1961


Hope College

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# Table of Contents

## Part One — The College
- Calendar of Events 4
- History and Organization 7
- Aims and Standards 8
- Campus and Buildings 11
- Special Services 15
- Student Activities 20
- Student Expenses 25
- Financial Aid for Students 27
- Honors and Awards 33

## Part Two — The Academic Program
- Admission 37
- General Academic Regulations 40
- The Academic Sessions 44
- The Degree Program 45

## Part Three — The Course Offerings 49

## Part Four — Programs of Study 103

## Part Five — The College Roster
- College Corporation 122
- Administration 124
- Faculty 128
- Committees 137
- Alumni Association 139
- Enrollment Data 140
- Graduates, 1959, 1960 142 and 147
- Honorary Degrees and Awards 146 and 151
<table>
<thead>
<tr>
<th>College Calendar</th>
<th>1960 - 1961</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1960</strong></td>
<td></td>
</tr>
<tr>
<td><strong>September 10</strong></td>
<td>Freshman Orientation</td>
</tr>
<tr>
<td><strong>September 13-14</strong></td>
<td>Upper-Class Registration</td>
</tr>
<tr>
<td><strong>September 15</strong></td>
<td>Formal Convocation—9:00 a.m.</td>
</tr>
<tr>
<td><strong>November 23</strong></td>
<td>Thanksgiving Recess begins—4:20 p.m.</td>
</tr>
<tr>
<td><strong>November 28</strong></td>
<td>Thanksgiving Recess ends—8:00 a.m.</td>
</tr>
<tr>
<td><strong>December 16</strong></td>
<td>Christmas Recess begins—12:00 a.m.</td>
</tr>
<tr>
<td><strong>January 3</strong></td>
<td>Christmas Recess ends—8:00 a.m.</td>
</tr>
<tr>
<td><strong>January 23-27</strong></td>
<td>Semester Examinations</td>
</tr>
<tr>
<td><strong>February 1</strong></td>
<td>Second Semester begins—8:00 a.m.</td>
</tr>
<tr>
<td><strong>March 31</strong></td>
<td>Spring Recess begins—4:20 p.m.</td>
</tr>
<tr>
<td><strong>April 11</strong></td>
<td>Spring Recess ends—8:00 a.m.</td>
</tr>
<tr>
<td><strong>May 26-June 2</strong></td>
<td>Semester Examinations</td>
</tr>
<tr>
<td><strong>June 3</strong></td>
<td>Alumni Convocation—6:30 p.m.</td>
</tr>
<tr>
<td><strong>June 4</strong></td>
<td>Baccalaureate Service—2:30 p.m.</td>
</tr>
<tr>
<td><strong>June 5</strong></td>
<td>Commencement Convocation—10:00 a.m.</td>
</tr>
<tr>
<td><strong>June 19</strong></td>
<td>Summer Session begins</td>
</tr>
<tr>
<td><strong>July 28</strong></td>
<td>Summer Session ends</td>
</tr>
<tr>
<td><strong>1961</strong></td>
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<td><strong>January 3</strong></td>
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</tr>
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<tr>
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<td><strong>July 28</strong></td>
<td>Summer Session ends</td>
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College Calendar
1961 - 1962

1961

September 9  Freshman Orientation
September 12  Upper-Class Registration
September 14  Formal Convocation—9:00 a.m.
November 22  Thanksgiving Recess begins—4:20 p.m.
November 27  Thanksgiving Recess ends—8:00 a.m.
December 15  Christmas Recess begins—2:00 p.m.

1962

January 3  Christmas Recess ends—8:00 a.m.
January 22-26  Semester Examinations
January 31  Second Semester begins—8:00 a.m.
March 30  Spring Recess begins—4:20 p.m.
April 10  Spring Recess ends—8:00 a.m.
May 26-June 1  Semester Examinations
June 2  Alumni Convocation—6:30 p.m.
June 3  Baccalaureate Service—2:30 p.m.
June 4  Commencement Convocation—10:00 a.m.
June 18  Summer Session begins
July 27  Summer Session ends
Directions for Correspondence

Concerning Admissions, Fees, Scholarships, Requests for Literature, address Mr. A. H. Timmer, Director of Admissions.

Concerning the Welfare of Women Students and Women's Housing, address Miss Emma Reeverts, Dean of Women.

Concerning the Welfare of Men Students and Men's Housing, address Mr. William Hilmert, Dean of Men.

Concerning Transcripts of Records, address Miss Jeanette Poest, Recorder.

Concerning Payment of Fees or Transaction of Business in Connection With Student Accounts, address Mr. Henry Steffens, Treasurer. All checks should be made payable to the Treasurer, Hope College.
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), Ame 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

Giles H. McDevillle 1878-1880
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 sixteen 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, the American Chemical Society and an associate member of the National Association of Schools of Music. It maintains membership in the American Council on Education, the Association of American Colleges, American Association of Colleges for Teacher Education, 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 devotional periods.

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

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

4. The college discourages the use of tobacco by women students.

5. 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.

6. Students living in college residence halls who contemplate marriage during the school year must make arrangements with the college authorities in advance.
7. 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 twenty-five 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 twenty-five acres, centers around Van Raalte Memorial Hall on Twelfth Street. The east campus containing twenty acres lies east of Fairbanks Avenue. It is the site of the original home of Dr. Albertus C. Van Raalte, the founder of the City of Holland and Hope College. A portion of the east campus was a gift of William B. Eerdmans to Hope College in 1947.

Buildings

Dimnent 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 by student religious organizations, and five classrooms used 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 55,000 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.

Construction of the new Van Zoeren Memorial Library began in August of 1960 and it will be ready for use in September of 1961. This new building, which will seat 500 readers and house 100,000 volumes, will provide the much needed space for seating for a growing college and a larger book collection for a library minded faculty and student body. The glass and brick structure located just west of College Avenue will face Graves Place with service entrances on Tenth Street.

**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 a capacity of one hundred sixty.

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

**Phelps Hall** was completed in the Spring of 1960. It accommodates one hundred and fifty women and provides dining facilities for four hundred and fifty students.
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.

Other women's residences are BECK COTTAGE, FAIRBANKS COTTAGE, OGGEL COTTAGE, SCOTT COTTAGE, TAYLOR COTTAGE, and VOORHEES ANNEX. These houses, adjoining the campus, provide a home-like atmosphere for smaller groups. Each is equipped with new furnishings and provides a special room for study.

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, one in Durfee Hall and one in Phelps 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 Vice-President, the Dean of the College, the Dean of Women, Dean of Men, the Director of Freshman Orientation, the Director of Admissions, the director of the Reading Center, the College Pastor and Psychological Counselor. Each entering student is assigned 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 Dean’s 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 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
Financial—Scholarships: Mr. Kleis, Chairman of Committee;
   —Loans: Mr. Steffens, College Treasurer
Health—College Physician: Dr. Vander Velde
Personal—Miss Reeverts, Dean of Women; Mr. Hilmert, Dean of Men,
   Mr. Cook, College Pastor, and Mr. Granberg, Psychologist
Reading—Mrs. Schoon, Director of Reading Center
Religious—Mr. Voogd, Mr. Ponstein, Mr. Kruijthof, Mr. Cook
Teacher Placement—Mr. Vanderborgh, Mr. Ver Beek
Vocational Placement—Admissions Office

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 the Admissions Office, 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. The Bureau is located in Van Raalte 101.

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 physician's clinic hours are from 9:00 to 11:00 A.M., Monday through Friday, and a nurse in 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 for 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.

European Semester Plan

The European Semester Plan is designed to enable qualified Hope College students to spend a total of eight months in Europe in an integrated travel-study program. The plan is available for
all students enrolled in the Vienna Summer School (see page 44). Students who have spent the summer in the Hope program and are otherwise qualified have the option of remaining in Europe for the fall semester as regular students in the Junior Year of the University of Vienna.

Participants in the European Semester Plan must have: Junior status, two years of German, a good academic record, departmental approval for their program, and the endorsement of the director of the Hope College Vienna Summer School. During the fall term they will be under the jurisdiction of the University's Institute of European studies which will report to Hope College on their progress and grades. Full credit for work completed in Europe will be granted by Hope College.

Students enrolled in the program may register for courses in English, or, if qualified, for any of the courses offered by the University in German. The fees for the European Semester Plan are the same as for the fall semester at Hope College.

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.

Paul Dame of Kalamazoo is President of the Board; Donald Ihrman, Benton Harbor, Vice President. Directors are: Max D. Boersma and Dr. James Riekse, Grand Rapids; John J. Geary, Jr., West Sayville, N. Y.; Lamont Dirkse, Grand Haven; John Hoekstra, Kalamazoo; Dr. James Hinkamp, Birmingham; Rev. Cornelius Meyer, Altamont, N. Y.; Rev. Anthony Dykstra, Canandaigua, N. Y.; John D. Colby, McLean, Va.; Dr. Lester Kieft, Lewisburg, Pa.; Andrew Lampen, St. Paul, Minn.; Henry Steffens, college treasurer, and Marian A. Stryker, alumni secretary.
Student Activities

Religious Organizations

The central religious organization on the campus is the Student Christian Association. Meetings are held every Tuesday evening at 7:15 o'clock in room 16 or first floor of Dimnent Chapel. All students are urged to become members of this organization. The Association directs and administers the program of religious activities of the student body. The highlight of the year is the annual Religion in Life Week which is sponsored by this group.

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 Program

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.

Phi Mu Alpha Sinfonia is a national professional music fraternity for men who have demonstrated outstanding musicianship, scholarship, and value to the campus musical life. Iota Omega 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, Business Administration and Economics, and Premedical Clubs. Students majoring in the elementary program are members of the Student National Education Association.

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, 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-women 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, 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 contri-
bution 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, volleyball, 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

Over-all for boarding students $700.00
(Tuition, room and board*)
Tuition only 350.00
Room only** 125.00
Board only* 225.00
Tuition per semester hour above normal load of sixteen semester hours*** 22.00
Tuition per semester hour for less than minimum load of twelve semester hours 30.00

Special Fees

Matriculation (paid by each student upon admittance to Hope College) 10.00
Organic Chemistry Laboratory 15.00
Laboratory for other science courses 7.50
Applied music:***
Organ — one thirty-minute lesson per week 45.00
Piano, Voice, or Instrument — one thirty-minute private lesson per week 40.00
Class Instruction in Voice, Piano, or Instrument 20.00
Pre-college Piano and Instrument 35.00
Late registration 5.00
Diploma 10.00

Payment of Fees

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

* The college 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 $85.00 will be made to those boarding six weeks or less; $160.00 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 GROOUW 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 $7,000 the income to provide scholarships for worthy students.

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.
Financial Aid

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, and range from $150 to $500. 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. Biology

CIBA PHARMACEUTICAL GRANT. An award of $500 to a student majoring in Biology. The grantee will participate in departmental research.

D. 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 Reformed Church in America, Board of Domestic Missions, 475 Riverside Drive, New York 27, New York.

Board of Benevolence 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 Reformed Church in America, Board of Education, 475 Riverside Drive, New York 27, 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. The College is the recipient of loan funds under the terms of the National Defense Student Loan Act. All students of need are eligible with special consideration given to students with superior academic backgrounds who intend to teach in elementary or secondary public schools or whose academic backgrounds indicate superior capacity or preparation in science, mathematics, engineering, or a modern foreign language.

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.

Otto Vande 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.

Pietenpol 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.

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 a 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 best two 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 work in a designated area of English.

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.
**HONORS AND AWARDS**

THE EGBERT 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, book prizes, 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.
Part Two

THE ACADEMIC PROGRAM
Admission

General Information

Many persons tend to express interest in pre-college planning during the early years of the secondary (high school or academy) school program. Such young people if interested in Hope College at that time are encouraged to write to the college Director of Admissions for general information and for the brief preliminary application thus enabling his office to offer guidance in their initial planning for college.

Hope College encourages admission candidates to make final application any time following the completion of their junior year and preferably by early March of the senior year. Applicants who give evidence of fine achievement in the first six semesters of high school, inclusive of the ninth grade, can expect prompt approval of their applications for admission with the understanding that they are to conclude their senior year in a satisfactory manner.

A College Committee on Admissions meets approximately once a month during the school year to review and determine action on the completed applications received subsequent to any given meeting. The admission candidate can therefore expect a reasonably early response to his application. Final application forms are generally available at the high school offices or can be secured by writing to the Office of Admissions, Hope College, Holland, Michigan.

Hope College will consider for admission a limited number of students who desire to enter college at the beginning of the spring semester. Such applicants should submit their admission credentials not later than one month prior to the opening date of that semester.

The college provides a summer school each year. Students interested in enrolling in the summer session should write for application and information to the Director of the Summer School, Hope College, Holland, Michigan.

Procedure for Admission

A candidate's eligibility for admission to Hope College is determined in terms of several factors — scope and quality of secondary academic achievement, aptitude test scores, recommendations, leadership qualities, interests, and educational goal. Each applicant is directed to become acquainted with the "Aims and Objectives" and "Regulations" of Hope College as stated in the catalog. It is the applicant's responsibility to submit the following admission credentials:
The fully completed personal application form.

Official transcript of secondary school record.

Official transcript of college or university record if any.

One letter of character reference.

The $10 admission fee. This is to accompany the application and is not refundable.

The completed medical form. This will be mailed for completion with the acceptance letter.

The scores of the College Entrance Examination Board Scholastic Aptitude Test (SAT). This relates to Freshman applicants only unless specifically requested from a transfer applicant.

To aid in college counseling, in effective class placement, and in admissions where additional criteria are deemed necessary, all prospective Freshmen are asked to take the College Entrance Examination Board Scholastic Aptitude Test (SAT) before entering college. Bulletins of information and applications to take the SAT are generally available at high school counseling offices or can be secured by writing to College Entrance Examination Board, Box 592, Princeton, New Jersey, or C.E.E.B. Postofice Box 27896, Los Angeles 27, California, whichever office is nearer. The Scholastic Aptitude Test is administered at designated centers on five specific dates each year — in January, March, May, August, and December. The application to take the SAT with the accompanying fee should reach the appropriate office of the Board no less than one month prior to the examination date selected by the applicant. Hope College encourages each Freshman applicant to take the SAT in August preceding the senior year or preferably in December or January of the senior year. This would enable the college office to receive the SAT scores sufficiently early for effective use.

Entrance Requirements for Freshmen

Hope College subscribes generally to the college entrance requirements as recommended by the Commission on Liberal Education of the Association of American Colleges. The association recommends the following minimal entrance requirements — four years of English, two years of Mathematics, two years of a foreign language, one year of a laboratory science and two years of social science.
The College will consider applicants for admission to the Freshman Class who:

1. Are graduates of accredited secondary schools.
2. Rank academically in the upper half of their senior class.
3. Present 16 or more units in secondary school subjects, a unit representing one school year achievement in a given subject. Graduates of three-year senior high schools should include units earned in the ninth grade in totaling the 16 or more units. A minimum of 11 of these 16 units should be in the following subjects: 4 units of English, 2 units of Mathematics, 2 units in a foreign language, 2 units in social studies (History, Government, etc) and 1 unit in a laboratory science.

Admission with Advanced Standing

Advanced credit specifically for advanced placement will be granted to incoming Freshmen who while in high school or in summer school satisfactorily completed studies equivalent to college level courses. Adequate achievement in college level work taken in high school should be measured through Advanced Placement Examinations administered by the College Entrance Examination Board in May of each year. College departments in which credit for advanced placement is being requested exercise the right to determine the type and amount of advanced credit to be granted.

Admission of Transfer Students

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. The college tends to discourage applications of transfer students who seek to complete graduation requirements in less than four semesters.

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 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 41 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 40). 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 $22.00 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 irrereplaceable 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.

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 8:30 a.m. and the last (eighth) period ending at 4:20 p.m. The college calendar gives the exact dates of this session.

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 favorable 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 three to six 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. Music students attend concerts or rehearsals of works discussed in class; those enrolled in Art History are able to examine significant examples of European art and architecture; drama students attend plays and films and students interested in recent European history have the opportunity to meet government officials as well as other participants in the events discussed in the text book. Obviously, students engaged in language study profit from the daily necessity of using their newly acquired vocabulary.

The faculty of the Vienna Summer School is composed of a group of young Europeans, especially appointed to the Hope College summer staff in Vienna, and a few members of the regular Hope College faculty, who serve as supervisors of the program. A number of the European Hope summer faculty are connected with the University of Vienna or the Institute of European Studies during the regular academic year. For its Vienna Summer Session Hope College uses class rooms and other facilities of the University's Institute of European Studies.

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 page 40 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 15

**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. Nine semester hours of courses from the Department of Bible and Religion are required for graduation. Six of the nine hours must be taken in Bible content, courses 21, 22 and 31. The other three hours may be elected from the following courses: Bible 51, 63 and 71.
Students should complete the six hours in Bible content courses preferably during their Freshman and Sophomore years. Majors in certain departments may have scheduling difficulties and find it necessary to postpone a Bible course until their Junior year.

Foreign Language Requirement

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

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

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

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

B. The same foreign language he 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.

*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 towards the B.A degree.

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 Major:** 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 teachers' certificate: A minimum of thirty-three semester hours of recommended courses in one of the following areas. (The details of each of these composite majors is given on pages 118, 119, and 120).
   a. Language Arts (English Language, Speech, Foreign Language. Focus is on language as a communicating art) Advisor: Brand.
   b. Humanities (Literature, Art, Music.) Advisor: ten Hoor.
   d. Science (Biology core, Physics, Chemistry) Advisor: Elliott.

2. Majors for Secondary Teaching:
   a. 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.
   b. For general science students: A minimum of 43 semester hours in Biology, Chemistry, and Physics with a core of not less than 18 hours in one department and not less than 10 hours in each of the two supporting departments. Recommended courses: Biology 15, 16, 21, 38; Chemistry 11, 12, 31 or 32, 51; Physics 31, 32. A student looking forward to continuing study in graduate school in one of the sciences should take enough additional work to have a major in it. Advisor: Elliott.
Part Three

THE COURSE OFFERINGS
Description of Courses

Art

Mr. James Loveless

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. 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. Throughout the year. Credit per semester, three hours.

31, 32. Basic Design.
A study of the elements of design through readings, and applied problems. The first semester is an investigation of two dimensional design concepts; the second semester is a study of three dimensional design concepts. Throughout the year. Credit per semester, three hours.

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., Miss Elliott, Mr. Crook
Mr. Oostenink, 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 48. 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 48.

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 and 14 or 14 and 15, one semester of beginning botany or consent of instructor.
First 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 1961-1962.
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. Crook. 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.*

**Staff. Credit, two hours.**

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 three-hour periods per week. Prerequisite: one of the following, (a) either beginning year-course in biology, (b) consent of the instructor. 

*Second semester.*

**Van Schaack. Credit, three hours.**

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

*Second semester.*

**Elliott. Credit, three hours.**

55. **Vertebrate Embryology.**
The lectures deal in a comparative way with the development of vertebrates. The laboratory work deals with the study of embryological specimens of the principal groups of vertebrates. Three classroom periods and two three-hour laboratory periods. Prerequisite: Biology 15 and 16, or consent of instructor. 

*First semester.*

**Thompson. Credit, five hours.**

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.*

**Oostenink. Credit, two hours.**

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.*

**Crook. Credit, five hours.**

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 (1962-63). 

*First semester.*

**Elliott. Credit, three hours.**

74. **History of Biology.**
A brief course covering the history of biology with emphasis on the significant contributions leading to the development of the various biological sciences including medicine. Two classroom periods weekly. Designed for biology majors. Offered on demand. Open only to Juniors and Seniors. 

*Second semester.*

**Van Schaack. Credit, two hours.**

76. **Cytology.**
An introduction to the morphology and physiology of the cell. Two classroom periods and one three-hour laboratory period. Prerequisite: Biology 15, 16 or consent of instructor. Alternate years (1961-1962). 

*First semester.*

**Elliott. Credit, three hours.**
85. Biochemistry.
The nomenclature and general chemistry of carbohydrates, lipids and proteins will be studied together with the nature and mode of action of enzymes. Three classroom periods with demonstrations. Prerequisite: Organic chemistry. Alternate years (1962-1963).

First 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, Mrs. 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 107 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 pages 117 and 118. 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, four 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, four 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 everyday 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.
17, 18. **General Chemistry and Qualitative Analysis.**
For students who complete a satisfactory entrance examination. Class, three hours per week; laboratory, six hours per week. Most of the second semester is devoted to a course in elementary qualitative analysis.

*Throughout the year.*

**Staff. Credit per semester, five 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 burets 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.*

**Staff. Credit, four hours.**

61. **Quantitative Analysis.**
Classroom, one hour a week; laboratory, eight hours a week. This course includes the analysis of limestone, brass, steel, iron, nickel, manganese, and antimony ores, etc.

*First semester.*

**Kleinheksel. Credit, three hours.**

64. **Advanced Inorganic Chemistry.**
A continuing study of inorganic chemistry with emphasis upon its physico-chemical aspects rather than upon its treatment in a purely descriptive fashion. Recommended for chemistry majors. Classroom, two periods per week. Alternate years (1962-1963).

*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.*

**Brink. Credit per semester, three hours.**

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

*Throughout the year.*

**Brink. Credit per semester, one or two hours.**

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

*First semester.*

**Kleinheksel. Credit, one hour.**
76. **Chemistry of the Rarer Elements.**
Lecture and literature research. Recommended for all students majoring in chemistry. Must be preceded or accompanied by course 52.
*Second semester.*
Kleinheksel. Credit, one hour.

81. **Advanced Organic Chemistry.**
Lecture and literature research. Advanced organic reactions and laboratory preparations. Laboratory four to eight hours.
*Van Zyl.* Credit, two or three hours.

85. **Biochemistry.**
Classroom, three hours per week with demonstrations. The nomenclature of carbohydrates lipids and proteins will be studied together with the nature and mode of action of enzymes. Prerequisites: Chemistry 51 and 52.
Alternate years (1962-1963).
*Crook.* Credit, 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.

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**Classical Languages**

The foreign language requirement for graduation may be met by the study of either Latin or Greek. For a complete statement of the foreign language requirement for graduation, consult page 47 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. Klaasen, Mr. Weller_

Courses in the combined Department of Economics and Business Administration are listed below under the two fields. A student may qualify for a major in either economics or business administration separately, but not in the two combined. In majoring, the student will normally take Economics 31 and 32 and Business Administration 31 and 32 in the Sophomore year. It is possible, however, for a student to begin in the Junior year if he is well along with his general college requirements; then with department approval he may take certain of the upper-class offerings along with the Sophomore courses. For interested Freshmen and Sophomores who are undecided as to their major, Business Administration 15 should
prove helpful. Students majoring in other departments who wish the usual economic principles course should elect Economics 31 (and 32). For Seniors in other departments who have particular interest in certain of the business courses, it is possible with the consent of the instructor to elect from the following without having had the usual prerequisites: Principles of Management (53), Business Law (54), Investment Fundamentals (56), Personnel Administration (73), and Insurance (84).

**Economics Major:** The program for this major requires a minimum of thirty semester hours in economics; hours earned in Principles of Accounting, (Business Administration 31 and 32) may be counted towards this total as also hours earned in Introductory Statistics (Mathematics 35). The course program must include Principles of Economics (31 and 32), Economic Statistics (62, preceded by Mathematics 35), and Principles of Accounting (Business Administration 31 and 32). The program of study must have the approval of department advisors. See pages 105 and 106 for the course program.

The economics major serves effectively in preparing the student for graduate study in either economics or business administration. Also, when combined with proper electives, it becomes a valid pre-law major or else can lead to public school teaching at the secondary level. It serves also as preparation for direct placement in business or government positions. The major in economics leaves a considerable block of hours for electives in other fields of interest.

**Business Administration Major:** This major requires a minimum of twenty-six hours in business administration courses together with a minimum of eighteen hours in economics courses that are prerequisite or supplemental to the business administration electives. Hours earned in Introductory Statistics (Mathematics 35), may be included in the eighteen hour total. The course program must include Principles of Economics (Economics 31 and 32), Economic Statistics (Economics 62, preceded by Mathematics 35), and Principles of Accounting (31 and 32). Students majoring in business administration may request exemption from the general foreign language requirement of the college; exemption will be granted upon demonstration of the suitability of such action in individual cases. The program of study must have the approval of department advisors. See pages 105 and 106 for the course program.

The major in business administration serves a twofold purpose. On the one hand, the terminal student is readied in the liberal arts tradition for direct professional placement in business. On the other hand, the student deciding on graduate study in business is, under normal circumstances, prepared to earn a master’s of business administration in a year and a summer. This major allows the student some leeway in electing courses in other fields of interest.
A — Economics

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

51. Money and Banking.  
Analysis of the nature and development of money, role of commercial banks and the Federal Reserve System, relation of money flows to prices and economic activity, monetary policy, and international aspects of money and banking. Prerequisite: Economics 31, 32.  
First semester. Klaasen. Credit, three hours.

Continuation of study of statistics begun in Mathematics 35 and pointed toward application in economics and business: tabular and graphic presentation of data; time series analysis; index numbers; and correlation. Prerequisites: Economics 31, 32 and Mathematics 35.  
Second semester. Yntema. Credit, two hours.

71. Economic Analysis.  
Intermediate-level treatment of microeconomics concerned primarily with price determination under varied market conditions, theory of factor pricing, and topics in welfare economics. Prerequisite: Economics 31, 32.  
First semester. Yntema. Credit, three hours.

Study of the nature and causes of business cycles in their current setting with emphasis on alternative explanations and analysis of methods of control and the growth factor. Prerequisite: Economics 62 or consent of instructor.  
Alternate years, 1961-1962.  
Second semester. Yntema. Credit, three hours.

74. International Trade.  
Survey of the field of international trade, with special attention given to fundamental theory and present policy and practice. Prerequisite: Economics 31, 32. Alternate years, 1962-1963.  
Second semester. Yntema. Credit, three hours.

76. Public Finance.  
Introduction to principles, practices and problems of public finance—federal, state and local—covering revenues and expenditures, taxation theory and practice, public debt, and budgeting. Prerequisite: Economics 31, 32, or consent of instructor for seniors recommended by other departments.  
First semester. Yntema. Credit, three hours.

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. Yntema. Credit, two hours.
B — Business Administration

15. Survey of Private Enterprise.
An orientation course reviewing the basic economic problem of using scarce resources effectively and in keeping with commonly recognized goals. Though some attention is accorded arrangements of other cultures, chief interest is in the private enterprise system of our country, and especially the role of business firms. Provides a degree of economic literacy for the general student and an introduction to business administration as an academic discipline for those considering the field. Primarily a Freshman course and not open to students while or after taking Economics 31-32.
Second semester. Klaasen. Credit, three hours

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. Prerequisite: For 31, Sophomore standing and for 32, satisfactory completion of 31.
Throughout the year. Weller. Credit per semester, three hours.

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. Prerequisite: Economics 31 and 32, or consent of instructor.
First semester. Klaasen. Credit, three hours.

54. Business Law.
A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisite: Economics 31, 32, or consent of instructor.
Second semester. Roper. Credit, three hours.

56. Investment Fundamentals.
Analysis and appraisal of investment alternatives as found in real estate, bonds, and preferred and common stock with emphasis on arrangements and programs meeting the needs of individual investors. Prerequisite: Economics 31 and 32 and Business Administration 31 and 32, or consent of instructor.
Second semester. Klaasen. Credit, three hours.

Study of the distributive process and marketing problems covering functions, institutions, methods, commodity marketing, merchandising, prices, and competition. Prerequisite: Economics 31 and 32.
First semester. Klaasen. Credit, three hours.

The case method is used in dealing with representative problems of this field: emphasis is placed on application of established business principles and techniques in the solution of particular business problems. Prerequisite: Business Administration 61, or consent of instructor.
Second semester. Klaasen. Credit, three hours.

65. Cost Accounting Principles.
An introduction to the subject matter of cost accounting with particular attention given to objectives and methods of "standard cost" accounting. This course stresses managerial use of computations and accounting procedures. Prerequisite: Business Administration 31, 32, and Economics 31, 32. Alternate years, 1962-1963.
First semester. Weller. Credit, three hours.
This course provides a continuation of the study of accounting theory and practice at the intermediate level with attention centering on asset items of the balance sheet. Prerequisite: Business Administration 31, 32, and Economics 31, 32. Alternate years, 1961-1962.
First semester.

Weller. Credit, three hours.

72. Finance Principles.
Analysis of principles underlying sound financial policy and procedure: financial planning and control; sources of short-term and long-term funds; management of assets; and problems of valuation, combination, dissolution, and liquidation. Prerequisite: Economics 51 and Business Administration 31, 32.
Second semester.

Weller. Credit, three hours

73. Personnel Administration.
Study of personnel principles from the standpoint of function, methods, and organization as used in practice by business. Prerequisite: Business Administration 53 and Economics 52, or consent of instructor.
First semester.

Weller. Credit, two hours.

82. Insurance.
Survey of insurance principles and their applications in various fields, with attention also given risk-bearing as such, public supervision, and social insurance. Prerequisite: Economics 31, 32, or consent of instructor.
Second semester.

Drew. Credit, three hours.

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.

The Michigan Certification Code requires students to have a “C” average before they may begin Student Teaching.

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 117-120 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.
Education 31 is for Sophomores, all other education courses for Juniors and Seniors only.

31. **Introduction to Education.**
This course is a study of public education in America from colonial times to the present. It traces the development of a national system of schools in this country, with special consideration given to the types of organization, the different areas and levels involved, both the professional and student personnel and the curriculum and material of instruction. Should be taken by Sophomores.
*Both semesters.*

36. **Developmental Psychology I.**
Same as Psychology 36.

38. **Developmental Psychology II.**
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.
*Second semester.*

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.
*Both semesters.*

53. **Curriculum and Methods.**
An examination of the elementary school curriculum, its structure and organization; of the philosophy and methods of the modern school; of general principles and practices that are applicable to all areas of the curriculum, with special application in the first semester to Reading and Literature.
*First semester.*

54. **Curriculum and Methods.**
A continuation of Education 53, with special attention to Language Arts, Social Studies, Arithmetic and Science in the elementary school curriculum.
*Second semester.*

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.*

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.*

57. **Secondary Principles.**
This course is concerned with the public high school,—its origins, purposes and curriculum. Attention is also given to principles and methods of teaching on the secondary level. The course is designed, along with special methods courses in the several academic areas, to prepare students for student teaching in high school. Prerequisite: educational psychology.
*Both semesters.*
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.
*Ver Beek. Credit, three hours.*

60. **History of Education.**
This course explores the development of formal education from the very beginning of recorded history to the present. The origins of the ideas and values that have profoundly influenced education through the centuries are examined as they are found in ancient, medieval and modern times. Special attention is devoted to important leaders who have left their impressions upon modern education. Seniors, Juniors with permission.
*Both semesters. Credit, two hours.*

64. **Tests and Measurements.**
Same as Psychology 43.

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. Rohlick. 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, 1962-1963.
*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. Credit, two hours.*

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

79. **Elementary Public School Music Methods.**
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 dif­
ficulties 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,
1962-1963
First semester Staff. Credit, two hours

85. TEACHING OF SOCIAL STUDIES IN SECONDARY SCHOOL.*
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 pro­
cedures, curricular practices in various systems, teaching aids, trends, prepa­
ration of resource teaching units, evaluation, etc. A curriculum laboratory is in
the library to aid teachers through new materials.
First semester. Lampen. 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
needed 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, Miss Mueller, Mrs. Murray, 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 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 sub-
stitutions are allowed only by permission from the chairman of the department.

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

For those planning to go to graduate school it is desirable to build up a total of between 40 and 45 hours in English. These students are also to remember that a reading knowledge of French 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.

GRAMMAR.
A non-credit course meeting twice a week for those who on the basis of an examination, show inadequate high school preparation.
First semester. Staff.

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 Hoor. Credit, two hours.

31. INTRODUCTION TO LITERATURE.
Masterpieces in English literature. About six of the classics of English literature, each one representative of a different type, are studied intensively to furnish first-hand experience with famous titles in the literary repertoire.
First semester. Staff. Credit, three hours.

32. INTRODUCTION TO LITERATURE.
Masterpieces in Foreign Literature. A continuation of 31, covering representative titles from Greek, Medieval, and Modern European literature in translation.
Second semester. Staff. Credit, three hours.
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.*

37. **American Novels.**
A study of representative novels taken from nineteenth and twentieth century American authors. Sophomores only.
*First semester.*

38. **The Short Story.**
A literature course involving the study of representative American and European short stories. Section A for Freshmen and Sophomores. 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's 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.**
A study of the English poetry produced during the Romantic period from 1750 to 1832. Attention is given chiefly to Wordsworth, Coleridge, Byron, Shelley, Keats. Alternate years, 1961-1962.
*Second semester.*

60. **Victorian Literature.**
A study of the major figures in English poetry and essay between 1832 and 1900. Alternate years, 1962-1963.
*Second semester.*

61. **The English Novel.**
*First semester.*
62. **The Modern European Novel.**
*Second semester.* Prins. Credit, three hours.

64. **Contemporary Drama.**
*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.* Mueller. 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, 1960-1961.
*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 communications. Alternate years, 1961-1962.
*Second 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.

84. **Chaucer and His Times.**
A study of the literature and ideas that spelled the end of the Middle Ages. A knowledge of Middle English is not required. Alternate years 1961-1962.
*Second semester.* Mueller. Credit, three hours.

86. **Spenser and His Times.**
A study of the English Renaissance in the non-dramatic literature. The course aims to study literature as an expression of the new concepts that marked the Sixteenth Century. Taught in alternate years 1960-1961.
*Second semester.* Mueller. Credit, three hours.
French

Mrs. Prins, chmn.; Miss Meyer, Mrs. Feyt

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 class-room 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 a review of pronunciation and basic grammar; intensive and extensive reading; practice in dictation, conversation and composition. Course 32 continues on a more advanced level of reading. Oral-aural practice in class-room and laboratory both semesters.
 Throughout the year. Meyer. Credit per semester, four hours.

52. CONTEMPORARY FRENCH LITERATURE.
Study of the novel, the theatre and poetry from 1914 to the present time. Offered in alternate years, 1961-1962.
Second semester. Staff. Credit, three hours.

53. EIGHTEENTH CENTURY LITERATURE.
French thought as reflected in literature from 1715-1800. Representative works of Montesquieu, Voltaire, Rousseau, Diderot, Marivaux, Beaumarchais. Offered in alternate years, 1961-1962.
First semester. Staff. Credit, four hours.

54. FRENCH REALISM.
The novel from Balzac to Anatole France, the realistic drama of 1848-1900. Parnassian poetry. Offered in alternate years, 1960-1961.
First semester. Prins. Credit, three hours.

55. FRENCH CIVILIZATION.
The development of the French nation; the evolution of its arts, ideas and values; the contributions of France to art, music and thought. Geographical and historical backgrounds are studied. Knowledge of French language is essential. Offered in alternate years, 1960-1961.
Second semester. Meyer. Credit, three hours.

57. SURVEY OF FRENCH LITERATURE.
A general study of the types of literature in chronological order from the Middle Ages to the present time. Offered in alternate years, 1960-1961.
First semester. Meyer. Credit, three hours.
61. Basic Study of Phonetics and Intonation.
A laboratory course for those with little or no knowledge of French phonetics. Systematic drill and exercises in pronunciation and intonation. Can be taken simultaneously with Course 31. Consult chairman of department as to eligibility for course. Prerequisite: two years of high school French or course 12. Offered in alternate years, 1960-1961.
First semester. Prins. Credit, two hours.

62. Advanced French Intonation and Diction.
Knowledge of phonetics is required. A laboratory course to perfect intonation and diction. Required of French teaching majors. Prerequisite: Course 61 or permission of instructor. Offered alternate years, 1960-1961.
Second semester. Prins. Credit, two hours.

64. French Literature of the Seventeenth Century.
Study of French Classicism and the major classicists: Descartes, Pascal, Corneille, Racine, Moliere, La Fontaine. Offered in alternate years, 1960-1961.
Second semester. Staff. Credit, three hours.

65. Advanced Conversation and Oral Practice.
Designed to develop fluency and confidence in speaking and to increase vocabulary. Laboratory is used for preparation and recitation. Offered in alternate years, 1960-1961.
First semester. Feyt. Credit, one hour.

66. Advanced Conversation and Oral Practice.
Continuation of Course 65. Either one or both may be taken. Offered in alternate years, 1960-1961.
Second semester. Feyt. Credit, one hour.

73. Advanced Grammar Review and Conversation.
First semester. Prins. Credit, three hours.

76. French Romanticism.
Study of the development of the romantic movement in drama, poetry and prose from 1789-1850. Offered in alternate years, 1961-1962.
Second semester. Staff. Credit, four hours.

84. Teaching of Modern Languages.
Required for French teaching major. See catalog for description.

German

Mr. Gearhart, chmn.; Mr. Heine, Mr. Megow,
Mrs. Snow, Mr. Wolters

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, 1960-1961. Also offered in conjunction with the Hope College Summer School in Vienna. Throughout the year. Megow. 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. Gearhart. 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, 1962-63. Also offered in conjunction with the Hope College Summer School in Vienna. First semester. Megow. 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. Gearhart. 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, 1961-1962. First semester. Megow, 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. Summer. 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, 1961-1962.
Second semester. Megow. 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.

65. From the Middle Ages Through Baroque. Every third year, 1961-1962.
Second semester. Gearhart. Credit, three hours.

Second semester. Megow. Credit, three hours.

First semester. Megow. Credit, three hours.

Second semester. Megow. Credit, three hours.

First Semester. Heine. Credit, three hours.

Teaching of Modern Languages.
See Education 84.

Greek
Mr. Zsiros
A general statement of the aims and recommendations in Classical Languages is found on page 55.

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.

The Greek courses may be used to meet the college language requirement.

11, 12. Elementary Greek.
Introductory study of the Greek language. Letters; syllables; accents; basic ideas; declension of nouns, adjectives, pronouns; adverbs; numerals; conjugation of verbs. Translation. Xenophon: Anabasis.
Throughout the year. Credit per semester, four hours.

31, 32. Intermediate Greek.
First semester: formation and inflection of tense systems; conjugation of irregular verbs; formation of words. Translation, Plato: Apology. Second semester: syntax; conditional, relative, temporal, causal sentences; consecutive and stipulative clauses; indirect discourse. Translation, Plato: Crito.
Throughout the year. Credit per semester, three hours.

37. Classical Archaeology.
A study and interpretation of the many remains of classical art and architecture. Open to all students except freshmen. A knowledge of Greek is not required.
First semester. Credit, two hours.
Throughout the year. Credit per semester, three hours.

71, 72. The Language of Homer. Reading of The Odyssey and The Iliad.
Throughout the year. Credit per semester, three hours.

History
Mr. Fried, chmn.; Mr. Powell, Mr. van Putten, Mr. Williams, Mr. Wolters, Mr. Italiaander (Visiting Professor, 1960-1961)

The study of history is of vital importance to the educated person who seeks to understand the processes by which civilization has been built and the events in the past which have shaped the course of present world developments. The educated person must know something about the movements, events, and forces which have made modern man what he is so as to attain a fuller appreciation of our cultural and political heritage.

History Majors A minimum of thirty 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: political science, sociology, or economics. History 15 and 16 are the basic courses for a history major. All majors must take History 81 in their senior year. Students who intend to go on to graduate work are advised to take two 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 nationalism and democracy, and the origin of capitalism with their attendant conflicts and struggles.
First semester. Staff. Credit, three hours.

16. European Civilizations 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 developments of the past and the problems and organizations of the present.
Second semester. Staff. Credit, three hours.

This is a survey in which causal relations are emphasized. Special study is made of social, economic, and constitutional developments, and sectional problems. (Freshmen may enter only as special cases.)
First semester. Powell. Credit, three hours.

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. Powell. Credit, three hours.

51. The Ancient World.
A study of the cultures of the Tigris-Euphrates region, Egypt, the Eastern Mediterranean area, Greece, and Rome to the reign of Constantine. Alternate years, 1960-1961.
First semester. Williams. Credit, three hours.
52. **The Middle Ages.**

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

55. **History of England.**
This course deals with the development of English political, social, and economic institutions from Roman times to the end of the Stuart period in 1715. Alternate years, 1961-1962.

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

56. **History of England.**
This course is a continuation of History 55, with an analysis of the development of the modern democratic state and a study of the impact of British traditions on the Empire and the World. Alternate years, 1961-1962.

*Second semester. Fried. 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. Prerequisite: History 33 and 34. Alternate years, 1960-1961.

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

59. **American Intellectual History.**
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 world. Prerequisite: History 33 and 34. Alternate years, 1962-1963, Summer 1960.

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

60. **Recent American History.**
A study of economic, social, and political problems facing the United States since 1932. Prerequisite: History 33 and 34, or consent of the instructor. Alternate years, 1960-1961, thereafter, summer session.

*Second semester. Powell. 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. Prerequisite: History 15 and 16. Alternate years, 1960-1961.

*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. Prerequisite: History 15 and 16. Alternate years, 1960-1961.

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

65. **History and Civilizations of Africa.**
A study of the basic problems — ethnologic, geographic, and political — for which the various areas in Africa are now seeking solutions. Alternate years, 1960-1961.

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

67. **The Age of Louis XIV.**
A study of European history from the Peace of Westphalia to the Peace of Utrecht with special emphasis on France. Substantial attention will be devoted to the major scientific and intellectual developments of the period. Prerequisite: History 15 and 16. Alternate years, 1961-1962.

*First semester. Williams. Credit, three hours.*
68. The Age of the Enlightenment and the French Revolution.
A study of European history from the Peace of Utrecht to the Congress of Vienna featuring the interrelations of political, economic, social, and intellectual developments. Prerequisite: History 15 and 16. Alternate years, 1961-1962.
Second semester. Williams. Credit three hours.

70. History of Rome.
From the earliest times to about 476 A.D. An attempt to interpret the political history in the light of social, economic, and religious movements. Alternate years, 1960-1961.
Second semester. Wolters. 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, 1960-1961.
First semester. van Putten. Credit, three hours.

74. History of the Far East.
Second semester. van Putten. Credit, three hours.

75. History of the Far East.
1945 to the 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, 1961-1962.
First semester. Powell. 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, 1961-1962.
Second semester. Powell. Credit, three hours.

81. Seminar in History.
A seminar course for history majors designed to advance further their mastery of historical method and their appreciation of the discipline of history as an achievement of man. Major emphasis will be placed on the development of sound research methods and acquiring familiarity with the significant source materials in specific fields. The course will also include readings from the masters of historical writing and analytical discussion of method and of schools of historical interpretation. On the recommendation of the instructor individual students may be permitted to continue the course for a second semester.
Both semesters. Staff. Credit, three hours.
Latin

Mr. Wolters

A general statement of the aims and recommendations in Classical Languages is found on page 55.

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, or 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, 1962-1963.
First semester. Credit, two hours.

54. Roman Philosophy.
Readings from Latin philosophical writings. Alternate years, 1961-1962.
Second semester. Credit, two hours.

55. Roman Civilization.
A course designed to stimulate an appreciation of the varied literary and other contributions of the Romans to our cultural heritage. Knowledge of the Latin language not required. Not open to freshmen.
First semester. Credit, three hours.

62. Selected Latin Authors.
Intended for students of advanced standing who desire to concentrate on the study of a certain author or authors. 1961-1962.
Second semester. Credit, three 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, 1961-1962.
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.
Mathematics

Mr. Folkert, Chmn.; Mrs. Loveless, Mr. Sherburne, Mr. Steketee

The courses in Mathematics are offered not only to those definitely majoring in the department or intending to use them as a tool in 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: A major in mathematics consists of a minimum of 25 hours in the department including two of the courses 56, 61, 62, 65, 71, 81, 82. The following may not be counted toward a major, 11, 12, 21, 23, 42, 43. College Physics is required. For completion of a major, the Chairman of the Department should be consulted.

The suggested program for those planning a major in mathematics with the goal of high school teaching includes courses 15, 26, 35, 45, 46, 61, 62, and 65. For those planning graduate work in mathematics, included courses should be 15, 26, 35, 45, 46, 56, 61, 65, 71, 81 and 82. Those planning to enter engineering as a profession should consult pages 109 and 110.

This course is the same as third semester high school algebra. Not to be counted towards a major in mathematics.
First semester. Staff. Credit, three hours.

This course covers the essentials of Euclidean geometry of three dimensions. Not to be counted towards a major.
First semester. Steketee. Credit, two hours.

15. College Algebra and Plane Trigonometry.
Prerequisites: One and one-half years of High School Algebra or course 11 and Plane Geometry.
Both semesters. Staff. Credit, four hours.

Solid Geometry is strongly urged as a prerequisite. Not to be counted toward a major.
Both semesters. Steketee. Credit, three hours.

A study of the nature and structure of mathematics for the non-science student. Included is a survey of traditional and modern topics intended to give a broad understanding of the meaning and usefulness of the field. Course 23 is not to be counted toward a major.
Throughout the year. Staff. Credit, three hours per semester.
26. **Analytical Geometry and Calculus I.**  
Basic analytical geometry of the straight line and the conics and an introduction to calculus as applied to algebraic and trigonometric functions. Prerequisite: Course 15 or equivalent. Offered initially fall semester of 1960-61. Both semesters.  
Staff. Credit, four hours.

31. **Calculus I — Differential.**  
Staff. Credit, four hours.

35. **Introductory Statistics.**  
A general introduction to the area of statistics. Both semesters.  
Staff. Credit, two hours.

37. **Mathematics of Finance.**  
A course dealing with the application of mathematics to such topics as simple and compound interest, annuities, sinking funds and depreciation. Alternate years, 1960-61. Prerequisite: Course 24 or 15. First semester.  
Staff. Credit, three hours.

41. **Descriptive Geometry.**  
Prerequisite: Engineering Drawing. Second semester.  
Steketee. Credit, three hours.

42. **Plane Surveying.**  
Prerequisite: Course 15. Offered on demand. Second semester.  
Staff. Credit, two hours.

43. **Astronomy.**  
A survey of the physical universe; what we know and how we know it. Some observational work is included. Prerequisite: Sophomore standing. Omitted in 1960-61. First semester.  
Sherburne. Credit, two hours.

45, 46. **Analytical Geometry and Calculus II and III.**  
A continuation of analytical geometry and calculus covering the definite integral, logarithmic and exponential functions, formal integration, polar coordinates, infinite series, methods of approximation, partial differentiation, multiple integrals and applications of integration. Prerequisites: Course 26 for 45 and 45 for 46. Course 45 offered initially second semester of 1960-61 and 46 first semester of 1961-62. Both semesters.  
Staff. Credit, five hours per semester.

51. **Calculus II — Integral.**  
Staff. Credit, five hours.

56. **Mathematical Statistics.**  
A study of types of distributions, statistical estimation, inference and testing of hypotheses. Prerequisite: Course 45 with 35 and 46 strongly recommended. Alternate years, 1961-62. Second semester.  
Folkert. Credit, three hours.

61. **Theory of Equations.**  
Traditional course in algebraic theory. Prerequisite: Course 45 with 46 recommended. Alternate years, 1961-1962. First semester.  
Folkert. Credit, three hours.
62. **College Geometry.**  
A study of advanced Euclidean geometry with emphasis on synthetic development. Prerequisite: Course 26 with 45 recommended. Alternate years, 1961-62.  
*Second semester.*  
Steketee. Credit, three hours.

65. **Modern Algebra.**  
An introductory study of modular systems, Boolean Algebra, groups, matrices, determinants, fields, rings and ideals.  
*First semester.*  
Folkert. Credit, three hours.

71. **Differential Equations.**  
A study of elementary differential equations. Prerequisite: Course 46 or 51.  
*Both semesters.*  
Sherburne, Folkert. Credit, three hours.

81, 82. **Advanced Calculus.**  
Prerequisite: Course 46 or 51 for 81 and course 81 for 82.  
*Throughout the year.*  
Folkert. Credit, three hours per semester.

91. **Advanced Studies in Mathematics.**  
A course for seniors who plan graduate work in mathematics. Enrollment by permission of the Chairman of the Department.  
*Second semester.*  
Staff. Credit, two or three hours.

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**Music**

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

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 page 115 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.
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:
- Major area (Voice, Piano or Organ) — 10 hours.
- Minor area (Piano or Organ, Voice) — 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 55 be taken as a methods course under the Education Department. The minor requirement in music is 18 hours.

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 area (String, Wind, Brass, or Percussion Instruments) — 8 hours.
- Minor area: 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. The minor requirement in music is 18 hours.

Elementary Public School Music

Theoretical Subjects: Music 15, 16, 17, 18, 33, 34, 55, 56, 71, 72, 57 or 75 — 25 hours.

Applied Subjects:
- (with Vocal Emphasis) Voice — 7 hours; Piano or Organ — 7 hours.
- (with String Emphasis) Strings — 7 hours; Winds — 1 hour; Brass — 1 hour; Percussion — 1 hour; Piano — 3 hours; Voice — 1 hour.
- (with Brass or Wind Emphasis) Brass or Wind — 7 hours; Strings — 2 hours; Brass or Wind — 1 hour; Percussion — 1 hour; Piano — 2 hours; Voice — 1 hour.

Electives: 5 hours.

Grand Total — 44 hours.

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

Applied Music:

Theoretical Subjects: Music 15, 16, 17, 18, 31, 32, 33, 34, 51, 52, 71, 72, 57 and 75 — 34 hours.

Applied Subjects:
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.
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 55.
*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, in­
tervals, 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,
*Second semester.* **Cavanaugh. 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.* **Cavanaugh. 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. In­
dividual investigation of special interests and the writing of themes is en­
*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 al­
ternate years, 1961-1962.
*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 em­
ployed in representative major works. Offered alternate years, 1962-1963.
*Throughout the year.* **Cavanaugh. 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, 1962-1963.

*Second semester.* Piano Staff. Credit, one hour.

55. **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.* Holleman. Credit, two hours.

56. **Advanced Elementary Music Methods.**
Prerequisite: Music 55. A continuation of Music 55, specifically designed for music majors. Offered alternate years, 1961-1962.

*Second semester.* Staff. 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, 1962-1963.

*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, 1961-1962.

*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, 1962-1963.

*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, 1962-1963. 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, and 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. Schaberg. 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. Utzinger

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, 55, 56, and 61 or 62. For students expecting to go on to graduate study in Philosophy, courses 58, 81 or 83 and 82 or 84 are required. Such students are also required to pass a Senior Comprehensive Examination. Particular programs involving courses in other departments are 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.**
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, 1961-1962.  
First semester.  
Credit, three hours.

62. ETHICAL THEORY AND PRACTICE.
First semester.  
Credit, three hours.

64. PHILOSOPHIES OF MAN.
An examination of major alternative answers to the question: What is the nature of man? An analytic study of the presuppositions upon which a scientific answer to this question is based, as well as an examination of the various other kinds of approaches toward an answer to this question: the religious, the existential, the philosophic. Alternate years, 1960-1961.  
Second semester.  
Credit, three hours.

74. INTRODUCTION TO SYMBOLIC LOGIC.
An introductory survey of the methods and techniques of formal logic with emphasis placed upon the use of these techniques in philosophy and mathematics. Prerequisite: Philosophy 18. Alternate years, 1961-1962.  
Second 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, 1961-1962.  
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; Mr. Brewer, Mr. De Vette, Miss Pyle  
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. 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 20 hours including Biology 14 and 35, Physical Education 31, 51, 49 or 56, 52, 75 or 76 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 21 hours including Biology 13, 14 and 35, Physical Education 31, 51, 52, 56, 73, 74, 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.

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.

14. ARCHERY AND BADMINTON. (W)
This course offers an opportunity to develop skills and to acquire fundamental knowledge in each of these activities.

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.

16. TENNIS AND BASKETBALL. (W)
This course offers an opportunity to develop skills and to acquire fundamental knowledge in each of these sports.

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.

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.
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.* Green. 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.* 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.* Pyle. 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, 1962-1963.
*Second semester.* Pyle. 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. 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. Not open to freshmen.
*Second semester.* De Vette, Brewer. 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, 1961-1962. **First semester.**

Pyle. **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, 1961-1962. **Second semester.**

Pyle. **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.**

Pyle. **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, 1962-1963. **Second semester.**

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.**
12. **Physical Science.**
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.

13. **Slide Rule.**
A one semester course giving the basic fundamentals and working knowledge of the slide rule. Prerequisite: Trigonometry.
*Both semesters.* *Frissel.* Credit, one hour.

21 **Musical Acoustics**
An introduction to the fundamental laws of acoustics which have to do with the production and transmission of musical sounds. This course is intended for music students and may not be counted toward a major in Physics. 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. Prerequisite: Trigonometry.
*Throughout the year.* *Kleis.* Credit per semester, five hours.

51. **Modern Physics.**
A study of concepts fundamental to an understanding of modern physics as it has developed since the discovery of radioactivity, and an application of these concepts to atomic physics. Such a study involves behavior of beams in electric and magnetic fields, optical spectra, x-rays, atomic structure, special theory of relativity, and an introduction to wave mechanics. Prerequisites: Physics 31, 32; Math 26, 45, 46.
*First semester.* *Frissel.* Credit, three hours.

52. **Nuclear Physics.**
A study of recent nuclear experiments and results and the evidence they furnish concerning nuclear models, forces, structure, decay, reactions, and energy. Prerequisite: Physics 51. Alternate years, 1962-1963.
*Second semester.* *Frissel.* Credit, three hours.

53, 54. **Electronics.**
*First Semester:* A study of charge behavior in force fields, characteristics of vacuum tubes and semiconductors, complex impedances, methods of circuit analysis, and electronic devices.
*Second Semester:* A study of applications of electronics to special circuits, and an introduction to transmission lines and microwaves. Prerequisites: Physics 31, 32, Math 26, 45, 46. Classroom two hours per week, laboratory three hours per week.
*Frissel.* Credit, three hours.

61, 62. **Analytical Mechanics.**
*First Semester:* A course in statics, kinematics, and dynamics in a plane of both particles and rigid bodies.
*Second Semester:* A study of vector products, statics and dynamics in three dimensional space, Lagrange and Hamilton equations, and vibrations. Prerequisites: Physics 31, 32, Math 26, 45, 46.
*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. Prerequisites: Physics 31 and 32, Math 26, 45 and 46. Alternate years, 1962-1963. 
First semester. Frissel. Credit, two hours.

71. **ELECTRICITY AND MAGNETISM.**
An advanced study of circuit elements and instruments, dielectrics, electric and magnetic force fields, and magnetic properties of materials. Prerequisites Physics 31, 32; Mathematics 26, 45, 46. Alternate years, 1961-1962. First semester. Frissel. Credit, three hours.

72. **PHYSICAL OPTICS.**

76. **ADVANCED LABORATORY**
Required of physics majors. The laboratory experiments are chosen, in consultation with the instructor, from among the fields of electricity and magnetism, optics, and modern physics. By permission of department chairman. Laboratory, four hours. First semester. Frissel. Credit, one hour.

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.

Political Science

*Mr. van Putten, Chmn.; Mr. Vanderbush*

The courses in Political Science are designed to provide systematic understanding of government and politics in the state, national and international areas.

**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.

11. **NATIONAL GOVERNMENT.**
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. Vanderbush, 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 1961-1962.
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. Offered 1962-1963.
Second semester. van Putten. Credit, three hours.

63. International Relations.
Forces and forms of international politics; the modern state system, nationalism, internationalism, imperialism, war and "cold war", and collection security. Prerequisite: Political Science 11.
First semester. van Putten. 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. Offered 1962-1963.
First semester. van Putten, Vanderbush. Credit, three hours.

73. American Constitutional Law.
Principles of the American Constitution; separation of powers, federalism, the powers of the national and state governments, and limitations on the exercise of those powers. Offered 1961-1962. Prerequisites: Pol. Sc. 11 and 42.
First semester. Vanderbush. Credit, three hours.

74. American Political Theory.
This course analyzes and interprets fundamental political ideas in terms of their origins, assumptions and developments. Prerequisite: Six hours of Political Science. Offered 1961-1962.
First semester. Vanderbush. 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. Offered 1961-1962.
Second semester. van Putten. Credit, three hours.

Either Political Science 81 or 82 is required of Political Science majors.
Both semesters. Vanderbush, van Putten. Credit, two hours.

82. Seminar—Problems of American Foreign Policy.
Either Political Science 81 or 82 is required of Political Science majors.
Both semesters. Vanderbush, 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 Dr. van Putten.

Psychology
Mr. DeHaan, Chmn., Mr. Brown, Mr. Granberg, Mr. Utzinger,
Mr. van Eyl, 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 15 and 54; Biology 13, 14 or 15, 16; and Sociology 31 are required. For those intending to pursue graduate work in psychology or a closely related field, such as Personnel Administration or Social Work, Psychology 36, 42, and 71; Biology 61; and Philosophy 18 are strongly recommended.

15. **Introduction to Psychology.**
A beginning course in the study of human behavior. This course is prerequisite for all other courses in psychology.
*Both semesters*  
*Staff. Credit, three hours.*

36. **Developmental Psychology I.**
A study of the major concepts of the development of the child from conception to adolescence with attention paid to deviant as well as normal development.
*First semester.*  
*Brown. Credit, three hours.*

38. **Developmental Psychology II.**
A study of major concepts of development in adolescence, maturity and old age.
*Second semester.*  
*Brown. Credit, three hours.*

41. **History and Systems of Psychology.**
A study of the historic and systematic development of psychology.
*Second semester.*  
*DeHaan. Credit, three hours.*

42. **Introductory Statistics.**
Same as Mathematics 35.
*Both semesters.*  
*Credit two hours.*

43. **Tests and Measurements.**
An introduction to the construction and interpretation of psychological and educational tests as measures of individual differences and uniformities in human behavior. Same as Education 64.
*Second semester.*  
*Staff. 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.
*First semester.*  
*Van Eyl. Credit, three hours.*

54. **Theories of Personality.**
An examination and evaluation of personality theories. Includes an examination into the nature of personality, its development, and organization, and a consideration of the dynamics of behavior. Prerequisites: Psychology 41.
*First semester.*  
*Granberg. Credit, three hours.*
55. **Educational Psychology.**
Same as Education 52.  
*Second semester.*  
*Van Eyl. Credit, three hours.*

57. **Introduction to Experimental Psychology.**
An introduction to research and experimentation in psychology. Prerequisites: Psychology 15, 41, 42, psychology major.  
*Second semester.*  
*Van Eyl. Credit, three hours.*

58. **Psychology of Behavior Disorders.**
An introduction to the study of pathological behavior. Prerequisites: Psychology 15 and 54. 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.  
*Second semester.*  
*Granberg. Credit, three hours.*

71. **Theories of Learning.**
A study and evaluation of learning theories; the application of learning principles to human behavior.  
*First semester.*  
*Van Eyl. Credit, two hours.*

85, 86. **Field Work in Psychology.**
Study and application of psychological principles and techniques in work situations. Open to advanced students from other fields of social science with permission of the chairman of the department. A grade point of 3.0 in the student's major field is required.  
*Both semesters.*  
*DeHaan. Credit, three hours.*

91, 92. **Readings in Psychology.**
An individual course of readings for advanced students who wish additional preparation in specialized areas of the field. Permission of the chairman of the department is required.  
*Both semesters.*  
*Staff. Credit, three hours.*

**Religion and Bible**

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

Courses in the Department of Religion and Bible are regarded as an integral part of the college curriculum and nine semester hours are required of all students for graduation. Six hours should be in content courses; Bible 21 and 22, are recommended. These courses should be taken in the Freshman and Sophomore or Junior years, preferably one per year, in either order. Three hours must be elected from courses 51, 52, 63, 71.

For those contemplating religious work at home or abroad, for whom Hope College must furnish the major part of their training, a major in the department of Religion and Bible is advised. The American Association of Theological Schools recommends that pre-seminary students should acquire a total of 90 semester hours in the following areas: English literature, composition and speech, six semesters; Foreign language, four semesters; Philosophy, including introduction, history, ethics or logic, three semesters; History, three semesters; Natural sciences, two semesters; Social sciences, two
semesters; Religion, two semesters; and Psychology, one semester. The Association also suggests that a pre-seminary student major in English, Philosophy, History, or Religion. Consult the program for the Christian ministry on pages 107 and 108 of the catalog.

A major in Religion and Bible shall consist of a minimum of twenty-six hours in the department. Students desiring such a major should see the head of the department to secure approval of their course program.

BIBLICAL

21. OLD TESTAMENT.
A study of the history and basic religious concepts of God, Man and covenant ideas of the Old Testament record. Leading Old Testament personalities, including Abraham, Moses, Joshua, Saul, David, Solomon, Elijah, Amos, Hosea, Isaiah, Micah, Jeremiah and Ezekiel are related to the background of Hebrew History.
Both semesters. Staff. Credit, three hours.

22. NEW TESTAMENT.
A study of the World of the Gospels. An analysis of the person and work of Jesus Christ. 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. Staff. Credit, three hours.

31. THE POETRY OF THE BIBLE.
An analysis of the nature and form of the poetry of the Bible followed by a study of the poetry of the Bible as related to human experience and divine revelation. Not open to Freshmen.
1st semester, alternate years. Kruithof. Credit, three hours.

HISTORICAL

51. RISE OF CHRISTIANITY (I).
A study of the rise and development of Christianity from the second century through the Reformation Era. Not open to Freshmen.
1st semester. Staff. Credit, three hours.

52. RISE OF CHRISTIANITY (II).
A study of the history of Christianity from Post Reformation era to the present day. Not open to Freshmen.
2nd semester. Staff. Credit, three hours.

61. NON CHRISTIAN RELIGIONS.
A study is made of the leading non-christian religions including Moham­medanism, Confucianism, Hinduism, Buddhism, and Judaism. Attention is given to the historical development and doctrinal emphasis of these faiths and their relation to Christianity. Prerequisites: Bible 21, 22.
2nd semester, alternate years. Voogd. Credit, three hours.

62. 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. The course will include a study of the various cults as e.g. Mormonism, Christian Science, Jehovah's Witnesses, etc. Prerequisites: Bible 21, 22.
2nd semester, alternate years. Ponstein. Credit, three hours.
72. Archaeology and the Bible.
Archaeological discoveries are studied with reference to material corroborative of the Biblical narratives. Dead Sea Scrolls are studied in terms of their significance for Biblical studies. Prerequisites: Bible 21, 22.
1st semester, alternate years. Voogd. Credit, three hours.

PHILOSOPHICAL — THEOLOGICAL

63. 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. Prerequisites: Bible 21, 22.
1st semester, alternate years. Kruithof. Credit, three hours.

71. 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. Prerequisites: Bible 21, 22 and introductory course in Philosophy.
Voogd, Kruithof. Credit, three hours.

81. Seminar.
A study in depth of the life and thought of one individual such as Augustine, Aquinas, Luther, Calvin, Kierkegaard, Niebuhr, Tillich,—or of one issue, such as the ecumenical movement, liberalism, social Christianity, etc. Designed for department majors.
2nd semester. Staff. Credit, three hours.

Religious Education
Mr. Hilmert

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 pages 108 and 109, 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.

36. Religious Drama.
Same as Speech 36.
First semester. Credit, two 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, 1961-1962.
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, 1962-1963.
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.

77. Music of the Church.
Same as Music 77.
First semester. Credit, two hours.

Sociology
Mr. Donald Bouma, Mr. James Schellenberg,
Mr. William Vander Lugt

The aim of the department of Sociology is to help provide a liberal background necessary for understanding the modern historical situation. It attempts to achieve this goal by studies organized around the following fields:

1. Social Thought and Theory (Sociology 53, 54. Attention is drawn to Philosophy 58, 61, History 59, Political Science 74).
2. **Social Change and Planning** (Sociology 67, 57, 73. Attention is drawn to History 63, 64 and Political Science 53).

3. **Comparative Sociology** (including Anthropology). (Sociology 41, 56, 72. Attention is drawn to Political Science 72, Religion 61).

4. **Social Problems and Welfare Work** (Sociology 32, 58, 71. Attention is drawn to Psychology 85, 86).

5. **Techniques of Research** (Sociology 75, 91, 92. Attention is drawn to Psychology 57, Mathematics 56).

**Note:** Courses here listed and given in other departments may be counted toward a Sociology concentration upon special petition to the head of the department.

The department approaches these topics both historically and systematically, by means of descriptive analysis and interpretation. Through such studies it is hoped that the student's power to observe accurately, to assess critically, and to judge wisely will be increased. Sociology, therefore, should be of interest to those students who seek an adequate foundation upon which to build their professional aspirations, whether it be the ministry, law, education, business, government, or welfare work.

The requirements of the department are flexible to meet the talents and interests of individual students. In general, a major requires between 25 and 30 hours of courses from the offerings listed below. The range of courses selected should be wide enough to allow familiarity with each of the divisions listed above. Sociology 41, 53, 54, and 73 are essential. A minor requires courses selected in such a way that the student is familiar with at least two of the divisions listed above. Programs should be worked out in consultation with the Chairman of the Department. Students planning on graduate work should be familiar with at least one foreign language and with statistics.

31. **Introductory Sociology.**

The following topics will be generally treated: the rise of the social sciences and philosophical backgrounds; techniques of research and standards of scientific investigation, determinants of behavior; sociological concepts and analysis; a profile of society by way of cultural differences; social change and the sociology of our time. Its aim is to provide an understanding of the character of modern social science as well as a finer appreciation of the modern world.

*Both semesters.*  
*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.

*Both semesters.*  
*Credit, three hours.*
41. **Cultural Anthropology.**
The study of man as a social and culture-bearing being, with emphasis on
the constants and variants in human behavior and belief patterns involved
in technology, economics, social relations, political organization, language,
religion, art, play and education. The focus of attention will be on non-literate
and developing societies. The aim of the course is to help discover our own
affairs in the affairs of distant peoples and to redefine our outlook by pene-
trating other points of view.

*Credit, three hours.*

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.

*Credit, three hours.*

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 operationalism 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.

*Credit, three hours.*

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,
sex ecological and age variables will be among the main topics for investiga-
tion and discussion. The psychological phenomena of prejudice will be
interpreted in relation to these variables. The aim of this enterprise is to
offer a descriptive account of some major groups found in all societies.

*Credit, three hours.*

57. **Social Psychology.**
Same as Psychology 53.

*Credit, three hours.*

58. **The Field of Social Work.**
A survey of the Field of Social Work as a whole for pre-professional students
of social work and allied fields — ministry, medicine, teaching, law. Analysis
of social work philosophy, social work practice, and job requirements. Illustra-
tions from each field to be presented and interpreted by an active practi-
tioner in the field. Occasional field observation trips constitute an integral
part of the course.

*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. The various activities of man will be viewed in their inter-
relationships. Its aim is to acquaint the student with some of the important
concerns pertinent to organizing the Great Society in our time.

*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.
*Credit, two hours.*

72. **COMPARATIVE SOCIAL INSTITUTIONS.**
An exploration of salient similarities and differences between American and European institutions. Within the broad perspective of historical and social considerations, each student will be expected to select an institution for intensive comparative investigation. Such topics may range from the structure of the family to procedures of public administration. The aim of the course is to develop an awareness of conflicting forces shaping the character of modern institutions in different societies. This course to be offered in connection with the Hope College Summer Session in Vienna.
*Credit, three hours.*

73. **CULTURAL CHANGE AND SOCIAL CONTROL.**
A course dealing with the mixing and movement of peoples in American Society and on World Frontiers. Minorities, industrialization, conflict and the resistance to change will be some of the topics considered. Various studies in the social sciences and the humanities will be utilized. The aim is to explore and critique the major processes of group and individual adaptation possible in a transforming world.
*Credit, three hours.*

75. **INTRODUCTORY STATISTICS.**
Same as Math 35.
*Credit, two hours.*

91, 92. **METHODS OF RESEARCH IN SOCIOLOGY.**
A course dealing with a variety of research and survey techniques available to the social scientist. An attempt will be made to evaluate the merits of each technique. Practical experience will be part of the course. Its aim is to acquaint the student with the major steps of the research process.
*Credit, two hours.*

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**Spanish**

*Mr. Brown, chmn.; Mr. De Pree*

**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.*

**Staff. 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. Pre-requisite: Spanish 11, 12, or two years of high school Spanish.

*Throughout the year.*

**Staff. Credit per semester, four hours.**

51. **Golden Age Short Story**.

*First semester.*

**De Pree. Credit, three hours.**

52. **Golden Age Drama**.

*Second semester.*

**De Pree. 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. Pre-requisite: Spanish 31, 32 or permission of the instructor.

*Second 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. Pre-requisite: 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. Especial 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, 1961-1962.

First semester. Brown. Credit, three hours.

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. Alternate years, 1961-1962.

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, 1962-1963.

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 Eríco Veríssimo. Every third year, 1962-1963.

Second semester. Brown. Credit, four hours.

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. Every third year, 1962-1963.

Second semester. Brown. Credit, three hours.

62. Cervantes and His Age.

First semester. Brown. Credit, three hours.

71. Survey of Spanish-American Literature.
A survey of Spanish-American poetry and prose, exclusive of the novel, from the time of the conquest to the present day. Special study of the modernista and contemporary poets. Prerequisite: Spanish 31, 32 or permission of the instructor. Every third year, 1961-1962.

Second semester. Brown. Credit, three hours.
72. CONTEMPORARY SPANISH LITERATURE.
A continuation of course number 61 tracing the development of the noval 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, 1961-1962.
First semester. Brown. Credit, two hours.

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

TEACHING OF MODERN LANGUAGES.
See Education 84.

Speech

Mr. Schrier, chmn.; Mr. De Young, Mr. Karsten, 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, 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. Karsten. 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, 1962-1963.
Second semester. Karsten. 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. Karsten. 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, 1962-1963.
First semester. Karsten. 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.
First 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.
Second 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. Schrier. Credit, three hours.

54. Forms of Public Address.
A study of some of the leading forms of public address such as courtesy and goodwill speeches, eulogies, the radio speech, after-dinner speeches, the commencement speech, and speeches for special occasions. Analysis of models. Prerequisite: Speech 34 or permission of the instructor.
Second semester. Schrier. Credit, three hours.

55, 56. Debate Seminar.
An intensive study of one or two questions used in intercollegiate debates for the year. Library research, preparation of briefs, and much practice in speaking. Prerequisite: Speech 51 and one year on college debate squad. Throughout the year. Smith. 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. Karsten. Credit, three hours.
63. **Theatre Production II.**
A course in acting and directing. Prerequisite: Speech 59 or permission of the instructor.
**Second semester.** Karsten. Credit, three hours.

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

73. **Public Recital.**
Study of special problems in the interpretation of prose, poetry and drama with the aim of planning and presenting materials for public recital. Credit given only after satisfactory public performances. Prerequisite: Speech 37.
**Second semester.** Karsten. Credit, three hours.

75. **Problems in Theatre Production**
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.** Karsten. Credit, two or three hours.

88. **The Teaching of Speech.**
A study of procedures, materials and methods for conducting the varied activities required of a speech teacher such as conducting classes, directing dramatics and forensics, evaluation of texts, assignments, and types of examinations. Same as Education 88. Prerequisite: A minor in Speech.
**Second semester.** Offered on demand. Staff. Credit, two hours.
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. Klaasen
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
Librarian — Mr. May
Medicine — Mr. Van Zyl
Medical Technology —
  Mr. Thompson
Music — Mr. Cavanaugh
Nursing — Mr. Thompson
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 Hours</th>
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<tbody>
<tr>
<td>English 11, 12</td>
<td>3</td>
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<tr>
<td>Bible 21, Speech 11</td>
<td>3</td>
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<tr>
<td>Math or Science</td>
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<tr>
<td>Foreign Language 11, 12 or 31, 32</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Electives (from courses numbered below 30)</td>
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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

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<tr>
<th>Subject</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>English 31, 32</td>
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<tr>
<td>Bible (1st or 2nd sem.)</td>
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<tr>
<td>Psychology 15 (1st or 2nd sem.)</td>
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<tr>
<td>Foreign Language 31, 32 (for those who took 11, 12 in Freshman year)</td>
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<td>Electives (from courses numbered below 50)</td>
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By the end of the Sophomore year Group II requirements (see page 46) 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, 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.
The suggested curriculum for students majoring in economics is the same in the freshman and sophomore years as for business administration 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.
Chemistry

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

**Freshman Year**

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<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Chemistry 11, 12 or 17, 18</td>
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<tr>
<td>English 11, 12</td>
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<tr>
<td>German 11, 12</td>
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<tr>
<td>Mathematics 15</td>
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<tr>
<td>Mathematics 26</td>
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<td>Speech 11</td>
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<td>Physical Education</td>
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**Sophomore Year**

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<tr>
<th>Subject</th>
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<td>Chemistry 31, 32</td>
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<tr>
<td>German 31, 32</td>
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<tr>
<td>Mathematics 45</td>
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<td>Physics 31, 32</td>
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<tr>
<td>Bible</td>
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**Junior Year**

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<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Chemistry 61</td>
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<tr>
<td>Chemistry 71, 72</td>
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<tr>
<td>Chemistry 64</td>
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<tr>
<td>Chemistry 75</td>
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<td>Chemistry 81</td>
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<tr>
<td>Senior Bible</td>
<td>1st</td>
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<tr>
<td>Elective</td>
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**Senior Year**

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<tr>
<th>Subject</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Mathematics 46</td>
<td>1st</td>
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<tr>
<td>Bible</td>
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<td>2-3</td>
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<tr>
<td>Elective</td>
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<td>16-17</td>
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<td>16</td>
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</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 and Religion.

Two years of Greek language study is the minimum requirement but three or four years are recommended for all pre-seminary
students. A year or more of Latin is an advisable preparation for the study of Greek.

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 51, 52, 70)
Music of the Church (Music 77)
Religion and Bible 51, 52, 61, 62, 81

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 completed as early as possible. Assuming the above complete, the suggested program is as follows:
Four Year Pre-Engineering Course with A.B.

**Freshman Year**

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<thead>
<tr>
<th>Subject</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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<tr>
<td>Foreign Language</td>
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<td>Math. 26</td>
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<tr>
<td>Math. 45</td>
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<tr>
<td>Bible</td>
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<td>Psychology 15</td>
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<td>Economics 31, 32</td>
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<tr>
<td>Math. 21, 41</td>
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<th>Subject</th>
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<td>Senior Bible</td>
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<td>Math. 41</td>
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The above course could be modified somewhat if the student has decided which phase of engineering he plans to engage in.

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

**Two-Year Pre-Engineering Course**

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<th>Subject</th>
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<td>Math. 15, 26</td>
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<td>Physics 31, 32</td>
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<td>English 31</td>
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The particular engineering school which the student plans to enter may have special entrance requirements. The student should make these plans with his counselor.
Forestry

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

### Freshman Year

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<tr>
<th>Subject</th>
<th>Semester Hours</th>
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<td>English 11, 12</td>
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<td>Bible and Speech 11</td>
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### Sophomore Year

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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. 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 training as teacher-parents: — courses in Developmental Psychology, Education (Philosophy of Education, Educational Psychology), and Religious Education.
C. For cultural growth and aesthetic creativity: — courses in Art, Music, Literature, Creative Writing, and Dramatics and Oral Interpretation.
D. For breadth of understanding of the social environment: — courses in Political Science, Sociology, Anthropology, History, Philosophy, Economics, and Literature.
E. For intelligent understanding of the human organism and the principals of health: — courses in Biology, 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.

**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, but the trend is toward the introduction of courses in library science at the undergraduate level. The student who receives a bachelor's degree without courses in library science should plan on a full calendar year of study for a professional library degree. Practical experience in a library is highly desirable as a prerequisite. Highly recommended for undergraduate 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.

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<thead>
<tr>
<th>Subject</th>
<th>Freshman Year</th>
<th>Sophomore Year</th>
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<tbody>
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<td>Semester Hours</td>
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<td>English 11, 12</td>
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<td>Chemistry 31, 32</td>
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<td>Speech 11</td>
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<td>English 31, 32</td>
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<td>Biology 15, 16</td>
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<td>Bible 21 or 22</td>
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<tr>
<td>Physical Education</td>
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<td>Electives</td>
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<th>Subject</th>
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<td>Semester Hours</td>
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<td>Physics 31, 32</td>
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<td>Chemistry 51, 52 or Biology 53, 55</td>
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<td>Bible</td>
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<td>64, 72</td>
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<td>Biology 31, 32, 55, 61 or Chemistry 51, 52</td>
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<td>Social Science</td>
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<td>Senior Bible</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.

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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Freshman Year</th>
<th>Sophomore Year</th>
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<td>Speech 11</td>
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*Omit in the elementary public school music major.

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>
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<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Semester Hours</strong></td>
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<td>English 11, 12</td>
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<td>Bible, Speech 11</td>
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<td>Biology 13, 14 or 15, 16</td>
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<td>Foreign Language</td>
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<tr>
<td>Political Science 11</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 15</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17 15</td>
</tr>
</tbody>
</table>

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

**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 42 and 58
- Sociology 56 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 the special composite major program designed for high school teachers in 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 pages 45-48).

2. Complete Psychology 15 before entering any course in the Department of Education.

3. Complete twenty hours of Education courses, which must include the following: Education 31, 52, 53, 54, 55, 60, 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, a composite major program 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.

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, a student should consult with the Director of the Elementary Teaching program as early in his 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 pages 45-48).
2. Complete Psychology 15 before entering any course in the Department of Education.
3. Complete Education 31, 52, 53, 54, 60, 72, 79, and 81.
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.

In addition, the following recommendations are made:

1. The composite major for elementary education students shall be a minimum of 33 semester hours. This composite shall include a core of 18 semester hours of work, carefully chosen, in one department, with safeguards that part of the work be in upper level courses. A faculty member from one of the departments of the composite major grouping will serve as advisor for the students electing this composite.

2. Psychology 36 (Developmental Psychology I), and History 62 (Human Geography) are recommended electives.

3. To meet the college major requirements, composite majors for elementary teachers has been approved as follows:

   A. Language Arts Major (Concentration on language as a communicating art.)
      a. Core in English Department. This core to include English 53 or 54 and one advanced (above 50) literature course. Remainder of the major in courses in Speech and/or Foreign Language. If a sequence of Speech Courses is chosen, the following are especially recommended: Speech 37, 38, 14 and 41. If a sequence of foreign language course is chosen, recommended are those emphasizing conversation, composition and grammar.
      b. Alternative core—Speech or a foreign language. Core must include a minimum of 6 semester hours of courses numbered above 50.

   B. Humanities Major. (Literature, Art, Music). The core may be in any of the three fields. The remainder must include at least four hours in each of the other two fields.
      a. Literature core. English 31, 32 may be included (but not 11, 12 or other non-literature courses). A minimum of eight hours must be in literature courses numbered above 50. Literature courses in a foreign language may be included.
      b. Art core. Normal sequence is: Art 11, 12, 21, 22, 31 and three hours of studio. Students entering with unusual art background may, by permission, be exempted from the basic course(s).
      c. Music core. Normal sequence should include Music 15, 16, 17 and two hours of applied music.

   C. Social Studies Major.
      a. Core in History. Normal course sequence should include History 15, 16 (European Civilization) and 33, 34 (United States) and six hours of courses above 50. The remainder of the major should include Geography (History 61), Sociology 31, Political Science 11, and additional studies from Economics, Political Science, and/or Sociology.
b. Alternative core: Political Science. The remainder should include United States History, Geography, Sociology 31, and additional studies from History, Economics, and Sociology.

D. Science Major.

Core Biology. Normal course sequence should include Biology 13, 14, 35 (Human Physiology and Hygiene), 38 (Field Biology) and 61 (Genetics). The remainder of the major in Physics and Chemistry with a minimum of four hours in each. Recommended: Physics 11, 12, Chemistry 15, 16.

**Freshman Year**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester</th>
<th>Hours</th>
<th>Subject</th>
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<td>2</td>
<td>Psychology 15</td>
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<tr>
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<td>or 31, 32</td>
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<td>Biology 13, 14</td>
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**Sophomore Year**

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<tbody>
<tr>
<td>Education 52</td>
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<td>Education 61</td>
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<td>Education 53, 54</td>
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<td>Electives</td>
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Recommended Electives: Psychology, Geography, plus major and/or minor requirements.

**Junior Year**

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<tr>
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**Senior Year**

<table>
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</table>

Recommended Electives: Psychology, Geography, plus major and/or minor requirements.
Part Five

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WILLIAM O. ROTTSCHEAFTER
ROGER VERSEPUT
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J. HARRY HALL
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HARRI ZEGERIUS

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Jersey City, New Jersey
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Kalamazoo, Michigan
Racine, Wisconsin
Midland, Michigan
Portage, Michigan

Term Expires 1965

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DONALD L. BRUSH LL.D.
CHESTER MEENGS
CARL PEARSON
FORREST PRINDEL
ARAD RIGGS LL.D.
HARMON WIERENCA

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Holland, Michigan
New York, New York
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Waupun, Wisconsin
Rochester, New York
Bloomfield, New Jersey
Bronxville, New York
Denver, Colorado

Term Expires 1966

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HERMAN KRUISINGA
FRITZ V. LENEL PH.D.
HAROLD LEESTMA
REUBEN ONGNA
THEODORE SCHAAP
KENNETH SPANG
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Muskegon, Michigan
Rensselaer, New York
Grand Rapids, Michigan
Leighton, Iowa
Grand Rapids, Michigan
Queens Village, New York
Holland, Michigan

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Ekdal Buys
John A. Dykstra
Titus W. Hager
Henry Kleinheksel

Irwin J. Lubbers
Matthew Peelen
Eve L. Pelgrim
Nickolas Rozeboom
John W. Ver Meulen
Willard Wichers
Wynand Wichers

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Ekdal Buys
George Vander Borgh

Carl Cleaver
John W. Ver Meulen
Henry Steffens
Arad Riggs
Building and Grounds Committee
William O. Rottschaefer, Chairman
M. Eugene Flipse
Rutherford C. Huizinga
Herman Kruizinga
Irwin J. Lubbers
Chester Meengs
Theodore Schaap
Kenneth Spang

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John A. Dykstra
Matthew Peelen
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William Hilmert
John W. Hollenbach
William Vander Lugt

Committee on Budget and Audit
John A. Dykstra, Chairman
Irwin J. Lubbers
Randall C. Bosch
Henry Steffens
Rein Visscher

Administrative Officers*

Irwin Jacob Lubbers
Ph.D. (Northwestern), LL.D., Litt.D.
President (1923, 1945)

Kenneth J. Weller
Ph.D. (Michigan)
Assistant to the President (1960)

Academic Administration

John William Hollenbach
Ph.D. (Wisconsin)
Vice President (1945)

William Vander Lugt
Ph.D. (Michigan)
Dean of the College (1954)

Albert H. Timmer
A.M. (Michigan)
Director of Admissions (1923)

John R. May
M.S. in L.S. (Illinois)
Librarian (1958)

Jeanette Poest
Recorder (1954)

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

REIN VISSCHER  
Business Manager (1946)

FRANK LIGHTHART  
Superintendent of Grounds and Buildings (1947)

Student Personnel Services

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

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

ALLEN B. COOK  
B.D. (Western Theological Seminary)  
College Pastor (1960)

LARS I. GRANBERG  
Ph.D. (Chicago)  
Psychology Counselor (1947, 1960)

OTTO VANDER VELDE  
M.D. (Rush)  
College Physician (1956)

DELLA STEININGER  
Assistant to the Dean of Women (1945)

Alumni and Public Relations

GERALD J. KRYUF  
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)
Directors of Residence Halls

PEGGY BUTEYN  
HEAD RESIDENT OF FAIRBANKS HALL (1956)

RUTH DE WOLFE  
HEAD RESIDENT OF VAN VLECK HALL (1956)

ELIZABETH KOEPPE  
HEAD RESIDENT OF COLUMBIA HALL (1957)

LAURA MARKERT  
HEAD RESIDENT OF DURFEE HALL (1958)

MARY TELLMAN  
HEAD RESIDENT OF PHELPS HALL (1950)

ISLA VAN EENENAAM  
HEAD RESIDENT OF VOORHEES HALL (1960)

MARIE AITCHISON  
CLERK, TREASURER’S OFFICE (1957)

MONA BEUKEMA  
SECRETARY IN PSYCHOLOGY DEPARTMENT (1959)

JOAN BOLMAN  
SECRETARY TO THE DEAN OF THE COLLEGE (1959)

DOROTHY DE BRUINE  
SECRETARY TO DIRECTOR OF ADMISSIONS (1959)

HELINDA HOSSSINK  
SECRETARY TO THE DEAN OF MEN (1959)

FLORENCE JONES  
SECRETARY IN DEVELOPMENT OFFICE (1959)

LILLIAN KETCHUM  
SECRETARY TO THE VICE PRESIDENT (1960)

DONNA MOKMA  
SECRETARY TO THE BUSINESS MANAGER (1955)

CHARLOTTE MULDER  
SECRETARY TO THE TREASURER (1953)

SHARON PIPPTEL  
CLERK, DEVELOPMENT OFFICE (1959)

LOUISE RUPP  
SWITCH BOARD OPERATOR (1960)

NORMA STAM  
CASHIER (1959)
ADMINISTRATION

COURTNEY SIEDENTOP  
Clerk, Records Office (1960)

PHYLLIS TOPPEN  
Secretary to the President (1960)

LEONA WIERSDMA  
Mimeograph Secretary (1959)

JOE GREVENGEOED  
Bookkeeper (1960)

EUNICE BOS  
A.B. (Hope, 1931)  
Assistant in the Library (1960)

GLADYS HINGA  
A.B. (Albion, 1925)  
Assistant in the Library (1960)

MYRTLE LUTHER  
Assistant in the Library (1960)

IRENE VER BEEK  
A.B. (Central, 1924)  
Circulation Assistant in the Library (1950)

E. DUFFIELD WADE  
Reg. Ph.  
Book Store Manager (1954)
Faculty

Irwin Jacob Lubbers
A.B. (Hope 1917), A.M. (Columbia 1927), Ph.D. (Northwestern 1913),
LL.D., Litt.D.
President (1923, 1945)

M. Lois Bailey
A.B. (Monmouth 1925), A.M. (Wisconsin 1928), B.S. in L.S.
(Western Reserve 1941)
Reference Librarian with rank of Assistant Professor (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
Assistant Professor of Voice (1947)

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

Gordon Brewer
A.B. (Hope 1948), A.M. (U. of Mich. 1952)
Assistant Professor of Physical Education
and Director of Athletics (1956)

Irwin J. Brink
Assistant Professor of Chemistry (1957)

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

Robert S. Brown
A.B. (Western Michigan University 1950) M.S. (U. of Mich. 1952)
Special Instructor in Psychology (1960)

Virginia A. Carwell
Instructor in English (1958)
(on leave 1960-1961)

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)

Allen B. Cook
A.B. (Hope 1937) B.D. (Western Theological Seminary 1940)
College Pastor (1960)

128
PHILIP G. CROOK
B.S. (Maryland 1949), M.S. (New Mexico 1951), Ph.D. (Penn. State 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)

JOHN DE PREE
A.B. (Hope 1956) A.M. (Michigan 1958)
INSTRUCTOR IN SPANISH (1960)

RUSSELL DE VETTE
A.B. (Hope 1947) A.M. (Michigan 1948)
ASSOCIATE PROFESSOR OF PHYSICAL EDUCATION (1948, 1953, 1955)

DALE DEWITT
A.B. (Hope College 1953), A.M. (Northwestern University 1956)
INSTRUCTOR IN SPEECH (1956)
(on leave 1960-62)

RUTH DEWOLFE
A.B. (Wellesley College 1916), A.M. (Columbia University 1918)
INSTRUCTOR IN ENGLISH (1956)

JAMES DE YOUNG
A.B. (Beloit 1959) A.M. (Bowling Green 1960)
INSTRUCTOR IN SPEECH AND ENGLISH (1960)

D. IVAN DYKSTRA
A.B. (Hope 1935), Th.B. (Western 1938), Ph.D. (Yale 1945)
PROFESSOR OF PHILOSOPHY, HEAD OF DEPARTMENT OF
PHILOSOPHY (1947)

ALICE ELLIOTT
B.S. (Kansas State Teachers College 1942)
M.S. (Kansas State U. 1947), Ph.D. (Kansas State U. 1950)
PROFESSOR OF BIOLOGY (1952, 1959)

MARIE J. FEYT
B.S. (Western Michigan University 1956)
A.M. (Western Michigan University 1957)
INSTRUCTOR IN FRENCH (1959)

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)
HEAD OF DEPARTMENT (1960)
Harry Frisell  
A.B. (Hope 1942), M.S. (Iowa State 1943), Ph.D. (Iowa State 1954)  
Professor of Physics (1948)

Ezra Gearhart  
A.B. (Hope 1952), A.M. (Indiana 1954)  
Associate Professor of German, Head of the Department of German (1954)

Lars Granberg  
A.B. (Wheaton 1941), A.M. (Chicago 1946), Ph.D. (Chicago 1954)  
Professor of Psychology and Clinical Psychologist (1947, 1960)

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

Werner Heine  
A.B. (Michigan State 1959)  
Visiting Lecturer in German (1960)

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

E. Jean Holcombe  
A.B. (Taylor University, 1945) A.B.L.S. (U. of Michigan, 1947)  
Catalogue Librarian with rank of Assistant Professor (1959)

Jantina Wilhelmina Holleman  
A.B. (Central 1943), A.M. (Columbia 1946)  
Associate 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)

Rolf B. M. Italiaander  
University of Berlin  
Visiting Professor of African History  
(Second Semester 1960-1961)

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

David Karsten  
A.B. (Hope 1951) A.M. (Northwestern 1955)  
Instructor in Speech (1959)

Helene Prisman Karsten  
American Conservatory of Music, (Chicago)  
Instructor in Piano (1928)

Adrian J. Klaasen  
Ph.B. (Chicago 1929), A.M. (Michigan State 1957)  
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)

Barbara Loveless
A.B. (DePauw 1958)
Instructor in Mathematics (1960)

James Loveless
Instructor in Art (1960)

John R. May
A.B. (Indiana 1938), M.S. in L.S. (Illinois 1952)
Librarian with rank of Associate Professor (1958)

Gerhard Megow
Assistant Professor of German (1959)

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

Joan Mueller
A.B. (Ohio Wesleyan U. 1950) A.M. (Ohio Wesleyan U. 1951)
Ph.D. (U. of Minnesota 1959)
Assistant Professor in English (1960)

Zoe Murray
A.B. (Sul Ross State College 1927) A.M. (Baylor University 1939)
Assistant Professor of English (1960)

William Oostenink
A.B. (Calvin 1956) A.M. (Iowa 1960)
Instructor in Biology (1960)

Lambert J. Ponstein
A.B. (Hope 1938), B.D. (Western Theological Seminary 1952), S.T.M.
(Oberlin 1959)
Assistant Professor of Religion and Bible (1952)

David O. Powell
A.B. (Grove City 1954) A.M. (Miami U. 1957)
Instructor in History (1960)
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 1944), A.M. (Syracuse 1946), A.M. (Western Reserve 1950)
ASSISTANT PROFESSOR OF ENGLISH (1958)

JOAN PYLE
A.B. (Hope 1955)
INSTRUCTOR IN PHYSICAL EDUCATION (1960)

EMMA MARIE REEVERTS
A.B. (Hope 1920), A.M. (Michigan 1937)
ASSOCIATE PROFESSOR OF ENGLISH, DEAN OF WOMEN 1946

MORRETTE L. RIDER
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)

A. ROY SCHABERG
B.M.E. (Michigan State 1958) M.M. (Eastman School of Music 1960)
INSTRUCTOR IN MUSIC (1959)

HELEN HABERLAND SCHOON
A.B. (Northwestern 1924), A.M. (Michigan 1942)
DIRECTOR OF READING CENTER, ASSISTANT PROFESSOR OF EDUCATION (1946)

WILLIAM SCHRIER
A.B. (Michigan 1924), A.M. (Michigan 1931), Ph.D. (Michigan 1945)
PROFESSOR OF SPEECH, HEAD OF THE DEPARTMENT OF SPEECH (1939)

FRANK SHERBURNES
B.S. (U. of Toledo 1952) M.S. (Michigan State 1956)
INSTRUCTOR IN MATHEMATICS (1959)

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 Roossinck
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), A.M. (Cornell 1926)
Professor of Biology, Head of the Department of Biology (1926, 1946)

John Utzinger
A.B. (Occidental 1953), A.M. (U. of Washington 1955)
Ph.D. (U. of Washington 1959)
Instructor in Philosophy (1959)

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 Political Science (1945)

William Vander Luct
A.B. (Calvin 1927), A.M. (Michigan 1929), Ph.D. (Michigan 1932),
Litt.D. 1950 (Central)
Professor of Psychology, Dean of the College (1954)

E. Philip Van Eyl
A.B. (Hope 1955), A.M. (Claremont 1958)
Instructor in Psychology (1959)

James Dyke van Putten
B.A. (Hope 1922), A.M. (Columbia 1923), B.D. (Presbyterian Seminary
Louisville 1925), Ph.D. (Chicago 1934)
Professor of History and Political Science, Head of Department
of 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 (1950)

Henry Voogd
A.B. (Hope 1941), B.D. (Western Theological Seminary 1944),
Th.D. (Princeton 1947)
Associate Professor of Religion and Bible, Head of
Department of Religion and Bible (1947)
Kenneth J. Weller  
Assistant Professor of Economics and Business, (1949)  
Assistant to the President (1960)  

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 (1957)  

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. (Cranhrook 1956)  
Instructor in Art (1958)  
(on leave 1960-1961)  

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)  

Joseph Zsiros  
Th.D. (Debrecen, Hungary 1931)  
Associate Professor of Greek (1947, 1959)  

Part Time Instructors  

Donald Bouma  
Ph.D. (Michigan State)  
Sociology (1960)  

Anne Bratt  
A.B. (Calvin)  
English (1960)  

Charles E. Drew  
B.S. (Hanover)  
Business Administration (1947)  

Dwight Ferris  
C.P.A.  
Business Administration (1960)  

Jeanette Frissel  
A.B. (Hope)  
Mathematics (1960)  

Elaine Jekel  
Ph.D. (Purdue)  
Chemistry (1960)  

Peter Klynenberg  
Music — Assistant in Cello, Faculty Quartet (1955)
BARBARA LAMPEN  
A.B. (Hope) A.M. (Michigan)  
EDUCATION (1960)

CALVIN LANGEJANS  
A.B. (Hope) A.M. (Michigan)  
MUSIC (1959)

LEROY MARTIN  
Mus.B. (Cincinatti Conservatory)  
MUSIC—TEACHING ASSISTANT IN WOODWIND INSTRUMENTS (1959)

CLARENCE POTT  
A.B. (Calvin)  
MATHEMATICS (1960)

IRIS ROBBERT  
A.M. (Michigan) M.Mus. (Michigan)  
MUSIC (1959)

DONALD ROHLCK  
A.M. (Michigan State)  
ART (1959)

WALTER J. ROPER  
B.J. (Michigan)  
BUSINESS ADMINISTRATION (1960)

GAIL SCHABERG  
A.B. (Michigan State)  
MUSIC (1960)

JAMES SCHELLENBERG  
Ph.D. (Kansas State)  
SOCIOLOGY (1960)

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

Instructors for the 1960 Vienna Summer School

ROSWITHA KROEMER · BENESCH  
Ph.D. (Graz) Art History (1960)

LOUISE POWELSON DUDLEY  
Ph.D. (Yale) History (1960)

FRIEDERICH FASSENDBINDER  
Ph.D. (Vienna) European Literature (1958)

PAUL GRANDE  
Certificate (Vienna) German (1960)

HARTMUT LEHMANN  
Ph.D. (Vienna) History (1959)
SILKE FISCHER - LEHMANN
Ph.D. (Vienna) German (1960)

CARL NEMETH
Ph.D. (Vienna) Music History (1957)

ALFRED SCHMALFUSS
Certificate (Vienna) German (1959)

FRITZ STRAHAMMER
Certificate (Vienna) German (1959)

Teacher Education Coordinators

Student teaching is done under the supervision of selected teachers in the Holland and Zeeland Public School systems.

ROBERT SLOCUM
A.M. (Michigan State)
SECONDARY COORDINATOR

MARGARET VAN VYVEN
A.M. (WMU)
ELEMENTARY COORDINATOR
Committees

Faculty Standing Committees

1960 - 1961

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

Administrative
Lubbers (chairman), Fried, Hilmert, Hollenbach, Klies, May, Ponstein, Reeverts, Timmer, Vander Lugt, Ver Beek

Admissions
Timmer (chairman), Cavanaugh, Hilmert, Lubbers, Reeverts, Snow, Thompson, Vander Lugt, Van Putten

Athletic
Brewer (chairman), Crook, De Vette, Green, Hollenbach, Klaasen, Protheroe, Pyle, Schaberg, Vander Velde. Students John Blom, Mary Jane Veurink

Cultural
Fried (chairman), Dykstra, Jekel, M. Prins, Rider, Schrier. Students: Paul Armstrong, Barbara Bloemers, Ann Herist, Calvin Rynbrandt

Educational Grants
Klies (chairman), Lubbers, Steffens, Timmer

Educational Policies

Library
May (chairman), Baily, Holleman, Kruithof, Megow, J. Prins, Van Eyl, Van Zyl. Students: B. J. Berghorst, Joyce Droppers, Jeffrey Jones

Religious Life
Cook (Chairman), Brink, Ponstein, Rietberg, Ten Hoor, Voogd, Weller. Students: Winfield Burggraaff, Norman Kansfield

Student Life
Hollenbach (chairman), Brand, Granberg, Hilmert, Meyer, Reeverts, Sherburne Students: Calvin Bruins, Sharon Crossman, Ronald Schaap, Betty Van Wyk, John Wiers, Adina Yonan

Teacher Education
Vander Borgh (chairman), Baker, Brown, De Graaf, De Haan, Rider, Schoon, Steketee, Williams, Vander Lugt

137
Faculty Elected Committees

Status Committee
Lubbers, Cavanaugh, Elliott, Hollenbach, Kleinheksel, Vander Lugt

Professional Interests Committee
Cavanaugh (chairman), Brink, Meyer, Ponstein, Vanderbush

The Student Council
Calvin Bruins, President
Sharon Crossman, Vice-President
Ellen Frink, Recording Secretary
Marilyn Vander Wilt, Corresponding Secretary
Norman Kansfield, Treasurer


Student-Faculty Committees

Nexus Committee
Dr. Lubbers (co-chairman), Calvin Bruins (co-chairman), Dean Hilmert, Dean Reeverts, Dean Vander Lugt, Sharon Crossman, Ellen Frink, Norman Kansfield.

Student Publication Board
Kriston Blank, Bonnie Beyers, Winfield Burggraaff, Ekdal Buys, Norma De Boer, Dennis Hengeveld, Louise Hunter, Richard Jaarsma, Beverly Joekel, Mary Jane Veurink.
Alumni Association

Board of Directors

1960 - 1961

President..................................................Paul W. Dame
Vice President.............................................Donald Ihrman
Secretary..................................................Marian A. Stryker
Treasurer..................................................Henry Steffens

Members

Max D. Boersma
John D. Colby
Paul W. Dame
Lamont Dirkse
Anthony Dykstra
John J. Geary, Jr.
Richard A. Hertel
James Hinkamp, Ph.D.
John Hoekstra
Mary Hoffmyer
Donald Ihrman
Lester Kieft, Ph.D.
Andrew Lampen
Cornelius Meyer
James Riekse, M.D.
Henry Steffens
Marian A. Stryker

Grand Rapids, Michigan
McLean, Virginia
Kalamazoo, Michigan
Grand Haven, Michigan
Canandaigua, New York
West Sayville, New York
Holland, Michigan
Birmingham, Michigan
Kalamazoo, Michigan
Lansing, Michigan
Benton Harbor, Michigan
Lewisburg, Pennsylvania
St. Paul, Minnesota
Altamont, New York
Grand Rapids, Michigan
Hope College
Hope College
## Enrollment Report for Summer 1960

### Summer School, 1960

<table>
<thead>
<tr>
<th></th>
<th>Hope College</th>
<th>Vienna</th>
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<tr>
<td>Men</td>
<td>173</td>
<td>26</td>
</tr>
<tr>
<td>Women</td>
<td>100</td>
<td>32</td>
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<td>Total</td>
<td>273</td>
<td>58</td>
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### Enrollment Report for First Semester 1960-1961

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<thead>
<tr>
<th>Class</th>
<th>Men</th>
<th>Women</th>
<th>Totals</th>
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<tr>
<td>Seniors</td>
<td>146</td>
<td>93</td>
<td>239</td>
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<td>Juniors</td>
<td>150</td>
<td>112</td>
<td>262</td>
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<td>Sophomores</td>
<td>264</td>
<td>170</td>
<td>434</td>
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<td>Freshmen</td>
<td>281</td>
<td>256</td>
<td>537</td>
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<tr>
<td>Full-time</td>
<td>841</td>
<td>631</td>
<td>1472</td>
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<td>Part-time</td>
<td>39</td>
<td>30</td>
<td>69</td>
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<tr>
<td>Non-degree</td>
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<tr>
<td><strong>Totals</strong></td>
<td>884</td>
<td>662</td>
<td>1546</td>
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**Equated full-time**

1508

### Religious Affiliation

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<th>Religious Affiliation</th>
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<td>Reformed Church in America</td>
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<td>Methodist</td>
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<tr>
<td>Baptist</td>
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<tr>
<td>Congregational</td>
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<tr>
<td>None or Unknown</td>
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<td>Lutheran</td>
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<td>Episcopalian</td>
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<td>Christian Church</td>
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<td>United Brethren</td>
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<td>Catholic</td>
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<td>Undenominational</td>
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<td>Bible Church</td>
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**Total**

1546
### Geographical Distribution

<table>
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<tr>
<th>United States</th>
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<td>Michigan</td>
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<td>New Jersey</td>
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<td>Illinois</td>
<td>Arabia</td>
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<td>Wisconsin</td>
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<td>California</td>
<td>South India</td>
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<td>Colorado</td>
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<td>Washington</td>
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<td>Virginia</td>
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<td>Alabama</td>
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<td>Delaware</td>
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<td>District of Columbia</td>
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<td>Kansas</td>
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<td>Kentucky</td>
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<td>New Hampshire</td>
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<td>Texas</td>
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<table>
<thead>
<tr>
<th>United States</th>
<th>Foreign Countries</th>
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<tbody>
<tr>
<td>Ohio</td>
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<tr>
<td>New Jersey</td>
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<tr>
<td>New York</td>
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<td>Wisconsin</td>
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<td>California</td>
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<td>Michigan</td>
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<tr>
<td>U.S. Total</td>
<td></td>
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Grand Total: 1,546
GRADUATES, 1959

A.B. Degree Conferred in 1959

Aardema, Austin Albert  
Abma, Jeanette Winifred  
Adan, Charles William  
Allen, John Davis  
Anderson, Vivian Irene  
*Andree, Donald Ray  
*Andree, Robert Glenn  
Angus, John Galen  
Arends, Larry John  
*Arendsen, Ellyn Jean  
Arnold, Norman Harold  
Beemink, Darroll Wayne  
*Bekius, Ronald Benny  
Benes, Paul Allen  
*Benink, Carroll Benton  
Boelte, Eugene Jerome  
*Bogart, William Frank  
Bolhuis, Jack Keith  
*Boniel, Roberta Ann  
*Boele, Calvin Lloyd  
*Brandt, Carol Ann  
Brat, Paul Jay  
Bredewig, Corwin Jay  
*Bredewig, Edwin Russell  
Brockmeier, Richard Taber  
Brookstra, William Robert  
Brouwer, John Edwin  
Brower, Harley Lee  
Brown, Frederick Martin  
*Brown, Harley Dean  
Brown, Richard Eugene  
*Brumels, Bruce Clayton  
Buit, Paul Gene  
*Buursma, Albert, Jr.  
Camp, Dennis David  
*Campbell, Marilyn Suzanne  
Cherven, Kenneth Phillip  
*Cook, Carol Ann  
Cook, Charles Albert  
Coster, David Lynn  
*Coster, Linda Buys  
de Forest, Robert Rohrer  
De Jong, Peter J.  
De Jongh, Don C.  
*De Pree, Anne Mills  
*De Vries, Leslie Dale  
De Witt, James Garth  
De Wolfe, Sally June  
*Dressel, Sandra Kay  
Du Mez, Theodore Andrew  
Eissens, Alvin J.  
*Ensing, Marlin Allyn  
*Exo, Mar-Les Ann  

Holland, Michigan  
Ringle, Wisconsin  
East Greenbush, New York  
Webster, New York  
Harvey, Illinois  
Grand Rapids, Michigan  
Grand Rapids, Michigan  
Cagayan De Oro City, Philippines  
Lansing, Illinois  
Grand Rapids, Michigan  
Holland, Michigan  
Maurice, Iowa  
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Oostburg, Wisconsin  
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Hudsonville, Michigan  
Burnips, Michigan  
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Traverse City, Michigan
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<td>Gazan, Harold Sidney</td>
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<td>Geschwindt, Ronald Lee</td>
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<td>*Graves, Susan Freeman</td>
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<td>*Hoogerhyde, Donna Jeanne</td>
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<td>Sioux Center, Iowa</td>
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<td>Midland Park, New Jersey</td>
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<td>*Koeman, Janice Arlene</td>
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<td>*Korver, Phyllis Joy</td>
<td>Englewood, Colorado</td>
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<td>Kraai, John Willard</td>
<td>Orange City, Iowa</td>
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<td>*Krauss, Carol Beuker</td>
<td>Holland, Michigan</td>
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<td>Krauss, John Charles</td>
<td>Holland, Michigan</td>
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<td>*Kroontje, Dorothy</td>
<td>Magnolia, Minnesota</td>
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<td>Lanning, Nicholas E.</td>
<td>Grand Rapids, Michigan</td>
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<td>*Leaske, Charlotte Win</td>
<td>Holland, Michigan</td>
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<td>Leaske, Frederick Grant</td>
<td>Holland, Michigan</td>
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<td>Lewis, Thomas Richard</td>
<td>Muskegon Heights, Michigan</td>
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<td>Lin, Stanley Hsiang King</td>
<td>Kowloon, Hong Kong</td>
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<td>Loew, Clyde Warren</td>
<td>Byron Center, Michigan</td>
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<td>Lohman, Donald P.</td>
<td>Hamilton, Michigan</td>
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<td>Lokhorst, Ronald Dale</td>
<td>Baldwin, Wisconsin</td>
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<td>*Lubbers, Thomas John</td>
<td>Whitehall, Michigan</td>
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<td>Luth, Carol Jane</td>
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<td>McCarthy, Franklin Leroy</td>
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<td>*Meiste, Shirley Anne</td>
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<td>Meyer, John Hollebrands</td>
<td>Altamont, New York</td>
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<td>Meyer, Kenneth Ray</td>
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Miller, Janice Adeline  
Miller, Thomas Boyd  
Morgan, Priscilla Boelhouwer  
Morgan, Richard Thomas  
Mulenberg, David Cornelius  
Mulder, Judith Lynn  
Myers, Carol Elaine  
Needham, John Addison, Jr.  
Newhouse, Artel Jane  
Noehel, David Arthur  
Northuis, Paul Edwin  
Nowotny, Thomas Josef  
Oldenburg, Diane Kay  
Olson, Arthur Lawrence  
Paarlberg, Donald  
Paton, Carol Lynn  
Pearson, Bruce Elliot  
Peelen, Joan Wilsa  
Plaggemars, Warren K.  
Proos, Alyce  
Pschigoda, Loraine Mae  
Puehl, Lois Jean  
Reuss, Barbara Elvera  
Roberts, Kenneth G.  
Roelofs, Marilyn Kay  
Sasaki, Daniel Nozomu  
Schmidt, Doris Hildegard  
Scholten, Carolyn Marie  
Schreckengost, Kay Elizabeth  
Scott, Daniel Whuard  
Scudder, Kenneth Earl  
Shufelt, Rainey Andrew  
Skinner, Charles Emmanuel  
Stadt, Richard Allen  
Steunenberg, Phyllis Kay  
Stevens, James Henry  
Stickle, Doris Louise  
Su, Aaron Chung Liang  
Su, Lawrence Chung Lee  
Swanson, Bertil  
Sybesma, Russell  
Tan, James S. B.  
Tellman, Virginia Lee  
Ten Haken, Margaret Mary  
Ten Pas, John Herman  
Ter Molen, Larry Richard  
Thoms, Lois Ethel  
Van Dam, John Howard  
Vanden Bos, John William  
Vandenbrink, Ronald Dale  
Vande Poel, Mary Lou  
Vander Broek, Kenneth E.  
Vander Jagt, Donald Wayne  
Vander Matt, Paul  
Vander Meer, Carol Ann  
Vander Ploeg, Marvin  
Vander Schaaf, Sam  
Vande Vusse, David Eugene

St. Joseph, Michigan  
Grand Rapids, Michigan  
Holland, Michigan  
San Mateo, California  
Grand Rapids, Michigan  
Holland, Michigan  
South Plainfield, New Jersey  
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Wien, Austria  
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South Holland, Illinois  
Lincoln Park, Michigan  
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Kalamazoo, Michigan  
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St. Joseph, Michigan  
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Westport, Connecticut  
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Grand Rapids, Michigan  
Ogaki City, Japan  
Ridgewood, New Jersey  
Steen, Minnesota  
Fennville, Michigan  
Millburn, New Jersey  
West Coxsackie, New York  
Cohoes, New York  
Holland, Michigan  
Grand Rapids, Michigan  
Orange City, Iowa  
Holland, Michigan  
Somerville, New Jersey  
Kowloon, Hong Kong  
Kowloon, Hong Kong  
Arlington Heights, Illinois  
Holland, Michigan  
Kowloon, Hong Kong  
Holland, Michigan  
Milwaukee, Wisconsin  
Casselton, North Dakota  
Grand Rapids, Michigan  
Muscat, Persian Gulf  
Holland, Michigan  
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Holland, Michigan  
Holland, Michigan  
Holland, Michigan  
Holland, Michigan  
Battle Creek, Michigan  
Holland, Michigan  
Ancaster, Ontario, Canada  
Holland, Michigan
GRADUATES, 1959

*Van Eenenaam, Isla
Van Hattem, Melchior Henry
Van Lente, Harriet Baznin
Van Roekel, Glenn Wilbur
Van Wieren, Kenneth H.
Ver Beek, Carl Edward
Ver Beek, Harley Dale
Visser, Ann Elizabeth
Vriesman, Wayne Rodger
Wade, Helen Louise
Wagner, Carol Honordr
Wassink, Jerome Hugh
Welch, Marcia Andrienne
Westenbroek, Wayne Delwyn
Westerbeke, Edward Jan
Westra, Virginia Jean
Wildschut, Marianne Janet
Winter, Jurrien Hartger
Woods, Joseph Windsor
Worden, George Jerome
Zeng, George
Zhe, Carolyn Ruth
Zimmerman, Raymond Lee
Zwyghuizen, John Edward
*Zylman, Terril Jon

Muskegon, Michigan
Redlands, California
Grand Rapids, Michigan
Holland, Michigan
Orange City, Iowa
Holland, Michigan
Holland, Michigan
Hamilton, Michigan
Homewood, Illinois
Holland, Michigan
Holland, Michigan
Holland, Michigan
Holland, Michigan
Sayville, New York
Grand Rapids, Michigan
Holland, Michigan
Allegan, Michigan
Dumont, New Jersey
Cadillac, Michigan
Shanghai, China
Schenectady, New York
Grand Haven, Michigan
Zeeland, Michigan
Holland, Michigan
HONORARY DEGREES
HONOR ROLL
1959

Summa Cum Laude
Brockmeier, Richard Taber
Wagner, Carol Hondrop

Magna Cum Laude
Anderson, Vivian Irene
Brat, Paul Jay
Camp, Dennis David
De Jongh, Don C.
De Wolfe, Sally June
Heasley, Victor Lee
McCarthy, Franklin Leroy
Mulder, Judith Lynn
Newhouse, Artel Jane
Reuss, Barbara Elvera
Scholten, Carolyn Marie
Scott, Donald Whuard
Vander Maat, Paul
Vander Meer, Carol Ann

Cum Laude
Aardema, Austin Albert
Bredeweg, Corwin Jay
Brown, Richard Eugene
deForest, Robert Rohrer
Dressel, Sandra Kay
Du Mez, Theodore Andrew
Fassler, Albert William, Jr.
Geschwendt, Ronald Lee
Izenbart, Larry Alan
Johnson, Lillian Marie
Korver, Phyllis Joy
Luth, Carol Jane
Noebel, David Arthur
Oldenburg, Diane Kay
Su, Lawrence Chung Lee
Swanson, Bertil
Ver Beek, Carl Edward
Vriesman, Wayne Rodger

Honorary Degrees
The Reverend Christian E. Basta - LL.D.
Harvey B. Hoffman - D.D.
Henry Van Syke - D.D.
GRADUATES, 1960
A. B. Degree Conferred in 1960

*Albers, Pat Dion
*Anker, Jane Alice
*Balfoort, Robert Lee
*Bechtel, Harriet Van Heest
Bergman, Benjamin Meindert
Bittner, George Phillip
Boeve, Ronald Everett
Bolt, Gordon Alan
Boone, Daniel E.
*Bootsman, Barbara Jane
Booker, Stanley Gene
*Boyd, Nancy Anne
*Braaksma, Winifred Carol
Bratton, Robert William
Brink, Kenneth Wayne
Bronk, Robert Franklyn
*Bronson, Ronald Jay
Brower, Ardith Jeanne
Brown, Kenneth Henry
*Bryson, John Gregory
*Buitendorp, Carol Ten Haken
*Burns, Dale
*Burgwald, Janice Fay
Bylsma, Gary Barton
*Cameron, Winifred Carol
Carter, Evalyn Hughes
Chandler, Ronald Lee
Clark, David Lee
*Clelland, Elizabeth Saunders
Compaan, Pearl Joan
Coulson, Charles Myron
*Crawford, Sharon Ann
Damstra, Philip Lew
*De Baele, Alan Ray
*Decker, Sondra Louise
De Jong, Carl Jason
*De Jong, Marcia Baldwin
*De Jong, Marvin Lee
*De Jong, Mary Lois
De Jonge, John William
De Long, Jack Wiley
De Noble, Janet Ruth
De Pond, Jack Glenn
De Vries, Martin Junior
*De Vries, Roger Lee
De Witte, Henry John
De Witte, Sheryl R’Dean
Diekman, Fred William
*Dorn, Margot Fisher
*Doyle, Shirley Ann
*Edwards, Suzanna Lee
Elferink, William Robert
Elzinga, Marshall Gene
Elzinga, William Edward
Emerson, Emmons Keith
*Emmick, Barbara Ann

Holland, Michigan
South Holland, Illinois
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Sturgis, Michigan
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Buffalo, New York
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Wyckoff, New Jersey
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Fremont, Michigan
Kalkaska, Michigan
West Keansburg, New Jersey
Herkimer, New York
Holland, Michigan
Hudsonville, Michigan
Elsworth, Michigan
Sturgis, Michigan
Holland, Michigan

147
Enmons, Craig George  
Engbers, James Arend  
Engel, Gary John  
Essenberg, Vern James  
Evans, Suzanne Ames  
Evenhuis, James Richard  
Evers, James Lowell  
Fell, Elizabeth Ann  
Fell, Paul Erven  
Fikse, Evert H.  
Fisher, Arthur Jay, Jr.  
Flickema, Thomas Orin  
Franken, Robert Earl  
Gallo, Donald Robert  
Garfield, Alta  
Garvelink, Carol Nieuwsma  
Gilmore, John Cordes  
Gloss, Mildred Anne  
Gotte, Margo Ruth  
Groeneveld, Grace Mae  
Hale, Charles Edward  
Hall, William Glenden, Jr.  
Hansen, Thorval Arving  
Hellenga, Lorraine Kay  
Hendrickson, Jerry Arthur  
Hertel, Richard Arnold  
Hoeksema, Gordon James  
Hollander, Edna Claire  
Hoogendoorn, Jack Lee  
Huibregtse, William Henry  
Huizenga, Paul Arden  
Huizenga, Peter Harry  
Jacobsen, Leif Yngve, Jr.  
Janssen, Kenneth Lynn  
Johnson, Richard Wayne  
Johnson, Walter Lyle  
Karr, James (Julu)  
Katerberg, Rudolph  
Kelly, Edna Claire  
Klaaren, Mary Ann  
Klaaren, Miriam Eloise  
Klaassen, (Constance) Elaine  
Kleinhkezel, John Robert  
Kleinhkezel, Roger Edwin  
Koerber, Albert Richard  
Koller, Alfred Francis  
Kraai, Franklin Delano  
Kranendonk, James Mark  
Krut, Kathryn Emily  
Kyle, Janice Mary  
Laning, Ruth Joan  
LaRose, Ronald William  
Larsen, James Walter  
Law, Jeremy Chong Hian  
Law, Elsie Shih Wen Hua Chong-Hian  
Lecstma, Jan Edward  
Lemmen, Charles Jerome  
Le Tarte, Clyde Edward  

Holland, Michigan  
Grand Rapids, Michigan  
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Litts, Alberta Jessie
Looman, Gary John
Lydens, Paul George
Machiele, Delwyn Earl
Maertens, Herman Henry
Marshall, Robert Sebastian
McCarthy, Thomas Leslie
Meengs, Paula Nykamp
Mih, Franklin
*Mohr, James N.
*Monroe, Barbara Ellen
Montle, Hazel Marie
Moore, Richard Wesley
Moore, Thomas Charles
*Muyskens, Bernice Eileen
Neckers, Douglas Carlyle
*Nelson, Carol Marie
*Nelson, Lynalice
*Nyhus, Karen Marie
Nykamp, Wade Lewis
Oosterhof, Elizabeth Joan
*Overzet, Jack Roger
*Owen, Janet Louise
Peelen, George William
Petroelje, Marvin Junior
*Philip, Joy LaVerne
*Phippipsen, Barbara Jane
*Piersma, Donald Duane
*Plaasche, Loretta Mae
*Platzer, Wayne Donald
Poit, Carl Hogan
Polich, David William
Post, Stuart Hugh
Potter, Roger Allen
Raterink, Gary Junior
Rikkers, David Dee
Ritsma, Raymond Lee
*Roos, Joan Carol
*Rosendahl, Hazel Jean
Rottschafer, (Leon) Dyke
Rupp, Tyrone Daniel
Rylance, Carol Ann
Rynbrandt, Aly, Jr.
Saunders, Robert William
*Schaap, Marguerite
*Schaekamp, Myrna Ruth
Schlafer, Sheryl James
*Schoeder, Joan Arlene
*Schut, Camila Rae
*Schut, Rolland John
*Schut, Roger Lee
Scudder, Marilyn Jean
Shary, Frank Charles
Siebeling, Ronald Jon
Siedentop, Daryl Lee
*Sikkenga, Carol Ann
*Sluyter, Diane Canfield
*Smith, Francis Thomas III

Berne, New York
Zeeland, Michigan
Sandusky, Ohio
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Brooklyn, New York
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Taiwan, China
Jenison, Michigan
Pittsford, Michigan
Byron Center, Michigan
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Mitchell, South Dakota
Clymer, New York
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East Williamson, New York
Castleton-on-Hudson, New York
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Hudsonville, Michigan
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Kuwait, Arabian Gulf
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Spring Lake, Michigan
Herkimer, New York
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Smits, David Clyde
*Stevens, Janice Westrate
Stockhoff, Ronald Conrad
Stringer, (Christopher) James
*Swets, Ethelanne
*Sybesma, Stanley David
*Tell, Ann Marie
*Terbeck, Katherine Louise
Thompson, James Franklin
*Thompson, Thomas Walter
Thomson, Robert James
*Tillman, Janet Louise
*Tinholt, Lloyd Allen
*Tomlinson, Jane
*Top, Virginia Joyce
Torga, Dorene Ruth
Trimmer, Robert Witfield
Trimpe, (Bastian) Dwayne
Tysse, John Paul
*Tysse, Judith Wynne
*Vanden Berg, Anita Louise
Vanderborgh, Nicholas E.
*Vander Hill, Charles Warren
Vander Kolk, Joyce
*Vander Lind, James Robert
Vander Mel, (Paul) Bruce
*Vandermyde, Cynthia Fae
*Vander Werf, Elaine Rae
*Vander Woude, Calvin R.
Vander Zwaag, Roger
*Vande Water, Terry Dale
*Van Dyke, Catherine F.
*Van Dyke, Judith Ann
Van Es, Rowland Dean
*Van Koevering, Mary Beth
Van Reyen, Paul Elenbaas
*Van't Kerkhoff, Sharon Harriet
Van Wyk, Paul Herbert
*Vermeer, Marjorie Joan
Ver Steeg, Melvin Arthur, Jr.
*Von Ins, Karl Alfred
Voskuil, Duane Martin
*Walcott, Susan Lee
Wallace, Norma McDonald
*Walrad, Janet Donlon
*Walters, Elizabeth Bloemendaal
*Weeks, Greta Pearl
*Welch, Phyllis Ann
*Wenke, Lee Henry
Werkman, Duane Thurman
White, David Edward
*Wiegink, Anne
*Wiersma, Marcia Lou
Wilson, Stuart Melvin
Wood, Marjorie Eleanor
Wristers, Harry Jan
Yu, Hübért Kung-Nien
*Zick, Shirley Ann

Orange City, Iowa
Holland, Michigan
Westbury, New York
Lansing, Michigan
Holland, Michigan
Alton, Iowa
Webster, New York
Fairview Park, Ohio
Holland, Michigan
Levittown, Pennsylvania
Detroit, Michigan
St. Joseph, Michigan
Holland, Michigan
Churchville, Pennsylvania
Hamilton, Michigan
Grand Rapids, Michigan
Schenectady, New York
Holland, Michigan
Coxsackie, New York
Lyndhurst, Ohio
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Queens Village, New York
New Brunswick, New Jersey
Grand Rapids, Michigan
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South Holland, Illinois
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Yakima, Washington
Zeeland, Michigan
Staten Island, New York
Phoenix, Arizona
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Hammond, Wisconsin
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Dumont, New Jersey
Herkimer, New York
Zeeland, Michigan
Grand Rapids, Michigan
Holland, Michigan
Kalamazoo, Michigan
Chicago, Illinois
Amsterdam, New York
Media, Pennsylvania
Zeeland, Michigan
Allen Park, Michigan
Ridgefield, New Jersey
New Orleans, Louisiana
Hongkong, China
Holland, Michigan
HONORARY DEGREES

HONOR ROLL

1960

Summa Cum Laude

Fell, Paul Erven

Hellenga, Lorraine Kay

Magna Cum Laude

Bootsma, Barbara Jane
Braaksma, Shelby M.
Emmick, Barbara Ann
Hollander, Edna Claire
Lemmen, Charles Jerome

Rynbrandt, Alyn, Jr.
Sluyter, Diane Canfield
Van't Kerkhoff, Sharon Harriet
Wilson, Stuart Melvin

Cum Laude

Anker, Jane Alice
Boyd, Nancy Anne
Chandler, Ronald Lee
De Jong, Marcia Baldwin
Evans, Suzanne Ames
Evenhuis, James Richard
Fell, Elizabeth Ann
Fisher, Arthur Jay, Jr.
Huizenga, Paul Arden
Klaaren, Miriam Eloise
Machiele, Delwyn Earl
McCarthy, Thomas Leslie
Monroe, Barbara Ellen

Montle, Hazel Marie
Neckers, Douglas Carlyle
Rylance, Carol Ann
Schroeder, Joan Arlene
Schut, Roger Lee
Scudder, Marilyn Jean
Stockhoff, Ronald Conrad
Top, Virgina Joyce
Vanden Berg, Anita Louise
Van Dyke, Judith Ann
Van Es, Rowland Dean
Van Reyen, Paul Elenbaas

Honorary Degrees

Beth Marcus - LL.D.
Roger F. Murray II - LL.D.
Gerrit T. Vanderleust - Litt. D.
Gerrit John Van Zeeen - D.Sc.
Theodore D. Wintem - D.Sc.

Sept. 1960

The Reverend Harold England - D.D.
## Index

<table>
<thead>
<tr>
<th>Absence Rules</th>
<th>43</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Standing</td>
<td>10, 41</td>
</tr>
<tr>
<td>Accrediting</td>
<td>10</td>
</tr>
<tr>
<td>Activities, College</td>
<td>20</td>
</tr>
<tr>
<td>Administration</td>
<td>124</td>
</tr>
<tr>
<td>Admission</td>
<td>37</td>
</tr>
<tr>
<td>Advisors</td>
<td>15, 104</td>
</tr>
<tr>
<td>Aid, Student</td>
<td>27</td>
</tr>
<tr>
<td>Aims</td>
<td>8</td>
</tr>
<tr>
<td>Alcor</td>
<td>20</td>
</tr>
<tr>
<td>Alumni Association</td>
<td>18, 139</td>
</tr>
<tr>
<td>Art</td>
<td>50</td>
</tr>
<tr>
<td>Athletic Activities</td>
<td>23</td>
</tr>
<tr>
<td>Attendance</td>
<td>10, 43</td>
</tr>
<tr>
<td>Awards</td>
<td>33</td>
</tr>
<tr>
<td>Band</td>
<td>22, 81</td>
</tr>
<tr>
<td>Bible and Religion</td>
<td>91</td>
</tr>
<tr>
<td>Biology</td>
<td>51</td>
</tr>
<tr>
<td>Blue Key</td>
<td>20</td>
</tr>
<tr>
<td>Board and Room Fees</td>
<td>25</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>7, 122</td>
</tr>
<tr>
<td>Buildings</td>
<td>11</td>
</tr>
<tr>
<td>Business Administration</td>
<td>55, 105</td>
</tr>
<tr>
<td>Calendar</td>
<td>4-5</td>
</tr>
<tr>
<td>Campus</td>
<td>11</td>
</tr>
<tr>
<td>Certificate, Teachers</td>
<td>117, 118</td>
</tr>
<tr>
<td>Change of Courses</td>
<td>41</td>
</tr>
<tr>
<td>Chapel Attendance</td>
<td>10</td>
</tr>
<tr>
<td>Chemistry</td>
<td>53, 107</td>
</tr>
<tr>
<td>Choir</td>
<td>21, 81</td>
</tr>
<tr>
<td>Christian Ministry</td>
<td>107</td>
</tr>
<tr>
<td>Church Work</td>
<td>108</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>43</td>
</tr>
<tr>
<td>Classical Languages</td>
<td>55</td>
</tr>
<tr>
<td>Classification</td>
<td>42</td>
</tr>
<tr>
<td>College Corporation</td>
<td>122</td>
</tr>
<tr>
<td>Commencement</td>
<td>4, 5</td>
</tr>
<tr>
<td>Committees, Board of Trustees</td>
<td>123</td>
</tr>
<tr>
<td>Committees, Faculty</td>
<td>137</td>
</tr>
<tr>
<td>Composite Majors</td>
<td>48</td>
</tr>
<tr>
<td>Correspondence Courses</td>
<td>43</td>
</tr>
<tr>
<td>Counseling Service</td>
<td>15</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>46</td>
</tr>
<tr>
<td>Curricula (Suggested)</td>
<td>104</td>
</tr>
<tr>
<td>Debate</td>
<td>22</td>
</tr>
<tr>
<td>Degrees Conferred</td>
<td>142, 147</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>45</td>
</tr>
<tr>
<td>Dentistry</td>
<td>109</td>
</tr>
<tr>
<td>Departmental Clubs</td>
<td>21</td>
</tr>
<tr>
<td>Description of Courses</td>
<td>50</td>
</tr>
<tr>
<td>Dining Facilities</td>
<td>14</td>
</tr>
<tr>
<td>Diplomatic Service</td>
<td>109</td>
</tr>
<tr>
<td>Dramatics</td>
<td>22</td>
</tr>
<tr>
<td>Economics</td>
<td>55, 105</td>
</tr>
<tr>
<td>Education</td>
<td>59, 117</td>
</tr>
<tr>
<td>Employment</td>
<td>32</td>
</tr>
<tr>
<td>English</td>
<td>62</td>
</tr>
<tr>
<td>Engineering</td>
<td>109</td>
</tr>
<tr>
<td>Enrollment</td>
<td>140</td>
</tr>
<tr>
<td>Entrance Requirements</td>
<td>38</td>
</tr>
<tr>
<td>European Semester Plan</td>
<td>17</td>
</tr>
<tr>
<td>Expenses</td>
<td>25</td>
</tr>
<tr>
<td>Extension Courses</td>
<td>43</td>
</tr>
<tr>
<td>Faculty Roster</td>
<td>128</td>
</tr>
<tr>
<td>Faculty Honors</td>
<td>33</td>
</tr>
<tr>
<td>Failures</td>
<td>40</td>
</tr>
<tr>
<td>Fees</td>
<td>25</td>
</tr>
<tr>
<td>Field of Concentration</td>
<td>47</td>
</tr>
<tr>
<td>Foreign Language Requirements</td>
<td>47</td>
</tr>
<tr>
<td>Forensics</td>
<td>22</td>
</tr>
<tr>
<td>Forestry</td>
<td>111</td>
</tr>
<tr>
<td>Fraternal Societies</td>
<td>22</td>
</tr>
<tr>
<td>French</td>
<td>66</td>
</tr>
<tr>
<td>Geographical Distribution</td>
<td>141</td>
</tr>
<tr>
<td>General Semester Fees</td>
<td>25</td>
</tr>
<tr>
<td>German</td>
<td>67</td>
</tr>
<tr>
<td>Glee Clubs</td>
<td>21</td>
</tr>
<tr>
<td>Grading System</td>
<td>41</td>
</tr>
<tr>
<td>Graduates</td>
<td>142, 147</td>
</tr>
<tr>
<td>Graduation Honors</td>
<td>33, 146, 151</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>46</td>
</tr>
<tr>
<td>Grants in Aid</td>
<td>31</td>
</tr>
<tr>
<td>Greek</td>
<td>69</td>
</tr>
<tr>
<td>Grounds and Buildings</td>
<td>11</td>
</tr>
<tr>
<td>Group Requirements</td>
<td>46</td>
</tr>
<tr>
<td>Guidance</td>
<td>15</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>12</td>
</tr>
<tr>
<td>Health Form</td>
<td>38</td>
</tr>
<tr>
<td>INDEX</td>
<td>153</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Health Service</td>
<td>16</td>
</tr>
<tr>
<td>History</td>
<td>70</td>
</tr>
<tr>
<td>History of College</td>
<td>7</td>
</tr>
<tr>
<td>Home and Family Living</td>
<td>111</td>
</tr>
<tr>
<td>Honor Roll</td>
<td>146, 151</td>
</tr>
<tr>
<td>Honors and Awards</td>
<td>33, 146, 151</td>
</tr>
<tr>
<td>Honor Societies</td>
<td>20</td>
</tr>
<tr>
<td>Housing</td>
<td>13, 14</td>
</tr>
<tr>
<td>Incompletes</td>
<td>40</td>
</tr>
<tr>
<td>Journalism</td>
<td>112</td>
</tr>
<tr>
<td>Languages, Classical</td>
<td>55</td>
</tr>
<tr>
<td>Latin</td>
<td>73</td>
</tr>
<tr>
<td>Law</td>
<td>112</td>
</tr>
<tr>
<td>Library</td>
<td>12</td>
</tr>
<tr>
<td>Librarianship</td>
<td>113</td>
</tr>
<tr>
<td>Loans</td>
<td>31</td>
</tr>
<tr>
<td>Maintenance</td>
<td>125</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>47</td>
</tr>
<tr>
<td>Mathematics</td>
<td>74</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>113</td>
</tr>
<tr>
<td>Medicine</td>
<td>114</td>
</tr>
<tr>
<td>Men's Housing</td>
<td>14</td>
</tr>
<tr>
<td>Ministry</td>
<td>107</td>
</tr>
<tr>
<td>Music</td>
<td>21, 76, 115</td>
</tr>
<tr>
<td>Music Scholarships</td>
<td>30</td>
</tr>
<tr>
<td>Musical Organizations</td>
<td>21</td>
</tr>
<tr>
<td>Normal College Program</td>
<td>105</td>
</tr>
<tr>
<td>Nursing</td>
<td>115</td>
</tr>
<tr>
<td>Objectives</td>
<td>8</td>
</tr>
<tr>
<td>Oratory</td>
<td>22</td>
</tr>
<tr>
<td>Orchestra</td>
<td>21, 81</td>
</tr>
<tr>
<td>Organ</td>
<td>77, 80</td>
</tr>
<tr>
<td>Payment of Fees</td>
<td>25</td>
</tr>
<tr>
<td>Philosophy</td>
<td>81</td>
</tr>
<tr>
<td>Physical Education</td>
<td>46, 83</td>
</tr>
<tr>
<td>Physics</td>
<td>86</td>
</tr>
<tr>
<td>Piano</td>
<td>77, 80</td>
</tr>
<tr>
<td>Pi Kappa Delta</td>
<td>20</td>
</tr>
<tr>
<td>Placement Service</td>
<td>16</td>
</tr>
<tr>
<td>Political Science</td>
<td>88</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>62</td>
</tr>
<tr>
<td>Prizes</td>
<td>33</td>
</tr>
<tr>
<td>Professional Curricula</td>
<td>104</td>
</tr>
<tr>
<td>Psychology</td>
<td>89</td>
</tr>
<tr>
<td>Publications, Student</td>
<td>22</td>
</tr>
<tr>
<td>Quality Points</td>
<td>41</td>
</tr>
<tr>
<td>Reading Center</td>
<td>17</td>
</tr>
<tr>
<td>Reading Courses</td>
<td>42</td>
</tr>
<tr>
<td>Refund Policy</td>
<td>26</td>
</tr>
<tr>
<td>Regulations, Academic</td>
<td>40</td>
</tr>
<tr>
<td>Regulations, College</td>
<td>10</td>
</tr>
<tr>
<td>Religion and Bible</td>
<td>91</td>
</tr>
<tr>
<td>Religious Education</td>
<td>93</td>
</tr>
<tr>
<td>Religious Organizations</td>
<td>20</td>
</tr>
<tr>
<td>Residence Halls</td>
<td>13, 14</td>
</tr>
<tr>
<td>Residence Requirements</td>
<td>46</td>
</tr>
<tr>
<td>Room, and Board Fees</td>
<td>25</td>
</tr>
<tr>
<td>Rooming Facilities</td>
<td>13, 14</td>
</tr>
<tr>
<td>Scholarships</td>
<td>27</td>
</tr>
<tr>
<td>Senior Honors</td>
<td>33</td>
</tr>
<tr>
<td>Social Organizations</td>
<td>22</td>
</tr>
<tr>
<td>Social Work</td>
<td>116</td>
</tr>
<tr>
<td>Societies</td>
<td>20</td>
</tr>
<tr>
<td>Sociology</td>
<td>94</td>
</tr>
<tr>
<td>Spanish</td>
<td>97</td>
</tr>
<tr>
<td>Special Fees</td>
<td>25</td>
</tr>
<tr>
<td>Special Instructors</td>
<td>135</td>
</tr>
<tr>
<td>Special Services</td>
<td>15</td>
</tr>
<tr>
<td>Speech</td>
<td>100</td>
</tr>
<tr>
<td>Standards</td>
<td>8</td>
</tr>
<tr>
<td>Student Activities</td>
<td>20</td>
</tr>
<tr>
<td>Student Aid</td>
<td>27</td>
</tr>
<tr>
<td>Student Clubs</td>
<td>20</td>
</tr>
<tr>
<td>Student Employment</td>
<td>32</td>
</tr>
<tr>
<td>Student Government</td>
<td>23</td>
</tr>
<tr>
<td>Student Load</td>
<td>42</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>20</td>
</tr>
<tr>
<td>Suggested Programs</td>
<td>104</td>
</tr>
<tr>
<td>Summer School</td>
<td>44</td>
</tr>
<tr>
<td>Teacher Training</td>
<td>117</td>
</tr>
<tr>
<td>Transcript of Record</td>
<td>43</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>39</td>
</tr>
<tr>
<td>Trustees</td>
<td>7, 122</td>
</tr>
<tr>
<td>Tuition</td>
<td>25</td>
</tr>
<tr>
<td>Vienna Summer School</td>
<td>44</td>
</tr>
<tr>
<td>Vocational Advisors</td>
<td>104</td>
</tr>
<tr>
<td>Voice</td>
<td>80</td>
</tr>
<tr>
<td>Washington Semester Plan</td>
<td>17</td>
</tr>
<tr>
<td>Withdrawal from Course</td>
<td>41</td>
</tr>
<tr>
<td>Withdrawal from College</td>
<td>41</td>
</tr>
<tr>
<td>Women's Activity League</td>
<td>23</td>
</tr>
<tr>
<td>Women's Residence Halls</td>
<td>13</td>
</tr>
<tr>
<td>Y Organization</td>
<td>20</td>
</tr>
</tbody>
</table>