1958


Hope College

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HOPE COLLEGE

BULLETIN

1959-1961

Catalogue
College.

should be made payable to the Treasurer. Hope

address Mr. Henry Stieglitz, Treasurer. All checks

Business in connection with Student accounts,

Concerning payment of fees or transaction of

Jenealle Post, Recorder.

Concerning Transcripts or Records. Address, Miss

Students.

Dean of Men, Housing, address Mr. Milton Hine. Dean of

Concerning the Welfare of Men, Students and Men's

Dean of Women.

Women's Housing, address Miss Emma Revelle,

Concerning the Welfare of Women, Students and

Director of Admissions.

For Literature, address Mr. A. H. Timmer,

Concerning Admissions, Fees, Scholarships, Requests

Directions for Correspondence
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Part One

THE COLLEGE
### College Calendar

**1958 - 1959**

#### 1958

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 8</td>
<td>Freshman Orientation begins</td>
</tr>
<tr>
<td>September 9-10</td>
<td>Upper Class Registration</td>
</tr>
<tr>
<td>September 11</td>
<td>Formal Convocation—9:00 a.m.</td>
</tr>
<tr>
<td>October 18</td>
<td>Homecoming—Adrian</td>
</tr>
<tr>
<td>November 26</td>
<td>Thanksgiving Recess begins—4:00 p.m.</td>
</tr>
<tr>
<td>December 1</td>
<td>Thanksgiving Recess ends—8:00 a.m.</td>
</tr>
<tr>
<td>December 16</td>
<td>Messiah</td>
</tr>
<tr>
<td>December 19</td>
<td>Christmas Recess begins—11:00 a.m.</td>
</tr>
</tbody>
</table>

#### 1959

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6</td>
<td>Christmas Recess ends—8:00 a.m.</td>
</tr>
<tr>
<td>January 19-23</td>
<td>Semester Examinations</td>
</tr>
<tr>
<td>January 27</td>
<td>Second Semester begins</td>
</tr>
<tr>
<td>March 27</td>
<td>Spring Recess begins—12:00 p.m.</td>
</tr>
<tr>
<td>April 7</td>
<td>Spring Recess ends—8:00 a.m.</td>
</tr>
<tr>
<td>May 23-29</td>
<td>Semester Examinations</td>
</tr>
<tr>
<td>May 30</td>
<td>Alumni Convocation—6:30 p.m.</td>
</tr>
<tr>
<td>May 31</td>
<td>Baccalaureate Service—3:00 p.m.</td>
</tr>
<tr>
<td>June 1</td>
<td>Commencement Convocation—10:00 a.m.</td>
</tr>
<tr>
<td>June 15</td>
<td>Summer Session begins</td>
</tr>
<tr>
<td>July 24</td>
<td>Summer Session ends</td>
</tr>
</tbody>
</table>
College Calendar

1959 - 1960

1959

September 14  Freshman Orientation
September 15-16  Upper-Class Registration
September 17  Formal Convocation—9:00 a.m.
November 25  Thanksgiving Recess begins—4:00 p.m.
November 30  Thanksgiving Recess ends—8:00 a.m.
December 18  Christmas Recess begins—12:00 a.m.

1960

January 5  Christmas Recess ends—8:00 a.m.
January 25-29  Semester Examinations
February 2  Second Semester begins—8:00 a.m.
April 1  Spring Recess begins—4:00 p.m.
April 12  Spring Recess ends—8:00 a.m.
May 28-June 3  Semester Examinations
June 4  Alumni Convocation—6:30 p.m.
June 5  Baccalaureate Service—2:30 p.m.
June 6  Commencement Convocation—10:00 a.m.
June 20  Summer Session begins
July 29  Summer Session ends
### College Calendar

**1960 - 1961**

**1960**

- **September 12**: Freshman Orientation
- **September 13-14**: Upper-Class Registration
- **September 15**: Formal Convocation—9:00 a.m.
- **November 23**: Thanksgiving Recess begins—4:00 p.m.
- **November 28**: Thanksgiving Recess ends—8:00 a.m.
- **December 16**: Christmas Recess begins—12:00 a.m.

**1961**

- **January 3**: Christmas Recess ends—8:00 a.m.
- **January 23-27**: Semester Examinations
- **January 31**: Second Semester begins—8:00 a.m.
- **March 31**: Spring Recess begins—4:00 p.m.
- **April 11**: Spring Recess ends—9:00 a.m.
- **May 26-June 2**: Semester Examinations
- **June 3**: Alumni Convocation—6:30 p.m.
- **June 4**: Baccalaureate Service—2:30 p.m.
- **June 5**: Commencement Convocation—10:00 a.m.
- **June 19**: Summer Session begins
- **July 28**: Summer Session ends
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), A. Vennema (1911-1918), Edward D. Dimnent (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 fifty-six members including the President of the College and the Executive Secretary of the Board of Education of the Reformed Church in America. The members are elected as follows: nine each by the General Synod and the Particular Synod of Michigan; six each by the Particular Synods of Albany, Chicago, Iowa, New Jersey and New York; six at large by the Board of Trustees. Three of the trustees at large may be nominated by the Alumni Association. The trustees hold office for six years and are the incorporated body under which the college operates.

* Provisional Presidents
  * Miles H. M. Mendel in 1875-1880
  * Charles Scott 1880-1885
Aims and Standards

Hope College is a church college, founded and maintained by the Reformed Church in America. It offers a program of liberal arts education to its constituents and to all those who subscribe to its aims and purposes and who meet its requirements for admission. Its continuing purpose is to be dynamically Christian in its objectives and in its practices.

The Reformed Church in America, which supports the college and directs its program through its elected board of trustees, is a protestant denomination in the main tradition of the historic Reformation Movement. It believes in the teachings of the Bible as the supreme and final authority on faith and life. It holds to the central Christian Doctrines as stated in the Apostles' Creed and follows the Presbyterian system of church government.

From the beginning of its history Hope College has sought to present a program of instruction and to provide an atmosphere which would help to strengthen the Christian faith of its students and faculty. As such the basic tenets of the Christian faith form the major assumptions upon which the total program of the college is established. The college is positive in its belief that the Christian religion is central to all true education. Its motto, engraved on the college seal, emphasizes its position: "Spera in Deo — Hope thou in God."

As a liberal arts college Hope College offers a curriculum designed to introduce the student to the broad field of human knowledge and culture, to bring him to the realization of the problems and responsibilities facing him as a Christian, 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 a student capacity of approximately thirteen hundred, Hope College seeks to foster a close personal relationship 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, with members coming from the various parts of the nation — New England, the Middle Atlantic states, the Midwest, the Far West and the South — and from a number of foreign countries. This diversity of environmental background serves to enrich the experience of all the students.

In the framework of this heritage and tradition, and consonant with the religious faith that provides direction, the board of trus-
The aims and purposes of Hope College are:

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 an atmosphere, culture and education that will undergird, strengthen and support those basic Christian principles taught and practiced in the 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 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 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, the American Association of University Women, and the American Chemical Society. 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 make arrangements with the college authorities in advance.

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

**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 several rooms used exclusively by student religious organizations, and five classrooms used principally by the Religion and Philosophy departments.

The Science Building is a three-story brick building of modern design and construction, erected in 1939. It houses the Biology, Chemistry, Physics, and Art Departments, and the dramatics program.

Van Raalte Memorial Hall contains twenty large recitation rooms and a number of faculty offices. The administrative offices of the college occupy the east side of the main floor. Located on the lower floor are the Coffee Shop, Lounge, and College (Blue Key) Book Store.
Carnegie Gymnasium provides the facilities for the physical education department, and the offices and training and equipment rooms for the intramural and intercollegiate sports program. In addition to the playing floor and locker and shower rooms, there are two handball courts, the Jack Schouten Room for physical education classes and several smaller rooms for corrective exercise, etc. The building was completely remodeled in 1954.

The Music Hall was opened for use in September 1956. It provides all modern facilities for the Music Department with the exception of pipe organs which are housed in Memorial Chapel and Graves Library. It has seven teaching studios, fourteen practice rooms, two class rooms, an office, records library, three listening rooms, an auditorium seating 250 persons. The auditorium is used as band and orchestra rehearsal room.

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, 66 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, faculty and employees.

Hope College Library

The Library of Hope College long occupied one of the two connected stone buildings known as Graves Library and Winant's Chapel, donated by the Honorable Nathan F. Graves and Captain Garret E. Winant and dedicated in 1894. In 1926 Winant's Chapel became the reading room of Graves Library, and in 1950 modern steel stacks continued the expansion of the original library.

Hope College Library, like all college libraries, has been a changing library. From decade to decade the Library has reflected the changes in the educational objectives of the college, in the college curriculum, and in the methods of teaching, as the College, itself, has reflected the trends in higher education in general. Recent changes in objectives and changes in the method of achieving them have given to the library an increasingly important place in the education of an undergraduate at Hope.

The Library has come a long way from closed stacks and a few open reserve shelves containing the books the students were expected to read. Now that methods challenge the students to take a large share in their own education they must have access to a wider variety and a greater abundance of printed materials. Open stacks now offer to the student a working collection of more than 50,000 volumes that include modern, scholarly works on all subjects offered by the curriculum.
The reference collection likewise has expanded. Accepting the fact that a college library must be selective in its acquisitions, bibliographies, indexes and guides to literature of subject fields have been added to enable students and faculty to know about those other books which the library does not have. Bibliographical aids also make possible the interlibrary loan service which today extends the walls of a small library for serious research.

To the sources and books of reference and bibliographies has been added a broad and carefully selected periodical collection. In these journals students can find contemporary developments in all areas and in all periods of research study. Over 300 titles make up the current subscription list through purchase and gifts. Cumulative indexes and abstracts analyze the articles to be found in the 5,000 bound volumes available in the Hope collection.

Women's Residence Halls

Women students who are not residing at home are expected to live in residence halls on the campus. Exceptions to this rule are made only with the approval of the Dean of Women and the President. All women's residence halls are under the general supervision of the Dean of Women.

Van Vleck Hall, the historical first building on the campus, was rebuilt and remodeled in 1942. Rooms were given new furnishings in 1951; the lounge, in 1958. It houses forty-two students.

Elizabeth R. Voorhees Hall, newly decorated and furnished in recent years, provides accommodations for approximately one hundred ten women. The Voorhees dining room has the capacity of one hundred sixty.

Winifred H. Durfee Hall is the newest residence hall, completed in the Spring of 1950. It accommodates one hundred women and provides facilities for approximately four hundred students in the two dining halls.

Columbia Hall, formerly used as a women's residence hall and later as a fraternity house, was newly furnished and re-decorated in 1957. It houses twenty-six women.

Voorhees Hall Annex, Taylor Cottage, and Fairbanks Cottage, adjoining the campus, provide a home-like atmosphere for smaller groups. Each is equipped with new furnishings and provides a special room for study.

Plans have been completed for the erection of a new residence hall to accommodate one hundred fifty women.
Men's Housing

Hope College provides the following residence for men students living on the Hope campus:

**Gerrit John Kollen Hall** is a new men's dormitory opened for use in September 1956. It accommodates three hundred men students in well appointed study bedrooms, two men to a room. A large lounge and library on the first floor and smaller lounges on each of the upper two floors provide facilities for gracious living. A large recreation center on the basement floor provides ample opportunity for relaxation.

There are also five residences managed by the five social fraternities on campus. These residences bear the names of the fraternities: Arcadian House, Cosmopolitan House, Emersonian House, Fraternal House, and Knickerbocker House. Each of these houses accommodates ten or twelve men. Preference is given to members of the fraternities. They are under the supervision of the Dean of Men.

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 pre-college and college counseling program that aims at helping each student to clarify his academic, personal, and vocational interests and problems from the time he considers applying for admission until he enters upon his field of professional service.

Pre-college counseling is in charge of the college Director of Admissions. Prospective students are invited to visit or write his office relative to their college and vocational planning. Whenever desired or deemed essential, personal interviews and aptitude testing are provided to assist the applicant in his academic and vocational decisions.

The college counseling program is under the direction of the Student Personnel Board, comprising the Dean of Students (Chairman), the Dean of the College, the Dean of Women, Dean of Men, the Director of Freshman Orientation, the Director of Admissions, and the Director of the Reading Center. This board assigns to each entering student an experienced faculty 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. He is the immediate source of help to whom the student may turn for discussion of his personal, academic and vocational problems.

Initial counseling assignments made at the beginning of the Freshman year generally continue through the end of the Sophomore year. If either the student or the counselor feels that the student’s needs will be more effectively met by a change in counseling assignment, request for such change may be made to the chairman of the Personnel Board. 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.

Each student entering the college for the first time is given a battery of general aptitude and achievement tests, which serve as a partial basis for directed counseling. For all students, a complete file of aptitude and vocational tests is maintained in the Deans 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. For a list of these advisors, see below, page 107.

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. Vander Lugt, Dean of the College; Mr. John Hollenbach, Vice President

On campus Employment — Mr. Visscher, Business Manager

Off campus Employment — Mr. Van Dahm

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

Health — College Physician: Dr. Vander Velde

Personal — Mr. Hinga, Dean of Students; Miss Reeverts, Dean of Women;
   Mr. Hilmert, Dean of Men

Reading — Mrs. Schoon, Director of Reading Center

Religious — Mr. Voogd, Mr. Ponstein, Mr. Krithof

Teacher Placement — Mr. Vanderborgh, Mr. Ver Beek

Vocational Placement — Mr. Van Dahm

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 Vanderborgh, 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, under the direction of Dr. Thomas E. Van Dahm, serves as a clearing house for information on openings in business, government service, and social agencies. It arranges interviews between interested seniors and representatives from these fields. Also handled through this Bureau are arrangements involving part-time off-campus jobs and summer jobs. The Bureau also publicizes information concerning part-time off-campus and summer job opportunities and assists students in securing positions of these kinds.

Health Service

Clinic and infirmary care is offered to every enrolled student and staff member of Hope College in the Student Health Clinic. The Clinic staff consists of the college physician, Dr. Otto Vander Velde and a full-time Registered nurse who is in charge of the health service; part-time graduate nurses; and a housekeeper. The physicians' clinic hours are from 9:00 to 11:00 A.M., Monday through Friday, and a nurse is on duty or on call at all times. The college physician is on call also at all times.
Free clinic service consists of an examination by the physician when a student reports for illness, and the administration of ordinary medicines. A small fee is charged for special drugs such as penicillin, etc. Fees for other physicians called in consultation, major surgery, casts, hospitalization or x-rays—all of which are cared for at the Holland City Hospital—must be paid for by the student.

Infirmary care at $1.00 per day is provided for all students needing bedside care. Sick students do not remain in the dormitories but are required to enter the infirmary, which has three pleasant rooms furnished with eight hospital beds and other hospital equipment. There is no additional charge for meals to students holding a dormitory meal ticket. Michigan Blue Cross covers infirmary bed care for its policy holders. Parents are notified by infirmary authorities whenever a student is considered to be seriously ill or when 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.

Washington Semester Plan

The Washington Semester Plan enables superior students from a limited number of colleges, including Hope, to study government and politics at the heart of our nation's life in Washington, D.C. The program proceeds under the direction of the American University, and by virtue of an agreement between the two institutions, full credit for the study completed is granted by Hope College. Select students in junior and senior years are eligible for participation in this distinctive program. For further information, consult Professor van Putten.

Hawkinson Memorial Lectures

The Hawkinson Memorial Lectures are designed to bring outstanding speakers on international relations to Hope College and the community of Holland. Inaugurated on November 2, 1954, by the Honorable Mr. Trygve Lie, First Secretary-General of the United Nations, the Lectures are a tribute to the memory of Dr. Ella A. Hawkinson, former Head of the Department of History and Political Science and community leader in promoting international understanding. The Lectures are supported by contributions from individuals and organizations.
Public Relations Office

All publicity and public relations for the college are handled through the Public Relations office. This office releases to newspapers, radio and television, stories on those events that take place on the campus. It also keeps the student's home-town newspaper aware of his achievements at the college.

Besides publicity for the college, the office of Public Relations coordinates many other college functions: advertising and promotion, requests for information, provision of printed brochures and materials, and the publication of the "Hope College Newsletter," a quarterly paper which is sent to parents of students, ministers, schools and friends of the college.

The Alumni Office

Hope College maintains an Alumni Office in Room 104, Van Raalte Hall. This office acts as a center through which the activities of the several Hope College Clubs in the nation are coordinated. The Alumni Association, which has a membership of approximately 8,500 alumni and former students, publishes The Alumni Magazine, issued quarterly. It aims to promote goodwill between the college and her many graduates through this medium. The association, through the Alumni Office, sponsors activities on the campus during Homecoming in October and during Commencement week in June. In 1958 an Academic Homecoming was added to the traditional celebration started in 1928.

Active clubs are located in Albany, New York City and Rochester in New York State; Chicago, in Illinois. Michigan clubs include Detroit, Grand Rapids, Kalamazoo, and Muskegon. Cleveland, Ohio, and Denver, Colorado, have recently organized into active clubs. The Hope College men of science have formed a National Hope College Science Chapter which meets annually in various sections of the country. Athletic letter men are organized as the Hope College Alumni Varsity 'H' Club. Each Club holds meetings for the membership in its respective area at intervals during the year.

The Board of Directors of the Alumni Association is composed of a representative from each Hope College Club. The Board meets twice a year: Alumni Day in June, and Homecoming in October.
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 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.

Danforth Chapel Fund

The Danforth Chapel Fund is an endowment of $25,000 established by the Danforth Foundation in memory of William H. Danforth to promote the spiritual life of Hope College students and faculty. The income is used to defray the expenses of the chapel program and of religious activities related to it.

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.

Eta Sigma Phi is a national honorary society of undergraduate college students of classical languages. Membership is by invitation and is conditioned upon an attained level of scholarship. The local chapter is known as Gamma Rho Chapter.

**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, Sociology, and Premedical 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 seventy voices, sings at morning chapel services and on special occasions. Each spring it makes an extensive concert tour.

The Chancel Choir, open to all interested students, is trained in choral literature and sings on special occasions.

The Women's and Men's Choruses, composed of the women and men of the Chapel Choir, are trained separately in programs of sacred and secular music and take short trips periodically in the Holland area.

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 Hope College Orchestra, a symphonic organization of about sixty members, presents its own series of concerts with faculty and student soloists. Young People's concerts for children of the Holland area, accompaniment of the "Messiah," and appearances in other Western Michigan communities are included in its activities.

The Hope College Symphonette is an orchestra of about twenty-five members selected by audition from the membership of the regular orchestra. The group presents a series of Holland concerts and makes numerous out-of-town appearances including an extensive concert tour each Spring.

The Hope College Band presents a series of formal and "Pops" concerts during the year. Joint concerts with other MIAA bands are a part of the group's activities. During the Fall the Marching Band entertains at football games.

The Hope College Brass Choir and numerous small wind, string and percussion ensembles rehearse regularly throughout the year performing frequently at campus and local functions.

The Hope String Quartet is an in-residence faculty ensemble which presents a series of chamber music concerts with other faculty members and visitors as guest artists.

Forensics and Dramatics

Speech extra-curricular activities include intercollegiate competition in all of the contests sponsored by the Michigan Intercollegiate Speech League (MISL), such as annual contests in extemporaneous speaking, group discussion, debate, oratory, and the Prose and Poetry Festival in interpretive reading. Local and state contests are also held in the oratorical and extemporaneous speaking events of the Intercollegiate Peace Association. 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 week 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 Opus, a literary magazine, is published annually.
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 Alpha Phi, Delphi, Dorian, Sorosis, and Sibylline. 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 twenty-six 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 sororities, fraternities, independents, and from the student body at large. Three faculty members serve as advisors for the council. One is elected by the faculty and two are appointed by the President of the Council. The Student Council serves as an executive committee to promote student activities and to assist in forwarding the entire program of the college.

Women's Activity League

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, Calvin, Hillsdale, Kalamazoo and Olivet. 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.

In 1953, the faculty adopted the following statement describing the purposes and policies of the intercollegiate athletic program:

The program of intercollegiate athletics aims not only to teach physical skills but also to make a positive contribution to the whole education of the individual. The program promotes the maintenance of a high degree of physical efficiency, self-discipline, and character development, the stimulation of a wholesome college spirit, and the development of the sensory motor skills which will be beneficial throughout life. In addition, the types of group experiences provided are those which afford opportunities for socially acceptable and personally rewarding behavior.

The intercollegiate athletic program of Hope College is governed by the rules of the Michigan Intercollegiate Athletic Association.

The intercollegiate athletic program is under the direct supervision of the faculty athletic committee. This committee rules on all matters of policy, and reviews and approves all athletic schedules. These schedules are set up in such a way as to incur the least amount of absenteeism from classes. All decisions of this committee are subject to review by the faculty.

The financial control of the athletic program is similar to that in other departments of the college. Athletic funds are handled by the college Treasurer; athletic expenditures and receipts are included in the budget of the college.

Scholarships or grants-in-aid are available on the basis of academic record and financial need only.

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, volley ball, softball, tennis and track. Trophies are awarded for individual sports and an All Sports Trophy to the winning organization.
# Student Expenses

## Fees

### General Semester Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over-all for boarding students (Tuition, room and board*)</td>
<td>$600.00</td>
</tr>
<tr>
<td>Tuition only**</td>
<td>$275.00</td>
</tr>
<tr>
<td>Room only**</td>
<td>$125.00</td>
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<tr>
<td>Board only*</td>
<td>$200.00</td>
</tr>
<tr>
<td>Tuition per semester hour above normal load of sixteen semester hours***</td>
<td>$17.00</td>
</tr>
<tr>
<td>Tuition per semester hour for less than minimum load of twelve semester hours</td>
<td>$23.00</td>
</tr>
</tbody>
</table>

### Special Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matriculation (paid by each student upon admittance to Hope College)</td>
<td>$10.00</td>
</tr>
<tr>
<td>Organic Chemistry Laboratory</td>
<td>$12.00</td>
</tr>
<tr>
<td>Laboratory for other science courses</td>
<td>$6.00</td>
</tr>
<tr>
<td>Applied music:***</td>
<td></td>
</tr>
<tr>
<td>Organ — one thirty-minute lesson per week</td>
<td>$40.00</td>
</tr>
<tr>
<td>Piano, Voice, or Instrument — one thirty-minute private lesson per week</td>
<td>$35.00</td>
</tr>
<tr>
<td>Class Instruction in Voice, Piano, or Instrument</td>
<td>$17.50</td>
</tr>
<tr>
<td>Pre-college Piano and Instrument</td>
<td>$30.00</td>
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<tr>
<td>Late registration</td>
<td>$5.00</td>
</tr>
<tr>
<td>Diploma</td>
<td>$10.00</td>
</tr>
</tbody>
</table>

## 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 has the right to increase the board fees at any time it may find it necessary to do so.

** All rooms in Kollen Hall and College Housing for men are contracted for the college year.

*** The fee for private or class music instruction shall be the only fee required of a student for that course, regardless of the number of semester hours constituting his full load.
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 $75.00 will be made to those boarding six weeks or less; $150.00 to those boarding between six weeks and twelve; and the full charge to those boarding more than twelve weeks.
Financial Aid for Students

Hope College seeks to provide financial assistance to worthy students in need of such aid through educational grants (scholarships and grants-in-aid), loans and part-time employment.

Educational Grants

Educational grants are sums of money given to students who meet certain qualifications. The money is an outright grant. Most of these grants are awarded to students who have given evidence of superior intellectual ability through high academic achievement, of leadership qualities, and of financial need. Such grants are called scholarships.

In addition, certain limited funds have been established to aid students whose scholarly achievement, while adequate, does not reach the level required for a scholarship, but who for other reasons, chiefly financial need, have been considered worthy of assistance. These awards are termed grants-in-aid.

New students, that is, students applying for entrance into Hope College, should address all inquiries regarding educational grants to the Office of Admissions. Application forms for such grants are available on request. They must be submitted by May 1, to receive consideration for the subsequent school year. All other students, that is those who have been enrolled at Hope College for at least one year, must make application to Prof. Clarence Kleis, faculty chairman of the Educational Grants Committee. Applications must be submitted on the printed forms, available from the chairman, by May 15 to receive consideration for the subsequent school year.

In addition to general scholarship and grant-in-aid funds set aside by Hope College, gifts by individuals and groups have established a number of funded scholarships and designated grants. Some of these have specific requirements. A student wishing to apply for one of these special grants should indicate it on his application and furnish evidence to show that he qualifies under the terms of the grant.

Funded Scholarships

John H. Rumph Scholarship. A fund of $10,000 the income to provide scholarship aid for a worthy senior student in need of funds to complete his or her education. (Established by Mrs. Maude C. Rumph in memory of her husband.)

Frances H. Van Zandt Scholarship. A fund of $5,000 the income to provide a scholarship for a worthy student preparing for the Christian ministry.
Kathryn Van Grouw Scholarship. A fund of $500 the income to provide scholarship aid for a worthy, needy student who is preparing for full time church work.

John L. Hollander Scholarships. A fund of $10,000 the income to provide scholarship aid for worthy students of good character who sincerely desire higher education leading to professions in the fields of law, economics, music, or teaching. (Established by Mrs. Hollander in memory of her husband, Judge John L. Hollander.)

Estelle Browning McLean Scholarships. A fund of $10,000 the income to provide scholarship aid for worthy students. (Established by C. M. McLean, former member of the Hope College Board of Trustees.)

Mary Bussing Scholarships. A fund of $50,000 from the estate of Miss Mary Bussing, the income to provide scholarship aid for students of ability, leadership and educational purpose.

Johnson-Henrich Scholarships. A fund of $4,200 the income to provide scholarship aid to worthy students. (Established by Mr. and Mrs. Howard Johnson in memory of Mrs. Johnson’s father, Frederick Henrich.)

Emersonian Memorial Scholarship. A fund of $6,500 the income to provide scholarship aid to students of high moral character and Christian commitment in financial need. (Established by the Emersonian Alumni of Hope College.)

Fraternal Alumni Scholarship. A fund of $5,000 the income to provide scholarship aid for worthy students.

Agnes Ross Scholarship. A fund of $1,000 the income to provide a scholarship for a worthy student.

Walter F. Banks Endowment Fund. A fund of $23,000, the income to provide scholarship aid for deserving students.

Designated Scholarships and Grants

A. General

Herman Halstead Scholarship. A $300 annual award given by the Men’s League of the Marble Collegiate Church in memory of Herman Halstead, to a selected student of high ability and dedication to a life purpose consistent with the goals of the Reformed Church in America.

Ernest E. Shay Scholarship. A $300 annual award given by the Men’s League of the Marble Collegiate Church in memory of Ernest E. Shay to a selected student of high ability and dedication to a life purpose consistent with the goals of the Reformed Church in America.
Marble Collegiate Scholarship. A $300 annual award given by the Men's League of the Marble Collegiate Church to a selected student of high ability and dedication to a life purpose consistent with the goals of the Reformed Church in America.

Campbell, Wyant and Cannon Foundry. The sum of $750 to be used for scholarship aid for recipients as designated by the donors.

General Motors Scholarship. A scholarship in amount dependent upon individual need ranging from $200 to $2000, granted, on the basis of competitive examinations administered by the college, to an entering freshman. This scholarship continues for four years, contingent on good academic performance. (For further information, see the Director of Admissions.)

Detroit Edison Scholarship. The sum of $250 to be awarded to an outstanding student applying for entrance into Hope College, for expenses of the Freshman year.

Consumer's Power Company Scholarship. The sum of $200 to be awarded to an outstanding student applying for entrance into Hope College, for expenses of the Freshman year.

Blue Key Honor Fraternity Scholarships. Two awards of $200 to worthy students of high scholastic achievement as recommended by the members of the Blue Key fraternity.

B. Chemistry

A number of corporations and foundations have granted funds to be used as scholarships for students who will make chemistry their profession. Awards are made on the basis of financial need and scholastic records. A "B" or better average is required for eligibility. Interested students should consult the chairman of the Chemistry Department for further information and scholarship blanks.

Standard Oil of Indiana Grant. Two $500 awards to students entering their senior year in the field of Chemistry.

Dow Chemicals Grant. Three $500 scholarships, one for a sophomore, one for a junior, and one for a senior; and several lesser grants totaling $500 for chemistry majors.

DuPont Grant. Awards totaling $1,000 for students majoring in chemistry.

Johnson Foundation Grant. Awards totaling $1,000 for students majoring in Chemistry.

Monsanto Chemical Company Grant. Awards totaling $600 for students majoring in Chemistry.

Lubrizol Corporation Grant. A scholarship of $200 for a student majoring in Chemistry.
C. Music

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, Instrument, and Organ. Scholarships consist of one lesson per week throughout the year, and are awarded on the basis of an audition held the first Saturday of the preceding May, either in person or by means of a recording. Additional information can be secured by writing to the head of the Music Department.

Grace Marguerite Browning Scholarship in Voice. This scholarship 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.

Claryce Rozeboom Scholarship in Organ. This scholarship is awarded to a member of the junior or senior class on the same basis as the Browning Scholarship in Voice.

Scholarship in Piano. This award is made to a member of the junior or senior class on the same basis as the Browning Scholarship in Voice.

Scholarship in Instruments. This award is made to a member of the junior or senior class on the same basis as the Browning Scholarship in Voice.

Grants of Reformed Church Boards

Board of Domestic Missions Scholarships. Two $200 scholarships are available to women students, members of the Reformed Church, who are planning to enter full time Christian service. These grants are renewable upon evidence of satisfactory progress. In addition, several $400 scholarships are available to persons from Annville, Kentucky and from Southern Normal High School, Brewton, Alabama, who are planning to enter full time Christian service. Application must be made directly to the Board of Domestic Missions, 156 Fifth Avenue, New York City.
BOARD OF BENEOLOENCE SCHOLARSHIPS. The Board of Benevolence, Reformed Church of 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 their college course. Students interested should write for the necessary blanks to the Secretary of the Board of Benevolence, in care of Hope College, Holland, Michigan.

BOARD OF EDUCATION SCHOLARSHIPS. The Board of Education of the Reformed Church in America assists needy college students who meet certain academic requirements and who are preparing for the Christian ministry. Students interested can secure information by writing to the Board of Education, RCA, 156 Fifth Avenue, New York 10, New York, or to the college.

Hope College General Scholarships

FOR NEW STUDENTS. Each school year a limited number of scholarships are granted to women and men who are entering Hope College for the first time. These awards, varying from $75 to $300 for one year, are made to applicants who give evidence of superior ability, better than average academic achievement, demonstrated leadership, and financial need.

FOR UPPER CLASS STUDENTS. Each year a limited number of scholarships are granted to students who have been enrolled at Hope College for at least one year and who have given evidence of leadership, good academic achievement (B average) and financial need.

Hope College 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 Educational Grants Committee in the same manner and under the same limitations as the applications for scholarships.

Loans

Loans are presently available to qualified students from several sources. Information and application forms may be secured at the office of the College Treasurer.

1. The Hope College Loan Service at the First National Bank of Holland makes short term loans to worthy students. Written applications 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.

3. The Henry Strong Educational Foundation provides funds to under-graduate 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.

4. The Karol Fairchild Loan Fund, established in memory of Karol Fairchild, is available to students not majoring in music for private lessons in applied music.

5. It is the intention of the college to participate in the program of student loans provided by the National Defense Education Act of 1958.

**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 in need of self-help but cannot guarantee job assignments to all students applying. Campus employment is assigned in the spring and summer preceding the opening of each school year. Off-campus work is arranged with the employer after the students have completed registration for classes.

Students needing employment for a particular school year should file applications on the available Student Employment Application Forms. Returning students can obtain these at the College Business Office. New students should submit 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, 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.

Almon T. Godfrey Prize In Chemistry, a cash award, to the Senior student chosen the outstanding student in Chemistry.

Patterson Memorial Prize In Biology, a cash award, to a superior student with a major interest in Biology, whom the Hope College faculty deems most worthy.

Douwe B. Yntema Prize, a cash award, to the senior student who has been chosen the outstanding student in Physics.

Dr. Otto Vander Velde All Campus Award, a gold medal, to the senior man chosen for his outstanding contribution to the college in athletics, scholarship and participation in student activities.

Pieterpol Prize, a cash award, to the senior student who gives promise of greatest success in the Christian ministry.
Post Jewelry Music Awards, gold keys, to senior members of the Chapel Choir who have been active members for at least three years and have done outstanding service.

A. A. Raven Prizes In Oratory, cash awards, for the two best orations on a subject of patriotic nature delivered by male students of Hope College.

Adelaide Prize In Oratory, a cash award, to the winner of an oratorical contest open to all women students on the campus.

Dr. J. Ackerman Coles Debating Prizes, gold keys given to upper-class debaters who have achieved special distinction in Pi Kappa Delta.

Adelaide Missions Medal, to a member of the senior class of Hope College who goes directly from the college into a foreign field under permanent appointment by the Board of Foreign Missions of the Reformed Church in America.

Senior Biblical Prizes, cash awards, to two students of the senior class who submit the best essays on some subject connected with the senior course in Philosophy of the Christian Religion.

Junior Biblical Prizes, cash awards, to two students of the junior class who submit the best essays on a Biblical subject assigned by the professor in charge of the department.

Sophomore Biblical Prizes, cash awards, to the two students of the sophomore class who submit the best essays on the Biblical subject assigned by the professor in charge of the department.

Freshman Biblical Prizes, cash awards, to the two students of the freshman class who submit the best essays on a Biblical subject assigned by the professor in charge of the department.

Sloan Mission Prize, a cash award, to the college student who writes one of the two best essays on foreign missions.

Stegeman Mission Prize, a cash award, to the college student who writes one of the two best essays on foreign missions.

Board Of Education Prize, a cash award, to the member of the junior or senior class writing the best essay on the general topic of Christian Education.

George Birkhoff, Jr. Prize, a cash award, to the student submitting the best essay in the field of American and English literature.

William B. Eerdmans Poetry Prize, a cash award, for the best creative writing done in poetry during the current year.

William B. Eerdmans Prose Prize, a cash award, for the best creative writing done in prose for the current year.
THE EGEBERT WINTER EDUCATION AWARDS, cash prizes, to the young man and the young woman in the Junior class who give promise of making the most significant contributions in the field of teaching.

RAY DE YOUNG HISTORY PRIZE, a cash award, to the senior student whose interest, achievement, and promise in history, as indicated by his academic record and a significant piece of historical research, most merit the award.

PHI ALPHA THETA HISTORY PRIZES, cash awards, to the freshman student and the sophomore student showing most promise in the field of history.

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.

MICHIGAN COLLEGE SCHOLARSHIP. Hope College annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for graduate study in the School of Business Administration at the University of Michigan.

UNIVERSITY OF CHICAGO LAW SCHOLARSHIP. The Hope College faculty annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for study of law at the University of Chicago Law School.

UNIVERSITY OF CHICAGO SCHOOL OF BUSINESS SCHOLARSHIP. The Hope College faculty annually nominates an outstanding member of the graduating class to be the recipient of this honor scholarship award for study of business at the University of Chicago.

Essay Contest Topics
1959 - 1960

Freshman Biblical Prize — "Parables in the Teaching Ministry of Jesus"
Sophomore Biblical Prize — "The Early Christian Church and the Fact of the Resurrection"
Junior Biblical Prize — "Nature of Man as Revealed in the Old Testament"
Senior Biblical Prize — "The Authority of the Bible"
Foreign Missions Prize — "Ecumenicity in Missions"
Birkhoff English Prize — The Poets as Interpreter of American Life
1960 - 1961

Freshman Biblical Prize — “Miracles in the Ministry of Jesus”


Junior Biblical Prize — “Theophanies of the Old Testament”

Senior Biblical Prize — “The Relevance of the Christian Faith to International Problems”

Foreign Missions Prize — “Women Missionary Pioneers”

Birkhoff English Prize — The Impact of the Industrial Revolution on One of the Victorian Authors
Part Two

THE ACADEMIC PROGRAM
Admission

Procedure for Admission

Persons interested in attending Hope College are advised to write to the Director of Admissions for information regarding their pre-college planning and college entrance. Applications for admission should be forwarded to the Director of Admissions, Hope College, Holland, Michigan, any time after the Junior year in high school is concluded and preferably not later than June 1 preceding the fall semester of the year for which admission is sought. Persons desirous of entering Hope College the beginning of the second semester of a given school year should make application at least a month prior to the beginning of the semester if at all possible.

Applicants should submit their admission applications as early as possible after the high school Junior year is ended, thus permitting the offices and staff of the college to offer beneficial guidance on matters of pre-college planning to each applicant during the high school Senior year. Since dormitory reservations are assigned according to the date the admission applications are received, early applicants also gain in this regard.

The college Committee on Admissions meets approximately once a month to review and take action on submitted applications. An applicant can therefore expect to receive reasonably prompt action on his application. Admission forms are available by writing to the Office of Admissions, Hope College, Holland, Michigan, or can generally be secured from the high school offices.

A candidate’s eligibility for admission to Hope College is determined in terms of the following factors: scope and quality of academic preparation, character, leadership, interests, and educational goal. Each applicant is directed to become acquainted with the “Aims and Objectives” and the “Regulations” of Hope College. The applicant is responsible for submitting the following admission credentials in applying for admission:

Personal application form.

An official transcript of the secondary school record.

One letter of character reference, preferably written by high school counselor, principal, teacher, or pastor and mailed directly by the writer to the Admissions Office.

The medical report form. This will be mailed with the acceptance letter.

The $10 admission fee. This is to accompany the application and is non-refundable if applicant is accepted for admission.
The college encourages applicants to take one of the national scholastic aptitude tests, such as that of the College Entrance Examination Board, and to submit the scores to the Admissions Office as additional criteria. These scores are especially helpful in determining scholarship awards.

**Admission By Certificate**

The college will consider applicants for admission to the Freshman Class under the plans A, B, or C stated below:

A. Graduates of accredited secondary schools (four-year high schools, three-year senior high schools, and academies) who
   1. Rank academically in the upper half of their class.
   2. Are recommended by their high schools for college level studies.
   3. Present 15 or more units of secondary school subjects, a unit representing one school year's work in a given subject. Graduates of three-year senior high schools should include the units earned in the ninth grade (last year of junior high school) in totaling the 15 or more units. A minimum of 11 of the 15 or more units should be completed in the following subject fields:
      - English........................................3 but preferably 4 units
      - History and Social Studies
      - Science (biology, chemistry, physics) a minimum of 7 units
      - Mathematics (algebra, plane geometry, advanced algebra, solid geometry, trigonometry)
      - Foreign Language (Latin, Spanish, French, German) from 3 of these fields

Prospective students are urged to complete at least two units of a Foreign Language and two units of Mathematics in high school as prerequisite background for various college curricula.

B. Graduates of high schools approved under the Michigan College Agreement:
   1. Who are officially recommended for college study by the principal of the high school.
   2. Who rank in the upper half of their graduating class.
   3. Whose high school courses are sufficient in scope to satisfy the requirements for the college curriculum they wish to elect.
C. 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 B2. Such applicants may be admitted on satisfactory recommendations from the Administration of their respective schools and/or by scholastic aptitude tests.

Admission of Veterans

Hope College is approved for veterans who qualify for education under the privileges of the G. I. Bill of Rights and by the Korean G. I. Bill. College level credits which veterans have satisfactorily completed while in military service will be considered for transfer credit.

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>

Quality points, the numerical equivalent of the letter grade, are used to determine the student's rank in class, academic honors, and academic warning. By way of example, a student receiving an A, B, C, D, or F in a three-semester-hour course earns 12, 9, 6, 3, or 0 quality points respectively. The number of earned quality points divided by the number of semester hours of courses attempted establishes the quality point average of a student. A quality point average of 2.00 or better in 126 hours of course work is necessary to meet grade requirements for graduation.

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 42 for regulations governing dropping a 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 41). 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 advisement. 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 Recorder. 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 six 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.
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.

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 $17.00 for each semester hour in excess of sixteen. Regularly enrolled students must carry a minimum of twelve semester hours of course work each semester. Veteran students under the Korean G.I. Bill must carry a minimum of fourteen semester hours to be considered a full-time student and to receive the maximum benefits.

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 fifty-eight semester hours.

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

Class attendance is regarded as an essential part of the educational process at Hope College. The student is expected to benefit by classroom discussions as well as by his daily text assignments. In the classroom he gives his reactions and listens to the reactions of his fellow students. In such an educative process, a student misses an irreplaceable something when he misses class.

In accordance with these principles, all absences have an adverse effect upon the teacher's estimate of the student's progress in the course unless made up to the satisfaction of the instructor. The student is to consider himself directly responsible to the instructor for his absences. It is his responsibility to present an excuse to and to request make-up privileges from his instructor.

Classwork missed while students are away on faculty-approved business or because of illness should be made up to the satisfaction of the instructor. Although make-up work will not in all cases remove the full adverse effect of the absence, a faculty member will cooperate with the student in his attempt to make up his loss when such absence is necessary. The degree of effect upon grades will vary with the nature and the amount of the work missed and must be measured according to the instructor's best judgment. In case of excessive absences, the instructor may refuse all credit for the course.

Students will report all absences incurred while on college approved business or because of illness or unavoidable emergency by filling out the form in the Dean's Office within three days after returning to school.

Extension and Correspondence Work

Full time day 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 Academic Sessions

The Regular Session

The great majority of the curricular offerings are given in the two-semester regular session, beginning in September and ending in June. Classes are held Monday through Friday throughout the day, the first class beginning at 8:25 a.m. and the last (eighth) period ending at 4:50 p.m. The college calendar gives the exact dates of this session.

The Evening College

To meet the needs of the community of Holland and the surrounding area in the field of adult education, Hope College has instituted a series of courses to complement, on the collegiate level, the program of adult education sponsored by the Holland Public School. The courses, given both in the fall and spring semesters, are taught by Hope College faculty members and are designed to be the equivalent of the courses taught in the regular day session. They may be taken for college credit and will be accepted by Hope College toward the Bachelor of Arts Degree. They may also be audited by adults wishing to enroll for their personal pleasure or self-improvement. Except by special permission, students enrolled in the regular college program are not permitted to enroll in evening college courses.

A separate Evening College Bulletin gives the more complete details of this program. Interested persons are asked to address inquiries to the Director of the Evening College.

The Summer Session

Hope College offers a program of summer school study on its campus to meet the needs of students from its own regular sessions and from other colleges. Most of the courses extend six weeks; several extend eight weeks. The courses are undergraduate credit courses which can be applied toward the A.B. degree at Hope or transferred to other universities or colleges. Students regularly enrolled at another college should secure advance permission from the academic dean of that college if he wishes credit transfer for summer study taken at the Hope summer school. Veterans may apply for full privileges under the G. I. Bill.

Within the framework of this summer school the college maintains a Summer Trial Session, which is a special program designed to help high school graduates with some promise but with weak academic background prepare themselves to move successfully into the normal college freshman program in the regular fall session. In this six-week session the enrollees study two subjects on a collegiate level and are given special counseling and instruction designed to improve their reading and study skills. The program is designed to introduce the student to college level study under the most favor-
able conditions. Upon completion of the session, the grades and comments of the teaching staff are used by the Admissions Committee to help determine whether the student is ready to be admitted into the regular college program.

A separate summer session bulletin gives more complete details on the regular course program and the summer trial session. Interested persons are asked to direct inquiries to the Director of the Summer School.

Vienna Summer School

The Vienna Summer School offers students a unique opportunity to combine the most significant aspects of travel and study abroad. The program is designed to integrate the pleasures of touring Europe, the challenges of intensive academic work under European professors, the comforts of extended residence in a private home in one of Europe’s oldest and most beautiful cities, and the thrill of traveling independently to enchanting new places.

Students enrolled in the Vienna Summer School can earn from two to eight semester hours academic credit in courses which are part of the regular undergraduate program of Hope College. Credits obtained during the summer in Europe may be applied toward the A.B. degree at Hope College or transferred to other undergraduate institutions.

The academic program of the Vienna Summer School emphasizes work in courses in which classroom study can be effectively augmented by features which are unique to the European location. Most courses will include field trips related to the subject studied. Thus music students will attend concerts or rehearsals of works discussed in class; those taking work in German civilization will be able to examine significant monuments of the past, as well as examples of European art and architecture; drama students will be able to attend plays; those interested in recent European history will have the opportunity to gather material from government officials, military leaders, and other participants in the events covered in the course; while students engaged in language study will profit from the daily necessity of using their newly acquired vocabulary and idioms.

The faculty of the Vienna Summer School is composed of members of the faculties of three cooperating institutions: The University of Vienna, The Institute of European Studies, and Hope College. Courses will be taught by Austrian professors from the University of Vienna and by other European instructors specially appointed for the Hope College summer program. In each course a member of the Hope College faculty will serve as “Associate Instructor” to help in planning course outlines, selecting texts and determining final grades.
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. See above, page 41, for explanation of quality points.

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
Religion and Bible 71
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.

IV. Six semester hours of courses from the Department of Bible and Religion (in addition to Religion 71). A Bible proficiency test is given to all new and transfer students. Students demonstrating adequate knowledge of the Bible through this test may elect six hours from any of the courses offered in the Department. The remaining students must elect Bible 11 (Bible Survey). After satisfactorily completing this course, these students may elect four hours from any of the courses offered in the Department. In conformity with the general college regulation (see page 9) students must elect one course in the Department of Bible and Religion during each academic year.

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

Foreign Language Requirement

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

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

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

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

B. The same foreign language he 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 minimum of 81 semester hours outside 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:

*Normally, two years of high school foreign language study are comparable to one year of college study. A student who enters a beginning language class after completing one or more years' study of that language in high school will receive only partial college credit for this course toward the B. A. degree.
a. Fine Arts (Music and Art)

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

c. Social Studies (History, Political Science, Geography, 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 125-126. (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: Mrs. Prins, Mr. Brown, Mr. Wolters, Mr. Gearhart).

3. For secondary school teachers:
   a. Major in general science. Minimum of forty-three hours to be taken in Biology, Chemistry and Physics. A concentration of at least eighteen hours in one department and of ten hours in each of the other two. Biology is recommended for the area of greatest concentration. See page 124 where the curriculum is described more fully. (Advisor: Mr. Thompson.)

   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 124 where the curriculum is described more fully. (Advisor: Miss Ross.)
Description of Courses

Art

Miss Wood

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.

11, 12. **Introduction to the Practice of Art.**
A basic studio course for the beginning student. The objective is to develop an awareness of the problem of painting, drawing and sculpture through personal expression in a variety of media. Prerequisite to all studio courses. This sequence, begun in 1958-1959, supplants courses 17 (Basic Art) and 41 (Drawing).

*Throughout the year.*

**Credit per semester, three hours.**

21, 22. **Introduction to the Study of Visual Arts.**
A course designed to develop an appreciation of painting, sculpture and architecture through lectures and slides, acquainting the student with the terminology and nomenclature of the arts. This sequence, begun in 1958-1959 supplants courses 18 (Art Appreciation) and 33, 34 (Art History).

*Throughout the year.*

**Credit per semester, three hours.**

31. **Basic Design.**
Study of the elements of two dimensional design in all the fields of fine art. Work is in a variety of materials and techniques. Prerequisite: Art 11, 12.

*First semester.*

**Credit, three hours.**

35, 36. **Painting.**
An introduction to the techniques and materials of oil painting. Prerequisite: Art 11 and 12. (Former numbering: 42, 63).

*Throughout the year.*

**Credit per semester, two hours.**

37, 38. **Sculpture.**
An introduction to the materials and techniques of sculpture; fundamentals of three-dimensional design. (Former numbering: 43, 44). Prerequisite: Art 11 and 12.

*Throughout the year*

**Credit per semester, two hours.**

64. **Advanced Studio.**
For students who have completed a year of painting or sculpture and wish to continue their work in either area.

*Second semester.*

**Credit, two hours.**

72. **Art Education.**
A study of the child’s creative and mental growth through art education. The purpose of the course is to acquaint the student with the means by which the child’s development might be stimulated and achieved. The student participates both in creative studio work and in discussions of the basic principles and techniques of art education. Prerequisites: Art 11; preferably also Art 12. (Former numbering: 77).

*Both semesters.*

**Credit, two hours.**
Biology

Mr. Thompson, chmn., Mr. Baker, Mr. Crook, Mr. Green, Miss Van Schaack

Biology is the science of life. Since the purpose of a college education is preparation for a 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.

Major: Students majoring in Biology must take a minimum of twenty-five hours in the department, including Biology 74. The course sequences must be approved by the Head of the Department. Those planning to go to graduate school should acquire at least 35 hours in 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.

For secondary teaching a composite general science major is outlined on page 50. Biology and Physical Education also make a desirable combination. For elementary teachers preferred courses in Biology are: 13, 14, 21, 35, 38, and 61. Also see “Composite Majors,” page 49.

13, 14. General Biology.
A year course for non-science majors consisting of one semester of plant biology (13) and one semester of animal biology (14). Intended as an orientation in biological science as one element of a general cultural background or to satisfy minor requirements. The two semesters may be taken in either sequence. Three classroom periods and one two-hour laboratory. Both semesters. Staff. Credit per semester, four hours

A year course for science majors consisting of one semester of botany (15) and one semester of zoology (16). Intended as an orientation in biology and as a basis for advanced work. The two semesters may be taken in either sequence. Two class room periods and two two-hour laboratories. Both semesters. Staff. Credit per semester, four hours.

A survey of the plant kingdom with emphasis on the flora of this region in the laboratory and in the field. Two classroom periods and two three-hour laboratory periods. Prerequisite: Biology 13 or 15. Second semester. Van Schaack. Credit, four hours.

The nature of bacteria and their direct and indirect effects on man will be studied. Basic bacteriological procedures will be introduced in the laboratory including the isolation and identification of bacteria from natural sources. Two classroom periods and two two-hour laboratories. Prerequisite: Biology 13, 14 or 15, 16. Alternate years (1959-1960). First semester. Crook. Credit, four hours.

32. Comparative Anatomy of Vertebrates.
A selected series of vertebrate types is studied. Two classroom periods and two three-hour laboratory periods. Prerequisites: Biology 13, 14 or 15, 16. Second semester. Thompson. Credit, four hours.
35. **Human Physiology and Hygiene.**
Primarily for education students as an extension and application of fundamental concepts of physiology introduced in Biology 14 or 16. Not open to pre-medical or pre-dental students. Credit will not be given for both Biology 35 and Biology 64. Two classroom periods a week. Prerequisite: Biology 13, 14 or 15, 16.
*Both semesters.*

36. **Clinical Laboratory Methods.**
Common laboratory procedures in urinalysis, hematology, parasitology, bacteriology and serology, with their physiological bases, will be studied. Two classroom periods and one three-hour laboratory. Prerequisite: Biology 13, 14 or 15, 16. Alternate years (1959-1960).
*Second semester.*

38. **Field Biology.**
An introduction to the common flora and fauna of the Holland region for prospective teachers and other interested students. The course is concerned primarily with the collection and classification of common plants and animals and the preparation of teaching materials. Two classroom periods and two two-hour laboratories. Prerequisite: one of the following, (a) either beginning year-course in biology, (b) Biology 11 prior to 1959-60, (c) consent of the instructor.
*Second semester.*

53. **Histology.**
Structure of the cell and its modifications into various tissues. Two classroom periods and one laboratory period. Prerequisite: Biology 15, 16 or consent of instructor.
*Second semester.*

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. Prerequisite: Biology 15 and 16, or consent of instructor.
*First semester.*

61. **Genetics.**
A general introductory course dealing with the fundamental principles of heredity and variation and some of their applications to modern problems. Prerequisite: Biology 13, 14 or 15, 16. Two lecture periods.
*First semester.*

64. **Advanced Physiology.**
This course deals with the structure, functions and conditions necessary for the maintenance of normal activities of the human body. Three classroom periods and two three-hour laboratory periods. Prerequisite: Chemistry 11, 12 and either Biology 15 and 16 or consent of instructor.
*Second semester.*

72. **General Parasitology.**
A survey of protozoan, helminthic and arthropod parasites as causative agents or vectors of disease. Prerequisite: Biology 15 and 16 or consent of instructor. Two classroom periods and one three-hour laboratory. Alternate years (1960-1961).
*First semester.*
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. Two classroom periods weekly. Designed for biology majors. Offered on demand. Open only to Juniors and Seniors.
Second semester.

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. Upon formal application and permission by the head of the department.
Both semesters.

Chemistry

Mr. Van Zyl, chmn.; Mr. Kleinheksel, Mr. Jekel, Mr. Brink

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.

Major: The minimum requirement for a chemistry major is twenty-six semester hours (exclusive of chemistry 15, 16). 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 111 as closely as possible. Students specializing in chemistry should consult with the head of the department regarding requirements in mathematics and physics.

For secondary school teaching a composite general science major is outlined on page 124. Pre-medical students should take at least courses 11, 12, 31, 32, 51 and 52. Courses in physical chemistry are also recommended by some medical schools.

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.

This course, designed for non-science majors, aims at developing an understanding of the fundamental principles of chemistry, with numerous illustrations of the application of these principles and theories to every-day phenomena. Not open to science majors or students planning on medicine or dentistry. Classroom, three hours a week, laboratory, three hours.
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 buretes 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.*

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.*

62. **Organic Chemistry and Ultimate Analysis.**
Lecture, reading and laboratory. Must be preceded by courses 11, 12, 31, 32 and 51. Alternate years (1959-1960).

*Second semester.*

64. **Advanced Inorganic Chemistry.**
A continuing study of inorganic chemistry with emphasis upon its physicochemical aspects rather than upon its treatment in a purely descriptive fashion. Recommended for chemistry majors. Classroom, two periods per week. Alternate years (1958-1959).

*Second semester.*

71, 72. **Elementary Theoretical and Physical Chemistry.**
Lecture and recitation. Chemistry 71 may be elected by premedical students with or without laboratory course Chemistry 73. A knowledge of Calculus is required for Chemistry 72.

*Throughout the year.*

73, 74. **Physical Chemical Measurements.**
Preceded or accompanied by Chemistry 71 and 72.

*Throughout the year.*

75. **History of Chemistry.**
Lecture and recitation. Recommended for all students majoring in chemistry. Must be preceded or accompanied by course 51.

*First semester.*

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.*
Lecture and literature research. Advanced organic reactions and laboratory preparations. Laboratory four to eight hours. 

Van Zyl. Credit, two or three 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. 

Van Zyl. 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 or honor points will be given toward graduation.

Teaching of Science.
See Education 86.

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.

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. Galien, Mr. Klaasen, Mr. Van Dahm, 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. Students majoring in other departments and wishing a one-semester course in general economics are referred to Economics 34, below.

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-six hours in business administration is required and, in addition, a minimum of eighteen semester hours from courses in economics that are prerequisite or supplemental
to the course offerings in business administration. Hours earned in Mathematics 35 may be included in the eighteen hour total. In majoring in either field, the student must take Principles of Accounting (six semester hours) and Economic Statistics (two semester hours) preceded by Mathematics 35 or their equivalents among his course elections. The program of study for a major in either of the two fields must meet with the approval of department advisors. See page 110 for suggested curricula.

A — Economics

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

34. General Economics.
Study of basic economic processes in their current American setting; intended to give students majoring in other departments a summary of essential concepts, principles, and traditions most relevant to understanding modern economic life. Not to be counted towards a major in Economics or Business Administration except that in special cases with department permission and with special outside study, this course may take the place of Economics 31. Prerequisite: Sophomore standing.
Second semester.
Van Dahm. Credit, 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. Van Dahm. 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. Van Dahm. Credit, three hours.

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

71. Economic Analysis.
An account of economic analysis for students at the intermediate level dealing with income theory, price determination, value, and distribution. Prerequisites: Economics 31, 32.
First semester. Van Dahm. Credit, three hours.

A study of the nature and causes of business cycles with emphasis on alternative explanations and analysis of proposed methods of control. Prerequisite: Economics 62 or consent of instructor. Alternate years, 1959-1960.
Second semester. Van Dahm. Credit, three hours.
74. **INTERNATIONAL TRADE.**
A survey of the field of international trade, with special attention given to fundamental theory and present policy and practice. Prerequisites: Economics 31, 32. Alternate years, 1958-1959.
*Second semester.*

76. **PUBLIC FINANCE.**
An introduction to principles, practices and problems of public finance—federal, state and local—covering revenues and expenditures, taxation theory and practice, public debts, and budgeting. Prerequisites: Economics 31, 32, or consent of instructor for seniors recommended by other departments.
*First semester.*

91. **SEMINAR IN ECONOMIC PROBLEMS.**
Study of important 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.*

**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 per week. Prerequisites: For 31, Sophomore standing and for 32, satisfactory completion of 31.
*Throughout the year.*

53. **PRINCIPLES OF MANAGEMENT.**
Study of essential managerial principles and processes as usually associated with business but important also in the conduct of church, school, and other non-business affairs. Prerequisites: Economics 31 and 32, or consent of instructor.
*First semester.*

54. **BUSINESS LAW.**
A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisites: Economics 31, 32, or consent of instructor.
*Second semester.*

56. **INVESTMENT FUNDAMENTALS.**
Analysis and appraisal of investment alternatives as found in real estate, bonds, and preferred and common stocks with emphasis on arrangements and programs meeting the needs of individual investors. Prerequisites: Economics 31 and 32 and Business Administration 31 and 32, or consent of instructor.
*Second semester.*

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.*

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, or consent of instructor.
*Second semester.*
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 use of computations and bookkeeping procedure. Prerequisites: Business Administration 31, 32, and Economics 31, 32. Alternate years, 1960-1961.
*First semester.*

Staff. 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 alternate procedures as well as appraisal of ratios between balance sheet items. Prerequisites: Business Administration 31, 32 and Economics 31, 32. Alternate years, 1959-1960.
*First semester.*

Staff. 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.*

Van Dahm. 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 53 and Economics 52, or consent of instructor.
*First semester.*

Van Dahm. Credit, two 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.
*Second semester.*

Drew. Credit, three hours.

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**Education**

*Mr. VanderBorgh, chmn.; Mr. Baker, 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 123-125 is outlined 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.

Only juniors and seniors may take education courses.

36. **Child Development.**
Same as Psychology 36.

38. **Adolescent Psychology.**
Same as Psychology 38.

51. **History and Philosophy of Education.**
The historical agencies and factors which have influenced the educational progress of the various peoples. Emphasis upon the aims, methods, content, organization and results. Studies of the changing philosophies of education.
*First semester.* Vander Borgh. Credit, three hours.

52. **Educational Psychology.**
The growth and development of childhood in all its phases, but with special stress on mental development. Careful study 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. **Teaching Reading 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.**
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.
*First semester.* Vander Borgh. Credit, three hours.
56. **General Methods and Materials for High School.**
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.

*Second semester.*  
*Vander Borgh. Credit, two hours.*

58. **Educational Sociology.**
A study of the significance of various social factors in the educational process itself, within the school room and the community as a whole; an analysis of various school and community relationships and responsibilities for the educational program of the community.

*Summer.*  
*Ver Beek. Credit, three hours.*

59. **Education — Children’s Literature.**
A study of children’s books, authors, illustrations and publishers. The different types of books that appeal to children at different age levels and methods of interesting children in reading will be explored.

*Schoon. Credit, three 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 construct achievement tests in the subject matter field of his choice.

*Second semester.*  
*Credt, two hours.*

70. **Teaching Arithmetic and Elementary Science.**
This course presents a survey of materials and methods of making arithmetic and science meaningful to the elementary child.

*First semester.*  
*Schoon and Baker. Credit, three hours.*

72. **Art Education.**
A study of the child’s creative and mental growth through art education. The purpose of the course is to acquaint the student with the means by which the child’s development might be stimulated and achieved. The student participates both in creative studio work and in discussions of the basic principles and techniques of art education. Prerequisites: Art 11; preferably also Art 12.

*Both semesters.*  
*Wood. Credit, two hours.*

73. **Secondary Vocal Methods.**
The study and observation of secondary teaching techniques, with examination of materials. The requirements for the first two years of a music major are advisable as a prerequisite. Offered alternate years, 1954-1955.

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

74. **Secondary Instrumental Methods.**
A study of the problems peculiar to the teaching of instrumental music in both class and private instruction. Sections will be devoted to the selection of texts and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Offered first semester of even-numbered years and the second semester of odd-numbered years.

*Both semesters.*  
*Rider. Credit, three hours.*
75. Teaching Physical Education in the Elementary School.
Same as Physical Education 75.  
First semester.  
Breid. Credit, two hours.

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

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.

Prerequisite: Music 13 or permission of instructor. To be given upon successful completion of a diagnostic test. Materials in both instrumental and vocal music will be taught.  
Both semesters.  
Holleman. Credit, two hours.

81. Student Teaching in the Elementary School.
Student teaching, supervised by the Department of Education, is done in cooperation with the Holland Public Schools.  
Both semesters.  
Ver Beek. Credit, eight hours.

82. 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.

83. Student Teaching in the Secondary School.
Student teaching, supervised by the Department of Education, is done in cooperation with Holland Public Schools.  
Both semesters.  
Ver Beek. Credit, five hours.

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. Alternate years, 1958-1959.  
First semester.  
Brown. Credit, two hours.

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.  
Ross. Credit, two hours.
86. Teaching of Science in Secondary School.*
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. Baker. Credit, two hours.

87. 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.
First semester. De Graaf. Credit, two hours.

89. Teaching of 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. 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, Miss Carwell, Mrs. De Wolfe, Mr. Hollenbach, Mr. Prins, Miss Protheroe, Miss Reeverts, Mrs. Talbert, 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 grammar 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 stu-
Students are also to remember that a reading knowledge of French or German 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 87, 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 a knowledge of grammar 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 papers stressing thinking.
Second semester. Staff. Credit, three 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. For Freshmen only.
Both semesters. Ten Hour. 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.

33. JOURNALISM.
A study of the technique employed in the various types of journalistic writing and a study of the place the newspaper occupies in modern society. Open to all who have six hours of composition credit.
First semester. Brand. Credit, three hours.
37. **American Novels.**
A study of representative novels taken from nineteenth and twentieth century American authors. Section A for Sophomores only. Section B for Juniors and Seniors.
*First semester.*

38. **The Short Story.**
A literature course involving the study of representative American and European short stories. Section A for Sophomores only. Section B for Juniors and Seniors.
*Second semester.*

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.
*Both semesters.*

53. **Advanced Composition.**
Students in conjunction with the teacher may choose a field of writing in line with their own particular interests. Prerequisites: English 11 and 12, or their equivalents.
*First semester.*

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.*

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.*

56. **Shakespeare: Tragedies.**
A chronological study of the most important tragedies emphasizing the evolution of Shakespeare's genius as a tragic dramatist.
*Second semester.*

57. **Romantic Poetry.**
*Second semester.*

60. **Victorian Literature.**
A study of the major figures in English poetry and essay between 1832 and 1900. Alternate years, 1958-1959.
*Second semester.*

61. **The English Novel.**
A study of the structure and content of the English novel from Defoe to Joyce.
*First semester.*
Alternate years, 1959-1960.
62. **THE MODERN EUROPEAN NOVEL.**

*Second semester.*

Prins. Credit, three 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. Alternate years, 1958-1959.

*First semester.*

Hollenbach. Credit, three hours.

64. **CONTEMPORARY DRAMA.**
A study of Ibsen and the contemporary drama of America and Europe. Alternate years, 1958-1959.

*Second semester.*

Hollenbach. 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.*

Talbert. Credit, three hours.

66. **SURVEY IN AMERICAN LITERATURE.**
From 1865 to the contemporaries. 65 is recommended but not required for admission. Recommended for prospective teachers.

*Second semester.*

Talbert. Credit, three hours.

68. **LITERARY CRITICISM.**
A study of the principles of literary criticism as applied to poetry. Recommended to those who plan to go on to graduate school. Alternate years, 1958-1959.

*Second semester.*

Prins. Credit, two hours.

72. **JOHN MILTON.**

*Second semester.*

De Graaf. Credit, two hours.

74. **THE ENGLISH LANGUAGE.**

*Second semester.*

De Graaf. Credit, two hours.

75. **PROBLEMS IN JOURNALISM.**
Open to those who have had experiences in journalistic writing or who are directly involved in campus publications. Alternate years, 1959-1960.

*First semester.*

Brand. 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 with supplementary readings. Required of all English majors.

*Throughout the year.*

De Graaf. Credit per semester, three hours.

**TEACHING OF ENGLISH.**
See Education 87.
French

Mrs. Prins, chmn.; Miss Meyer

A general statement of the aims and recommendations of the Modern Foreign Language Departments is found below, page 79.

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 another. All courses numbered above fifty (50) have as prerequisite course 32 or permission of instructor.

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

31, 32. INTERMEDIATE FRENCH.
Course 31 includes grammar and pronunciation review and a variety of reading materials. Course 32 continues with reading on a more advanced level. Aural-aural drill is basic throughout the year in class and laboratory. Prerequisite: Course 12 or a successful proficiency examination. Throughout the year. Meyer. Credit per semester, four hours.

43, 44, 45, 46. INTERMEDIATE CONVERSATION.
A series of one-hour courses designed to further self-expression and increase vocabulary. Different materials are used each semester. Any or all courses may be elected. Prerequisite: French 31 or permission of instructor. Throughout the year. Prins. Credit per semester, one hour.

51. EIGHTEENTH CENTURY DRAMA.

52. CONTEMPORARY FRENCH LITERATURE.

53. EIGHTEENTH CENTURY LITERATURE.

54. MODERN FRENCH LITERATURE.
55. French Civilization.  
Second semester.  
Meyer. Credit, three hours.

57. Survey of French Literature.  
A general study of types of literature in chronological order from the Middle Ages to the present time. Every other year, 1960-1961.  
First semester.  
Prins. Credit, three hours.

64. The Golden Age of French Literature.  
Concentration on the works of Corneille, Racine and Moliere. Every third year, 1960-1961.  
Second semester.  
Prins. Credit, three hours.

71. Romanticism.  
Second semester.  
Prins. Credit, three hours.

73. French Diction.  
Course designed to give individual attention to pronunciation, intonation and diction. Full use of the new language laboratory is made with much of the classroom preparation in the laboratory. Prerequisite: Courses 11 and 12 or equivalent. Required of French majors. Offered every other year, 1958-1959.  
Second semester.  
Prins. Credit, two hours.

74. Advanced Grammar Review and Composition.  
First semester.  
Prins. Credit, two hours.

76. French Drama of the Nineteenth Century.  
Study of the types of drama: the romantic theatre, the realist drama, the "theatre libre" of Antoine, the symbolic theatre of Maeterlinck and the religious drama of Claudel. Every third year, 1959-1960.  
Second semester.  
Prins. Credit, three hours.

84. Teaching of Modern Languages.  
Required for French majors desiring to teach French in the secondary schools. See Education 84.

German

Mr. Gearhart, chmn.; Mr. Brown, Mr. Ellert, Mr. Gerberding,  
Mrs. Snow, Mr. Wolters

A general statement of the aims and recommendations of the Modern Foreign Languages is found below, page 79.

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. The completion of the basic requirement or placement equivalent is a prerequisite to all courses above 50.

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.**
The student is taught to speak and read by modern methods with the aid of a new language laboratory. Also offered in conjunction with the Hope College Summer School in Vienna.
*Throughout the year.*

**Credit per semester, four hours.**

31, 32. **Intermediate German.**
This course is open to those students who have completed courses 11 and 12 or have passed a proficiency examination. Also offered in conjunction with the Hope College Summer School in Vienna.
*Throughout the year.*

**Credit per semester, four hours.**

34. **Scientific German.**
This course takes the place of German 32 for those students who intend to major in science, medicine, physics, or mathematics and who wish to concentrate all their efforts in their last semester of German in reading scientific German rather than literature.
*Second semester.*

**Credit per semester, four hours.**

41, 42. **German Conversation.**
The language laboratory is utilized in conjunction with this course. Alternate years, 1958-1959. Also offered in conjunction with the Hope College Summer School in Vienna.
*Throughout the year.*

**Credit per semester, two hours.**

51. **German Drama.**
A study of the outstanding dramas of each period. Attention is given to structure and technique. Supplementary reading will introduce authors other than those studied in class or will allow for a thorough study of one author. Every third year, 1960-1961.
*First semester.*

**Credit, three hours.**

55. **German Civilization.**
The course consists of a historical survey of the development of the German people along cultural lines: music, art, literature, and philosophy. A knowledge of German is not required. Every third year, 1959-60. Also offered in conjunction with the Hope College Summer School in Vienna.
*First semester.*

**Credit, three hours.**

58. **The German Novel and Novelle.**
A study of both genres with emphasis on their distinctive characteristics. Representative selections will be read. Every third year, 1960-1961.
*Second semester.*

**Credit, three hours.**

59. **The German Lyric.**
Poems by the important German lyricists beginning with Klopstock. Analyses of structural and stylistic technique will be made. Every third year, 1958-1959.
*First semester.*

**Gearhart. Credit, two hours.**
60. Viennese Drama.
Only dramas by Viennese authors will be studied. Special attention will be given to that distinctively Viennese genre, the fairy drama, by such authors as Raimund and Nestroy. Offered only in conjunction with the Hope College Summer School in Vienna. Upon demand. 

Credit, three hours.

64. Grammar Review and Composition.
A thorough review of German grammar. Intended for students preparing to teach German or pursue research where a knowledge of the language is essential. Every third year, 1958-1959.

Second semester. 
Gearhart. Credit, two hours.

65-69. Studies in German Literature.
A chronological study of the trends and types of German literature from its beginnings to the present. Representative selections will be read. The grouping of certain periods together allows for a more interesting study of their contrasts.

Second semester. 
Gearhart. Credit, three hours.

Second semester. 
Credit, three hours.

First semester. 
Credit, three hours.

Second semester. 
Credit, three hours.

First semester. 
Gearhart. Credit, three hours.

Teaching of Modern Languages.
See Education 84.

Greek
Mr. Hilmert, Mr. Voogd

The course offerings in Greek are designed primarily to provide pre-theological students an opportunity to acquire an understanding of the grammatical structure of the Greek language and to gain a working knowledge of the vernacular Greek of the New Testament.

The Greek courses may be used to meet the college language requirement. In general it is advisable to begin Greek study in the Junior year. Students who have had no foreign language study in high school are urged to elect at least one year of Latin or a modern language before beginning the study of Greek.

An introductory study of the Greek language with emphasis on grammatical structure, vocabulary building and speed and comprehension of reading. 
Throughout the year. 
Hilmert. Credit per semester, four hours.

31, 32. Intermediate Greek.
Throughout the year. 
Voogd. Credit per semester, three hours.
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.

A. History

HISTORY MAJOR: A minimum of twenty-six semester hours is required for a major. In addition to the courses in History, a minimum of twelve hours is required in at least two other Social Sciences, such as Political Science, Sociology, or Economics. History 13, 14 and 33, 34 are the basic courses for a history major. Fourteen semester hours in history courses numbered above 50 are required. A major must include courses in as many areas as possible: Ancient, European, U.S. History, South America, Middle East, Asiatic, Africa. Each major in his senior year must elect a senior preseminar (either History 81 or 84). Students who intend to continue their studies in this field on the graduate level are advised to take two modern languages.

15. EUROPEAN CIVILIZATION: 1500-1815.
The course aims to assist the student to understand the development and growth of the modern state, the rise of the democratic spirit, and the origin of the free enterprise system with their attendant conflicts and struggles.
First semester. Staff. Credit, three hours.

16. EUROPEAN CIVILIZATION: 1815 TO THE PRESENT.
The course aims to broaden and deepen the student's awareness of the cause and effect relationship between the events and the developments of the past and the problems and the organizations of the present.
Second semester. Staff. Credit, three hours.

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

34. HISTORY OF THE UNITED STATES (1865-1945).
Second portion of the survey course in American History. Emphasis is placed on industrial, labor and agricultural problems, domestic and foreign policies, and economic and social legislation. (Freshmen may enter only as special cases.)
Second semester. Vanderbush. Credit, three hours.
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 Bab­
ylonian history through the Roman period. Special emphasis is placed upon
Greek institutions and culture. Prerequisite: History 15, 16. Alternate years,
First semester.
Rossal 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, 1958-1959.
Second semester.
Ross. Credit, three hours.

53. History of Hispanic-America: Early Period.
A study of the early native cultures, colonization, and early National Period
First semester.
Ross. Credit, three hours.

A study of the economic and political growth of the various countries, with
special emphasis upon their relationship to hemispheric and world problems.
Alternate years, 1959-1960.
Second semester.
Ross. Credit, three hours.

57. American Diplomacy and Foreign Relations.
A study of the development of foreign policies with special emphasis upon
the period in which the United States developed into a world power. Pre­
requisite: History 33, 34.
Second semester.
Fried. Credit, three hours.

A survey of American thought from the colonial period to the present, with
attention to the relationships with the history of ideas elsewhere in the
Second semester.
Credit, three hours.

60. Recent American History.
A study of economic, social and political problems facing the U.S. since 1932.
Prerequisite: History 33, 34, or consent of instructor.
Summer session.
van Putten. Credit, three hours.

61. Human Geography.
A study of human society in relation to the earth background. Basic purpose
of the course: to develop in the student an intelligent and informed aware­
ness of the limitations and potentialities of all people, in relation to geographic
factors. (Former numbering: 62)
First semester.
Ross. Credit, three hours.

62. Political Geography.
A study of those problems of the various countries of the world which are
environmental in origin but political in settlement. (Former numbering: 63)
Second semester.
Ross. Credit, three hours.

63. Europe and the World Between Wars.
A study of the social, economic, political, and ideological changes in Europe
and the areas affected by European policies during the inter-war period.
First semester.
Fried. Credit, three hours.
64. **Europe and the World in the Atomic Age.**
A study of the major phases of the Second World War and the political reorganization which followed it. Emphasis will be placed on recent economic, social, and political developments in the major areas of the Western world.
*Second semester.*
Fried. Credit, three hours.

65. **History of Sub-Saharan Africa.**
A study of the basic problems—ethnologic, geographic, and political—for which the various areas in Africa are now seeking solutions. Alternate years, 1958-1959.
*First semester.*
Ross. Credit, three hours.

67. **The Development of Europe, 1740-1870.**
*First semester.*
Ross. Credit, three hours.

68. **The Development of Europe, 1870-1918.**
A study of the growth of European imperialism, with special emphasis upon the social, economic, political, and philosophical conflicts which led to World War I. Pre-requisite: History 67. Alternate years, 1959-1960.
*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. Alternate years, 1958-1959.
*Second semester.*
Wolters. Credit, three hours.

72. **Ancient History.**
A study of the cultures of the Tigris-Euphrates region, Egypt, the eastern Mediterranean countries, Asia Minor, and Greece, to the time of the rise of Rome. Alternate years, 1959-1960.
*Second semester.*
Williams. Credit, three hours.

73. **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 up to 1912. Alternate years, 1958-1959. (Former numbering: 74)
*First semester.*
van Putten. Credit, three hours.

74. **History of the Far East.**
From 1912 to 1945. Alternate years 1958-1959. (Former numbering: 75)
*Second semester.*
van Putten. Credit, three hours.

75. **History of the Far East.**
1945 to present.
*Summer session.*
van Putten. Credit, three hours.

76. **Survey of Russian History to 1917.**
A study of the development of the Russian state from its Kievian origins through the Romanov period to 1917. Emphasis will be placed on the geographic, economic, and social factors as they contributed to the growth of the Russian Empire. Alternate years, 1959-1960.
*First semester.*
Fried. Credit, three hours.
77. Soviet Russia Since 1917.
A detailed study of the Russian Revolution and the development of the Soviet system. Particular attention will be given to the analysis of the social, economic, and political changes which have occurred in Russia during the past forty years. Alternate years, 1959-1960.
Second semester.
Fried. Credit, three hours.

A seminar course designed as the capstone course for history majors. The field of concentration will be decided by the instructor upon examination of the interests and needs of the students.
Both semesters.
Staff. Credit, two hours.

84. Contemporary Problems.
A seminar course with the same general procedures as History 81, but focusing upon an analysis of one or more contemporary problems.
Second semester.
Ross. Credit, three hours.

Teaching of Social Studies.
See Education.

B. Political Science

Political Science Major: The major consists of not fewer than twenty-four hours in the department. In addition to the courses in Political Science, a minimum of twelve hours in at least two other Social Sciences is required, such as History, Sociology, or Economics. Students who intend to continue their studies in this field on the graduate level are advised to take two modern languages.

A study of the national government from its origins through its development to the present with emphasis on the functional aspects of government.
Both semesters.
van Putten. Credit, three hours.

42. State and Local Government.
A study of the procedures of government of all the states with special reference to Michigan. The functional approach is emphasized. Prerequisite: Political Science 11.
Both semesters.
Vanderbush. Credit, three hours.

51. Political Parties and Electoral Problems.
A study of the political parties, their histories and how they operate, and the conduct and problems of elections. Prerequisites: Political Science 11 and 42. Offered 1959-1960.
First semester.
Vanderbush, van Putten. Credit, three hours.

53. Public Administration.
An examination of the underlying principles of government management at the federal, state and local levels. Prerequisite: six hours of Political Science. Alternate years, 1958-1959.
Second semester.
van Putten. Credit, three hours.

63. International Organization.
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. Prerequisite: Political Science 11. Alternate years, 1958-1959.
First semester.
Fried. Credit, three hours.
72. **COMPARATIVE GOVERNMENT.**
Study of the major types and forms of governments of Europe, as well as the governments of Japan and China. Prerequisite: Six hours of Political Science. Alternate years, 1958-1959.
First semester. Williams. Credit, three hours.

73. **AMERICAN CONSTITUTIONAL HISTORY.**
A study of the Federal Convention of 1781 and the changes in the Constitution as a result of the Supreme Court decisions, legislation and political philosophy. Prerequisite: six hours of Political Science; History 33, 34 also advisable. Alternate years, 1959-1960.
First semester. van Putten. Credit, three hours.

74. **AMERICAN POLITICAL THEORY.**
This course analyzes and interprets fundamental American political ideas in terms of their origins, assumptions and developments. Prerequisite: nine hours of Political Science. Alternate years, 1959-1960.
Second semester. Williams. Credit, three hours.

76. **FOREIGN POLICY.**
A study of how foreign policy is made and how it is put into operation. Prerequisite: Political Science 11 and 42. Alternate years, 1959-1960.
Second semester. van Putten. Credit, three hours.

81. **SEMINAR — CURRENT PROBLEMS OF PUBLIC POLICY.**
Either Political Science 81 or 82 is required of Political Science majors.
First semester. van Putten. Credit, two hours.

82. **SEMINAR — PROBLEMS OF AMERICAN FOREIGN POLICY.**
Either Political Science 81 or 82 is required of Political Science majors.
Second semester. van Putten. Credit, two hours.

91, 92. **AMERICAN SEMINAR.**
In cooperation with the American University, Washington, D.C. a full semester's work may be taken in Washington, D.C. Consult Department Chairman.

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**Latin**

*Mr. Wolters*

A general statement of the aims and recommendations in Classical Languages is found above, page 57.

**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. **Intermediate Latin.**
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, 1958-1959.

*First semester.*  
Credit, two hours.

54. **Roman Philosophy.**

*Second semester.*  
Credit, two hours.

55. **Latin Literature in Translation.**
This course seeks to give an appreciation of the varied literary treasures of the Romans. No knowledge of the Latin language is required. The 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, 1958-1959.

*First semester.*  
Credit, three hours.

72. **Latin Writing.**
Intended especially for those who plan to teach Latin. Required of teaching majors.

*Second semester.*  
Credit, two hours.

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

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**Mathematics**

*Mr. Folkert, chmn.; Mr. R. Brown, Mr. Mulder, Mr. Sherburne, 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 courses require a minimum of one year of high school algebra and one year of high school geometry.

**Major:** Those planning a major in mathematics with the goal of high school teaching should take a minimum of 25 hours including the courses 13, 14 (or 15), 16, 31, 35, 51, 61, 62, and 65.
Those planning a major in mathematics with the goal of graduate work in the field should include as a minimum: 15, (or 13, 14), 16, 31, 35, 51, 61, 65, 71, 81, and 82.

Those planning a major in mathematics with the goal of entering engineering as a profession should include: 15 (or 13, 14), 16, 21, 31, 35, 41, 51, 65, and 71.

College Physics is required. For completion of a major, the Chairman of the Department should be consulted.

Prerequisites: One year of high school algebra. A year of high school plane geometry is strongly urged. This course is the same as third semester high school algebra. Not to be counted towards a major in mathematics. 
Staff. Credit, three hours.

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.

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

15. College Algebra and Plane Trigonometry.
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.
First semester. Staff. Credit, four hours.

Fundamental topics of plane and solid analytics. Prerequisites: Plane Trigonometry and College Algebra.
Both semesters. Staff. Credit, five hours.

17. Mathematics of Business.
Prerequisites: One year of high school Geometry and one year of Algebra. Not to be applied to a Mathematics major. Not offered 1958-1959.
First semester. Staff. Credit, three hours.

Solid Geometry is strongly urged as a prerequisite.
Both semesters. Stieketee. Credit, three hours.

31. Calculus I.
Differentiation of algebraic, trigonometric, hyperbolic, logarithmic and exponential functions with applications. Integration of algebraic functions. Prerequisites: Analytical Geometry.
Both semesters. Staff. Credit, four hours.
51. **Calculus II.**
Formal integration with applications, series, partial differentiation, double and triple integrals, introduction to differential equations.
*Both semesters.*

61. **Theory of Equations.**
Integral Calculus a prerequisite but may be taken at the same time.
*First semester.*

62. **College Geometry.**
A study of advanced Euclidean geometry with emphasis on its synthetic development. Prerequisite: Analytical Geometry.
*Second semester.*

65. **Modern Algebra.**
An introductory study of Boolean Algebra, groups, matrices, determinants, fields, rings and ideals.
*First semester.*

71. **Differential Equations.**
Study of elementary differential equations. Prerequisite: Math. 51.
*Second semester.*

81. **Advanced Calculus.**
Prerequisite: Math. 51.
*First semester.*

82. **Advanced Calculus.**
Continuation of Mathematics 81.
*Second semester.*

91. **Readings.**
A course for seniors who plan to take graduate work in mathematics. Enrollment by permission of chairman of department.
*Second semester.*
*Credit, two hours.*

**Teaching of Mathematics.**
See Education 89.

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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 Science are advised to study German and secure a reading knowledge of French; music majors should study German and French. 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) 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 departmental titles, which are arranged alphabetically.
Music

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

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. See below, page 118, for a suggested outline for the first two years. 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 52 hours in music courses; in Elementary Music Education, 44 hours; and in Applied Music, 50 hours.

Requirements for a major in Secondary Vocal Music Education:
Theoretical Subjects: Music 15, 16, 17, 18, 31, 32, 33, 34, 51, 52, 71, 72, 75, 76 — 34 hours.
Applied Subjects: Voice (Must reach at least Voice 64) — 10 hours. Piano 21, 22, 41, 42 — 4 hours.
Music Electives: 4 hours.
Total: 52 hours.

Every major in Vocal Music Education must put in three full years' work in one of the Choirs. It is strongly recommended that the course in Music 56 be taken as a methods course under the Education Department.

Requirements for a major in Secondary Instrumental Music Education:
Theoretical Subjects: Music 15, 16, 17, 18, 31, 32, 33, 34, 51, 52, 57, 58, 71, 72 — 34 hours.
Applied Subjects: Major Instrument (Must reach at least Instrument 68) — 8 hours. Strings 27, 28; Winds 27; Brass 27; Piano 21, 22 — 6 hours.
Music Electives: 4 hours.
Total: 52 hours.
Every major in Instrumental Music Education must put in three full years' work in either Orchestra, Band, or Instrumental Ensemble. Course 74 is required as a methods course under the Education Department as Education 74.

Requirements for a major in Applied Music:
Theoretical Subjects:  Music 15, 16, 17, 18, 31, 32, 33, 34, 51, 52, 71, 72, 75 — 34 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: 50 hours.

Requirements for a major in Elementary Public School Music:
Theoretical Subjects:  Music 15, 16, 17, 18, 33, 34, 56, 71, 72, 74 or 75 — 23 hours.
Music Electives:  6 hours.
Total: 44 hours.

Students desiring to fulfill the minor requirements for teacher certification must elect 15 hours of music. Courses 15, 16, and 56 or 57 or 76 are required.

Theoretical Courses

13. FUNDAMENTALS OF MUSIC.
A course designed for students desirous of becoming more familiar with music. Sight-singing, melodic and rhythmic dictation. For non-majors. Strongly recommended for admission to Music 56.
First semester. Rietberg. Credit, two hours.

15, 16. THEORY I.
This is a beginning course for music majors with emphasis on the fundamentals of music. The first semester is devoted primarily to the study of triads, intervals, keys, scales, cadences, sight singing, melodic and harmonic dictation, and keyboard harmony. The second semester introduces seventh chords, modulation, and the study of four-part writing. Dictation and keyboard drill are continued. The course meets daily.
Throughout the year. Kooiker. Credit per semester, four hours.

17. SURVEY OF MUSIC LITERATURE.
A non-technical study of the various musical styles, designed to establish a basis for the understanding of all types of music. Portions of the course will be devoted to tone color and rhythm, programmatic musical form, and aesthetics.
Both semesters. Staff. Credit per semester, two hours.
18. **Music Literature Before 1750.**
Prerequisite: Music 17 or consent of instructor. A study of the music from the time of the Greeks through the works of Bach and Handel, with emphasis on the use of illustrative materials and recordings. Offered alternate years, 1959-1960.
*Second semester.*

*Cavannah. Credit, two hours.*

31, 32. **Theory II.**
Prerequisite: 15 and 16. A continuation of Theory I, with emphasis on part-writing. Includes altered chords, transition and modulation, chromaticism, harmonic analysis, and considerable original work.
*Throughout the year.*

*Cavannah. Credit per semester, three hours.*

33. **Music Literature of the Classic and Romantic Periods.**
Prerequisite: Music 17 or consent of instructor. The course includes the history and literature of music after 1750 and extending through the Romantic Period. Special emphasis is placed on the works of Haydn, Mozart, Beethoven, and Schubert. Copious use is made of recordings and selected readings. Individual investigation of special interests and the writing of themes is encouraged. Offered alternate years, 1958-1959.
*Second semester.*

*Kooiker. Credit, two hours.*

34. **Music Literature Since 1900.**
Prerequisite: Music 17 or consent of instructor. A study of the styles and development in musical literature of the past sixty years. Contemporary trends and the other art forms will be included, and various individual composers will be studied, as well as the larger schools of musical thought. Offered alternate years, 1959-1960.
*Second semester.*

*Rider. Credit, two hours.*

51, 52. **Form and Analysis.**
Prerequisite: Theory I and Theory II. A practical and analytical course in the structure of music, as well as the harmonic and polyphonic devices employed in representative major works. Offered alternate years, 1958-1959.
*Throughout the year.*

*Cavannah. Credit per semester, two hours.*

54. **Piano Methods.**
This course is designed to introduce methods and materials used in teaching elementary and intermediate piano for private and class instruction at all age levels. Students other than piano majors may register upon consent of the piano staff. Offered alternate years, 1958-1959.
*Second semester.*

*Piano Staff. Credit, one hour.*

56. **Elementary Music Methods.**
Prerequisite: Music 13 or permission of instructor. Materials in both instrumental and vocal music will be taught. Same as Education 79.
*Both semesters.*

*Hollemann. Credit, two hours.*

57, 58. **Orchestration and Conducting.**
Prerequisite: Music 32. A detailed study of orchestral and band scoring with emphasis on the technique of the baton and the rehearsal problems of instrumental groups. The first semester will include work with the brass and woodwind ensembles, progressing to the scoring of music for symphonic band. String ensembles and the adaptation of vocal, piano and organ works for symphonic orchestra will be included in the second semester. Offered alternate years, 1958-1959.
*Throughout the year.*

*Rider. Credit per semester, three hours.*
71, 72. **Senior Pro-Seminar in Music.**
A required senior music course designed to assist advanced students in the problems of music and to act as an additional survey of theoretical and music literature materials. Includes an oral comprehensive examination toward the end of the first semester.

*Throughout the year.*
*Staff. Credit per semester, one hour.*

74. **Secondary Instrumental Methods and Administration.**
A study of the problems peculiar to the teaching of instrumental music in both class and private instruction. Sections will be devoted to the selection of texts and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Offered alternate years 1959-1960.

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

75. **Choral Conducting.**
A practical study of conducting choral music. The requirements for the first two years of a music major are advisable as a prerequisite. Offered alternate years, 1958-1959.

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

76. **Secondary Vocal Methods.**
The study and observation of secondary teaching techniques, with examination of materials. The requirements for the first two years of a music major are advisable as a prerequisite. Offered alternate years, 1958-1959. Same as Education 73.

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

77. **Music of the Church.**
The course includes a survey of the music of the church: early Christian music, Gregorian chant, the evolution of polyphony, and the influence of the Reformation. Time is devoted to the study of liturgy, the nature of worship, and the function of music in the service of worship. Extensive use is made of selected readings, the hymnal and recordings. Recommended for pre-seminary students.

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

**Applied Music Courses**

All courses in Applied Music are open to students of varying degree of preparation, from beginners to advanced students. All music majors are required to pass an examination each semester under the jury system, and after approval by a faculty jury are required to give a recital during the senior year. In the case of music education majors, the length of the 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 25, 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.

CLASS INSTRUCTION.
Class instruction is offered in Voice, Piano, Violin, Cornet, and Clarinet. The course number is the same as that in private instruction with the exception that a small "cl" is added to the number. Individual restrictions are as follows:

Voice Class—
Open to all students, with a limitation of two hours total credit to voice majors and four hours total credit to all other students.

Piano Class—
Open to all beginning students with the exception of piano majors to which it is closed entirely. Limited to two hours total credit.

Instrument Class—
Each instrument field is closed entirely to the student majoring in that particular field of applied music. Limited to two hours total credit in Violin, one hour total credit in Cornet, one hour in Clarinet, and one hour in Percussion. Violin offered throughout the year, odd years only. Cornet offered second semester, even years. Clarinet offered first semester, even years. Percussion offered first semester, even years.

10. CHAPEL CHOIR.
Membership of approximately 70 voices determined by audition at the beginning of the Fall term.
Throughout the year. Cavanaugh. Credit per year, one hour.

10c. CHANCEL CHOIR.
Membership open to all interested students.
Throughout the year. Rietberg. 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.

40. Symphonette.  
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. Prerequisites: piano-playing ability of at least a third-grade level.  
Throughout the year.  
Holleman. Credit per semester, one hour.

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

Philosophy  
Mr. Dykstra, chmn.; Mr. Vander Lugt

The Department of Philosophy aims to meet the needs of three groups of students.

1. Those interested in philosophy's contribution to a liberal education. For these, philosophy aims to provide acquaintance with fundamental questions arising in every area of experience, skill in critical thought, and some guidance in integrating the broad areas of human experience and learning.

2. Those whose main educational interest is in specialized areas. For these the study of philosophy provides a critical analysis of fundamental concepts employed in various disciplines (e.g. art, science) and a clarification of the kinds of validity achieved in each.

3. Those who expect to major in philosophy. For these the department provides opportunity to become familiar with the history of philosophical thought and with the major special fields of philosophical inquiry.

Major: A minimum of twenty-six hours in the department beyond the introductory course (15). Specific requirements: Philosophy 18, 33, 34, 55, 56, 62, 81 or 82, 83 or 84. Particular programs involving courses in other departments to be worked out with the departmental advisor.
15. **Introduction to Philosophy.**
*Both semesters.*
*Credit, three hours.*

17. **Nature of Language (General Semantics).**
Development of critical thinking skill through clarification of meanings. Nature of language as instrument of thought, origin and development of language, ways in which language shapes and is shaped by experience, linguistic confusions which lead to confusions of thought, overcoming traditional conflicts of thought by analysis of meanings.
*Second semester.*
*Credit, two hours.*

18. **Reflective and Critical Thinking (Introductory Logic).**
General fallacies of thought, psychological hindrances to sound thinking, elementary forms of deductive reasoning, inductive reasoning with emphasis on hypothetico-deductive methods of science, analysis of creative thinking.
*First semester.*
*Credit, three hours.*

33. **Ancient Philosophy.**
Ancient Greek philosophy from Thales through the later Greek moralists.
*First semester.*
*Credit, three hours.*

34. **Medieval Philosophy.**
Late Greek religious philosophies, early Christian thought, emergence, flowering and disintegration of Medieval philosophy. Prerequisite: Philosophy 33 or consent of instructor.
*Second semester.*
*Credit, three hours.*

55. **Modern Philosophy.**
From Descartes through German Idealism, with emphasis on metaphysical and epistemological questions.
*First semester.*
*Credit, three hours.*

56. **Contemporary Philosophy.**
Philosophy of the nineteenth and twentieth centuries. Prerequisite: Philosophy 55 or consent of instructor.
*Second semester.*
*Credit, three hours.*

58. **Philosophy of Science.**
Critical Analysis of methods and concepts of the natural and social sciences; methods of integration of science; science and ethics, art, and religion. Alternate years, 1958-1959.
*Second semester.*
*Credit, three hours.*

61. **History of Ethical Thought.**
Ethical ideals, chiefly of western culture; structuring of ethical questions; analysis of conflicts between ethical systems. Alternate years, 1959-1950.
*First semester.*
*Credit, three hours.*

62. **Ethical Theory and Practice.**
*First semester.*
*Credit, three hours.*
75. **Philosophy of Religion.**
Meaning and grounds of religious belief, place of religious belief in a total world-view. Subject to consent of the instructor, may be taken in fulfillment of Religion requirement for Senior students.
*First semester.* Credit, three hours.

78. **Aesthetics.**
Analysis of meaning of aesthetic creativity, aesthetic objects, and aesthetic enjoyment; problems in aesthetic judgment. Alternate years, 1959-1960.
*Second semester.* Credit, three hours.

81 or 83. **Readings in Philosophy.**
Reading of advanced philosophical literature; development of analytical and critical reading skills. Prerequisite: consent of instructor.
*First semester.* Credit, three hours.

82 or 84. **Advanced Philosophical Problems.**
Conducted on basis of individual study or cooperative inquiry by small groups, centering in the writing of a thesis. Prerequisite: Consent of the instructor.
*Second semester.* Credit, two hours.

### Physical Education

*Mr. Green, chmn.; Miss Breid, Mr. De Vette, Mr. Brewer*

**Required Physical Education:** All students are required to take two semester courses in physical education activities. These courses are to be taken during the freshman year.

All persons taking physical education activity classes or participating in the intramural program must be checked annually by the college health service. This examination is to be taken during the first two weeks of the first semester for those in the activity classes. Those participating in intramurals must have their physical before the first contest in which they are to take part. Certification of physical condition, in writing, from the college health service must be filed with the department of physical education.

**Program for a Minor in Physical Education:**

**Men—**Any male student may be granted a minor in physical education for teacher certification by successfully completing a minimum of fifteen semester hours, including Biology 35, Physical Education 31, 51, 52, 63, and 64, and the physical education activities courses 21 and 22.

**Women—**Any woman student may be granted a minor in physical education for teacher certification by successfully completing a minimum of 15 hours of credit courses including Biology 35, Physical Education 31, 51, 52, 54, or 56 and either 75 or 76, and the physical education activities courses 11, 12, 15, and 16.

11. **Field Hockey and Gymnastics. (W)**
Nine weeks will be given to learning techniques and team strategy as well as actual game play in each of these sports.
*First semester.* Breid. Act. credit.
12. **Volleyball and Softball.** *(W)*
Nine weeks will be given to learning techniques and team strategy as well as actual game play in each of these sports.
*Second semester.*

Breid. Act. credit.

14. **Archery and Badminton.** *(W)*
This course offers an opportunity to develop skills and to acquire fundamental knowledge in each of these activities.
*Second semester.*

Breid. Act. credit.

15. **Folk and Square Dance.** *(M,W)*
Fundamental rhythms and representative folk dances of various countries, in addition to Early American Square Dances, will be offered in this course.
*Both semesters.*

Breid. Act. credit.

16. **Tennis and Basketball.** *(W)*
This course offers an opportunity to develop skills and to acquire fundamental knowledge in each of these sports.
*Both semesters.*

Breid. Act. credit.

17. **Badminton and Golf.** *(W)*
Nine weeks will be given to the development of skills and to the actual playing of each of these activities.
*Second semester.*

Breid. Act. credit.

21, 22. **Physical Education Activities.** *(M)*
This is the required course for all men students, and is to be taken in the freshman year. The course includes calisthenics, participation in team sports such as touch football, basketball, volleyball and softball, and participation in individual sports such as tennis, badminton, weight lifting, archery, handball, and golf.
*Both semesters.*


31. **Introduction to Physical Education.** *(M,W)*
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 freshman and sophomore year.
*First semester.*

Brewer. Credit, two hours.

49. **Athletic Training and Conditioning.** *(M)*
The student is introduced to the procedures used in treating injuries and is taught to observe and recognize the symptoms which indicate very serious injury. Prerequisite: Physical Education 31.
*First semester.*

Green. Credit, one hour.

51. **Organization and Administration of Health and Physical Education.** *(M,W)*
This course is designed to acquaint the student with the problems of administering a physical education program in a typical public school. The entire program of required, intramural and inter-school physical education is discussed and studied. Prerequisite: Physical Education 31.
*First semester.*

Breid, Green. Credit, three hours.

52. **Anatomy and Kinesiology.** *(M,W)*
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.
*Second semester.*

Green. Credit, three hours.
54. COMMUNITY RECREATION. (M,W)
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.

Breid. Credit, two hours.

56. FIRST AID. (M,W)
A general course designed to acquaint the student with methods of giving aid in case of accident or sudden illness. Alternate years, 1958-1959.
Second semester.

Breid. Credit, one hour.

63. FUNDAMENTALS AND TECHNIQUES OF FOOTBALL AND BASKETBALL. (M)
A study of the fundamentals of these sports and the techniques and theories of coaching them at the high school level. A study of the rules is included. The course requires three class meetings a week. Football will be studied the first eight weeks and basketball the last eight weeks of the semester. Academic credit will be given only to students minoring in physical education. Not open to freshmen.
First semester.

De Vette. Credit, two hours.

64. FUNDAMENTALS AND TECHNIQUES OF BASEBALL AND TRACK. (M)
A study of the fundamentals of these sports and the techniques and theories of coaching them at the high school level. A study of the rules is included. The course requires three class meetings a week. Baseball will be studied the first eight weeks and track the last eight weeks of the semester. Academic credit will be given only to students minoring in physical education. Not open to freshmen.
Second semester.

De Vette, Brewster. Credit, two hours.

68. ANALYSIS OF PHYSICAL EDUCATION SKILLS. (M,W)
The course is devoted to a study of the mechanics involved in the performance of the movements used in team, dual and individual sports. Physical education 31 and 52 prerequisites.
Second semester.

Green. Credit, two hours.

73. TEACHING AND OFFICIATING TEAM SPORTS. (W)
The analysis of skills, teaching progressions, class organization and testing procedures for hockey, speedball, soccer, and volleyball will be covered in three hours each week of either lecture or practical laboratory work in an activity class. In addition, the technique of officiating and the knowledge of the organization of intramurals will be acquired through assisting in the Women's Intramural program one hour each week. Alternate years, 1959-1960.
First semester.

Breid. Credit, two hours.

74. TEACHING AND OFFICIATING TEAM SPORTS. (W)
The analysis of skills, teaching progressions, class organization and testing procedures for basketball and softball will be covered in three hours each week of either lecture or practical laboratory work in an activity class. In addition, the technique of officiating and the knowledge of organization of intramural will be acquired through assisting in the Women's Intramural program one hour each week. Alternate years, 1959-1960.
Second semester.

Breid. Credit, two hours.
75. Teaching Physical Education in the Elementary School. (M,W)
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. Breid. Credit, two hours.

76. Teaching Physical Education in the Secondary School. (M,W)
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, 1958-1959.
Second semester. Breid, Green. Credit, two 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.

An introductory course in Physical Science, designed for non-science students. It aims not only at a presentation of fundamental concepts and theories but also a philosophy of science.
Second semester. Kleis. Credit, four hours.

A one semester course giving the basic fundamentals and working knowledge of the slide rule. Prerequisite: Mathematics 14 (Former numbering: 33).
Both semesters. Frissel. Credit, one hour

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. Offered on demand.
Second semester. Frissel. 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. Frissel. 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.

52. **NUCLEAR PHYSICS.**
This course is an effort to examine both the assumption upon which nuclear
theory is built and results predicted by the theory; it also includes a study of
important experiences and experimental methods. Prerequisites: Physics 51,
Second semester. Frissel. Credit, three hours.

53. **ELECTRONICS.**
An introductory course dealing with tube characteristics and operation, circuit
analysis, rectification, amplification systems and photo-electricity. Prerequisites:
Physics 32, and Mathematics 31, 51.
First semester. Frissel. Credit, three hours.

54. **ELECTRONIC CIRCUITS.**
A continuation of Physics 53. Application of fundamentals of electronics
including transistors in various circuits. Two hours lecture, one laboratory
period.
Second semester. Frissel. Credit, three hours.

61. **ANALYTICAL MECHANICS.**
An advanced course in statics. It is recommended to students interested in
physics, astronomy, engineering, and applied mathematics. Prerequisites:
Mathematics 31 and 51. Physics 31 and 32.
First semester. Frissel. Credit, three hours.

62. **ANALYTICAL MECHANICS (DYNAMICS).**
An advanced course in dynamics continuing studies on kinetics of a particle,
impulse, momentum, work and energy, and dynamics of a rigid body.
Prerequisites: Mathematics 31, 51, and Physics 61.
Second semester. Frissel. Credit, three hours.

63. **THERMODYNAMICS.**
An advanced course for students of physics, chemistry, and engineering, dealing
with concepts of work, internal energy, heat, reversibility, and entropy, with
examples and applications mostly to ideal gases. Prerequisites: Physics 31 and
First semester. Frissel. Credit, two hours.

71. **ELECTRICITY AND MAGNETISM.**
An advanced course in electricity and magnetism. Recitation, three hours;
laboratory, three hours. Prerequisites: Mathematics 31 and 51. Physics 31
First semester. Frissel. Credit, four hours.
72. **Physical Optics.**

**Frissel. Credit, three hours.**

91. **Special Problems.**
This course is designed to give students majoring in physics a chance to do work in a field in which they have a special interest. By permission of chairman of department.

**Both semesters.**

**Staff. Credit, by arrangement.**

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**Psychology**

*Mr. De Haan, chm.; Mrs. Smith, Mr. Vander Lugt*

Psychology is the science of human 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 psychology an aid to understanding themselves and their relationship to those with whom they are to work.

**Major:** Students who wish to major in psychology should make application to the chairman of the department by the close of the sophomore year. Specific requirements include: a minimum of 25 semester hours in psychology, including courses numbered 31 and 54; Biology 11, 34; 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, 61, and 71; Biology 61; and Philosophy 18 are strongly recommended.

31. **Introduction to Psychology.**
A beginning course in the scientific study of human behavior. Prerequisite: Sophomore standing or consent of the instructor.

**Both semesters.**

**Staff. Credit, three hours.**

36. **Child Psychology.**
A survey of the major facets of the whole child from conception to adolescence. Emphasis placed on understanding modification of growth and development resulting from influences of environmental factors. Prerequisite: Psychology 31. First semester.

**De Haan. Credit, three hours.**

38. **Adolescent Psychology.**
A study of the development changes taking place during the years of transition from childhood to maturity, with particular emphasis upon how these changes affect the eventual psychological make-up of the individual. Prerequisite: Psychology 31. Second semester.

**De Haan. Credit, three hours.**
52. **Industrial Psychology.**
A study of the application of psychological principles to business and industry. Includes an examination of methods used in employee selection, placement, and motivation; in maintaining good employee relations; and in the development of effective supervision and leadership.
*Second semester.*
*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 31.
*First semester.*
*De Haan. 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 31.
*First semester.*
*De Haan. CREDIT, THREE HOURS.*

55. **Educational Psychology.**
Same as Education 52.
*Second semester.*
*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 31 and 54.
*Second semester.*
*De Haan. CREDIT, THREE HOURS.*

61. **Introductory Statistics.**
Same as Mathematics 35.
*First semester.*
*CREDIT, TWO HOURS.*

62. **Psychology of Exceptional Children.**
Understanding the child who deviates in either direction mentally, physically, emotionally, and socially from the average trend for his age group and the effects of the deviations upon the behavior of the child.
*Second semester.*
*Staff. 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. Same as Education 64. Prerequisite: Psychology 31. Alternate years, 1960-1961.
*Second semester.*
*Staff. CREDIT, TWO HOURS.*

71. **Psychology of Learning.**
*First semester.*
*Staff. CREDIT, TWO HOURS.*

73. **History and Systems.**
A study of the various contemporary schools of psychology.
*Second semester.*
*Staff. CREDIT, TWO HOURS.*
91. **Psychological Studies.**
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.

*Both semesters.*

**Staff. Credit, by arrangement.**

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**Religion and Bible**

*Mr. Voogd, chmn.; Mr. Kruithof, Mr. Ponstein*

Courses in the Department of Bible and Religion are regarded as an integral part of the college curriculum and nine semester hours are required of all students for graduation. Bible 71 must be taken by all students. Concerning the remaining six hours see page 43 of the catalog.

**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 or Religious Education 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 110 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.

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11. **Bible Survey.**
A study of the basic content of the Old and New Testaments. Required of all students who do not pass the Bible Proficiency test.

*Both semesters.*

*Ponstein. Credit, two hours.*

12. **Christ in the Gospels.**
An analysis of the person and work of Jesus Christ as presented in the gospel records.

*Both semesters.*

*Kruithof. Credit, two hours.*

31. **The Apostolic Age.**
A study of the founding and expansion of the early Christian Church, with a discussion of its problems and their relevance to the church today.

*Both semesters.*

*Ponstein. Credit, two hours.*

51. **Old Testament History.**
A study of the history and basic religious concepts of the Old Testament record.

*Both semesters.*

*Kruithof, Voogd. Credit, two hours.*

61. **Modern Religious Movements.**
A study of the history and teachings of such religious movements as Mormonism, Spiritism, Christian Science, Jehovah's Witnesses, etc. Alternate years, 1960-1961.

*First semester.*

*Ponstein. 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, 1958-1959.

*Second semester.*

64. **The Hebrew Prophets.**
A study of the messages of the Hebrew prophets in their historical setting and their relevance to the present time. Alternate years, 1960-1961.

*Second semester.*

65. **The Poetry of the Old Testament.**

*Second semester.*

71. **The Philosophy of the Christian Religion.**
A study of the Christian conception of the nature of God, of man and of the world, including 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.*

73. **The Christian Classics.**
A study of the essential writings that form our Christian heritage, such as those of Augustine, Aquinas, Luther, Calvin, Pascal, and Kierkegaard. Reading, discussion, lectures. Alternate years, 1958-1959.

*First semester.*

78. **History of Religion in America.**
A study of the history of the various religious movements in our own country, from colonial times to the present day. Alternate years, 1959-1960.

*First semester.*

81. **Archaeology and the Bible.**
Archaeological discoveries are studied with special reference to material corroborative of the Biblical narratives. Alternate years, 1959-1960.

*Second semester.*

83. **Intertestamental History.**
This course covers the period from the Babylonian exile to the Roman period and the birth of Christ. It treats the history of the Persian, Alexandrian and Roman empires, and the Maccabean era of Jewish independence, as they relate to Biblical history. Alternate years, 1959-1960.

*First semester.*

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**Religious Education**

*Mr. Hilbert*

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. They are professional courses aiming to enable the student to apply his knowledge of the Bible and religion and other allied fields to his specific vocational tasks.
For students who are interested in preparing for some special area of church work, a Bachelor of Arts degree with an appropriate major or composite major plus the professional courses in Religious Education is recommended. The major will vary according to special interests and needs. See below, page 112, for a more complete description of special course programs for those planning to enter church work.

**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 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.

33. **Principles of Religious Education.**
A study of the processes and outcomes of religious education based on an understanding of the psychology of religious experience and the principles of human development. Prerequisite: introductory course in Psychology or consent of the instructor.  
*First semester.  
Credit, three hours.*

34. **Principles of Religious Education.**
A study of the curriculum, methods, materials, organizational patterns, and administrative problems of religious education in the local church. Prerequisite: Religious Education 33.  
*Second semester.  
Credit, three hours.*

52. **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. Alternate years, 1959-1960.  
*Second semester.  
Credit, two hours.*

54. **Personal Counseling.**
A study of the principles and techniques of helping people with emotional and spiritual problems on a non-professional level. This involves some understanding of the dynamics of individual behavior and the psychological interpretation of the religious process. Special emphasis is laid on the application of these principles and techniques to the task of evangelism. Alternate years, 1958-1959.  
*Second semester.  
Credit, two hours.*

56. **Recreational Leadership.**
Same as Physical Education 54. (Community Recreation).  
*Second semester.  
Credit, two hours.*

61. **Group Leadership.**
A study of the dynamics underlying member-participation and the role of the leader in small groups, with special application to classroom procedures and with emphasis on the personal growth and therapeutic value of group process. Principles studied are valid for all groups. Conducted as a workshop. Registration limited to 20.  
*First semester.  
Credit, two hours.*
M    u    s    i    c    o    f    t    h    e    C    h    u    r    c    h.
Same as Music 77.
*First semester.*

**Credit, two hours.**

**Sociology**

*Mr. Nyberg, chmn.; Mrs. Hadden, Mr. Hinga*

Sociology is the study of man in his group activities. The main purpose of the department is to present some fundamental social facts in an orderly manner which have grown out of human history and current social research.

The focus of attention is on human interaction, its development and its meaning. Every professional field, therefore, finds in sociology the means of better understanding. Human interaction occurs in the teacher's classroom, in the minister's congregation, among the social worker's clients and the doctor's patients. In the business office or workshop, the political party, the village of the missionary, or in each family there is need for such understanding.

Professional opportunities: A professional sociologist with graduate training finds ample opportunities in college teaching at the undergraduate or graduate level or in specialized schools such as seminaries, medical schools and schools of social work. More and more opportunities are opening up in secondary school systems. Private and public research and civil service offers further opportunities.

Social work offers the largest job opportunity for an undergraduate sociology major. Hospitals, child guidance clinics, adoption centers, settlement houses, county, state and federal public assistance offices, police and prison work, visiting teacher and school counseling, and marriage counseling are but a few places in desperate need of either undergraduate or graduate trained people. See below, page 122 for further information.

**Major:** A major in sociology requires a minimum of 25 hours of courses from the offerings listed below. The course sequence must be approved by the department advisor. Specific course requirements for all majors should include 31, 41, 51, 52, 56, 65, 73. Students planning on graduate work should be familiar with at least one foreign language and statistics.

**31. Introductory Sociology.**
A study of the structure of society and how it functions. The method of sociological investigation and some of the research results show the principles of people interacting in their social groups. Such principles help explain one aspect of such things as mob behavior, learning in the classroom, voting habits, loyalty to home and country. This is a basic course and prerequisite for nearly every other sociology course. Prerequisite: Sophomore standing.
*Both semesters.*

*Nyberg. Credit, three hours*
32. **Social Problems.**
Attention is centered on social maladjustment with a view to its amelioration or solution. Problems studied include crime, race relations, family disorganization, war, etc. Prerequisite: Sociology 31.  
*Both semesters.***

41. **Introduction to Anthropology.**
A study of the characteristics of primitive societies—the organization of the life and thought of these peoples, including the cultural attainments. Illustrative applications of anthropology in modern life are part of the study.  
*First semester.*

50. **Social Anthropology.**
A study of the social organization of our primitive contemporaries around the world. Representative primitive peoples used in the study may vary depending on the specific interests of the class. Literature covers primitives of the South Seas, Africa, Asia, South America, the Arctic Eskimo and Indians of North America. Special emphasis is directed to the process of social change and its influence on total society. Prerequisite: Sociology 31 and 41.  
*Not given 1959-1960*  
*First semester.*

53. **History of Social and Political Thought.**
An introduction to the study of government and society through some of the major political and social theories from Plato and Aristotle to modern times. The development of social and political thought will be related to cultural and institutional growth. Emphasis will be on the debate in Western thought and history between totalitarianism and constitutionalism. Its aim is to acquaint the student with the historical perspective necessary to understanding the main problems of the modern state. (Replaces Sociology 51, 52)  
*First semester.*

54. **Modern Sociological Theory.**
This course examines historically and systematically a variety of approaches to social, political and cultural life as developed by important thinkers in modern times. Polarity analysis, the policy science approach, functional inquiry, causal questioning, dynamic interpretation, system construction, problem orientation and measurement procedures will constitute the main topics for discussion and investigation. Its aim is to acquaint the student with a comprehensive background necessary to understanding strategic methodological facets in the social sciences today. (Replaces Sociology 51, 52)  
*Second semester.*

56. **Cultural and Social Differentiation.**
A study of human behavior and value patterns attending outstanding individual and social differences in historical and contemporary cultures. Class, race, ecological and age variables will be among the main topics for investigation and discussion. Alternate years.  
*Credit, three hours*

57. **Social Psychology.**
Same as Psychology 53.  
*First semester.*
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. **Hadden. Credit, two hours.**

67. **Social Organization and Cultural Planning.**
This course considers practical and theoretical questions concerning problems of social organization and planning. It will deal with local issues and broader national policies through the 'case method' approach and by way of meaningful interpretation. Its aim is to acquaint the student with some of the important concerns pertinent to organizing the Great Society in our time. (Replaces Sociology 65). Alternate years, 1960-1961. **Nyberg. Credit, three 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. **Hadden. Credit, two hours.**

72. **The Family and Marriage Relations.**
A systematic and practical exposition on the problems of courtship, child guidance and domestic harmony stressing the importance of proper marital relationship in the life of the individual as well as to society in general. Sociology majors taking the course for sociology credit will be required to write a paper on some sociological aspects of family or family life. Prerequisite: Senior standing. **Nyberg. Credit, two hours.**

73. **Cultural Change and Social Control.**
A course dealing with the mixing of peoples in American Society and on World Frontiers. Minorities, industrialization, conflict and the resistance to change will be some of the topics considered. Problems of control and stability arising from the major transformations of our time will also be treated. Alternate years. **Nyberg. Credit, three hours.**

75. **Introductory Statistics.**
Same as Math 35. **First semester. Credit, two hours.**

91. **Methods of Research in Sociology.**
A course dealing with a variety of research techniques available to the social scientist. An attempt will be made to evaluate the merits of each technique. Some practical experience in the major steps of the research process will be a part of the course. (Replaces Sociology 90). **Nyberg. Credit, two hours.**
Spanish

Mr. Brown, chmn.; Mrs. Prins

A general statement of the aims and recommendations of the modern Foreign Languages is found on page 79.

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. Prins. 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. Brown. Credit per semester, four hours.

51. GOLDEN AGE SHORT STORY.
Reading of the Celestina, the short stories of Cervantes, and other short prose fiction of the Golden Age. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, 1960-1961.
First semester. Brown. Credit, three hours.

52. GOLDEN AGE DRAMA.
Extensive readings and class discussions of the theatre of Lope de Vega, Tirso de Molina, Alcarcon, Calderon, and others. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, 1960-1961.
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 on demand.
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 laid 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, 1958-1959.

*First 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, 1959-1960.

*Second semester.* Brown. Credit, four hours.

57. **Brazilian Portuguese.**

A course in the language of Brazil designed for students who already know Spanish. Due to linguistic similarities, those who know Spanish can learn Portuguese easily and rapidly. Course begins with the elements of grammar and continues to include extensive reading and free composition. Prerequisite: Spanish 31, 32 or permission of the instructor. Every third year, 1960-1961.

*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 Asis, study the accomplished naturalism of Aluizio Azevedo and terminate with writers of the contemporary scene, such as Jorge Amado, Jose Lins do Rego, and Erico Verissimo. Every third year, 1960-1961.

*Second semester.* Brown. Credit, four hours.

59. **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. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, 1959-1960.

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

60. **Cervantes and His Age.**

A study of Cervantes' artistic creation and relation to the culture of the sixteenth century. Readings of the entire *Don Quijote* in class. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Every third year, 1959-1960.

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

61. **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, 1958-1959.

*Second semester.* Brown. Credit, three hours.
72. CONTEMPORARY SPANISH LITERATURE.
A continuation of course number 61 tracing the development of the novel and drama into the twentieth century and the "generation of '98". Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, 1959-1960.
Second semester. Brown. Credit, two hours.

76. MEXICAN LITERATURE.
A short survey of Mexican literature including selected works of the outstanding poets and novelists from colonial times to the present. Offered on demand.
Second semester. Brown. Credit, two hours.

TEACHING OF MODERN LANGUAGES.
See Education 84.

Speech

Mr. Schrier, chmn.; Mr. De Witt, Mr. Smith

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 14, 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, except Speech 14.
Both semesters. Staff. Credit, two hours.

14. INTRODUCTION TO THE THEATRE.
Appreciation of the theatre, films, television, and their role in contemporary life. Consideration of theory and criticism, acting and directing and technical areas, primarily from the audience point of view. Prerequisite to Speech 41, 59 and 63.
First semester. Dewitt. Credit, two hours.

34. PUBLIC SPEAKING.
A logical continuation of 11. Continued stress upon delivery with major emphasis upon voice control, and also introductory to the field of speech composition. Prerequisite: Speech 11.
Second semester. Schrier, Smith. Credit, two hours.

36. RELIGIOUS DRAMA.
A study of drama in relation to the church. The origin, use and available literature will be considered. Emphasis upon production of religious drama within existing church facilities. Prerequisite: Speech 14 or permission of the instructor. Alternate years, 1958-1959.
Second semester. Dewitt. Credit, two hours.
37. **INTERPRETATION.**
A study of the theory and practice of oral reading. Analysis of literature and practice in the techniques of oral communication of intellectual, emotional, and aesthetic values.
*First semester.*  
*DeWitt. Credit, two hours.*

38. **INTERPRETATION.**
Continuation of 37 with emphasis upon preparation for public performance. Study of special problems in the interpretation of prose, poetry and drama.
Prerequisite: Speech 37.
*Second semester.*  
*DeWitt. Credit, two hours.*

41. **FUNDAMENTALS OF DRAMA.**
A study of the development of dramatic literature and theatre from its origin to the present-day. Particular attention is given to the relationship of historical factors to contemporary theatrical production. Every third year, 1959-1960.
*First semester.*  
*DeWitt. Credit, two hours.*

51. **ARGUMENTATION AND DEBATE.**
The underlying principles of debating and argumentation are studied. Classroom debates upon current topics. Briefings, techniques of securing conviction studied and applied.
*Second semester.*  
*Smith. 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.
*First semester.*  
*Smith. 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: Speech 34 or 37.
*First semester.*  
*Scherier. 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, eulogies, the radio speech, after-dinner speeches, the commencement speech, and speeches for special occasions. Analysis of models.
Prerequisite: Speech 53 or permission of the instructor.
*Second semester.*  
*Scherier. 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.*  
*Staff. Credit per semester, two hours.*

59. **THEATRE PRODUCTION I.**
A survey course in staging, stage lighting, costuming, make-up and business.
Prerequisite: Speech 14 or permission of the instructor.
*First semester.*  
*DeWitt. Credit, three hours.*
63. **Theatre Production II.**
A course in acting and directing. Prerequisite: Speech 59 or permission of the instructor.
*Second semester.*

71. **Oratory.**
Preparation in the research, composition, and delivery of orations for the local and intercollegiate oratorical contests sponsored by the college. Analysis of models. Prerequisite: permission of instructor.
*First semester.*

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 request.
*First semester.*

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 14, 41, 59 and 63. Given on request.
*Either semester.*
Part Four

PROGRAMS of STUDY
Suggested Programs of Study

The liberal arts college is designed to help students live more adequately, and this aim includes preparation for effective and constructive service in a vocation. All of the study that a student does in college can have significant vocational value. In fact industry and business, professional schools, and government agencies are increasingly emphasizing the importance of a broad base of liberal art subjects as the most significant vocational preparation an undergraduate college can give. However, in the present age of technology and specialization, there is need for some intelligent pointing of the student’s program toward a field of vocational activity. Furthermore, the college curriculum is planned to include some courses which give specific professional training for vocations in which the collegiate years are the final period of preparation.

On the succeeding pages are found a number of recommended course programs carefully designed to give the best preparation for students planning on going directly into some vocation or profession or on entering professional schools. The requirements for entrance into professional schools vary so widely that students interested in a special field should consult professional school catalogs as early in their college career as possible. To assist the student in working out his undergraduate program, a number of faculty members with special interests and knowledge have been appointed to serve as vocational advisors. Students are encouraged to bring their enquiries to these advisors. In addition, the college maintains extensive files of career pamphlets and other vocational information in the college library.

The following vocational areas have special advisors, and suggested programs of study for them are separately described in the ensuing pages.

Vocational Advisors

Business and Economics — Mr. Yntema, Mr. Van Dahm
Chemistry (Industrial and Research) — Mr. Van Zyl
Christian Ministry — Mr. Voogd, Mr. Ponstein
Church Work — Mr. Hilmert
Dentistry — Mr. Kleinheksel
Diplomatic and Government Service — Mr. van Putten, Mr. Vanderbush
Engineering — Mr. Folkert
Forestry — Mr. Thompson
Home and Family Living — Miss Reeverts
Journalism — Mr. Brand
Law — Mr. van Putten
Librarianship — Miss Singleton
Medicine — Mr. Van Zyl
Medical Technology — Mr. Thompson
Music — Mr. Cavanaugh
Nursing — Mr. Thompson
Social Work — Mr. Nyberg
Teaching
   Elementary School — Mr. Ver Beek
   Secondary School — Mr. Vanderborgh
   College — Mr. Wolters or department chairman
Normal College Program — First Two Years

In general the first two years of college are devoted primarily to exploration of the various fields of study, as indicated by the all-college requirements. The normal pattern of courses for the freshman and sophomore years is indicated here. For certain pre-professional or professional programs, this pattern may need to be modified.

**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>
</tr>
<tr>
<td>Bible 11, Speech 11</td>
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<td>2</td>
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<tr>
<td>Math or Science</td>
<td>2nd</td>
<td>2</td>
</tr>
<tr>
<td>(courses numbered below 30)</td>
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<td></td>
</tr>
<tr>
<td>Foreign Language 11, 12 or 31, 32</td>
<td></td>
<td>4</td>
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<tr>
<td>Physical Education</td>
<td></td>
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<tr>
<td>Electives (from courses numbered</td>
<td></td>
<td>2.3</td>
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<tr>
<td>below 30)</td>
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<td></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 the following pages.

**Sophomore Year**

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

By the end of the Sophomore year Group II requirements (see page 41) should be completed. Recommended courses for fulfilling this requirement: History 15, 16; 33, 34; Economics 31, 32; Sociology 31, 32; Pol. Science 11; Philosophy 15, 17, 18.

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 suggested for students interested in a general business major. It is designed to provide basic training in business and related economics, yet it leaves a block of electives for special interests of students. The general elective pattern should have the approval of the department chairman.
### Freshman Year

<table>
<thead>
<tr>
<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>English 11, 12</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Speech 11, Bible 11</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Math 13, 14, or 11, 15</td>
<td>3</td>
<td>3-4</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Physical Education</td>
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<td><strong>Total</strong></td>
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### Sophomore Year

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<tr>
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<tbody>
<tr>
<td>English 31, 32</td>
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<tr>
<td>Foreign Language</td>
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<td>4</td>
</tr>
<tr>
<td>Bible 31</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Psychology 31</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Principles of Economics</td>
<td>31, 32</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Accounting</td>
<td>31, 32</td>
<td>3</td>
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<td><strong>Total</strong></td>
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### Junior Year

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<tr>
<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>Bible 51</td>
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<td></td>
</tr>
<tr>
<td>Prod. Management 53</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Marketing 61, 62</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 35</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Econ. 62</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Labor Econ. 52</td>
<td></td>
<td>3</td>
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<tr>
<td>English 51</td>
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<tr>
<td>Pol. Science 11</td>
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</tr>
<tr>
<td>Electives (in keeping with general requirements)</td>
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<td><strong>Total</strong></td>
<td>16</td>
<td>16</td>
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### Senior Year

<table>
<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Business Law 54</td>
<td>3</td>
<td></td>
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<tr>
<td>Finance Prin. 72</td>
<td></td>
<td>3</td>
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<tr>
<td>Money and Banking</td>
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<td></td>
</tr>
<tr>
<td>Econ. 51</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Personnel Adm. 73</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bible 71</td>
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<td>3</td>
</tr>
<tr>
<td>Electives (in keeping with general requirements)</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>16</td>
</tr>
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</table>

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

### Junior Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible 51</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Money and Banking</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Labor Economics 52</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Statistics, Math 35</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Statistics, Econ. 62</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Pol. Science 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives (in keeping with general requirements)</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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### Senior Year

<table>
<thead>
<tr>
<th>Subject</th>
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<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible 71</td>
<td>3</td>
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<tr>
<td>Econ. Analysis 71</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Econ. 72 or 74</td>
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<td></td>
</tr>
<tr>
<td>Public Finance 76</td>
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</tr>
<tr>
<td>Electives (in keeping with general requirements)</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

Electives should be chosen with the approval of the chairman of the department.
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.

<table>
<thead>
<tr>
<th></th>
<th>Freshman Year</th>
<th>Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Semester</strong></td>
<td><strong>Hours</strong></td>
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<tr>
<td></td>
<td>1st</td>
<td>2nd</td>
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<tr>
<td>Chemistry 11, 12, or 13, 14</td>
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<tr>
<td>English 11, 12</td>
<td>3</td>
<td>3</td>
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<tr>
<td>German 11, 12</td>
<td>4</td>
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<tr>
<td>Mathematics 13, 14 or 15</td>
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<td>4</td>
</tr>
<tr>
<td>Mathematics 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bible and Speech 11</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>17</td>
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**Junior Year**

<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
<th><strong>Semester</strong></th>
<th><strong>Hours</strong></th>
<th><strong>Semester</strong></th>
<th><strong>Hours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 51, 52</td>
<td>5</td>
<td>5</td>
<td>Chemistry 71, 72</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 61</td>
<td>3</td>
<td>1</td>
<td>Chemistry 73, 74</td>
<td>1 or 2</td>
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<tr>
<td>Chemistry 76</td>
<td>3</td>
<td>3</td>
<td>Chemistry 62</td>
<td>3</td>
</tr>
<tr>
<td>English 31, 32</td>
<td>3</td>
<td>3</td>
<td>Chemistry 75</td>
<td>1</td>
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<tr>
<td>Bible</td>
<td>2</td>
<td>3</td>
<td>Chemistry 81</td>
<td>2 or 3</td>
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<td>Psychology 31</td>
<td>3</td>
<td>4</td>
<td>Bible 71</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 51</td>
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<td>3</td>
<td>Elective</td>
<td>7-9</td>
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<tr>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Electives should include six hours of social studies to fulfill requirements for graduation. Students pursuing this program are fulfilling the minimum standards for the bachelor's degree program with a major in Chemistry as set up by the American Chemical Society Committee on the Professional Training of Chemists.

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

**Christian Ministry**

Students who intend to enter the gospel ministry should select a four year general liberal arts program with a major in a chosen field. While graduate schools in theology do not recommend any one specific area for undergraduate concentration, the following are suggested for special consideration: philosophy, psychology, history, English or sociology.
Two years of Greek language study are recommended for all pre-seminary students. Normally this should be taken in the last two years. A year or more of Latin or a modern language would be an advisable preparation for Greek study.

Among the courses elected by the student, apart from his major field of interest and the general college requirements, there should be included advanced courses in literature, philosophy, speech and psychology. The following specific courses are especially recommended:

History of Philosophy courses (Philosophy 33, 34, 55, 56)
Persuasion (Speech 53)
Advanced Composition (English 53)
Ancient and Medieval History (History 52, 70, 72)
Music of the Church (Music 77)
Religion and Bible 61, 62, 73, 81, 83

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, directors and teachers of week-day schools of religion, church secretaries and lay leaders in home and foreign missions is growing.

For students who are interested in preparing for some special area of church work a Bachelor of Arts degree program with an appropriate major or composite major is recommended. The majors may vary according to special interests and needs. Some of the possibilities are as follows:

1. A composite major with the largest core in religion. This is a minimum block of 44 semester hours:
   a. Twenty hours in the department of Bible and Religion (including courses 61, 62).
   b. Twelve hours in Religious Education (including courses 33, 34 and 61).
   c. Eight hours of approved Philosophy courses.
   d. Psychology 36 and 38.

2. An academic major and two minors, plus the professional education courses necessary for public school certification. It is possible to work out a program that will lead to a public school teaching certificate and a certificate of proficiency in religious education by following a carefully planned program beginning in the Freshman year.

3. For prospective ministers of music, a major in applied music plus the twelve hours of Religious Education.

4. A major in religion, psychology, philosophy, or sociology, plus the twelve hours in Religious Education.
Students interested in this field should consult the chairman of the religious education department to plan their programs.

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

**Dentistry**

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

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

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

**Diplomatic and Government Service**

Students desiring to enter the Foreign Service or some other area of government work should concentrate primarily in the social sciences. Courses in American history, political science, economics, and business administration are recommended for persons intending to go into public administration. Those students who desire to enter the Foreign Service should become proficient in at least one language and should seek as broad a knowledge as possible in history, economics, political science and English.

The major should be in History and Political Science or in Economics. The basic courses in each of these fields should be taken in the freshman and sophomore years, if possible, and should include History 15, 16, 33, 34; Political Science 11 and 42; Economics 31, 32; and Business Administration 31, 32.

**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 com-
pleted as early as possible. Assuming the above complete, the sug-
gested program is as follows:

Four Year Pre-Engineering Course with A.B.

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<thead>
<tr>
<th>Subject</th>
<th>Freshman Year</th>
<th>Sophomore Year</th>
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<tbody>
<tr>
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<td>Semester</td>
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<tr>
<td>English 11, 12</td>
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<tr>
<td>Speech 11</td>
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<td>Bible</td>
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<tr>
<td>Math. 13, 14</td>
<td>4</td>
<td>4</td>
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Junior Year

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<th>Subject</th>
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<td>1st Hours</td>
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<tr>
<td>Math. 51, 71</td>
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<td>Bible</td>
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Senior Year

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<td>Bible 71</td>
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<tr>
<td>Sociology 31</td>
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<tr>
<td>Math. 71</td>
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<td>Electives*</td>
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<td>3</td>
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<td></td>
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</tbody>
</table>

*Electives (Math. 34, 53, Physics 11, 51, 72, Chemistry 51, 52, English 51, 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 engi-
eering by satisfactorily completing a two-year, or three-year pre-
eengineering program. The following two-year program is suggested:

Two-Year Pre-Engineering Course

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<tr>
<th>Subject</th>
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<tr>
<td>Math. 15, 16</td>
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<tr>
<td>Chemistry 11 or 13</td>
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<tr>
<td>Chemistry 12 or 14</td>
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<tr>
<td>Bible 11</td>
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<tr>
<td>Speech 11</td>
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<td>Math. 21</td>
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<td>Math. 41</td>
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</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.

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<thead>
<tr>
<th>Freshman Year</th>
<th>Subject</th>
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<th>Hours</th>
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<td>Bible and Speech 11</td>
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<td>Biology 15, 16</td>
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<td>Mathematics 42</td>
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<td>Physical Education</td>
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<tr>
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<th>Semester</th>
<th>Hours</th>
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<td>4</td>
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<td></td>
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<tr>
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<td>Psychology 31</td>
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<td>Electives</td>
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Home and Family Living

For many students one of the chief purposes of a college education is to help provide a foundation for establishing and maintaining a home and family. The home is a center of worship; it is an economic unit; it is an educational institution. It is the chief center of cultural and creative activity for most individuals. Furthermore, it is a small community operating in successively larger communities of our modern society, both influencing that society and vitally affected by it. All the curricular offerings of a liberal arts college can help provide the basis for successful home and family living. Some of the courses, however, have more direct relevance for this end than others. One course in the curriculum, entitled "Family and Marriage Relations" (Sociology 72), is aimed directly at this function. Indicative of the courses that have such special pertinence are the following:

A. For spiritual deepening: — courses in Religion and Bible, Philosophy, Literature, and Religious Education.

B. For competency in household economics: — courses in Economics and in Mathematics (especially Mathematics of Business).
C. For training as teacher-parents: — courses in Psychology (Child Development, Adolescent Development), Education (Philosophy of Education, Educational Psychology), and Religious Education.

D. For cultural growth and aesthetic creativity: — courses in Art, Music, Literature, Creative Writing, and Dramatics and Oral Interpretation.

E. For breadth of understanding of the social environment: — courses in Political Science, Sociology, Anthropology, History, Philosophy, Economics, and Literature.

F. For intelligent understanding of the human organism and the principles of health: — courses in Biology (especially Physiologic Hygiene), and Psychology.

Many women students recognize a need for dual preparation: first, for immediate but temporary employment, and secondly, for the more permanent vocation of directing the life in the home and family. These students will undoubtedly select a major program which will help them meet their immediate vocational responsibility, but in the rounding out of their total curricular experience they should choose wisely and broadly from the fields listed above.

For the student who wishes to focus her college preparation around the vocation of the home, the following program is suggested.

1. Area of concentration, normally from the field of the Social studies.

2. Several courses aimed at aesthetic creativity to be taken from the areas of Art, Applied Music, Speech Interpretation or Dramatics, and Creative Writing.

3. Several courses in the fields of Education or Religious Education.

4. Biology 13, 14 and 35. (These courses may be used to complete the science requirement for graduation.)

5. Six semester hours of courses in the humanities beyond the all-college requirement. (Courses recommended are those in Philosophy, Religion, Literature — either in English or a foreign language—and Music or Art Appreciation.

Journalism

Because of the great variety of vocations in journalism, Hope College does not attempt to train the student specifically in the many diversified aspects of the field. News reporting, advertising,
radio script writing, and other specialty writing have their particular techniques. However, skill with the written word and a broad knowledge are fundamental to success in any vocation in the field of journalism. Interested students are advised, therefore, to enroll in all the relevant writing courses offered: Advanced composition, creative writing, fundamentals of journalism, and problems in journalism.

In addition, a broad study of the social sciences is highly recommended. A number of positions on the campus periodicals, the Hope College ANCHOR, the MILESTONE, and the OPUS, provide practical experience in editorial work.

**Law**

A recent report on pre-legal education emphasized these points: First, a thorough grounding in economics, government, and history is essential. Secondly, the ability to think straight and to write and speak in clear, forceful, attractive English is fundamental. Third, since law is neither to be studied nor to be practiced in a vacuum, the undergraduate should range as widely as possible in order to understand his environment — physical, physiological, psychological, social and ethical. Students desiring to enter the legal profession will find that most of the law schools do not prescribe a specific preprofessional program, but rather insist on a broad liberal arts background with emphasis upon courses that will help the student to attain the qualities listed above.

Practically speaking, then, the pre-law student would do well to choose as his area of concentration the social studies — economics, political science, or history. He should take a number of courses in writing and speaking. (Speech 11, 34, 51, and 53 are especially significant.) Finally, he should range widely in the arts and sciences.

A two-year pre-legal curriculum, successfully completed, will enable the student to enter some law schools. Increasingly, however, law schools are urging or requiring a student to complete a four-year pre-law program.

**Librarianship**

Professional library schools require a bachelor’s degree for admission, and all library schools stress a basic preparation of four years in a liberal arts college to ensure a well-rounded general education. Practical experience in a library is highly desirable as a prerequisite, but library schools advise against library science courses at the under-graduate level. Highly recommended for under-graduate preparation for librarianship are: a wide knowledge of
literature, including American, English and World literature; a reading knowledge of two modern languages; courses in sociology, political science, and psychology; survey courses in science.

Recent demands of the library profession for trained personnel would indicate that opportunities for types of service are almost unlimited but that the number of trained librarians is very limited. Positions in many types of libraries are open to library school graduates. Public, college and university, school, and special libraries offer a variety which make it possible to select the kind of work most congenial and best suited to the ability of the person. Students who wish to specialize in school library work should take the education courses required by the state accrediting agencies for teacher’s certificates. Special librarianship calls for a rich background in the subject of particular interest.

Medical Technology

Most approved schools of Medical Technology now require a four year college education with an A.B. or B.S. degree for entrance. According to the standards for medical technologists of the American Society of Clinical Pathologists, this undergraduate preparation must include a minimum of 12 semester hours in the broad field of biology and 9 semester hours in chemistry, including inorganic and either quantitative analysis or organic chemistry. In addition, a course in bacteriology and courses in physics and general mathematics are highly recommended.

In line with these basic requirements, students interested in entering this field should plan to major either in biology or chemistry. He should consult the special advisor for a more complete outline of his program.

Medicine

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>
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<tbody>
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<td><strong>Subject</strong></td>
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<td><strong>Semester</strong></td>
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<td><strong>Hours</strong></td>
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<tr>
<td>English 11, 12</td>
<td>Chemistry 31, 32</td>
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<tr>
<td>Bible and Speech 11</td>
<td>English 31, 32</td>
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<tr>
<td>Foreign Language</td>
<td>Foreign Language</td>
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<tr>
<td>Mathematics 13, 14</td>
<td>Biology 15, 16</td>
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<td>Chemistry 11, 12</td>
<td>Bible</td>
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<td>Physical Education</td>
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### Junior Year

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<tr>
<td>Bible</td>
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<tr>
<td>Biology 31, 32, 55, 61</td>
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<td>5</td>
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<tr>
<td>or Chemistry 51, 52</td>
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<tr>
<td>Social Science</td>
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<td>Psychology 31</td>
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### Senior Year

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<tr>
<td>Bible 71</td>
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<td><strong>Total</strong></td>
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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 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 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 page 82).

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.
Nursing

Higher education is increasingly important in the training of nurses and makes for greater advancement and success in the profession. 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.

Students of good scholastic ability are advised, if finances permit, to complete their A.B. at Hope College—majoring in Biology—and then enter a nursing school which will grant them an M.S. in nursing science in addition to their nursing certificate. Instead of obtaining the A.B. degree before training, many students take one or two years of college work previous to nurses training and return afterward for one or two more years and thus obtain their A.B. degree in addition to their nursing certificate. 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.

Some nursing schools in conjunction with neighboring universities have set up a program whereby, after two years of prescribed college courses, a student upon completion of the nursing course receives a B.S. in nursing in addition to her nursing certificate. Hope College, in almost every instance, offers courses prescribed by such nursing schools. 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. The following two-year program is offered as a suggested curriculum for pre-nursing students.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
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<tbody>
<tr>
<td><strong>Subject</strong></td>
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<tr>
<td>Music Literature</td>
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**Semester Hours**

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*Omit in the elementary public school music major.
Freshman Year

<table>
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<th>Subject</th>
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<tr>
<td>English 11, 12</td>
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<tr>
<td>Bible, Speech 11</td>
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<td>Biology 11, 12</td>
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<td>Foreign Language</td>
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<tr>
<td>Political Science 11</td>
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<tr>
<td>Sociology 31</td>
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Sophomore Year

<table>
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<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>English 31, 32</td>
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<td>Chemistry 11, 12</td>
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<td>Psychology 31</td>
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<td>Biology 34</td>
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</table>

*If the student has not had foreign language in high school, intermediate language course is recommended. Also recommended, Physical Education 57 (Anatomy and Kinesiology), Biology 61 (Genetics and Eugenics).

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
- Sociology 31, 54, 58, and 71
- Biology 13, 14, 35, 61
- Economics 31, 32
- Political Science 11 and 42

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

- Psychology 58 and 61
- Sociology 56, 72 and 73
- Speech 34 and 41
- Physical Education 54

Typical jobs are probation and parole officers, social security claims investigators, child guidance clinic workers, adoption investigations, psychiatric social workers on hospital staffs, YMCA and YWCA program directors, visiting teachers or school guidance counselors and hundreds of other classifications.

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 academic program for the four years. For such students, French or German should normally be elected for foreign language study, preferably both if the student plans to work for a Ph.D. degree.

Teaching — Secondary School

Students planning on entering secondary school teaching should follow the requirements for certification as established by the state in which they wish to teach. In addition they must complete the college requirements 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.

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

1. Satisfy the general requirements for the A.B. degree at Hope College. (See above pages ??-??).
2. Complete Psychology 31 before entering any course in the Department of Education.
3. Complete twenty hours of Education courses, which must include the following: Education 51, 52, 55, 56, 82, and 83. Also special methods course in major field.
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.

1. Major in General Science. Minimum of forty-three hours to be taken from Biology (15, 16, 21, 38), 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.

2. 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:

A core of 26 semester hours in history, including the basic civilization course (15, 16), United States History (33, 34) and fourteen hours from advanced courses in three of the following fields: Europe, the Americas, Ancient and Medieval, the Far East, and International Relations and Current Problems.

In addition, six semester hours in each of the following areas: Economics, Sociology, and Political Science. Included in these 18 hours must be Political Science 11.

The composite major totals 44 semester hours.

Plan B—Social Studies with Non-History Core:

A core of 18 semester hours in either Political Science or Sociology or Economics, with courses as recommended by departmental advisor.

In addition, courses from the two social sciences not chosen as the core, amounting to 9 semester hours; and 18 semester hours of courses in History, including History 15, 16 (Civilization), 33, 34 (United States), and six hours in advanced work.

This composite major totals 45 semester hours.

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.

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

1. Satisfy the general requirements for the A.B. degree at Hope College (See above pages 42-43).

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

3. Complete Education 51, 52, 53, 54, and 81, and at least four of the following courses: Education 72, 75, 70, 78, 79.

4. Complete enough 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); or 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, provided there are at least fifteen semester hours in each of two departments. See pages ??, ??.

In addition, the following recommendations are made:

1. To meet the eight-hour science requirement for graduation, Biology 13, 14 and Physics 12 are strongly recommended.

2. Psychology 36 (Child Development), and History 62 (Human Geography) are recommended electives.

3. To meet the college major requirements, a composite major for elementary teachers has been approved. 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, and at least 15 in the other if both are to be used as certification minors.

   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.
### Suggested Schedule for Elementary Education

#### Freshman Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>English 11, 12</td>
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<tr>
<td>Speech 11</td>
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<td>Foreign Lang. 11, 12</td>
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<tr>
<td>or 31, 32</td>
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<tr>
<td>Biology 13, 14</td>
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<td>*Art 11 or Music 17</td>
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<tr>
<td>*Music 21 (Piano)</td>
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<td>*Political Science 11</td>
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<table>
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#### Sophomore Year

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<td>*History 33, 34</td>
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<td>*Other electives</td>
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<tr>
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*Recommended electives. Other electives that might be substituted include: Music 13, 17; Speech 37, 38; English 16, 37, 38; History 15, 16; Political Science 42; Art 18.

#### Junior Year

<table>
<thead>
<tr>
<th>Subject</th>
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<tr>
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<td>Education 51, 52</td>
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<td>Education 53, 54</td>
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<td>Education 78</td>
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<td>Education 79 (Music)</td>
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<td>Education 72 (Art)</td>
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<td>*History 62</td>
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<td>*Other electives</td>
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*Recommended electives. Other electives recommended include: Art 12, 21, 22; Biology 61; English 53, 65, 66; History 60, 71, 74; Physical Education 52, 54; Psychology 53; Sociology 58; Speech 59, 63.

#### Senior Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>Bible 71 (either sem)</td>
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<td>Education 75</td>
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<td>Education 70</td>
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<td>Education 81 (either sem.)</td>
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<th>Semester Hours</th>
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*Recommended electives.
Part Five

THE COLLEGE ROSTER
The College Corporation

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Grand Rapids, Michigan
Grand Rapids, Michigan
Muskegon, Michigan
Grand Rapids, Michigan
South Holland, Illinois
Indianapolis, Indiana

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GERARD KOSTER
HERMAN E. LUBEN
HENRY TEN PAS, M.D.
WILLARD C. WICHERS

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Ripon, California
Irvington, New Jersey
Utica, New York
Holland, Michigan
Holland, Michigan

126
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HAROLD KORVER
JERALD POMP
NICHOLAS ROZEBOOM
G. J. TEN ZIJTHOFF
GEORGE H. VANDERBORCH
ELTON L. VAN PERNIS

Term Expires 1963
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WILLIAM H. COONS
KENNETH CUDDEBACK
WILLIAM O. ROTTSCHAEFER
RAYMOND VAN ZOEREN
JOHN W. VER MEULEN
ROGER VERSEPUT
WYNAND WICHERS, LL.D.

Term Expires 1964
JAMES BENES
CARL CLEAVER
J. HARRY HALL
EUGENE LINK
GARRET WILTERDINK

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Donald L. Brush
Ekdal Buys
John A. Dykstra, Chairman
Titus W. Hager
Henry Kleinheksel
Irwin J. Lubbers

Finance and Investment Committee
Irwin J. Lubbers, Chairman
Ekdal Buys
George Vander Borgh

Building and Grounds Committee
Willard C. Wichers, Chairman
Stanley Brown
M. Eugene Flipse

Milwaukee, Wisconsin
Douglaston, New York
Holland, Michigan
Brandon, Wisconsin
Edgerton, Minnesota
Hull, Iowa
Vancouver, B. C., Canada
Holland, Michigan
Scarsdale, New York
Schenectady, New York
Levittown, Pennsylvania
Grand Rapids, Michigan
Pekin, Illinois
Racine, Wisconsin
Grand Rapids, Michigan
Kalamazoo, Michigan
Mohawk, New York
New York, New York
Jersey City, New Jersey
New Paltz, New York
Chicago, Illinois

Matthew Peelen
Eve L. Pelgrim
Nicholas Rozeboom
Theodore Schaap
John W. Ver Meulen
Wynand Wichers

Henry Steffens (College Treasurer, co-opted member and secretary)

Herman Kruizenga
Irwin J. Lubbers
William O. Rotschaefer
Administration and Maintenance*

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

JOHN WILLIAM HOLLENBACH
Ph.D. (Wisconsin)
Vice President (1945)

WILLIAM VANDER LUCT
Ph.D. (Michigan)
Dean of the College (1954)

MILTON LAGE HINGA
A.M. (Columbia)
Dean of Students (1931)

WILLIAM J. HILMERT
B.D. (Western Theological Seminary)
Dean of Men (1952)

EMMA MARIE REEVERTS
A.M. (Michigan)
Dean of Women (1946)

ALBERT H. TIMMER
A.M. (Michigan)
Director of Admissions (1923)

JEANETTE POEST
Recorder (1954)

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

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

REIN VISSCHER
Business Manager (1946)

FRANK LIGHTHART
Superintendent of Grounds and Buildings (1947)

* 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.
Clyde Henry Geerlings  
A.B. (Hope)  
Director of Alumni Relations (1946)

Gerald J. Kruyf  
A.B. (Hope), M.S. (Syracuse)  
Director of Public Relations (1958)

Marian Anderson Stryker  
A.B. (Hope)  
Editor, Alumni Magazine and Secretary, Alumni Association (1947)

Janet Mulder  
A.B. (Hope)  
Archivist (1952)

Otto Vander Velde  
M.D. (Rush)  
College Physician (1956)

Mrs. Joyce Mencarelli  
R.N. (Blodgett Hospital)  
College Nurse (1957)

Mrs. Jeanette Boeskool  
House Director of Arcadian House (1950)

Miss Peggy Buteyn  
House Director of Fairbanks Cottage (1956)

Mrs. Elizabeth Koeppe  
House Director of Columbia Hall (1957)

Mrs. Laura Markert  
House Director of Durfee Hall (1958)

Mrs. Della Steininger  
Assistant to the Dean of Women (1945)

Mrs. Mary Tellman  
House Director of Voorhees Hall (1950)
Mrs. Marie Aitchison
Clerk, Treasurer's Office (1957)

Miss Joan Bolman
Secretary to the Deans of the College (1959)

Mrs. Phyllis Graham
Switchboard Operator (1955)

Miss JoAnne Huenink
Secretary to the President (1954)

Mrs. Donna Mokma
Secretary to the Business Manager (1955)

Mrs. Evelyn Moore
Secretary to the Vice President (1958)

Miss Charlotte Mulder
Secretary to the Treasurer (1953)

Mrs. Carol Stephens
Mimeograph Secretary (1958)

Mrs. Barbara Vander Jagt
Cashier (1958)

Miss Beverly Vander Meyden
Secretary of Development Office (1958)

Mrs. Dena Walters
Secretary to Director of Admissions (1945)

Miss Ethel A. Boot
A.B. (Hope 1935), B.L.S. (Western Reserve 1947)
Assistant in the Library (1958)

Mrs. Irene Ver Beek
Circulation Assistant in the Library (1950)

Mr. Jan Wagner
A.B. (Hope 1958)
Assistant in the Library and Public Relations Office (1958)

Mr. E. Duffield Wade
Book Store Manager (1954)
Faculty

Irwin Jacob Lubbers
A.B. (Hope 1917), A.M. (Columbia 1927), Ph.D. (Northwestern 1931),
LL.D., Litt.D.
President (1923, 1945)

Edward Daniel Dimnent
A.M. (Hope), Litt.D., L.H.D., LL.D.
President Emeritus (1897, 1948)

M. Lois Bailey
A.B. (Monmouth 1925), A.M. (Wisconsin 1928), B.S. in L.S.
(Western Reserve 1941)
Reference Librarian (1954)

Tunis Baker
A.B. (Hope College 1923), M.S. (Columbia University 1932),
Ph. D. (New York University 1944)
Professor of Science Education (1957)

Norma Baughman
College of Music, Cincinnati
Instructor in Voice (1947)

Edward E. Brand
A.B. (Central 1929), M.A. (Iowa 1938), Ed.D. (Denver 1951)
Associate Professor of English (1946)

Mary Louise Breid
A.B. (Hope 1950), M.S. (Indiana 1953)
Assistant Professor of Physical Education (1954)

Gordon Brewer
A.B. (Hope 1948), A.M. (U. of Mich. 1952)
Instructor of Physical Education (1956)

Irwin J. Brink
Assistant Professor of Chemistry (1957)

Ronald Brown
A.B. (Hope College 1955)
Assistant in Mathematics (1957)
First Semester 1958-1959

Donald F. Brown
Professor of Spanish, Head of the Department of Spanish Language
and Literature (1949)

Virginia A. Carwell
Instructor in English (1958)

Robert William Cavanaugh
A.B. (Wisconsin 1937), B.Mus. (American Conservatory of Music 1939)
Mus.M. (American Conservatory 1940), Ed.D. in Music (Michigan 1953)
Professor of Music Theory and Voice, Head of Department of
Music (1940, 1946)

Philip G. Crook
B.S. (Maryland 1949), M.S. (New Mexico 1951), Ph. D. (Penn. 1955)
Associate Professor of Biology (1955)
CLARENCE DE GRAAF  
A.B. (Calvin 1921), A.M. (Michigan 1924), Ed.D. in English (Michigan 1944)  
Professor of English, Head of the Department of English Language and Literature, (1928)

ROBERT DEHAAN  
A.B. (Calvin 1947), Ph.D. (U. of Chicago 1951)  
Professor of Psychology, Head of Psychology Department (1956)

RUSSELL DE VETTE  
A.B. (Hope 1947), A.M. (Michigan 1948)  
Assistant Professor in Physical Education (1955)

DALE DEWITT  
A.B. (Hope College 1953), A.M. (Northwestern University 1956)  
Instructor in Speech (1956)

RUTH DEWOLFE  
A.B. (Wellesley College 1916), A.M. (Columbia University 1918)  
Instructor in English (1956)

D. IVAN DYKSTRA  
A.B. (Hope 1935), Th.B. (Western 1938), Ph.D. (Yale 1945)  
Professor of Philosophy, Head of Department of Philosophy (1947)

ERNEST E. ELLERT  
A.B. (Amherst 1937), A.M. (Columbia 1940), Ph.D. (North Carolina 1947)  
Associate Professor of German (1947)

JAY ERNEST FOLKERT  
A.B. (Hope 1939), A.M. (Michigan 1940), Ph.D. (Michigan State 1955)  
Professor of Mathematics (1946), Head of Department (1957)

PAUL FRIED  
A.B. (Hope 1946), A.M. (Harvard 1947), Ph.D. (Erlangen, Germany 1949)  
Associate Professor of History (1953)

HARRY FRIISSEL  
A.B. (Hope 1942), M.S. (Iowa State 1943), Ph.D. (Iowa State 1954)  
Professor of Physics (1948)

LAWRENCE J. GREEN  
A.B. (Central 1946), M.S. (Drake 1950), Ph.D. (Iowa 1955)  
Associate Professor of Physical Education  
Head of Department of Physical Education (1952)

EZRA GEARHART  
A.B. (Hope 1952), A.M. (Indiana 1954)  
Associate Professor of German (1954), Head of the Dep't. of German

HARRY W. GERBERDING  
Instructor in German (1958)

WILLIAM J. HILMERT  
A.B. (Hope 1925), B.D. (Western Theological Seminary 1934)  
Professor of Religious Education (1952),  
Dean of Men (1957)

MILTON LAGE HINGA  
A.B. (Kalamazoo 1923), A.M. (Columbia 1926)  
Associate Professor of History, Dean of Students (1931)
FACULTY

JANTINA WILHELMINA HOLLEMAN
A.B. (Central 1943), A.M. (Columbia 1946)
Assistant Professor of Music Theory and Piano (1946)

JOHN WILLIAM HOLLENBACH
A.B. (Muhlenberg 1934), A.M. (Columbia 1935), Ph.D. (Wisconsin 1941)
Professor of English (1945), Vice President (1957)

EUGENE C. JEKEL
A.B. (Hope 1952), M.S. (Purdue 1955)
Instructor in Chemistry (1955)

HELENE PRISMAN KARSTEN
American Conservatory of Music, (Chicago)
Instructor in Piano (1928)

ADRIAN J. KLAASSEN
Ph.B. (Chicago 1929), Michigan State
Assistant Professor of Economics and Business (1957)

J. HARVEY KLEINHEKSEL
A.B. (Hope 1922), M.S. (Illinois 1925), Ph.D. (Illinois 1927)
Professor of Chemistry (1928)

CLARENCE KLEIS
A.B. (Hope 1919), A.M. (Michigan 1928)
Professor of Physics, Head of the Department of Physics (1921)

ANTHONY KOOIKER
B.M. (Northwestern 1942), M.M. (Eastman 1944)
Associate Professor of Music Theory and Piano (1950)

BASTIAN KRUITHOF
A.B. (Calvin 1927), A.M. (U. of Mich. 1933), Ph.D.,
(University of Edinburgh 1955)
Associate Professor of Bible (1957)

JOHN R. MAY
A.B. (Indiana 1938), M.S. in L.S. (Illinois 1952)
Assistant Librarian (1958)

NELLA MEYER
A.B. (University of Wisconsin 1921), A.M. (Columbia 1940)
Professor of French (1923, 1945)

PAUL NYBERG
B.S.C. (Southern Oregon College 1950), Ed.M. (Harvard 1954),
Ed.D. (Harvard 1957)
Instructor in Sociology (1957)

LAMBERT J. PONSTEIN
A.B. (Hope 1948), B.D. (Western Theological Seminary 1952)
Assistant Professor in Religion and Bible (1952)
(On Leave 1958-1959)

ALBERT JAMES PRINS
A.B. (Hope 1938), A.M. (Michigan 1939)
Associate Professor of English (1946)

MARGUERITE MEYER PRINS
A.B. (Hope 1917), A.M. (Wisconsin 1920)
Professor of French, Head of the Department of French (1921, 1937)
E. Jean Protheroe  
A.B. (Oberlin), A.M. (Syracuse), A.M. (Western Reserve)  
Assistant Professor of English (1958)

Emma Marie Reverts  
A.B. (Hope 1920), A.M. (Michigan 1937)  
Associate Professor of English, Dean of Women (1946)

Morrette L. Rider  
B.Mus. (Michigan 1942), M.Mus. (Michigan 1947), D.Ed. (Columbia 1955)  
Associate Professor of Music Theory and Instrument (1947)

Roger J. Rietberg  
A.B. (Hope 1947), S.M.M. (Union Theological Seminary School of Sacred Music 1949)  
Assistant Professor of Music Theory and Organ (1954)

Metta J. Ross  
A.B. (Hope 1926), A.M. (Michigan 1935)  
Professor of History (1926)

Helen Haberland Schoon  
A.B. (Northwestern 1924), A.M. (Michigan 1942)  
Director of Reading Center, Instructor in Education (1946)

William Schrier  
Ph.D. (Michigan)  
Professor of Speech, Head of the Department of Speech (1939)

Frank Sherburne  
B.S. (U. of Toledo), A.M. (Michigan State)  
Instructor in Mathematics (1959)

Mildred E. Singleton  
A.B. (Oklahoma 1920), A.M. (Oklahoma 1924), B.S. (Illinois 1929)  
M.S. (Columbia 1942)  
Librarian (1949)

Robert L. Smith  
B.S. (Bowling Green 1956), A.M. (Bowling Green 1957)  
Instructor in Speech (1958)

Esther Mac Farlane Snow  
A.B. (Hope 1941), A.M. (Michigan State 1955)  
Assistant Professor of German (1938)

Charles Andrew Steketee  
A.B. (Hope 1936), A.M. (Michigan 1937)  
Associate Professor of Mathematics (1946)

Joy K. Talbert  
A.B. (New Mexico 1928), A.M. (Kansas 1935), Ph.D. (Kansas 1941)  
Professor of English (1954)

Henry ten Hoor  
A.B. (Calvin 1938), A.M. (Michigan 1946)  
Associate Professor of English (1946)

Oscar Edward Thompson  
B.S. (Mt. Union College 1923), M.A. (Cornell 1926)  
Professor of Biology, Head of the Department of Biology (1926, 1946)

Thomas E. Van Dahm  
A.B. (Hope 1948), A.M. (Michigan 1949), Ph.D. (Michigan 1959)  
Assistant Professor of Economics and Business (1955)
GARRETT VANDER BORGH
A.B. (Hope 1920), A.M. (Columbia 1927)
Professor of Education (1923)

ALVIN WALLACE VANDERBUSH
A.B. (Hope 1929), A.M. (Michigan 1938)
Associate Professor of History and Political Science (1945)

WILLIAM VANDER LUCT
A.B. (Calvin 1927), A.M. (Michigan 1929), Ph.D. (Michigan 1932),
Litt.D. (Central)
Professor of Philosophy, Dean of the College (1953)

JAMES DYKE VAN PUTTEN
B.A. (Hope College 1922), M.A. (Columbia 1923), B.D. (Presbyterian Seminary
Louisville 1925), Ph.D. (Chicago 1934)
Professor of History and Political Science, Head of Department
of History and Political Science (1952)

EVA B. VAN SCHAACK
A.B. (Hope College 1929), Ph.D. (The Johns-Hopkins University 1937)
Associate Professor of Biology (1956)

GERRIT VAN ZYL
A.B. (Hope 1918), A.M. (Michigan 1920), Ph.D. (Michigan 1924),
Hon.Sc.D. (Hamline 1952)
Professor of Chemistry, Head of the Department of
Chemistry (1923)

JOHN J. VER BEEK
A.B. (Hope 1926), A.M. (Michigan 1933)
Professor of Education, Director of Evening College (1950)

HENRY VOOGD
A.B. (Hope 1941), B.D. (Western Theological Seminary 1944),
Th.D. (Princeton 1947)
Associate Professor of Religion and Bible (1947)

KENNETH J. WELLER
A.B. (Hope 1948), M.B.A. (Michigan 1949)
Assistant Professor of Economics and Business
(On leave 1958-1959)

A. WARREN WILLIAMS
A.B. (Wake Forest 1939), A.M. (U. of North Carolina 1948), Ph.D.
(U. of North Carolina 1953)
Assistant Professor of History

EDWARD JOHN WOLTERS
A.B. (Hope 1920), A.M. (Michigan 1927)
Professor of Latin (1926)

MARCIA J. WOOD
A.B. (Kalamazoo 1955), M.F.A. (Cranbrook 1956)
Instructor in Art (1958)

Dwight B. Yntema
A.B. (Hope 1926), A.M. (Michigan 1927), Ph.D. (Michigan 1932)
Professor of Economics, Head of the Department of Economics
and Business Administration (1946)
Part Time Instructors

DOUGLAS BLOCKSMA
Ph.D. (Chicago)
PSYCHOLOGY (1959)

WALTER DE VRIES
A.M. (Michigan State)
PSYCHOLOGY (1958)

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

RANSOMES EVERETT, JR.
B.S. (Western Michigan)
MUSIC—PERCUSSION INSTRUMENTS (1957)

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

PETER A. KLYNNENBERG
MUSIC—ASSISTANT IN CELLO, FACULTY QUARTET (1955)

ALBERT EUGENE LAMPEN
A.B. (Hope 1911), A.M. (Michigan 1915)
MATHEMATICS

WILLIAM MACFARLAND
MUSIC—BASS INSTRUMENTS (1958)

CORNELIUS MULDER
A.B. (Hope, 1915), A.M. (Michigan, 1932)
MATHEMATICS (1958)

MARY R. RHOADES
A.B. (Hope 1957), Wayne
PSYCHOLOGY (1958)

RAYMOND ROTH
Mus.M. (Illinois)
MUSIC—BRASS INSTRUMENTS (1954)

EUGENE SCHOLTEN
A.B. (Hope), A.M. (Southern California)
PSYCHOLOGY (1958)

CAROL SMITH
A.B. (Bowling Green)
PSYCHOLOGY (1958)

MYRON VAN ARK
A.M. (Michigan)
MUSIC—CLARINET (1958)
Kenneth Vanderheuvel
M.Mus. (Michigan)
Music—Oboe and Saxophone (1952)

Leonard Vander Linde
Ph.D. (Boston)
Psychology (1959)

Special Instructors for the 1958 Vienna Summer School

Friedrich Fassbinder
Ph.D. (Vienna) Literature and Civilization

Carl Nemeth
Ph.D. (Vienna) Music (1957)

Fritz Sammern-Frankenberg
Cand.phil. (Vienna) German (1956)

Richard F. Sickinger
Ph.D. (Vienna) History (1957)

Teacher Education Coordinators

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

John J. Riemersma
A.M. (Michigan)
Secondary Coordinator

Margaret Van Vyven
M.A. (WMCE)
Elementary Coordinator
Committees

Faculty Standing Committees

1958 - 1959

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

Administrative

Lubbers (chairman), Hilmert, Hinga, Holleman, Hollenbach, Brand, Reeverts, Rider, Ross, Vander Lugt, Ver Beek.

Educational Policies


Student Direction


Religious Life

Voogd (chairman), Brink, Kruiithof, Boot, Rietberg, Talbert, ten Hoor, C. Mulder. Students: Walter Johnson, Mary Ann Klaaren.

Library


Athletics


Admissions

Timmer (chairman), Hilmert, Hinga, Hollenbach, Frissel, Kleinheksel, Kooiker, Lubbers, Snow, Vander Lugt, Reeverts.
Faculty Elected Committees

Status Committee

Professional Interest Committee
	ten Hoor (chairman), De Graaf, Holleman, Ver Beek, Vanderbush.

The Student Council
Richard Brockmeier, President
Isla Van Eenennaam, Vice-President
Edna Hollander, Recording Secretary
Joan Schroeder, Corresponding Secretary
Paul Lydens, Treasurer


Student-Faculty Committees

Nexus Committee
Dr. Lubbers (co-chairman), Richard Brockmeier (co-chairman), Dean Hinga, Dean Reeverts, Dean Vander Lugt, Isla Van Eenennaam, Edna Hollander, Paul Lydens.

Cultural Committee
Rider (chairman), Mrs. Prins, Fried, Crook, Vander Lugt, John Van Dam, Charles Lemmen, Carolyn Kleiber, Betty Vicha.

Student Publication Board
Ann De Pree (chairman), Ronald Chandler, Mary Ann Klaaren, Robert Van Etten, Carol Luth, Larry Ter Molen, Mr. Prins, Miss Reeverts. Ex Officio: Dennis Camp, John Fragale, Betty Fell.
Alumni Association

Board of Directors
1958 - 1959

President
Vice President
Secretary
Treasurer

Max D. Boersma
Paul Dame
Marian Stryker
Henry Steffens

Members

Mrs. Walter H. Beach
Max D. Boersma
Rev. William Coons
Paul Dame
Dr. Eugene Damstra
Mrs. John C. de Vries
Lamont D. Dirkse
Dr. Harold Dykhuisen
Harry Friesema
John J. Geary
Donald Ihrman
Paul Nettinga
Dr. James Riekse
Mrs. R. L. Silber
John Somsen
Henry Steffens
Marian Stryker
Nathan Vander Werf
James H. Zwemer

Rochester, New York
Grand Rapids, Michigan
Schenectady, New York
Kalamazoo, Michigan
Dayton, Ohio
Ann Arbor, Michigan
Grand Haven, Michigan
Muskegon, Michigan
Grosse Pointe Woods, Michigan
West Sayville, New York
Benton Harbor, Michigan
Chicago, Illinois
Grand Rapids, Michigan
Denver, Colorado
Cleveland, Ohio
Hope College
Hope College
Holland, Michigan
St. Louis, Missouri
## Recorder's Report 1958-1959

### September 24, 1958

### Enrollment Report for Summer 1958 and First Semester 1958-59

<table>
<thead>
<tr>
<th>Class</th>
<th>Men</th>
<th>Women</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>141</td>
<td>66</td>
<td>207</td>
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<tr>
<td>Juniors</td>
<td>160</td>
<td>93</td>
<td>253</td>
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<tr>
<td>Sophomores</td>
<td>181</td>
<td>117</td>
<td>298</td>
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<td>Freshmen</td>
<td>216</td>
<td>151</td>
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<tr>
<td>Full-time</td>
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<td>Specials</td>
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<td>10</td>
<td>31</td>
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<tr>
<td>Evening College</td>
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<td>41</td>
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<tr>
<td><strong>Totals</strong></td>
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<td>478</td>
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<tr>
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### Summer School

<table>
<thead>
<tr>
<th>Class</th>
<th>Men</th>
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<tr>
<td>Summer</td>
<td>148</td>
<td>88</td>
<td>236</td>
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<tr>
<td>Deduct, double count</td>
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<td>39</td>
<td>132</td>
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<tr>
<td><strong>Total</strong></td>
<td>55</td>
<td>49</td>
<td>104</td>
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### Grand Total

<table>
<thead>
<tr>
<th>Class</th>
<th>Men</th>
<th>Women</th>
<th>Totals</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>786</td>
<td>525</td>
<td>1,311</td>
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### Religious Affiliation

<table>
<thead>
<tr>
<th>Religious Affiliation</th>
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<tbody>
<tr>
<td>Reformed Church in America</td>
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<tr>
<td>Christian Reformed</td>
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<tr>
<td>Presbyterian</td>
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<tr>
<td>Methodist</td>
<td>74</td>
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<tr>
<td>Congregational</td>
<td>36</td>
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<tr>
<td>Baptist</td>
<td>34</td>
</tr>
<tr>
<td>None or Unknown</td>
<td>33</td>
</tr>
<tr>
<td>Episcopalian</td>
<td>29</td>
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<tr>
<td>Lutheran</td>
<td>16</td>
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<tr>
<td>Christian Church</td>
<td>15</td>
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<tr>
<td>Catholic</td>
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<tr>
<td>Evangelical</td>
<td>9</td>
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<tr>
<td>Protestant</td>
<td>4</td>
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<td>Pilgrim Holiness</td>
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<tr>
<td>Community</td>
<td>2</td>
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<tr>
<td>Covenant</td>
<td>2</td>
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<td>Greek Orthodox</td>
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<td>7th Day Adventist</td>
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<tr>
<td>Undenominational</td>
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<tr>
<td>Immanuel</td>
<td>2</td>
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<tr>
<td>Others</td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td>1,445</td>
</tr>
<tr>
<td>Deduct double count</td>
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<tr>
<td><strong>Total</strong></td>
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Geographical Distribution

<table>
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<tr>
<th>United States</th>
<th>Foreign Countries</th>
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<td>China</td>
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<td>New York</td>
<td>Canada</td>
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<td>New Jersey</td>
<td>Netherlands</td>
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<td>Illinois</td>
<td>Arabia</td>
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<td>Wisconsin</td>
<td>Cuba</td>
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<tr>
<td>Iowa</td>
<td>Indonesia</td>
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<tr>
<td>Ohio</td>
<td>Jordan</td>
</tr>
<tr>
<td>California</td>
<td>Iran</td>
</tr>
<tr>
<td>Indiana</td>
<td>Iraq</td>
</tr>
<tr>
<td>Minnesota</td>
<td>Philippines</td>
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<tr>
<td>Pennsylvania</td>
<td>Mexico</td>
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<td>Massachusetts</td>
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<td>Colorado</td>
<td>South India</td>
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<td>Florida</td>
<td>Formosa</td>
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<td>Washington</td>
<td>Persian Gulf</td>
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<tr>
<td>Connecticut</td>
<td>British Columbia</td>
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<tr>
<td>Virginia</td>
<td>Austria</td>
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<td>South Dakota</td>
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<td>Delaware</td>
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<td>New Hampshire</td>
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<td>Arizona</td>
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<td>Louisiana</td>
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<td>Maryland</td>
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<tr>
<td>Kentucky</td>
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<td><strong>U.S. Total</strong></td>
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<tr>
<td><strong>Foreign</strong></td>
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<td><strong>Grand Totals</strong></td>
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<tr>
<td><strong>U.S.A.</strong></td>
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<tr>
<td><strong>Foreign</strong></td>
<td><strong>43</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,445</strong></td>
</tr>
<tr>
<td><strong>Deduct double count</strong></td>
<td><strong>134</strong></td>
</tr>
<tr>
<td></td>
<td><strong>1,311</strong></td>
</tr>
</tbody>
</table>
Ahrens, Erika Margaret Volkenborn
Bakker, Carl Edwin
Barber, Joyce Marilyn
*Barton, Jo Ann
Bast, Robert Lee
Beckering, Raymond Eugene
Bennema, Barbara Jeanne
Bennett, Richard Harry
Beuker, Ronald John
*Blunt, Janice Eleanor
*Bootsman, Beverly Jean
Borr, Roger Hale
Bosch, David Cherest
*Brahs, Hope Bertha
*Brink, Phyllis Joan
Brower, Keith LaMar
Buityendorp, Louis John
*Bylsma, Elena Grace
*Carey, Julie Smith
*Casey, Dorothy Marie Skinner
Cassie, David Glenn
Clark, James Adams
Cook, James Dale
Cook, Stanley Rheaume
*Cooper, James Harold Jr.
*Cramer, Adele
Cupery, Peter
Dalman, Gary Wayne
*Deas, Deanna Ogle
*DeBraal, Shirley Myaard
Decker, Milford Alton
DeDoes, Raymond Allen
DeFouw, John, Jr.
DeJong, Garrett Edward, Jr.
DeJong, John Edward
Dethmers, David Conrad
*DeVette, Charlene Mae
DeWeerd, Melvin Dean
*De Witt, Marjorie Ann
DeYoung, Ward Judd
*Diephuis, Mary Kay
Docherty, John William
*Doele, Henry Jay
*Elzinga, Darlene Ruth

Irvington, New Jersey
Holland, Michigan
Delanson, New York
Otsego, Michigan
Holland, Michigan
Los Angeles, California
De Motte, Indiana
Albany, New York
Grand Rapids, Michigan

Dunellen, New Jersey
Chicago, Illinois
Holland, Michigan
Holland, Michigan
Butler, New Jersey
Hamilton, Michigan
Holland, Michigan
Kalamazoo, Michigan

Grand Rapids, Michigan
Holland, Michigan
Brooklyn, New York
Holland, Michigan
Holland, Michigan
Teanock, New Jersey

Grand Rapids, Michigan
Muskegon, Michigan
Holland, Michigan
Zeland, Michigan

Staten Island, New York
Holland, Michigan
St. Johnsville, New York
Kalamazoo, Michigan
Grandville, Michigan

Muscat, Arabia
Bellflower, California
East Lansing, Michigan
Muskegon, Michigan
Hudsonville, Michigan
Sturgis, Michigan

Glenwood, Iowa
South Haven, Michigan
Somerville, New Jersey

Grand Rapids, Michigan
Chicago, Illinois
Faber, Kenneth Marcus
*Farnsworth, Adelbert Cleon
*Fryling, Jocelyn Beth
Gantos, Richard Laham
*Garvelink, Roger Herman
*Geitner, Anna Wilma
*Gouwens, Jane Anne
Griep, John Arthur
*Hackman, Sharon Mae
Hageman, Marianne
Halbersma, Elaine Margaret
*Hardenberg, Donna Mae
*Harrington, Stanley John
Harris, Thomas James, Jr.
*Hartgerink, Marlene Jane
Hays, Talmadge Vee
Heins, John E. L.
Hilmert, James Edwin
Hoellrich, Karl Guenther
*Houghtaling, Carol Eleanor
*Hunter, Mary Boyd
*Jeltes, John Simon
Kang, Young Chae
Kelly, Richard John
*Kempker, John Jr.
*Kish, Rosemarie
*Klyn, Marilyn Ruth
*Knoll, Patricia
Korteling, Ralph Garrett
*Kots, David Erwin
Kragt, Paul Bertrand
Kuiper, Ronald Eugene
*Langejans, Calvin Paul
Lanser, Marvin G.
Lee, Donald C. T., Jr.
*Leighley, Joyce Carole
Lenters, Derick J.
Lesniak, Robert John
Losee, Calvin Young
*MacEachron, Jane Helene
Machiele, Ronald Lee
Maines, Dorothy Louise
*Matthews, Bruce Edwin
Mazzei, George William
*McCahan, Carol May
McCintock, Richard Newell
*McGoldrick, Aileen Irma

Grand Rapids, Michigan
Wayland, Michigan
Newark, New York
Grand Rapids, Michigan
Holland, Michigan
Little Falls, New Jersey
South Holland, Illinois
Grand Rapids, Michigan
White Pigeon, Michigan
Millstone, New Jersey
Edgerton, Minnesota
Zeeland, Michigan
Holland, Michigan
Philadelphia, Pennsylvania
Zeeland, Michigan
Gray Hawk, Kentucky
Madison, New Jersey
Three Rivers, Michigan
Herkimer, New York
Hurleyville, New York
Jersey City, New Jersey
Grand Rapids, Michigan
Pusan, Korea
Schenectady, New York
Holland, Michigan
Wyandotte, Michigan
Grand Rapids, Michigan
Holland, Michigan
Punganur, South India
Roseland, Minnesota
Grand Rapids, Michigan
Holland, Michigan
Sully, Iowa
Taipei, Formosa
Syosset, New York
Holland, Michigan
Herkimer, New York
Holland, Michigan
Grandville, Michigan
Holland, Michigan
Kingston, New York
Muskegon, Michigan
Brooklyn, New York
Red Hook, New York
Webster Groves, Missouri
Fennville, Michigan
GRADUATES, 1958

Menning, Curtis Boyd
Mih, Nena Lila
*Monte, Susan Jane
Nienhouse, Everett James
*Normington, Cheryl Joann
*Nyboer, Wayne
Nykamp, Paul Wayne
Ogawa, Yoshie
Ortquist, Milton Russell
Padgett, John Frederick
Paris, Donna Mae
*Peck, Janice Elaine
Peelen, Matthew Herman
Peterson, Robert Neil
*Preston, Dorothy Arlene
Raak, Truman
Reimink, Floyd
Reisig, Carl Ernest
Riekse, Martin James
*Roundhouse, Frances Meyer
Schneider, Sara Lou
Schreur, Donald Wayne
Schut, Lawrence James
*Sienstra, Phyllis Ann
*Smith, Sallie Jo
Spaan, David Bruce
Stegink, Lewis Dale
Stepanek, Ronald Lee
Su, Joseph Chung-Wan
Swart, Floyd Prasad
*Taylor, Helen Carol
Teffennepe, Eugene Kenneth
Ter Haar, Gary Lee
Teusink, Dwayne Dale
Toppen, Phillip Roy
Tullar, Benjamin Franklyn, Jr.
*Vanden Berg, Charles M.
*Vanden Berg, Ruth Elaine
Vander Aarde, Robert Leon
Vanderborgh, Norma Virginia
Vander Kolk, Roger Dale
Vander Kooy, Edward James
Vanderlind, Merwyn
Vander Lugt, Robert William
*Van Dyke, Helen Jean
Van Dyke, John William
*Van Lierop, Joanne Catherine

Grand Rapids, Michigan
Taipei, Formosa
- Pittsfield, Massachusetts
Oak Park, Illinois
Bangor, Michigan
Holland, Michigan
Holland, Michigan
Fujissawa-Shi, Japan
Holland, Michigan
Holland, Michigan
Livonia, Michigan
Grand Rapids, Michigan
Holland, Michigan
Grand Rapids, Michigan
Kankakee, Illinois
Maurice, Iowa
Holland, Michigan
Niagara Falls, New York
Grand Rapids, Michigan
Kalamazoo, Michigan
Buffalo, New York
Holland, Michigan
Holland, Michigan
Grand Rapids, Michigan
Grand Rapids, Michigan
Grand Rapids, Michigan
Holland, Michigan
Berwyn, Illinois
Hong Kong, China
Ahmednagar, India
McBain, Michigan
Baldwin, Wisconsin
Holland, Michigan
Holland, Michigan
Chicago, Illinois
Holland, Michigan
Muskegon, Michigan
Grand Rapids, Michigan
Orange City, Iowa
Sayville, New York
Grandville, Michigan
Holland, Michigan
Grand Rapids, Michigan
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Hudsonville, Michigan
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Holland, Michigan
<table>
<thead>
<tr>
<th>Name</th>
<th>City, State</th>
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<tbody>
<tr>
<td>Van't Hof, Lynn Carol</td>
<td>Detroit, Michigan</td>
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<td>Van Verst, George Orthel</td>
<td>River Forest, Illinois</td>
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<td>Vasey, Joseph Norman</td>
<td>St. Petersburg, Florida</td>
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<td>Veldman, Jay Edwin</td>
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<td>Ver Beek, John Gilbert</td>
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<td>Ver Hulst, Jack</td>
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<td>Voogd, Erwin Ray</td>
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<td>Vugteveen, Mary Ellen</td>
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<td>Waggoner, William Charles</td>
<td>St. Louis, Michigan</td>
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<td>Walker, Olin Raymond</td>
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<td>Warren, Alice Marie</td>
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<td>Weber, Eugene Edward</td>
<td>Saugatuck, Michigan</td>
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<td>Wetherbee, Ronald Willis</td>
<td>Zeeland, Michigan</td>
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<td>Wiegerink, Paul Howard</td>
<td>Grand Rapids, Michigan</td>
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<td>Williams, Glenn B.</td>
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<td>Winkels, Roger John</td>
<td>Zeeland, Michigan</td>
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<td>Wolfe, Barbara Mae</td>
<td>Miami, Florida</td>
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<td>Woltman, Kenneth George</td>
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<td>Wright, Ruth Elaine</td>
<td>Berne, New York</td>
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<td>Wyma, Richard John</td>
<td>Grand Haven, Michigan</td>
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<td>Yntema, Sheryl Vaughn</td>
<td>Quinton, New Jersey</td>
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<td>Yonkers, Harvey Wayne</td>
<td>Holland, Michigan</td>
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<td>Zilverberg, Louise Jacobine</td>
<td>Holland, Michigan</td>
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<td>Zuverink, Vernon Lloyd</td>
<td>Holland, Michigan</td>
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<tr>
<td>Zylstra, Evelyne Mae</td>
<td>DeMotte, Indiana</td>
</tr>
</tbody>
</table>
Honorary Degrees and Awards

HONOR ROLL

Summa Cum Laude
Gouwens, Jane Anne
TeHennepe, Eugene Kenneth
Van't Hof, Lynn Carol

Magna Cum Laude
Blunt, Janice Eleanor
DeVette, Charlene Mae
MacEachron, Jane Helene
Schneider, Sara Lou
Vander Aarde, Robert Leon

Cum Laude
Beckering, Raymond Eugene
Buytendorp, Louis John
Casey, Dorothy Marie Skinner
Cassie, David Glenn
Dethmers, David Conrad
Leighley, Joyce Carole
Menning, Curtis Boyd
Schut, Lawrence James
Smith, Sallie Jo
Ter Haar, Gary Lee
Van Dyke, John William
Wyma, Richard John
Yntema, Sheryl Vaughn

Honorary Degrees
Wilber M. Brucker
William C. Walvoord
Doctor of Laws
Doctor of Divinity
Prizes and Awards, 1958

Coopersville Men's Adult Bible Class Prize — Francis Thomas Smith, III

Junior Bible Prize — Ronald Lee Geschwendt

Senior Bible Prize — Young Chae Kang

Pietenpol Prize — Milton Russell Ortquist

Patterson Memorial Prize in Biology — Sally Jo Smith

Dr. A. T. Godfrey Prize in Chemistry — John William Van Dyke

George Birkhoff English Prize — James Adams Clark

William Eerdmans Prize in Poetry — James Adams Clark

William Eerdmans Prize in Prose — Paul Elenbaas Van Reyen

Ray de Young History Prize — Jane Helene MacEachron

Freshman Mathematics Achievement Award — Mary Ruth Van Dyk

Egbert Winter Education Prize — Ruth Vanden Berg, Ronald Wetherbee

Grace Browning Scholarship in Voice — Anne Mills De Pree

Junior-Senior Scholarship in Piano — Edna Claire Hollander

Junior-Senior Scholarship in Instrumental Music — Terril Jon Zylman

Douwe B. Yntema Prize — Keith LaMar Brower

Delta Phi Alpha-German Book Prize — Sallie Jo Smith

Adelaide Prize in Oratory — Aileen McGoldrick

A. A. Raven Prize in Oratory — 1st — George Worden
2nd — Eugene Klaaren

Southland Medal — Jane Anne Gouwens

Dr. Otto Vander Velde All-Campus Award — Merwyn Vanderlind

Recents Scholarship — Jane Helene MacEachron

Christian Herald Award for Christian Leadership —
Eugene Kenneth Te Hennepe
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