'clock A. M., when the committee meets for the reception of, students. It 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. Graduates of a college of recognized standing, whose course of study includes a sufficient amount of Greek, Latin, and Philosophy, will be admitted upon presentation of the usual credentials. Applicants are expected to present a letter of Church membership with their testimonials.

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:

"Any member of a Reformed Church who contemplates entering the work of the ministry shall furnish to one of the theological schools satisfactory evidence of his being a member of the Church in full communion and in good standing, and of his piety, abilities, and literary attainments, before he begins his course of theological studies. He shall thereupon be admitted into the school, and during the prosecution of his studies there shall be subject to its rules and regula-
tions. When he shall have completed the prescribed course of theological studies, he shall be admitted to an examination according to the regulations of the school as established by the General Synod, and if found qualified shall receive a professorial certificate which shall entitle him to examination for licensure by the Classis to which the church belongs of which he was a member when he entered upon his theological studies.” Constitution, Sec. 9.

Attendance.—It is expected that every student will be present punctually at the daily chapel service, at all the class exercises, and at all other regular appointments of the Seminary.

Any student who finds it necessary to be absent from any Seminary exercise is expected to obtain from the President permission for absence.

Examinations.—At the close of the year an oral examination of all the classes is held before the Board of Superintendents on Tuesday and Wednesday of Commencement Week. Special written examinations are held in mid-winter as the work requires. The papers of these written examinations are transmitted for approval to a committee of the Board of Superintendents.
STUDENT ACTIVITIES

The organization and conduct of the Seminary allows a great deal of opportunity for student activity and initiative. It gives opportunity for leadership, complete development, and pleasant, desirable diversion.

Religious.—If one views recent years, he discovers a commendable determination among our students to keep their religious life strong and vital. In addition to regular class and Dormitory prayer-meetings, a weekly prayer-meeting for students and faculty is held. Excellent churches in the city welcome the students to full participation in all their church work. Special classes for students are held in these churches. All these agencies help to keep the religious life of the students healthful and uplifting.

Social.—The Dormitory group of students is large enough to make possible real student life and to develop leaders, as may be seen in the management of several successful student enterprises, among them the excellent lecture course. This has been financed by the students themselves and is due to their own initiative. The Faculty gives an annual reception, and the students give another in the Dormitory.

Athletic.—Excellent tennis courts, adjacent to the dormitory with its baths, furnish interesting contests and wholesome exercise during the fall and spring. Basketball in the college gymnasium gives winter exercise. In recent years the Seminary has had a good basketball team.
Scholarship—Mr. Peter Semelink of Vriesland has established a scholarship of $2,000, the income of which is each year awarded to a student of the Seminary, preference being given to one who is preparing for work on the mission field.

Mission Work.—A study of Missions is included in the regular work of the Seminary. The Adelphic Society gives special attention to the subject of Missions, not only by placing Missionary topics upon its program, but by appointing a committee whose duty it is to receive annual contributions from the professors and students. By a vote of the Society, these contributions are divided between the Foreign and Domestic Mission Boards and the Arabian Mission.

The Adelphic Y. M. C. A.—A gathering of professors and students is held every Tuesday evening in the Dormitory parlors, and once a month 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 special service is needed. The assignment of students for such purposes is left by the General Synod with the Faculty, who 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 Faculty.
During the summer vacation students may be assigned to mission fields. In this way they are enabled to acquire experience in conducting church work, and to supplement their income.

**BACHELOR OF DIVINITY DEGREE**

The degree of Bachelor of Divinity (B. D.) will be granted by the Council of Hope College to students on the recommendation of the Seminary Faculty. The Faculty will recommend all students for the degree who fulfill the following conditions:

1. The student shall hold the degree of Bachelor of Arts from Hope College, or a college whose standards are equivalent.

2. The student shall have completed three full years in the Western Theological Seminary or a theological seminary whose standards are equivalent. At least the last two years shall have been pursued in the Western Seminary.

3. The applicant shall have maintained throughout each separate semester of his theological study an average standing of at least 85 per cent.

4. The applicant shall have pursued during each year of his theological study special courses requiring one hour of class room work each week. Two years of this work shall be in one department of the Seminary, and the remaining year's work in another.
PROFESSORATE

The intention of the Reformed Church to establish educational institutions which would provide for her young people in the rapidly growing West, found expression in Hope College, which was incorporated in the year 1866. Seven members of the first 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 from 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 condition finally led to a suspension of theology in 1877, the Synod at the same time emphatically assuring the western churches it would gladly restore the school as soon as endowment could be secured.

In 1884, endowment for one professorship having been secured, mainly thru the sacrifice of the western churches, Synod elected the late 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.

Dr. Steffens resigned his position in 1895, and the late Rev. Dr. Egbert Winter was chosen his successor. He resigned in 1904 and the late Rev. Dr. G. H. Dubbink was elected his successor, filling the position until his death in July, 1910. The Board of Superintendents requested Dr. Steffens to take charge until the Synod should meet in June, 1911, when he was chosen professor and remained in active service until his death, July 24, 1912.

Since that time the Rev. Dr. Blekkink has occupied the position; for one year on appointment of the Board, and since 1913 by election of General Synod.

In 1888 a second professorship was established for Biblical Languages and Literature. The Rev. Dr. John W. Beardslee was elected professor and remained until 1913, when, at his own request, he was declared Emeritus. He continued teaching, however, doing part of the Hebrew work, until 1917. The Rev. Dr. John W. Beardslee, Jr., was elected as his successor. Dr. Henry Hospers was appointed acting professor for 1917-1918, and elected professor of Hebrew, 1918.

In 1894 a third professorship was established for Historical Theology and the Rev. Henry E. Dosker was elected professor. He resigned in 1903. The Rev. Dr. Nicholas M. Steffens was elected his successor. He remained until 1911, when he was transferred to the chair of Systematic Theology. The Rev. Dr. Matthew Kolyn was chosen Lector in 1910 and by the General Synod made a permanent professor in 1911. Dr. Kolyn died
1918, and the Rev. S. C. Nettinga was appointed acting professor for 1918-1919. He was elected professor by Synod in June, 1919.

In 1907 a fourth professorship, that of Practical Theology, was established and the Rev. James F. Zwemer elected professor. In 1916 he was declared Professor Emeritus, being put in charge of the finances of the seminary, and the Rev. John E. Kuizenga was elected in his place.
BUILDINGS

The $6,000 Semelink Family Hall.—For nearly thirty years the Seminary had no home, but occupied two very unsuitable rooms in a building on the college campus. In 1895, however, God moved the heart of Mr. Peter Semelink of the Vriesland church to erect a fine brick building, now known as the "Semelink Family Hall." It is furnished with modern conveniences, and contains five excellent lecture rooms and a commodious chapel.

The $15,000 Beardslee Memorial Library.—The new Library building is completed and is now in use. Its dimensions are about forty-eight by fifty-four feet. It has a basement well lighted and provided with bookshelves for the storage of a large number of books. The main floor has a wide hall, on one side of which is a large reading room and reference library containing the leading theological encyclopedias and magazines. On the opposite side of the hall is a room designed for research work and committee meetings. These rooms and their furniture are of solid oak. At the rear is the stack-room with shelf-room for about 25,000 volumes and so arranged as to admit of a second story when that is necessary.

Already about 11,500 books are on the shelves, with card catalogues and other facilities for consultation. The students also have free access to the large library of Hope College, and to the public library of the city of Holland.
Valuable donations were received during the year from our Board of Publication and Bible School Work, from Hope College Library, and from the library of the Rev. C. Van Santvoord.

The $20,000 Dormitory—The common life of the Seminary finds its fullest realization in the new dormitory, a splendid building of brick and stone, standing on the highest part of the campus. Along the first and second stories of both sides of the building extends a broad porch. The spacious entrance hall is fitted with wall seats. At right and left are two reception rooms, which, with the hall between form an ideal gathering place for the students and their friends. Throughout the building the woodwork is of oak; the floors are of maple. The corridors are roomy, well lighted and ventilated. In the basement there is a large room equipped with gymnastic apparatus; both shower and tub baths are provided.

There are thirty student rooms, four of which are arranged en suite for the joint occupancy of two students. These rooms are large, each with artistic table, study chair and rocker, and bookcase built in the wall. In each room is an alcove, to which both hot and cold water is piped. Each Spring before the close of school the students of the two upper classes, in order of classes, draw for the choice of their next year’s rooms. New students are assigned rooms in order of application.

The $7,000 Power Plant.—The physical comfort of the Seminary is much enhanced by the Power Plant, a neat red brick building where steam is generated and piped to all the buildings, and where the electric light
and water systems have their center. This provision saves the other buildings' much noise and dirt, and greatly diminishes the fire risk.

All these buildings are gifts to General Synod, either by individuals like Mr. Semelink, or Professor John W. Beardslee, D. D., or thru scores of contributions from hundreds of donors, secured by the efforts of Professor James F. Zwemer, D. D.
OUR ENDOWMENT

From the minutes of the Synod of 1874 we learn that the cornerstone of the foundation of an Endowment for the Seminary had been laid as early as 1874. Two gifts of $100 each had been received by the Board of Education for the Endowment of the Professorship of Didactic and Polemic Theology. The names of the donors deserve mention. They were the Rev. T. S. Dusinberry of Livingston, N. Y., and the Rev. E. Vedder of Jerusalem, N. Y., pastors of small churches, evidently with great faith in the growth of the Western School of Theology.

This $200 endowment fund had grown in 1875, through the personal efforts of Prof. Dr. Crispell, to $2,039.97 collected from several churches in New York, the subscriptions ranging from fifteen cents to one hundred dollars.

During the year 1875-1876, the endowment had increased to $3,688.52, and the Synod of 1876 authorized Dr. Crispell to select associates to assist him in soliciting funds for the endowment of his professorship.

When in 1877 the General Synod "directed the Council of Hope College, in view of the present embarrassed condition of the finances of the College, to suspend the Theological Department," the whole amount of the endowment held by the Board of Direction for the Professorship of Didactic and Polemic Theology was, including interest on hand, $4,957.09.

In 1883, when the Synod provided for the resump-
tion of theological instruction upon certain conditions, the total of the endowment, with accrued interest, secured before the suspension of theological instruction, amounted to $6,563.19. It awaited completion; and not in vain.

During that year, under direction of the Council of Hope College, a committee, composed of Revs. N. M. Steffens, H. E. Dosker, P. Lepeltak and J. F. Zwemer, raised in the western churches some $24,000, which completed the $30,000 endowment of the Chair of Didactic and Polemic Theology.

In 1899 the Board of Superintendents asked "the General Synod to appoint the Rev. Jas. F. Zwemer its Agent to secure additional endowment to increase the endowment of the Seminary to $100,000. Thirty thousand dollars for each one of the three Chairs, and ten thousand dollars for the maintenance of Semelink Family Hall and for incidental expenses." This appointment was made, and in the following year, 1900, Mr. Zwemer accepted the position as General Synod's Agent for the Western Theological Seminary.

In 1907 the $100,000 endowment for the Western Theological Seminary was completed, endowing three Chairs each in the sum of $30,000 and securing an additional endowment of $10,000 for the "Property Fund," and the support of a Fourth Professor was secured from the Salary Fund.

Last year each one of the $30,000 endowments was increased by $10,000, raising them to $40,000 for each Chair.

This year we hope to add $40,000 to our endowment, thus securing an occupant for the Fifth Chair.
The income of our limited endowments does not begin to meet the Salary Budget needed by the Seminary for the support of its professors. But this deficit is annually met by the income of a Salary Fund or Syndicate, which is a fund raised by free will offerings of churches for the purpose of providing supplementary income for the Seminary.

This income has been growing apace. During the past year it was equal to the interest at five per cent on an endowment of $110,000, invested in the affections of its constituency. The revenue of this fund grows as the number of churches increases served by the graduates of the Seminary.
THE RECORD OF OUR CHAIRS

The First: that of Didactic and Polemic Theology, established 1867:

It was suspended for seven years, and re-established in 1884. Known since 1907 as the Albertus C. Van Raalte Chair.
Rev. Evert J. Blekkink, D. D., 1912-

The Second: that of Biblical Languages and Literature, known since 1907 as the Cornelius Van der Meulen Chair:

Set apart to Old Testament Languages in 1913.
Rev. Henry Hospers, D. D., 1917-

The Third Chair: that of Historical Theology, known since 1907 as the James A. H. Cornell Chair.

Rev. S. C. Nettinga, D. D., 1918-

The Fourth Chair: that of Practical Theology:

Rev. John E. Kuizenga, D. D., 1915-

The Fifth Chair: that of New Testament Language and Exegesis:

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.

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, Michigan, 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 Hope College Bulletin is issued quarterly, in February, May, August and November.

The Annual Catalog is the February number of the Bulletin.

Entered as second-class matter May 19, 1915, at the post office at Holland, Mich., under the Act of August 24, 1912.