
Hope College

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a four-year liberal arts college
for men and women
Over one hundred years ago, Dutch pioneers, seeking new opportunities in a young America, established an academy on the eastern shore of Lake Michigan. Battling hostile forces in an untamed land, they were sustained by a love of liberty and devotion to God that set the guidelines for their new institution. Today this school is Hope College, a distinguished and distinctive liberal arts, four-year, undergraduate college, affiliated with the Reformed Church in America. Its great religious heritage is expressed through a dynamic Christian community—students and teachers vitally concerned with a relevant faith that changes men's lives and transforms society.

The curriculum offers a variety of courses in 22 major fields. The College has long been known for outstanding pre-professional training. Each year most graduates go on to further study in the leading graduate schools here and abroad, or enter directly the teaching and other professions.

Hope College is fully accredited by the North Central Association of Colleges and Secondary Schools, The National Council for Accreditation of Teacher Education; it is approved by the American Association of University Women and the American Chemical Society, and it is a member of the National Association of Schools of Music.

Students may attend the Hope College Vienna Summer School. They may choose to enroll for a semester or a full year's study in Europe. Through the Washington Semester Plan, superior students may study government and politics in Washington, D.C. Membership in the Great Lakes Colleges Association enables Hope students to study in Scotland, Mexico, Colombia, Japan, the Near East, Africa.

Hope is a member of the Michigan Intercollegiate Athletic Association and fields varsity teams in all major sports. An active intra-mural program is also encouraged. Lake Michigan beaches are less than fifteen minutes away and facilities for both water and snow sports are close by.
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**CALENDAR** ............................................................................ Inside Back Cover
Ce qui n'est pas clair
n'est pas grand chose !
This is Hope College...

**hope**

occupies a special place in the vast array of educational opportunities in the United States. It makes its contribution to the vitality and diversity of American higher education through the distinctiveness of its educational philosophy and program. For more than a century, Hope has cherished the conviction—as it does today—that life is God's trust to man, a trust which each of us is called to activate personally by an insistent concern for intelligent involvement in the human community and its problems.

Hope's reason for being is each individual student; its purpose is the growth and development of each student as a competent, discriminating, effective, creative, compassionate, responsible, and committed human being; its design is to foster, to encourage, and to provide full opportunity for the fulfillment of each individual student, not for his own self-gratification, but for what he can give to others in service to God and man.

Hope College holds that a vital faith is central to education and to life—that faith provides both the incentive and dynamic for learning and living.

**hope welcomes**

able young men and women of all economic and social levels who are distinguished by their intellectual capacity and their strength of character, who are responsive and responsible, and who thrill to the challenge of making their lives count. It is equally interested in the physician and the philosopher, the architect and the artist, the businessman and the biologist, the chemist and the clergyman. It attracts students who sincerely seek to stretch their minds to heighten their appreciation, to deepen their commitment, and to develop their capacity for service. It appeals to those who have a zest for noble living and responsible leadership.

**hope provides**

an exciting adventure in learning and living, and exhilarating quest, not alone for knowledge and wisdom, but for understanding, for significance, for meaning, for values, and for purpose.

As partners in this seeking and searching fellowship of learners, Hope students find a sympathetic faculty of professionally distinguished scholars with a passion for great teaching and an abiding concern for the total development of every individual student. Hope realizes that many of life's great lessons are caught, not taught;
lived, not lectured. Its teachers, in their relationship with students, bear not only the witness of their academic proficiency, but also the witness of their dedicated lives. They care for students—for freshmen as well as for seniors. Hope's finest teachers are honored to teach elementary, as well as advanced courses. Independent work on a highly personal basis is encouraged.

Hope offers a gracious, well equipped and friendly environment. Campus life centers about residence halls which serve as social centers for meals and conversation, for fellowship and self government, and provide congenial surroundings for students to learn from one another. The diversity of student backgrounds, geographic and ethnic origins, and a wide range of personal interests, add variety and richness to the group living experience.

Myriad co-curricular activities and cultural events attract almost every student on campus and provide rich opportunities as laboratories for leadership. The total Hope experience is designed to be both stimulating and happy, and to engender a lifelong love of learning.

**hope prepares**

men and women who are persons in their own right—uncommon men and women who have a personal dignity based on intelligence, competence, maturity, a profound sense of responsibility, and a deeply rooted faith. For more than a century, Hope has sent to the four corners of the world alumni who have enriched their professions and humanity far out of proportion to their numbers. Its graduates aim to go beyond specialization toward a synthesis of all learning into a life of meaning, purpose, and commitment. Hope makes a continuing contribution to society in the form of graduates whose intellectual quality is high and whose sense of responsibility to God and man is exceptional. Hope College is an idea and a vision which takes form in the lives of its graduates.
FACULTY—Men and women of high scholastic attainment and of deep concern for the growth and development of students, Hope's faculty insure the quality education which has long been the hallmark of Hope College.

All Hope's faculty members serve not only as teachers, but as counselors, advisors, and friends to students. Outside the classroom they contribute to the intellectual vitality of the campus through evenings with students in their homes, "bull sessions" in residence halls, essays in the Anchor, and many informal contacts with students. Hope's faculty, which includes 140 full-time faculty members and 27 part-time faculty members, is drawn from many universities. All are recognized both for the quality of their teaching and for their scholarly attainments.

CURRICULUM—Hope's educational program offers a variety of courses in 22 major fields. Within and through this educational program, Hope is concerned with developing intellectual discipline and a fellowship of inquiry. The curriculum is described in detail in a later chapter.

Hope is concerned that each student achieves intellectual development through the offerings of the various departments. For those students with unusual academic talent, the following challenging programs have been designed:

- Honors courses in the freshman and sophomore year
- Independent and tutorial study during all four years
- Research opportunities for all students in all disciplines through the Washington Semester Program gives students an opportunity to study government and politics in Washington, D.C.
- Area and Language Programs at GLCA Member Colleges permit Hope students to make arrangements for studying a number of critical languages.
The College Resources

For over a century Hope College has served as a major and valuable source for the discovery, inspiration and education of young scientists. Through the development of a unique science curriculum Hope will continue to remain in the forefront of scientific education. Hope College was chosen to be one of twenty colleges, out of three hundred colleges screened, to share in the Alfred P. Sloan Foundation experiment in the teaching of science. A Sloan grant of $375,000 will provide Hope with an exciting opportunity to experiment with entirely new concepts in science teaching, concepts which cut across interdisciplinary lines and offer challenging new techniques for learning.

Throughout its history, Hope's pre-professional programs of study have launched a great number of outstanding doctors, dentists, lawyers and ministers on their way to successful careers. The pre-professional programs of study at Hope include the areas of medicine, dentistry, law, business and theology. Furthermore, a 3-2 engineering program has been established in conjunction with the University of Michigan and Purdue University. Also, the teacher education program at Hope allows students to obtain the necessary courses for certification in elementary and secondary education.

INTERNATIONAL EDUCATION—Opportunities for international education are many. On the home campus, Hope's American students intermingle freely with students from some thirty-five foreign countries. Students from Japan, Africa, India, Vietnam, and Yugoslavia come to the Holland campus, permitting Hope students to acquire greater understanding of community and world problems. In addition to this, each summer an international summer school attracts students from all over the world.

THE HOPE COLLEGE VIENNA SUMMER SCHOOL gives Hope students an opportunity to study abroad for a six-week summer session. Now in its twelfth year, the Hope College Vienna Summer School was begun by Hope history professor, Dr. Paul Fried. Held in Vienna, Austria, the summer school provides students with an opportunity to study music, history, languages; visit art museums, historic places; hear European intellectuals lecture; and tour through either Western Europe or the Iron Curtain countries.

JUNIOR YEAR ABROAD AND OTHER PROGRAMS—Vistas of learning and cultures of wide variety are open to those interested and eligible. Qualified students may spend their Junior year in Freiburg, Germany; Madrid, Spain; Nantes or Paris, France; Aberdeen, Scotland; or Vienna, Austria. Rich and rewarding opportunities for study abroad are available through the Great Lakes Colleges Association, which is comprised of twelve midwestern colleges of liberal arts and sciences—Albion, Antioch, Denison, DePauw, Earlham, Hope, Kalamazoo, Kenyon, Oberlin, Ohio Wesleyan, Wabash, and Wooster. The GLCA program provides unusual opportunities for study in the Near East, Far East, and Latin America. This non-western program offers study and research programs in Japan, Colombia, Mexico, Lebanon, and Yugoslavia.
DIMNENT MEMORIAL CHAPEL, of Gothic design, is a beautiful edifice with stained glass windows. Used for all-college assemblies and convocations, it houses a four-manual Skinner organ. The ground floor is used for classrooms and faculty offices.

VAN ZOEREN LIBRARY, gift of alumnus Dr. G. John Van Zoeren, is the hub of the student's studious life. The library gives its users a selective collection of books, periodicals, documents, pamphlets, manuscripts, maps, micro-film, and related materials. It now contains more than 100,000 volumes. Other libraries in the community available to Hope College students are the Herrick Public Library, with 100,000 volumes, and the Beardslee Seminary Library, with 50,000 volumes.

Spacious and quiet, the stacks and tables and carrels are arranged for effective reflective work. The mezzanine floor holds most of the volumes of Fine Arts, Literature, History, and Philosophy, as well as seminar rooms and lounges. The ground floor includes the Education Department library, and books on Religion, the Carley theater room for film viewing, and rooms for microfilm and student typing.

THE ARCHIVES, repository for documentary, photographic, and other materials of historic and other value, are available to students, writers, and others interested. The Office of Archives is housed in Van Zoeren Library.

PHYSICS-MATHEMATICS HALL, completed three years ago, has two general physics laboratories, one advanced physics laboratory, a radiation laboratory, an electronics laboratory, four smaller laboratories, four project rooms, mechanical drawing, mechanical equipment rooms, dark room, conference rooms and classrooms. Two large lecture halls are joined to the main building by a glass enclosed lobby. The building also contains an 1130 IBM computer, ten electronic calculators, and audio-visual service equipment.
The College Resources

VAN RAALTE MEMORIAL HALL is used for classrooms and administrative offices, with book store, coffee shop, and lounges on the ground floor.

THE SCIENCE HALL accommodates the biology and chemistry departments. The Little Theater occupies the fourth floor. Temporarily the new Geology Department will be housed in the east wing of Voorhees ground floor. A greenhouse adjacent to the Science Hall is used by the botany students and faculty.

NYKERK HALL OF MUSIC AND SNOW AUDITORIUM was constructed in 1956 and provides modern facilities. The Hall has seven teaching studios, fourteen practice rooms, two classrooms, office, record library, and three listening rooms. The auditorium, used for band and orchestra rehearsals, and small concerts, seats 200 persons. A new wing to the building is expected to be constructed soon.

GRAVES HALL, built in 1894 and remodeled in 1962, is a beautiful stone building used for classrooms, Language Center, and language laboratory equipped with 72 stations for foreign language study. Student offices and the Henry Schoon Meditation Chapel occupy the ground floor.

PSYCHOLOGY CENTER has offices for psychological counseling; laboratories for instructional purposes, workshop, seminar room, rooms for student research, and observation room.

CARNEGIE GYMNASIUM has facilities for the intramural and intercollegiate sports program. In addition to the main playing floor, there are two handball courts, lockers, shower rooms, faculty offices, and several smaller rooms for corrective exerc-
The College Resources

cises. The football fields, baseball and softball diamonds, and rubber asphalt running track are a few blocks east of the main campus at Van Raalte Athletic Field.

HEALTH CLINIC, 66 East Twelfth Street, has offices and equipment for use by doctor and college nurses.

EDUCATION OFFICES, 254 College Avenue, has offices and facilities for education faculty. The Reading Center, for those who need to improve reading skills, is also housed there.

ADMISSIONS HOUSE, on corner of College and Graves Place, arranges for interested students to visit the campus. History faculty rooms occupy second floor.

THE RESIDENCE HALLS are shown on map of campus. Dykstra Hall for Women, just completed, is a new cluster-type dwelling. Other buildings expected to undergo construction soon are the student cultural center and large wing on Nykerk Music Hall.

ALUMNI HOUSE, a spacious lovely home across from Nykerk Hall of Music, is hospitality center for the College's 12,700 alumni.

To accommodate the increased enrollments, new buildings have been added to facilitate the learning of the growing student body. Erected in 1961 was the Van Zoeren Library, in 1963 the men's dormitory complex and Gilmore Hall for Women, and in 1964, the Physics-Mathematics Hall.

THE MASTER PLAN—At the time of Hope's Centennial celebration, plans were made for a $10,000,000 campus expansion. The plans, drawn by Charles A. Stade Architects of Chicago, were made possible through a gift of three alumni and are for the following proposed buildings: a Student Cultural Center, a large wing on the Nykerk Music Hall, a new Hall of Science, an International Education Center, additional residence halls, a field house and athletic center, and the remodeling of two present facilities into classroom buildings. To provide for the continued improvement of the educational program of the College, the Board of Trustees in 1966 approved the $10,000,000 development program. A $500,000 intention of the Central Reformed Church of Grand Rapids made possible the first of the buildings, the John A. Dykstra Residence Hall for Women.

LIVING ACCOMMODATIONS—Most of Hope's 1,841 students live on campus, except commuters. The campus has five large residence halls for women, including a new cluster-type hall, just completed. Men students are housed in Kollen Hall, which accommodates 300 students; others enjoy the homelike atmosphere of the sixteen cottages, each of which houses fifteen students. Fraternity members live in a large contemporary complex of five dormitories.

All students pay the same room fee. Each room is shared by two students and is furnished with beds, desks, lamps, bookcases, dressers, and closet space. Coin-operated laundromats and dryers are conveniently located in all the large residence halls.

Through Slater Food Service, three large dining halls cater to both men and women students. The coffee-kletz, open daily, is a popular place for students and faculty.
A ten-year $10,000,000 Master Plan is underway at Hope College. Adopted in the fall of 1966, the first building, the Dykstra Residence Hall for Women, was completed in less than a year. The proposed Student Cultural Center will possibly be the next facility to be built. Others include a Science Hall, Wing on the Music Hall, large addition to the Library, and an International Education Center.

The overriding theme of the Master Plan is to facilitate learning for students and teaching for faculties.
THE HOPE COMMUNITY

Student Government

Within the concept of campus government Hope students are given strong and far-reaching responsibilities. These are fulfilled primarily through the Student-Faculty Committees, the Student Senate, and the Student Court.

STUDENT-FACULTY COMMITTEES—The most important responsibility of students in campus government is their role on the Student-Faculty Committees, whose function is to make specific College policy. On such committees, students and faculty share on an equal basis in their deliberations and votes.

At present there are four such Student-Faculty Committees: the Student Life Committee, the Religious Life Committee, the Athletic Committee and the Cultural Affairs Committee. Their student membership is chosen by the President of the Student Senate, upon approval of the Senate.

STUDENT SENATE—The Student Senate is the elected, representative organization of the student body. Under the 1967 Senate Constitution the president, vice-president, treasurer, four class presidents and eight senators-at-large are elected in the spring. During the third week of school senators are elected to represent the residence halls and the off-campus students. The presidents of the AWS Council and Activities Board are also voting members of the Senate.

The Senate functions in three general areas: to establish and coordinate committees working in the areas of Campus Improvement, Student Outreach, Student Information and Student Activities; to be the voice of the student body in all areas with particular emphasis given to such matters as the academic program, student conduct, journalism, religion and educational policies; and to lend support to many campus and community organizations.

Meetings of the Student Senate are held each week and all students are welcome to attend. The working relationship between the Senate and the Student-Faculty Committees encourages student expression on all major policy issues. The opinions and desires of students are focused in the Senate and then put forth in the campus community. The Senate fulfills major responsibilities in the total structure of campus government, and its diligent efforts provide a necessary stimulus for evaluation and improvement of campus life.

STUDENT COURT—Much of the responsibility for maintaining the high standards of student life in the College community is entrusted to the students. In cases involving the violation of regulations, students comprise the bodies involved in the judicial process.

The primary body in the College judicial system is the Student Court, which is the most important means for fulfilling the judicial responsibilities of the College. The Court gives students the opportunity to be heard by their fellow students and to be judged by their peers. Composed of seven outstanding upperclassmen, appointed by the Senate President and confirmed by the Senate, the Student Court has original jurisdiction in handling student infractions of all College rules, with the possible exception of certain cases which, because of their particular nature, will be discussed by the Deans and the Chief Justice of the Court.
ASSOCIATION OF WOMEN STUDENTS—For all women students, this organiza­tion is composed of two divisions, the A.W.S. Council and the A.W.S. Activities Board. The Board provides an activities program for women students and also sponsors various all-college events. The Council's 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. 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.
The Religious Dimension

Hope encourages the development of whole persons as that phrase is given meaning through the Christian faith. It seeks to be in all aspects a Christian community in action.

THE COLLEGE CHURCH is the focal point of the campus' religions activity. Student-orientated and student-directed, the Church completed its first full year last spring. The Church’s activity is directed by twenty-four student trustees, and its innovative approach has caused it to be a most meaningful avenue of Christian expression for the College community. Sunday worship services in Dimnent Memorial Chapel enable the campus community to share together in corporate worship. Sermons are given by Hope's College Chaplain, Mr. William Hillegonds, by members of the faculty, or by guest ministers. Recent guest preachers and campus visitors include Dr. George Buttrick, formerly Chaplain at Harvard University, Dr. Ernest Campbell of the First Presbyterian Church of Ann Arbor and Mr. Donald De Young of the Inner-City Church Center of New York City.

The Church's Commissions on Study, Work, Worship and World Needs guide an expanding program involving students in dialogue, concern for the underprivileged, personal growth, and outreach. The College Church views all this as a part of God's work in the world. During its first year the College Church sponsored dialogue groups which explored the meaning of the New Testament and the writings of contemporary theologians. Through its leadership, students held discussions on plays, films, and met with visiting campus guests. The Church initiated plans for a Coffee House and sponsored trips to several places, observing unique ventures in Christian outreach. Participants in the Church tutored a number of young students during the year who lived in underprivileged, deprived urban areas.

CHAPEL—Another aspect of the religious dimension at Hope is the daily chapel service, which has been held throughout the history of the College. Students, faculty, and college administrators gather together for a twenty-minute service. College personnel and students, as well as campus guests, lead the chapel service. Hope students are required to attend chapel services twice a week.

RETREAT AT CAMP GENEVA is sponsored each fall by the Student Church. Here students go for a weekend of study and meditation at beautiful Camp Geneva on Lake Michigan.

Sports at Hope

Athletics are both intercollegiate and intramural. Participation in sports—just like participation in the social, cultural and religious life of the campus—is viewed as a means for interested students to use their abilities and become more mature persons. Cooperation, team work and individual initiative all are developed through one's experience in sports.

VARSITY ATHLETICS—As a member of the Michigan Intercollegiate Athletic Association, which is comprised of seven Michigan colleges, Hope's varsity athletic teams have established a solid reputation for excellence and championship caliber. In each of the varsity sports—football, cross country, soccer, wrestling, basketball, golf, track, tennis and baseball—Hope has produced outstanding teams. Last year, for the second consecutive year, Hope won the All-Sports Trophy awarded by the MIAA.
The Hope Community

MEN’S INTRAMURAL SPORTS—All men can participate in an active program of intramural athletics which is marked by enthusiasm and keen competition.

The program is run in two divisions. One division is composed of inter-fraternity competition. An extensive schedule has been developed in the following sports: basketball, handball, bowling, touch football, table-tennis, golf, volleyball, softball, tennis and track. Trophies are awarded for each sport and an All-Sports Trophy is given to the winning organization at the end of the year.

A second division is made up primarily of teams from the six wings of Kollen Hall and from the freshman men’s cottages. This program includes touch football, basketball, volleyball, table-tennis and softball.

WOMEN’S SPORTS ACTIVITY—Women are also encouraged to take part in the sports program of the College. The Women’s Athletic Association sponsors an intramural program open to all women students. Women who wish may take part in a broad and comprehensive program including volleyball, softball, basketball, badminton, tennis, bowling, ping-pong. Teams and tournaments are organized according to residence halls, classes, etc., and awards are granted on the basis of participation. Inter-collegiate competition has been developed in field hockey, tennis and other sports. Women who show outstanding interest and ability are given opportunities to represent Hope College in Play Days or athletic meets held during the year with other colleges in the area.
The Hope Community

Cultural Affairs

The form that we give our lives is a product of our values, our aspirations, the pattern of our workaday world, and the activities of our leisure time. Both in work and in play, as performer and as audience, Hope aims to enlarge the vision of the student with regard to the pattern of his choices in his activities, and their significance.

CULTURAL AFFAIRS PROGRAM—Cultural life reveals the heart of our society. Art, literature, music, comedy and drama express the emotions and beliefs of us as a people.

The Cultural Affairs Committee, in conjunction with the Departments of Music, Art, and Dramatics, sponsors an annual series of lectures, dramatic productions, gallery showings, concerts, and performances by popular music groups. Most of these programs are designed for the entire student body and general attendance is strongly encouraged.

This year some of the Cultural Affairs attractions include New York Times reporters John Corry and Harrison Salisbury, authors Saul Bellow and Paul Engle, the Broadway musical “Stop the World I Want to Get Off,” the Town Criers, vocalist Evelyn Reynolds, organist Marie-Claire Alain, pianist Laiko Onishi, and many others.

CONCERTS AND RECITALS—A significant part of the student’s education comes through the opportunities provided for hearing outstanding musicians. More than eighty concerts and recitals are given annually by students, faculty, and professional groups, such as the New York Pro Musica.

Visitors to Hope’s campus within the past two years were Composer Aaron Copland, Austrian organist Anton Heiler, the Swingle Singers, and pianist Alexander Tcherepnin. Other guests were Reginald Beane, Thelma Carpenter, Ethel Waters, and the Dave Brubeck Quartet.

FINE ARTS FESTIVAL—Frequently centering around the culture of a single country, Fine Arts Festivals are presented periodically on the Hope campus. Last year’s Fine Arts Festival on Far Eastern Culture included Korean dancer, Dr. Won-Kyung Cho, in court dances, folk dances, and comparisons between Japanese, Chinese, and Korean dance movements and interpretation; a “tea-house evening” featuring a koto player, brush painter, and Japanese folk dancer; an evening of Japanese opera by the Noh Drama Troupe; and art exhibits of the ancient Japanese art form of katazome.

ART CLASSES—Art in its many forms is taught by an outstanding staff of artists. The staff comprises artists who have won prizes in many national exhibits and who have trained students whose works have been accepted in exhibits and whose works have won prizes. Facilities are available for students to work in sculpture, painting, ceramics, woodblock. Students have opportunity to illustrate for student and college publications, for posters, and for various types of art media required by the Little Theater.

EXHIBITS—Throughout the school year a variety of outstanding exhibits are hung on the mezzanine floor of the Van Zoeren Library. Recently shown were a gallery of Watanabi prints, a show of woodprints by Toon Wegner, printmaker of The Netherlands, and an exhibit of Rembrandt etchings.
The Hope Community

DRAMA—Each year Hope’s drama group, Palette and Masque, presents three major productions in the Little Theater. New York professionals are invited to the campus to give short-term briefings in costuming, stage design, and lighting. Students, majoring in drama, produce several shorter plays in a season. Palette and Masque members are encouraged to fulfill requirements for membership in the National Collegiate Players, a national honorary dramatics society.

MUSIC CLASSES—Private instruction is given in string, woodwind, brass, piano, organ, percussion, and voice in a program leading to the bachelor of arts degree in music or the bachelor of music degree in performance, vocal music education, or instrumental music education.

HOPE CHAPEL CHOIR—The Hope Chapel Choir has presented hundreds of concerts throughout the United States. In June and July, 1967, the Choir made its first European tour. On several occasions the Choir has sung at Radio City Music Hall’s Easterdawn Service and, recently, appeared on a national radio program of Best Choirs in America.
The Hope Community

HOPE COLLEGE SYMPHONETTE ORCHESTRA presents concerts during the school year and goes on a two-week tour each spring. An orchestra of twenty-five members selected by audition from the membership of the College Orchestra, the Symphonette presents a series of community concerts. Each spring the Symphonette takes an extensive concert tour. In the past five years it has toured thirty-five states.

THE HOPE COLLEGE ORCHESTRA—A symphonic organization of seventy-five members, the Orchestra presents its own series of concerts, featuring faculty and student soloists. Young People’s concerts for children of the community, accompaniment of the “Messiah,” and appearances in other Western Michigan communities are also included in its activities.

Among the distinguished artists who have appeared with the Hope College Orchestra are William Warfield, Mischa Mischankoff, and Sidney Harth.

THE HOPE COLLEGE BAND—The College Band offers the student an opportunity to play the best of band music in rehearsal and to perform in concert. It gives a series of formal and outdoor campus concerts and also performs out of town. Guest artists, as well as qualified students, appear as soloists.

THE HOPE COLLEGE STAGE BAND—A student organization which provides an opportunity to perform the standard literature or popular music, this band also provides laboratory situations for study of new music. Rehearsals are held weekly under faculty supervision. To be eligible, students must be members of either the College Band or the College Orchestra.

Other musical organizations to which students may belong are:

THE MOTET CHOIR—A group of twenty men and women who are chosen by audition in the spring.

THE COLLEGE CHORUS—Open to all interested students, the Chorus is trained in choral literature and sings on special occasions.

WOMEN'S CHOIR; MEN'S CHOIR—Selected from the Chapel Choir, these groups train separately in programs of sacred and secular music.

THE HOPE COLLEGE ORATORIO CHORUS—Composed of members of the Chapel Choir, Motet Choir, College Chorus, Men’s and Women’s Choirs, as well as of other musically interested Hope students and faculty, the Oratorio Chorus presents annually an oratorio, including on alternate years Handel’s “Messiah.” On years when the “Messiah” is not given, major choral works produced have been Haydn’s “The Creation,” Faure’s “Requiem,” Brahms’ “Requiem,” and Menotti’s “Amahl and the Night Visitor.”

THE HOPE FACULTY ENSEMBLES—The Hope College String Quartet, the Hope College Woodwind Quintet, and the Hope College Baroque Ensemble are in-residence faculty groups which present a series of chamber music concerts in which other faculty members and visitors often participate as guest artists. The Hope College faculty ensembles also play for Young Audience Programs.
Laboratories for Learning

Through the activities of many and varied campus organizations, Hope students can pursue special interests, develop individual abilities and experience significant growth.

INTERNATIONAL RELATIONS CLUB—In an attempt to gain an understanding of current world problems, the International Relations Club seeks to encourage foreign study, promote dialogue between Hope’s foreign students and the rest of the campus community, and to sponsor programs dealing with current international issues. Besides regular meetings, I.R.C. sponsors International Night and is active in the Western Michigan and national I.R.C. conventions.

YOUNG REPUBLICANS—The Young Republicans Club provides students with the opportunity to participate in the Republican organization and to discuss Republican issues on national, state, local and campus levels. The club takes an active part in campaigning and sends a large delegation to the state convention held each year.
The Hope Community

YOUNG DEMOCRATS—The Young Democrats take an active part in the activities of the Democratic organization. They are active in campus and community affairs and also assist the Democratic headquarters in Holland.

NEW DEMOCRATIC LEFT—The New Democratic Left was organized in 1965 by students interested in bringing national questions and campus issues to the forefront of campus discussion. The club meets regularly, and membership is open to all interested students.

BUSINESS AND ECONOMICS CLUB—The Business-Economics Club is open to all students who have an interest in this field. The club meets throughout the year to hear prominent speakers and to discuss the contemporary trends in the national economy and other relevant subjects.

CHEMISTRY CLUB—The Chemistry Club is the Hope College student affiliate chapter of the American Chemical Society. Chemistry majors who intend to enter graduate school, take a position in industrial chemistry, or teach, are eligible for affiliation with the American Chemical Society.

PRE-MEDICAL SOCIETY—The Pre-Medical Society is composed of students who plan to enter the field of medicine, who have completed the first semester of their sophomore year, and who have maintained at least a 2.8 average. During the school year the society holds monthly meetings and plans one or two field trips to hospitals, medical schools or other institutions, where members have an opportunity to view the contemporary efforts in the field of medicine.

CLASSICS CLUB—The Classics Club is open to all students interested in the field of classical languages. Monthly meetings featuring lectures, discussions and play-readings are held with Eta Sigma Phi.

INTERCOLLEGIATE SPEECH ACTIVITIES—Students interested in Speech have the opportunity to participate in the following activities:

1) Peace Extemporaneous Speaking Contests—State contests for both men and women.

2) Peace Oratorical Contest—Contests held on the State level for both men and women.

3) Adelaide (women) and Raven (men) Oratorical Contests—This contest is first held on the local level, then the State level for those qualified.

4) Public Address Festival—In this event a persuasion speech on a topic of one's own choice is delivered.

5) Debate—Open to all interested students. Debates are against other colleges and universities. Tournaments are also attended.

ORATORY AND DEBATE—Through participation in the Michigan Inter-collegiate Speech League, Hope orators have achieved an outstanding record of success. Students desiring to participate in oratory and debate take part in annual contests in extemporaneous speaking, group discussion, and in interpretative reading.
Honor Societies

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

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.

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.

ALPHA PHI OMEGA is a national service fraternity for college men. The Nu Beta chapter is located on the Hope campus.

AMERICAN CHEMICAL SOCIETY is a professional organization of national scope with affiliates in several colleges and universities. Hope’s A.C.S. Student Affiliate is open to chemistry majors who intend to enter graduate school, take a position in industrial chemistry, or teach chemistry. Members are encouraged to maintain at least a B average. During the senior year a student affiliate may become a junior member of the A.C.S.

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

DELTA PHI ALPHA, Gamma Chi Chapter, is a national honorary fraternity in the field of German.

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, 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 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, Gamma Mu Chapter, is the national French honorary society.

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

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

PSI CHI is the national honor society in Psychology. Membership is open to Psychology majors or minors on the basis of high scholastic attainment.

SIGMA DELTA PI, Epsilon Pi Chapter, is the national Spanish honorary society.
Scenes from Ibsen's The Master Builder, Aristophanes' The Clouds, and Euripides' Hippolytus.
Special Interest Clubs

PALETTE AND MASQUE—Dramatic activity centers in Palette and Masque, a student organization which produces both one act and full length plays before campus and public audiences. Major productions are usually faculty directed though opportunity is provided for advanced students to gain directing experience. Membership is open to all, and members are encouraged to fulfill membership requirements for National Collegiate Players.

STUDENT NATIONAL EDUCATION ASSOCIATION—Available for membership for all students who are interested in the teaching profession. The members meet bi-monthly to discuss problems concerning the teaching profession and to hear relevant speakers in the field.

LE CERCLE FRANCAIS—The French Club is open to all students interested in the French language and culture. The goal is to bring together students of such common interest, giving them an opportunity to meet regularly once a month, to participate in interesting and varied programs, and to develop fluency in conversation and ease in comprehension.

PSYCHOLOGY CLUB—Attempts to initiate, stimulate, and foster interest in, and greater understanding of psychology as a study are the aims of this organization. To this end, monthly meetings are held with guest speakers, and several of the members engage in research projects and experiments.

SOCIOLOGY CLUB—This group strives to familiarize its members with the practical applications of sociological theory. The monthly meetings of the club feature films and guest speakers as well as information about job opportunities in the field of sociology. Membership is open to all interested students.

FRATERNITIES AND SORORITIES—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 dormitory 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 freshman 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.
Service Organizations

HIGHER HORIZONS—Attempts to deal with the problems of children from culturally deprived homes by combining education and cultural interchange between the College students and children in the community. The relationship built is one of friendship and companionship, and it is hoped that both the volunteer and child will come to a better understanding of themselves.

FELLOWSHIP OF CHRISTIAN ATHLETES—Provides the opportunity for varsity letter winners to meet weekly to discuss the many aspects of Christian life. The FCA also publishes programs for all home football and basketball games. The profits from these publications are used to provide scholarships to the FCA camps.

ALPHA PHI OMEGA—Hope's Nu Beta Chapter of this national service fraternity was organized in 1960. The fraternity attempts to develop principles of leadership, friendship and service by sponsoring numerous service projects for the student body, faculty, administration, and the Holland community. Because it is a service fraternity, membership is open to all students who demonstrate an interest in serving others and maintain a satisfactory grade point average.

CAMPUSS COMMUNICATIONS—The communications serve a dual purpose on Hope's campus: to provide news, literary excellence and entertainment to the campus community, and to provide a unique and invaluable learning experience for those involved in their presentation.
ANCHOR—The weekly newspaper, the ANCHOR, relates student opinion to all campus issues and has been the focus of much attention in the past several years. Thorough coverage of the news, feature presentations, critiques and provocative editorials have all combined to make the ANCHOR a paper worthy of receiving an All-American Honor Rating from the Associated Collegiate Press.

OPUS—This literary magazine gives students an opportunity for expression by presenting their prose, poetry, photography and art work. The Board compiles all materials submitted and publishes them in monthly installments of the OPUS. In the spring a visiting critic judges all materials which have been submitted to the OPUS and makes awards. The final OPUS MAGAZINE is composed of those pieces which have received awards and other works deemed worthy of publication by the OPUS Board.

WTAS—Born a few years ago as a physics experiment and project, WTAS has become a significant educational experience for those who participate in its programs and operation. It is an important source of campus news, music and entertainment. Located in the basement of Kollen Hall, the closed-circuit station is under the direction and management of a student board, and it operates under the express authority of the Federal Communications Commission.

MILESTONE—As time and seasons change and pass, so does the face of a college community. To the end of preserving a yearly segment of this change the yearbook staff puts forth its time and energy to produce the MILESTONE. In the past years the combination of candid photography and pertinent literary pictures has won for the MILESTONE the Associated Collegiate Press’ First Class Honor Rating. Participation in this publication is open to all Hope students.
Services for Students

The College recognizes a variety of important service responsibilities. It is concerned about the health and well-being of students and maintains an efficient Health Service. To assist each student in developing his educational, vocational and personal interests and abilities and to help him take full advantage of his college experience the College provides extensive counseling services. The office of the Dean of Students is concerned with all phases of student life, and is responsible for coordinating these activities.

ADVISING AND COUNSELING SERVICE—Selecting the courses for a semester, choosing a major and determining educational objectives can be difficult tasks for any Hope College student. Therefore, each entering student is assigned to an experienced faculty adviser who assists him in becoming oriented to campus life and to the academic community. The adviser confers periodically with the student concerning his academic progress. He is the immediate source of help to whom the student may turn for discussion of academic and vocational problems.

Initial faculty advising assignments are made at the beginning of the freshman 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.

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.

For personal problems, students may consult the Dean of Men or the Dean of Women or the Counseling Center; for financial problems or campus employment, the Associate Dean for Academic Affairs should be reached.
THE COUNSELING CENTER—The College has established the Counseling Center to aid students who are struggling with difficult questions or confronting perplexing problems. The personnel, Dr. Brown and Dr. Steenland, are faculty members who are trained specifically in counseling. They wish to help students realize their potential and grow in self understanding, making the college years more satisfying, productive and meaningful. Students should feel free to consult the Counseling Center for assistance concerning personal problems or for any desired guidance or counsel. Vocational and aptitude tests are also available.

College Chaplain William Hillegonds is always available for counseling and advising students.

CHAPLAIN'S OFFICE—Students may wish to discuss particular problems and raise basic questions with Chaplain Hillegonds. The college years are the time when the young adult fashions his own view of the self and his life in the world. The Chaplain understands well the questions, conflicts and concerns that may face a Hope student, and he meets persons honestly, at their level. He stands ready to assist any student in clarifying his thinking on the essentials of the Christian faith and his role as a person in God's world.

STUDENT HEALTH SERVICE—Clinic care is offered to every enrolled student and staff member of Hope College. The Student Health Clinic is directed by a full-time registered nurse who is assisted by two graduate nurses and a physician. An outpatient service is maintained and drugs and supplies are issued to students at cost. A small fee is charged for special drugs such as antibiotics, etc. Fees for other physicians called in for consultation, major surgery, casts, hospitalization, or x-rays, must be paid by the student. Hospital services are available at the Holland City Hospital.
The Hope Community

PLACEMENT SERVICE—The services of the Office of Placement are available both to seniors seeking their first positions and, in a limited way, to alumni.

THE BUREAU OF TEACHER PLACEMENT gathers a permanent file of confidential credentials of those desiring this service and makes such information available to interested school administrators. Administrators are invited to the campus to interview teaching candidates.

VOCATIONAL PLACEMENT SERVICE—Institutions and business firms throughout the country are anxious to recruit young college graduates into their operations. Representatives from such organizations visit the campus throughout the year and the College receives many communications regarding career opportunities for its graduates. All such information, along with appointments with visiting representatives, are coordinated by the Vocational Placement Service, located in the Office of the Dean of Students.
Admission of Freshmen

It is the policy of Hope College to admit those students who give evidence of the necessary desire and qualifications for a college education coinciding with the aims and objectives of the college. Candidates for admission are encouraged to apply following the completion of their junior year and, preferably, by early March of the senior year. Admission forms are available at the high school offices, or can be secured by writing the Office of Admissions, Hope College, Holland, Michigan. A fee of $10, which is not refundable, must accompany the application. The Committee on Admissions meets approximately every two weeks during the college year. Therefore, the applicant can expect a reasonably early decision on his application.

Admission is selective. A thorough examination is made of the candidate's potential as indicated by the scope and quality of his secondary school record, the results of standardized tests, the guidance counselor's or principal's report, recommendations, leadership qualities, interests, and educational goal.

Secondary School Preparation

In general, applicants are expected to satisfactorily complete a full four-year college preparatory course in an accredited secondary school. Sixteen units are required and should include: 4 units of English; 2 units of Mathematics; 2 units of a foreign language; 2 units of History and the social sciences; and 1 unit of a laboratory science. Students whose secondary school program does not follow the above pattern will be given careful consideration if there is evidence of intellectual ability and seriousness of purpose.


**Admission**

**College Board Entrance Examinations**

To aid in college counseling, and in admission where additional criteria are deemed necessary, all Freshmen applicants must take the College Entrance Examination Board Scholastic Aptitude Test. Each applicant for admission is responsible for making proper application to take the test and for having the scores sent to the college. Bulletins of information and applications to take the Scholastic Aptitude Test are generally available at high school counseling offices, or can be secured by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey, or Box 1025, Berkeley, California. The recommended time to take the test is in the spring of the junior year, or December or January of the senior year. Some applicants for admission to Hope elect to take one or more Achievement Tests of the College Entrance Examination Board. However, these are not required.

**Admission with Advanced Placement Standing**

Freshmen who in high school or in summer school satisfactorily completed studies equivalent to college-level courses will be granted advanced credit on the basis of the 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 Transfers**

Hope College will consider for admission transfer students who have completed academic courses at other accredited institutions. In addition to the application for admission, such applicants must submit 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. When writing to the college the student should include a statement explaining the reason for leaving the previous college or university, and for choosing Hope College.

It is desirable that transfer students plan to spend no less than four semesters of study at Hope College. Up to 65 semester hours will be allowed for Junior College study.

**Readmission**

Students who have withdrawn from the college are not automatically readmitted. A letter should be submitted to the Committee on Admissions explaining the reason for withdrawal and describing the nature of work or study pursued during the interruption of enrollment at Hope College.

**Admission of Foreign Students**

Students living in foreign countries who wish to study at Hope College should make application before February 1 of the year in which they wish to enter college. In addition to the completion of the application for admission, secondary school transcript, and personal reference forms, the applicant must give evidence of his English language proficiency. The Test of English as a Foreign Language is required. For a bulletin of information on this test, write: TOEFL, Educational Testing Service, Princeton, N.J. 08540, U.S.A.
COLLEGE REGULATIONS

ALCOHOLIC BEVERAGES—Hope College supports, as it has throughout its history, the ideal of voluntary abstinence in the use of alcoholic beverages. The College will promote this concept within the college community by every positive means available.

Under the laws of the State of Michigan, the use of alcoholic beverages by persons under 21 and the sale of/or provision of alcoholic beverages to minors are prohibited. Alcoholic beverages of any kind may not be kept or consumed on the campus in any College building or at any College function. Similarly, the College opposes gambling and hazing involving physical abuse of any kind.

Students are asked to promote general College policy and to support the College's regulation in the area of drinking alcoholic beverages as well as in all other areas of personal conduct.

CHAPEL SERVICES are held daily during the school year. A minimal attendance twice a week is required of all students.

HOUSING—To foster a closer feeling of campus community, students are expected to live in campus residences except in the case of commuting students who live at home, and those Junior and Senior men who have special permission of the Dean of Students to live off campus. All other exceptions must be made with approval of the Dean of Students.

VIOLATIONS—Students who violate the law, or disrupt the College program, or bring the College in disrepute, will be subject to appropriate disciplinary action.

DISMISSAL—The privilege of being a student at Hope College may be withdrawn from any one whose conduct is regarded by the College as being disruptive of or unfriendly to the spirit and aim of the College.
FINANCIAL AID TO STUDENTS

Through the money that the college receives from gifts and the endowment fund, a sizeable part of the cost of every student's education at Hope College is underwritten. Every student attending Hope College, in effect then, receives an educational grant. However, the main burden of responsibility for financing a college education rests with the student and his family. Recognizing the gap between the cost of a good college education and the ability of some students and their families to meet the regular college fees, Hope College has established a three-fold student-aid program. Through this program the college seeks to enable worthy students, those of serious purpose who wish to secure an education at Hope College, to do so. The program includes educational grants (scholarship and grants-in-aid), loans, and part-time employment.

To determine most equitably the distribution of funds available for grants or loans, Hope College requires all students applying for a grant or loan to forward to the college a copy of the Parents' Confidential Statement which is part of the College Scholarship Service. New students, that is, students applying for entrance into Hope College, should address all inquiries concerning educational grants and loans to the Office of Admissions. Such applications should be submitted by March 1 to receive consideration for the following school year. Students already enrolled at Hope College should address inquiries concerning educational grants and loans to the Director of Financial Aid. Applications for such grants and loans must be submitted by May 1 to receive consideration for the subsequent school year.

THE COLLEGE SCHOLARSHIP SERVICE—More than five hundred colleges and universities, of which Hope College is one, participate in this service. The service, which extends financial assistance to worthy students, publishes and distributes a Parents' Confidential Statement which is to be filled out by parents seeking such aid. The parents indicate on this form all pertinent family information and financial data, so that the college can make decisions that are fair both to the individual and to the student body.

The Parents' Confidential Statements are distributed through the secondary schools. A copy may be obtained by writing directly to the College Scholarship Service either at Box 176, Princeton, New Jersey, or Box 1025, Berkeley, California, whichever office is nearer. When completed by parents and students, the statement should be returned to the service center and not sent to the college. For students applying under the Early Decision Plan, the deadline for filing the Parents' Confidential Statement is December 1; for other students, the deadline is March 1. The College Scholarship Service will evaluate and forward the Parents' Confidential Statement to the college(s) named on the blank. The cost of this service is $2.50 for the first copy and $2.00 for each additional copy requested. A short form is available for families whose gross income does not exceed $4,000. The fee for this form is $1.00 for the first copy and $1.00 for each additional copy.

EDUCATIONAL GRANTS are outright gifts of money given to students who meet certain qualifications. These grants are of two types—scholarships and grants-in-aid. Most grants given are scholarships.
Financial Aid to Students

SCHOLARSHIPS are grants awarded to students who have given evidence of leadership qualities, of financial need, and of superior intellectual ability through high academic achievement.

GRANTS-IN-AID are certain limited funds which have been established to help students whose scholarly achievement, while adequate, does not reach the level required for a scholarship but who, for other reasons, chiefly financial need and leadership qualities, have been considered worthy of assistance.

Normally, scholarship awards made for a particular year will be continued in subsequent years as long as the student maintains an academic record at scholarship level (B average) and a record of good campus citizenship. Grants-in-aid are subject to annual review.

All educational grants are subject to review and revision whenever there appears to be a change in the student’s need for financial aid.

Funded Scholarships

JOHN H. RUMPH SCHOLARSHIP—The income of $10,000 to provide scholarship aid for a worthy senior student who need funds to complete his 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 $500 fund, income to provide scholarship aid for a needy student who is preparing for full-time church work.

JOHN L. HOLLANDER SCHOLARSHIPS—A $10,000 fund, income provides 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 $10,000 fund, income provides scholarship aid for worthy students. Established by C. M. McLean, former member of the Hope College Board of Trustees.

MARY BUSSING SCHOLARSHIPS—A $50,000 fund 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 $11,000 fund, 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 $6,500 fund, the income to provide scholarship aid to needy students of high moral character and Christian commitment. Established by the Emersonian Alumni of Hope College.

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

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

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

JOHN DYKEMA SCHOLARSHIP FUND—A $10,000 fund, the income to provide scholarship aid for worthy students facing financial need. Established by Susan M. Dykema.

THE WILLIAM J. WESTVEER SCHOLARSHIP FUND—A $10,000 fund, the income to provide scholarship aid for worthy students facing financial need. Established by Maud G. Westveer and children.

HAROLD A. SYKES MEMORIAL SCHOLARSHIP—A fund of $1,575, income to provide scholarship for deserving student. Established in memory of Elder Sykes by the Queens Reformed Church of Long Island, N.Y.

THE GENEVA FUND—A fund 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

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.

THE DE WITT FOUNDATION SCHOLARSHIPS—Awards of $400 to be used as scholarship aid for students who are the children of employees of the DeWitt Industries and subsidiaries as designated by the donor. The grant will continue for four years contingent upon good academic performance.

GENERAL MOTORS SCHOLARSHIP—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.

DETROIT EDISON 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 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.

CLARENCE P. DAME SCHOLARSHIP FUND—A sum of $500 for grants to students who are preparing for full time Christian service in the Reformed Church in America and who are in financial need. Priority is given to students from the Second Reformed Church of Kalamazoo and the Classis of Kalamazoo.

THE KEELER FUND SCHOLARSHIP—An annual award of $500 to an upper division student, preferably a science major, who has established an outstanding record of scholarship and service, and who requires financial assistance to complete his college work.

Chemistry

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

DOW CHEMICALS GRANT—Five scholarships totaling $1,000 for Chemistry majors.

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

NATIONAL SCIENCE FOUNDATION UNDERGRADUATE RESEARCH PROGRAM—Five Assistantships of $660 each to chemistry majors for full-time undergraduate chemical research in summer.

RESEARCH ASSISTANTSHIPS—A number of chemistry faculty members have available research assistantships for students to support part-time research during the academic year and full-time research during the summer.

RESEARCH CORPORATION GRANT—Two $300 assistantships to support two chemistry majors who are doing part-time research during the academic year.

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—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.
Financial Aid to Students

THE LOUIS AND HELEN PADNOS COMMUNITY EDUCATION FUND—Promotes and fosters creative programs and projects that will further the excellence of the entire educational system of the Holland community. It makes possible such projects as seminars on new ideas in education, pilot programs in foreign language instruction, enrichment seminars for interested high school seniors, encouragement of student projects in specific areas, tuition assistance for high school seniors working toward advanced placement in college, special work for education majors and area teachers, programs of adult education. Individual student grants will also be available from this fund.

Music

FRESHMAN MUSIC SCHOLARSHIPS—Awarded each year to entering freshmen in the applied music fields of Piano, Voice, Instrument, and Organ. Scholarships 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.

GRACE MARGUERITE BROWNING SCHOLARSHIP IN VOICE—Awarded each year to the Junior or Senior music student 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—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.

Psychology

CHRISTOPHER JAMES STRINGER MEMORIAL AWARD—A $100 award to Junior or Senior majoring in Psychology. Selection for the award, which is made by the Psychology Department staff, is based on academic performance in the field.

Hope College General Scholarships

A number of scholarships are granted by Hope College to applicants who give evidence of superior ability, better than average academic achievement, demonstrated
Financial Aid to Students

leadership and financial need. These scholarships are continued as long as the student maintains a scholarship level academic record (B average) and a record of good campus citizenship, provided also that there is a continuing need.

Hope College Grants-in-Aid

Some limited funds are available to aid students who do not meet the scholastic requirements for scholarship awards but who for other reasons, chiefly financial need and leadership qualities, are considered worthy of financial assistance. These grants are for one year. Application for renewal must be made to the Chairman of the Educational Grants Committee by May 1 to be considered for the subsequent year.

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, New York 10027.

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. Those interested should write for information on available scholarships, 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, New York 10027 or to the college.

STATE OF MICHIGAN SCHOLARSHIP PROGRAM—State-established competitive scholarships for residents of Michigan who plan to attend a college within the state borders. Students interested should consult their high school counselors for information and application forms.

Loans Available to Qualified Students

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%.
Financial Aid to Students

THE HENRY STRONG EDUCATIONAL FOUNDATION provides funds to undergraduate Juniors and Seniors and to Sophomores in the upper one-third of their class. Interest at the rate of 3% begins to accrue at graduation and repayment is at a specified rate covering a period of four years after graduation.

THE NATIONAL DEFENSE STUDENT LOAN ACT provides loan funds to the college. All students in need are eligible. Special consideration is 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 modern foreign language.

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 $15,000 has been allocated to Hope College. Loans are made through the student's home bank at an interest rate not to exceed 6%.

Other educational foundations provide loan funds for students and information on these is available at the Office of the Treasurer of the College. For example, the Hattie M. Strong Foundation provides loan funds up to $3,000, interest free during college years, to Junior or Senior students. The Pickett and Hatcher Educational Fund grants loans to students at a 2% interest rate during the student's college years and 4% thereafter.

Application for loans should be made through the Director of Financial Aid.

DEFERRED PAYMENT of education costs may be arranged through Education Funds Incorporated. E.F.I. specializes in education financing; its program permits paying education expenses in monthly installments. For further information, write the Director of Financial Aid or write directly to Education Funds Inc., 10 Dorrance Street, Providence, R.I. 02901.

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. It cannot, however, 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 from the Director of Financial Aid. 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 C average or higher. 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.
STUDENT EXPENSES 1968-69

Fees

GENERAL SEMESTER FEES

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over-all for boarding students (Tuition, room and board)</td>
<td>$1050.00</td>
</tr>
<tr>
<td>Tuition only</td>
<td>625.00</td>
</tr>
<tr>
<td>Board only</td>
<td>250.00</td>
</tr>
<tr>
<td>Room only</td>
<td>175.00</td>
</tr>
<tr>
<td>Tuition per semester hour above normal load of sixteen semester hours</td>
<td>40.00</td>
</tr>
<tr>
<td>Tuition per semester hour for less than minimum load of twelve semester hours</td>
<td>52.50</td>
</tr>
<tr>
<td>Cultural affairs program</td>
<td>10.00</td>
</tr>
</tbody>
</table>

SPECIAL FEES

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matriculation (paid by each student upon application for admission)</td>
<td>$ 10.00</td>
</tr>
<tr>
<td>Organic Chemistry Laboratory</td>
<td>25.00</td>
</tr>
<tr>
<td>Laboratory for other science courses</td>
<td>15.00</td>
</tr>
<tr>
<td>Applied Music</td>
<td></td>
</tr>
<tr>
<td>Organ, Piano, Voice, or Instrument — one thirty-minute lesson a week</td>
<td>50.00</td>
</tr>
<tr>
<td>2 hrs. credit</td>
<td></td>
</tr>
<tr>
<td>A forty-five minute lesson a week</td>
<td>75.00</td>
</tr>
<tr>
<td>3 hrs. credit</td>
<td></td>
</tr>
<tr>
<td>Class Instruction in Voice, Piano, or Instrument</td>
<td>25.00</td>
</tr>
<tr>
<td>Late registration</td>
<td>5.00</td>
</tr>
<tr>
<td>Diploma</td>
<td>10.00</td>
</tr>
<tr>
<td>Security deposit (refundable upon graduation or withdrawal)</td>
<td>25.00</td>
</tr>
</tbody>
</table>

BILLS AND REFUNDS—All bills are due and payable at the beginning of the semester at the Cashier’s Office, 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 to accommodate each registered student for the full academic year; therefore, should a student withdraw before the end of a semester the following rules will apply:

1. ROOM 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.

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1. The college has the right to increase the board fees at any time it finds it necessary to do so.
2. All rooms in college housing are contracted for the college year.
3. 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.
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:

   For the student attending classes —
   - Less than two weeks: 80% Tuition money will be refunded
   - From two to three weeks: 60% Tuition money will be refunded
   - From three to four weeks: 40% Tuition money will be refunded
   - From four to five weeks: 20% Tuition money will be refunded
   - Five weeks or more: No refund

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 a $100 refund if change occurs within first nine weeks of the semester; if move is made after the first nine weeks, no refund will be made.

Concerned students know there is no better investment today than that of sound academic training in the disciplines of the arts, humanities, and sciences.
Whether in a general liberal arts program or a preprofessional one, students are expected to study a field in depth.
The Degree Program

General Academic Regulations

Academic Sessions
THE DEGREE PROGRAM

The curricular program is based on the concept of four academic years of college work leading to the Bachelor of Arts or Bachelor of Music 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, therefore, to help him acquire the knowledge, skills and attitudes essential for carrying out the common responsibilities of Christian world citizenship. The field of concentration requirement also aims at these broad, liberalizing ends.

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 partially at fulfilling this need. In several areas, professional sequences also contribute to this objective. Finally, the basic course requirements aim at developing competencies which are important for most special vocations.

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 58 for explanation of quality points.

Every candidate for a Hope College degree must file an application in the Records Office not later than the beginning of the semester or summer session in which the degree is expected.

The bachelor degree is offered in thirty fields of major concentration. The bachelor of arts degree may be earned in art, biology, business administration, chemistry, classical languages, economics, English, French, German, history, humanities, language arts, Latin, mathematics, music literature and history, music theory, philosophy, physical education, physics, political science, psychology, religion and Bible, science, social studies, sociology, Spanish, and/or speech. The bachelor of music degree may be earned in performance, vocal music education, and/or instrumental music education.

Residence

No degree will be conferred on anyone who has not spent his senior year at Hope College unless the student is in a planned Hope degree program that includes off-campus study.

1 See Appendix for Glossary of Terms.
2 For general college requirements for bachelor of music degrees, see pages 96-97.
GENERAL COLLEGE COURSE REQUIREMENTS
FOR BACHELOR OF ARTS DEGREE

<table>
<thead>
<tr>
<th>YEAR</th>
<th>DIVISION OF THE HUMANITIES</th>
<th>DIVISION OF THE SOCIAL SCIENCES</th>
<th>DIVISION OF THE PHYSICAL SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Either</td>
<td>Fine Arts: Art 21, 3 hrs.  Economics 31¹ or Political Science 11 3 hrs.  Mathematics 23³ 3 hrs.</td>
<td>Science: Biology, Chemistry or Physics 8 hrs.</td>
<td></td>
</tr>
<tr>
<td>Freshman  or Sophomore</td>
<td>Music 17 or Speech 41 4 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>History 15, 16, 33, or 34 3 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>Religion 51, 52, 63, 64, 71 or 75 3 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>37 hrs.</td>
<td>8 hrs.</td>
<td>11 hrs.</td>
</tr>
</tbody>
</table>

1 Sophomore standing required.
2 Psychology 15 is a prerequisite to any course in the Department of Education.
3 Students who pass a proficiency test may elect from mathematics courses above 23.

For pre-professional programs on law, nursing, medicine, etc., students are advised to see Suggested Programs of Study.

Introduction to Liberal Studies
A six semester-hour sequence, required of all freshmen. This sequence aims to raise to a more significant level interest in and concern for exploring the basic human questions that every adult faces, and to provide a rationale for the educational requirements the Hope student will face and an understanding of the liberal values of his study. Finally, it seeks to develop his skill in expressing his reflections on such questions clearly, forcefully, and in orderly fashion in speech and writing. The sequence includes English 13 and Philosophy 13.

Cultural Heritage
A twelve semester-hour sequence, normally completed by the end of the sophomore year. The sequence includes: (a) six hours of literature—English 31, 32; (b) three hours of Music, Art or Speech, normally Art 21, Music 17 or Speech 41; (c) three hours of History.

Social Science
A six semester-hour sequence, normally completed by the end of the sophomore year. One semester course must be chosen from the economics or political science areas—recommended: Economics 31 or Political Science 11; and one course from the
The Degree Program

psychology, sociology areas (recommended: Psychology 15 or Sociology 21). Psychology 15 is required of all prospective teachers.

Science and Mathematics

An eleven semester-hour sequence, normally completed by the end of the sophomore year.

Students must elect at least two courses from those designated in the departments of chemistry, biology and physics. At least one of these courses must include laboratory. The third course must be in the field of mathematics. Students who do not pass the proficiency test must elect Math 23. Students who pass the proficiency test may take any course that numbers above 23 to fulfill the mathematics requirement.

Foreign Language

The basic requirement for all who enter with normal requisites for entrance (at least two years of high school language) is one additional year of language study. All such students may satisfy the college requirement by taking the intermediate course (8 hours) or an advanced course of six hours in the language they studied in high school, or by taking the elementary course (8 hours) of a different language. Students who do not present two years enter with a deficiency. To fulfill the college requirements they must first remove the deficiency by completing an elementary language sequence, and then continue with a one-year sequence to fulfill the college requirement. Since most departments ask for two years of a foreign language for the major, it will be advantageous to the student to continue the language he started in high school. All language courses taken in college will count toward the 126 units necessary for graduation, but courses which repeat language study taken in secondary school may not be used to fulfill the language requirement.

The following departments require foreign language competency equivalent to two college years of language study as part of their requirements for a departmental major: Art, Biology, English, Philosophy, Physics, Religion, Speech. The normal requirement of the History Department is two years of language study for majors. However in special cases where the vocational goals of an individual student are such as to preclude necessity for such competency this requirement may be waived by departmental action. Most other departments recommend such proficiency and require it for those majors planning on graduate study in their field. See specific statements under each department’s course descriptions.

Bible-Religion

A six semester-hour sequence, normally completed by the end of the sophomore year. Bible 21 and 22. In addition, a three hour course to be taken either semester of the senior year. Students may elect from the following courses to fulfill this requirement: Religion 51 or 52 (Rise of Christianity); 63 (Christian Classics); 64 (Christian Ethics); 71 (Philosophy of the Christian Religion); 75 (Philosophy of Religion).

Speech 11

A two-hour course required of all freshmen.

Physical Education

Two semester courses in Physical Education activities, totaling two semester hours, normally completed in the freshman year.
Women students may choose from Physical Education 11, 12, 14, 15, 16, and 17. Men may choose from 15, 21, and 22. Students may enroll in additional activities courses, but only two semesters of these courses may count toward the 126 hours needed for the 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 chairman of the departments involved.

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 office of the Dean, and submit it to the chairman of that department by the end of the sophomore year. If he is accepted, the chairman or a designated member of that department becomes his advisor for the remainder of his college work, and with the student works out the academic program. In Part 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 75 semester hours outside his department of concentration.

COMPOSITE MAJOR: A composite major requires the approval, in advance, of the Educational Policies Committee except in the case of composite major programs for which general approval has already been granted. Students planning to follow one of these programs should consult the Department of Education 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:

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 pages 169 and 170.

*Language Arts* (English Language, Speech, Foreign Language. Focus is on language as a communicating art). Advisor: Brand.

*Humanities* (Literature, Art, Music.) Advisor: ten Hoor.


*Science* (Biology core, Physics, Chemistry). Advisor: Rieck.
GENERAL ACADEMIC REGULATIONS

System of Grading

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

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>4.0 per sem. hr.</td>
</tr>
<tr>
<td>A-</td>
<td>Superior</td>
<td>3.7 per sem. hr.</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.3 per sem. hr.</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0 per sem. hr.</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.7 per sem. hr.</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.3 per sem. hr.</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0 per sem. hr.</td>
</tr>
<tr>
<td>C-</td>
<td>Average</td>
<td>1.7 per sem. hr.</td>
</tr>
<tr>
<td>D+</td>
<td>Weak but passing</td>
<td>1.3 per sem. hr.</td>
</tr>
<tr>
<td>D</td>
<td>Weak but passing</td>
<td>1.0 per sem. hr.</td>
</tr>
<tr>
<td>D-</td>
<td>Weak but passing</td>
<td>0.7 per sem. hr.</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0 or nothing</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 2.0 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 regulations governing the dropping of courses, see index on Withdrawal.

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 1.60; at the end of his sophomore year of less than 1.80; and at the end of the junior year of less than 1.95, is not progressing in his academic work sufficiently to indicate successful completion of the degree requirements.

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

If a student who has been asked to withdraw is to be permitted to apply for readmission, the date of earliest application shall be determined at the time of withdrawal. Normally, the minimum period of suspension is one academic year.

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, and have it signed by the Treasurer and the Dean for Academic Affairs.

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 except Freshmen, who have until first mid-semester grades are reported. Courses dropped after the time limit will be recorded as Failures.

AUDITING—By special arrangement courses may be audited on a non-credit basis. Permission to do so must be obtained from the Associate Dean for Academic Affairs and from the instructor of the course concerned.
General Academic Regulations

Senior Honors Project
The Senior Honors Project has been instituted 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, culminating in a meritorious report, essay, or public performance. 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 Dean for Academic Affairs. Under no circumstances 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 $30.00 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 G. I. Bill must carry a minimum of fourteen hours to be considered a full-time student and to receive the maximum benefits.

A student's normal summer load is six credit hours (six-week session) or eight credit hours (eight-week session). With the permission of the academic advisor and the director of the Summer Session, one additional credit hour may be carried.

A student enrolled in the summer session at another institution may transfer full credit for courses taken: however, if he is enrolled in the Hope College Summer Session while also enrolled in a summer session at a second institution, he may receive no more summer-course credit than the maximum allowed in Hope's Summer Session. This applies to courses taken at Hope and/or elsewhere. All non-resident courses must be approved in advance. Forms for securing permission for credit transfer are available in the Recorder's Office.

Classification of Classes—Eligibility

SOPHOMORE—Student must have 24-57 hours of credit
JUNIOR—Student must have 58-93 hours of credit
SENIOR—Student must have 94 hours of credit

Class Attendance
As 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. It is the student's responsibility to present an excuse to his instructor and request make-up privileges.

Classwork missed while students are ill or away on faculty-approved business 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 unavoidable. 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.

 Appeals

A student appealing for exemption from any academic regulation must present his appeal through his academic advisor, who will forward the appeal, together with the necessary information and his own recommendation, to the Administrative Committee of the faculty for disposition.

 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 obtain approval in advance from the Dean for Academic Affairs.

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.
ACADEMIC SESSIONS

The Regular Session

The 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 basic program of offerings during the regular academic session is found in the next section under Course Descriptions, pages 69-150. Several special programs are offered during the academic year, some on campus and some in affiliated colleges and universities.

PROGRAMS FOR TALENTED STUDENTS

These programs designed to challenge the student with unusual academic talent or background include honors courses and honors sections in the freshman and sophomore years, and in the junior and senior years special courses and tutorial work that encourage the talented student to explore widely and independently and to think creatively. Furthermore, through placement examinations, students are able to avoid useless repetitive learning and are given opportunity to enter courses at the proper level in the fields in which they have achieved advanced standing.

Students in the underclass college honors sections are expected to explore more freely and broadly and to take more responsibility for learning than they are expected to do in the college required courses. Students enter the Honors sections upon invitation from the college Honors Committee. Invitation to enter the freshman courses is extended to students on the basis of high school grade records, test scores, and other available information indicating the student's achievement and potential.

To provide additional flexibility to the advanced course offerings designed for major students and to encourage independent study and research, nearly all departments that give majors offer a senior level course that is run in seminar fashion. These involve special readings in areas not covered by other more structured courses, or a research project and written thesis, or a combination of these two.

Completely individualized study, an upper-level tutorial, is open to superior students in the senior year through the Senior Honors Project. See page 60 for more complete description.

In several departments, notably chemistry, biology, and psychology, opportunity is provided for talented upperclass majors to participate in summer research carried on by staff members. Students chosen take part in important research and under foundation research grants are granted stipends for this work.

Students with excellent academic records and an interest in college teaching as a career may apply for entrance into the Michigan Scholars in College Teaching Program at the close of the sophomore year. Selected seniors in this program participate in a colloquium, "Explorations in College Teaching," and receive several scholarly privileges and opportunities that help them move toward this career. See page 166 for more complete description.
THE ALPHA SCHOLAR PROGRAM

The Alpha Scholar program is designed to enable academically gifted students with strong potential for leadership to obtain a challenging liberal arts education at Hope College.

Each year from applicants for admission to Hope College a group of entering freshmen who have a superior record of academic achievement, marked intellectual interests, and leadership ability are invited to become the Alpha Scholars in their class. Where there is financial need, this designation carries a scholarship grant up to full tuition. In accepting the designation the Alpha Scholars are committed to taking an active role in furthering the ideal of the college as "a community of Christian scholars."

To hold this designation they must maintain good scholastic standing (at scholarship level) and be active participants in the honors section of the freshman Introduction to Liberal Studies course, an honors course in the sophomore year, an individual study project as an upper classman, and the special Alpha Forum sessions held during each year.

Applicants for admission to Hope who feel that they meet the general qualifications may request the Director of Admissions to place their name in nomination.

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. 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 Vanderbush.

AREA AND LANGUAGE PROGRAMS AT GLCA MEMBER COLLEGES

Hope's membership in the Great Lakes Colleges Association enables Hope students to make arrangements for the study of a number of critical languages. Depending on individual programs, students may transfer for a quarter, semester, year or longer to one of the member schools and still receive full credit towards graduation at Hope College. The following area and language programs are currently available: Chinese at Oberlin and Wabash, Japanese at Earlham, Arabic at Kenyon, Hindi at Wooster, and Portuguese at Antioch.
Campus Summer Sessions

THE REGULAR SUMMER SESSION

Hope College offers a program of summer school study on its campus for Hope students and those from other colleges. The session extends for six weeks. All modern language courses run for 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.

TRIAL SESSION

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. Such a program introduces the student to college level study under the most favorable conditions. 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.

For complete details on the regular course program and the summer trial session, write to the Director of the Summer School.

SUMMER SESSION FOR INTERNATIONAL STUDENTS

This program is especially designed to introduce students from abroad to Contemporary America. The five-week session attempts to provide a comprehensive overview of United States history and politics, economic and social patterns as well as cultural and intellectual life through lectures, discussions, field trips and a series of related social activities.

During the first three weeks of the session participants are housed in college dormitories and, where possible, paired with American students enrolled in the regular summer program. During the second half of the academic program the foreign students are welcomed into the homes of families in the community. Here they receive direct experience with the American way of life.

SUMMER INSTITUTES FOR TEACHERS OF HIGH SCHOOL CHEMISTRY AND MATHEMATICS

For several years Hope College has conducted National Science Foundation summer institutes and proposes to do so again next summer. Last year’s NSF Institutes included one for high school teachers of second-year and Advanced Placement chemistry and one for high school teachers of Advanced Placement mathematics. The Institutes overlap the regular six-week summer school session, extending from seven to nine weeks. (Last year’s chemistry institute ran for eight weeks; the mathematics institute, for seven weeks.) Lecturers, who each handle a basic concept
or major topic for a week, are prominent chemists and mathematicians chosen for their broad mastery of the specific areas assigned them.

Application blanks may be obtained in January by writing Dr. Eugene C. Jekel, Director of NSF Summer Institute in Chemistry or Dr. Jay E. Folkert, Director of NSF Summer Institute in Mathematics, both in care of Hope College, Holland, Michigan 49423. Deadline date for returned applications is February 15.

European Study Programs

THE VIENNA SUMMER SCHOOL PROGRAM

Life aboard a student ship includes, during the transatlantic crossing, ample time for orientation sessions and a wide variety of educational activities such as art lectures, language classes, travel trips, etc., as well as recreational opportunities and a chance to simply rest.

During the first three weeks in Europe students take part in one of two carefully designed travel-study programs. One of these focuses on Eastern Europe and the other on Western Europe. Both study tours include meetings with European students, briefings by government officials, visits to universities, and other activities not generally available to regular tourists.

Following the conclusion of the Academic Session in Vienna, students will have two to three weeks of free time for independent travel. They meet again at the end of the summer for a one-day evaluation session and the return flight to the United States.

THE ACADEMIC SESSION IN VIENNA

Since 1965 Hope College has offered a summer session in Europe as part of its regular academic program. The Hope College Vienna Summer School, designed primarily for Hope Students, also admits qualified sophomores and juniors from other institutions. During the past ten years over 343 students from Hope College and 260 students from 145 other colleges and universities have participated in the Vienna Summer School program.
Academic Sessions

In Vienna Hope College utilizes the facilities of the Institute of European Studies, with which the College is affiliated, but the academic program is under the complete and sole direction of Hope College. European professors who teach in the Vienna program are appointed to the Hope College faculty. Students receive the regular Hope College transcript and credits for work completed in Vienna.

The program includes courses in Art, History, Literature and Music, taught in English, as well as courses in German language and literature, taught in German. European instructors in the program 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. While in Vienna students are housed with Austrian families, most of whom live in city apartments. Students have their noon meal together, but are given a weekly refund for their supper so they can explore different restaurants around the city. They are free to plan their leisure time and to take weekend excursions to places like Salzburg, Budapest, Prague and Munich, all of which can easily be reached in a few hours from Vienna.

THE VIENNA SEMESTER

The Vienna Semester is designed as a continuation of the Hope College European Summer Session. It enables qualified Hope students to remain in Europe for the fall term as participants in the regular university of Vienna program sponsored by the Institute of European Studies. By arrangement between the two institutions full credit for work completed in Vienna will be transferred to Hope College. Fees for the fall term in Vienna are approximately the same as on the home campus.

Hope College students are encouraged to take part in the full European Summer Program which includes both Eastern and Western study tours, but credit is given only for the six-week Academic Session in Vienna. It is possible to enroll for only the six-week session.

JUNIOR YEAR IN EUROPE

The affiliation between Hope College and the Institute of European Studies provides opportunity for well-qualified students of the college to spend their Junior year at any of the Institute Centers in Freiburg, Germany (German Honors Program); Madrid, Spain; Nantes, France (Mathematics and Humanities); Paris (French Honors Program); and Vienna, Austria. If their program and application is approved by the Hope College foreign study advisor Hope students will be given preference in admission and will receive full credit for academic work completed abroad. They are eligible for special scholarships granted to affiliated institutions as well as for any of the regular scholarships offered by the Institute.

YUGOSLAV-AMERICAN SEMINAR

Hope College administers the newly established Yugoslav-American seminar which brings together students from all twelve schools of the Great Lakes Colleges Association with students from the University of Ljubljana for a month-long dialogue between East and West. As extension of the project permission was given to one Hope participant in the seminar to remain in Yugoslavia for a special tutorial program at the University of Ljubljana during the fall term.
Latin American Program

This flexible program is divided into three separate stages allowing students to participate in those which best accommodate them.

SUMMER SESSION AT GUANAJUATO, MEXICO, is especially designed (a) to provide basic intensive language instruction for students who have only high school Spanish or as little as one semester of college Spanish, (b) to provide additional courses for students having more Spanish background but who can stay no longer than a summer in Latin America, and (c) to develop some basic skills, knowledge and insights for participating in Latin America culture.

FALL TERM IN BOGOTA, COLOMBIA, is a special program for American students who have either completed the summer session in Mexico or who already have had two semesters of college Spanish in the United States. Other students who for some reason can spend only this quarter in Colombia may also apply. This program is especially designed to prepare American students to participate successfully along with Colombian students in the spring term of Bogota of the program.

SPRING TERM IN BOGOTA, COLOMBIA, is for American students who have sufficient Spanish to compete with Colombian students in regular university classes in humanities and social sciences in either Universidad Nacional, Universidad Javeriana, or Universidad de los Andes—all in Bogota. The Spanish background may have been obtained in the U.S. or in the summer session in Mexico or the full term in Bogota of the Latin American Program.

During all three stages students live with Mexican or Colombian families. The total cost for the program, including transportation, is approximately the same as tuition, room, and board for an equal length of time on the Hope campus.

Trip to Banana Country: Within a few kilometers of Bogota, Colombia, the elevation drops thousands of feet to a completely different climate. Here students on a field trip to Girardot stop to pick a bunch of bananas.
Academic Sessions

Non Western Programs

Hope College, along with the other eleven colleges represented in the Great Lakes Colleges Association, provides study opportunities in the Near East, Far East and Latin America. These are designed to introduce students to the world outside the Western, European-American oriented civilization.

NEAR EASTERN PROGRAM—BEIRUT, LEBANON

Through an agreement between the Great Lakes Colleges Association and the American University of Beirut a limited number of Hope students are able to spend their Junior Year in Lebanon. The purpose of the relationship is to give students a graphic, firsthand intercultural experience by living and learning at the historic meeting place of Western and Near Eastern civilizations.

The American University of Beirut program has an outstanding reputation, particularly in the area of Middle East studies. Courses are taught in English. Credits at the American University of Beirut, including transportation to Lebanon and back, is equal to the regular charges for room, board and tuition at Hope College.

FAR EASTERN PROGRAM—TOKYO, JAPAN

The Great Lakes Colleges Association and Waseda University in Tokyo have a cooperative agreement whereby GLCA students may enroll in the International Division for a six-months or a twelve-months program. A GLCA liaison secretary is in residence at Waseda to assist students and a GLCA faculty member is program coordinator. Instruction in the program is in English, but study of Japanese is required during the student's stay in the Far East. Preceding the academic year a summer program is held involving up to two weeks of U.S. orientation, four weeks of language study in Japan, and four weeks of work experience in rural Japan.

In 1965 a member of the Waseda faculty served as visiting lecturer at Hope College as part of the exchange between the Japanese institution and the Great Lakes Colleges Association.

A second opportunity for encounter between Japanese and American students is available to Hope students through the Summer Session for International Students which, annually brings 36 to 40 Japanese students, most of them from Meiji Gakuin University, to Hope College.
Course Offerings

IN

THE ARTS AND HUMANITIES
THE PHYSICAL SCIENCES
THE SOCIAL SCIENCES

SUGGESTED PROGRAMS OF STUDY
The Arts and Humanities
The courses in art are designed primarily to give students the opportunity to grow in their appreciation of art as a form of creative expression, and to provide the groundwork within the 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 theoretical and historical aspects of the visual arts, and through actual practice in a variety of media.

MAJOR: Students who have completed 42 hours of college credit, including Art, 21, 11, and 12, may make application for the major in art. A major consists of at least 34 credit hours in art, including Art 11, 12, 21, and at least three additional semester courses in art history. The major student is also required to prepare a comprehensive portfolio and an exhibition of his work at the end of his senior year. Proficiency in at least one foreign language is generally required to supplement the major.

The History of Art

21. INTRODUCTION TO THE HISTORY OF ART—An introduction survey of the art of the Western World by means of lectures supplemented with slides. The student is encouraged to evaluate art work in terms of its historical and aesthetic significance. Prerequisite to all other art history courses.
   THREE HOURS BENESCH BOTH SEMESTERS

43. ANCIENT ART—A study of the development of the arts from early Mediterranean civilizations to late antique Rome. Offered alternate years. Prerequisite: Art 21.
   THREE HOURS STAFF FIRST SEMESTER

44. MEDIEVAL ART—A detailed survey of architecture, sculpture, painting and mosaic in Early Christian Byzantine, Moslem, and European Medieval epochs. Offered alternate years. Prerequisite: Art 21.
   THREE HOURS BENESCH SECOND SEMESTER

45. RENAISSANCE ART—An examination of the artistic manifestations of the northern and southern Renaissance in western Europe. Offered alternate years. Prerequisite: Art 21.
   THREE HOURS BENESCH SECOND SEMESTER

46. BAROQUE AND ROCOCO ART—Painting, sculpture and architecture in Europe in the seventeenth and eighteenth centuries. Offered alternate years. Prerequisite. Art 21.
   THREE HOURS BENESCH FIRST SEMESTER

47. MODERN ARCHITECTURE—The development of modern architectural forms in the nineteenth and twentieth centuries. Emphasis is given to evolution in Europe and the United States. Offered alternate years. Prerequisite: Art 21.
   THREE HOURS STAFF FIRST SEMESTER
48. MODERN PAINTING AND SCULPTURE—Covers the major nineteenth and twentieth century movements, with emphasis on developments which occur in France, Germany, and Western Europe in general. Offered alternate years. Prerequisite: Art 21.
THREE HOURS

49. AMERICAN ART—The history and development of the painting, sculpture and architecture of the Americas, primarily the United States, from the seventeenth to the twentieth century. Special emphasis is given to historical, sociological, and cultural factors which have influenced the character and development of American art forms. Offered alternate years. Prerequisite: Art 21.
THREE HOURS

Studio Courses in Art

11. INTRODUCTION TO THE PRACTICE OF ART—The development of the basic techniques and procedures in painting, drawing, sculpture and graphics. Attention is also given to historical developments of composition and method. Prerequisite to all studio courses.
THREE HOURS

ACHEPOHL, HARRINGTON BOTH SEMESTERS
12. BASIC DESIGN—A study of the elements of design through applied problems. The course investigates both two and three-dimensional concepts. Prerequisite to all studio courses.
TWO OR THREE HOURS

33. PRINTMAKING—A study of the techniques and procedures involved in using certain graphic media, such as etching, drypoint, and woodcut. Prerequisite: Art 11, 12.
THREE HOURS

34. ADVANCED PRINTMAKING—Continuation of Art 33. May be repeated for credit with permission of the instructor. Prerequisite: Art 11, 12 and 33.
THREE HOURS

35. PAINTING—Experimentation with various painting media, such as oil, watercolor and acrylic, leading to the development of painting skills. Prerequisite: Art 11, 12.
THREE HOURS

36. ADVANCED PAINTING—Continuation of Art 35. May be repeated for credit with permission of the instructor. Prerequisite: Art 11, 12 and 35.
THREE HOURS

37. SCULPTURE—An introduction to the techniques and use of sculptural materials. Basic casting, carving and construction methods are explored. Prerequisite: Art 11, 12.
THREE HOURS
38. ADVANCED SCULPTURE—Continuation of Art 37. Individual experimentation stressing development of the concept of sculptural form. May be repeated for credit with the permission of the instructor. Prerequisite: Art 11, 12 and 37.
THREE HOURS JENSEN BOTH SEMESTERS

39. LIFE DRAWING—A study of the structure and movements of the human figure. Various media are employed in working from the live model. Prerequisite: Art 11, 12.
THREE HOURS ACHEPOHL, HARRINGTON, MICHEL BOTH SEMESTERS

40. ADVANCED LIFE DRAWING—Continuation of Art 39. Experimentation in a wide variety of media is encouraged. May be repeated for credit with permission of the instructor. Prerequisite: Art 11, 12 and 39.
THREE HOURS ACHEPOHL, HARRINGTON, MICHEL BOTH SEMESTERS

53. CERAMICS—Introduction to pottery; coil and slab construction, wheel forming, glazing and kiln operation are explored. Prerequisite: Art 11, 12.
THREE HOURS JENSEN BOTH SEMESTERS

54. ADVANCED CERAMICS—Continuation of Art 53; including work in both sculptural and utilitarian directions, elementary chemistry of glazes, and oxidation and reduction firing techniques. May be repeated with permission of the instructor. Prerequisite: Art 11, 12 and 53.
THREE HOURS JENSEN BOTH SEMESTERS

64. SPECIAL PROBLEMS IN STUDIO—A seminar for advanced students who can benefit by an additional semester of specialized work in applied art. Under special circumstances this course may be repeated for credit, subject to approval by the chairman of the department. Prerequisite: advanced standing and permission of the instructor.
HOURS ARRANGED STAFF BOTH SEMESTERS

65. SPECIAL PROBLEMS IN ART HISTORY—A seminar for advanced students with considerable background in art history, and who wish to study a particular aspect of the discipline. Independent research is emphasized. Under special circumstances, the course may be repeated for credit, subject to the approval of the chairman of the department. Prerequisite: advanced standing and permission of the instructor.
HOURS ARRANGED STAFF BOTH SEMESTERS

72. METHODS IN ART EDUCATION—A study of the child's creative and mental growth through art education. The purpose of the course is to acquaint the student with the means by which the child's development might be stimulated and achieved. Students participate in both creative studio work and lecture and discussions of the basic principles and techniques of art education. Prerequisite: upperclass status and the completion of Art 11.
TWO HOURS ROHLCK BOTH SEMESTERS

73. CRAFTS WORKSHOP—A study of the creative aspects of such crafts as weaving, ceramics, mosaic, jewelry and similar media. Attention is given to these media, their creative potential, and their application in art education programs. Prerequisite: upperclass status and Art 11, 12 or equivalent.
THREE HOURS ROHLCK SUMMER
English

ENGLISH

MR. HOLLENBACH (CHAIRMAN); MR. BRAND, MRS. BRATT, MR. DE GRAAF, MR. DWELLE, MR. HUTTAR, MR. JELLEMA, MISS MUELLER, MRS. MURRAY, MR. PRINS, MISS REEDY, MRS. TAYLOR, MR. TEN HOOR, MISS VANDERKOLK, MR. WILSON.

All students are required to take a course in composition and a year sequence in literature as part of the general degree requirements. Course 13 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 of the chairman of the department.

MAJORS: A satisfactory overall average (2.0) and an average of better than 2.0 in English course work to date are the general criteria for acceptance in the English major program. Students should apply for admission during the second semester of the sophomore year.

There are four program patterns for English majors. Students applying for entrance must designate one. These majors are planned to provide an intelligent overview of the discipline consistent with the future professional interest of the student. The Introduction to Liberal Studies course (13) is not considered part of the major. All English majors must acquire intermediate proficiency in a foreign language. The required sequences for each major is listed below:

**GENERAL LIBERAL ARTS MAJOR:** 30 semester hours

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>31, 32</td>
<td>World Literature</td>
<td>6</td>
</tr>
<tr>
<td>59</td>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>63</td>
<td>American Novel</td>
<td>3</td>
</tr>
<tr>
<td>67</td>
<td>Survey of American Literature</td>
<td>4</td>
</tr>
<tr>
<td>81, 82</td>
<td>Survey of English Literature</td>
<td>6</td>
</tr>
<tr>
<td>68</td>
<td>Literary Criticism</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>a period course</td>
<td>3</td>
</tr>
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<td></td>
<td>elective</td>
<td>2</td>
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**MAJOR FOR ELEMENTARY TEACHERS:** 30 semester hours

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>31, 32</td>
<td>World Literature</td>
<td>6</td>
</tr>
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<tr>
<td>81, 82</td>
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<td>6</td>
</tr>
<tr>
<td>68</td>
<td>Literary Criticism</td>
<td>2</td>
</tr>
<tr>
<td>59</td>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>Children's Literature</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>a period course</td>
<td>3</td>
</tr>
<tr>
<td>55</td>
<td>Language and Rhetoric</td>
<td>3</td>
</tr>
</tbody>
</table>
### English

**MAJOR FOR SECONDARY TEACHERS:** 34 semester hours

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>31, 32</td>
<td>World Literature</td>
<td>6</td>
</tr>
<tr>
<td>67</td>
<td>American Literature</td>
<td>4</td>
</tr>
<tr>
<td>63</td>
<td>American Novel</td>
<td>3</td>
</tr>
<tr>
<td>59</td>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>68</td>
<td>Literary Criticism</td>
<td>2</td>
</tr>
<tr>
<td>81, 82</td>
<td>English Literature</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>a period course</td>
<td>3</td>
</tr>
<tr>
<td>55</td>
<td>Language and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**MAJOR FOR STUDENTS PREPARING FOR GRADUATE STUDY:**

40-45 semester hours

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>31, 32</td>
<td>World Literature</td>
<td>6</td>
</tr>
<tr>
<td>67</td>
<td>American Literature</td>
<td>4</td>
</tr>
<tr>
<td>63 or 61</td>
<td>American or English Novel</td>
<td>3</td>
</tr>
<tr>
<td>59</td>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>68</td>
<td>Literary Criticism</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>a minimum of three period courses</td>
<td>9</td>
</tr>
<tr>
<td>91</td>
<td>Advanced Studies in Literature</td>
<td>3</td>
</tr>
<tr>
<td>92</td>
<td>Readings in Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>electives</td>
<td>6-11</td>
</tr>
</tbody>
</table>

### Courses

**NON-CREDIT**

**READING AND WRITING CENTER**—Entering students who show marked deficiencies in grammar, in composition, or in reading are advised to avail themselves of the Center established to help students improve in these areas. Deficiencies may be discovered by examination, by high school record of performance, or by evidence in college courses. The student may seek service of the center on his own initiative or he may be remanded to it by one of his teachers. The center is 204 Van Raalte.

**GRAMMAR AND COMPOSITION:** BRATT AND VANDER KOLK  
**READING:** TANIS

13. **INTRODUCTION TO LIBERAL STUDIES**—This segment of the required freshman sequence seeks to get students to explore a number of basic human questions through reading, discussion and writing. Emphasis is placed on development of writing abilities. Required of all freshmen.

**STAFF BOTH SEMESTERS**

31. **WORLD LITERATURE**—A study of world masterpieces in translation through the Renaissance. Required of all students.

**THREE HOURS**

**STAFF FIRST SEMESTER**
English

32. WORLD LITERATURE—A study of world masterpieces since the Renaissance. Required of all students.
   THREE HOURS

38. THE SHORT STORY—A literature course involving the study of representative American and European short stories. For Sophomores.
   TWO HOURS

50. CHILDREN’S LITERATURE—An introduction to the authors, illustrators, and publications in the field of children’s literature. Special study of traditional children’s classics as well as of contemporary award-winning books as a guide to determining criteria for evaluating children’s literature. Required of majors planning on elementary teaching.
   TWO HOURS

51. BUSINESS ENGLISH—Study of the various forms of business correspondence. Recommended for all who plan to major in Business Administration. Not to be counted toward an English major.
   TWO HOURS

52. JOURNALISM—A study of the technique employed in the various types of journalistic writing and a study of the place the newspaper occupies in modern society. Open to all who have four hours of composition credit.
   THREE HOURS

53. ADVANCED COMPOSITION—Students in conjunction with the teacher may choose a field of writing in line with their own particular interests. Designed for students majoring in any discipline. Emphasis on expository writing. Prerequisite: English 13.
   TWO HOURS

54. CREATIVE WRITING—Of special interest to those who wish to cultivate the literary forms of writing. English 53 is recommended but not required for admission. Limited to those approved by the instructor.
   THREE HOURS

   THREE HOURS

57. ROMANTIC POETRY—English poetry produced during the Romantic period from 1750 to 1832. Attention is given chiefly to Wordsworth, Coleridge, Byron, Shelley, Keats.
   THREE HOURS

58. EIGHTEENTH CENTURY—Age of Pope or Age of Johnson. Alternate years, 1967-68.
   THREE HOURS
59. SHAKESPEARE'S PLAYS—The most important plays of Shakespeare in chronological order to show the evolution of Shakespeare as a dramatist. Required of all majors.
FOUR HOURS

60. VICTORIAN AGE—Major figures in prose and poetry of England between 1832 and 1890. Alternate years, 1968-69.
THREE HOURS

61. THE ENGLISH NOVEL—The structure and content of the English novel from Defoe to Joyce. Alternate years, 1967-68.
THREE HOURS

62. THE MODERN EUROPEAN NOVEL—The nineteenth and twentieth century influences on the novel from Balzac to Camus.
THREE HOURS

63. THE AMERICAN NOVEL—American novels from Hawthorne to Faulkner.
THREE HOURS

64. CONTEMPORARY DRAMA—A study of Ibsen and the contemporary drama of America and Europe.
THREE HOURS

67. SURVEY OF AMERICAN LITERATURE—A survey of major authors exclusive of the novel. Required of all English majors.
FOUR HOURS

68. LITERARY CRITICISM—The principles of literary criticism as applied to poetry. Required of all English majors.
TWO HOURS

72. MILTON AND HIS TIMES—Primarily a study of Milton's poetry with some attention to his prose. Consideration of other writers of the age.
THREE HOURS

75. ADVANCED CREATIVE WRITING—A seminar for those who wish to continue writing. Each student will work on a major project. Prerequisites: English 54 and permission of the instructor. Alternate years, 1967-1968.
THREE HOURS

81. SURVEY OF ENGLISH LITERATURE—A chronological survey of the trends and types of English literature with a standard anthology as text and supplementary readings. Required of all English majors except graduate study majors.
THREE HOURS

82. SURVEY OF ENGLISH LITERATURE—A chronological survey of the trends and types of English literature with a standard anthology as text and supplementary readings. Required of all English majors except graduate study majors.
THREE HOURS
83. CHAUCER AND HIS TIMES—The literature and ideas that spelled the end of the Middle Ages. Knowledge of Middle English not required.
THREE HOURS
MUELLER, REEDY  FIRST SEMESTER

86. SPENSER AND HIS TIMES—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.
THREE HOURS
MUELLER  SECOND SEMESTER

TWO HOURS
DE GRAAF  BOTH SEMESTERS

91. ADVANCED STUDIES IN ENGLISH—A pro-seminar in some field designated by the instructor. Preparation and presentation of research papers are a central aspect of the course. Designed as a senior course, primarily for majors who plan to teach or go to graduate school.
THREE HOURS
STAFF  BOTH SEMESTERS

92. READING IN LITERATURE—Individual readings in English and American literature under tutorial supervision of an instructor designated by department chairman. For senior English majors planning on graduate study. The course includes an oral comprehensive examination.
THREE HOURS
STAFF  SECOND SEMESTER

100. INDEPENDENT STUDY—A Senior Honors Project by permission of the department. See description under Academic Regulations.
THREE HOURS
STAFF  BOTH SEMESTERS
FOREIGN LANGUAGES

MR. GEARHART, CHAIRMAN

FRENCH

MRS. MARIS, MRS. MATYUS, MRS. PALMER, MR. SMITH

MAJOR: For students who begin their study of French (Spanish) at Hope College with course 11 or 12: 27 credit hours of courses numbered 31 and above; 3 of these credit hours must be chosen from courses numbered 72 or above. For all others: 24 credit hours of courses numbered 51 and above; 8 of these credit hours must be selected from courses numbered 72 or above. French (Spanish) 66 or Linguistics 64 are required of all majors. Those planning to go on to graduate school are strongly urged to take at least 14 credit hours of courses numbered 72 or above.

It is recommended that students who intend to teach French in secondary school choose a teaching minor in Spanish, German, or Latin, and that those who plan to teach Spanish select French, Latin, or German as their teaching minor.

11. ELEMENTARY FRENCH (1)—Pronunciation, grammar, and reading, with audio-lingual practice in classroom and laboratory. For students with no previous study of French.

FOUR HOURS STAFF FIRST SEMESTER

12. ELEMENTARY FRENCH (11)—A continuation of French 11. Prerequisite: French 11 or equivalent, or one year high-school French.

FOUR HOURS STAFF SECOND SEMESTER

31. INTERMEDIATE FRENCH (1)—A review of pronunciation and grammar; intensive and extensive reading; dictation, conversation, and composition. Prerequisite: French 12 or equivalent, or two years high-school French.

FOUR HOURS STAFF FIRST SEMESTER

32. INTERMEDIATE FRENCH (11)—Readings in French literature, history, and culture. Conversation and composition, with required supplementary reading. Prerequisite: French 31 or equivalent, or three years high-school French.

FOUR HOURS STAFF SECOND SEMESTER

51. FRENCH CIVILIZATION (1)—A study of French civilization from the Middle Ages through the eighteenth century. Readings and class discussions in French. Required of French majors. Prerequisite: French 32 or equivalent, or four years high-school French.

TWO HOURS STAFF FIRST SEMESTER

52. FRENCH CIVILIZATION (11)—A study of French civilization from the nineteenth century to the present time. Readings and class discussions in French. Required of French majors. Prerequisite: French 32 or equivalent, or four years high-school French.

TWO HOURS STAFF SECOND SEMESTER
53. SURVEY OF FRENCH LITERATURE (1)—A study of French literature from the Middle Ages through the eighteenth century. Readings and class discussion in French. Required of French majors. Prerequisite: French 32 or equivalent, or four years high-school French.
   THREE HOURS

54. SURVEY OF FRENCH LITERATURE (II)—A study of French literature from the nineteenth century to the present time. Readings and class discussions in French. Required of French majors. Prerequisite: French 32 or equivalent, or four years high-school French.
   THREE HOURS

61. ADVANCED GRAMMAR AND COMPOSITION (1)—A comprehensive study of French grammar, with advanced composition, and class discussions in French. Required of French majors. Prerequisite: French 32 or equivalent, or four years high-school French.
   TWO HOURS

62. ADVANCED GRAMMAR AND COMPOSITION (II)—A continuation of French 61. Required of French majors. Prerequisite: French 32 or equivalent, or four years high-school French.
   TWO HOURS

66. PRONUNCIATION AND INTONATION—An advanced laboratory course with systematic exercises and drill in French pronunciation and intonation. Prerequisite: French 32 or equivalent, or four years high-school French. Alternate years, 1968-1969.
   TWO HOURS

67. FRENCH CONVERSATION (I)—A course designed to develop conversational fluency, conducted in French. Prerequisite: French 32 or equivalent, or four years high school French.
   TWO HOURS

68. FRENCH CONVERSATION (II)—A continuation of course 67.
   TWO HOURS

72. 17TH CENTURY FRENCH LITERATURE—French Classicism in the Golden Age: Descartes, Pascal, Corneille, Racine, Moliere, LaFontaine, and other writers. Readings and class discussions in French. Prerequisite: French 51 and 53, or the equivalent. Alternate years, 1967-1968.
   THREE HOURS

74. 18TH CENTURY FRENCH LITERATURE—French thought as reflected in the literature of the Age of Enlightenment: Montesquieu, Voltaire, Rousseau, Diderot, Marivaux, Beaumarchais, and other writers. Readings and class discussions in French. Prerequisite: French 51 and 53, or the equivalent. Alternate years, 1968-1969.
   THREE HOURS
Foreign Languages

75. 19TH CENTURY FRENCH LITERATURE—The development of the Romantic movement in drama, poetry, and fiction; the novel from Balzac to Anatole France; Parnassian poetry; the Realistic drama. Readings and class discussions in French. Prerequisite: French 52 and 54, or the equivalent. Alternate years, 1967-1968.

THREE HOURS

77. 20TH CENTURY FRENCH LITERATURE—The novel, drama, and poetry of the contemporary period: Proust, Gide, Claudel, Valery, Camus, Sartre, and other writers. Readings and class discussions in French. Prerequisite: French 52 and 54, or the equivalent. Alternate years, 1968-1969.

THREE HOURS

84. TEACHING OF MODERN FOREIGN LANGUAGES—Required for French teaching major. See education 84.

91. SEMINAR IN FRENCH LITERATURE (1)—Study of a specific area of French literature, with preparation of a research paper based on one or more writers of this period. Readings and discussions in French. Prerequisite: French 51 and 53, or the equivalent, and consent of the department chairman. Alternate years, 1968-1969.

TWO HOURS

92. SEMINAR IN FRENCH LITERATURE (II)—Study of a different area of French literature, with preparation of a research paper based on one or more writers of this period. Readings and discussions in French. Prerequisite: French 52 and 54, or the equivalent, and consent of the department chairman. Alternate years, 1967-1968.

TWO HOURS
Foreign Languages

GERMAN

MR. GEARHART, MR. HEINE, MR. MEGOW, MR. ROTHMANN, MISS WRHEN

MAJOR: A minimum of twenty-five (25) hours above elementary course (11, 12), is required. Not more than eight hours of work on the intermediate level (courses numbered below 50) will be accepted toward a major. The completion of the basic requirements or placement equivalent is a prerequisite to all courses above 50. It is recommended that majors preparing for graduate study should acquire two-year proficiency in a second foreign language, normally, French.

The sequence of courses in the first year of the major program will normally be 51, 61, and 52, 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 Education 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—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.
   
   FOUR HOURS
   
   STAFF FIRST SEMESTER

12. ELEMENTARY GERMAN—Continuation of course 11.
   
   FOUR HOURS
   
   STAFF SECOND SEMESTER

31. INTERMEDIATE GERMAN—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.

   FOUR HOURS
   
   STAFF FIRST SEMESTER

32. INTERMEDIATE GERMAN—Continuation of course 31.

   FOUR HOURS
   
   STAFF SECOND SEMESTER

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

   THREE HOURS
   
   STAFF FIRST SEMESTER

52. GERMAN CIVILIZATION—An historical survey of the development of the German nation along cultural lines.

   THREE HOURS
   
   STAFF SECOND SEMESTER

61. GERMAN LANGUAGE I—A thorough review of German grammar and practice in composition. Emphasis on acquiring the ability to explain grammatical constructions.

   TWO HOURS
   
   STAFF FIRST SEMESTER
Foreign Languages

62. GERMAN LANGUAGE II—Continuation of course 61, emphasis on conversation.
   TWO HOURS  STAFF  SECOND SEMESTER

64. SCIENTIFIC GERMAN—Reading of science texts in German to develop a competency in specialized areas. Alternate years, 1969-1970.
   TWO HOURS  MEGOW  SECOND SEMESTER

71. GERMAN LITERATURE I—From the Middle Ages through Baroque. Alternate years, 1968-1969.
   THREE HOURS  STAFF  FIRST SEMESTER

72. GERMAN LITERATURE II—A study of 18th Century German literature with emphasis on the Enlightenment and Classicism (Lessing, Schiller, Goethe). Alternate years, 1968-1969.
   THREE HOURS  MEGOW  SECOND SEMESTER

73. GERMAN LITERATURE III—A study of 19th Century German literature with emphasis on Romanticism and Realism. Alternate years, 1969-1970.
   THREE HOURS  MEGOW  FIRST SEMESTER

   THREE HOURS  HEINE  SECOND SEMESTER

82. GERMAN LITERATURE V—A pro-seminar in the genres; designed to introduce students to the basic tools and methods of research in German literature. Alternate years, 1968-1969.
   THREE HOURS  STAFF

84. TEACHING OF MODERN LANGUAGES—Required for German teaching major. See Education 84.
   STAFF

91. READINGS IN GERMAN—Individual reading in a specific area of interest under the supervision of an instructor designated by the chairman of the department. Senior majors only.
   TWO HOURS  STAFF

92. READINGS IN GERMAN—A second semester of course 91.
   TWO HOURS  STAFF
Foreign Languages

GREEK

MR. ZSIROS

The Greek courses may be used to meet the college language requirement. For those planning to enter a theological seminary, Greek is usually required and Latin is recommended.

11. ELEMENTARY GREEK—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.

FOUR HOURS

12. ELEMENTARY GREEK—Continuation of course 11.

FOUR HOURS

31. INTERMEDIATE GREEK—Formation and inflection of tense systems; conjugation of irregular verbs; formation of words. Translation, *Plato: Apology*.

THREE HOURS

32. INTERMEDIATE GREEK—Continuation of course 31. Syntax; conditional, relative, temporal, causal sentences; consecutive and stipulative clauses; indirect discourse. Translation, *Plato: Crito*.

THREE HOURS

37. CLASSICAL ARCHAEOLOGY—A study and interpretation of the many remains of classical art and architecture. Not open to freshmen. A knowledge of Greek is not required.

TWO HOURS

53. GREEK NEW TESTAMENT

THREE HOURS

54. GREEK NEW TESTAMENT—Continuation of course 53.

THREE HOURS

71. THE LANGUAGE OF HOMER—Reading of *The Odyssey* and *The Iliad*.

THREE HOURS

72. THE LANGUAGE OF HOMER—Continuation of course 71.

THREE HOURS
Latin

Mr. Ferwerda

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 required to take Latin 72 also. In addition, majors must elect History 70, History of Rome.

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

Four hours per semester  

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

Four hours per semester  

51. Readings from Virgil—And from other writers of the Augustan period.

Three hours  

52. Latin of the Church Fathers  

Three hours  

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

Two hours  

54. Roman Philosophy—Readings from Latin philosophical writings. Alternate years.

Two hours  

55. Roman Civilization—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.

Three hours  

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

Three hours  

62. Similar to 61  

Three hours  

71. Survey of Latin Literature—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.

Three hours  

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

Two hours  

81-2. Readings in Latin  

Two hours  

History of Rome. See History 70.
Foreign Languages

LINGUISTICS

64. INTRODUCTION TO DESCRIPTIVE LINGUISTICS—An introduction to the science of descriptive linguistics, with a consideration of problems and methods of the phonemic, morphemic, and syntactical analysis of languages. Conducted in English. Prerequisite: for French (Spanish) majors: French (Spanish) 32 or equivalent, or four years high-school French (Spanish). Alternate years, 1968-1969.

TWO HOURS

H. WELLEH

SECOND SEMESTER

RUSSIAN

MR. RICHTER

11. ELEMENTARY RUSSIAN (I)—Pronunciation, grammar, and reading, with audio-lingual practice in classroom and laboratory. For students with no previous study of Russian. Alternate years, 1968-1969.

FOUR HOURS

FIRST SEMESTER

12. ELEMENTARY RUSSIAN (II)—A continuation of Russian II. Prerequisite: Russian II or equivalent, or one year high-school Russian. Alternate years, 1968-1969.

FOUR HOURS

SECOND SEMESTER

31. INTERMEDIATE RUSSIAN I—A review of pronunciation and grammar; intensive and extensive reading; dictation, conversation, and composition. Prerequisite: Russian 12 or equivalent, or two years high-school Russian. Alternate years, 1967-1968.

FOUR HOURS

FIRST SEMESTER

32. INTERMEDIATE RUSSIAN (II)—Readings in Russian literature, history, and culture. Conversation and composition, with required supplementary reading. Prerequisite: Russian 31 or equivalent, or three years high-school Russian. Alternate years, 1967-1968.

FOUR HOURS

SECOND SEMESTER

57. MASTERPIECES IN RUSSIAN LITERATURE (I)—Readings from Pushkin, Lermontov, Turgenev, Tolstoy, Dostoyevsky, Gogol and Gorky. Class discussions in Russian. Prerequisite: Russian 32 or equivalent, or four years high-school Russian. Alternate years, 1968-1969.

TWO HOURS

FIRST SEMESTER

58. MASTERPIECES IN RUSSIAN LITERATURE (II)—Further readings from the great Russian writers of the nineteenth and twentieth centuries. Class discussions in Russian. Prerequisite: Russian 57 or the equivalent. Alternate years, 1968-1969.

TWO HOURS

SECOND SEMESTER
SPANISH

MRS. CASTILLO, MR. M. RALPH, MR. H. WELLER, MISS WAGG

MAJOR: See listing under French, page 81.

11. ELEMENTARY SPANISH (I)—Pronunciation, grammar, and reading, with audio-lingual practice in classroom and laboratory. For students with no previous study of Spanish.

FOUR HOURS

STAFF  FIRST SEMESTER

12. ELEMENTARY SPANISH (II)—A continuation of Spanish II. Prerequisite: Spanish II or equivalent, or one year high-school Spanish.

FOUR HOURS

STAFF  SECOND SEMESTER

31. INTERMEDIATE SPANISH (I)—A review of pronunciation and grammar; intensive and extensive reading, dictation, conversation, and composition. Prerequisite: Spanish 12 or equivalent, or two years high-school Spanish.

FOUR HOURS

STAFF  FIRST SEMESTER

32. INTERMEDIATE SPANISH (II)—Readings in Hispanic literature, history, and culture. Conversation and composition, with required supplementary reading. Prerequisite: Spanish 31 or equivalent, or three years high-school Spanish.

FOUR HOURS

STAFF  SECOND SEMESTER

51. SPANISH CIVILIZATION—A study of Spanish civilization from earliest times to the present day. Readings and class discussions in Spanish. Required of Spanish majors. Prerequisite: Spanish 32 or equivalent, or four years high-school Spanish.

TWO HOURS

STAFF  FIRST SEMESTER

52. LATIN-AMERICAN CIVILIZATION—A study of Latin-American civilization from earliest times to the present day. Readings and class discussions in Spanish. Required of Spanish majors. Prerequisite: Spanish 32 or equivalent, or four years high-school Spanish.

TWO HOURS

STAFF  SECOND SEMESTER

53. SURVEY OF SPANISH LITERATURE (I)—A study of Spanish literature from the Middle Ages through the seventeenth century. Readings and class discussions in Spanish. Required of Spanish majors. Prerequisite: Spanish 32 or equivalent, or four years high-school Spanish.

THREE HOURS

STAFF  FIRST SEMESTER

54. SURVEY OF SPANISH LITERATURE (II)—A study of Spanish literature from the eighteenth century to the present time. Readings and class discussions in Spanish. Required of Spanish majors. Prerequisite: Spanish 32 or equivalent, or four years high-school Spanish.

THREE HOURS

STAFF  SECOND SEMESTER

61. ADVANCED GRAMMAR AND COMPOSITION (I)—A comprehensive study of Spanish grammar, with advanced composition, and class discussions in Spanish. Required of Spanish majors. Prerequisite: Spanish 32 or equivalent, or four years high-school Spanish.

TWO HOURS

RALPH  FIRST SEMESTER
Foreign Languages

62. ADVANCED GRAMMAR AND COMPOSITION (II)—A continuation of Spanish 61. Required of Spanish majors. Prerequisite: Spanish 32 or equivalent, or four years high-school Spanish.
TWO HOURS RALPH SECOND SEMESTER

66. PRONUNCIATION AND INTONATION—An advanced laboratory course with systematic exercises and drill in Spanish pronunciation and intonation. Prerequisite: Spanish 32 or equivalent, or four years high-school Spanish. Alternate years, 1967-1968.
TWO HOURS STAFF SECOND SEMESTER

72. SPANISH DRAMA AND POETRY OF THE GOLDEN AGE—Dramatic works of Lope de Vega, Ruiz de Alarcon, Tirso de Molina, Calderon de la Barca, and others; poetic work of the mystics, Herrera, Fray Luis de Leon, Gongora, Quevedo, and others. Readings and class discussions in Spanish. Prerequisite: Spanish 51 and 53, or the equivalent. Alternate years, 1967-1968.
THREE HOURS H. WELLER SECOND SEMESTER

74. SPANISH PROSE OF THE GOLDEN AGE—The picaresque novel, minor genres of the novel; Cervantes, the short novel; history and essay; La Celestina. Readings and class discussions in Spanish. Prerequisite: Spanish 51 and 53, or the equivalent. Alternate years, 1968-1969.
THREE HOURS H. WELLER SECOND SEMESTER

75. 19TH CENTURY SPANISH LITERATURE—Romanticism and realism in prose and poetry, with special emphasis on the theater and the development of the regional novel. Readings and class discussions in Spanish. Prerequisite: Spanish 52 and 54, or the equivalent. Alternate years, 1967-1968.
THREE HOURS STAFF FIRST SEMESTER

77. CONTEMPORARY SPANISH LITERATURE—The Generation of 1898, and the contemporary novel, drama, and poetry. Readings and class discussions in Spanish. Prerequisite: Spanish 52 and 54, or the equivalent. Alternate years, 1968-1969.
THREE HOURS STAFF FIRST SEMESTER

79. MODERN SPANISH-AMERICAN LITERATURE—A study of Spanish-American literature with emphasis on Modernismo and contemporary movements. Readings and class discussions in Spanish. Prerequisite: Spanish 52 and 54, or the equivalent. Alternate years, 1967-1968.
THREE HOURS STAFF FIRST SEMESTER

84. TEACHING OF MODERN FOREIGN LANGUAGES—Required for Spanish teaching major. See Education 84.

91. SEMINAR IN HISPANIC LITERATURE (I)—Study of a specific area of Hispanic literature, with preparation of a research paper based on one or more writers of this period. Readings and discussions in Spanish. Prerequisite: Spanish 51 and 53, or the equivalent, and consent of the department chairman. Alternate years, 1968-1969.
TWO HOURS STAFF FIRST SEMESTER
92. SEMINAR IN HISPANIC LITERATURE (II)—Study of a different area of Hispanic literature with preparation of a research paper based on one or more writers of this period. Readings and discussions in Spanish. Prerequisite: Spanish 52 and 54, or the equivalent, and consent of the department chairman. Alternate years, 1967-1968.

TWO HOURS

Foreign Languages

Hope students in GLCA Program walk up the ramp to the back entrance of La Valencia in Guanajuato, Mexico.
**History**

**HISTORY**

MR. FRIED, CHAIRMAN; MR. BOOTSMA, MR. CLARK, MR. DURAM, MR. PETROVICH, MR. STEWART, MR. VANDERHILL

**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, 71, or 75 will be accepted as meeting this requirement. Students who intend to do graduate work in the field should have thirty-six hours of history, including History 81. In addition, they are urged to attain proficiency in two foreign languages and to take the departmental oral exam during the first semester of their senior year as well as the Graduate Record Examination.

15. EUROPEAN CIVILIZATION: 1500-1815—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.  
   **THREE HOURS**  
   **STAFF**

16. EUROPEAN CIVILIZATIONS: 1815 TO THE PRESENT—The cause and effect relationship between the events and developments of the past and the problems and organizations of the present.  
   **THREE HOURS**  
   **STAFF**

33. HISTORY OF THE UNITED STATES: 1492-1865—A survey in which the causal relations are emphasized. Special study is made of social, economic, and constitutional developments, and sectional problems.  
   **THREE HOURS**  
   **STAFF**

34. HISTORY OF THE UNITED STATES: 1865-1945—Second portion of the survey course in American History. Emphasis is placed on industrial, labor, and agricultural problems, domestic and foreign policies, and economic and social legislation.  
   **THREE HOURS**  
   **STAFF**

51. THE ANCIENT WORLD—The cultures of the Tigris-Euphrates region, Egypt, the Eastern Mediterranean area, Greece, and Rome to the reign of Constantine. Alternate years.  
   **THREE HOURS**  
   **STAFF**  
   **FIRST SEMESTER**

52. THE MIDDLE AGES—The rise, flowering, and decline of Medieval civilization from the reign of Constantine to the Renaissance. Alternate years.  
   **THREE HOURS**  
   **STAFF**  
   **SECOND SEMESTER**

53. RENAISSANCE AND REFORMATION—The political, economic, religious, social, intellectual and artistic development of Europe up to the Peace of Westphalia. Prerequisite: History 15 and 16. Alternate years.  
   **THREE HOURS**  
   **CLARK**  
   **FIRST SEMESTER**
55. HISTORY OF ENGLAND—The development of English political, social, and economic institutions from Roman times to the end of the Stuart period in 1715. Alternate years.
THREE HOURS  CLARK  FIRST SEMESTER

56. HISTORY OF ENGLAND—A continuation of History 55, with an analysis of the development of the modern democratic state and a study of the impact of British traditions on the Empire and the World. Alternate years.
THREE HOURS  CLARK  SECOND SEMESTER

57. AMERICAN DIPLOMACY AND FOREIGN RELATIONS—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.
THREE HOURS  DURAM  FIRST SEMESTER

58. ERA OF JEFFERSON AND JACKSON—The major American social, political, and economic development of the first half of the 19th Century; with emphasis on the growth of political parties; factors influencing the character of democracy; western expansion; beginnings of sectional conflict. Alternate years.
THREE HOURS  STEWART  SECOND SEMESTER

59. AMERICAN INTELLECTUAL HISTORY—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.
THREE HOURS  VANDERHILL  FIRST SEMESTER

60. RECENT AMERICAN HISTORY—Economic, social, and political problems facing the United States since 1932. Prerequisite: History 33 and 34, or consent of the instructor. Alternate years.
THREE HOURS  DURAM  SECOND SEMESTER

61. THE ORIGINS OF MODERN GERMANY—The course will trace the political, social, and economic development of the “Holy Roman Empire of the German Nation” from its medieval beginnings to the Thirty Years War. When offered in the Vienna Summer School, special emphasis will be placed on the cultural and intellectual history of the Hapsburg realm. Alternate years.
THREE HOURS  FRIED  FIRST SEMESTER

62. MODERN GERMANY AND AUSTRIA—A survey of the political, social and economic development of the Hohenzollern and Hapsburg Empires from the Peace of Westphalia to the end of the 19th Century. When given in the Vienna Summer School, special emphasis will be placed on the cultural and intellectual history of Austria. Alternate years.
THREE HOURS  FRIED  SECOND SEMESTER

63. EUROPE AND THE WORLD BETWEEN WARS—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.
THREE HOURS  FRIED  FIRST SEMESTER
History

64. EUROPE AND THE WORLD IN THE ATOMIC AGE—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.
THREE HOURS

67. THE AGE OF BAROQUE GRANDEUR—Analysis of the concept of the Baroque by investigation of the political, social, religious, and intellectual developments in Europe during the seventeenth century. Comparative approaches to the study of an historical concept will be included.
THREE HOURS

68. THE AGE OF THE ENLIGHTENMENT AND THE FRENCH REVOLUTION—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.
THREE HOURS

70. HISTORY OF ROME—From the earliest times to about 476 A.D. An attempt to interpret the political history in the light of social, economic, and religious movements. Alternate years.
THREE HOURS

71, 72. READINGS IN NON-WESTERN HISTORY—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.
THREE HOURS PER SEMESTER

76. SURVEY OF RUSSIAN HISTORY TO 1917—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.
THREE HOURS

77. SOVIET RUSSIA SINCE 1917—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.
THREE HOURS

81. SEMINAR IN HISTORY—A seminar course for history majors designed to advance further their mastery of historical method and their appreciation of the discipline of history as an achievement of man. Major emphasis will be placed on the development of sound research methods and acquiring familiarity with the significant source materials in specific fields. The course will also include readings from the masters of historical writing and analytical discussion of method and of schools of historical interpretation. On the recommendation of the instructor individual students may be permitted to continue the course for a second semester.
THREE HOURS
MUSIC

MR. CAVANAUGH, CHAIRMAN; MR. ASCHBRENNER, MR. CECIL, MR. DAVIS,
MISS HOLLEMAN, MR. KOOIKER, MISS MORRISON, MR. RIDER®, MR. RITSEMA,
MR. TALLIS®, MR. THOMPSON

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
the Introduction to Music course, in any of the Applied Music courses, or by means
of membership in any of the music ensembles. A student in the second group, if he
desires to teach music, can elect either the Bachelor of Music in Instrumental Music
Education or the Bachelor of Music in Vocal Music Education degrees (permitting
him to teach music from Kindergarten through the Twelfth Grade); if he desires to
be a performing artist, he should select the Bachelor of Music in Performance pro­
gram; if he wishes to major in music under the Bachelor of Arts degree he may do so
in either Music Literature and History or Theory. All of the above programs are
designed as basic toward continued study in graduate schools of music.

MAJOR: A student who wishes to major in music, under either the Bachelor of
Music or the Bachelor of Arts degree programs, must start work in the department
in his Freshman year, following the suggested schedule closely. If possible, he should
indicate his preference in his application for admission to Hope College and should,
with all other freshmen intending to major in music, meet with the department
chairman before actual registration in the Fall. At the close of his sophomore year
he will appear before the music faculty and, if he is successful in passing a jury
examination, he will make a written application for majoring in music to the de­
partment chairman, at which time he will be accepted or rejected by a decision of
the music faculty.

MINOR: The Music Minor requirements for elementary teacher certification are
20 hours of music, as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Music 15, 16</td>
<td>6</td>
</tr>
<tr>
<td>Music 17</td>
<td>3</td>
</tr>
<tr>
<td>Music 55</td>
<td>2</td>
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<tr>
<td>Ensemble</td>
<td>2 or 3</td>
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<tr>
<td>Applied Music</td>
<td>6 or 7</td>
</tr>
<tr>
<td>1st year Piano Proficiency</td>
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</tbody>
</table>

TOTAL: 20 hours

*On Leave 1967-1968
Music

The Music Minor requirements for secondary teacher certification are 20 hours of music, as follows:

Music 15, 16 6 hours
Music 17 3 hours
Music 74 or 76 3 hours
Ensemble 2 hours
Applied Music 6 hours
1st year Piano Proficiency

TOTAL: 20 hours

BACHELOR OF MUSIC IN VOCAL MUSIC EDUCATION

Liberal Arts: English (10), Speech (2), Philosophy (2), Psychology 15 (3), Social Sciences (3), History (3), Foreign Language (8), Bible (6), Mathematics (3), Science (4), Senior Seminar (3), Physical Education (2).

Basic Musicianship: Music 15, 16, 17, 31, 32, 33, 34, 36, 51.

Performance: Applied Major area (16), Piano (8), Music 75 (3), Ensembles (4), Music Electives (2).

Professional Education: Education 52 (3), 60 (2), 83 (8), 57 (3), Music Education 55 (2), 76 (3), 71 (2).

Total: 49 hours
Total: 28 hours
Total: 33 hours
Total: 23 hours
Grand Total: 133 hours

BACHELOR OF MUSIC IN INSTRUMENTAL MUSIC EDUCATION

Liberal Arts: Same as program above Total: 49 hours
Basic Musicianship: Music Literature (9), Music 15, 16, 31, 32, 51, 58. Total: 28 hours
Performance: Applied Major area (16), Piano (4), Music 43, 44, 45, 46, 57, Ensembles (4). Total: 35 hours
Professional Education: Education 52 (3), 60 (2), 57 (3), 83 (8), Music Education 55 (2), 71 (2), 74 (3). Total: 23 hours
Grand Total: 135 hours

BACHELOR OF MUSIC IN PERFORMANCE

Liberal Arts: Introduction to Liberal Studies (8), World Literature (6), History (3), Social Studies (6), Science (4), Mathematics (3), Foreign Language (8), Religion (6), Senior Seminar (3), Physical Education (2). Total: 49 hours
Basic Musicianship: Music Literature (12), 71, 15, 16, 31, 32, 51, 52, 72. (In addition, organ majors must take Music 77 and 78, for four additional hours). Total: 34 hours
Music

Performance: Applied Major area (24), Applied Minor area (8), (Organ majors take 4), Music 57, 75, Major Applied Methods course, Ensemble (2), Electives (5). Total: 47 hours
Grand Total: 130 hours

BACHELOR OF ARTS WITH A MAJOR IN MUSIC LITERATURE AND HISTORY
Liberal Arts: 75 hours
Theoretical Subjects: Music 15, 16, 17, 31, 32, 33, 34, 36, 51, 52, 57, 71, 72, 75, 77. Total: 13 hours
Applied Subjects: Piano—8 hours
Music Electives and Ensembles—5 hours Total: 13 hours
Grand Total: 130 hours

BACHELOR OF ARTS WITH A MAJOR IN MUSIC THEORY
Liberal Arts: 75 hours
Theoretical Subjects: Music 15, 16, 17, 31, 32, 33, 34, 36, 51, 52, 57, 58, 71, 72. Total: 40 hours
Applied Subjects: Piano—8 hours
Music Electives and Ensembles—7 hours Total: 15 hours
Grand Total: 130 hours

THEORETICAL COURSES:

15. THEORY I—For music majors and minors with emphasis on the fundamentals of music. The study of triads, intervals, keys scales, cadences, sight singing, melodic and harmonic dictation, and keyboard harmony. Students deficient in keyboard must take piano concurrently with this course.
THREE HOURS CECIL, THOMPSON FIRST SEMESTER

16. THEORY I—Continuation of course 15. Introduces seventh chords, modulation, and the study of four-part writing. Dictation and keyboard drill are continued.
THREE HOURS CECIL, THOMPSON SECOND SEMESTER

17. INTRODUCTION TO MUSIC—Development of skills in listening intelligently to music, with emphasis upon the development of music as an art.
THREE HOURS DAVIS, HOLLEMAN, RITSEMA BOTH SEMESTERS

31. THEORY II—Prerequisite: 15 and 16. A continuation of Theory I, including keyboard harmony, dictation, and sight-singing. The study of harmony will proceed from figured and unfigured bass and soprano harmonization and include techniques of 19th century composition. Course meets daily.
FOUR HOURS ASCHBRENNER FIRST SEMESTER

32. THEORY II—Continuation of course 31.
FOUR HOURS ASCHBRENNER SECOND SEMESTER
Music

33. MUSIC LITERATURE OF THE CLASSIC AND ROMANTIC PERIODS—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. Prerequisite: Music 17 or consent of instructor. Alternate years.
THREE HOURS  KOOIKER  SECOND SEMESTER

34. WAGNER AND THE TWENTIETH CENTURY—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. Prerequisite: Music 17 or consent of instructor. Alternate years.
THREE HOURS  RIDER  FIRST SEMESTER

36. MUSIC LITERATURE BEFORE 1750—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. Prerequisite: Music 17 or consent of instructor. Alternate years.
THREE HOURS  CAVANAUGH  SECOND SEMESTER

41. PIANO METHODS—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.
TWO HOURS  PIANO STAFF  SECOND SEMESTER

43. STRING APPLIED METHODS—A required course for instrumental music education majors. Alternate years, 1967-68.
TWO HOURS  STAFF  FIRST SEMESTER

44. STRING APPLIED METHODS—Continuation of Course 43. Alternate years, 1967-68.
TWO HOURS  STAFF  SECOND SEMESTER

45. BRASS AND PERCUSSION METHODS—A required course for instrumental music education majors. Alternate years, 1968-69.
TWO HOURS  STAFF  FIRST SEMESTER

46. WOODWIND METHODS—A required course for instrumental music education majors. Alternate years, 1968-69.
TWO HOURS  STAFF  SECOND SEMESTER

47. VOCAL METHODS—A required course for Vocal Performance degree majors and strongly recommended for vocal music education majors. Alternate years, 1968-69.
TWO HOURS  MORRISON  SECOND SEMESTER

49. ORGAN LITERATURE—A survey of the various periods of organ composition, with emphasis upon the study and performance of representative works. Alternate years, 1967-68.
TWO HOURS  DAVIS  FIRST SEMESTER
Music

51. FORM AND ANALYSIS—A practical and analytical course in the structure of music, as well as the harmonic and polyphonic devices employed in representative major works. Prerequisite: Theory I and Theory II. Alternate years.

TWO HOURS CAVANAUGH FIRST SEMESTER

52. FORM AND ANALYSIS—Continuation of course 51. Alternate years.

TWO HOURS CAVANAUGH SECOND SEMESTER

55. ELEMENTARY MUSIC METHODS—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.

TWO HOURS HOLLEMAN

57. ORCHESTRATION AND CONDUCTING—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. Prerequisite: Music 32. Alternate years, 1968-69.

THREE HOURS RIDER FIRST SEMESTER

57. ORCHESTRATION AND CONDUCTING—Continuation of course 57. Includes string ensembles and the adaptation of vocal, piano and organ works for symphonic orchestra. Alternate years, 1968-69.

THREE HOURS RIDER SECOND SEMESTER

71. SENIOR PRO-SEMINAR IN MUSIC—A required senior music course designed to assist advanced students in the problems of music and to act as an additional survey of theoretical and music literature materials. Includes an oral comprehensive examination, as well as independent study.

TWO HOURS STAFF FIRST SEMESTER

72. COUNTERPOINT—A practice of the techniques used in sixteenth-century composition and a study of the style and literature of the period.

TWO HOURS KOOIKER SECOND SEMESTER

74. SECONDARY INSTRUMENTAL METHODS AND ADMINISTRATION—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, 1967-68.

THREE HOURS RITSEMA FIRST SEMESTER

75. CHORAL CONDUCTING—A practical study of conducting choral music. The requirements for the first two years of a music major are advisable as a prerequisite. Alternate years, 1967-68.

THREE HOURS CAVANAUGH FIRST SEMESTER

76. SECONDARY CHORAL METHODS—The study and observation of secondary teaching techniques, with examination of materials. The requirements for the first two years of a music major are advisable as a prerequisite. Alternate years. Same as Education 73.

THREE HOURS HOLLEMAN SECOND SEMESTER
Music

77. MUSIC OF THE CHURCH—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.

TWO HOURS

THOMPSON  FIRST SEMESTER

78. SERVICE PLAYING—Instruction in anthem and oratorio accompaniment, conducting from the console, and improvisation. Prerequisite: 1½ years of organ. Recommended for organ majors. Alternate years, 1968-69.

TWO HOURS

TALLIS  SECOND 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. A schedule of Applied Music fees will be found on page 50.

In partial fulfillment of music major requirements, seniors majoring in applied music will give a full length evening recital and seniors majoring in music education will share in a joint evening recital. Exceptions to recital requirements will be granted only by a decision of the music department faculty.

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 hour per day for each weekly voice lesson and at least two hours per day for each weekly piano, organ, or instrumental lesson. Qualified students studying piano privately are required to accompany for a minimum of one lesson per week during course of study. Private lessons are open to all students in relation to their degree of proficiency.

APPLIED MUSIC—PRIVATE STUDY

Courses in private study are numbered from 1 through 8 according to the number of semesters a student has elected that particular course. Thus, a student taking his third semester of private study in Piano, for credit, would enroll in Music-Piano 3; a student taking his fifth semester of private instruction in Bassoon would register the course as Music-Bassoon 5, etc.

Students may elect either one-half hour lesson per week, receiving two hour’s credit per semester, or one forty-five minute lesson per week, receiving three hour’s credit per semester.

CLASS INSTRUCTION

Voice Class—Music 23, 24

Open to all students, with a limitation of four hours total credit.
Music

Piano Class—Music 21, 22
Open to all students who are beginning piano study, with the exception of piano majors to whom it is closed entirely. Limited to four hours total credit.

10. CHAPEL CHOIR—Membership of approximately 70 voices determined each spring by auditions from members of the College Chorus.
   ONE HOUR
   CAVANAUGH

12. COLLEGE CHORUS—Membership open to all interested students.
   ONE-HALF HOUR
   DAVIS

14. MOTET CHOIR—Choir limited to sixteen voices and four alternates, chosen by audition.
   ONE-HALF HOUR
   TALLIS

20. ORCHESTRA—Membership determined by tryouts at the beginning of the Fall term.
   ONE-HALF HOUR
   RITSEMA

30. BAND—Membership determined by tryouts at the beginning of the Fall term.
   ONE-HALF HOUR
   CECIL

40. SYMPHONETTE—Membership determined by tryouts at the beginning of the Fall term.
   ONE-HALF HOUR
   CECIL

70. INSTRUMENTAL ENSEMBLE—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.
   ONE-HALF HOUR
   RITSEMA, CECIL  BOTH SEMESTERS
Philosophy

PHILOSOPHY

MR. DYKSTRA, CHAIRMAN; MR. JENTZ, MR. VANDER LUGT

Philosophy is ambivalent; it is a subject matter, and it is a mode and habit of critical reflection whose subject matter can be virtually any item in any human experience. For this department, philosophy is always an act of inquiry; and, at any given time, its subject matter is ancillary to the distillation of the unceasing process of inquiring. In the contexts of a Liberal Arts education, philosophy can, and therefore must, serve equally three classes of students.

1. Those interested in the wide range of inquiries that characterizes Liberal Arts education. Philosophy seeks to involve these students in fundamental questions which are unique to any one of the identifiable disciplines or common to several or all of them; to develop competence in critical thought; and to open up possibilities for relating the broad areas of human experience and learning to each other.

2. Those whose main education interest is in specialized areas. For these philosophy is chiefly the critical analysis of the fundamental concepts employed in the various specialized disciplines (e.g. art, science, religion); an examination of the kinds of validity achieved in each; and a major means by which a student can achieve such a self-awareness in his discipline that his ventures in the discipline may become explicitly purposive and so promise to be also highly creative.

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; or in other words, to come as close as possible to stepping into the stream of philosophy at the point of development it has now reached, and to become realistically involved in this contemporary stream—in part by discovering by what rationale it has arrived where it now is, and in part by locating the hitherto unresolved issues in philosophy.

MAJOR REQUIREMENTS: A minimum of thirty hours in the department. Specific required courses: 21, 25, 31, 51, 53, and 61 or 62. Students who expect to do graduate work must take 61, and 32, 52, and 72, and at least two of the Seminars (91, 92, 93, 94).

Majors will also be required to have achieved a level of competence equivalent to that of two years of college foreign language study, with strong preference for German.

Some variations from these specific requirements are possible, but only by formal departmental action, in cases where the particular interests of a student seem to be better served by such variations. A typical course for those who major will include courses 21, 25, 31, and 32 in the Freshman and Sophomore years, through failure to include these courses in the first two years will not preclude one’s majoring in the department.
13. INTRODUCTION TO LIBERAL STUDIES—Required of all freshman students. A course built around the notion of “prior questions”, i.e., the notion that by the time formally disciplined study of any one of the major facets of the human enterprise begins, some major questions have been explicitly or implicitly faced and some major commitments made. The course takes its cues chiefly from contemporary thought in ethics, philosophy of religion, philosophy of science, etc.

DYKSTRA    BOTH SEMESTERS

21. INTRODUCTORY LOGIC—Articulation of the various classic structures of the human reasoning processes: the elementary forms of deductive and inductive reasoning. Development of skills in the use of the various methods. Examination of the forms of creativity in thought.

THREE HOURS     STAFF    BOTH SEMESTERS

25. FUNDAMENTALS OF PHILOSOPHY—An introductory level problems course, with concentration in the four fields: meaning, knowledge, value, and existence. There is no overlap between this course and Course 13.

THREE HOURS     JENTZ    BOTH SEMESTERS

Note: The following six courses are devoted specifically to the study of the history of philosophy, and are regarded as of central importance in the major program. This is so, not because the answers to the major questions have all been found in the past, but because the history does disclose both possible questions and possible answers. Thus it gives both range and depth to the inquiry. Here also, in one sense or another, we can progress because we can stand on the shoulders of the past. The history is studied not merely as a succession of opinions, nor merely for its information value, but as a continuous process of critical search for truth, and even for what is the meaning of truth. All the courses involve extensive reading, chiefly in primary source materials. Additional and more intensive study of some part of the history occurs also in the seminars.

31. ANCIENT PHILOSOPHY—Greek philosophy from its beginnings through the later moralists.

THREE HOURS     DYKSTRA    FIRST SEMESTER

32. MEDIEVAL PHILOSOPHY—Late Greek religious philosophies, early Christian thought, and the emergence, flowering, and weakening of Medieval philosophy. Alternate years, 1967-68.

TWO HOURS       DYKSTRA    SECOND SEMESTER

51. EARLY MODERN PHILOSOPHY—From Descartes through German Idealism, with major emphasis on the epistemological and the metaphysical issues.

THREE HOURS     DYKSTRA    FIRST SEMESTER

52. NINETEENTH CENTURY PHILOSOPHY—The major developments in social philosophy, the struggles of philosophy in adjusting to the developing scientific method and world-view, and the various idealistic emphases. Alternate years, 1968-69.

TWO HOURS       DYKSTRA    SECOND SEMESTER

53. TWENTIETH CENTURY PHILOSOPHY—The major tendencies: Realism, Pragmatism. Analytical Philosophy, and Existentialism.

THREE HOURS     DYKSTRA    SECOND SEMESTER
Philosophy

54. ORIENTAL THOUGHT: PHILOSOPHIES OF INDIA—Problems of the Self and Society in Indian thought from the Vedic Age to the present. Alternate years, 1967-68.

THREE HOURS JENTZ SECOND SEMESTER

61. HISTORY OF ETHICAL THEORY—Survey of the important types of ethical emphasis, with a critical analysis aimed at discovering whether and what kind of progress there may have been, what key options remain open in ethical philosophy, and what we can do with them. The historical development of ethical theory in relation to the cultures out of which they arise. Readings in major classics of ethical thought from the Greeks until now, with a special attention to contemporary issues in philosophical ethics. Alternate years, 1968-69.

THREE HOURS JENTZ FIRST SEMESTER

62. ETHICS IN PRACTICE AND THEORY—An attempt to clarify the nature of ethical thinking, by identification of concrete ethical issues in ordinary experience, examination of the criteria for determining that an issue is a moral one, the developments of procedures for resolving such issues, and, in this context, reflections on the nature of ethical theory. Alternate years, 1967-68.

THREE HOURS JENTZ FIRST SEMESTER

64. PHILOSOPHIES OF MAN—An symposium type of study of the various concepts of man that have been proposed as seriously intended images of the nature of man, an inquiry as to whether modern culture is or is not downgrading man's image, and whether more carefully critical concepts of man may contribute to revitalization of modern culture. Alternate years, 1968-69.

THREE HOURS VANDER LUGT SECOND SEMESTER

67. EPISTEMOLOGY—A summary of the major issues involved in the problems of knowledge, an appraisal of past work in epistemology with a view to determining the exact nature of its contributions, of its limitations, and what to do about them. Alternate years, 1968-69.

THREE HOURS STAFF FIRST SEMESTER

68. METAPHYSICS—Clarification of the meanings of metaphysics in history; examination of the senses in which metaphysics is possible or impossible, and of the conditions for its being worth doing. Alternate years, 1967-68.

THREE HOURS STAFF SECOND SEMESTER

69. PHILOSOPHY OF LANGUAGE—An introductory examination of philosophical issues involved in our use of language, and a survey of major contemporary philosophical contributions to our understanding of the nature of language. Alternate years, 1967-68.

THREE HOURS STAFF FIRST SEMESTER

72. SYMBOLIC LOGIC—An introduction to the methods of formal logic, with emphasis placed upon the applicability of these techniques in the various kinds of discipline. Prerequisite: Philosophy 21. Alternate years, 1968-69.

THREE HOURS STAFF SECOND SEMESTER
73. PHILOSOPHY OF THE NATURAL SCIENCES—Understanding of modern science by examination of its continuities and divergencies from alternative versions of what science is, and by clarification of its fundamental concepts and methods. Identification of assumptions of the sciences and critical analysis to determine the conditions for their validity. Methods of unification in the sciences. Relations between science and ethics, art, and religion.

THREE HOURS  DUKSTRA  FIRST SEMESTER

74. PHILOSOPHY OF THE SOCIAL SCIENCES—Analysis of the social sciences comparable to the analysis of the natural sciences in philosophy 73, with added question whether social science can properly be science in the same sense as the natural sciences. Conditions for creative advance in the social sciences. Alternate years, 1967-68.

THREE HOURS  STAFF  SECOND SEMESTER

75. PHILOSOPHY OF RELIGION—Inquiry into the nature and functions of religion in various cultures; the logic of religious belief; the nature of religious discourse; the relations between religious world-views and their alternatives. Prerequisite: Junior standing. Same as Religion 75.

THREE HOURS  JENTZ  FIRST SEMESTER

77. HISTORY OF POLITICAL AND SOCIAL THEORY—The objective of the course is two-fold: (1) to consider some of the basic problems of political philosophy, and (2) to indicate how they grew out of an attempt on the part of man to discover his purpose and the nature of his social organization. Same as Political Science 77.

THREE HOURS  VANDER LUGT  SECOND SEMESTER


THREE HOURS  JENTZ  SECOND SEMESTER

91, 92, 93, 94. SEMINARS—One seminar per semester may be taken during each semester, both of the Junior and Senior years. Extensive readings in selected works and writing of short papers.

THREE HOURS  STAFF  BOTH SEMESTERS
Religion and Bible

RELIGION AND BIBLE

MR. VOOGD, CHAIRMAN; MR. KRUITHOF, MR. PONSTEIN, MR. BRUINS,
MR. PALMA, MR. VANDER LUGT, MR. HILMERT

Studies in the department are an integral part of the college curriculum and six semester hours in Biblical content courses, Religion 21 and 22, are required for graduation. In addition the department offers the following courses which may be elected to fulfill the Senior Seminar graduation requirement: Religion 51 or 52 (Rise of Christianity); 62 (History of Religion in America); 63 (Christian Classics); 64 (Christian Ethics); 71 (Philosophy of the Christian Religion); 75 (Philosophy of Religion).

Religion and Bible is a department within the humanities and presents an area of study and research which students preparing for various professions may choose as the focus of their liberal arts education. A religion major program embraces courses in Old and New Testaments, historical theology, world religions, Biblical archaeology, Christian classics, philosophical theology, ethics and contemporary religious thought and movements. Students who major in the department also carry on seminar studies of individual research and creative study. In addition the program places stress on significant areas of study in English, Philosophy, Language, History, Psychology and Speech. Consult the suggested liberal arts major in Religion on page 165 for further detail.

106 BIBLICAL


22. NEW TESTAMENT—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: Religion 21. THREE HOURS STAFF BOTH SEMESTERS


HISTORICAL

36. RELIGION AND DRAMA—Same as Speech 36. TWO HOURS

51. RISE OF CHRISTIANITY I—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: Religion 21 and 22, or Junior standing. THREE HOURS PONSTEIN FIRST SEMESTER
52. RISE OF CHRISTIANITY II—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: Religion 21 and 22, or Junior standing.

THREE HOURS  PONSTEIN  SECOND SEMESTER

60. WORLD RELIGIONS I; THE NEAR EAST—An introduction to the major religions of Mesopotamia, Egypt, Palestine, Arabia, Greece and Rome. Prerequisites: Religion 21, 22, and Junior standing.

THREE HOURS  VOOGD  FIRST SEMESTER

61. WORLD RELIGIONS II: THE FAR EAST—An introduction to the major religions of India, China, Japan, and Southeast Asia. Prerequisites: Religion 21, 22, and Junior standing.

THREE HOURS  VOOGD  SECOND SEMESTER

62. HISTORY OF RELIGION IN AMERICA—An analysis and study of the various religious movements and cults in America from colonial times to the present. Prerequisites: Religion 21, 22, and Junior standing.

THREE HOURS  PONSTEIN, BRUINS  SECOND SEMESTER

70. INTERTESTAMENTARY HISTORY—The history, literature and religion of the Jews from the Babylonian exile to the Advent. Includes study of the Apocryphal and Apocalyptic literature of the period. Prerequisites: Religion 21, 22, and Junior standing.

THREE HOURS  VOOGD  SECOND SEMESTER

72. ARCHAEOLOGY AND THE BIBLE—A study of the archaeological discoveries which cast a direct or indirect light upon the Biblical record, including an analysis of the Dead Sea Scrolls. Prerequisites: Religion 21, 22, and Junior standing.

THREE HOURS  VOOGD  FIRST SEMESTER

PHILOSOPHICAL - THEOLOGICAL

63. THE CHRISTIAN CLASSICS—The writings that form our Christian heritage. Includes writings of Augustine, Erasmus, Bunyan, Calvin, Pascal, and Kierkegaard. Reading, discussion, lectures. Prerequisites: Religion 21, 22 and Junior standing.

THREE HOURS  KRUITHOF  BOTH SEMESTERS

64. CHRISTIAN ETHICS—A study of the moral principles and practices as revealed in the Scriptures. A comparative analysis of Christian ethics and the ethics of nature with emphasis on the relevance of the Christian faith to life. Prerequisites: Religion 21, 22 and Junior standing.

THREE HOURS  KRUITHOF  SECOND SEMESTER

71. PHILOSOPHY OF THE CHRISTIAN RELIGION—The Christian view of the nature of God, man and the world, including the significance of the person and work of Jesus Christ to contemporary life and problems. Prerequisites: Religion 21, 22, and Junior standing.

THREE HOURS  VOOGD, KRUITHOF, VANDER LUGT  BOTH SEMESTERS
Religion and Bible

75. PHILOSOPHY OF RELIGION—Same as Philosophy 75.
THREE HOURS

78. CONTEMPORARY RELIGIOUS THOUGHT—Reading and critical analysis of current religious thought, e.g., empiricist, existentialist, process and positive theology; critiques of religious language; contemporary atheism and relativism. Prerequisites: Religion 21, 22, and consent of the instructor.
THREE HOURS

81, 82, 83, 84. SEMINAR—Studies in depth of specific areas of Biblical literature, theology, ethics or historical theology. Courses designed to develop the student's capabilities for individual research and the use of primary sources. Courses for Religion majors only.
THREE HOURS

 RELIGIOUS EDUCATION

33. PRINCIPLES OF RELIGIOUS EDUCATION I—The processes and outcomes of religious education based on an understanding of the psychology of religious experience and the principles of human development. Prerequisites: introductory course in Psychology or consent of the instructor.
THREE HOURS

34. PRINCIPLES OF RELIGIOUS EDUCATION II—The curriculum, methods, materials, organizational patterns and administrative problems of religious education in the local church. Prerequisite: Religion 33.
THREE HOURS

53. MISSION OF THE CHURCH—The mission of the church in all lands, its history, problems and contemporary challenge. Includes study of current ecumenical thought and movement.
THREE HOURS

54. PERSONAL COUNSELING—The principles and techniques of serving people with emotional and spiritual problems on a non-professional level. Involves understanding the dynamics of individual behavior and psychological interpretation of the religious process.
TWO HOURS

65. GROUP LEADERSHIP—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. Conducted as a workshop. Alternate years, 1967-68, 1969-70.
TWO HOURS

77. MUSIC OF THE CHURCH—Same as Music 77.
TWO HOURS
A major in Speech consists of twenty-two semester hours in addition to Speech 11, and must include courses 14, 34, 37, 39, 53, 59, either 52 or 54, and either 63 or 73. Any departure from these minimum requirements on account of special circumstances must receive approval of the major advisor. Speech 11 is prerequisite to all other courses in Speech, except Speech 14 and 41.

11. FUNDAMENTALS OF SPEECH—Beginning course in the fundamental principles and practices of effective oral communication, with emphasis on the preparation and delivery of short speeches. Required for graduation, and intended for freshmen. It is a prerequisite to all other courses in Speech, except Speech 14 and 41. Those students with an “A” or “B” grade in Speech in an accredited high school may be exempt from this course but are not exempt from the Speech requirement for graduation. Such students should still take a performance course—34 or 39—preferably before the end of their sophomore year. Speech 53, 54, and 73, also performance courses, are normally not open to freshmen and sophomores except by special permission.

TWO HOURS

14. INTRODUCTION TO THEATRE—Appreciation of the theatre, films, television, and their role in contemporary life. Consideration of theory and criticism, acting and directing and technical areas, primarily from the audience point of view. Prerequisite to Speech 59 and 63.

TWO HOURS

34. PUBLIC SPEAKING—This course follows the classical outline of public speaking, with emphasis on invention, arrangement, style, memory and delivery. Stress is placed upon the modes of delivery, with special emphasis on extempore speaking. Speech composition is studied in some detail.

TWO HOURS

35. VOICE AND DICTION—This course includes the study of the physiology of the speech and hearing mechanisms and the phonemes used in speaking the English language. This is followed by a study of the process of voice production: respiration, phonation, resonation and articulation; it culminates in individual practice in the development and improvement of effectiveness in speech.

TWO HOURS

36. RELIGION AND DRAMA—A study of Greek, medieval, and modern drama focusing on their religious origins. The purpose of the course is to discover how man’s view of himself and the world in each period, complements, corrects, or contrasts with the Christian ethic. Prerequisite: Speech 14 or permission of the instructor. Offered in alternate years, beginning Spring, 1968.
Speech

37. ORAL INTERPRETATION OF LITERATURE—This is a basic course, the aim of which is to develop understanding and appreciation of prose and poetry, and to train the student in effective means of oral expression through imagery, mood and theme.

TWO HOURS

39. ARGUMENTATION AND DEBATE—This is a first course in the principles and practice of argumentation and debate. It includes analysis of questions, the preparation of briefs, and development of techniques and skills in securing conviction.

THREE HOURS

41. HISTORY OF THE THEATRE—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. This course meets a cultural heritage requirement.

THREE HOURS

46. INTERCOLLEGIATE FORENSICS—Designed for participants in intercollegiate debate, oratory, extemporaneous speaking, discussion and oral interpretation, providing academic credit for those who meet or exceed requirements for such credit, set by the instructor involved. This course may be repeated for a maximum total of four hours. Afternoon hours, to be arranged. Prerequisites: Speech 11, participation in the intercollegiate activity during the semester immediately proceeding, and permission of instructor.

TWO HOURS

52. GROUP DISCUSSION—Principles and methods of discussion and conference. Practical application of the types of discussion with emphasis on the panel and symposium. Reflective thinking, leadership, and group cohesiveness in a group situation are emphasized.

THREE HOURS

53. PERSUASION—An advanced speech course with major emphasis upon speech composition and audience psychology; discussions on collecting and preserving material, organization and adaptation of speeches; study of the impelling motives and factors of attention; group and crowd behavior. Required of preseminary students. Prerequisite: Speech 34 or permission of instructor.

THREE HOURS

54. FORMS OF PUBLIC ADDRESS—This is a study of the particular characteristics of courtesy and goodwill speeches, eulogy, radio speech, after dinner speech, commencement speech, and other speeches for special occasions. Models are analyzed. Class speeches are delivered. Prerequisite: Speech 34 or permission of instructor.

THREE HOURS

59. THEATRE PRODUCTION—A study of the technical elements involved in theatrical production essentially from the educational theatre standpoint. Theory and practice in the elements of staging, costuming, stage lighting, make-up, scene design, properties and sound. Prerequisite: Speech 14 or permission of the instructor.

THREE HOURS
Speech

63. STAGE DIRECTION—A study of directing for the educational theatre. A basic course in the rudiments of the director's art and responsibility in theatrical production. Theory and practice. Prerequisites: Speech 14 and 59, or permission of the instructor.
THREE HOURS RALPH SECOND SEMESTER

73. PUBLIC RECITAL—This is an advanced course in oral interpretation. Prose, poetry and drama are studied in some depth, and practice is given in planning and presenting materials in public recital. Credit is given only after satisfactory public performance. Prerequisite: Speech 37. Offered in alternate years, beginning Spring, 1968.
THREE HOURS BOS SECOND SEMESTER

77. ADVANCED PROBLEMS IN THEATRE—Intensive individual study in specific areas of theatre production. The student will undertake independent research in his chosen area, and will give evidence of his proficiency in this area through successful execution in public performance. Opportunity is provided for work in such areas as directing, scene design, costuming, stage lighting, theatre management. Programs will be individually designed, and application must be made the semester before the course is elected. Prerequisites: Speech 14, 41 and 59 or 63 and permission of the instructor and department chairman. None of the prerequisite courses may be taken concurrently with Speech 77.
THREE HOURS RALPH, FINN BOTH SEMESTERS

81. RHETORICAL FOUNDATIONS I—This course is a study of the major works of ancient rhetoricians as they developed the classical theories of persuasion. Emphasis is placed upon Aristotle's Art of Rhetoric and its influence upon later theorists. Prerequisite: 12 hours Speech credit or Junior standing plus 10 hours speech credit.
THREE HOURS BOS FIRST SEMESTER

88. THE TEACHING OF SPEECH—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 examination. Same as Education 88. Prerequisites: A minor in Speech. Alternate years. Offered in 1969.
TWO HOURS MIKE SECOND SEMESTER
The Physical Sciences
Biology

BIOLOGY

MR. NORTON, CHAIRMAN; MR. BRADY, MR. CROOK, MR. ERVIN, MR. FITZSIMMONS,
MR. GREIJ, MR. OCKERSE, MR. RIECK, MR. VAN FAASEN, MISS VAN SCHAACK,
MR. NEWCOMER, MISS SPANGLER

MAJOR: Students majoring in biology must take a minimum of 25 hours in the department. Students planning on specializing in biology in graduate school should adhere to the schedule listed on page 154. Majors and minors should take Biology 15 and 16 as prerequisites for all advanced courses. Biology 13 and 14 are designed for non-science majors and are not prerequisites for advanced courses in the department.

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. Three classroom periods and one two-hour laboratory. The two semesters may be taken in either sequence. These courses are not intended to be prerequisite for advanced work in biology.

FOUR HOURS PER SEMESTER NORTON, FITZSIMMONS, NEWCOMER, SPANGLER BOTH SEMESTERS

15, 16. PRINCIPLES OF BIOLOGY—A year course for science majors consisting of one semester of botany (15) and one semester of zoology (16). These courses are prerequisites for all advanced courses in biology. Biology 15 offered fall semester only. Biology 16 offered spring semester only. Three classroom periods and one three-hour laboratory per week.

FOUR HOURS PER SEMESTER BIOLOGY 15—OCKERSE FIRST SEMESTER
BIOLOGY 16—BRADY SECOND SEMESTER

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 15 and 16. Alternate years 1968-69.

FOUR HOURS CROOK FIRST SEMESTER

32. COMPARATIVE ANATOMY OF VERTEBRATES—A selected series of vertebrate types is studied. Two classroom periods and two three-hour laboratory periods. Prerequisite: Biology 15 and 16.

FOUR HOURS RIECK FIRST SEMESTER

35. HUMAN PHYSIOLOGY AND HYGIENE—Primarily for education students as an extension and application of fundamental concepts of physiology introduced in the first year biology courses. Not open to biology majors. Two classroom periods a week. Prerequisite: Biology 13 and 14.

TWO HOURS GREEN BOTH SEMESTERS

37. SURVEY OF THE PLANT KINGDOM—A systematic investigation of the major divisions of plants from algae through vascular plants, with an emphasis on structure, life cycles and relationships among the groups. One classroom period and two three-hour laboratories per week involving lecture, laboratory and field work. Prerequisite: Biology 15 and 16.

THREE HOURS VAN SCHAACK FIRST SEMESTER
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>INVERTEBRATE ZOOLOGY</td>
<td>An intensive study of the biology of invertebrate animals emphasizing their physiology, systematics, and ecology. Two one-hour lecture periods and two three-hour laboratories. Prerequisite: Biology 15 and 16.</td>
<td>4</td>
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<td></td>
<td></td>
<td>Within the first semester, the course is taught by Brady.</td>
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<tr>
<td>41</td>
<td>MYCOLOGY</td>
<td>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. One lecture and two three-hour laboratories per week. Prerequisite: Biology 15 and 16.</td>
<td>3</td>
<td>First</td>
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<td></td>
<td></td>
<td>In the first semester, the course is taught by Van Schaack.</td>
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</tr>
<tr>
<td>42</td>
<td>PLANT ANATOMY</td>
<td>An exploration and comparison of form, structure and reproduction in vascular plants. One lecture and two three-hour laboratory periods per week. Prerequisite: Biology 15 and 16.</td>
<td>3</td>
<td>First</td>
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<td></td>
<td></td>
<td>In the first semester, the course is taught by Ervin.</td>
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<tr>
<td>44</td>
<td>PLANT PHYSIOLOGY</td>
<td>A study of growth and metabolism in plants including regulatory processes, photoperiodism, photosynthesis, respiration, mineral nutrition, and water economy. Two lectures and two three-hour laboratories. Prerequisite: Biology 15 and 16 and Chemistry 33 and 34, or consent of instructor.</td>
<td>4</td>
<td>Second</td>
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<td></td>
<td></td>
<td>In the second semester, the course is taught by Ockerse.</td>
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<tr>
<td>46</td>
<td>INTRODUCTION TO PALYNOLOGY</td>
<td>An introductory study of pollen grains and spores. The course includes a study of the development, comparative morphology, and identification of pollen grains and spores of modern and extinct plants; techniques of spore-pollen analysis and the application of spore-pollen studies to ecological and geological problems. Prerequisite: Biology 15 and 16.</td>
<td>3</td>
<td>Second</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In the second semester, the course is taught by Norton.</td>
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<tr>
<td>50</td>
<td>PRINCIPLES OF ECOLOGY</td>
<td>The basic concepts of the interrelation of living organisms and their environment are studied. Two lecture periods and one three-hour laboratory. Prerequisite: Biology 15 and 16. Not offered 1968-69.</td>
<td>3</td>
<td>Second</td>
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<tr>
<td></td>
<td></td>
<td>In the second semester, the course is taught by Greij.</td>
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<tr>
<td>51</td>
<td>ORNITHOLOGY</td>
<td>An introductory study of the identification, classification, natural history, and adaptations of birds. Two lecture periods and one three-hour laboratory. Prerequisite: Biology 15 and 16. Not offered 1968-69.</td>
<td>3</td>
<td>Second</td>
</tr>
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<td></td>
<td></td>
<td>In the second semester, the course is taught by Greij.</td>
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<tr>
<td>53</td>
<td>HISTOLOGY</td>
<td>The structure of the cell and its modifications into various tissues. Two classroom periods and one three-hour laboratory period. Prerequisite: Biology 15 and 16.</td>
<td>3</td>
<td>Second</td>
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<td>In the second semester, the course is taught by Rieck.</td>
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<tr>
<td>55</td>
<td>VERTEBRATE EMBRYOLOGY</td>
<td>A descriptive, comparative study of the development of chordates. Three lecture periods and two three-hour laboratory periods. Prerequisite: Biology 15 and 16.</td>
<td>5</td>
<td>Second</td>
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<td>In the second semester, the course is taught by Fitzsimmons.</td>
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<tr>
<td>61</td>
<td>GENETICS</td>
<td>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 15 and 16.</td>
<td>2</td>
<td>First</td>
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<tr>
<td></td>
<td></td>
<td>In the first semester, the course is taught by Spangler.</td>
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</tbody>
</table>
Biology

64. ADVANCED PHYSIOLOGY—This course deals with the structure, functions, and conditions necessary for the maintenance of normal activities of the human body. Three classroom periods and two three-hour laboratory periods. Prerequisite: One year of chemistry and Biology 15 and 16. Not offered 1968-69.

FIVE HOURS

CROOK SECOND SEMESTER

66. EVOLUTIONARY BIOLOGY—A study of current theories concerning the process of evolutions and its mechanism including population genetics, population ecology, systematics, and behavior. Three lecture periods. Prerequisite: Biology 15, 16 and 61.

THREE HOURS

BRADY SECOND SEMESTER

72. GENERAL PARASITOLOGY—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. Alternate years.

THREE HOURS

CROOK FIRST SEMESTER

85. BIOCHEMISTRY—The chemistry and biological importance of proteins, carbohydrates, lipids, and nucleic acids will be discussed together with the mode of action of enzymes and important metabolic pathways. The approaches of biology and molecular biochemistry will be integrated throughout the course. Three lectures per week. Prerequisite: Chemistry 33 and 34.

THREE HOURS

STAFF FIRST SEMESTER

86. BIOCHEMISTRY—Continuation of 85. Cellular metabolism will be considered in further detail. Classroom, two hours per week and laboratory, four hours per week.

THREE HOURS

STAFF SECOND SEMESTER

91. SPECIAL PROBLEMS—This course is designed to give students majoring in biology a chance to do work in a field in which they have a special interest. Upon formal application and permission by the head of the department.

CREDIT BY ARRANGEMENT

STAFF BOTH SEMESTERS
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 school or wishing to get a position in industrial chemistry should adhere to the schedule listed under Suggested Programs of Study. Students who plan to teach chemistry in the secondary schools are urged to take Chemistry 53, 54.

Pre-medical students should take at least courses 13, 14, 32, 33, 34, 85. Courses 21, 22 may be substituted for 13, 14, 32. Courses in physical chemistry are also recommended by some medical schools.

13. GENERAL INORGANIC CHEMISTRY—First course in chemistry for all students who wish to major in science, except those who qualify for Chemistry 21. Classroom three hours per week; discussion one hour per week; laboratory three hours per week.
FOUR HOURS  STAFF  FIRST SEMESTER

14. GENERAL INORGANIC CHEMISTRY—Continuation of Chemistry 13.
FOUR HOURS  STAFF  SECOND SEMESTER

15. GENERAL CHEMISTRY—For non-science majors, elementary education majors, and pre-nursing students who elect chemistry as part of their science requirement. The course aims at developing an understanding of the fundamental principles of chemistry, with numerous illustrations of the application of these principles and theories to everyday phenomena. It is not open to science majors or students planning on medicine or dentistry. Classroom, three hours per week; laboratory, three hours per week.
FOUR HOURS  STAFF  FIRST SEMESTER

16. GENERAL CHEMISTRY—Continuation of course 15. Introductory organic chemistry and biochemistry is emphasized.
FOUR HOURS  STAFF  SECOND SEMESTER

21. INORGANIC AND ANALYTICAL CHEMISTRY—For a limited group of specially qualified freshmen. It is similar in content to Chemistry 13 but has greater emphasis upon the development of certain topics from a fundamental theoretical standpoint. This course also combines the essential elements of Chemistry 32, the laboratory work consisting of quantitative analytical chemistry. Admission to this course will be determined by the placement test. Lecture, three hours per week; laboratory, six hours per week. Prerequisite: At least one year of high school chemistry, one year of high school physics, and three years of high school mathematics.
FIVE HOURS  SMITH  FIRST SEMESTER

22. INORGANIC AND ANALYTICAL CHEMISTRY—Continuation of 21.
FIVE HOURS  SMITH  SECOND SEMESTER
Chemistry

32. ANALYTICAL CHEMISTRY I—Introduction to the principles and techniques of quantitative measurements in chemical systems. Chemical Equilibrium is emphasized. Laboratory work includes gravimetry, titrimetry, potentiometry, and spectroscopy. Classroom, two hours per week; laboratory, six hours per week. Prerequisite: Chemistry 13 and 14.

FOUR HOURS KLEIN FIRST SEMESTER

33. ORGANIC CHEMISTRY—On the structure and reactions of the aliphatic and aromatic organic compounds including discussion of the mechanisms of organic reactions. The laboratory stresses synthetic methods and qualitative organic analysis. Lecture, three hours per week; laboratory, six hours per week. Prerequisite: Chemistry 13 and 14.

FIVE HOURS NECKERS FIRST SEMESTER

34. ORGANIC CHEMISTRY—Continuation of 33.

FIVE HOURS NECKERS SECOND SEMESTER

53. THEORETICAL AND PHYSICAL CHEMISTRY—Emphasizes principles of chemical thermodynamics, chemical kinetics, and atomic and molecular structure. Classroom, three hours per week; laboratory, three hours per week. Prerequisite: Chemistry 13 and 14, Physics 23 and 28, Math 46 (may be taken concurrently), or consent of the instructor.

FOUR HOURS WETTACK FIRST SEMESTER

54. THEORETICAL AND PHYSICAL CHEMISTRY—A continuation of course 53.

FOUR HOURS WETTACK SECOND SEMESTER

62. ANALYTICAL CHEMISTRY II—Deals with the theory of modern methods of chemical analysis, with emphasis on those relevant to current chemical research activity. The laboratory work emphasizes spectroscopic and electrochemical techniques. Lecture, three hours per week; laboratory, three hours per week. Prerequisites: Chemistry 32 or 22 and 53.

FOUR HOURS SMITH SECOND SEMESTER

81. ADVANCED ORGANIC CHEMISTRY—Lecture and literature research. Involves a study of mechanisms of organic reactions and advanced synthetic techniques. Classroom, three hours per week. Prerequisites: Chemistry 33, 34, 53, 54.

THREE HOURS UBERG SECOND SEMESTER

83. ADVANCED INORGANIC CHEMISTRY—A continuing study of inorganic chemistry with emphasis upon its physiochemical aspects. Classroom three hours per week. Prerequisites: Chemistry 53 and 54.

THREE HOURS JEKEL FIRST SEMESTER

85. BIOCHEMISTRY—The chemistry and biological importance of proteins, carbohydrates, lipids, and nucleic acids are discussed together with the mode of action of enzymes and important metabolic pathways. The approaches of biology and molecular biochemistry are integrated throughout the course. Lecture, three hours per week. Prerequisites: Chemistry 33 and 34.

THREE HOURS HOEPFINGER FIRST SEMESTER
Chemistry

86. BIOCHEMISTRY—Continuation of 85. Cellular metabolism is considered in further detail. Classroom, two hours per week; laboratory, four hours per week.
   THREE HOURS  
   HOEPPINGER  SECOND SEMESTER

88. ADVANCED PHYSICAL CHEMISTRY—A study of the Schroedinger Equation and its application to atomic and molecular structure is emphasized. Prerequisite: Chemistry 53, 54.
   THREE HOURS  
   URBERG  FIRST SEMESTER

89. RECENT ADVANCES IN CHEMISTRY—Stresses recent developments and modern techniques in various areas of chemistry. For local area chemists. Course not open to undergraduate students at Hope College.
   MAXIMUM, SIX HOURS  
   STAFF

91. SPECIAL PROBLEMS—For chemistry majors. Course provides opportunity to do research in a field in which student has special interest. By special permission of the chairman of the department.
   ONE, TWO, OR THREE HOURS  
   STAFF  FIRST SEMESTER

92. SPECIAL PROBLEMS—A continuation of Chemistry 91.
   ONE, TWO, OR THREE HOURS  
   STAFF  SECOND SEMESTER

100. SENIOR HONORS PROJECT (See p. 60)

101s. THE BASIC CONCEPTS OF CHEMISTRY—For high school teachers of chemistry, an eight-week summer school course. Admission by permission of the Director of the Summer Institute for Chemistry. Classroom, fifteen hours per week; laboratory, ten hours per week.
   EIGHT HOURS GRADUATE CREDIT  
   JEKEL  SUMMER SESSION

ASSISTING IN CHEMISTRY LABORATORY—Upon the recommendation of the chairman 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.

CHEMISTRY SEMINAR—Guest speakers, chemistry staff members, and students lead discussions centering on some aspect of current chemical research. Admission by invitation of staff member. No credit or honor points will be given toward graduation.

TEACHING OF SCIENCE—See Education 86.
Geology

GEOLOGY

As geology is the science of the earth, geologists study the materials of the earth and the processes and agents which act to change these materials. The physics of rock deformation, the chemistry of seawater, and the origin of the earth and of life itself are areas of contemporary research by geologists. Because the study of the earth is interdisciplinary in nature, a geologist must be well-versed in mathematics and one or more of the physical sciences. Strong minors in other science departments or inter-departmental majors will be encouraged.

MAJOR: The minimum requirement for a geology major is 25 hours exclusive of geology 13, 14. Additionally, geology majors are required to take mathematics through calculus, introductory courses in two of the following: biology, chemistry, or physics, and one additional year of advanced course work in the natural sciences or in mathematics. All majors are required to take geology 91-92 and to attend the annual spring field trip. Majors who anticipate graduate study are advised to elect advanced courses in Russian, German or French.

GEOLOGY 13: GENERAL GEOLOGY—An introduction to geology stressing the nature and architecture of the earth's interior and crust, the processes which work to change the crust, the geologic evolution of the continents, and the importance of the fossil record in deciphering earth history. Three hours of lecture and three hours of laboratory. One or more Saturday field trips required.

FOUR HOURS

GEOLOGY 14: FUNDAMENTALS OF MINERALOGY AND PETROLOGY—This course is designed to acquaint the student with the minerals and rocks which comprise the earth's crust. The basic elements of crystallography and the crystal chemistry and modes of occurrence of the common minerals in the igneous, sedimentary and metamorphic rocks will be stressed in lecture. Laboratory periods will be devoted to the identification of minerals and rocks by various physical and chemical techniques. Three lectures and one three-hour laboratory each week. One Saturday field trip may be required.

FOUR HOURS

GEOLOGY 21: MINEROLOGY—An introduction to the crystallography and crystal chemistry of the important families of minerals especially the sulfides, carbonates, and silicates. Laboratory periods will be devoted to the identification of minerals by means of the petrographic microscope and X-ray diffractometer. Three lectures and two two-hour laboratories each week. Prerequisites: Geology 13 and 14; chemistry 13, 14 (may be taken concurrently).

FIVE HOURS

GEOLOGY 22: PETROLOGY AND PETROGRAPHY—An introduction to the study of the igneous, metamorphic, and sedimentary rocks. Mineral composition, texture, occurrence and association, petrogenesis, and classification of the rock clans will be stressed in lecture. Laboratory periods will be devoted to hand specimen and thin section examination of rocks. Three lectures and two two-hour laboratory periods each week. Prerequisites: Geology 13, 14 and chemistry 13, 14 (may be taken concurrently).

FIVE HOURS
GEOLOGY 31: STRUCTURAL GEOLOGY—The study of rock deformation stressing the nature, origin, analysis and classification of deformed rocks. Three hours of lecture and one three hour laboratory each week. One or more weekend field trips may be required. Prerequisites: Geology 13, 14; Mathematics 26.
FOUR HOURS

GEOLOGY 32: SEDIMENTOLOGY—The study of the occurrence, association, petrology, and petrography of the sedimentary rocks. Thin section examination and textural analysis of sedimentary rocks and unconsolidated sediments will be practiced in laboratory. Three lectures and one three hour laboratory each week. One Saturday field trip may be required. Prerequisite: Geology 21-22.
FOUR HOURS

GEOLOGY 35: INVERTEBRATE PALEONTOLOGY—An introduction to the study of the fossil invertebrate phyla. Morphology, taxonomy, and ecology of fossils will be stressed and living representatives of the phyla will be used for comparison. Three lectures and three hours of laboratory each week. One (or more) Saturday field trip may be required. Prerequisites: none; consent of instructor required. Geology 13, 14, 32 and Biology 13, 14 recommended.
FOUR HOURS

GEOLOGY 36: FIELD GEOLOGY—This course introduces the student to the methods employed by geologists in the field. Gathering, analyzing, and presenting data in accepted form will be required. Two lectures and four to six hours of laboratory or field work each week. Spring field trip and several Saturday trips required. Prerequisites: Geology 13, 14 and 31.
FOUR HOURS

GEOLOGY 41: MARINE GEOLOGY—An introduction to the geology of the ocean basins and to the geologic processes active in the basins and along their margins. Laboratory will consist of investigations of the processes, sediments, and chemistry of nearby bodies of water. Three hours of lecture and three hours of laboratory each week. Prerequisites: consent of instructor.
FOUR HOURS

GEOLOGY 42: ECONOMIC GEOLOGY—An introduction to the principles of formation and location of the economically important minerals. Three hours of lecture each week. Prerequisites: consent of instructor. One or more weekend field trips may be required.
THREE HOURS

GEOLOGY 91-92: SPECIAL PROBLEMS AND SEMINAR—A course required of all seniors majoring in geology and designed to introduce the major to research. The student must select a research problem in an area of special interest and receive departmental approval of the project. One hour of seminar each week.
TWO TO SIX HOURS
Mathematics

MATHEMATICS

MR. FOLKERT, CHAIRMAN; MR. CHUANG, MR. SHERBURN, MR. STEKETEE, MR. TANIS, MR. VANDERVELDE, MR. WHITTLE

All courses require a minimum of one year of high school algebra and one year of high school geometry. At the time of his entry into college, a student will be given one of two proficiency examinations. If he plans to study calculus, the examination will determine whether he should enroll initially for Mathematics 15 or 26. If his proposed college program does not include calculus the examination will determine whether he should enroll for Mathematics 23 or 35 in order to fulfill the mathematics requirement for graduation.

MAJOR: A major in mathematics consists of a minimum of 30 hours in the department including at least three courses from the following: 51, 55, 56, 62, 65, 66, 75, 81, 82 and 91. Physics 23, 28, 29, or equivalent, are strongly recommended. Courses 21 and 23 may not be counted toward a major. Students planning to attend graduate school should include all of the above courses with the possible exception of 62 in their programs. Students planning to become secondary school teachers are urged to include 55, 56, 62, 65, 66 and 75 in their programs.

15. COLLEGE ALGEBRA AND PLANE TRIGONOMETRY—Essential topics from algebra and trigonometry necessary for the study of calculus. Prerequisite: Three semesters of high school algebra.

FOUR HOURS

21. ENGINEERING DRAWING—Basic techniques of drawing, including sketching, lettering, orthographic projection, pictorial drawing, sections, auxiliary views, detail, and assembly drawings.

THREE HOURS

23. FUNDAMENTALS OF MATHEMATICS I—A study of sets, deductive reasoning, finite mathematical systems, and an introduction to groups, rings, and fields.

THREE HOURS

24. FUNDAMENTALS OF MATHEMATICS II—A continuation of Math 23 intended for prospective elementary teachers. Includes a study of natural, rational, irrational and complex numbers with emphasis on the structure of the various number systems as well as work in the basic operations of arithmetic. Prerequisite: Math 23.

THREE HOURS

26. ANALYTICAL GEOMETRY AND CALCULUS I—Analytical geometry of the straight line. Introduction to calculus involving differentiation and integration of algebraic functions with geometric applications. Prerequisite: Math 15 or equivalent.

FOUR HOURS

27. INTRODUCTION OF DIGITAL COMPUTERS—Capabilities of digital computers and their place in society. Computer languages with emphasis on FORTRAN. Laboratory experience with a computer including programing of a major problem in the student’s field of interest.

TWO HOURS
35. INTRODUCTORY STATISTICS—A general introduction to the area of statistics for students majoring in other departments. Includes study of the binomial and normal distributions with applications to estimation and testing of hypotheses, non-parametric methods, regression and correlation.

THREE HOURS STAFF

41. DESCRIPTIVE GEOMETRY—Applications of geometry and orthographic projection as a means of describing and measuring objects in space. Applications to engineering problems of design and structure are included. Prerequisite: Math 21, or a year of high school drawing.

THREE HOURS STEKETEE SECOND SEMESTER

45. ANALYTICAL GEOMETRY AND CALCULUS II—A continuation of Math 26. Includes study of transcendental functions, the conic sections, transformations in the plane, techniques of integration, applications of integration. Prerequisite: Math 26.

FIVE HOURS STAFF

46. ANALYTICAL GEOMETRY AND CALCULUS III—A continuation of Math 45. Includes study of polar coordinates, parametric equations, curvature, infinite series, solid analytic geometry, partial derivatives, and multiple integrals. Prerequisite: Math 45.

FIVE HOURS STAFF

51. DIFFERENTIAL EQUATIONS—A study of ordinary differential equations and systems of differential equations with particular attention paid to methods of solving and properties of solutions. Prerequisite: Math 46.

THREE HOURS SHERBURNE

55. MATHEMATICAL PROBABILITY AND STATISTICS I—Concepts of probability, probability and distribution functions of random variables, mathematical expectation, variance, and moment generating functions of distributions. Prerequisite: Math 46 (may be taken concurrently).

THREE HOURS FOLKERT, TANIS FIRST SEMESTER

56. MATHEMATICAL PROBABILITY AND STATISTICS II—Continuation of Mathematics 55 emphasizing statistics. Sampling theory, estimation, testing of hypotheses, regression and correlation, introduction to analysis of variance. Prerequisite: Math 46 and 55.

THREE HOURS FOLKERT, TANIS SECOND SEMESTER

62. COLLEGE GEOMETRY—A synthetic approach to advanced Euclidean Geometry. Topics include: directed lines and angles, ideal elements, cyclic quadrilaterals, transformations, inversion, projective properties, properties of circles and triangles, and impossible constructions. Alternate years, 1967-68.

THREE HOURS STEKETEE SECOND SEMESTER

65. MODERN ALGEBRA—A study of sets and their relations, properties of integers, congruences, groups, rings, integral domains, and fields.

THREE HOURS FOLKERT, VANDER VELDE FIRST SEMESTER
Mathematics

66. LINEAR ALGEBRA—Vector spaces, matrices, determinants, and linear transformations with applications. Prerequisites: Math 45 with 65 strongly recommended.
   THREE HOURS  FOLKERT, VAN DER VELDE  SECOND SEMESTER

75. ELEMENTARY TOPOLOGY—A systematic survey of the standard topics of general topology with emphasis on the spaces of real numbers. Includes set theory, topological spaces, metric spaces, compactness, connectedness, and product spaces. Prerequisite: Math 46. Alternate years, 1967-68.
   THREE HOURS

81. ADVANCED CALCULUS I—Fundamentals of elementary calculus, the real number system, generalized law of the mean, functions of several variables, partial differentiation, extremal problems, transformations and mappings, vectors and vector fields. Prerequisite: Math 46 with 51 strongly recommended.
   THREE HOURS  FOLKERT, TANIS  FIRST SEMESTER

82. ADVANCED CALCULUS II—Multiple integrals, curves and surfaces, line and surface integrals, theory of integration, infinite series, improper integrals. Prerequisite: Math 81.
   THREE HOURS

89. TEACHING OF MATHEMATICS IN THE HIGH SCHOOL—Methods of teaching mathematics with emphasis on new approaches, curriculum changes, trends in modern mathematics, and history of mathematics.
   TWO HOURS  STEKETEE  FIRST SEMESTER

91-2. ADVANCED STUDIES IN MATHEMATICS—Intended for seniors who plan graduate work in mathematics or in related fields. First semester work covers topics in pure mathematics. A student may enroll for either or both semesters. Prerequisites: Permission of chairman of department.
   TWO HOURS  STAFF

91-3. ADVANCED STUDIES IN MATHEMATICS—Same as 91-2 with more material covered for 3 hours credit.
   THREE HOURS  STAFF
PHYSICAL EDUCATION

MR. GREEN, CHAIRMAN; MR. BREWER, MR. DE VETTE, MRS. DE BRUYN, MR. KRAFT, MISS PARKER, MISS SCHIPPER, MR. SIEDENTOP, MR. VANDER BILT, MR. VAN WIEREN

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.

MAJOR: All students planning to major in physical education are required to take Biology 14, Math. 35, Psychology 15, and Biology 35 and must also complete Physical Education courses 31, 34, 37, 55, 56, 67, and 71. A minimum of seven hours of electives within the department must be selected to complete the major. Only one course of the 63-64 sequence and one course of the 75-76 sequence may be used to satisfy the elective requirements.

11. FIELD HOCKEY AND GYMNASTICS. (W)—Nine weeks will be given to learning techniques and team strategy as well as actual game play in each of these sports.
   ONE HOUR PARKER, SCHIPPER
   FIRST SEMESTER

12. VOLLEYBALL AND SOFTBALL. (W)—Nine weeks will be given to learning techniques and team strategy as well as actual game play in each of these sports.
   ONE HOUR PARKER, SCHIPPER

14. ARCHERY AND BADMINTON. (W)—An opportunity is offered to develop skills and to acquire fundamental knowledge in each of these activities.
   ONE HOUR PARKER, SCHIPPER
   SECOND SEMESTER

15. FOLK AND SQUARE DANCE. (M,W)—Fundamental rhythms and representative folk dances of various countries, in addition to Early American Square Dances.
   ONE HOUR PARKER

16. TENNIS AND BASKETBALL. (W)—An opportunity is presented to develop skills and to acquire fundamental knowledge in each of these sports.
   ONE HOUR PARKER, SCHIPPER

17. BADMINTON AND GOLF. (W)—Nine weeks will be given to the development of skills and to the actual playing of each of these activities.
   ONE HOUR PARKER, SCHIPPER

18. MODERN DANCE I—Beginning Modern Dance technique with an introduction to composition work.
   ONE HOUR DE BRUYN

19. MODERN DANCE II—Advanced Modern Dance technique and fundamentals of composition with introductory staging and lighting work. (Prerequisite: Modern Dance I).
   ONE HOUR DE BRUYN
21-30. PHYSICAL EDUCATION ACTIVITIES. (M)—A required course for all men students to be taken in the freshman year. Includes calisthenics, participation in team sports such as speedball, wrestling, basketball, volleyball, and softball, and participation in individual sports such as tennis, badminton, bowling, handball, golf, and weight training.

ONE HOUR

31. PHILOSOPHIC HISTORY OF PHYSICAL EDUCATION. (M,W)—Orients the student to professional work in this field. Emphasis is placed on philosophy and history as it has influenced physical education.

THREE HOURS

34. ANATOMY AND KINESIOLOGY. (M,W)—The muscle-skeletal system and its action, with special reference to the field of health and physical education is studied in detail. Prerequisite: Biology 14 and 35.

THREE HOURS

37. RESEARCH AND MEASUREMENT IN PHYSICAL EDUCATION. (M,W)—Designed to acquaint the student with the techniques and methods used to measure and evaluate research and study in physical education. Prerequisite: Math. 35.

TWO HOURS

52. PSYCHOLOGY OF MOTOR ACTIVITY. (M,W)—A study of the general principles of psychology for the purpose of gaining an understanding of human behavior in competitive situations and activity learning experiences. Prerequisite: Psychology 15.

THREE HOURS

55. ANALYSIS OF HUMAN MOVEMENT. (M,W)—The purpose of the course is to help the physical education teacher understand the subject areas which have the greatest bearing on the understanding of human motion and its internal processes. Prerequisite: Physical Education 34.

THREE HOURS

56. ANALYSIS OF MOTOR SKILLS (M,W)—An attempt is made to use an objective and scientific approach to the teaching of techniques and skills in sports and other related activity learning experiences. Prerequisite: Physical Education 55.

THREE HOURS

63. FUNDAMENTALS AND TECHNIQUES OF FOOTBALL AND BASKETBALL. (M)—The fundamentals of these sports and the techniques and theories of coaching them at the high school level are presented. 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.

TWO HOURS

64. FUNDAMENTALS AND TECHNIQUES OF BASEBALL AND TRACK. (M)—The fundamentals of these sports and the techniques and theories of coaching them at the high school level are presented. 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.

TWO HOURS
Physical Education

67. Students are taught to observe and recognize symptoms of serious injury. The latest methods for training the body for physical activity are learned. Prerequisite: Physical Education 34.

TWO HOURS  GREEN  FIRST SEMESTER

71. PHYSIOLOGY OF EXERCISE. (M,W)—Designed to acquaint the student with how the human body attempts to meet the exerting requirements of exercise with special emphasis on respiratory and circulatory systems of the body. Prerequisite: Physical Education 34.

TWO HOURS  GREEN  FIRST SEMESTER

73. ADAPTIVE PHYSICAL EDUCATION. (M,W)—The course is designed to help teachers with limited background in medical and technical aspects of medical rehabilitation to help the atypical person achieve maximum physical development. Prerequisite: Physical Education 34.

TWO HOURS  VANDERBILT  FIRST SEMESTER

75. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL. (M,W)—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. Each student is required to do practice teaching in these activities as part of the class work. Elective for prospective elementary teachers.

TWO HOURS  VANDERBILT  FIRST SEMESTER

76. TEACHING PHYSICAL EDUCATION IN THE SECONDARY SCHOOL. (M,W)—The fundamentals and rules of games of higher organization, and of mass and individual sports are presented. Practical experience is given in lesson planning, organizing, teaching, and officiating.

TWO HOURS  VANDERBILT  SECOND SEMESTER

77. CULTURAL HISTORY OF SPORTS. (M,W)—A historical study of the relationship of sports to culture. Alternate years, 1968-69. Prerequisite: Physical Education 31.

TWO HOURS  BREWER  FIRST SEMESTER


TWO HOURS  STAFF  FIRST SEMESTER

81. SEMINAR. (M,W)—Problems, projects, readings and research as related to physical education. Prerequisite: Senior standing.

ONE TO THREE HOURS  GREEN
For a physics major, 26 semester hours are required from courses numbered 23 and 28 and higher and are to include Physics 37, 51, 61, 75 and 76. One year of chemistry in high school or college is required. Both are recommended. Those students planning on graduate study or those interested in industrial physics should be guided by the program on page 164.

The foreign language requirement for physics majors is a competency equivalent to two years of college study in Russian, German or French. Those for whom English is not the native language, one year in one of these three languages is required.

The non-science major, to meet his science requirements, may choose from courses Physics 15 through 29.

15. PHYSICAL SCIENCE—Recitation three hours and one two-hour laboratory per week. This course gives a scientific but primarily non-mathematical approach to the study of the physical world with some emphasis on the historical background and philosophical implications of science. It is designed for non-science majors.

FOUR HOURS

MARKER FIRST SEMESTER

16. PHYSICAL SCIENCE—Continuation of Physics 15. Recitation four hours, no laboratory. Greater emphasis is placed on the history and philosophy of science than in Physics 15. Many of the recent advances of science, including those of atomic and nuclear physics, are considered in a descriptive fashion, with an attempt made to assess their implications. Physics 15 is not a prerequisite.

FOUR HOURS

MARKER SECOND SEMESTER

17. ASTRONOMY—A survey of the physical universe; what we know and how we know it. Opportunities for observational work are included. Alternate years, 1967-68.

TWO HOURS

BROCKMEIER SECOND SEMESTER

18. MUSICAL ACOUSTICS—This course is designed to train people to assess sound phenomena on the basis of physical principles and to separate its subjective and objective aspects. Students of music should receive special benefit from this study. Alternate years, 1967-68.

TWO HOURS

BEERY FIRST SEMESTER

23. GENERAL PHYSICS—A study of main concepts of motion, of conservation principles, both classical and quantum mechanical related to energy, momentum and charge, and with those concepts involved in wave phenomena. Prerequisite: Math 15 or suitable score on math placement test as determined by the department chairman.

THREE HOURS (FOR BOTH CALCULUS AND NON-CALCULUS STUDENTS)

BROCKMEIER AND VAN PUTTEN FIRST SEMESTER

24. GENERAL PHYSICS (NON-CALCULUS)—An analytical study of mechanics and electricity and magnetism. Recitation three hours; laboratory one three-hour period per week. Prerequisite: Physics 23.

FOUR HOURS

FRISSEL SECOND SEMESTER
Physics

25. GENERAL PHYSICS (NON-CALCULUS)—An analytical study in modern physics. Recitation two hours; laboratory, one three-hour period per week. Prerequisite: Physics 24.

THREE HOURS

FRISSEL FIRST SEMESTER

28. GENERAL PHYSICS (WITH CALCULUS)—Similar to Physics 24 but using the calculus. Recitation three hours; laboratory one three-hour period per week. Prerequisite: Physics 23. Math 45 is to be taken concurrently unless waived by the department chairman.

FOUR HOURS

BROCKMEIER SECOND SEMESTER

29. GENERAL PHYSICS (WITH CALCULUS)—Similar to Physics 25 but using the calculus. Recitation two hours; laboratory one three-hour period per week. Prerequisite: Physics 28. Math 46 to be taken concurrently unless waived by the department chairman.

THREE HOURS

STAFF SECOND SEMESTER

31, 32, 33. HONORS PHYSICS—These honor courses are to be taken in parallel with the sequence 23, 28, and 29. The series offers extended study for students with advanced standing in physics as a result of their work in high school. Permission to enroll must be granted by the department.

ONE HOUR, EACH

BROCKMEIER

37. INTRODUCTION TO THEORETICAL PHYSICS—A concentrated study in areas of vector calculus, special relativity, complex variable description, the wave equation, wave propagation, and applied mathematical methods. This course is a prerequisite to Physics 51, 61 and 71. Prerequisites: Physics 29, and Math 51 concurrently.

THREE HOURS

BERRY SECOND SEMESTER
41. ELECTRONICS—Circuit components, complex impedances, characteristics of vacuum tubes and semiconductors, methods of circuit analysis and electronic devices. Classroom two hours per week, laboratory three hours per week. Prerequisite: Physics 29 concurrently.

THREE HOURS

42. ELECTRONICS (Continuation of 41)—Applications of electronics and newly developed components to special circuits for scientific instrumentation and an introduction to transmission lines. Classroom two hours per week, laboratory three hours per week. Prerequisite: Physics 41.

THREE HOURS
Physics

51. MODERN PHYSICS—Charged behavior in electronic and magnetic fields, quantum effects, wave mechanics and perturbation theory, atomic structure, x-ray and atomic spectra. Prerequisite: Physics 37.
THREE HOURS

52. PHYSICS (Continuation of 51)—General properties of nuclei, nuclear forces and models, reactions, nuclear disintegration, interaction of nuclei with the electromagnetic field, and fundamental particles. Prerequisite: Physics 51.
THREE HOURS

61. ANALYTICAL MECHANICS—Statics and dynamics of particles and rigid bodies, normal modes, central forces, potential functions, and moving coordinate systems. Prerequisite: Physics 37.
THREE HOURS

62. MECHANICS (Continuation of 61)—Mechanics of continuous media, Lagrange and Hamilton formulation, inertia and stress tensors, small vibrations. Prerequisite: Physics 61.
THREE HOURS

63. THERMODYNAMICS—An advanced course dealing with concepts of work, internal energy, heat, reversibility, entropy and statistical mechanics with examples and applications. Prerequisites: Physics 29, Mathematics 46. Alternate years.
THREE HOURS

71. ELECTRICITY AND MAGNETISM—A course in classical electromagnetism beginning with the Lorentz force and Maxwell's Equations. Topics include electromagnetic potentials, various boundary value problems, dielectric and magnetic materials, radiation; electromagnetic energy and momentum, and wave guides. Prerequisites: Physics 37 and Mathematics 51.
FOUR HOURS

75. ADVANCED LABORATORY—Required of physics majors. The laboratory experiments are chosen, in consultation with the instructor, from the fields of electricity and magnetism, optics, and atomic and nuclear physics. Laboratory, four hours. Prerequisite: Physics 37.
ONE HOUR

76. CONTINUATION OF ADVANCED LABORATORY 75—Required of physics majors. Prerequisite: Physics 75.
ONE HOUR

91-1, 91-2, 92-1, 92-2. SPECIAL PROBLEMS—Designed to give students majoring in physics an opportunity to do advanced theoretical studies in an area agreed upon with the staff. By permission of chairman of department.
ONE OR TWO HOURS

93-1, 93-2, 94-1, 94-2. SPECIAL PROBLEMS—Designed to give students majoring in physics an opportunity to do advanced experimental studies in an area agreed upon with the staff. By permission of chairman of department.
ONE OR TWO HOURS
Courses in the combined Department of Economics and Business Administration are listed below under two fields. A student may qualify for a major in either economics or business administration separately, but not in the two combined. In majoring, the student will normally take Economics 31 and 32 and Business Administration 31 and 32 in the Sophomore year. It is possible, however, for a student to begin in the Junior year if he has satisfied most of his general college requirements; with department approval he may take certain 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, subject to departmental approval, 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, also as 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 Suggested Programs of Study on this.

The economics major serves effectively in preparing the student for graduate study in either economics or business administration. 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 section on Suggested Programs of Study.

The major in business administration serves a twofold purpose: the terminal student is readied in the liberal arts tradition for direct professional placement in business; the student deciding on graduate study in business is, under normal circumstances,
Economics and Business Administration

prepared to earn a master's of business administration degree in a year and a summer. This major allows the student some leeway in electing courses in other fields of interest.

A—ECONOMICS

31. PRINCIPLES OF ECONOMICS—A general introduction to economic principles, concepts, and problems covering two semesters of study. Prerequisite: Sophomore standing.

THREE HOURS  
WELLER, HENDERSON, WERKMAN  BOTH SEMESTERS

32. PRINCIPLES OF ECONOMICS—Continuation of course 31. Prerequisite: Completion of 31 or consent of instructor.

THREE HOURS  
WELLER, HENDERSON, WERKMAN  SECOND SEMESTER

51. MONEY AND BANKING—Analysis of the nature and development of money, role of commercial banks and the Federal Reserve System, relation of money flows to prices and economic activity, monetary policy, and international aspects of money and banking. Prerequisite: Economics 31, 32.

THREE HOURS  
WELLER  FIRST SEMESTER

52. LABOR ECONOMICS—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.

THREE HOURS  
WERKMAN  SECOND SEMESTER

62. ECONOMIC STATISTICS—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. Prerequisite: Economics 31, 32 and Mathematics 35.

TWO HOURS  
WERKMAN  SECOND SEMESTER

71. ECONOMIC ANALYSIS—Intermediate-level treatment of microeconomics concerned primarily with price determination under varied market conditions, theory of factor pricing, and topics in welfare economics. Prerequisite: Economics 31, 32. Alternate years.

THREE HOURS  
HENDERSON  FIRST SEMESTER

72. BUSINESS CYCLES—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.

THREE HOURS  
KLAASEN  SECOND SEMESTER

73. NATIONAL INCOME—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.

THREE HOURS  
HENDERSON  FIRST SEMESTER
Economics and Business Administration

74. INTERNATIONAL TRADE—Survey of the field of international trade, with attention given to fundamental theory and present policy and practice. Prerequisite: Economics 31, 32. Alternate years.
THREE HOURS

76. PUBLIC FINANCE—Introduction to principles, practices and problems of public finance — federal, state and local — covering revenues and expenditures, taxation theory and practice, public debt, and budgeting. Prerequisite: Economics 31, 32, or consent of instructor for seniors recommended by other departments.
THREE HOURS

81.2, 81.3. READINGS IN ECONOMICS—Independent readings in advanced economic literature, including history of economic thought, under supervision of designated staff member. Prerequisite: Senior standing and approval by department chairman.
81.2, TWO HOURS
81.3 THREE HOURS

B—BUSINESS ADMINISTRATION

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

31, 32. PRINCIPLES OF ACCOUNTING—A comprehensive introduction to accounting methods and applications covering two semesters of study. Two hours of lecture and discussion and one two-hour laboratory per week. Prerequisite: For 31, Sophomore standing and for 32, satisfactory completion of 31.
SIX HOURS

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

54. BUSINESS LAW—A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisite: Economics 31, 32, or consent of instructor.
THREE HOURS

56. INVESTMENT FUNDAMENTALS—Analysis and appraisal of investment alternatives as found in real estate, bonds, and preferred and common stock with emphasis on arrangements and programs meeting needs of individual investors. Prerequisite: Economics 31 and 32 and Business Administration 31 and 32, or consent of instructor.
THREE HOURS
Economics and Business Administration

61. MARKETING PRINCIPLES—Study of the distributive process and marketing problems covering functions, institutions, methods, commodity marketing, merchandising, prices, and competition. Prerequisite: Economics 31 and 32.
THREE HOURS

KLAASEN FIRST SEMESTER

65. COST ACCOUNTING PRINCIPLES—An introduction to the subject matter of cost accounting with particular attention given to objectives and methods of "standard cost" accounting. This course stresses managerial use of computations and accounting procedures. Prerequisite: Business Administration 31, 32, and Economics 31, 32. Alternate years.
THREE HOURS

WELLER FIRST SEMESTER

66. INTERMEDIATE ACCOUNTING—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.
THREE HOURS

WELLER FIRST SEMESTER

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

WELLER SECOND SEMESTER

73. PERSONNEL ADMINISTRATION—Study of personnel principles from the standpoint of function, methods, and organization as used in practice by business. Prerequisite: Business Administration 53 and Economics 52, or consent of instructor.
TWO HOURS

WERKMAN FIRST SEMESTER

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

WELLER SECOND SEMESTER

VAN LENTE SECOND SEMESTER

84. MANAGEMENT PROBLEMS—Advanced case-method study of significant problems arising in the business administration field, integrating subject matter of lower level courses. Prerequisite: Senior department standing.
THREE HOURS

KLAASEN SECOND SEMESTER
EADUCATION

MR. DE HAAN, CHAIRMAN; MR. CRAWFORD, MR. DIRKSE, MR. LUBBERS, MR. PAUL, MR. VER BEEK, MR. VANDER LUGT

The courses offered in this department are intended to prepare teachers for elementary and secondary schools; prospective college teachers are eligible to enroll in specific courses.

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.

A student cannot secure a major in the department of Education. However, the student should consult the counselor of the college department of Education, so that he will have the requisite number of hours and the required courses in Education for certification in the state in which he plans to teach.

Under the suggested curricula for Teaching, pages 166-170, is outlined a summary of the college requirements for those planning a teaching program. Students should study this section as soon as they decide to enter the field of teaching.

Education 31 is for Sophomores; all other Education courses are designed for Juniors and Seniors.

The Michigan Certification Code requires that a student be a citizen of the U.S. and have a "C" average before he may begin Student Teaching; the college requires a 2.3 general grade point average in the major. Arrangements have been made with the public schools in Western Michigan for student teaching. Student teaching is required of all candidates for teacher certification. A "C" average is required of all candidates for a teacher certificate.

Special efforts are made by the placement office to help seniors secure teaching positions, 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.

31. INTRODUCTION TO EDUCATION—A study of public education in America from colonial times to the present. It traces the development of a national system of schools in this country, with special consideration given to the types of organization, the different areas and levels involved, both the professional and student personnel, and the curriculum and material of instruction. Should be taken by sophomores.

TWO HOURS

36. DEVELOPMENTAL PSYCHOLOGY I—Same as Psychology 36.

38. DEVELOPMENTAL PSYCHOLOGY II—Same as Psychology 38.

51S. HISTORY AND PHILOSOPHY OF EDUCATION—The historical agencies and factors which have influenced the educational progress of the various peoples. Emphasis upon the aims, methods, content, organization and results. Studies of the changing philosophies of education.

THREE HOURS
52. EDUCATIONAL PSYCHOLOGY—The growth and development of childhood in all its phases, but with special stress on mental development. Careful study of the learning process with the implications for teaching and guidance.

THREE HOURS
DE HAAN, CRAWFORD

53. ELEMENTARY CURRICULUM AND METHODS—An examination of the elementary school curriculum, its structure and organization; of the philosophy and methods of the modern school; of general principles and practices that are applicable to all areas of the curriculum, with special application in the first semester to Reading and the Language Arts. Should be taken in junior year.

FOUR HOURS
DIRKSE, PAUL  FIRST SEMESTER

54. ELEMENTARY CURRICULUM AND METHODS—A continuation of Education 53, with special attention to Social Studies, Arithmetic, and Science in the elementary school curriculum. Should be taken in junior year.

FOUR HOURS
DIRKSE, PAUL  SECOND SEMESTER

57. SECONDARY PRINCIPLES AND METHODS—Secondary schools, their origins, purposes and curriculum; principles and general 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 junior or senior high school.

THREE HOURS

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

THREE HOURS
VER BEEK  SUMMER

60. HISTORY OF EDUCATION—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.

TWO HOURS
VANDER LUGT

64. TESTS AND MEASUREMENTS—See Psychology 43.

72. ART EDUCATION—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.

TWO HOURS
HARRINGTON

73. SECONDARY VOCAL METHODS—The study and observation of secondary teaching techniques, with examination of materials. The requirements for the first two years of a music major are advisable as a prerequisite. Offered alternate years.

THREE HOURS
HOLLEMAN  SECOND SEMESTER
Education

74. SECONDARY INSTRUMENTAL METHODS—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. Alternate years.

THREE HOURS

75. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL—Same as Physical Education 75.

TWO HOURS

76. TEACHING PHYSICAL EDUCATION IN THE SECONDARY SCHOOL—Same as Physical Education 76.

TWO HOURS

79. ELEMENTARY PUBLIC SCHOOL MUSIC METHODS—Same as Music 55.

TWO HOURS

80. PRACTICE—ELEMENTARY TEACHERS—Pre-student teaching experience. Prospective elementary teachers spend some time observing in the classroom in which they will be student teaching, and have an opportunity to experiment with some of the new techniques and methods which they have been discussing in class. This course may only be taken as a part of the Professional Semester.

FOUR HOURS

81. STUDENT TEACHING IN THE ELEMENTARY SCHOOL—Student teaching, supervised by the Department of Education, is done in cooperation with several schools in Western Michigan.

EIGHT HOURS

83. STUDENT TEACHING IN THE SECONDARY SCHOOL—Student teaching, supervised by the Department of Education, is done in cooperation with schools in Western Michigan.

EIGHT HOURS
Local schools offer opportunities to Seniors in their teaching semester to experiment with new approaches to teaching.

84. TEACHING OF MODERN FOREIGN LANGUAGES*—Methods of teaching French, Spanish, and German at the elementary school, high school, or college levels. Required of those planning to teach these languages in the secondary school. Separate sections for French, Spanish, and German. Alternate years: French, 1967-68; Spanish and German, 1968-1969.

TWO HOURS

H. WELLER, GEARHART FIRST SEMESTER

85. TEACHING OF SOCIAL STUDIES IN SECONDARY SCHOOL*—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.

TWO HOURS

DURAM FIRST SEMESTER

86. TEACHING OF SCIENCE IN SECONDARY SCHOOL*—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.

TWO HOURS

ESSENBURG FIRST SEMESTER

87. TEACHING OF ENGLISH*—A review of English grammar, with emphasis on the teaching of it. Readings, observations and demonstrations in the teaching of composition and literature in the secondary schools.

TWO HOURS

DE GRAAF

89. TEACHING OF MATHEMATICS*—Intended for seniors through special arrangement with the Department of Education. It may be taken for credit in Mathematics if not needed for Education.

TWO HOURS

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.
Geography

GEOGRAPHY

In the study of geography, as in any intellectual endeavor, emphasis is placed on important ideas, relationships, and disciplined reason, rather than on facts for their own sake. Because a student does not usually today achieve geographic literacy before reaching college, the college offers the following courses to provide this.

42. WORLD REGIONAL GEOGRAPHY—The emphasis is on the industrialized countries of the world (North America, Russia, Europe and Japan).
   THREE HOURS HEINE FIRST SEMESTER

43. HUMAN AND PHYSICAL GEOGRAPHY—The emphasis is on the non-industrialized countries of the world. (Central and South America, Africa and Asia.)
   THREE HOURS HEINE SECOND SEMESTER

*Prospective secondary-school teachers of the social sciences who plan to teach in New York are required to have six credit hours of geography on the college level.

Students en route to Hope's Summer School in Vienna.
The courses in Political Science are designed to provide systematic understanding of government and politics in the local, state, national and international areas. The major consists of not fewer than twenty-four hours in the department and must include 11, 22, 43, 52, 77 and 83. In addition to the courses in Political Science a minimum of six hours in History and six hours in either Economics or Sociology is required.

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 STAFF BOTH SEMESTERS

22. STATE AND LOCAL GOVERNMENT—Procedures of government at the state and local level are studied with an emphasis on the functional approach. Prerequisite: Political Science 11. THREE HOURS CARTER, VANDERBUSH BOTH SEMESTERS

43. INTERNATIONAL RELATIONS—An introduction to, and an examination of the major problems confronting the peoples and nations of the modern world. Prerequisite: Sophomore standing. THREE HOURS VAN PUTTEN FIRST SEMESTER

51. POLITICAL PARTIES AND ELECTORAL PROBLEMS—The political parties, their histories and how they operate, and the conduct and problems of elections. Prerequisite: Political Science 11. THREE HOURS ZOETEWEY SECOND SEMESTER

52. COMPARATIVE GOVERNMENT—The major types and forms of governments of Europe. Prerequisite: Political Science 11. THREE HOURS ZOETEWEY FIRST SEMESTER

53. PUBLIC ADMINISTRATION—The underlying principles of government management at the federal, state and local levels. Prerequisite: Political Science 11. THREE HOURS CARTER FIRST SEMESTER

64. LEGISLATIVE PROCESS—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 and Junior standing. THREE HOURS CARTER, VANDERBUSH SECOND SEMESTER

70. INTERNATIONAL RELATIONS OF THE FAR EAST—A geographical, cultural, historical and political study of China with the rest of the world from 1842 to the present time. Prerequisite: Political Science 11. THREE HOURS VAN PUTTEN FIRST SEMESTER
Political Science

71. INTERNATIONAL RELATIONS OF THE FAR EAST—A geographical, cultural, historical and political study of Japan with the rest of the world from 1853 to the present time. Prerequisite: Political Science 11.

THREE HOURS VAN PUTTEN SECOND SEMESTER

73. AMERICAN CONSTITUTIONAL LAW—Principles of the American Constitution; separation of powers, federalism, the powers of the national and state governments, and limitations on the exercise of those powers. Prerequisite: Political Science 11 and Junior standing.

THREE HOURS VANDERBUSH FIRST SEMESTER

74. AMERICAN POLITICAL THOUGHT—This course analyzes and interprets fundamental political ideas in terms of their origins, assumptions and developments. Prerequisite: Political Science 11 and Junior standing.

THREE HOURS VANDERBUSH SECOND SEMESTER

75. INTERNATIONAL RELATIONS OF SOUTHEAST ASIA—A geographical, cultural, historical and political study of the countries of Southeast Asia from 1945 to the present time. Prerequisite: Political Science 11.

THREE HOURS VAN PUTTEN SECOND SEMESTER

76. FOREIGN POLICY—How foreign policy is made and how it is put into operation. Prerequisite: Political Science 11.

THREE HOURS VAN PUTTEN SECOND SEMESTER

77. HISTORY OF POLITICAL AND SOCIAL THEORY—The objective of the course is two-fold: (1) to consider some of the basic problems of political philosophy, and (2) to indicate how they grew out of an attempt on the part of man to discover his purpose and the nature of his social organization. Prerequisite: Political Science 11.

THREE HOURS VANDERLUGT SECOND SEMESTER

82. SEMINAR—This course will provide instruction in bibliography and research methods, followed by individual research projects in some field of politics and the preparation of a research paper. Prerequisite: Not less than nine hours in Political Science.

THREE HOURS STAFF BOTH SEMESTERS

91. 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 Mr. Vanderbush.

95. READINGS—Independent reading of assigned works of an advanced nature under the supervision of a designated staff member. Prerequisite: Senior standing and consent of the department chairman.

TWO HOURS
The offerings of the Psychology Department are designed to serve three areas of interest:

LIBERAL ARTS—During his four years at Hope each student should sample as many different disciplines as time allows. The sampling course in psychology is Psychology 15.

DISCIPLINES OTHER THAN PSYCHOLOGY—Many students may find some courses in addition to Introduction to Psychology helpful in preparation for their future work in art, business, industry, law, medicine, nursing, the ministry, political science, social work, and teaching.

PROFESSIONAL PSYCHOLOGY—It is possible for students with a B.A. degree and a major in psychology to find employment in such areas as social and personnel work. However, since professional psychology begins at the M.A. level, the student who wants to major in psychology should do so with graduate school in mind. Specific requirements for psychology majors are: 24 hours of psychology (to include Psychology 40, 44, 94), Mathematics 35, Biology 13, 14, or 15, 16. Strongly recommended are: Sociology 21; Philosophy 64 and 74; Biology 61, 64; Courses in Calculus; English 61, 62, 63 or 64; at least one course in the Fine Arts.

15. INTRODUCTION TO PSYCHOLOGY—An introduction to the study of human behavior and experience. Prerequisite for all other psychology courses.

36. DEVELOPMENTAL PSYCHOLOGY I—An introduction to theories, research methods, and findings related to the intellectual, emotional, perceptual, social, and personality development of the child.

38. DEVELOPMENTAL PSYCHOLOGY II—An introduction to theories, research methods, and findings related to the intellectual, emotional, perceptual, social, and personality development of adolescence and maturity. Psychology 36 is not a prerequisite for this course.

40. GENERAL EXPERIMENTAL PSYCHOLOGY—A beginning study of experimental and research methodology in contemporary psychology. Specific topics from the areas of learning, perception, motivation, developmental, personality, and social psychology are employed to teach the student basic concepts and methods of observation, measurement, hypothesis formation, experimental design, data collecting, data analysis, and generalization. The course includes two lectures and two two-hour labs per week. Required prior to declaration of psychology major and all 70-100 courses. Not open to seniors.
Psychology

41. HISTORY AND SYSTEMS OF PSYCHOLOGY—The historic and systematic development of psychology. 
THREE HOURS VAN EYL SECOND SEMESTER

43. TESTS AND MEASUREMENTS—An introduction to the purposes, the construction and the interpretation of psychological and educational differences and uniformities. Psychological measurement is emphasized the first semester (for psychology credit) and educational measurement (Education 64 or non-major psychology credit) the second. 
THREE HOURS STAFF BOTH SEMESTERS

44. INTRODUCTION TO PERSONALITY—Introduction to the study of personality with emphasis on development and dynamics. Prerequisite: Psychology 36 or 38. 
THREE HOURS BEACH, BROWN, MYERS BOTH SEMESTERS

45. PERSONNEL PSYCHOLOGY—A systematic and integrated study of personnel and industrial psychology. The developments of the past ten years are stressed. Psychology 43 is recommended in preparation for this course. 
THREE HOURS BROWN SECOND SEMESTER

53. SOCIAL PSYCHOLOGY—The psychological principles underlying inter-personal and group behavior and the effect of social conditions on individual behavior. 
THREE HOURS BEACH, MYERS BOTH SEMESTERS

55. EDUCATIONAL PSYCHOLOGY—Same as Education 52. (When taken as psychology credit it cannot be counted toward the number of hours required for a psychology major.)

58. PSYCHOLOGY OF BEHAVIOR DISORDERS—An introduction to the study of pathological behavior. Includes investigation into etiological factors, common syndromes, and a survey of therapeutic measures. Prerequisite: Psychology 44. 
THREE HOURS STEENLAND BOTH SEMESTERS

72/73. LEARNING AND PERCEPTION AND MOTIVATION—A full year study of experimental methods and research findings in selected areas of perception, learning, and motivation, including both classroom and laboratory instruction. The sequence starts with the spring semester (72). The fall course (73) is not required for students who wish to take only the first part (72). Prerequisites: Psychology 40, 41. 
FOUR/THREE HOURS BARLOW/VAN EYL SPRING/FALL SEMESTERS

86. THEORIES OF PERSONALITY—A survey and critical evaluation of contemporary personality theories, research methods, and findings. Prerequisites: Psychology 40, 44. Strongly recommended: Psychology 41. 
THREE HOURS BEACH FIRST SEMESTER
91. INDEPENDENT STUDY—This program affords an opportunity for the advanced student in psychology to study a psychological area of his own interest beyond the regular course offerings. To fulfill eligibility for this program the student must have a rather specific topic in mind, a reasonable background in related coursework, good independent study habits, initiative and high motivation. He must obtain permission from the chairman of the department and the professor who will act as his advisor and tutor. Application for the program stating a study proposal in not less than 200 words and a bibliography of pertinent books and journal articles should be submitted to the department chairman during pre-registration.

TWO HOURS

92. PSYCHOLOGICAL RESEARCH—The individual or small group study of a psychological problem with the emphasis on laboratory research. Eligibility requirements are the same as for Psychology 91.

TWO HOURS

94. SENIOR SEMINAR IN PSYCHOLOGY—A senior integrative course required of all psychology majors.

TWO HOURS

100. SENIOR HONORS PROJECT—Independent study as outlined in 91 and 92 but with special permission from department chairman.

THREE HOURS
Sociology

SOCIIOLOGY

MR. VANDERHAM, MRS. VAN KAMPEN

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 is mandatory.

Sociology majors are offered an orderly progression from general to particular and from simple lab experiments to complex research projects. This 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.

Sociology 21 is the basic course of the department, required of all majors and a prerequisite for most other sociology courses. Prospective majors are urged to take lab 21X along with 21. 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 21-32, 21-33, or 21-34 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 first semester of the junior year.

Sociology 61, 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 80 is required of all majors and recommended for second semester, junior year.

Courses in Biology, Psychology, Philosophy—particularly Psychology 15 and 43 and Philosophy 21 and 74 and 76—are recommended for Sociology students.

Sociology 96 is recommended for majors going on to graduate work in sociology.
21. 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.
THREE HOURS
BOTH SEMESTERS

21X. PRINCIPLES LABORATORY—Demonstration, testing and evaluation of sociological principles using live, uncoached subjects in experimental situations and data gathered by participating students in the departmental research programs. Opened as an option to all students enrolled in Sociology 21 during the same semester. Strongly recommended for prospective majors.
ONE HOUR
BOTH SEMESTERS

32. SOCIAL PROBLEMS—Application of sociological theory and research data to the understanding of selected social problems, such as poverty, race relations, delinquency, drug addiction, prostitution, mental disorder, suicide. Discussion of possible solutions. Prerequisite: Sociology 21.
THREE HOURS
BOTH SEMESTERS

33. SOCIAL INSTITUTIONS—Analysis of basic institutional norms of American society. Application of sociological perspectives to such institutional spheres as the family, the economy, the polity, education and religion. Emphasis is placed on how American institutions have been shaped by, and changed by, major American value themes in conjunction with technological and social changes common to all modern societies. Some cross-cultural comparison of social institutions is introduced. Prerequisite: Sociology 21.
THREE HOURS

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. Prerequisite: Sociology 21.
THREE HOURS
SECOND SEMESTER

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.
THREE HOURS

54. MODERN SOCIOLOGICAL THEORY—SEMINAR—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 21 plus 3 hours of sociology; required of sociology majors during Junior year.
FOUR HOURS
FIRST SEMESTER

58. THE FIELD OF SOCIAL WORK—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 21.
TWO HOURS
SECOND SEMESTER
Sociology

59. SOCIAL CASE WORK—An introductory study of the basic elements of casework, its history, problems and services, basic principles and assumptions, interviewing methods, and the planned use of inter-personal relations. Prerequisite: Sociology 58.
   TWO HOURS
   FIRST SEMESTER

61. DYNAMICS OF POPULATION—The course will consider the sources of population data, population characteristics, population distribution and population dynamics.
   THREE HOURS

63. SOCIAL PSYCHOLOGY—Same as Psychology 53.
   THREE HOURS
   FIRST SEMESTER

66. SOCIAL DIFFERENTIATION—This course treats the problem of "social class" in America. A study of sociological theory and research bearing on the various systems of social classification found in all human societies, such as rank, order, hierarchies of economic class, prestige, power, and racial, ethnic and religious categories. Emphasis is placed on the causes and consequences of these various types of differentiation. Prerequisite: Sociology 31 plus 3 hours.
   THREE HOURS
   FIRST SEMESTER

67. URBAN COMMUNITY—Study of the origin and development of cities, the ecological and social structure of cities, theory and research findings on the impact of urbanization on social life and personality. Discussion of the changing shape and nature of cities and of urban social problems. Prerequisite: Sociology 21.
   THREE HOURS
   SECOND SEMESTER

73. SOCIAL CHANGE—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 21 plus 3 hours. (Prior completion of Sociology 54 strongly recommended).
   THREE HOURS

76. THE FAMILY AS A SOCIAL GROUP—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 21.
   FOUR HOURS

80. METHODS OF SOCIOLOGICAL RESEARCH—A course dealing with a variety of research techniques available to social scientists. An attempt will be made to evaluate the merits of each technique. Practical experience will be part of the course. Prerequisite: Mathematics 35 (Statistics) plus nine hours of Sociology.
   FOUR HOURS

95-2, 95-3. READINGS IN ADVANCED SOCIOLOGY—Open to senior sociology majors with the consent of the department.
   TWO OR THREE HOURS

96-2, 96-3. RESEARCH IN ADVANCED SOCIOLOGY—Open to senior sociology majors with the consent of the department.
   TWO OR THREE HOURS
Suggested Programs of Study
SUGGESTED PROGRAMS OF STUDY

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

On the succeeding pages are found a number of recommended course programs carefully designed to give the best preparation for students planning on going directly into some vocation or profession or on entering professional schools. The requirements for entrance into professional schools vary so widely that students interested in a special field should consult professional school catalogs as early in their college career as possible. To assist the student in working out 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

Biology – Mr. Norton
Business and Economics – Mr. K. Weller, Mr. Klaasen
Chemistry (Industrial and Research) – Mr. Jekel
Christian Ministry – Mr. Voogd, Mr. Ponstein
Church Work – Mr. Hilmert
Dentistry – Mr. Rieck
Diplomatic and Government Service – Mr. van Putten, Sr., Mr. Vanderbush
Engineering – Mr. Folkert
Journalism – Mr. Brand

Law – Mr. Vanderbush
Librarian – Mr. May
Medicine – Mr. Rieck
Medical Technology – Mr. Rieck
Music – Mr. Cavanaugh
Nursing – Mr. Rieck
Teaching
   Elementary School – Mr. Dirkse
   Secondary School – Mr. Ver Beek
   College – Mr. Vander Lugt or Department Chairman

Physics – Mr. Frissel
Religion – Mr. Voogd, Mr. Ponstein
Social Work – Mr. Vanderham
Basic College Program — First Two Years

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

### Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Studies</td>
<td>6</td>
</tr>
<tr>
<td>Speech 11</td>
<td>2 or 2</td>
</tr>
<tr>
<td>Bible 21</td>
<td>3</td>
</tr>
<tr>
<td>Math or Science</td>
<td>3-4</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Electives (from courses</td>
<td>2</td>
</tr>
<tr>
<td>number below 30)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15-16</td>
</tr>
</tbody>
</table>

For preprofessional programs such as, Engineering, Medicine, Nursing, teaching etc., consider the following suggested programs of study.

### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 31, 32</td>
<td>3</td>
</tr>
<tr>
<td>Bible (1st or 2nd sem.)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
</tr>
<tr>
<td>Electives (from courses</td>
<td>6</td>
</tr>
<tr>
<td>number below 50)</td>
<td>16</td>
</tr>
</tbody>
</table>

By the end of the Sophomore year the basic college requirements should be completed. Recommended courses for fulfilling this requirement: History 15, 16; 33, 34; Economics 31, 32; Sociology 31, 32; Pol. Science 11; Philosophy 21, 25.

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

### Biology

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.

Although some medical schools accept students with only three years of undergraduate pre-medical training, this practice is discouraged except in the case of an unusually gifted student.
Suggested Programs of Study

SCIENCE MAJOR. Counselor: Norton

Core Biology. Normal course sequence should include Biology 15, 16 (Human Physiology and Hygiene), 37 (Survey of Plant Kingdom) and 61 (Genetics). The remainder of the major in Physics and Chemistry with a minimum of four hours in each. Recommended: Physics 15, 16, Chemistry 15, 16.


<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Semester Hours</th>
<th>Sophomore Year</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester I</td>
<td>Semester II</td>
<td>Semester I</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>3</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Bible</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Speech 11</td>
<td>2 or 2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language 11,</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>12 or 31, 32</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Biology 13, 14</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Art 11</td>
<td>3</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

15 or 17  15 or 17

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.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Semester Hours</th>
<th>Sophomore Year</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester I</td>
<td>Semester II</td>
<td>Semester I</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bible 21</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Math 15, 26, 23, 24</td>
<td>4-3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>0-2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Speech 11</td>
<td>2</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

15-16  17-16

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 31, 32</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 15</td>
<td>3</td>
</tr>
<tr>
<td>Education 31</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language 4, 4</td>
<td>2</td>
</tr>
<tr>
<td>Music 13, 14</td>
<td>7</td>
</tr>
</tbody>
</table>

16  16
Suggested Programs of Study

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Semester Hours</th>
<th>Senior Year</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester I</td>
<td>Semester II</td>
<td>Semester I</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bus. Ad. 53, 56</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bus. Ad. 61</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Math. 35</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Econ. 62</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Econ. 52</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>English 51</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Pol. Science 11</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Electives (in keeping with general requirements)</td>
<td>5</td>
<td>5</td>
<td>16</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Semester Hours</th>
<th>Senior Year</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester I</td>
<td>Semester II</td>
<td>Semester I</td>
</tr>
<tr>
<td>Economics 51</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Economics 52</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Math. 35</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Economics 62</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Economics 71 or 73</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Economics 72 or 74</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td>Pol. Science 11</td>
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<tr>
<td>Electives (in keeping with general requirements)</td>
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Electives should be chosen with the approval of the chairman of the department.
### Suggested Programs of Study

#### Chemistry — Plan I

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Semester Hours</th>
<th>Sophomore Year</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester I</td>
<td>Semester II</td>
<td>Semester I</td>
</tr>
<tr>
<td>Chemistry 21, 22</td>
<td>5</td>
<td>5</td>
<td>Chemistry 33, 34</td>
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<tr>
<td>English 13</td>
<td>4</td>
<td>4</td>
<td>Physics 23, 28</td>
</tr>
<tr>
<td>Philosophy 13</td>
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<td>2</td>
<td>Math 46</td>
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<tr>
<td>Speech 13</td>
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<td>2</td>
<td>English 31, 32</td>
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<tr>
<td>Math 26, 45</td>
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<td>5</td>
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</tr>
<tr>
<td>Cultural Heritage</td>
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**Junior Year**

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<tr>
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<tbody>
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<tr>
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<td>Bible 22</td>
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<td>Physics 29</td>
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<td>Cultural Heritage</td>
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<td>Chemistry 62</td>
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**Senior Year**

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<tr>
<th>Semester Hours</th>
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</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>German 31, 32</td>
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<td>4</td>
</tr>
<tr>
<td>Russian 11, 12</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Cultural Heritage</td>
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<tr>
<td>Chemistry 91, 92 or Chemistry 100</td>
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</tr>
<tr>
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*At least two courses chosen from: Chemistry 81, 85, 86, 88, Advanced Physics, Advanced Mathematics.*

#### Chemistry — Plan II

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<td>Semester I</td>
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<td>Chemistry 13, 14</td>
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<td>Chemistry 33, 34</td>
</tr>
<tr>
<td>Math 15, 26</td>
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<td>4</td>
<td>Physics 23, 28</td>
</tr>
<tr>
<td>English 13</td>
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<td>Math 45</td>
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<td>English 31, 32</td>
</tr>
<tr>
<td>Philosophy 13</td>
<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>Bible 21</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>Cultural Heritage</td>
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**Junior Year**

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<tr>
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<th>Semester II</th>
</tr>
</thead>
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<tr>
<td>Chemistry 32</td>
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<td>Math 26, 45</td>
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<tr>
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**Senior Year**

<table>
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<tr>
<th>Semester Hours</th>
<th>Semester I</th>
<th>Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 83</td>
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<td>4</td>
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<td>Russian 11, 12</td>
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<tr>
<td>Cultural Heritage</td>
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<tr>
<td>Chemistry 91, 92 or Chemistry 100</td>
<td>3-3</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>17</td>
</tr>
</tbody>
</table>

*At least two courses chosen from: Chemistry 81, 85, 86, 88, Advanced Physics, Advanced Mathematics.*
Suggested Programs of Study

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Semester Hours</th>
<th>Senior Year</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 53, 54</td>
<td>4 4</td>
<td>Chemistry 83</td>
<td>3</td>
</tr>
<tr>
<td>Math 46</td>
<td>5</td>
<td>German 31, 32 or Russian 11, 12</td>
<td>4 4</td>
</tr>
<tr>
<td>Physics 29</td>
<td>3</td>
<td>Social Science</td>
<td>3 3</td>
</tr>
<tr>
<td>German 11, 12</td>
<td>4 4</td>
<td>Senior Religion</td>
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<tr>
<td>Chemistry 62</td>
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<td>Cultural Heritage</td>
<td>3</td>
</tr>
<tr>
<td>Bible 22</td>
<td>3</td>
<td>Chemistry 91, 92 or Chemistry 100</td>
<td>1-3 1-3</td>
</tr>
<tr>
<td>16 15</td>
<td></td>
<td>*Advanced Courses</td>
<td></td>
</tr>
</tbody>
</table>

*At least two courses chosen from: Chemistry 81, 85, 86, 88, Advanced Physics, Advanced Mathematics.

Christian Ministry

A program, for pre-seminary students, which 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, and single courses of special value to ministerial students, such as Music of the Church, Business Administration, and Religious Education.

Students contemplating the Christian Ministry should consult the chairman of the Religion and Bible Department concerning this and other alternative programs.

Church Work

There are for lay workers many church positions that require a sound college educational program. These include directors of religious education, directors of music, director and teachers of weekday schools of religion, church secretaries and lay leaders in home and foreign missions.

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.

Consult with the pre-dental advisor concerning the Dental Aptitude Test required of all pre-dental students.
Suggested Programs of Study

Diplomatic and Government Work

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 seek as broad a knowledge as possible in history, economics, political science, and English.

For students who desire to enter the diplomatic field, the major should be in Economics, History or Political Science and should include Economics 31, 32; History 15, 16, 33, 34; and Political Science 11, 43, 52, 77.

Students who wish to enter other branches of governmental work should major in Business Administration, Economics or Political Science and should take the following courses: Business Administration 31, 32; Economics 31, 32; History 33, 34; Political Science 11, 22, 53, 73.

Engineering

Students interested in a pre-engineering course should have completed the following in high school: four semesters of algebra, two semesters of geometry with some solid geometry included, one semester of trigonometry, two semesters of drawing, and two years of foreign language. Assuming the above complete, the suggested program is as follows:

A. The Three-Two Program in cooperation with the University of Michigan.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Semester Hours</th>
<th>Sophomore Year</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester I</td>
<td>Semester II</td>
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<tr>
<td>English</td>
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<td>English 31, 32</td>
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<td>Math 26*, 45</td>
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<td>Math 41**</td>
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<td>Physics 29, 37</td>
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<tr>
<td>Music 17 or Art 21</td>
<td>3</td>
<td>Chemistry 13, 14</td>
<td>4</td>
</tr>
<tr>
<td>Speech</td>
<td>2</td>
<td>Phys Ed</td>
<td>1</td>
</tr>
<tr>
<td>Physics 23, 28</td>
<td>3</td>
<td>Bible 22</td>
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</tr>
<tr>
<td>Bible 21</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

*Provided proficiency test in Mathematics has been passed. If not, Mathematics 15 is first course followed by Math 26.

**Provided student has sufficient high school background in drawing. Student should check with Mathematics Department to determine if Math 21 can be waived.
Suggested Programs of Study

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Semester I</th>
<th>Semester II</th>
<th>Senior Year</th>
<th>Semester I</th>
<th>Semester II</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Physics 61, 62</td>
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</tr>
<tr>
<td>Elective</td>
<td>3</td>
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<td>Senior Bible</td>
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<td>3</td>
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<tr>
<td>Physics 63</td>
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<td>4</td>
<td>Mathematics 65, 66</td>
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<tr>
<td>Foreign Language</td>
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<td>4</td>
<td>History 15 or 33</td>
<td>3</td>
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</tr>
<tr>
<td>Economics 31, 32</td>
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<td>3</td>
<td>Mathematics 81, 82</td>
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<tr>
<td>Physics 41, 42</td>
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<td>Physics 71</td>
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<tr>
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<td>16</td>
<td>16</td>
<td></td>
<td>17 or 16</td>
<td>17 or 16</td>
</tr>
</tbody>
</table>

*Assuming that one year of foreign language will complete the student's graduation requirement.

**Choose from Mathematics 55, 56, 81, 82, 65, 66. Physics 41, 42, 61, 62, 63, 71.

B. Four-year pre-engineering course.

First two years of program as for the Three-Two Program above. Suggested program for last two years:

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Semester I</th>
<th>Semester II</th>
<th>Senior Year</th>
<th>Semester I</th>
<th>Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 55, 56</td>
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<td>Physics 61, 62</td>
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<td>Senior Bible</td>
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<td>Physics 63</td>
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<td>16</td>
<td></td>
<td>17 or 16</td>
<td>17 or 16</td>
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</table>

C. Two-year pre-engineering program. Suggested schedule is that of the first two years of the Three-Two program above except that Philosophy 13 should be omitted and either Business Administration 15 or Economics 31 should be included.

The particular phase of engineering which is the student's area of interest may alter the above suggestions. The student should consult his adviser concerning alterations.
## Suggested Programs of Study

### Geology

**PROGRAM FOR GEOLOGY MAJORS**

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Semester Hours</th>
<th>Junior Year</th>
<th>Semester Hours</th>
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<tr>
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<td>Geology 31, 32</td>
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<td>Phys. Ed.</td>
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<td>Language</td>
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<td>Geology 13, 14</td>
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<th>Semester Hours</th>
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<tr>
<td>Bible 22</td>
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<td>Bible</td>
<td>3</td>
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<tr>
<td>Art or Music</td>
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<td>Social Science</td>
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</tr>
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<td>Mathematics 45, 46</td>
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<td>History</td>
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<td>16</td>
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<td>15-18</td>
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</table>

### 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.

### 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. Finally, he should range widely in the arts and sciences.

**Librarianship**

According to his interests and abilities, the library school graduate may choose from a wide field of employment at home or in foreign countries. Opportunities are many in such fields as public, academic, and special libraries; at present there is a great shortage of qualified persons to fill these positions.

All library schools stress a basic preparation of four years in a liberal arts college to insure a well-rounded general education and some still make the bachelor's degree a requirement for admission. There is a trend toward the introduction of library science courses at the under-graduate level, but the student who receives a bachelor's degree without courses in library science should plan on a full year of study for a professional library degree. Practical experience in a library is highly desirable as a prerequisite and students who contemplate library work as a career would profit by working as a student assistant while at Hope.

Especially recommended for undergraduate preparation for library school are a wide knowledge of literature including English, American and World Literature; a reading knowledge of two modern languages; courses in sociology, political science and psychology, and survey courses in science. Students who wish to specialize in school library work should take the education courses required by their state accrediting agencies for teacher's certificates. Special librarianship calls for a rich background in the subject of particular interest.

Library schools and other organizations including the Michigan State Library, offer scholarships and fellowships to qualified students.

**Medical Technology**

All schools for Medical Technology approved by the American Medical Association require at least 90 semester hours of college work, with a full degree program recommended by many of them. A minimum of 16 semester hours of chemistry, 16 semester hours of biology and 3 semester hours of mathematics are required. The curriculum that follows incorporates both requirements and recommendations as established by the A.M.A.

Information about specific schools can be obtained from: The Registry of Medical Technologists, Muncie, Indiana. The program in these schools runs for one year.
### Suggested Programs of Study

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Semester Hours</th>
<th>Sophomore Year</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>4</td>
<td>English 31, 32</td>
</tr>
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<td>Bible</td>
<td>3</td>
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<td>Cultural Heritage</td>
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<tr>
<td>Foreign Language</td>
<td>4</td>
<td>4</td>
<td>Bible</td>
</tr>
<tr>
<td>Physical Education</td>
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<td>1</td>
<td>Math. 23 or 35</td>
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<tr>
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<td></td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Speech 11</td>
<td>2 or 2</td>
<td></td>
<td>Biology</td>
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</table>

15 or 17 15 or 17

<table>
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<th>Semester Hours</th>
<th>Senior Year</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester I</td>
<td>Semester II</td>
<td>Semester I</td>
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<td>Chemistry 33, 34</td>
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<td>5</td>
<td>Physics 15, 16</td>
</tr>
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<td>Social Sciences</td>
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<td>Biology or electives</td>
</tr>
<tr>
<td>Biology or electives</td>
<td>8</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

16 16

Recommended Biology courses:

- 31 - Bacteriology, 4 hrs. (alt. years)
- 32 - Comparative Anatomy, 4 hrs.
- 53 - Histology, 3 hrs.
- 61 - Genetics, 2 hrs.
- 64 - Adv. Physiology, 5 hrs. (senior year preferably)
- 72 - Gen. Parasitology, 3 hrs. (alt. years)

Recommended Chemistry courses:

- 32 - Quantitative Analysis, 4 hrs.
- 85 - Biochemistry, 3 hrs.

Students may choose to major in either biology or chemistry. For biology, Philosophy 73 is required, plus 25 hours in biology.

### Medicine

The following four-year pre-medical curriculum is a sample of the type of program available at Hope College. A pre-medical student may major in any field in which he has a sincere interest. It has been found that those who are most successful in medical school have had undergraduate majors in biology or chemistry. Regardless of major field the pre-medical student should take chemistry through organic chemistry, at least one full year of physics, mathematics through statistics—with more if interest so dictates—and as much biology beyond the introductory year as it is possible to work into the overall schedule.

It should be emphasized that the program outlined below is not a rigid one, and that each student will be permitted considerable latitude in selection of courses beyond those required by the medical schools.
**Suggested Programs of Study**

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Semester Hours</th>
<th>Sophomore Year</th>
<th>Semester Hours</th>
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<tr>
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<td>Semester II</td>
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<td>Chemistry 13, 14</td>
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<td>Chemistry 33, 34</td>
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<td>3</td>
<td>Biology 15, 16</td>
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<td>4</td>
<td>Electives in Humanities</td>
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<td>3</td>
<td>and Social Sciences</td>
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<tr>
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</tr>
<tr>
<td>Speech 11</td>
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<td></td>
<td>15 or 17</td>
<td>15 or 17</td>
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</tbody>
</table>

**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. Two complete Bachelor of Music degree programs have been established to prepare students for public school teaching, from Kindergarten through the Twelfth grade: the Bachelor of Music in Vocal Music Education, or the Bachelor of Music in Instrumental Music Education. These programs are outlined in detail under the Music Department description of courses. For those who wish to prepare as performing artists, the Bachelor of Music in Performance is also described in the Music section of this catalog. For those students who particularly wish to follow a music major course of study to prepare for a career as a musicologist or a music librarian, or to follow music as an avocation, the Bachelor of Arts degree program, with a major in Music Literature and History or Music Theory is similarly described in the Music section.

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 entering freshman who intends to major in music should make an appointment for interview with the chairman of the Music Department before completing his registration for the first semester. It would be wise, also, to request an advisor from the music department faculty. The program for the last two years will be outlined by the department chairman in conference with the student.
Suggested Programs of Study

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.

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.

Physics

<table>
<thead>
<tr>
<th>Freshman Year</th>
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<td>Physics 23, 28</td>
<td>3 4</td>
<td>Math 46, 51</td>
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<td>Math 26, 45</td>
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<tr>
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<tr>
<td>Cultural Heritage</td>
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<td>*Physics 33</td>
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<td>*Physics 31, 32</td>
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<td>Physical Education</td>
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<tr>
<td>Bible</td>
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<td>Math 81, 82</td>
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<td>Cultural Heritage</td>
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<td>Bible</td>
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<td>Physics 61, 62</td>
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<td>Physics 71</td>
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<td>Physics 51, 52</td>
<td>3 3</td>
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<td>Social Studies</td>
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<td>Physics 63</td>
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<th>Senior Year</th>
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<tr>
<td>Elective</td>
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*Honors course. Permission of Physics Department required.
**Suggested Programs of Study**

**Religion**

The Religion major program embraces courses in Old and New Testaments, historical theology, world religions, Biblical archaeology, Christian classics, philosophical theology, ethics and contemporary religious thought and movements. In addition the program includes significant blocks of study in English, Philosophy, Language, History, Psychology and Speech. All of these are recommended by the American Association of Theological Schools for undergraduate training. The stress is upon a liberal arts education and the curricular pattern below can be utilized as a preparation for graduate study in social work, law, journalism, etc., as well as the Christian ministry. Students preparing to be directors of religious education or lay workers in the church can effectively use the suggested program of study by integrating religious education courses or special language programs with the religion courses listed.

<table>
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<tr>
<th>Freshman Year</th>
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<td>Greek 11, 12 4</td>
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<tr>
<td>Science 4</td>
<td>History 33, 34 3</td>
<td>Philosophy 31 3</td>
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<td>Political Science 3</td>
<td>Religion 22, 31 3</td>
<td>Math 23 or 35 3</td>
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<tr>
<td>Psychology 15</td>
<td>Cultural Heritage (Music, Art, Theater) 3</td>
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<tr>
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<th>Senior Year</th>
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<tbody>
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<td>Philosophy 53 3</td>
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<td>16</td>
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<tr>
<td>Sociology 21 3</td>
<td>History 51 3</td>
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<tr>
<td>History 70 3</td>
<td>Psychology 54 3</td>
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<tr>
<td>Greek 31, 32 3</td>
<td>English 53, 56 2</td>
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<td>English 72 2</td>
<td>Religion 61,71 3</td>
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<td>Speech 36 or 53 2</td>
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<tr>
<td>Philosophy 51 3</td>
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<td>Religion 51, 52, 63 3</td>
<td>6</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>
Suggested Programs of Study

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, strong Biological and Social Science background plus a broad and balanced liberal arts preparation. Some schools are more specific in requiring Psychology, Sociology, Economics and Political Science as well as Biology. It is essential that introductory courses in each social science field be taken, and in addition as many of the following courses as possible are recommended: Psychology 15, 36, or 38, 53, 54, 58; Sociology 21, 32, 34, 58, 59 and 76. Biology 13, 14, 35, 61; Economics 31, 32 and Political Science 11 and 22.

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 Physical Education 54.

Typical jobs are in family counseling, child welfare work, psychiatric clinics and hospitals, medical facilities, Veterans 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.

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, an information file of summer jobs in social work. Anyone interested in a career in social work would find it advantageous to spend a summer in such a position. Interested students should see the chairman of the Sociology Department 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.

Michigan Scholars in College Teaching Program

Hope College is a participant with four other Michigan liberal arts colleges and the University of Michigan in a cooperative program to provide counsel, guidance and special curricular and extra curricular opportunities to academically talented students
Suggested Programs of Study

who are interested in college teaching as a profession. In the Junior year, such students are advised to follow the special course sequences recommended by their major department, and to continue in mastery of one or more foreign languages. Students selected to become Senior Scholars in this program participate in a senior colloquium entitled "Explorations in College Teaching," are practically involved in some phase of teaching under departmental supervision, and are enrolled in a seminar or Senior Honors Project course.

In several areas cooperative course planning between Hope College and the University of Michigan or the University of Chicago leads to special consideration for graduate study at these universities and preference in scholarship awards. Involvement in this program is learned in the foreign country. The program is able to accept students with as little as one year of high school Spanish and yet have all of the instruction given by Latin Americans in Spanish.

Teaching

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.

Secondary School

Students planning to teach in the secondary school 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. Inasmuch as teaching requirements vary in some of the states, students should consult with the Teacher Placement Office 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 55 and 56).

2. Complete Psychology 15 before entering any course in the Department of Education other than Education 31.

3. Be admitted to Teacher Education and 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, one 30-hour major and one 20-hour minor. Students must get permission from the Department of Education to enter this latter program. Education courses 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, physical education, 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.

Elementary School

Students planning to teach in the elementary school 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 55 and 56).
2. Complete Psychology 15 before entering any course in the Department of Education other than Education 31.
3. Be admitted to Teacher Education and complete Education 31, 52, 53, 54, 60, 72, 75, 79, 80, and 81.
4. Complete enough work in three departments to fulfill the state requirements for a major and two minors (in Michigan, the code defines a major as a minimum of twenty-four hours in one department, and a minor as a minimum of fifteen hours); or complete enough course work in four departments to fulfill the state requirements for four minors. The composite major described below, which fulfills college graduation requirements, may be broken down into two minors for certification purposes, provided there are at least fifteen semester hours in each of two departments. Applications for a composite major must be made with the Department of Education.

In addition, the following recommendations are made:

1. Students should plan their program carefully at an early date, keeping in mind that it is necessary to reserve one semester during the senior year for the Professional Semester Program. This program includes: Education 81, Student Teaching; Education 60, History of Education; Education 80, Practice; and English 50, Children’s Lit. Students devote full days to their student teaching experience during the last 8 weeks of the semester; in this manner, they become involved in the total school program.
Suggested Programs of Study

2. The composite major for elementary education students shall be a minimum of 36 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.

3. Psychology 36 (Development Psychology I), Geography and Mathematics 23 are recommended electives.

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

A. Language Arts Major (Concentration on language as a communicating art.) Counselor: Brand
   a. English core. Core must include six hours numbered above 50 in Composition and/or Literature—English eighteen credit hours, Foreign Language fifteen hours; or—English eighteen credit hours; Foreign Language, eight credit hours (Intermediate proficiency); and seven credit hours of communications in areas other than English.
   b. Alternate core—Speech of 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 (18 hours) 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 13 or other non-literature courses). A minimum of eight hours must be in literature courses numbered above 50. Literature courses in a foreign language may be included.
   b. Art core. Normal sequence is: Art 11, 12, 21, 22, 31 and three hours of studio. Students entering with unusual art background may, by permission, be exempted from the basic course(s).
   c. Music core. Normal sequence should include Music 15, 16, 17 and two hours of applied music.

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

D. Science Major. Counselor: Norton

Core Biology. Normal courses sequence should include Biology 15, 16 (Human Physiology and Hygiene), 37 (Survey of Plant Kingdom) and 61 (Genetics). The remainder of the major in Physics and Chemistry with a minimum of four hours in each. Recommended: Physics 15, 16, Chemistry 15, 16.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Semester Hours</th>
<th>Sophomore Year</th>
<th>Semester Hours</th>
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<td>Education 31</td>
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<td>Foreign Language 11, 12 or 31, 32</td>
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<td>Biology 13, 14</td>
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16 16

PROFESSIONAL SEMESTER

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<td>Child Lit.</td>
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<td>Ed. 60 (History of)</td>
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16 16

Recommended Electives: Psychology, Geography, plus major and/or minor requirements.
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THE FACULTY
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Term Expires 1970

Mr. Carl L. Cleaver New York, New York
Rev. Marion Klaaren Battle Creek, Michigan
Dr. Matthew Peelen Kalamazoo, Michigan
Rev. Lorenz Proli North Plainfield, New Jersey
Rev. Arnold Punt South Holland, Illinois
Dr. Fredrick F. Yonkman Madison, New Jersey
Rev. Harri Zegerius Kalamazoo, Michigan

Term Expires 1971

Mr. George H. Beld Grand Rapids, Michigan
Rev. Donald Boss Fulton, Illinois
Dr. Harold D. Dkyhuizen Muskegon, Michigan
Mr. John R. Heilman, Jr. Poughkeepsie, New York
Mr. Herman Laug Coopersville, Michigan
Mr. Arad Riggs Bronxville, New York
Rev. John Staal St. Paul, Minnesota
Mr. Donald R. Waful Syracuse, New York

Term Expires 1972

Rev. Arnold Dykhuiizen Detroit, Michigan
Mr. Joseph Fowler Walden, New York
Rev. William Gaston Pompton Lakes, New Jersey
Mr. Titus J. Hager Grand Rapids, Michigan
Rev. Vernon Hoffman Chicago, Illinois
Mr. Harold Kleinheksel Holland, Michigan
Dr. Fritz V. Lenel Rensselaer, New York
Rev. Arvin W. Roos Denver, Colorado
Mr. Willard C. Wichers Holland, Michigan

Term Expires 1973

Mr. Clarence J. Becker Holland, Michigan
Mr. Kenneth P. E. De Groot Newport Beach, California
Rev. John Frey Randolph, Wisconsin
Rev. Gerard J. Koster Newburgh, New York
Mrs. Norman Vincent Peale New York, New York
Mr. Robert W. Schellenberg Grand Rapids, Michigan
Dr. Jackson D. Ver Steeg Des Moines, Iowa
Mr. Richard Weisiger Wyckoff, New Jersey
Mr. Wilbur J. Wormuth Schenectady, New York
Honorary Members

Dr. Irwin J. Lubbers
Dr. Wynand Wichers

EXECUTIVE COMMITTEE

Mr. Clarence J. Becker
Rev. Albertus G. Bossenbroek
Mr. Hugh DePree, Chairman
Dr. Harold D. Dykhuizen
Mr. Titus J. Hager
Mr. Herman Laug
Dr. Fritz V. Lenel
Dr. Matthew Peelen

Mr. Arad Riggs
Mr. William O. Rottshafer
Mr. A. Dale Stoppels
Dr. Henry W. Tenpas
Dr. George Vander Borgh
Dr. Calvin A. VanderWerf
Mr. Willard C. Wichers
Dr. Fredrick F. Yonkman

THE ADMINISTRATIVE COUNCIL

C. A. VanderWerf, Ph.D., President
Henry Steffens, M.A., Treasurer and Vice President for Finance
William Vander Lugt, Ph.D., Interim Dean for Academic Affairs and Distinguished Professor-at-Large
Clarence J. Handlogten, Director of Business Affairs
Larry Ter Molen, M.A., Director of Development
Robert De Young, M.A., Dean of Students
William C. Hillegonds, B.D., Chaplain of the College
THE FACULTY

CALVIN A. VANDER WERF—President of the College and Professor of Chemistry (1963)*
B.A., Hope College, 1937; Ph.D., Ohio State University, 1941;
Sc.D., Hope College, 1963; LL.D., St. Benedict's College, 1966;
Sc.D., Rose Polytechnic Institute, 1966

MORRETTTE L. RIDER—Dean for Academic Affairs and Professor of Music (1947)
B.Mus., University of Michigan, 1942; M.Mus., University of Michigan, 1947;
Ed.D., Columbia University, 1955; on leave, 1967-68

WILLIAM VANDER LUGT—Interim Dean for Academic Affairs and Distinguished Professor at Large (1954)
B.A., Calvin College, 1927; M.A., University of Michigan, 1929;
Ph.D., University of Michigan, 1932; Litt.D., Central College, 1950

ROBERT RIEKSE—Associate Dean for Academic Affairs and Registrar and Associate Professor of Education (1967)
B.A., Hope College, 1955; M.A., University of Michigan, 1958;
Ed.D., Michigan State University, 1964

Emeriti

IRWIN J. LUBBERS—President Emeritus
B.A., Hope College, 1917; M.A., Columbia University, 1927;
Ph.D., Northwestern University, 1931; LL.D., Central College;
Litt.D., Rutgers University; Litt.D., Hope College, 1945

WYNAND WICHERS—President Emeritus
B.A., Hope College, 1909; M.A., University of Michigan, 1918;
Litt.D., Rutgers University; LL.D., Hope College, 1931

Active

KEITH ACHEPOHL—Assistant Professor of Art (1967)
B.A., Knox College; M.F.A., State University of Iowa, 1960

CHARLES C. ASCHBRENNER—Assistant Professor of Music (1963)
B.Mus., University of Illinois, 1959; M.Mus., Yale University, 1963

M. LOIS BAILEY—Reference Librarian, Associate Professor of Library Science (1954)
B.A., Monmouth College, 1925; M.A., University of Wisconsin, 1928;
B.S. in L.S., Western Reserve, 1941

JOHN A. BARLOW—Professor of Psychology (1966)
B.A., Oberlin College, 1949; Ph.D., Duke University, 1952

*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.
The Faculty

LESLIE R. BEACH—Associate Professor of Psychology (1964)
B.A., Houghton College, 1949; M.Ed., Wayne State University, 1954;
Ph.D., University of Michigan, 1957

RONALD W. BEERY—Assistant Professor of Physics (1963)
B.S., Western Michigan University, 1957; Ph.D., Michigan State University, 1966

ROSWITHA BENESCH—Visiting Lecturer in Art (1967)
Ph.D. in Art History, University of Graz, Austria

N. A. BOOTSMA—Visiting Assistant Professor of History (1967)
Ph.D. in History, Catholic University in Nijmegen, The Netherlands

WILLIAM H. BOS—Professor of Speech and Chairman of the Department (1966)
B.A., Wheaton College, 1939; Diploma, Western Theological Seminary, 1942;
A.M., Washington University, 1950; Ph.D., University of Michigan, 1955

ALLEN BRADY—Assistant Professor of Biology (1964) (1966)
B.S., University of Houston, 1955; M.S., University of Houston, 1959;
Ph.D., Harvard University, 1964

EDWARD E. BRAND—Associate Professor of English (1946)
B.A., Central College, 1929; M.A., University of Iowa, 1938;
Ed.D., University of Denver, 1951

GORDON M. BREWER—Assistant Professor of Physical Education and Director
of Athletics (1956)
B.A., Hope College, 1948; M.A., University of Michigan, 1952

IRWIN J. BRINK—Professor of Chemistry (1957)
B.A., Hope College, 1952; Ph.D., University of Illinois, 1957; on leave, 1967-68

RICHARD T. BROCKMEIER—Assistant Professor of Physics (1966)
B.A., Hope College, 1959; M.S., California Institute of Technology, 1961;
Ph.D., California Institute of Technology, 1965

ROBERT S. BROWN—Assistant Professor of Psychology and Director of Counseling
Center (1960)
B.A., Western Michigan University, 1950; M.A., University of Michigan, 1952;
Ed.D., Michigan State University, 1963

ELTON BRUINS—Assistant Professor of Religion and Bible (1966)
B.A., Hope College, 1950; B.D., Western Theological Seminary, 1953;
S.T.M., Union Theological Seminary, 1957; Ph.D., New York University, 1962

ALAN CARTER—Instructor in Political Science (1967)
B.A., Hope College, 1965; M.A., University of Wyoming, 1966

ROBERT W. CAVANAUGH—Professor of Music and Chairman of the Department of
Music (1940) (1946)
B.A., University of Wisconsin, 1937; B.Mus., American
Conservatory of Music, 1939; M.Mus., American Conservatory, 1940
Ed.D. in Music, University of Michigan, 1953
The Faculty

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

HORACE CHUANG—Instructor in Mathematics (1966)
B.A., Taiwan Normal University, 1957; M.S., Indiana State University, 1964

DAVID L. CLARK—Assistant Professor of History (1963)
B.A., Yale University, 1954; B.D., Episcopal Theological School, 1957; Th.D., Harvard University, 1967

CLAUD CRAWFORD—Professor of Education (1966)

PHILIP G. CROOK—Professor of Biology (1955)
B.S., University of Maryland, 1949; M.S., University of New Mexico, 1951; Ph.D., Pennsylvania State University, 1955; on leave, 1967-68

ROGER E. DAVIS—Assistant Professor of Music (1963)
B.S. in Music Education, University of Akron, 1957; B.Mus., Oberlin College, 1962; M.Mus., Northwestern University, 1963

CLARENCE T. DE GRAAF—Professor of English (1928)
B.A., Calvin College, 1921; M.A., University of Michigan, 1924; Ed.D. in English, University of Michigan, 1944

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

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

LAMONT DIRKSE—Assistant Professor of Education (1964)
B.A., Hope College, 1950; M.A., Northwestern University, 1951

JAMES DURAM—Instructor in History (1966)
B.A., Western Michigan University, 1961; M.A., Western Michigan University, 1963

RONALD R. DWELLE—Instructor in English (1967)
B.A., Augustana College, 1962; M.A., University of Kansas, 1967

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

EDWARD L. ERVIN—Assistant Professor of Biology (1967)
B.A., University of Cincinnati; M.S., University of Wisconsin; Ph.D., University of Wisconsin, 1967
REIN FERWERDA—Visiting Lecturer in Classics (1967)
Ph.D., University of Amsterdam

DONALD V. FINN, JR.—Instructor in Speech (1967)
B.A., University of Minnesota, 1962; M.A., University of Minnesota, 1967

ROBERT FITZSIMMONS—Assistant Professor of Biology (1967)
B.S., Washington State College, 1958; M.S., University of Minnesota, 1960;
Ph.D., University of Minnesota, 1965

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

PAUL C. FRIED—Professor of History and Chairman of the Department (1953),
Director of International Education (1953)
B.A., Hope College, 1946; M.A., Harvard University, 1947;
Ph.D., Erlangen, Germany, 1949

HARRY F. FRISSEL—Professor of Physics and Chairman of the Department (1948)
B.A., Hope College, 1942; M.S., Iowa State University, 1943;
Ph.D., Iowa State University, 1954

EZRA F. GEARHART—Professor of German and Chairman of the Department of
Foreign Languages (1954)
B.A., Hope College, 1952; M.A., Indiana University, 1954;
Ph.D., Indiana University, 1965

LAWRENCE J. GREEN—Professor of Physical Education and Chairman of the Department (1952)
B.A., Central College, 1946; M.S., Drake University, 1950;
Ph.D., University of Iowa, 1955

ELDON D. GREIJ—Assistant Professor of Biology (1962)
B.S., State Teachers College at Valley City, North Dakota, 1959;
M.S., North Dakota State University, 1962; on leave, 1967-68

STANLEY J. HARRINGTON—Assistant Professor of Art (1964)
B.A., Hope College, 1958; M.F.A., State University of Iowa, 1961

WERNER W. HEINE—Assistant Professor of German (1960)
B.A., Michigan State University, 1959; M.A., Michigan State University, 1961

JAMES P. HENDERSON—Instructor in Economics and Business Administration (1967)
B.A., Beloit College; M.A., Northern Illinois University

ARTHUR HIELKEMA—Head of Technical Services and Librarian (Instructor) (1966)
B.A., Hope College, 1957; M.A., University of Michigan, 1963

WILLIAM C. HILLEGONDS—College Chaplain (1965)
B.A., Hope College, 1949; B.D., Western Theological Seminary, 1951
The Faculty

WILLIAM J. HILMERT—Professor of Religious Education (1952)
B.A., Hope College, 1925; B.D., Western Theological Seminary, 1934

LYNN M. HOEPFINGER—GLCA-NSF Teaching Intern in Chemistry (1967)
B.A., Hastings College, 1963; Ph.D., Purdue University, 1968

JANTINA W. HOLLEMAN—Associate Professor of Music (1946)
B.A., Central College, 1943; M.A., Columbia University, 1946

JOHN W. HOLLENBACH—Professor of English and Chairman of the Department (1945)
B.A., Muhlenberg, 1934; M.A., Columbia University, 1935;
Ph.D., University of Wisconsin, 1941

CHARLES HUTTAR—Professor of English (1966)
B.A., Wheaton College, 1952; M.A., Northwestern University, 1953;
Ph.D., Northwestern University, 1956

EUGENE C. JEKEL—Associate Professor of Chemistry and Chairman of the Department (1955)
B.A., Hope College, 1952; M.S., Purdue University, 1955;
Ph.D., Purdue University, 1964

R. DIRK JELLEMA—Assistant Professor of English (1964)
B.A., Calvin College, 1960; M.F.A., University of Oregon, 1964

JAY JENSEN—Instructor in Art (1967)
B.A., Hamline University, 1963; M.F.A., University of Hawaii, 1966

ARTHUR H. JENTZ, JR.—Associate Professor of Philosophy (1962)
B.A., Hope College, 1956; B.D., New Brunswick Seminary, 1959;
Ph.D., Columbia University, 1965

ADRIAN J. KLAASEN—Professor of Economics and Business (1957)
Ph.B., University of Chicago, 1929; M.A., Michigan State University, 1957;
Ph.D., Michigan State University, 1961

DAVID KLEIN—Associate Professor of Chemistry (1964)
B.A., Albion College, 1954; Ph.D., Case Institute of Technology, 1959

ANTHONY KOOIKER—Professor of Music (1950)
B.Mus., Northwestern University, 1942; M.Mus., University of Rochester, 1944;
Ph.D., University of Rochester, 1962

GEORGE KRAFT—Instructor in Physical Education (1967)
B.A., Wheaton College, 1962; M.S., Indiana University, 1965

BASTIAN KRUITHOF—Associate Professor of Bible (1957)
B.A., Calvin College, 1927; M.A., University of Michigan, 1933;
D.D., Hope College, 1951; Ph.D., University of Edinburgh, 1955

JAMES J. MALCOLM—Assistant Professor of Speech and Director of Theatre (1963)
B.A., Wheaton College, 1953; B.D., Fuller Theological Seminary, 1956;
S.T.M., Union Theological Seminary, N.Y., 1963; on leave 1967-68
BEULA KAMPEN MARIS—Instructor in French (1965)
B.A., Hope College, 1963; M.A., Michigan State University, 1965

DAVID MARKER—Assistant Professor of Physics (1965)
Ph.D., The Pennsylvania State University, 1966

YVONNE MATYUS—Instructor in French (1967)
License, University of Paris

JOHN R. MAY—Head Librarian, (Associate Professor of Library Science) (1958)
B.A., Indiana University, 1938; M.S. in L.S., University of Illinois, 1952

GERARD F. MEGOW—Professor of German (1959)
B.A., Indiana University, 1951; M.A., Indiana University, 1952;
Ph.D., Indiana University, 1959

DELBERT L. MICHEL—Assistant Professor of Art and Acting Chairman of the
Department (1964)
B.A., DePauw University, 1961; M.F.A., State University of Iowa, 1964

M. HAROLD MIKLE—Associate Professor of Speech and Director of Forensics
(1962)
B.A., Western Michigan University, 1931; M.A., University of Michigan, 1940

JOYCE M. MORRISON—Assistant Professor of Music (1962)
B.A., Augustana College, 1953; M.Mus., American Conservatory of Music, 1959;
M.Mus., American Conservatory of Music, 1961

JOAN E. MUELLER—Associate Professor of English (1960)
B.A., Ohio Wesleyan University, 1950; M.A., Ohio Wesleyan University, 1951;
Ph.D., Ohio State University, 1959

ZOE E. MURRAY—Assistant Professor of English (1960)
B.A., Sul Ross State College, 1929; M.A., Baylor University, 1939

DAVID G. MYERS—Assistant Professor of Psychology (1967)
B.A., Whitworth College, 1964; M.A., University of Iowa, 1966;
Ph.D., University of Iowa, 1967

DOUGLAS C. NECKERS—Associate Professor of Chemistry (1964)
B.A., Hope College, 1960; Ph.D., University of Kansas, 1963

RICHARD NEWCOMER—GLCA-NSF Teaching Intern in Biology (1967)
B.A., University of Illinois, 1959; M.S., University of Kentucky, 1961

NORMAN J. NORTON—Associate Professor of Biology and Chairman of the
Department (1964)
B.S., Southern Illinois University, 1958; M.S., University of Minnesota, 1960;
Ph.D., University of Minnesota, 1963

RALPH OCKERSE—Assistant Professor of Biology (1966)
B.A., State Teachers College, Netherlands, 1956;
B.S., Baldwin Wallace College, 1962; Ph.D., Yale University, 1966
The Faculty

ROBERT PALMA—Instructor in Religion and Bible (1966)
B.A., Calvin College, 1956; B.D., Calvin Seminary, 1959

LINDA PALMER—Instructor in French (1966)
B.A., Hunter College, 1935; M.A., Middlebury College Graduate School of
French in France, 1966;
Diplôme Supérieur d'Etudes Françaises, La Sorbonne, 1966

SANDRA PARKER—Special Instructor in Physical Education (1967)
B.A., Hope College, 1965

DANIEL PAUL—Assistant Professor of Education (1966)
B.A., Hope College, 1950; M.A., University of Michigan, 1957;
Ed.S., Western Michigan University, 1964

MICHAEL B. PETROVICH—Instructor in History (1966)
University of Ljubljana, Yugoslavia, 1954;
B.A., Shepherd College, 1960; M.A., University of Chicago, 1965

LAMBERT J. PONSTEIN—Associate Professor of Religion and Bible (1952)
B.A., Hope College, 1948; B.D., Western Theological Seminary, 1952;
S.T.M., Oberlin College, 1959

ALBERT JAMES PRINS—Professor of English (1946)
B.A., Hope College, 1938; M.A., University of Michigan, 1939;
Ed.D. in English, University of Michigan, 1963

E. JEAN PROTHEROE—Associate Professor of English (1958)
B.A., Oberlin College, 1944; M.A., Syracuse University, 1946;
M.A., Western Reserve University, 1950; on leave 1967-68

GEORGE RALPH—Assistant Professor of Speech and Associate Director of Theater
(1966)
B.A., Stanford University; B.D., Union Theological Seminary;
M.A., Northwestern University, 1966

MARTIN N. RALPH—Instructor in Spanish (1962)
B.S., Princeton University, 1925

ELIZABETH REEDY—Assistant Professor of English (1967)
B.A., Lake Forest College, 1961; M.A., Yale University, 1962;
Ph.D., Yale University, 1967

LAURENCE R. RICHTER—Instructor in Russian (1967)
B.A., University of Illinois, 1963; M.A., University of Illinois, 1964

MORRETTE L. RIDER—Dean of Academic Affairs (1947) and Professor of
Music (1947)
B.Mus., University of Michigan, 1942; M.Mus., University of Michigan, 1947;
Ed.D., Columbia University, 1955; on leave 1967-68

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

ROBERT RIEKSE—Associate Dean for Academic Affairs and Registrar and Associate Professor of Education (1967)
B.A., Hope College, 1955; M.A., University of Michigan, 1958;
Ed.D., Michigan State University, 1964

ROGER J. RIETBERG—Director of Admissions and Assistant Professor of Music (1954)
B.A., Hope College, 1947; S.M.M., Union Theological Seminary, N.Y., 1949

ROBERT RITSEMA—Assistant Professor of Music (1967)
B.A., Hope College, 1957; M.A., University of Michigan, 1959

RICHARD ROGERS—Instructor in Speech and Director of Debate (1967)
B.A., Colorado State College; M.A., University of Wisconsin

KURT F. ROTHMANN—Assistant Professor of German (1966)
Abitur, Goethe-Gymnasium, Kassel, 1958; Staatsexamen, Universität Kiel, 1964;
Ph.D., University of Cincinnati, 1966

DAUCHN SCHIPPER—Instructor in Physical Education (1964)
B.A., Hope College, 1963

WILLIAM SCHRIER—Professor of Speech (1939)
B.A., University of Michigan, 1924; M.A., University of Michigan, 1931;
Ph.D., University of Michigan, 1945

FRANK C. SHERBURNE, JR.—Assistant Professor of Mathematics (1959)
B.S., University of Toledo, 1952; M.S., Michigan State University, 1956

DARYL L. SIEDENTOP—Assistant Professor of Physical Education (1962)
B.A., Hope College, 1960; M.A., Western Michigan University, 1963;
on leave, 1967-68

DWIGHT SMITH—Associate Professor of Chemistry (1966)
B.A., Central College, 1953; Ph.D., Pennsylvania State University, 1957

JON M. SMITH—Instructor in French (1967)
B.A., Albion College, 1964; M.A., Middlebury College, 1965

JUDITH SPANGLER—Instructor in Biology (1967)
B.S., Longwood College, 1965; M.S., Emory University, 1967

ROGER STEENLAND—Assistant Professor of Psychology and Clinical Psychologist of The Counseling Center (1966)
B.A., Calvin College, 1960; M.S., Purdue University, 1962;
Ph.D., Purdue University, 1964

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

JOHN W. STEWART—Instructor in History (1967)
B.A., Westminster College, 1956; B.D., Pittsburgh Theological Seminary, 1959;
M.A., University of Pittsburgh, 1962
The Faculty

JAMES H. TALLIS—Assistant Professor of Music (1964)
B.Mus., University of Rochester, 1954; S.M.M., Union Theological Seminary, N.Y., 1958

ELLiot A. TAnIS—Associate Professor of Mathematics (1965)
B.A., Central College, 1956; M.S., University of Iowa, 1960; Ph.D., University of Iowa, 1963

NANCY TAYLOR—Instructor in English (1966)
B.A., Western Michigan University, 1957; M.A., University of Wyoming, 1959

HENRY ten HOOR—Professor of English (1946)
B.A., Calvin College, 1938; M.A., University of Michigan, 1946; Ed.D. in English, University of Michigan, 1963

J. COTTER THARIN—Associate Professor and Chairman of Geology Department (1967)
B.S., St. Joseph College, 1954; M.S., University of Illinois, 1958; Ph.D., University of Illinois, 1960

ROBERT THOMPSON—Instructor in Music (1967)
B.M., Southern Methodist University, 1962; M.M., Southern Methodist University, 1963

184 MARTIN M. URBERG—Assistant Professor of Chemistry (1967)
B.A., St. Olaf College, 1963; Ph.D., University of Chicago, 1967

WILLIAM VANDERBILT—Assistant Professor of Physical Education (1967)
B.A., Hope College, 1961; M.A., University of Michigan, 1963

ALVIN W. VANDERBUSH—Professor of Political Science and Chairman of the Department (1945)
B.A., Hope College, 1929; M.A., University of Michigan, 1938

ROBERT C. VANDERHAM—Associate Professor of Sociology (1947) (1966)
B.A., DePauw University, 1947; M.A., DePauw University, 1949; M.S.W., Michigan State University, 1982

WARREN VANDER HILL—Assistant Professor of History (1966)
B.A., Hope College, 1960; M.A., University of Denver, 1961; Ph.D., University of Denver, 1967

WILLIAM VANDER LUGT—Distinguished Professor-at-Large and Interim Dean for Academic Affairs (1954)
B.A., Calvin College, 1927; M.A., University of Michigan, 1929; Ph.D., University of Michigan, 1932; Litt.D., Central College, 1950

RICHARD VANDERVELDE—Assistant Professor of Mathematics (1967)
B.A., Simpson College, 1960; M.S., University of Iowa, 1962; Ph.D., University of Iowa, 1967
The Faculty

CALVIN A. VANDER WERF—Professor of Chemistry and President of College (1963)
B.A., Hope College, 1937; Ph.D., Ohio State University, 1941;
Sc.D., Hope College, 1963; LL.D., St. Benedict’s College, 1966;
Sc.D., Rose Polytechnic Institute, 1966

ANDREW VANDER ZEE—Catalog Librarian (Assistant Professor of Library Science) (1963)
B.A., Calvin College, 1933; M.A., University of Michigan, 1942;
M.A. in L.S., Western Michigan University, 1962

F. PHILLIP VAN EYL—Associate Professor of Psychology and Chairman of the Department (1959)
B.A., Hope College, 1955; M.A., Claremont Graduate School, 1958;
Ph.D., Claremont Graduate School, 1964

PAUL VAN FAASEN—Assistant Professor of Biology (1963)
B.A., Hope College, 1956; M.S., Michigan State University, 1962;
on leave 1967-68

RUTH VAN KAMPEN—Instructor in Sociology (1967)
B.A., Western Michigan University

JAMES D. VAN PUTTEN—Professor of Political Science (1952)
B.A., Hope College, 1922; M.A., Columbia University, 1923;
B.D., Presbyterian Seminary, Louisville, 1925;
Ph.D., University of Chicago, 1934

JAMES D. VAN PUTTEN, JR.—Associate Professor of Physics (1967)
B.A., Hope College, 1955; M.A., University of Michigan, 1957;
Ph.D., University of Michigan, 1960

EVA B. VAN SCHAAK—Professor of Biology (1956)
B.A., Hope College, 1929; Ph.D., The Johns Hopkins University, 1937

GLENN VAN WIEREN—Instructor in Physical Education (1966)
B.A., Hope College, 1964

JOHN J. VER BEEK—Professor of Education and Director of Student Teaching and Certification (1950)
B.A., Hope College, 1926; M.A., University of Michigan, 1933

HENRY VOOGD—Professor of Religion and Bible and Chairman of the Department (1947)
B.A., Hope College, 1941; B.D., Western Theological Seminary, 1944;
Th.D., Princeton Theological Seminary

FLORENCE WAGG, Instructor in Spanish (1967)
B.A., McHill University, 1965; M.A., Middlebury College, Spain, 1966

HUBERT WELLER—Associate Professor of Spanish (1962)
B.A., University of Michigan, 1956; M.A., Indiana University, 1958;
Ph.D., Indiana University, 1965
The Faculty

KENNETH J. WELLER—Professor of Economics and Business and Chairman of the Department (1949)
B.A., Hope College, 1948; M.B.A., University of Michigan, 1949;
Ph.D., University of Michigan, 1961

BARRY L. WERKMAN—Instructor in Economics and Business Administration (1967)
B.A., Hope College, 1964; M.S., University of Wyoming, 1966

F. SHELDON WETTACK—Assistant Professor of Chemistry (1967)
B.A., San Jose State College, 1960; M.A., San Jose State College, 1962;
Ph.D., University of Texas, 1968

JOHN WHITTLIE—Instructor in Mathematics (1966)
B.A., Western Kentucky University, 1962;
M.A., Western Kentucky University, 1963

STUART M. WILSON—Instructor in English (1965)
B.A., Hope College, 1960; M.A., University of Michigan, 1961

JUDITH E. WHREN—Instructor in German (1965)
B.A., Allegheny College, 1962; M.A., Indiana University, 1964

JAMES ZOETEWEY—Instructor in Political Science (1966)
B.A., Calvin College, 1960

JOSEPH ZSIROS—Professor of Greek (1947) (1959)
Th.D., Debrecen, Hungary, 1930

Assistants

BYRON ANTCLIFF—Education (1967)
M.A.

DULCIE BARLOW—Music (1967)
B.Mus., Oberlin

NORMA HARK BAUGHMAN—Music

JAMES BOLTHOUSE—Economics (1967)
B.A., Hope

ANNE BRATT—English (1960)
B.A., Calvin

HERO BRATT—Education (1967)
B.A., Calvin; M.A., University of Michigan

MARIA CASTILLO—Foreign Languages (1967)
B.S., Instituto S. Clara; Ph.D., University Havana

MAXINE DeBRUYN—Physical Education (1965)
The Faculty

KARL ESSENBURG—Education (1966)
B.A., Hope; M.A., Western Michigan University

GLEN HALIK—Music (1967)
Diploma, Wisconsin School of Music; B.Mus., Chicago Musical College

DONALD H. HANN—Business Administration (1967)
LL.B., University of Michigan

CALVIN LANGEJANS—Music (1959)
B.A., Hope; M.Mus., Michigan

FREDERICK LEASKE—Education
B.A., Hope College; M.A., Michigan State University

MELVIN LUBBERS—Education (1964)
B.A., Hope; M.A., Michigan

LEROY MARTIN—Music (1959)
B.Mus., Cincinnati Conservatory

DEANNA MITCHELL—Music (1963)
B.Mus., Michigan State; M.Mus., Michigan State

DWAIN MITCHELL—Music (1963)
B.A., Michigan State; M.Mus., Michigan State

ELEANOR PALMA—Music (1966)
B.A., Calvin

FRANK S. QUIRING—Associate Director of Chemistry Summer Institute (1963)
A.B., Bethel College; M.S., University of Kansas

RODGER R. RICE—Sociology (1967)
B.A., Calvin; M.A., Michigan State University

DONALD ROHLCK—Art (1959)
B.S., Wisconsin State College; M.A., Michigan State

THEODORE A. ROTTMAN—Sociology (1966)
B.A., Calvin; M.A. and Ph.D., Michigan State University

DAVID SCARROW—Philosophy (1967)
B.A., Duke University; M.A. and Ph.D., Harvard University

EUGENE SCHOLTEN—Psychology (1958)
A.B., Hope; A.M., Southern California; Ph.D., Michigan State

KENNETH SEBENS—Sociology (1967)
B.A., Hope College; M.A., Western Michigan University; M.S.W., University of Michigan

FRANCES SEYMOUR—Education (1967)
B.A., Michigan State University; M.A., Western Michigan
The Faculty

JOAN TALLIS—Music (1965)
B.Mus., Lawrence; M.Mus., University of Rochester

KATHRYN URBERG—Chemistry (1967)
M.S., University of Chicago

RAY VANDE MARK—Music (1966)
B.Mus., Western Michigan

DALE VAN LENTE—Business Administration (1962)
B.S., Michigan

DELLA VANDER KOLK—English (1963)
B.A., Hope; M.A., Columbia

ALMA VISWAT—Music (1965)
B.A., Hope

GAIL WARNAAAR—Music (1965)
B.Mus., Central Michigan

Vienna Summer School — 1967 Faculty and Staff

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

KARL F. BORSAI—Administrative Assistant and German (1962)
Technische Hochschule, Vienna

ANNE BOWERS—Music, (1966)
Juilliard School of Music

MAURICE L. BRANCH—Economics (1967)
Ph.D., University of Wisconsin

HERBERT FECHTER—German (1965)
Matura, Vienna

PAUL G. FRIED—Director (1956)
Ph.D., Erlangen

EZRA F. GEARHART—German (1967)
Ph.D., Indiana University

WILLIBALD KUBICEK—Literature and Civilization (1964)
Ph.D., Vienna

WALTER LEITSCH—East European History (1964)
Ph.D., Vienna

JOYCE PETROVICH—Women’s Adviser (1967)

MICHAEL PETROVICH—Assistant Director (1967)
M.A., University of Chicago
HANS PUSCH—German (1966)
SALLY WILSON—Women’s Adviser (1966)
STUART M. WILSON—Assistant Director (1966)
M.A., University of Michigan

COMMITTEE MEMBERSHIP FOR 1967-68

Faculty Standing Committees

ADMINISTRATIVE
VanderWerf (chairman), Barlow, De Young (ex-officio), Hollenbach, Neckers, Ponstein, Riekse (ex-officio), Rietberg (ex-officio), Smith, Vanderbush, Van Eenenaam (ex-officio), Vander Lugt (ex-officio)

ADMISSIONS
Smith (chairman), Aschbrenner, DeGraaf, De Young (ex-officio), Kleinheksel, Riekse (ex-officio), Rietberg

ATHLETIC
VanderHill (chairman), Brewer (ex-officio), Jellema, Renner (ex-officio), Ritsema, Schipper (ex-officio), Vanderbush (ex-officio), Bruce McCready, Douglas Nichols, Jan Sebens

CULTURAL AFFAIRS
Neckers (chairman), Cecil, Clark, Fried (consultant), Marker, Michel, Vander Lugt (ex-officio), Wilson, Larry Bone, Richard Shiels, Mark Vander Laan, Amy Wilson

EDUCATIONAL POLICIES
Vander Lugt (chairman), Brockmeier, Clark, Davis, Dirkse, Gearhart, Hollenbach, Klein, Mueller, Riekse (ex-officio), VanderWerf (ex-officio), Linda Ashe, Jeff Hollenbach, Peter Smith

INTERNATIONAL EDUCATION
Gearhart (chairman), Fried, Harrington, Hollenbach, H. Weller, Wilson

RELIGIOUS LIFE
Ponstein (chairman), Bruins, Hillegonds (ex-officio), Sherburne, Stewart, Tanis, Glen Pontier, Robert Thompson, Sally Ticknor

STUDENT LIFE
Vanderbush (chairman), De Young (ex-officio), Hillegonds (ex-officio), Palmer, Marker, Riekse (ex-officio), Van Eenenaam (ex-officio), Van Wieren, Dennis Farmer, Craig Holleman, Carol Schakel, Gretchen VanderWerf

TEACHER EDUCATION
Barlow (chairman), Beach, Brady, Green, Harrington, Paul, Riekse, Ver Beek, Wrhen

The Faculty
Administration

Faculty Elected Committees

STATUS COMMITTEE
VanderWerf (chairman), Holleman, Jekel, ten Hoor, Vander Lugt, K. Weller

PROFESSIONAL INTERESTS COMMITTEE FOR 1967
Ponstein (chairman), Mueller, Rieck, ten Hoor, K. Weller
(This Committee serves from January through December)

Ad Hoc Committee

SLOAN GRANT COMMITTEE
Norton (chairman), Tharin (director of program)
(To implement interdisciplinary program designated for Sloan Foundation grant.)

ADMINISTRATIVE OFFICERS

President of the College
CALVIN A. VANDERWERF*—President and Professor of Chemistry (1963)

Academic Administration

MORRETTE L. RIDER*—Dean for Academic Affairs and Professor of Music (1947)
on leave

WILLIAM VANDER LUGT*—Interim Dean for Academic Affairs and Distinguished
Professor-at-Large (1954)

ROBERT RIEKSE*—Associate Dean for Academic Affairs and Registrar; Associate
Professor of Education (1967)

JOHN R. MAY*—Head Librarian and Associate Professor of Library Science (1958)

JOANNE HUENINK—Recorder (1954, 1961)

ROBERT RIEKSE—Director of International Education; Chairman of History
Department (1953)

Admissions

ROGER J. RIETBERG*—Director of Admissions and Associate Professor of Music
(1954)

PAUL KLEINHEKSEL—Admissions Counselor (1967)
B.A., Hope College

*See faculty listing for degrees.
Administration

Business and Financial Administration

HENRY J. STEFFENS—Treasurer and Vice President for Finance (1946)
M.A., Northwestern

CLARENCE J. HANDLOGTEN—Director of Business Affairs (1966)

WILLIAM K. ANDERSON—Director of Accounting (1966)
B.S., Ferris State College

JAMES R. BEKKERING—Director of Financial Aid (1965)
B.A., Hope College

HENRY BOERSMA—Purchasing and Properties Supervisor (1962)

E. DUFFIELD WADE—Book Store Manager (1954)
R.Ph.

DOROTHY BURT—Manager of Koffee Kletz

Development Office

LARRY TER MOLEN—Director of Development (1964)
B.A., Hope; M.A., University of Michigan

STUART POST—Assistant Director of Development, Director of Church Relations (1966)

JOHN P. TYSSE—Assistant Director of Development (1965)
B.A., Hope

MARIAN ANDERSON STRYKER—Alumni Executive Secretary (1947)
B.A., Hope

WILMA BOUMAN—Publications Editor (1964)

THOMAS L. RENNER—Director of College News Bureau (1967)

Student Personnel Services

ROBERT N. DE YOUNG—Dean of Students (1965)
M.A., Western Michigan

ISLA VAN EENENAAM—Dean of Women (1960)
B.A., Hope

WILLIAM C. HILLEGONDS—College Chaplain (1965)
B.D., Western Theological Seminary

ROBERT S. BROWN—Counseling Psychologist,
Director of Counseling Center (1963)
Ed.D., Michigan State
Administration

PEGGY BUTEYN—Director of Teacher Placement and Departmental Counselor (1956)
B.A., Hope

ROGER L. STEENLAND—Clinical Psychologist (1966)
Ph.D., Purdue

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

KENNETH VINK—Director of Data Processing (1965)
B.S., Calvin

MICHAEL GERRIE—Director of Men's Housing (1967)

Library Assistants

EUNICE BOS (1960)
B.A., Hope

LEONA NYKERK (1966)
B.S., Michigan State University

Clinic Assistants

192 NELL WICHERS (1958)
R.N., Blodgett Memorial Hospital

JESSIE MEENGS (1959)
R.N., Blodgett Memorial Hospital

Audio-visual Technician

JOHN KLUNGLE (1966)
Licensed, Federal Communications Commission

Directors of Residence Halls

Charlotte Wierenger (1967)
D. Ivan Dykstra (1947)
Eldon Greij (1962)
Arthur Jentz (1962)
Glenn Van Wieren (1966)
Virginia Burrill (1964)
Lucille Ottipoby (1961)
Richard Brockmeier (1962)
Mary D. Tellman (1950)
Mary Emma Young (1963)
Jim Bekkering (1966)
Michael Gerrie (1967)
Marguerite Maedel (1967)

Voorhees Hall
Cosmopolitan Hall
Knickerbocker Hall
Fraternal Hall
Arcadian Hall
Durfee Hall
Gilmore Hall
Emersonian Hall
Phelps Hall
Van Vleck Hall
Kollen Hall
Kollen Hall
Dykstra Hall
Office Staff

Carol Goodyke Achterhof (1965)
Shirley Alberda (1967)
Elizabeth Albers (1967)
Esther Bakker (1966)
Norma Smallegan Berens (1967)
Dorothy Boer (1965)
Dorothy De Bruine (1959)
Bonnie DeWeerd (1967)
Agnes Dogger (1964)
Donna Eggebeen (1967)
Berna Deane Faber (1966)
Esther Flowerday (1962)
Barbara Gumser
Cindy Hamm (1967)
Marianne Hessel (1967)
Sharron Huiitema (1966)
Beverly Kindig (1967)
Ada Kole (1963)
Crystal Kole (1966)
Nancy Kouw (1965)
Barbara Kruithof (1967)
Gail Lawson (1967)
Margaret Lievense (1963)
Linda Magee (1967)
Laura Markert (1958)
Barbara Masselink (1965)
Beverly Metcalf
Mary Ellen Mrok (1967)
Charlotte Mulder (1953)
Dorothy Mussman (1964)
Shirley Oltmanns (1966)
Marianne Orzechoski (1966)
Ruth Overweg (1967)
Fern Petroelje (1967)
Elaine Pickel (1966)
Janet Plakke (1964)
Dorothy Plasman (1966)
Ruth Reidsma (1966)

Secretary, Music Department
Secretary, Biology Department
Clerk, Alumni Office
Secretary, Education Department
Assistant, Accounting Department
Secretary, Speech Department
Secretary, Chemistry Department
Secretary, Associate Dean for Academic Affairs
Secretary, Library Order Department
Secretary, Economics and Business Administration Dept.
Librarian, Music Department
Secretary, Copy Center
Clerk, Alumni
Secretary, Chemistry Department
Clerk, Library
Personal Secretary, Dean for Academic Affairs
Secretary, Admissions
Switchboard Operator
Clerk, Blue Key Bookstore
Assistant, Records Office
Secretary, Financial Aid
Secretary, Education Office
Secretary, Library Catalog Department
Secretary, Physical Education Department
Secretary, Dean of Students' Office
Secretary, Director of Business Affairs
Secretary, Physics
Secretary, Alumni Office
Personal Secretary, Treasurer and Vice President for Finance
Personal Secretary, Director of Admissions
Secretary, Development Office
Secretary, President's Office
Secretary, Purchasing Department
Secretary, Admissions Office
Personal Secretary, Director of Development
Assistant, Accounting Department
Clerk, Blue Key Bookstore
Secretary, English Department
Administration

Evelyn Ryan (1966)
Alma Scarlett (1961)
Patricia Schipper (1967)
Patricia Slagh (1967)
Seane Tinholt (1963)
Kathryn Van Bruggen (1967)
Elaine Van Liere (1963)
Carla Veneklasen (1965)
Lynn Visschers (1967)
Helen Voogd (1966)
Marjorie Walcott (1966)
Nancy Weller (1965)
Betty Wessels
Suellen Whittle (1966)
Leona Wiersma (1959)
Barbara Zeh (1967)
Betty Zuverink (1967)
Myra Zuverink (1966)

Cashier
Secretary, International Education Center
Secretary, Public Relations
Secretary, History Department
Personal Secretary, President of College
Cultural Affairs Secretary
Personal Secretary, Dean of Students
Secretary, Development Office
Secretary, Alumni Office
Secretary, Admissions Office
Secretary, Library
Secretary, Alumni Office
Clerical, Records
Secretary, Psychology Department
Secretary, Language Department
Assistant, Cashier's Office
Keypunch Operator
Assistant, Teacher Placement
ALUMNI ASSOCIATION

BOARD OF DIRECTORS 1967-1968

President........................................Robert J. Prins
Vice President..............................Frederick Vandenberg
Secretary.....................................Marian A. Stryker
Treasurer........................................Henry Steffens

Directors—Terms expiring 1967

Mrs. Oliver E. Veneklasen

Directors—Terms expiring 1968

Marvin Meengs
Henry Kinkema
Bruce Hoffman
John Schrier
Frederick Vandenberg
Robert J. Prins
Robert Westervelt

Directors—Terms expiring 1969

John T. Beuker
John E. De Wolf
Kenneth P. E. DeCroot
Robert Donia
Theodore Luidens
Dirk Mouw

Directors—Terms expiring 1970

Birmingham, Michigan
Webster, New York
Newport Beach, California
Kalamazoo, Michigan
Kew Gardens, New York
Grand Rapids, Michigan

Hope College alumni are represented in all fifty states and in more than fifty foreign countries. Begun in 1867, the alumni association numbers over 12,700 members. The association has thirteen regional chapters, a professional chapter for men of science and a club for athletic letter men. Dr. Frank Moser of Holland is chairman of the Hope College Alumni Chapter of Men of Science and Mr. Gene Campbell of Grand Rapids heads the Hope College Alumni Varsity ‘H’ Club. Regional groups are organized in Albany-Schenectady, Southern California, Cleveland, Denver, Detroit, Kalamazoo, Muskegon, New York City, Philadelphia, Rochester-Buffalo, Grand Rapids, Chicago, and Washington, D.C. Women graduates of Hope College are eligible for membership in the American Association of University Women.

The College maintains a spacious home on the campus where Mrs. Marian Stryker, alumni secretary, and her staff keep up-to-date alumni records. The annual alumni fund, directed by John Tysse, recently won the Mobius Strip, the U.S. Steel trophy for increased alumni giving. The staff welcomes visits, correspondence, changes of address, and news of promotions, new positions, and of work being done in post graduate schools.
Alumni Association

The Alumni Magazine, published quarterly, informs both alumni and friends of the activities and achievements of alumni members and reflects and interprets the College's role in a contemporary world.

Hope College Alumni Day, held annually on the Saturday before Commencement Day, features class-reunion luncheons, a dinner, and evening entertainment. Alumni Homecoming is usually scheduled in mid-October.

WOMEN'S LEAGUE FOR HOPE COLLEGE

OFFICERS

President
1st Vice President
2nd Vice President
Recording Secretary
Corresponding Secretary
Treasurer
Assistant Treasurer
College Representative
(Wife of College President)

Mrs. Herman Laug, 126 Madison, Coopersville, Mich.
Mrs. Ben Viel, 2315 Alamo Ave., Kalamazoo, Mich.
Mrs. Walter Boerman, 834 Washtenaw, N.E.,
          Grand Rapids, Mich.
Mrs. Kenneth Bauman, 914 E. 16th St., Holland, Mich.
Mrs. Gordon Boelens, 16480 Ranch Lane,
          Spring Lake, Mich.
Mrs. Clark Marker, 80 West 13th St., Holland, Mich.
Mrs. Bruce DePree, 245 Woodland Court, Zeeland, Mich.
Mrs. Calvin VanderWerf, 92 East 10th St.,
          Holland, Michigan
Appendix
INTERCOLLEGIATE ATHLETIC PROGRAM

Purposes and Policies

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 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.
ENROLLMENT REPORT
September 27, 1967

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tr>
<td>Freshmen</td>
<td>256</td>
<td>258</td>
<td>514</td>
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<td>Sophomores</td>
<td>243</td>
<td>239</td>
<td>482</td>
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<tr>
<td>Juniors</td>
<td>228</td>
<td>202</td>
<td>430</td>
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<td>Seniors</td>
<td>206</td>
<td>168</td>
<td>374</td>
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<tr>
<td>Post-graduates</td>
<td>12</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Specials</td>
<td>7</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>952</strong></td>
<td><strong>887</strong></td>
<td><strong>1839</strong></td>
</tr>
</tbody>
</table>

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

The United States and Territories:

- Michigan 874
- New York 294
- New Jersey 185
- Illinois 153
- Ohio 52
- Indiana 40
- Wisconsin 32
- Pennsylvania 26

Also:

- Alabama
- Arizona
- California
- Colorado
- Connecticut
- Florida
- Hawaii
- Iowa
- Kansas
- Maine
- Maryland
- Massachusetts
- Minnesota
- Missouri
- New Hampshire
- New Mexico
- North Carolina
- Oklahoma
- Oregon
- Rhode Island
- South Dakota
- Texas
- Vermont
- Virginia
- Washington
- Washington, D.C.
- West Virginia
- Puerto Rico
- Virgin Islands

Foreign Countries Represented:

- Austria
- Bolivia
- Burma
- Cameroon
- Canada
- Chad
- Finland
- Germany
- Hong Kong
- India
- Indonesia
- Japan
- Malawi
- Peru
- South Viet Nam
- Surinam
- Taiwan
- Tanzania
- Zambia
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 service to the college, of achieving signal success in their chosen professions. These Seniors are recognized at a special honors assembly held in May.

Special Awards

SOUTHLAND AWARD FOR WOMEN—A gold medal to the Senior who, in the judgment of a faculty committee, has maintained the highest standard of scholarship in several fields, character, and usefulness during the four years of her college course.

ALMON T. GODFREY PRIZE IN CHEMISTRY—A cash award to the Senior student chosen the outstanding student in Chemistry.

PATTERSON MEMORIAL PRIZE IN BIOLOGY—A cash award to a superior student with a major interest in Biology, whom the Hope College faculty deems most worthy.

DOUWE B. YNTEMA PRIZE—A cash award to the Senior student who has been chosen the outstanding student in Physics.

ALBERT E. LAMPEN MATHEMATICS PRIZE—A cash award to the Senior student chosen the outstanding student in Mathematics.

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—A cash award to the Senior student who gives promise of greatest success in the Christian ministry.
Honors and 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—Cash awards, for the two best orations on a subject of patriotic nature delivered by men students of Hope College.

ADELAIDE PRIZE IN ORATORY—A cash award to the winner of an oratorical contest open to all women students on the campus.

J. ACKERMAN COLES DEBATING PRIZES—Gold keys given to upper-class debaters who have achieved special distinction in Pi Kappa Delta.

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 AWARDS—The Coopersville Men’s Bible Class Prizes, cash awards to senior students who have exhibited superior ability in the field of Biblical study.

SLOAN-STEGEMAN AWARD—Sloan-Stegeman prize, a cash award to senior student who displays promise of greatest success in the field of Christian World Missions.

PETER BOL AWARD—A cash award given to the upperclass student who in the estimation of the Personnel Deans and Counseling Staff has made signal contribution in counseling and helping underclass students and who gives promise of a career of service to youth.

THE EGBERT WINTER EDUCATION AWARDS—Cash prizes to the young man and the young woman in the Senior class who gives promise of making the most significant contributions in the field of teaching.

WILLIAM B. EERDMANS POETRY PRIZE—A $50 cash award for the best creative writing done in poetry during the current year.

WILLIAM B. EERDMANS PROSE PRIZE—A $50 cash award for the best creative writing done in prose for the current year.

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—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—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—A cash award to the Senior whose interest and achievement in the study of the French Language and Literature has been the most significant.
**Honors and Awards**

**ROLF ITALIAANDER JUNIOR PRIZES 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. Books written by Mr. Italiaander will be given to second and third-place winners.

**MARGARET OTTE DE VELDER PRIZE**—A cash award, to the Junior student who, in the judgment of the political science faculty, has demonstrated unusual interest and promise in political science.

**CLASS OF '65 POLITICAL SCIENCE PRIZE**—Is a $50 award to be awarded to the graduating Senior who has excelled in the classroom and, in the judgment of the political science faculty, possesses those qualities of character and personality which give promise of a useful career in public service.

**SANDRENE SCHUTT AWARD FOR PROFICIENCY IN LITERATURE**—A $100 award to be presented to the Senior who has shown this proficiency in English Literature and who expresses the intention of entering the profession of teaching English Literature.

**THE EMMA REEVERTS FUND**—Provides a grant to a financially needy Senior woman whose academic record is insufficient for scholarship aid. Administered by the Dean of Women.

**Fellowship Nominations**

**MICHIGAN COLLEGE FELLOWSHIP**—The University of Michigan has established fellowships which are awarded annually to a selected number of colleges in Michigan. The faculty of Hope College nominates an outstanding member of the graduating class to be the recipient of this fellowship award for graduate study at the University of Michigan.

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

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

CREDIT HOURS—The number of hours a course meets each week determines its worth in credit hours. Courses usually run 2, 3, or 4 credit hours a semester, which means classes meet two or three times a week. Since each credit hour of class work requires a minimum of two hours of preparation out of class, two or three hours of laboratory work, requiring no outside preparation, are generally equivalent to one class credit hour.

COMPOSITE MAJOR: A combination of three or more major disciplines, especially arranged for elementary school teachers who are not majoring in one specific area.

FIELD OF CONCENTRATION: The subject in which a student studies to earn his Major or his Minor; namely, the subjects offered within a department of the College’s various disciplines.

MAJOR—An area of concentration in one particular subject in which the student earns a fairly large amount of required credit hours.

MINOR—The fulfillment of a specified number of credit hours in fields of study related to the student’s minor.

PREREQUISITE: The course(s) a student must have taken before he can take the course in question.

SEMESTER: The College year is divided into two semesters: a fall semester beginning in September and a spring semester beginning in January.

SEMESTER HOURS: Semester hours are credit hours. A student must complete 126 credit hours at a point average of 2.00 to be eligible for a degree and the hours must be in the required and elected courses.

ACCREDITATION

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, the Michigan Association of Colleges and Universities and the Mathematical Association of America.
HONOR DEGREES 1967

SUMMA CUM LAUDE
Schaap, Arthur Paul

MAGNA CUM LAUDE

Anderson, David Lore
Barron, Francis H., Jr.
Bickle, Bonnie Jean
Greenfield, Norma Beth Rens
Hendricks, Marsha Faye
Huber, Johannes
Hungerford, George, Jr.
Koeman, Milicent Joan

Lampen, James Lee
Michaelson, Wesley Scott
Oegema, Theodore A., Jr.
Oosse, Maria Jane
Van Lente, Frederick
Yzenbaard, Caryl Ann
Ziemann, Ruth Emilie

CUM LAUDE

Auten, Gerald Earle
Cox, John D.
De Frey, Steven Bruce
Donia, Rose Ann
Eenigenburg, Susan Edith
Esther, Mary Irene
Heeren, JoAnn Carol
Hoffman, Marilyn Jean
Keestra, Kenneth G.
Keel, Gerald Glen
Klein, James William
Korstange, Gordon K.
Kraemer, Lynn Eleanor
Langstraat, Gloria Jane

Meier, Carol Elaine
Miller, Randall Martin
Nelson, Joyce Evelyn
Nienuis, Marian
Noetz, Lauren D.
Oosterhaven, Ellen Jane
Pearson, Alice Carol
Race, Bradford J., Jr.
Ten Brink, Jean Marie
Tigelaar, Howard Lee
Van Dam, Theodore R.
Van Duinen, Alan Peter
Walvoord, Charles Lewis
Wilcox, Dennis Brent

HONORARY DEGREES, 1967

Alex Lumsden, Doctor of Humane Letters
Lenore LaFont Romney, Doctor of Humane Letters
William E. Welmers, Doctor of Letters

BACHELOR OF ARTS DEGREES
Conferred June 5, 1967

Achterhof, Tyse, Zeeland, Mich.
Adrian, Mary James, Holland, Mich.
Agazi-Wee, Cornelius C'Viglo, Benin City, Nigeria
Alexander, Nancy Elizabeth, St. Paul, Minn.
Alhart, Barbara Jean, Rochester, N.Y.
Anderson, David Lore, Scotia, N.Y.
Arnone, Janet Susan, Syracuse, N.Y.
Arnone, John James, Syracuse, N.Y.
Assink, JoAnne Bakker, South Haven, Mich.
Auten, Gerald Earle, Royal Oak, Mich.
Bailey, Brian Robert, Weehawken, N.J.
Bang, Barbara Allaire, Syosset, N.Y.
Baron, Mary Kathryn, Zeeland, Mich.
Barron, Francis H., Jr., Beaumont, Texas
Beck, Karen Ruth, Scotia, N.Y.
Bell, Judith Ann, Kalamazoo, Mich.
Bennink, Marcia Ruth, Kalamazoo, Mich.
Bergner, David Carleton, Schenectady, N.Y.
Bryer, Clayton D., Jr., Muskegon, Mich.
Buckelman, James Glen, Pomona, Calif.
Bickle, Bonnie Jean, Traverse City, Mich.
Boer, Calvin Paul, Holland, Mich.
Boers, Elaine Croustra, Holland, Mich.
Borschel, Walter Lynn, Kenmore, N.Y.
Bos, Randall Wayne, Holland, Mich.
Bosman, Robert Arend, Endwell, N.Y.

Bouwman, Thomas John, Muskegon, Mich.
Bouwman, Harold Dudley, II, Somerset, N.J.
Breur, George Thomas, Zeeland, Mich.
Broselt, Larry Marvin, Grand Haven, Mich.
Bruegemeyer, Leslie Ann, South Euclid, Ohio.
Brunson, Barbara Ann, Sturgis, Mich.
Brunsting, Albert, Holland, Mich.
Buys, Beth Van Kuiken, Boulder, Colorado
Carpenter, Kenneth M., Schenectady, N.Y.
Chang, Edward, Hong Kong
Chapman, Sharon, Hammond, Ind.
Chen, Daniel S., Detroit, Mich.
Clark, Cynthia Kay, Elmhurst, Ill.
Cleveland, Sarah B., Spring Lake, Mich.
Coop, Anne Christine, South Haven, Mich.
Cole, Leslie Lawrence, Williamson, N.Y.
Collins, Douglas Philip, Rutherford, N.J.
Cook, Thomas M., Grand Rapids, Mich.
Coons, Lorna Helen, Germantown, N.Y.
Coons, William Harold, Hawthorne, N.Y.
Cotts, Wayne Gregg, Hudsonville, Mich.
Cox, John D., Ivyland, Pa.
Dacus, Gwenn B., Dolton, Ill.
Dalebout, Carol Jeanne, Grand Rapids, Mich.
Degrees Conferred

Pollitt, Joyce Anne, Fort Wayne, Ind.
Powell, Jeffrey Mark, Miami, Fla.
Race, Bradford J., Jr., Philmont, N.Y.
Rajsky, Nancy Lee, West Cokoskike, N.Y.
Richardt, Bruce Alan, Bethesda, Md.
Reidma, Vernon James, Holland, Mich.
Remmelsberger, Frank Jr., New Brunswick, N.J.
Remtema, Joan Dianne, Grandville, Mich.
Reynen, Paul Allan, Kalamazoo, Mich.
Rietveld, Richard Delbert, South Holland, Ill.
Rimondi, Hope Rose, Jersey City, N.J.
Roberts, Eugene Edward, Athens, N.Y.
Rosine, Thomas DeWayne, Sturgis, Mich.
Rowen, Janice Elaine, Evansville, Ind.
Russell, Mary Patricia, Massapequa Park, N.Y.
Sabo, John J., Lansing, Ill.
Schafer, Sandra L., West Sayville, N.Y.
Schoon, James R., Phoenix, Arizona
Schreiner, William Bradley, West Babylon, N.Y.
Schueneman, Cheryl Lee, Elburn, Ill.
Seigleman, Nancy L., Fairfield, Ohio
Sende, Pierre D., Bidjoka, Cameroon
Skant, Susan Patricia, Pompton Plains, N.J.
Shelfield, Terry Randolph, Grand Rapids, Mich.
Sliekers, Adrian G., Jr., South Haven, Mich.
Smith, Richard Wayne, Wayne, N.J.
Sneller, Delwyn L., Holland, Mich.
Sonneveldt, Susan Ellen, Grand Rapids, Mich.
Strom, Sally Anne, Rockville, Md.
Swart, Valerie, Van, Addis Ababa, Ethiopia.
Taylor, Lauren Jean, Skokie, Ill.
TenBrink, Jean Marie, Fremont, Mich.
Tencink, Arlene Joyce, Holland, Mich.
Terstra, Paul L., Kalamazoo, Mich.
Tesius, Kenneth Glenn, Glen Rock, N.J.
Trost, Donald Philip, Byron Center, Mich.
Trost, James Frederick, Rochester, N.Y.
Tubergen, David Gene, Holland, Mich.
Van Dam, Theo, Ha R., China, Calif.
Van De Hoef, Larry Dean, Englewood, Colorado
Vanden Berg, Alan James, Holland, Mich.
Van Der Hill, Rein John, Holland, Mich.
Vanderwel, David James, Spring Lake, Mich.
Van Dongen, Margaret N., Woodland Hills, Calif.
Van Duinen, Alan Peter, Holland, Mich.
Van Dyke, William Gerald, Holland, Mich.
Van Engen, Bernice Rose, San Cristobal, Mexico
Van Lente, Frederick, Carbondale, Ill.
Van Middlesworth, Carol, Fulton, Mich.
Van Nieuw, Mary Ann, Rockford, Ill.
Van Raalte, Shirley Mae, Holland, Mich.
Van't Hof, Paul L., Grand Rapids, Mich.
Van Tol, Kenneth John, Hawthorne, N.J.
Van Wyk, Carl W., Richboro, Pa.
Vaughn, Sharon Anne, Allegan, Mich.
Vogas, Michael Mark, Bayside, N.Y.
Wallwood, Charles Lewis, Muskegon, Mich.
Weener, Dennis Lee, Holland, Mich.
Wells, James Ann, River Forest, Ill.
Wells, Joan Helen, River Forest, Ill.
Welmers, Margaret Jean, Los Angeles, Calif.
Welton, Bradlee Scott, Saugerties, N.Y.
Wessling, Stephen F., South Haven, Mich.
Westbrook, Mary Ann, Holland, Mich.
Whary, William Hugh, Jr., Harrington Park, N.J.
Wilcox, Dennis Brent, Grand Rapids, Mich.
Wilkens, Deanna Ruth, Dunmott, N.J.
Wilts, Siebrand, Lonsdoros, Ontario
Wyatt, Murtha Ellen, Glen Ellyn, Ill.
Yenbaard, Caryl Ann, Kalamazoo, Mich.
Ziemann, Ruth Emilie, West Allis, Wis.
Zimmerman, John Lyle, River Forest, Ill.
Zuithoff, Kenneth Lee, Chicago, Ill.
Zwart, Jerry Alan, Kalamazoo, Mich.

DEGREES CONFERRED IN JANUARY, 1967

Andringa, Melvin J., Holland, Mich.
Carison, Terry Lynn, Grand Haven, Mich.
Dell, Carl Wayne, Jr., Holland, Mich.
DePree, Steven Bruce, Englewood, Colorado
Dressel, James Karl, Holland, Mich.
Hunt, Marjorie Lea, Cambridge, N.Y.
Justesen, Roy Clifford, Pequannock, N.J.
Kusak, Joseph Brook, Hawthorne, N.J.
Langeland, Samuel James, Muskegon, Mich.
Lennel, Katherine Louise, Rensselaer, N.Y.
Levey, Stuart James, Friesland, Wis.
Magan, Bertha L., LaRosa, Lima, Peru
Meler, "Carol Elaine, Detroit, Mich.
Osterhagen, Ellen J., Holland, Mich.
Pennington, Ruth Ferne, Cresskill, N.J.
Poppink, James Henry, Muskegon, Mich.
Price, Patrick, Chicago, Ill.
Schantz, Robert Clarence, Dearborn, Mich.
Su, Timothy, Chong Khim, Kowloon, Hong Kong
Sypnka, Anna Jane, Muskegon, Mich.
Whittfield, Margaret Diane, Albany, N.Y.

DEGREES CONFERRED IN AUGUST, 1967

Apkarian, John, Cleveland, Ohio
Chappell, Constance Marie, South Haven, Mich.
Childs, Victoria Ann, Madison, Ind.
Courtney, David James, Monticello, Ill.
Dahm, Jeannette Greenfield, Holland, Mich.
DeWagner, Richard J., Welland-Ontario
Doldge, Fred Ralph, Lansing, Ill.
Ehrlich, James Allen, Ridgefield, N.J.
Gilbert, Nina M., Fremont, Mich.
Hale, Diane Marie, Amsterdam, N.Y.
Hatton, Joyce VerPlank, Grand Haven, Mich.
Hepburn, Barbara Yager, Lancaster, Pa.
Huisman, John David, Grand Haven, Mich.
Insel, John R., New York, N.Y.
Kupfers, Dixon L., Holland, Mich.
Laban, George B., Wester, Mass.
Leech, Donna, Los Angeles, Calif.
Marnis, Carol Joy, Harrisville, Ill.
Nienhuis, Marian, Holland, Mich.
Utzinger, Susan, Muskegon, Mich.
Washburn, Phyllis Kristine, St. Louis, Mich.
HONOR DEGREES 1966

SUMMA CUM LAUDE

Weddle, David LeRoy

MAGNA CUM LAUDE

DeJager, Joan

CUM LAUDE

HONORARY DEGREES, 1966

Ekdal J. Buys, Doctor of Laws

Everett Thomas Weimers, Doctor of Science

BACHELOR OF ARTS DEGREES

Conferred June 6, 1966
Degrees Conferred

Dixon, Mary Jane, Union City, N.J.
Dolphin, Brian Mac, Tonica, Mich.
Dozeman, Marcia, Zeeland, Mich.
Durwey, Graham Clarke, Cornwall-on-Hudson, N.Y.
Dyka, James Richard, Holland, Mich.
Dykstra, Linda Ann, Lansing, Ill.
Dykstra, Sharon Ellen, Pekin, Ill.
Edman, Elmer Raymond, Ill, Dolton, Ill.
Edwards, Robert Floyd, Riverdale, Ill.
Effring, John Alden, Holland, Mich.
Elmore, Ardyce Frances, Selkirk, N.Y.
Elvinga, Jo Ann, Holland, Mich.
Elwood, Thomas Altton, Holland, Mich.
Elzerman, Elsie Patricia, Detroit, Mich.
Engelman, Donna Jay, Jenison, Mich.
Engelman, Robert Paul, Berwyn, Ill.
Essenberg, Mary Katherine
Honduras, Central America
Feger, Arnold Frederick, St. Joseph, Mich.
Finlay, Harriet Joan, Sturgis, Mich.
Fisher, Judith Amy, Northport, N.Y.
Formsma, Robert Keith, Zeeland, Mich.
Frisell, Jeanne Ann, Holland, Mich.
Frese, William Wesley, Buffalo, N.Y.
Gabby, Patricia Ann, Burt, N.Y.
Garnes, Richard Owen, Unadilla, N.Y.
Gibb, Gary David, Berd, N.Y.
Hagymasy, Ruth Diane, New Brunswick, N.J.
Hahnfeld, John Henry, Arlington Heights, Ill.
Hakkem, Mary Margaret, Sepulveda, Calif.
Harmeling, Philip John, Ackley, Iowa
Hekman, Rosemary, Grand Rapids, Mich.
Helder, Lloyd John, Holland, Mich.
Heusinkveld, David Maurice, Holland, Mich.
Hoeksema, Herman D., Kalamazoo, Mich.
Hoffman, Marilyn Jean, Hudson, N.Y.
Hopper, Paul Carmichael, Madison, N.J.
Hovingh, Alverna Mae, Allendale, Mich.
Howes, Carol Louise, Hyannis, Mass.
Huntington, Edward Samuel Stewart
Bloomington, N.Y.
Joebel, Anita Gall, Wayne, N.J.
Kaminski, Donna May, N.Y.
Kemink, Jo Anne, Grand Rapids, Mich.
Kiefer, Barbara Christine, Cincinnati, Ohio
Kilmer, Donald Herman, Holland, Mich.
King, Elizabeth Jane, Cambridge, N.Y.
Klaassen, Mary Elisabeth, Holland, Mich.
Kleinheksel, Ruth Audrey, Holland, Mich.
Knapp, John Richard, Midland Park, N.J.
Koch, John Robert, Easton, Conn.
Kouw, Barbara Louise, Holland, Mich.
Kreunen, James Alan, Cedar Grove, Wis.
Kron, Reinhold Walter, Holland, Mich.
Kronemeier, Kathleen Evelyn, Grand Rapids, Mich.
Kroedsma, Roger Lee, Zeeland, Mich.
Kupfrian, Laura, Waldwick, N.J.
Lambert, Elmer Graham, Aurora, Ill.
Lamphere, Karen Elizabeth, Weedsport, N.Y.
Lee, James Ching, Sun Po Kong, Hong Kong
Lee, Judith Ellen, Flint, Mich.
Leenheert, Thelma Kay, Holland, Mich.
Degrees Conferred

Ten Hoor, Joan Mary, Holland, Mich.
Terpstra, Robert Kenneth, Jr., Grand Rapids, Mich.
Thompson, Carol Roberts, Holland, Mich.
Tiezi, Linda Jo, Fairview, Ill.
Ton, Marlea Sue, Fairview, N.Y.
Troike, Dorothy Ruth, Byron Center, Mich.
Uba, Ber, John Donald, Muskegon, Mich.
Van Allsberg, Lester Lee, Coopersville, Mich.
Van Beek, Dirk L., Chicago, Ill.
Vander Beek, Ronald Lee, Holland, Mich.
Vander Naald, Judith Ann, Brooklyn, N.Y.
Van der Schalk, Jacobus Catarinus, Amerfoort, Netherlands.
Van Dyke, Leon Jay, Spring Lake, Mich.
Van Eck, Vicki Lynn, Dolton, Ill.
Van Egmond, Peter Adrian, Holland, Mich.
Van Schenckhof, Ronald Nicholas, Ridgewood, N.J.
Van Slageren, Joan Wilma, Mount Vernon, Wash.
Van Wieren, Clare Royce, Holland, Mich.
Velthuizen, Teunisje, Everson, Wash.
Vogelaaar, Hans, Rochester, N.Y.
Voorhorst, Louise Anne, Zeeland, Mich.
Voorn, John Cornell, Palos Heights, Ill.
Waanders, Gerald Lee, Grand Rapids, Mich.
Waldron, Jeffrey Lynn, London Mills, Ill.
Walms, Kathleen Ann, Grand Rapids, Mich.
Walz, Kenneth Gordon, Darien, Conn.
Ward, Karen Margaret, Midland, Mich.
Weber, Kenneth Joseph, Bernardsville, N.J.
Wedge, David Leroy, Coopersville, Mich.
Wepfer, Richard William, South Haven, Mich.
Werge, Robert Wendell, North Bergen, N.J.
Westervelt, Robert Dean, Wallington, Conn.
Whitaker, Ellen Irene, Hudson, Wis.
White, Robert Arnold, Homewood, Ill.
Wiegand, Jonathan Frank, Richboro, Pa.
Wiersma, Ronald James, Holland, Mich.
Wilson, Sarah Daubert, Muskegon, Mich.
Witter, Carol Ann, Lanesboro, Mass.
Woerdhoff, Joan Kay, West Lafayette, Ind.
Wognum, Joan Carol, South Holland, Ill.
Wolbrink, Lois Jeannetta, Sheldon, Iowa.
Wormuth, John Hazen, Schenectady, N.Y.
Yeager, Charyle Lou, Conrad, Montana.
Yntema, David Charles, Holland, Mich.
Yonkers, Russell Clifton, Kalamazoo, Mich.
Zeas, Jaime, Cuenca, Ecuador.
Zoehoeve, Marie Von Someren, Holland, Mich.

DEGREES CONFERRED IN JANUARY, 1966

Andritsopoulos, Apostolos, Muskegon, Mich.
Bao, Benjamin C.P., Kowloon, Hong Kong.
Boersma, Katherine Klopmares, Holland, Mich.
Dibble, Alan, Tonawanda, N.Y.
Dickson, Richard James, Schenectady, N.Y.
Greene, Sandra Rae, Muskegon, Mich.
Harmon, Martha Hallquist, Holland, Mich.
Hutchinson, Anne, Fennville, Mich.
Nederveld, Katherine Van Kuiken, Holland, Mich.
Plantinga, Donald Wayne, Chicago, Ill.
Postma, Marilyn Marie, Grand Rapids, Mich.
Reeves, David Lawrence, Holland, Mich.
Schuman, William Seth, Elmhurst, Ill.
Smith, Amos Clay, Orange, Calif.
Stansby, David A., Holland, Mich.
Stielstra, Edward, Redlands, Calif.
Taylor, Susan Be, Kalamazoo, Mich.
Van Wieren, Donna Williams, Jenison, Mich.
Verdun, Kathleen, Chicago Heights, Ill.

DEGREES CONFERRED IN AUGUST, 1966

Bicking, Mary Ann, Chicago, Ill.
Bloemendaal, John R., Zeeland, Mich.
Butler, Bryce, Altamont, N.Y.
Chang, Billie, Portugese Timer.
Dahl, Robert Edwin, Riverdale, Ill.
Dryfhout, Karen Ruth, Villa Park, Ill.
Hallock, Anne Knox, Holland, Mich.
Kooyers, Joseph, Phoenix, Arizona.
Laughlin, Michael, Columbia, Calif.
Miller, Chris Leonard, Churchville, Pa.
Nienhuis, Jan, Holland, Mich.
Rusins, Elga, New Brunswick, N.J.
Tucker, Evelyn Joyce, Holland, Mich.
Von Ins, David Lee, Holland, Mich.
Wegner, Dennis, Holland, Mich.
Wolters, Richard Mark, Bethesda, Md.
CORRESPONDENCE
DIRECTORY

Officers of the College will be happy to answer questions. For prompt attention inquiries in specific areas should be addressed:

Admissions and Scholarships
Requests for literature, application blanks, scholarship and financial aid information.  
The Director of Admissions

Educational Program, Transcripts, Academic Reports
Information on courses of study, requests for transcripts and correspondence regarding transfer work or withdrawal.  
The Registrar

Student Services
Information about enrolled students—general welfare, health, scholarships, loans, self-help.  
The Dean of Students

Business Matters
Payment of college charges, repayment of student loans and other business matters.  
The Business Manager

The Development Program
Information on annuity investment opportunities, gifts, and bequests.  
Director of Development

Vienna Summer School and Study Abroad

The Summer School Program
Precise information regarding this program should be requested by anyone contemplating attending summer school sessions.  
Director of Summer School

General Information and Policy
Matters other than those previously specified.  
The President

VISITORS

Visitors are always welcome. Administrative offices are open from 8 a.m. to 12 noon and from 1 p.m. to 5 p.m. Monday through Friday, and 8 a.m. to 12 noon on Saturday. Prospective students and their parents desiring an interview should write Director of Admissions.
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COLLEGE CALENDAR for 1967-1968

The Fall Semester

September 9, Saturday  Dormitories open for freshmen—1:00 p.m.
September 11, Monday  Freshman Orientation begins
September 12, Tuesday  Registration
September 13, Wednesday  Registration
September 14, Thursday  Formal Convocation; classes begin—8:00 a.m.
September 30, Saturday  Last day to enroll for credit
October 14, Saturday  Homecoming
October 26, Thursday  Final date for upperclassmen to drop courses
November 4, Saturday  Parents’ Day
November 16, Thursday  Final date for new students to drop courses
November 22, Wednesday  Thanksgiving Recess begins—12:20 p.m.
November 27, Monday  Thanksgiving Recess ends—8:00 a.m.
December 20, Wednesday  Christmas Recess begins—12:20 p.m.

Christmas Recess

January 4, Thursday  Christmas Recess ends—8:00 a.m.
January 19-26, Friday-Friday  Semester Examinations

The Spring Semester

January 29, Monday  Registration
January 30, Tuesday  Final Registration Second Semester
January 31, Wednesday  Second semester classes begin—8:00 a.m.
February 17, Saturday  Last day to enroll for credit
March 14, Thursday  Final date for upperclassmen to drop courses
April 3, Wednesday  Final date for new students to drop courses
April 5, Friday  Spring Recess begins—5:00 p.m.
April 16, Tuesday  Spring Recess ends—8:00 a.m.
May 24-31, Friday-Friday  Semester Examinations
June 1, Saturday  Alumni Convocation—6:30 p.m.
June 2, Sunday  Baccalaureate Convocation—2:30 p.m.
June 3, Monday  Commencement Convocation—10:00 a.m.

The Summer Sessions

June 24, Monday  Hope Summer School begins
June 24, Monday  N.S.F. Summer Institutes begin (Proposed)
July 8, Monday  International Summer School begins
July 8, Monday  Hope Vienna Summer School begins
August 2, Friday  Six-week Summer School ends
August 9, Friday  N.S.F. Mathematics Institute ends (Proposed)
August 9, Friday  International Summer School ends
August 16, Friday  Eight-week Summer School ends
August 16, Friday  N.S.F. Chemistry Institute ends (Proposed)
August 16, Friday  Hope Vienna Summer Schools ends

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