1963


Hope College

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Directions for Correspondence

Concerning admissions, fees, scholarships, requests for literature, address: Mr. Albert 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 Joanne Huenink, Recorder.

Concerning payment of fees or transaction of business in connection with student accounts, address: Mr. Henry Steffens, Treasurer.
College Calendar

1963

January 8  Christmas Recess ends—8 a.m.
January 21-25  Semester Exams
January 29  Final Registration, Second Semester
January 30  Second Semester begins—8 a.m.
March 29  Spring Recess begins—4:50 p.m.
April 9  Spring Recess ends—8 a.m.
May 25-31  Second Semester begins—8 a.m.
June 1  Alumni Convocation—6:30 p.m.
June 2  Baccalaureate Service—2:30 p.m.
June 3  Commencement Convocation—10 a.m.
June 17  Summer Session begins

1963

September 7  Dormitories open for Freshmen — 1:00 p.m.
September 9  Freshmen Orientation begins; dormitories open for Upper Classmen
September 10  Upper-Class Registration
September 12  Formal Convocation—9:00 a.m.
November 27  Thanksgiving Recess begins—4:50 p.m.
December 2  Thanksgiving Recess ends—8:00 a.m.
December 20  Christmas Recess begins—2:00 p.m.

1964

January 7  Christmas Recess ends—8:00 a.m.
January 20-24  Semester Exams
January 28  Final Registration Second Semester
January 29  Second Semester classes begin—8:00 a.m.
March 27  Spring Recess begins—12 noon
April 7  Spring Recess ends—8:00 a.m.
May 22-29  Semester Exams
May 30  Alumni Convocation—6:30 p.m.
May 31  Baccalaureate Service—2:30 p.m.
June 1  Commencement Convocation—10:00 a.m.
June 22  Summer Session begins
SECTION I

The College
## General Information

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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 eight 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), Irwin J. Lubbers (1945-1963), Calvin Vander Werf (1963—).

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 President
Giles H. Mandeville - 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 trustees and the faculty of Hope College have formulated the following set of objectives to which they subscribe.

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 homes 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.
Aims and Standards

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 Affiliations

Hope College is accredited by the North Central Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, the American Association of University Women, the American Chemical Society, and, as an associate member by the National Association of Schools of Music. It maintains membership in the American Council on Education, the Association of American Colleges, the American Association of Colleges for Teacher Education, and the Michigan College Association.

In 1961, Hope College participated in the organization of the Great Lakes Colleges Association. The association, consisting of twelve liberal arts colleges in the states of Indiana, Ohio and Michigan, is designed to promote extensive cooperation for strengthening the educational programs of the member institutions. The other colleges in the association are Albion, Antioch, Denison, De Pauw, Earlham, Kalamazoo, Kenyon, Oberlin, Ohio Wesleyan, Wabash and Wooster.
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 Dimnent 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 a minimum of seventy percent of 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 report these intentions to the Dean of Men or Women in advance.

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

8. Non-commuting freshmen are not permitted to operate motor vehicles in the city of Holland during the college year. In cases where this works a real hardship, the Dean of Men may make an exception upon the written request of parents.

9. All college students who own or operate motor vehicles in Holland during the college year must register all such vehicles with the Dean of Men.
The College Map

THE KEY TO THE HOPE COLLEGE CAMPUS

1. VAN RAALTE HALL—ADMINISTRATION
2. MOODY HALL—NORMAL SCHOOL
3. GRAYES HALL—NURSING HALL
4. WILLIAMS HALL—ART HALL
5. DURIE HALL—PHYSICS—MATHEMATICS
6. VAN ZOEREN LIBRARY
7. VAN BUREN HALL—ENGINEERING
8. SCIENCE HALL—BIOLOGICAL HALL
9. KLEIN HALL—HUMANITIES
10. COLUMBIA COTTAGE
11. KLEIN HESSEL COTTAGE
12. KLEIN MISSIONARY HOUSE
13. OESBURG COTTAGE
14. GRAYES HALL COTTAGE
15. MENTVOMITORY COMPLEX
16. KNOLLEN HALL
17. BURKE HALL—FOOTBALL FIELD, BASEBALL FIELD, FOOTBALL FIELD, HOCKEY FIELD
18. field house (temporary)
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**Campus and Buildings**

**Location**
Hope College is located in 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 leading cities east and west. Grand Rapids is located twenty-five miles northeast and is reached by the Chesapeake and Ohio Railroad and motor bus lines. The Grand Rapids airport serves the Holland area. Chicago is 150 miles to the southwest. Holland is in the heart of Michigan's fruit and summer-resort belt.

**Campus**
The main college campus of twenty-five acres contains all the academic buildings and residence halls. The Van Raalte campus, two and one-half blocks east of the campus, contains the athletic fields of the college. It is the site of the original home of Dr. Albertus Van Raalte, founder of the city of Holland and of Hope College. A portion of this campus was a gift of William B. Eerdmans to Hope College in 1947.

**Chapel**
The 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 ground floor are five classrooms used chiefly by the religion and philosophy departments, the office of the College Pastor, and a number of faculty offices.

**Classroom Buildings**

**VAN RAALTE MEMORIAL HALL**
Van Raalte Memorial Hall contains twenty large classrooms and a number of faculty offices. The administration offices of the college occupy the main floor. Located on the ground floor are the Coffee Shop, lounges and the College (Blue Key) Book Store.

**THE SCIENCE HALL**
The Science Hall is a four-story brick building of modern design and construction erected in 1941. It accommodates the biology, chemistry and physics departmental programs, the dramatics program, and a portion of the facilities of the Art Department.

**NYKERK HALL OF MUSIC**
The Nykerk Hall of Music was open for use in September of 1956. It provides all modern facilities for the Music Department with the exception of organ. It has seven teaching studios, fourteen practice rooms, two classrooms, office, record library, three listening rooms and an auditorium seating 200 persons. This auditorium is used as band and orchestra rehearsal room.

**GRAVES HALL**
Graves Hall, originally built in 1894 to house the chapel and the library as well as several classrooms, was completely remodeled in 1962. The main and second floors now serve as the Language Center and contain six classrooms, the Winants Auditorium, which is a lecture
hall seating 225, faculty offices, a conference room, and a language laboratory equipped with 72 stations for foreign language study. The major portion of the ground floor is a Student Center. It includes the Henry Schoon Meditation Chapel, a student assembly room, a student lounge, and offices of various organizations such as Student Publications, Student Council, International Relations Club, Alpha Phi Omega and Student Christian Association. The remainder of this floor contains four practice organ rooms, the office of the Professor of Organ and the Office of Public Relations.

VAN ZOEREN LIBRARY

The library of Hope College long occupied one of the two connected stone buildings known as Graves Library and Winants Chapel, donated by the Honorable Nathan F. Graves and Captain Garret E. Winants and dedicated in 1894. In 1929 Winants Chapel became the reading room of Graves Library, and in 1950 modern steel stacks continued the expansion of the original library. The completion of the new Van Zoeren Library building in September of 1961 gave the library the excellent facilities it needed for increasing enrollments and modern teaching methods.

Van Zoeren 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 wider variety and a greater abundance of printed materials. Open stacks now offer to the student a working collection of more than 70,000 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 400 titles make up the current subscription list through purchase and gifts. Cumulative indexes and abstracts analyze the articles to be found in 10,000 bound volumes available in the Hope collection.
Campus and Buildings

Psychology Center
The offices for the staff are in Shields Cottage on the corner of 12th Street and College Avenue. The building contains a number of additional facilities. The offices for psychological counseling services are found here.

On the ground floor are the psychological laboratories used for instructional purposes, a workshop, storeroom, animal room, and a small seminar room, as well as experimental rooms in which students learn laboratory procedures. On the second floor is a room for group experimentation with an adjoining observation room. Also on this floor is a seminar room.

Physical Education Facilities

Carnegie Gymnasium
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, faculty offices and several smaller rooms for corrective exercise. The building was completely remodeled in 1954.

The football fields, baseball and softball diamonds and rubber asphalt running track are located on the Van Raalte campus. These facilities were developed in 1961-62.

Other Buildings

College Health Clinic
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.

Gilmore Cottage
Gilmore Cottage, located at 103 East Tenth Street, is the headquarters for the Dean of Women.

The Central Heating Plant
The Central Heating Plant provides heat for all campus buildings.

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
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 40 students.

Elizabeth R. Voorhees Hall
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 dining facilities for approximately one hundred sixty students in the dining hall.

Phelps Hall was completed in the spring of 1960. It accommodates one hundred sixty women and provides dining facilities for five hundred fifty students in the main dining room and for sixty in the Conference Room.

Columbia Hall was newly furnished and redecorated in 1957. It houses twenty-six women.

Other women's residences are Beck Cottage, Oggel Cottage, Scott Cottage, Taylor Cottage, Mandeville Cottage, Dosker Cottage, Kleinheksel Cottage, Doesburg Cottage and Crispell Cottage. These houses adjoining the campus provide a homelike atmosphere for smaller groups. Two of them are set aside as foreign language houses, one for German and the other for French. Each residence is equipped with new furnishings and provides a special room for study.

A new women's residence hall is under construction. When completed in 1963 it will house one hundred sixteen students.

Men's Housing

Hope College provides accommodations in residence halls for 550 non-commuting men students. All non-commuting men students are expected to live in campus housing units. Exceptions will be made only with approval of the Dean of Men and the President.

Gerrit John Kollen Hall, completed in 1956, accommodates 300 men in well-appointed study bedrooms, two men to a room. A large lounge and library on the first floor and smaller lounges on the two upper floors provide desired facilities for college living. A large recreation center on the ground floor provides ample opportunity for relaxation.

Other men's residences are managed by the five social fraternities on the campus. These residences bear the names of the fraternities: Arcadian House, Cosmopolitan House, Emersonian House, Fraternal House and Knickerbocker House. Each of these houses accommodate ten or twelve men. They are owned by the college and are under the supervision of the Dean of Men.

The summer of 1963 will see the completion of five new men's residence units with accommodations for fifty men per unit in rooms similar to those in Kollen Hall. Each of these units has an apartment for a head resident on the main floor and recreational facilities on the ground floor.

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 the Slater Food Service. Breakfast and luncheon are served cafeteria-style while dinner is served family-style.
Special Services

Counseling Service

Hope College maintains a pre-college and college counseling program that aims at helping each student 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 Dean of Students. Each entering student is assigned to an experienced faculty advisor who assists him in becoming oriented to campus life and to the academic community. The advisor confers periodically with the student concerning his academic progress. He is the immediate source of help to whom the student may turn for discussion, academic and vocational problems.

Hope College also employs outstanding upperclass students as student advisers and resident advisers. These upperclassmen are trained to deal with student problems and are very helpful in aiding the student in adjusting to college life.

Initial faculty advising assignments are made at the beginning of the Freshmen year and generally continue through the end of the Sophomore year. At this point, the student is expected to select a major field of concentration. Upon approval of his application for a major the student is assigned to an adviser by the chairman of the major department. This person becomes the academic adviser for the junior and senior year.

The professional counseling services of the college consist of a counseling psychologist and a vocation counselor. Students who have personal-social problems or problems in selecting a vocation are encouraged to see one of these two professionally trained counselors.

Problems of a less severe and more specialized nature may be taken to the following members of the Hope College staff:

- Academic — Mr. Vander Lugt, Dean of the Faculty
  Mr. Hollenbach, Vice President
- Campus Employment — Business Manager
- Financial — Scholarships: Mr. Kleis, Chairman of the Committee
  Loans: Mr. Steffens, College Treasurer
- Health — Dr. Vander Velde, College Physician
- Personal — Miss Reeverts, Dean of Women; Mr. Harvey, Dean of Student; Mr. Hilbert, Dean of Men; Mr. Granberg, Psychologist
- Reading — Mrs. Schoon, Director of Reading Center
- Religious — Mr. Cook, College Pastor
- Teacher Placement — Mr. Vanderborgh, Mr. Ver Beek
- Placement — Mr. Hilbert, Dean of Men
- Vocational Counseling — Mr. Harvey, Dean of Student, Vocational Counselor
**Special Services**

**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 hours are from 9:00 to 11:00 A.M., Monday through Friday, and a nurse is on duty or on call at all times. The college physician is on call also at all times.

Free clinic service consists of an examination by the physician when a student reports for illness, and the administration of ordinary medicines. A small fee is charged for special drugs such as penicillin, etc. Fees for other physicians called in 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 Van Raalte 204.

**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 Vocational Placement Office, under the direction of Mr. Hilmert, 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 office are arrangements involving part-time off-campus jobs and summer jobs.
Special Services

The Development Office

In view of the growing need for more adequate facilities for the expansion of the college program an office of development has been established. Among the immediate activities conducted by this office is a campaign for Capital Funds to be used in the construction of a new facility to house the Physics and Mathematics departments.

Continuing a program begun three years ago among the business and industrial and Alumni communities, the present emphasis is addressed to the several churches supporting the college. This approach is made with the denominational plan for capital needs. Expansion plans at the college are proceeding according to a self-study which seeks to anticipate the needs for the next decade.

Alumni Office

The Hope College Alumni Office acts as a center to promote good relations between the college and her 10,000 graduates and former students throughout the world.

The Alumni Magazine, published quarterly, is the organ of the Alumni Association, and the chief medium of communication between the college and the alumni. The Association, through the Alumni Office, sponsors activities on the campus during Homecoming in October and Commencement week in June.

This office also acts as a coordinator for the several Hope College Clubs in the nation. Active clubs are located in Albany, New York City and Rochester in New York State; Chicago, Illinois; Detroit, Grand Rapids, Kalamazoo, Muskegon, Michigan; Cleveland, Ohio and Denver, Colorado. The Hope College men of science have organized as the 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 its 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 and Chapter plus three directors at large. The board meets twice a year: Alumni Day in June, and Homecoming in October. See page 148 for the listing of the board members.

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.
Student Activities

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.

Cultural Affairs
One of the most important student-faculty standing committees at Hope College is the Cultural Affairs Committee. Hope is a liberal arts college and the education it offers is liberal only when it makes the channel of human life deeper and broader; when it intensifies the grasp and reach of human experience. Since this goal must be emphasized both within and outside of the classroom, the Cultural Affairs Committee invites to the campus each academic year several outstanding lecturers and artists to speak to an all-college assembly or to specifically designated groups. The college also gives generous support to the Holland Community Concert Association in its endeavor to bring to the community cultural events which enrich both “town and gown.”

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. These clubs are open to all interested students.

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 full-length plays, one-act plays, and a Children’s Theatre production provide the basis for the annual dramatics program.

Honor Societies
Blue Key
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.

Mortar Board
Mortar Board is a national women’s honor organization. The Hope Alcor chapter is composed of senior women selected on the basis of scholarship, leadership and service. Their purpose is to enrich the social and academic life on the campus.
Student Activities

ALPHA EPSILON DELTA
Alpha Epsilon Delta is an international honor society for premedical and predental students which encourages excellence in scholarship and an appreciation of the importance of premedical and predental education in preparing for the study of medicine and dentistry.

BETA BETA BETA
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
Delta Phi Alpha, Gamma Chi Chapter, is a national honorary fraternity in the field of German.

ETA SIGMA PHI
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.

PHI ALPHA THETA
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.

PHI MU ALPHA SINFONIA
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.

PI DELTA PHI
Pi Delta Phi, Gamma Mu Chapter, is the national French honorary society.

PI EPSILON DELTA
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
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.

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

THE CHAPEL CHOIR
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. Membership in the Chancel Choir for a minimum period of one year is necessary before a student may audition for membership in the Chapel Choir.

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

THE WOMEN'S AND MEN'S CHORUSES
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 ORATORIO CHORUS
The Hope College Oratorio Chorus, composed of the above organizations and augmented by other musically interested Hope College students and faculty, presents an oratorio annually, including Handel's "Messiah" on alternate years.

THE HOPE COLLEGE ORCHESTRA
The Hope College Orchestra, a symphonic organization of about seventy-five 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
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
The Hope College Band offers the student an opportunity to play the best of band literature in rehearsal and perform it in concert. The Band gives a series of formal and out-door concerts on the campus and also performs out of town. Guest artists as well as qualified students appear as soloists. During the fall semester the Marching Band entertains at football games.

THE HOPE COLLEGE BRASS CHORUS
The Hope College Brass Choir and ensemble groups (wind, string, and percussion), coached by members of the music faculty, rehearse regularly throughout the year and perform frequently at campus and local functions.

THE HOPE STRING QUARTET
The Hope String Quartet and the Hope Wind Quintet are in-residence faculty ensembles which present a series of chamber music concerts. Other faculty members and visitors often participate as guest artists.

Publications
There are three 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.

Religious Organizations
The Student Christian Association is the student fellowship organized to develop Christian faith and life on campus. A Central Committee, elected by the students, directs the activities in cooperation with the Religious Life Committee.

In addition to regular meetings for spiritual development, the association sponsors the annual Geneva Retreat, the Spiritual Life
Student Activities

Series, the Hope Mission, and campus-wide social events. Christian service is emphasized and offered through chapel participation and through student teams to churches, youth groups, and other organizations.

The personal and social implications of faith in Jesus Christ as Saviour and Lord is developed through the many prayer-study discussion groups on the campus.

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. The fraternities each have a college-owned house which serves as living quarters, a place for their meetings and a center for their activities.

Though the fraternities and sororities all have Greek letter titles they are best known on campus by other names. The names of the six sororities are Delphi, Dorian, Sorosis, Sibylline, Alpha Phi, and Kappa Chi. The five fraternities are Arcadian, Cosmopolitan, Emersonian, Fraternal and Knickerbocker. Both men and women are eligible to join these societies in the second semester of the freshmen year providing they have an adequate academic record. Transfer students may join during their first semester if they so desire.

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

Student Government

A Student Council of approximately thirty 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 four classes, the fraternities and sororities, and from the independents on campus. Three faculty members serve as advisors for the council. The faculty representatives are selected by the council. The Student Council promotes student activities of all kinds, furthers the social program of the college, has student judicial functions, and assists in forwarding the entire program of the college.

Association of Women Students

All college women are ipso facto members of this association. It is composed of two divisions: the Women's Council, which is the legislative and judiciary board, whose purpose is to establish and administer a representative form of government for women's residence halls whereby the best interest of women students shall be protected and served; and the Women's Activities Board, which carries out an activities program. A.W.S. promotes and maintains high standards and fosters cooperation and a spirit of service among the women students.

The Hope College A.W.S. is affiliated with the state organization and since 1960 has been a member of the Intercollegiate Association of Women Students.

Athletic Activities

Hope College is a member of the Michigan Intercollegiate Athletic Association, the other members of which are Adrian, Albion, Alma,
Student Activities

Calvin, Kalamazoo and Olivet. The association is governed by a Board of Directors, to which each college sends three, a faculty director, the athletic director, and a student representative. A president of one of the member colleges serves in rotation as chairman of the Board of Directors. Hope College competes in all the intercollegiate sports of this association, namely: football, basketball, track, baseball, golf, tennis, and cross-country. All men are eligible to participate in these sports. In order to be eligible for intercollegiate competition, students must meet the academic eligibility requirements of the association.

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

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

The intercollegiate athletic program of Hope College is governed by the rules of the National Collegiate Athletic Association and 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 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.
Admission to the College

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 better 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.
Admission to the College

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. Postoffice 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 ad-
Admission to the College

mitted 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.

Student Expenses 1963-1964

Fees

GENERAL SEMESTER FEES

Over-all for boarding students (Tuition, room and board*) $800.00

Tuition only 425.00
Board only* 225.00
Room only** 150.00
Tuition per semester hour above normal load of sixteen semester hours*** 27.00
Tuition per semester hour for less than minimum load of twelve semester hours 36.00

SPECIAL FEES

Matriculation (paid by each student upon application for admission) $10.00
Organic Chemistry Laboratory 16.00
Laboratory for other science courses 8.00
Applied music***
Organ—one thirty-minute lesson a week 50.00
Piano, Voice, or Instrument—one thirty minute lesson a week 45.00
Class Instruction in Voice, Piano, or Instrument 22.50
Pre-college Piano and Instrument—fifteen thirty-minute lessons a semester 30.00
Late registration 5.00
Diploma 10.00

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

** All rooms in college housing 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.
Bills and Refunds

All bills are due and payable at the beginning of the semester at the Office of the Treasurer, Van Raalte Hall. Contractual arrangements with members of the faculty and staff, and other provisions for education and residence are made by the college for an entire year in advance, in the expectation that a student registering in the fall will be remaining a full year. In the light of this principle, the policy for refunding money to students who withdraw from college during the course of a semester will be as follows:

1. Room deposits and charges 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 from college or adjust schedules during the course of the semester will be computed from the beginning of the week of registration as follows:

   If the student is in attendance:

   - 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 refunds for students withdrawing from college because of illness will be prorated. Students who for good reason are authorized to change boarding plans after registration will receive the following refund: $100 for those changing during the first nine weeks of the semester; no refund after the first nine weeks.

Financial Aid to 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.
Financial Aid to Students

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 a year, must make application to the faculty chairman of the Educational Grants Committee. Applications must be submitted on the printed forms, available from the chairman, by May 15 to receive consideration for the subsequent school year.

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

Funded Scholarships

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

FRANCES H. VAN ZANDT SCHOLARSHIP
A fund of $5,000, the income to provide a scholarship for a worthy student preparing for the Christian ministry.

KATHRYN VAN GROUW SCHOLARSHIP
A fund of $500, the income to provide scholarship aid for a 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 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 BUSING 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 $9,500, 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 needy students of high moral character and Christian commitment. (Established by the Emersonian Alumni of Hope College.)
Financial Aid to Students

FRATERNAL ALUMNI SCHOLARSHIP
A fund of $5,000, the income to provide scholarship aid for worthy students.

AGNES ROSS SCHOLARSHIPS
A fund of $7,000, the income to provide scholarship aid for worthy students.

WALTER F. BANK ENDOWMENT FUND
A fund of $23,000, the income to provide scholarship aid for deserving students.

The Geneva Fund
The Geneva Fund is established to promote international understanding and world peace. Part of the income is used to provide scholarships to college students from countries outside the U.S.A. who show promise of becoming leaders in the application of the principles of the Christian religion in this area of human relations.

Designated Scholarships and Grants

A. GENERAL

MARBLE COLLEGIATE MEN'S LEAGUE SCHOLARSHIPS
Six $300 awards available to selected students of high ability and dedication to life purposes consistent with the goals of the Reformed Church in America. Three of these scholarships are specifically named: the Herman Halstead and the Earnest Shay Scholarships in memory of these church leaders, and the Norman Vincent Peale Scholarship, to be awarded to a young man preparing for the ministry.

CAMPBELL, WYANT AND CANNON FOUNDRY
The sum of $500 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 $2,000, 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, contact the Director of Admissions.)

DETROIT EDISON SCHOLARSHIP
A scholarship to be awarded to an outstanding student applying for entrance into Hope College, toward expenses of the freshman year, the amount determined annually by the Detroit Edison Company.

CONSUMERS POWER COMPANY SCHOLARSHIP
A scholarship to be awarded to an outstanding student applying for entrance into Hope College, toward expenses of the freshman year, the amount determined annually by the Consumers Power Company.

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.
Financial Aid to Students

FIRST REFORMED CHURCH OF SCHENECTADY
FOREIGN STUDENT SCHOLARSHIP
A $700 award to an upperclass foreign student. Criteria are a good academic record, a fine contribution to the life of the campus, and career plans to serve the people in his homeland.

ALVIN M. BENTLEY FOUNDATION SCHOLARSHIP
An award of $750 to an academically superior and financially needy freshman student who is a graduate of a Michigan high school.

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
One $500 award to a student entering his senior year in the field of Chemistry.

DOW CHEMICALS GRANT
Three scholarships — one for a sophomore, one for a junior, and one for a senior — totaling $1,000, 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.

LUBRIZOL CORPORATION GRANT
A scholarship grant of $200 for a student majoring in Chemistry.

C. EDUCATION
DuPONT GRANT
Nine awards for summer study, open to upperclass students in Chemistry, Mathematics or Physics, to prepare for secondary teaching. The grant includes tuition and a $250 stipend.

MICHIGAN EDUCATION ASSOCIATION SCHOLARSHIP
This is an award of $500 based on merit and need granted to a Hope College education senior. The MEA grants one such scholarship to colleges in the state which are on the NCATE list.

D. MUSIC
FRESHMAN MUSIC SCHOLARSHIPS
One scholarship is awarded each year 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 on either the last Saturday morning in February or the first Saturday morning in March of the preceding Spring, either in person or by means of a recording. Additional information can be secured by writing to the head of the Music Department.
Financial Aid to Students

GRACE MARGUERITE BROWNING SCHOLARSHIP IN VOICE
A scholarship 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 MEMORIAL SCHOLARSHIP IN ORGAN
A scholarship awarded to a member of the junior or senior class on the same basis as the Browning Scholarship in Voice.

SCHOLARSHIP IN PIANO
An award made to a member of the junior or senior class on the same basis as the Browning Scholarship in Voice.

SCHOLARSHIP IN INSTRUMENTS
An award made to a member of the junior or senior class on the same basis as the Browning Scholarship in Voice.

E. PSYCHOLOGY

CHRISTOPHER JAMES STRINGER MEMORIAL FUND
An award of $100 to a student entering his junior or senior year and majoring in psychology, as selected by the psychology department staff.

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 $400 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.
Financial Aid to Students

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. The grants are renewable upon evidence of satisfactory progress. In addition, several $400 scholarships are available to persons from Annville, Kentucky and from Southern Normal High School, Brewton, Alabama, who are planning to enter full-time Christian service. Application must be made directly to the Board of Domestic Missions, 475 Riverside Drive, New York 27, New York.

BOARD OF BENEVOLENCE SCHOLARSHIPS
The Board of Benevolence, Reformed Church in America, was organized to assist young men and young women in preparation for definite Christian work in the Reformed Church in America. Students interested should write for the necessary blanks to the Secretary of the Board of Benevolence, in care of Hope College, Holland, Michigan.

BOARD OF EDUCATION SCHOLARSHIPS
The Board of Education of the Reformed Church in America assists needy college students who meet certain academic requirements and who are preparing for the Christian ministry. Students interested can secure information by writing to the Board of Education, RCA, 475 Riverside Drive, New York 27, New York, or to the college.

Loans

Loans are presently available to qualified students from five sources:

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. Information and application forms may be secured at the office of the Treasurer of Hope College.

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

4. The College is the recipient of loan funds under the terms of the National Defense Student Loan Act. All students in need are eligible with special consideration given to students with superior academic backgrounds who intend to teach in elementary or secondary schools or those whose academic backgrounds indicate superior capacity or preparation in science, mathematics, engineering or a
modem foreign language. Application forms may be secured at the office of the College Treasurer or at the office of the Chairman of the Student Scholarship and Aid Program.

5. The Michigan Higher Education Assistance Authority grants loans to needy students who are legal residents of Michigan and who are in good academic standing in the degree program. An amount of $5,000 has been allocated to Hope College. Loans are made through the student's home bank at an interest rate not to exceed 6%. Application forms may be secured at the office of the Treasurer of Hope College.

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.
SECTION I - B

The Academic Program

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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 4:50 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 they wish 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.

European Summer Session

Since 1956 Hope College has conducted an annual summer session in Vienna, Austria. The program is designed primarily to meet the needs of Hope students, but qualified sophomores or juniors from other institutions are admitted.

The academic offering of the Hope College Vienna Summer School includes courses in Art, Music, Literature, and History, taught in English as well as courses in German language and literature, taught in German. Students can earn up to six semester hours of credit during the session.

The faculty of the Vienna Summer School is made up primarily of European instructors, appointed to the Hope College staff for the summer, who emphasize those aspects of their respective fields which can best be studied in the European location. Attendance at concerts, visits to museums and field trips are included in the various course requirements.

For its classes in Vienna, Hope College utilizes the facilities of the Institute of European Studies, which also houses programs of
**Academic Sessions**

other American institutions. Students live in private homes, eat the noon meal together and are given a weekly refund for their supper. They are free to plan their own leisure time. Two weekend excursions, one to Prague, Czechoslovakia, the other to the Salzburg Music Festival, are arranged for the entire group.

Students registered for the full European Summer program travel together to Europe by ship and take part in a three-week study tour prior to the opening of the academic session in Vienna. The study tour includes meetings with European leaders and students, visits to universities, museums and factories and attendance at musical performances. No credit is given for this part of the summer program and students may elect to come to Vienna on their own.

Following the close of the Summer Session in Vienna students have about two weeks of free time for independent travel. The group meets for an evaluation session and the return flight at the end of the summer.

**European Semester Plan**

The European Semester Plan is designed as a continuation of the European-Summer Session. It enables qualified Hope students to remain in Europe for the fall term as participants in the regular University of Vienna Junior Year program.

Students registered for the European Semester Plan are under the jurisdiction of the University's Institute of European Studies which reports progress and grades of participants to Hope College. By arrangement between the two institutions full credit for work completed in Vienna will be granted by Hope College.

Pre-requisites for enrollment in the European Semester program are: completion of two years of college, German language proficiency, departmental approval of academic program and endorsement of application by the director of the Vienna Summer Session.

Students enrolled in the European Semester program may register for courses in English at the Institute and for courses in German at the University. An intensive two-week language and orientation session precedes the opening of the regular University courses, and a ten-day ski trip is arranged for the Christmas holidays. Fees for the European Semester Plan are approximately the same as for the regular semester at Hope College.

**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.
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.

Specific Requirements for the Degree

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 38 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, or, if excused by Admissions Office and Speech Department, another performance course in Speech, to be taken before the end of the Sophomore year.

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.
The Degree Program

IV. Nine semester hours of courses from the Department of Bible and Religion. Six of the nine hours must be taken in Bible content, from courses 21, 22 and 31. These courses should be completed by the close of the sophomore year. The other three hours may be elected from the following courses: Bible 51, 63 and 71.

FOREIGN LANGUAGE REQUIREMENT

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

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

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

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

B. The same foreign language he 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 depth and penetration in at least one field of knowledge, 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 number of that department becomes his advisor for the remainder of his college work, and with the student works out the academic program. In Part II 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.
**The Degree Program**

**COMPOSITE MAJOR**

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 teacher's certificate: A minimum of thirty-three semester hours of recommended courses in one of the following areas. Students wishing to complete one of these majors must get approval from the Department of Education. (The details of each of these composite majors are given on page 126).
   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.

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: Wolters, Gearhart, Perry.
   b. For general science students: A minimum of 43 semester hours in Biology, Chemistry, and Physics with a core of not less than 18 semester hours in one department and not less than 10 hours in each of the two supporting departments. Recommended courses: Biology 15, 16, 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: Baker.

**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 39 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. 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
General Academic Regulations

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 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.

Senior Honors Project

To provide opportunity for the specially talented major in any department to engage during his senior year, in a piece of individual research of high quality, one leading to a report, essay, or public performance of real merit, the Senior Honors Project has been instituted. Senior students with a 3.0 or better average, who are interested in such a project, must make application to the department chairman prior to the semester in which they will do the project. The departmental staff acts on the application and designates an advisor for the project. The project must culminate in a report, essay, or public performance that meets the departmental standards. Upon successful completion of the project the student will receive three credit hours with the grade of A and notation of the project title on his permanent record. No student may apply for more than one Honors Project. A project falling below the accepted standard but still worthy of academic credit will be listed simply as an Individual Project with the appropriate grade.

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 Ad-
ministrative 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 $27.00 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 hours to be considered a full-time student and to receive the maximum benefits.

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

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

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

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

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

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

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.
SECTION II

Course Offerings
and Suggested Programs of Study
SECTION II-A

Course Offerings

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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, and second, to provide the groundwork within a liberal arts college for those who wish to make some phase of art their life work. The curriculum affords these opportunities to the student through a study of art masterpieces and through actual practice in the various media of the pictorial arts.

**MAJOR**: Students who have completed Art 21 and Art 11, 12 may make application for the art major at the end of their sophomore year. In addition to the above-mentioned requirements, the student must have at least thirty hours in the department, including at least nine hours of art history and including Art 31. The senior art major is required to prepare a comprehensive portfolio and an exhibition of his work. Any deviation from this procedure must be approved by the department chairman.

**The History and Appreciation of Art**

**21. Introduction to the History of Art**

THREE HOURS

In dealing with architecture, painting, and sculpture through lectures supplemented with slides, the student is acquainted with the substance and terminology of art history.

**WOOD**  FIRST SEMESTER

**22. Ancient Art**

THREE HOURS

The earliest period course in the three-semester survey of art history; a study of the Prehistoric and Ancient periods through slides and lectures. Prerequisite: Art 21. Alternate years.

**LOVELESS**  SECOND SEMESTER

**23. Medieval and Renaissance Art**

THREE HOURS

An historical survey of the Medieval, Early and High Renaissance periods in Western European Art. Prerequisite: Art 21. Alternate years.

**LOVELESS**  FIRST SEMESTER

**24. Baroque to Modern Art**

THREE HOURS

This survey course examines the painting, sculpture, and architecture of the Baroque, Rococo and Modern periods. Prerequisite: Art 21. Alternate years. (Same year as Art 23).

**WOOD**  SECOND SEMESTER

**41. Modern Architecture**

THREE HOURS

The sources and historical development of modern architecture is examined in this special period course. Emphasis is given to recent American styles. Prerequisite: Art 21. Alternate years.

**WOOD**  SECOND SEMESTER
ART

51. Modern Painting and Sculpture
THREE HOURS
An historical study of the major art movements from 1850 to 1950, in painting and sculpture. Emphasis is placed on the artistic developments which occurred in France and in the United States. Prerequisite: Art 21. Alternate years (same year as Art 41).

Studio Courses in Art

11. Introduction to the Practice of Art
THREE HOURS
The objective of the course is to develop the rudimentary techniques and procedures in painting, drawing, sculpture, and graphics. Prerequisite to all studio courses.

12. Introduction to the Practice of Art
THREE HOURS
Continuation of course 11.

31. Basic Design
THREE HOURS
A study of the elements of design through readings and applied problems. It is an investigation of two-dimensional design concepts. Prerequisites: Art 11 and 12.

32. Basic Design
THREE HOURS
Continuation of course 31. A study of three-dimensional design concepts.

33. Graphics and Drawing
THREE HOURS
A study of the techniques and procedures involved in both drawing and in using certain graphic media such as the wood-cut and the silk screen.

34. Graphics and Drawing
THREE HOURS
Continuation of course 33.

35. Painting
THREE HOURS
A studio course combining a study of the procedures and techniques of painting with readings and reports on the ideas governing painting both past and present. Prerequisites: Art 11, 12, 31.

36. Painting
THREE HOURS
Continuation of course 35.
ART

37. Sculpture
THREE HOURS
An introduction to the techniques and use of sculptural materials: fundamentals of three-dimensional design. Prerequisites: Art 11, 12, 32.
WOOD FIRST SEMESTER

38. Sculpture
THREE HOURS
Continuation of course 37.
WOOD SECOND SEMESTER

64. Special Problems
THREE HOURS
A course for advanced students who can benefit in an additional semester of specialized work in either applied art or art history. Prerequisite: approval of instructor.
STAFF

72. Methods in Art Education
TWO HOURS
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 in both creative studio work and lecture and discussions of the basic principles and techniques of art education. This course may not be counted toward the major or minor in art. Prerequisite: An upperclass status and completion of Art 11.
LOVELESS

BIOLOGY

MR. CROOK, CHAIRMAN; MR. GREIJ, MR. OOSTENINK, MR. RIECK, MISS VAN SCHAAK

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: Biology 13, 14, 35, 38, 50, 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. Three classroom periods and one two-hour laboratory. The two semesters may be taken in either sequence.

15, 16. Principles of Biology

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. Two classroom periods and two two-hour laboratories. The two semesters may be taken in either sequence.

31. General Bacteriology

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 1963-1964.

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.

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.

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 classification, identification and recognition of common plants and animals. One classroom period and two three-hour laboratory periods. Prerequisite: Biology 13, 14 or 15, 16 or consent of the instructor.
BIOLOGY

41. Mycology
THREE HOURS
A study of the fungi in the field and in the laboratory with emphasis on their classification, culture, and importance as agents of decay and plant diseases. Two three-hour periods per week. Prerequisite: Biology 15, 16 or 13, 14, or consent of instructor. Alternate years. 1964-1965.
VAN SCHACK     FIRST SEMESTER

42. Plant Anatomy
THREE HOURS
An exploration and comparison of form, structure and reproduction in vascular plants. Two classroom periods and one three-hour laboratory. Prerequisites: Biology 13, 14 or 15, 16. Alternate years. 1964-1965.
OOSTENINK     SECOND SEMESTER

50. Principles of Ecology
THREE HOURS
The basic concepts of the interrelation of living organisms and their environment are studied. Two lecture periods and one three-hour laboratory. Prerequisites: Biology 13, 14 or 15, 16.
GREIJ     SECOND SEMESTER

53. Histology
THREE HOURS
The 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.
RIECK     FIRST SEMESTER

55. Vertebrate Embryology
FIVE HOURS
A descriptive, comparative study of the development of chordates. Three lecture periods and two three-hour laboratory periods. Prerequisite: Biology 15, 16 or consent of instructor.
GREIJ     FIRST SEMESTER

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

64. Advanced Physiology
FIVE HOURS
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.
CROOK     SECOND SEMESTER

72. General Parasitology
THREE HOURS
A survey of protozoan, helminthic and arthropod parasites as causative agents or vectors of disease. Two classroom periods and one three-hour laboratory. Prerequisite: Biology 15 and 16 or consent of instructor. Alternate years. 1964-1965.
CROOK     FIRST SEMESTER
BIOLOGY

74. History of Biology
TWO HOURS
A survey of basic concepts in biology and their historical development. Designed for biology majors and open only to Juniors and Seniors. Two classroom periods.

VAN SCHAACK  SECOND SEMESTER

85. Biochemistry
THREE HOURS
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.

CROOK  FIRST SEMESTER

91. Special Problems
CREDIT BY ARRANGEMENT
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.

STAFF BOTH SEMESTERS

CHEMISTRY

MR. VAN ZYL, CHAIRMAN; MR. KLEINHEKSEL, MR. JEKEL, MRS. JEKEL, MR. BRINK, MISS HELLENGA

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-five 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 114 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 124 and 125. 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.

11. General Inorganic Chemistry
FOUR HOURS
Classroom three hours a week; laboratory, four hours a week.

STAFF  FIRST SEMESTER
12. General Inorganic Chemistry

FOUR HOURS

Continuation of course 11. Classroom three hours a week; laboratory, four hours a week. The laboratory during the last half of this course will consist of a study of the reactions of the various metals and their salts.

STAFF  SECOND SEMESTER

15. Practical Survey of Chemistry

FOUR HOURS

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

STAFF  FIRST SEMESTER

16. Practical Survey of Chemistry

FOUR HOURS

Continuation of course 15.

STAFF  SECOND SEMESTER

17. General Chemistry and Qualitative Analysis

FIVE HOURS

For students who complete a satisfactory entrance examination. Class, three hours per week; laboratory, six hours per week.

STAFF  FIRST SEMESTER

18. General Chemistry and Qualitative Analysis

FIVE HOURS

Continuation of course 17. Most of this semester is devoted to a course in elementary qualitative analysis.

STAFF  SECOND SEMESTER

31. Qualitative Analysis

FOUR HOURS

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.

STAFF  FIRST SEMESTER

32. Quantitative Analysis. (Introductory Course)

FOUR HOURS

Classroom, two hours a week; laboratory, six hours a week. Pre-requisites: Courses 11, 12, 31, or Chemistry 17 and 18. This course includes (a) Gravimetric Analysis, a study of the chemical balance in gravimetric methods of analysis, reactions, and theories of analytical chemistry; (b) Volumetric analysis, the calibration of buretes and pipettes; volumetric determination by precipitation, by neutralization, by oxidation and reduction; and the exact preparation and use of standard solutions.

STAFF  SECOND SEMESTER
CHEMISTRY

51. Organic Chemistry
FIVE HOURS
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 or Chemistry 17 and 18.

52. Organic Chemistry
FIVE HOURS
Continuation of 51.

61. Quantitative Analysis
THREE HOURS
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.

64. Advanced Inorganic Chemistry
TWO HOURS
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.

71. Elementary Theoretical and Physical Chemistry
THREE HOURS
Lecture and recitation. Elementary principles of chemical thermodynamics, chemical kinetics, atomic and molecular structure are included. Prerequisites: Chemistry 11 and 12, or 17 and 18; Physics 33 and 34; Mathematics 46 (may be taken concurrently) or consent of the instructor.

72. Elementary Theoretical and Physical Chemistry
THREE HOURS
Continuation of course 71.

73. Physical Chemical Measurements
ONE OR TWO HOURS
Preceded or accompanied by Chemistry 71 and 72. First semester.

74. Physical Chemical Measurements
ONE OR TWO HOURS
Continuation of course 73.
CHEMISTRY

75. History of Chemistry
ONE HOUR
Lecture and recitation. Recommended for all students majoring in chemistry. Must be preceded or accompanied by course 51.
KLEINHEKSEL FIRST SEMESTER

81. Advanced Organic Chemistry
TWO OR THREE HOURS
Lecture and literature research. Advanced organic reactions and laboratory preparations. Laboratory four to eight hours.
VAN ZYL

85. Biochemistry
THREE HOURS
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 1962-63.
CROOK

91. Special Problems
BY ARRANGEMENT
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.
VAN ZYL

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. No credit or honor points will be given toward graduation.

Teaching of Science

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 36 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, CHAIRMAN; 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
ECONOMICS AND BUSINESS ADMINISTRATION

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, if time permits). 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). The same applies in the case of Economics 76.

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 page 113 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). The program of study must have the approval of department advisors. See page 113 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.
ECONOMICS AND BUSINESS ADMINISTRATION

A—Economics

31. Principles of Economics
THREE HOURS
A general introduction to economic principles, concepts, and problems covering two semesters of study. Prerequisite: For 31, Sophomore standing.
YNTEMA, KLAASEN FIRST SEMESTER

32. Principles of Economics
THREE HOURS
Continuation of course 31. Prerequisite: Completion of 31 or consent of instructor.
YNTEMA, KLAASEN SECOND SEMESTER

51. Money and Banking
THREE HOURS
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.
WELLER FIRST SEMESTER

52. Labor Economics
THREE HOURS
An introductory survey of labor economics: basic problems of labor; development and aims of labor organizations; employer attitudes and practices; and the role of government. Prerequisite: Economics 31, 32.
YNTEMA SECOND SEMESTER

62. Economic Statistics
TWO 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.
YNTEMA SECOND SEMESTER

71. Economic Analysis
THREE HOURS
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. Alternate years, 1962-63.
YNTEMA FIRST SEMESTER

72. Business Cycles
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, 1963-64.
YNTEMA SECOND SEMESTER

53
ECONOMICS AND BUSINESS ADMINISTRATION

73. National Income
THREE HOURS
Systematic introduction to macroeconomics, including concepts and composition of the product and income estimates, theory of national income determination, and applications of income-employment theory. Prerequisite: Economics 31, 32. Alternate years, 1963-64. 
YNTEMA FIRST SEMESTER

74. International Trade
THREE HOURS
Survey of the field of international trade, with attention given to fundamental theory and present policy and practice. Prerequisite: Economics 31, 32. Alternate years, 1962-63. 
YNTEMA SECOND SEMESTER

76. Public Finance
THREE HOURS
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. 
YNTEMA FIRST SEMESTER

91. Seminar in Economic Problems
TWO HOURS
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. 
YNTEMA FIRST SEMESTER

B—Business Administration

15. Survey of Private Enterprise
THREE HOURS
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. KLAASEN

31, 32. Principles of Accounting
SIX HOURS
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. WELLER
53. Principles of Management

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.

KLAASEN FIRST SEMESTER

54. Business Law

THREE HOURS

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.

ROPER SECOND SEMESTER

56. Investment Fundamentals

THREE HOURS

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.

KLAASEN SECOND SEMESTER

61. Marketing Principles

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.

KLAASEN FIRST SEMESTER

62. Marketing Problems

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.

KLAASEN SECOND SEMESTER

65. Cost Accounting Principles

THREE HOURS

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.

FERRIS FIRST SEMESTER

66. Intermediate Accounting

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 1963-64.

FERRIS FIRST SEMESTER
ECONOMICS AND BUSINESS ADMINISTRATION

72. Finance Principles
THREE HOURS
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.

WELLER SECOND SEMESTER

73. Personnel Administration
TWO HOURS
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.

DENIG FIRST SEMESTER

82. Insurance
THREE HOURS
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.

VAN LENTE SECOND SEMESTER

EDUCATION

MR. VANDER BORGH, CHAIRMAN; MR. BAKER, MR. DUFFY, MR. HARVEY, 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 in the Holland, Zeeland and West Ottawa districts for student teaching which is required of all candidates for teacher certification.

Students must be formally admitted to the Teacher Education program. Information concerning admission criteria and procedures is available in the office of the Department of Education.

The Michigan Certification Code requires students to have a “C” average before they may begin Student Teaching; the college requires 2.3 in the major.

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

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

A student cannot secure a major in the department of education. However, in order to qualify for an elementary or secondary certif-
cate, the student should consult the chairman of the college Depa-
menuent 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 124-127 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
TWO HOURS
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 organ-
ization, the different areas and levels involved, both the professional
and student personnel and the curriculum and material of instruction.
Should be taken by sophomores.

BAKER, VER BEEK

36. Developmental Psychology I

Same as Psychology 36.

38. Developmental Psychology II

Same as Psychology 38.

51S. History and Philosophy of Education
THREE HOURS
The historical agencies and factors which have influenced the educa-
tional progress of the various peoples. Emphasis upon the aims,
methods, content, organization and results. Studies of the changing
philosophies of education.

VANDER BORGH SECOND SEMESTER

52. Educational Psychology
THREE HOURS
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.

DUFFY

53. Elementary Curriculum and Methods
FOUR HOURS
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 Read-
ing and Literature. Should be taken in junior year.

SCHOON FIRST SEMESTER
54. Elementary Curriculum and Methods

FOUR HOURS

A continuation of Education 53, with special attention to Language Arts, Social Studies, Arithmetic and Science in the elementary school curriculum. Should be taken in junior year.

SCHOON, BAKER  SECOND SEMESTER

57. Secondary Principles

THREE HOURS

The public high school — its origins, purposes and curriculum. The 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.

VANDER BORGH

58. Educational Sociology

THREE HOURS

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  SUMMER

60. History of Education

TWO HOURS

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.

VANDER BORGH

64. Tests and Measurements

Same as Psychology 43.

72. Art Education

TWO HOURS

A study of the child's creative and mental growth through art education. Acquaints 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 or permission.

LOVELESS

73. Secondary Vocal Methods

THREE HOURS

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.

HOLLEMAN  SECOND SEMESTER

58
74. Secondary Instrumental Methods
THREE HOURS
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.
RIDER

75. Teaching Physical Education in the Elementary School
TWO HOURS
Same as Physical Education 75.
PYLE

76. Teaching Physical Education in the Secondary School
TWO HOURS
Same as Physical Education 76.
GREEN

79. Elementary Public School Music Methods
TWO HOURS
Same as Music 55.
HOLLEMAN

81. Student Teaching in the Elementary School
EIGHT HOURS
Student teaching, supervised by the Department of Education, is done in cooperation with several public schools in the Holland area.
VER BEEK

83. Student Teaching in the Secondary School
EIGHT HOURS
Student teaching, supervised by the Department of Education, is done in cooperation with Holland area schools.
BAKER, DUFFY

84. Teaching of Modern Languages*
TWO HOURS
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, 1963-1964.
PERRY FIRST SEMESTER

85. Teaching of Social Studies in Secondary School*
TWO HOURS
Methods and material in teaching the social studies at the junior and senior high school levels. Studies of procedures, curricular practices in various systems, teaching aids, trends, preparation of resource teaching units, evaluation, etc. A curriculum laboratory is in the library to aid teachers through new materials.
LAMPEN FIRST SEMESTER
EDUCATION

86. Teaching of Science in Secondary School*
TWO HOURS
Methods of teaching science at the secondary school level. Emphasis is placed on the material and techniques to follow as used in the teaching of Biology, Chemistry, and Physics.

BAKER  SECOND SEMESTER

87. Teaching of English*
TWO HOURS
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.

DE GRAAF

89. Teaching of Mathematics*
TWO HOURS
Intended for seniors through special arrangement with the Department of Education. It may be taken for credit in Mathematics if not needed for Education.

STEKETEE  FIRST SEMESTER

*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, CHAIRMAN; MR. BRAND, MRS. BRATT, MR. CAMP, MISS CARWELL, MRS. DE WOLFE, MR. HOLLENBACH, MISS MUELLER, MRS. MURRAY, MR. PRINS, MISS PROTHEROE, MISS REEVERTS, MR. SAVAGE, 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 substitutions 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 both 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 of 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.

Grammar

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

STAFF FIRST SEMESTER

11. Freshman Composition
THREE HOURS

Review of the fundamentals of grammar, punctuation, diction, usage, sentence structure, and paragraphing, with some expository writing and practice in business correspondence.

STAFF FIRST SEMESTER

12. Freshman Composition
THREE HOURS

Practice in expository writing, including special drill in the planning and writing of papers stressing thinking.

STAFF SECOND SEMESTER

31. World Literature
THREE HOURS

A study of world masterpieces in translation through the Renaissance.

STAFF FIRST SEMESTER

32. World Literature
THREE HOURS

A study of world masterpieces since the Renaissance.

STAFF SECOND SEMESTER

33. Journalism
THREE HOURS

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.

BRAND BOTH SEMESTERS

38. The Short Story
TWO HOURS

A literature course involving the study of representative American and European short stories. For Freshmen and Sophomores.

BRAND BOTH SEMESTERS
ENGLISH

51. Business English
   **TWO HOURS**
   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.
   
   **BRAND** **BOTH SEMESTERS**

53. Advanced Composition
   **TWO HOURS**
   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.

   **MUELLER, PROTHROE** **FIRST SEMESTER**

54. Creative Writing
   **TWO HOURS**
   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.

   **MUELLER, PROTHROE** **SECOND SEMESTER**

55. Shakespeare: Histories and Comedies
   **TWO HOURS**
   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.

   **TEN HOOR** **FIRST SEMESTER**

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

   **TEN HOOR** **SECOND SEMESTER**

57. Romantic Poetry
   **THREE HOURS**
   English poetry produced during the Romantic period from 1750 to 1832. Attention is given chiefly to Wordsworth, Coleridge, Byron, Shelley, Keats. Alternate Years, 1963-1964.

   **PROTHROE** **FIRST SEMESTER**

58. Eighteenth Century: Age of Pope or Age of Johnson
   **THREE HOURS**
   Alternate Years, 1963-1964.

   **PROTHROE** **SECOND SEMESTER**

60. Victorian Age
   **THREE HOURS**
   Major figures in English prose and poetry between 1832 and 1890. Alternate Years, 1964-1965.

   **CARWELL** **FIRST SEMESTER**
ENGLISH

61. The English Novel
THREE HOURS
The structure and content of the English novel from Defoe to Joyce. Alternate Years, 1964-1965.
PRINS FIRST SEMESTER

62. The Modern European Novel
THREE HOURS
The nineteenth and twentieth century influences on the novel from Balzac to Koestler. Alternate Years, 1963-1964.
PRINS FIRST SEMESTER

63. The American Novel
THREE HOURS
Representative novels taken from nineteenth and twentieth century American authors. For Juniors and Seniors.
PRINS BOTH SEMESTERS

64. Contemporary Drama
THREE HOURS
A study of Ibsen and the contemporary drama of America and Europe.
SAVAGE SECOND SEMESTER

65. Survey in American Literature
THREE HOURS
From the colonial period to 1865. Recommended especially for those who plan to enter teaching.
MUELLER FIRST SEMESTER

66. Survey in American Literature
THREE HOURS
From 1865 to the contemporaries. English 65 is recommended but not required for admission. Recommended for prospective teachers.
MUELLER SECOND SEMESTER

68. Literary Criticism
THREE HOURS
The principles of literary criticism as applied to poetry. Recommended for those who plan to go on to graduate school. Alternate Years, 1964-1965.
PRINS SECOND SEMESTER

72. John Milton
TWO HOURS
DE GRAAF FIRST SEMESTER

74. The English Language
TWO HOURS
DE GRAAF SECOND SEMESTER
ENGLISH

81. Survey of English Literature
THREE HOURS
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.
DE GRAAF AND SAVAGE FIRST SEMESTER

82. Survey of English Literature
THREE HOURS
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.
DE GRAAF AND SAVAGE SECOND SEMESTER

83. Chaucer and His Times
THREE HOURS
The literature and ideas that spelled the end of the Middle Ages. A knowledge of Middle English is not required. Alternate Years, 1963-1964.
MUELLER FIRST SEMESTER

86. Spencer and His Times
THREE HOURS
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. Alternate Years, 1964-1965.
MUELLER SECOND SEMESTER

87. Teaching of Secondary School English
TWO HOURS
Required for Secondary certificate. Not credited toward the English major.
DE GRAAF BOTH SEMESTERS

91. Advanced Studies in English
THREE HOURS
Research papers in preparation for graduate studies. One semester only to English majors who make request.
STAFF

100. Independent Study
TWO HOURS
An individual reading program. (See page 39).
STAFF BOTH SEMESTERS

FRENCH

See listing of French courses under the heading of "Romance Languages."
GERMAN

MR. GEARHART, CHAIRMAN; MR. HEINE, MR. MEGOW, MRS. SNOW

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 (course 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 requirements or placement equivalent is a prerequisite to all courses above 50.

The sequence of courses in the first year of the major program will normally be 52, 61, and 62 plus the literature course offered in the second semester. Majors are urged to participate in the Hope College Vienna Summer School and/or Fall Semester Program.

Students who desire to teach the language should work out their program in consultation with their major professor and the German Department.

Students who have completed second year work are urged to use the language, wherever appropriate, in their research and study in other fields. Guidance may be obtained from members of the German Department regarding source materials in German.

11. Elementary German
   FOUR HOURS

An intensive audio-lingual approach to the learning of German; reading of graded texts; study of essentials of grammar. For students with no previous study of German.

FIRST SEMESTER

12. Elementary German
   FOUR HOURS

Continuation of course 11.

SECOND SEMESTER

31. Intermediate German
   FOUR HOURS

Reading of more advanced graded texts which form the basis for conversation, composition, and grammar review. Prerequisite: German 11, and 12 or placement test equivalent.

FIRST SEMESTER

32. Intermediate German
   FOUR HOURS

Continuation of course 31.

SECOND SEMESTER

52. Masterpieces
   THREE HOURS

An introduction to the development of German literature in broad outlines. Reading of representative selections. Emphasis is on a continued acquisition of linguistic skills and the growth of a critical literary vocabulary. Prerequisite for all other literature courses.

FIRST SEMESTER
GERMAN

61. German Language I
   TWO HOURS
   A thorough review of German grammar and practice in composition. Emphasis on acquiring the ability to explain grammatical constructions.

FIRST SEMESTER

62. German Language II
   TWO HOURS
   An intensive conversation course in which literary terminology is introduced, explained, and used.

SECOND SEMESTER

63. Scientific German
   TWO HOURS
   Reading of science texts in German to develop a competency in specialized areas. Alternate years, 1963-64.

SECOND SEMESTER

71. German Literature I
   THREE HOURS
   A study of 18th century German literature with emphasis on the Enlightenment and Classicism (Lessing, Schiller, Goethe). Alternate years, 1962-1963.

FIRST SEMESTER

72. German Literature II
   THREE HOURS
   A pro-seminar in the genres; designed to introduce students to the basic tools and methods of research in German literature. Selections from various periods with emphasis on the literature since Naturalism. Alternate years, 1962-63.

SECOND SEMESTER

73. German Literature III
   THREE HOURS
   19th century German literature with emphasis on Romanticism and Realism.

FIRST SEMESTER

81. Survey of German Literature
   FIVE HOURS
   A chronological study of the periods and types of German literature from its beginning to the present. Alternate years, 1963-1964.

SECOND SEMESTER

84. Teaching of Modern Languages
   Required for German teaching major. See Education 84.

SECOND SEMESTER

91. Readings in German
   TWO HOURS
   Individual reading in a specific area of interest under the supervision of an instructor designated by the chairman of the department. Senior majors only.
A general statement of the aims and recommendations in Classical Languages is found on page 51.

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. Elementary Greek
FOUR HOURS
Introductory study of the Greek language. Letters; syllables; accents; basic ideas; declension of nouns, adjectives, pronouns; adverbs; numerals; conjugation of verbs. Translation of appropriate material.
FIRST SEMESTER

Continuation of course 11.
SECOND SEMESTER

12. Elementary Greek
FOUR HOURS
Continuation of course 11.

31. Intermediate Greek
THREE HOURS
Formation and inflection of tense systems; conjugation of irregular verbs; formation of words. Translation, Plato: Apology.
FIRST SEMESTER

Continuation of course 31. Syntax; conditional, relative, temporal, causal sentences; consectutive and stipulative clauses; indirect discourse. Translation, Plato; Crito.
SECOND SEMESTER

37. Classical Archaeology
TWO HOURS
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

Continuation of course 53.
SECOND SEMESTER

53. Greek New Testament
THREE HOURS

54. Greek New Testament
THREE HOURS

71. The Language of Homer
THREE HOURS

72. The Language of Homer
THREE HOURS
HISTORY

MR. FRIED, CHAIRMAN; MR. BARLOW, MR. POWELL, MR. WILLIAMS, MR. WOLTERS

HISTORY MAJORS: A minimum of thirty semester hours is required for a major. In addition a total of twelve hours must be taken in two related fields. European Civilization and American History are basic courses for a history major and all students should have at least one course in a non-western area. Political Science 70, International Relations of the Far East, will be accepted as meeting this requirement. All seniors must take History 81. Students who intend to do graduate work in the field should have thirty-six hours of history and are urged to attain proficiency in two foreign languages.

15. European Civilization: 1500-1815
THREE HOURS
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.

16. European Civilizations: 1815 to the Present
THREE HOURS
The cause and effect relationship between the events and developments of the past and the problems and organizations of the present.

33. History of the United States: 1492-1865
THREE HOURS
A survey in which the co-ausal relations are emphasized. Special study is made of social, economic, and constitutional developments, and sectional problems. (Freshmen may enter only as special cases.)

34. History of the United States: 1865-1945
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.)

51. The Ancient World
THREE HOURS
The cultures of the Tigris-Euphrates region, Egypt, the Eastern Mediterranean area, Greece, and Rome to the reign of Constantine. Alternate years, 1962-1963.

52. The Middle Ages
THREE HOURS
The rise, flowering, and decline of Medieval civilization from the reign of Constantine to the Renaissance. Alternate years, 1962-1963.
HISTORY

53. Renaissance and Reformation
THREE HOURS
The political, economic, religious, social, intellectual and artistic development of Europe up to the Peace of Westphalia. Prerequisite: History 15 and 16. Alternate years, 1963-1964.
FRIED  FIRST SEMESTER

55. History of England
THREE HOURS
The development of English political, social, and economic institutions from Roman times to the end of the Stuart period in 1715. Alternate years, 1963-1964.
BARLOW  FIRST SEMESTER

56. History of England
THREE HOURS
BARLOW  SECOND SEMESTER

57. American Diplomacy and Foreign Relations
THREE HOURS
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, 1963-1964.
POWELL  FIRST SEMESTER

59. American Intellectual History
THREE HOURS
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.
BARLOW  FIRST SEMESTER

60. Recent American History
THREE HOURS
Economic, social, and political problems facing the United States since 1932. Prerequisite: History 33 and 34, or consent of the instructor. Alternate years, 1963-1964.
POWELL  SECOND SEMESTER

62. Europe in the 19th Century
THREE HOURS
Covers the period from the Congress of Vienna to the outbreak of World War One. Particular attention will be given to the cultural and intellectual trends of Central Europe. Prerequisite: History 15 and 16. Alternate years, 1963-1964, and in Vienna Summer School.
FRIED  SECOND SEMESTER

63. Europe and the World Between Wars
THREE HOURS
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, 1962-1963.
FRIED  FIRST SEMESTER
HISTORY

64. Europe and the World in the Atomic Age
THREE HOURS
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, 1962-1963.

FRIED  SECOND SEMESTER

67. The Age of Louis XIV
THREE HOURS
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, 1963-1964.

WILLIAMS  FIRST SEMESTER

68. The Age of the Enlightenment and the French Revolution
THREE HOURS
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, 1963-1964.

WILLIAMS  SECOND SEMESTER

70. History of Rome
THREE HOURS
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, 1962-1963.

WOLTERS  SECOND SEMESTER

71., 72. — Readings in Non-Western History
THREE HOURS PER SEMESTER
Independent study program, designed primarily to permit students to do extensive guided reading in areas which are not normally covered by formal courses offered in the Department, such as African, Latin American, Middle Eastern, Far Eastern, and Southeastern Asian History. In each case, students will be assigned to a member of the Department, who will guide and supervise reading. Prerequisite: Twelve hours in history, and consent of Department Chairman, upper class standing.

STAFF

76. Survey of Russian History to 1917
THREE HOURS
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, 1962-1963.

POWELL  FIRST SEMESTER
HISTORY

77. Soviet Russia Since 1917
THREE HOURS

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, 1962-1963.

POWELL SECOND SEMESTER

81. Seminar in History
THREE HOURS

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.

STAFF

GEOGRAPHY

61. World Regional Geography
THREE HOURS

The course will give the students an insight into the cultural and natural resources of the countries of the world including their regional aspects.

HEINE SECOND SEMESTER

LATIN

MR. WOLTERS

A general statement of the aims and recommendations in Classical Languages is found on page 51.

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
FOUR HOURS PER SEMESTER

The elements of grammar, reading, some study of English derivations, and an attempt to make the student aware of cultural implications.

BOTH SEMESTERS
LATIN

31, 32. Intermediate Latin
FOUR HOURS PER SEMESTER
Selected readings from the period of Caesar and Cicero. Course 31 should normally follow two years of high school Latin.

BOTH SEMESTERS

51. Readings from Virgil
THREE HOURS
or other writers of the Augustan period.

FIRST SEMESTER

52. Latin of the Church Fathers
THREE HOURS

SECOND SEMESTER

53. Medieval Latin
TWO HOURS
Material from various writers of the time when Latin was the universal language of culture. Alternate years.

FIRST SEMESTER

54. Roman Philosophy
TWO HOURS
Readings from Latin philosophical writings. Alternate years.

SECOND SEMESTER

55. Roman Civilization
THREE HOURS
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

61. Selected Latin Authors
THREE HOURS
Intended for students of advanced standing who desire to concentrate on the study of a certain author or authors.

FIRST SEMESTER

62. Similar to 61
THREE HOURS

SECOND SEMESTER

71. Survey of Latin Literature
THREE HOURS
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.

FIRST SEMESTER

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

SECOND SEMESTER

History of Rome. See History 70

72
All courses require a minimum of one year of high school algebra and one year of high school geometry. For students planning to study calculus, a freshmen proficiency examination is given in order to determine the course for which they should enroll initially.

MAJOR: A major in mathematics consists of a minimum of 25 hours in the department including a minimum of three courses from the following: 55, 56, 62, 65, 66, 71, 81, 82, or 91. Physics 33 and 34 are required. Courses 21 and 23 may not be counted toward a major.

11. Intermediate Algebra
This course is the same as third semester high school algebra.
STAFF FIRST SEMESTER

12. Solid Geometry
This course covers the essentials of Euclidean geometry of three dimensions.
STAFF FIRST SEMESTER

15. College Algebra and Plane Trigonometry
Prerequisites: Three semesters of high school algebra or Course 11 and plane geometry.
STAFF

21. Engineering Drawing
Solid geometry is strongly urged as a prerequisite.
STEKETEE FIRST SEMESTER

23. Fundamentals of Mathematics
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.
SHERBURNE

24. Fundamentals of Mathematics
A continuation of Mathematics 23.
SHERBURNE

26. Analytical Geometry and Calculus I
Basic analytical geometry of the straight line and the parabola. Introduction to calculus involving differentiation and integration of algebraic functions with applications. Prerequisite: Course 15 or equivalent.
STAFF
MATHEMATICS

35. Introductory Statistics
THREE HOURS
A general introduction to the area of statistics for students majoring in other departments. Not open to mathematics majors.

41. Descriptive Geometry
THREE HOURS
Prerequisite: Course 21 or equivalent.

45. Analytical Geometry and Calculus II
FIVE HOURS
A continuation of Course 26. Course includes study of the conics, transcendental functions, parametric equations, L'Hospital's rule, Newton's method, polar coordinates, formal integration with applications to arc length, surface of revolution, volumes and fluid force.

46. Analytical Geometry and Calculus III
FIVE HOURS
A continuation of Mathematics 45 including the study of curvilinear motion, vectors, approximate integration, infinite series, solid geometry, partial derivations, double and triple integrals and introduction to differential equations.

55. Mathematical Probability and Statistics
THREE HOURS
Concepts of probability, probability and distribution functions of random variables, sampling theory, estimation, testing of hypotheses, regression and basic analysis of variance. Emphasizes probability. Prerequisite: Course 45. Alternate years, 1963-64.

56. Mathematical Probability and Statistics
THREE HOURS
Continuation of Mathematics 53, emphasizing statistics. Prerequisite: Courses 46 and 55. Alternate years, 1963-64.

62. College Geometry
THREE HOURS
Euclidean geometry with emphasis on synthetic development. Prerequisite: Course 26 with 45 recommended. Alternate years, 1963-64.

65. Modern Algebra
THREE HOURS
A study of sets, groups, rings, integral domains, and fields. Alternate years, 1962-63.
Vector spaces, matrices, determinants, and linear transformations with applications: Prerequisite: Course 45 with 65 strongly recommended. Alternate years, 1962-63.

FOLKERT SECOND SEMESTER

71. Differential Equations
THREE HOURS
A study of ordinary differential equations. Prerequisite: Course 46.
SHERBURNE

81. Advanced Calculus I
THREE HOURS
Prerequisite: Course 46, with 71 strongly recommended.
FOLKERT

82. Advanced Calculus II
THREE HOURS
Prerequisite: Course 81.
FOLKERT

91. Advanced Studies in Mathematics
TWO OR THREE HOURS
Intended for seniors who plan graduate work in mathematics or in fields where advanced mathematics is applied. First semester work covers topics in applied mathematics. Second semester work involves topics in pure mathematics. A student may enroll for either or both semesters. Prerequisite: Permission of Chairman of Department.
STAFF

MUSIC

MR. CAVANAUGH, CHAIRMAN; MR. CECIL, MISS HOLLEMAN, MRS. KARSTEN, MR. KOOKER, MISS MORRISON, MR. RIEBERT, MR. RIDER

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

MAJOR: A student who wishes to major in music must start work in the department in his Freshman year, following the suggested schedule closely. See page 122 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. Students desiring to fulfill the minor requirements for elementary teacher certification must elect 15 hours of music. Courses 15, 16 and 55 or 57 or 76 are required.

**Secondary Vocal Music Education**

Theoretical Subjects: Music 15, 16, 17, 18, 31, 32, 33, 34, 51, 52, 71, 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, 71, 75, 76 — 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 student whose major applied instrument is brass, wind or percussion is required to be a member of the band and orchestra for a minimum period of 3 years.

Every student whose major applied instrument is strings is required to be a member of the orchestra and an instrument ensemble for a minimum of three years.

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, 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.
Electives:

(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. Total for each: 14 hours.

5 hours

Grand Total — 44 hours.

Applied Music

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

Applied Subjects: (One combination)
1. Voice (10 hours), Piano (4 hours) and Ensemble (2 hours) — 16 hours.
2. Organ (10 hours), Voice (4 hours) and Ensemble (2 hours) — 16 hours.
3. Piano (10 hours), Voice (2 hours) and Instrument (2 hours) — 16 hours.
4. Instrument (10 hours), Piano (4 hours) and Ensemble (2 hours) — 16 hours.

Total: 50 hours.

Theoretical Courses

13. Fundamentals of Music

TWO HOURS

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.

Rietberg  First Semester

15. Theory I

FOUR HOURS

For music majors with emphasis on the fundamentals of music. The study of triads, intervals, keys, scales, cadences, sight singing, melodic and harmonic dictation, and keyboard harmony. Course meets daily.

Kooiker  First Semester

16. Theory I

FOUR HOURS

Continuation of course 15. Introduces seventh chords, modulation, and the study of four-part writing. Dictation and keyboard drill are continued. The course meets daily.

Kooiker  Second Semester

17. Survey of Music Literature

TWO HOURS

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.

Staff  Both Semesters
MUSIC

18. Music Literature Before 1750
   TWO HOURS
   Prerequisite: Music 17 or consent of instructor. 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. Alternate years, 1963-1964.

   CAVANAUGH  SECOND SEMESTER

31. Theory II
   THREE HOURS
   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.

   CAVANAUGH  FIRST SEMESTER

32. Theory II
   THREE HOURS
   Continuation of course 31.

   CAVANAUGH  SECOND SEMESTER

33. Music Literature of the Classic and Romantic Periods
   TWO HOURS
   Prerequisite: Music 17 or consent of instructor. Includes the history and literature of music after 1750 and extending through the Romantic Period. Special emphasis is placed on the works of Haydn, Mozart, Beethoven, and Schubert. Copious use is made of recordings and selected readings. Individual investigation of special interests and the writing of themes is encouraged. Alternate years, 1962-1963.

   KOOIKER  SECOND SEMESTER

34. Music Literature Since 1900
   TWO HOURS
   Prerequisite: Music 17 or consent of instructor. 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. Alternate years, 1962-1963.

   RIDER  FIRST SEMESTER

51. Form and Analysis
   TWO HOURS
   Prerequisite: Theory I and Theory II. A practical and analytical course in the structure of music, as well as the harmonic and polyphonic devices employed in representative major works. Alternate years, 1962-63.

   CAVANAUGH  FIRST SEMESTER

52. Form and Analysis
   TWO HOURS
   Continuation of course 51. Alternate years, 1962-63.

   CAVANAUGH  SECOND SEMESTER
54. Piano Methods
ONE HOUR
Introduces methods and materials used in teaching elementary and intermediate piano for private and class instruction at all age levels. Students other than majors may register upon consent of the piano staff. Alternate years, 1962-63.
PIANO STAFF SECOND SEMESTER

55. Elementary Music Methods
TWO HOURS
A practical presentation of how to teach music to school children, using simple instruments, functional piano-playing, demonstration of methods and materials. Designed for the classroom teacher. Same as Education 79.
HOLLEMAN

56. Advanced Elementary Music Methods
TWO HOURS
STAFF SECOND SEMESTER

57. Orchestration and Conducting
THREE HOURS
Prerequisite: Music 32. Orchestral and band scoring with emphasis on the technique of the baton and the rehearsal problems of instrumental groups. Includes work with brass and woodwind ensembles, progressing to the scoring of music for symphonic band. Alternate years, 1962-63.
RIDER FIRST SEMESTER

58. Orchestration and Conducting
THREE HOURS
Continuation of course 57. Includes string ensembles and the adaptation of vocal, piano and organ works for symphonic orchestra. Alternate years, 1962-63.
RIDER SECOND SEMESTER

71. Senior Pro-Seminar in Music
TWO HOURS
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.
STAFF FIRST SEMESTER

74. Secondary Instrumental Methods and Administration
THREE HOURS
The problems peculiar to the teaching of instrumental music in both class and private instruction. Sections 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. Alternate years, 1963-1964.
RIDER FIRST SEMESTER
MUSIC

75. Choral Conducting
THREE HOURS
A practical study of conducting choral music. The requirements for the first two years of a music major are advisable as a prerequisite. Alternate years, 1962-63.

CAVANAUGH FIRST SEMESTER

76. Secondary Vocal Methods
THREE HOURS
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. Alternate years, 1962-63. Same as Education 73.

HOLLEMAN SECOND SEMESTER

77. Music of the Church
TWO HOURS
Includes a survey of the music of the church: early Christian music, Gregorian chant, the evolution of polyphony, and the influence of the Reformation. Also 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.

RIETBERG FIRST SEMESTER

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. 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 24, 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. Students studying piano privately are required to accompany for a minimum of one lesson per week during course of study.

21, Piano; 23, Voice; 25, Organ; 27, 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, Clarinet, and Percussion. The course number is one higher than that in private instruction. 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 strings, and one hour total credit in brass, one hour in woodwinds, and one hour in percussion. Violin and strings offered throughout the year, odd years only. Brass offered second semester, even years. Woodwinds offered first semester, even years. Percussion offered first semester, even years.

10. Chapel Choir

Membership of approximately 70 voices determined each Spring by auditions from members of the Chancel Choir.

CAVANAUGH

Membership open to all interested students.

RIETBERG

10c. Chancel Choir

ONE-HALF HOUR

20. Orchestra

Membership determined by tryouts at the beginning of the Fall term.

RIDER

30. Band

Membership determined by tryouts at the beginning of the Fall term.

CECIL

40. Symphonette

Membership determined by tryouts at the beginning of the Fall term.

RIDER
MUSIC

49. Piano Ensemble
ONE-HALF HOUR
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.

HOLLEMAN FIRST SEMESTER

50. Piano Ensemble
ONE-HALF HOUR
Continuation of course 49.

HOLLEMAN SECOND SEMESTER

69. Instrumental Ensemble
ONE-HALF HOUR
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.

RIDER FIRST SEMESTER

70. Instrumental Ensemble
ONE-HALF HOUR
Continuation of course 69.

RIDER SECOND SEMESTER

PHILOSOPHY

MR. DYKSTRA, CHAIRMAN; 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, 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.
PHILOSOPHY

15. Introduction to Philosophy
THREE HOURS
DYKSTRA BOTH SEMESTERS

18. Reflective and Critical Thinking (Introductory Logic)
THREE HOURS
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.
UTZINGER FIRST SEMESTER

33. Ancient Philosophy
THREE HOURS
Ancient Greek philosophy from Thales through the later Greek moralists.
DYKSTRA FIRST SEMESTER

34. Medieval Philosophy
THREE HOURS
Late Greek religious philosophies, early Christian thought, emergence, flowering and disintegration of Medieval philosophy. Prerequisite: Philosophy 33 or consent of instructor.
DYKSTRA SECOND SEMESTER

55. Modern Philosophy
THREE HOURS
From Descartes through German Idealism, with emphasis on metaphysical and epistemological questions.
DYKSTRA FIRST SEMESTER

56. Contemporary Philosophy
THREE HOURS
Philosophy of the nineteenth and twentieth centuries. Prerequisite: Philosophy 55 or consent of instructor.
DYKSTRA SECOND SEMESTER

58. Philosophy of Science
THREE HOURS
Critical analysis of methods and concepts of the natural and social sciences; methods of integration of science; science and ethics; art and religion. Alternate years, 1962-63.
DYKSTRA SECOND SEMESTER

61. History of Ethical Thought
THREE HOURS
Ethical ideals, chiefly of western culture; structuring of ethical questions; analysis of conflicts between ethical systems.
UTZINGER FIRST SEMESTER
PHILOSOPHY

62. Ethical Theory and Practice
THREE HOURS
Problems of theory of value, chief types of ethical theory, and application of theory to concrete problems of ethics.

UTZINGER FIRST SEMESTER

64. Philosophies of Man
THREE HOURS
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, 1962-63.

UTZINGER SECOND SEMESTER

74. Introduction to Symbolic Logic
THREE HOURS
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, 1963-64.

UTZINGER SECOND SEMESTER

75. Philosophy of Religion
THREE HOURS
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.

DYKSTRA FIRST SEMESTER

78. Aesthetics
THREE HOURS
Analysis of meaning of aesthetic creativity, aesthetic objects, and aesthetic enjoyment; problems in aesthetic judgment. Alternate years, 1963-64.

DYKSTRA SECOND SEMESTER

81 or 83. Readings in Philosophy
TWO HOURS
Reading of advanced philosophical literature; development of analytical and critical reading skills. Prerequisite: Consent of instructor.

UTZINGER FIRST SEMESTER

82 or 84. Advanced Philosophical Problems
TWO HOURS
Conducted on basis on individual study or cooperative inquiry by small groups, centering in the writing of a thesis. Prerequisite: Consent of the instructor.

UTZINGER SECOND SEMESTER
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 14 and 35, Physical Education 31, 51, 52, 56, 73 or 74, 75 or 76, and the Physical Education Activities courses 11, 12, 15 and 16.

11. Field Hockey and Gymnastics. (W)

ACT. CREDIT

Nine weeks will be given to learning techniques and team strategy as well as actual game play in each of these sports.

PYLE  FIRST SEMESTER

12. Volleyball and Softball. (W)

ACT. CREDIT

Nine weeks will be given to learning techniques and team strategy as well as actual game play in each of these sports.

PYLE

14. Archery and Badminton. (W)

ACT. CREDIT

An opportunity to develop skills and to acquire fundamental knowledge in each of these activities.

PYLE  SECOND SEMESTER

15. Folk and Square Dance. (M,W)

ACT. CREDIT

Fundamental rhythms and representative folk dances of various countries, in addition to Early American Square Dances.

PYLE

16. Tennis and Basketball. (W)

ACT. CREDIT

An opportunity to develop skills and to acquire fundamental knowledge in each of these sports.

PYLE
PHYSICAL EDUCATION

17. Badminton and Golf. (W)
ACT. CREDIT
Nine weeks will be given to the development of skills and to the actual playing of each of these activities.
PYLE

21. Physical Education Activities. (M)
ACT. CREDIT
A required course for all men students to be taken in the freshman year. 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.
BREWER, DE VETTE, GREEN

22. Continuation of 21

31. Introduction to Physical Education. (M,W)
TWO HOURS
Orients the student to professional work in this field. Includes history, principles, philosophy, aims and objectives of physical education. Required of all physical education minors, it should be elected in the freshman or sophomore year.
GREEN FIRST SEMESTER

49. Athletic Training and Conditioning. (M)
ONE HOUR
The procedures used in treating injuries. Students are taught to observe and recognize the symptoms which indicate very serious injury. Prerequisite: Physical Education 31.
GREEN FIRST SEMESTER

51. Organization and Administration of Health and Physical Education. (M,W)
THREE HOURS
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.
GREEN FIRST SEMESTER

52. Anatomy and Kinesiology. (M,W)
THREE HOURS
The musculo-skeletal system and its action, with special reference to the field of health and physical education. Prerequisite: Biology 35.
GREEN SECOND SEMESTER
54. Community Recreation. (M,W)
TWO HOURS
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.

PYLE, SECOND SEMESTER

56. First Aid. (M,W)
ONE HOUR

PYLE, SECOND SEMESTER

63. Fundamentals and Techniques of Football and Basketball. (M)
TWO HOURS
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.

DE VETTE, FIRST SEMESTER

64. Fundamentals and Techniques of Baseball and Track. (M)
TWO HOURS
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.

DE VETTE, BREWER, SECOND SEMESTER

68. Analysis of Physical Education Skills. (M,W)
TWO HOURS
The mechanics involved in the performance of the movements used in team, dual and individual sports. Physical education 31 and 52 prerequisites.

GREEN, SECOND SEMESTER

73. Teaching and Officiating Team Sports. (W)
TWO HOURS
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, 1963-1964.

PYLE, FIRST SEMESTER
PHYSICAL EDUCATION

74. Teaching and Officiating Team Sports. (W)

TWO HOURS

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, 1963-1964.

PYLE  SECOND SEMESTER

75. Teaching Physical Education in the Elementary School. (M,W)

TWO HOURS

Acquaints the student with the games, rhythms, story-plays, and other physical activities suitable for each of the elementary grades. 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.

PYLE

76. Teaching Physical Education in the Secondary School. (M,W)

TWO HOURS

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.

GREEN  SECOND SEMESTER

PHYSICS

MR. KLEIS, CHAIRMAN; 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. Students planning on specializing in physics in graduate school are advised to take a minimum of 25 hours in addition to courses 33, 34.

11. Meteorology

TWO HOURS

The various physical processes and laws underlying the phenomena of weather and climate. 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 anti-cyclones, fronts, air masses and source regions are considered.

KLEIS  FIRST SEMESTER

12. Physical Science

FOUR HOURS

Designed for non-science students. A presentation of fundamental concepts and theories and also a philosophy of science.

KLEIS  SECOND SEMESTER

21. Musical Acoustics

TWO HOURS

The fundamental laws of acoustics which have to do with the production and transmission of musical sounds. Intended for music students and may not be counted toward a major in Physics. Offered on demand.

FRISSEL  SECOND SEMESTER
25. Astronomy
THREE HOURS
A survey of the physical universe; what we know and how we know it. Some observational work is included. Prerequisite: Sophomore standing. Alternate years, 1963-64.
SHERBURNE

31. General Physics
FIVE HOURS
Mechanics of solids and liquids, sound and heat. Recitation, four hours; laboratory, one period per week. Prerequisite: Trigonometry.
KLEIS  FIRST SEMESTER

32. General Physics. Continuation of General Physics 31
FIVE HOURS
Magnetism, electricity and light. Recitation, four hours; laboratory, one period per week. Prerequisite: Trigonometry.
KLEIS  SECOND SEMESTER

33. General Physics
FIVE HOURS
Mechanics of solids and liquids, sound and heat. Recitation four days: Laboratory, 1 two hour period a week. Prerequisites: Mathematics 26, 45 or must be taken concurrently.
STAFF  FIRST SEMESTER

34. Continuation of General Physics 33
FIVE HOURS
Magnetism, electricity, light and modern physics. Recitation four days: laboratory, one two-hour period a week. Prerequisites: Mathematics 26, 45 or must be taken concurrently.
STAFF  SECOND SEMESTER

51. Modern Physics
THREE HOURS
Charged particle behavior in electric and magnetic fields, special theory of relativity, quantum effects, atomic structure, X-ray and atomic spectra. Prerequisites: Physics 33, 34. Mathematics 26, 45, 46.
FRISSEL  FIRST SEMESTER

52. Nuclear Physics
THREE HOURS
Recent nuclear experiments and results and the evidence they furnish concerning nuclear models, forces, structure, decay, reactions, and energy. Prerequisite: Physics 51. Alternate years, 1962-63.
FRISSEL

53. Electronics
THREE HOURS
Charge behavior in force fields, characteristics of vacuum tubes and semiconductors, complex impedances, methods of circuit analysis, and electronic devices. Classroom two hours per week, laboratory three hours per week.
FRISSEL  FIRST SEMESTER
PHYSICS

54. Continuation of Electronics 53
THREE HOURS
Applications of electronics to special circuits, and an introduction to transmission lines and microwaves. Classroom two hours per week, laboratory three hours per week. Physics 53, Mathematics 26, 45, 46.

FRISSEL  SECOND SEMESTER

61. Analytical Mechanics
THREE HOURS
A course in statics, kinematics, and dynamics in a plane of both particles and rigid bodies. Prerequisites: Physics 33, 34, Mathematics 26, 45, 46.

FRISSEL  FIRST SEMESTER

62. Continuation of Analytical Mechanics 61
THREE HOURS
Vector products, statics and dynamics in three dimensional space, Lagrange and Hamilton equations, and vibrations. Prerequisites: 61, Mathematics 26, 45, 46.

FRISSEL  SECOND SEMESTER

63. Thermodynamics
TWO HOURS
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 33, 34, Mathematics 26, 45, 46. Alternate years, 1962-63.

FRISSEL  FIRST SEMESTER

71. Electricity and Magnetism
THREE HOURS
Circuit elements and instruments, dielectrics, electric and magnetic force fields, and magnetic properties of materials. Prerequisites: Physics 33, 34; Mathematics 26, 45, 46. Alternate years, 1963-64.

FRISSEL  FIRST SEMESTER

72. Physical Optics
THREE HOURS
Wave motion, spectra, reflection, refraction, diffraction, polarization, and quantum theory. Prerequisites: Physics 33, 34; Mathematics 26, 45, 46. Alternate years, 1963-64.

FRISSEL  SECOND SEMESTER

76. Advanced Laboratory
ONE HOUR
Required of physics majors. The laboratory experiments are chosen, in consultation with the instructor, from among the fields of electricity and magnetism, optics, and atomic and nuclear physics. By permission of department chairman. Laboratory, four hours.

FRISSEL  FIRST SEMESTER

77. Continuation of Advanced Laboratory 76
ONE HOUR

FRISSEL  SECOND SEMESTER
PHYSICS

91. Special Problems

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.

STAFF

POLITICAL SCIENCE

MR. VAN PUTTEN, CHAIRMAN; 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

The national government from its origins through its development to the present with emphasis on the functional aspects of government.

THREE HOURS

VANDERBUSH, VAN PUTTEN BOTH SEMESTERS

42. State and Local Government

The procedures of government of all the states with special reference to Michigan. The functional approach is emphasized. Prerequisite: Political Science 11.

THREE HOURS

VANDERBUSH BOTH SEMESTERS

51. Political Parties and Electoral Problems

The political parties, their histories and how they operate, and the conduct and problems of elections. Prerequisites: Political Science 11 and 42.

THREE HOURS

VANDERBUSH, VAN PUTTEN FIRST SEMESTER

53. Public Administration

The underlying principles of government management at the federal, state and local levels. Prerequisites: six hours of Political Science.

THREE HOURS

VAN PUTTEN SECOND SEMESTER
POLITICAL SCIENCE

63. International Relations
THREE HOURS
The divergence between the images that nations entertain of world affairs and of each other and the international realities as they are focused in the struggle between nations today. Prerequisite: Sophomore standing.

VAN PUTTEN  FIRST SEMESTER

64. Legislative Process in National Problems
THREE HOURS
The organization and operations of Congress and the role of the Executive and Administrative agencies in the process of law making. Major issues before Congress will be studied in some detail. Prerequisites: Political Science 11, 42. Open only to juniors and seniors.

VANDERBUSH  SECOND SEMESTER

70. International Relations of the Far East
THREE HOURS
A geographical, cultural, historical and political study of China with the rest of the world from 1842 to the present time.

VAN PUTTEN  FIRST SEMESTER

71. International Relations of the Far East
THREE HOURS
A geographical, cultural, historical and political study of Japan with the rest of the world from 1853 to the present time.

VAN PUTTEN  SECOND SEMESTER

72. Comparative Government
THREE HOURS
The major types and forms of governments of Europe, as well as the governments of Japan and China. Prerequisite: Six hours of Political Science.

VAN PUTTEN, VANDERBUSH  FIRST SEMESTER

73. American Constitutional Law
THREE HOURS
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. Prerequisites: Political Science 11 and 42.

VANDERBUSH  FIRST SEMESTER

74. American Political Theory
THREE HOURS
This course analyzes and interprets fundamental political ideas in terms of their origins, assumptions and developments. Prerequisite: Six hours of Political Science.

VANDERBUSH  FIRST SEMESTER

75. International Relations of South East Asia
THREE HOURS
A geographical, cultural, historical and political study of the countries of South East Asia from 1945 to the present time.

VAN PUTTEN  SECOND SEMESTER
POLITICAL SCIENCE

76. Foreign Policy
THREE HOURS
How foreign policy is made and how it is put into operation. Pre-requisite: Political Science 11 and 42.
VAN PUTTEN SECOND SEMESTER

81. Seminar — Current Problems of Public Policy
TWO HOURS
Either Political Science 81 or 82 is required of Political Science majors.
VANDERBUSH, VAN PUTTEN

82. Seminar — Problems of American Foreign Policy
TWO HOURS
Either Political Science 81 or 82 is required of Political Science majors.
VANDERBUSH, VAN PUTTEN

91, 92. American Seminar
In cooperation with The American University of Washington, D.C. a full semester's work may be taken in Washington, D.C. Consult Dr. van Putten.

PSYCHOLOGY

MR. DE HAAN, CHAIRMAN; MR. BROWN, MR. GRANBERG, MR. HARVEY, MR. VAN EYL

The Department of Psychology offers the study of psychology as a broad, liberal arts subject emphasizing the study of individual human behavior and experience. It is also offered as an adjunct to other fields of study in which the understanding of human behavior is desirable. The department also offers preparation for later graduate education to students who desire to make a career in professional psychology.

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
THREE HOURS
The study of human behavior. This course is prerequisite for all other courses in psychology.
STAFF BOTH SEMESTERS

36. Developmental Psychology I
THREE HOURS
The major concepts of the development of the child from conception to adolescence with attention paid to deviant as well as normal development.
DE HAAN FIRST SEMESTER
PSYCHOLOGY

38. Developmental Psychology II
   THREE HOURS
   Major concepts of development in adolescence, maturity and old age.
   HARVEY SECOND SEMESTER

41. History and Systems of Psychology
   THREE HOURS
   The historic and systematic development of psychology.
   VAN EYL SECOND SEMESTER

42. Introductory Statistics
   THREE HOURS
   Same as Mathematics 35.
   BOTH SEMESTERS

43. Tests and Measurements
   THREE HOURS
   An introduction to the construction and interpretation of psychological
   and educational tests as measures of individual differences and uni­
   formities in human behavior. Same as Education 64.
   STAFF SECOND SEMESTER

53. Social Psychology
   THREE HOURS
   The psychological principles underlying group behavior and the effect
   of social conditions in determining individual behavior.
   DE HAAN FIRST SEMESTER

54. Psychology of Personality
   THREE HOURS
   The nature of personality, its development and organization, and a
   consideration of the dynamics of behavior.
   GRANBERG FIRST SEMESTER

55. Educational Psychology
   THREE HOURS
   Same as Education 52.
   SECOND SEMESTER

57. Introduction to Experimental Psychology
   THREE HOURS
   An introduction to research and experimentation in psychology, in­
   cluding classroom and laboratory instruction. Prerequisites: Psy­
   chology 15, 41, 42, psychology major.
   VAN EYL SECOND SEMESTER

58. Psychology of Behavior Disorders
   THREE HOURS
   An introduction to the study of pathological behavior. Includes investi­
   gation into etiological factors, common syndromes, and a survey of
   therapeutic measures. Prerequisites: Psychology 15, and 54 or 36, 38.
   GRANBERG SECOND SEMESTER

71. Perception and Learning
   THREE HOURS
   A study and evaluation of the principles and theories of perception
   and learning.
   VAN EYL FIRST SEMESTER
77. Psychological Research  
TWO HOURS
The individual or small group study of a psychological problem with the emphasis on laboratory research. Prerequisite: Psychology 57 and consent of instructor.

VAN EYL BOTH SEMESTERS

85. Field Work in Psychology  
THREE HOURS
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.

DE HAAN FIRST SEMESTER

86. Field Work in Psychology  
THREE HOURS
Continuation of course 85.

DE HAAN SECOND SEMESTER

91. Readings in Psychology  
ONE-THREE HOURS
Individual or small group study of a psychological problem with emphasis on library research. Prerequisite: Consent of department chairman.

STAFF FIRST SEMESTER

92. Readings in Psychology  
ONE-THREE HOURS
Continuation of course 91.

STAFF SECOND SEMESTER

RELIGION AND BIBLE

MR. VOOGD, CHAIRMAN; MR. KRUITHO, MR. PONSTEIN; MR. JENTZ

Studies 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 four year students (six semester hours for transferees) for graduation. Six of these required hours, Bible 21 and 22, are in the Biblical content area and should be completed by the end of the Junior year. The remaining three hours may be elected from courses 51, 52, 63 and 71.

For those students contemplating a vocation in religious work at home or abroad, for whom Hope College must furnish the major part of their training, a major in the Religion and Bible Department is recommended. This major program consists of a minimum of twenty-seven hours in the department plus blocks of study in English, Language, Philosophy, Psychology, History and Speech. Students desiring such a major are advised to consult the head of the department to secure approval of their course program. Pre-seminary students should consult the program for the Christian Ministry on page 116.
RELIGION AND BIBLE

Biblical

21. Old Testament
THREE HOURS
The basic religious concepts of God, Man and Covenant as revealed in the historical and prophetical books of the Old Testament.

22. New Testament
THREE HOURS
The person and work of Jesus Christ, the World of the Gospels, and the founding and expansion of the early Christian Church. Includes discussion of the relevance of the principles of the New Testament to the present day. Prerequisite: Bible 21.

31. The Poetry of the Bible
THREE HOURS
An analysis and study of the poetry of the Bible as related to human experience and divine revelation. Prerequisites: Bible 21 and Sophomore standing.

Historical

51. Rise of Christianity (I)
THREE HOURS
The rise and development of Christianity from the second century through the Reformation era. Students who intend to take both 51 and 52 should elect them in their proper sequence. Prerequisites: Bible 21 and 22 or Junior standing.

52. Rise of Christianity (II)
THREE HOURS
The history of Christianity from the Reformation era to the present day. Students who intend to take both 51 and 52 should elect them in their proper sequence. Prerequisites: Bible 21 and 22 or Junior standing.

61. Non Christian Religions
THREE HOURS
A study of the leading non Christian religions including Hinduism, Buddhism, Confucianism, Mohammedanism and Judaism. Attention is focused upon the historical development and doctrinal emphases of these faiths and their relation to Christianity. Prerequisites: Bible 21, 22 and Junior standing.
62. History of Religion in America
THREE HOURS
An analysis and study of the various religious movements and cults in America from colonial times to the present. Prerequisites: Bible 21, 22 and Junior standing.
PONSTEIN SECOND SEMESTER, ALTERNATE YEARS, 1963-64

72. Archaeology and the Bible
THREE HOURS
Archaeological discoveries are studied with reference to material which casts a direct or indirect light upon the Biblical narratives, including a special study of the Dead Sea Scrolls in terms of their significance for Biblical studies. Prerequisites: Bible 21, 22 and Junior standing.
VOOGD FIRST SEMESTER, ALTERNATE YEARS, 1964-65

83. Intertestamentary History
THREE HOURS
The history of the Jews from the Babylonian exile to the Roman period and the birth of Christ. Course includes the history of the Persian, Alexandrian and Roman empires, and the Maccabean era of Jewish independence, as they relate to Biblical history. Prerequisites: Bible 21, 22 and Junior standing.
VOOGD FIRST SEMESTER, ALTERNATE YEARS, 1963-64

Philosophical—Theological

63. The Christian Classics
THREE HOURS
The writings that form our Christian heritage. Includes writings of Augustine, a Kempis, Luther, Calvin, Pascal and Kierkegaard. Reading, discussion, lectures. Prerequisites: Bible 21, 22 and Junior standing.
KRUITHOF

71. Philosophy of the Christian Religion
THREE HOURS
The Christian view of the nature of God, of man and of the world, including the significance of revelation and the person and work of Jesus Christ. Prerequisites: Bible 21, 22, introductory course in Philosophy and Junior standing.
VOOGD, KRUITHOF

81. Seminar
THREE HOURS
A study in depth of the life and work of one individual such as Augustine, Aquinas, Calvin, Niebuhr, Tillich, etc., or of one issue, such as the ecumenical movement, social Christianity, etc. Precise nature of subject and study determined after consultation with individual student. Course for departmental majors only. Senior year.
STAFF
MR. HILMERT

The courses in Religious Education are designed primarily to train young people of purpose and concentration 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 116 and 117, 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 with the director of Religious Education and work out with him a course schedule to fit their needs.

33. Principles of Religious Education
THREE HOURS
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

34. Principles of Religious Education
THREE HOURS
The curriculum, methods, materials, organizational patterns, and administrative problems of religious education in the local church. Prerequisite: Religious Education 33.

SECOND SEMESTER

36. Religious Drama
TWO HOURS
Same as Speech 36.

FIRST SEMESTER

52. The Church's Missionary Enterprise
TWO HOURS
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, 1963-1964.

SECOND SEMESTER
RELIGIOUS EDUCATION

54. Personal Counseling
TWO HOURS
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

56. Recreational Leadership
TWO HOURS
Same as Physical Education 54. (Community Recreation).
SECOND SEMESTER

61. Group Leadership
TWO HOURS
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

77. Music of the Church
TWO HOURS
Same as Music 77.
FIRST SEMESTER

ROMANCE LANGUAGES

MR. PERRY, CHAIRMAN

MAJOR: (in either French or Spanish): 25 hours above the elementary courses (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. All courses numbered above fifty (50) have as prerequisite course 32 (or 34) or permission of instructor.

Students who desire to teach French or Spanish should work out their program in consultation with their major professor and the Romance Language Department.

Students who are qualified in French or Spanish are urged to use the language, where appropriate, in their research and study in other fields, such as English literature, History, Economics, Political Science, or Sociology. Those interested are invited to consult with members of the Romance Language Department regarding source materials in French or Spanish, and to plan the use of such materials with the instructor of the course involved.
ROMANCE LANGUAGES

French

MR. PERRY, MISS MEYER, MRS. FEYT

11. Elementary French
FOUR HOURS
The essentials of pronunciation, grammar and reading with aural-oral practice in class-room and laboratory. For students with no previous study of French.

MEYER, FEYT FIRST SEMESTER

12. Elementary French
FOUR HOURS
Continuation of 11.

MEYER, FEYT SECOND SEMESTER

31. Intermediate French
FOUR HOURS
Includes a review of pronunciation and basic grammar; intensive and extensive reading; practice in dictation, conversation and composition.

MEYER, FEYT FIRST SEMESTER

32. Intermediate French
FOUR HOURS
Continuation of 31 on a more advanced level of reading. Oral-aural practice in class-room and laboratory.

MEYER, FEYT SECOND SEMESTER

57. Survey of French Literature (I)
THREE HOURS
A general study of the types of literature in chronological order from the Middle Ages through the eighteenth century. Required of French majors. Prerequisite: French 32 or equivalent. Offered every year.

PERRY FIRST SEMESTER

58. Survey of French Literature (II)
THREE HOURS
A general study of the types of literature in chronological order from the nineteenth century to the present time. Required of French majors. Prerequisite: French 57. Offered every year.

PERRY SECOND SEMESTER

61. Advanced Grammar Review
TWO HOURS

PERRY FIRST SEMESTER

62. Advanced Conversation
TWO HOURS
Designed to develop fluency and confidence in speaking and to increase vocabulary. Laboratory is used for preparation and recitation. Required of French majors. Prerequisite: French 32 or equivalent. Offered alternate years, 1962-1963.

PERRY SECOND SEMESTER
ROMANCE LANGUAGES

65. French Civilization
TWO HOURS
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. Prerequisite: French 32 or equivalent. Offered in alternate years, 1963-1964.
STAFF FIRST SEMESTER

66. Phonetics and Intonation
TWO HOURS
A laboratory course with systematic drill and exercises in pronunciation and intonation. Required of French majors. Prerequisite: French 32 or equivalent. Offered in alternate years, 1963-1964.
STAFF SECOND SEMESTER

71. Golden Age of French Literature
THREE HOURS
French Classicism and the major classicists: Descartes, Pascal, Corneille, Racine, Moliere, LaFontaine. Prerequisite: French 58. Offered in alternate years, 1963-1964.
STAFF FIRST SEMESTER

72. Age of Enlightenment
THREE HOURS
French thought as reflected in literature from 1715-1800. Representative works of Montesquieu, Voltaire, Rousseau, Diderot, Marivaux, Beaumarchais. Prerequisite: French 58. Offered in alternate years, 1963-1964.
STAFF SECOND SEMESTER

75. Nineteenth Century French Literature
THREE HOURS
The development of the romantic movement in drama, poetry and prose from 1789-1850; the novel from Balzac to Anatole France; the realistic drama of 1848-1900; Parmassian poetry. Prerequisite: French 58. Offered in alternate years, 1964-1965.
STAFF FIRST SEMESTER

76. Contemporary French Literature
THREE HOURS
The novel, the theater and poetry from 1914 to the present time. Prerequisite: French 58. Offered in alternate years, 1964-1965.
STAFF SECOND SEMESTER

84. Teaching of Modern Literature
Required for French teaching major. See Education 84.

Spanish

MR. H. WELLER, MR. RALPH

11. Elementary Spanish
FOUR HOURS
Emphasis on conversational fluency, with simple readings and composition.
RALPH FIRST SEMESTER
ROMANCE LANGUAGES

12. Elementary Spanish
FOUR HOURS
Continuation of 11. Prerequisite: Spanish 11, or placement by examination.

RALPH SECOND SEMESTER

31. Intermediate Spanish
FOUR HOURS
Conversation graded readings, and composition, with review of grammatical principles. Extensive outside reading is encouraged. Prerequisite: Spanish 12, or placement by examination.

H. WELLER FIRST SEMESTER

32. Intermediate Spanish
FOUR HOURS
Readings in Hispanic Literature. Designed for those who plan to continue in advanced Spanish courses. (51 and above). Conversation and composition, with extensive outside reading encouraged. Prerequisite: Spanish 31, or placement by examination.

H. WELLER SECOND SEMESTER

34. Intermediate Spanish
FOUR HOURS
Readings in Hispanic History and Culture. Designed as a terminal course for those fulfilling foreign language requirements. Conversation and composition, with extensive outside reading encouraged. Prerequisite: Spanish 31, or placement by examination. Completion of Spanish 32 or 34 (or equivalent) is required before going on to 51 and above.

H. WELLER SECOND SEMESTER

51. Advanced Conversation and Composition
THREE HOURS
Extensive practice in everyday conversational situations, plus writing of themes and advanced grammar drill. Recommended for those planning to teach Spanish. Required of Spanish majors.

RALPH FIRST SEMESTER

55. The Literature of the Golden Age
FOUR HOURS
Poetry, prose, and drama from Spain's renaissance and baroque periods, including the Celestina, the Picaresque Novel, the works of Cervantes, Lope de Vega, Tirso de Molina, Calderon de la Barca, Gongora, Quevedo, and others. Required of Spanish majors. Alternate years, 1962-63; 1964-1965.

H. WELLER FIRST SEMESTER

56. The Literature of the Golden Age
FOUR HOURS
Continuation of course 55. Prerequisite: Spanish 55.

H. WELLER SECOND SEMESTER
ROMANCE LANGUAGES

65. Spanish-American Literature
FOUR HOURS
A survey of Spanish American literature from the discovery of America to 1888. Includes the early chronicles and epic poetry, the literature of the struggle for independence, romanticism, the Gaucho poetry, and other significant developments. Alternate years, 1963-1964.
STAFF FIRST SEMESTER

66. Spanish-American Literature
FOUR HOURS
A continuation of Spanish 65, beginning with an extensive study of modernism, and including the realistic novel in its various national expressions, and other important works of prose and poetry in the twentieth century. Alternate years, 1963-64.
STAFF SECOND SEMESTER

72. Spanish Literature of the Nineteenth Century
THREE HOURS
Romanticism and realism in prose and poetry, with special emphasis on the theater, and the development of the realistic novel. Alternate years, 1962-63.
RALPH SECOND SEMESTER

74. Spanish Literature of the Twentieth Century
THREE HOURS
The Generation of 1898, and the contemporary novel, theater, and poetry. Alternate years, 1963-64.
STAFF SECOND SEMESTER

81. Readings in Hispanic Literature
TWO HOURS
Study of a specific area or a special problem, with preparations of a research paper, under the direction of a member of the department. For advanced students only. Prerequisite: permission of the department chairman.
STAFF FIRST SEMESTER

82. Readings in Hispanic Literature
TWO HOURS
Continuation of course 81.
STAFF SECOND SEMESTER

84. Teaching of Modern Languages
Required for Spanish teaching major. See Education 84.

RUSSIAN

MR. PERRY

11. Elementary Russian
FOUR HOURS
A first year college course in Russian, with emphasis on learning the Russian alphabet, pronunciation, and the elements of grammar necessary for reading. Also beginning readings in Russian. Considerable oral practice.
FIRST SEMESTER
RUSSIAN

12. Elementary Russian
FOUR HOURS
Continuation of course 11.
SECOND SEMESTER

31. Intermediate Russian
FOUR HOURS
Reading of short stories from Russian literature. Continuation of the study of Russian grammar. Further practice in conversation in Russian.
FIRST SEMESTER

32. Intermediate Russian
FOUR HOURS
Continuation of course 31.
SECOND SEMESTER

SOCIOMETRY

MR. HALL, CHAIRMAN; MR. MILLER, MR. VANDER LUGT

Sociology can be conceived of as the scientific study of behavior of individuals in interaction. It is scientific in method but not so advanced in well tested formulations as most other sciences. There is a well considered body of theory that constitutes the core of the discipline. Knowledge of this theory, of its foundation, and of its limitations allows one to view individuals and society from the sociological perspective. It is the belief of sociologists that possessing this perspective allows one to better understand, predict and effect social situations.

Courses of instruction are offered which are designed to acquaint students with theory and its foundations beginning with the more general and simple and progressing to the more particular and complex. Offerings are designed to permit non-majors to explore particular fields of interest without becoming unduly burdened with other courses in Sociology. Nevertheless, in order that specific areas can be explored in some depth, a system of prerequisites from general sociology is mandatory.

Sociology majors are offered an orderly progression from general to particular and from reports of evidence to direct experience in experimental inquiry. The major program offers the opportunity to acquire depth in a particular field to go with the breadth of the general liberal arts education. It is the belief of the department that this depth can be achieved with a minimum of 24 hours in the department if an orderly progression is followed.

It is recommended that Psychology 15 be taken as a first course in behavioral science. Sociology 31 is the basic course of the department, required of all majors and a prerequisite for most other sociology. Sociology 32, 33, and 34 represent a family of courses at the second level of theory development. One course from this group is required for the major. It is recommended that a student wishing to major complete a 31-32, 31-33, or 31-34 sequence by the end of the sophomore year.
Sociology 54 is required of all majors and it is recommended that students plan to take this course first semester of the junior year. Mathematics 35 (Statistics) is a required course that does not count towards the 24 hour departmental major. It should be completed by the end of the junior year. If possible, anyone planning to go on to doctoral candidacy in Sociology should try to complete the mathematics sequence leading through Mathematics 55 and 56 as a preferred alternative.

Sociology 63, 66, 67, 73, 76 constitute a group of courses each of which involves a critical analysis of a specific field within Sociology. Majors are required to take at least one course from this group. These courses are recommended for junior and senior years.

Sociology 91 is required of all majors and is recommended for senior year.

Courses in Biology, Psychology, Philosophy—particularly Philosophy 18 and 58—are recommended for all Sociology students.

31. Principles of Sociology

Examination of the categories and theories which make up the sociological perspective, the evidence which supports these theories and some ways in which the sociological perspective can aid in understanding social phenomena in the contemporary world. Required of all majors; Prior completion of Psychology 15 is recommended.

HALL, VANDER LUGT

32. Social Problems

Application of sociological theory to the understanding of selected social problems and use of empirical data from problem areas as a test of sociological theory. Prerequisite: Sociology 31.

STAFF SECOND SEMESTER

33. Social Institutions

Analysis of the basic institutional structures of societies. Prerequisite: Sociology 31.

STAFF

34. Criminology

The application of psychological, sociological, and biological theory to the problem of understanding crime causation and to the problems of crime prevention and offender rehabilitation. Prerequisites: Sociology 31.

HALL

41. Cultural Anthropology

The study of man as a culture bearing animal with emphasis on the time dimension of physical and cultural development, the processes of major cultural changes and cultural variability.

STAFF
SOCIOMETRY

54. Modern Sociological Theory — Seminar
THREE HOURS
Analysis of contemporary sociological theory through the reading and discussion of the major works from which they have evolved and the subsequent reading and discussion of selected works of contemporary theorists. Prerequisite: Sociology 31 plus 3 hours of sociology; (required of Junior majors).

58. The Field of Social Work
TWO HOURS
A survey course for pre-professional social work students and those in allied fields — ministry, medicine, law, teaching, to whom an understanding of community resources is vital. History of social work, its scope and philosophy, and the fields of community organization, fund raising, group work, casework, corrections, and public welfare will be studied as functions of sociological phenomena and individual psychology. Prerequisites: Psychology 15, Sociology 31.

59. Social Case Work
TWO HOURS
An introductory study of the basic elements of casework, its history, problems and services, basic principles and assumptions, interviewing methods, and the planful use of inter-personal relationships. Prerequisite: Sociology 58.

63. Social Psychology
THREE HOURS
Same as Psychology 53.

66. Social Differentiation
THREE HOURS
Theoretical models which attempt to describe the various systems of differentiation which persists in societies — i.e. class and status, power and prestige, race, ethnic identification, religious preference, etc. — with extensive use of empirical studies. Prerequisite: Sociology 31 plus 3 hours.

67. Urban Community
THREE HOURS
Theories which explain relationships among urban phenomena, the evidence which supports them and their potential usefulness in guiding efforts to better achieve our social ideals in urban community. Prerequisite: Sociology 31 plus 3 hours.

73. Social Change
THREE HOURS
Critical analysis of major theories which have proposed to explain social change and consideration of how they may help us understand the changes of our own time. Prerequisite: Sociology 31 plus 3 hours. (Prior completion of Sociology 41 strongly recommended).
76. The Family As a Social Group
THREE HOURS
Analysis of the family as a primary group relating the analysis to small group theory and socialization theory. Analysis will attempt to describe processes of nuclear family formation, family structure, function and elements of stability and instability. Prerequisite: Sociology 31 plus 3 hours.

91. Introduction to Experimental Methodology
THREE HOURS
Same as Psychology 57 with semester project carried out in group dynamics area and under joint supervision of class instructor and a representative of the sociology department. Prerequisite: Mathematics 35 (Statistics) plus 9 hours.

92. Methods of Opinion and Attitude Research
FOUR HOURS
A course dealing with a variety of research and survey techniques available to the social scientists. An attempt will be made to evaluate the merits of each technique. Practical experience will be part of the course. Prerequisite: Sociology 91.

SPANISH
See listing of Spanish courses under the heading of "Romance Languages."

SPEECH
MR. SCHRIER, CHAIRMAN; MR. DE YOUNG, MR. KARSTEN, MR. MIKLE
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 must include courses 14, 34, 37, 41, 51, 53, 59, and either 52 or 54, 63, or 73. Any departures from these minimum requirements on account of special circumstances must receive approval of the major advisor.

11. Fundamentals of Speech
TWO HOURS
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.
14. Introduction to the Theatre
TWO HOURS
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. 
KARSTEN  FIRST SEMESTER

34. Public Speaking
TWO HOURS
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. 
MIKLE

36. Religious Drama
TWO HOURS
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, 1962-63. 
KARSTEN  FIRST SEMESTER

37. Interpretation
TWO HOURS
The theory and practice of oral reading. Analysis of literature and practice in the techniques of oral communication of intellectual, emotional, and aesthetic values. 
KARSTEN, DE YOUNG  FIRST SEMESTER

39. Argumentation and Debate
THREE HOURS
The underlying principles of debating and argumentation. Classroom debates upon current topics. Briefings, techniques of securing conviction studied and applied. 
MIKLE  FIRST SEMESTER

41. History of the Theatre
THREE HOURS
The development of dramatic literature and theatre from its origin to Ibsen. Particular attention is given to the relationship of historical factors to contemporary theatrical production. Every third year, 1962-63. 
DE YOUNG, KARSTEN  FIRST SEMESTER

52. Group Discussion
THREE HOURS
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. 
MIKLE  SECOND SEMESTER
53. Persuasion
THREE HOURS
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.
SCHRIER FIRST SEMESTER

54. Forms of Public Address
THREE HOURS
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.
SCHRIER SECOND SEMESTER

55. Debate Seminar
TWO HOURS
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.
MIKLE FIRST SEMESTER

56. Debate Seminar
TWO HOURS
Continuation of course 55.
MIKLE SECOND SEMESTER

59. Theatre Production I
THREE HOURS
Staging, stage lighting, costuming, make-up and business. Prerequisite: Speech 14 or permission of the instructor.
DE YOUNG FIRST SEMESTER

63. Theatre Production II
THREE HOURS
Acting and directing. Prerequisite: Speech 59 or permission of the instructor.
KARSTEN SECOND SEMESTER

71. Oratory
TWO HOURS
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.
SCHRIER FIRST SEMESTER

73. Public Recital
THREE HOURS
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.
KARSTEN SECOND SEMESTER
**SPEECH**

**75. Problems in Theatre Production**  
**TWO OR THREE HOURS**  
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.  
KARSTEN

**88. The Teaching of Speech**  
**TWO HOURS**  
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. Offered as needed.  
STAFF  
SECOND SEMESTER
## Suggested Programs of Study

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<td>Librarianship</td>
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<td>Medicine</td>
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<td>Music</td>
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<td>Nursing</td>
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<td>— Elementary School</td>
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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 this 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 inquiries 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
Home and Family Living — Miss Reeverts
Journalism — Mr. Brand
Law — Mr. van Putten
Librarian — Mr. May
Medicine — Mr. Van Zyl
Medical Technology — Mr. Crook
Music — Mr. Cavanaugh
Nursing — Mr. Crook
Teaching
  Elementary School — Mr. Ver Beek
  Secondary School — Mr. Vanderborgh
  College — Mr. Hollenbach 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.
**Suggested Programs of Study**

**Freshman Year**

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<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
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<tr>
<td>English 11, 12</td>
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<tr>
<td>Bible 21, Speech 11</td>
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<tr>
<td>Math or Science</td>
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<td>(courses numbered below 30)</td>
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<tr>
<td>Foreign Language</td>
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<td>11, 12 or 31, 32</td>
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<td>Physical Education</td>
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<td>Electives (from courses numbered</td>
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**Sophomore Year**

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<th>Subject</th>
<th>Semester Hours</th>
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<td>English 31, 32</td>
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<td>Bible (1st or 2nd sem.)</td>
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<td>Psychology 15</td>
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<td>Foreign Language</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.

**Freshman Year**

<table>
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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>Speech 11, Bible 21</td>
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**Sophomore Year**

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<td>Psychology 15</td>
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16 16
### Suggested Programs of Study

#### Junior Year

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<td>Bus. Ad. 54</td>
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<td>Bus. Ad. 61, 62</td>
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<td>Bus. Ad. 72</td>
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<tr>
<td>Math. 35</td>
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<td>Econ. 51</td>
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<tr>
<td>Econ. 62</td>
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<td>Bus. Ad. 73</td>
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<td>Econ. 52</td>
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<td>Senior Bible</td>
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<td>English 51</td>
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<td>Electives (in keeping with general requirements)</td>
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<td>Pol. Science 11</td>
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<td>Senior Bible</td>
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<td>Electives (in keeping with general requirements)</td>
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</tbody>
</table>

#### Senior Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>Subject</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 51</td>
<td>3</td>
<td>Senior Bible</td>
<td>3</td>
</tr>
<tr>
<td>Economics 52</td>
<td>3</td>
<td>Economics 71 or 73</td>
<td>3</td>
</tr>
<tr>
<td>Math. 35</td>
<td>3</td>
<td>Economics 72 or 74</td>
<td>3</td>
</tr>
<tr>
<td>Economics 62</td>
<td>2</td>
<td>Economics 76</td>
<td>3</td>
</tr>
<tr>
<td>Economics 71 or 73</td>
<td>3</td>
<td>Electives (in keeping with general requirements)</td>
<td>10 10</td>
</tr>
<tr>
<td>Economics 72 or 74</td>
<td>3</td>
<td>Senior Bible</td>
<td>3</td>
</tr>
<tr>
<td>Pol. Science 11</td>
<td>3</td>
<td>Electives (in keeping with general requirements)</td>
<td>16 16</td>
</tr>
<tr>
<td>Electives (in keeping with general requirements)</td>
<td>4 8</td>
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<tbody>
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<td>16</td>
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</tbody>
</table>

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

### Chemistry

For those who enroll in Chemistry 17 and 18 in their freshman year, the following program is suggested.

#### Freshman Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>Subject</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 17, 18</td>
<td>5</td>
<td>Senior Bible</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 15, 26</td>
<td>4</td>
<td>Electives (in keeping with general requirements)</td>
<td>10 10</td>
</tr>
<tr>
<td>English 11, 12</td>
<td>3</td>
<td>Senior Bible</td>
<td>3</td>
</tr>
<tr>
<td>Speech 11</td>
<td>2</td>
<td>Electives (in keeping with general requirements)</td>
<td>16 16</td>
</tr>
<tr>
<td>Psychology 15</td>
<td>3</td>
<td>Senior Bible</td>
<td>3</td>
</tr>
<tr>
<td>Bible</td>
<td>3</td>
<td>Electives (in keeping with general requirements)</td>
<td>10 10</td>
</tr>
<tr>
<td>Physical Education</td>
<td>R</td>
<td>Senior Bible</td>
<td>3</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>
Suggested Programs of Study

For those students who enroll in Chemistry 11 and 12 in their freshman year, the following program is suggested.

### Freshman Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 11, 12</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>English 11, 12</td>
<td></td>
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<td>3</td>
</tr>
<tr>
<td>Math. 15, 26</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Speech 11</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Psychology 15</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Bible</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td>R</td>
<td>R</td>
</tr>
</tbody>
</table>

**Total Hours:** 16

### Sophomore Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 31, 32</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physics 33, 34</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Math. 45, 46</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Bible</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
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</table>

**Total Hours:** 17

### Junior Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 51, 52</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>German 11, 12</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>English 31, 32</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 75</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Chemistry 64</td>
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<td>2</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>3</td>
<td>3</td>
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</tbody>
</table>

**Total Hours:** 16

### Senior Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 71, 72</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 73, 74</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Math. 61</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Chemistry 81</td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 91</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>German 31, 32</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Senior Bible</td>
<td></td>
<td>3</td>
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</tbody>
</table>

**Total Hours:** 16 or 17

### Sophomore Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 51, 52</td>
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<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Physics 33, 34</td>
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<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Math. 45</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Chemistry 32</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Bible or Elective</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Chemistry 75</td>
<td></td>
<td>1</td>
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</tbody>
</table>

**Total Hours:** 16

### Junior Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 71, 72</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 73, 74</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Math. 46</td>
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<td>5</td>
<td></td>
</tr>
<tr>
<td>English 31, 32</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>German 11, 12</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 64</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bible or Elective</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours:** 16 or 17

### Senior Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 61</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Chemistry 81</td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Senior Bible</td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 91</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>German 31, 32</td>
<td></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours:** 16 or 17
Suggested Programs of Study

Christian Ministry

A specially devised college program for pre-seminary students has been prepared by the Religion and Bible Department. The program embraces substantial blocks of study in all areas recommended by the American Association of Theological Schools. This includes Religion and Bible, Language, English, Philosophy, Psychology, History and Speech. In addition single courses which will be of peculiar value to ministerial students, such as Music of the Church, Business Administration and Religious Education, have been integrated into the curricular pattern.

Students contemplating the Christian Ministry are advised to consult the chairman of the Religion and Bible Department concerning this program and other alternative possibilities in the college curriculum.

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 weekday 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. It is possible to build a program leading to certification for public school teaching plus twelve hours of basic courses in Religious Education. Such a program will enable a student to qualify either as an assistant in Religious Education or for a program of graduate study leading to an M.R.E. degree.
3. For prospective ministers of music, a major in applied music plus twelve hours of Religious Education.
4. A major in religion, psychology, philosophy, or sociology, plus 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 per-
sonal 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 the following in high school: three semesters of algebra and two semesters of geometry with some solid geometry included. Assuming the above complete, the suggested program is as follows:

Four-year pre-engineering course with A.B.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Semester Hours</th>
<th>Sophomore Year</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>1st</strong></td>
<td><strong>2nd</strong></td>
<td><strong>1st</strong></td>
</tr>
<tr>
<td>English 11, 12</td>
<td>3</td>
<td>3</td>
<td>English 31, 32</td>
</tr>
<tr>
<td>Math. 15, 26</td>
<td>4</td>
<td>4</td>
<td>Math. 45, 46</td>
</tr>
<tr>
<td>Math. 21, 41</td>
<td>3</td>
<td>3</td>
<td>Physics 33, 34</td>
</tr>
<tr>
<td>Chemistry 11, 12 or 17, 18</td>
<td>4 or 5</td>
<td>4 or 5</td>
<td>Bible 22</td>
</tr>
<tr>
<td>Speech 11</td>
<td>2</td>
<td></td>
<td>Psychology 15</td>
</tr>
<tr>
<td>Bible 21</td>
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<td>3</td>
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<tr>
<td></td>
<td>16 or 17</td>
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<tr>
<td></td>
<td>2 or 17</td>
<td>15</td>
<td>(If Chemistry 18 is taken and Bible 21 is postponed.)</td>
</tr>
</tbody>
</table>
### Suggested Programs of Study

#### Junior Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours 1st</th>
<th>Semester Hours 2nd</th>
<th>Subject</th>
<th>Semester Hours 1st</th>
<th>Semester Hours 2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math. 71</td>
<td>7</td>
<td>1</td>
<td>Math. 65*, 66*</td>
<td>3</td>
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</tr>
<tr>
<td>Math. 55*</td>
<td>3</td>
<td></td>
<td>Foreign Language</td>
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<tr>
<td>Physics 53, 54</td>
<td>3</td>
<td>3</td>
<td>Physics 61, 62</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
<td>4</td>
<td>Physics 71*</td>
<td>3</td>
<td></td>
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<tr>
<td>Physics 63*</td>
<td>2</td>
<td>3</td>
<td>Bible 63 or 71</td>
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</tr>
<tr>
<td>Economics 31, 32</td>
<td>3</td>
<td>3</td>
<td>Electives**</td>
<td>3</td>
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</tr>
<tr>
<td>Electives **</td>
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<td>15</td>
<td>16</td>
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</tbody>
</table>

*Offered every other year. Check catalog to decide whether to elect during junior or senior year.

**Some desirable electives are: Sociology 31, Mathematics 56, Political Science 11, Physics 72.

The above course should be modified if the student has decided which branch of engineering he plans to engage in.

Students may secure advanced standing in most engineering schools by completing a two-year or three-year pre-engineering program. The following two-year program is suggested.

#### Two-year pre-engineering course

##### Freshman Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours 1st</th>
<th>Semester Hours 2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11, 12</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Math. 15, 26</td>
<td>4</td>
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<tr>
<td>Chem. 11, 12 or 17</td>
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<tr>
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<td>4 or 5</td>
<td>4 or 5</td>
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<tr>
<td>Math. 21, 41</td>
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<td>3</td>
</tr>
<tr>
<td>Speech 11, Elective</td>
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<td>2</td>
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<td>16 or 17</td>
<td>16 or 17</td>
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</tbody>
</table>

##### Sophomore Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours 1st</th>
<th>Semester Hours 2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 33, 34</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Math. 45, 46</td>
<td>5</td>
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<td>Economics 31, 32</td>
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<td>Psychology 15</td>
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<td>Bible 21 or 22</td>
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<td>16</td>
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</tbody>
</table>

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

#### 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:


Suggested Programs of Study

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 principles 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, and fundamentals of 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.
Suggested Programs of Study

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

Some professional library schools still 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 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
Suggested Programs of Study

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 in either biology or chemistry. He should consult the special advisor for a more complete outline of his program.

Medicine

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

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>1st</td>
</tr>
<tr>
<td>English 11, 12</td>
<td>3</td>
</tr>
<tr>
<td>Speech 11</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 15</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 11, 12</td>
<td>4</td>
</tr>
<tr>
<td>Bible 21 or 22</td>
<td></td>
</tr>
<tr>
<td>Physical Educational R</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>2-3</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
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</tr>
</thead>
<tbody>
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<td>Subject</td>
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</tr>
<tr>
<td>Chemistry 31, 32</td>
<td>4</td>
</tr>
<tr>
<td>English 31, 32</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
</tr>
<tr>
<td>Biology 15, 16</td>
<td>4</td>
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<tr>
<td>Total</td>
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<table>
<thead>
<tr>
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<td>Physics 31, 32</td>
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</tr>
<tr>
<td>Bible</td>
<td>3</td>
</tr>
<tr>
<td>Biology 31, 32, 55, 61 or Chemistry 51, 52 5</td>
<td>5</td>
</tr>
<tr>
<td>Social Science</td>
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</tr>
<tr>
<td>Psychology 15</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
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<table>
<thead>
<tr>
<th>Senior Year</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>Subject</td>
<td>1st</td>
</tr>
<tr>
<td>Chemistry 51, 52 or Biology 53, 55</td>
<td>5</td>
</tr>
<tr>
<td>Biology 53, 55</td>
<td></td>
</tr>
<tr>
<td>64, 72</td>
<td></td>
</tr>
<tr>
<td>Senior Bible</td>
<td></td>
</tr>
<tr>
<td>Sociology 31, 32</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

A student may give preference to biology instead of chemistry in the Freshman year. Desirable electives include philosophy, history, art, music, and a second foreign language.

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

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

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

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 above.

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>Sophomore Year</th>
<th>Freshman Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester Hours</td>
<td>Semester Hours</td>
</tr>
<tr>
<td></td>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>Music 15, 16</td>
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<tr>
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<tr>
<td>Applied Music</td>
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<tr>
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<td>Language 11, 12</td>
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<tr>
<td>Bible 21 or 22</td>
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<tr>
<td>Speech 11</td>
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<td></td>
</tr>
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<td></td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*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.

### Suggested Programs of Study

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester</th>
<th>Hours</th>
<th>Subject</th>
<th>Semester</th>
<th>Hours</th>
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<tbody>
<tr>
<td>English 11, 12</td>
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<td>English 31, 32</td>
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<td>2</td>
<td>Chemistry 11, 12</td>
<td>2nd</td>
<td>2</td>
</tr>
<tr>
<td>Bible, Speech 11</td>
<td>1st</td>
<td>3</td>
<td>Biology 35</td>
<td>1st</td>
<td>2</td>
</tr>
<tr>
<td>Biology 13, 14 or</td>
<td>2nd</td>
<td>2</td>
<td>Sociology 31</td>
<td>2nd</td>
<td>3</td>
</tr>
<tr>
<td>15, 16</td>
<td>1st</td>
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<td>Electives*</td>
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<tr>
<td>Foreign Language</td>
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<td>4</td>
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<td>9</td>
</tr>
<tr>
<td>Political Science 11</td>
<td></td>
<td>3</td>
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<tr>
<td>Psychology 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>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 number of fields but a major in Sociology or Psychology is recommended. Graduate schools generally require of applicants for admission to the Master of Social Work degree program, at least twenty hours in Biological and Social Science plus a broad and balanced liberal arts preparation. Some are more specific in requiring Psychology, Sociology, Economics and Political Science as well as Biology. A grade average of B in the last two years of undergraduate work is the generally accepted standard for graduate school admission. It is strongly recommended that the following courses be included in a preparatory social work program. Psychology 15, 36 or 38, 53, 54, 58; Sociology 31, 32, 34, 58 and 59; Biology 13, 14, 35, 61; Economics 31, 32 and 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 43, 57; Sociology 66, 67 and 76; Physical Education 54.

Typical jobs are in family counseling, child welfare work, psychiatric clinics and hospitals, medical facilities, Veteran's Administration, social work in the Armed Forces, in correctional programs for juvenile and adult offenders in community planning and fund raising, in public schools, welfare agencies, in YMCA's, YWCA's, Boys Clubs, Settlement Houses, and hundreds of other classifications. Increasingly, graduate preparation is required for employment in Social Work, particularly for advancement in the field.
Suggested Programs of Study

Specific field interests might suggest elaboration of the general outline as above presented. Interested students should contact the chairman of the Sociology Department for answers to specific questions and for general information. The Sociology Department maintains, in cooperation with health and welfare associations and social work recruiting committees across the country, a placement service for summer experience in social work. Anyone interested in a career in social work would find it advantageous to spend the summer between junior and senior year in such a position. Sophomores are also invited to participate. Interested students should see the advisor in the fall preceding the summer in which they desire field experience since many placement interviews are scheduled during the Christmas vacation period.

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 35-36).
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, 57, 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 18-hour 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.) Beginning September, 1961, the college has permission to experiment for five years with certification through one 30-hour major and one 20-hour minor; students must get permission from the Department of Education to enter this program. 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 has 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, 38, 50) 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 35-36).
2. Complete Psychology 15 before entering any course in the Department of Education.
3. Complete Education 31, 52, 53, 54, 60, 72, 75, 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 certi-
Suggested Programs of Study

fication purposes, provided there are at least fifteen semester hours in each of two departments. Applications for a composite major must be made with the Department of Education.

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 Geography 61 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.) Counselor: Brand.
   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. Counselor: ten Hoor.
   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.

   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 Geo-
### Suggested Programs of Study

graphy 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.


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 Hours</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11, 12</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Speech 11</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Bible</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Lang. 11, 12</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Biology 13, 14</td>
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<td>4</td>
</tr>
<tr>
<td>Physics 12</td>
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<td>3</td>
</tr>
<tr>
<td>Art 11</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

**Recommended Electives:** History, Political Science, Introductory Mathematics, Introductory Sociology.

### Sophomore Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 31, 32</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 15</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Education 31</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Music 13</td>
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<td>7</td>
</tr>
<tr>
<td>Electives</td>
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### Junior Year

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<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible</td>
<td>3</td>
<td>Bible (either semester)</td>
</tr>
<tr>
<td>Education 52</td>
<td>3</td>
<td>Education 81 (teaching)</td>
</tr>
<tr>
<td>Education 53, 54</td>
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<td>Education 60 (History of)</td>
</tr>
<tr>
<td>Education 79 (Music)</td>
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<td>Electives 3-10</td>
</tr>
<tr>
<td>Education 72 (Art)</td>
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<td>7</td>
<td>2 or 2</td>
</tr>
<tr>
<td>Electives</td>
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<td>16</td>
</tr>
</tbody>
</table>

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

### Senior Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
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**Recommended Electives:**
SECTION III

Administration, Faculty and Graduates
### Administration, Faculty and Graduates

<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
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<td>131</td>
</tr>
<tr>
<td>FACULTY</td>
<td>134</td>
</tr>
<tr>
<td>THE COLLEGE CORPORATION</td>
<td>145</td>
</tr>
<tr>
<td>HOPE COLLEGE BOARD OF TRUSTEES</td>
<td>146</td>
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<tr>
<td>ALUMNI ASSOCIATION</td>
<td>148</td>
</tr>
<tr>
<td>HONORS AND AWARDS</td>
<td>149</td>
</tr>
<tr>
<td>RECORDER'S REPORT 1961-1962</td>
<td>152</td>
</tr>
<tr>
<td>GRADUATES, 1961</td>
<td>154</td>
</tr>
<tr>
<td>HONOR DEGREES, 1961</td>
<td>158</td>
</tr>
<tr>
<td>RECORDER'S REPORT 1962-1963</td>
<td>159</td>
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<tr>
<td>GRADUATES, 1962</td>
<td>161</td>
</tr>
<tr>
<td>HONOR DEGREES, 1962</td>
<td>165</td>
</tr>
</tbody>
</table>
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 (1949)

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)

ROBERT S. BROWN  
M.S. (Michigan)  
Associate Director of Admissions (1960)

RUTH DeWITT TIDD  
A.B. (Hope)  
Assistant to the Director of Admissions (1962)

JOHN R. MAY  
M.S. in L.S. (Illinois)  
Librarian (1958)

JOANE HUENINK  
Recorder (1954, 1961)

Business and Financial Administration

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

REIN VISSCHER  
Business Manager (1946)

FRANK LIGHTHART  
Superintendent of Grounds and Buildings (1947)

E. DUFFIELD WADE  
Book Store Manager (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.
Administrative Officers*

Student Personnel Services

L. JAMES HARVEY
  Ph.D. (Michigan State)
  Dean of Students (1961)

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)
  Psychological Counselor (1947, 1960)

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

DELLA STEININGER
  Assistant to the Dean of Women (1945)

MARIAN E. BLAKE
  R.N. (Butterworth Hospital)
  Head Nurse (1962)

Development, Alumni and Public Relations

ADELPHOS A. DYKSTRA
  B.D. (Western Theological Seminary)
  Director of Development (1962)

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

MARIAN ANDERSON STRYKER
  A.B. (Hope)
  Editor, Alumni Magazine and Secretary, Alumni Association
  (1947)

JANET MULDER
  A.B. (Hope)
  Archivist (1952)

HARRIET PRINS
  A.B. (Hope) M.A. (Drake)
  Assistant Alumni Secretary (1962)
Administrative Officers*

Library Assistants

Eunice Bos (1960)
Gladys Hinga (1960)
Myrtle Luth (1960)
Elizabeth Koepp (1957)
Laura Markert (1958)
Lucile Ottipoby (1961)
Mary Tellman (1950)
Isla Van Eenenaam (1960)
Donald Van Hoeven (1962)

Katherine Sikkema (1962)
Gerloa Suess (1962)
Irene Ver Beek (1950)

Directors of Residence Halls

Columbia Hall
Durfee Hall
Van Vleck Hall
Phelps Hall
Voorhees Hall
Kollen Hall

Secretarial and Office Staff

Secretary, Psychology Office
Secretary, Dean of the College
Secretary, Education Office
Assistant, Dean's Office
Secretary, Admissions Office
Assistant, Treasurer's Office
Mimeograph Secretary
Accountant
Secretary to Business Manager
Secretary to Bookstore Manager
Development Office
Secretary to Vice President
Secretary to Treasurer
Switchboard Operator
Secretary, Public Relations Office
Secretary, Vienna Summer School Office
Cashier
Secretary to President
Secretary, Music Office
Assistant, Treasurer's Office
Clerk, Records Office
Secretary, Language Office

Ramona R. Beukema (1959)
Joan Bolman (1959)
Peggy Buteyn (1956)
Sheryl Dannenberg (1961)
Dorothy DeBruine (1959)
Gretchen Felix (1959)
Esther Flowerday (1962)
Joe Grevengoed (1960)
Nancy Hoekstra (1962)
Margaret Jackson (1961)
Florence Jones (1959)
Lillian Ketchum (1960)
Charlotte Mulder (1953)
Louise Rupp (1960)
Evelyn Ryan (1960)
Alma Scarlett (1961)
Norma Stam (1952)
Phyllis Toppen (1960)
Jean Vande Hoef (1960)
Sharon Vander Meulen (1959)
Florence Vuurens (1961)
Leona Wiersma (1959)
Faculty*

IRWIN J. LUBBERS
A.B. (Hope 1917), A.M. (Columbia 1927), Ph.D. (Northwestern 1931)
LL.D., Litt.D.
President (1923, 1945)

CALVIN A. VANDER WERF
A.B. (Hope 1937), Ph.D. (Ohio State 1941)
President-elect, Professor of Chemistry (July, 1963)

M. LOIS BAILEY
A.B. (Monmouth 1925), A.M. (Wisconsin 1928), B.S. in L.S.
(Shawnee State 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)

WILLIAM R. BARLOW
A.B. (Ohio University 1954), A.M. (Ohio University 1957),
Ph.D. (Ohio State University 1961)
Instructor in History (1961)

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. (University of Michigan 1952)
Assistant Professor of Physical Education and Director of
Athletics (1956)

IRWIN J. BRINK
A.B. (Hope 1953), A.M. (University of Illinois 1954), Ph.D.
(University of Illinois 1957)
Associate Professor of Chemistry (1957)

ROBERT S. BROWN
A.B. (Western Michigan University 1950), M.S. (University of
Michigan 1952)
Instructor in Psychology and Associate Director of Admissions
(1960)

DENNIS D. CAMP
A.B. (Hope 1959), A.M. (Rutgers University 1961)
Instructor in English (1961)

VIRGINIA A. CARWELL
B.S. (Eastern Illinois University 1954), A.M. (Northwestern 1955)
Instructor in English (1958)

*The figures in parentheses indicate the year in which the person be­
gan his service at Hope College. A second figure in parentheses indi­
cates the year of beginning the present appointment after interrup­
tion in the period of service.
ROBERT W. CAVANAUGH
Professor of Music Theory and Voice, Chairman of the Department of Music (1940, 1946)

ROBERT M. CECIL
B.S. (Juilliard School of Music 1949), B.Mus. (Yale University School of Music 1951), M.Mus. (Yale University School of Music 1952)
Assistant Professor of Music (1962)

ALLEN B. COOK
A.B. (Hope 1937), B.D. (Western Theological Seminary 1940)
College Pastor (1960)

PHILIP G. CROOK
B.S. (Maryland 1949), M.S. (New Mexico 1951), Ph.D. (Penn State 1955)
Associate Professor of Biology and Chairman of the Department (1955)

CLARENCE T. DE GRAAFF
A.B. (Calvin 1921), A.M. (Michigan 1924), Ed.D. in English (Michigan 1944)
Professor of English and Chairman of the Department (1928)

ROBERT F. DE HAAN
A.B. (Calvin 1947), Ph.D. (University of Chicago 1951)
Professor of Psychology and Chairman of the Department (1956)

RUSSELL B. DE VETTE
A.B. (Hope 1947), A.M. (Michigan 1948)
Associate Professor of Physical Education (1948, 1953, 1955)

JAMES L. DE YOUNG
A.B. (Beloit 1959), A.M. (Bowling Green 1960)
Instructor in Speech (1960)

DOUGLAS J. DUFFY
Th.B. (Northern Baptist Seminary 1948), A.M. (University of Chicago 1949), B.D. (Northern Baptist Seminary 1949), Ph.D. (University of Chicago 1951)
Associate Professor of Education (1962)

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

MARIE J. FEYT
B.S. (Western Michigan University 1956), A.M. (Western Michigan University 1957)
Instructor in French (1959)
Faculty*

JAY E. FOLKERT
A.B. (Hope 1939), A.M. (Michigan 1940), Ph.D. (Michigan State 1955)
Professor of Mathematics and Chairman of the Department (1946)

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

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

EZRA F. GEARHART
A.B. (Hope 1952), A.M. (Indiana 1954)
Associate Professor of German and Chairman of the Department (1954)

LARS I. 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 Chairman of the Department (1952)

ELDON D. GREIJ
B.S. (State Teachers College, Valley City, North Dakota 1959),
M.S. (North Dakota State University 1962)
Instructor in Biology (1962)

EARL E. HALL
B.S. (Texas A. and M. 1943), S.T.B. (Boston University School of Theology 1954)
Assistant Professor of Sociology and Chairman of the Department (1961)

L. JAMES HARVEY
Assistant Professor of Education and Dean of Students (1961)

WERNER W. HEINE
Assistant Professor of German (1960)

LORRAINE K. HELLENGA
A.B. (Hope College 1960), A.M. (Wayne State University 1961)
Instructor in Chemistry (1961)

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

E. JEAN HOLCOMBE
A.B. (Taylor University 1945), A.B.L.S. (University of Michigan 1947)
Catalogue Librarian with Rank of Assistant Professor (1959)
JANTINA W. HOLLEMAN
A.B. (Central 1943), A.M. (Columbia 1946)
Associate Professor of Music Theory and Piano (1946)

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

EUGENE C. JEKEL
A.B. (Hope 1952), M.S. (Purdue 1955)
Instructor in Chemistry (1955)
(on leave 1961-1963)

ARTHUR H. JENTZ, JR.
A.B. (Hope 1956), B.D. (New Brunswick Seminary 1959)
Instructor in Religion and Bible (1962)

DAVID A. KARSTEN
A.B. (Hope 1951), A.M. (Northwestern 1955)
Instructor in Speech (1959)

HELENE P. KARSTEN
American Conservatory of Music (Chicago)
Instructor in Piano (1928)

ADRIAN J. KLAASEN
Ph.B. (Chicago 1929), A.M. (Michigan State 1957), Ph.D.
(Michigan State 1961)
Associate 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 and Chairman of the Department (1921)

ANTHONY KOOIKER
B.M. (Northwestern 1942), M.M. (Eastman 1944), Ph.D.
(Eastman 1962)
Professor of Music Theory and Piano (1950)

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

JAMES K. LOVELESS
A.B. (DePauw 1957), M.F.A. (Indiana 1960)
Instructor in Art and Chairman of the Department (1960)

JOHN R. MAY
A.B. (Indiana 1938), M.S. in L.S. (Illinois 1952)
Librarian with Rank of Associate Professor (1958)

GERHARD F. MEGOW
A.B. (Indiana 1951), A.M. (Indiana 1952), Ph.D. (Indiana 1959)
Associate Professor of German (1959)
Faculty*

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

M. HAROLD MIKLE
A.B. (Western Michigan University 1931), A.M. (University of
Michigan 1953)
Assistant Professor of Speech (1962)

JOYCE M. MORRISON
A.B. (Augustana College 1953), M.M. (American Conservatory
of Music 1961)
Instructor in Music (1962)

JOAN E. MUELLER
A.B. (Ohio Wesleyan U. 1950), A.M. (Ohio Wesleyan U. 1951),
Ph.D. (University of Minnesota 1959)
Assistant Professor of English (1960)

ZOE E. MURRAY
A.B. (Sul Ross State College 1927), A.M. (Baylor University 1939)
Assistant Professor of English (1960)

WILLIAM J. OOSTENINK
A.B. (Calvin 1956), A.M. (Iowa 1960)
Instructor in Biology (1960)

RALPH M. PERRY
Ph.B. (University of Chicago 1933), A.M. (University of Chicago
1937), Ph.D. (University of Illinois 1949)
Associate Professor of French and Spanish and Chairman
of the Departments (1961)

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 University 1957), Ph.D.
(Ohio State University 1962)
Assistant Professor of History (1960)

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

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), A.M. (Western Michigan University 1962)
Instructor in Physical Education (1960)

MARTIN N. RALPH
B.S. (Princeton 1925)
Instructor in Spanish (1962)
EMMA M. REEVERTS
A.B. (Hope 1920), A.M. (Michigan 1937)
Associate Professor of English and Dean of Women (1946)

MORRETT E L. RIDER
B.Mus. (Michigan 1942), M.Mus. (Michigan 1947), Ed.D.
(Columbia 1955)
Professor of Music Theory and Instrument (1947)

NORMAN W. RIECK
A.B. (Hope 1953), M.S. (University of Michigan 1956), Ph.D.
(University of Michigan 1957)
Associate Professor of Biology (1962)

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)

EDWARD B. SAVAGE
A.B. (Hamline University 1948), A.M. (University of Minnesota
1953), Ph.D. (University of Minnesota 1959)
Associate Professor of English (1961)

HELEN V. SCHOO N
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 and Chairman of the Department (1939)

FRANK SHERBURN E
B.S. (University of Toledo 1952), M.S. (Michigan State 1956)
Assistant Professor of Mathematics (1959)

DARYL I. SIEDENTOP
A.B. (Hope 1960)
Instructor in Physical Education (1962)

ESTHER M. SNOW
A.B. (Hope 1941), A.M. (Michigan State 1955)
Assistant Professor of German (1937)

CHARLES A. STEKETEE
A.B. (Hope 1936), A.M. (Michigan 1937)
Associate Professor of Mathematics (1946)

HENRY TEN HOOR
A.B. (Calvin 1938), A.M. (Michigan 1946)
Associate Professor of English (1946)

JOHN G. UTZINGER
A.B. (Occidental 1953), A.M. (University of Washington 1955),
Ph.D. (University of Washington 1959)
Assistant Professor of Philosophy (1959)
Faculty*

GARRETT VANDER BORGH
A.B. (Hope 1920), A.M. (Columbia 1927)
Professor of Education and Chairman of the Department (1923)

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

WILLIAM VANDER LUGT
Professor of Psychology, Dean of the College (1954)

F. PHILIP VAN EYL
A.B. (Hope 1955), A.M. (Claremont 1958)
Instructor in Psychology (1959)

JOHN VAN IWAARDEN
A.B. (Hope 1957), A.M. (University of Michigan 1958)
Instructor in Mathematics (1961)

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

EVA B. VAN SCHAACK
A.B. (Hope 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 and Chairman of the Department (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)
Professor of Religion and Bible and Chairman of the Dept. (1947)

HUBERT WELLER
A.B. (University of Michigan 1957), A.M. (Indiana University 1959)
Instructor in Spanish (1962)

KENNETH J. WELLER
Assistant Professor of Economics and Business, Assistant to the President (1949)

A. WARREN WILLIAMS
Assistant Professor of History (1957)
EDWARD J. WOLTERS  
A.B. (Hope 1920), A.M. (Michigan 1927)  
Professor of Latin and Chairman of the Classical  
Languages (1926)

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

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

JOSeph ZSIROS  
Th.D. (Debrecen, Hungary 1931)  
Associate Professor of Greek (1947, 1959)

Assistants

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

Harold Denig  
A.B. (Valparaiso)  
Business Administration (1961)

Ruth De Wolf  
A.B. (Wellesley College), A.M. (Columbia)  
English (1956)

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

Peter Kleynenberg  
Music (1955)

Barbara Lampen  
A.B. (Hope), A.M. (Michigan)  
Education (1960)

Calvin Langejans  
A.B. (Hope), A.M. (Michigan)  
Music (1959)

Michael Magan  
A.B. (Hope)  
Biology (1962)

Leroy Martin  
Mus.B. (Cincinnati Conservatory)  
Music (1959)

James Miller  
A.B. (Goshen College), M.S. (Ohio State)  
Sociology (1961)
Faculty

DWAIN MITCHELL
B.Mus. (Michigan State), M.Mus. (Michigan State)
Music (1962)

IRIS ROBBERT
A.M. (Michigan), M.Mus. (Michigan)
Music (1959)

WALTER J. ROPER
B.J. (Michigan)
Business Administration (1960)

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

Instructors for the 1962 Vienna Summer School

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

KURT CASARI
Ph.D. (Vienna)
German (1962)

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

FRIEDRICH FASSBINDER
Ph.D. (Vienna)
European Literature (1958)

PAUL EDGAR GRANDE
Certificate (Vienna)
German (1960)

ANTON MACKU
Ph.D. (Vienna)
Art History (1962)

FELIX MOLZER
M.S. (Pennsylvania)
Music (1961)

ALFRED SCHMALFUSS
Certificate (Vienna)
German (1959)

Teacher Education Coordinators

Student teaching is done under the supervision of selected teachers in the Holland, Zeeland and West Ottawa public school systems.

DUANE HOOKER
A.M. (Western Michigan University)
West Ottawa Secondary Coordinator
Faculty*

W. R. HORNBAKER
A.M. (University of Illinois)
Holland Secondary Coordinator

LAVERNE LAMPE N
A.M. (Michigan State University)
Zeeland Secondary Coordinator

DANIEL PAUL
A.M. (University of Michigan)
West Ottawa Elementary Coordinator

MARGARET VAN VYVEN
A.M. (Western Michigan University)
Holland Elementary Coordinator

Faculty Standing Committees

1962 - 1963

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

ADMINISTRATIVE
Lubbers (chairman), De Haan, Dykstra, Gearhart, Harvey, Hilmert, Hollenbach, Kleis, May, Ponstein, Reeverts, Timmer, Vander Lugt

EDUCATIONAL POLICIES
Vander Lugt (chairman), Crook, Green, Hollenbach, Klaasen, Loveless, Mueller, ten Hoor, Ver Beek, Wood. Students: Diane Hellenga, Richard Vander Borgh

STUDENT LIFE
Harvey (chairman), Hollenbach (ex-officio), Granberg, Hilmert, Hellenga, Reeverts, Sherburne. Students: Lynne Adams, Richard Brandsma

RELIGIOUS LIFE
Cook (chairman), Brand, Brink, Heine, Murray, Ponstein, Rietberg, Voogd, Weller, Wolters, Zsiros. Students: William Brauer, Sandra Cady

LIBRARY
Perry (chairman), Bailey, Hall, Holcombe, Kooiker, May, Powell, Prins, Van Eyl. Students: Betty Dietch, Robert Wilson

CULTURAL AFFAIRS

ATHLETIC
Brewer (chairman), De Vette, Green, Harvey, Megow, Oostenink, Pyle, Utzinger, Vander Velde, Vanderbush. Students: Paul Ransford, Patricia Simpson

TEACHER EDUCATION
Vander Borgh (chairman), Baker, De Graaf, De Haan, Karsten, Loveless, Rider, Schoon, Steketee, Vander Lugt, Williams
Faculty*

ADMISSIONS
Timmer (director), Brown (associate director), Hollenbach (chairman), Folkert, Kruithof, Reeverts, Snow, Vanderbush, Vander Lugt

EDUCATIONAL GRANTS
Kleis (chairman), Cavanaugh, Frissel, Hollenbach, Lubbers, Steffens, Timmer, Van Zyl

Faculty Elected Committees

STATUS COMMITTEE
Lubbers, Cavanaugh, Holleman, Hollenbach, ten Hoor, Vander Lugt

PROFESSIONAL INTERESTS COMMITTEE
Brink (chairman), Cavanaugh, Ponstein, Protheroe, Vanderbush

The Student Council
Richard Brandsma, President
Lynne Adams, Vice-President
Mary Klein, Recording Secretary
Betty Bruins, Corresponding Secretary
Samuel Tomlinson, Treasurer


Student-Faculty Committees

NEXUS COMMITTEE
Dr. Lubbers (co-chairman), Richard Brandsma (co-chairman), Dean Hilmert, Dean Reeverts, Dean Vander Lugt, Lynn Adams, Mary Klein, Samuel Tomlinson

STUDENT PUBLICATION BOARD
Kristin Blank, Jack Jenner, Daniel Ogden, Frances Osborn, Thomas Werge, Nancy Zwart, Dean Reeverts, Dean Vander Lugt
The College Corporation

The Board of Trustees

Ex officio, The President of the College
Irwin J. Lubbers, Ph.D.

The Executive Secretary of the Board of Education
Reformed Church in America
Bernard J. Mulder, D.D.

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Treasurer
Henry Steffens

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Scarsdale, New York
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Schenectady, New York
Herman Dragt
Fulton, Illinois
Rutherford G. Huizinga
Stamford, Connecticut
Laurance Kupfrian
Waldwick, New Jersey
William O. Rottschäfer
Grand Rapids, Michigan
John N. Snapper
San Diego, California
Roger Verseput, Jr.
Grand Rapids, Michigan
Wynand Wichers, LL.D.
Kalamazoo, Michigan

Term Expires 1964

James W. Benes
Mohawk, New York
Carl Cleaver
New York, New York
William G. Geiger
Union City, New Jersey
Joseph C. Holbrook, Jr.
Cicero, Illinois
Kenneth Leestma
Sheldon, Iowa
Eugene Link, Ph.D.
New Paltz, New York
Matthew Feelen, M.D.
Kalamazoo, Michigan
John W. Ver Meulen
Racine, Wisconsin
Harri Zegerius
Kalamazoo, Michigan

Term Expires 1965

Randall C. Bosch
Holland, Michigan
Donald J. Bruggink, Ph.D.
Holland, Michigan
Donald L. Brush, LL.D.
East Lansing, Michigan
Chester Meengs
Chicago, Illinois
Carl M. Pearson
Rochester, New York
Forrest R. Prindle
Bloomfield, New Jersey
Arad Riggs, LL.D.
Bronxville, New York
Harmon Wierenga
Pella, Iowa
Harold J. Workman
Muskegon, Michigan
The College Corporation

Term Expires 1966

Titus J. Hager
Herman Kruizenga
Fritz V. Lenel, Ph.D.
Reuben J. Ongna
Theodore Schaap
Kenneth M. Spang
Duane Tellinghuisen
Laverne J. Vander Hill
Willard C. Wichers

Grand Rapids, Michigan
Muskegon, Michigan
Rensselaer, New York
Leighton, Iowa
Grand Rapids, Michigan
Chappaqua, New York
Lombard, Illinois
Warwick, New York
Holland, Michigan

Term Expires 1967

Ekdal Buys
Robert T. Dykstra
Gerard J. Koster
Harold Leestma
Eva L. Pelgrim
Robert C. Ransom
John J. Soeter, D.D.
William van den Berg
Wilbur J. Wormuth

Caledonia, Michigan
Grand Rapids, Michigan
Babylon, New York
Santa Ana, California
Holland, Michigan
New York, New York
Jersey City, New Jersey
Matlock, Iowa
Schenectady, New York

Term Expires 1968

Erwin Bach
Spencer C. De Jong
M. Eugene Flipse, D.D.
B. J. Hoffman
A. Dale Stoppels
Henry Ten Pas, M.D.
George H. Vander Borgh, Ph.D.
John Vander Ploeg

Sheboygan, Wisconsin
Hamilton, Michigan
Douglaston, New York
Hudson, New York
Grand Rapids, Michigan
Holland, Michigan
West Sayville, New York
Sioux Falls, South Dakota

Committees of the Board

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Ekdal Buys, Chairman
Randall C. Bosch
Titus J. Hager
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Harold Leestma
Herman Kruizenga
Irwin J. Lubbers
Chester Meengs

Matthew Peelen
Eva Pelgrim
Arad Riggs
Theodore Schaap
George Vander Borgh
John W. Ver Meulen
Willard C. Wichers
Wynand Wichers
The College Corporation

BUILDING COMMITTEE
William O. Rottschafer — Chairman
Titus J. Hager
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John J. Soeter
John Vander Ploeg

FINANCE AND INVESTMENT COMMITTEE
Arad Riggs — Chairman
Carl Cleaver
Robert T. Dykstra
Irwin J. Lubbers
Robert C. Ransom
Henry Steffens
John W. Ver Meulen

HONORARY DEGREES AND INSTRUCTION COMMITTEES
Irwin J. Lubbers — Chairman
Randall C. Bosch
Ekdal Buys
William Hilmert
John W. Hollenbach
Matthew Peelen
William Vander Lugt

BUDGET AND AUDIT COMMITTEE
Randall C. Bosch — Chairman
Ekdal Buys
Irwin J. Lubbers
Henry Steffens
Rein Visscher

SPECIAL COMMITTEE ON FACULTY SALARIES
Henry Ten Pas — Chairman
Randall C. Bosch
Matthew Peelen

LONG RANGE PLANNING COMMITTEE
Willard C. Wichers — Chairman
Herman Kruizenga
Irwin J. Lubbers
Chester Meengs
Gerard J. Koster
Eva Pelgrim
Alumni Association

Board of Directors

1962 - 1963

President...................................Donald Ihrman
Vice President.............................Lamont Dirkse
Secretary...............................Marian A. Stryker
Treasurer..................................Henry Steffens

Members

DIRECTORS — TERMS EXPIRING 1963
Paul W. Dame                                Kalamazoo, Michigan
Anthony Dykstra                              Canandaigua, New York
James Hinkamp                                 Birmingham, Michigan
Frederick Kruithof                            Holland, Michigan
Andrew Lampen                                St. Paul, Minnesota

DIRECTORS — TERMS EXPIRING 1964
Mrs. Carl K. Kraus                           Richmond, Michigan
Earl E. Mosier                               Trenton, New Jersey
Dirk Mouw                                    Grand Rapids, Michigan
Mrs. Carl Tidd                               Hamilton, Michigan

DIRECTORS — TERMS EXPIRING 1965
Lamont Dirkse                                Grand Haven, Michigan
Donald L. Ihrman                              Benton Harbor, Michigan
Henry Kinkema                                  Kalamazoo, Michigan
Milton Klow                                    Bethesda, Maryland
Paul Kranendonk                               Guilderland Center, New York
Marvin Meengs                                 Muskegon, Michigan
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

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

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

PATTERSON MEMORIAL PRIZE IN BIOLOGY

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

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

OTTO VAN DER VELDE ALL CAMPUS AWARD

Otto Van Der 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

Pietenpol Prize, a cash award, to the Senior student who gives promise of greatest success in the Christian ministry.
Honors and Awards

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

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

HERMAN MILLER ART AWARD
Herman Miller Art Award, a $25 book award, given to a Senior most deserving of recognition and encouragement for creative work in the field of visual arts.

SENIOR BIBLICAL PRIZE
Senior Biblical Prize, a cash award, to the Senior student who has been chosen the outstanding student in the field of Biblical Studies.

JUNIOR BIBLICAL PRIZE
Junior Biblical Prize, a cash award, to the Junior student who has been chosen the outstanding student in the field of Church History.

SOPHOMORE BIBLICAL PRIZE
Sophomore Biblical Prize, The Coopersville Men's Bible Class Award, a cash award, to the Sophomore student who has exhibited superior ability in the field of Biblical Study.

FRESHMAN BIBLICAL PRIZE
Freshman Biblical Prize, a cash award, to the Freshman student who has exhibited superior ability in the field of Biblical Study.

SLOAN-STEGEMAN PRIZES
Sloan-Stegeman Prizes, cash awards, to the two college students writing the best essays on foreign missions.

CHRISTIAN HERALD AWARD
Christian Herald Award, a bronze medal, presented to a Senior student who has demonstrated qualities of outstanding Christian leadership on the campus.

THE EGBERT WINTER EDUCATION AWARDS
The Egbert Winter Education Awards, cash prizes, to the young man and the young woman in the Senior class who give promise of making the most significant contributions in the field of teaching.

WILLIAM B. EERDMAN'S POETRY PRIZE
William B. Eerdman's Poetry Prize, a cash award, for the best creative writing done in poetry during the current year.

WILLIAM B. EERDMAN'S PROSE PRIZE
William B. Eerdman's Prose Prize, a cash award, for the best creative writing done in prose for the current year.
Honors and Awards

George Birkhoff, Jr. Prize
George Birkhoff, Jr. Prize, a cash award, to the student submitting the best work in a designated area of English.

Ray De Young History Prize
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.

Metta J. Ross History Prize
Metta J. Ross History Prize, a cash award, to the junior student whose interest, achievement, and promise in history, as indicated by academic record and career plans, in the judgment of the history faculty, most merits recognition.

The Marguerite Prins French Award
The Marguerite Prins French Award, a cash award, to the Senior whose interest and achievement in the study of the French Language and Literature has been the most significant.

Rolf Italiaander Junior Prizes for History or Political Science
Rolf Italiaander Junior Awards for History or Political Science. An award of $50 to a student in the junior class who has shown superior achievement and promise in the area of studies toward the betterment of international and interracial understanding as demonstrated in an essay on a topic assigned for the year by the department of History or Political Science. One copy of the essay is to be given to the donor who will not act as one of the judges. Second and third prizes are a book written by Mr. Italiaander.

Fellowship Nominations

Michigan College Fellowship
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 graduation class to be the recipient of this fellowship award for graduate study at the University of Michigan.

Michigan College Scholarship
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
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.
### Recorder's Report 1961-1962

#### Summer School, 1961

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#### First Semester, 1961-1962

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Equated full-time: 1509

#### Religious Affiliation

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Michigan: 855
New York: 189
New Jersey: 144
Illinois: 143
Wisconsin: 45
Ohio: 23
Indiana: 18
California: 16
Iowa: 16
Pennsylvania: 16
Colorado: 8
Minnesota: 8
Florida: 5
Virginia: 5
Missouri: 3
Connecticut: 3
Washington: 3
Massachusetts: 2
South Dakota: 2
Maryland: 2
Arizona: 2
Delaware: 1
Texas: 1
Idaho: 1
New Hampshire: 1
Alabama: 1
Montana: 1
Nebraska: 1
Louisiana: 1
Oklahoma: 1

Hong Kong: 17
Japan: 5
Africa: 2
Canada: 2
Philippines: 1
Persian Gulf: 1
Germany: 1
Brazil: 1
England: 1
China: 1
Alaska: 1
Indonesia: 1
Netherlands: 1
Iran: 1
Singapore: 1
Korea: 1

Total: 1553
# Graduates, 1961

A.B. Degree Conferred in 1961

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<td>Abell, Karen Elizabeth</td>
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<td>Akker, Dale Laverne</td>
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<td>Akker, Lee Roy</td>
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De Witt, Mark David
DeWitt, Mary Louise
Diephuis, Martha Ruth
Dooley, Frank William
Doolittle, Patricia Ann Oonk
Drake, William Frederick
Dykstra, Donald Wayne
Dykstra, Henry John
Eastman, Judith Ann
Elfring, Gary
Ericson, Edward Einar, Jr.
Estell, Priscilla Wanstraat
Evans, Sally Ann
Fisher, Robert Carl
Fox, James Edwin
Freeman, Merilyn Kay
Fugazzotto, Marilyn Elaine
Geitner, Barbara Helen
Geitner, E. Peter
Gouwens, Marlene Joan
Groenhof, Eugene Dale
Grooters, Larry Dean
Hannenburg, James Calvin
Heath, George Phillip
Hengeveld, Dennis Allen
Hoffman, Bruce Jon
Hoffman, Michele Jean
Hoksbergen, Mary Ann
Hollander, Evelyn
Holmen, Robert Louis
Holt, Robert Lyle
Hoogerhyde, Kaye Don
Hradec, Emily Julie
Hubbard, John Russell
Hughes, Howard Bos
Hunter, Louise
Hyink, Karen Joan
Jaarsma, Richard John
Jansen, Leona Catherine
Jansma, Richard Arnold
Japinga, Douglas Roy
Joelson, Carol Marie
Johnston, Hewitt Vinnedge
Joosse, Wayne William
Karachy, Myra Giemsoe
Karachy, Wa-el Saleem
Kemp, Jean Marie
Kempers, Margery Anne
Klaasen, Robert Frank
Klaasen, Thomas Albert
Kleinhuizen, Merlin Neal
Kloparens, Ruth Ann
Kloparens, Thomas Andrew
Komejan, Ronald Glenn
Koolstra, Sandra Gayle

Muskegon, Michigan
Grandville, Michigan
South Haven, Michigan
Union City, New Jersey
Holland, Michigan
Fonda, New York
Holland, Michigan
Holland, Michigan
Lebanon, New Jersey
Holland, Michigan
Holland, Michigan
Holland, Michigan
Muskegon, Michigan
Rosendale, New York
Ann Arbor, Michigan
Grand Rapids, Michigan
Allison Park, Pennsylvania
Little Falls, New Jersey
Little Falls, New Jersey
South Holland, Illinois
Zeeland, Michigan
Grand Rapids, Michigan
Grand Rapids, Michigan
Churchville, Pennsylvania
Grandville, Michigan
Hudson, New York
Grand Rapids, Michigan
Springfield, South Dakota
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Holland, Michigan
Cicero, Illinois
Lakewood Club, Michigan
River Forest, Illinois
Burdett, New York
Kohler, Wisconsin
Holland, Michigan
Wayne, New Jersey
Alton, Iowa
Grandville, Michigan
Venice, Florida
Holland, Michigan
Waldo, Wisconsin
Holland, Michigan
Amman, Jordan
Rochester, New York
Chiapas, Mexico
Holland, Michigan
Holland, Michigan
Raymond, Minnesota
Holland, Michigan
Holland, Michigan
Zeeeland, Michigan
Grand Rapids, Michigan

155
Graduates, 1961

Kooyers, Georgiana Lucille
Kooyers, Lorraine Ruth
Kraai, Harm
Kregar, Constance Marion
Kroeze, Robert Dale
Kruithof, Frederick Rolfe
Kutzing, William Frederick, Jr.
Kuyper, Lester William
Lantinga, Orvan Sanford
Lebbin, LeRoy John
Lee, William Leonard
Leestma, Louise Anne Marsilje
Ling, Connie Hong Ni
Linscott, Gloria Carol
Looyenga, Robert William
Louwenaar, Mary Jane
Love, Frank Vernon
Lubbers, John Murray
Ludwick, Ralph Edson
Luttrull, Evonne Loree
Mack, Paul Duane
MacKay, Gordon William
Magee, (Wilma) Joyce
Malstrom, Nancy Lee
Matthews, Clark John
Meerman, Nancy Nell
Middernacht, Steven
Millard, Jack Henry
Mokma, Ruth Ellen
Moore, Mary Ellen
Muilenburg, Marilyn June
Mulder, Nancy Jean
Mulder, Robert Glen
Mulder, Roger Lee
Nederveld, Dean Sprick
Neroni, Delmont Peter
Neste, Sharon Lee
Nienhuis, Judith Ann
Nyhus, Jay, Arthur
Oudersluys, Richard C.
Overton, Arthur Wayne
Paarlberg, Philip John, Jr.
Parkes, John Edward, Jr.
Parsil, Bruce Merritt
Pastoor, Ilene Ruth
Peterman, James Jacob
Pinter, Edith
Plaggemars, Howard Owen
Ramaker, Dolores Jean
Raymer, Nancy Lou
Reynolds, Katherine Anne
Rhem, Patricia L.
Ritsema, Daniel Peter
Rocks, Marilyn Jean
Roelofs, William Howard

Holland, Michigan
Holland, Michigan
Grand Rapids, Michigan
Riverdale, New Jersey
Holland, Michigan
Holland, Michigan
Queens Village, New York
Holland, Michigan
Jenison, Michigan
Cicero, Illinois
Abertillery, South Wales
Holland, Michigan
Kowloon, Hong Kong
Grand Rapids, Michigan
Pollock, South Dakota
Muskegon, Michigan
Holland, Michigan
Oostburg, Wisconsin
Holland, Michigan
Muskegon Heights, Michigan
Holland, Michigan
Cambria Heights, New York
Holland, Michigan
Grand Haven, Michigan
Muskegon, Michigan
Coopersville, Michigan
Holland, Michigan
Plainfield, New Jersey
Holland, Michigan
Frankfort, New York
Edgerton, Minnesota
Chicago, Illinois
St. Anne, Illinois
Holland, Michigan
Byron Center, Michigan
Lodi, New Jersey
Clarendon Hills, Illinois
Holland, Michigan
Sheboygan Falls, Wisconsin
Holland, Michigan
Islip, New York
Holland, Michigan
Chicago, Illinois
Highland Park, New Jersey
Grand Rapids, Michigan
Muskegon, Michigan
Greenfield, Massachusetts
Holland, Michigan
Holland, Michigan
Charlevoix, Michigan
Bensenville, Illinois
Spring Lake, Michigan
Momence, Illinois
Holland, Michigan
Sioux Center, Iowa
Romence, Jack Lee
Rozeboom, James Plette
Rynbrandt, Calvin James
Rynbrandt, Ronald Henry
Santinga, Timothy Claude
Schember, Doris McCrea
Schmidt, Arthur E., Jr.
Scholten, Jean Geraldine
Schuiteman, Mildred Joanne
Schut, Norman Jay
Seymour, Lowell Albert
Shimp, George Jeffrey
Smith, Phyllis Ann
Smith, Sharon Lee
Smits, Charles Allan
Smoes, Robert Lee
Snyder, Ronald E.
Stam, Kenneth Dwayne
Steffens, Henry Westveer
Stegink, Gordon A.
Suess, LeRoy A.
Tanis, Joan Mary
Taubald, Richard Otto
Ten Brink, Lee Vernon
Tom, William
Truby, Charles Paul
Tuttle, Robert Wesley
Van Buren, Wallace Dean
Vanden Berg, Gary, Jr.
Vandenburgh, John Gordon
Vanderbilt, William Roy
Vander Kolk, Henry Lewis
Vander Meulen, Ruth
Vander Molen, Barbara Jane
Vander Ven, John Edward
Vande Vusse, Frederick John
Van Dongen, Gene William
Van Doornik, Ardith Joyce
Van Duinen, Lora Jane
Van Dyk, Mary Ruth
Van Eck, Christine Pindar
Van Eenennaam, Ronald Huyser
Van Leeuwen, Judith Ann
Van Lente, Gertrude Ruth
Van Wyk, Betty Vicha
Veen, Cheryl Dawn
Veldheer, Elmer
Veldhuizen, Edward Glen
Ver Burg, Eleanor Rose
Ver Hoeven, Edward Stanley
VerMeulen, Carl William
Walter, Mary Louise
Wang, Leander Ling-Chi
Watt, Eileen Gail
Wezeman, Jane Judith

Grand Rapids, Michigan
Kalamazoo, Michigan
Wapun, Wisconsin
Dorr, Michigan
Kalamazoo, Michigan
Grand Haven, Michigan
Holland, Michigan
Steen, Minnesota
Sioux Center, Iowa
Hudsonville, Michigan
Pollock, South Dakota
White House Station, New Jersey
Holland, Michigan
Tonawanda, New York
Zeeland, Michigan
Coopersville, Michigan
Kalamazoo, Michigan
Holland, Michigan
Holland, Michigan
Muskegon, Michigan
Scotland, South Dakota
Holland, Michigan
West New York, New Jersey
New Era, Michigan
East Sonoma, California
Holland, Michigan
Coldwater, Michigan
Roseland, Minnesota
Holland, Michigan
Lakewood, California
Adell, Wisconsin
Hopkins, Michigan
Zeeland, Michigan
Grand Rapids, Michigan
Holland, Michigan
Holland, Michigan
Grand Haven, Michigan
Holland, Michigan
New Era, Michigan
Lynden, Washington
Holland, Michigan
Holland, Michigan
Holland, Michigan
Holland, Michigan
Hamilton, Michigan
Holland, Michigan
Holland, Michigan
Holland, Michigan
Flossmoor, Illinois
Kalamazoo, Michigan
Kowloon, Hong Kong
Edinburgh, Scotland
Evergreen Park, Illinois
**Graduates, 1961**

Wiegerink, Ronald  
Wieghmink, Joan  
Wiersema, Mary Elaine  
Wiers, John Louis  
Wiersma, Thomas Dale  
Wildschut, Sylvia Mae  
Wilkin, David Jordan  
Williams, Donald Keith  
Wondra, Gerald Leo  
Wood, Barbara Joan  
Wubbels, Priscilla Jean  
Yonan, Adina Evelyn  
Yonkers, Carolyn Arlene

Grand Rapids, Michigan  
Holland, Michigan  
Morrison, Illinois  
Ada, Michigan  
Hamilton, Michigan  
Holland, Michigan  
Wallkill, New York  
Holland, Michigan  
Lodi, New Jersey  
Accord, New York  
Baldwin, Wisconsin  
Brooklyn, New York  
Muskegon, Michigan

**Honor Degrees, 1961**

**Summa Cum Laude**

Ericson, Edward Einar, Jr.  
Van Dyk, Mary Ruth

**Magna Cum Laude**

Den Uyl, Linda Gordon  
Stegink, Gordon A.  
Hradec, Emily Julie  
Van Wyk, Betty Vicha  
Lebbin, LeRoy John  
Wiers, John Louis  
Reynolds, Katherine Anne  
Wondra, Gerald Leo

**Cum Laude**

Betke, James Earl  
Nienhuis, Judith Ann  
Beyers, Bonnie Jean  
Rynbrandt, Ronald Henry  
Bosch, Helene Gaye  
Schember, Doris McCrea  
Hoffman, Michele Jean  
Scholten, Jean Geraldine  
Jaarsma, Richard John  
Wilkin, David Jordan

**Honorary Degrees**

Mrs. Josephine Bay Paul - LL.D.  
The Reverend Lowell P. Ditzen - L.H.D.  
Edward L.R. Elson - LL.D.  
Raymond D. Meema - D.D.
### Recorder’s Report 1962-1963

#### Summer School, 1962

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<th></th>
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<th>Vienna</th>
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<td>Totals</td>
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Total 376

#### Number of FULL-TIME Students Enrolled First Semester 1962-1963

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<th>Degree Students:</th>
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<td>Seniors</td>
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<td>Juniors</td>
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<td>Sophomores</td>
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<td>160</td>
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<td>215</td>
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<td>Non-Degree Students:</td>
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Total 1507

#### Number of PART-TIME Students Enrolled First Semester 1962-1963

| Degree Students: | 18 | 13 | 31 |
| Non-Degree Students: | 9 | 14 | 23 |

Total 54

Grand Totals 859 702 1561

Total Full-Time Equivalent 1534

#### Religious Affiliation

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<td>Covenant</td>
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<td>Brethren</td>
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<td>Disciples of Christ</td>
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<td>Bible Church</td>
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<td>Jewish</td>
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Total 1561
**Recorder’s Report 1962-1963**

**Geographical Distribution**

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<tr>
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<td>Maine</td>
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</tbody>
</table>

Total 1505

*The above figure includes 11 American students whose parents are presently living in foreign countries.*
A.B. Degree Conferred in 1962

SioxFen Center, Iowa
San Francisco, California
Harvey, Illinois
Chicago, Illinois
Muskegon, Michigan
Mohawk, New York
Lincoln Park, New Jersey
Holland, Michigan
Castleton, New York
Holland, Michigan
Mohawk, New York
Zeeland, Michigan
Grandville, Michigan
Zeeland, Michigan
Chicago, Illinois
Chicago, Illinois
Steen, Minnesota
Steen, Minnesota
Holland, Michigan
Holland, Michigan
Holland, Michigan
Dorr, Michigan
Harvey, Illinois
Holland, Michigan
Hamilton, Michigan
Bellsville, Michigan
Grand Rapids, Michigan
McBain, Michigan
Tarrytown, New York
Sturgis, Michigan
Northville, Michigan
Cresskill, New Jersey
Tenafly, New York
Holland, Michigan
Bandung, Indonesia
Closter, New Jersey
Poughkeepsie, New York
Holland, Michigan
Wilmington, Delaware
Muskegon, Michigan
Muskegon, Michigan
Irvington, New Jersey
Keene, New Hampshire
Grand Rapids, Michigan
Greenville, Michigan
Alton, Iowa
Jackson Heights, New York
Holland, Michigan
Riverdale, Illinois
Lawyersville, New York
Rock Valley, Iowa
Rutherford, New Jersey
**Graduates, 1962**

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>De Korte, John Martin</td>
<td>Grand Rapids, Michigan</td>
<td></td>
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<tr>
<td>De Ruyster, Marion Gwen</td>
<td>Cedar Grove, Wisconsin</td>
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<tr>
<td>De Vries, David Roy</td>
<td>Blue Island, Illinois</td>
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<tr>
<td>Dewitt, Ruth Ellen</td>
<td>Hudsonville, Michigan</td>
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<tr>
<td>De Witte, Norine Ann</td>
<td>Fremont, Michigan</td>
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<td>De Young, Carolyn Ann</td>
<td>Chicago, Illinois</td>
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<tr>
<td>Dragt, Gordon Rein</td>
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<tr>
<td>Draper, John Frederick</td>
<td>East LeRoy, Michigan</td>
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<td>Dykema, Merle L.</td>
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<td>Dykstra, Larry J.</td>
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<td>Dykstra, Norman Lee</td>
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<td>Elenbaas, Jack Delwyn</td>
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<td>Endert, Carolina</td>
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<td>Garber, Lois Kathryn</td>
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Mortensen, Barbara Ann

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Rietveld, Janet Hermine  
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Van Lente, Johanna  
Weener, Sherwin Dale  
Whipple, James Halley III  
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