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Hope College

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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.
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 One

Calendar of Events
History and Organization
Aims and Standards
Campus and Buildings
Special Services
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Student Expenses
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Honors and Awards
College Calendar

1951-1952

1951

September 17-18: First Semester Registration
September 18: "Y" Beach Party for Freshmen
September 19: Annual Convocation—9:00 a.m.
September 20: Classes begin
September 21: Faculty Reception for New Students
September 22: All-College Mixer
September 29: Panhellenic Round Robin Tea
October 23: Gerard Priestley, lecturer
October 26-30: Palette and Masque Play
October 27: Homecoming
November 3: Eugene Conley, tenor
November 8: Hope College Orchestra Concert
November 9: Nykerk Cup Contest
November 11-16: Mid-semester examinations
November 18: Hope College Orchestra Concert
November 22: Thanksgiving Recess begins—4:00 p.m.
November 26: Thanksgiving Recess ends—8:00 a.m.
December 7-11: Palette and Masque Play
December 14: All-College Christmas Party
December 18: The Messiah
December 21: Christmas Recess begins—11:00 a.m.

1952

January 8: Christmas Recess ends—8:00 a.m.
January 24: Student Musical Recital
January 25: Second Semester Registration
January 28 - February 2: Semester Examinations
February 5: Second Semester begins
February 11-15: Religious Emphasis Week
February 28: Band Concert—8:15 p.m.
February 29: All-College Sing
March 6: Norwegian Boy's Choir
March 8: International Night
March 14-18: Palette and Masque Play
March 17-21: Fine Arts Week
March 20: Hope Orchestra Concerts—8:15 p.m.
March 20-26: Mid-semester Examinations
March 27: Sophomore General Culture Tests
March 28: Spring Recess Begins—4:00 p.m.
College Calendar

1952

April 8
April 23-24
Spring Recess ends—8:00 a.m.
Robert Metcalf, artist,
Voorhees Day
Palette and Masque One-Act Plays
May Day
June 4-8
Semester Examinations
June 9
Alumni Convocation—6:30 p.m.
June 10
Baccalaureate Service
June 11
Commencement—10:30 a.m.
June 26
Summer Session begins
August 3
Summer Session ends

1952-1953

September 15-16
First Semester Registration
September 17
Annual Convocation—9:00 a.m.
September 18
Classes begin
November 26
Thanksgiving Recess begins—4:00 p.m.
December 1
Thanksgiving Recess ends—8:00 a.m.
December 6
The Messiah
December 19
Christmas recess begins—11:00 a.m.

1953

January 6
Christmas Recess ends—8:00 a.m.
January 23
Second Semester Registration
January 26-31
Semester Examinations
February 3
Second Semester begins
March 26
Sophomore General Culture Tests
March 27
Spring Recess begins—4:00 p.m.
April 7
Spring Recess ends—8:00 a.m.
June 1-5
Semester Examinations
June 6
Alumni Convocation—6:30 p.m.
June 7
Baccalaureate Service—7:30 p.m.
June 8
Commencement—10:00 a.m.
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**Comparative Calendar**
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. 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 Reverend 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: Philip Phelps (1866-1885), Charles Scott (1885-1893), Gerrit J. Kollen (1893-1911), Arie Vennema (1911-1918), Edward D. Dimment (1918-1931), Wynand Wichers (1931-1945), and Irwin J. Lubbers (1945-present).

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.
Aims and Standards

Religious Basis

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.

Desiring to maintain the “faith of our fathers,” upon which the college was established, the Board of Trustees of Hope College has recently reaffirmed that faith in the following statements.

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.

College 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
AIMS AND STANDARDS

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.

College Regulations

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. 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.

7. Students living in college residence halls who contemplate marriage during the school year must inform the college authorities in advance.

8. Social dancing at Hope College is regulated in accordance with a ruling of the Board of Trustees which is as follows:

"The college cannot effectively enforce standards of
social conduct and practice different from those taught and encouraged in the homes of its constituents. Nevertheless, dancing on the college campus shall not be permitted; and, while the Board discourages off-campus dancing, any such off-campus student dances shall be under college supervision.

"Frequenting of public dance halls by Hope College students is not approved."
Campus and Buildings

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 connection 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 administration 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 are expected to 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 the director of the hall. They are under the general supervision of the Dean of Women.
Van Vleck Hall, the historical first building on Hope's campus, was rebuilt and remodeled in 1942 and given new furnishings in 1951. It houses forty-two students.

Elizabeth R. Voorhees Hall, newly decorated and furnished in 1951, 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 one hundred women and provides facilities for approximately three hundred fifty students in its two dining halls.

The Hope College Women's League is an active organization whose special interest has been the women's residence halls. Founded by a group of women from churches in the Synod of Chicago in 1925, the League has greatly enlarged its organization and made significant contributions to the attractiveness and usefulness 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 thirty-three men in furnished single rooms.

Five large homes, each accommodating between twenty and thirty 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.
Special Services
Counseling Service

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 be better 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.

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
is given a battery of general aptitude and achievement tests, which serve as a basis for later counseling. For all students, a complete file of aptitude and vocational tests are maintained in the Counseling Office, and may be taken without cost.

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:

Christian Ministry — Mr. Osterhaven
Church Work — Mr. De Free
Dentistry — Mr. Kleinheksel
Diplomatic Service — Miss Hawkins
Dramatic Arts — Miss Harton
Elementary Teaching — Mr. Ver Beek
Engineering — Mr. Folkert
Forestry — Mr. Thompson

Journalism — Mr. Brand
Law — Mr. Schrjer
Library Service — Miss Singleton
Medicine — Mr. Van Zyl and Mr. Thompson
Nursing — Miss Spoestra
Personnel — Mr. Haverkamp
Secondary Teaching — Mr. Vander Borgh
Secretarial Service — Miss Hosmer
Social Work — Mr. Vanderham

For assistance in other special areas, certain individuals or agencies on the campus are available to students, either directly or through referral by the counselor or advisor.

Academic — Mr. Hollenbach, Dean of the College
Mr. Hinkamp, Registrar

Employment — Campus: Mr. Visscher, Business Manager
Off-campus: Mr. Steketee

Financial — Scholarships: Mr. Kleis, Chairman of Committee;
Loans: Mr. Steffens, College Treasurer

Health — Dr. Moerdyk, College Physician

Personal — Mr. Higa, Dean of Men; Miss Reeverts, Dean of Women

Reading — Mrs. Schoon, Director of Reading Center

Religious — Mr. Voogd, College Pastor

Teacher Placement — Mr. Vanderboorgh

Vocational Placement — Mr. Timmer
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 3:00 to 4:00 p.m. Monday through Friday. The clinic and infirmary are open day and night, with a nurse on duty or on call 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 31, for a description of this service.

College Sponsored Tours

College credit is given for participation in study-tours to Europe and Mexico. These tours are conducted by qualified members of the Modern Language faculty at nominal expense to the student during the summer months. Enrollment is limited to those who have completed two years of a modern language spoken in the area visited. Thus Hope students are not limited to a classroom acquaintance with a foreign language but also have the opportunity to practice it in the country where it is spoken as well as enrich their knowledge and appreciation of foreign cultures through direct contact. The college will also consider granting course credit for other foreign study tours.
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.

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.

Beta Beta Beta is a national honor fraternity for outstanding upper class students in the field of Biology. Eta Chapter is located at Hope.

Delta Phi Alpha, Gamma Chi Chapter, is a national honorary fraternity in the field of German.
PHI ALPHA THETA, Gamma Omicron Chapter, is a national honor fraternity for students in History. Members are elected on the basis of high scholastic attainment.

PI EPSILON DELTA, or National Collegiate Players, is a national honor fraternity open to upper class students who have given distinguished service in theatre work on the campus.

PI KAPPA DELTA is a national honorary forensics fraternity, to which students who have made signal contributions in forensic activities are eligible. Gamma chapter is located at Hope College.

Departmental Clubs

There are a number of organizations on the campus designed to offer students with similar academic interests the opportunity of meeting together for their mutual help and advancement. Some of these clubs are open to all interested students. This group includes the French, German, Spanish, and Classics Clubs, and the International Relations Club.

Other clubs are designed essentially for upper class students majoring in a particular field or department. This group includes the Chemistry, Elementary Teachers, English, Math-Physics, Philosophy, and Sociochology Clubs.

Musical Organizations

Students interested in music find abundant opportunity to gratify their desires through membership on 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.

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 an extensive concert tour each year.
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 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.

The Musical Arts Club is open to all music students. It aims to promote worthwhile musical activities on the campus.

**Forensics and Dramatics**

Speech extra-curricular activities include intercollegiate competition in all 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. Student representatives attend the provincial and national conventions of Pi Kappa Delta, forensic honorary fraternity.

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. A series of three full length plays provides the basis for the annual dramatics program.

**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.

Social Organizations

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. Each fraternity has living quarters and club rooms in a college-owned house on or adjacent to the campus.

A Pan Hellenic Council and an Interfraternity Council are the governing boards of these two groups of societies.

Student Government

A STUDENT COUNCIL of eighteen to twenty-one members is chosen annually by the students to represent the student body in the total college program. 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.

The Women's Activity 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.

**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. All men are encouraged to participate in these sports. In order to be eligible for intercollegiate competition, students must meet the academic eligibility requirements of the association.

The women's intramural sports program is sponsored by the Women's Athletic Association, open to all women students. The governing board consists of elected representatives from each class. 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 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 Play Days or athletic meets held several times during the year with other colleges in the vicinity.

An extensive intramural program for men has been organized by the director of men's physical education under
the sponsorship of the Interfraternity Council. Teams are organized on a class, dormitory, or society basis. The following sports, open to all men students, are included: basketball, bowling, touch-football, table tennis, golf, volleyball, softball, tennis and track. Trophies are awarded for individual sports and an All Sports Trophy to the winning organization.

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, and in Milwaukee, Wisconsin. 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.
Student Expenses

Fees

General Semester Fees

Over-all for boarding students $425.00
   (Tuition, room, and board*)
Tuition only 175.00
Room only 75.00
Board only* 175.00
Tuition per semester hour above normal load of sixteen semester hours 12.00
Tuition per semester hour for less than minimum load of twelve semester hours 15.00

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 30.00
Practice teaching 30.00
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; $120.00 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

Mr. and Mrs. John Arendshorst Freshman Music Scholarships. One scholarship is awarded each year by Mr. and Mrs. John Arendshorst to entering freshmen in each of the applied music fields of Piano, Voice, and Instrument. In addition a scholarship in organ is awarded to a member of the Sophomore class. Scholarships consist of one lesson per week throughout the year, the winners being determined by the Music Department. Application by prospective freshmen should be made to the head of the music department.

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 Education 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.
Honors and Awards

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.

Special Awards

SOUTHLAND AWARD, a gold medal with the seal of Hope College, 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.

Adeleide 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 Birkhoff, 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 class room 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 Velde 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.

Post Jewelry Glee Club Awards. A gold pin, given by Post's Jewelry, is presented each year to senior members of the Women's and Men's Glee Clubs who have been active members for at least three years and have done outstanding service. Winners are determined by the directors of the respective organizations.

William B. Eerdmans Prize of fifty dollars is awarded annually for the best creative writing done in poetry during the current year. Manuscripts must be submitted for competition to the instructor of the class in creative writing by
the first of May. The judges may vote not to award the prize if they deem the material unworthy of a prize.

WILLIAM B. EERDMANS PRIZE of fifty dollars for the best creative writing done in prose for the current year. Manuscripts must be submitted to the instructor of the creative writing class by the first of May. If in the opinion of the judges the submitted material is not of high quality, they reserve the right not to award the prize.

THE EGBERT WINTER EDUCATION AWARDS are given each year to the young man and young woman in the Junior Class who, in the judgment of a faculty committee, give promise of making the most significant contributions in the field of teaching.

Subjects for Essay Prizes, 1952-1953

Freshman Biblical Prize — “Christ’s Ministry of Healing.”

Sophomore Biblical Prize — “The Relation of Christianity to Judaism in the Apostolic Age.”


Foreign Missions Prize — “Women Missionary Pioneers.”

George Birkhoff, Jr. English Prize — “Problems of Interpretation in Shakespeare’s Tragedies.”
Part Two

Admission
General Academic Regulations
The Degree Program
Reading Courses
Admission

Application for Admission

Students who are interested in attending Hope College are encouraged to write to the Director of Admissions for such information as is deemed essential in applying for college entrance. Furthermore, applicants are urged to submit their admission applications as soon as possible after the completion of the Junior year in high school, thus enabling the college to offer beneficial guidance in the matter of pre-college planning during the remainder of the secondary school program.

Hope College has its program arranged to admit students for either the first or second semester of any given school year or for the annual summer school. In selecting applicants, the college Committee on Admissions considers not only their scholastic standing but also their qualities of character, leadership, breadth of interests, and educational goals.

As a preliminary step for admission, each candidate is urged (1) to become fully acquainted with the "Aims and Objectives" and the "Regulations" of the college with the view to acceptance of them, (2) to determine whether the college offers programs of study befitting his educational objectives. To have the admission application considered promptly, each applicant must assume the responsibility of having the following items mailed to the Director of Admissions:

1. An official transcript of the high school academic record. The high school principal will mail this at the student's request.

2. The Admission Form properly completed by the applicant. The Director of Admissions will supply this form upon request.

3. A letter of character reference, written for the student by his church pastor, his high school counselor or principal, or some authoritative person.
4. Medical statement issued by the family physician. This form is available upon request.

5. A $10 Admission Fee must accompany each application. This fee, except for a $3.00 processing charge, is refundable only to those whose applications are not approved.

Tests of the College Entrance Examination Board are not required for admission. However, all candidates who have taken or plan to take these tests are asked to have the test scores forwarded to Hope College. The scores serve as a desirable supplement to the above mentioned credentials, particularly in the case of students who wish to be considered for scholarship awards.

Admission By Certificate

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 rank academically in the upper half of their class.
   b. Who present a minimum of 15 units of secondary school studies, a unit representing one year's work in a given subject. Graduates of three-year senior high schools should include the units earned in the last year in the junior high school in totaling the 15 or more units. It is recommended that at least 10 of the required minimum of 15 units be completed in the following fields distributed as follows:

<table>
<thead>
<tr>
<th>English</th>
<th>History and Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a minimum of 3 units</td>
<td>a minimum of 7 units from 3</td>
</tr>
</tbody>
</table>

   | Science (Physics, Chemistry, Biology) |
   | Mathematics (exclusive of General Mathematics) |
   | Languages (Latin, French, Spanish, German) | from these fields |


2. Graduates of high schools approved under the Michigan College Agreement:
   a. Who are officially recommended for college study by the principal of the high school.
   b. Who rank in the upper half of their graduating class.
   c. Whose high school courses are sufficient in scope to satisfy the requirements for the college curriculum they wish to elect.

3. Graduates of secondary schools other than those designated above, provided they, too, rank in the 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.

4. 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.

5. 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 with 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, if a course is repeated, the second grade is recorded as the final grade for the course. If the course is required for graduation or for a major, it should be repeated the next time it is offered. If not required, it may be repeated only with the approval of the counselor and the college dean.

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 course.
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 47). 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 $12.00 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 ade-
quately 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. These hours will be so designated on his transcript.

Unavoidable absence 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.

**Extension and Correspondence Work**

Students may be enrolled in extension courses and evening 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.
The Degree Program

The curricular program is based on the concept of four academic years of college work leading to the Bachelor of Arts degree. Although students enter college from secondary schools with a wide variation in background and education, the first responsibility of the college is to provide for each student a broad base of experience in the various fields of human activity which will enlarge his understanding of the world in which he lives, help him in disciplining his mind, and assist him in acquiring a vital Christian philosophy. The basic courses that are required of every student aim at these objectives and are designed to help him acquire the knowledge, skills and attitudes essential for carrying out the common responsibilities of Christian world citizenship.

The second responsibility of the college is to help prepare each student to take his place, as a contributing member of society, either in a chosen vocation or profession or in a professional or graduate school in which he may continue his specialized training for a career. The requirement of a field of concentration aims at fulfilling this need.

The specific requirements for the degree are listed below.

Semester Hours and Quality Points

A student to be eligible for graduation must pass all college required courses and present one hundred twenty-six (126) credit hours of college work in which he has achieved a quality point average of 2.00.

Residence

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

Physical Education

Two semester courses in Physical Education are required of each student before graduation. This requirement should be met in the Freshman year.
Course Requirements

The following specific courses are required for graduation:

English 11, 12, 31, 32
Speech 11
Psychology 31 or 33
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 back-
ground 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 requirements.

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 fill out the proper application form, obtainable at the counseling office, and submit it 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 III 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 mini-
mum 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's 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 70-72. (Advisor: Mr. Ver Beek.)

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: Miss
Boyd, Mrs. Prins, Mr. Brown, Mr. Schoon, Mr. 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 57 where the curriculum is described more fully. (Advisor: Mr. Unger)

   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 69 where the curriculum is described more fully. (Advisor: Miss Hawkinson).

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.
Part Three

Suggested Curricula
Departments of Instruction and Description of Courses
Suggested Curricula

In fulfilling the requirements for a degree (see above, pages 47-51), the college student will normally complete the majority of the general course requirements in his freshman and sophomore years, and devote the larger part of his time in the last two years to the field of his concentration. For certain pre-professional or professional programs, the normal pattern may need to be modified. On the succeeding pages are found a number of recommended course programs or curricula carefully designed to give the best preparation for students planning on entering professional schools or directly into some vocation or profession. In addition to these programs, the course offerings enable students to develop a background of knowledge and skills for entering many other occupations.

Normal Freshman-Sophomore Program

Freshman Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11, 12</td>
<td>1st</td>
<td>3</td>
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<tr>
<td></td>
<td>2nd</td>
<td>3</td>
</tr>
<tr>
<td>Bible 11, Speech 11</td>
<td>1st</td>
<td>2</td>
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<tr>
<td></td>
<td>2nd</td>
<td>2</td>
</tr>
<tr>
<td>Math or Science (courses numbered below 30)</td>
<td>1st</td>
<td>3-4</td>
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<tr>
<td></td>
<td>2nd</td>
<td>3-4</td>
</tr>
<tr>
<td>Foreign Language 11, 12 or 31, 32</td>
<td>1st</td>
<td>4</td>
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<tr>
<td></td>
<td>2nd</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education R</td>
<td>1st</td>
<td>R</td>
</tr>
<tr>
<td>Electives (from courses numbered below 30)</td>
<td>1st</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>2nd</td>
<td>2-3</td>
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<table>
<thead>
<tr>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>15-16</td>
</tr>
</tbody>
</table>

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 56-72.

Sophomore Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 31, 32</td>
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<td>3</td>
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<tr>
<td></td>
<td>2nd</td>
<td>3</td>
</tr>
<tr>
<td>Bible 31 (1st or 2nd sem.)</td>
<td>1st</td>
<td>2</td>
</tr>
<tr>
<td>Psychology 31 or 33</td>
<td>1st</td>
<td>3</td>
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<tr>
<td>1st or 2nd sem.)</td>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>Foreign Language 31, 32 (for those who took 11, 12 in Freshman year)</td>
<td>1st</td>
<td>4</td>
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<tr>
<td></td>
<td>2nd</td>
<td>4</td>
</tr>
<tr>
<td>Electives (from courses numbered below 50)</td>
<td>1st</td>
<td>7</td>
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<td></td>
<td>2nd</td>
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<table>
<thead>
<tr>
<th>Semester Hours</th>
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<td>16</td>
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</table>

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.
# 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.

## Freshman Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>1st</th>
<th>2nd</th>
</tr>
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<tbody>
<tr>
<td>English 11, 12</td>
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<td>Speech 11 and Bible 11</td>
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</tr>
<tr>
<td>Foreign Language</td>
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<td>4</td>
<td>4</td>
</tr>
<tr>
<td>History 13, 14</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 13, 14</td>
<td></td>
<td>3</td>
<td>3-4</td>
</tr>
<tr>
<td>or 11, 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
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<td>R</td>
<td>R</td>
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<td></td>
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<td>15</td>
<td>15-16</td>
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## Sophomore Year

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<tbody>
<tr>
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</tr>
<tr>
<td>Foreign Language</td>
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<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Bible 31</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Psychology 31 or 33</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Principles of Economics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics 31, 32</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Accounting</td>
<td></td>
<td>3</td>
<td>3</td>
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<td></td>
<td>15</td>
<td>16</td>
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</table>

## Junior Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible 51</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bus. Organization 51</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Business Law 54</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Bus. Management 52</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Statistics, Math. 35, Econ. 63</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Labor Econ., Econ 52</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles 61</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>English 51</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Sociology 31</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Electives (in keeping with general requirements)</td>
<td>4</td>
<td>2</td>
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## Senior Year

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<th>Subject</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>Finance Principles 72</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Money and Banking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics 51</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Personnel Admin. 73</td>
<td></td>
<td>3</td>
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<tr>
<td>Bible 71</td>
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<tr>
<td>Electives (in keeping with general requirements)</td>
<td>10</td>
<td>10</td>
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<td>16</td>
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</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.
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</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Chemistry, 11, 12, or 13, 14</td>
<td>1st</td>
<td>4</td>
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<tr>
<td>English 11, 12</td>
<td>1st</td>
<td>3</td>
</tr>
<tr>
<td>German 11, 12</td>
<td>1st</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 13, 14 or 15</td>
<td>1st</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 16</td>
<td>2nd</td>
<td>4</td>
</tr>
<tr>
<td>Bible 11 and Speech 11</td>
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<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1st/2nd</td>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
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<tbody>
<tr>
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Total: 16 17

### Sophomore Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 31, 32</td>
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<td>German 31, 32</td>
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<td>Mathematics 31</td>
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<td>Physics 31, 32</td>
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<td>5</td>
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<tr>
<td>Bible 31</td>
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<thead>
<tr>
<th>Subject</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry, 11, 12, or 13, 14</td>
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<td>4</td>
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<tr>
<td>English 11, 12</td>
<td>1st</td>
<td>3</td>
</tr>
<tr>
<td>German 11, 12</td>
<td>1st</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 13, 14 or 15</td>
<td>1st</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 16</td>
<td>2nd</td>
<td>4</td>
</tr>
<tr>
<td>Bible 51</td>
<td>2nd</td>
<td>2</td>
</tr>
<tr>
<td>Psychology 31 or 33</td>
<td>2nd</td>
<td>3</td>
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<tr>
<td>Mathematics 54</td>
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<td>4</td>
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<td>Elective</td>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
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Total: 16 17

### Junior Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester</th>
<th>Hours</th>
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<tbody>
<tr>
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<td>5</td>
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<tr>
<td>Chemistry 61</td>
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<td>Chemistry 76</td>
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<tr>
<td>English 31, 32</td>
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<td>3</td>
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<tr>
<td>Bible 51</td>
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<td>2</td>
</tr>
<tr>
<td>Psychology 31 or 33</td>
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<td>3</td>
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<tr>
<td>Mathematics 54</td>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
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<tbody>
<tr>
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Total: 16 16

### Senior Year

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

Total: 16 16
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>
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</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Semester Hours</strong></td>
</tr>
<tr>
<td><strong>1st</strong></td>
<td><strong>2nd</strong></td>
</tr>
<tr>
<td>English 11, 12</td>
<td>3 3</td>
</tr>
<tr>
<td>Bible and Speech 11</td>
<td>2 2</td>
</tr>
<tr>
<td>Greek 11, 12</td>
<td>4 4</td>
</tr>
<tr>
<td>Science</td>
<td>4 4</td>
</tr>
<tr>
<td>Electives</td>
<td>3 3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>R R</td>
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<td><strong>16 16</strong></td>
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</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><strong>1st</strong></td>
<td><strong>2nd</strong></td>
</tr>
<tr>
<td>History 51, 52</td>
<td>3 3</td>
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<td>Bible 51</td>
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<tr>
<td>Philosophy 33, 34</td>
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<tr>
<td>English 53</td>
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<tr>
<td>Speech 53</td>
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<tr>
<td>Electives</td>
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<td><strong>16 16</strong></td>
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</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.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
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<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Subject</strong></td>
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<tr>
<td></td>
<td><strong>Semester</strong></td>
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<td><strong>Hours</strong></td>
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<tr>
<td></td>
<td>1st</td>
</tr>
<tr>
<td>English 11, 12</td>
<td>3</td>
</tr>
<tr>
<td>Rel. and Bible 11</td>
<td>2</td>
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<tr>
<td>Speech 11</td>
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<tr>
<td>History 13, 14</td>
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<tr>
<td>Science</td>
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<tr>
<td>Electives</td>
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**Junior Year**

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

**Senior Year**

<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
<th><strong>Semester</strong></th>
<th><strong>Hours</strong></th>
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<tbody>
<tr>
<td></td>
<td>1st</td>
<td>2nd</td>
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<tr>
<td>Religious Educa-</td>
<td></td>
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<tr>
<td>tion 53</td>
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<tr>
<td>Religious Educa-</td>
<td></td>
<td>3</td>
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<tr>
<td>tion 51</td>
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<tr>
<td>Religious Educa-</td>
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<tr>
<td>tion 55</td>
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<td>Rel. and Bible 71</td>
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<td>Rel. and Bible 64</td>
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<tr>
<td>tion 56</td>
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<td><strong>16</strong></td>
<td><strong>16</strong></td>
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</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 68
- 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

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>Freshman Year</th>
<th>Sophomore Year</th>
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</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Semester</strong></td>
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<tr>
<td></td>
<td><strong>1st</strong></td>
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<tr>
<td>English 11, 12</td>
<td>3</td>
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<td>Speech 11</td>
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<td>Bible 11</td>
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<td>Math. 13, 14</td>
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<tr>
<td>Foreign Language</td>
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<td></td>
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<table>
<thead>
<tr>
<th>Junior Year</th>
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</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Math. 51, 52</td>
</tr>
<tr>
<td>Physics 31, 32</td>
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<tr>
<td>Chemistry 31, 32</td>
</tr>
<tr>
<td>Math. 21</td>
</tr>
<tr>
<td>Math. 41</td>
</tr>
<tr>
<td>Bible 51</td>
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</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Math. 61</td>
</tr>
<tr>
<td>Math. 42</td>
</tr>
<tr>
<td>Physics 61</td>
</tr>
<tr>
<td>Physics 71</td>
</tr>
<tr>
<td>Bible 71</td>
</tr>
<tr>
<td>Sociology 31</td>
</tr>
<tr>
<td>Electives*</td>
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</tbody>
</table>

*Electives (Math. 31, 34, 53, Physics 11, 51, 72, Chemistry 51, 52, English 51, 52, 55, 56, Philosophy 15).
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>Subject</th>
<th>Freshman Year</th>
<th>Sophomore Year</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Semester Hours</td>
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<tr>
<td></td>
<td>1st</td>
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<td>Math. 15, 16</td>
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<td>4</td>
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<tr>
<td>Chemistry 11 or 13</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Chemistry 12 or 14</td>
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</tr>
<tr>
<td>Bible 11</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Speech 11</td>
<td></td>
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<tr>
<td>Math. 21</td>
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<tr>
<td>Math. 41</td>
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<tr>
<td></td>
<td>16</td>
<td>16</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.

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

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.

Library Service

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.

Medical

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.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td>English 11, 12</td>
<td>3 3</td>
</tr>
<tr>
<td>Bible and Speech 11</td>
<td>2 2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 13, 14</td>
<td>3 3</td>
</tr>
<tr>
<td>Chemistry 11, 12</td>
<td>4 4</td>
</tr>
<tr>
<td>Physical Education</td>
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<tr>
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<td>16 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 103-104.)

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 Semester</th>
<th>2nd Semester</th>
<th>Hours</th>
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</thead>
<tbody>
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<td>Music 15, 16</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Music 17, 18</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Applied Music</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>English 11, 12</td>
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<td>6</td>
</tr>
<tr>
<td>Language 11, 12</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Bible 11</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Speech</td>
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<td><strong>Total</strong></td>
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### Sophomore Year

<table>
<thead>
<tr>
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<th>1st Semester</th>
<th>2nd Semester</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Music 31, 32</td>
<td>3*</td>
<td>3*</td>
<td>6</td>
</tr>
<tr>
<td>Music 35, 36</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Applied Music</td>
<td>2</td>
<td>3*</td>
<td>5</td>
</tr>
<tr>
<td>English 31, 32</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Language 31, 32</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Psychology 31 or 33</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Bible</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td>17</td>
<td>34</td>
</tr>
</tbody>
</table>

*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 Semester</th>
<th>2nd Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11, 12</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Bible 11, Speech 11</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>*Foreign Language</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Biology 11, 12</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Sociology 31, Psychology 31 or 33</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>16</td>
<td>32</td>
</tr>
</tbody>
</table>

*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>Freshman Year</th>
<th>Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td><strong>Place</strong></td>
<td><strong>Place</strong></td>
</tr>
<tr>
<td><strong>Semester</strong></td>
<td><strong>Semester</strong></td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td>1st</td>
<td>1st</td>
</tr>
<tr>
<td>2nd</td>
<td>2nd</td>
</tr>
<tr>
<td>English 11, 12</td>
<td>English 31, 32</td>
</tr>
<tr>
<td>Bible 11</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Speech 11</td>
<td>Psychology 31 or 33</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Bible 31</td>
</tr>
<tr>
<td>Science</td>
<td>Accounting</td>
</tr>
<tr>
<td>History</td>
<td>Electives</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>16</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>Subject</strong></td>
</tr>
<tr>
<td><strong>Place</strong></td>
<td><strong>Place</strong></td>
</tr>
<tr>
<td><strong>Semester</strong></td>
<td><strong>Semester</strong></td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td>1st</td>
<td>1st</td>
</tr>
<tr>
<td>2nd</td>
<td>2nd</td>
</tr>
<tr>
<td>Secretarial Ed. 31, 32</td>
<td>Secretarial Ed. 35</td>
</tr>
<tr>
<td>Secretarial Ed. 33, 34</td>
<td>English 51, 52</td>
</tr>
<tr>
<td>Bible 51</td>
<td>Bible 71</td>
</tr>
<tr>
<td>Psychology 32</td>
<td>Electives</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>
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 phase of social work can major in a great variety of fields. The important factor to remember is that introductory courses in all fields of the social sciences and Biology are required by nearly every graduate school of social work. It is strongly recommended that the following courses be included in a preparatory social work program.

- Psychology 53, 54, 56
- Sociology 31, 51, 58, and 71
- Biology 11, 34, 61
- Economics 31, 32
- Political Science 31 and 32

The following courses offer additional foundation for graduate school preparation or job placement in the field of social work:

- Psychology 58 and 61
- Sociology 53, 54, 72, and 73
- Speech 34 and 41
- Physical Education 54

Specific field interests might suggest modification of the general outline as above presented. Interested students should contact the advisor for the field of social work for answers to specific questions or for general information.

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 ac-
ademic 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 47.)
2. Complete Psychology 31 or 33 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

<table>
<thead>
<tr>
<th>Basic Course I — History</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 &amp; 14</td>
<td>Required — National</td>
</tr>
<tr>
<td>Basic Course II — History</td>
<td>Gov't. 31 — 3 hours</td>
</tr>
<tr>
<td>33 &amp; 34</td>
<td>Elective — 3 hours........ 6 hrs.</td>
</tr>
<tr>
<td>Select 14 hours from advanced courses in three fields: Europe, America, Latin Am., Foreign Policies and International Relations, Far East, Current Problems, Cultural.</td>
<td>Sociology</td>
</tr>
<tr>
<td></td>
<td>Recommended 31-32....... 6 hrs.</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td>Recommended 31-32....... 6 hrs.</td>
</tr>
<tr>
<td></td>
<td>Total............... 44 hrs.</td>
</tr>
<tr>
<td></td>
<td>Methods in Social Studies,</td>
</tr>
<tr>
<td></td>
<td>History 85............... 2 hrs.</td>
</tr>
</tbody>
</table>
Plan B — *Social Studies with Core in Selected Field other than History*

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>18</td>
</tr>
<tr>
<td>Basic Course I — History</td>
<td></td>
</tr>
<tr>
<td>13 &amp; 14</td>
<td></td>
</tr>
<tr>
<td>Basic Course II — History</td>
<td></td>
</tr>
<tr>
<td>33 &amp; 34</td>
<td></td>
</tr>
<tr>
<td>Select 6 additional hours in</td>
<td></td>
</tr>
<tr>
<td>history from advanced courses</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>3</td>
</tr>
<tr>
<td>(not listed as history)</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>6</td>
</tr>
<tr>
<td>Economics</td>
<td>18</td>
</tr>
<tr>
<td>or vary in either Pol. Sc. or</td>
<td></td>
</tr>
<tr>
<td>Sociology as core</td>
<td></td>
</tr>
<tr>
<td>with courses recommended by</td>
<td></td>
</tr>
<tr>
<td>advisor in area</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

**Methods, History 85** ........... 2 hrs.

**Teaching — Elementary School**

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 requirements 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 47.)
2. Complete Psychology 31 or 33 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 at least four of 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); Education 78 (Teaching the Social Studies); Education 77 (Teaching Arithmetic in Elementary Schools); and Physical Education 75 (Teaching Physical Education in the Elementary School).

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

**16 16**

*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.*

#### Sophomore Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
<td>2nd</td>
<td>1st</td>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>English 31, 32</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology 31 or 33</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology 31</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bible 31</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*History 33, 34</td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foreign Lang. 31, 32</td>
<td></td>
<td></td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Music 13 (if required)</td>
<td>(2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Other Electives</td>
<td></td>
<td></td>
<td>1-3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**16 16**

#### Junior Year

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

**16 16**

*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.*

#### Senior Year

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

**16 16**
Description of Courses

Art

Miss De Pree, Mr. Gringhuis

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.

First semester. E. De Pree. Credit, two hours.

18. ART APPRECIATION.
This course aims to develop, through illustrations, slides, and lectures 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.**

By giving an opportunity to do and to create, the course in public school art attempts to give the future teacher first, a sensitivity and understanding of the basic design qualities found in all the art forms; and second, an understanding of the mechanics or techniques of materials used most commonly by children. Work is done in painting, papier maché, soap carving, clay modeling, posters, simply constructed silver jewelry, and paper cut-outs. A notebook is kept describing the projects worked on, processes, supplies needed, and the various uses for the media. Prerequisite: Art 17; preferably also Art 18.

Both semesters. **E. De Pree.** Credit, two hours.

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**Biology**

*Mr. Thompson, chmn., Miss Spoelstra, Mr. Unger*

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 69. 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 50.

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**11. Principles of Biology.**

A course dealing with basic biological principles. Intended for all students as a cultural background and basis for advanced work. Three classroom periods and two two-hour laboratory periods.

Both semesters. **Staff.** 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.  

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.  

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.  

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. Alternate years (1962-1963). 

First semester.  

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.  

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.  

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. Three classroom periods. 

First semester.  

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. Prerequisite: Botany 21. Alternate years, 1949-1950. 

First semester.  

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, 1961-1962. 

Second semester.
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, 1950-1961.
First semester. Unger. Credit, three hours.

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, 1950-1961.
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 34.
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. Prerequisite: 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.
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. Alternate years (1951-1952).
Second semester. Credit, five hours.

72. GENERAL BACTERIOLOGY.
In this course 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: Biology 11 and 21 or 22. Alternate years (1951-1952).
First semester. Unger. 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. Staff. Credit by arrangement.

Chemistry

Mr. Van Zyl, chmn.; Mr. Kleinheksel, Mr. Vander Ploeg

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 57 as closely as possible.

For secondary school teaching a composite general science major is outlined on page 69.

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. Staff. 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. Staff. 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.

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.

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.  
*Unger.*  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.  
*Staff.*  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.

**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 48 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**

*Mr. Yntema, chmn.; Mr. Drew, Mr. Ferris, Mr. Klaasen,  
Mr. Miles, Mr. Weller*

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 administra-
tion. 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) pre-
ceded 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 de-
partment advisors. See page 56 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, com-
pletion 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 interpre-
tative 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. Weller. 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, correla-
tion, sampling, and inference. Prerequisites: Economics 31, 32 and Mathematics 35.
Second semester. Yntema. Credit, two hours.
71. **ECONOMIC ANALYSIS.**
An account of economic analysis for students at the intermediate level dealing with income theory, price determination and distribution, and comparative economic systems. 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. Prerequisite: Economics 32 or consent of instructor. Alternate years, 1961-1962.

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. Prerequisites: Economics 31, 32. Alternate years, 1952-1953.

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 debt, and budgeting. Prerequisites: Economics 31, 32, or consent of instructor for seniors recommended by another department.

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

91. **SEMINAR IN ECONOMIC PROBLEMS.**
Study of important current economic problems adapted to special interests of the student and stressing sound analysis and constructiveness of conclusions. Prerequisite: Economics 71, or consent of instructor.

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

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**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 51, 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 31, 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, 1952-1953.
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

Mr. Vander Borgh, chmn.; Mrs. Schoon, Mr. Ver Beek

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 68-72 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. Vander Borgh. 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. Vander Borgh. 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. Ver Beek. 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. Mrs. Schoon. 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.

65. **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 Student Teaching.**

This course is planned for senior students who are concurrently 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. **Ver Beek.** Credit, two hours.

72. **Public School Art.**

Same as Art 77.

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

80. **Public School Health.**
Same as Biology 52.
First semester. Credit, two hours.

81. **Student 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. **Student Teaching in the Secondary School.**
Practice teaching, supervised by the Department of Education, is maintained in cooperation with 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.

*Only one Special Methods Course for secondary teachers may be applied to meet the twenty-hour education requirement for certification in the state of Michigan.

**English**

*Mr. De Graaf, chmn.; Mr. Brand, Mr. Hollenbach, Miss Hosmer, Mr. Prins, Miss Reeverts, Miss Snow, Mr. Ten Hoor*

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 11* and 12 in composition and courses 31 and 32 in literature are intended to meet these basic requirements. These courses are
all prerequisite to 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 11*.

**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.

11*. **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 first-hand 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.
A study of representative novels taken from nineteenth and twentieth century American authors. Not open to Freshmen.
First semester. Hosmer, 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. Brand. 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. Brand. 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.

60. **Victorian Literature.**
A study of the major figures in English poetry and essay between 1832 and 1900.  
Second semester.  
*Reeverts.* Credit, three 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 1865 to the contemporaries. 66 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
Mrs. Prins, chmn.; Miss Meyer

A general statement of the aims and recommendations
of the Modern Foreign Language Departments is found
below, page 101.

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 con-
sult 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, 1952-1953.
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.**
First semester.  
*Prins.* Credit, three hours.

54. **MODERN FRENCH LITERATURE.**
A study of the literature following Romanticism: that of the periods called Realism, Naturalism and Symbolism from 1850-1900 in the fields of the novel, short story and poetry. Alternate years, 1952-1954.
Second semester.  
*Prins.* Credit, two hours.

55. **FRENCH CIVILIZATION.**
Emphasis on the position and influence of French literature, art, music and thought in relation to Europe and the Americas. Required of French majors. Some knowledge of French history is desirable but not a prerequisite. Open to all students. Knowledge of French language is not required. Given every third year, 1953-1954.
Second semester.  
*Meyer.* Credit, three hours.

56. **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, 1951-1952.
First semester.  
*Prins.* Credit, two hours.

57. **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.

61. **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, 1952-1953.
First semester.  
*Prins.* Credit, three hours.

64. **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, 1962-1963.
Second semester.  
*Prins.* Credit, three hours.

67. **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, 1952-1953.
First semester.  
*Prins.* Credit, two hours.

74. **ADVANCED COMPOSITION AND GRAMMAR REVIEW.**
Second semester.  
*Prins.* Credit, two hours.

84. **TEACHING OF MODERN LANGUAGES.**
See below under Modern Languages for course description.
Second semester.  
Credit, two hours.
GERMAN TOUR.
See below under Modern Languages for course description.
Summer. Credit, two or four hours.

German

Miss Boyd, chmn.; Mr. Ellert, Mr. Schoon

A general statement of the aims and recommendations of the Modern Foreign Languages is found below, p. 101.

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 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, 1951-1952.
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, 1952-1953.
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, 1952-1953.  
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, 1961-1962.  
First semester.  
*Boyd.* Credit, three hours.

61. **SCHILLER.**
A careful study is made of the life and works of Schiller. Alternate years, 1952-1953.  
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, 1952-1953.  
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, 1961-1962.  
First semester.  
*Ellert.* 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, 1952-1953.  
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.**
See below under Modern Languages for course description.  
Second semester.  
Credit, two hours.

85. **EUROPEAN TOUR.**
See below under Modern Languages for course description.  
Summer.  
Credit, two or four hours.

**Greek**

*Mr. Schoon*

A general statement of the aims and recommendations in Classical Languages is found above, page 79.

**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, 1961-1952.
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, 1952-1953.
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. Offered on demand.
Second semester. Credit, three hours.

71. **Reading of Selections from Greek Tragedy.**
Alternate years, 1952-1953.
First semester. Credit, two hours.

72. **Reading of Select Passages from Homer,**
Second semester. Credit, two hours.

**History and Political Science**

*Miss Hawkinson, chmn.; Mr. Hinga, Miss Ross, Mr. Vanderbush, Mr. Visser, Mr. Wolters*

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. This knowledge is
best attained by a study of the record of history and of the structure and workings of government.

**MAJOR:** History and political science courses are offered in several fields. Beyond two years of basic courses (History 13, 14 and History 33, 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 by the beginning of their 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 69-70.)

**A. History**

13, 14. **HISTORY OF CIVILIZATION.**

This course aims to aid the student to find explanations to the problems in the contemporary world, by means of a search through the ages for their roots and developments. With the close interplay in today's world, emphasis is put on the contributions of other groups and nations to our civilization as well as upon European and American backgrounds. 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. 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. Visser.** 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. Visser.** Credit, three hours.

47. **WORLD NEWS OF THE WEEK.**

This course not only considers the major events of the week but aims to develop a sound historic, geographic, political and economic background for some of the critical areas in which problems are of a continuing nature. Open only to freshmen and sophomores. Upper classmen interested in contemporary problems should enroll in History 84. Students who have completed 47 may continue in 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, 1952-1953.
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, 1952-1953.
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, 1951-1952.
First semester. Ross. Credit, three hours.

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, 1951-1962.
Second semester. Ross. Credit, three hours.

55, 56. HISTORY OF ENGLAND.
First semester, a study of the social, cultural, economic, political and constitutional history of England from Roman times to the period of Queen Victoria. Second semester, from the period of Queen Victoria, emphasizing English imperialism, problems of foreign and domestic policy, and the commonwealth. Recommended prerequisite: History 13, 14. Alternate years, 1952-53.
Throughout the year. Visser. Credit per semester, three hours.

57. AMERICAN DIPLOMACY AND FOREIGN RELATIONS.
(1775-1900)
A study of the development of policies through foreign relations from the Revolutionary War to 1900. Wide reading is done to determine the factors, procedures and changes in our policies. This is a basic course for students interested in home or foreign service work.
First semester. Hawkinson. Credit, three hours.

58. AMERICAN DIPLOMACY AND FOREIGN RELATIONS
(1900 to date).
The study of the shift of interpretation and diplomacy as the United States becomes a world power with increasing leadership in the contemporary world. The course will deal with the period of 1900 to date.
Second semester. Hawkinson. Credit, three hours.

60. RECENT AMERICAN HISTORY.
A study of economic, social and political problems facing the U. S. since 1900. Special emphasis is on domestic problems due to growth of big business, labor movements and government regulations. Prerequisite: History 34. Not given 1951-1952.
Second semester. Visser. Credit, three hours.

62. HUMAN GEOGRAPHY.
A 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 limitation and potentialities of all peoples in their relation to geographic factors.
First semester. Ross. Credit, three hours.
63. **Political Geography.**
A study of geographic factors in determining political boundaries, centers, pressures, powers, etc.
Second semester.  *Ross.* Credit, three hours.

65. **History of the West.**
A course in emphasizing the influence and contributions of the frontier in American History to the development of American civilization. Prerequisite: History 33, 54. Alternate years, 1953-1954.
First semester.  *Visser.* 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, 66. Students with two semesters of History may elect this course. Alternate years, 1953-54.
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, 1953-54.
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.

74. **History of the Far East.**
A study of the peoples and cultures of India, China, Japan, French Indo-China and Indonesia and of their relationships to the western world. Recommended prerequisite: History 64. Alternate years 1952-1953.
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, 1951-1952.
Second semester.  *Ross.* 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 83, 84. Enrollment limited.
Second semester. Hawkinson and staff. Credit, two hours.

84. CONTEMPORARY PROBLEMS.
This course open to juniors, seniors, and former enrollees of History 47 who desire to continue analysis of contemporary problems. Prerequisite: History 13, 14.
Second semester. Ross. Credit, two or three hours.

85. SOCIAL STUDIES METHODS.
A special course in the methods and material 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 teaching units, evaluation, etc. A curriculum laboratory is in the library to aid teachers through new materials.
First semester. 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. Vanderbush. Credit, three hours.

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

59. ENGLISH CONSTITUTIONAL HISTORY.
A study of the growth of English government and law. Offered on demand. (Can be credited as a course in History.)
First semester. 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 1781 and the changes in the Constitution as a result of Supreme Court decisions, legislation and political philosophy. Alternate years, 1951-1952. (Can be credited as a course in History.)
First semester. Vanderbush. 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 of international relations on the problems of the world today. Consideration is given to the operation of the United Nations in several fields — political, economic and cultural. (Can be credited as a course in History.)
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.
Offered on demand. Hawkinson. Credit, two hours.
72. **Political Parties and Electoral Problems.**
A study of the political parties, their history and how they operate, and the conduct and problems of elections. Alternate years, 1951-1952.
Second semester. Vanderbush. Credit, three hours.

80. **Comparative Governments.**
Study of the major types and forms of governments of Europe, rather than the operation of the present governments. Alternate years, 1952-1953.
First semester. Vanderbush. Credit, three hours.

**Latin**

*Mr. Wolters*

A general statement of the aims and recommendations in Classical Languages is found above, page 79.

**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. Alternate years, 1952-1953.
First semester. Credit, two hours.

**54. Roman Philosophy.**
Readings from Latin philosophical writings. Alternate years, 1952-1953.
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, three hours.

72. LATIN WRITING AND TEACHING.
Second semester. Credit, two hours.

HISTORY OF ROME. See History 70.

Mathematics

Mr. Lampen, chmn.; Mr. Folkert, Mr. Steketee

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. Staff. Credit, three hours.

12. SOLID GEOMETRY.
Prerequisites: One year of Plane Geometry and one year of High School Algebra.
First semester. Staff. 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. **Staff.** Credit, three hours.

14. **Plane Trigonometry.**
Prerequisites: One and one-half years of Algebra and one year of Plane Geometry.
Both semesters. **Staff.** 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. **Staff.** Credit, four hours.

16. **Analytical Geometry.**
Regular course in Analytics. Prerequisites: Plane Trigonometry and College Algebra.
Both semesters. **Staff.** 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. **Folkert.** Credit, three hours.

21. **Mechanical Drawing.**
First semester. **Steketee.** Credit, three hours.

31. **Differential Calculus.**
Prerequisites: Analytical Geometry.
Both semesters. **Staff.** Credit, four hours.

34. **Spherical Trigonometry.**
Prerequisites: Plane Trigonometry and College Algebra. Alternate years, 1951-1952.
First semester. **Staff.** 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 86 (Mathematics of Statistics).
First semester. **Folkert.** Credit, two hours.

36. **Mathematics of Statistics.**
Prerequisites: Mathematics 13 and 14 or Mathematics 15 and Mathematics 85.
Second semester. **Folkert.** Credit, two hours.

41. **Descriptive Geometry.**
Prerequisites: Mechanical Drawing.
Second semester. **Steketee.** Credit, three hours.

42. **Plane Surveying.**
Prerequisites: Plane Trigonometry.
Second semester. **Lampen.** Credit, two hours.
43. **ASTRONOMY.**
Descriptive. Prerequisite: Plane Trigonometry.
Second semester. **Lampen.** 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. **Staff.** Credit, four hours.

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

53. **SOLID ANALYTICS.**
Prerequisite: Analytical Geometry.
Second semester. **Staff.** 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: Analytical Geometry. Alternate years, 1952-1958.
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 53. Open to Seniors only except by special arrangement with instructor. Mathematics 53 may be taken at the same time.
Both semesters. **Lampen.** Credit, two hours.

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

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**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 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.

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 course. Alternate years, 1951-1952.
Second semester. Mrs. Prins. Credit, two hours.
85. **European Tour.**

A two-language area tour of Europe, lasting approximately two months, is offered to students of the modern languages. A minimum of three weeks is spent in each of two language areas, whether Spanish and French, French and German, or Spanish and German speaking areas, depending on the student make-up of the tour. Students prepared in only one language will receive two hours credit; those prepared in two languages, four hours credit. Emphasis is placed both on the attainment of oral fluency and on comprehension of the cultures under observation. Lectures, reports, and free composition work in the various languages. Prerequisites: Spanish, French or German 31, 32. Offered summer 1963 and alternate years.  

Summer.  

*Brown*. Credit, two or four hours.

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**Music**

*Mr. Cavanaugh, chmn.; Mrs. Baughman, Miss Holleman, Mrs. Karsten, Mr. Kooiker, Mr. Rider, Mrs. Snow*

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.
Piano 21, 22, 41, 42 — 4 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 tests 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. Kooiker, Rider. 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 musical forms as well as the harmonic and polyphonic devices used in major works.
Throughout the year. Cavanaugh. Credit per semester, two hours.

56. ELEMENTARY MUSIC METHODS.
Prerequisite—Music 13 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. Rider. 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, 1952-1953.
Throughout the year. Cavanaugh. Credit per semester, two hours.

73. Secondary Vocal Methods.
Study and observation of secondary teaching techniques, with examination of ma-
terials. 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. 1951-1952.
Second Semester. Rider. Credit, two hours.

75. Choral Conducting.
A practical study of conducting of community songs and choral music. The require-
ments for the first two years of a music major are advisable as a prerequisite.
Offered alternate years, 1952-1953.
First semester. 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, 1952-1953.
Second semester. Rider. 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. Snow. 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 exami-
nation 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 26, 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. Cavanaugh. 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. Hollesman. 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
Mr. Dykstra

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 a 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. 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. 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. Credit, three hours.

53. Logic.
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. 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. 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 35.
Second semester. 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, 1952-1953.
Second semester. 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, 1952-1953.
First semester. 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, 1952-1953.
Second semester. 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, 1962-1963.
First semester. Credit, three hours.

77. **Contemporary Ideologies.**
A survey of the philosophical foundations of each of the major ideologies of the contemporary world, an attempt to identify the questions which divide them and to discover the direction in which a solution to the tensions between them may be sought. Prerequisite: upper class standing. Alternate years, 1951-1952.
Second semester. Credit, three hours.

78. **Aesthetics.**
A study of the chief philosophical and psychological theories of aesthetics, an analysis of the creative and recreative 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, 1953-1954.
Second semester. Credit, three hours.

79. **Philosophy of History.**
An examination of the classic philosophies of history, including a discussion of Judaism, Plato, Stolzian, Augustine, Calvin, Kant, Hegel, Malthus, Marx, Schopenhauer, Nietzsche, Spengler, Sorokin, Schweitzer, 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, 1951-1952.
First semester. 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. Credit, two hours.

**Physical Education for Men**

*Mr. DeVette, Mr Schouten, Mr. Yonker*

**Required Physical Education:** All men students are required to take two semester courses in physical education. Unless permission is granted, this work is to be taken in the Freshman year.

**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 fifteen
semester hours of courses, including Biology 34 (Physiologic 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. 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. 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. 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. 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. Credit, two hours.
Physical Education for Women

Miss Van Dommelen

REQUIRED PHYSICAL EDUCATION: All women students are required to take two semester courses in physical education. Unless special permission is granted, this work is to be taken in the Freshman year.

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 (Physiologic Hygiene), Biology 35 (Human Anatomy), Physical Education 31, 52, 53 or 54, and 75 or 76.

3. The student must take 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 techniques and to practice of field hockey. During the winter months the class will meet indoors to work on conditioning, coordination, grace of body movement, stunts, tumbling, and pyramid building.
First semester. Activity credit.

12. VOLLEYBALL, SOFTBALL, AND GOLF.
Part of the course will be devoted to learning and playing softball and time will be spent later learning and playing volleyball. In addition, several periods will be devoted to learning the fundamentals of golf.
Second semester. 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. Activity credit.
14. **ARCHERY AND BADMINTON.**

Designed to give the student an opportunity to develop skill in these sports, as well as some experience in coaching and officiating.

Both semesters. **Activity credit.**

15. **FOLK AND SQUARE DANCING.**

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. **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. **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, 1962-1963.

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. **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. **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.**
PHYSICS

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, 1951-1952. Second semester. Credit, three hours.

Physics
Mr. Kleis, chmn.; Mr. Frissel

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, fogs, 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. Kleis. 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. Prerequisite: Mathematics 14. Both semesters. 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.
61. **ANALYTICAL MECHANICS.**
An advanced course in statics. It is recommended to students interested in physics, astronomy, engineering, and applied mathematics. Prerequisites: Mathematics 81 and 51. Not offered 1951-1952.
First semester.
Frissel. Credit, three hours.

62. **ANALYTICAL MECHANICS (DYNAMICS).**
Second semester.
Frissel. Credit, three hours.

71. **ELECTRICAL MEASUREMENTS.**
An advanced course in electricity and magnetism. Recitation, three hours; laboratory, three hours. Prerequisites: Mathematics 31 and 61.
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.
Frissel. 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**

*Mr. Haverkamp, chmn.; Mr. Granberg*

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 33, 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 36,
71 and 72; Biology 61; and Philosophy 53 are strongly recommended.

31. PSYCHOLOGY FOR EVERYDAY LIVING.
A study of human behavior designed to yield greater understanding of one's self and others so as to promote more effective interpersonal relationships. Not to be counted toward a psychology major. May be used to satisfy the graduation requirement.
Both semesters. Staff. Credit, three hours.

33. INTRODUCTION TO PSYCHOLOGY.
A beginning course in the scientific study of human behavior. Prerequisite: Sophomore standing or consent of the instructor. May be used to satisfy the graduation requirement.
Both semesters. Staff. Credit, three hours.

36. CHILD DEVELOPMENT.
A survey of the physical, motor, language and emotional development of the child from conception to adolescence with special emphasis on the role of the teacher or parent in providing an optimum setting for this development. Prerequisite: Psychology 31 or 33.
Second semester. Granberg. Credit, three hours.

52. APPLIED PSYCHOLOGY.
A consideration of some of the areas in which the methods and findings of psychological research have made a practical contribution. Prerequisite: Psychology 33.
Second semester. Haverkamp. Credit, three hours.

53. SOCIAL PSYCHOLOGY.
A study of the psychological principles underlying group behavior and the effect of social conditions in determining individual behavior. Prerequisite: Psychology 33.
First semester. Haverkamp. Credit, three hours.

54. PSYCHOLOGY OF PERSONALITY.
An examination of the personality of normal individuals. Includes an examination into the nature of personality, its development and organization, and a consideration of the dynamics of behavior. Prerequisite: Psychology 33.
First semester. Granberg. Credit, three hours.

55. EDUCATIONAL PSYCHOLOGY.
Same as Education 52.
Second semester. 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 studies. The student should take Psychology 61 (Introductory Statistics) concurrently with, or prior to, this course. Prerequisite: Psychology 33.
First semester. Haverkamp. Credit, three hours.

58. PSYCHOLOGY OF BEHAVIOR DISORDERS.
An introduction to the study of human behavior pathology. Includes an investigation into the etiological factors involved in the development of behavior disorders, a study of the common syndromes in terms of the dynamics involved, and a survey of therapeutic measures. Prerequisites: Psychology 33 and 64.
Second semester. Granberg. Credit, three hours.
61. **Introductory Statistics.**  
Same as Mathematics 35.  
First semester.  
Credit, two hours.

62. **Statistical Methods in Psychology.**  
Applications of statistical techniques to psychological data. Prerequisite: Psychology 61. Alternate years, 1963-1964.  
Second semester.  
Haverkamp. 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 Education 64. Prerequisite: Psychology 33. Alternate years, 1962-1963.  
Second semester.  
Haverkamp. Credit, two hours.

71, 72. **Psychology of Learning.**  
A survey of the conditions which determine learning and retention. The work of the first semester is primarily concerned with experimental results from human learning; the second semester includes research done at the infra-human level and considers current theoretical interpretations. Prerequisite: Psychology 33 and 57. Alternate years, 1952-1953.  
Throughout the year.  
Haverkamp. Credit per semester, three hours.

91. **Readings in Psychology.**  
An individual course for advanced students of superior ability who plan to take graduate 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 61.  
Both semesters  
Credit, two hours.

**Religion and Bible**  
Mr. Osterhaven, Mr. Voogd

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 59 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. Voogd. 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. Staff. 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. Staff. 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 Baritan theological revival and others. Offered alternate years, 1952-1953.
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, 1952-1953.
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, 1952-1953.
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, 1952-1953.
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. Staff. Credit, three hours.

76. HISTORY OF THE REFORMED CHURCH.
Upon the background of the Protestant Reformation, this course traces the origins and development of the Reformed Church in America. Alternate years, 1951-1952.
Second semester. Osterhaven. Credit, two 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, 1961-1952.
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, 1961-1952.
Second semester. Voogd. 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. Voogd. Credit, two hours.

Religious Education

Mr. De Pree

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 Religious 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 59.

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 disheartened 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 66 and 67, for a suggested program.

31, 32. ADVANCED TYPEWRITING.
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.

Sociology

Mr. Vanderham, chmn.; Mrs. Hadden, Mr. Hinga

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. 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 67, and in addition should contact the field advisor listed on page 17 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. Prerequisite: 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. Prerequisite: Sociology 31. Alternate years, 1952-1953.
First semester. Vanderham. Credit, three hours.

52. SOCIAL INSTITUTIONS.
An intensive study is made of the nature and purpose of the primary social institutions. Prerequisite: Sociology 31. 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. Prerequisite: Sociology 31. Alternate years, 1952-1953.
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. Prerequisite: Sociology 31. Alternate years, 1952-1953.
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. Prerequisite: Sociology 31. 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.

72. **The Family and Marriage Relations.**
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.

73. **Criminology.**
A study of the nature and the causes of crime, and of the methods of dealing with adult and juvenile offenders. Prerequisite: Sociology 31, and consent of instructor. Alternate years, 1951-1952.
First semester.

91. **Community Research.**
A course designed to introduce Sociology majors to some basic research techniques as they apply in some area of community interaction. Prerequisites: senior standing and consent of instructor.
Second semester.

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**Spanish**

*Mr. Brown, chmn.; Mrs. Prins*

A general statement of the aims and recommendations of the modern Foreign Languages is found on page 101.

**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 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 ejempulares, and other prose works of the Siglo de Oro. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, 1962-1963.
First semester. Brown. Credit, three hours.

52. GOLDEN AGE DRAMA.
Extensive readings and class discussions of the theater of Lope de Vega, Tirso de Molina, Alarcon, Calderon, and others. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, 1962-1958.
Second semester. Brown. Credit, three hours.

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 1961-1962.
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, 1962-1963.
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 americanismo of contemporary writers. Prerequisite: Spanish 31, 32 or permission of the instructor. Every third year, 1963-1954.
Second semester. Brown. Credit, four hours.

57. BRAZILIAN PORTUGUESE.
A course in the language of Brasil 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, 1961-1962.
First semester. Brown. Credit, four hours.
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 Assis, study the accomplished naturalism of Aluizio Azevedo and terminate with writers of the contemporary scene, such as Jorge Amado, José Lins do Rego, and Erico Veríssimo. Every third year, 1951-1952.
Second semester. Brown. Credit, four hours.

61. **NINETEENTH CENTURY SPANISH 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, 1951-1952.
First semester. Brown. Credit, three hours.

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, 1953-1954.
First semester. Brown. Credit, three hours.

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 modernista and contemporary poets. Prerequisite: Spanish 31, 32 or permission of the instructor. Every third year, 1952-1953.
First semester. Brown. Credit, three hours.

72. **CONTEMPORARY SPANISH NOVEL.**
A continuation of course number 61 tracing the development of the novel into the twentieth century and the "generation of '98". Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, 1951-1952.
Second semester. Brown. Credit, two hours.

75. **TOUR OF MEXICO.**
A 28 to 25-day automobile trip to Mexico and back is offered students of Spanish at nominal expense generally 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. Prerequisite: Spanish 31, 32.
Summer. Brown. Credit, two hours.

84. **TEACHING OF MODERN LANGUAGES.**
See above under Modern Languages page 102 for description of this course.
Second semester. Credit, two hours.

85. **EUROPEAN TOUR.**
See above under Modern Languages, page 103, for description of this course.
Summer. Credit, two or four hours.
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.  
*Staff.* 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.  
*Schrier.* 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.  
*Horton.* 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.  
*Horton.* 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.  
*Horton.* 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 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. Given on demand.
First semester.  
_Harton._ Credit, two hours.

75. **Drama Seminar.**
The seminar gives opportunities to those students who wish to study more intensively certain fields of drama, such as: Dramatic Literature, Scenic Design, Costume Design and Construction, Stage Lighting, and Directing. Prerequisites: Speech 41, 59 and 62.
Either semester.  
_Harton._ Credit, two hours.
Part Four

College Corporation
Administration
Faculty
Committees
Student Roster
Enrollment Data
Graduates, 1951
Honorary Degrees and Awards
The College Corporation

The Board of Trustees
Ex Officio, The President of the College
IRWIN J. LUBBERS, Ph.D., LL.D., Litt.D.

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Term Expires 1952
HENRY BAST
GRAND RAPIDS, MICHIGAN
HARRY BROWER
MORRISON, ILLINOIS
IRA J. HESSELINK
HOLLAND, NEBRASKA
BERNARD D. HIETBRINK
CORSICA, SOUTH DAKOTA
WILLIAM O. ROTTSCHAEFER
GRAND RAPIDS, MICHIGAN
CHARLES A. STOPPELS
SULLY, IOWA
DELBERT J. VANDER HAAR
FULTON, IOWA

Term Expires 1953
RANDALL C. BOSCH
HOLLAND, MICHIGAN
MRS. HAROLD BRINIG
NEW YORK, NEW YORK
DONALD L. BRUSH
HERKIMER, NEW YORK
ADELPHOS A. DYKSTRA
KALAMAZOO, MICHIGAN
RUTHERFORD B. HUIZINGA
NEW YORK, NEW YORK
MATTHEW PEELEN, M.D.
KALAMAZOO, MICHIGAN
MRS. GEORGE A. PELGRIM
HOLLAND, MICHIGAN

Term Expires 1954
JOHN N. DYKEMA
MUSKEGON, MICHIGAN
TITUS W. HAGER
GRAND RAPIDS, MICHIGAN
PETER JOHN KRIEKARD, M.D.
GRAND RAPIDS, MICHIGAN
H. J. POTTER
DUMONT, IOWA
THEODORE SCHAAP
MUSKÉGON, MICHIGAN
JOHN SCHOON
GARY, INDIANA
BERT VAN MALSEN
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
JOHN BENES
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

Term Expires 1957
RAYMOND E. BECKERING
WILLIAM A. CHAPMAN
ARNOLD E. DYKHUIZEN
WILLIAM VAN'T HOF
ROGER VERSEPUT
LEONARD P. WEZEMAN
WYNAND WICHERS, LL.D.

Chicago, Illinois
Chicago, Illinois
Chicago, Illinois
Detroit, Michigan
Grand Rapids, Michigan
Bellflower, California
Kalamazoo, Michigan

Committees of the Board
Executive Committee
Irwin J. Lubbers, Chairman
Randall C. Bosch
John A. Dykstra
Titus W. Hager
Peter J. Kriekard, M.D.
Matthew Peelen, M.D.
Mrs. George A. Pelgrim
John W. Ver Meulen
Wynand Wichers

Finance and Investment Committee
Irwin J. Lubbers, Chairman
William Chapman
John N. Dykema
Roger Verseput
Henry Winter
Henry Steffens (College Treasurer, co-opted member and secretary)

Building Committee
John N. Dykema, Chairman
M. Eugene Flipse
Peter J. Muyskens
William O. Rottschafer
John Schoon
Wynand Wichers
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 Ledge 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)

BARBARA ALDERINK HENDRICKS  
SECRETARY TO THE TREASURER (1949)

MARY L. KOYERS  
SECRETARY IN THE MAIL ROOM (1950)

SALLY REYST  
SECRETARY IN OFFICE OF THE DEAN (1951)

GLADYS ROOS  
SECRETARY IN COUNSELING OFFICE (1950)
HELEN SANDER
Secretary to the President (1947)

PATRICIA SLAGH
Secretary in the English Office (1950)

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

RUTH TER HAAR
Secretary in the Placement Office (1951)

JEAN VERMEER
Secretary to the Business Manager (1951)

DENA WALTERS
Secretary to Director of Admissions (1945)

IRENE VER BEEK
Circulation Assistant in the Library (1950)

ETHEL M. ROBERTSON
Assistant in the Library (1949)

IRMA JEAN VAN ROEVEL
Assistant in the Science Library (1950)

JANET MULDER
Assistant in the Library (1951)
Faculty

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

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

NORMA BAUGHMAN
Instructor in Voice (1947)

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

EDWARD E. BRAND
Ed.D. (Denver)
Associate Professor of English (1946)

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

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

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)
(On military service leave, 1951-1952).
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)
Associate Professor of Mathematics (1946)

HARRY FRISSEL
M.S. (Iowa State)
Associate Professor of Physics (1948)
(On leave 1951-1952)

LARS I. GRANBERG
A.M. (Chicago)
Assistant Professor of Psychology (1947)
(On leave 1951-1952)

HELEN L. HARTON
A.M. (Northwestern)
Instructor in Speech (1950)

HAROLD JUDSON HAVERKAMP
Ph.D. (Iowa)
Professor of Psychology, Head of Department of Psychology, Director of Counseling (1946)

ELLA HAWKINSON
Ph.D. (Minnesota)
Professor of History, Head of Department of History and Political Science (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)
ELIZABETH HOSMER
Ph.D. (Illinois)
ASSISTANT PROFESSOR OF ENGLISH (1951)

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)
(On leave 1951-1952)

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)
ASSOCIATE PROFESSOR OF MUSIC THEORY AND INSTRUMENTS (1947)

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 SOCIOLOGY (1949)

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

LOUISE JEAN VAN DOMMELEN
A.M. (Michigan State College)
ASSOCIATE PROFESSOR OF PHYSICAL EDUCATION (1947)

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, DIRECTOR OF EVENING COLLEGE (1950)

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)
ASSISTANT PROFESSOR OF ECONOMICS AND BUSINESS ADMINISTRATION (1949)

EDWARD JOHN WOLTERS
A.M. (Michigan)
PROFESSOR OF LATIN (1926)

DWIGHT B. YNTEMA
Ph.D. (Michigan)
PROFESSOR OF ECONOMICS, HEAD OF THE DEPARTMENT OF ECONOMICS AND BUSINESS ADMINISTRATION (1946)

NICHOLAS YONKER
A.B. (Hope)
ASSISTANT IN PHYSICAL EDUCATION (1951)

HOWARD ZANDBERGEN
M.S. (Illinois)
ASSISTANT LIBRARIAN IN CHARGE OF CATALOGING (1951)

Special Instructors

SIMON BLOCKER
A.M. (Columbia)
RELIGION AND BIBLE (1951)

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

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

WILLIAM GOULOOZE
Th.D. (Amsterdam)
RELIGION AND BIBLE (1951)

DIRK GRINGHUIS
ART (1947)
MARGUERITE HADDEN
A.B. (Hope)
Sociology (1948)

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

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

S. WALTER KUIPERS
M.D. (Wayne)
BIOLOGY (1952)

LESTER J. KUYPER
Th.D. (Union Theological)
RELIGION AND BIBLE (1951)

GEORGE H. MENNENGA
Ph.D. (Southern Theological)
RELIGION AND BIBLE (1951)

JOHN R. MULDER
A.M. (Michigan)
RELIGION AND BIBLE

RICHARD C. OUDERSLUYS
Cand. Ph.D. (Chicago)
RELIGION AND BIBLE (1951)

WARREN K. WESTRATE
M.D. (Wayne)
BIOLOGY (1952)

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.
Committees

Faculty Committees

1951-1952

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

Administrative

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

Educational Policies

De Graaf (Chairman), Brand, Cavanaugh, Dykstra, Folkert, Hawk- inson, Hollenbach, Kleinheksel, Kooiker, Meyer, Thompson, Ver Beek, Wolters.

Student Direction

Boyd (Chairman), Geerlings, Harton, Haverkamp, Hinga, Holleman, Hollenbach, Moerdyk, Reeverts, Spoelstra, Steketee, Thompson, Unger, Visser.

Chapel

Schoon (Chairman), Baughman, Brown, Hinga, Hosmer, Kooiker, Osterhaven, Schrier, Snow, Voogd.

Library


Athletic

Kleis (Chairman), Hinga, Rider, Schouten, Spoelstra, Steketee, Ten Hoor, Vanderbush, Van Dommelen, Voogd, Weller.

Admissions

Student-Faculty Committees

1951-1952

Executive

The President of the College........................................Mr. Lubbers, chmn.
The Dean of the College........................................Mr. Hollenbach
The Dean of Men..................................................................Mr. Hinga
The Dean of Women..........................................................Miss Reeverts
Student Council President...............................................Gordon De Pree
Student Council Vice President.......................................Marilyn Veldman
Student Council Secretary.............................................Arlene Ritsema
Student Council Treasurer.............................................Don Hillebrands
A Faculty representative to the Student Council..............

Public Relations

The Director of Public Relations......................................Mr. Geerlings
A representative of the Musical Organizations..................Dorothy Ten Brink
A representative of Palette and Masque............................Kenneth Brinza
A representative of the Anchor........................................David Hager
A representative of Debate and Oratory............................Mr. Ponstein
A representative of UNESCO Workshop, IRC....................Margaret Feldmann
Two members-at-large from the student body

Two faculty members......................................................Miss Snow, Mr. Kooiker
A Student Council Representative....................................Helena Gill

Dining Hall

Supervisor of Dining Halls............................................Mr. Visscher
Director of Voorhees Dining Hall..................................Mrs. Tellman
Director of Durfee Dining Hall......................................Mrs. Steininger
Head Waiter of Voorhees Dining Hall.............................Norma Hoffman
Head Waiter of Durfee Dining Hall................................Robert Dennison
Student Council Representative.....................................Verlaine Siter
Faculty Representative................................................Miss Holleman
Student eating at Voorhees Dining Hall..........................Carole Estroe
Student eating at Durfee Dining Hall...............................Lavina Hoogeveen
The Dean of Women......................................................Miss Reeverts
Director of Durfee's Julianna Room.................................Miss Kronemeyer
Student eating at Durfee's Julianna Room.........................Glenn Blocker
Building and Grounds
Supervisor of Buildings and Grounds.......................... Mr. Lightart
President of the Women's House Board........................ Anna Herder
Business Manager of the College............................ Mr. Visscher
Director of Men's Housing.................................. Mr. Hinga
Chairman of the Student Council Room Committee............ Carl Van Farowe
Member of the Art Department............................... Helen Engvold
A representative of the Botany Department.................. Mr. Unger
A student in charge of publicity......................... Randall Vande Water
Student Council Representative............................ Joseph Fowler

Recreation and Health
Director of Athletics........................................ Mr. Hinga
Cheer Leaders' Supervisor................................. Miss Van Dommelen
Director of Women's Intramural Sports.................... Miss Van Dommelen
Director of Men's Intramural Sports........................ Mr. Yonker
Interfraternity Representative............................. Richard Kruizenga
W.A.A. Representative....................................... Helen Marcusse
A Student Nurse................................................ Betty Bardwell
Man student-at-large.......................................... Roger Visser
Woman student-at-large...................................... Mary Van Harn
Student Council Representative........................ Betty Roelofs
Student Body Roster

Seniors

*Adelberg, Roy Parker
Albers, Robert Paul
Baker, Barbara Lou
Bakker, Durward John
Bardwell, Betty Gay
Beach, Clinton Fisk
Beekman, Arlene Ruth
Bennett, James Robert
Bernius, Julia Tonner
Beuker, John Trompen
Bishop, Raymond Culver
Blocker, Glenn Alan
Bloemendaal, Dirk Cornelius Jr.
Bocks, William Michael

*Bogie, David Harlen
Bolthouse, Elaine Carol
Bont, Eugene Merlin
Borgman, Clayton Howard
Bos, Robert Charles
Brandt, Donald Jack
Bremer, Andrew Junior

*Breslin, John
Brink, Irwin Jay
Brinkman, Ruth Leone
Brinza, Kenneth Charles
Brooks, Louie Upham
Brown, James Herbert
Bruins, Barbara Anne
Buitendorp, Don Len
Buttles, Mary Celia
Buttles, Molly Angela
Caldwell, Richard Chester
Carlough, William Leslie Jr.

*Christensen, Owen Erick
Cook, Betty Deane
Crichton, David
Crist, Carol Stewart
Cross, Olive Betty
Cuddeback, Kenneth Louis
Cupery, Harold Sydney
Curtis, Caryl Jane

North Bergen, New Jersey
Holland, Michigan
Upper Montclair, New Jersey
Holland, Michigan
Holland, Michigan
Rochester, New York
Rochester, New York
Holland, Michigan
Holland, Michigan
Baldwin, New York
Marshall, Michigan
Teaneck, New Jersey
Auburn, New York
Zeeland, Michigan
Holland, Michigan
Manistee, Michigan
Spring Lake, Michigan
Grand Rapids, Michigan
Muskegon Heights, Michigan
North Muskegon, Michigan
Grand Rapids, Michigan
Holland, Michigan
New York, New York
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
Westminster, Massachusetts
Holland, Michigan
Irvington, New Jersey
Holly, Michigan
Niagara Falls, New York
Port Jervis, New York
Randolph, Wisconsin
Holland, Michigan

† Attended second semester only.

* Veterans

146
<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>DeGraff, Gerdine J.</td>
<td>Chicago Heights, Illinois</td>
<td>Illinois</td>
</tr>
<tr>
<td>*De Jong, August</td>
<td>Holland, Michigan</td>
<td>Michigan</td>
</tr>
<tr>
<td>DeLoof, Yvonne Ruth</td>
<td>Holland, Michigan</td>
<td>Michigan</td>
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<tr>
<td>DeNeut, Marjorie Ann</td>
<td>Grand Rapids, Michigan</td>
<td>Michigan</td>
</tr>
<tr>
<td>Dennison, Robert Artson</td>
<td>Glen Ridge, New Jersey</td>
<td>New Jersey</td>
</tr>
<tr>
<td>DePree, Gordon</td>
<td>Zeeland, Michigan</td>
<td>Michigan</td>
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<tr>
<td>*de Spelder, James Francis</td>
<td>Grand Haven, Michigan</td>
<td>Michigan</td>
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<tr>
<td>De Vries, James Marvin</td>
<td>Holland, Michigan</td>
<td>Michigan</td>
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<tr>
<td>De Vries, Paul Frederick</td>
<td>Grand Rapids, Michigan</td>
<td>Michigan</td>
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<tr>
<td>De Young, Donald Henry</td>
<td>Grand Rapids, Michigan</td>
<td>Michigan</td>
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<tr>
<td>*Dolnik, Joseph Julius</td>
<td>Holland, Michigan</td>
<td>Michigan</td>
</tr>
<tr>
<td>*Droppers, Muriel</td>
<td>Oostburg, Wisconsin</td>
<td>Wisconsin</td>
</tr>
<tr>
<td>Droppers, Neil</td>
<td>Oostburg, Wisconsin</td>
<td>Wisconsin</td>
</tr>
<tr>
<td>DuMez, John Robert</td>
<td>Holland, Michigan</td>
<td>Michigan</td>
</tr>
<tr>
<td>Engvold, Helen Christine</td>
<td>Schenectady, New York</td>
<td>New York</td>
</tr>
<tr>
<td>Erickson, Kenneth Henry</td>
<td>Brooklyn, New York</td>
<td>New York</td>
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<tr>
<td>Estell, William Henry</td>
<td>Freehold, New Jersey</td>
<td>New Jersey</td>
</tr>
<tr>
<td>Eustace, Gorda Rae</td>
<td>Manhasset, New York</td>
<td>New York</td>
</tr>
<tr>
<td>Fabunni, Lawrence A.</td>
<td>Nigeria, West Africa</td>
<td>Africa</td>
</tr>
<tr>
<td>Failor, Marilyn Hilda</td>
<td>Oostburg, Wisconsin</td>
<td>Wisconsin</td>
</tr>
<tr>
<td>Fasch, Ethel Magdalen</td>
<td>New Brunswick, New Jersey</td>
<td>New Jersey</td>
</tr>
<tr>
<td>Feenstra, Phillip Thys</td>
<td>Redlands, California</td>
<td>California</td>
</tr>
<tr>
<td>Feldman, Margaret Helene</td>
<td>Lake Success, New York</td>
<td>New York</td>
</tr>
<tr>
<td>*Gearhart, Ezra Frederick</td>
<td>Holland, Michigan</td>
<td>Michigan</td>
</tr>
<tr>
<td>Goding, Gordon Victor</td>
<td>Holland, Michigan</td>
<td>Michigan</td>
</tr>
<tr>
<td>Gore, Genevieve</td>
<td>Traverse City, Michigan</td>
<td>Michigan</td>
</tr>
<tr>
<td>Gore, Gloria</td>
<td>Traverse City, Michigan</td>
<td>Michigan</td>
</tr>
<tr>
<td>Hager, David John</td>
<td>East Grand Rapids, Michigan</td>
<td>Michigan</td>
</tr>
<tr>
<td>*Harper, Robert Michael</td>
<td>Holland, Michigan</td>
<td>Michigan</td>
</tr>
<tr>
<td>Harvey, Lester James II</td>
<td>Grand Rapids, Michigan</td>
<td>Michigan</td>
</tr>
<tr>
<td>Hennigences, Robert Walter</td>
<td>Grand Rapids, Michigan</td>
<td>Michigan</td>
</tr>
<tr>
<td>Herder, Anna Elizabeth</td>
<td>Ridgefield, New Jersey</td>
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Leach, Phyllis Ann
Lemkuil, LaMae Joan.
Liffers, Ernest Howard
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Lumsden, Roy Stewart
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Marcusse, Jacqueline Mae
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Mayo, Eunice Leah
McCormick, Finlay Aden
Mellma, Jack Hubert
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Menkir, Yohannes
Meyer, Howard Dean
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Minuth, Lawrence Walter
Mulder, Marjorie Ann
Nash, Betty Jane
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Nordhoff, James Ira
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Olert, Mary Bond
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Parson, Hendrik
Parsons, James Edward
Pas, Patricia Ann
Peekstok, Duane Gerald
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*Robertson, George Ingalls
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*Romano, Michael
†Roos, Alida Decker

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Schipper, Eunice Muriel
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Shoemaker, Arlene Ruth
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Siderius, Jeanette
Silcox, Amy Roberta
Skelton, John Ruxin
Sloan, John Cleveland
Slotsema, Ruth Ruxin
Smith, Irma Jane
Stewart, Florence Amelia
Stoppels, June Joy
Sutliff, John Lee
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Ten Brinke, Nellie Hermoine
Thomas, Gayle Stanley
Thompson, Richard Chandler
Tien, John Wesley
Tigelaar, Agatha Carolyn
*Tornga, Arthur James
Tripp, Wayne Nellis
Vande Bunte, Edith Hazel
Vander Velde, John Christian
Vander Werff, William
Vanderwerp, JoAnn Marcia
Vander Woudé, Minert Paul
VandeWater, Randall Paul
Van Gessel, Douglas Raymond
Van Harn, Mary Ardella
Van Heest, Cornelius Albert
Van Hemert, Kenneth Adrian
Van Lare, Carol Deane
*Van Regenmorter, Kenneth
Van Tuinen, Elaine Phyllis
*Van Wyk, Kenneth Wayne
Van Zoeren, Carol Jean
*Van Zyl, Gail Byron
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Veldman, Marilyn Ruth
Visser, Roger Leonard
Voss, Melvin John
Watson, Ann Elizabeth

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White, Jerry Gaylord
Wierenga, Barbara Lou
Wilson, David Paill
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Wines, Catherine Priscilla
Wissink, Charles Jay
Wolters, Elma Jean
Yonkman, Fredrick Albers
*Yurash, Bernard
Zweizig, Mary Louise

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Madison, New Jersey
Holland, Michigan
Zion, Illinois

Juniors

†Abele, Louise
Andrews, Mary Ruth
Bauman, Kenneth Earl
*Beekman, Lloyd George
Benson, Robert Norman
Berghorst, Marcia Anne
Bethke, George Edmond Jr.
Block, Russell Charles
Boeskool, Willis Gene
Boeve, John
Bolema, Robert Maurice
Bolthouse, Anthony Sheridan
Bos, Ronald

†Bosch, Randall
Boven, Paul Frederick
Brandt, Robert Rowland
Broersma, Marilyn
Brouwer, James Alvin
*Bruininks, Adrian
Bruns, Leonard Everett
Buckhout, Paul Nicholas
Burrows, Robert Daryl
Buseman, Carol Elizabeth
Christie, Catherine Adams
Cloetingh, Jean Ellen
Cook, Frederick Sargent
Crooks, Delores Eloise
Decker, Gerald Henry
DeGraaf, Daniel Lee
*DeJong, John
DeVries, David A.
DeWaard, Jack Woodrow
DeWitt, Dale S.

New York, New York
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*Rieck, Norman Wilbur
Ritsema, Arlene
Ritter, Thomas F.
Roelofs, Betty Lou
Rookus, John Jr.
Roon, Peter Nelson
Roos, Gladys Jeane
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Sailer, William Hall
Schipper, Gordon David
Schoeneich, Eugene Allen
Schrier, Mary Elizabeth
Schroeder, Carl Justin
Sikkema, Wesley William
Sinke, Warren J.
Siter, Verlaine Ruth
Soper, Barbara Jean
South, Leverne Dale
Spencer, Robert Eugene
*Stearns, Neal Andre
Studdiford, Helen Mae
Tardiff, Rose Marie
Ter Borg, Mary Jean
Teune, Edith Betty
Teusink, Elmer Don
Thedorff, Lorraine Betty
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Thompson, Norman Winslow
Toonder, Roger Allen
Vandenbergh, Frederick Earl
VandenBerge, Howard Gene
Vanden Brink, Paul Laverne
*Vanden Broek, Margaret Ruth
VandenHoek, Jeannette Joyce
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Vander Jagt, Guy Adrian
Vander Meulen, Walter J.
Vander Schaaf, Phyllis Deane
Van Drunen, Joyce
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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, Anne Vedder
Ver Meulen, Kathleen
Ver Meulen, Ruth Eleanor
Viening, Edward George
Visscher, James Warren
Weeber, Collins David
Weessies, Mary Ellen
Westerhoff, Warren Richard
Wierenga, Donald Peter
Winter, John Egbert
Wissink, Rodney Winston
*Yu, David
Zack, John Frank Jr.
Zales, Chris Nicholas

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Sophomores
Alber, Margaret Anne
Aldrich, Byron Vinson
Andersen, Stig Budtz
Angus, David Robertson
Awais, Jirius Musa
Backus, Ronata Betty
Barkel, Laverne
Bauer, Frederick Anthony
Bechberger, Dorris Carter
*Berends, Kenneth Lloyd
Beren, Henry Wayne
Berger, Hope Rebecca
Berkel, Mary Lou
Bloodgood, Ruth Helen
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Bondehouse, Jeananne Katherine
Bouwkamp, Richard Darell
Bowman, Iris Celeste
*Brandt, Julius Otto

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Chilton, Reginald
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Corry, John Joseph
Culbertson, Susan Rae
Cupery, Peter Louis
Curtiss, Joan Marian
Davison, Herbert Chalmers
Decker, James Melvin
DeHaan, Dennis James
DeMaagd, Richard John
Dethmers, John Robert
DeValois, Francine Marie

De Vries, Walter
DeWeert, Ronald John
Dodds, Carol Joan
Dyer, Monte Clare
Dykstra, Barbara
Elenbaas, Gerald
Fairchild, Karol Ann
Fasce, Leonore Charlotte
Fiedler, June Phyllis
Finlaw, Anne

†Fisher, John M.
Ford, Elaine Louise
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Fowler, Joseph M.
Gabbard, Billie Anne
Gemmill, Harold B.

Giebink, John William
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Halasa, Wadei Jerius
Hargreaves, Priscilla Ann
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Helling, Lieschen Elizabeth
Hilmer; , Alyce Joanne
Hine, Glenn Alvin
Hoeksema, Robert James
Hoogendoorn, Jack Allen
Howard, Helen Myrtis

Coopersville, Michigan
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Loch, James
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Luneburg, Margaret Katherine
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McMananam, Edmund Alfred
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Miller, Jack H.
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Moes, Norma Jane
Mol, Neal
Moran, Sheila Frances
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Nienhuis, Herman D.
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Oden, Shalmy Constantine
Olsen, Wayne Corlin
Opperman, Harold R.
Parson, William George C.

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Freshmen

Alberda, Stanley Earle
Angus, Arthur Lloyd
Arnoldink, Lloyd Allen
Baird, Donald Robert
Baker, Donald Albert
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Bazan, Harold Jr.
Bedingfield, Robert
Beltman, Judith Helene
Benes, Louis Henry
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*Bouwman, Dale Wallace
Boyd, Carol Lois

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Gaspeer, Munther Ibrahim            Beirut, Lebanon
Gebben, Vernon Dale                 Zeeland, Michigan
Geiger, Elizabeth Heitman           New York, New York
Geraci, Joseph Pinkerton            Newburgh, New York
Giebink, Gerald Allen               Waupun, Wisconsin
Goldzung, Harold John               Amityville, New York
Graham, Marjorie Alice              Glenn, Michigan
Gravink, Janette Marie              Clymer, New York
Groeneveld, Ethel Joyce             South Holland, Illinois
Haight, Lola Elise                  Holland, Michigan
Hamilton, John Edward               Rockford, Michigan
Hamilton, Robert Thomas             New Hyde Park, New York
Hammalian, John Boyd                Teaneck, New Jersey
Hand, Shirley Jean                  Rochester, New York
Harrington, James Terence           Holland, Michigan
Heasley, Gene Elwyn                 Dorr, Michigan
Heemstra, Mary Ann                  Pompton Lakes, New Jersey
Hendrickson, Robert Wayne           Grand Rapids, Michigan
Herder, Carol Ann                   Hickory Corners, Michigan
Herlein, George Leonard             Muskegon Heights, Michigan
Heyboer, Donald Jay                 Grand Rapids, Michigan
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Hondorp, Dave Wray                  Grand Rapids, Michigan
Hop, Duane Lee                      Zeeland, Michigan
Horrocks, Frank Jr.                 Schenectady, New York
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Huff, David Leslie                  Boonton, New Jersey
Huisingh, Delvin Ray                Westfield, North Dakota
Hukill, Robert Louis                New Era, Michigan
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Kelly, R. Peter                     Flushing, New York
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<td>Tigelaar, Celeste Jean</td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>Van Den Biesen, Betty Marie</td>
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<tr>
<td>VandeFolder, Donald R.</td>
<td>Kalamazoo, Michigan</td>
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Vanderborgh, Joyce Edith  Sayville, New York
Vander Kooi, Catherine  West Olive, Michigan
Vander Meulen, Lyle Roy  Holland, Michigan
Vandertoll, Donald John  Louisville, Kentucky
Vande Wege, John Roger  Holland, Michigan
Van Eerden, Robert A.  Clymer, New York
Van Eenennaam, John David  Holland, Michigan
Van Heest, Lucille Mae  Catskill, New York
†Van Lare, Donald  Holland, Michigan
†Van Lare, Larry  Holland, Michigan
*Van Leeuwen, Roger Arthur  Holland, Michigan
Van Lente, Fred Harry  Holland, Michigan
Van Putten, James Dyke  Holland, Michigan
Van Ry, Marjorie Beth  Holland, Michigan
Van Slooten, Ronald Wayne  Holland, Michigan
†Van Weelden, Marvin  Grand Haven, Michigan
Van Wieren, Roger Vernon  Holland, Michigan
*Veenstra, Lawrence Eugene  Muskegon, Michigan
Veldman, Jerold Paul  Orange City, Iowa
Veltman, Lois Elaine  Winterset, Iowa
Venema, Mina Gertrude  Nunica, Michigan
Verkaik, Harris John  Yucaipa, California
Ver Meulen, Mary Louise  Grand Rapids, Michigan
Vinstra, Emily Ruth  Holland, Michigan
Voogd, Lyravine  Muskegon, Michigan
Wallesverd, Donald William  Holland, Michigan
Warren, John David  Muskegon, Michigan
Wesch, Irene Katherine  Flint, Michigan
Werner, Marilyn Jeanne  Muskegon, Michigan
Whiteman, Charles Allen  North Muskegon, Michigan
Wierda, Derk Jay  Valley Stream, New York
Wierenga, Phyllis Jean  Grand Rapids, Michigan
Wilbur, Edward Peyton III  Grand Rapids, Michigan
*Wilkinson, Jack Wayne  Jackson, Michigan
Williams, Charlene May  Plainwell, Michigan
Willig, Ann Cecelia  Niskayuna, New York
Willyard, James Arthur  Caledonia, Michigan
Winkels, Roger John  Zeeland, Michigan
Witteveen, Maurice Eugene  Holland, Michigan
Wolters, Mary Ruth  Holland, Michigan
Yonker, Carol Jean  Muskegon, Michigan
York, Don Lloyd  Grand Rapids, Michigan
Young, Clasina Mae  Jamestown, Michigan
Zabel, Dale Leonard  Upper Montclair, New Jersey
Zandstra, Mary Ellen  Grand Rapids, Michigan
Special Students

Adelberg, Mrs. Elsie
Andreasen, Karen
Angus, Joyce B.
Becker, Betsy
Becker, Barbara
†Bennett, Mary
Bloemendaal, Betty
Burns, Barbara
Boyd, Gretchen
Boyd, Jane
*†Brouwers, Louis
Clark, Susan
Derks, Irma
DeVries, Sally
DeWitte, Ruth Ellen
Dobben, Clifford G.
Dunkin, Guy Curtis
Everse, Esther Eudora
Gaikema, Nancy Claire
Hartgerink, Marlene
*†Japinga, Martin
*†Kelch, Carleton
†Kleinheksel, Victor
Kloppenbush, Lu Anne
Kooiman, Joyce Arlene
Kraai, Gordon Theodore
Leodtma, Kenneth Norman
Miller, Constance
Nonhof, Shirley Yvonne
†Overbeek, Della
Plomp, Abylnene Hope
Rackes, Edwine
†Roos, Neal
Scheerens, Geraldine Hope
Schutmaat, Hope
Smith, Julie
Smith, Phyllis
Smith, Ruth
Tadayon, Majid
†Vander Meulen, Roger
Vander Velde, Ruth
Van Leeuwen, Judy
*Veltman, Dean Kay
Wichers, Janet

North Bergen, New Jersey
Holland, Michigan
Holland, Michigan
Holland, Michigan
Holland, Michigan
Bloomfield, New Jersey
Zeeland, Michigan
Holland, Michigan
Holland, Michigan
Holland, Michigan
Holland, Michigan
Holland, Michigan
North Muskegon, Michigan
Holland, Michigan
Holland, Michigan
Chicago, Illinois
Holland, Michigan
Paramount, California
Zeeland, Michigan
Grand Rapids, Michigan
Holland, Michigan
Holland, Michigan
Holland, Michigan
South Haven, Michigan
Holland, Michigan
Holland, Michigan
Holland, Michigan
Tadjrish, Iran
Summer School Students 1951

*Adelberg, Roy
-Albers, Robert Paul
Aldering, Alys
Bennett, James Robert
Berkel, Mary Lou
*Birdwell, William Rolan
Bloemendaal, William
Boersma, Jacqelynn Jeanne
Boon, Maurice E.
Bosman, Natalie G.
Bottema, Gerald L.
*Breslin, John
Brinkman, Ruth
Brooks, Louie
*Brouwers, Louis
Burgess, D. Warren
Battles, Mary C.
Cuddetack, Kenneth Louis
Dawson, Joyce Ann
*DeFouw, Arthur
*DeJong, August
DeJong, Fredrica
DeJonge, Mabel Joanne
De Neut, Marjorie Ann
Den Uyl, Richard Simon
Droppers, Niel Anthony
Essebagger, Mary Bell
Evenhouse, Bernice Ann
Feenstra, Philip
Fischer, Anita Gertrude
Gemmill, Harold
Gielow, James
Gillette, Paul Verdone
Hazekamp, Charles
Hine, Glenn Alvin
Hoekstra, George
*Hoffman, William
*Holman, Richard
Humme, John
Johnson, Kenneth
*Johnson, Theodore
Joldersma, John Maurice
Kleis, Lois
Kleis, Louise
Koop, Erwin

Holland, Michigan
Holland, Michigan
Holland, Michigan
Holland, Michigan
Bristol, Tennessee
Zeeland, Michigan
Holland, Michigan
Grand Haven, Michigan
Holland, Michigan
Spring Lake, Michigan
New York, New York
Matlock, Iowa
Holland, Michigan
South Holland, Illinois
Byron Center, Michigan
Port Jervis, New York
Huntington Woods, Michigan
Holland, Michigan
Holland, Michigan
Holland, Michigan
Zeeland, Michigan
Holland, Michigan
Macatawa, Michigan
Oostburg, Wisconsin
Holland, Michigan
Holland, Michigan
Redlands, California
Tuckahoe, New York
Holland, Michigan
Saugatuck, Michigan
Holland, Michigan
Holland, Michigan
Homewood, Illinois
Holland, Michigan
DeMotte, Indiana
Holland, Michigan
Hull, Iowa
Chicago, Illinois
Howard City, Michigan
Grand Haven, Michigan
Rutherford, New Jersey
Holland, Michigan
Holland, Michigan
*Kraai, Vernon  Holland, Michigan
Kramer, Willard  Holland, Michigan
Kromann, Paul  Holland, Michigan
Lafferty, Gerald  Holland, Michigan
Lamb, Jack  Holland, Michigan
*Lanning, Henry  Holland, Michigan
Lee, Valerie  Holland, Michigan
*Liddle, Keith Huntley  Holland, Michigan
Lock, James  Detroit, Michigan
Lohmann, Margaret  Holland, Michigan
Lyons, Shirley  Holland, Michigan
*Markey, Peter  Holland, Michigan
McDermott, Martin D.  Indianapolis, Indiana
*McMillan, Alexander Conning  West New York, New Jersey
Menkir, Yohannes  Addis Ababa, Ethiopia
Modders, Marijo  Holland, Michigan
Montes, Piar Espana  Caracas, Venezuela
Muktar, Kamil  Basrah, Iraq
*Nash, Willis Benjamin  Holland, Michigan
*Norgrove, Richard  Grand Rapids, Michigan
*Norlin, William  Holland, Michigan
*Oakes, William  Grand Haven, Michigan
Parson, James  Coldwater, Michigan
Pennington, Harriet  White Pigeon, Michigan
*Plomp, William  Holland, Michigan
Priest, George  Freeport, New York
*Pritchard, James  Holland, Michigan
Renkema, Loren Earl  Hudsonville, Michigan
*Robertson, George  Long Island, New York
Roos, Gladys  Ashton, Iowa
*Saunders, Harold  Holland, Michigan
Schipper, Eunice Irene  Holland, Michigan
Schultz, Adeline  West Olive, Michigan
Schutmaat, Lucille  Holland, Michigan
*Shary, Frank  Holland, Michigan
Shoemaker, Arlene  Hudsonville, Michigan
*Speet, Herman  Holland, Michigan
Smouse, Kenneth W.  Marseilles, Illinois
*Stack, John  Holland, Michigan
Steiner, Richard A.  North Bergen, New Jersey
Stoppels, June  New Brunswick, New Jersey
Swieringa, Marian  Holland, Michigan
Tinklenberg, Tena  Foreston, Illinois
Tornag, Lois  Grand Rapids, Michigan
Tuurling, Angelyn G.  Holland, Michigan
*Vanden Broek, Margaret  Holland, Michigan
Vanderbush, Elizabeth  Holland, Michigan
### Evening Students

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veenstra, Lawrence</td>
<td>Muskegon, Michigan</td>
</tr>
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<td>VerHelst, Janice</td>
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<tr>
<td>Vermeer, Leona A.</td>
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<tr>
<td>Westrate, Mabel C.</td>
<td>Holland, Michigan</td>
</tr>
<tr>
<td>Whitsitt, Barry</td>
<td>Richmond, Indiana</td>
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<tr>
<td>Wierenga, Alonzo</td>
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<tr>
<td><em>Wilterdink, Garret Arnold</em></td>
<td>Grand Rapids, Michigan</td>
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<tr>
<td>Winberg, Lawrence</td>
<td>Kew Gardens, New York</td>
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<tr>
<td>Zack, John F.</td>
<td>Muskegon Heights, Michigan</td>
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</table>

### Evening School Students

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
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<tbody>
<tr>
<td>Allen, William R.</td>
<td>Holland, Michigan</td>
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<tr>
<td>Altema, Mrs. Benjamin</td>
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<td>Boss, Ann Fikse</td>
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<td>Brandsen, Susie Jean</td>
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<td>Decker, Anita Joan</td>
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<td>DeWilde, Fred</td>
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<td>*Dykstra, Simon J.</td>
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<td>Gerritsen, J. Margaret</td>
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<td>Hagans, Marguerite E.</td>
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Murray, Barbara
Potter, Elaine Edna
Prins, Peter N.
Renkema, Loren Earl
Roelofs, Charles W.
Schipper, Willard G.
*Shary, Frank Charles
*Taylor, Jack L.
Tenpas, Edna
Tenpas, Henry W.
Tinklenberg, Tena G.
Vanderbush, Elizabeth
Van Lente, Sarah
*Van Zyle, Charles Wayne
VerBeek, Irene
Verplank, Phyllis Ann
Wabeke, Catherine
Weller, Shirley Jean
Wiersma, Myra
Yurash, Irene K.

Holland, Michigan
Holland, Michigan
Holland, Michigan
Hudsonville, Michigan
Hudsonville, Michigan
Holland, Michigan
Holland, Michigan
Zeeland, Michigan
Hamilton, Michigan
Hamilton, Michigan
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Holland, Michigan
## Summary of Enrollment

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<th>Men</th>
<th>Women</th>
<th>Totals</th>
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<td>Veterans</td>
<td>31</td>
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<td>31</td>
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<tr>
<td>Non-Vets</td>
<td>92</td>
<td>70</td>
<td>162</td>
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<tr>
<td><strong>Total</strong></td>
<td>123</td>
<td>70</td>
<td>193</td>
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<td><strong>Juniors</strong></td>
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<tr>
<td>Veterans</td>
<td>23</td>
<td>1</td>
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<tr>
<td>Non-Vets</td>
<td>105</td>
<td>70</td>
<td>175</td>
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<tr>
<td><strong>Total</strong></td>
<td>128</td>
<td>71</td>
<td>199</td>
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<td><strong>Sophomores</strong></td>
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<tr>
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<td>12</td>
<td>0</td>
<td>12</td>
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<tr>
<td>Non-Vets</td>
<td>111</td>
<td>64</td>
<td>175</td>
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<tr>
<td><strong>Total</strong></td>
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<td>64</td>
<td>187</td>
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<td><strong>Freshmen</strong></td>
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<td>133</td>
<td>111</td>
<td>244</td>
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<td><strong>Total</strong></td>
<td>140</td>
<td>111</td>
<td>251</td>
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<tr>
<td>Non-Vets</td>
<td>18</td>
<td>53</td>
<td>71</td>
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<tr>
<td><strong>Total</strong></td>
<td>22</td>
<td>53</td>
<td>75</td>
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<td><strong>Evening School</strong></td>
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<tr>
<td>Veterans</td>
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<td>70</td>
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<tr>
<td><strong>Total</strong></td>
<td>26</td>
<td>50</td>
<td>76</td>
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<td><strong>Grand Totals</strong></td>
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<tr>
<td>Veterans</td>
<td>88</td>
<td>1</td>
<td>84</td>
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<tr>
<td>Non-Vets</td>
<td>477</td>
<td>420</td>
<td>997</td>
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<tr>
<td><strong>Total</strong></td>
<td>560</td>
<td>421</td>
<td>981</td>
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</table>

Total number of students: 981
Total number of special students: 75
Total number of Evening School: 76
Total number of full time students: 830

Totals for 1951-1952:
- Total: 560
- Veterans: 88
- Non-Vets: 477

1951 Summer School:
- Total: 66
- Veterans: 6
- Non-Vets: 60

Deduct (double count):
- Total: 626
- Veterans: 6
- Non-Vets: 620

Grand Total:
- Total: 589
- Veterans: 84
- Non-Vets: 477
## Geographical Distribution

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<th>U.S.A.</th>
<th>Foreign Countries</th>
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<td>Michigan</td>
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<td>New York</td>
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<td>New Jersey</td>
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<td>Illinois</td>
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<tr>
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<td>Iowa</td>
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<td>Pennsylvania</td>
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<td>Ohio</td>
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<td>Minnesota</td>
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<td>Kentucky</td>
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<td>Alabama</td>
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<td>Colorado</td>
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<td>Connecticut</td>
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<td>Hawaii</td>
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<td>Virginia</td>
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<td><strong>Total</strong></td>
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**U.S.A.** 962  
**Total** 962

## Religious Affiliation

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<th>Religious Group</th>
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<tr>
<td>Reformed Church in America</td>
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<tr>
<td>Christian Reformed</td>
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<td>Methodist</td>
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<tr>
<td>Presbyterian</td>
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<td>Greek Orthodox</td>
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<td>Others (one each)</td>
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<td>undesignated</td>
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<td><strong>Total</strong></td>
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</tbody>
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**Total** 981
Graduates June 1951

A. B. Degrees Conferred in 1951

Abbring, Norman Thomas
Akker, Levi
Appledorn, Lois Timmer
Arwe, Alfred Homer
Banna, Faried Aboody
Birdwell, William Kolan
Blaauw, John
Blane, James Jr.
Boers, Albert Jay
Boeskool, Jack Gerald
Boeve, Clarence William
Boon, Maurice Eugene
Borr, Marijane
Bowen, Milford Edward Jr.
Brondyke, Jean Marie
Bronkhorst, Henry David
Brower, Robert Lee
Brunsell, Joyce Lorene
Burgess, Warren Daniel
Butler, Frank Eugene
Bylsma, Harold Roger
Campbell, Eugene Colin
Campbell, Hugh McMaster
Claus, Howard Shelby
Dean, Harold Ralph
DeBoer, Joyce Jeannine
Decker, Kenneth Booi
DeJong, Fredrica
DeKok, Paul Wesley
DeVore, Wynetta
DeWitt, Kenneth Wayne
DeWitt, Peter B.
DeWolf, John Edward Jr.
DeWolfe, Norman Scudder
DeYoung, James A.
Dykema, James Arthur
Dykstra, Harold John
Eikenhout, Paul Henry
England, Lois Ann
Erickson, Robert George
Esparza, Ricardo Solis
Essebagger, Mary Bell
Fairchild, Donald Leon
Felton, Martha Harriet
Fennema, Dorothy Ann

De Motte, Indiana
Fulton, Illinois
Holland, Michigan
Boonton, New Jersey
Basrah, Iraq
Bristol, Tennessee
Wayland, Michigan
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SENIOR BIBLE PRIZE — Burt William Phillips, Roger Glenn Shafer
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