COLLEGE PUBLICATIONS

Hope College Bulletin
(Quarterly)

De Hope
The Leader
(Weeklies)

The Anchor
(Undergraduate Publication)

For Sample Copies of These Publications Address
Hope College, Holland, Michigan
The Memorial Chapel
HOPE COLLEGE

Founded as the PIONEER SCHOOL 1851
Incorporated as HOPE COLLEGE 1866

The Reformed Church in America

YEAR BOOK 1931-1932
INCLUDING
ANNOUNCEMENTS FOR 1932-1933
HOPE COLLEGE reserves the right to matriculate students and to continue them in residence on the basis of its conclusions regarding the capacity of the student to do work of college grade and his fitness to live under the social conditions fostered on the campus. After a student has been admitted to residence, his withdrawal may be asked at any time and the College reserves the right of withholding its reasons for the request. These conditions are part of the contract between the College and the matriculant.
COLLEGE CALENDAR
1931-1932

FIRST SEMESTER

1931
September 16—Annual Convocation.
October 12—Inauguration of Wynand Wichers, A.B., A.M.,
LL.D. Sixth President of Hope College.
November 26—Thanksgiving Recess.
December 18—Christmas Recess begins, 12:00 Noon.

1932
January 5—Christmas Recess ends, 8:00 A.M.
January 29—First Semester ends.

SECOND SEMESTER

February 1—Second Semester begins, 8:00 A.M.
March 25-April 4—Spring Recess.
April 20—Meeting of the Board of Trustees.
June 12—Baccalaureate Services.
June 14—Meeting of the Board of Trustees.
June 14—Convocation of the Alumni Association.
June 15—Annual Commencement, 7:30 P.M.
COLLEGE CALENDAR
1932-1933
FIRST SEMESTER

1932
September 12-21—Registration.
September 21—Annual Convocation, 9:00 A.M.
November 24—Thanksgiving Recess.
December 21—Christmas Recess begins, 12:00 Noon.

1933
January 4—Christmas Recess ends, 8:00 A.M.
February 3—First Semester ends.

SECOND SEMESTER
February 6—Second Semester begins, 8:00 A.M.
March 31-April 10—Spring Recess.
April 19—Meeting of the Board of Trustees.
June 18—Baccalaureate Services.
June 20—Meeting of the Board of Trustees.
June 20—Convocation of the Alumni Association.
June 21—Annual Commencement, 7:30 P.M.
FOREWORD

HOPE COLLEGE is proud to be a member of that large body of Liberal Arts Colleges that are called Christian Colleges. It was dedicated by its founders to the task of developing moral vigor and spiritual life through the educative process. Like every first class college it relates itself in every way to the general problem of education according to the best traditions and standards. It aims to introduce the Student to the whole field of culture so that he may work and fight effectively in the arena of life. Hope College offers to the student a very attractive campus and very good buildings, well equipped for the work of instruction. Library facilities are superior to those of most small Colleges. The Library and Reading Rooms are all housed in a building of fine architectural design and stocked and equipped for reading and study. Members of the Faculty are thoroughly equipped for their task. All these things have given Hope College a distinctive place in the world of learning and scholarship. The College is fully accredited by the North Central Association of Schools and Colleges; by the University of Michigan and by the Association of American Colleges.

Hope College makes the further claim that it is not colorless so far as Christianity is concerned. It is definitely Christian in character and does not shrink from the duty and obligation to help the Church redeem the world to Christ. It believes with Dr. Robert Kelly that “Mankind has not yet discovered a more worthy instrument of progress than a thoroughly Christian College.” It strives in every way to carry to the student the torch of real Religion and Christianity. A newly erected Chapel, spacious and beautiful, and a Christian Faculty make possible a religious atmosphere that parents will appreciate when they are thinking of sending their sons and daughters away to College.

The Curriculum is designed with a view to the thorough preparation for the Bachelor of Arts Degree and the Bachelor of Music Degree and later professional studies. A Study of the Catalog is welcomed and correspondence is invited. We shall be glad to have you address your letter to the President.
THE COLLEGE CORPORATION

THE BOARD OF TRUSTEES

Ex Officio, The President of the College
Wynand Wichers, A.B., A.M., LL.D.

OFFICERS OF THE BOARD

President_____Rev. N. Boer, Grand Rapids, Michigan.
Secretary______Hon. C. A. Broek, Muskegon, Michigan.
Treasurer______Mr. Cornelius J. Dregman, Holland, Michigan.

MEMBERS OF THE BOARD
Elected by the General Synod, R.C.A.
Six Year Terms

Rev. E. F. Romig, D.D., LL.D., New York City 1932
Mr. Herman M. Liesveld, Grand Rapids 1933
Rev. Elias W. Thompson, D.D., Hastings-on-Hudson, N.Y. 1933
Mr. Henry Winter, Holland 1935
Mr. E. D. Dimnent, A.M., LL.D., Holland 1935
Mr. Peter John Kriekaard, M.D., Grand Rapids 1936
Rev. D. A. Poling, D.D., LL.D., New York City 1936
Hon. C. J. Den Herder, Zeeland 1937

ELECTED BY CLASSES

Class of Cascades
Rev. C. Vander Schoor, A.B., Yakima, Wash 1932

Class of Chicago
Rev. F. Th. Zandstra, A.B., Chicago, Ill. 1933
Rev. Jacob G. Brouwer, A.B., Cicero, Ill. 1933

Class of Dakota
Rev. B. Van Heuvelen, A.B., Huron, S. D. 1935
Mr. Cornelius De Hoogh, Monroe, S. D. 1935

Class of Germania
Rev. Albert Linnemann, A.B., Scotland, S. D. 1932
Rev. Frederick Reverts, A.B., Lennox, S. D. 1932

Class of Grand Rapids
Rev. Nicholas Boer, A.B., Grand Rapids 1935
Rev. Cornelius H. Spaan, A.B., Grand Rapids 1935

Class of Holland
Rev. Henry D. TerKeurst, A.B., Holland 1932
Rev. H. W. Pyle, A.B., Th.M., Overisel 1932

*Years indicate expiration of terms.
Class of Illinois
Mr. George Dalenberg________Chicago, Ill. __________1934
Prof. James Sterenberg, Ph.D._Galesburg, Ill. __________1934

Class of Kalamazoo
Mr. Peter Harry Friesema________Detroit _______________1935
Rev. Abraham De Young, A.B__Kalamazoo _______________1935

Class of Muskegon
Rev. Henry Schipper, A.B,__Grand Haven ______________1936
Hon. Christian A. Broek, A.B__Muskegon _______________1936

Class of Pella
Prof. Cornelius Evers, A.B__Pella, la. _________________1933
Rev. Bernie Mulder, A.B__Pella, la. _________________1933

Class of Pleasant Prairie
Rev. W. T. Janssen, A.B__Kings, Ill. _________________1936
Prof. H. E. Schoon, A.B____German Valley, Ill. ______________1936

Class of East Sioux
Rev. F. B. Mansen, A.B__Orange City, la. ______________1933
Rev. J. A. Vis, A.B____Sheldon, la. _________________1933

Class of West Sioux
Rev. John De Jongh, A.B__Rock Rapids, la. ______________1932
Mr. Nicholas Balkema__Sioux Center, la. ______________1932

Class of Wisconsin
Rev. Cornelius Kuyper, A.B__Cedar Grove, Wis. ______________1932
Rev. M. C. Ruisard, A.B____Sheboygan Falls, Wis. ______________1932

COMMITTEES OF THE BOARD

Executive
President Wynand Wichers____________________________Chairman
Mr. P. J. Kriekaard, M.D_________________________Secretary
Rev. N. Boer
Hon. C. J. Den Herder
Mr. Henry Winter

Investment
President Wynand Wichers____________________________Chairman
Mr. Edward D. Dimnent_________________________Secretary
Mr. C. J. Den Herder
Mr. Henry Winter

OFFICERS OF ADMINISTRATION

President____________________________Wynand Wichers
Treasurer_____________________________C. J. Dregman
Dean of Men_________________________John B. Nykerk
Dean of Women_______________________Mrs. W. H. Durfee
Registrar____________________________Thomas E. Welmers
Secretary of Faculty___________________Paul E. Hinkamp
Librarians________________________Magdalene M. De Pree; Agnes M. Tysse
Secretary to the President________________Mrs. D. J. Zwemer
THE FACULTY

WYNAND WICHERS
A.B., Hope; A.M., Michigan; LL.D., Hope
President of the College

ARTS AND SCIENCES

BIBLICAL LITERATURE
A.B., Hope College; B.D., McCormick Theological Seminary; Graduate Student in Princeton Theological Seminary and Princeton University 1914-1915.

BIOLOGY
OSCAR E. THOMPSON, S.B., A.M.—140 East 15th St. Professor of Biology.
S.B., Mount Union College; A.M., Cornell University.
Cornell University, four summers.
TEUNIS VERGEER, A.B., A.M., Ph.D.—110 West 19th St.
A.B., Calvin College; A.M., University of Michigan; Ph.D. University of Michigan.

CHEMISTRY
GERRIT VAN ZYL, A.B., M.S., Ph.D.—610 State St. Professor of Chemistry.
A.B., Hope; M.S., Michigan; Ph.D., Michigan.
A.B., Hope; M.S., University of Ill.; Ph. D., U. of Ill.

DUTCH LANGUAGE AND LITERATURE
THOMAS E. WELMERS, A.M., B.D.—46 Graves Place Professor in charge.

ECONOMICS AND BUSINESS ADMINISTRATION
EDWARD D. DIMNENT, A.B., A.M., Litt.D., LL.D.
Arend Visscher Memorial Professor.

EDUCATION
EGBERT WINTER, A.B., A.M.—272 West 14th St. Professor of Education.
A.B., Hope; A.M., University of Michigan.
ENGLISH

Professor of English Language and Literature.

DECKARD RITTER, A.B., A.M., B.D.---54 East 15th St.
Associate Professor of English.
Graduate work, Columbia University; One year and
one summer at Northwestern University.

METTA J. ROSS, A.B.----------------91 East 14th St.
Instructor in English.
A.B., Hope; Summer, University of Chicago, University
of Wisconsin.

SHIRLEY PAYNE, A.B., A.M.-------126 East 12th St.
Instructor in English.
A.B., Kalamazoo College; A.M., U. of M.; one summer
at University of Buffalo Library School; one summer
University of Michigan.

FRENCH

MRS. W. H. DURFEE, A.B., A.M.-------Voorhees Hall
Professor of French. In charge of Dramatics.
A.B., University of N. Y.; A.M., Wisconsin University.

NELLA MEYER, A.B.------------------4 West 12th St.
Instructor in French.
A.B., U. of Wis.; Graduate work Berkeley, Calif.; Col­
umbia University.

GERMAN

LAURA A. BOYD, A.B., A.M.---------------R.R. 4
Professor of German.
A.B., Tarkio College; A.M., Missouri State University;
one summer at Colorado University and one summer at
Wisconsin University.

EDWARD J. WOLTERS, A.B., A.M.----------R.R. 1
Instructor in German.
A.B., Hope; A.M., U. of M.

GREEK

Voorhees Professor of Greek.
A.B., Hope; B.D., Princeton Theol. Seminary. Prince­
ton Theological Seminary 1906-1907; Berlin University
1907-1908.

HISTORY AND SOCIAL SCIENCE

BRUCE M. RAYMOND, A.B., A.M.-------58 East 22nd St.
Professor of History and Social Science.
Foundation of the Collegiate Reformed Church of New York City.
A.B., U. of Nebraska; A.M., U. of Nebraska; one year at U. of Nebraska and Harvard.

MILTON J. HINGA, A.B., A.M.____89 West 12th St.
Instructor in History.
A.B., Kalamazoo College; A.M., Columbia University.

METTA J. ROSS, A.B.__________91 East 14th St.
Instructor in History.
A.B., Hope; Summer, U. of Chicago; Summer, U. of Wisconsin.

ELMERON E. SEATON, A.B.____60 East 14th St.
Assistant in History.
A.B., Central State Teachers' College.

LATIN
ALBERT J. TIMMER, A.B., A.M.____44 East 22nd St.
Rodman Memorial Professor of Latin.
A.B., Hope; A.M., U. of M.

MATHEMATICS
ALBERT E. LAMPEN, A.B., A.M.____86 East 14th St.
Professor of Mathematics.
A.B., Hope; A.M., U. of M.; four summers at U. of M.

DWIGHT B. YNTEMA, A.B., A.M.___________R.R. 10
A.B., Hope; Ph.D. expected 1932.
Instructor in Mathematics.

PHILOSOPHY
WALTER VAN SAUN, A.B., A.M., Ph.D.____252 West 20th
Professor of Philosophy.
A.B., Otterbein College; A.M.; University of Cincinnati; Ph.D., U. of Cincinnati.

PHYSICS
CLARENCE KLEIS, A.B., A.M.____96 East 15th St.
Professor of Physics.

RELIGIOUS EDUCATION
EDWIN PAUL McLEAN, A.B., A.M.____131 East 26th St.
Professor of Religious Education.
A.B., Hope; A.M.; one and one-half years at U. of Chicago; one year at Northwestern; admitted to candidacy Ph.D. degree.

SPEECH AND FORENSICS
JOHN B. NYKERK, A.M., Litt.D.__________Voorhees Hall
DECKARD RITTER, A.M.
SHIRLEY PAYNE, A.M.
HOPE COLLEGE

PHYSICAL EDUCATION
JOHN H. L. SCHOtTEN_______Director of Physical Education
MILTON J. HINGA, A.B., A.M.__________Director of Athletics

MUSIC
See Music Section of the Catalog.

STANDING COMMITTEES

Course of Study
Welmers, Winter, Raymond, Van Zyl, Thompson, Boyd.

Student Direction
Dimnent, Welmers, Durfee, Nykerk, Hinkamp, Boyd.

Chapel and Public Programs
Hinkamp, Nykerk, Dimnent, Snow, Van Saun, Meyer.

Publicity and Catalog
Winter, Lampen, Kleis, Timmer, Kleinheksel.

Fellowships, Contests, Prizes
Welmers, Van Zyl, Thompson, Ritter, Timmer, Ross, Nykerk, Hinkamp.

Library
Nykerk, McLean, Payne, De Pree, Tysse.

Athletics
Raymond, McLean, Hinga, Schouten.

Placement and Extension
Winter, Ritter, Durfee, Van Saun, Raymond.

Social Life and Student Organizations.
Boyd, Ross, Hinga, Vergeer, Durfee, Lampen.

Student Publications
Ritter, Nykerk, Payne, Ross, McLean, Meyer.

Student Welfare
Lampen, Kleis, Timmer, Vergeer, Kleinheksel.

Religious Conference
Hinkamp (Chairman), Nykerk, Wichers, Durfee, McLean, Welmers, Y.M.C.A. President, Y.W.C.A. President.
HISTORICAL STATEMENT

On October 2, 1846, a party of Pilgrims, under the leadership of Rev. A. C. Van Raalte, left the Port of Rotterdam in the sailing vessel “Southerner,” reaching New York, November 17. As the party travelled westward, Rev. Van Raalte came to the momentous decision to plant the Colony on Black Lake in Ottawa County, Michigan. Other bands of Pilgrims followed so that by August of 1848 the total number of colonists had reached four thousand. The Synod of 1848 may be given the credit for laying the actual foundation of Hope College when it heard and approved the report of the Special Committee on the State of the Church, that “An Institution of high order for classical and theological instruction under our patronage as long as necessary be established.” The hopes of the founders were realized when an Academy was established under the Principalship of Walter T. Taylor. To the first report of Principal Taylor to the General Synod was appended a statement by Dr. A. C. Van Raalte containing this prophetic sentence, “This is my anchor of hope for this people in the future.” It was this notable sentence, as simple as it is felicitous, which gave the name, Hope College, to the Institution and led to the selection of the anchor as its official seal. The Classis of Holland soon introduced a plan of collegiate education but the organization of the first freshman class was not approved of until 1862. In 1866, Hope College was incorporated and Rev. Philip Phelps, D.D., was inaugurated first President. In the same year the first class of eight was graduated. Since that time, Hope College has experienced consistent growth until now graduating classes approximate the century mark and enrollments are near the five hundred level. Besides the present incumbent, Hope College has had five Presidents who have served the Institution as follows: Rev. Philip Phelps, D.D., 1866—1878; Provisional President 1878-1885; Rev. Chas. Scott, D.D., 1886-1893; Gerrit J. Kollen, LL.D., 1893-1911; Rev. Ame Vennema, D.D., 1911-1918; Prof. E. D. Dimnent, LL.D., 1918-1931.
HOPE COLLEGE

MISCELLANEOUS INFORMATION

LOCATION

Hope College is located at Holland, in the western part of Michigan, Ottawa County, on Black Lake, which is a bay of Lake Michigan. Holland has a population of 15,000 and is situated in one of the best sections of the state. The Pere Marquette Railroad affords direct connections with the leading cities east and west. Grand Rapids is located 25 miles northeast and is reached by the Pere Marquette and Motor Bus lines. The Goodrich Transit Company operates daily service during the season between Chicago and Holland and between Milwaukee, Grand Haven, Muskegon and Holland during the winter season. The surrounding territory is the heart of Michigan’s famous fruit and summer-resort belt. This section of the country knows no rival for year-around residence, healthful environment, and cultural advantages of every sort.

GROUNDS AND BUILDINGS

The College Campus lies in the center of the city, between Tenth and Twelfth streets, and College and Columbia avenues, 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, erected in 1854 but not entirely completed until 1858, is the men’s residence hall. In 1924 it was completely rebuilt except for the exterior walls, and is now modern in every respect. There are twenty-six rooms in the building. Students for the Ministry are given the preference.

Graves Library and Winants Chapel, which includes the Administration Offices, two Reading Rooms, Library Stack Room, and four lecture rooms. The Library numbers more than 35000 volumes. The Reading Rooms are large and pleasant and are very well supplied with leading periodicals and reference works. Friends of the College are constantly donating valuable books which are housed in the fireproof library building.

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, English, and Mathematics. The Museum is located on the fourth floor.

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. 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 Col-
lege 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 four 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 a Coles' Foundation took place May 30, 1907. The Museum has been enriched recently by gifts from Rev. A. L. Warnshuis, D.D., '97; Rev. J. J. Banninga, D.D., '98; Rev. H. V. S. Peeke, D.D., '87; H. G. Keppel, '89; Wm. Damson, '01; Dr. A. Oltman, '83; Mr. Con De Pree, Dr. S. M. Zwemer, 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.

Elizabeth R. Voorhees Hall.—In October, 1905, Mr. and Mrs. Ralph Voorhees of Clinton, New Jersey, donated one hundred thousand dollars, part of which was given for the erection of Elizabeth R. Voorhees Hall, and the remainder for general endowment investment. The Hall 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 of 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.

During the school year, 1925-1926, a group of women, connected with the American Reformed Church in its Synod of Chicago, organized the College Women's League. This league has been most generous in its care of Voorhees Hall, contributing almost two thousand dollars to new furnishings and decorations. The Reception Hall, Dean's Office, and the Music Studios have been furnished with exquisite taste. Hope College is very grateful for this devoted service.

The eighth day of May of each year is observed as Voorhees Day in commemoration of the birthday of Mrs. Elizabeth R. Voorhees. A formal afternoon reception is given by the Dean of Women and the Senior Girls to the College Girl Students and their parents.
Carnegie Hall.—Carnegie Hall, 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 can be used for public meetings of all kinds in addition to serving as a well-equipped gymnasium. It has a seating capacity of 1,500.

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 Director John H. L. Schouten.

The Memorial Chapel.—Five times a week, at 8:00 a.m., from Monday to Friday inclusive, religious services are conducted in the chapel, a large and imposing Gothic structure, with its sixteen beautiful memorial windows. Attendance is required. What, with a grand four manual Skinner organ, adding "length to solemn sound," in both prelude and responses, and a vested choir of sixty voices, occasionally singing a capella—there naturally is no lack of zest in Chapel worship. Also, since the members of the general Faculty are all professing Christians, there is no lack of variety in the leadership from lectern and pulpit.

Twice a month Professor Snow gives Vesper recitals on Sunday afternoon at four o'clock, which are well attended and appreciated.

The other buildings upon the Campus comprise the President's home, the Maria L. Ackerman Hoyt Observatory, the Oggel House, and the College High School Building. The Observatory and telescope were donated in 1894 by Miss Emilie S. Coles in memory of Mrs. Maria L. Ackerman Hoyt.

STUDENT ACTIVITIES

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 year is divided into two semesters.

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.
Classes are sectioned and are of a size which permits the personal contact and acquaintance of each member of the Faculty with every student. This personal element 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 to New England and New York, and west to the Pacific Coast. The students in general possess a high order of ability and a laudable ambition to make their way in the world.

Religious Activities.—The program of each day begins with worship in the Memorial Chapel. The program is arranged by the Faculty Committee on Chapel and Public Program. Each student is expected to attend religious services on Sunday. Holland has eight congregations of the Reformed Church in America besides many other evangelical churches. Courses in Bible are required of each student in residence. Other courses in Religious Education are offered. The doors of the College are open to all who will submit to its regulations. As a Christian school it inculcates gospel truths and demands a consistent moral character and deportment.

Student Life and Organizations

The Young Men's Christian Association.—The Y.M.C.A. was organized in 1877 and continues to be a great blessing to the students. Meetings are held every Tuesday evening at 7:00 o'clock. The meetings are well attended and offer a splendid opportunity to secure Christian experience and growth.

The Young Women's Christian Association.—The Y.W.C.A. also meets every Tuesday evening at 7:00 o'clock. This Association is doing excellent work among the girls and is very diligent in its efforts to encourage and inspire Christian living among the young women.

The Association Union.—The Y.M.C.A. and the Y.W.C.A. co-operate to direct and administer the religious activities of the student body. Through this Union the students support the Hope Hostel at Madanapalle, S. India. This condition has naturally developed a deep interest in Christian Missions.

The Divinity Guild is an organization of young men who are looking forward to the work of the gospel ministry at home. This organization holds weekly meetings for mutual inspiration and the discussion of topics related to their prospective work. These meetings have proven to be very helpful.

The Student Volunteer Band is an organization of students, both men and women, who have dedicated their lives to the service of Christ on foreign fields. Weekly meetings are held, at many of which missionaries on furlough present the work
abroad, speaking directly from their personal contacts with the foreign fields. By these weekly meetings, the fires of missionary enthusiasm are kept aflame, and a more intelligent outlook upon the work is gained. Hope College has a large number of graduates doing foreign missionary work, and is endeavoring to maintain its record.

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 men's societies are as follows:—Fraternal, Emersonians, Knickerbockers, Cosmopolitans, Addison.

The women's societies are as follows:—Sorosis, Delphi, Dorian, Alethian, Sybelline.

The Inter-Society Council.—This council is composed of two members of each of the Literary Societies and one member of the Faculty. Its object is to act as a clearing house in all matters of common interest.

Pi Kappa Delta.—This is a non-secret national forensic group for those whose interests lie more largely along the lines of oratory and debate. Hope represents the Gamma Chapter.

The Ulfilas Club.—This is an organization whose purpose is to study the literature and history of the Netherlandish peoples. It usually provides a public program during Commencement week.

The Science Club.—This is an association for the advancement of scientific study and research. Its membership is open to Instructors and students who are interested in the Natural Sciences.

MUSICAL ORGANIZATIONS

Students interested in music find abundant opportunity to gratify their desires through membership in one or more of the Musical organizations. These include the Chapel Choir, the Men's Glee Club, the Women's Glee Club, the Orchestra, and the College Band.

The Glee Clubs under the leadership of Mrs. Grace Dudley Fenton have carried on their work with increasing success. Public performances are given locally and several concert trips have been made. These clubs have made an enviable name for themselves in the State contests.

The Chapel Choir is under the skilled leadership of Curtis W. Snow, the College Organist. The Choir of 70 voices sings regularly at the morning chapel services.

The Orchestra is now definitely organized under the leadership of Mrs. Lucile Van Antwerp, who is the teacher of Violin and other string instruments in the Music School.
The College Band meets regularly under the direction of Professor Deckard Ritter.

ATHLETICS

Hope College is a member of the Michigan Intercollegiate Athletic Association, the other members of which are Alma, Albion, Hillsdale, Kalamazoo and Olivet. The association is governed by a Board of Directors and each College is represented on this board by one Faculty member and one student member. Hope College competes in all the intercollegiate sports and has won a reputation for clean and hard playing, and always maintains a creditable record in each of the sports. With the introduction of the General Activities Fee and the addition of another member to the Coaching Staff, splendid progress has already been made this year.

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 Board through its Editorial Committee. It has a circulation of some 6,000 copies. The second appeared with its initial number September, 1906, and now has a circulation of 7,000 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 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 wishes to keep in touch with her, can afford to be without this paper. The subscription price is $1.50 yearly.

APPOINTMENT COMMITTEE

The Head of the Education Department is the Chairman of this Committee. It is in charge of the work of assisting worthy graduates to enter or change positions in the professional world.

A WORD TO ALUMNI AND OTHER FRIENDS

It is with justifiable pride that Hope College points to the more than sixteen hundred men and women whom she has equipped and furnished for life’s varied activities. 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 Alma Mater to enter hopefully the ever-widening fields of opportunity that invite and challenge.
The older institutions of the land see 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. 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 feeling 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.

The splendid group of buildings that adorn our college campus and the considerable endowment which our College now has, are a lasting and noble memorial to friends East and West, who have thus visualized their interest in higher Christian education. 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 this 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 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 Board of Trustees of Hope College, located at Holland, Michigan, the sum of $_______to be applied in such manner as it may deem most needful."

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

**OFFICERS OF THE ALUMNI ASSOCIATION**

Rev. J. A. Dykstra, D.D., '09_________________President
Mr. J. J. Riemersma, '14______________________Vice-President
Miss Hazel Albers, '28_______________________Secretary
Clarence Kleis, '19___________________________Treasurer

**AWARDS AND PRIZES**

In 1887 the two "George Birkhoff, Jr., Prizes," each of twenty-five dollars, one for the Junior Class in English Liter-
nature, and the other for the Senior Class in Dutch Literature, were established.

A Foreign Missions Prize of twenty-five dollars founded by Mrs. Samuel Sloan, of New York City, is awarded to the College student who writes the best essay on Foreign Missions. This contest is open to the whole College.

The Dr. J. Ackerman Coles Oratory Prize was founded in 1906. The award is made quadrennially upon an oration of a patriotic nature. The prize is a bronze bust of Washington, after Houdon. The next contest will be held in May, 1932.

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. The winner of the first award represents the College at the contest of the Michigan Oratorical League.

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, Independence, Mo. The prize is twenty-five dollars and 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 of America. The foundation is known as the Van Zwaluwenburg Domestic Missions Prize.

The Southland Medal was established in 1911 through the generosity of Mr. Gerrit H. Albers, a graduate of the class of 1891. The medal was designated by President G. J. Kollen 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." The committee consists of the President, the Dean of Men, the Dean of Women, and the Registrar.

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

The Jansma Fund. The Young People's Society of the Ebenezer Reformed Church of Morrison, Ill., provided in 1920 a Memorial Fund in honor of Private William Jansma, formerly one of its members and a student at Hope College, who died while en route to France for service with the American Expe-
ditionary Forces. This fund has been donated to Hope College, and the income is used to supply books for biblical research in the Department of Religious Education.

Freshman Biblical Prize. The First Reformed Church of Hamilton, Mich., has established a prize of twenty-five dollars in the Department of Bible and Biblical Literature, to be given to that student of the Freshman Class who submits the best essay on a Biblical subject assigned by the Professor in charge of the department. This essay is a regular part of the Freshman Course in Bible and Biblical Literature, required of all those taking the course, and in the awarding of the prize the grade of work done in course will be taken into consideration.

Sophomore Biblical Prize. Officially known as the Coopersville Men's Adult Bible Class Prize. The Men's Adult Bible Class of the Reformed Church of Coopersville, Mich., donated the sum of five hundred dollars to Hope College, the income of which is awarded as an annual prize in the Department of Bible and Biblical Literature to a student of the Sophomore Class who submits the best essay on a Biblical subject assigned by the Professor in charge of the department. This essay is a regular part of the Sophomore Course in Bible and Biblical Literature, required of all those taking the course, and in the awarding of the prize the grade of work done in course is taken into consideration.

Junior Biblical Prize. The Young People's Society of Christian Endeavor of the First Englewood Reformed Church, Chicago, Ill., has established an annual prize of twenty-five dollars in the Department of Bible and Biblical Literature, to be given to that student of the Junior Class who submits the best essay on a Biblical subject assigned by the Professor in charge of the department. This essay is a regular part of the Junior Course in Bible and Biblical Literature, required of all those taking the course, and in the awarding of the prize the grade of work done in course will be taken into consideration.

The Senior Biblical Prize. Mr. Daniel C. Steketee, of Grand Rapids, Mich., has donated a fund, the income of which is used as a prize for meritorious work in the Department of Bible and Biblical Literature. The prize will be awarded to that student of the Senior Class who submits the best essay on some subject connected with the regular Senior course in Evidences of Christianity assigned by the Professor in charge of the course. This essay is a regular part of the Senior course in Evidences of Christianity, and the grade of work done in course is taken into consideration in the awarding of the prize.

The Vanderwerp Prize. Out of gratitude for what Hope College has done for their son and daughter, both of whom graduated in 1920, Mr. and Mrs. George D. Vanderwerp, of
Muskegon, Mich., offer a prize of twenty-five dollars to the student of the Senior Class who has maintained the highest standing in Oral and Written English during the four year course.

Adelaide Missions Medal. This medal is given to the member of the Senior Class of Hope College who goes directly from the College into the Foreign field under permanent appointment by the Board of Foreign Missions of the Reformed Church in America. As it is given in memory of one whose interest in Gospel Evangelization was world-wide and constant throughout the years, mindful that the joy abundant can come only through the Message of the Master, it is the trust of the donor that the symbol which is engraved upon it, the Anchor of Hope, will be a Talisman of Cheer and Hope.

The Almon T. Godfrey Prize in Chemistry. By provisions of the will of Dr. B. B. Godfrey the sum of $500 was donated to the Council of Hope College, in memory of his son, Prof. Almon T. Godfrey, A.M., M.D., Professor in Chemistry from 1909 to 1923. The interest on this sum is to be given annually at the commencement of Hope College as a prize.

The John Broek Memorial Award is a prize founded by Mrs. Alberdina De Bey Broek, of Chicago, Ill., in memory of her husband, the Rev. John Broek, graduate of Hope College in the Class of 1868. The award is twenty-five dollars and is given to the male student of the Senior Class who during his residence at Hope College has rendered the most exemplary service to Hope College as determined by a designed committee of the faculty of the College.

The Dr. Otto Vande Velde Athletic Award for high attainment in scholarship and active participation in student activities.

The award shall be made by the Faculty Committee on Athletics to the Senior man who has earned at least three major Athletic Letters. Eighty per cent of the award shall be based on Athletic participation and scholarship as follows: one point for each major letter and one-half point for each minor letter earned, one point for each credit hour earned with a grade of "A" and one-half point for each credit hour earned with a grade of "B." Twenty per cent of the award shall be based on the student's general participation in Student Activities, points to be awarded by the Athletic Committee.

PRIZES AND SUBJECTS, 1931-1932

The George Birkhoff, Jr., English Prize—"Jane Austin, Great English Novelist."

The George Birkhoff, Jr., Dutch Prize—"J. J. Van Oosterzee als Predikant en Theoloog."
Mrs. Samuel Sloan Foreign Missions Prize—"The Industrial and Agricultural Missionary Work of the Reformed Church in India."

The Van Zwaluwenburg Domestic Mission Prize—"A Century of Reformed Church Domestic Missionary Work."

Freshman Biblical Prize—"Jesus as a Teacher."

Sophomore Biblical Prize—"Stephen, the First Christian Martyr."

Junior Biblical Prize—"The Hebrew Theocracy."

Senior Biblical Prize—"The Bible the Word of God."

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

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

The Gerrit H. Albers Gold Medal—Faculty Award.

The Almon T. Godfrey Prize—Faculty award.

The Woman's Prize in Oratory—Public Oration.

The Vanderwerp Prize—Faculty award.

The John Broek Memorial Award—Faculty award.

**PRIZES AND SUBJECTS, 1932-1933**

The George Birkhoff, Jr., English Prize—"Samuel Johnson."

The George Birkhoff, Jr., Dutch Prize—"Anna Louisa Geertruida Toussaint."

Mrs. Samuel Sloan Foreign Missions Prize—"A Century of Reformed Church Foreign Missionary Work."

The Van Zwaluwenburg Domestic Mission Prize—"The History and Service of the American Bible Society."

Freshman Biblical Prize—"John the Baptist."

Sophomore Biblical Prize—"Matthew and His Gospel."

Junior Biblical Surprize—"Divine Providence in the Life of Joseph."

Senior Biblical Prize—"The Evidence of Prophecy."

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

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

The Gerrit H. Albers Gold Medal—Faculty Award.

The Almon T. Godfrey Prize—Faculty Award.

The Woman's Prize in Oratory—Public Oration.

The Vanderwerp Prize—Faculty award.

The John Broek Memorial Award—Faculty award.

**SCHOLARSHIPS**

The Michigan College Fellowship. The University of Michigan has established fellowships which are awarded annually
to the different colleges of the State. The holder of the fellow­
ship 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.

The Grace Marguerite Browning Scholarship in Music. A
scholarship in music amounting to $75.00 annually, and known
as the Grace Marguerite Browning Scholarship, was founded in
1919 by Mrs. George M. Browning in memory of her daughter,
Miss Grace M. Browning, who was head of the Department of
Voice for many years. It is awarded to a student who presents
evidence of proper qualifications, talent and purpose.

FEES, EXPENSES, ETC.

The aim constantly kept in mind is to provide at Hope Col­
lege 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.

Tuition and fees must be paid in advance at the beginning
of each semester, and at least a substantial payment on room,
board and other charges. Deferred payments must be arranged
at the College Office where all financial arrangement must have
been made before the student attends classes. No diploma, cer­
tificate, transcript, letter of honorable dismissal, or recommenda­
dation will be granted to students who have an unadjusted
indebtedness to the College.

TUITION

College course, each semester__________________________ $50.00
Fee for each semester hour above 17____________________  2.00

Special Fees

General Activities Fee, each semester____________________  5.00
(College Paper, Athletics, Forensics, Lyceum,
Milestone, etc.)
Fee for late registration_____________________________ 1.00 to 5.00
Private Examination Fee______________________________  1.00
Diploma Fee______________________________ 10.00
Fee for transcript of credits__________________________  1.00
Note—This fee applies to additional transcripts
after the first.
Laboratory Fees
Breakage deposit ________________________________ 5.00
Balance returnable at end of course and if depos­
it does not cover breakage, excess will be col­
clected.
BOARD AND ROOM

The cost of rentals in private homes in the city varies. 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-six rooms in Van Vleck Hall, in the selection of which students looking toward the Christian ministry have the preference. These are unfurnished. Van Vleck Hall is heated by steam and lighted by electricity.

Complete accommodations are provided for women in Voorhees Hall. The building is capable of housing one hundred girls and is equipped in the most modern way in every detail. A special circular giving full details regarding accommodations at Voorhees Hall will be sent upon application to the Dean of Women.

All girls who do not live with their parents are required to consult the Dean of Women concerning their rooming places.

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

A tabular estimate of expenses is given herewith which does not include clothing and travel and all other costs incidental to a student’s method of living, since these must necessarily vary with each individual. This estimate is based on living upon the campus.

**COLLEGE:**

- Tuition: $100.00
- Activities Fee: 10.00
- Rent: 70.00
- Board: 180.00
- Books and Sundries: 50.00

**Total:** $410.00
Laboratory fees are required in all courses in Sciences. (See Special Fees.)

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 possible in this place, succeed in keeping their expenses within very narrow limits.

The Committee on Student Welfare assists in obtaining proper housing accommodations and students are not permitted to remain in residence unless they occupy rooms which are on the approved list.
GENERAL ACADEMIC REGULATIONS

ENTRANCE

All applicants for admission to Hope College, not known to the administration, are required to submit testimonials of character. The college reserves the right to reject an applicant for admission.

Fifteen units are required for admission to the Freshman Class. A unit is defined as a year's work of five recitations per week (two laboratory hours shall be considered equivalent to one of class room work).

The following units, from List A, are required of all matriculants:—

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
</tr>
<tr>
<td>American History and Civics</td>
<td>1</td>
</tr>
</tbody>
</table>

The two units in Foreign Language must be taken in one and the same language. Likewise the unit in Science must be taken in one and the same science.

Of the remaining six units, three must be offered from the following List B. It is strongly advised that more than three be offered from this list; however the total number offered in any subject, including List A units, may not exceed the number indicated:—

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Latin</td>
<td>4</td>
</tr>
<tr>
<td>Greek</td>
<td>2</td>
</tr>
<tr>
<td>German</td>
<td>4</td>
</tr>
<tr>
<td>French</td>
<td>4</td>
</tr>
<tr>
<td>Spanish</td>
<td>2</td>
</tr>
<tr>
<td>History and Civics</td>
<td>4</td>
</tr>
<tr>
<td>Algebra</td>
<td>1½</td>
</tr>
<tr>
<td>Geometry</td>
<td>1½</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>1½</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Zoology</td>
<td>1</td>
</tr>
<tr>
<td>Botany</td>
<td>1</td>
</tr>
<tr>
<td>Physiology</td>
<td>1½</td>
</tr>
<tr>
<td>Physiography</td>
<td>1½</td>
</tr>
<tr>
<td>Economics</td>
<td>1½</td>
</tr>
<tr>
<td>Sociology</td>
<td>1½</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>1</td>
</tr>
<tr>
<td>Bible</td>
<td>1</td>
</tr>
<tr>
<td>Mechanical Drawing</td>
<td>3</td>
</tr>
</tbody>
</table>

Three units only may be offered from the following but not more than one from any of them.

- Agriculture
- Manual Training
- Home Economics
- Creative Art
- Commercial Branches
- Economics

The above regulations for admission apply to graduates from schools approved by one of the regional accrediting associations or the State Universities. Such applicants as meet the requirements are admitted without examination and are immediately classified.
Applicants from other than the above designated institutions may, upon satisfactory evidence either from school authorities or by examination, be tentatively admitted. Permanent classification will be withheld until student has demonstrated ability to carry the work satisfactorily.

Applicants who offer a sufficient number but lack one required unit, or fall one short, of the required number may tentatively be admitted, but shall be required to make up the deficiency during the Freshman Year.

Advanced standing will be given to such applicants as offer credits from a regularly accredited college, accompanied by a letter of honorable dismissal from the institution last attended. The administration reserves the right to reject such courses as do not fit into the requirements of Hope College. Courses taken by correspondence will not be accepted.

(Applicants must send to the Registrar before entering, or bring with them when they come to enter, a transcript of their secondary school work. Failure to do this may cause serious misunderstanding in classification.)

RESIDENCE

While in residence the student shall pursue courses which shall meet the requirements in one of the following groups: Business Administration, Classical, English, History, Latin, Mathematics, Modern Language, and Science.

In the following explanation a semester hour consists of one recitation or one three-hour laboratory period a week throughout eighteen weeks.

The following courses are required in all the groups as a minimum:

- Biblical Literature: Three courses (6 Sem. Hrs.)
- Evidences: One course (4 Sem. Hrs.)
- Foreign Language: Four courses (16 Sem. Hrs.)
- History: One course (4 Sem. Hrs.)
- Psychology: One course (4 Sem. Hrs.)
- Speech Arts: One course (2 Sem. Hrs.)
- Rhetoric: Two courses (6 Sem. Hrs.)

In addition twenty-four semester hours shall be the minimum for a major in any of the above named groups; and the student must consult the department head in their major subject and the registrar as to prerequisites, related subjects and general group requirements for the course desired.

Beginning September, 1931, grades and quality points will be designated as follows:
Grade | Significance          | Quality Points  
--- | --------------------- | -------------------
A   | Excellent            | 3 per Sem.Hr.      
B   | Good                 | 2 per Sem. Hr.     
C   | Medium               | 1 per Sem. Hr.     
D   | Low                  |                     
E   | Conditioned          | —1 per Sem. Hr.    
F   | Failure              |                     
I   | Incomplete           |                     

An “E” may be made up by examination and payment of an examination fee of one dollar within the first six weeks of the semester following the one in which the condition was received. When a condition has been removed the student receives a grade equal to a Pass and designated by “P.” No quality point is to be given to a Pass. An “F” can not be made up except by repeating the course in class. An “I” is given only when circumstances do not justify giving a specific grade.

To be eligible for classification as a Sophomore a student must have to his credit 24 semester hours.

To be eligible for classification as a Junior, a student must have 60 semester hours.

To be eligible for classification as a Senior, a student must have 94 semester hours.

The normal student load is 16 semester hours. A student whose average grade is “B” will be allowed to take 17 or 18, but in no case will a student be permitted to take more than 19 semester hours.

Freshmen failing in two-thirds or more of their semester hours at the end of their first semester will be required to withdraw for one semester. Freshmen at the end of the second semester, and all other students at the end of either semester, failing in one-half or more of their work will be requested to withdraw for one semester.

GRADUATION

One hundred twenty-six semester hours and the required number of hours in Physical Education, are the requirements for graduation. The academic credit must cover the required courses and semester hours in one or other of the course groups listed above.

No degree will be conferred upon anyone who has not spent his Senior Year at Hope College.

Graduation honors will be conferred according to the following regulations.

The degree of Bachelor of Arts, Summa Cum Laude, will be conferred upon such as have met all the requirement and attained a grade of “A” throughout the four years.
The degree of Bachelor of Arts, Magna Cum Laude, will be conferred upon such as have met all the requirements and not less than 84 semester hours with a grade of "A" and 42 semester hours of grade "B" and have received no grade below "B."

The degree of Bachelor of Arts, Cum Laude, will be conferred upon such as have met all the requirements, have attained 315 quality points, and have received no grade below "C."

Provided, however, that in no case will an honor degree be awarded to any student who has not taken at least two years of his course in residence at the institution.

**DETAIL OF COURSES**

The courses given in this Bulletin are those offered in 1931-1932. Any changes that may be made for the year 1932-1933 will be recorded in the August issue of the College Bulletin.

**DEPARTMENT OF BIBLE AND 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 textbooks 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.

101. Life and Times of Jesus.—Freshman Year. First semester. Two hours.

The Life and Teachings of Jesus Christ are studied, as they are presented in the four Gospels of the New Testament. Incidentally the religious, social and political conditions of Palestine in the time of Christ are considered.

The textbooks for this course are Stevens and Burton, Harmony of the Gospels; Davis, Dictionary of the Bible.

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.

303. History of the Hebrews.—Junior Year. First semester. Two hours.

This course consists of a study of the Pentateuch and such other books of the Old Testament as time allows. The reliability of the historical record is emphasized, and the meaning of religious ceremonies and laws explained. The significance of the Hebrew Theocracy is shown. The fact that the New Testament can be truly understood only in the light of the Old Testament is pointed out.

The textbooks for this course are the Bible, and Davis, Dictionary of the Bible.

BIOLOGY

The courses in this department are designed for (1) those students looking forward to medicine, (2) students who desire courses in biology for cultural purposes as a part of a liberal education; (3) those who expect to teach biology in secondary schools; and (4) those who expect to follow biology as a career.

All courses in biology are elective.

Breakage fee, $5.00 per course.

101-2. General Botany.—The first part of this course will be devoted to a study of the structure, physiology, and embryology of the seed-bearing plants. The latter part includes a general survey of the plant kingdom. Special attention is given to reproduction, development, relationships, plants used in medicine, and economic botany. Each student is instructed in the analysis of plants by use of key and flora, and in the preparation of herbarium specimens. Two class-room periods and two three-hour laboratory periods. Laboratory fee, $5.00 each semester.

Throughout the year, 8 hours.

103-4. Animal Biology. An interesting study of animal life with emphasis on biological facts and principles, the most important structural features, vital phenomena as expressed in the functions of parts, relations to man, to each other and to their environments. Two class-room periods and two three-hour laboratory periods.

Throughout the year, 8 hours.

205a-205b. Comparative Anatomy of Vertebrates.—A comparative study of a selected series of vertebrate types. One classroom period and two three-hour laboratory periods. Labor-
306. Vertebrate Embryology.—The lectures deal in a comparative way with the development of vertebrates. The laboratory work deals with the preparation and study of embryological specimens from the principal groups of vertebrates. Special emphasis is placed on the study of the chick and the pig. Three classroom periods and two three-hour laboratory periods. Laboratory fee, $10.00. Prerequisite: Zoology 103-4.

Second semester, 5 hours.

*407. General Bacteriology.—This course deals with the fundamentals of bacteriology. Emphasis is placed on morphology, physiology, and distribution of the common forms of bacteria, and the relation of their activities to everyday life and the industries. Two classroom periods and two three-hour laboratory periods. Laboratory fee, $10.00. Prerequisites: Botany 101-2 or Zoology 103-4 and permission to register.

Second semester, 4 hours.

308. Genetics and Eugenics.—A general introductory course dealing with the fundamental principles of heredity and variation and some of their applications to modern problems. Two classroom periods.

Second semester, 2 hours.

209. Physiology and Hygiene.—An elementary course in physiology and hygiene, especially designed for those students who expect to teach and others who desire a general knowledge of these subjects. Particular attention is given to the nature, cause, and prevention of common diseases. Three classroom periods and one three-hour laboratory period. Laboratory fee, $2.50.

Second semester, 4 hours.

310.—Advanced Physiology.—This course deals with the structure, functions, and conditions necessary for the maintenance of the normal activities of the human body. Three classroom periods and two three-hour laboratory periods. Laboratory fee, $5.00. Prerequisites: Chemistry 101, 102 and Zoology 102-3.

First semester, 5 hours.

*411. Plant Anatomy.—This course deals with the internal structure and development of the vascular plants. The laboratory work is designed to give practice in the preparation, interpretation and determination of material. Two classroom periods and two three-hour laboratory periods. Laboratory fee, $7.50. Prerequisites: Botany 101-2, and permission to register.

First semester, 4 hours.

*412. Plant Physiology.—A survey of the general principles underlying plant growth. Such topics as water relations, photosynthesis, translocation, digestion, respiration and repro-
duction are studied with reference to their application to growing plants. Two classroom periods and two three-hour laboratory periods. Laboratory fee, $7.50. Prerequisites: Botany 101-2 and Chemistry 101, 102 and permission to register.

Second semester, 4 hours.

*Not offered 1932-1933.

**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. Breakage fee, $5.00 per course.

Students specializing in chemistry should consult with the head of the department regarding requirements in mathematics and physics.

Pre-medical students should take at least courses 101, 102, 203, 206, 304, and 305. Course 410a is also recommended.

101.—General Inorganic Chemistry.—Classroom, three hours a week; Laboratory six hours a week. Laboratory fee, $5.00.

First semester, Freshman year, 5 hours.

102. General Inorganic Chemistry.—(A continuation of course 101.) Classroom, three hours a week; Laboratory, six hours a week. 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. Laboratory fee, $5.00.

Second semester, Freshman year, 5 hours.

101a. General Inorganic Chemistry.—For students who have had preparatory chemistry. Prerequisites: one year of high school chemistry and one year of high school physics. Classroom, three hours a week; Laboratory, six hours a week. Laboratory fee $5.00.

First semester, Freshman year, 5 hours.

102a.—General Inorganic Chemistry.—(A continuation of course 101a.) Classroom, three hours a week; Laboratory six hours a week. 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. Laboratory fee, $5.00.

Second semester, Freshman year, 5 hours.

203. Qualitative Analysis.—Classroom, two hours; Laboratory, six hours. 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 analysis of simple substances, and systematic analysis of unknown compounds, complex mixtures and alloys. Laboratory fee $10.00.

First semester, Sophomore year, 4 hours.
206. Quantitative Analysis.—(Introductory course.) Class­
room, two hours a week; Laboratory, six hours a week. Pre­
requisites: Courses 101, 102, and 203. This course includes: (a) 
Gravimetric analysis. A study of the chemical balance in gravi­
metric methods of analysis, reactions and theories of analytical 
chemistry; (b) Volumetric Analysis. The calibration of burettes 
and pipettes; volumetric determinations by precipitation, by 
neutralization, by oxidation and reduction; and the exact prep­
aration and use of standard solutions. Laboratory fee $6.00.

Second semester, Sophomore year, 4 hours.

304. Organic Chemistry.—Classroom three hours a week; 
Laboratory, six hours a week. This course includes a study of 
saturated and unsaturated aliphatic compounds. The laboratory 
work deals with synthetical preparations. Laboratory fee 
$10.00.

First semester, Junior year, 5 hours.

305. Organic Chemistry.—(A continuation of course 304.) 
Classroom, three hours a week; Laboratory, six hours a week. 
A course dealing with the aromatic series of compounds. Labor­
atory fee $10.00.

Junior year, Second semester, 5 hours.

407. Quantitative Analysis.—Classroom, one hour a week; 
Laboratory, eight hours a week. This course includes the anal­
ysis of limestone, brass, steel, iron, nickel, manganese and anti­
mony ores, etc. Laboratory fee $7.50.

First semester, Junior or Senior year, 3 hours.

408. Quantitative Analysis.—Classroom, one hour; Lab­
oratory, eight hours a week. 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) Special Analysis. Laboratory fee $7.50.

Junior or Senior year, Second semester, 3 hours.

409. The Teaching of Chemistry.—Through the recom­
mendation of the Head of the Department, and with the ap­
proval 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 experience in the 
care and management of a laboratory. Six hours service a 
week. One semester hour credit for 3 hours service, total credit 
not to exceed six semester hours under any circumstances.

410a. Elementary Theoretical and Physical Chemistry.—
Lecture and recitation. This course may be elected by pre­
medical students with or without laboratory course 411a.

First semester, Senior year, 2 hours.

410b. Elementary Theoretical and Physical Chemistry.—
Lecture and recitation. (A continuation of course 410a.) A 
knowledge of calculus is required.

Second semester, Senior year, 2 hours.
411a. Physical-Chemical Measurements.—Preceded or accom­panied by course 410a. Laboratory fee $6.00. 
First semester, Senior year, 2 hours.
411b. Physical-Chemical Measurements.—Preceded or ac­companied by course 410b. Laboratory fee $6.00. 
Second semester, Senior year, 2 hours.
412. Organic Chemistry and Ultimate Analysis.—Lecture and reading; Laboratory eight hours a week. Must be preceded by courses 101, 102, 203, 206 and 304. Laboratory fee, $7.50. 
Second semester, Junior or Senior year, 3 hours.
514. Sanitary and Applied Chemistry.—Reading and Re­ports; Laboratory work. Laboratory fee $6.00. 
Graduate and Senior, 3 hours.
515. Fuel and Gas Analysis.—One classroom period; two Laboratory periods. Laboratory fee $6.00. 
Graduate and Senior, 3 hours.
516. History of Chemistry. 
Graduate, 2 hours.
517. Principles of Electrochemistry.—Classroom, two hours. 
Graduate, 2 hours.
518. Electrochemistry Laboratory.—Laboratory fee $6.00. 
Graduate, 2 hours. 
Graduate credit may also be given for courses 410a, 410b, 411a, 411b and 412. Additional work will be required.

DUTCH

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

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

The courses are open to all college students.

First semester.
102. Grammar, Reading and Composition.—(Course 1, continued.) Textbook added: Boswijk en Walstra's Het Levende Woord, I. 
Second semester.

First semester.


Second semester.

305. **Reading and Composition.**—Textbooks: Boswijk en Walstra's Uit onze Beste Schrijvers; Kroenen's Uit onzen Taalschat, III. Essays and orations.

First semester.

306. **Course 5 continued.**—Supplemented by reading of Classics.

Second semester.

**ECONOMICS AND BUSINESS ADMINISTRATION**

The department of Economics and Business Administration is the development of the courses in Economics as offered during the last two decades. The course covers a four year period and will reach its definite form in 1935. Until that year students will be admitted to the various subjects as listed only as they show preparation and capacity for the work. Only courses 101 and 102 are open to general students. Other courses are limited to those who are preparing for law, for definite business pursuits, or for teaching positions in history, economics, or business administration.

101. **Economics.**—Introductory Course, open to students of all classes who have had no previous work in economic science. Required of all students who expect to follow the full business administration group. Previous work in secondary schools will be given no credit toward advanced standing but Course 101 will be required of all who choose the Group. A study of the fundamental principles of the science with emphasis upon the materials dealt with, and the interpretation of our economic life. Commodity markets, financial reports, local merchandising and manufacturing conditions, newspaper and magazine reports on trade statistics and developments are interpreted for the beginner so that their meaning will be clear. Papers and graphs on preliminary items.

First semester. Five hours.

102. **Economics.**—Advanced Course, open to students who have had course 101 or its equivalent in college. Further study of the basic principles with emphasis upon the development of
the idea of value and its measure. Problems in Money and Credit; Price Levels; Rent, Wages, Interest; Industrial Organization; Production Problems with Primary Markets. Costs of Production, Merchandising, and Exchange; Government Activities in Primary Production.

Second semester. Five hours.

103. Social Organization of Industry.—A study of the relationships existing between the social and economic structure of history. Particular attention is given to the effects of the mechanization of industry as influencing social welfare.

First semester. Three hours.

104. Economic and Industrial Geography.—The natural distribution of plant and animal life; territorial development of industry and commerce; natural resources and industrial localization.

Second semester. Two hours.

201. Business Organization and Administration.—A study of present-day types of business; industrial, commercial, financial institutions. Agriculture, manufacture, transportation, warehousing, merchandising, co-operative agencies.

First semester. Four hours.


Second semester. Four hours.


First semester. Four hours.

204. Theory of Finance; Banks and Banking.—Banks of Issue and Credit; International Banking.

First semester. Four hours.

301. Theory of Investments.—A study of the theory of investment with especial attention to the historical development of modern investment practice. Types of investment for individuals and institutions.

First semester. Four hours.

302. Commercial Law.—General principles of trade from the legal aspects. Contracts; Negotiable Instruments; Agency; Forms of Business Units; Conveyancing; Insurance.

Second semester. Two hours.

303. Principles of Accounting.—General study of the theory of accounts with application to business organization and administration.

Second semester. Three hours.

304. Government and Economics.—The relation of legislative bodies to economic development.

Second semester. Two hours.

401. Problems of Economics.—Value; Money and Credit; Legislative and other Artificial Methods of Control of Price.

First semester. Two hours.
402. Labor Problems.—Labor Organization; Wages; Labor Legislation.
    Second semester. Two hours.
403. Problems of Production and Consumption.—Business Cycles; Education and the Standard of Living.
    First semester. Two hours.
404. Public Utilities.—Common Carriers; Government and Production.
    Second semester. Two hours.
405. Taxation and the Tariff.—The Theory of Taxation; Real and Personal and Income Taxes; Inheritance and Death Taxes. International Trade—History, Restrictions, Governmental and Legislative Aspects.
    First semester. Two hours.
    Second semester. Two hours.
    First semester. Two hours.
408. Economic Problems.—Seminar in the general problems of our economic organization and activities. General studies in current economic and social problems in conjunction with the department of social studies. Participation is limited to students especially fitted by experience and observation to make objective study of current problems.

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 to engage in social work. Special efforts are made by the Appointment Committee to secure positions for graduates who have shown special aptitude for teaching, but the Committee does not guarantee to place applicants.

301. General Psychology.—Prerequisite to all courses in Education.
    Four hours.
302. 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.
303. History of Education in the United States.—Alternates with course 302. Open to graduates with additional work.
    First semester. Three hours.
304. Educational Psychology.—A study of the psychological principles applied to the learning process. Special attention is given to experimental work in Education.
   Junior. Second semester. Three hours.

305. Introduction to Secondary Education.—This course aims to acquaint the student with the history of the American High School, its aims, methods, courses, administration, organization, evaluation of subjects, characteristics of pupils, social problems, and other fundamentals essential to students of secondary education.
   Juniors. Second semester. Three hours.

406. Principles of Secondary Education.—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 are connected with this course.
   Senior. First semester. Three hours.

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

408. 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. First semester. Two hours.

409. Classroom Management.—This course deals with practical problems confronting the teacher in the classroom. 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 the results attained.
   Senior. Second semester. Two hours.

410. Child Psychology.—A study of children from the psychological and pedagogical point of view, with special emphasis upon their power and ability to learn in the various periods, including discussions of supernormal, normal and subnormal development.
   Senior. Second semester. Three hours.

411. Practice Teaching.—Five hours of Practice teaching is required of all candidates for a teacher's certificate according to the new law. This receives two semester hours credit toward graduation. This practice teaching is done in the College High School, and is arranged to suit the convenience of the candidates for a certificate.
   Seniors.
512. School Supervision and Administration.—This course deals with educational aims and forms of control, maintenance and support, courses of study, school boards, types of buildings, textbooks, engaging teachers, efficiency in work, measurements of results, graduation, promotions.
   Senior. Second semester. Three hours.

513. Adolescence.
Graduates. Two hours.

514. History of Education.—Medieval and Modern. Emphasis is given to the development of modern systems in the various countries, and especially in the United States.
Graduates. Three hours.
Seniors who wish to be recommended for a Teachers' certificate take notice of the following:
1. Twenty-two semester hours in education are required. Courses 301, 302, 304, 305 and 406 are required. These twenty-two hours include all the requirements of the State Board of Education and the Laws of Michigan and are in excess of these requirements to meet the demands of other states.
2. Five semester hours of Practice Teaching will be required of all candidates for a certificate. Two hours credit toward graduation is given for Practice Teaching. This work will be done in the College High School under efficient supervision.
3. Twenty hours of observation are required. Students may observe in the neighboring High Schools.
4. A thesis will be required of each applicant for a certificate.
5. The appointment Committee reserves the right to withhold recommendation for positions irrespective of Faculty certification for a certificate.

ENGLISH

101. Rhetoric and Literature.—(a) Rhetoric.—A comprehensive study of the basic principles of composition with abundant practice in writing, especially in exposition and argumentation. This course also includes a review in English Grammar.
   Freshman. First semester. Three hours.
102. Rhetoric.—Continuation of course 1a. Emphasis on description and narration.
   Second semester. Three hours.
103. English and American Literature.—A study of the epic, the ballad, the medieval narrative, and the modern narrative.
   First semester. Two hours.
104. English and American Literature.—A rapid introductory survey of the lyric, the essay, the drama, the short story and the novel.
Second semester. Two hours. This is to be regarded as the second half of a full-year course.

204. The Novel.—A study of the English and American novels from Richardson down to the modern novelists.
Sophomores. Two semesters. Two hours.

205. American Literature.
Sophomores. Second semester. Three hours.

206. Advanced Exposition.—Analytical study of good expositions with plenty of practice in writing and special attention to thesis-form and essays.
Second semester. Three hours. (Omitted in 1931-1932.)

207. Short Story.—A study of the technique of the short story with problems and criticism.
First semester. Three hours.

301. Advanced Argumentation.—This is a course designed for debaters and those who wish to prepare for forensic work.
Second semester. Three hours.

Junior and Senior. First semester. Three hours.

306. The Romantic Poets.—Special attention to Wordsworth.
Juniors. Second semester. Three hours.

307. The Development of Drama.—A study of the Greek and Roman tragedies and comedies, the medieval Mystery and Morality plays in France, Germany and England, and the development of the modern drama down to the present time.
First semester. Four hours.

308. The Elizabethan Drama.
Junior and Senior. Second semester. Four hours.

309. Alfred Tennyson.
First semester. Four hours.

316. Vocal and Literary Interpretation of the Bible.—This course is specifically intended for divinity students and such as desire to specialize in the general art of Public Reading.
Seniors and Juniors. First semester. Three hours.

317. Recent Literature.—(Omitted 1931-1932.)

318. 19th Century English Prose Masters and Composition.—The chief representative writings of Lamb, Hazlitt, Carlyle, Ruskin, Matthew Arnold, Pater, and A. C. Benson will be studied for subject-matter and style. A study of their methods of using English will accompany original composition by those taking the course. (Omitted 1931-1932.)

410. Browning.
Junior and Senior. Second semester. Four hours.

414. College English Grammar.—With the firm belief that English Grammar does not receive the attention it deserves in the Primary and Secondary grades of the public schools, and
that, as a consequence, such as intend to teach English should have a thorough review of this subject, this course is offered to Seniors.

First semester. Three hours.

415. English Contents.—This course, as a review course, aims to acquaint those who wish to teach English in Secondary Schools and Colleges with the fundamentals of the subject. It includes a survey of the field of Grammar, Rhetoric, English Literature and American Literature. Discussion of Methods, Projects, Literary Appreciation, and Literary Aims is carried on, together with consideration of typical difficulties met by both teacher and student in the treatment of class work. Credit is given for the work to the extent of two hours out of the total of twenty-two hours required in lieu of any course in the specified English Courses.

FRENCH

Four years of French are offered with a view of obtaining a correct pronunciation, thorough knowledge of construction, and the ability to translate and 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.

101. Beginners' Course.—Grammar and composition exercises, oral drill, with careful attention to pronunciation according to the phonetic symbols.

First semester. Five hours.

102. Course 101 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.

203. A Rapid Survey of the whole field of French literature with an anthology and outline, giving special attention to certain groups and movements, as Le Pleiade, les Encyclopédistes, Classicism, Romanticism and Realism.

First semester. Five hours.

204. 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.

305. 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 literature the forces
that led up to the French revolution.

First semester. Five hours.

306. French Romanticism to French Realism.—A study of the writing of Lamartine, Musset, Vigny, Hugo and Balzac.
Second semester. Five hours.

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

408. 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, Hervieu and Rostand.
Second semester. Five hours.

GERMAN

The aim of the department is to give the student the ability to read German intelligently. To gain this end the study of the grammatical fundamentals is made as complete as possible. Composition, translation, dictation, memorizing and conversation are used in all courses. A study is also made of the lives of the great men of letters, together with the great literary movements, in the hope that the student may become interested in the literature and institutions of the German people.

101. Beginners' Course.—A study of grammar, memorizing of many poems and songs, and frequent exercises in composition.
First semester. Five hours.

102. Beginners' Course Continued.—The entire grammar is reviewed. Classics are read, chosen from the works of Storm, Gerstaker and Hillern. Conversation and composition are based upon the classics read.
Second semester. Five hours.

203. General Reading Course.—A brief survey of the history of German Literature serves to orient the student. A study is made of the German Novelle and through outside reading and reports the best types are introduced. Composition and grammar review.
First semester. Five hours.

204. Introduction to German Drama.—Works by Lessing, Schiller and Goethe form the basis for this study. Outside reading gives the origin of the German theater and its influence on literature.
Second semester. Five hours.

305a. Modern German Drama.—A study of the works of the best modern dramatists including Fulda, Grillparzer, Hauptmann, Sudermann. Special reports and outside reading will introduce other authors than those read in class.
First semester. Three hours.
305b. Modern German Short Stories.—Short stories by modern authors will be read and discussed. Stress will be laid on the ability to read with understanding. Summaries, criticisms and reviews will be required.
First semester. Two hours.

306a. The German Novel.—Some classical and some modern novels will be read in class. Each student will be expected to read and report on one novel in addition to those read in class.
Second semester. Three hours.

306b. German Poetry.—A survey course in poets covering in general the poetical works from Klopstock to modern times.
Second semester. Two hours.

407a. Schiller.—A careful study will be made of the life and works of Schiller. Das Lied von der Glocke and other songs and ballads will be studied as well as the dramas. The dramas read will include Wallenstein’s Tod, Die Jungfrau von Orleans, and Maria Stuart.
First semester. Three hours.

407b. Heine.—Selections from prose and verse will be read. Many poems will be committed to memory. Heine, Liptzin, will form the basis of study.
First semester. Two hours.

408a. Goethe.—This course will include a survey of Goethe’s works. The text used will be Goethe’s Meisterwerke, Bernhardt. In addition at least one entire work will be read, either Egmont, Sesenheim, or Faust, Part I.
Second semester. Three hours.

408b. Grammar Review.—This course is intended especially for those students who expect to teach German or to pursue research which will require a knowledge of German.
Second semester. Two hours.

GREEK

First semester. Five hours.

102. Completion of Course 101.
Second semester. Five hours.

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

204. Completion of Course 203. Anabasis, Books 3 and 4.
Second semester. Five hours.

305. 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.

306. The Greek Orators.—Lysias: Against the Grain Dealers, Against Diogetion, For Mantitheus, Against Eratosthenes, On the Sacred Olive. Notes on the style of Lysias and his place in the development of Greek prose.

Second semester. Five hours.


408. Comedy and Tragedy.—Aristophanes’ Clouds. Sophocles’ Antigone.

Second Semester. Five hours.

409 Philosophy.—Plato, Apology of Socrates and Phaedo.

410. Demosthenes.—The Phillipics and Olynthiacs.

411. The History of Greek Literature.


Second semester. Three hours.

413. The Septuagint.

414. Aristotle.—The Ethics.

Courses 408, 409, 410, 411, 413, and 414 will be given when classes can be arranged.

HISTORY AND SOCIAL SCIENCE

It is the aim of the department to offer courses in the general field of History and Social Science with the end in view of preparing majors in the department for teaching or carrying on Graduate study. Pre-law students are advised to major in History and Government. An attempt is made in all courses to lay emphasis on essential facts to the end that students may more thoroughly appreciate the broad values of the Social Science field as a background.

HISTORY

101. The History of Europe. 1500-1815.—The religious Reformation, the age of Louis XIV, and the French Revolution. The lectures of the first few weeks are devoted to a preliminary survey of the World’s History prior to 1500 with special emphasis on the problems of the times. The course is designed as an introduction to the general field of History.

Freshmen, Upper Class men by permission. Five hours. First semester.

102. The History of Europe Since the Congress of Vienna (1815).—The development of the modern states and their constitutions, the rise of democracy, the World War and post-war problems are taken up as time permits.
Freshmen, Upper Class men by permission. Five hours. Second semester.

206. The History of the United States, 1492-1828.—The first semester of a survey course in American History in which the emphasis is placed upon the social and constitutional history of the period. Courses 101 and 102 prerequisite.

Three hours. First semester.

207. The History of the United States, 1828-1930.—The second semester of a survey course in American History in which the emphasis is placed upon the political, social, and diplomatic phases of the period. Courses 101, 102, and 206 prerequisite.

Three hours. Second semester.

215. United States History for Science Students.—A course designed to give students of Science their requirements in History, and at the same time a comprehensive view and appreciation of United States History. Science Students only admitted.

Four hours. First Semester. Alternate years.

216. Ancient History.—A course designed for Classical Students and Advanced Students of History.

Three hours. First semester, Alternate years, or by request.

303. The Political History of England.—A study of the development of England and the British Empire from the earlier times to the present with special reference to the social and political factors which have made England the laboratory of democracy.

Juniors and Seniors, others by special permission. Three hours. First semester, Alternate years.

304. The Constitutional History of England.—A study of the development of the present British Government with an attempt to show how the present has its roots in the remote past. A problem in personal research is required of every student. Two years of College history required for admission.

Three hours. First semester.

305. American Diplomacy and Foreign Relations.—A study and survey of the history of the United States from the external point of view. An attempt is made to study the usages and methods of diplomacy as well as the history of the various episodes which have become recognized as the high points in American Foreign Relations. International problems of all sorts are subject to consideration with a view to a formulation of a more thorough understanding of modern world-wide policies. Courses 206 and 207 required for admission.

Three hours. Second semester.

310. American Constitutional History.—A study of the background of the United States Constitution, the work of the Federal Convention of 1787, and the Changing Constitution
through the effects of Supreme Court decisions. Every Student is required to do a piece of personal research. A text, and Case Book method is followed. Courses 206 and 207 required for admission.

Three hours. Second semester.

312. Cultural Aspects of Ancient and Medieval Civilizations.—A study of the development of art, architecture, literature, science, and religion, together with the social phases of man's development from the earliest times through the Renaissance. Special emphasis will be laid upon the Greek, Roman, and Renaissance periods.

Three hours. First semester.

313. Cultural Aspects of Early Modern Times.—A study of early modern times and the problems bequeathed to our own time: a rapid survey of the rise of monarchy, the Reformation; the development of science; and national cultures. Special emphasis upon the Age of Louis XIV, political revolution and social reform, and the problems of modern culture.

Second semester. Three hours. May be taken for credit by students who have had History 12 and 13.

414. History Methods.—A special course in methods of teaching history in the Junior and Senior High Schools. Entire emphasis of the course is placed on special techniques in the presentation of history to younger students.

Senior history majors only. Two hours. First semester.

417. Recent American History.—A course covering movements in American history since 1870 with special emphasis on Current Problems in American life.

Open to Seniors. Two hours. Second Semester.

501. Research in History.—Historical method is studied, together with individual student research problems.

Open to Graduate Students. Senior history majors by permission. Two to five hours credit granted on the basis of work accomplished. A new field of history is covered each semester. First semester.


POLITICAL SCIENCE

322. National Government.—A study of the National Government from its origins through its development to the present with emphasis on procedure and practical governmental problems. A personal research problem is required of every student.

Open to Juniors and Seniors. Three hours. First semester.

323. State and Local Government.—A study of the procedure of government in all the states with special reference
to Michigan. Local government is studied with its various functions and applications.

Open to Juniors and Seniors. Three hours. Second semester.

**SOCIOMETRY**

204. Sociology.—An introduction to the study of society as it is expressed in a variety of social institutions, as well as a study of the methods and results of the control of man's social tendencies.

Sophomores. Four hours. First semester.

306. Abnormal Psychology.—A survey course dealing with the subject of personality, innate and acquired dispositions, individual differences and the psychopathological phenomena dependent upon them. Two hours second semester. Open to Juniors and Seniors who have taken a course in General Psychology.

405. Social Psychology.—A study of the psychology of group movements, of man's social nature, and of his expressions in social control.

Open to Seniors. Introductory Psychology required for admission. Two hours. First semester.


Course 216 offered 1931-1932.

Courses 303, 304, 305, 310, 322, 323, 405, 417, 501, and 502 are allowed for Graduate credit by special arrangement.

**LATIN LANGUAGE AND LITERATURE**

The courses in Latin aim to promote the best interests of students seeking either a general and liberal education or the more specialized form of education. Courses offered for 1931-32 and 1932-33.

All students who wish to qualify properly as teachers of Latin and who wish a special recommendation from the head of the Department should plan to study three years of Latin in the College inclusive of the Teachers' course. Such students should consult the head of the Department for proper selection of their courses.

Students entering College with four units of Latin should first of all elect courses 1 and 2 in their first year of Latin study.

A. Elementary Preparatory Latin.—This course and course B, continuing throughout the year, cover the first two units of Latin for entrance requirements. Successful completion of the courses entitles the student to two Latin units for admission in Law or Medical Schools. This course is also designed for Science and Classical students in need of Latin requirements.

First semester.
B. Elementary Preparatory Latin.—For description see Course A.
Second semester.

1x. Selections from Cicero and Sallust.—A study in the comparison of ancient and modern oratory. Collateral reading in Roman history and government during the last century of the Roman Republic.
First semester.

2x. The Aenid of Virgil and Selections from Ovid.—An interpretation and appreciation of Roman poetry. Emphasis on metrical reading. Collateral reading in Greek and Roman mythology.
Second semester.

First semester.

Second semester.

First semester.

204. Tacitus—Germania or Agricola.—Summary of the History of Rome under the Empire. Prose Composition and Syntax study.
Second semester. Elective.

305. Roman Comedy—Plautus or Terence.—A study of the development of the drama with emphasis on the Greek influence in Roman drama.
Elective. Second semester.

Second semester. Elective.

307. 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.

308. 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.

409e. Teachers' Course.—Careful study of the methods of teaching Latin. Lectures on the methods of criticizing translations and on the fundamental principles of translation. Methods of teaching Latin Prose Composition. Attention is given to the courses taught in Secondary Schools and to appreciation of Classical Literature.

Second semester. Elective.

MATHEMATICS

The study in Mathematics is intended to serve three classes of students. First and primarily, it offers courses for those intending to study mathematics as a part of a good general and liberal education. With this in mind, thoroughness rather than multiplicity of courses is emphasized. Secondly, it aims to prepare those who expect to continue the study of Mathematics or applied sciences in professional courses or in graduate work. Thirdly, it attempts to give those who expect to teach this subject a thorough grounding in both the contents and the history and teaching of mathematics.

All Freshman courses require for admission one and one-half (1½) years of high school Algebra and one (1) year of Plane Geometry. All those entering with only one year of Algebra must take a course of two hours per semester in Advanced Algebra. No college credit is allowed for this course.

101. Solid Geometry.—Complete course, including study of the sphere. Much original notebook work required on problems and originals. Prerequisite to all Sophomore courses and for Spherical Trigonometry. Must be taken by all Science and Mathematics students not offering same as an entrance credit.
First semester. Four hours per week. Credit, two hours.

102. College Algebra.—This course gives a brief but thorough review of elementary principles, a study of determinants, binominal theorem, series, etc. Prerequisites: One and one-half years of high school Algebra and one year of Plane Geometry. Those who offer only one year of high school Algebra must first take a course in Advanced Algebra, reciting two hours per week, with no college credit.
First semester. Credit, three hours.

103a. Plane Trigonometry.—Prerequisites: Academic Algebra and Plane Geometry. Special emphasis on applications.
Second semester. Credit, three hours.

203b. Spherical Trigonometry.—Special emphasis on applications to Astronomy, Surveying and Navigation.
Second semester. Two hours.
204. Analytical Geometry.—Prerequisites: Courses 101, 102 and 103a. A study of the three sets of co-ordinate loci and their equations of the straight line, circle, and the conic sections, with a brief introduction to the study of Higher Plane Curves and Solid Analytics.
First semester. Credit, four hours.

205. Calculus — Differential. — Prerequisites: Courses 101, 102, 103b, 204, and 203b. Fundamental principles developed by methods of rates and increments, infinitesimals, maxima and minima. Taylor's and Maclaurin's Formulas, etc. Emphasis on applications to Physics and Astronomy.
Four hours. Second semester.

206. Plane Surveying.—Prerequisites: Geometry and Plane Trigonometry. A course in field work involving actual problems in surveying, leveling, use of tape, chain, etc.; plotting, field notes, and a map exhibiting a personal survey of an irregular piece of land. References: Barton's Plane Surveying and Johnson and Smith's Surveying.
Second semester. Credit, two hours.

207. Astronomy—Descriptive.—A course covering 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. Not open to Freshmen. Plane Trigonometry required.
Credit, three hours. Second semester.

308. Calculus—Integral.—Continuation of Course 205. Expected of all specializing in Science and required of those majoring in Mathematics.
First semester. Credit, four hours.

309. Differential Equations.—Review of the Calculus and a study of the types of simple differential equations as given in texts like Love's or Granville's. Also, a brief review of college mathematics.
Second semester. Credit, two hours.

410.—Theory of Equations.—Text: Dickson's Elementary Theory of Equations. Calculus, a prerequisite. May be taken by Seniors who are taking Calculus at the same time.
First semester. Credit, three hours.

411.—Contents Course.—Open only to Seniors in connection with the Department of Education. Credit, two hours in Education. Special emphasis on the pedagogy and history of the various subjects of mathematics as taught in secondary schools. Inspection and criticism of the work of actual teaching in neighboring high schools is required.
PHILOSOPHY

301. General Psychology.—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. Such time as is available is devoted to simple experimentation and to supplemental reading from standard authorities.

Junior year. First semester. Four hours. Required of all Juniors.

402. Ethics.—A general introductory course in 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.

Senior year. First semester. Four hours.

403. Problems of Philosophy.—This course takes up the fundamental problems of philosophy; ontology, cosmology, epistemology, personality, morality and religion. The purpose is to coordinate the established findings of science and the persistent claims of the spirit into a world view and a life view.

Senior year. First semester. Four hours.

404. History of Philosophy.—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.

Senior year. Second semester. Four hours.

405. Evidences of Christianity.—This course begins with proofs of the Reality of the Soul, the Existence of God and the Reasonableness of Supernaturalism. The Bible is very fully discussed, as to its Unity, Historical Trustworthiness, Integrity, Genuineness and Authenticity. The Historical and Literary Criticisms of both the Old and New Testaments are carefully considered. The question of the Historicity of the Miracles of Christ is studied, 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 the evidence from Fulfillment of Prophecy and from Christian Experience.

Senior year. Second semester. Four hours. Required of all Seniors.

406. Logic.—A study of the assumptions and tests of truth, the nature of the syllogism, the fallacies of deduction, the principles of scientific investigation and verification, the
organization of knowledge, and of the application of reflective thought to history, law, morality and metaphysics.

First semester. Four hours.

307. Theism.—An attempt to analyze the philosophical grounds for accepting, and the significance of accepting, God as an infinite personal Being, who is both cause and ruler of all things. Emphasis on the central place of the Incarnation in the Christian system.

Junior year. Second semester. Two hours.

PHYSICS

The courses in Physics are designed for students who seek a general knowledge of the subject, as well as for those who desire to follow the progress of this and other sciences in their theory and application.

General Physics presents the fundamental facts of Physics together with the relation of these fundamental facts to basic laws and principles.

301. General Physics.—Mechanics of solids and liquids, sound and heat. Recitation, four hours, laboratory, two hours. Must be preceded by Mathematics 103a.

First semester.

302. General Physics.—Magnetism, Electricity and Light. This course is a continuation of course 1 and should be preceded by it.

Second semester.

403. Analytical Mechanics.—An advanced course including both statics and dynamics. It is recommended to students interested in Physics, astronomy, engineering and applied mathematics.

Two hours credit. First semester.

404. Electrical Measurements.—An advanced course in electricity and magnetism. Recitation, two hours; laboratory, three hours.

Three hours credit. Second semester.

405. Modern Physics.—An advanced course in which are studied some of the developments of Physics since the discovery of radioactivity with a special emphasis upon the subject of atomic structure.

First semester. Two hours credit.

406. Problem Course.

One hour credit. Second semester.

SPEECH ARTS

The courses in Speech Arts include the study of the speaking voice, the various requirements for proper conduct on the platform and in the pulpit, and the laws and principles of enun-
ciation, pronunciation, phrasing, emphasis, melody, tone color and cadence. A thorough drill is given in the difficult art of reading aloud both prose and poetry. A special course is given to divinity students in the difficult art of reading the Bible. Speeches and orations are written and delivered by the students, which are subject to careful criticism by the instructors. Impromptu and extempore speaking are emphasized in the Senior year.

101. Course in Oral Interpretation.—Open to the Freshman class. Three sections.
Second semester. Two hours.

201. Advanced Public Speaking.
Sophomore, First semester. Two hours.

301. Voice Culture and Expression.—Open to Juniors and Seniors who desire to prepare themselves for public speaking careers, or to teach this art in High Schools and Academies. Class limited to twenty-four.
First semester. Three hours.

302. (See Course 316 under "English.")—Required of all prospective Divinity students.
First semester. Three hours.

Note: All students who expect to teach English Literature are expected to avail themselves of at least two of the four courses offered. All other students desiring an A.B. Degree are required to take Course 201 or its equivalent.

REligIOUS EDucATion

The courses offered in this department have a dual purpose—that of developing and deepening the religious experience of the students taking work in the department, and, also, that of training the individual student both in the technique required in the teaching of religious material in the various Church Day and Sunday Schools, and in the practical administration of a parish program of Religious Education. If students have taken the required courses in this department, help will be given them in the securing of positions as Church Secretaries or Directors of Religious Education.

301. Principles of Religious Education.—A general survey of the field of Religious Education dealing with the methods of teaching religious materials, and the basic principles of administration of schools of religion. Prerequisite to all courses in the department.
Juniors and Seniors. First semester. Three hours.

302. Curriculum of Religious Education.—A study of the development of the present religious curriculum and a comparative study of the curricular materials available for Sunday
Schools, Week Day Bible Schools, and Daily Vacation Bible Schools.
Juniors and Seniors. First semester. Three hours.

303. History of Religious Idealism.—A study of the development of religious thought and customs throughout the world with a special emphasis upon the superiority of Christian idealism.
Juniors and Seniors. First semester. Four hours.

304. Psychology of Religion.—A study of the psychological basis of the customs and expressions of religious experience. Special attention will be given to the needs of the men preparing for the ministry. Prerequisite: General Psychology.
Juniors and Seniors. Second semester. Three hours.

405. Parish Administration.—This course includes a study of the underlying principles of educational administration as well as the methods of administering Sunday, Week Day Bible, and Daily Vacation Bible Schools.
Juniors and Seniors. Second semester. Three hours.

Juniors and Seniors. Second semester. Two hours.

407. Church Office Administration.—This course consists of a study of the work of a Church Secretary, including the various methods of keeping church and school records.
Second semester. Two hours.
HOPE COLLEGE GRADUATE SCHOOL

GRADUATE COMMITTEE

Bruce M. Raymond, A.M., Chairman...Professor of History
Laura A. Boyd, A.M.----------------Professor of German
Oscar E. Thompson, A.M.-------------Professor of Biology
Walter Van Saun, B.D., Ph.D.-------Professor of Philosophy
Thomas E. Welmers, B.D., A.M.
Registrar and Professor of Greek

ADMISSION AND REGISTRATION

Admission to Graduate status may be obtained by presentation of undergraduate credentials consisting of transcripts of work done toward the A.B., Bs., Sc., or similar degree at any class A College or University. An examination may be required at the option of the committee and a personal interview with the committee is essential to admission. Acceptance, rejection, and placement of the applicant rests entirely with the committee.

All students of the Graduate School are required to register at the beginning of each semester for such work as the committee has outlined for them and fees are payable at the time of registration.

RESIDENCE REQUIREMENTS

In no instance will less than one year of residence be accepted for the A.M. degree. The standard of residence work shall be thirty semester hours, but twenty-fours semester hours will be allowed as a minimum if the candidates's undergraduate work shows a high degree of attainment in his major subjects. Any such allowance shall be determined by the graduate committee. This work shall be done in residence and no allowance will be given to extension work or work done at other institutions. In addition, such work as the instructor or department head may feel necessary, may be required in both major and minor subjects, without credit toward the degree.
COURSE REQUIREMENTS

The candidate must choose a principal and a secondary subject in related fields but offered by different instructors. Twenty semester hours must be earned in the major field as a minimum. A Thesis, or piece of research, will be required in the major field, the details being left with the major advisor. Examinations in both fields will be required from time to time at the discretion of the instructors; but final examinations at the end of the course will be set by the Heads of the departments, subject to the approval of the Graduate Committee, and shall be both oral and written and conducted in the presence of the committee. No Thesis will be approved prior to the passing acceptably of the final examinations, credit to be given only upon the evidence of high attainment in the subjects pursued.

At least two years of language work of College grade shall be a prerequisite to the choice of that particular language as a secondary subject and at least three years if the language is the principal subject. In either case satisfactory evidence must be given of proficiency in the language, aside from undergraduate certification.

DEGREES CONFERRED

The degree of Master of Arts will be conferred in Business Administration, Biology, Chemistry, Education, English, German, French, American History, Mathematics, Philosophy.
SCHOOL OF MUSIC
GRACE MARGUERITE BROWNING STUDIOS

The courses in Music include Piano, Pipe Organ, Voice Culture, the Violin, Viola, and other stringed instruments. Besides the individual work suggested on other pages of this year book, there is opportunity afforded for ensemble work, including classes in Composition, History, Theory, and Sight-singing. These courses lead to the B.M. degree.

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

Studios for voice, organ 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 Hope College, Holland, Michigan.

THE FACULTY

MR. JOHN B. NYKERK, Litt.D.
Secretary, Tel. 9794

MR. W. CURTIS SNOW
MISS NELLA MEYER
A.B., University of Wisconsin
MRS. HAROLD J. KARSTEN
Piano

MRS. GRACE DUDLEY FENTON
Voice Culture and Singing and Director of the Men's and Women's Glee Clubs

MR. W. CURTIS SNOW
Pipe Organ,
Theory, History and Appreciation of Music,
Director Chapel Choir

MRS. MARTHA COTTON ROBBINS
Accompanist

MRS. LUCILE VAN ANTWERP, A.B., B.M.
Violin, Viola, 'Cello
Orchestration
Director of College Orchestra
THE BACHELOR OF MUSIC COURSE

Entrance Requirement.—Fifteen Units of Secondary Work in literary groups of which not more than two units may be in Music and Drawing. Other vocational units will not be accepted. At least four units must be offered in English and two units in any foreign language. Credit will not be given in any foreign language unless at least two years have been taken. Preference will be given to applicants who have done private work in some branch of music under an instructor whose work can be approved by the Faculty of the School of Music.

Academic Requirements.—Sixty semester hours will be required.

Religious Education will be required of all students in the same manner as required in other groups in the College.

A Combined Course leading to the Degree of Bachelor of Arts and of Bachelor of Music will be granted to students who complete six years of residence work with a minimum total of 90 hours of academic work, of which at least five shall be in Physical Science.

A Maximum Credit of two (2) semester hours a year will be allowed for work as members in the various campus musical organizations recognized by the School of Music. In no case will a student be allowed degree credit for membership in more than one organization during a given year. Professional Service (Paid Service under Contract) will not be permitted during term time except under scholarship grant or in cases of unusual proficiency in the major subject. Any credit allowed under this paragraph must be certified by the Secretary, and in no case will credit be allowed unless a minimum of one (1) studio hour has been taken for eighteen consecutive weeks in the professional subject.
VOCAL DEPARTMENT

GRACE DUDLEY FENTON, head of the Voice Department, received her training in the American Conservatory of Music in Chicago—where she was medalist in both the Academic and Collegiate Departments—and later, in Germany.

She studied under famous teachers, among whom are Karleton Hackett, Gertrude Murdough, Adolph Weidig, Madame Johanna Gadski, and Madame Della Valeri, and is well known both as a concert, and oratorio, singer.

As a teacher she numbers among her pupils many who are already attaining success in opera and concert, and as instructors in colleges throughout the country.

The Hope College Glee Clubs, under her direction, have made an enviable name for themselves in the state contests.

Class Lessons for Beginners (Limit of five in class) $10.00 per semester.

GLEE CLUBS

A Girls' Glee Club and a Men's Glee Club are conducted by Mrs. Grace Dudley Fenton. The first Girls' Glee Club was organized in 1920. Since that time the work has been carried on with increasing success under Mrs. Fenton's able direction and public performances have been given locally and several concert trips have been made. Credit on degree requirements is given for the work of the senior organization.

The Men's Glee Club has had an intermittent existence for over thirty-five years. The best material is chosen for special work and public programs are given by the group. Pupils of ability and ambition are urged to apply for membership and to avail themselves of the training afforded in public singing and conducting. Under certification by the Faculty, credit towards the degree in music is granted to members of the club. (See requirements for the degree of Bachelor of Music.)
## GRADUATION REQUIREMENTS

**Bachelor of Music**

### Major in Voice

<table>
<thead>
<tr>
<th>Subject</th>
<th>First Year Semester Hours</th>
<th>Second Year Semester Hours</th>
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<tbody>
<tr>
<td>Voice</td>
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<td>Voice</td>
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<td>Piano</td>
<td>1</td>
<td>Piano</td>
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<tr>
<td>Harmony 1, 2</td>
<td>3</td>
<td>Harmony 3, 4</td>
</tr>
<tr>
<td>Sight Singing or Choral</td>
<td>2</td>
<td>History of Music</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>English</td>
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<tr>
<td>German or French</td>
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<td>German or French</td>
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<tr>
<td>Biblical Literature</td>
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<td>(1 Sem.)</td>
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### Each Third Year Semester Hours

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<thead>
<tr>
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<tbody>
<tr>
<td>Voice</td>
<td>2</td>
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<tr>
<td>Analysis</td>
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</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>French or German</td>
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<tr>
<td>Biblical Literature</td>
<td>2</td>
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<td>(1 Sem.)</td>
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<tr>
<td>Choral</td>
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### Each Fourth Year Semester Hours

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Voice</td>
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<tr>
<td>Orchestration</td>
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<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>French or German</td>
<td>5</td>
</tr>
<tr>
<td>Evidences (1 Sem.)</td>
<td>4</td>
</tr>
<tr>
<td>Choral</td>
<td>2</td>
</tr>
</tbody>
</table>

In addition, the candidate must perform in public recitals during each year of residence at the discretion of his instructor. In his senior year, he must prepare and perform publicly a complete program of the range and difficulty indicated by the following:

- Group of Old Italian Songs.
- Group of Modern French Songs.
- Recitative and Aria from Oratorio.
- Group of German Songs.
- Operatic Aria.
- Group of American Songs.

**Student must show satisfactory musicianship before graduation.**

## PIANO DEPARTMENT

MISS NELLA MEYER spent seven years at the Hope College Conservatory of Music with Hazel Wing and Oscar Cress; two years at the Music School of the University of Wisconsin, with Lowell Townsend and Leon Itlis, studying piano and theory; three years at the Normal Conservatory of Music at Ypsilanti, with James Breakey; two years with Rosina Lhevinne in New York City; Theory with Ida Deck. Miss Meyer
also has conducted a piano studio for two years in New York City and Scarsdale, N. Y.

HELEN PRISMAN KARSTEN has had the following preparation: Organist First Methodist Church, Holland, since 1926; previously, organist for eight years at Beverly Hills Methodist Episcopal Church and Bethany Union Church, Chicago; theory, counter-point and composition with Adolph Weidig, American Conservatory of Music; Organ, with Herbert Hyde, head of Civic Music Association, Chicago, and Dr. A. D. Zuidema, city organist, Detroit; voice culture with John T. Read, American Conservatory of Music; concert Accompanist for John T. Read and Alma Hays Read; Piano instruction with Edgar A. Nelson, Bush Conservatory, and Louise Robyn, American Conservatory; History of Music with Victor Garwood, Pedagogy and Psychology with John J. Hattslaedt; special work in children’s teaching, with Louise Robyn, American Conservatory; practice teacher at Chicago Commons for one year.

GRADUATION REQUIREMENTS
Bachelor of Music
Major in Piano

<table>
<thead>
<tr>
<th>First Year Subject</th>
<th>Each Semester Hours</th>
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<tbody>
<tr>
<td>Piano</td>
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<tr>
<td>Minor Elective (Voice or Organ)</td>
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<tr>
<td>Harmony 1, 2</td>
<td>3</td>
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<td>English</td>
<td>5</td>
</tr>
<tr>
<td>Academic Elective</td>
<td>3</td>
</tr>
<tr>
<td>Biblical Literature (1 Sem.)</td>
<td>2</td>
</tr>
<tr>
<td>Melodic Dictation or Choral</td>
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<tr>
<th>Second Year Subject</th>
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<tbody>
<tr>
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<tr>
<td>Harmony 3, 4</td>
<td>3</td>
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<td>English or Modern Language</td>
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<tr>
<td>Academic Elective</td>
<td>2</td>
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<tr>
<td>Biblical Literature (1 Sem.)</td>
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<tr>
<td>History of Music</td>
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<tr>
<th>Third Year Subject</th>
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<td>Piano</td>
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<tr>
<td>Counterpoint</td>
<td>3</td>
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<td>Analysis</td>
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<td>Psychology (1 Sem.)</td>
<td>4</td>
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<tr>
<td>Biblical Literature (1 Sem.)</td>
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<tr>
<td>German or French</td>
<td>5</td>
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<tr>
<td>Academic Elective</td>
<td>(1 Sem.) 2</td>
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<table>
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<tr>
<th>Fourth Year Subject</th>
<th>Each Semester Hours</th>
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<tbody>
<tr>
<td>Piano</td>
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<td>Orchestration</td>
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<td>Academic Elective</td>
<td>2</td>
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<tr>
<td>Evidences (1 Sem.)</td>
<td>4</td>
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<tr>
<td>German or French</td>
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| Each Semester Hours |
|--------------------|---------------------|
| 2                   | 1                   |
| 3                   | 2                   |
| 4                   | 2                   |
| 2                   | 5                   |
In addition, the candidate must perform in public recitals during each year of residence at the discretion of his instructor. In both Junior and Senior year he must prepare and perform publicly a complete program of the range and difficulty indicated by the following:

Prelude and Fugue, or French or English Suite — Bach
Sonata ———————— Beethoven

Group selected from the works of Chopin.
Other works chosen from the following composers:
  Brahms, Schumann, Schubert and the moderns.
One movement of a concerto is required for the senior program (Mozart, Beethoven, Saint-Saens, Grieg, Tchaikowsky, Schumann).

OUTLINE OF STUDY

Freshman Requisites
Selections from following compositions:
  Bach—Collection of isolated dance forms and Little Preludes
  Kuhlau—Sonatinas Collection
  Haydn (Schirmer Ed. Vol. 265
  Mozart (Schirmer Ed. Vol. 51
  Mendelssohn—Songs Without Words
  Schumann Album for the Young
  “Scenes of Childhood”
  Scales
  Arpeggios—Major and Minor
  Czerny—299

Freshman
Selections from following compositions:
  Bach—Two and Three Part Inventions
  French Suites
  Partitas
  Mozart—from Sonatas
  Haydn—from Sonatas
  Beethoven—from Sonatas
  Romantics—Schumann, Schubert, etc., and Moderns.
  Scales
  Chords
  Arpeggios
  Octaves
  Hanon
  Cramer or Czerny Studies
Sophomore

Selections from following compositions:
Bach—Well-Tempered Clavichord
Beethoven—from Sonatas
Romantic Composers
Modern Composers
Scales—all forms and rhythms
Arpeggios
Hanon—Advanced forms
Czerny 740
Octaves
Chords

Junior

Selections from following compositions:
Bach—Well-Tempered Clavichord
English Suites—Chorale Preludes
Beethoven Sonata
Romantic Composers
Modern Composers
Scales, Arpeggios, Chords, Octaves
Hanon—Advanced forms
Personally prepared Composition.

Senior

Bach—Well-Tempered Clavichord and Larger Arrangements
Selections from: Beethoven, Chopin, Brahms, Schubert, Schumann, Dohnanyi, Liszt, Rachmaninoff, Medtner, Debussy, Ravel, etc.
Concerto—One movement
Personally prepared composition
Advanced Technique
Sight Reading and attendance at Class Recitals (Twice a Month). Required all fours years.
Student must show satisfactory musicianship before graduating.

VIOLIN DEPARTMENT

MRS. LUCILLE BELLAMY VAN ANTWERP, head of the Violin Department, received her training in the School of Music of the University of Michigan, studying violin with Samuel P. Lockwood, piano with Mabel Ross Rhead, and 'cello with Hans Pick.
GRADUATION REQUIREMENTS
Bachelor of Music
Major in Violin—Cello

<table>
<thead>
<tr>
<th>First Year Subject</th>
<th>Each Semester Hours</th>
<th>Second Year Subject</th>
<th>Each Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>Violin or Cello</td>
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<td>Violin or Cello</td>
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<td>Minor Elective</td>
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<tr>
<td>Harmony 1, 2</td>
<td>3</td>
<td>Harmony 3, 4</td>
<td>3</td>
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<td>English</td>
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<td>English or Modern Language</td>
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<tr>
<td>Academic Elective</td>
<td>3</td>
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<tr>
<td>Melodic Dictation or Choral</td>
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<tr>
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<th>Each Semester Hours</th>
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<tr>
<td>Violin or Cello</td>
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<tr>
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<td>4</td>
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<td>German or French</td>
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ORGAN DEPARTMENT

W. CURTIS SNOW, head of organ department, has had wide experience in both the concert field and in church work. Early experience in the atmosphere of the church led to the position of assistant organist at the age of fifteen years. Study at that time under Dudley Warner Fitch and Albert W. Snow, in Boston, led to wider fields in the Middle West, where the position of organist and choirmaster in St. Thomas' Episcopal Church (Sioux City, Iowa) was filled for a period of nine years. Here a male choir (men and boys) was organized and successfully maintained during the period of occupancy. Following this, six years were spent in a similar position at the Old First Presbyterian Church, in the same city. In this later work, Sunday evening organ recitals were part of the services. Also many dedicatory and recital programs were presented throughout the middle and far West.

Mr. Snow was a member of the Faculty in the Conservatory of Music, at Morningside College, Iowa, from 1922 to 1929.
Students presenting themselves for organ study should have a thorough foundation of piano playing. The ability to think musically is also necessary, since the pipe organ provides a wide scope of musical expression.

A great deal of attention is paid to the development of church organists. The ideal church organist must be as much of an artist as the concert organist, and in addition be thoroughly familiar with his duties and conduct as an officer of the church. The practical theories are covered in class periods.

Practice organs are available and advanced students are allowed the use of the new four manual Skinner organ of 55 stops. This large organ is available for all recital work. Numerous organ recitals are presented at Hope Memorial Chapel. In addition, organ preludes, consisting of the master works, take their place in the daily Student Chapel Services.

CHAPEL CHOIR

The Chapel Choir, consisting of 70 voices, is under the direction of Mr. W. Curtis Snow. This choir sings regularly at the morning chapel services.

GRADUATION REQUIREMENTS

Bachelor of Music

Major in Organ

<table>
<thead>
<tr>
<th>First Year Subject</th>
<th>Each Semester Hours</th>
<th>Second Year Subject</th>
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<tr>
<td>Organ _____________</td>
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<td>Organ _____________</td>
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<td>1</td>
<td>Piano or Voice______</td>
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<tr>
<td>Harmony 1, 2________</td>
<td>3</td>
<td>Harmony 3, 4________</td>
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<td>Language __________</td>
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<td>2</td>
<td>(1 Sem.) __________</td>
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<tr>
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<td>Counterpoint ________</td>
<td>3</td>
<td>Canon and Fugue_____</td>
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<td>Analysis ___________</td>
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<td>Orchestration_______</td>
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<td>Evidences (1 Sem.)___</td>
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<td>German or French____</td>
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In addition, the candidate must perform in public recitals during each year of residence at the discretion of his instructor. In his Senior year, he must prepare and perform publicly a complete program of the range and difficulty indicated by the
program appended:

"Fantasie and Fugue in G Minor" Bach
"Pastoral Sonata" Rheinberger
"Finale" (Six Pieces) Franck
"March Religieuse" Guilmant
"Allegro Vivace" (Symphonie V) Widor

Student must show satisfactory musicianship before graduation.

**SPECIFICATIONS OF HOPE MEMORIAL CHAPEL ORGAN**

Built by The Skinner Organ Co., Boston, Mass.

<table>
<thead>
<tr>
<th>GREAT ORGAN</th>
<th>8' Unda Maris</th>
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<tr>
<td>16' Bourdon</td>
<td>4' Flute</td>
</tr>
<tr>
<td>8' First Diapason</td>
<td>2 1/2' Nazard</td>
</tr>
<tr>
<td>8' Second Diapason</td>
<td>8' English Horn</td>
</tr>
<tr>
<td>8' Flute Harmonique</td>
<td>8' Harp</td>
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<tr>
<td>4' Principal</td>
<td>4' Celesta</td>
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<tr>
<td>4' Flute</td>
<td>Tremolo</td>
</tr>
<tr>
<td>2' Fifteenth Mixture (IV Rks.)</td>
<td>SOLO ORGAN</td>
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<tr>
<td>8' Tuba</td>
<td>8' French Horn</td>
</tr>
<tr>
<td>4' Clarion</td>
<td>8' Gamba</td>
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<tr>
<td>Chimes</td>
<td>8' Gamba Celeste</td>
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<tr>
<td></td>
<td>8' Tuba Mirabilis (H.P.)</td>
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<td>Tremolo</td>
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<th>SWELL ORGAN</th>
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<tr>
<td>8' Diapason</td>
<td>8' Vox Humana</td>
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<tr>
<td>8' Rohrfloete</td>
<td>8' Fernfloete</td>
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<tr>
<td>8' Salicional</td>
<td>8' Diapason</td>
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<tr>
<td>8' Voix Celeste</td>
<td>8' Tromba</td>
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<tr>
<td>8' Flauto Dolce</td>
<td>Chimes—25 Bells</td>
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<tr>
<td>8' Flute Celeste</td>
<td>Tremolo</td>
</tr>
<tr>
<td>4' Octave</td>
<td>PEDAL ORGAN</td>
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<tr>
<td>4' Flute Triangular Mixture (V Rks.)</td>
<td>32' Diapason</td>
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<tr>
<td>16' Waldhorn</td>
<td>16' Diapason</td>
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<tr>
<td>8' Trumpet</td>
<td>16' Bourdon</td>
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<tr>
<td>4' Clarion</td>
<td>8' Octave</td>
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<tr>
<td>8' Oboe</td>
<td>8' Gedeckt</td>
</tr>
<tr>
<td>8' Vox Humana</td>
<td>4' Flute</td>
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<tr>
<td>Tremolo</td>
<td>16' Trombone</td>
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<th>CHOIR ORGAN</th>
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<tr>
<td>8' Geigen</td>
<td>Two-Manual</td>
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<tr>
<td>8' Concert Flute</td>
<td>PRACTICE ORGANS</td>
</tr>
<tr>
<td>8' Dulciana</td>
<td>Built by the Kimball Co. of Chicago</td>
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and

Wicks Pipe Organ Co. of Highland, Ill.
DEGREES CONFERRED IN 1931

DEGREES IN COURSE

BACHELOR OF ARTS

Evelyn Agnes Albers---------Holland
A. Marion Alday-------------Clymer, N. Y.
Marian Anderson--------------Kansas, Ohio
Percei Leroy Arendsen------Byron Center
Margaret Edna Beach--------Holland
Clarence John Becker--------Grand Rapids
Olga Anzenette Bender------Benton Harbor
Ralph Bielemata-------------Fulton, Ill.
Harms W. Bloemers-----------Cedar Grove, Wis.
Harold William Boone--------Holland
Vanessa Esther Boughter-----Greenmount, Md.
P. J. Brouwer---------------Cicero, Ill.
Allen E. Brunson-----------Ganges
Nicholas J. Burggraaff------Lodi, N. J.
Anne Marie Buth------------Comstock Park
Alvin James Cook------------Holland
Ethel Cunnagin-------------Annville, Ky.
Robert Stuart De Bruyn------Zeeland
Edgar Terpenning De Graff--Ulster Park, N. Y.
Josephine De Haan---------Zeeland
Marian A. De Kuiper--------Fremont
Raymond De Windt----------Jenison
Frances Nell Dunkirk------Zeeland
Arnold Eugene Dykhuizen----Holland
Alva J. Ebbes-------------Oostburg, Wis.
John Adam Eiskamp----------Richmond Hill, L. I.
Phillip A. Engel-----------Ghent, N. Y.
Ruth Everhart--------------East Saugatuck
Karel Feenstra-------------Zeeland
John De Bey Flikkema-------Muskegon
Sarah M. Fox--------------Williamson, N. Y.
Evelyn Agnes Geerlings-----Fremont
Esther Lorraine Glerum-----Zeeland
Ruth Lois Glerum----------Zeeland
Dorothy R. Haan-----------Holland
Gertrude Mabel Hanson------Freehold, N. J.
J. Jean Hinken------------Coopersville
Julia Antoinette Hondelink--Rochester, N. Y.
Evangeline Leora Horning----Holland
Gerald G. J. Huenink-------Cedar Grove, Wis.
Eunice Irene Hyma----------Holland
Kathryn M. Ives------------White Plains, N. Y.
Olivia L. Johnson----------Spring Valley, N. Y.
Jacob Juist---------------Holland
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<tr>
<td>Young-Tak Kim</td>
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<td>Harold Klaassen</td>
<td>Holland</td>
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<td>Martin Kloosterman</td>
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<td>Anna A. Koeman</td>
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<td>Janet Mildred Kollen</td>
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<td>Gertrude Korver</td>
<td>Sheldon, Iowa</td>
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<td>William W. Kuyper</td>
<td>Cedar Grove, Wis.</td>
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<td>Myron A. Leenhouts</td>
<td>Williamson, N. Y.</td>
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<td>Marian J. Lordahl</td>
<td>Holland</td>
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<tr>
<td>Alvin J. Lubbers</td>
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<td>Sady Grace Masselink</td>
<td>Zeeland</td>
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<td>Tillie Mae Masselink</td>
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<tr>
<td>Victor Maxam</td>
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<td>John G. Mulder</td>
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<td>Cathrinus Nettinga</td>
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<td>Anthony E. Popma</td>
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<td>Everett Henry Poppink</td>
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<td>Josephine A. Rodenburg</td>
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<td>Marguerite Rottschaefeer</td>
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<td>John Coert Rylaardsdam</td>
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<td>Elizabeth Anne Scheutten</td>
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<td>John William Schuling</td>
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<td>Mildred W. Schuppert</td>
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<td>Elizabeth Hewitt Smith</td>
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<td>Palmyra, N. Y.</td>
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<td>Donald Lester Vande Bunte</td>
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<tr>
<td>Justin Vander Kolk</td>
<td>Vriesland</td>
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<td>Lester Seth Vander Werf</td>
<td>Holland</td>
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<td>Helen Christine Van Eenenam</td>
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<td>Anthony Van Harn</td>
<td>Holland</td>
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<tr>
<td>Cornelius Van Leeuwen</td>
<td>Holland</td>
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<td>Cornelius Van Tol (In absentia)</td>
<td>Stone Ridge, N. Y.</td>
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<tr>
<td>Benjamin Vermeer</td>
<td>Sioux Center, Iowa</td>
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<tr>
<td>Harry Ver Strate</td>
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<td>Lucille Johanna Walvoord</td>
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<tr>
<td>Frederick Wyngarden</td>
<td>Zeeland</td>
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HOPE COLLEGE

Stanley Dennis Yntema______________________Hudsonville
Daisy A. Zandstra____________________________Paterson, N. J.
Thomas Zandstra____________________________Paterson, N. J.

BACHELOR OF MUSIC

Hazel Marguerite Paalman______________________Grand Rapids

HONOR ROLL

Cum Laude
Ethel Cunnagin
Josephine De Haan
Evelyn Agnes Geerlings
Ruth Lois Glerum
Evangeline Lenora Horning
Marion J. Lordahl
Cornelius M. Van Leeuwen
Daisy Zandstra

Magna Cum Laude
Harms Wilmer Bloemers
Marian A. De Kuiper
Esther Lorraine Glerum
John Coert Rylaarsdam

Summa Cum Laude
Julia Antoinette Hondelink
Thomas Zandstra

MASTER OF THEOLOGY

Peter A. De Jong
Henry Fikse
John H. Keuning
G. Bernard Muyskens

HONORARY DEGREES

Rev. Henry Peter De Pree, 1902_________Doctor of Divinity
Rev. John Robert Mulder, 1917_________Doctor of Divinity
Rev. Cornelius Richard Wierenga, 1917______Doctor of Divinity
Wynand Wichers, 1909______________________Doctor of Laws
*Fennell Parrish Turner____________________Doctor of Letters
*Conferred in Absentia.

MICHIGAN STATE LIFE TEACHERS' CERTIFICATES

Evelyn Agnes Albers
A. Marion Alday
Marian Anderson
Olga Anzenette Bender
Harold William Boone
Paul J. Brouwer
Anne Marie Buth
Alvin James Cook

Ethel Cunnagin
Josephine De Haan
Marion A. De Kuiper
Raymond De Windt
Frances Nell Dunkirk
Ruth Everhart
Sarah M. Fox
Evelyn Agnes Geerlings
HOPE COLLEGE

Esther Lorraine Glerum
Ruth Lois Glerum
Dorothy R. Haan
Gertrude Mabel Hanson
Julia Antoinette Hondelink
Evangeline Laura Horning
Eunice Irene Hyma
Olivia L. Johnson
Jacob Juist
Marguerite Evelyn Kinkema
Harold Klaasen
Anna A. Koeman
Janet Mildred Kollen
Gertrude Korver
Marion J. Lordahl
Sady Grace Masselink
Tillie Mae Masselink
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Anthony E. Popma
Ralph H. Posthuma
Josephine A. Rodenburg
Marguerite Rottschaefer
John Coert Rylaarsdam
Elizabeth Ann Schouten
John William Schuiling
Elizabeth Hewitt Smith
Anna Ruth Van Alsburg
Justin Vander Kolk
Lester Seth Vander Werf
Helen Christine Van Eenenaam
Benjamin Vermeer
Lucille Johanna Walvoord
Daisy A. Zandstra
Thomas Zandstra
Willard De Jonge

HONORS AND PRIZES

VALEDICTORIAN

Julia Antoinette Hondelink

PRIZES

The George Birkhoff, Jr., English Prize—Justin Vander Kolk.
The George Birkhoff, Jr., Dutch Prize—Harri Zegerius.
The Mrs. Samuel Sloan Foreign Mission Prize.—Antoinette Hondelink.
The Van Zwaluwenburg Domestic Mission Prize.—Martin Kloosterman.
The Dan C. Steketee Bible Prize—Harms Bloemers.
The Coopersville Men's Adult Bible Class Prize.—Gerald Rottschaefer.
The First Reformed Englewood Church Prize—Arthur J. TerKeurst.
The Dr. J. Ackerman Coles Prize in Debate—Public Debate—Louis Kieft, Beatrice Visser, J. Coert Rylaarsdam, Justin Vander Kolk.
The Woman's Prize in Oratory—Marie Jeanette Verduin.
The Vanderwerp Prize—Evangeline Lenora Horning.
The John Broek Memorial Award—Edwin T. Tellman.
The First Reformed Church of Hamilton Prize—Henry Kleinheksel.
## HOPE COLLEGE
### 1931-1932

### POST GRADUATES

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Clements, Dorothy</td>
<td>Holland, Mich.</td>
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<tr>
<td>Curva, Reynaldo Raicles</td>
<td>Caraoaoan, Cam Sur, P. I.</td>
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<tr>
<td>Yntema, Otto</td>
<td>Jamestown, Mich.</td>
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### SENIOR CLASS

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<tr>
<td>Aiken, Ruby Beveridge</td>
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<td>Arendshorst, Elizabeth Frances</td>
<td>Holland, Mich.</td>
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<td>Barre, Helen Camilla</td>
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<td>Beaver, Tom</td>
<td>Carson City, Mich.</td>
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<td>Bellingham, Harold</td>
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<td>Berens, George</td>
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<td>Bossenbroek, Albertus George</td>
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<td>Brower, Nathaniel</td>
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<td>Clough, William James</td>
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<td>So. Apalachin, N. Y.</td>
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<td>Geerlings, Ruth Madelyn</td>
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Potts, Everett Cornelius ............................ Holland, Mich.
Reardon, David Morris ......................... Buffalo Center, Iowa
Schaap, Raymond ................................. Holland, Mich.
Schaap, Theodore .................................. Holland, Mich.
Schade, Howard Charles ......................... W. Englewood, N. J.
Schuppert, Mildred Wilhelmina ................... Waupun, Wis.
Shoemaker, Raymond ................................ Zeeland, Mich.
Skillern, Katherine ................................ New York City
Skillern, Zella Ruth ................................. Oostburg, Wis.
Smies, Geraldine Cornelia ......................... Holland, Mich.
Spyker, Janet ....................................... Holland, Mich.
Stevenson, Mary Louise ......................... Holland, Mich.
Szabo, Iona Lillian ................................. Brooklyn, N. Y.
Tsuda, Umeketchi .................................... Tokyo, Japan
Vanderberg, Martha .................................. Chicago, Ill.
Vander Naald, Cornelius ............................ Cicero, Ill.
Vander Wilt, Dick ..................................... Orange City, Ia.
Van Duren, Vera ..................................... Holland, Mich.
Van Dyke, Ruth K. .................................. Chicago, Ill.
Van Keulen, Beatrice Estelle ..................... Grand Rapids, Mich.
Van Kuijl, Roger John ......................... Cedar Grove, Wis.
Walvoord, Carl Anthony ............................ So. Holland, Ill.
Watken, Robert Lloyd ............................ Parrot, Ky.
Welmers, Everett Thomas ......................... Holland, Mich.
Winter, Eleanor Jean ............................... Holland, Mich.
Winter, Elizabeth Jane ............................. Holland, Mich.
Zonnebelt, Leonora .................................. Holland, Mich.

JUNIORS

Alexander, Gordon Philip .......................... High Bridge, N. J.
Arnaei, Abdul Razak ................................. Basrah, Iraq
Austin, William Alex ................................. Schenectady, N. Y.
Boer, Elmer James .................................. Zeeland, Mich.
Boschker, Ella ...................................... Pollock, So. Dakota
Champion, Eliza ..................................... Holland, Mich.
Cook, Alma Winifred ................................ Holland, Mich.
Cotts, John Dangremont ......................... Kalamazoo, Mich.
Decker, Irving Hardenbergh ..................... Newburgh, N. Y.
De Haan, Nella ....................................... Zeeland, Mich.
De Jonge, Marcellus ................................ Zeeland, Mich.
Den Uyl, Evelyn Marie ............................. Holland, Mich.
De Windt, Harold Clifton ......................... Grand Rapids, Mich.
Dykema, Frank Edward ............................. Holland, Mich.
Dykstra, Alber Arthur ............................. Laurens, L. I.
Esnafeld, Wilbur Christopher .................... Holland, Mich.
Fansen, Alton ....................................... Holland, Mich.
Fairbanks, Harold Clarence ....................... Holland, Mich.
Foss, Ruth Gosina .................................... Sodus, N. Y.
Gaillard, Gerard Richard ......................... Chicago, Ill.
Groen, Reni ......................................... Lennox, S. D.
Groetsma, Jacob ..................................... Chicago, Ill.
Guigelaar, Laura .................................... Lucas, Mich.
Helmhold, Edna Josephine ....................... Holland, Mich.
### Sophomores

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### Freshmen

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**SOPHOMORES**

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Atwater, Marjorie Leyman........................................ Catskill, N. Y.
Ayres, Josephine Mildred......................................... Holland, Mich.
Behrmann, Vivian.................................................. Flushing, N. Y.
Belt, Chester John.................................................. Holland, Mich.
Beltman, Gertrude Janet.......................................... Holland, Mich.
Bittner, Edward Herman.......................................... Jenison Park, Holland, Mich.
Boehm, Evelyn Mae................................................ Holland, Mich.
Boone, Daniel...................................................... Holland, Mich.
Boot, Harriet Evelyn............................................. Holland, Mich.
Booschker, Hilda................................................... Pella, S. D.
Boshka, Ferne Arbutus............................................ Macatawa Park, Mich.
Boosman, Kathryn Jean........................................... Holland, Mich.
Bouman, John L..................................................... Holland, Mich.
Buhl, Vernon John.................................................. Chicago, Ill.
Bultquis, Alfred Klaas.......................................... Holland, Mich.
Chamberlin, John N................................................ Churchville, Pa.
Champan, Lloyd George.......................................... Grand Rapids, Mich.
Clark, Alice Margaret........................................... Holland, Mich.
Cook, Florence Mae................................................. Holland, Mich.
Coster, Virginia Catherine...................................... Holland, Mich.
Cotta, Louis Cornelious......................................... Holland, Mich.
Dalman, Andrew John............................................. Holland, Mich.
Damson, Edward..................................................... Holland, Mich.
Deelshyder, Adelaide Charlotte............................... Forreston, Ill.
Deltz, Franklin S................................................... Berne, N. Y.
De Jongh, Katherine Harriet..................................... Holland, Mich.
De Pree, Lois Margaret.......................................... Zeeland, Mich.
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Dethmers, Anna Adelaide........................................ Zelien, Mich.
De Witt, Gary....................................................... Hudsonville, Mich.
De Young, Edith Martina......................................... Newark, N. Y.
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Dick, Hazel.......................................................... Holland, Mich.
Dole, Melvin Frederick........................................... Johnstown, N. Y.
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Wissink, Elmer........................................Zeeeland, Mich.
Working, Marian Grace....................................Holland, Mich.
Wright, Genevieve Coralyn................................Saugatuck, Mich.

FRESHMEN

Albers, George Donald........................................Holland, Mich.
Archer, Donald George........................................Grand Rapids, Mich.
Beach, Leland Kenneth...........................................Holland, Mich.
Beekman, Harry Raymond.........................................Holland, Mich.
Biel, William Peter............................................Chicago, Ill.
Bolte, Johanna D..............................................Holland, Mich.
Bonnette, Gerald Henry..........................................Holland, Mich.
Boone, Helen Marie..............................................Holland, Mich.
Boot, Ethel Adelia...............................................Holland, Mich.
Booth, Marion Genevieve......................................Holland, Mich.
Boter, Peter....................................................Holland, Mich.
Bouma, Gerard..................................................Zeeland, Mich.
Bouman, William.................................................Holland, Mich.
Boven, Stanley..................................................Holland, Mich.
Bradley, Virgil Richard.......................................Fremont, Mich.
Breen, Glenn....................................................Holland, Mich.
Brink, La Mila Jean...........................................Hamilton, Mich.
Brouwer, Mark Nicholas.......................................Cicero, Ill.
Capps, Carol Louise...........................................Lacota, Mich.
Chatterton, Roy Milton........................................Flint, Mich.
Coster, Lloyd Robert...........................................Holland, Mich.
Crouse, Ernest................................................Delmar, N. Y.
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De Boer, George................................................Buffalo Center, Iowa
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Fredericks, Russell John.....................................Holland, Mich.
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Furbeck, Anita Van Bergh.....................................New Brunswick, N. J.
Goozen, Earl Wilbur...........................................Zeeeland, Mich.
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Kinney, Bruce Grinnell.......................................Ludington, Mich.
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<td>Tase, Ikuyo</td>
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<td>Ten Pas, Henry William</td>
<td>Clymer, N. Y.</td>
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<td>Te Roller, Don</td>
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<td>Toonian, Joseph Naoom</td>
<td>Basrah, Iraq</td>
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<td>Thompson, Kent Belmont</td>
<td>Holland, Mich.</td>
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</table>
HOPE COLLEGE

Turdo, Victor Edwin .................................................. Pequannock, N. J.
Van Alsburg, Franklin ................................................ Holland, Mich.
Van Anrooy, Crystal .................................................. Holland, Mich.
Van Ark, Isabella Louise ............................................. Holland, Mich.
Vandenberg, Melvin ................................................... Holland, Mich.
Vandenberg, William, Jr. ............................................ Holland, Mich.
Vande Poel, Earle .................................................... Holland, Mich.
Vander Linden, Clarence .............................................. Lansing, Ill.
Van Dyke, Sharon .................................................... Marion, N. Y.
Van Koevering, Marjorie ............................................. Zeeland, Mich.
Van Lente, Ralph, Frederick ......................................... Holland, Mich.
Van Oostenbrugge, Agnes Dorothy ................................. Grand Rapids, Mich.
Van Oss, Ruth .......................................................... Holland, Mich.
Van Pernis, Paul Anton ............................................... Fulton, Ill.
Van Peusen, Gertrude Pearl .......................................... Holland, Mich.
Van Saun, Dorothea Mariam ........................................... Holland, Mich.
Van Zanten, Arnold .................................................. Holland, Mich.
Verhey, Ruth ........................................................... Holland, Mich.
Ver Schure, Lucie ..................................................... Holland, Mich.
Voorhorst, Donald Jay ................................................ Holland, Mich.
Voskull, Howard Anthony ............................................. Cedar Grove, Wis.
Wabake, Maurice, James ............................................. Holland, Mich.
Wagenveld, Lyell Alvin .............................................. Beulah, N. Dak.
Warren, Camilla Betty .............................................. Forest Park, Ill.
Wathen, Benjamin .................................................... Parrot, Ky.
Weurding, Julia ....................................................... Cedar Rapids, Iowa
Wray, Marian Elizabeth ................................................ Plainwell, Mich.
Young, Lyle De Puy .................................................. Ellenville, N. Y.
Zonnebelt, Gertrude .................................................. Holland, Mich.

SCHOOL OF MUSIC

Beckman, Gertrude ..................................................... Holland, Mich.
Bos, Anneta ............................................................ Holland, Mich.
Bosman, Jean ........................................................... Holland, Mich.
Bulman, Alice ........................................................... Cadillac, Mich.
Champion, Eula .......................................................... Holland, Mich.
Cook, June ............................................................... Zeeland, Mich.
Cotts, Lois ............................................................... Holland, Mich.
De Jongh, Katherine .................................................. Holland, Mich.
Dole, Melvin F. .......................................................... Johnstown, N. Y.
Dykhuys, Wallace ...................................................... Holland, Mich.
Dykhuizen, Adelaide .................................................. Holland, Mich.
Essenburgh, Mildred K. .............................................. Holland, Mich.
Evans, Barbara .......................................................... Detroit, Mich.
Friesema, Harry .......................................................... Oak Lawn, Ill.
Heersma, Gerald A ..................................................... Holland, Mich.
Herman, Jennette ...................................................... Holland, Mich.
Hicks, Kenneth W ...................................................... Altoona, Pa.
Holleman, Gertrude ................................................... Byron Center, Mich.
Janssen, Catherine .................................................... Zeeland, Mich.
Ketel, Lois ............................................................... Holland, Mich.
Kragt, Mae .............................................................. Zeeland, Mich.
Lacey, Sarah ............................................................. Holland, Mich.
Lake, Mary Eleanor ................................................... Holland, Mich.
Lampen, Barbara ........................................................ Holland, Mich.
Lanting, Hilda........................................................................................................... Byron Center, Mich.
Leestma, Ethel G...................................................................................................... Grand Rapids, Mich.
Liedtke, Mrs. F.......................................................................................................... Holland, Mich.
Lindsay, Linden M.................................................................................................... Schenectady, N. Y.
Luidens, Preston...................................................................................................... Holland, Mich.
McGilvra, Annetta................................................................................................. Sioux City, Iowa
McLean, Betty Jean................................................................................................. Holland, Mich.
Meyer, C. J.................................................................................................................. Paasagi, N. J.
Miller, Mrs. Ralph.................................................................................................... Zeeland, Mich.
Mollema, Bernice..................................................................................................... Fulton, Ill.
Neckers, Carilye ..................................................................................................... Clymer, N. Y.
Nettinga, Catherine ............................................................................................... Hull, Iowa
Paalman, Hazel........................................................................................................ Grand Rapids, Mich.
Pott, John.................................................................................................................... Holland, Mich.
Rottchaefner, Margaret .......................................................................................... Holland, Mich.
Shackson, Edith........................................................................................................ Onaway, Mich.
Schuppert, Mildred .................................................................................................. Waupun, Wis.
Sederholm, Katharine............................................................................................. Holland, Mich.
Skillern, Zella R...................................................................................................... New York City
Spietzma, Helen, Gertrude..................................................................................... Holland, Mich.
Stryker, Cornelia...................................................................................................... Grand Rapids, Mich.
Stryker, Margaret L................................................................................................. Holland, Mich.
Tarrant, Albert A..................................................................................................... Laurelton, Long Island, N. Y.
Tase, Ikuyo................................................................................................................ Yokohama, Japan
Telling, Barbara...................................................................................................... Holland, Mich.
Van Appledorn, Ruth............................................................................................. Holland, Mich.
Van Koevering, Antonette .................................................................................... Zeeland, Mich.
Van Kolken, Jean..................................................................................................... Holland, Mich.
Van Peursem, Cecile.............................................................................................. Holland, Mich.
Van Raalte, Jean..................................................................................................... Holland, Mich.
Van Vliet, Elizabeth............................................................................................... Holland, Mich.
Vandenberge, Florence.......................................................................................... Holland, Mich.
VanderKolk, Justin.................................................................................................. Zeeland, Mich.
Visscher, Jane Anne.............................................................................................. Holland, Mich.
Vroom, Thelma......................................................................................................... Detroit, Mich.
Wagenveld, Elizabeth............................................................................................ Holland, Mich.
Weener, Mrs. F.......................................................................................................... Holland, Mich.
Wright, Genevieve C............................................................................................. Saugatuck, Mich.

SUMMARY

Post Graduates........................................................................................................... 6

The College—

Seniors..................................................................................................................... 84
Juniors......................................................................................................................... 85
Sophomores............................................................................................................... 133
Freshman................................................................................................................... 160
Total............................................................................................................................ 462

*Hope High School—

Seniors..................................................................................................................... 11
Juniors......................................................................................................................... 22
Sophomores............................................................................................................... 26
Freshman................................................................................................................... 36
Special......................................................................................................................... 8
Total............................................................................................................................ 103

The School of Music—

In all departments................................................................................................... 72
Total............................................................................................................................ 643

*See High School Section of Catalog.
The College High School

AN ACCREDITED HIGH SCHOOL
WITH FULL, REGULAR COURSES

THE PIONEER SCHOOL 1851
THE ACADEMY 1862
THE PREPARATORY SCHOOL 1900
THE COLLEGE HIGH SCHOOL 1928

COLUMBIA AVE. CAMPUS
Holland, Michigan
FOREWORD

It is a far cry from the old theory that "it does not matter what you teach a child, just so he does not like it" to that advocated by some modern day educators which would give the child absolute freedom to choose for himself the things he will learn. As is generally the case, the truth is to be found somewhere between the two extremes and, although the pendulum seems to have swung a little bit too far in giving the learner the privilege of choosing what he shall learn, most thinking people are agreed that there are certain things at least which society has carefully appraised and found valuable and which it has a right to believe will be acquired by the growing generation. We are coming more and more to appreciate the fact that there is no substitute for hard work in disciplining the mind and equipping the learner for taking his proper place in the world. To that end, we believe firmly in a school which lays less stress upon the vocational studies and more stress upon the cultural studies. Whether the student goes out of the high school into some higher institution of learning or directly enters some gainful occupation, the best preparation will come from a thorough-going secondary education of this type.

Moreover, every educator and every school must consider the important place that character training should occupy in any educational program, for without character, education is indeed a dangerous thing. There is no one whom society need fear more than the man with a trained mind but with a will that is untrained and seeks nothing higher than the gratification of its own selfish desires. Surely society has every right to expect that the products of its schools shall be moral, useful citizens first of all, and the schools must be loyal to the mandates of the society which supports them. Inevitably, then, character training will be more emphasized than mental training—not merely filling the mind with a useful store of knowledge and pointing the way to good moral conduct but above all affording reasonable assurance that there will be the will to do what is known to be right.

Furthermore, character has its roots not in moral maxims and philosophical platitudes but in religion. There is need in our secondary education for a new emphasis upon the efficacy of Christianity to transform youth's lives and stabilize them for the tasks and vicissitudes that are ahead. To be sure, in such matters the school does not take the place of the home and the church and other institutions; its function is rather residual to what these other educative factors fail to supply. Nevertheless, the school may well be looked upon as the agency which will supply the dynamic that will motivate the future conduct and activity of its students, something which will result from a vital Christian experience such as may easily come in
the adolescent stage. No school, certainly no denominational school, in these times or any other, need make any apologies for holding out to its students as its cardinal objective inculcating upon their hearts a fuller knowledge of the Christ. A faith that is anchored in Him is the surest guaranty of useful citizenship!

This, in brief, is the educational philosophy of the College High School and represents the keystone upon which its educational practices are built. It believes the cultural studies are the best foundation for a broad learning, and that there is a mental disciplining that results from their pursuit which is of inestimable value in fixing the life habits of the learner. Also, it believes that moral conduct results from character, that character has its source in religion and that character plus the disciplined mind makes for the best achievement.

That there is still a place for the private high school in our educational system need not be argued. There has never been anything in the whole history of education rivalling the growth of the American high school of our generation. These schools have become the bulwark of our political institutions and are engaging the best thought and effort of the leading educators of the land. However, because of their size they have become somewhat unwieldy, have tended toward inflexibility and standardization. In the private schools, on the other hand, which are smaller in size and not subject to some of the restrictions of the public schools, there is apt to be more flexibility and greater concern for the individual student and personality will not be a lost factor.

Also, the country may well continue to look to the private school for new ideas and new techniques in the educative process. In this respect the College High School, because of its relation to the Department of Education of Hope College, is in a position to render valuable service to the community. The College High School serves as the training school for seniors in the College who are working for the Michigan Life Certificate. This arrangement has been in force since 1929 and a plan has been worked out which has proved mutually beneficial. Expert teachers of long and successful experience, cooperating with the Department of Education, keep in close touch with the best procedures, thus giving every assurance that the quality of the instruction will be high and that each student will make the best possible advancement.

**GENERAL REGULATIONS**

Admission.—Pupils holding an Eighth Grade diploma of an accredited school will be admitted to the Freshmen class; similarly, pupils holding a Tenth Grade diploma will be admitted to the Junior class. Admission may also be made by transfer to any of the four classes upon submitting a transcript from a
fully accredited school. In special cases, admission may be arranged by examination. Every student wishing to enter the school must present a character reference from a Minister, or from some one else acceptable to the Principal.

Graduation.—A diploma of graduation is awarded upon the completion of sixteen units of work. No diploma will be granted for less than one year of residence work immediately prior to the granting of the diploma. The school is accredited by the University of Michigan and the requirements for graduation are largely those set by the University and other accrediting agencies.

In addition to the sixteen units referred to above, students are also required to take a course in Bible each year of their residence, without credit. Also, they must complete one course in Physical Education and it is recommended that this be taken in their first year.

Marking System.—The following system of marks was put in effect this year: A, 96-100; B, 90-95; C, 80-89; D, 70-79, and E, failure. The general meanings of these symbols, apart from their numerical value, is as follows: A is excellent, B is good, C is fair, D is poor and E is failure.

A full statement of the student's work is mailed to the parents at the end of each semester.

Tuition.—There are no tuitional costs. The students must, however, buy their own textbooks and other materials needed for the work of the school. Day students will of course live at their own homes. Students from other places may live in the dormitories and other approved places, and they will find living costs reasonable. Every effort is made to keep expenses for the student down to a minimum.

Activities.—All the social activities are under the direct supervision of the faculty. Hours and programs are also under the care of the faculty. If for any reason the faculty feels it wise or necessary, it may ask a student to remove himself from the school, without giving reasons.

The activities of each day begin with devotional exercises in the Memorial Chapel. Attendance upon these exercises is required of all students.

All the work of the school, excepting the Science courses, is carried on in the building on the east end of the campus, known as the College High School building. The school uses the laboratories and the libraries of the College.

Designation of Classes.—For catalog purposes at least the classes are designated as follows: Freshmen, D; Sophomores, C; Juniors, B; Seniors, A.

For further information, enquiries may be addressed to the Principal, Garrett Vander Borgh, A.M., College High School, Holland, Michigan.
THE FACULTY

PRINCIPAL
GARRETT VANDER BORGH, A.M.
Mathematics and Physics
In charge of Bible
38 East 22nd St.

CLARENCE DE GRAAF, A.M.
English
R. R. 1

ADELAIDE DYKHUIZEN, A.B.
History
88 West 13th St.

EDWARD J. WOLTERS, A.M.
Latin
R. R. 1

MILDRED DE PREE, A.B.
French
Voorhees Hall

ADVISORY BOARD
PRINCIPAL GARRETT VANDER BORGH
MRS. DURFEE
PROF. THOMAS E. WELMERS
PROF. EGBERT WINTER
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. Bailkie, D.D., LL.D., is used as supplementary textbook throughout the four years.

All students are required to take the following courses, one hour per week, throughout each year:

1. A Study of the Old Testament.—This is largely a biographical study.
2. The Life of Christ, with intertestamental history of Palestine.
3. The Life of Christ, concluded.

ENGLISH

First Year

1. First Semester.—Five hours a week devoted to a study of proper sentence construction with a thorough review of the fundamentals of grammar, spelling, punctuation and diction.
   Supplementary reading for report of four approved books.
2. Second Semester.—Five hours a week devoted to the reading of classics with occasional assignments in oral and written composition. Novels, poems and dramas are selected from the list of College Entrance Requirements in English. The purpose is to cultivate the ability to read with intelligence and appreciation and to become familiar with the masterpieces of literature.
   Supplementary reading of four approved books.

Second Year

3. First Semester.—Five hours per week devoted to the study of composition and rhetoric. Oral and written work in narration, description, exposition and argumentation with such review drill of fundamentals as is necessary.
   Supplementary reading of four approved books.
4. Second Semester.—Five hours per week devoted to the reading and study of classics chosen from the College Entrance List. The selections are representative of the various forms of literary expression. They are of a slightly more advanced nature than those studied in the first year.
   Supplementary reading of four approved books.
Third Year

5. First Semester.—Five hours a week devoted to the study of the composition and delivery of debate and other types of oral discourse. The object of the course is to teach students to think clearly and to express themselves effectively in both prepared and extemporaneous speech.
   Supplementary reading of four approved books.
6. Second Semester.—Five hours a week devoted to the study of American Literature. The class time is devoted primarily to the reading and study of representative selections. Only such study is made of biographies and historical background as is necessary to understand the writings.
   Supplementary reading of four approved books.

Fourth Year

7. First Semester.—Five hours a week devoted to the study of the history of English Literature up to 1798 with the emphasis placed on the reading of representative selections reflecting the historical background.
   Supplementary reading of four approved books.
8. Second Semester.—A continuation of the first semester, covering the period from 1798 to the modern authors.
   Supplementary reading of four approved books.

Elective

9. First Semester.—Five hours a week devoted to the reading and study of classics of a more advanced type such as essays, speeches, and dramas with greater emphasis placed on technique.
10. Second Semester.—Five hours a week devoted to a review of fundamentals in composition. The course is especially adapted to meet the requirements for college entrance.

FRENCH

The aim of the French course is to give a good working knowledge of the language.
1. Beginners’ Course.—A modified form of the direct method is used. Careful attention is given to the pronunciation by the phonetic system, to conversation, and the memorizing of proverbs, short poems, and prose selections. First semester.
2. A continuation of Course 1, with reading in easy French History. Second semester.

GERMAN

1. Beginners’ Course.—Grammar and composition exercises. Much reading of easy German. Oral drill. The main aim is to open up a new field of literature to the student. First semester.
2. Continuation of Course 1.—Second semester.
3. Rapid Review of Grammar.—Reading of several German authors. Conversation and composition. First semester.

4. Continuation of Course 3.—Second semester.

GREEK

1. Beginners' Course.—Textbooks: White's Beginners' Greek Book; Goodwin's Grammar. Methods of study; word lists and inflections. Translations: Greek-English, English-Greek. First semester.

2. Completion of Course 1.—Second semester.

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


LATIN

1. Beginners' Course.—A standard beginners' book is used throughout the year. Some of the aims of this course are: Preparing the pupil to read Latin; increased understanding of those elements in English which are related to Latin; increased ability to read, speak and write English; development of a historical and cultural background which will help the pupil to understand better many of the situations with which he comes in contact every day. First semester.

2. Continuation of Course 1.

3. A rapid review of the vocabulary, forms and syntax of the first year. Reading of material that has to do with mythology, the Roman in his home, or Roman history. Towards the end of the semester a study of Caesar and his influence on history. First semester.

4. Reading of Selections from Caesar's Gallic Wars.—A study of the characteristics of the Gauls, Germans, and Britons, especially as these throw light on subsequent history. Second semester.

5. Reading of Selection from Cicero or from Other Recommended Authors.—An attempt to develop literary appreciation, and to give some training in citizenship through the reading of material on such live topics as these: corruption of government methods, class struggle, the land question, capital versus labor, expansion, colonial possessions, taxation, etc. First semester.

6. Continuation of Course 5.

7. Reading of Virgil's Aeneid during most of the year.—A study of the historical situation which was largely responsible for the Aeneid. Some study of the dactylic hexameter. Much emphasis on mythology and on the literary and aesthetic.

8. Continuation of Course 7.
MATHEMATICS

The preparatory courses in Mathematics embrace Algebra, Commercial Arithmetic, and Geometry. Two 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 thoroughness and breadth of information needed for future study of Mathematics; however, those wishing to enter more directly into 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 system; 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 the course.
5. Geometry.—Plane.—Rectilinear figures and The Circle. First semester, "B" class.
6. Geometry.—Plane.—Completed proportion and similar polygons; areas of polygons; measurements of circle. Second semester, "B" class.
7. Geometry.—Solid.—Lines and planes in space; polyhedrons; cylinders and cones; spheres; figures of symmetry. First semester, "A" class.

MUSIC

1. Theory of Music.—First semester. Two hours a week. A study of major, minor and chromatic scales, key signatures, measures, tempo indications, intervals, note values, etc.

SCIENCE

A. Biology.
1. A year of Biology is required of all students and is given in the second year. Twelve of five hours each are devoted to the following subjects: (a) Physiology and Hygiene; (b) Zoology; (c) Botany.

Biology 1.—Twelve weeks, Elementary Physiology and Hygiene; six weeks Elementary Zoology. First semester.
Biology 2.—Six weeks Elementary Zoology; twelve weeks Elementary Botany. Second semester. (These courses give three hours to recitation and two hours to laboratory, weekly.)

B. Physics.
This course is required of all Seniors. It gives five hours per week to class recitation and two hours to laboratory work.

Physics 1. Practical Physics.—Mechanics of solids and fluids, heat, sound.
Physics 2. Continuation of Course 1.—Mechanics concluded, light, magnetism, electricity.

SOCIAL SCIENCE

1. Ancient History.—Five hours a week devoted to the study of Early Egyptian History, Western Asiatic civilizations, the rise and fall of the Greek Civilization and the Roman Empire. Attention is given to the cultural and economic as well as political development of these peoples.

2. Medieval History.—Five hours a week devoted to the study of the Medieval Period in the history of Europe dating from the fourth and fifth centuries B.C. to the sixteenth century A.D. This includes a survey of the Germanic Invasions, the Medieval Church, Feudalism, the Renaissance, Religious Reformation and the Revolutionary Period.

3. Modern History.


5. United States History.—This course includes a Political and Social study of the United States from the period of Exploration, through the Colonial Era, the American Revolution, the launching of the National Government, the expansion to the Pacific, to the Civil War. Five hours a week.

6. United States History Concluded.—The second semester is devoted to the history of the United States from the Civil War to the Present, with special reference to the triumph of the National Government, the development of America as a World Power, the World War and attempts at World Peace. Five hours a week.

7. Civics—Five hours a week devoted to a study of the National Government, State and Local Governments in the United States.

8. Economics.—(As in Bulletin.)


10. English History Concluded.—The second semester is a continuation of the study in English History together with the

AWARDS AND PRIZES

English Grammar.—In 1894 two prizes were established by Henry Bosch of Chicago, Ill.—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 Sophomore Class.

The Southland Medal.—This was established in 1911 through the generosity of Mr. Gerrit H. Albers, a graduate of Hope College of the Class of 1891. The medal is designated the Mary Clay Albers Silver Medal and is awarded to the young woman of the graduating 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 High School course.

The John Palsma Bible Prize.—This prize is donated by the Christian Endeavor Society of the Reformed Church at Springfield, South Dakota, in memory of one who gave his life in the World War. The income of this gift of $100.00 is to be used for the purchase of a Bible for that member of the graduating class who has maintained the highest standing in Religious Education in the High School during a residence of not less than two years.

COLLEGE HIGH SCHOOL STUDENTS
1931-1932

SENIORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Home Address</th>
<th>City Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberts, Anne</td>
<td>Pringhar, Iowa</td>
<td>Voorhees Hall</td>
</tr>
<tr>
<td>Becker, Mina Ruth</td>
<td>Grand Rapids, Mich</td>
<td>Voorhees Hall</td>
</tr>
<tr>
<td>Bruinix, Minnie Regina</td>
<td>Newark, New York</td>
<td>East 24th St.</td>
</tr>
<tr>
<td>Bruischat, Julia Irene</td>
<td>Holland, R. R. 3</td>
<td>East 21st St.</td>
</tr>
<tr>
<td>Brunselle, Preston</td>
<td>Holland</td>
<td>184 West 17th St.</td>
</tr>
<tr>
<td>Fairbanks, Richard Kershaw</td>
<td>Holland</td>
<td>368 Pine Ave.</td>
</tr>
<tr>
<td>Siagl, Lloyd Clarence</td>
<td>Holland</td>
<td>345 College Ave.</td>
</tr>
<tr>
<td>Ten Broeke, Louise Josie</td>
<td>Zeeland, R. R. No. 1</td>
<td>122 East 21st St.</td>
</tr>
<tr>
<td>Van Dorp, Gertrude</td>
<td>Zeeland, R. R. No. 2</td>
<td>East 9th St.</td>
</tr>
<tr>
<td>Vroom, Thelma</td>
<td>Detroit, Mich</td>
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JUNIORS

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**FRESHMEN**

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### SPECIAL STUDENTS

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Western Theological Seminary

— OF THE —

REFORMED CHURCH IN AMERICA

HOLLAND, MICHIGAN
The Western Theological Seminary of the Reformed Church in America is also located at Holland, Michigan. While not directly affiliated with Hope College, the relationship between the two institutions has been very harmonious ever since the General Synod adopted the theological department of Hope College as its “Western Theological Seminary” in 1869. The Seminary has good lecture rooms, adequate dormitories, a central heating plant, and a very fine Library building. The Library itself is quite superior to that of many seminaries in the country. The Seminary has a well trained Faculty of seven, and enrolls in all departments about sixty-five students. All students, who graduate, are entitled to the Professorial Certificate or Diploma. Students who hold the A.B. Degree will receive in addition to this the degree of Bachelor of Theology provided they earn an average of 85 per cent. By arrangement with Hope College, graduates may also receive the Master of Theology Degree after the completion of certain prescribed courses. For information as to calendar, costs, admission requirements, and curriculum, please write Rev. S. C. Nettinga, D.D., President of the Western Theological Seminary, Holland, Michigan.
Application for Admission to
Hope College
HOLLAND, MICHIGAN

I___________________________ hereby apply for admission to the Freshman* Class of Hope College.

My present address is_________________________Street,
in the town of________________________State of____________

My parent's or guardian's name is______________________________

Address ________________________________________________

I was born on the____day of_____________, 19____, at (town) ____________________________, (state)______________

I have now completed___________units of high school work and expect to graduate_________________________; or: I already have a diploma from the high school at
(town) ____________________________, (state)______________

I am a member of, or attend, the_______________________________Church.

*Applicants for admission to the Sophomore, Junior, or Senior Class will state below the college previously attended and the hours of credit already earned.

College:

No. of Credits Earned:
CERTIFICATE FROM SECONDARY SCHOOL

This certifies that ___________________________ attended the _____________________ High School at __________________________ from _________, 19___, to _________, 19___, graduated _________, 19___, is of good moral character, and is recommended for admission to College. Below is a statement of the credits earned in this school or accepted by it.

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Each of the above units represents a subject pursued for at least thirty-six weeks with not fewer than five recitations a week for forty or more minutes in length. Two periods of shop, laboratory, drawing, or typewriting count the same as one recitation.