DIRECTIONS FOR CORRESPONDENCE

Concerning ADMISSIONS, FEES, SCHOLARSHIPS, REQUESTS FOR LITERATURE, address Mr. A. H. Timmer, Director of Admissions.

Concerning the WELFARE OF WOMEN STUDENTS AND WOMEN'S HOUSING, address Miss Emma Reeverts, Dean of Women.

Concerning the WELFARE OF MEN STUDENTS AND MEN'S HOUSING, address Mr. Milton Hinga, Dean of Men.

Concerning TRANSCRIPTS OF RECORDS, address Mr. Paul E. Hinkamp, Registrar.

Concerning PAYMENT OF FEES OR TRANSACTION OF BUSINESS IN CONNECTION WITH STUDENT ACCOUNTS, address Mr. Henry Steffens, Treasurer. All checks should be made payable to the Treasurer, Hope College.
HOPE COLLEGE
BULLETIN

ANNUAL CATALOGUE
1950 - 1951

ANNOUNCEMENTS FOR THE YEAR
1951 - 1952

VOLUME 89 APRIL, 1951 NUMBER 1
HOLLAND, MICHIGAN
FOREWORD

HOPE COLLEGE is a church-related liberal arts college, founded and maintained by the Reformed Church in America for the higher education of its constituents and of all others who subscribe to its principles and are accepted as students.

Hope College is not colorless in its belief that the Christian religion is central to all true education. It holds that its duty and obligation is to help the Christian Church redeem the world to Christ. It believes with Dr Robert Kelley that "mankind has not yet discovered a more worthy instrument of progress than a thoroughly Christian College." The motto of Hope College, engraved on its seal, is "Spera in Deo" — Hope in God.

As a liberal arts college, Hope College offers a curriculum designed to introduce the student to the whole field of human knowledge and culture, to bring him to the realization of the problems and responsibilities facing him as a Christian world citizen, and to direct him toward the acceptance and performance of his duties in the world today. The curriculum is based on a four-year program leading to the Bachelor of Arts Degree.

With its student enrollment limited to approximately one thousand, Hope College seeks to foster close contact and intimacy between students and faculty, and to promote a sense of unity and cooperation in the college community; for it believes that these characteristics are among the distinctive advantages of the smaller liberal arts college. The student body is cosmopolitan rather than local. A large number of students come from New England and Middle Atlantic states, and a smaller number from the far West and from other parts of the United States. A number of foreign students add further to the diversity of environmental background, which serves to enrich the experience of all the students.
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PART I

COLLEGE CALENDAR
BOARD OF TRUSTEES
ADMINISTRATION AND MAINTENANCE
FACULTY
COLLEGE COMMITTEES
COLLEGE CALENDAR

1950-1951

1950

September 18-19  First Semester Registration
September 19  "Y" Beach Party
September 20  Annual Convocation—9:00 a.m.
September 21  Classes begin
September 23  W.A.L. Tea for all college women
October 16  Faculty Reception for New Students
October 25-28  Pan Hellenic Round Robin Tea
October 27-28  De Paur Infantry Chorus
November 2  Palette and Masque Play
November 20  Homecoming Weekend
November 22  Louis Crowder, pianist
November 27  Nykerk Cup Contest
November 30  Thanksgiving Recess begins—4:00 p.m.
December 8  Thanksgiving Recess ends—8:00 a.m.
December 12  Hope College Orchestra Concert
December 15  All-College Christmas Party

January 3  Christmas Recess ends—8:00 a.m.
January 17-20  Palette and Masque Play
January 26-27  Second Semester Registration
January 29-  Semester Examinations
February 3  Second Semester begins—8:00 a.m.
February 6  Religious Emphasis Week
February 12-16  W.A.L. Carnival
February 23  International Night
March 3  All-College Sing
March 9  Spring Recess begins—4:00 p.m.
March 23  Spring Recess ends—8:00 a.m.
April 3  Voorhees Day
May 8  May Day
May 11  Palette and Masque Play
May 23-26  Semester Examinations
June 4-9  Baccalaureate Service—7:30 p.m.
June 10  Alumni Convocation—6:30 p.m.
June 12  Commencement—7:30 p.m.
June 13  Summer Session begins
June 26  Summer Session ends
August 3  

1951

January 3  
January 17-20  
January 26-27  
January 29-  
February 3  
February 6  
February 12-16  
February 23  
March 3  
March 9  
March 23  
April 3  
May 8  
May 11  
May 23-26  
June 4-9  
June 10  
June 12  
June 13  
June 26  
August 3  

Christmas Recess ends—8:00 a.m.
Palette and Masque Play
Second Semester Registration
November 27  

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 17-18</td>
<td>First Semester Registration</td>
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<tr>
<td>September 19</td>
<td>Annual Convocation—9:00 a.m.</td>
</tr>
<tr>
<td>September 20</td>
<td>Classes begin</td>
</tr>
<tr>
<td>November 19</td>
<td>Nykerk Cup Contest</td>
</tr>
<tr>
<td>November 21</td>
<td>Thanksgiving Recess begins—4:30 p.m.</td>
</tr>
<tr>
<td>November 26</td>
<td>Thanksgiving Recess ends—8:00 a.m.</td>
</tr>
<tr>
<td>December 18</td>
<td>The Messiah</td>
</tr>
<tr>
<td>December 21</td>
<td>Christmas Recess begins—11:00 a.m.</td>
</tr>
<tr>
<td>January 8</td>
<td>Christmas Recess ends—8:00 a.m.</td>
</tr>
<tr>
<td>January 25-26</td>
<td>Second Semester Registration</td>
</tr>
<tr>
<td>January 28-</td>
<td>Semester Examinations</td>
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<tr>
<td>February 2</td>
<td>Second Semester begins</td>
</tr>
<tr>
<td>February 5</td>
<td>Spring Recess begins—4:00 p.m.</td>
</tr>
<tr>
<td>March 28</td>
<td>Spring Recess ends—8:00 a.m.</td>
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<tr>
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<tr>
<td>May 6</td>
<td>Semester Examinations</td>
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<tr>
<td>June 2-7</td>
<td>Baccalaureate Service—7:30 p.m.</td>
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<tr>
<td>June 8</td>
<td>Alumni Convocation—6:30 p.m.</td>
</tr>
<tr>
<td>June 10</td>
<td>Commencement—7:30 p.m.</td>
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<tr>
<td>June 11</td>
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THE COLLEGE CORPORATION
THE BOARD OF TRUSTEES
Ex'Officio, The President of the College
IRWIN J. LUBBERS, Ph.D., LL.D., Litt.D.

OFFICERS OF THE BOARD

President
Vice President
Secretary
Treasurer

J. JOHN A. DYKSTRA, D.D.
JACOB PRINS, D.D.
RANDALL C. BOSCH
HENRY STEFFENS

MEMBERS OF THE BOARD

Term Expires 1951
RAYMOND E. BECKERING
WILLIAM A. CHAPMAN
CHARLES DUMVILLE
HARRY J. HAGER, D.D.
ROGER VERSEPUT
WYNAND WICHERS, LL.D.

Chicago, Illinois
Chicago, Illinois
Norwalk, California
Chicago, Illinois
Grand Rapids, Michigan
Kalamazoo, Michigan

Term Expires 1952
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BERNARD D. HIETEBRINK
MINO KOOI
JACOB PRINS, D.D.
WILLIAM O. ROTTSCHEFER
CHARLES A. STOFFELS

Morrison, Illinois
Corsica, South Dakota
Fulton, Illinois
Grand Rapids, Michigan
Grand Rapids, Michigan
Sully, Iowa

Term Expires 1953
RANDALL C. BOSCH
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DONALD BRUSH
RUTHERFORD G. HUIZENGA
MATTHEW PEELEN, M.D.
MRS. GEORGE A. PELGRIM
WILLIAM VAN'T HOF

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New York, New York
Herkimer, New York
New York, New York
Kalamazoo, Michigan
Holland, Michigan
Detroit, Michigan
Term Expires 1954

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TITUS W. HAGER
PETER JOHN KRIEKARD, M.D.
H. J. POTTER
THEODORE SCHAAP
JOHN SCHOOI
BERT VAN MALSEN

Muskegon, Michigan
Grand Rapids, Michigan
Grand Rapids, Michigan
Dumont, Iowa
Muskegon, Michigan
Gary, Indiana
Lansing, Illinois

Term Expires 1955

FREDERICK BOSCH
JOHN A. DYKSTRA, D.D.
GERRIT HEEMSTRA
ANTHONY VAN WESTENBURG
WILLARD C. WICHERS
HENRY WINTER

Flushing, New York
Grand Rapids, Michigan
Pompton Lakes, New Jersey
Roxbury, New York
Holland, Michigan
Holland, Michigan

Term Expires 1956

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HENRY FIKSE
M. EUGENE FLIPSE, D.D.
GEORGE MUYSKENS
PETER J. MUYSKENS
HARRY VAN EGMOND
JOHN W. VER MEULEN

Holland, Michigan
Chandler, Minnesota
Douglaston, New York
Baldwin, Wisconsin
Hamilton, Michigan
Lennox, South Dakota
Racine, Wisconsin

COMMITTEES OF THE BOARD

EXECUTIVE COMMITTEE

Irwin J. Lubbers, Chairman
Randall C. Bosch
John A. Dykstra
Titus W. Hager

Peter J. Kriekard, M.D.
Mrs. George A. Pelgrim
Jacob Prins
Wynand Wichers

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Irwin J. Lubbers, Chairman
J. N. Dykema

Henry Winter

John W. Ver Meulen
Roger Verseput

BUILDING COMMITTEE

J. N. Dykema, Chairman
M. Eugene Flipse

Willard C. Wichers
Matthew Peelen, M.D.
Wm. O. Rottschaefer
ADMINISTRATION AND MAINTENANCE*

IRWIN JACOB LUBBERS
Ph.D. (Northwestern), LL.D., Litt.D.
PRESIDENT (1923, 1945)

JOHN WILLIAM HOLLENBACH
Ph.D. (Wisconsin)
DEAN OF THE COLLEGE (1945)

MILTON LAGE HINGA
A.M. (Columbia)
DEAN OF MEN (1931)

EMMA MARIE REEVERTS
A.M. (Michigan)
DEAN OF WOMEN (1946)

PAUL EUGENE HINKAMP
B.D. (McCormick)
REGISTRAR (1918)

ALBERT H. TIMMER
A.M. (Michigan)
DIRECTOR OF ADMISSIONS (1923)

MILDRED E. SINGLETON
M.A. (Oklahoma); B.S. (Illinois); M.S. (Columbia)
LIBRARIAN (1949)

CLYDE HENRY GEERLINGS
A.B. (Hope)
DIRECTOR OF ALUMNI AND PUBLIC RELATIONS (1946)

MARIAN ANDERSON STRYKER
A.B. (Hope)
EDITOR, ALUMNI MAGAZINE AND SECRETARY, ALUMNI ASSOCIATION (1947)

HENRY J. STEFFENS
A.M. (Northwestern)
TREASURER (1946)

REIN VISSCHER
BUSINESS MANAGER (1946)

*The figures in parentheses indicate the year in which the person began his service at Hope College. A second figure in parentheses indicates the year of beginning the present appointment after interruption in the period of service.
FRANK LIGHTHART
SUPERINTENDENT OF GROUNDS AND BUILDINGS (1947)

WILLIAM J. MOERDYK
M.D. (Michigan)
COLLEGE PHYSICIAN (1949)

MRS. WILLIAM J. MOERDYK
R.N. (Northwestern)
COLLEGE NURSE (1949)

MRS. NELL ALDRICH
HOUSE DIRECTOR OF EMERSONIAN HOUSE (1944)

MRS. JEANETTE BOESKOOL
HOUSE DIRECTOR OF ARCADIAN HOUSE (1950)

MRS. ELIZABETH DEN HERDER
HOUSE DIRECTOR OF COSMOPOLITAN HOUSE (1946)

MRS. JULIA HILES
HOUSE DIRECTOR OF VAN VLECK HALL (1950)

MRS. BERTHA KRONEMEYER
HOUSE DIRECTOR OF KNICKERBOCKER HOUSE (1941)

MRS. ETHEL ROBERTSON
HOUSE DIRECTOR OF FRATERNAL HOUSE (1947)

MRS. DELLA STEININGER
HOUSE DIRECTOR OF DURFEE HALL (1945)

MRS. MARY TELLMAN
HOUSE DIRECTOR OF VOORHEES HALL (1950)

ELSIE ADELBERG
CASHIER (1950)

JEANNE A. CUDERBACK
SECRETARY IN ALUMNI OFFICE (1950)

BARBARA ALDERINK HENDRICKS
SECRETARY TO THE TREASURER (1949)

MARY L. KOOYERS
SECRETARY IN MAIL ROOM (1950)

THELMA McCORGUODALE McMILLAN
SECRETARY IN COUNSELING OFFICE (1949)
GLADYS ROOS
Secretary in Office of the Dean (1950)

HELEN SANDER
Secretary to the President (1947)

MYRNA L. SHAFER
Secretary to the Business Manager (1950)

INEZ BRANDTS TELLINGHUISEN
Secretary in Registrar's Office (1948)

DENA WALTERS
Secretary to Director of Admissions (1945)

MARTHA EATON BLANE
Assistant in the Library (1948)

IRMA VAN ROEKEL
Assistant in the Library (1950)

LYNN VAN WEELDEN
Assistant in the Library (1950)
IRWIN JACOB LUBBERS
Ph.D. (Northwestern), LL.D., Litt.D.
President (1923, 1945)

EDWARD DANIEL DIMMENT
A.M. (Hope), Litt.D., L.H.D., LL.D.
President Emeritus (1897, 1948)

NORMA BAUGHMAN
Instructor in Voice (1947)

SINNIA BILLUPS
Ph.D. (Nebraska)
Associate Professor of English (1949)

MARTHA EATON BLANE
Assistant in Library Science (1948)

LAURA ALICE BOYD
A.M. (Missouri)
Professor of German, Head of the Department of German Language and Literature (1921)

EDWARD E. BRAND
A.M. (Iowa)
Associate Professor of English (1946)
(On leave 1950-1951)

MARY L. BREID
A.B. (Hope)
Assistant in Physical Education (1950)

DONALD F. BROWN
Ph.D. (Illinois)
Professor of Spanish, Head of the Department of Spanish Language and Literature (1949)

ROBERT WILLIAM CAVANAUGH
Mus.M. (American Conservatory)
Associate Professor of Music Theory and Voice, Head of Department of Music (1940, 1946)

HARVEY OWEN DAVIS
A.M. (Michigan)
Instructor in Music Theory and Voice (1949)

CLARENCE DE GRAAF
Ed.D. in English (Michigan)
Professor of English, Head of the Department of English Language and Literature (1928)
ELEANOR M. DE PREE
A.B. (Washington University)
ASSISTANT IN ART (1950)

HENRY P. DE PREE
M.Th. (Princeton Theological Seminary), D.D.
ASSOCIATE PROFESSOR OF RELIGIOUS EDUCATION (1948)

RUSSELL B. DE VETTE
A.M. (Michigan)
INSTRUCTOR IN PHYSICAL EDUCATION (1948)

WILLIAM HAIN DRUCKENMILLER
A.M. (Columbia)
INSTRUCTOR IN MUSIC THEORY AND INSTRUMENTS (1950)

D. IVAN DYKSTRA
Ph.D. (Yale)
PROFESSOR OF PHILOSOPHY, HEAD OF DEPARTMENT OF PHILOSOPHY
(1947)

ERNEST E. ELLERT
Ph.D. (North Carolina)
ASSOCIATE PROFESSOR OF GERMAN (1947)

JAY ERNEST FOLKERT
A.M. (Michigan)
ASSISTANT PROFESSOR OF MATHEMATICS (1946)
(On leave 1950-1951)

HARRY FRISSEL
M.S. (Iowa State)
ASSOCIATE PROFESSOR OF PHYSICS (1948)

CLYDE H. GEEGLINGS
A.B. (Hope)
ASSISTANT IN MATHEMATICS, DIRECTOR OF ALUMNI AND PUBLIC
RELATIONS (1946)

LARS I. GRANBERG
A.M. (Chicago)
ASSISTANT PROFESSOR OF PSYCHOLOGY (1947)

HELEN L. HARTON
A.M. (Northwestern)
INSTRUCTOR IN SPEECH (1950)

HAROLD JUDSON HAVERKAMP
A.M. (Iowa)
ASSOCIATE PROFESSOR OF PSYCHOLOGY, DIRECTOR OF COUNSELING
(1946)
Ella Hawkinson
Ph.D. (Minnesota)
Professor of History, Head of Department of History (1948)

Milton Lage Hinga
A.M. (Columbia)
Associate Professor of History, Dean of Men, Director of Athletics (1931)

Jantina Wilhelmina Holleman
A.M. (Columbia)
Assistant Professor of Music Theory and Piano (1946)

John William Hollenbach
Ph.D. (Wisconsin)
Professor of English, Dean of the College (1945)

Helene Prisman Karsten
Assistant in Piano (1928)

J. Harvey Kleinheksel
Ph.D. (Illinois)
Professor of Chemistry (1928)

Clarence Kleis
A.M. (Michigan)
Professor of Physics, Head of the Department of Physics (1921)

Anthony Kooiker
M.M. (Eastman)
Associate Professor of Music Theory and Piano (1950)

Albert Eugene Lampen
A.M. (Michigan)
Professor of Mathematics, Head of the Department of Mathematics (1918)

Nella Meyer
A.M. (Columbia)
Associate Professor of French (1923, 1945)

Maurice Eugene Osterhaven
Th.D. (Princeton Theological Seminary)
Professor of Bible and Religion (1945)

Albert James Prins
A.M. (Michigan)
Assistant Professor of English (1946)
MARGUERITE MEYER PRINS
A.M. (Wisconsin)
PROFESSOR OF FRENCH, HEAD OF THE DEPARTMENT OF FRENCH
(1921, 1937)

EMMA MARIE REEVERTS
A.M. (Michigan)
ASSOCIATE PROFESSOR OF ENGLISH, DEAN OF WOMEN (1946)

PERMA A. RICH
B.S. in L.S. (Illinois)
ASSOCIATE LIBRARIAN IN CHARGE OF REFERENCE (1950)

MORRETTE L. RIDER
Mus.M. (Michigan)
ASSISTANT PROFESSOR OF MUSIC THEORY AND INSTRUMENTS
(1947)
(On leave 1950-1951)

METTA J. ROSS
A.M. (Michigan)
PROFESSOR OF HISTORY (1926)

HELEN HABERLAND SCHOON
A.M. (Michigan)
DIRECTOR OF READING CENTER, INSTRUCTOR IN EDUCATION (1946)

HENRY ERNEST SCHOON
A.M. (Hope)
ASSOCIATE PROFESSOR OF GREEK AND GERMAN (1946)

JOHN H. L. SCHOUTEN
A.B. (Hope)
INSTRUCTOR IN PHYSICAL EDUCATION (1918)

WILLIAM SCHRIER
Ph.D. (Michigan)
PROFESSOR OF SPEECH, HEAD OF THE DEPARTMENT OF SPEECH
(1939)

MILDRED E. SINGLETON
M.A. (Oklahoma); B.S. (Illinois); M.S. (Columbia)
LIBRARIAN (1949)

ESTHER MAC FARLANE SNOW
A.B. (Hope)
ASSISTANT PROFESSOR OF ORGAN AND PIANO (1938)

LOTUS SNOW
Ph.D. (Chicago)
ASSOCIATE PROFESSOR OF ENGLISH (1948)
JENNIE SPOELSTRA  
A.M. (Kansas), R.N.  
ASSISTANT PROFESSOR OF BIOLOGY (1947)

CHARLES ANDREW STEKETEE  
A.M. (Michigan)  
ASSISTANT PROFESSOR OF MATHEMATICS (1946)

HENRY TEN HOOR  
A.M. (Michigan)  
ASSISTANT PROFESSOR OF ENGLISH (1946)

OSCAR EDWARD THOMPSON  
A.M. (Cornell)  
PROFESSOR OF BIOLOGY (1926, 1946)

JAMES UNGER  
M.S. (Wisconsin)  
ASSISTANT PROFESSOR OF BIOLOGY (1948)

GARRETT VANDER BORGH  
A.M. (Columbia)  
PROFESSOR OF EDUCATION (1923)

ALVIN WALLACE VANDERBUSH  
A.M. (Michigan)  
ASSOCIATE PROFESSOR OF HISTORY AND POLITICAL SCIENCE (1945)

ROBERT CLAIR VANDERHAM  
A.M. (De Pauw)  
ASSISTANT PROFESSOR OF SOCIOLGY (1949)

THEODORE L. VANDER PLOEG  
Sc.M. (Ohio State)  
ASSOCIATE PROFESSOR OF CHEMISTRY (1947)

LOUISE JEAN VAN DOMMELEN  
A.M. (Michigan State College)  
ASSISTANT PROFESSOR OF PHYSICAL EDUCATION (1947)  
(On leave, first semester 1950-1951)

IRMA VAN ROEKEEL  
ASSISTANT IN LIBRARY SCIENCE

GERRIT VAN ZYL  
Ph.D. (Michigan)  
PROFESSOR OF CHEMISTRY, HEAD OF THE DEPARTMENT OF CHEMISTRY (1923)

JOHN J. VER BEEK  
A.M. (Michigan)  
PROFESSOR OF EDUCATION (1950)
TEUNIS VERGEER
Ph.D. (Michigan)
Professor of Biology, Head of the Department of Biology
(On leave, 1950-1951)

JOHN E. VISSEER
A.M. (Iowa)
Assistant Professor of History (1949)

HENRY VOOGD
Th.D. (Princeton Theological Seminary)
Associate Professor of Religion and Bible (1947)

KENNETH JAY WELLER
M.B.A. (Michigan)
Instructor in Economics and Business Administration (1949)

EDWARD JOHN WOLTERS
A.M. (Michigan)
Associate Professor of Latin (1926)

DWIGHT B. YNTEMA
Ph.D. (Michigan)
Professor of Economics, Head of the Department of Economics and Business Administration (1946)

HOWARD ZANDBERGEN
M.S. (Illinois)
Assistant Librarian in Charge of Cataloging (1951)

JOSEPH ZSIROS
Th.D. (Debrecen, Hungary)
Visiting Professor of Bible (1947)
SPECIAL INSTRUCTORS

DONALD PETER BUTEYN
A.B. (Hope)
SPEECH (1949)

CHARLES E. DREW
B.S. (Hanover)
BUSINESS ADMINISTRATION (1947)

ALLAN DYKSTRA
A.M. (Michigan)
PHILOSOPHY (1950)

DWIGHT FERRIS
B.S. (University of Grand Rapids)
BUSINESS ADMINISTRATION (1949)

DIRK GRINGHUIS
ART (1947)

MARGUERITE HADDEN
A.B. (Hope)
SOCIOLOGY (1948)

CAROLYN HAWES
A.M. (Minnesota)
DIRECTOR OF ELEMENTARY PRACTICE TEACHING (1934)

ADRIAN KLAASEN
Ph.B. (Chicago)
BUSINESS ADMINISTRATION (1947)

JAMES KLOMPARENS
A.M. (Minnesota)
BIOLOGY (1950)

RICHARD MARTIN
A.M. (Michigan)
MATHEMATICS (1934)

WENDELL MILES
LL.B. (Michigan)
BUSINESS ADMINISTRATION (1947)

LAMBERT JOHN PONSTEIN
A.B. (Hope)
SPEECH (1949)

CRITIC TEACHERS

The observation and practice teaching of students is done under the supervision of selected teachers in the Holland and Zeeland Public School systems.
FACULTY COMMITTEES

1950 - 1951

The President and the Dean of the College are members ex-officio of all committees.

ADMINISTRATIVE
Lubbers (Chairman), Boyd, De Graaf, Hawkinson, Hinga, Hinkamp, Hollenbach, Kleis, Lampen, Mrs. Prins, Reeverts, Timmer, Van Zyl.

EDUCATIONAL POLICIES

STUDENT DIRECTION
Boyd (Chairman), Geerlings, Granberg, Harton, Hinga, Holleman, Hollenbach, Moerdyk, Reeverts, Spoelstra, Steketee, Ten Hoor, Thompson, Visser. Student members: Mary Houtman, John Van Eenenaam, Richard Kruizenga.

CHAPEL
Schoon (Chairman), Baughman, Billips, Brown, De Pree, Hinga, Koolker, Osterhaven, J. Prins, Snow, Zsiros. Student members: H. Newton, A. Rynbrandt, C. Wissink.

LIBRARY

ATHLETIC

ADMISSIONS
Timmer (Chairman), Haverkamp, Hinga, Hinkamp, Hollenbach, Lubbers, Mrs. Prins, Reeverts, Vander Borgh.
STUDENT-FACULTY COMMITTEES

1950 - 1951

I. EXECUTIVE COMMITTEE

1. The President of the College ___________ Dr. Lubbers, chm.
2. The Dean of the College ________________ Dr. Hollenbach
3. The Dean of Men ______________________ Mr. Hinga
4. The Dean of Women ________________ Miss Eeeverts
5. The President of the Student Council ______ William Van't Hof, chm.
6. The Vice President of the Student Council __ Jeanne Ver Beek
7. The Secretary of the Student Council ___________ David Hager
8. The Treasurer of the Student Council _________ Barbara Bruins
9. Faculty representative to the Student Council __ Dr. Hawkinson

II. PUBLIC RELATIONS COMMITTEE

1. The Publicity Director ________________ Mr. Geerlings
2. A representative of the Musical Organizations __ Jack Boeskool
3. A representative of Palette and Masque ____ Kenneth Smouse
5. A representative of the Debate and Oratory __ Mr. Ponstein
6. A representative of the UNESCO Workshop, IRC _______ Robert Harper
7. A member-at-large from the Student Body __ Guy Vander Jagt
8. A member-at-large from the Student Body __ Robert Van Dyke
9. A faculty member ______________________ Dr. Kleinheksel
10. A faculty member ______________________ Mr. Schoon
11. A Student Council representative __________ Mary Houtman

III. DINING HALL COMMITTEE

1. Supervisor of the Dining Halls ___________ Mr. Visscher
2. Director of Voorhees Dining Hall __________ Mrs. Tellman
3. Director of Durfee Dining Hall ____________ Mrs. Steininger
4. Director of Durfee Dining Hall, Juliana Room ____________ Mrs. Kronemeyer
5. Head Waitress of Voorhees Dining Hall __ Edna Pierce, chm.
6. Head Waiter of Durfee Dining Hall ______ Robert Van Dyke
7. Student Council representative ____________ Roy Lumsden
8. Faculty representative ______________________ Miss Holleman
9. Student eating at Voorhees Dining Hall _______ Dan Hager
10. Student eating at Durfee Dining Hall, Juliana Room _______ Nella Pyle
11. Head of the Crew, Durfee Dining Hall ______ Robert Henninges
12. The Dean of Women ________________ Miss Reeverts
IV. BUILDING AND GROUNDS COMMITTEE

1. Supervisor of Building and Grounds  __________ Mr. Lighthart
2. President of the Women's House Board __ Jeannine De Boer
3. Business Manager of the College ___________ Mr. Visscher
4. Director of Men's Housing _________________ Mr. Hinga
5. Chairman of the Student Council Room Committee ________
   Don Hoffman, chm.
6. Member of the Art Department _____________ Ray Zwemer
7. A representative of the Botany Department ___ Mr. Unger
8. A student in charge of publicity ____________ Bill Mestler
9. Student Council Representative _____________ Annette Hezinger

V. RECREATION AND HEALTH COMMITTEE

1. Director of Athletics _______________________ Mr. Hinga
2. Director of Women's Intramural Sports ______ Miss Breid
3. Director of Men's Intramural Sports _________ Mr. De Vette
4. Interfraternity representative ________________ Ray Milne
5. W.A.A. representative ______________________ Eleanor Short
6. A Student nurse __________________________ Jean Brondyke, chm.
7. Male Student-at-Large _____________________ Ronald Bos
8. Female Student-at-Large ________________ Jeannine De Boer
9. Student Council representative _____________ May Korteling
PART II

HISTORY AND ORGANIZATION
STANDARDS AND AIDS
CAMPUS AND BUILDINGS
SPECIAL SERVICES
STUDENT ACTIVITIES
ALUMNI ASSOCIATION
HISTORY AND ORGANIZATION

In 1848 the General Synod of the Reformed Church in America approved the recommendation of the Special Committee on the State of the Church which urged that "an institution of high order for classical and theological instruction under our patronage as long as necessary be established." One year before this a party of religious immigrants had settled in the wilderness on Black Lake and had founded the town of Holland. In that one year the colonists from the Netherlands had increased in number from fifty-three to four thousand. Under the leadership of Reverend A. C. Van Raalte the plans for an educational institution were soon realized. In 1851 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 Rev. Van Raalte, containing the sentence, "This is my anchor of hope for this people in the future." This statement, as simple as it is felicitous, gave the name Hope College to the institution and led to the selection of the anchor as its seal. At first the academy provided instruction only at the secondary level, and the plan of collegiate education was not put into action until 1862, when the first freshman class was organized. In 1866 Hope College was incorporated and Rev. Philip Phelps, D. D., was inaugurated as the first President. In that same year the first class of eight was graduated.

There have been seven presidents of Hope College as follows:

<table>
<thead>
<tr>
<th>President</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philip Phelps</td>
<td>1851-1866</td>
</tr>
<tr>
<td>Charles Scott</td>
<td>1856-1866</td>
</tr>
<tr>
<td>Gerrit J. Kollen</td>
<td>1866-1893</td>
</tr>
<tr>
<td>Amel Vennema</td>
<td>1893-1911</td>
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<tr>
<td>Edward D. Dimnent</td>
<td>1911-1918</td>
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<tr>
<td>Wynand Wichers</td>
<td>1918-1931</td>
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<tr>
<td>Irwin J. Lubbers</td>
<td>1931-1945</td>
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<tr>
<td></td>
<td>1945-</td>
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</tbody>
</table>

The governing body of Hope College is the Board of Trustees, consisting of forty-two members, including the President of the college. They are selected in the following manner: nine are selected by the General Synod of the
Reformed Church in America, five by the Board of Trustees, and the remainder by the various classes or particular synods of the Reformed Church. They hold office for six years and are the regularly constituted corporation under which the college acts.

STANDARDS AND AIMS

From the beginning of its history, Hope College has been an avowedly Christian College, offering a liberal arts education on an evangelical basis, according to the historic Christian faith. Its continuing purpose is to provide an atmosphere to which parents who desire to maintain the fundamentals of the Christian faith will readily entrust their children.

The following statement of faith expresses the foundation on which Hope College was established and for which it stands. Desiring to maintain the "faith of our fathers" the Board of Trustees of Hope College reaffirms that faith in the following affirmations.

We believe in:

1. The Scriptures of the Old and New Testament as fully inspired of God, as infallible, and as the supreme and final authority in faith and life.

2. One God, Almighty, Maker of Heaven and Earth, eternally existent in three persons, Father, Son and Holy Spirit.

3. Jesus Christ as the only begotten Son of God, Who was conceived by the Holy Spirit, born of the Virgin Mary, true God and true man, Who suffered and died for our sins, is risen, ascended, and coming again, personally, in power and glory.

4. The present ministry of the Holy Spirit, by Whose ministry men are brought to a saving knowledge of Jesus Christ, and by Whose indwelling Christians are enabled to live a godly, Christlike life.
5. The Church of Jesus Christ, holy and invisible, the communion of the saints, and the spiritual unity of all believers in the Lord Jesus Christ.

6. The forgiveness of sins, through the shed blood of Jesus Christ, Who "died for our sins according to the Scriptures and rose again for our justification."

7. The bodily resurrection of the just and the unjust; they, who, by faith, are in Christ, unto the resurrection of life; they, who, by unbelief, are apart from Christ, unto the resurrection of condemnation.

8. The practical application of these truths, which are not only a sacred trust to be preserved and taught, but lived and practiced as well.

AIMS AND OBJECTIVES

On the basis of this faith, Hope College seeks to provide and maintain, for the Reformed Church in America, her students, alumni and friends, a fully accredited liberal arts program on a distinctively evangelical, Christian basis, through a faculty whose faith is in Jesus Christ and whose practices harmonize with His teachings. It is its aim and purpose, therefore:

1. To develop Christian character, nurturing and strengthening faith in God, in Jesus Christ as God's Son and only Saviour and Lord, and in the Bible as the inspired Word of God, our only rule of faith and practice.

2. To provide a Christian atmosphere, culture and education that will undergird, strengthen and support those basic Christian principles taught and practiced in the Christian home and church, that will help the student to develop a Christian philosophy of life, and that will strengthen him in the practice of that philosophy.

3. To encourage cooperative participation in group life as a valuable social experience for the development of Christian living and Christian leadership.
4. To train the whole of man for the whole of life and to send forth well-informed, consecrated Christian leaders into every walk of life.

5. To introduce the student to the organized fields of learning, interpreted through the Christian, theistic view of the world, man and his culture, based upon revealed truth as presented in the Word of God, so that he will further develop a proper sense of values.

6. To build strong bodies, through physical training, acquainting the student with the principles of hygienic living and developing interests and habits conducive to physical, mental and spiritual health.

7. To train the student in understanding and evaluating the thoughts of others and in expressing his own thoughts clearly and effectively.

8. To provide the student with intensive concentration in one field of learning and with the techniques of research which are ordinarily associated with that field, so that he will be adequately prepared to take his place in graduate schools or directly in his chosen vocation or profession.

9. To arouse a keen awareness of the power of the unseen, spiritual forces in the world and their importance in the total pattern of living.

10. To raise the standards of its teaching so that its faculty will constantly improve in scholarship and ability.

ACADEMIC STANDING

Hope College is fully accredited by the Association of American Universities, the North Central Association of Colleges and Secondary Schools, and the American Association of University Women. It maintains membership in the American Council on Education, the Association of American Colleges, and the National Conference of Church-related Colleges. Hope graduates are admitted to the leading graduate and professional schools.
A student's application for admittance to Hope College implies his acceptance of the purposes and regulations of the college, and his readiness to conduct his social and academic activities in harmony with the principles and rules of the college. The college reserves the right to require the withdrawal of any student at any time if the general welfare, in its opinion, seems to demand such action.

The following basic regulations of the college are designed to contribute to the welfare of each student and of the college as a whole.

1. Devotional services in the Memorial Chapel are held each school day. These services minister to the spiritual growth of the student and serve as a unifying force among the student body. Each student is required to attend these daily devotional periods.

2. To increase the student's understanding of the Christian religion, one course in the department of Bible and Religion is to be taken by every student each year that he is in residence at Hope College.

3. Students are expected to attend public worship each Sunday at churches of their choice.

4. The college opposes drinking, gambling, and hazing in all forms. Offending students will be subject to discipline.

5. In terms of its esteem for fine womanly qualities, the college discourages the use of tobacco by women students.

6. All women students not residing in Holland or living, by consent of the Dean of Women, with near relatives are required to room in the women's residence halls.

A handbook entitled Hope Hi-Lites, which is published each year, contains other detailed regulations with which the student is expected to become acquainted.
LOCATION

Hope College is located at Holland, a city of sixteen thousand, in the western part of Michigan on Lake Macatawa, which is a bay of Lake Michigan. The Chesapeake and Ohio Railroad affords direct connections with the leading cities east and west. Grand Rapids is located twenty-five miles northeast and is reached by the Chesapeake and Ohio and motor bus lines. Chicago is one hundred and fifty miles to the southwest. Holland is in the heart of Michigan's famous fruit and summer-resort belt.

CAMPUS

The main College campus, containing eighteen acres, lies in the center of the city between Tenth and Twelfth Streets, and College and Columbia Avenues. The east college campus, containing seven and one-half acres, lies between Ninth and Eleventh Streets and to the east of Fairbanks Avenue joining the eastern limits of the city of Holland. It is the site of the original home of Dr. Albertus C. Van Raalte, the founder of the city of Holland and Hope College. This portion of the campus was a gift of William B. Eerdmans to Hope College in 1947.

BUILDINGS

Hope Memorial Chapel was dedicated in 1929. A large and imposing Gothic structure, it is one of the beautiful college chapels in the country. It has sixteen stained-glass memorial windows and a four-manual Skinner organ. On the first floor are three rooms used exclusively by student religious organizations, and four classrooms used principally by the Religion and Music departments.

The Science Building is a three-story brick building of newest design and construction, erected in 1939. It houses the Biology, Chemistry, Physics, and Art Departments, and the dramatics program.
Graves Library houses the library and the departments of modern foreign languages. The Library contains a large pleasant reading and reference room, a periodical room, two stack rooms containing forty-seven thousand bound volumes, and work rooms. The building at one time housed both the Library and the College Chapel, called Winants Chapel.

Van Raalte Memorial Hall contains twenty large recitation rooms and a number of faculty offices. The administrative offices of the college occupy the east side of the main floor. Located on the lower floor are the Coffee Shop, Lounge, and College (Blue Key) Book Store.

Carnegie Gymnasium, the funds for the erection of which were given by Mr. Andrew Carnegie, was completed in 1906. In 1948 the building was partially remodeled to provide more adequate and up-to-date facilities for the Physical Education Department and the athletic program.

Walsh Music Hall, located just off the campus on East Ninth Street, contains studios and practice rooms for voice and piano.

Gilmore Cottage, located at 103 East Tenth Street, was purchased by the college in 1947. The first floor has been remodeled for offices for the Dean of Women.

College Health Clinic, 132 East Twelfth Street, contains the offices of the college physician and the college nurse. It also has three infirmary wards, and offers medical care to all Hope students.

Women's Residence Halls

Women students who are not residing at home must live in the residence halls on the campus. Exceptions to this rule are made only with the approval of the Dean of Women and the President. There are three women's residence halls, each with an apartment suite for a house director, and all under the general supervision of the Dean of Women.
VAN VLECK HALL, the historical first building on Hope’s campus, was completely rebuilt and remodeled in 1942. It houses forty-four students. On the ground floor is located the Office of Student Publications.

ELIZABETH R. VOORHEES HALL provides accommodations for approximately one hundred ten women. The Voorhees dining hall has a capacity of one hundred eighty.

WINIFRED H. DURFEE HALL is the new residence hall completed in the spring of 1950. It accommodates approximately one hundred women and provides dining room facilities for three hundred fifty students.

The Hope College Women’s League is an active organization whose special interest is the women’s dormitories. Founded by a group of women from the churches in the Synod of Chicago in 1925, the League has given many gifts which have contributed greatly to the attractiveness and convenience of the women’s residence halls.

MEN’S HOUSING

Most of the men students who are not residing at home are accommodated in housing units owned by the college. Of the remainder, approximately sixty college men are housed in Zwemer Hall, the men’s dormitory of the Western Theological Seminary, adjacent to the campus. A few men students live in private homes in the section of the city near the campus.

The college owned housing units include the following:

The “T” DORMITORY is a Freshman dormitory unit, and accommodates sixty-four men in furnished double rooms.

Five large homes, each accommodating between twenty-five and forty men students, are managed by the five social fraternities on the campus. In each house lives a house director employed by the college. The houses bear the names of the fraternities: ARCADIAN HOUSE, COSMOPOLITAN HOUSE, EMERSONIAN HOUSE, FRATERNAL HOUSE, and KNICKERBOCKER HOUSE.
BEACH COURT comprises six buildings, each of which is divided into four apartments for married students.

DINING HALLS

The college maintains three dining halls, one located in Voorhees Hall, and the other two in Durfee Hall. All dining halls are open to both men and women. Meals are furnished at reasonable cost, under the supervision of a trained director and dietician.

The college reserves the right to increase the board fees at any time it may find it necessary to do so.
Hope College maintains a counseling program that aims at helping each student to solve his personal, academic and vocational problems from the time he applies for admission to his graduation.

Pre-college counseling is under the direction of Professor A. H. Timmer, Director of Admissions. Prospective students are invited to discuss with him their college needs and plans, and arrangements may be made to take aptitude and content examinations designed to guide the applicant in his academic and vocational decisions.

Upon admission to the college, the student receives general academic and personal counseling from experienced faculty counselors, headed by Professor H. J. Haverkamp, Director of Counseling. Each freshman is assigned a counselor who assists him in becoming oriented to campus life and in planning his academic program. The counselor confers periodically with the student concerning his academic progress and is the immediate source of help to which the student may turn for discussion of his personal, academic and vocational problems.

Initial counseling assignments generally extend through the Freshman and Sophomore years. If, however, the student's needs may better be served by another counselor, a request for change is made to the Counseling Office by either the student or the faculty member. At the end of his sophomore year the student is expected to select a major field of concentration. Upon approval of his application, the student then becomes the advisee of the chairman of the major department. The advisor's responsibilities include those of the underclass counselor, and, in addition, he assists the student to focus his college work more definitely on his post-college objectives. For some specific vocational interests, special advisors are named (see page 65 below).
General vocational counseling is under the supervision of the Director of Counseling, serving the student directly or through his counselor or advisor. The entering freshman student is given a battery of general aptitude and achievement tests, which serve as a basis for later counseling. For all students, a file of more specified aptitude and vocational tests are maintained in the Counseling Office, and may be taken without cost.

For assistance of a more specialized nature, certain individuals or agencies on the campus are available to students, either directly or through referral by the counselor or advisor.

Academic — Dr. J. W. Hollenbach, Dean of the College
Professor P. E. Hinkamp, Registrar

Employment—Campus: Mr. R. Visscher, Business Manager
Off Campus: Professor C. Steketee
(See page 59)

Financial
Professor C. Kleis, Chairman of Scholarship Committee
Mr. Henry Steffens, College Treasurer

Health — Dr. W. Moerdyk, College Physician
(See page 32)

Personal — Professor M. L. Hinga, Dean of Men
Professor E. Reeverts, Dean of Women

Reading — Professor Helen H. Schoon
(See page 33)

Religious — Dr. M. E. Osterhaven, College Pastor

Teacher Placement — Professor G. Vander Borgh
(See page 32)

Vocational Placement—Professor A. H. Timmer
(See page 32)
PLACEMENT SERVICE

Hope College offers vocational placement service to senior students and in a limited degree to alumni.

The Bureau of Teacher Placement is directed by Professor Garrett Vander Borgh, Chairman of the Education Department. This Bureau collects the information and credentials of those desiring the service and makes them available to interested school administrators. Where possible, administrators are invited to the college campus for interviews with the teaching candidates.

The Bureau of Vocational Placement, other than Teacher Placement, is under the supervision of the Director of Admissions. This Bureau serves as a clearing house for information on openings in business, industry, governmental service, and graduate study. It arranges interviews between interested seniors and representatives from these fields. It also makes known to students summer employment opportunities when such information is available.

HEALTH SERVICE

Clinic and infirmary care is offered to every enrolled student of Hope College in the Student Health Clinic. The clinic staff consists of the college physician, Dr. William Moerdyk; a full-time nurse who is in charge of the health service; part-time graduate nurses; and a cook and housekeeper. The physician's clinic hours are from 8:30 to 11:30 a.m., Monday through Saturday, and from 3:15 to 4:15 p.m. Monday through Friday. The clinic and infirmary are open day and night, with a nurse on duty at all times.

Free clinic service consists of an examination by the college physician when a student reports for illness, and the administration of ordinary clinic medicines. Major surgery, hospitalization, special physician's fees, x-rays, and special drugs must be paid for by the student. Infirmary care at $1.00 per day is provided for all students need-
ing bedside care. Sick students do not remain in the dormitories but are required to enter the infirmary, which has three pleasant rooms. Parents are notified by infirmary authorities whenever any student is considered to be seriously ill or whenever surgery is advised.

READING CENTER
In order to aid students who have special difficulties in reading, a Reading Center has been established under the direction of Mrs. Helen V. Schoon. Any student desiring help in diagnosing his reading problems and in remedial practice may use this service. Counselors and instructors may refer students to the Center for help. Any student wishing to improve his reading skills, even though he has no special difficulty, may also use the facilities of the Center. The Reading Center is located in 24 Graves Hall.

STUDENT EMPLOYMENT SERVICE
See below, page 59, for a description of this service.
STUDENT ACTIVITIES

RELIGIOUS ORGANIZATIONS

The central religious organizations on the campus are the Young Women's Christian Association and the Young Men's Christian Association. Meetings of these two organizations are held every Tuesday evening at 7:15 o'clock in the beautiful rooms set apart for them on the first floor of the Memorial Chapel. All students are urged to become members of these organizations. The two associations cooperate to direct and administer the program of religious activities of the student body. The highlight of the year is the annual Religious Emphasis Week, sponsored and conducted by the two groups.

In addition to the two Y.'s, there are two other religious groups. Alpha Chi is an organization of students who are preparing themselves for the Christian ministry. Kappa Delta is an organization of young women who are preparing themselves to become full-time leaders in church activities. Meetings of each of these groups are held monthly for discussion and inspiration.

STUDENT CLUBS

There are a number of student organizations on campus designed to offer students with similar interests the opportunity of meeting together for their mutual help and advancement. The Musical Arts Club, Pallette and Masque, the college dramatic society, and the Art Club are interested in advancing the interests of their members in the area of these fine arts. The International Relations Club holds bi-monthly meetings for all students who are interested in discussing the underlying principles of international conduct, law, and organization. There are various departmental clubs such as the French, German, Spanish, Chemistry, Philosophy, Social Service, Elementary Teachers, Business Administration and Math-Physics Clubs, open to all students who have a special interest in these fields. Juniors and Seniors who are majoring in English may join one of the sections of the English
MAJORS CLUB where a detailed study is made of some aspect of literature.

Two National Honor Fraternities have chapters on campus. Eta chapter of Beta, Beta, Beta counts among its members honor students in Biology. Phi Alpha Theta has established Gamma-Omicron Chapter for the honor students in History.

The WOMAN'S ACTIVITIES LEAGUE, for all women students, has as its function the promotion of co-operation and friendship among the women of the college, the fostering of high standards of conduct, and the furthering of campus interests and activities among the women. It sponsors annually a number of all-girl or all-campus parties and programs, including the May Day celebration.

FRATERNAL SOCIETIES

A number of social fraternities and sororities, all local, exist on the campus. Each of the women's societies has a separate club room in one of the women's residence halls. Although they have Greek letter titles they are better known as Delphi, Dorian, Sorosis, Sibylline, and Thesaurian. All women students desiring to join one of these sororities are given the opportunity in the fall of their sophomore year. All freshmen women are eligible for membership in A. S. A., a Freshman women's sorority.

There are five men's fraternal organizations: Arcadian, Cosmopolitan, Emersonian, Fraternal, and Knickerbocker. Men students are eligible to join these societies in their freshman year.

A Pan Hellenic Council and an Interfraternity Council are the governing boards of these two groups of societies. On occasions, an Inter-Society Council, composed of representatives from all the societies, meets to act as a clearing house on matters of common interest.

HONOR SOCIETIES

BLUE KEY is a national honor fraternity made up of senior men chosen because of their individual academic attainments combined with their participation in student
activities. Their purpose as a chapter is to aid the faculty in the furtherance of all worthwhile collegiate activities.

ALCOR SOCIETY is a local honor society composed of senior women who have measured up to certain academic standards and have been outstanding in character, leadership and service. Their purpose is to enrich the social and academic life on the campus.

STUDENT COUNCIL

To represent the student body in the total college program, a STUDENT COUNCIL of eighteen to twenty-one members is chosen annually by the students. The President and Vice President are elected at a general spring election. The other members are chosen from the different classes, the fraternal societies, other key organizations, and from the student body at large. Three faculty members, elected by the faculty, meet with the Council as faculty representatives. The Student Council serves as an executive committee to promote student activities and to assist in forwarding the entire program of the college.

MUSICAL ORGANIZATIONS

Students interested in music find abundant opportunity to gratify their desires through membership in one or more of the musical organizations.

The CHAPEL CHOIR, a mixed group of more than one-hundred voices sings at morning chapel services and on special occasions. A concert choir of approximately sixty voices is part of this group.

The WOMEN'S GLEE CLUB and the MEN'S GLEE CLUB of thirty voices each are trained in programs of sacred and secular music. Both clubs take short trips and alternate each year in an extensive concert tour.

The HOPE COLLEGE MESSIAH CHORUS, composed of the above organizations, and augmented by other musically interested Hope College students and faculty, presents Handel's oratorio each Christmas season in the Memorial Chapel.
The MADRIGAL SINGERS are a selected group of mixed voices who sing English madrigals. They make several concert appearances during the year.

The COLLEGE ORCHESTRA accompanies the annual presentation of the Messiah and presents several concerts for the student body and public in Holland and western Michigan.

The COLLEGE BAND presents concerts during the year and is active at the various athletic contests.

PUBLICATIONS

There are two major student publications on Hope's campus. The first is the ANCHOR, the college newspaper, which is published every two weeks by a staff of students. The second is the MILESTONE, the college year book, edited and published by a staff chosen from the Junior class of the college. In addition to these, a STUDENT GUIDE, containing the student roster, is published each fall through the Blue Key; and HOPE HI-LITES, a guide-book for all students, is published and distributed at the opening of the fall semester.

ATHLETIC ACTIVITIES

Hope College is a member of the Michigan Intercollegiate Athletic Association, the other members of which are Adrian, Albion, Alma, Hillsdale, and Kalamazoo. The association is governed by a Board of Directors, to which each college sends one faculty member and one student member as its representatives. Hope College competes in all the intercollegiate sports of this association, namely: football, basketball, track, baseball, golf, tennis, and cross-country.

An active intramural program for men and women is also maintained. In addition, the women participate in a series of Play Days at various colleges in Michigan.

FORENSICS AND DRAMATICS

Speech extra-curricular activities include intercollegiate competition in all of the contests sponsored by the
Michigan Intercollegiate Speech League (MISL), such as annual contests in extemporaneous speaking, group discussion, debate, oratory, and the Prose and Poetry Festival in interpretive reading. Local and state contests are also held in the oratorical and extemporaneous speaking events of the Intercollegiate Peace Association. Hope is the Gamma chapter of Pi KAPPA DELTA, national honorary forensic fraternity, whose provincial and national conventions are attended by Hope-ites. Dramatic activities center in PALETTE AND MASQUE, a dramatic group which produces both one-act and full-length plays before campus and off-campus groups.

THE ALUMNI ASSOCIATION

Hope College maintains an Alumni and Public Relations office in room 104, Van Raalte Hall. This office acts as a center through which the activities of the many Hope College Clubs throughout the nation are coordinated. The Alumni Association, which carries a membership of approximately 5,000 alumni and former students, publishes "The Alumni Magazine," issued quarterly, and aims to promote goodwill between the college and her many graduates. The association through the Alumni Office sponsors many activities on the campus during Homecoming in October and throughout Commencement Week in June. Each Hope College Club also holds meetings for the membership in their respective areas at intervals during the year.

Active clubs are located in Albany, New York City, and Rochester in New York State. In Michigan they are found in Detroit, Grand Rapids, Holland, Kalamazoo, Lansing, and Muskegon. Chicago has a large organization and the Hope College Men of Science have formed a National Hope College Science Chapter which meets annually in various sections of the country. One of the most recent alumni organizations to be formed was the Hope College Alumni Varsity ‘H’ Club, a joint project of the Alumni Association and the Hope College Athletic Association.
PART III

ADMISSION

GENERAL ACADEMIC REGULATIONS

READING COURSES

HONORS

REQUIREMENTS FOR GRADUATION
APPLICATION FOR ADMISSION

All applications for admission to Hope College should be made to the Director of Admissions, Hope College, Holland, Michigan. Necessary admission forms will be mailed upon request. Applicants are urged to submit preliminary applications as soon as possible after the junior year of high school.

Hope College has a program arranged to admit students for either the first or second semester of each school year or the annual summer school. Admission is based on positive evidence of acceptable intellectual capacity, high purpose, and good character. The college will therefore consider each applicant for admission in terms of such characteristics.

As a preliminary step for admission, every candidate is urged (1) to examine the college bulletin for basic information pertinent to the vocational objective of the prospective student, (2) to study the “Aims and Objectives” and “College Regulations on pages 19-21, with a view to acceptance of them, (3) to read the statement of requirements for admission.

It is the responsibility of each applicant to see that the following items are received by the Director of Admissions:

1. Completed Admission Form filled out by the student. This Form is available upon request.

2. Official transcript of the high school record. The high school principal will mail the transcript to the college at the request of the student. Applicants who are accepted on the evidence of three or three and one-half years of high school grades are admitted on the condition that the supplementary record covering the rest of their high school course remains satisfactory.

3. A statement of recommendation from the principal or high school counselor.

5. Official transcript of credits from any college(s) an applicant may have attended after graduation from high school and a letter of good standing from the office of the college last attended.

6. Medical statement issued by a regularly licensed physician, preferably the family doctor. Medical Form is available upon request.

7. Each application is to be accompanied by a $10 admission or matriculation fee. The fee, except for a $3 processing charge, is refundable to applicants whose admission requests are not approved.

**REQUIREMENTS FOR ADMISSION**

The college will consider for admission to the Freshman Class:

1. Graduates of accredited secondary schools (four-year high schools, three-year senior high schools, and academies):
   a. Who in general rank academically in the upper half of their high school class. Exceptions to this will be considered only upon adequate evidence from references and/or scholastic aptitude tests.
   b. Who present 15 units or more for college entrance, at least 10 units of which are academic units. A unit is defined as a subject pursued through a school year with not less than four recitation periods each week for a total of not less than 120 hours of class work. Graduates of three-year senior high schools should include the units earned in the last year in junior high school in totaling the 15 or more units. Of the 10 or more required academic units, three or more must be in English and seven or more units from three of the following groups: foreign languages, mathematics, sciences, and social sciences.
2. Graduates of secondary schools other than those designated above, provided they, too, rank in upper half of their high school class and can present 15 or more units as described in 1b. Such applicants may be admitted on satisfactory recommendations from the Administration of their respective schools and/or by scholastic aptitude tests.

3. Persons 21 years or older, not graduates of high schools. Such applicants may be tentatively admitted on the basis of acceptable references and/or examinations. Full college status will be granted such persons upon demonstration of ability to do college work successfully during the trial year.

4. Service men and women of World War II or the Post-War period, honorably discharged or released from military duties, who in terms of available records and/or by examinations evidence ability to pursue college work successfully. Hope College is approved for veterans who plan their education under the privileges provided by the G. I. Bill of Rights (Public Law 16 or Public Law 346).

ADMISSION TO ADVANCED STANDING

Students who have completed academic courses at other institutions of recognized collegiate rank and of accredited status may be admitted to Hope College with advanced standing. Such applicants must present to the Office of Admissions a transcript of work completed on the college level, a statement of honorable dismissal, and a letter of character reference.

Hope College reserves the right to accept only such courses of advanced standing as comply with the requirements established for graduation. Not more than sixty-four semester credit hours will be allowed for junior college work.

Students of advanced standing from non-accredited colleges may be granted tentative admission on the basis of the nature of academic work completed, statement of honorable dismissal, letter of reference and/or examination.
GENERAL ACADEMIC REGULATIONS

SYSTEM OF GRADING

Each student receives a grade in his courses at the middle of the semester and at the close of the semester. The mid-semester grades do not appear on a student’s transcript; they are designed to give the student an indication of his progress.

The system of grades is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4 per sem. hr.</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3 per sem. hr.</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2 per sem. hr.</td>
</tr>
<tr>
<td>D</td>
<td>Weak but passing</td>
<td>1 per sem. hr.</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
</tbody>
</table>

INCOMPLETES, FAILURES, AND WITHDRAWALS

An incomplete (I) is given only when circumstances do not justify giving a specific grade. It must be removed within the first nine weeks of the semester following the one in which the incomplete was received. If not removed within this time, the incomplete becomes a failure (F).

A failure (F) cannot be removed from a student’s record. However, a student may take the course a second time. If he passes the course, the passing grade will appear beside the failure on his transcript. A student failing a course required for graduation should repeat the course the next time it is offered.

A withdrawal (W) is given only when a student withdrawing from college before the end of a semester is doing passing work in the course. Otherwise a grade of failure is recorded. For students desiring to withdraw from a course while remaining in college, see page 45 for regulations governing dropping of courses.
ACADEMIC STANDING

Students entering college with the intention of working toward a bachelor's degree should study carefully the requirements for graduation, especially the qualitative standards, or minimum honor point average. (See page 48). The minimum of 2.0 or "C average" required for graduation means that a student who has a cumulative average at the end of his freshman year of less than 1.6; at the end of his sophomore year of less than 1.8; and at the end of the junior year of less than 1.95 is not progressing in his academic work sufficiently to indicate successful completion of the degree requirements.

Students who fall below these cumulative averages or who fall significantly below a C average for any particular semester are sent a letter of academic warning and are asked to see their counselors for further academic advice. Their parents are also informed of their status. A student continuing under academic warning for two or more semesters may be requested to withdraw from college if, in the judgment of the counselor and deans, such action is felt to be the best for the student.

WITHDRAWAL FROM COLLEGE

In order to assure himself of an honorable dismissal from college at any time prior to his graduation, a student who wishes to withdraw must obtain a Withdrawal card from the Registrar. This card must be signed by the Treasurer and the Dean of the College.

CHANGE OF COURSES

Students are urged to study the course offerings carefully before registration so that their course program for a given semester need not be changed. The following limitations are placed on changing of courses:

ADDING OF COURSES: No student may enter a new course after the end of the second week of the semester.
DROPPING OF COURSES: No student is permitted to drop a course without failure except with the approval of the instructor and counselor, and then only within the first four weeks of the semester. A Freshman, however, will have until the mid-semester grades of his first semester in attendance have been reported. Courses dropped after the time limit will be recorded as failures. Under unusual circumstances appeal may be made to the Administrative Committee, through the Dean of the College.

STUDENT LOAD

The normal student load is sixteen hours per semester. Permission to take more than a normal load is based upon the student's previous academic record. Seventeen hours may be granted by the counselor. Application for more than seventeen hours must be made to the Administrative Committee. Under no circumstance will a student be permitted to take more than nineteen semester hours. Students carrying a work program along with their studies are advised to reduce their academic load. Students carrying more than a normal load must pay a fee of $10.00 for each semester hour in excess of sixteen. Regularly enrolled students must carry a minimum of twelve semester hours of course work each semester.

CLASSIFICATION

To be eligible for classification as a sophomore, a student must have to his credit twenty-four semester hours.

To be eligible for classification as a junior, a student must have sixty-two semester hours.

To be eligible for classification as a senior, a student must have ninety-four semester hours.

CLASS ATTENDANCE

Hope College believes that many of the values to be secured during the college period can not be measured adequately or accurately through written examinations. Among
these values are those received through participation in the activities of the classroom. Consequently, regular attendance in all classes is required.

A student who takes an excessive number of unexcused absences will be required to complete additional hours of credit (beyond the minimum 126) to be eligible for graduation, the number to be determined by the Committee on Absences.

Unavoidable absences due to illness, death in family, and other emergencies may be excused by the Faculty Committee on Absences, provided the student files written application for an excuse at the Dean's Office within three days after he returns to school. The application should state dates of all classes missed and reasons for the absences.

Absences incurred by a student's acting as a representative of a recognized and regularly scheduled activity of Hope College shall be excused provided the faculty sponsor of the activity signs the application indicating his approval of the absence.

READING COURSES

Reading Courses provide opportunity for advanced work by Seniors of outstanding ability. Reading Courses may serve various purposes: to offer a mature student a course not regularly given, to challenge capable students to their highest achievement, or to introduce the student to the methods of graduate school study and research. The work is done under the supervision of, and in conference with, a member of the selected department. The name of the applicant, together with the plan of the course to be pursued must be recommended by the head of the department in which the work is to be done to the Educational Policies Committee for approval not later than the second Friday after the opening of the semester. A typewritten copy of the paper or thesis presenting the completed study must be submitted to the head of the department, to be filed with the college librarian, before credit is granted. Two hours credit shall be granted for a semester course.
HONORS

GRADUATION HONORS

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 requirements and attained an average grade of 3.87 quality points.

The degree of Bachelor of Arts, Magna Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.6 quality points.

The degree of Bachelor of Arts, Cum Laude, will be conferred upon such as have met all the requirements and have attained an average grade of 3.3 quality points.

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.

SENIOR HONORS

The faculty of Hope College each May select a group of Seniors, not exceeding ten per cent of the graduation class, who in their opinion have given the greatest promise, through their academic achievement and campus service, of achieving signal success in their chosen professions. These Seniors are recognized at a special honors assembly held in May.
REQUIREMENTS FOR GRADUATION

SEMESTER HOURS AND QUALITY POINTS

A minimum of one hundred twenty-six credit hours of college work and a quality point average of 2.00 are required for graduation. The quality point average shall be determined by dividing the total number of quality points earned by the total number of hours in which a student has received a grade.

RESIDENCE

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

PHYSICAL EDUCATION

Seventy-two clock hours of Physical Education are required of each student before graduation. This requirement should be met in the Freshman year. Veterans of World War II are exempt from this requirement.

COURSE REQUIREMENTS

The following specific courses are required for graduation:

- English 11, 12, 31, 32
- Speech 11
- Psychology 31
- Religion and Bible 71 plus one other course for each additional academic year in residence, to be selected from 11, 31, and 51.

GROUP REQUIREMENTS

In addition to the specific courses mentioned above, each student must select and receive passing grades in:

I. Eight semester hours of courses from the Departments of Biology, Chemistry, Mathematics, and/or Physics.
II. Six semester hours of courses from the Departments of History, Psychology, Economics, Philosophy, Political Science, and/or Sociology.

III. A sufficient number of semester hours in one foreign language to fulfill the foreign language requirement.

Students are urged to complete these course requirements and group requirements in their Freshman and Sophomore years, with the exception of Religion and Bible 51 and 71.

FOREIGN LANGUAGE REQUIREMENT

To fulfill the language requirement for graduation, a student must attain a level of proficiency equal to two years of a foreign language on the college level. The foreign languages are French, German, Spanish, Greek and Latin. Specifically, this means that:

I. A student entering with no foreign language background must take two years (elementary and intermediate) of a foreign language.

II. A student entering with one or more years of foreign language in preparatory school may choose to study:

A. A different foreign language. In this case he will take two years of that language.

B. The same foreign language he had previously studied. In this case he will be given placement tests to determine his level of proficiency, and will be enrolled at the proper level. Completion of the intermediate course signifies completion of the language requirement.
NORMAL FRESHMAN-SOPHOMORE PROGRAM

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11, 12</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bible 11, Speech 11</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Math or Science</td>
<td>3-4</td>
<td>3-4</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Electives (from courses numbered below 30)</td>
<td>2-3</td>
<td>2-3</td>
</tr>
</tbody>
</table>

Semester Hours: 15-16 15-16

Students planning on majoring in Business Administration or Music, or preparing for Engineering, Forestry, Medicine, Nursing, or Elementary Teaching should consult the special curricular programs suggested on pages 65-82.

SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 31, 32</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bible 31 (1st or 2nd sem.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology 31 (1st or 2nd sem.)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Electives (from courses numbered below 50)</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

Semester Hours: 16 16

By the end of the Sophomore year Group II requirement should be completed. Recommended courses for fulfilling this requirement: History 13, 14; 33, 34; Economics 31, 32; Sociology 31, 32; Pol. Science 31, 32; Philosophy 15.

During the Sophomore year student should take at least one year-course in the field in which he is planning to major.

FIELD OF CONCENTRATION

To provide organization and some intensive work in his general training, the student must, at the close of his sophomore year, declare a field of concentration. Normally this will mean that he will choose a department in which to do his major work. However, in order to meet some special cultural or vocational end, a composite major may be substituted. The major may be changed with the consent of the heads of the departments involved and the Director of Counseling.
DEPARTMENTAL MAJOR: A student wishing to be accepted as a candidate for a major in a department must submit a written application to the chairman of that department by the end of the sophomore year. If he is accepted, the chairman or a designated member of that department becomes his advisor for the remainder of his college work, and with the student works out the academic program. In Part V of this catalog, along with a listing of the course offerings, are found the specific requirements for a major in the various departments. These requirements must be met for graduation. Every student must complete a minimum of 81 semester hours outside of his department of concentration.

COMPOSITE MAJORS: A composite major requires the approval, in advance, of the Educational Policies Committee except in the case of composite major programs for which general approval has already been granted. Students planning to follow one of these programs should consult the special advisors listed below, by the end of the Sophomore year. Those interested in an individual composite major should consult the Dean of the College. Composite majors must have a concentration of at least 18 hours in one department. At present the following composite majors are approved:

1. For students taking the program leading to an elementary teacher certificate: A minimum of thirty semester hours of recommended courses in one of the following areas:
   a. Fine Arts (Music and Art)
   b. Language (English and Speech, or English and Foreign Language)
   c. Social Studies (History, Political Science, Psychology, and Sociology)
   d. Natural Science (Biology, Health and Physical Education)

Students should study the requirements for Elementary Teacher's Certificate and consult the elementary
education advisor by the end of the freshman year. It is possible under this arrangement to satisfy certification as described on pages 80-81. (Advisor: Mr. Vander Borgh)

2. For foreign language students: A composite major in foreign languages requires a minimum of nine hours of advanced study (courses above 50) in one language and five hours in another. (Advisors: Boyd, M. Prins, Brown, Schoon, Wolters.)

3. For secondary school teachers:
   a. Major in general science. Minimum of forty-three hours to be taken from Biology (16 hours), Chemistry (17 hours), Physics (10 hours). See page 79 where the curriculum is described more fully. (Advisor: Dr. Vergeer)
   b. Major in social studies. Either a minimum of forty-four hours distributed around a history core of twenty-six hours, to include six hours of Political Science, six hours of Sociology, and six hours of Economics; or a minimum of forty-five hours to include eighteen hours of History, and the rest in Political Science, Sociology, and Economics. See page 79 where the curriculum is described more fully. (Advisor: Dr. Hawkinson).

EXTENSION AND CORRESPONDENCE WORK

Students may be enrolled in extension courses for credit at Hope College only if they get approval in advance from the Dean of the College.

No work taken by correspondence will be accepted by Hope College toward graduation.

TRANSCRIPT OF RECORD

A student who is graduated or granted an honorable dismissal from college is entitled to one certified transcript of his record. A fee of $1.00 is charged for each additional copy.
PART IV

EXPENSES
FEES
PAYMENT OF FEES
REFUND POLICY

STUDENT AID
SCHOLARSHIPS
GRANTS IN AID
LOANS
STUDENT EMPLOYMENT

PRIZES AND AWARDS
EXPENSES

FEES

GENERAL SEMESTER FEES

Over-all for boarding students $400.00
(Tuition, room and board)

Tuition only 160.00
Room only 75.00
Board only 165.00

Tuition per semester hour above normal load of sixteen semester hours 11.00
Tuition per semester hour for less than minimum load of twelve semester hours 13.50

SPECIAL FEES

Matriculation (paid by each student upon admittance to Hope College) 10.00
Organic Chemistry Laboratory 12.00
Laboratory for other science courses 6.00
Secretarial Education course 20.00
Practice teaching 20.00
Applied music:
Organ — one thirty-minute lesson per week 40.00
Piano, Voice, or Instrument — one thirty-minute lesson per week 35.00
Piano Ensemble 2.50
Junior Department Piano — sixteen lessons 28.00

Late registration 5.00
Diploma 10.00

PAYMENT OF FEES

All bills are due and payable at the beginning of the semester at the Office of the Treasurer, Van Raalte Hall.

*The college reserves the right to increase the board fees at any time it may find it necessary to do so.
REFUND POLICY

The following policy for refunding money to students who withdraw from school during the course of the semester will be adhered to:

1. Room deposits are not refundable. No portion of a student's room rental will be refunded if the student leaves after he has registered for the semester.

2. Tuition refunds for students who withdraw during the course of the semester are as follows:
   If the student is in attendance from date of registration
   - Less than two weeks: 80% refunded
   - Between two and three weeks: 60% refunded
   - Between three and four weeks: 40% refunded
   - Between four and five weeks: 20% refunded
   - Five weeks or more: none refunded

3. Board refund. The accounts of students changing boarding plans after registration will be adjusted only on a six weeks basis. A charge of $60.00 will be made to those boarding six weeks or less; $115.00 to those boarding between six weeks and twelve; and the full charge to those boarding more than twelve weeks.
STUDENT AID

SCHOLARSHIPS

A number of scholarships are available to students of Hope College. As the term indicates, the basis for awarding scholarships is evidence of superior ability and achievement in the academic record of the applicant.

SCHOLARSHIPS FOR UPPER-CLASS STUDENTS. For students who have been enrolled at Hope College for at least one school year, scholarship application forms may be secured from Professor Clarence Kleis, Chairman of the Scholarship Committee for upper-class students, and must be submitted by May 15 to receive action for the following school year.

SCHOLARSHIPS FOR NEW STUDENTS. A limited number of scholarship grants are available each year to young women and men who are entering Hope College for the first time. These awards are made on the basis of the high school academic record, rank in high school graduating class, leadership, character references, vocational aim, and financial need. The scholarships are for one year. Applicants can secure a Scholarship Application Form by writing to the Office of Admissions of Hope College. These forms must be filled out and submitted not later than May 1 to be considered for the following school year.

In addition to these general scholarships, several special scholarship funds have been established.

ESTELLE BROWNING McLEAN SCHOLARSHIP FUND was established by the generosity of Mr. C. M. McLean, a former member of the Board of Trustees. It is a fund of $10,000, the income of which is to be used to aid worthy students who meet certain conditions outlined in the will.

THE WOMEN'S BOARD OF DOMESTIC MISSIONS offers five scholarships of one hundred dollars each to girls who are preparing for definite Christian service.

THE WILLIAM F. PETERS SCHOLARSHIPS. Two scholarships of one hundred dollars each are offered in memory of
William F. Peters. One is awarded to a member of the Junior Class, and one to a Senior. The award is made by the faculty on the basis of scholarship and financial need.

**THE BOARD OF EDUCATION, R. C. A.,** assists needy college students who meet certain academic requirements and who are preparing for the Gospel ministry. Students interested can secure information by writing the Board of Education, R. C. A., 156 Fifth Avenue, New York City.

**MUSKEGON ALUMNI SCHOLARSHIP.** The Muskegon chapter of Hope College Alumni provides an annual scholarship covering tuition for a high school graduate from the area of the Muskegon Classis.

**APPLIED MUSIC SCHOLARSHIPS**

**FRESHMAN SCHOLARSHIPS.** Scholarships are awarded each year in piano, instrument, voice, and organ to members of the freshman class. The scholarship consists of one lesson per week throughout the freshman year.

A scholarship in organ similar to the Freshman Scholarship is awarded each year. Competition is open to freshmen and sophomores.

**GRACE MARGUERITE BROWNING SCHOLARSHIP IN VOICE** is awarded each year to the junior or senior music major who, in the opinion of the Music Faculty, has proved himself worthy of such a scholarship, under the following conditions:

(a) He has been in residence at Hope College for two years.

(b) He maintains a good general academic record during the year the scholarship is granted and does superior work in his applied music field. Failure to do so means immediate termination of the scholarship.

The scholarship is for one lesson per week throughout the year or two lessons per week for one semester. A student may receive the scholarship for one year only.
SCHOLARSHIP IN PIANO is awarded to a member of the junior or senior class on the same basis as the Browning Scholarship in Voice.

SCHOLARSHIP IN ORGAN is awarded to a member of the junior or senior class on the same basis as the Browning Scholarship in Voice.

GRANTS IN AID

In addition to scholarships, certain funds have been established to aid students who do not meet the scholastic requirements for a scholarship but who for other reasons have been considered worthy of financial assistance. Application for such grants in aid must be made to the Chairman of the Scholarship Committee in the same manner and under the same limitations as the applications for scholarships.

THE BOARD OF BENEVOLENCE, REFORMED CHURCH IN AMERICA, was organized to assist young men and young women in preparation for definite Christian work in the Reformed Church in America. Young men can receive aid during the first year in college; young women may receive aid during their college course. Students interested should contact or write for the necessary blanks to Professor A. E. Lampen, Secretary, in care of Hope College.

LOANS

Loans are presently available to qualified students from three sources:

1. The Hope College Loan Service at the First National Bank of Holland makes short term loans to worthy students. Written application for a loan must be made at the bank at least one month before the close of the semester in which the loan is to be used. At least one-fourth of the amount borrowed in any school year shall be repaid during the following summer. The interest rate is 6%.

2. The Pickett and Hatcher Educational Fund grants loans to students who are accepted by the Board of Trustees of the Fund. Loans will bear interest at the rate of 2% per
annum during the time the student remains in college. Four months after leaving college the rate changes to 4% per annum. Information on and application for a loan from the Pickett and Hatcher Educational Fund may be secured at the office of the Treasurer.

3. The Henry Strong Educational Foundation provides funds to undergraduate Juniors or Seniors and to Sophomores in the upper one-third of their class. Interest at the rate of 3% begins to accrue at graduation and repayment is at a specified rate covering a period of four years after graduation. Application for a loan should be made to the College Treasurer.

STUDENT EMPLOYMENT

Limited opportunities for part-time employment on campus and in the community exist for students who need to be partially self-supporting while at college. A Faculty Committee on Employment seeks to locate and assign part-time jobs to students most needy of self-help but cannot guarantee a job assignment to every student applying. Campus employment is assigned in the spring and summer preceding the opening of each school year. Off-campus work is regularly arranged with the employer after the students complete registration for classes.

Students needing employment for a particular school year should file application on the available Student Employment Application Form. Returning students can obtain this at the College Business Office. New students should direct inquiries to the Director of Admissions.

The Faculty Committee on Employment recommends that a student whose academic record falls below a C average in a given semester should refrain from part-time employment until his academic record is re-established. If he must carry a considerable work program along with his studies, he is advised to reduce his academic load. New students are urged to adapt themselves academically to college study and campus life before attempting part-time employment.
PRIZES AND AWARDS

SOUTHLAND AWARD, a gold medal with the seal of Hope College, to be known as the Gerrit H. Albers Gold Medal, is awarded to the young woman of the senior class who, in the judgment of a designated committee of the faculty, has maintained the highest standard of all-around scholarship, character, and usefulness during the four years of her college course.

A. A. RAVEN PRIZE IN ORATORY was established by Mr. A. A. Raven in 1908. The prize consists of two awards, one of thirty dollars and the other of twenty dollars for the best orations on a subject of patriotic nature delivered by male students of Hope College. The winner of the first award represents the college at the contest of the Michigan Intercollegiate Speech League.

ADELAIDE PRIZE IN ORATORY is a prize of twenty-five dollars awarded to the winner of an oratorical contest open to all women students on the campus. The winner represents the college in the Michigan Intercollegiate Speech League Oratorical Contest.

DR. J. ACKERMAN COLES DEBATING PRIZE, established in 1909, is a number of awards given to upper-class debaters who have achieved special distinction in Pi Kappa Delta. The granting of the award is under the supervision of the speech faculty and the Pi Kappa Delta Council.

FRESHMAN BIBLICAL PRIZES. Two prizes, a first prize of fifteen dollars and a second prize of ten dollars, are given to the students of the Freshman Class who submit the best essays 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.

SOPHOMORE BIBLICAL PRIZES. The Men's Adult Bible class of the Reformed Church of Coopersville, Michigan, donated the sum of five hundred dollars, the income of which is awarded as annual prizes in the Department of Bible to
the students of the Sophomore Class who submit the best essays on a Biblical subject assigned by the professor in charge of the department. First prize is fifteen dollars; second prize, ten. This essay is a regular part of the Sophomore Course in Bible.

**JUNIOR BIBLICAL PRIZES.** Annual prizes of fifteen dollars for first prize and ten dollars for second prize are given to the students of the Junior Class who submit the best essays 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.

**SENIOR BIBLICAL PRIZES.** Mr. Daniel C. Steketee has donated a fund, the income of which is used as prizes for meritorious work in the Department of Bible. A first prize of fifteen dollars and a second prize of ten dollars are awarded to students of the senior class who submit the best essays on some subject connected with the senior course in Philosophy of the Christian Religion. This essay is a regular part of the Senior Course in this subject.

**ADELAIDE MISSIONS 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.

**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.

**BOARD OF EDUCATION PRIZE.** The Board of Education of the Reformed Church in America has established a prize of twenty-five dollars for the best essay on the general topic of "Christian Education." The contest is open to members of the junior and senior classes. Contestants must register for the contest before the opening day of the second semester and essays must be handed in by May 1.
GEORGE BIRKH OFF, JR. PRIZE of twenty-five dollars is awarded annually for the best essay in the field of American and English literature. The subject is chosen by the faculty; it is related to the classroom work done in one of the literature classes open to junior and senior students.

ALMON T. GODFREY PRIZE IN CHEMISTRY. By provisions of the will of Dr. B. B. Godfrey, the sum of five hundred dollars was donated in memory of his son, Professor Almon T. Godfrey, Professor of Chemistry from 1909 to 1923. The interest on this sum is given annually at commencement to the senior student chosen the outstanding student in chemistry.

PATTERSON MEMORIAL PRIZE IN BIOLOGY represents an effort on the part of devoted students of Doctor Patterson to perpetuate his memory. They have sponsored a cash prize of twenty-five dollars that is given at commencement to a superior student with a major interest in biology whom the Hope College faculty deems most worthy of this award.

DOUWE B. YNTEMA PRIZE of twenty-five dollars is awarded a senior student who has been chosen the outstanding student in physics.

DR. OTTO VANDER VE LDE ALL CAMPUS AWARD is given to the senior man chosen by the faculty Athletic Committee for his outstanding contribution to the college in athletics, scholarship and participation in student activities. To be eligible, he must have earned at least three major athletic letters.

MICHIGAN COLLEGE FELLOWSHIP. The University of Michigan has established fellowships which are awarded annually to a selected number of colleges in Michigan. The faculty of Hope College nominates an outstanding member of the graduating class to be the recipient of this fellowship award for graduate study at the University of Michigan.
PIETENPOL PRIZE, established in 1948 through a legacy from Dr. Henry J. Pietenpol, is a prize of twenty-five dollars awarded annually to the senior student who gives promise of greatest success in the Christian ministry.

SUBJECTS FOR ESSAY PRIZES, 1951-1952

Freshman Biblical Prize — "Jesus' Witness to His Purpose."

Sophomore Biblical Prize — "The Religious Situation in the Roman Empire During the Apostolic Age."

Junior Biblical Prize — "The Babylonian Captivity."

Senior Biblical Prize — "The Relevance of the Christian Faith to International Problems."

Foreign Missions Prize — "The Development of Self-Supporting, Indigenous Churches in the Foreign Field."

George Birkhoff, Jr. English Prize — "The Use of Symbolism in Contemporary Drama."
PART V

SUGGESTED CURRICULA

DEPARTMENTS OF INSTRUCTION

DESCRIPTION OF COURSES
SUGGESTED COURSE PROGRAMS

The first task of Hope College is to provide for every student a broad base of general education — one that will enlarge his understanding of the world in which he lives, help him in disciplining his mind, and provide him with a vital Christian philosophy.

The second task of the college is to prepare each student to take his place either directly in a chosen vocation or profession, or in a professional or graduate school in which he may continue his specialized training for a career.

To insure the best advice to the student who desires information in some particular profession or field of study, faculty members who have had special interest and knowledge in these fields have been appointed to serve as Vocational Advisors. The student should feel free to consult these people on any question pertaining to a special vocational interest. A list of advisors and their fields follows:

Art — E. De Pree
Botany — Thompson
Business Administration — Yntema, Weller
Chemistry — Van Zyl
Christian Ministry — Osterhaven
Dentistry — Kleinheksel
Diplomatic Service — Vanderbush
Dramatic Arts — Harton
Economics — Yntema
Elementary Teaching — Ver Beek
Engineering — Folkert
English — De Graaf
Forestry — Thompson
French — Mrs. Prins
German — Boyd
Greek — Mr. Schoon
History — Hawkinson
Journalism — Brand
Latin — Wolters
Law — Schrier
Library Service — Singleton

Mathematics — Lampen
Medicine — Van Zyl and Vergeer
Music — Cavanaugh
Nursing — Spoelstra
Personnel — Haverkamp
Philosophy — Dykstra
Physical Education (Men) — De Vette
Physical Education (Women) — Van Dommelen
Physics — Kleis
Political Science — Vanderbush
Psychology — Haverkamp
Religious Education — De Pree
Secondary Teaching — Vander Borgh
Secretarial Education — Billups
Social Service — Vanderham
Sociology — Vanderham
Spanish — Brown
Speech — Schrier
Zoology — Vergeer

For students going to specific professional schools and for those entering vocations or professions directly from college, the curricula suggested below are designed to be of value.
BUSINESS AND ECONOMICS

The following program is offered as a suggested curriculum for students interested in a general business course. It is designed to provide a basic training in business and related economics as well as to permit development in other departments.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Semester Hours</strong></td>
</tr>
<tr>
<td>English 11, 12</td>
<td>3 3</td>
</tr>
<tr>
<td>Speech 11 and Bible 11 2</td>
<td>2 2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4 4</td>
</tr>
<tr>
<td>History 13, 14</td>
<td>3 3</td>
</tr>
<tr>
<td>Mathematics 13, 14 or 11, 15</td>
<td>3 3-4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>R R</td>
</tr>
<tr>
<td></td>
<td><strong>15 15-16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Semester Hours</strong></td>
</tr>
<tr>
<td>Bible 51</td>
<td>2</td>
</tr>
<tr>
<td>Bus. Organization 51</td>
<td>3</td>
</tr>
<tr>
<td>Business Law 54</td>
<td>3</td>
</tr>
<tr>
<td>Bus. Management 52</td>
<td>3</td>
</tr>
<tr>
<td>Statistics, Math. 35, Econ. 62</td>
<td>2 2</td>
</tr>
<tr>
<td>Labor Econ., Econ 52</td>
<td>3</td>
</tr>
<tr>
<td>Marketing Principles 61</td>
<td>3</td>
</tr>
<tr>
<td>English 61</td>
<td>2</td>
</tr>
<tr>
<td>Sociology 31</td>
<td>3</td>
</tr>
<tr>
<td>Electives (in keeping with general requirements)</td>
<td>4 2</td>
</tr>
<tr>
<td></td>
<td><strong>16 16</strong></td>
</tr>
</tbody>
</table>

The suggested curriculum for students majoring in economics is the same in the freshman and sophomore years as that proposed for business majors, as outlined above. Courses to be taken in the junior and senior years are indicated below. The number of electives is sufficient to permit considerable concentration along such ancillary line, or lines, as the student may wish to follow.
## JUNIOR YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible 51</td>
<td>2</td>
</tr>
<tr>
<td>Money and Banking 51</td>
<td>3</td>
</tr>
<tr>
<td>Econ. Statistics 62</td>
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</tr>
<tr>
<td>Labor Economics 52</td>
<td>3</td>
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<tr>
<td>Mathematics 35</td>
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</tr>
<tr>
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<td>3</td>
</tr>
<tr>
<td>Electives (in keeping with general requirements)</td>
<td>8 9</td>
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<table>
<thead>
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</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

Electives should be chosen with the approval of the student's counselor or the chairman of the department of Economics and Business Administration.

### CHEMISTRY

The following schedule should be adhered to as closely as possible by students who plan to specialize in chemistry in the graduate school or industrial chemistry position.

## FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry, 11, 12, or 13, 14</td>
<td>4 4</td>
</tr>
<tr>
<td>English 11, 12</td>
<td>3 3</td>
</tr>
<tr>
<td>German 11, 12</td>
<td>4 4</td>
</tr>
<tr>
<td>Mathematics 13, 14 or 15</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 16</td>
<td>4</td>
</tr>
<tr>
<td>Bible 11 and Speech 11</td>
<td>2 2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>R R</td>
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<table>
<thead>
<tr>
<th>Semester Hours</th>
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<th>2nd</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>17</td>
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## SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
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</thead>
<tbody>
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<td>4 4</td>
</tr>
<tr>
<td>German 31, 32</td>
<td>4 4</td>
</tr>
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<td>Mathematics 31</td>
<td>4</td>
</tr>
<tr>
<td>Physics 31, 32</td>
<td>5 5</td>
</tr>
<tr>
<td>Bible 31</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Semester Hours</th>
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<th>2nd</th>
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</thead>
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<tr>
<td></td>
<td>15</td>
<td>17</td>
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## JUNIOR YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Chemistry 61</td>
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<tr>
<td>Chemistry 76</td>
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<tr>
<td>English 31, 32</td>
<td>3 3</td>
</tr>
<tr>
<td>Bible 51</td>
<td>2</td>
</tr>
<tr>
<td>Psychology 31</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 54</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>1st</th>
<th>2nd</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>16</td>
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</tbody>
</table>

## SENIOR YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 71, 72</td>
<td>3 3</td>
</tr>
<tr>
<td>Chemistry 73, 74</td>
<td>1 or 2 1 or 2</td>
</tr>
<tr>
<td>Chemistry 62</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 75</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry 81</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Bible 71</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>7-9 5-6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>
Electives should include six hours of social studies to fulfill requirements for graduation.

The following is a statement of the minimum standards for the bachelor's degree as set up by the American Chemical Society Committee on the Professional Training of Chemists.

1. General chemistry (high school algebra and geometry should be prerequisites) which may include qualitative analysis, comprising the equivalent of thirty weeks of instruction with three hours of lectures or recitations a week, and four to six hours of laboratory a week.

2. Quantitative analysis, comprising the equivalent of thirty weeks of instruction with not less than eight hours of laboratory a week. This course may include some training in qualitative analysis.

3. Physical chemistry (quantitative analysis and calculus should be prerequisites), comprising the equivalent of thirty weeks of instruction with three lectures or recitations a week and three hours of laboratory a week. This course should be given in such a way that calculus is used in the treatment of the subject.

4. Organic chemistry, comprising the equivalent of thirty weeks of instruction, with three hours of lectures or recitations a week and five to six hours of laboratory a week. This course should preferably include some qualitative organic analysis unless a special course in this subject is offered, and must include organic preparations work.

5. Advanced chemistry, comprising the equivalent of thirty weeks of instruction with two lectures or recitations a week and three to four hours of laboratory a week for fifteen weeks. This advanced chemistry may be in one or more of the following subjects— inorganic chemistry, analytical chemistry, physical chemistry, organic chemistry, biochemistry. Two full years of chemistry must be required for admission to such course or courses. For biochemistry, organic chemistry must be a prerequisite.

6. Physics, comprising the equivalent of thirty weeks of instruction with three lectures or recitations a week and three hours of laboratory a week. It is highly desirable to have more than one year of instruction in physics.

7. Mathematics, comprising the equivalent of two years of college work, which must precede the required course in physical chemistry, which must include one year of differential and integral calculus.

8. Foreign languages. A reading knowledge of scientific German is required. French or Spanish is advised as a second language.

9. English. One year of English composition, which should include the writing of some technical papers or reports, is required.

10. Humanities. At least the equivalent of one-half a student's time for one year must be devoted to the study of humanities, which may be interpreted as non-specialized courses other than in the physical sciences and mathematics. This is exclusive of the required English and languages.

Students specializing in chemistry should consult with the head of the department regarding requirements in mathematics and physics. The minimum requirement for a chemistry major is twenty-six semester hours.
CHRISTIAN MINISTRY

Students who intend to enter the gospel ministry should elect a four-year general liberal arts program with a major in a chosen field. The following curriculum is offered as a minimum program for admission to theological schools.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td>English 11, 12</td>
<td>English 31, 32</td>
</tr>
<tr>
<td>Bible and Speech 11</td>
<td>Bible 31</td>
</tr>
<tr>
<td>Greek 11, 12</td>
<td>Psychology 31</td>
</tr>
<tr>
<td>Science</td>
<td>Greek 31, 32</td>
</tr>
<tr>
<td>Electives</td>
<td>Sociology 31</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Philosophy 31</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>Electives</td>
</tr>
<tr>
<td><strong>Semester Hours</strong></td>
<td><strong>Semester Hours</strong></td>
</tr>
</tbody>
</table>

Among the courses elected by the student there should be included an additional six hours of advanced literature in the department of English, five hours of philosophy, four hours of speech, two hours of Greek, and three hours of psychology. Work in Latin, Education, and additional courses in Psychology are recommended.

CHURCH WORK

There are many positions for lay workers in the church that require a sound college educational program. The need for directors of religious education, directors of music and vacation church schools, church secretaries, and lay leaders in home and foreign missions is growing.

For students wishing to prepare for one of these positions, the following program leading to a B.A. degree with a major in Religious Education is suggested. A minimum of twenty-five hours of specified courses in Religious
Education is required. In addition, field work is essential, and a certain amount is required. Students should consult the chairman of the department of Religious Education on this matter and on the working out of their schedules.

### freshmen year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11, 12</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Rel. and Bible 11</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Speech 11</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>History 11, 12 or 13 14 3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Religious Ed. 11</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>R</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>1st</th>
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</tr>
</thead>
<tbody>
<tr>
<td>English 31, 32</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
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</tr>
<tr>
<td>Psychology 31</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Psychology 56</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Religious Ed. 12</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Religion and Bible 31</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>16</td>
<td>16</td>
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</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>1st</th>
<th>2nd</th>
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</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Rel. and Bible 51</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Religious Education 54</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Religious Education 31 2</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Religious Education 32</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Music 77</td>
<td></td>
<td>2</td>
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</tr>
<tr>
<td>Electives</td>
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<td>6</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>16</td>
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</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>1st</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Religious Education 53 2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Religious Education 51 3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Religious Education 55 2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Rel. and Bible 71</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Rel. and Bible 64</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Education 52</td>
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<tr>
<td>Religious Education 56 3</td>
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<td>3</td>
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<tr>
<td>Electives</td>
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<td>6</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

### recommended electives

(Freshman and Sophomore Years)
- Applied Music
- Religion and Bible 32
- Secretarial Education 31, 32, 33
- Speech 34
- Speech 39

(Junior and Senior Years)
- Religion and Bible 62, 63, 65, 73, 74
- Music 76
- Applied Music
- Sociology 31
- Speech 58
- Religious Education 62, 64

### Special Students: Students who are interested in preparing themselves for a special area of church work, but who do not plan to follow the general course requirements for a Bachelor's degree, may register as special students and elect those studies in which they have a specific interest. Such students must manifest superior personal and spiritual qualities in order to be admitted to this program. They should consult the director of Religious Education and work out with him a course schedule to fit their needs.
DENTISTRY

Students who complete the first three years of a pre-medical course will regularly be admitted to a College of Dentistry. It is advisable for the student to select his school of dentistry as soon as possible in order to prepare for the specific requirements of the dental school of his choice.

Most pre-dental students find it advisable to complete either a three-or-four-year college program for entrance into the Dental School of their choice. See the four-year pre-medical curriculum.

Students who plan to attend Hope College only two years for pre-dental study should consult with the pre-dental adviser.

ENGINEERING

Students interested in a pre-engineering course should have completed in high school the following: three semesters of Algebra, three semesters of Geometry (Plane and Solid), and two years of a foreign language. Any deficiencies in the above should be completed as early as possible. Assuming the above complete, the suggested program is as follows:

Four Year Pre-Engineering Course with A.B.

<table>
<thead>
<tr>
<th>Subject</th>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester Hours</td>
<td>Semester Hours</td>
</tr>
<tr>
<td></td>
<td>1st</td>
<td>2nd</td>
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<tr>
<td>English 11, 12</td>
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<td>Speech 11</td>
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<td>2</td>
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<td>Bible 11</td>
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<td>Math. 13, 14</td>
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<td>Chemistry 12 or 14</td>
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<tr>
<td>Foreign Language</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>16</td>
<td>16</td>
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</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester Hours</td>
<td>Semester Hours</td>
</tr>
<tr>
<td></td>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>Math. 51, 52</td>
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<td>2</td>
</tr>
<tr>
<td>Physics 31, 32</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry 31, 32</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Math. 21</td>
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<td></td>
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<tr>
<td>Math. 41</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Bible 51</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>16</td>
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<tr>
<td>Math. 61</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Math. 42</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Physics 61</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Physics 71</td>
<td>4</td>
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<td>Bible 71</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Sociology 31</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Electives (Math. 31, 34, 53, Physics 11, 51, 72, Chemistry 51, 52, English 51, 52, 55, 56, Philosophy 16)</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>16</td>
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</tr>
</tbody>
</table>
The above course could be modified somewhat if the student has decided which phase of engineering he plans to engage in.

Students may secure junior standing in most Schools of Engineering by satisfactorily completing a two-year, or three-year pre-engineering program. The following two-year program is suggested:

Two-Year Pre-Engineering Course

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>English 11, 12</td>
<td>Math. 31</td>
</tr>
<tr>
<td>Math. 15, 16</td>
<td>Math. 51</td>
</tr>
<tr>
<td>Chemistry 11 or 13</td>
<td>Physics 31, 32</td>
</tr>
<tr>
<td>Chemistry 12 or 14</td>
<td>Bible 31</td>
</tr>
<tr>
<td>Bible 11</td>
<td>Psychology 31</td>
</tr>
<tr>
<td>Speech 11</td>
<td>Economics 31, 32</td>
</tr>
<tr>
<td>Math. 21</td>
<td>English 31</td>
</tr>
<tr>
<td>Math. 41</td>
<td>Math. 42</td>
</tr>
</tbody>
</table>

The particular engineering school which the student plans to enter may have special entrance requirements. The student should make these plans with his counselor.

FORESTRY

The following two-year pre-forestry course is fully approved by the University of Michigan and Michigan State College. Successful completion of it will enable the student to transfer to a Forestry School for a degree in forestry. A three-year program is also available to students desiring a more complete pre-forestry training.

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
</tr>
<tr>
<td>English 11, 12</td>
<td>3</td>
</tr>
<tr>
<td>Bible 11 and Speech 11</td>
<td>2</td>
</tr>
<tr>
<td>Biology 11, 21</td>
<td>4</td>
</tr>
<tr>
<td>Mechanical Drawing 21</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 15, 16</td>
<td>4</td>
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<td>Mathematics 42</td>
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<tr>
<td>Electives</td>
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<tr>
<td>Physical Education</td>
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SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
</tr>
<tr>
<td>Biology 22, 12</td>
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<tr>
<td>Chemistry 11, 12</td>
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<td>Economics 31, 32</td>
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<td>Psychology 31</td>
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<td>Bible 31</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

16 16
Students desiring to enter the legal profession will find that most of the law schools do not prescribe a specific pre-professional program. A general liberal arts program is considered the best pre-legal preparation with concentrated study in the social sciences and considerable study in speech. A two-year pre-legal curriculum, successfully completed, will enable a student to enter some law schools. However, many law schools urge or require a student to complete a four-year pre-law program.

Pre-law students should secure as many courses in history and political science as possible. A minimum of thirteen hours of Speech is suggested, specifically courses 11, 34, 51, 52, and 53. Courses in Economics, Psychology, Accounting, and Philosophy are also recommended.

Approved library schools require a bachelor’s degree for admission. Highly recommended for entrance are wide knowledge of literature, both English and foreign, a reading knowledge of two foreign languages, skillful use of a typewriter, and a background of general culture in the social and natural sciences. There is a growing need in industrial research libraries for librarians with training in science.

Practical experience in a library is highly desirable as a prerequisite for admission to professional library schools, but these schools advise against library science courses at the undergraduate level. Hope College student library assistants are given excellent preliminary training for entrance to such schools.

The following four-year pre-medical curriculum has been made available to pre-medical students at Hope College for some time. It meets the most rigid requirements of medical schools.

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Subject</th>
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</tr>
</thead>
<tbody>
<tr>
<td>English 11, 12</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bible and Speech 11</td>
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<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
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<td>Mathematics 13, 14</td>
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<tr>
<td>Chemistry 11, 12</td>
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<tr>
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### SOPHOMORE YEAR

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 31, 32</td>
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<td>4</td>
</tr>
<tr>
<td>English 31, 32</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
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<td>4</td>
</tr>
<tr>
<td>Biology 11, 12</td>
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### JUNIOR YEAR

<table>
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<tr>
<td>Physics 31, 32</td>
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<tr>
<td>Bible 51</td>
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<tr>
<td>Biology 31, 32, 55, 63 or</td>
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<tr>
<td>Chemistry 51, 52</td>
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<tr>
<td>Social Science</td>
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<tr>
<td>Psychology</td>
<td>3</td>
<td></td>
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<tr>
<td>Electives</td>
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#### SEMESTER HOURS

<p>| | | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

A student may give preference to Biology instead of Chemistry in the Freshman year. Desirable electives include Philosophy, History, Art, Music, and a second foreign language.

Students who expect to transfer to a medical school at the end of the Junior year should begin both Chemistry and Biology in the Freshman year.

The above program satisfies the requirements of practically all medical schools. Students should designate the medical school they wish to enter as soon as possible. Early designation of a medical school will enable them to prepare for the requirements of that school.

The college cooperates with the medical schools in giving the Aptitude Test required of all pre-medical students.

### MUSIC

Students who wish to turn their interest in music to vocational purposes have as their goal teaching, the concert stage, or church music directing. Three complete major programs have been established to prepare students for public school music teaching: one for secondary school vocal teaching, one for secondary school instrumental teaching; and one for elementary school music teaching and supervising. These programs are outlined in detail below under the Music Department description of courses. For those who wish to become performing artists, or directors, a major in applied music is provided, and is also described below. (See pages 112-118.)

Students wishing to major in music for any of these purposes need to follow a sequence of courses that extend through the four years. Consequently, it is important that they enter the prescribed music program in the freshman year. To prevent serious complications, the following
course outline should be adhered to carefully during the first two years. The program for the last two years will be outlined by the department chairman in conference with the student.

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>1st</th>
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<tbody>
<tr>
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<td>Music 17, 18</td>
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<tr>
<td>Applied Music</td>
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<td>1</td>
</tr>
<tr>
<td>English 11, 12</td>
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<td>3</td>
</tr>
<tr>
<td>Language 11, 12</td>
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<td>4</td>
</tr>
<tr>
<td>Bible 11</td>
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<td>2</td>
</tr>
<tr>
<td>Speech 11</td>
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**SOPHOMORE YEAR**

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</thead>
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<tr>
<td>Music 31, 32</td>
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<td>Music 35, 36</td>
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</tr>
<tr>
<td>Applied Music</td>
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<tr>
<td>English 31, 32</td>
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<tr>
<td>Language 31, 32</td>
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</tr>
<tr>
<td>Psychology 31</td>
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<tr>
<td>Bible 31</td>
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<table>
<thead>
<tr>
<th>Subject</th>
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<th>2nd</th>
</tr>
</thead>
<tbody>
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<td>3</td>
</tr>
<tr>
<td>Bible 11, Speech 11</td>
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<td>2</td>
</tr>
<tr>
<td>*Foreign Language</td>
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<td>4</td>
</tr>
<tr>
<td>Biology 11, 12</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Sociology 31, Psychology 31</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

16 16

*Omit in the elementary public school music major.
*Two hours for the Applied Music Major and Elementary Music Major.

**NURSING**

Higher education is increasingly important in the training of nurses and makes for greater advancement and success after graduation. The better hospitals now insist on having some college graduates in every new class and select the other students in part on the amount of college education they have. Instead of obtaining the A.B. degree before training, many students take two years of college work previous to nurses training and return afterward for one more year and thus obtain their degree. Normally, the nurses training program is considered the equivalent of one year of academic study. The College Health Service offers the opportunity to several graduate nurses to be self-supporting while attending college.

The following two-year program is offered as a suggested curriculum for pre-nursing students.

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11, 12</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bible 11, Speech 11</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>*Foreign Language</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Biology 11, 12</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Sociology 31, Psychology 31</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

16 16

*Students taking only one year of college pre-nursing should omit the foreign language and take Human Anatomy 35 and two elective hours the first semester, and Physiologic Hygiene 34 the second semester.
Students planning on entering nursing school should secure catalogs and information from various Schools of Nursing in order to ascertain the particular college prerequisites for entering their training program. The special advisor in nursing should also be consulted in making out the course program.

SECRETARIAL SERVICE

The need for competent persons educated for responsible positions as secretaries in industrial and business organizations, colleges and schools, publishing houses, churches, scouting, Red Cross, and other service organizations is great. Such positions demand a great deal more than skill in typing, shorthand, and office practice. For all such positions a thorough command of both spoken and written English is essential. Further, a knowledge of the principles of psychology and skill in applied psychology are important. Finally, a broad background in the areas of social studies, literature, the arts, and the natural sciences is very helpful. A carefully planned program leading to a Bachelor of Arts degree is highly desirable for those who plan on a secretarial career.

The following four year program is suggested. It permits variation for those who have some special field of secretarial work in mind.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>SEMESTER HOURS</th>
<th>1ST</th>
<th>2ND</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11, 12</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bible</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Speech 11</td>
<td></td>
<td>2</td>
<td></td>
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<tr>
<td>Foreign Language</td>
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FRESHMAN YEAR

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<th>SEMESTER HOURS</th>
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<th>2ND</th>
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<tbody>
<tr>
<td>English 31, 32</td>
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<tr>
<td>Foreign Language</td>
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</tr>
<tr>
<td>Psychology 31</td>
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<td>4</td>
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</tr>
<tr>
<td>Bible</td>
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<tr>
<td>Accounting</td>
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<td>Electives</td>
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SOPHOMORE YEAR

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<tbody>
<tr>
<td>Secretarial Ed. 31, 32</td>
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<td>Secretarial Ed. 33, 34</td>
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<tr>
<td>Bible 51</td>
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</tr>
<tr>
<td>Psychology 32</td>
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JUNIOR YEAR

<table>
<thead>
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<th>SEMESTER HOURS</th>
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<th>2ND</th>
</tr>
</thead>
<tbody>
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<td>Secretarial Ed. 35</td>
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<td>English 51, 52</td>
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<tr>
<td>Bible 71</td>
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<td>Electives</td>
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<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

SENIOR YEAR
Students planning on secretarial work in some area of social service (YMCA, Boy Scouts, Girl Scouts, Red Cross, Welfare Agency, etc.) should major in Sociology or Psychology. For church secretaries the Religious Education major should be elected. Those desiring secretarial positions in a college or public school should take a well rounded program with a major in a field of special interest. Prospective medical or dental secretaries should major in the sciences. For secretaries in government or diplomatic service a major in history or political science with additional work in sociology or economics and foreign language is advised. For secretaries in industrial or business organizations a major in economics and business administration or in social studies is recommended.

SOCIAL WORK

Persons preparing themselves for some aspect of Social Work should plan to major either in Psychology or in Sociology, and should elect 15 to 18 hours of work in the department he does not select as a major.

Basic courses are: Psychology 53, 54 and 56; Sociology 31, 51, 58, and 71; Biology 11, 34, and 61; Economics 31 and 32; and Political Science 31 and 32.

Recommended additional courses: Psychology 58 and 61; Sociology 53, 54, 55, 72 and 73; Speech 34 and 41; and Physical Education 54. These courses are designed to provide specialized training toward a particular phase of social work. They should be elected from the standpoint of the particular goals of the student in consultation with the advisor in the Field of Social Work.

TEACHING — COLLEGE

For those preparing for college teaching, a major in the chosen field of specialization is advisable. The department advisor should be consulted in working out the academic program for the four years. For such students, French or German should normally be elected for foreign language study, preferably both if the student plans to work for a Ph. D. degree.

TEACHING — SECONDARY SCHOOL

Students planning on entering secondary school teaching should follow the requirements for certification as established by the state in which they wish to teach. In addition they must complete the college requirement for a major in one department or one of the special composite major programs designed for high school teachers in social studies.
and science. Inasmuch as teaching requirements vary in some of the states, students should consult with the Chairman of the college Department of Education at least by their sophomore year. The Michigan Certification Law for secondary school teachers reads in part as follows:

The State Secondary Provisional certificate may be issued to a candidate who has been graduated with a Bachelor’s degree and who has met a curriculum for secondary teachers approved by the State Board of Education in an institution approved by the State Board of Education for teacher training purposes.

This certificate qualifies the holder to teach for a period of five years from the date of issue, in the secondary grades of Michigan public schools in the subjects or subject fields indicated on the certificate.

Renewal of this Provisional certificate may be made by application through the sponsoring institution within one year from the date of expiration of the certificate, if the candidate has taught successfully for three years within the five-year period. The candidate must have earned ten additional semester hours of residence credit in an approved institution, preferably in partial fulfillment for a Master of Arts degree.

If the holder of this certificate is not actively engaged as a teacher for a period of five consecutive years, this certificate is automatically suspended.

In fulfilling the requirements for a secondary teacher certificate, the Hope College student must observe the following:

1. Satisfy the general requirements for the A. B. degree at Hope College. (See above page 48.)
2. Complete Psychology 31 before entering any course in the Department of Education.
3. Complete twenty hours of Education courses, which must include the following: Education 51, 52, 55, 56, 71, and 83.
4. Complete enough course work in three departments to fulfill the state requirements for a major and two minors. (In Michigan, the code defines a major as a minimum of twenty-four hours in one department, and a minor as a minimum of fifteen hours.) Education may not be included among the majors and the minors.

Departments in which teaching majors and minors are normally secured include Biology, Chemistry, Economics, English, French, German, History, Latin, Mathematics, Music, Physics, Spanish, and Speech. Students planning to major in one of these fields should study the statement of the department major requirements found under the description of courses, and consult with the departmental advisor to make certain that they understand not only the state certification requirements but also the college requirements for a major.
In order to fit the needs of a number of prospective teachers in the areas of the sciences and the social studies, two composite major programs have been designed to provide a broader base than is normally secured in a departmental major.

A. Major in General Science. Minimum of forty-three hours to be taken from Biology (11, 12, 21, 22), Chemistry (11, 12, 31 or 32, 51), Physics (31, 32). This program would be the minimum to enable students to qualify for teaching in these three fields of the sciences on the high school level. A student who is looking forward to continuing his work in graduate school in one of the sciences should, of course, take additional work in at least one of the science fields so that he would have a major in one.

B. Major in Social Studies. For the teaching major, two composite major programs have been approved in social studies. Since the secondary social studies teacher seldom has the opportunity of devoting his entire schedule to one special subject, prospective teachers are urged to take some work in each of the social studies. Furthermore, interpretation in any one field depends on grounding in many related social studies fields.

Plan A

**Social Studies with History Core**

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<th>Course</th>
<th>Hours</th>
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</tr>
<tr>
<td>Basic Course I — History</td>
<td></td>
</tr>
<tr>
<td>13 &amp; 14 or History 11 &amp; 12</td>
<td></td>
</tr>
<tr>
<td>Basic Course II — Am. History</td>
<td></td>
</tr>
<tr>
<td>33 &amp; 34</td>
<td></td>
</tr>
<tr>
<td>Select 14 hours from advanced courses in three fields:</td>
<td></td>
</tr>
<tr>
<td>Europe, America, Latin Am., Foreign Policies and International Relations, East, Current Problems, Cultural.</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td></td>
</tr>
<tr>
<td>Required — National Gov't. 31 — 3 hours</td>
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<tr>
<td>Elective — 3 hours</td>
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</tr>
<tr>
<td>Sociology</td>
<td>6</td>
</tr>
<tr>
<td>Recommended 31-32</td>
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<tr>
<td>Economics</td>
<td>6</td>
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<tr>
<td>Recommended 31-32</td>
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<tr>
<td>Total</td>
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Methods in Social Studies, History 88, 2 hrs.

Plan B

**Social Studies with Core in Selected Field other than History**

<table>
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</thead>
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<tr>
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</tr>
<tr>
<td>13 &amp; 14 or History 11 &amp; 12</td>
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</tr>
<tr>
<td>Basic Course II — History</td>
<td></td>
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<tr>
<td>33 &amp; 34</td>
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<tr>
<td>Select 6 additional hours in history from advanced courses.</td>
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<tr>
<td>Political Science</td>
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</tr>
<tr>
<td>(not listed as history)</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>6</td>
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<tr>
<td>Economics</td>
<td>18</td>
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<tr>
<td>or vary in either Pol. Sc. or Sociology as core with courses recommended by advisor in area.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

Methods, History 85, 2 hrs.
Students planning on entering elementary school teaching should follow the requirements for certification as established by the state in which they wish to teach. In addition they must complete the college requirement for a major in one department or the special composite major designed for elementary school teachers. Inasmuch as teaching requirements vary in some of the states and careful planning is necessary in order that the student can complete all of the general requirements for a college degree and a sound professional program, students should consult with the Director of the Elementary Teaching program as early in their college career as possible, preferably the Freshman year.

The Michigan Certification Law for elementary school teachers reads in part as follows:

The State Elementary Provisional certificate may be issued to a candidate who has been graduated with a Bachelor's degree and who has met a curriculum for elementary teachers approved by the State Board of Education in an institution approved by the State Board of Education for teacher training purposes.

This certificate qualifies the holder to teach for a period of five years from the date of issue, in the elementary grades in any public school in the State of Michigan.

Renewal of this Provisional certificate may be made by application through the sponsoring institution within one year from the date of expiration of the certificate, if the candidate has taught successfully for three years within the five-year period and has completed ten semester hours of additional credit. If the holder of this certificate is not actively engaged as a teacher for a period of five consecutive years, the certificate is automatically suspended.

In fulfilling the requirements for elementary teacher certificate, the Hope College student must observe the following:

1. Satisfy the general requirements for the A. B. degree at Hope College. (See above page 48.)

2. Complete Psychology 31 and Sociology 31 before entering any course in the Department of Education.

3. Complete twenty hours of Education courses, including Education 51, 52, 53, 54, and 81.
4. Complete enough course work in three departments to fulfill the state requirement for a major and two minors (in Michigan, the code defines a major as a minimum of twenty-four hours in one department, and a minor as a minimum of fifteen hours); or, preferably, complete enough course work in four departments to fulfill the state requirements for four minors. The composite major described below, which fulfills college graduation requirements, may be broken down into two minors for certification purposes.

5. Complete the following courses unless exemption is granted by the Director of the Elementary Teaching program: Music 56 (Elementary Public School Music); Biology 52 (Public School Health); Art 77 (Public School Art); and Education 78 (Teaching the Social Studies.)

In addition, the following recommendations are made:

1. To meet the eight-hour science requirement for graduation, Biology 11 and 34 are strongly recommended.

2. Physical Education 75 (Teaching Physical Education in the Elementary School) and Education 77 (Teaching Arithmetic in the Elementary School) are recommended.

3. To meet the college major requirements, a composite major for elementary teachers has been approved and is more advisable than the regular departmental major. This major consists of a minimum of thirty semester hours of recommended courses in one of the following areas, with a concentration of at least eighteen hours in one department:

   a. Fine Arts (Music and Art)

   b. Language and Literature (English and Speech or English and Foreign Language.)

   c. Social Studies (History, Political Science, and Sociology)

   d. Natural Science (Biology and Physical Education)

4. In choosing his major and two minors or four minors for state certification, the student should select from fields that are closely related to the elementary school curriculum, such as English, History, Biology, Music, Art, Physical Education, and Speech.
### Recommended Schedule for Elementary Education

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11, 12</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Speech 11</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bible 11</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Foreign Lang. 11, 12, or 31, 32</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Biology 11, 34</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>*Art 17 or Music 17</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>*Music 21 (Piano)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>*Political Science 31</td>
<td>3</td>
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#### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sem 1</th>
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</tr>
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<tbody>
<tr>
<td>English 31, 32</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Psychology 31</td>
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</tr>
<tr>
<td>Sociology 31</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Bible 31</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>*History 33, 34</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Lang. 31, 32</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Music 13 (if required)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>*Other Electives</td>
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#### JUNIOR YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible 51</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Biology 52</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Education 51, 52</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Education 53, 54</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Music 56</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>*History 62, 53 (Geography)</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>*Other Electives</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SENIOR YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible 71 (either sem.)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Art 77</td>
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<td></td>
</tr>
<tr>
<td>Education 78</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Education 81 (either sem.)</td>
<td>8</td>
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<tr>
<td>*Education 75, 77</td>
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<td>2</td>
</tr>
<tr>
<td>*Other Electives</td>
<td>4</td>
<td>9</td>
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</table>

#### Recommended electives. Other electives that might be substituted include: Music 11, 12; 13, 14; Speech 37, 43; English 15, 37, 38; History 13, 14, 47; Pol. Science 32; Art 18; Biology 33, 35.

#### SENIOR YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible 71</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*Education 75, 77</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>*Other Electives</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Recommended electives. Other electives recommended include: Art 33, 34; Biology 61; English 53, 65, 66; History 58, 61, 64, 71, 74; Physical Education 52, 53, 54; Psychology 56; Sociology 58; Speech 38, 59, 63.
ART

The courses in art are designed, first, to give students the opportunity to grow in their appreciation of art as a form of creative expression through a study of art masterpieces and through actual practice in the various media of the pictorial arts; and second, to provide the groundwork for those who wish to make art their chosen life work.

17. BASIC ART.
A course designed for the beginning student, it gives him an opportunity to become familiar with four types of media and methods in art expression: drawing, painting, sculpture, and jewelry design and construction. The course aims to teach elements of design and composition and to increase appreciation through experiment and class discussion.
Both semesters. 
E. De Pree. Credit, two hours.

18. ART APPRECIATION.
This course aims to develop, through illustrations, slides, and lecture, an understanding of the basic principles of design and composition in the visual arts, and to increase the student’s acquaintance and appreciation of art.
Second semester.
E. De Pree. Credit, two hours.

33, 34. ART HISTORY.
The study of art through the ages, emphasizing its relation to the other forms of culture of its day, and its effect upon the art forms of today. Prerequisite: Art 17 or 18.
Throughout the year. E. De Pree. Credit per semester, two hours.

41, 42. DRAWING AND PAINTING.
The purpose of this course is, first, to teach the fundamentals of drawing — observation and understanding of the construction of physical objects and the techniques of transposing these observations to a two-dimensional surface. Secondly, the course studies the composition of a picture and gives practice in the use of various media, including oils and water color. Prerequisite: Art 17.
Throughout the year. E. De Pree. Credit per semester, two hours.

43, 44. SCULPTURE.
This course aims to teach fundamentals of three-dimensional design. A studio course, with construction of pieces of sculpture in various materials. Prerequisite: Art 17.
Throughout the year. E. De Pree. Credit per semester, one hour.

45, 46. JEWELRY.
This course aims to teach fundamentals of three dimensional design and to encourage creativity of design through construction of silver jewelry and stone settings. Prerequisite: Art 17.
Throughout the year. E. De Pree. Credit per semester, one hour.

63, 64. THE ART OF PAINTING.
For advanced students. Painting in any desired medium, including advanced composition and rendering of finished paintings or illustrations as well as landscapes. Prerequisite: Art 41, 42. Four hours of studio per week.
Throughout the year. Gringhuis. Credit per semester, two hours.
77. **PUBLIC SCHOOL ART.**

This course teaches the aims and objectives of art in the elementary public school, the use of the elements and principles of art instruction in the classroom and how art may be correlated with other classroom subjects. Students work with crayons, easel and poster paints, water colors, ink, finger paint, paper and clay. The course includes the study of color and design and their application, free illustration and the child's interpretation, creative expression, composition, appreciation, figure drawing, lettering, posters, and the construction of favors and decorations for special days. A brief course of study will be planned for the grades in which the student is most interested. Prerequisite: The student should have completed Art 17; preferably also 18.

Second semester.  
*E. De Pree.*  Credit, two hours

**BIOLOGY**

Biology is the science of life. Since the purpose of a college education is preparation for more abundant living, students should acquire sufficient training in Biology, (1) to understand the basic principles of all life, and (2) to apply these to the structure and function of their own bodies. The first-year courses in this department and Physiologic Hygiene provide this necessary cultural background.

**MAJOR:** Students majoring in Biology qualify for biological and medical research, and teaching positions in secondary or higher education. The course sequences must be approved by the Head of the Department. Students majoring in Biology must take a minimum of twenty-five hours in the department. Those planning to go to graduate school should acquire at least thirty-five hours of Biology, sixteen hours of Chemistry and eight hours of Physics. A reading knowledge of German is generally required for the M.S. degree and both German and French for the Ph.D. degree. One or more years of Latin is also desirable.

For secondary teaching a composite general science major is outlined on page 79. Biology and Physical Education also make a desirable combination.

For primary teachers preferred courses in Biology are: 11, 21, 33, 34, 52, 61. Also see “Composite Majors,” page 81.

**11. PRINCIPLES OF BIOLOGY.**

Fundamental principles with major emphasis on the animal world, the most important structural features and functions of parts, relations to man, to each other, and to the environment. Intended for all students as a cultural background and basis for advanced work. Three classroom periods and one three-hour laboratory period.

Both semesters.  
Credit, four hours.

**12. PRINCIPLES OF BIOLOGY.**

A continuation of 11 primarily for all science students. Major emphasis is placed on the biology of man and the vertebrates. Laboratory work centers around a detailed dissection of the frog. Two classroom periods and two three-hour laboratory periods.

Both semesters.  
Credit, four hours.
21. **GENERAL BOTANY.**
Structure, physiology, embryology and ecology of plants with emphasis on seasonal living materials. Biology 11 is recommended to precede this. Two classroom periods and two three-hour laboratory periods.
Second semester. Unger. Credit, four hours.

22. **GENERAL BOTANY.**
A continuation of 21 for pre-forestry and other interested students. The work includes a survey of the plant kingdom. Two classroom periods and two three-hour laboratory periods.
First semester. Unger. Credit, four hours.

31. **GENERAL PARASITOLOGY.**
A survey of protozoan, helminthic, and arthropod parasites as causative agents or vectors of disease. Prerequisite: Biology 11 or equivalent. Two classroom periods and one three-hour laboratory period.
First semester. Vergeer. Credit, three hours.

32. **COMPARATIVE ANATOMY OF VERTEBRATES.**
A selected series of vertebrate types is studied. Two classroom periods and two three-hour laboratory periods. Prerequisites: Biology 11, 12.
Second semester. Thompson. Credit, four hours.

34. **PHYSIOLOGIC HYGIENE.**
For prospective teachers, nurses, doctor's and dentist's assistants, and all others who desire a general cultural knowledge of the subject. Particular attention is given to the nature, cause, and prevention of common diseases and optimum health maintenance. Not open to pre-medical and pre-dental students. Three classroom periods and one laboratory period. Prerequisite: Biology 11.
Both semesters. Spoelstra. Credit, four hours.

35. **HUMAN ANATOMY.**
A functional interpretation of human anatomy by means of text discussions, lectures and demonstrations. Primarily for prospective nurses and physical education students, the course is open to all except pre-medical and pre-dental students. Two classroom periods.
First semester. Spoelstra. Credit, two hours.

41. **CLASSIFICATION OF NATIVE AND CULTIVATED PLANTS.**
A survey of the main families in the seed plants with special attention paid to native flowers, trees and shrubs. Recommended for forestry and other interested students. One classroom period and two three-hour laboratories. Prerequisites: Botany 21. Alternate years, 1949-1950.
First semester. Unger. Credit, three hours.

42. **PLANT ECOLOGY.**
This course deals with the relations of plants to their environment and is recommended for pre-forestry and other interested students. Emphasis is placed on plant life typical to this area, to the United States and to the continents of the world as related to moisture, soil and other climatic factors. Two classroom periods and one three-hour laboratory. Field trips will be taken during some of the laboratory periods or by arrangement. Prerequisites: Botany 21, 22. Alternate years, 1949-1960.
Second semester. Unger. Credit, three hours.

43. **DENDROLOGY.**
A survey of plant families in which are found the native trees and shrubs of Michigan. Special attention is given to the identification of woody plants both in summer and winter condition. Recommended for forestry students and teachers. Prerequisites: Biology 21 or 22. Alternate years, 1950-1951.
First semester. Unger. Credit, three hours.
B I O L O G Y

44. **ECONOMIC PLANTS.**
A survey of the origins, improvement and present characteristics of plants of economic importance. A standard Botany course of cultural interest to everyone. Of special importance to those planning to teach in small communities or rural areas. Two classroom periods and one three-hour laboratory. Prerequisite: Biology 22. Alternate years, 1950-1951.

Second semester.  
*Unger.* Credit, three hours.

52. **PUBLIC SCHOOL HEALTH.**
A practical course in methods, materials, and policies of school health education. Special consideration is given to methods of motivating desirable health conduct at the various grade levels. Required of all prospective primary teachers. Prerequisite: Biology 54.

First semester.  
*Spoelstra.* Credit, two hours.

53. **HISTOLOGY.**
Structure of the cell and its modifications into various tissues. Two classroom periods and one laboratory period. Prerequisites: Biology 11, 12 or Botany 21, 22 and permission to register.

Second semester.  
*Thompson.* Credit, three hours.

55. **VERTEBRATE EMBRYOLOGY.**
The lectures deal in a comparative way with the development of vertebrates. The laboratory work deals with the study of embryological specimens of the principal groups of vertebrates. Three classroom periods and two three-hour laboratory periods. Prerequisites: Biology 11, 12.

First semester.  
*Thompson.* Credit, five hours.

61. **GENETICS AND EUGENICS.**
A general introductory course dealing with the fundamental principles of heredity and variation and some of their applications to modern problems. Prerequisite: one year college biology. Two classroom periods.

Second semester.  
Credit, two hours.

63. **GENETICS AND EUGENICS.**
Similar to 61, but primarily for science students. Two classroom periods.

First semester.  
*Unger.* Credit, two hours.

64. **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. Prerequisites: Chemistry 11, 12 and Biology 11, 12.

Second semester.  
*Vergeer.* Credit, five hours.

72. **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, to disease and to the industries. Two classroom periods and two three-hour laboratory periods. Prerequisites: Botany 21, 22, or Biology 11, 12 and permission to register.

First semester.  
*Vergeer.* Credit, four hours.

74. **HISTORY OF BIOLOGY.**
A brief course covering the history of biology with emphasis on the significant contributions leading to the development of the various biological sciences including medicine. One classroom period weekly. Designed for biology majors. Offered on demand.

Second semester.  
Credit, one hour.
86. Teaching of Science.
A special course in the methods of teaching science at the secondary school level. Emphasis throughout the course will be placed on the material and techniques to follow in the teaching of Biology, Chemistry, and Physics.

Unger. Credit, two hours.

91. Special Problems.
This course is designed to give students majoring in biology a chance to do work in a field in which they have a special interest. By special permission of Head of Department.
Both semesters. Credit by arrangement.

Chemistry

Chemistry is a study of matter and the changes that matter undergoes. Chemical processes underlie practically all of the sciences. Chemical engineering is applied chemistry. Medicine is, to a great extent, the study of the chemistry of life processes. The study of the fundamentals of chemistry is also essential for dentistry, nursing, home economics and agriculture.

Pre-medical students should take at least courses 11, 12, 31, 51 and 52. Courses in physical chemistry are also recommended by some medical schools.

Major: The minimum requirement for a chemistry major is twenty-six semester hours. However, students planning on specializing in chemistry in graduate schools or who wish to get a position in industrial chemistry should adhere to the schedule listed on page 67 as closely as possible.

For secondary school teaching a composite general science major is outlined on page 79.

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

Classroom three hours a week; laboratory, six hours a week. The laboratory during the last half of Chemistry 12 will consist of a study of the reactions of the various metals and their salts.
Throughout the year. Credit per semester, four hours.

For students who have had preparatory chemistry. Prerequisites: one year of high school chemistry and one year of high school physics. Classroom, two hours a week; laboratory, six hours a week. The laboratory during the last half of Chemistry 14 will consist of a study of the reactions of the various metals and their salts.
Throughout the year. Credit per semester, four hours.
31. 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.
First semester. Credit, four hours.

32. QUANTITATIVE ANALYSIS. (Introductory course)
Classroom, two hours a week; laboratory, six hours a week. Prerequisites: Courses 11, 12, and 31. This course includes (a) Gravimetric Analysis, a study of the chemical balance in gravimetric methods of analysis, reactions, and theories of analytical chemistry; (b) Volumetric analysis, the calibration of burettes and pipettes; volumetric determination by precipitation, by neutralization, by oxidation and reduction; and the exact preparation and use of standard solutions.
Second semester. Credit, four hours.

51, 52. ORGANIC CHEMISTRY.
Classroom, three hours a week; laboratory, six hours a week. This course includes a study of saturated and unsaturated aliphatic compounds, and the aromatic series compounds. The laboratory deals with synthetic preparations and includes some organic qualitative analysis. Prerequisite: Chemistry 31 or 32, preferably both.
Throughout the year. Van Zyl. Credit per semester, five hours.

61. QUANTITATIVE ANALYSIS.
Classroom, one hour a week; laboratory, eight hours a week. This course includes the analysis of limestone, brass, steel, iron, nickel, manganese, and antimony ores, etc.
First semester. Kleinheksel. Credit, three hours.

62. ORGANIC CHEMISTRY AND ULTIMATE ANALYSIS.
Lecture, reading and laboratory. Must be preceded by courses 11, 12, 31, 32 and 51.
Second semester. Kleinheksel. Credit, three hours.

71, 72. ELEMENTARY THEORETICAL AND PHYSICAL CHEMISTRY.
Lecture and recitation. Chemistry 71 may be elected by premedical students with or without laboratory course Chemistry 78. A knowledge of Calculus is required for Chemistry 72.
Throughout the year. Van Zyl. Credit per semester, three hours.

73, 74. PHYSICAL CHEMICAL MEASUREMENTS.
Preceded or accompanied by Chemistry 71 and 72.
Throughout the year. Credit per semester, one or two hours.

75. HISTORY OF CHEMISTRY.
Lecture and recitation. Recommended for all students majoring in chemistry. Must be preceded or accompanied by course 51.
First semester. Kleinheksel. Credit, one hour.

76. CHEMISTRY OF THE RARER ELEMENTS.
Lecture and literature research. Recommended for all students majoring in chemistry. Must be preceded or accompanied by course 52.
Second semester. Kleinheksel. Credit, one hour.

81. ADVANCED ORGANIC CHEMISTRY.
Lecture and literature research. Advanced organic reactions and laboratory preparations. Laboratory four to eight hours.
Van Zyl. Credit, two or three hours.
86. **Teaching of Science.**
A special course in the methods of teaching science at the secondary school level. Emphasis throughout the course will be placed on the material and techniques to follow used in the teaching of Biology, Chemistry, and Physics.
Second semester. Credit, two hours.

91. **Special Problems.**
This course is designed to give students majoring in chemistry a chance to do work in a field in which they have special interest. By special permission of Head of Department.
Both semesters. Credit, by arrangement.

**Assisting in Chemistry Laboratory.**
Upon the recommendation of the head of the department, a limited number of students who have done meritorious work are permitted to serve as laboratory assistants during their Junior or Senior year. A grade will be recorded on the transcript but no credit will be given toward graduation.

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**CLASSICAL LANGUAGES**

The foreign language requirement for graduation may be met by the study of either Latin or Greek. For a complete statement of the foreign language requirement for graduation, consult page 49 of this catalog. For those planning to enter a theological seminary, Greek is usually required, and Latin is recommended.

**Major:** A major in Greek or Latin may be met by completion of 25 hours of course work within the department. For further details, see the description of the major listed under the departmental title. A composite language major may be secured by completion of a minimum of nine hours of advanced study (courses numbered above 50) in one language and five in another.

For convenience in using the catalog, the course offerings are listed under the departmental titles, which are arranged alphabetically.

**ECONOMICS AND BUSINESS ADMINISTRATION**

Courses in the combined Department of Economics and Business Administration are allocated below under the two respective fields. Students may qualify for a major in either economics or business administration separately, but not in economics and business administration combined.

**Major:** The program for a major in economics requires a minimum of thirty semester hours in economics; hours earned in the accounting courses, Business Administration 31 and 32, may be counted toward this total, as also hours earned in Mathematics 35, Introductory Statistics.
For a major in business administration, a minimum of twenty-seven semester hours in business administration is required and, in addition, a minimum of eighteen semester hours from courses in economics that are prerequisite or supplemental to the course offerings in business administration. Hours earned in Mathematics 35 may be included in the eighteen hour total. In majoring in either field, the student must take Principles of Accounting (six semester hours) and Economic Statistics (two semester hours) preceded by Mathematics 35 or their equivalents among his course elections. The program of study for a major in either of the two fields must meet with the approval of department advisors. See page 66 for suggested curricula.

A — ECONOMICS

31, 32. PRINCIPLES OF ECONOMICS.
A general introduction to economic principles, concepts, and problems covering two semesters of study. Prerequisites: For 31, Sophomore standing, and for 32, completion of 31 or consent of instructor.
Throughout the year. Yntema. Credit per semester, three hours.

51. MONEY AND BANKING.
Survey of the country’s monetary and banking system including study of money and prices, commercial banks and the Federal Reserve System, monetary standards, and credit control. Prerequisites: Economics 31, 32.
First semester. Yntema. Credit, three hours.

52. LABOR ECONOMICS.
An introductory survey of labor economics: basic economic problems of American laborers; history, aims, and problems of labor organizations; employer attitudes and practices; and the role of government. Prerequisites: Economics 31, 32.
Second semester. Weller. Credit, three hours.

57. AMERICAN ECONOMIC DEVELOPMENT I.
A general survey of economic development in the United States, stressing interpretative study. This course is concerned mainly with the evolving economic conditions and institutions of the 19th Century. Prerequisites: Economics 31, 32.
First semester. Visser. Credit, two hours.

58. AMERICAN ECONOMIC DEVELOPMENT II.
Continuing course 57, this course deals with economic developments of the 20th Century. Prerequisites: Economics 57, or in special cases, consent of instructor.
Second semester. Visser. Credit, two hours.

62. ECONOMIC STATISTICS.
Continuation of introductory study of statistics begun in Mathematics 35 and pointed towards application in economics and business: index numbers, time series, correlation, sampling, and inference. Prerequisites: Economics 31, 32 and Mathematics 35.
Second semester. Yntema. Credit, two hours.

71. ECONOMIC ANALYSIS.
A systematic account of economic analysis for advanced students, concentrating on questions of market price determination, distribution, economics of the individual firm, monopoly and imperfect competition, consumption, and the theory of capital. Prerequisites: Economics 31, 32.
First semester. Yntema. Credit, three hours.
72. BUSINESS CYCLES.
A study of the nature and causes of business cycles with emphasis on alternative explanations and analysis of proposed methods of control. Prerequisites: Economics 61, or consent of instructor. Alternate years, 1951-1952.
Second semester. Yntema. Credit, three hours.

74. INTERNATIONAL TRADE.
A survey of the field of international trade relations with special attention given to fundamental theory and present commercial policy and practice. Prerequisite: Economics 31, 32. Alternate years, 1950-1951.
Second semester. Yntema. Credit, three hours.

76. PUBLIC FINANCE.
An introduction to principles, practices and problems of public finance—Federal, state and local, covering revenues and expenditures, taxation theory and practice, public debts, and budgeting. Prerequisites: Economics 31, 32.
First semester. Yntema. Credit, three hours.

B — BUSINESS ADMINISTRATION

31, 32. PRINCIPLES OF ACCOUNTING.
A comprehensive introduction to accounting methods and applications covering two semesters of study. Two hours of lecture and discussion and one two-hour laboratory. Prerequisites: For 31, Sophomore standing and for 32, satisfactory completion of 31.
Throughout the year. Weller. Credit per semester, three hours.

51. BUSINESS ORGANIZATION.
The free enterprise system in operation with emphasis on the role of the enterpriser in expanding economic activity. Coming under review are the capitalistic system as such and principles for intelligent appraisal of public policies as to taxation, maintenance of competition, prices, and labor relations. Prerequisites: Economics 31, 32 or consent of instructor.
First semester. Weller. Credit, three hours.

52. BUSINESS MANAGEMENT.
The principles and problems of business management. Among topics considered are organization, production development and control, plant location, employee and public relations, inspection, safety, and budgets. Prerequisites: Business Administration 61, or consent of instructor.
Second semester. Weller. Credit, three hours.

54. BUSINESS LAW.
A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisite: Economics 31, 32.
Second semester. Miles. Credit, three hours.

61. MARKETING PRINCIPLES.
Study of the distributive process and marketing problems, covering functions, institutions, methods, commodity marketing, merchandising, and prices and competition. Prerequisites: Economics 61, 32.
First semester. Klaasen. Credit, three hours.

62. MARKETING PROBLEMS.
Attention is turned to representative problems in this field and to policies and techniques best suited to their solution. Prerequisite: Business Administration 61.
Second semester. Klaasen. Credit, three hours.
65. **Cost Accounting Principles.**
An introduction to the subject matter of cost accounting with particular attention given the objectives and methods of allocating costs. In familiarizing the student with the forms necessary to cost accounting, this course stresses managerial uses of computations and bookkeeping procedure. Prerequisites: Business Administration 31, 32, and Economics 31, 32. Alternate years, 1950-1951.
First semester. **Ferris.** Credit, three hours.

66. **Intermediate Accounting.**
This course provides a continuation of the study of accounting theory and practice at the intermediate level. Chief attention centers on the asset items of the balance sheet, including analysis and evaluation of alternative procedures as well as appraisal of ratios between balance sheet items. Prerequisite: Business Administration 31, 32. Alternate years, 1951-1952.
First semester. **Ferris.** Credit, three hours.

72. **Finance Principles.**
Study of the principles of financial operations in business with emphasis on the smaller enterprise. Different methods of organizing, raising funds, expanding, and reorganizing are analyzed and compared. Prerequisite: Economics 51 and Business Administration 31, 32.
Second semester. **Weller.** Credit, three hours.

73. **Personnel Administration.**
A study of personnel principles from the standpoint of function, methods, and organization as used in practice by business. Prerequisites: Business Administration 52 and Economics 52, or consent of instructor.
First semester. **Weller.** Credit, three hours.

82. **Insurance.**
A survey of insurance principles and their applications to the various branches of the field, with attention also given risk-bearing as such, public supervision, and social insurance. Prerequisites: Economics 31, 32 and consent of instructor.
Second semester. **Drew.** Credit, three hours.

**EDUCATION**

The courses offered in this department are intended to prepare teachers for elementary and secondary schools. Arrangements have been made with the public schools of the city of Holland for student teaching, which is required of all candidates for teacher certification.

A "C" average is required of all candidates for a teacher certificate.

Special efforts are put forth by the placement office to secure positions for graduates who have proven aptitude for teaching, but the college does not guarantee to place students in positions. The right is reserved to withdraw students from student teaching for cause at any time, and also to withhold recommendations for positions.

A student cannot secure a major in the department of education. However, in order to qualify for an elementary or secondary certificate, the student should consult the
chairman of the college Department of Education, so that he will have the requisite number of hours and the required courses in Education for the state in which he plans to teach.

Under the suggested curricula for Teaching, pages 77-82, are outlined the requirements for a teacher certificate in the state of Michigan, and a summary of the college requirements for those planning a teaching program. Students should consult this section as soon as they decide to enter the field of teaching.

51. HISTORY AND PHILOSOPHY OF EDUCATION.
Attention is given to those historical agencies and factors which have influenced the educational progress of the various peoples. Emphasis is laid upon the aims, methods, content, organization and results. Studies are also made of the changing philosophies of education.
First semester. Credit, three hours.

52. EDUCATIONAL PSYCHOLOGY.
This course deals with the growth and development of childhood in all its phases, but with special stress on mental development. Careful study is made of the learning process with the implications for teaching and guidance.
Second semester. Credit, three hours.

53. PRINCIPLES OF TEACHING IN THE ELEMENTARY SCHOOL.
A study of learning, misconceptions of learning, the nature of the learner and the characteristics of teaching; a comparison of the modern and traditional school in terms of philosophy of teaching and classroom methods; problems relating to the improvement of assignments, study and recitation; the preparation of lesson plans; the improvement of teaching techniques and classroom management.
First semester. Credit, three hours.

54. LANGUAGE DEVELOPMENT IN THE ELEMENTARY SCHOOL.
A study of the objectives, materials, methods, appraisal of readiness, diagnostic and corrective practices in the teaching of reading; methods and materials for the teaching of oral and written language and spelling; an overview of children's literature.
Second semester. Credit, three hours.

55. THE AMERICAN PUBLIC SECONDARY SCHOOL.
This course aims to acquaint the student with the history and development of the American high school, its aims, courses, methods of instruction, organization, administration, evaluation of subjects, pupil characteristics, social problems, and other fundamentals essential to students of secondary education.
First semester. Vander Borgh. Credit, three hours.

56. GENERAL METHODS AND MATERIALS FOR HIGH SCHOOL TEACHING.
This course is intended to acquaint the prospective high school teacher with general class procedures which are applicable to a variety of subjects. Special consideration is given to instructional planning, directing study, school discipline, educational aims, audio-visual aids, etc. (Education 52 and 56 may be taken separately or as an integrated course for five hours credit.)
Second semester. Vander Borgh. Credit, two hours.
64. **Tests and Measurements.**
An introduction to the interpretation and construction of tests. The student will be introduced to the more commonly used tests of intelligence, achievement, interests and aptitude, and will be required to construct an achievement test in the subject matter field of his choice. Same as Psychology 64.
Second semester. Credit, two hours.

71. **Problems of Secondary School Teaching.**
This course is planned for senior students who are now doing their student teaching. The purpose is to consider the specific problems and difficulties arising out of the student teaching experiences in order that the prospective teacher may acquire greater skill in dealing with these situations.
Both semesters. Credit, two hours.

73. **Secondary Vocal Methods.**
Same as Music 73.
First semester. Credit, two hours.

74. **Secondary Instrumental Methods.**
Same as Music 74.
Second semester. Credit, two hours.

75. **Teaching Physical Education in the Elementary School.**
Same as Physical Education 75.
First semester. Credit, two hours.

76. **Teaching Physical Education in the Secondary School.**
Same as Physical Education 76.
Second semester. Credit, two hours.

77. **Teaching Arithmetic in the Elementary School.**
Presents modern methods of making arithmetic meaningful to the elementary child, and a survey of materials.
First semester. Credit, two hours.

78. **Teaching Social Studies in the Elementary School.**
Principles and problems of social living with the application to the elementary school child, including materials and methods of social studies units. A discussion of geography and history as separate subjects is also included.
Second semester. Credit, two hours.

79. **Elementary Public School Music Methods.**
Same as Music 56.
Second semester. Credit, two hours.

81. **Practice Teaching in the Elementary School.**
Practice teaching, supervised by the Department of Education, is maintained in cooperation with the Holland Public Schools.
Both semesters. Credit, eight hours.

83. **Practice Teaching in the Secondary School.**
Practice teaching, supervised by the Department of Education, is maintained in cooperation with the Holland Public Schools.
Both semesters. Credit, five hours.
84. Teaching of Modern Languages.
   Same as French 84, German 84, and Spanish 84.
   Second semester. Credit, two hours.

85. Social Studies Methods.
   Same as History and Political Science 85.
   First semester. Credit, two hours.

86. Teaching of Science.
   Same as Biology 86, Chemistry 86, and Physics 86.
   Second semester. Credit, two hours.

87. Teaching of English.
   Same as English 73.
   First semester. Credit, two hours.

89. Methods of Teaching Mathematics.
   Same as Mathematics 71.
   First semester. Credit, two hours.

Special Methods Courses are offered in several departments, credit for which, to the extent of two hours, will be allowed in education. Only one such course will receive credit in education within the 20 hours required for the certificate.

**English**

The courses in the English department may be classified under the headings of composition and literature.

All students are required to take six hours of composition and six hours of literature. Courses 11 or 11a and 12 in composition and courses 31 and 32 in literature are intended to meet these basic requirements. These courses are all prerequisite to all courses in composition and literature numbered above 50. Exceptions or substitutions are allowed only by permission from the chairman of the department. Students who demonstrate proficiency in the mechanics of composition in their entrance tests are to take English 11; all others are to take 11a.

Major: Students who have completed the required six hours of composition and the six hours of literature with a C grade may apply for admission as English majors at the close of the sophomore year. To graduate as an English major it is necessary to have a minimum of thirty hours in English exclusive of such courses as are described in the
catalog as not counting toward a major. The program carried for a major in English must be approved by the head of the department. All majors are required to take English 81 and 82.

For those planning to go to graduate school it is desirable to build up a total of between 40 and 45 hours in English. These students are also to remember that a reading knowledge of French, German or Spanish is usually required for an M. A. degree and a reading knowledge of two is required for a Ph. D. degree.

Those planning to teach English in secondary schools are required to take English 73, and they are advised to take at least four additional hours of composition, six additional hours in speech, and the survey course in American literature.

Those planning to teach in elementary school are required to take Education 54. They are advised to include courses that will give them a broad preparation in grammar, composition, reading, literature and speech.

11. FRESHMAN COMPOSITION.
Review of the fundamentals of grammar, punctuation, diction, usage, sentence structure, and paragraphing with some expository writing and practice in business correspondence.
First semester.
Staff. Credit, three hours.

11a. FRESHMAN COMPOSITION.
The same as English 11, except that two additional hours a week in laboratory class sessions are provided to help the students who enter college without high proficiency in the mechanics of composition to acquire this competency and to be ready to enter English 12 by the end of the semester.
First semester.
Staff. Credit, three hours.

12. FRESHMAN COMPOSITION.
Practice in expository writing, including special drill in the planning and writing of the term paper.
Second semester.
Staff. Credit, three hours.

15. READING FOR COMPREHENSION.
The purpose of the course is to give training in basic skills in comprehension and improvement in the techniques of study.
First semester.
Ten Hoor. Credit, two hours.

16. READING FOR APPRECIATION.
The course provides exercises in the reading of various types of literature to help in the discovery of literary values.
Second semester.
Ten Hoor. Credit, two hours.

31. INTRODUCTION TO LITERATURE.
Masterpieces in English Literature. About six of the classics of English literature, each one representative of a different type, are studied intensively to furnish firsthand experience with famous titles in the literary repertoire.
First semester.
Staff. Credit, three hours.
32. INTRODUCTION TO LITERATURE.
Masterpieces in Foreign Literature. A continuation of 31, covering representative titles from Greek, Medieval, and Modern European literature in translation.
Second semester. Staff. Credit, three hours.

37. AMERICAN NOVELS.
American authors. Not open to freshmen. A study of representative novels taken from nineteenth and twentieth century. First semester. Prins. Credit, two hours.

38. THE SHORT STORY.
A literature course involving the study of representative American and European short stories. Second semester. Brand. Credit, two hours.

39. GREAT ENGLISH NOVELS.
A study in the appreciation of select English novels of the 19th and 20th centuries. Not open to freshmen. First semester. Snow. Credit, two hours.

51. BUSINESS ENGLISH.
Study of the various forms of business correspondence. Recommended for all who plan to major in business administration. Not to be counted toward an English major. First semester. Brand. Credit, two hours.

52. BUSINESS ENGLISH.
Study of business report writing. Recommended for all who plan to major in business administration. Not to be counted toward an English major. 51 is recommended but not required for admission. Second semester. Brand. Credit, two hours.

53. ADVANCED COMPOSITION.
Students in conjunction with the teacher may choose a field of writing in line with their own particular interests. Prerequisites: English 12 and 14, or their equivalents. First semester. Billups. Credit, two hours.

54. CREATIVE WRITING.
Of special interest to those who wish to cultivate the literary forms of writing. 53 is recommended but not required for admission. Limited to those approved by the instructor. Second semester. Billups. Credit, two hours.

55. SHAKESPEARE: HISTORIES AND COMEDIES.
A study of the most important comedies and Henry IV, Parts I and II. The treatment is chronological with an emphasis on Shakespeare's development as a comic dramatist. First semester. Ten Hoor. Credit, two hours.

56. SHAKESPEARE: TRAGEDIES.
A chronological study of the most important tragedies emphasizing the evaluation of Shakespeare's genius as a tragic dramatist. Second semester. Ten Hoor. Credit, two hours.

57. ROMANTIC POETRY.
A study of the English poetry produced during the Romantic period from 1750 to 1832. Attention is given chiefly to Wordsworth, Coleridge, Byron, Shelley, Keats. First semester. De Graaf. Credit, two hours.
58. **Victorian Poetry.**
A study of the English poets between 1832 and 1900 with major emphasis on Tennyson and Browning.
First semester. *Billups.* Credit, two hours.

59. **Victorian Prose.**
A study of the prose essays of Carlyle, Ruskin, Macaulay, Huxley, and Arnold and minor emphasis on the English novelists between 1832 and 1900.
Second semester. *Billups.* Credit, two hours.

62. **The Development of the English Novel.**
A study of the structure and content of the English novel from Richardson to Huxley.
Second semester. *Snow.* Credit, two hours.

63. **Development of the Drama to Ibsen.**
A survey of the Greek and Roman drama, the miracle, mystery, and morality plays, Elizabethan drama, and the drama of the eighteenth and nineteenth centuries.
First semester. *Snow.* Credit, two hours.

64. **Contemporary Drama.**
A study of Ibsen and the contemporary drama of America and Europe.
Second semester. *Snow.* Credit, three hours.

65. **Survey in American Literature.**
From the colonial period to 1865. Recommended especially for those who plan to enter teaching.
First semester. *Hollenbach.* Credit, three hours.

66. **Survey in American Literature.**
From 1866 to the contemporaries. 65 is recommended but not required for admission. Recommended for prospective teachers.
Second semester. *Hollenbach.* Credit, three hours.

72. **John Milton.**
A study of Paradise Lost, Paradise Regained, Samson Agonistes and the minor poems.
Second semester. *De Graaf.* Credit, two hours.

73. **Teaching of English.**
A review of English grammar, with emphasis on the teaching of it. Readings, observations and demonstrations in the teaching of composition and literature in the secondary schools. Required for "special methods" credit for those applying for the secondary certification in English. Not to be counted toward an English major.
First semester. *De Graaf.* Credit, two hours.

74. **The English Language.**
A study of language growth and historical change in vocabulary, grammar, and sentence pattern.
Second semester. *De Graaf.* Credit, two hours.

81, 82. **Survey of English Literature.**
A chronological survey of the trends and types of English literature with a standard anthology as text and a history as supplementary reading. Required of all English majors.
Throughout the year. *De Graaf.* Credit per semester, three hours.
FRENCH

A general statement of the aims and recommendations of the Modern Foreign Language Departments is found below, page 111.

MAJOR: A minimum of twenty-five (25) hours above the elementary course (11, 12), is required. Not more than eight hours of work on the intermediate level (courses numbered below 50) will be accepted toward a major. To secure a composite major the student must elect a minimum of nine hours of advanced study (courses numbered above 50) in one language and five in the other.

Students who desire to teach the language should consult with their major professor in regard to the courses and hours required.

11, 12. ELEMENTARY FRENCH.
A beginning course in the essentials of pronunciation and grammar, reading, oral and aural practice. For students with no previous study of French. Throughout the year. Meyer. Credit per semester, four hours.

13. SCIENTIFIC FRENCH.
Designed to meet the needs of students planning to do research in science, this course stresses the translation of scientific French and uses a short, scientific grammar. No previous knowledge of the language is necessary. This course may not be substituted for course 11. Alternate years, 1950-51. First semester. Prins. Credit, three hours.

31, 32. INTERMEDIATE FRENCH.
Grammar review; oral-aural practice. Course 31 is an introduction to the culture of France and the study of the provinces. Course 32 is an introduction to French masterpieces. Prerequisite: French 11 and 12, or two years of high school French. Throughout the year. Meyer. Credit per semester, four hours.

41. INTERMEDIATE CONVERSATION.
Prerequisite: French 11 and 12 or two years of high school French. First semester. Prins. Credit, two hours.

52. CONTEMPORARY FRENCH LITERATURE.
A study of the trends in literature after 1900 with emphasis on the literature produced between 1914 and 1940. Alternate years, 1951-1952. Second semester. Prins. Credit, two hours.

53. EIGHTEENTH CENTURY LITERATURE.

54. MODERN FRENCH LITERATURE.
55. FRENCH CIVILIZATION.

61. THE LITERATURE OF FRENCH OPERA.
A study of the source material on which the opera is based. This includes the short story, the "nouvelle", the drama and two Biblical stories. Recorded music is frequently used. Given alternate years, 1951-52. First semester. Prins. Credit, two hours.

64. THE GOLDEN AGE OF FRENCH LITERATURE.
This is the literature of the seventeenth century often called the Age of Louis XIV. Concentration will be on the works of Corneille, Racine and Moliere. Alternate years, 1951-1952. Second semester. Prins. Credit, three hours.

71. ROMANTICISM.
The immediate forerunners of the Romanticists—Chateaubriand and Madame de Staël—will be included for study with emphasis on the poetry and novels of Hugo, de Vigny, Lamartine, de Musset. Romantic drama will be studied in course 72. Given alternate years, 1950-1951. First semester. Prins. Credit, three hours.

72. MASTERPIECES OF FRENCH DRAMA.
A survey of drama beginning with the seventeenth century to show the social and literary backgrounds ending with the contemporary L'ANNONCE FAITE À MARIE of Paul Claudel. Alternate years, 1950-1951. Second semester. Prins. Credit, three hours.

73. FRENCH DICTION.
Course designed to give individual attention to pronunciation, intonation and diction. Recommended for voice students who have some previous knowledge of French. Required of French majors. Speech records are used and phonetic symbols are studied. Alternate years, 1950-1951. First semester. Prins. Credit, three hours.

74. ADVANCED COMPOSITION AND GRAMMAR REVIEW.

84. TEACHING OF MODERN LANGUAGES.
A course in the methods of teaching modern languages and literature to Junior and Senior High School students. Required of all those planning to teach French, German, or Spanish in the secondary schools. May be counted in the field of Education as a Special Methods credit. Alternate years, 1951-1952. Second semester. Credit, two hours.

GERMAN
A general statement of the aims and recommendations of the Modern Foreign Languages is found below, p. 111.

MAJOR: A minimum of twenty-five (25) hours above the elementary course (11, 12), is required. Not more than eight hours of work on the intermediate level (courses num-
bered below 50) will be accepted toward a major. To secure a composite major the student must elect a minimum of nine hours of advanced study (courses numbered above 50) in one language and five in the other.

Students who desire to teach the language should consult with their major professor in regard to the courses and hours required.

11, 12. **ELEMENTARY GERMAN.**

This is a beginning course. The work consists of grammar, pronunciation, reading and the memorizing of poems. The use of the language is encouraged by speaking and writing.

Throughout the year. *Staff.* Credit per semester, four hours.

31, 32. **INTERMEDIATE GERMAN.**

This course is open to those students who have completed courses 11, 12 or passed a comprehensive examination. The German short story is studied. Supplementary reading. Composition and grammar review. German Drama forms the basis for study during the second semester. Supplementary reading.

Throughout the year. *Staff.* Credit per semester, four hours.

41, 42. **GERMAN CONVERSATION.**

Open to students on or above the intermediate level. A single semester may be taken.

Throughout the year. *Ellert.* Credit per semester, two hours.

51. **MODERN GERMAN DRAMA.**

A study of the works of the best modern dramatists. Special reports and supplementary reading will introduce other authors than those studied in class. Alternate years, 1951-1952.

First semester. *Boyd.* Credit, three hours.

52. **THE GERMAN NOVEL.**

Some classical and some modern novels will be read. Alternate years, 1961-1962.

Second semester. *Boyd.* Credit, three hours.

53. **MODERN GERMAN SHORT STORIES.**

Short stories by classic and modern authors will be read. Supplementary reading.

Alternate years, 1950-1951.

First semester. *Boyd.* Credit, two hours.

54. **GERMAN POETRY AND OPERA.**

A survey course covering development of verse in German literature beginning with the Nibelungenlied. Alternate years, 1950-1951.

Second semester. *Boyd.* Credit, two hours.

55. **GERMAN CIVILIZATION.**

A knowledge of German is not required. The course includes a survey of the development of the German people along cultural lines: music, art, literature and philosophy. Given every third year, 1948-1949.

First semester. *Boyd.* Credit, three hours.

61. **SCHILLER.**

A careful study is made of the life and works of Schiller. Alternate years, 1950-1951.

First semester. *Boyd.* Credit three hours.
62. **GOETHE.**
This course will include a survey of Goethe's works with special attention to the lyrics and dramas. Alternate years, 1950-1951.
Second semester.  
*Boyd.* Credit, three hours.

63. **THE ROMANTIC SCHOOL AND HEINRICH HEINE.**
Selections from romantic prose and verse will be read. The general literary trends of the period will be considered. Alternate years, 1951-1952.
First semester.  
*Boyd.* Credit, two hours.

64. **GRAMMAR REVIEW AND COMPOSITION.**
This course is intended for students who are preparing to teach German or to pursue research where a knowledge of the language is essential. Alternate years, 1950-1951.
Second semester.  
*Boyd.* Credit, two hours.

72. **SCIENTIFIC GERMAN.**
This course is intended to meet the needs of students planning to do research.
Second semester.  
Credit, two hours.

84. **TEACHING OF MODERN LANGUAGES.**
A course in the methods of teaching the modern languages and literature to Junior and High School students. Required of all planning to teach French or German or Spanish. May be counted in the field of Education as a Special Methods credit. Alternate years, 1951-1952.
Second semester.  
Credit, two hours.

**GREEK**

A general statement of the aims and recommendations in Classical Languages is found above, page 89.

**MAJOR:** A major in Greek may be met by completion of 25 hours of course work within the department, including Greek 55. In addition, majors must elect History 51, Cultural History of the Mediterranean. Majors must secure the consent of the department advisor for their course program.

To secure a composite major in foreign language, the student must elect a minimum of nine hours of advanced study (courses numbered above 50) in one language and five in another.

11, 12. **ELEMENTARY GREEK.**
The introductory study of the Greek language. Attention is given to the structure of the Greek language in order to give the student a new appreciation of what language is. Grammar and translation.
Throughout the year.  
Credit per semester, four hours.

31, 32. **INTERMEDIATE GREEK.**
Throughout the year.  
Credit per semester, three hours.
51. READING OF SELECTIONS FROM GREEK ORATORS.
Survey of Greek Orations. Prerequisite: two years of Greek. Alternate years, 1951-1952.
First semester.
Credit, two hours.

52. READING OF SELECTIONS FROM GREEK COMEDY.
May be taken independently of Course 51. Prerequisite: two years of Greek. Alternate years, 1950-1951.
Second semester.
Credit, two hours.

55. GREEK LITERATURE IN TRANSLATION.
A course designed to inspire appreciation of the varied treasures of Greek literature. No knowledge of the Greek language is required. This course is open to all students and is especially recommended for English and History majors. Not offered 1950-1951.
Second semester.
Credit, three hours.

71. READING OF SELECTIONS FROM GREEK TRAGEDY.
Alternate years, 1950-1951.
First semester.
Credit, two hours.

72. READING OF SELECT PASSAGES FROM HOMER,
Second semester.
Credit, two hours.

HISTORY AND POLITICAL SCIENCE

The study of history and political science is a matter of vital importance to people everywhere and particularly for the men and women active in a democracy and preparing for fuller participation in citizenship in the modern world. The educated person must know what lies behind the issues of today; he must know the avenues through which and by which he may exercise his rights and carry out his responsibilities most effectively. Therefore every student is urged to carry more than the basic courses in this area. He should elect as much history and political science as time will permit.

MAJOR: History and political science courses are offered in several fields. Beyond two years of basic courses, History 11, 12 or History 13, 14, and History 33 and 34, the major student should select a minimum of seventeen semester hours numbered above 50. A minimum of thirty-two hours is required for a major. It is recommended that these be from as many fields as possible. The course program of each major must receive the approval of the departmental advisor. All majors should secure approval by written application to the department head at the beginning of his junior year. Three semester hours in French 55, German 55, or Spanish 55 may be counted toward a history major.
Students planning to enter public school teaching may follow the program for a history and political science major or the program for the teaching major in the social studies. (See pages 77-79.)

A. HISTORY

11. HISTORY OF EUROPE, 1500-1815.
A study of the growth and struggle of national states and powers, and the attending effects. An introductory course, not open to those who have taken History 13 and 14. First semester.

12. HISTORY OF EUROPE, 1815 TO PRESENT.
A study of the development of modern states and their governments, the rise of democracy, the World Wars and the post-war problems. Should be carried as sequence to course 11. Not open to those who have taken History 13 and 14. Second semester.

13, 14. HISTORY OF CIVILIZATION.
This course aims to aid the student in his reach for explanations and syntheses relating to problems in the contemporary world, by means of a search through the ages for the roots and developments. With the close interplay in today's world, emphasis is put on the contributions of other groups and nations as well as upon European and American. In this course the ways in which history and geography have acted and are acting as aids or blocks to institutions and ideas are stressed in viewing world problems today and in the future. Not open to those who have taken History 11 and 12. Throughout the year. Staff. Credit per semester, three hours.

33. HISTORY OF THE UNITED STATES (1492-1865).
This is a survey course in which causal relations are emphasized. Special study is made of social, economic, and constitutional development, and sectional problems. (Freshmen may enter only as special cases.)
First semester. Vanderbush. Credit, three hours.

34. HISTORY OF THE UNITED STATES (1865-1945).
Second portion of the survey course in American History. Emphasis is placed on industrial, labor and agricultural problems, domestic and foreign policies, and economic and social legislation. (Freshmen may enter only as special cases.)
Second semester. Vanderbush. Credit, three hours.

47. WORLD NEWS OF THE WEEK.
Open only to freshmen and sophomores. Majors and upperclassmen interested in contemporary problems should enroll in History 84.
Both semesters. Ross. Credit, two hours.

51. CULTURAL HISTORY OF THE EARLY MEDITERRANEAN.
A study of the art, architecture, literature, science and religion, together with the social phases of man's development, from the early Egyptian and Babylonian history through the Roman period. Special emphasis is placed upon Greek institutions and culture. Prerequisite: History 13, 14. Alternate years, 1950-51.
First semester. Ross. Credit, three hours.

52. CULTURAL HISTORY OF THE MIDDLE AGES.
A study of the development of education, literature, religion, art, science, through the Renaissance and Reformation. Alternate years, 1950-51.
Second semester. Ross. Credit, three hours.
53. **History of Hispanic-America: Colonial Period.**
A study of the early native cultures and colonization of Central America and South America. Alternate years, 1951-52.
First semester.

54. **History of Hispanic-America: National Period.**
A study of the social, cultural, economic, and political growth of the various countries, with special emphasis upon their relationship to hemispheric problems. Alternate years, 1951-52.
Second semester.

55. **History of England.**
A study of the social, cultural, economic, political and constitutional history of England from Roman times to the period of Queen Victoria. Alternate years, 1950-51.
First semester.

56. **History of England.**
A study of English History from the period of Queen Victoria, emphasizing English imperialism, problems of foreign and domestic policy, and the commonwealth. Prerequisite: History 55. Alternate years, 1950-51.
Second semester.

57. **American Diplomacy and Foreign Relations.**
A study of the relations of the United States with other powers from the Revolutionary War to the present. Shifting of the interpretation of the Monroe Doctrine and the growth of various policies since 1876 are traced into present policies and problems. Prerequisite: History 55, 34.
First semester.

58. **Recent American History.**
A study of economic, social and political problems facing the United States since 1900. Special emphasis on discussion of critical problems due to growth of big business, domestic and foreign trade, expansion and world problems. Prerequisite: History 34.
Second semester.

59. **English Constitutional History.**
Same as Political Science 59. Alternate years, 1951-52. (Can be credited either as history or political science.)
First semester.

60. **American Constitutional History.**
Same as Political Science 60. Prerequisite: History 33, 34. Alternate years, 1951-52. (Can be credited either as history or political science.)
Second semester.

62. **Human Geography.**
A course in the study of human society in relation to the earth background. The purpose of the course is to familiarize the student with the earth as the home of man, and man's adjustment to this natural environment so that the student may develop an intelligent and informed awareness of the limitations and potentialities of all peoples in their relation to geographic factors.
First semester.

63. **Political Geography.**
A study of geographic factors in determining political boundaries, centers, pressures, powers, etc.
Second semester.
64. INTERNATIONAL RELATIONS.
Same as Political Science 64. (Can be credited either as history or political science.)
Second semester.  
Hawkinson. Credit, three hours.

65. HISTORY OF THE WEST.
A course emphasizing the influence and contributions of the frontier in American History to the development of American civilization. Prerequisite: History 33, 34.
First semester.  
Visser. Credit, three hours.

66. WORKSHOP IN INTERNATIONAL RELATIONS.
Same as Political Science 66.
Second semester.  
Hawkinson. Credit, three hours.

67. THE DEVELOPMENT OF EUROPE, 1648-1870.
A study of the Age of Louis XIV, the French Revolution, the Industrial Revolution, the Revolution of 1830 and 1840, and the growth of imperialism. Recommended prerequisite: History 13, 14 or 55, 56. Students with two semesters of History may elect this course. Alternate years, 1951-52.
First semester.  
Ross. Credit, three hours.

68. THE DEVELOPMENT OF EUROPE, 1870-1918.
A study of the continued rise of European imperialism with special emphasis upon the social, economic, political, and philosophical differences which led to World War I. Prerequisite: History 67. Alternate years, 1951-52.
Second semester.  
Ross. Credit, three hours.

70. HISTORY OF ROME.
From early times to about 476 A.D. An attempt to interpret the political history in the light of social, economic, and religious movements.
Second semester.  
Wolters. Credit, three hours.

71. EUROPE SINCE 1918.
A study of the social, political, economic, and ideological development of the period between world wars; Hitler's plan for world domination; post-war developments; and organization for the preservation of world peace.
First semester.  
Ross. Credit, three hours.

74. HISTORY OF THE FAR EAST.
A study of the peoples and culture of India, China, Japan, French-Indo-China, and Indonesia and of their relationships to the western world. Recommended prerequisite: History 66. Alternate years, 1950-51.
Second semester.  
Ross. Credit, three hours.

76. RUSSIAN HISTORY.
A study of the Russian internal and external policies with their geographic, economic, and political backgrounds. This course will emphasize the roots of the present situation. Alternate years, 1951-52.
Second semester.  
Visser. Credit, three hours.

81. STUDIES IN EUROPEAN HISTORY.
An advanced course in European history. The field of concentration will be decided by the instructor. Work will consist of readings reports, and a paper. Prerequisite: History 67, 68 or 71. On demand.
Second semester.  
Ross. Credit, two hours.
82. **STUDIES IN AMERICAN HISTORY.**
An advanced seminar course considering three or four major conditions affecting American history, philosophy and writing, such as the frontier, transcendentalism, the gospel of wealth, and the New Deal. This course will be offered by members of several departments who will largely utilize source materials and synthesize new and former work in round-table discussions. Prerequisite: History 33, 84. Enrollment limited.
Second semester. \textit{Hawkinson and staff}. Credit, two hours.

84. **CONTEMPORARY PROBLEMS.**
This course is an intensive study of selected major world problems for majors, juniors, and seniors. Prerequisite: History 11, 12 or 18, 14; and two in American History field.
Second semester. \textit{Ross}. Credit, three hours.

85. **SOCIAl STUDIES METHODS.**
A special course in the methods and materials in teaching the social studies at the junior and senior high school levels. Emphasis is on studies of procedures, curricular practices in various systems, teaching aids, trends, preparation of resource and teaching units, evaluation, etc. A curriculum laboratory is in the library to aid teachers through new materials.
First semester. \textit{Hawkinson}. Credit, two hours.

**B. POLITICAL SCIENCE**

31. **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. Second semester course open to freshmen.
Both semesters. \textit{Vanderbush}. Credit, three hours.

32. **STATE AND LOCAL GOVERNMENT.**
A study of the procedures of government in all the states with special reference to Michigan. Local government is studied with its various functions and applications.
Second semester. \textit{Vanderbush}. Credit, three hours.

52. **POLITICAL PARTIES, AND ELECTORAL PROBLEMS.**
A study of the political parties, their history and how they operate, and of the conduct and problems of elections. Alternate years, 1951-52.
Second semester. \textit{Vanderbush}. Credit, three hours.

57. **AMERICAN DIPLOMACY AND FOREIGN RELATIONS.**
Same as History 57. (Can be credited either as history or political science.)
First semester. \textit{Hawkinson}. Credit, three hours.

59. **ENGLISH CONSTITUTIONAL HISTORY.**
A study of the growth of English government and law. Alternate years, 1951-52.
First semester. \textit{Visser}. Credit, three hours.

61. **AMERICAN CONSTITUTIONAL HISTORY.**
A study of the background of the constitution of the United States, the work of the Federal Convention of 1787, and the changes in the constitution as a result of Supreme Court decisions. Written and oral reports required. Alternate years, 1951-52.
Second semester \textit{Hawkinson}. Credit, three hours.
64. INTERNATIONAL RELATIONS.
The development of international law, machinery, forces, and systems is surveyed. Emphasis is on the operation of the agencies for international relations on the problems of the world today. The United Nations in operation on several fields—political, economic, and cultural—is considered.
Second semester Hawkinson. Credit, three hours.

66. WORKSHOP IN INTERNATIONAL RELATIONS.
A course of research and public presentation to be offered through cooperation of several staff members. The course will consider the needs, the agencies, and the work of world organizations on problems for promoting better world conditions and understanding. Emphasis will be placed on the role of schools in promoting international understanding as well as on community service by these students.
Second semester. Hawkinson. Credit, two hours.

LATIN

A general statement of the aims and recommendations in Classical Languages is found above, page 89.

MAJOR: A major in Latin may be met by completion of 25 hours of course work in the department, including Latin 71. Those who plan to enter teaching are also required to take Latin 72. In addition, majors must elect History 70, History of Rome.

To secure a composite major in foreign language, the student must elect a minimum of nine hours of advanced study (courses numbered above 50) in one language and five in another.

11. 12. ELEMENTARY LATIN.
The elements of grammar, reading, some study of English derivations, and an attempt to make the student aware of cultural implications. Throughout the year. Credit per semester, four hours.

31, 32. SELECTED READINGS FROM THE PERIOD OF CAESAR AND CICERO.
Course 31 should normally follow two years of high school Latin. Throughout the year. Credit per semester, four hours.

51. READINGS FROM VIRGIL
and other writers of the Augustan period. First semester. Credit, three hours.

52. LATIN OF THE CHURCH FATHERS.
Second semester. Credit, three hours.

53. MEDIEVAL LATIN.
Material from various writers of the time when Latin was the universal language of culture. First semester. Credit, two hours.
54. **Roman Philosophy.**
Second semester. Credit, two hours.

55. **Latin Literature in Translation.**
This course seeks to give an appreciation of the varied literary treasures of the Romans. No knowledge of the Latin language is required. This course is open to all students.
First semester. Credit, two hours.

71. **Survey of Latin Literature.**
Designed to be a rapid comprehensive survey of national or classical Roman literature. Required of students who desire a teaching major in Latin or who plan to go into graduate work. Alternate years, 1951-1952.
First semester. Credit, two hours.

72. **Latin Writing and Teaching.**
Intended especially for those who plan to teach Latin. Required of teaching majors.
Alternate years, 1951-1952.
Second semester. Credit, two hours.

**History of Rome.** See History 70.

**MATHEMATICS**

The courses in Mathematics are offered not only for those definitely majoring in the department or intending to use it as a tool in their applied fields, but also for those who desire them as a part of their general education. Thoroughness rather than multiplicity of courses is emphasized.

*High School Prerequisites:* All regular Freshman courses require for admission one and one-half years of high school algebra and one year of plane geometry. Those entering with only one year of algebra should take the course in Intermediate Algebra.

*Major:* Those who intend to major in Mathematics should take courses 13, 14 (or 15), 16, 31, and 51 and, in addition, two courses selected from courses 52, 53, 61, and 81. College Physics is required. The courses through 51 are required as a minimum. For completion of major, check with the Chairman of the Department.

11. **Intermediate Algebra.**
Prerequisites: One year of High School Algebra and one year of Plane Geometry. Not to be counted towards a major in Mathematics.
Both semesters. Credit, three hours.

12. **Solid Geometry.**
Prerequisites: One year of Plane Geometry and one year of High School Algebra.
First semester. Credit, two hours.
13. **COLLEGE ALGEBRA.**
Prerequisites: One and one-half years of High School Algebra or course 11, and one year of Plane Geometry.
Both semesters. Credit, three hours.

14. **PLANE TRIGONOMETRY.**
Prerequisites: One and one-half years of Algebra and one year of Plane Geometry.
Both semesters. Credit, three hours.

15. **GENERAL MATHEMATICS.**
This course combines the fundamental topics of College Algebra and Plane Trigonometry. It is designed for those who for reason of accelerating their preparation must complete both College Algebra and Trigonometry in one semester. Prerequisites: Same as for courses 13 and 14.
Both semesters. Credit, four hours.

16. **ANALYTICAL GEOMETRY.**
Regular course in Analytics. Prerequisites: Plane Trigonometry and College Algebra.
Both semesters. Credit, four hours.

17. **MATHEMATICS OF BUSINESS.**
Prerequisites: One year of high school Geometry and one of Algebra. Not to be applied to a Mathematics major.
First semester. Credit, three hours.

21. **MECHANICAL DRAWING.**
First semester. Credit, three hours.

31. **DIFFERENTIAL CALCULUS.**
Prerequisites: Plane Analytics.
Both semesters. Credit, four hours.

34. **SPHERICAL TRIGONOMETRY.**
Prerequisites: Plane Trigonometry and College Algebra. Alternate years, 1949-1950.
First semester. Credit, two hours.

35. **INTRODUCTORY STATISTICS.**
A general introduction to the area of statistics. This course is a prerequisite to Economics 62 (Economic Statistics) and Psychology 62 (Statistical Methods in Psychology) as well as Mathematics 36 (Mathematics of Statistics).
First semester. Credit, two hours.

36. **MATHEMATICS OF STATISTICS.**
Prerequisites: Mathematics 13 and 14 or Mathematics 15 and Mathematics 35.
Second semester. Credit, two hours.

41. **DESCRIPTIVE GEOMETRY.**
Prerequisites: Mechanical Drawing.
Second semester. Credit, three hours.

42. **PLANE SURVEYING.**
Prerequisites: Plane Trigonometry.
Second semester. Credit, two hours.

43. **ASTRONOMY.**
Descriptive. Prerequisites: Plane Trigonometry.
Second semester. Credit, two hours.
44. **AERIAL NAVIGATION.**
Study of the four methods of navigation and of the various projections and charts in use, and drill in applications. Prerequisite: Plane Trigonometry.
Second semester. Credit, two hours.

51. **INTEGRAL CALCULUS.**
Prerequisites: Regular Mathematics courses through Differential Calculus.
Both semesters. Credit, four hours.

52. **DIFFERENTIAL EQUATIONS.**
Prerequisites: 8 hours of Calculus.
Both semesters. Credit, two hours.

53. **SOLID ANALYTICS.**
Prerequisites: Plane Analytics.
Second semester. Credit, two hours.

61. **THEORY OF EQUATIONS.**
Integral Calculus a prerequisite but may be taken at the same time.
First semester. *Lampen.* Credit, three hours.

62. **COLLEGE GEOMETRY.**
The purpose of this course is to extend the methods of the first course in Plane Geometry to the development of theorems of greater difficulty and of greater interest. New properties of the triangle and the circle are studied. Because of the help to be derived from such a course by those who expect to teach Plane Geometry, and because of pedagogical principles involved in developing it, this course is recommended to those who are planning to teach mathematics. Prerequisite: Plane Analytics. Alternate years, 1950-1951.
First semester. *Lampen.* Credit, three hours.

71. **METHODS OF TEACHING MATHEMATICS.**
This course is intended for Seniors through special arrangement with the Department of Education. It may be taken for credit in Mathematics if not desired for Education.
First semester. *Lampen.* Credit, two hours.

81. **ADVANCED CALCULUS.**
Prerequisites: 10 hours of Calculus and Mathematics 58. Open to Seniors only except by special arrangement with instructor. Mathematics 58 may be taken at the same time.
Both semesters. *Lampen.* Credit, two hours.

82. **ADVANCED CALCULUS.**
Continuation of Mathematics 81. *Lampen.* Credit, two hours.

**MODERN LANGUAGES**
The courses offered in the first two years of the modern languages, French, German, and Spanish, are designed to provide the student with a good grammatical foundation, to give him some command of the spoken language, to develop a practical reading knowledge, and to cultivate the understanding of other peoples, cultures and institutions as revealed in their literature, periodicals and national ac-
Modern Languages — Music

Activities. The upper level courses are designed to broaden the student's knowledge as well as give him practical training in the use of the language.

Students who plan to do graduate work in English are advised to study French; those majoring in Science are advised to study German and secure a reading knowledge of French; music majors should study German and French; business majors are advised to study Spanish. For the Ph.D. degree a reading knowledge of French and German is required in most universities, although in certain cases Spanish may be substituted. For students planning to get an M.A. a reading knowledge of one of the modern languages is usually required.

Two years of study on the high school level will admit a student to the Intermediate course (31) if he passes an examination given at the beginning of the fall term. An examination is required of all students desiring advanced standing in any modern language. Full credit will be granted for any course in addition to the language requirement.

Major: To secure a major in French, German or Spanish the student is required to take twenty-five (25) hours above the first year courses. Not more than eight (8) hours of work on the intermediate level (courses numbered below 50) will be accepted toward a major. To secure a composite major the student must elect a minimum of nine (9) hours advanced study (courses numbered above 50) in one language and five (5) hours in the other.

Students who desire to teach the language should consult with their major professor in regard to the courses and hours required.

For convenience in using the catalog, the course offerings are listed under the department titles, which are arranged alphabetically.

Music

The Music Department of Hope College has two aims: to supply the Liberal Arts student with an elective musical background which will assist him in being aware and appreciative of the growing musical heritage of civilization, and to train the student who wishes to make music his individual vocation. A student in the first group will find ample opportunity to enrich his musical knowledge by
enrolling in any of the fundamental Theory courses and any of the Applied Music courses which suit him. A student of the second group, if he wishes to teach music in the school systems, should select the Elementary or Secondary Music Education program; if he does not desire to teach in the schools, but wishes to prepare himself as a performing artist, he should select the Applied Music Major program. Either major course is also designed as a basic program toward continued study in graduate schools of music.

MAJOR: A student who wishes to major in music must start work in the department in his Freshman year, following the suggested schedule closely. At the close of his Sophomore year he will make written application to the Chairman of the Department, at which time he will be admitted or rejected as a major in the Music Department by a decision of the Music Faculty. A major in Secondary Music Education requires a minimum of 53 hours in music courses; in Elementary Music Education, 40 hours; and in Applied Music, 44 hours.

Requirements for a major in Secondary Vocal Music Education:

Theoretical Subjects: Music 15, 16, 17, 18, 31, 32, 35, 36, 51, 52, 71, 72, 73, 75 — 34 hours.

Applied Subjects: Voice (Must reach at least Voice 64) — 10 hours.

Music Electives: 5 hours.

Total: 53 hours.

Every major in Vocal Music Education must put in three full years' work in the Choir or either of the Glee Clubs.

Requirements for a Major in Secondary Instrumental Music Education:

Theoretical Subjects: Music 15, 16, 17, 18, 31, 32, 35, 36, 51, 52, 57, 58, 74, 76 — 34 hours.

Applied Subjects: Major Instrument (Must reach at least Instrument 68) — 8 hours; Strings 27, 28; Winds 27; Brasses 27; Piano 21, 22 — 6 hours.

Music Electives: 5 hours.

Total: 53 hours.

Every major in Instrumental Music Education must put in three full years' work in either Orchestra, Band or Instrumental Ensemble.
Requirements for a Major in Applied Music:
Theoretical Subjects: Music 15, 16, 17, 18, 31, 32, 35, 36, 51, 52, 75 or 76 — 28 hours.
Applied Subjects: (One combination)
1. Voice (10 hours), Piano (4 hours) and Ensemble (2 hours) — 16 hours.
2. Organ (10 hours), Voice (4 hours) and Ensemble (2 hours) — 16 hours.
3. Piano (10 hours), Voice (2 hours) and Instrument (2 hours) and Ensemble (2 hours) — 16 hours.
4. Instrument (10 hours), Piano (4 hours) and Ensemble (2 hours) — 16 hours.
Total: 44 hours.

Requirements for a Major in Elementary Public School Music:
Theoretical Subjects: Music 15, 16, 17, 18, 35, 36, 56, 75 or 76 — 20 hours.
Music Electives: 5 hours.
Total: 40 hours.

Students desiring to fulfill the minor requirements for teacher certification must elect 15 hours of music. Courses 15, 16, and 56, or 73 or 74 are required.

See above, page 75, for a suggested course outline for the first two years.

THEORETICAL COURSES

11, 12. HARMONY.
A beginning course with emphasis on four-part writing, including the structure and use of primary and secondary triads with their inversions. Melody harmonization. All seventh chords and their resolutions. The dominant ninth. For non-majors. Throughout the year. Cavanaugh. Credit per semester, three hours.

13, 14. EAR TRAINING AND SIGHT SINGING.
A course designed for any student desirous of becoming more familiar with music. Melodic and harmonic rhythm dictation. For non-majors. Course 13 is a prerequisite for elementary teachers who are not able to pass the diagnostic test for admission to course 56. Throughout the year. Snow. Credit per semester, two hours.

15, 16. BASIC THEORY.
A beginning course for music majors with emphasis on fundamentals of music, including meter, rhythm, sight-singing, scales, intervals, chord structure, and the uses of chords and their inversions. For Majors only. Throughout the year. Kooiker. Credit per semester, four hours.

17, 18. APPRECIATION OF MUSIC.
A non-technical study of the elements of music and of various musical styles, designed to establish a basis for the understanding of all types of music. Throughout the year. Davis. Credit per semester, two hours.
31, 32. **ADVANCED HARMONY.**
Throughout the year. *Cavanaugh.* Credit per semester, three hours.

35, 36. **HISTORY OF MUSIC.**
A general cultural survey course on the development of the art of music from the time of primitive man to the present, with the use of illustrative material and records. Course 35 or approval from Music Department prerequisite to course 36.
Throughout the year. *Holleman.* Credit per semester, two hours.

51, 52. **FORM AND ANALYSIS.**
A practical and analytical course in the structure of the forms of music with emphasis on the Sonata Form, and on the form of the Fugue, with use of "The Well-tempered Clavichord."
Throughout the year. *Cavanaugh.* Credit per semester, two hours.

56. **ELEMENTARY MUSIC METHODS.**
Prerequisite—Music 18 or permission of the instructor, to be given upon successful completion of a diagnostic test. Materials in both instrumental and vocal music will be taught.
Second semester. *Holleman.* Credit, two hours.

57, 58. **ORCHESTRATION.**
The first semester will start with a study of the history and technical limitations of the instruments of the modern orchestra. Arranging for woodwind, brass, and string ensembles, progressing to the scoring for symphonic band will follow. During the second semester piano, vocal, and organ works will be adapted for little symphony and the full symphony orchestra.
Throughout the year. Credit per semester, two hours.

71, 72. **COUNTERPOINT.**
A study of contrapuntal writing as evidenced in the music of the sixteenth and eighteenth century polyphonic schools with approximately a semester designated to each style. Offered alternate years, 1961-62.
Throughout the year. *Cavanaugh.* Credit per semester, two hours.

73. **SECONDARY VOCAL METHODS.**
Study and observation of secondary teaching techniques, with examination of materials. The requirements for the first two years of a music major are advisable as a prerequisite. Offered alternate years, 1951-1952.
First semester. *Holleman.* Credit, two hours.

74. **SECONDARY INSTRUMENTAL METHODS AND ADMINISTRATION.**
A study of the problems peculiar to the teachings of instrumental music in both class and private instruction. Sections will be devoted to the selection of text books and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years of a music major are advisable as a prerequisite. Offered alternate years, 1961-1952.
Second semester. Credit, two hours.

75. **CHORAL CONDUCTING.**
A practical study of conducting of community songs and choral music. The requirements for the first two years of a music major are advisable as a prerequisite. Offered alternate years, 1960-1961.
First semester. *Davis.* Credit, two hours.
76. **Instrumental Conducting.**
A study of orchestral scores and transposition. Detailed work in the technique of the baton and the rehearsal problems of orchestral, band and smaller instrumental groups. The requirements for the first two years of a music major are advisable as a prerequisite. Offered alternate years, 1950-1951.  
Second semester.  
Credit, two hours.

77. **Music of the Church.**
A course designed to help ministers, choir directors, organists and singers in a study of music of the church. Included is a brief history of church music, and the study of hymnology, classification of anthems, and elementary music theory. Recommended for pre-seminary students.  
First semester.  
Credit, two hours.

**APPLIED MUSIC COURSES**

All courses in Applied Music are open to students of varying degree of preparation, from beginners to advanced students. All music majors are required to pass an examination each semester under the jury system, and after approval by a faculty jury are required to give a recital during the senior year. In the case of music education majors, the length of this recital will be determined by the music faculty. Upon request each major student may secure a chart indicating proficiency levels to be attained each year of study. Hope College maintains a Junior Piano Department for students of elementary and high school ages. A schedule of Applied Music fees will be found on page 54, as well as fees for the Junior Piano Department.

A maximum of 3 semester hours of Choir, Band or Orchestra will be allowed as elective credit toward a major in music.

All private lessons are of 30 minutes’ duration. Lessons in Applied Music will not be made up unless the student notifies the instructor a reasonable time in advance of his absence. Private lessons falling on legal and special holidays will not be made up. All Applied Music students are required to fulfill practice time requirements, consisting of at least one half hour per day for each weekly voice lesson and at least one hour per day for each weekly piano, organ, or instrumental lesson.

21, 22; 41, 42; 61, 62; 81, 82. Piano  
23, 24; 43, 44; 63, 64; 83, 84. Voice  
25, 26; 45, 46; 65, 66; 85, 86. Organ  
27, 28; 47, 48; 67, 68; 87, 88. Instrument (violin, viola, cello, string bass, flute, oboe, clarinet, bassoon, trumpet, French horn, trombone, percussion.)
The above private lessons are open to all students in relation to their degree of proficiency. There are certain entrance requirements for some of the Applied Music major fields, as follows:

PIANO.

To be admitted as a piano major candidate a student must be able to play the following or at the equivalent level:

1. Major and minor scales in 4 octaves.
2. Technical studies as Czerny or the Sonatinas.
3. The Bach Little Preludes.
4. The Mozart C Major Sonata.

INSTRUMENT.

To be admitted as an instrument major candidate a student shall be required to play, on his major instrument, the following or at the equivalent level:

Violin —

Working knowledge of the first 5 positions, vibrato, major and minor scales through 3 sharps and flats. Etudes by Kayser and Wohlfahrt, and pieces by Bach and Corelli or equivalent.

Clarinet —

Major and minor scales through 3 sharps and flats; Langenus Book II, Baermann Book II; solos such as "Fantasie de Concert" by Avon and "Mazurka" by Mylnarsky or equivalent.

Cornet —

Williams method books I and II, major and minor scales through three sharps and flats; Trumpet Etudes by Hering; selected solos.

8. PREPARATORY PIANO.

Prospective piano majors unable to meet the above piano entrance requirements will enroll in this course until the deficiency is made up. No credit.

9. PREPARATORY INSTRUMENT.

Prospective instrument majors unable to meet the above instrument entrance requirements will enroll in this course until the deficiency is made up. No credit.

10. CHAPEL CHOIR.

Membership of approximately 90 voices determined by audition at the beginning of the Fall term:

Throughout the year. Davis. Credit per year, one hour.
20. ORCHESTRA.
Membership determined by tryouts at the beginning of the Fall term. Throughout the year. 
Rider. Credit per year, one hour.

30. BAND.
Membership determined by tryouts at the beginning of the Fall term. Throughout the year. Rider. Credit per year, one hour.

49, 50. PIANO ENSEMBLE.
An applied music course in two-piano work. Standard repertoire of original two-piano compositions of Mozart, Brahms, etc., are used. A fee of $2.50 per semester is charged. Prerequisites: piano-playing ability of at least a third-grade level. Throughout the year. Holleman. Credit per semester, one hour.

69, 70. INSTRUMENTAL ENSEMBLE.
A course designed to acquaint the student with small ensemble literature and give him the opportunity to play as much of it as possible. Throughout the year. Rider. Credit per semester, one hour.

PHILOSOPHY

The Department of Philosophy aims to meet the needs of three groups of students, and all three have equal claims upon it.

1. The first group is of those interested in the possible contribution of philosophy to a sound liberal education. For these the study of philosophy is an incentive to and an attempt at acquaintance with and integration of the broad areas of human experience and learning.

2. The second group is those whose education is dominated by an interest in specialized areas. For these the department of Philosophy aims to provide both a broadening of interest and acquaintance and a critical analysis of the presuppositions and principles of their specialized area.

3. In the third group are those whose major academic interest is the study of philosophy. For these, the department aims to provide an acquaintance with the perennial problems of human life, an introduction to the great thinkers and the great traditions of thought, and a sense of the importance of sound thinking in the attainment of the objectives of good living.

MAJOR: A minimum of twenty-nine hours in the department is required for a major. Specific courses required of all majors are: Philosophy 15, 33, 55, 56, 53, 72. The
whole course program for each major must receive the approval of the departmental advisor, who retains discretionary power to require, as part of the major program, completion of specific courses within the department or outside it.

Note: Where consent of the instructor is required for admission to a course, there is, in general, no other prerequisite. Students wishing to enroll in these courses without any previous work in philosophy are in general admitted to them provided, in the judgment of the instructor, their over-all academic record warrants the expectation that they can handle the course.

15. **INTRODUCTION TO PHILOSOPHY.**
A first course in philosophy which aims to acquaint the students with the ultimate problems of life, and with the fields and methods of philosophical thought. Attention is given to the development of the philosophical habit of mind, which is able to formulate a problem, weigh the alternatives, analyze the bases for a conclusion, and reach a conclusion.
Both semesters.  
Dykstra. Credit, two hours.

33. **ANCIENT PHILOSOPHY.**
A survey of ancient Greek and Roman philosophy, with a view to gaining an acquaintance with both the content and method of ancient thought, analyzing the pertinence of ancient thought for contemporary culture, and acquiring facility in the reading of philosophical literature. Prerequisite: 15 or consent of the instructor.
First semester.  
Dykstra. Credit, three hours.

34. **MEDIEVAL PHILOSOPHY.**
A survey of the development, the achievement, and the disintegration of Medieval thought, an evaluation of Medievalism as an ideal of an integrated culture, and an investigation of the possible relevance of Medievalism for the contemporary world. Prerequisite: Philosophy 33.
Second semester.  
Dykstra. Credit, three hours.

53. **LOGIC.**
An introductory Logic, covering induction and deduction, and introducing the student to symbolic logic as a method of notation. The course is designed to serve the purposes of the liberal arts student in the fields of science and the humanities. Alternate years, 1951-52.
First semester.  
Dykstra. Credit, three hours.

55. **MODERN PHILOSOPHY.**
A survey of philosophical thought from Descartes through German Idealism, with emphasis upon the metaphysical and epistemological problems. Special attention is given to the bases of judgment employed in the several philosophies. Prerequisite: Philosophy 33 or the consent of the instructor. Philosophy 34 is also recommended as a background.
First semester.  
Dykstra. Credit, three hours.

56. **CONTEMPORARY PHILOSOPHY.**
A survey of the philosophies which are specifically formative in the development of contemporary culture, an attempt to uncover the fundamental issues raised by these philosophies, and an exploration of the possible bases for solution of the problems. Prerequisite: Philosophy 55.
Second semester.  
Dykstra. Credit, three hours.
58. PHILOSOPHY OF SCIENCE.
A study of the fundamental concepts of modern science, an attempt at integration of
the sciences, an evaluation of their presuppositions, and an interpretation of the
implications of the scientific world-view for human living. Prerequisite: Consent of
the instructor. Alternate years, 1950-51.
Second semester. Dykstra. Credit, three hours.

71. HISTORY OF ETHICS.
An historical survey of the ethical ideals, chiefly of the Western world, together
with their organization into some coherent order, and an examination of the
formative principles of ethical thinking. Prerequisite: Consent of the instructor.
Alternate years, 1950-51.
First semester. Dykstra. Credit, three hours.

72. SYSTEMATIC AND APPLIED ETHICS.
A quick survey of the chief types of ethical theory, consideration of the major
problems in a theory of value, the metaphysical implications of value, and an
exploration of some of the chief problems of contemporary culture from the point
of view of an integrated ethical outlook. Prerequisite: Philosophy 71 or consent of the
instructor. Alternate years, 1950-51.
Second semester. Dykstra. Credit, three hours.

75. PHILOSOPHY OF RELIGION.
A consideration of the varied conceptions of God, including both the specifically
religious and the philosophical, and of the classic problems of religious belief;
together with an attempt to deepen one's understanding of religion as an increasingly
significant feature of the complete life. Prerequisite: Consent of the instructor.
Alternate years, 1950-51.
First semester. Dykstra. Credit, three hours.

78. AESTHETICS.
A study of the chief philosophical and psychological theories of aesthetics, an
analysis of the creative and recreational aesthetic experience, an exploration of the
various media of aesthetic experience, and a study of the principles of aesthetic
judgment. Prerequisite: Consent of the instructor. Alternate years, 1951-52.
Second semester. Dykstra. Credit, three hours.

79. PHILOSOPHY OF HISTORY.
An examination of the classic philosophies of history, including a discussion of
Judaism, Plato, Stoicism, Augustine, Calvin, Kant, Hegel, Malthus, Marx, Schopen­
hauer, Nietzsche, Spengler, Sorokin, Seizesitzer, Ortega y Gasset, and Toynbee.
Aim of the course is to assist the student in arriving at an intelligent philosophy
of culture. Prerequisite: Consent of the instructor. Alternate years, 1951-52.
First semester. Dykstra. Credit, three hours.

82. ADVANCED PHILOSOPHICAL STUDIES.
For majors in philosophy and other well-qualified students. Conducted on the basis
of individual study or cooperative inquiry by small groups. Subject matter of the
course is selected from one of the major fields of philosophy and dictated by the
interests of the students concerned. Announcement of the intention to participate
in the course is desired not later than the middle of the semester preceding that
in which the course is to be given.
Second semester. Dykstra. Credit, two hours.

PHYSICAL EDUCATION FOR MEN

REQUIRED PHYSICAL EDUCATION: All men students are
required to take 72 clock hours of physical education. Unless
permission is granted, this work is to be taken in the
Freshman year.

INTRAMURAL AND INTERCOLLEGIATE ATHLETICS: An in-
tramural program for men is open to all male students. It includes the following sports: basketball, bowling, touch football, table tennis, golf, softball, tennis and track. Teams are organized on an interclass, dormitory, or intersociety basis.

All men are encouraged to participate in intercollegiate sports. The sports are football, basketball, baseball, track and field, tennis, golf and cross country. In order to be eligible for intercollegiate competition, students must meet the academic eligibility requirements of the Michigan Intercollegiate Athletic Association.

PROGRAM FOR CERTIFICATE (Minor) IN PHYSICAL EDUCATION: A program of courses designed to meet the requirements of the certification board of Michigan for a teaching minor in Physical and Health Education has been established. The program is for those who are taking a teachers’ major in some other subject and wish to be prepared also to coach and teach physical and health education. To fulfill the minor requirements, a student must complete sixteen semester hours of courses, including Biology 34 (Physiological Hygiene); Biology 35 (Human Anatomy); Physical Education 31 and 52; and six semester hours of Techniques courses chosen from Physical Education 61, 62, 63, and 64.

No student will receive credit toward graduation for Physical Education courses 61, 62, 63, and 64 unless these courses are taken as part of the Physical Education minor.

11, 12. PHYSICAL EDUCATION ACTIVITIES.
This is the required course for all men students, and is to be taken in the Freshman year. The course includes calisthenics, and participation in individual and group games and sports.
Both semesters. Activity credit.

31. INTRODUCTION TO PHYSICAL EDUCATION.
This course seeks to orient the student to professional work in this field. It will include history, principles, philosophy, aims and objectives of physical education. Required of all physical education minors, it should be elected in the sophomore or junior year.
First semester. 
De Vette: Credit, two hours.

52. KINESIOLOGY.
A comprehensive study of the musculo-skeletal system and its action, with special reference to the field of health and physical education. Prerequisite: Biology 35 (Human Anatomy).
Second semester. Van Dommelen. Credit, two hours.
54. COMMUNITY RECREATION.
This course traces the development of the modern recreational movement, studies the principles and practices in the organization of recreational group work, and presents the methods of planning and administering community recreation programs. This course is valuable for those planning to enter the ministry, teaching, scout work, or religious education, as well as for those who plan to enter community recreation work.
Second semester.  
De Vette. Credit, three hours.

61. FUNDAMENTALS AND TECHNIQUES OF BASKETBALL.
A study of the fundamentals of basketball and of the principles and techniques of coaching. It includes the study of rules. Academic credit is given only to students minoring in Physical Education. Not open to Freshmen.
First semester.  
De Vette. Credit, two hours.

62. FUNDAMENTALS AND TECHNIQUES OF FOOTBALL
A study of the fundamentals of football and of the principles and techniques of coaching. It includes the study of rules. Academic credit is given only to students minoring in Physical Education. Not open to Freshmen.
Second semester.  
Vanderbush. Credit, two hours.

64. FUNDAMENTALS AND TECHNIQUES OF BASEBALL AND TRACK.
A study of the fundamentals of baseball and track and of the principles and techniques of coaching. It includes the study of rules. Academic credit is given only to students minoring in Physical Education. Not open to Freshmen.
Second semester.  
De Vette. Credit, two hours.

PHYSICAL EDUCATION FOR WOMEN
Miss Van Dommelen

REQUIRED PHYSICAL EDUCATION: All women students are required to take 72 clock hours of physical education. Unless special permission is granted, this work is to be taken in the Freshman year.

INTRAMURAL AND INTERCOLLEGIATE ATHLETICS: All female students may become members of the Women's Athletic Association. This organization is governed by a board consisting of elected representatives from each class, who sponsor all intramurals for women. Under this program, those who wish may take part in volleyball, softball, basketball, badminton, tennis, bowling, ping-pong, and other sports. Teams and tournaments are organized during the school year and awards are granted on the basis of participation. In addition to this regular program, those who show unusual interest and ability are given opportunities to represent Hope College in athletic meets held several times during the year, at other colleges in the vicinity.

PROGRAM FOR MINOR IN PHYSICAL EDUCATION: Any woman student in pursuit of a teacher's certificate, may be granted a minor in physical education, by successfully completing the following requirements:
1. The student must be examined by the college health service, and secure a written statement that she is in sound physical condition and is able to carry on a strenuous program of activity. This statement must be presented to the head of the women’s physical education department.

2. The student must take a minimum of fifteen hours of credit courses including: Biology 34 (Physiological Hygiene), Biology 35 (Human Anatomy), Physical Education 31, 52, 53 or 54, and 75 or 76.

3. The student must take 180 clock hours (five semesters) of activities courses, to be chosen from the following: Physical Education 11, 12, 13, 14, 15, 16.

4. The student must take Physical Education 71 and 72. Elementary Teachers may be permitted to take Physical Education 71 for two semesters, and omit Physical Education 72.

11. **FIELD HOCKEY AND GYMNASTICS.**
   
   Part of this course will be devoted to learning the techniques and practice of field hockey. During inclement weather the class will meet indoors to work on conditioning, coordination, and grace of body movement.
   
   First semester. 36 clock hours activity credit.

12. **VOLLEYBALL AND SOFTBALL.**
   
   Half of this course will be spent learning and playing volleyball and related games, and the other will be devoted to learning the techniques of softball, and to playing the game.
   
   Second semester. 36 clock hours activity credit.

13. **REMEDIAL GYMNASTICS.**
   
   This course is designed to meet the needs of students who show postural or other physical defects, and endeavors to correct these faults by remedial exercises.
   
   Both semesters. 36 clock hours activity credit.

14. **ARCHERY, BADMINTON, AND MINOR SPORTS.**
   
   Designed to give the student an opportunity to develop skill in these sports, as well as some experience in coaching and officiating.
   
   Both semesters. 36 clock hours activity credit.

15. **RHYTHM WORK AND TUMBLING ACTIVITIES.**
   
   In this course the student will learn fundamental rhythms and Folk Dances representative of many countries, as well as Early American Square Dances. Time will also be spent in learning the basic skills of tumbling, stunts, and pyramid building.
   
   Both semesters. 36 clock hours activity credit.

16. **BASKETBALL AND TENNIS.**
   
   Designed to give the student an opportunity to develop skill in these sports, as well as some experience in coaching and officiating.
   
   Both semesters. 36 clock hours activity credit.
31. **INTRODUCTION TO PHYSICAL EDUCATION.**
Same as Physical Education 81 for men.
First semester. Credit, two hours.

52. **KINESIOLOGY.**
Same as Physical Education 62 for men.
Second semester. Credit, two hours.

53. **FIRST AID AND TEACHING CORRECTIVES.**
This class is designed to acquaint the student with methods of first aid, and with common postural faults, and the exercise methods used to correct or arrest them. Further the student will learn diversional activities which can be taught to those who, for medical reasons, cannot take part in the regular school program of physical education. Alternate years, 1961-1962.
Second semester. Credit, two hours.

54. **COMMUNITY RECREATION.**
Same as Physical Education 64 for men.
Second semester. Credit, three hours.

71. **ASSISTING IN PHYSICAL EDUCATION TEACHING.**
This class is offered to further prepare the student for teaching physical education. Here she will assist the instructor and gain experience in keeping records, grading, tests and measurements, and in the purchase, use, and care of equipment.
Both semesters. 36 clock hours activity credit.

72. **ASSISTING IN WOMEN'S INTRAMURALS.**
The purpose of this course is to give practical experience in the operation and direction of a program of intramurals. The student will assist in setting up a program, drawing up tournaments, advertising events, and keeping records which are necessary.
Both semesters. 36 clock hours activity credit.

75. **TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL.**
This course is designed to acquaint the student with the games, rhythms, story-plays, and other physical activities suitable for each of the elementary grades. Specific attention is given to objectives and methods of organization, and each student is required to do practice teaching in these activities as part of the class work. Elective to prospective elementary school teachers and women taking a minor in Health and Physical Education.
First semester. Credit, two hours.

76. **TEACHING PHYSICAL EDUCATION IN THE SECONDARY SCHOOL.**
This course consists of a thorough study of the fundamentals and rules of games of higher organization, and of mass and individual sports. Practical experience is given in lesson planning, organizing, teaching and officiating. Alternate years, 1950-1951.
Second semester. Credit, three hours.

**PHYSICS**

**MAJOR:** A major in Physics can be met by completion of twenty-five semester hours of courses approved by the head of the department.
11. **Meteorology.**
A study of the various physical processes and laws underlying the phenomena of weather and climate. Such topics as the composition of the atmosphere, the physical behavior of dry air and moist air, including normal, dry adiabatic, and saturated adiabatic lapse rates, clouds, fog, precipitation, radiation, migratory cyclones and anticyclones, fronts, air masses and source regions are considered.

First semester.  
Kleis. Credit, two hours.

21. **Musical Acoustics.**
An introduction to the fundamental laws of acoustics which have to do with the production and transmission of musical sounds. This course is intended for music students and may not be counted toward a major in Physics.

Second semester.  
Kleis. Credit, two hours.

31, 32. **General Physics.**
First semester: mechanics of solids and liquids, sound and heat. Second semester: magnetism, electricity, and light. Recitation, four hours; laboratory, one period per week. Must be preceded by Mathematics 14.

Throughout the year.  
Credit per semester, five hours.

33. **Slide Rule.**
A one semester course giving the basic fundamentals of the slide rule plus a working knowledge of the scales used for problems involving multiplication, division, square and cube root, trigonometry, logarithms and powers of numbers. Pre-

Both semesters.  
Frisse. Credit, one hour.

51. **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.  
Kleis. Credit, three hours.

53. **Electronics.**
An introductory course dealing with tube characteristics and operation, circuit analysis, rectification, amplification systems and photo-electricity. Prerequisites: Physics 32, and Mathematics 31, 51.

First semester.  
Frisse. Credit, three hours.

61. **Analytical Mechanics.**
An advanced course in statics. It is recommended to students interested in physics, astronomy, engineering, and applied mathematics. Prerequisites: Mathematics 31 and 51.

First semester.  
Frisse. Credit, three hours.

62. **Analytical Mechanics (Dynamics).**
An advanced course in dynamics continuing studies on kinetics of a particle, impulse, momentum, work and energy, and dynamics of a rigid body. Prerequisites: Mathematics 31, 51, and Physics 61.

Second semester.  
Frisse. Credit, three hours.

71. **Electrical Measurements.**
An advanced course in electricity and magnetism. Recitation, three hours; laboratory, three hours. Prerequisites: Mathematics 31 and 51.

Second semester.  
Kleis. Credit, four hours.

72. **Physical Optics.**
An intermediate course in light continuing the study of wave motion, spectra, refraction, reflection, diffraction, polarization, quantum theory, etc.

Second semester.  
Frisse. Credit, three hours.
86. TEACHING OF SCIENCE.
A special course in the methods of teaching science at the secondary school level. Emphasis throughout the course will be placed on the material and techniques to follow, as used in the teaching of Biology, Chemistry, and Physics. Second semester. Credit, two hours.

PSYCHOLOGY

Psychology is the science of behavior. An understanding of the causes and conditions which lead men to behave as they do is essential to a solution of the problems which arise in personal and social affairs.

Students whose vocational interests lie in the areas of education, social work, the ministry, personnel work, medical practice, or other fields involving intimate personal contacts, will find in psychology an aid to understanding themselves and their relationship to those with whom they are to work.

MAJOR: Students who wish to major in psychology should make application to the chairman of the department by the close of the sophomore year. Specific requirements include: a minimum of 25 semester hours in psychology, including courses numbered 31, 54, 57 and 61; Biology 11, 12; and Sociology 31. For those intending to pursue graduate work in psychology or a closely related field, such as Personnel Administration or Social Work, Psychology 51, 52, and 56; Biology 61; and Philosophy 53 are strongly recommended.

31. INTRODUCTION TO GENERAL PSYCHOLOGY.
A beginning course to acquaint the student with the basic facts and principles in psychology. Emphasis is placed on the factors underlying human behavior, and the role of learning in modifying human conduct. Required of all students for graduation, and is a prerequisite to all other courses in this department. Both semesters. Credit, three hours.

32. APPLIED PSYCHOLOGY.
A survey of the areas in which psychological principles are usefully applied, including industrial, medical, legal, advertising and commercial fields. Second semester. Credit, three hours.

51, 52. PSYCHOLOGY OF LEARNING.
Recognizing the importance of learning in all of man's behavior, this course considers in detail the conditions which determine learning and retention. The first semester covers the major experimental work in the area of human learning, with special emphasis on the applications of learning principles in education. During the second semester more detailed attention is directed toward experimental work in conditioning and animal research, and finally consideration is given to the current theories in learning. Alternate years, 1951-1952. Throughout the year. Credit per semester, three hours.
53. **SOCIAL PSYCHOLOGY.**
A study of the psychological principles underlying the social and group aspects of human living. Consideration is given to the conditions which initiate and determine group behavior, and to the methods whereby the nature of underlying attitudes may be determined and measured.
First semester.  
*Haverkamp.* Credit, three hours.

54. **PSYCHOLOGY OF HUMAN ADJUSTMENT.**
The aim of this course is to bring to the student a better understanding of his own behavior and that of others. The nature of basic and acquired needs is presented, and the behaviors which arise and the methods whereby men seek to satisfy these needs are discussed.
First semester.  
*Granberg.* Credit, three hours.

55. **EDUCATIONAL PSYCHOLOGY.**
Same as Education 52.
Second semester.  
Credit, three hours.

56. **CHILD DEVELOPMENT.**
A survey of the development of the human from conception to adolescence. Emphasis is placed on the orderly nature of the child's physical, motor and language development, the factors relating to the child's emotional development, and the role of the parent or teacher in providing an optimum setting for this development.
Second semester.  
*Granberg.* Credit, three hours.

57. **INTRODUCTION TO EXPERIMENTAL PSYCHOLOGY.**
A combination textbook and laboratory course, designed to familiarize the student with the methods employed in psychological research, and with representative research contributions in the field. It is recommended that the student take Psychology 61 concurrently with this course.
First semester.  
*Haverkamp.* Credit, three hours.

58. **ABNORMAL PSYCHOLOGY.**
An introduction to the study of human behavior disorders. Includes investigation into the psychological processes and the etiological factors involved, description of the more common mental illnesses, and a discussion of therapeutic measures. Prerequisites: Psychology 51 and 64 or consent of instructor.
Second semester.  
*Granberg.* Credit, three hours.

59. **INTRODUCTORY STATISTICS.**
Same as Mathematics 55.
First semester.  
Credit, two hours.

60. **STATISTICAL METHODS IN PSYCHOLOGY.**
Applications of statistical techniques to psychological data. Prerequisite: Psychology 61.
Second semester.  
*Haverkamp.* Credit, two hours.

61. **TESTS AND MEASUREMENTS.**
An introduction to the interpretation and construction of tests. The student will be introduced to the more commonly used tests of intelligence, achievement, interests and aptitude, and will be required to construct an achievement test in the subject matter field of his choice. Same as Education 64.
Second semester.  
*Haverkamp.* Credit, two hours.

62. **READINGS IN PSYCHOLOGY.**
An individual course for students of superior ability who plan to take advanced work in psychology, and who wish additional preparation in specialized areas of the field. Permission of the chairman of the department is required before registering for this course, and students are required to comply with all conditions detailed under "Reading Courses," page 41.
Both semesters.  
Credit, two hours.
RELIGION AND BIBLE

Certain courses are required of all students. They are numbered 11, 31, 51, and 71. One of these courses is to be taken by each student each year he is in residence at Hope College. Additional courses are offered for those desiring further work in Religion and Bible.

MAJOR: For those contemplating religious work at home or abroad, for whom Hope College must furnish the major part of their training, a major in the department of Religion and Bible is advised. Students planning to enter a Theological Seminary are advised to follow the program for Christian ministry that has been set up. (See page 117 of catalog.) A major in Religion and Bible shall consist of a minimum of twenty-six hours in the department and a maximum of thirty hours. Students majoring in Religion and Bible should see the head of the department to secure approval of their course program.

11. THE LIFE OF CHRIST.
The purpose of this course is to enable the student to come to a better understanding of the historical Jesus through a comparative study of the four gospels. Required of all freshmen.
Both semesters. Credit, two hours.

31. THE APOSTOLIC AGE.
Includes a study of the founding and expansion of the early Christian Church, with a discussion of its problems. Required sophomore year.
Both semesters. Credit, two hours.

51. OLD TESTAMENT HISTORY.
The primary aim of this course is to acquaint the student with the Old Testament through a brief survey of the history of Israel. Emphasis is placed on the religious ideas, and their development, in the Old Testament record. Required junior year.
Both semesters. Credit, two hours.

61. MODERN RELIGIOUS MOVEMENTS.
Includes a study of the history and teaching of such religious movements as Mormonism, Spiritualism, Christian Science, Theosophy, the Jehovah's Witnesses, the Barthean theological revival and others. Offered alternate years, 1950-1951.
First semester. Credit, two hours.

62. NON-CHRISTIAN RELIGIONS.
A study is made of selected leading non-Christian religions including Mohammedanism, Confucianism, Hinduism and Buddhism. Attention is given to the historical development and doctrinal emphases of these faiths and their relation to Christianity. Alternate years, 1950-1951.
Second semester. Credit, two hours.

63. HISTORY OF THE BIBLE.
Includes the study of such questions as How the Bible was Originally Written, Chief Sources of Our Biblical Text, Formation of the Canon of the Bible, and Translations of the Bible into English. Alternate years, 1950-1951.
First semester. Credit, two hours.
64. **The Hebrew Prophets.**
A study of the social and religious messages of the Hebrew prophets in their historical setting. Part of the course is devoted to the problems of the fulfillment of prophecy and the methods of interpreting the prophets today. Alternate years, 1950-1951.

Second semester. Credit, two hours.

71. **The Philosophy of the Christian Religion.**
Emphasizes the Christian conception of the nature of God, of man, and of the world. Includes a consideration of the relation of the natural to the supernatural, the significance of revelation, and the person of Jesus Christ. Required senior year.

Both semesters. Credit, three hours.

73. **Church History; the Ancient and Medieval Church.**
This course surveys the history of the Church from the Apostolic Age to the time of the Reformation. It studies the establishment of the Church in the Roman Empire, its survival and growth after the fall of the Empire, and its internal and external growth, including the evangelization of northern Europe. Alternate years, 1951-1952.

First semester. Credit, three hours.

74. **Church History; the Reformation and Post-Reformation Church.**
Consideration is given the Protestant Reformation of the sixteenth century, the rise of rationalism and Pietism, the rise of the denominations and the modern missionary movement. Alternate years, 1951-1952.

Second semester. Credit, three hours.

78. **History of Religion in America.**
A study of the history of the various religious movements in our own country, from colonial times down to the present day. Alternate years, 1951-1952.

First semester. Credit, three hours.

81. **Archaeology and the Bible.**
In this course archaeological discoveries are studied with special reference to material corroborative of the Biblical narratives. Alternate years, 1951-1952.

Second semester. Credit, three hours.

83. **Intertestamentary History.**
This course will cover the period from the end of the Babylonian exile of the Hebrew people to the time of Herod the Great and the birth of Christ. It treats the history of the Medo-Persian and Alexandrian empires and the succeeding dynasties as they relate to Biblical history. Alternate years, 1951-1952.

First semester. Credit, two hours.

**RELIGIOUS EDUCATION**

The courses in Religious Education are designed primarily to train young people of purpose and consecration to fit themselves for lay positions in the church.

**Major:** A major in Religious Education aims at preparing students to become directors of Religious Education, directors of music and vacation church schools, church secretaries, or leaders in home or foreign missions. A minimum of twenty-five semester hours of specified courses in Reli-
gious Education is required. In addition every major is required to do a certain amount of field work. He should consult the chairman of the department on this matter, and on the working out of his schedule. For a suggested program, see above, page 70.

SPECIAL STUDENTS: Students who are interested in preparing themselves for a special area of church work, but who do not plan to follow the general course requirements for a Bachelor's degree, may register as special students and elect those studies in which they have a specific interest. Such students must manifest superior personal and spiritual qualities in order to be admitted to this program. They should consult the director of Religious Education and work out with him a course schedule to fit their needs.

11. THE CHURCH AND ITS WORK.
A study of the function of the church, its relationship to the state, society, and the world; the mission of the church and its methods of carrying on its work.
First semester. Credit, two hours.

12. PRINCIPLES OF RELIGIOUS EDUCATION.
A study of what is meant by teaching religion, whether in home, church, or school, and an inquiry into the principles and procedures involved in making religion vital and effective in the life of various age groups.
First semester. Credit, two hours.

31. THE RELIGIOUS EDUCATION OF CHILDREN.
The religious nature and needs of the child, the objectives in the religious training of children, and the materials and methods for attaining these objectives.
First semester. Credit, two hours.

32. THE RELIGIOUS EDUCATION OF ADOLESCENTS.
A study of the materials and methods used for the Christian training of children twelve years old and upward, as well as the underlying principles to be considered in such training. Not only Sunday School work, but work with youth organizations will be considered.
Second semester. Credit, two hours.

51. THE ORGANIZATION AND ADMINISTRATION OF RELIGIOUS EDUCATION.
A study of the necessary organization, supervision, and administration for carrying out effectively the church's program for the Christian training of its children and youth. Students taking this course must be engaged in some teaching project during the semester so as to facilitate more practical dealing with the subject.
First semester. Credit, three hours.

53. THE CHURCH'S MISSIONARY ENTERPRISE.
The home and foreign missionary work of the church, its history, problems, and present situation. Special attention will be given to the missions of the Reformed Church in America.
First semester. Credit, two hours.
54. **PERSONAL EVANGELISM.**

Principles to be observed and methods used in personal evangelism or in visiting of sick and discouraged individuals, using the teaching experience of the Christian church and the results of psychological study.

Second semester. Credit, two hours.

55. **THE CHURCH’S WORSHIP.**

A course dealing with the importance of worship in all the areas of the church’s work, the nature and essential elements of soul-satisfying worship, together with considerable planning of suitable programs for various groups.

First semester. Credit, two hours.

56. **RECREATIONAL LEADERSHIP.**

Same as Physical Education 54 (Community Recreation).

Second semester. Credit, three hours.

62. **VACATION CHURCH SCHOOLS.**

A course to aid those who plan to conduct vacation Bible schools during the summer.

Second semester. Credit, two hours.

**SECRETARIAL EDUCATION**

Secretarial courses, offered in combination with required courses and courses in other subjects, are designated to train young people for (1) secretarial work in business, church, and social organizations; (2) teaching of commercial subjects in secondary schools.

Students interested in this program should plan a major in some other field, such as English, Economics or Business Administration, Religious Education, Spanish, or Social Studies. Candidates for public school teaching must also complete the stated courses in Education for proper teaching certification. Students entering this program are expected to have attained elementary skill in typing and shorthand. If they have not, courses in Elementary Typing and Shorthand may be taken at the Holland Business Institute, but these courses shall not count as credit toward the B.A. degree. See above, pages 76 and 77, for a suggested program.

31, 32. **ADVANCED TYPEDWRITING.**

Prerequisite: Minimum speed of 45 words per minute is required for entrance. Class meets four hours per week throughout the school year. Minimum speed 65 words per minute.

Throughout the year. Credit per semester, two hours.

33, 34. **ADVANCED STENOGRAPHY.**

Prerequisite: Minimum dictation speed of 80 words per minute is required for entrance. Three class hours per week throughout the school year. Minimum requirement is ability to take dictation at 110 words per minute.

Throughout the year. Credit per semester, three hours.
35.  SECRETARIAL  PRACTICE.
The course provides advanced training in office practice, filing, use of business forms and calendars, operation of machines, and problems of business etiquette.
Both semesters.  Credit, four hours.

BUSINESS ENGLISH.  See English 51, 52.

ACCOUNTING.  See Business Administration 31, 32, 65, 66.

SOCIOMETRY

Sociology is the study of men in social relationship. To understand social organization is a step toward adjustment of social disorganization, which is so prevalent in our modern world.

Clerk or professional, housewife or bread earner, husband, wife or parent and every person as a member of a social group can find in sociology a point of departure for understanding of and adjustment to a dynamic, demanding society.

MAJOR: A major in sociology requires a minimum of 25 hours of courses in the department. The course sequence must be approved by the department advisor.

Those interested in Social Work who plan to attend graduate school should consult the suggested program found on page 77, and in addition should contact the field advisor listed on page 65 for specific recommendations regarding special interests.

31.  INTRODUCTORY  SOCIOLOGY.
An explanation of the fundamental facts and principles concerning American society, as well as a study of the methods and results of the control of man's social tendencies. A preparation for later sociology courses.
Both semesters.  Vanderham.  Credit, three hours.

32.  SOCIAL  PROBLEMS.
Attention is centered on social expressions of maladjustment with a view to their amelioration or solution. Problems studied include poverty, crime, race, population, immigration and family disorganization. Prerequisites, Sociology 31.
Both semesters.  Vanderham.  Credit, three hours.

51.  HISTORY  OF  SOCIAL  THOUGHT.
A study of the gradual development of social theory through the centuries, including the rise of academic sociology. Prerequisites, Sociology 31 and 32. Alternate years, 1950-1951.
First semester.  Vanderham.  Credit, three hours.

52.  SOCIAL  INSTITUTIONS.
An intensive study is made of the nature and purpose of the primary social institutions. Prerequisites, Sociology 31 and 32. Alternate years, 1951-1952.
Second semester.  Vanderham.  Credit, three hours.
53. **RURAL SOCIOLOGY.**
A consideration of the special group-life problems of the rural area. Prerequisites, Sociology 31 and 32. Alternate years, 1950-1951.
First semester. _Vanderham_. Credit, two hours.

54. **URBAN SOCIOLOGY.**
A study of the various relationships between groups within the city, considering such problems of city life as city planning, housing, sanitation and recreation. Prerequisites: Sociology 31 and 32. Alternate years, 1956-1951.
Second semester. _Vanderham_. Credit, two hours.

55. **POVERTY AND DEPENDENCY.**
An intensive study of some of the causes and effects of poverty on society and the individual. Some historical attempts as well as present day efforts to alleviate dependency are considered. The interrelation of this social problem with other current problems of the day is a part of the study. Prerequisites: Sociology 31 and 32. Alternate years, 1951-1952.
First semester. _Vanderham_. Credit, two hours.

58. **THE FIELD OF SOCIAL WORK.**
A survey of the Field of Social Work as a whole for preprofessional students of social work and allied fields — ministry, medicine, teaching, law. Analysis of social work philosophy, social work practice, and job requirements. Illustrations from each field to be presented and interpreted by an active practitioner in the field. Occasional field observation trips constitute an integral part of the course. Prerequisite: Sociology 31.
Second semester. _Hadden_. Credit, two hours.

71. **INTRODUCTION TO SOCIAL CASE WORK.**
An orientation course in case work introducing methods of giving services to individuals through social agencies. Analysis of Federal, State, and Local Welfare structure, finance and personnel to be included. Also field observations in Ottawa County Bureau of Social Aid for a limited number of students. A Civil Service Examination may constitute the final examination. Prerequisites: Sociology 31 and 58.
First semester. _Hadden_. Credit, two hours.

72. **THE FAMILY AND MARRIAGE RELATIONSHIPS.**
A systematic and practical exposition of the problems of courtship, child guidance and domestic discord, stressing the importance of proper marital relationship in the life of the individual as well as to society in general. Open to Seniors only.
Second semester. Credit, two hours.

73. **CRIMINOLOGY.**
A study of the nature and the causes of crime, and of the methods of dealing with adult and juvenile offenders. Prerequisites: Sociology 31 and 32, and consent of instructor. Alternate years, 1951-1952.
First semester. _Vanderham_. Credit, two hours.

**SPANISH**

A general statement of the aims and recommendations of the Modern Foreign Languages is found on page 111. **MAJOR:** A minimum of twenty-five (25) hours above the elementary course (1, 12), is required. Not more than eight hours of work on the intermediate level (courses numbered below 50) will be accepted toward a major. To secure a composite major the student must elect a minimum of
nine hours of advanced study (courses numbered above 50) in one language and five in the other.

Students who desire to teach the language should consult with their major professor in regard to the courses and hours required.

11, 12. **ELEMENTARY SPANISH.**
A first year course in the essentials of pronunciation and grammar; graded reading of modern Spanish texts; aural and oral practice. For students with no previous study of Spanish. Throughout the year. Credit per semester, four hours.

31, 32. **INTERMEDIATE SPANISH.**
The purpose of the course is to teach the student to express himself in Spanish, both written and oral. Grammar review, free composition, and study of idioms and vocabulary all contribute to this end. Reading assignments are used as a basis of conversational practice and progressively more oral Spanish is used in the classroom until by mid-second semester, the course is conducted entirely in Spanish. Students are encouraged to do extensive outside reading. Prerequisite: Spanish 11, 12, or two years of high school Spanish. Throughout the year. Credit per semester, four hours.

51. **MASTERPIECES OF SPANISH LITERATURE.**
Reading of such masterpieces of Spanish literature as La Celestina, Lazarillo de Tormes, El Buscón, Novelas ejemplares, and other prose works of the Siglo de Oro. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, 1950-51. First semester. Brown. Credit, three hours.

52. **GOLDEN AGE DRAMA.**

53. **SPANISH CONVERSATION AND COMPOSITION.**
Intensive practice in speaking and writing Spanish designed to train the student to express himself freely and adequately in the language. Free composition. Presentation of original skits to dramatize real life situations. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. First semester. Brown. Credit, two hours.

54. **COMMERCIAL SPANISH.**
Practical exercises in commercial letter writing and in the proper use of commercial and industrial terminology as related to business between the Americas. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of instructor. Offered 1951-52. Second semester. Brown. Credit, two hours.

55. **HISPANIC CIVILIZATION.**
An attempt to explain the development of Hispanic culture in both the Old and New Worlds. Historical and geographical backgrounds will be studied as well as some works of literature in translation. Special emphasis will be placed on explaining the many differing societies to be found in present-day Latin-America. No knowledge of Spanish is necessary. Course open to all students. Given every third year, 1951-52. Second semester. Brown. Credit, three hours.
56. SPANISH-AMERICAN NOVEL.
From the gaucho novel of Argentina to the novel of the Mexican revolution, the
diversity of life in the many Spanish-speaking states is revealed. Literary movements
are traced from the romanticism of Jorge Isaacs to the naturalism of Manuel Galvez
and on to the americismo of contemporary writers. Prerequisite: Spanish 31, 32
or permission of the instructor. Every third year, 1950-51.
Second semester.

57. BRAZILIAN PORTUGUESE.
A course in the language of Brazil designed for students who already know Spanish.
Due to linguistic similarities, those who know Spanish can learn Portuguese easily
and rapidly. Course begins with the elements of grammar and continues to include
extensive reading and free composition. Prerequisite: Spanish 31, 32 or permission
of the instructor. Every third year, 1951-52.
First semester.

58. BRAZILIAN LITERATURE.
A study of the literature of Portuguese America with emphasis upon the modern
novel. Readings will be selected to show the diverse factors of life in the far-flung
regions of this half of South America. Course will begin with the classic realism of
Machado de Asis, study the accomplished naturalism of Aluizio Asvedo and termi­
nate with writers of the contemporary scene, such as Jorge Amado, Jose Lins do
Rego, and Erico Verissimo. Every third year, 1951-52.
Second semester.

61. SPANISH LITERATURE OF THE NINETEENTH
CENTURY — THE NOVEL.
Reading of a few of the Spanish romantics, followed by a study of the development
of the realistic and naturalistic novel in the latter part of the century. Conducted
in Spanish. Prerequisite: Spanish 31, 32 or permission of the Instructor. Alternate
years, 1951-52.
First semester.

62. CERVANTES AND HIS AGE.
A study of Cervantes' artistic creation and relation to the culture of the sixteenth
century. Reading of the entire Don Quijote in class. Supplementary readings in
other Golden Age writings. Prerequisite: Spanish 31, 32 or permission of the
instructor. Every third year, 1950-51.
First semester.

71. SURVEY OF SPANISH-AMERICAN LITERATURE.
A survey of Spanish-American poetry and prose, exclusive of the novel, from the
time of the conquest to the present day. Special study of the modernistas and con­
temporary poets. Prerequisite: Spanish 31, 32 or permission of the instructor.
Every third year, 1952-53.
First semester.

72. CONTEMPORARY SPANISH LITERATURE.
A continuation of course number 61 tracing the development of the novel into the
twentieth century and the "generation of '38". Conducted in Spanish. Prerequisite:
Spanish 31, 32 or permission of the instructor. Alternate years, 1951-52.
Second semester.

75. TOUR OF MEXICO.
A 25-day automobile trip to Mexico and back is offered students of Spanish at
nominal expense between the end of the Summer Session and the opening of the
Fall Session. Points of interest around Mexico City are visited and ample oppor­tunity
for conversational practice is afforded. The tour is conducted by a member
of the department and provides opportunity for group discussion, reports, and
evaluations such as will integrate the study of the language with the culture under
observation. Offered Summer 1951. Prerequisite: Spanish 31, 32.
Summer.

Brown. Credit, two hours.
84. TEACHING OF MODERN LANGUAGES.
A course in the methods of teaching the modern languages to Junior and Senior High School students. Required of all who plan to teach French or German or Spanish. May be counted in the field of Education as a Special Methods credit. Alternate years, 1951-52.
Second semester. Credit, two hours.

SPEECH

Courses in Speech may be compared to a tuning-fork, the handle represented by the basic courses 11 and 34, and the two prongs by courses in the so-called self-expressive and interpretive phases of speech. Anyone majoring in Speech is expected to acquire proficiency in both of the latter fields. A major in Speech consists of twenty-two semester hours in addition to Speech 11, and should include courses 34, 37, 38, 41, 51, 53, 59, and either 52 or 54, or 63 or 73.

11. FUNDAMENTALS OF SPEECH.
Theory and practice of public speaking, with major emphasis upon delivery and bodily action, and the attainment of the objectives of confidence and contact. Required of all freshmen. Speech 11 is a prerequisite to all other courses in speech.
Both semesters. Credit, two hours.

34. PUBLIC SPEAKING.
Intended as a logical continuation of 11. Continued stress upon delivery with major emphasis upon voice control, and also introductory to the fields of interpretation and speech composition. Prerequisite: Speech 11.
Second semester. Credit, two hours.

37. INTERPRETATION.
The reading of prose and poetry from the book and from memory. Development of intellectual and emotional understanding of material read, and practice on the techniques of expression. Prerequisite: Speech 11.
First semester. Credit, two hours.

38. INTERPRETATION.
Continuation of 37 with emphasis on preparation for public performance. Superior students will be given opportunities to read to audiences other than the class audience. Prerequisite: 37.
Second semester. Credit, two hours.

41. FUNDAMENTALS OF DRAMA.
A survey of drama structure and types and of Theatre History. Prerequisite to Speech 59 and Speech 61.
Both semesters. Credit, two hours.

51. ARGUMENTATION AND DEBATE.
The underlying principles of debating and argumentation are studied. Classroom debates upon current topics. Briefing, techniques of securing conviction studied and applied.
First semester. Credit, three hours.
52. **GROUP DISCUSSION.**

Principles and methods of discussion and conference, with practical application through the round table, panel, symposium, and forum-lecture in the discussion of contemporary problems. Conduct of meetings and parliamentary procedure.

Second semester. Credit, three hours.

53. **PERSUASION.**

An advanced speech course with major emphasis upon speech composition and audience psychology; discussions on collecting and preserving material, organization and adaptation of speeches; study of the impelling motives and factors of attention; group and crowd behavior. Required for pre-seminary students. Prerequisite: 34 or 37.

First semester. Schrier. Credit, three hours.

54. **FORMS OF PUBLIC ADDRESS.**

A study of some of the leading forms of public address such as courtesy and goodwill speeches, the legal speech, the sermon, the radio speech, after-dinner speeches, the political speech, the commencement speech, and lecture. Analysis of models. Prerequisite: Speech 53.

Second semester. Schrier. Credit, three hours.

55, 56. **DEBATE SEMINAR.**

An intensive study of one or two questions used in intercollegiate debates for the year. Library research, preparation of briefs, and much practice in speaking. Prerequisite: Speech 51 and one year on college debate squad.

Throughout the year. Credit per semester, two hours.

59. **THEATRE PRODUCTION I.**

A survey course in staging, stage lighting, costuming, makeup and business. Prerequisite: Fundamentals of Drama — Speech 41.

Second semester. Harton. Credit, three hours.

63. **THEATRE PRODUCTION II.**

A course in acting and directing. Prerequisite: Fundamentals of Drama — Speech 41.

Second semester. Harton. Credit, three hours.

71. **ORATORY.**

Preparation in the research, composition, and delivery of orations for the local and intercollegiate oratorical contests sponsored by the college. Prerequisite: permission of instructor.

First semester. Schrier. Credit, one or two hours.

73. **PUBLIC RECITAL.**

A course in the planning and presentation of public recitals, designed for advanced students of Interpretation. Credit given only after satisfactory public performances. Prerequisite: 38.

First semester. Harton. Credit, two hours.
PART VI

GRADUATES JUNE 1950

HONORARY DEGREES AND AWARDS

STUDENT BODY ROSTER

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Baker, Avery Dean
Baker, Hilda Lillian
Baker, Jayne Ellen
Baker, Joyce Elaine
Balazsi, Elizabeth
Becksfort, Robert Henry
Beld, Gordon George
Bennett, James Gordon
Bergers, Dorothy Louise
Bhe, Robert Delmont
Birce, Robert Francis
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Booi, Phyllis Sherman
Borr, James, Jr.
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Cloetingh, Arthur Keppel
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Cronheim, Albert Frederick

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Holland, Michigan

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Oostburg, Wisconsin
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Kranendonk, Robert Lee
Krans, Robert
Kruithof, John Donald
Kuiper, Robert James
Lam, Gow Thue
Lamb, James Oliver
Lambers, Marin
Lanning, Earl Marvin
Lee, Don Edwin
Lenters, Harold
Leonard, Richard William
Link, Charles Wm.
Lupkes, Paul Leslie
Maassen, Pierce Emmett
Maatman, Herbert Jr.
Mackay, William Learmonth
Macqueen, John Arendsen
Makowsky, Vassel William
Marcus, Eugene Stanley
Marema, Jack Gordon
Martin, Raymond Henry
Masse, Lawrence Raymond
Mastenbrook, Clifford Robert
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McFall, Ted William
McGee, Rovilla Ganote
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Melpolder, Wayne Gerald
Menasian, Andrew Paul
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Meypans, Marvin George
Meyer, Hendrik Dosker
Miedema, William John
Milne, Dorothy Marie
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Moore, Gordon Wells
Moore, Wade Hampton
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Mulder, Paul Melvin
Mull, Gerard Edward
Muyskens, Paul Eugene
Neathammer, William Frederick
Nelson, Christina Marie
Noordhoff, Merril Samuel

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Holland, Michigan

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Orange City, Iowa
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Oosterbaan, Norman
Patterson, James Robert
Paul, Daniel Lewis
Pennings, Adrian Burrell
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Stegeman, Nelson Willard
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Stillman, Allyn Neil
Stone, Alden James
Streeter, Harold Edward
Streur, Ista Ruth
Studdiford, Walter Beekman
Sutfin, Duane Clark
Swander, Roberta Jane
Swart, Calvin William
Sweet, Alan James
Te Hevee, Joan Kay
Ter Beest, David Clarence
Ter Borg, Lloyd Herman

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Holland, Michigan
Detroit, Michigan
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Haskell, New Jersey
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Winterset, Iowa
Grand Haven, Michigan
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E. Grand Rapids, Michigan
Holland, Michigan
Saugatuck, Michigan
Ionia, Michigan
Kalamazoo, Michigan
Bridgman, Michigan
Holland, Michigan
East Schodack, New York
Macatawa, Michigan
Holland, Michigan
E. Chatham, New York
Zwolle, Netherlands
The Hague, Netherlands
Holland, Michigan
Muskegon, Michigan
Lakewood, Ohio
MICHIGAN PROVISIONAL TEACHERS' CERTIFICATES

ELEMENTARY

Baker, Jayne Ellen
Baker, Joyce Elaine
Booi, Phyllis Sherman
DeVette, Doris Koskamp
Drake, Lorraine Marie
Dykstra, Helen Mae
Eilander, Barbara Jeanne
Gess, Shirley Jean
Hungerink, Norman Mae
Jannenga, Evelyn Mae
Joseph, Thomas
Kloosterman, Gertrude Nela
Kooyers, Mary Louise

Nelson, Christina Marie
Rivenburgh, Jean
Steur, Isla Ruth
Swander, Roberta Jane
Ten Hoeve, Joan Kay
Toussaint, Jeanne Elaine
Vander Ley, Mary Jane
Vander Ploeg, Beatrice Folkert
Vander Ploeg, Ruth Elayne
Ver Hey, William Jacob
Weener, Henrietta Grace
Wolters, Ann Elaine

SECONDARY

Aardema, Marguerite Joan
Alderink, Paul John
Angus, Margery Anne
Baker, Hilda Lillian
Beld, Gordon George
Bergers, Dorothy Louise
Breid, Mary Louise
Brieve, Fred Jay
Brink, Suzanne Henrietta
Brunels, Gordon Keith
Bulthuis, Donald Robert
Busman, Jacob Junior
Clonan, Edward William
Collins, Robert William Jr.
Contant, Dorothy May
Cronheim, Albert Frederick
Daane, Robert Isaac
DeBoer, Shirley Ann
De Graaf, Ruth Charlotte
De Groot, Earl
De Voogd, Lawrence Robert
De Young, Robert Allen
Dirkse, Lamont Dale
Doorenbos, Leona Genevieve
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Ebneth, Alex
Fikse, Cynthia

Flaherty, Richard William
Frederickson, Philip A.
Gunn, Roger Dale
Haskins, Prudence L. D.
Hermance, Myron Erastus Jr.
High, Lillian Kathleen
Hill, Robert Alex
Hill, Shirley Ann
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Koop, Robert
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Lanning, Earl Marvin
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Maatman, Herbert Jr
Makowsky, Vassel William
Marema, Jack Gordon
Masse, Lawrence Raymond
Mastenbrook, Clifford Robert
McCrum, Joseph
McFall, Ted William
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<td>Moerland, Abraham</td>
<td>Ter Borg, Lloyd Herman</td>
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<td>Mulder, Paul Melvin</td>
<td>Timmer, Harris Bert</td>
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<td>Muyskens, Paul Eugene</td>
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<td>Oosterbaan, Norman</td>
<td>Van Dam, Evelyn June</td>
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<td>Pyle, Wendell Glenn</td>
<td>Vander Borgh, Janice</td>
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<td>Rabbe, Ray Reed</td>
<td>Vander Meer, Canute</td>
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<tr>
<td>Reichert, Marion Louise</td>
<td>Van Egmond, Hermina</td>
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<tr>
<td>Ritsema, Herbert</td>
<td>Van Farowe, Lorraine Joyce</td>
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<tr>
<td>Rose, Frances Elaine</td>
<td>Van Ry, Donald Jay</td>
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<td>Scholten, Eugene Alvin</td>
<td>Van Wieren, Chester Martin</td>
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<td>Selover, Carl Lloyd</td>
<td>Ver Helst, Maurice</td>
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<td>Slinn, Marion Frieda</td>
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<td>Sluyter, Dona Belle</td>
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<td>Smink, Bernard</td>
<td>Welch, Richard Floyd</td>
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<tr>
<td>Smith, Julia Etta</td>
<td>Wickert, Jack John</td>
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Moerdyk, Margaret Jean
Pennings, Adrian Burrell
Sluyter, Dona Belle
Van Arendonk, Gerald Gerber
Knooihuizen, Ervin Raymond

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Cook, Paul LaVerne
Daane, Robert Isaac
DeBoer, Shirley Ann
DeVries, Abraham
Fikse, Cynthia
Hoeckstra, John Howard
Jellemma, William Wayne
Koch, Elizabeth Anne
Martin, Raymond Henry
McGee, Teddy Manford
Noordhoff, Merrill Samuel
Ryskamp, John Howard
Schmidt, Esther Emmy
Scholten, Walter Augustus Jr.
Studdiford, Walter Beekman
Swart, Calvin William
Ultee, Casper, Jan
Vander Ploeg, Beatrice Folkert
Van Farowe, Lorraine Joyce
Westerhoff, Robert Jay
Wilson, Joan
Wolterbeek, Jacob Cornelis
Zwemer, Frank Lanus

Holland, Michigan
Wassenaar, Netherlands
Walden, New York
Grand Rapids, Michigan
Holland, Michigan
Grand Haven, Michigan
Detroit, Michigan
Cicero, Illinois
Chandler, Minnesota
Kalamazoo, Michigan
Chicago, Illinois
Somerville, New Jersey
Bronx, New York
Mt. Clemens, Michigan
Orange City, Iowa
Lakewood, Ohio
Ridgewood, New Jersey
Poughkeepsie, New York
Somerville, New Jersey
DeMotte, Indiana
Hillegom, Netherlands
Holland, Michigan
Zeeland, Michigan
Holland, Michigan
E. Chatham, New York
The Hague, Netherlands
Lakewood, Ohio
FACULTY HONORS 1950

Becksfort, Robert Henry
Botermans, Karel Frans
Bruins, Elton John
Coleman, David Alan
Cook, Paul Laverne
De Graaf, Ruth Charlotte
Gnade, Gerard Rudolph Jr.
Goulooze, Floyd William
Gunn, Roger Dale
Kranendonk, Dorothy
Moerdyk, Margaret Jean
Pennings, Adrian Burrell
Ryskamp, John Howard
Studdiford, Walter Beekman
Van Arendonk, Gerald Gerber
Van Dam, Evelyn June
Van Farowe, Lorraine Joyce
Wolterbeek, Jacob Cornelis
Yonker, Nicholas Junior
Zwemer, Frank Lanus

HONORARY DEGREES.


Doctor of Laws. Dr. John Paul Visscher. June 14th. (Awarded posthumously)

PRIZES AND AWARDS

FRESHMAN BIBLE PRIZE — Randall Bosch, Garrett Wilterdink, Phyllis Heidanus.

JUNIOR BIBLE PRIZE — Joyce Brunsell, Charles Votaw.

THE ADELAIDE PRIZE IN ORATORY — Mary Houtman.

THE A. A. RAVEN PRIZES IN ORATORY — Floyd Goulooze, Lawrence Masse.


GEORGE BIRKHOFF PRIZE — Mary Houtman.

GRACE MARGUERITE BROWNING SCHOLARSHIP IN VOICE — Jack Boeskool.

GRACE MARGUERITE BROWNING SCHOLARSHIP IN PIANO — Jeanne Ver Beck.

GRACE MARGUERITE BROWNING SCHOLARSHIP IN ORGAN — Nancylee Corp, Catherine Sharp.

DR. A. T. GODFREY PRIZE IN CHEMISTRY — Paul Laverne Cook.

BOARD OF EDUCATION PRIZE — Julia Etta Smith.

PATTERSON MEMORIAL PRIZE IN BIOLOGY — Dorothy Kranendonk.

PIETENPOL BIBLE PRIZE — Floyd William Goulooze.

THE SOUTHLAND MEDAL — Dorothy Kranendonk.

THE DR. OTTO VANDERVELDE ALL CAMPUS AWARD — Nicholas Yonker.

DOUWE B. YNTEMA PRIZE — John Howard Ryskamp.
STUDENT BODY ROSTER

SENIORS

*Abbring, Norman Thomas
*Akker, Levi Willis
†Appledorn, Lois Timmer
Arwe, Alfred Homer
Banna, Faried Aboody
*Birdwell, William Rolan
*Blaauw, John
*Blane, James, Jr.
Blocker, Glenn Alan
*Boers, Albert Jay
*Boeskool, Jack Gerald
Beeve, Clarence William
*Boon, Maurice Eugene
Borr, Marijane
*Bowen, Milford Edward Jr.
Brockway, Donald Gene
Brondyke, Jean Marie
Bronkhorst, Henry David
Brooks, Louie Upham
*Brower, Robert Lee
Brunsell, Joyce Lorene
Butler, Frank Eugene
*Bylsma, Harold Roger
*Campbell, Eugene Colin
Campbell, Hugh McMaster
*Claus, Howard Shelby
Corp, Nancylee
Dalman, Joseph Irwin
Dean, Harold Ralph
DeBoer, Joyce Jeannine
Decker, Kenneth BooI
*DeKok, Paul Wesley
DeVore, Wynetta
DeWitt, Kenneth, Wayne
*Dewitte, Peter Broomhead
DeWolf, John Edward
DeWolfe, Norman Scudder
†De Young, James A.
Dykema, James Arthur
Dykstra, Harold John

De Motte, Indiana
Holland, Michigan
Holland, Michigan
Boonton, New Jersey
Basrah, Iraq
Bristol, Tennessee
Shelbyville, Michigan
Bergenfield, New Jersey
Auburn, New York
Grand Rapids, Michigan
Holland, Michigan
Holland, Michigan
Grand Haven, Michigan
Holland, Michigan
Hopkins, Michigan
Flint, Michigan
Fulton, Illinois
Chicago, Illinois
Holland, Michigan
Zeeland, Michigan
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Auburn, New York
Grand Rapids, Michigan
Muskegon, Michigan
Kalamazoo, Michigan
Peoria, Illinois
Auburn, New York
Hudsonville, Michigan
Holland, Michigan
Kalamazoo, Michigan
Danforth, Illinois
Sheldon, Iowa
Metuchen, New Jersey
Grand Haven, Michigan
Holland, Michigan
Rochester, New York
Schenectady, New York
Friesland, Wisconsin
Muskegon, Michigan
Danforth, Illinois

* Veterans
† Attended second semester only.
*Eikenhout, Paul Henry
England, Lois Ann
Erickson, Robert George
Esparza, Richardo Solis
Essebagger, Mary Bell
Eyerly, Robert Walter
Fairchild, Donald Leon
Feenstra, Philip Thys
* Felton, Martha Harriet
Fennema, Dorothy Ann
Fenton, Marjorie Jean
* Fett, E. Reinold
Fieldhouse, Wayne Jay
Fikse, Lucille Ann
Franken, Harold
* Frelander, Allan Edwin
Freyling, Dolores Jean
Galien, John Jr.
† Goding, Gordon Victor
Gravenhorst, Alice Mildred
* Groters, Jarold Harvey
Haakasma, Jack Cole
Hagstrom, Kathleen Ann
Haight, Ernest Eugene
Hakken, James Adrian
Haldenwang, Marie Helen
Hamlink, William Dale
Hartley, Robert Philip
Hazeckamp, Donald Wayne
Hendrieth, Pauline
Hesse, Virginia Mary
Hingga, William Kendrick
Hinkamp, Eloise Gertrude
* Hoekenga, Willard Peter
Holkeboer, Paul Edward
* Holman, Richard Harold
Holwerda, William Donald
Huysers, Earl Stanley
Ihrman, G. Eloise
* Johnson, Kenneth Fraser
Johnson, Ruth Marie
Joldersma, John Maurice
* Karsten, David Prisman
* Karsten, Fred Adrian
Keizer, Gladys Norrine
Kelley, Charles Thomas
Kerle, Edward Joseph

Grand Rapids, Michigan
Chicago, Illinois
Saugatuck, Michigan
W. Palm Balsam, Michigan
Holland, Michigan
Rockville, Centre, New York
Schenectady, New York
Redlands, California
Schenectady, New York
Chicago, Illinois
Temple, Texas
Grand Haven, Michigan
Chicago Heights, Illinois
Steen, Minnesota
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Hawthorne, New Jersey
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Brewton, Alabama
Flushing, New York
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Racine, Wisconsin
Chicago, Illinois
Hillsdale, New York
Grand Haven, Michigan
Holland, Michigan
Hobicon, Wisconsin
Byron Center, Michigan
Cambridge, New York
Passaic, New Jersey
*Klopp; Gerrit Gene
*Klopparens, Dale
*Kooyers, Harold Clinton
Kooyers, Lloyd Ellsworth
Korteling, Ruth Kamala
.Korver, Russell Lee
Lanning, Sandra Jane
Lenderink; Donald Roger
Leverette, Edison DeVane
Lewis, Samuel Randolph
*Kooyers, Lloyd Ellsworth

*Liddle Keith Huntley
Lidston, Ellen Margaret
Liebetzuo, George Frederick Jr.
Little, Mary Irene Florence
Londo, Leonard Marvin
Malewitz, Tom Donald
Marklein, Lothar K. W.
*McCloud, Thomas Walter
McConnell, Constance Ann
Meulbroek, Florian Dennis
Muktar, Kamil Elias
*Murray, George Piersol
Muyskens, David Pawnall
Naber, John Edward
Newton, Howard Edwin
Nichols, Lois Marie
Norgrove, Richard Raymond
†Osterhaven, Wilma Ann
Otte, Corwin Robert
*Otтиpoby, Collins James
Pelon, John Fredrick
Petrolje, Preston James
Phillips, Burt William
Pierce, Edna Mae
*Pomp, Jerold
Post, Joyce Elaine
Priest, George Joseph
*Pritchard, James Edward
Radcliffe, Margaret Juanita
Rauschenbach, Alfred Herman
Reineke, George Einer
Richardson, Elwin Jr.
Robinson, Mable Eleanor
Roest, Suzellen Claire
*Rooks, Wendell Jay
*Rosenberg, Ronald John
Rozeboom, Luella Beth

Zeeland, Michigan
Holland, Michigan
Grand Rapids, Michigan
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Holland, Michigan
Orange City, Iowa
Holland, Michigan
Grand Rapids, Michigan
Holland, Michigan
Brewton, Alabama
Holland, Michigan
North Bergen, New Jersey
Ludington, Michigan
New York, New York
Morrison, Illinois
Holland, Michigan
Straubing, Germany
Oak Park, Illinois
Middlebush, New Jersey
Sheboygan, Wisconsin
Basrah Iraq
Pittsburgh, Pennsylvania
Madanapelle, South India
Holland, Michigan
Palisades, New York
Clawson, Michigan
Grand Rapids, Michigan
Grand Rapids, Michigan
Shaker Heights, Ohio
Laguna, New Mexico
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Zeeland, Michigan
Lakewood, Ohio
Redlands, California
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Freeport, New York
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Dearborn, Michigan
Dumont, New Jersey
Park Ridge, New Jersey
East Williamson, New York
Sparkhill, New York
Marion, Ohio
Holland, Michigan
Byron, Illinois
Coppersville, Michigan
Rycenga, Ted Jacob
Rynbrandt, Anita June
Sauder, Allen Eugene
Schipper, Vernon James
Schoonveld, Margaret Louise
Seeley, Genevieve Auda
*Shafer, Roger Glenn
Sharp, Catherine Wilson
*Shay, Mervyn Charles
Shilling, Connie Blanche
Short, Eleanore Louise
Sikkema, LaVerne Arthur
Sloan, John Cleveland Jr.
*Smallegan, John Edward
Smith, Nancy Louise
Smith, William Charles
Smouse, Kenneth W.
*Speer, Herman
*Staal, John Jr.
Sterken, Gordon Jay
Stewart, Richard Dwayne
*Stoppels, Robert Milton
Tellinghuisen, Duane Richard
Thomson, Beth Estelle
Van Ark, Myron Dale
Van Den Biesen, Jean Anna
Vanderlaan, Gordon Louis
Van De Wege, Edwin Jay
Van Dyke, Robert Stuart
Van Dyke, Russell Austin
Van Eenennaam, John Phillip
Van Ingen, Donald Louis
*Van Keulen, James III
Van Neuren, Barbara Ann
Van't Hof, William Keith
Van Weelden, Marilyn Joyce
Van Wingen, Thomas Lee
*Van Wynen, Gerard
Van Zooren, Alicia Harriet
*Veltman, Kathleen Stuart
*Veltman, Mary Coffey
Ver Beek, Jeanne Elaine
Visscher, Harrison C.
Visscher, Robert Dale
Voskuil, Mary Elizabeth
Votaw, Charles Lesley
*Vruggink, Elmer H.

Spring Lake, Michigan
Grand Rapids, Michigan
Muskegon, Michigan
Zeeland, Michigan
DeMotte, Indiana
Grand Rapids, Michigan
Schenectady, New York
Clifton, New Jersey
Schenectady, New York
South Holland, Illinois
Auburn, New York
Morrison, Illinois
Scotia, New York
Hudsonville, Michigan
Muskegon, Michigan
Chicago, Illinois
Marseilles, Illinois
Holland, Michigan
Grand Rapids, Michigan
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Gary, Indiana
Willow Lake, South Dakota
Middlebush, New Jersey
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Muskegon, Michigan
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North Bergen, New Jersey
Morgan, New Jersey
Grand Rapids, Michigan
Muskegon, Michigan
Detroit, Michigan
Kalamazoo, Michigan
Grand Rapids, Michigan
Holland, Michigan
Mohawk, Michigan
Winter set, Iowa
Holland, Michigan
Holland, Michigan
Hudsonville, Michigan
New Brunswick, New Jersey
Muskegon, Michigan
Hudsonville, Michigan
JUNIORS

Vyverberg, Nancy Helen
*Weber, Lawrence Randolph
*Wierda, Morris Jay
Wierenga, Gertie
Wieringa, Gardner G.
Willits, John Cozier
Winship, Robert Edward
*Wojahn, Robert William
Woods, Barbara Joan
Workman, John Edward

Rochester, New York
Holland, Michigan
Holland, Michigan
Rock Valley, Iowa
Hudsonville, Michigan
Grand Rapids, Michigan
Leonia, New Jersey
Holland, Michigan
Somerville, New Jersey
Muskegon, Michigan

Adams, Doris Gertrude
Albers, Robert Paul
Alkema, Henry James
Ashoo, Khaldoon A.
Baker, Barbara Lou
Bakker, Dewey
Bardwell, Betty Gay
Barrett, Theodore Russell
Beach, Clinton Fisk
Beekman, Arlene Ruth
Bennett, James Robert
Bernius, Julia
Beuker, John Trompen
Bishop, Raymond Culver
†Bloemendaal, Dirk Cornelius
Bocks, William Michael
Bolthouse, Elaine Carol
Bont, Eugene Merlin
Borgman, Clayton Howard
Bos, Robert Charles
Brandt, Donald Jack
Bremer, Andrew Junior
Brink, Irwin Jay
Brinkman, Ruth Leone
Brinza, Kenneth
Brower, David J.
Brown, James Herbert
Bruins, Barbara Anne
Buitendorp, Don Len
Buttles, Mary Celia
Buttles, Molly Angela
Caldwell, Richard Chester
Carlough, William Leslie
Cook, Betty Deane

Sheboygan Falls, Wisconsin
Holland, Michigan
Muskegon, Michigan
Basrah, Iraq
Upper Montclair, New Jersey
Holland, Michigan
Rochester, New York
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Baldwin, New York
Marshall, Michigan
Teaneck, New Jersey
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Spring Lake, Michigan
Grand Rapids, Michigan
Muskegon Heights, Michigan
North Muskegon, Michigan
Grand Rapids, Michigan
Holland, Michigan
Hudsonville, Michigan
Matlock, Iowa
Cleveland, Ohio
Holland, Michigan
Bronx, New York
Douglaston, Long Island, New York
Muskegon, Michigan
Holland, Michigan
Holland, Michigan
Hasbrouck Heights, New Jersey
North Bergen, New Jersey
Holland, Michigan
<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
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<tbody>
<tr>
<td>Crichton, David</td>
<td>Irvington, New Jersey</td>
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<td>Cupery, Harold Sydney</td>
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<tr>
<td>DeGraff, Gerdine J.</td>
<td>Chicago Heights, Illinois</td>
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<td>DeLoof, Yvonne Ruth</td>
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<td>DeNeut, Marjorie Ann</td>
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<td>Dennison, Robert Artson</td>
<td>Glen Ridge, New Jersey</td>
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<td>DeFree, Gordon</td>
<td>Zeeland, Michigan</td>
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<td>*deSpelder, James Francis</td>
<td>Grand Haven, Michigan</td>
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<td>*DeYoung, Delbert Norman</td>
<td>Friesland, Wisconsin</td>
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<td>DeYoung, Donald Henry</td>
<td>Grand Rapids, Michigan</td>
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<td>Droppers, Muriel Jane</td>
<td>Oostburg, Wisconsin</td>
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<td>Droppers, Neil Anthony</td>
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<td>DuMez, John Robert</td>
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<td>Dunster, June Joy</td>
<td>New Brunswick, New Jersey</td>
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<td>Engvold, Helen Christine</td>
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<td>Ensing, Hardy</td>
<td>Hudsonville, Michigan</td>
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<td>Erickson, Kenneth Henry</td>
<td>Brooklyn, New York</td>
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<td>Essenberg, Harriet Eleanor</td>
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<td>Estell, William Henry Jr.</td>
<td>Freehold, New Jersey</td>
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<td>Manhasset, New York</td>
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<td>Failing, Robert Bruce</td>
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<td>Feldmann, Margaret Helene</td>
<td>Lake Success, New York</td>
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<td>Finlaw, William Whiticar</td>
<td>Brooklyn, New York</td>
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<td>Fischer, Anita G. F.</td>
<td>Tuckahoe, New York</td>
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<td>*Gearhart, Ezra Frederick</td>
<td>Holland, Michigan</td>
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<td>Georgia, Willard Edwin</td>
<td>Teaneck, New Jersey</td>
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<td>Gore, Genevieve</td>
<td>Traverse City, Michigan</td>
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<td>Gore, Gloria</td>
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<td>Gross, Joseph William</td>
<td>Brooklyn, New York</td>
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<td>Groustra, Elaine Ruth</td>
<td>Grand Rapids, Michigan</td>
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<td>Hager, David John</td>
<td>E. Grand Rapids, Michigan</td>
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<td>*Harper, Robert Michael</td>
<td>Saugatuck, Michigan</td>
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<td>Harvey, L James II</td>
<td>Grand Rapids, Michigan</td>
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<td>Helmholdt, Robert Duane</td>
<td>Grand Rapids, Michigan</td>
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<td>Henninges, Robert Walter</td>
<td>Three Bridges, New Jersey</td>
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<td>Herder, Anna Elizabeth</td>
<td>Wamtagh, Long Island, New York</td>
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<tr>
<td>Hezinger, Annette</td>
<td>Racine, Ohio</td>
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<tr>
<td>*Hildore, Lawrence Edward</td>
<td>Union City, New Jersey</td>
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<tr>
<td>Name</td>
<td>Location/State</td>
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<td>Hoener, Edmund</td>
<td>Hasbrouck Heights, New Jersey</td>
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<td>Kalamazoo, Michigan</td>
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<td>Kooiman, Donald D., Jr.</td>
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<td>Marcusse, Jacqueline Mae</td>
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<td>Mayo, Eunice Leah</td>
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<td>Mellema, Jack Hubert</td>
<td>Addis Ababa, Ethiopia</td>
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<td>Meyer, Howard Dean</td>
<td>Pittsfield, Massachusetts</td>
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<td>Milne, Raymond Cleatus</td>
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*Mitsos, Paul James
*Monroe, Donald Douglas
Mulder, Marjorie Ann
Nash, Betty Jane
Nienhuis, John Samuel
Niewsma, Dick
Nordhoff, James Ira
Nyenhuis, Gene E.
*Nyitray, John
Olert, Mary Bond
*Owens, Richard J.
Parson, Hendrick
Parsons, James Edward
Pas, Patricia Ann
Peekstok, Duane Gerald
Peverly, Robert Thomas
Piek, Erna Constance
Putnam, William Patrick
Pyle, Shirley Geraldine
Rabey, Catherine Arlene
Renkema, Loren Earl
*Roths, Charles John
Ritter, Thomas F.
Robertson, George Ingalls, Jr.
Robinson, Carolyn Elizabeth
Robinson, Sally Ellen
*Romano, Michael
Roos, Robert Cornelius
Schipper, Eunice Muriel
*Schipper, Ronald Maurice
Schmidt, Elizabeth Helen
Schoonveld, Arthur
Siderius, Annette
Siderius, Jeannette
Silcox, Amy Roberta
Skelton, John Ruxin
Slotema, Ruth Joan
Smith, Irma Jane
Stewart, Florence Amelia
*Stewart, Lionel LeRoy
Stickels, Edward LeRoy
Sutliff, John Lee Jr.
Ten Brink, Dorothy Ruth
Ten Brinke, Nellie Hermoine
Thomas, Gayle Stanley
Thomas, Gordon Edward
Thompson, Richard Chandler

Gary, Indiana
Gary, Indiana
Holland, Michigan
Holland, Michigan
Cadillac, Michigan
Holland, Michigan
Muskegon, Michigan
Grand Rapids, Michigan
Kalamazoo, Michigan
Grosse Pointe, Michigan
Rochester, New York
Karachi, Pakistan
Coldwater, Michigan
Zeeland, Michigan
Kalamazoo, Michigan
Albany, New York
Douglaston, Long Island, New York
N. Muskegon, Michigan
Paterson, New Jersey
Douglaston, Long Island, New York
Hudsonville, Michigan
Schenectady, New York
Petoskey, Michigan
Bedminster, New Jersey
Sparkhill, New York
Bayside, Long Island, New York
Harrison, New Jersey
German Valley, Illinois
Zeeland, Michigan
Zeeland, Michigan
Ridgewood, New Jersey
DeMotte, Indiana
Lansing, Illinois
Lansing, Illinois
Brooklyn, New York
Ridgewood, New Jersey
Grand Rapids, Michigan
Skaneateles, New York
Ballston Spa., New York
Big Rapids, Michigan
Holland, Michigan
Niskayuna, New York
Holland, Michigan
Grandville, Michigan
Saugatuck, Michigan
Saugatuck, Michigan
Neshanic, New Jersey
Tien, John Wesley
Tigelaar, Agatha Carolyn
Tornga, Arthur James
Tripp, Wayne Nellis
Van Dahm, Howard J.
VanderVelde, John C.
Vander Werff, William
Vanderwerp, Joann Marcia
VandeWater, Randall Paul
VanderWoude, Minent Paul
Van Duine, Pauline
Van Gessel, Douglas Raymond
Van Harn, Mary Ardella
Van Heest, Cornelius Albert
Van Hemert, Kenneth Adrian
Van Lare, Carol Deane
Van Regenmorter, Kenneth Eugene
Van Tuinen, Elaine Phyllis
Van Voorst, Fred Jr.
Van Wyk, Kenneth Wayne
Van Zoeren, Carol Jean
Van Zyl, Gail Byron
Veldhuis, Chester Laverne
Veldman, Marilyn Ruth
Visscher, Roger Leonard
Vollmer, Irene Lucille
Voss, Melvin John
Wagemaker, Herbert
Watson, Ann Elizabeth
Weeber, Collins David
Weisiger, Richard Kendall
Welton, Robert Berton
Wierenga, Barbara Lou
Wilson, David Palir
Wines, Catherine Priscilla
Wissink, Charles Jay
Wolters, Elma Jean
Wynalda, Jennie Elizabeth
Yifru, Ketema
Yonkman, Fredrick Albers
Yurash, Bernard
Zelinka, Anthony Francis
Zweizig, Mary Louise

Holland, Michigan
Hudsonville, Michigan
Grand Rapids, Michigan
Troy, New York
Holland, Michigan
Holland, Michigan
Yonkers, New York
Muskegon, Michigan
Holland, Michigan
Woodstock, Minnesota
Grand Rapids, Michigan
Paramount, California
Zeeland, Michigan
Catskill, New York
Muskegon, Michigan
Holland, Michigan
Holland, Michigan
Grand Rapids, Michigan
Holland, Michigan
Hull, Iowa
Zeeland, Michigan
Holland, Michigan
Hudsonville, Michigan
Orange City, Iowa
Holland, Michigan
Holland, Michigan
St. Anne, Illinois
Grand Rapids, Michigan
Saugatuck, Michigan
Muskegon, Michigan
Wycoff, New Jersey
Holland, Michigan
Grand Rapids, Michigan
East Chatham, New York
South Haven, Michigan
Grand Rapids, Michigan
Holland, Michigan
Indianapolis, Indiana
Harrar, Ethiopia
Madison, New Jersey
Holland, Michigan
Chicago, Illinois
Zion, Illinois
SOPHOMORES

Adelberg, Roy Parker
Aldrich, William Charles
Appledorn, Ronald Paul
Andrews, Mary Ruth
Bauman, Kenneth Earl
Beekman, Lloyd George
Benecke, Bernard
Benson, Robert Norman
Berghorst, Marcia Anne
Bethke, George Edmond Jr.
Boersma, Constance Rose
Boeve, John
Bolthouse, Anthony Sheridan
Bos, Ronald
Bosch, F. Richard
Bosch, Randall Bayles
Boven, Paul F.
Brandt, Robert Rowland
Breslin, John
Boersma, Marilyn
Bruninks, Adrian
Bruns, Leonard Everett
Burrows, Robert Daryl
Buseman, Carol Elizabeth
Christensen, Owen Erick
Christie, Catherine Adams
Cloetingh, Jean E.
Cook, Frederick, Sargent
Cramer, Gordon Timothy
Dake, Violet Dawn
Davis, Abbot Gaylord
Decker, Gerald Henry
DeGraaf, Daniel Lee
De Jong, August
De Jong, John
De Vette, Kathryn Jeanne
De Vries, Paul Frederick
De Vries, Walter Dale
De Waard, Jack Woodrow
DeWitt, Dale S.
DeWitt, Howard Eugene
DeWitte, Roy Walter
DeWolf, Dorine Anne
Doornbos, Jack Henry
Dry, Lloyd Crichton

Holland, Michigan
Holland, Michigan
Holland, Michigan
Muskegon, Michigan
Holland, Michigan
Grand Haven, Michigan
Great Notch, New Jersey
Bronx, New York
Zeeland, Michigan
Grand Haven, Michigan
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Zeeland, Michigan
Muskegon, Michigan
Holland, Michigan
Flushing, Long Island, New York
Holland, Michigan
Holland, Michigan
Grand Rapids, Michigan
New York, New York
Zeeland, Michigan
Grand Rapids, Michigan
St. Thomas Virgin Islands
Holland, Michigan
Hawthorne, New Jersey
Westminster, Massachusetts
New York, New York
State College, Pennsylvania
Teaneck, New Jersey
Midland Park, New Jersey
Fonda, New York
Saugatuck, Michigan
Chicago, Illinois
Holland, Michigan
Holland, Michigan
Holland, Michigan
Muskegon, Michigan
Grand Rapids, Michigan
Holland, Michigan
Sheboygan, Wisconsin
Holland, Michigan
Sturgis, Michigan
Rochester, New York
Rochester, New York
Holland, Michigan
Bronx, New York
Dykema, Marjorie Anne
Dykstra, Charles Leonard
Ekema, Roger Vern
Exo, Warren Dale
Fabumni, Lawrence A.
Ferguson, Constance Ann
Ferris, Jacquelyn Louise
Fleishmann, Charles Max
*Freese, Louis William
*Fuder, Verne Eugene
Geerds, Joanne
Geerlings, Mary JoAnna
Gemmill, Miriam Joyce
*Giebink, John William
Gill, Helena Louisa R.
Gillette, Donald George
Glupker, Kenneth Wayne
Goulooze, Patricia Salisbury
*Grunden, William Oscar
Guenther, Douglas Paul
Haas, John David
Hagni, Richard Davis
*Hambridge, Richard Franklyn
Hamilton, John Lee
Hanson, David Paul
Hascup, Jack
Heidanus, Phyllis Mae
†Heneveld, Elizabeth Ann
Hill, Carol Marie
Hillebrands, Donald Bruce
Hoekstra, George Jay
*Hoffman, William Melvin
Hogenboom, Kermit G.
Holman, Paul Arthur
Holstege, Anne
Hospers, Eugene H.
Howard, Donald Clay
Huizenga, Gordon Burnard
Hungering, Shirley Joyce
Huysen, Lloyd E.
Isenring, Larrie Lee
Jacobs, Hedy Lou
Jacobson, Gerald Lee
*Jaeckel, John Lawton
Johnson, Richard Immanuel
*Jordan, Carl DeForest
*Kammeraad, Jack Warren

Muskegon, Michigan
Reed City, Michigan
Kalamazoo, Michigan
Holland, Michigan
Nigeria, W. Africa
Kalamazoo, Michigan
Allegan, Michigan
Muskegon, Michigan
Jersey City, New Jersey
Holland, Michigan
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Holland, Michigan
Waupun, Wisconsin
Pittsburgh, Pennsylvania
Hudsonville, Michigan
Chicago, Illinois
Holland, Michigan
Mt. Vernon, New York
Gloversville, New York
Bagota, New Jersey
Howell, Michigan
Holland, Michigan
Buchanan, Michigan
New York, New York
Rochelle Park, New Jersey
Kalamazoo, Michigan
Holland, Michigan
Scotia, New York
Holland, Michigan
Holland, Michigan
DeMotte, Indiana
Holland, Michigan
Grand Haven, Michigan
Zeeland, Michigan
Ontario Center, New York
Wycoff, New Jersey
Zeeland, Michigan
Vriesland, Michigan
Holland, Michigan
Milwaukee, Wisconsin
Sheldon, Iowa
Muskegon Heights, Michigan
Auburn, New York
Fenton, Michigan
Fremont, Michigan
Holland, Michigan
Kammeraad, Kenneth Jay
Kamp, Robert Lee
*Kamps, George Jr.
Karsten, Mary Catherine
Kempers, Kathleen Joy
Kempker, Dave Leroy
Kent, Barbara Lou
Kilian, John Leonard
†Kinkema, James Henry
Kinney, Esther Lorraine
Klaus, Herbert Jules
Kleinjan, Ruth Viola
Knopf, Roger Andrew
Koeman, Esther Mae
Kolkman, Ronald Lee
Koop, Erwin Harry
Kruiswyk, Jeannette
Lager, Joanne Marie
LaHuis, Hermina Mary
Laman, Howard James
Lambers, Howard J.
Lane, Jack Fuller
Langwig, Robert Frank
Lawson, Sallie Ann
Leafstrand, Douglas James
Lee, Raymond H.
Leese, Evelyn Edythe
Lell, Frances Georgette
Leppink, Richard Anthony
Lubbers, Don A.
*†Lugten, Harvey Jay
Luidens, Phyllis Ann
Marion, George Leon
Marion, Richard William
Markusse, Helen Jean
McDowell, E. Louise
McGill, Josephine Joy
Medendorp, Jacquelyn Ann
Meeuwsen, James Wesley
*Mestler, William Howard
Miller, Donald Edgar
Moerdyk, Dorothy Ann
Moolenaar, Robert John
Moran, Mary Patricia
Mulder, Harvey James
Mulder, Maxine Lois
Muyskens, George Dean

Grand Haven, Michigan
Grand Rapids, Michigan
N. Muskegon, Michigan
Muskegon Heights, Michigan
Holland, Michigan
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Holland, Michigan
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Grand Haven, Michigan
Grand Rapids, Michigan
Horicon, Wisconsin
Chiapas, Mexico
Holland, Michigan
Douglas, Michigan
Holland, Michigan
Hageman, New York
Kalamazoo, Michigan
Floral Park, New York
Orange City, Iowa
Muskegon Heights, Michigan
Holland, Michigan
N. Muskegon, Michigan
Holland, Michigan
Muskegon, Michigan
Hudsonville, Michigan
Holland, Michigan
Holland, Michigan
Grand Rapids, Michigan
Syracuse, New York
Glendale, California
Ludington, Michigan
Chicago, Illinois
Bellerose, New York
Jersey City, New Jersey
Grand Rapids, Michigan
Holland, Michigan
Holland, Michigan
Selkirk, New York
Hudson, New York
Pompton Lakes, New Jersey
Kalamazoo, Michigan
Chicago, Illinois
Union City, New Jersey
Muskegon, Michigan
Grand Rapids, Michigan
Rochester, New York
N. Muskegon, Michigan
Holland, Michigan
DeMotte, Indiana
Teaneck, New Jersey
Colton, South Dakota
Holland, Michigan
Baldwin, Wisconsin
Nash, Willis Benjamin
Newton, John Philip
Noordyk, Stuart Paul
Northuis, Rodger Lee
Noxon, Jane Elizabeth
*Oakes, William John
O'Donnell, William Roth
Opt'Holt, Lois Jane
Otto, Kenneth Lee
Ozinga, Bernard John
Palen, Sally Ann
Patton, Deming Robert
Pennington, Harriet Ann
Petreljje, Glenn Eugene
Pickens, Marjorie Mary
Pickitt, Reva Jean
Piersma, Donald Jay
Pietaro, Genevieve
Plaggemars, Shirley Evelyn
*Post, Lynn Irving
Pott, Frances Leona
Pott, Marjorie Jean
Prentice, Donald David
Prüis, Analene
Pyle, Nella Mae
Ratz, Lloyd Scott
*Reidma, Vernon C.
Reinemann, Richard Louis
*Rieck, Norman Wilbur
Ritsema, Arlene
Robbert, Paul Alvin
Roelofs, Betty Lou
*Roeth, Robert Lawrence
Rookus, John Jr.
Roon, Peter Nelson
Roos, Louise Ruth
Rottenberg, Isaac Cornelius
Rozeboom, Clarveye Joan
Sailer, William Hall
*Saunders, Harold Joseph
Schipper, Gordon David
Schoeneisch, Eugene Allen
Schierr, Mary Elizabeth
Schroeder, Carl Justin
Scott, Dorothy Lathan
Seibert, Nancy Lou
Sell, James Dean Jr.

Holland, Michigan
Traverse City, Michigan
Grand Rapids, Michigan
Holland, Michigan
Tenafly, New Jersey
Grand Haven, Michigan
Gary, Indiana
LaGrange, Illinois
Sheboygan, Wisconsin
Zeeland, Michigan
New York, New York
Flushing, Long Island, New York
White Pigeon, Michigan
Zeeland, Michigan
New York, New York
Allegan, Michigan
Holland, Michigan
Brooklyn, New York
Holland, Michigan
Holland, Michigan
Holland, Michigan
Detroit, Michigan
Morrison, Illinois
Zeeland, Michigan
Grosse Pointe, Michigan
Holland, Michigan
Maywood, New Jersey
Union City, New Jersey
Momence, Illinois
Holland, Michigan
Hudsonville, Michigan
N. Bergen, New Jersey
Zeeland, Michigan
Holland, Michigan
German Valley, Illinois
Holland, Michigan
Coopersville, Michigan
New York, New York
Grand Rapids, Michigan
Gary, Indiana
Saugatuck, Michigan
Muskegon, Michigan
Paterson, New Jersey
Holland, Michigan
Springfield, Ohio
Holland, Michigan
Sikkema, Wesley W.
Sikkenga, Donald Peter
Sinke, Warren J.
Sitter, Verlaine Ruth
*Slosson, Frank Edward
Smallegan, Verna Ruth
Smith, Yvonne Louise
Soper, Barbara Jean
South, Laverne Dale
Spencer, Robert E.
*Stearns, Neal Andre
Stone, Robert Norman
Stryker, James G.
Studdiford, Helen Mae
Tardiff, Rose Marie
Teune, Edith Betty
Teusink, Elmer Don
Thedorff, Lorraine Betty
Thompson, Norman Winslow
Toonder, Roger Alan
VandenBerge, Howard Gene
Van Den Brink, Paul Laverne
Vanden Hoek, Jeanette Joyce
VanderJagt, Guy Adrian
Vander Meulen, Roger L.
Van Der Meulen, Walter
Vander Wall, Helen Mae
†Vander Yacht, Clifford John
*Van Dort, Dale R.
Van Drunen, Joyce
Van Eck, Paul Keith
Van Farowe, Carl Henry
Van Lente, Betty Anne
Van Oss, Forrest W.
Van Riper, John Leigh
Van Setters, Phyllis Joan
Van Zoeren, Harold Raymond
Van Zylen, Constance Lou
Veening, Hans
Veldman, Donald John
Ver Meulen, Ruth Eleanor
Vening, Edward George
Visscher, James Warren
Vostello, Patrick Richard
Weaver, Jeremiah James
Weessies, Mary Ellen
Westerhoff, Warren Richard
Morrison, Illinois
Montague, Michigan
Holland, Michigan
Teaneck, New Jersey
Benton, Harbor, Michigan
Hudsonville, Michigan
Beulah, Michigan
Grand Rapids, Michigan
Muskegon Heights, Michigan
Rochester, New York
Palo, Michigan
West Olive, Michigan
Grand Rapids, Michigan
Somerville, New Jersey
Holland, Michigan
Chicago, Illinois
Holland, Michigan
Muskegon, Michigan
Neshanic, New Jersey
Detroit, Michigan
Grand Rapids, Michigan
Holland, Michigan
Belflower, California
Cadillac, Michigan
Holland, Michigan
Holland, Michigan
Zeeland, Michigan
Holland, Michigan
Holland, Michigan
S. Holland, Illinois
Holland, Michigan
Randolph, Wisconsin
Holland, Michigan
Jamestown, Michigan
Rochester, New York
Grand Rapids, Michigan
Mohawk, New York
Holland, Michigan
Little Neck, New York
Grand Rapids, Michigan
Grand Rapids, Michigan
Holland, Michigan
Kalamazoo, Michigan
Teaneck, New Jersey
Williston Park, New York
Kalamazoo, Michigan
Holland, Michigan
FRESHMEN

Alber, Margaret Anne
*Aldrich, Byron Vinson
Alexander, Keith Wilson
Andersen, Stig B.
Angus, David Robertson
Anton, Farid David
Bambacht, James Paul
Barkel, Laverne
Bauer, Frederick Anthony
Bechberger, Dorris Carter
Beethuis, Timothy Paul
Berens, H. Wayne
Berger, Hope Rebecca
Berkel, Mary L.
*Bloemendaal, William Fred
Bloodgood, Ruth H.
Bondhouse, Jeananne Katherine
Boonstra, James Corwin
Borr, Roger Hale
†Bosquez, Abraham
Bouwkamp, Lawrence E.
Bouwkamp, Richard Darell
Bowen, Shirley Joanne
Bowman, Iris Celeste
Bradley, Charles Burt
*Brandt, Julius Otto
†Breedlander, John Jr.
Boersma, Ronald Earl
Busman, John Edward
†Champlin, William Jay
*Chapman, Charles R.
†Chilian, Henry
Clason, Gerald Duane
Coffill, Richard Volney
†Conger, Ronald Henry
Grand Rapids, Michigan
Grand Rapids, Michigan
Allegan, Michigan
Terr. of Hawaii
Muskegon Heights, Michigan
Shanghai, China
Holland, Michigan
Bethesda, Maryland
Lungyen Fukien China
Basrah, Iraq
Kalamazoo, Michigan
Holland, Michigan
Douglas ton, Long Island, New York
Tenafl, New Jersey
Holland, Michigan
Greenwich, New York
Snydertown, Pennsylvania
Holland, Michigan
Zeeland, Michigan
Brooklyn, New York
Kalamazoo, Michigan
Zeeland, Michigan
Holland, Michigan
Clifton, New Jersey
Grant, Michigan
Grant, Michigan
Holland, Michigan
Holland, Michigan
Holland, Michigan
Utica, Michigan
Holland, Michigan
Coopersville, Michigan
Flushing, New York
Carlstadt, New Jersey
Kirkuk, Iraq
Fennville, Michigan
Brooklyn, New York
Detroit, Michigan
Cook, Charles Albert
Corry, John Joseph
Crooks, Delores Eloise
Culbertson, Susan Rae
Cupery, Peter Louis
Curtiss, Joan Marian
Davison, Elizabeth Louise
Davison, Herbert Chalmers
DeCaron, JoAnn Jill
Decker, James Melvin
DeHaan, Dennis James
deMaagd, Richard John
Dent, William Stewart Jr.
DePree, Kenneth Richard
Dethmers, John Robert
DeValois, Francine Marie
DeVries, Jack Parks
DeVuyst, Peter William
DeWeerd, Phyllis Yvonne
DeWeert, Ronald John
DeWeese, Parks N.
DeWilde, Robert
De Young, Russell Charles
Dillman, Lois Esther
Dixon, Jane Louise
Dyer, Harold William
Dyer, Monte Clare
Dykstra, Barbara
Dykstra, Marian Jean
Eatam, Lyle Leslie
Elenbaas, Gerald
Fairchild, Karol Ann
Fasce, Leonore Charlotte
Fiedler, June Phyllis
Finlaw, Anne
Ford, Elaine Louise
Forth, William Edward
Foster, Mary Janis
Fowler, Joseph M.
Frandsen, John Maurice
Ferk, William Frederick
Freyling, Edward N.
Frifeldt, Robert James
Funckes, Anna Mae
†Funk, Marianne Leigh
Gabbard, Billie Ann
Gemmill, Harold B.

Coloma, Michigan
Brooklyn, New York
Muskegon, Michigan
Pittsburgh, Pennsylvania
Markesan, Wisconsin
Nunica, Michigan
St. James, Michigan
Flushig, Long Island, New York
New York, New York
Grand Rapids, Michigan
Zeeland, Michigan
Yokohama, Japan
Tarrytown, New York
Holland, Michigan
E. Lansing, Michigan
Arcot Dist., S. India
Ottawa, Illinois
Rochester, New York
Holland, Michigan
Holland, Michigan
Holland, Michigan
Muskegon, Michigan
Milford, Michigan
Voorheesville, New York
North Muskegon, Michigan
Holland, Michigan
Norwalk, California
Hudsonville, Michigan
Petoskey, Michigan
McBain, Michigan
Schenectady, New York
Hastings on Hudson, New York
Union City, New Jersey
Brooklyn, New York
Holland, Michigan
Syracuse, New York
Avilla, Indiana
Walden, New York
Staten Island, New York
New Hyde Park, New York
Grand Rapids, Michigan
Spring Lake, Michigan
Holland, Michigan
Saugatuck, Michigan
Greenmount, Kentucky
Holland, Michigan
Gneiding, Betty Amanda
Green, Richard Herbert
Gysbers, Norman Charles
Haadsma, Ruth J.
Hager, Daniel Lloyd
Halasa, Wadei Jerius
Hamelink, Ronald Clare
Hargreaves, Priscilla Ann
Hazekamp, Charles Bert
Held, William James
† Herlein, George Leonard
Hester, Richard Allen
† Hine, Glenn Alvin
Hoeksema, Robert James
Hoogenboorn, Jack Allen
Howard, Helen Myrtis
Huizenga, Philip Beryl
Huysen, Marvin Jay
Hyink, James Lee
Ihrman, Francis Edgar
Ingram, Richard Howard
Irwin, Jack Menzenwerth
Jacobs, Carol Joan
Jacobs, Nelson James
Jansma, Donald Eugene
Johnson, Charles Peter
Johnson, Eleanor Jeannette
Jones, Alan Donnell
Kalee, Jack Edward
Kanode, Richard Franklin
Karsten, Robert Nelson
Keizer, Bernice Rugh
Keizer, John William
† Kelly, R. Peter
Kenwell, John Marshall
King, Jesse George
Kinkema, James Henry
Kisker, William Albert
Kleis, Carl Mark
Klinefelter, Beverly Anne
Knoll, Barbara Jean
Kobes, Joyce Lorraine
Koopsen, Winifred Mae
Kragt, Joan
Kragt, Roger Dale
Kramer, Willard Angus
Krause, Joanne

Ridgefield Park, New Jersey
Rarrytown, New York
Waupun, Wisconsin
Grand Rapids, Michigan
Grand Rapids, Michigan
Shelby, Michigan
Holland, Michigan
Wycoff, New Jersey
Muskegon, Michigan
Holland, Michigan
Muskegon Heights, Michigan
N. Muskegon, Michigan
Homewood, Illinois
Schuylerville, New York
Kalamazoo, Michigan
Jersey City, New Jersey
Grandville, Michigan
Zeeland, Michigan
Villisca, Iowa
Racine, Wisconsin
Silvis, Illinois
Holland, Michigan
Grand Rapids, Michigan
Holland, Michigan
Morrison, Illinois
Allen Park, Michigan
Fenton, Michigan
Pompton Plains, New Jersey
Grand Rapids, Michigan
Grand Rapids, Michigan
Holland, Michigan
Byron Center, Michigan
Grand Rapids, Michigan
New York, New York
Buffalo, New York
Olin, Kentucky
Hagaman, New York
Tarrytown, New York
Holland, Michigan
Whitehall, Michigan
Holland, Michigan
Holland, Michigan
Kalamazoo, Michigan
Holland, Michigan
Holland, Michigan
Markesan, Wisconsin
Kroll, Sherwin Lee
Kronemeyer, Judith Gayle
Kuit, Ruth Adele
Lager, Norman Wayne
Laman, Earl Arthur
Lamb, Jack Colfax
Lang, Douglas
Loch, James
Lubbers, Donald Starn
Luneberg, Margaret Katherine
Lynch, Diane Doraldyne
MacClary, Ronald George
Marley, Sally Ann
Marsh, Gerard Edwin
McManama, Edmund Alfred
Meninga, Marlene Mae
Menken, Doreen Grace
Miller, Jack H.
Mitchell, James Milo
Moes, Norma Jane
Mooney, Jacqueline Lee
Moore, Robert Adams
Morse, Mary Susan
Moran, Sheila Frances
Mulder, Joyce Elaine
Nattress, LeRoy William Jr.
Nelson, Harry Alex
Nienhuis, Herman D.
Northuis, Donna T.
Nuismer, Norman Jack
Olson, Wayne Corlin
Oppermann, Harold Reginald
Overbeek, Norman Jay
Parson, William George
Pleune, Ann Frances
Plomp, Bernard G.
Poll, Howard Benjamin
Pollard, Kenneth Edward
Porch, Eugene
Powles, Ronald George
Powley, Kenneth Allen
Prins, Robert Jack
Pruis, Ruth D.
Ramaker, Nancy Lou
Ratering, Norman James
Raven, Jane Lou
Reinstein, Frederick Krueger

Zeeland, Michigan
Holland, Michigan
Zeeland, Michigan
Muskegon, Michigan
Muskegon, Michigan
Holland, Michigan
Muskegon, Michigan
Detroit, Michigan
Corunna, Michigan

Harrington Park, New Jersey
North Bergen, New Jersey
Coronado, California
Kalamazoo, Michigan
Altamont, New York
Kalamazoo, Michigan
Holland, Michigan
Holland, Michigan
Holland, New York
Holland, Michigan
Holland, Michigan
West Coxsackie, New York
Sanbornton, Michigan
Teaneck, New Jersey
Holland, Michigan
San Francisco, California
Muskegon Heights, Michigan
Zeeland, Michigan
Holland, Michigan
Spring Lake, Michigan
Gary, Indiana
Marshall, Illinois
Holland, Michigan
Karachi, Pakistan
Temple, Texas
Holland, Michigan
Holland, Michigan
Auburn, New York
Grosse Pointe, Michigan
Schenectady, New York
Midland Park, New Jersey
Holland, Michigan
Morrison, Illinois
West Bend, Wisconsin
Holland, Michigan
Holland, Michigan
Grosse Pointe Shores, Michigan
Reys, Harvey Gene
Richards, Mary Lou
Rietberg, Warren Earl
Rietveld, Milton Vernon
Robertson, Edward John
Roundhouse, John Herrema
Rynbèrk, Robert Wayne
Santinga, John Timothy
Saunders, Myra Jane
*Schoorich, James Carl
Scholten, John Robert
Scholten, Sharon Thomas
†Schrotenboer, Gene Hollis
Schuiling, Norman Wesley
Schut, Röbert Norman
Shull, Donald Monroe
Simmons, Elizabeth Burville
Slager, John Gertrude
Slagh, Barbara Anita
Smith, Beatrice
Smith, Robert Dale
Spackman, Marilyn Ruth
Stegehuis, Ronald Bruce
†Steiner, Richard Arnold
Stewart, Isabel Margaret
Stouten, Herbert Jr.
Tadayon, Hamid Mohammad
Tane, Barbara Ann
Taylor, Robert Elliot
TerBorg, Mary Jean
Terpening, Shirley May
*Teusink, Raymond John
Timmer, Hillus Jay
†Timmer, Lewis Neil
Tinklenberg, Helena Marzella
Topp, Ruth Anne
Tullar, Benjamin Franklyn Jr.
Turgeon, William Roy
Tutje, Donna Jean
Vandenbeng, Frederick Earl
VanderMeer, Paul
VanderMeulen, Earl G.
VanderSluis, Marie Jeanne
VanDerVelde, Jane Louise
VanderWagen, Sieber
Van Duine, Jerome
Van Hoeven, James William
Grosse Pointe, Michigan
Berrien Springs, Michigan
Grand Rapids, Michigan
South Holland, Illinois
Bedminster, New Jersey
Kalamazoo, Michigan
Chicago, Illinois
Kalamazoo, Michigan
Holland, Michigan
Saugatuck, Michigan
Grand Rapids, Michigan
Poughkeepsie, New York
Zeeland, Michigan
Grand Rapids, Michigan
Hudsonville, Michigan
Ridgefield Park, New Jersey
Saugatuck, Michigan
Lansing, Illinois
Holland, Michigan
Holland, Michigan
Parchment, Michigan
Dumont, New Jersey
Byron Center, Michigan
North Bergen, New Jersey
Flushing, Long Island, New York
Grand Rapids, Michigan
Teheran, Iran
Shelby, Michigan
Flushing, Long Island, New York
Denver, Colorado
Imlay City, Michigan
Holland, Michigan
Holland, Michigan
Muskegon, Michigan
Forreston, Illinois
Holland, Michigan
E. Greenbush, New York
NorthBrook, Illinois
Sheldon, Iowa
Grand Rapids, Michigan
Amoy, China
Holland, Michigan
Holland, Michigan
Zeeland, Michigan
Chicago, Illinois
Grand Rapids, Michigan
Grand Rapids, Michigan
Van Houten, Henry Rowe  
Van Koevering, Paul Edward  
Van Komen, Donald Eugene  
Van Langen, Cleone Mary  
Van Lare, Dale  
Van Lare, Donald Hugh  
Van Loo, Helen Annette  
Van Raalte, Donna Mae  
Van Tongeren, Sally Ann  
Vedder, Raymond Jacob  
Veenstra, Constance Marilyn  
Velt, Dorothy Jean  
Vermeer, Frouwina H. E.  
Visser, Robert Allen  
Walsma, Paul  
Walter, Carl J.  
Watson, Helen Ann  
Webster, Nevin Burt  
Welt, Ruth Annabelle  
Whitsit, Beverly Joan  
Wierenga, Jean Anne  
Willyard, James A.  
Winberg, Lawrence H.  
Witte, John Jacob  
Wolford, Ruth Dayle  
Wood, Barbara Anne  
Yonkman, Gretchen Jan  
Zeng, George  
Ziegler, Mary Lou  
Zwemer, Suzanne Margaret  

Holland, Michigan  
Zeeland, Michigan  
Hudsonville, Michigan  
Holland, Michigan  
Holland, Michigan  
Kalamazoo, Michigan  
Schenectady, New York  
Schenectady, New York  
Muskegon, Michigan  
Schoolcraft, Michigan  
Holland, Michigan  
Grand Rapids, Michigan  
Grand Rapids, Michigan  
Fennville, Michigan  
Delanson, New York  
Dearborn, Michigan  
Fostoria, Michigan  
Zeeland, Michigan  
South Haven, Michigan  
Caledonia, Michigan  
Kew Gardens, New York  
Passaic, New Jersey  
Cleveland, Ohio  
Middletown, New Jersey  
Madison, New Jersey  
Shanghai, China  
Muskegon Heights, Michigan  
Bethesda, Maryland

SPECIAL STUDENTS

*Barry, Robert Verlee  
Blakeslee, Joyce Bronson  
Boerman, Gerald Henry  
*Boon, Harold M.  
Branning, Louis M.  
Buikema, Barnard  
Cuddeback, Jeanne Anne  
*Daniels, John  
DeJong, Conrad Keith  
Dobben, Clifford George  
*Ebneth, Alex  
Elzinga, Muriel Jean  
Everse, Esther Eudora  
*Fox, James Wilding  

Holland, Michigan  
Fenwick, Michigan  
Pekin, Illinois  
Grand Haven, Michigan  
Holland, Michigan  
Holland, Michigan  
Port Jervis, New York  
Raritan, New Jersey  
Kuwait, Arabia  
Muskegon, Michigan  
Catskill, New York  
Hamilton, Michigan  
Holland, Michigan  
Birmingham, Michigan
### Special Students

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Calbeek, Angeline Jennie
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Cook, Betty
Daley, William C.
Davis, Abbott
Dean, Harold
DeGraff, Gerdine
*DeJong, August
DeJong, Fredrica
*DeJong, John
DeNeut, Marjorie
Den Uyl, Richard S.
*DeWitt, Peter
Douma, Frances
*Douma, Lester
Drummond, Beverley U.
Dykema, James A.
*Dykema, Nelson
Dykstra, Helen Mae
Dykstra, Dorothy
Dykstra, Kathryn
*Ebneth, Alex
*Fett, E. Reinold
Fox, James Wilding
*Freese, Louis William
Funckes, Anna Mae
*Gearhart, Ezra F.
Geir, David
Gemmill, Harold B.
Georgia, William E.
Haight, Ernest
Halko, Andrew
*Harsevoort, Eugene
*Haycock, Clifford
*Hedberg, George
*Herman, Jack
Hoekstra, Helen Marie
Holkeboer, Paul
Hoodema, Richard
Hoogerhyde, Frieda E.
Huizenga, Betty
Hunt, Jack
Jacobs, Annetta
*Japinga, Martin
Jolderma, John Maurice
*Kammeraad, Jack Warren

Davis, South Dakota
North Bergen, New Jersey
Grand Rapids, Michigan
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Saugatuck, Michigan
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Chicago Heights, Illinois
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Macatawa, Michigan
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Frazer, Colorado
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Kooyers, Harold
Kromann, Paul Roger
Lange, Edith A.
lashua, Margaret
Lawson, Sallie Ann
Leestma, Kenneth
Lell, Frances G.
Lemmen, Douglas Ray
Leverette, Edison
Liddle, Keith Huntley
Link, Charles W.
*Makowsky, Vassel W.
McCrum, Joseph
*McMillan, Alexander
Menkir, Yohannes
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Milewski, Mary J.
Mulder, Marjorie Ann
*Murray, George
Nash, Willis B.
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Pelon, John F.
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Rauschenbach, Alfred
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*Robertson, George
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Sander, Allen E.
Schaap, Marguerite
Schrier, Ada Ann
Scott, Dorothy
Shaffer, Emily
*Smink, Bernard
Smith, Andrew
Smith, William
*Speet, Herman
*Stagg, Amos A.
Stearns, Neil

Holland, Michigan
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St. Clair, Michigan
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Jersey City, New Jersey
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Brooklyn, New York

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Total number of students: 947
Total number of special students: 43
Total number of full-time students: 904

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### RELIGIOUS AFFILIATION

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