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HOPE COLLEGE
HOLLAND, MICHIGAN 49423
PHONE 616 392-5111

a four-year liberal arts college for men and women

"Anchor of Hope" — symbol of the College

CATALOG 1969-70
Volume No. 105
COLLEGE CALENDAR FOR 1969-70

Fall Semester (1969)
September 6, Saturday
September 8, Monday
September 9, Tuesday
September 10, Wednesday
September 11, Thursday
September 26, Friday
October 18, Saturday
November 1, Saturday
November 5, Wednesday
November 14, Friday
November 21, Friday
November 26, Wednesday
December 1, Monday
December 19, Friday
January 6, Tuesday
January 15-18, Thurs.-Sun.
January 19-24, Mon.-Sat.

Dormitories open for Freshmen
Freshmen Orientation begins; dormitories open for Upperclassmen
Registration
Registration
Formal Convocation & Beginning of Classes
Last day to enroll for credit, last day to drop courses
Homecoming
Parent's Day
Mid Term Grades Due
Incompletes from Second Semester 1968-69
  Not made up become F
Last Day to Withdraw from Courses with a "W" Grade
Thanksgiving Recess Begins — 12:20 p.m.
Thanksgiving Recess Ends — 8:00 a.m.
Christmas Recess Begins — 12:20 p.m.
Christmas Recess Ends — 8:00 a.m.
Reading Period for Exams
Semester Examinations

Spring Semester (1970)
January 27-28, Tues.-Wed.
January 29, Thursday
February 13, Friday
March 25, Wednesday
March 26, Thursday
April 6, Monday
April 10, Friday
April 17, Friday
May 21, Thursday
May 22-28, Fri.-Thurs.
May 30, Saturday
May 31, Sunday
June 1, Monday

Registration
Second Semester Classes Begin — 8:00 a.m.
Last Day to Enroll for Credit, Last Day to Drop Courses
Mid Term Grades Due
Spring Recess Begins — 4:00 p.m.
Spring Recess Ends — 8:00 a.m.
Incompletes from First Semester Become F
Last Day to Withdraw from Courses with a "W" Grade
Reading Day
Semester Examinations
Alumni Convocation
Baccalaureate Convocation
Commencement Convocation
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 24 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 Teachers 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, and the Near East, the Far East, and Africa. Globally oriented, Hope supports the Civil Rights Act of 1964, adopted by the Federal Government and, as it has throughout its history, admits young men and women who desire a Hope education, without respect to race, color, or national origin.

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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Dr. C. A. VanderWerf, President of Hope College
This is Hope College . . .

HOPE

This is Hope College. It 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

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

Hope provides an exciting adventure in learning and living, an 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 24 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.
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 is providing 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.

This is the third time, since 1967, that the College was singled out for large grants. Two more recent grants are a $276,100 grant from the Research Corporation and a $130,300 grant from the National Science Foundation.

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, Columbia University, Purdue University and Rensselaer Polytechnic Institute. Also, the teacher education program at Hope allows students to obtain the necessary courses for certification in elementary and secondary education.

SCHOLARSHIPS, HONORS, AWARDS — Each year a number of Presidential Scholars are selected from the ranks of enrolled freshmen. Other scholarships, grants-in-aid, loans, and campus employment are also available to Hope students. Graduation honors, senior honors, and several special awards for outstanding work or unusual merit are presented each year at commencement.

INTERNATIONAL EDUCATION — The scope of the College's involvement in international education is a broad one offering many opportunities to students. Its home campus program is globally oriented. Its overseas program offers the intellectual challenge of foreign academic experience at several campuses in Europe, Latin America, the Near and the Far East.

"This is a shrinking world and we must learn to be at home in it." Today study in various parts of the globe has become a live option for any Hope College undergraduate seriously interested in adding an important international dimension to his education. Hope College believes that through exposure to a foreign society students can expand their knowledge of their own cultural heritage, gain facility in a foreign language, and achieve new perspectives on America and on their own individual identity.

Hope College students can chose from a wide range of international study opportunities which are designed to serve as integral parts of their undergraduate education. They may go abroad for a summer, a semester, or a year.

On the home campus, American students intermingle freely with foreign students from thirty to thirty-five countries, enabling Hope students to broaden their understanding of community and world problems. In addition to the regular academic year's program, a separate International Summer Session attracts students from the Far East as well as from other countries.
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.
THE URBAN SEMESTER IN PHILADELPHIA—The Great Lakes Colleges Association and the Philadelphia Board of Public Education sponsor jointly a program designed to give students direct participation in the social changes and challenges of the inner city. The program offers an experimental approach to education through involvement as well as a term in an urban setting.

THE SEMESTER ARTS PROGRAM IN NEW YORK—Hope students may take a semester during their Sophomore or Junior year in New York City as part of the Great Lakes Colleges Association newly established Arts Program for those majoring in art, music, or theatre. Students will be involved directly in the environment of the professional artist, musician, and dramatist. Also available are New York City's wonderful resources such as the Museum of Modern Art, the Lincoln Center Library, and Actor's Studio.

THE HOPE COLLEGE SUMMER SESSION ON CAMPUS—Vacation and study can be combined while taking courses at Hope in the summer session. The College, which offers a six-week course (eight weeks for the foreign language program) starting the end of June, is a ten-minute drive from the wide sandy beaches of Lake Michigan and even closer to the boating and fishing shores of Lake Macatawa. Courses are offered to college students who want to complete undergraduate work earlier, to high school seniors who want to earn advance college credits, and to teachers and other graduates who wish to earn graduate credit.
Campus Facilities and Equipment

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 intellectual life. The library gives its users a selective collection of books, periodicals, documents, pamphlets, manuscripts, maps, microfilm, and related materials. It now contains more than 125,000 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.

The library is spacious and quiet; its 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 in 1964, 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, darkroom, conference rooms and classrooms. Two large lecture halls are joined to the main building by a glass-enclosed lobby. The facilities include an 1130 IBM computer, sixteen electronic calculators, multichannel analyzer, and audio-visual service equipment.
NYKERK HALL OF MUSIC AND SNOW AUDITORIUM, constructed in 1956, provides modern facilities for the College's rapidly expanding music program. The Hall has seven teaching studios, fourteen practice rooms, two classrooms, offices, record library, and three listening rooms. Snow auditorium has a seating capacity for 200 persons.

A new addition to the Music Hall, to be constructed this year, will more than double the present facilities and will include nine additional practice rooms, eight studios, a large library, and another small auditorium, holding about 225 persons and housing a beautiful imported Baroque organ.

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 exercises. 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.
"INFINITY HOPE," gift of Mr. and Mrs. Edwin Raphael, is a 35-foot cruiser which the College uses in its interdisciplinary marine program. The cruiser operates on two 210 H.P. engines and is equipped with its own power generator, ship-to-shore radio, and depth finder.

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, completed in 1967, is a new cluster-type dwelling.

ALUMNI HOUSE, a spacious lovely home across from Nykerk Hall of Music, is hospitality center for the College's 13,000 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 De Witt Cultural Center. The De Witt Student Cultural Center, now underway, will house a beautiful theatre, art gallery, recreation rooms, snack bar, book store, and lounges. A $600,000 gift by Richard A. De Witt and Jack De Witt, is helping to make this center possible.
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.
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 2,000 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 eighteen 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 the excellent service of the Saga Food Company, two large dining halls cater to both men and women students. The coffee-kletz, open daily, is a popular place for students and faculty.

HOLLAND, MICHIGAN — The lovely resort city, located a half-hour drive from Grand Rapids and a two-hour drive to Chicago, is a flourishing community. Situated on Lake Macatawa and near beautiful Lake Michigan, Holland is an ideal spot for summer and winter sports. The college lies in the center of the town.
STUDENT CULTURAL CENTER

ADDITION TO NYKERK HALL OF MUSIC

PHYSICAL EDUCATION BUILDING
New buildings rise on Hope’s campus as a lively expansion program transforms blueprints into modern facilities of brick and mortar.

The first building, the John A. Dykstra Residence Hall for Women was completed in 1967—a year after the adoption of the ten-year $10,000,000 Master Plan in the fall of 1966. In the fall of 1968 ground was broken for the Student Cultural Center. By the fall of 1970, the third building, the Wynand Wichers Addition to the Nykerk Hall of Music is expected to be ready for use.

Other new facilities will include a science hall, an indoor physical education center, a large addition to the Van Zoeren library, two buildings remodeled for classroom use, and an international education center.

President VanderWerf and Architect Stade review final plans as construction on the DeWitt Cultural Center begins.
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. Students serve on all faculty committees—a responsibility and privilege few colleges give their students.

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 their deliberations and votes.
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’s 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’ religious activity. Student-oriented and student-directed, the Church completed its third 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 preachers.

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.

THE COFFEE GROUNDS is a new phase of education geared to underground social atmosphere. A project of the Student Church, The Coffee Grounds directs its thought to major issues of concern. It examines their alternatives by viewing them from a secular orientation and a theological standpoint. Media employed are folk singers, films, and panel discussions. The Coffee Grounds captivates a new form of communication through a relaxed informal environment.

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.

SCHOON MEDITATION CHAPEL — This small chapel accommodates “the solitary person communing with God—an indispensable factor in the Christian life. Here students have an opportunity to separate themselves from the multitude, for faith is personal and individualistic as well as communal.”

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.
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.
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, 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 Theatre, sponsors an annual series of lectures, dramatic productions, gallery showings, concerts, and performances by popular music groups. Students are encouraged to take advantage of these cultural offerings.

Through the Cultural Affairs program, guests on Hope's campus the past year included news commentator David Schoenbrun, Democratic Vice Presidential nominee Julian Bond, U.S. Ambassador Patricia Harris, and psychoanalyst Dr. Natalie Shainess. Most famous to appear on this campus this year was Dr. Christiaan Barnard, pioneer heart transplant surgeon on whom the College awarded a D.Sc. degree.

Two symposiums were also presented—one on Latin America, with an authentic Fiesta including Mexican meal and entertainment, films, dance, art, and lectures, and one on the Middle East.

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.

Outstanding concerts the past year included Gustav Leonhardt, harpsichordist; Ed Summerlin, jazz musician and liturgist; Pierre Cocherau, organist at Paris's Notre Dame; the Piccolo Opera Company's presentation of The Impressario by Mozart; and Peter Arnott, classical puppeteer. Students also were admitted free to the Community Concert series of eighteen available programs.

STUDENT ENTERTAINMENT SERIES — a series of programs intended primarily for student fun—brought to the campus the Serendipity Singers, the New Colony Six, the Cryan Shames, Ian and Sylvia, and Henri Mancini.

COMING EVENTS FOR 1969-70 — The new Cultural Affairs program will include Ashish Kahn (Indian music on sarod, tabla, tamboura), the Frula Yugoslav Folk Ensemble (45 dancers, singers, and instrumentalists), the National Shakespeare Company (Macbeth), Clara Ward and Her Gospel Singers, and The Black Experience featuring folk singer Bernice Reagon, Bessie Jones and the Sea Island Singers, Ed Young's Afro-American Fife and Drum Band, and blues singer Booker White. Also open to Hope students, at no cost to them, are approximately fifteen to twenty community concerts.
Dr. Christiaan Barnard addresses students; receives honorary degree
Chapel Choir tours Europe

— from Gaslight
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 paintings by Jonathan Waite, drawings by Miguel Conde, art from Mexico, including an exhibit of pre-Columbian sculpture, and prints and shaped canvases by Harland Goudie.

THEATRE — Four major productions are presented annually in the Little Theater. These productions are usually faculty directed, though opportunity is provided for advanced students to gain directing experience. Participation is open to all. Several one-act student-directed plays are also performed publicly each year.

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.

HOPE COLLEGE SYMPHONETTE ORCHESTRA — An orchestra of thirty members selected by audition from the larger college orchestra. The Symphonette presents a series of concerts on campus during the school year, and takes an extensive two-week tour each spring. In the fifteen years since its organization, the Symphonette has played over 250 concerts in thirty-five states.

THE HOPE COLLEGE ORCHESTRA — A symphonic organization of seventy-five members, the Orchestra presents its own series of concerts on campus and in other Michigan cities. In 1968 the group was invited to perform at the Midwest Music Conference in Ann Arbor. Accompaniment of oratorios and the presentation of children’s concerts are also a part of the orchestra’s activities. Among the distinguished artists who have appeared with the Hope College Orchestra are William Warfield, Mischa Mischakoff, Sidney Harth, and Paul Doktor.
The Hope Community

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.

THE NUANCE SOCIETY — A choral group of twenty members, the Nuance Society sings widely-varied secular literature ranging from madrigals to music from Broadway musicals. Pop selections are choreographed.

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 Piano Trio 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.

YOUNG DEMOCRATS — The Young Democrats, who for years have taken an active part in the activities of the Democratic organization, are reorganizing.

BLACK COALITION — Open to all students, the Black Coalition invites members to work toward goals that improve the environment of black students — socially, academically, and culturally.

B.A.G.— The Belief and Action Group, open to all students, tries to give more concise definition to the question of what it means to be human. Its goal is trying to fulfill that meaning as extensively as possible.

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.
The Hope Community

MATHEMATICS CLUB — The Mathematics Club is open to students with keen interest in the field. Meetings are held six to eight times a year. Outside speakers as well as special reports about on-campus mathematical activities are featured.

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.

SOCIETY FOR THE EDUCATED EYE — Membership in this film society entitles a student to see and hear comment on eighteen to twenty films and is open to all students.

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 excellent 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 ALPSA, 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.

LAMBDA IOTA TAU, Gamma Xi chapter, is a national honor society for undergraduate students with a major interest in literature. Membership is based on achievement in the field of English.

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 honor 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.

SIGMA XI is a national organization devoted to the encouragement of original investigation in pure and applied science. Membership is sometimes awarded to undergraduates who have initiated or completed original research.

Special Interest Clubs

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.

FOREIGN LANGUAGE CLUBS — Le Cercle Francais, El Club Espanol, Der Deutsche Verein are open to all students interested in foreign 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 has 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 six fraternities are Arcadian, Centurian, 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.

CAMPUS 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 Associate Collegiate Press' First Class Honor Rating. Participation in this publication is open to all Hope students.
The Hope Community

Dean for Student Affairs Robert De Young (center) and Associate Deans

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.

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 three 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.

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

President VanderWerf and student stroll campus.
Admission of Freshmen

Hope College admits those students who demonstrate the 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 their senior year. Admission forms are available at high school offices, or can be obtained by writing the Office of Admissions, Hope College, Holland, Michigan 49423. A non-refundable fee of $10 must accompany the application. 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.

College Board Entrance Examinations

To aid in admission and counseling, 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 SAT are available at high school counseling offices, or can be obtained 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 November, December, or January, of the senior year. The CEEB Achievement Tests are helpful, but not required.

Advanced Placement Standing

Entering Freshmen who attempt the CEEB Advanced Placement Examinations in May are urged to have the results sent to Hope. Those earning a grade of 4 or 5 on the exam may be assured of receiving appropriate college credit. An exam with a grade of 3 will be evaluated by the respective department which will determine if credit is to be granted.
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.

The standard for the acceptance of credit towards Hope College degree requirements from institutions of higher learning will be the accreditation of that college by its regional accrediting association as listed in the current report of the American Association of Collegiate Registrars and Admissions Officers. Exceptions to this general rule may be obtained only by application to the Dean for Academic Affairs at the time of the student's application for admission.

A maximum of 65 semester hours of credit may be transferred from a junior college. A transfer student must spend no less than four semesters of study at Hope College to complete the degree program unless a shorter program designed to fill the Hope College requirements is approved by the Dean and the Chairman of the student's major department.

Students transferring to Hope College from another institution and entering Hope at the junior-year level will be required to complete either Religion 21 or 22 in addition to meeting the Senior Seminar requirements as a part of graduation requirements.

The final 30 semester hours of a Hope College degree program must be completed at Hope College or in an off-campus program sponsored by Hope. The transfer of credits from another educational institution to Hope College as part of the final 30 semester hours must be approved in advance by the Student Standing and Appeals Committee and the Dean for Academic Affairs.

Academic Records of Transfer Students

The record of a transfer student at the time of admission will be treated the same as that of a Hope College student for purposes of:

a. Admittance and class standing (freshman-senior)

b. Determining academic probation or good standing

c. Determination of the satisfactory completion of required courses.

For all ensuing official purposes, the record of the student shall be that which he obtains at Hope College.
Summer School

Hope offers a variety of campus summer sessions (see index for other reference). Admission to the Summer School does not imply admission to the college for the fall or spring semesters. A separate application is contained in the Summer School catalog printed in March.

Readmission

Students who have withdrawn from the college are not automatically readmitted. An application for readmission must be obtained from the Dean for Academic Affairs. It should be completed and returned to the Registrar at least one week prior to registration.

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

Hope College assumes that all students will conduct themselves as responsible persons, guided by the basic principles of the Christian tradition whether the students are in residence on the campus, working off campus, or studying under College-sponsored programs, or whether they are living at home.

Since students choose to become members of the College community, they are expected to understand the rules and regulations established for the College community's wellbeing and are expected to live up to them both in spirit and in practice.

MOTOR VEHICLES — Freshman students residing on campus are not permitted to have motor vehicles.

CHAPEL SERVICES — Services are held daily throughout the school year. A minimal attendance twice weekly is required of all Freshmen and once weekly of all Sophomores. Attendance for upperclassmen is voluntary. Exemptions are granted in unusual circumstances.

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. Exemptions must be made with approval of the Dean of Students.

*Rules and Regulations are discussed in detail in the Student Handbook.
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 scholarships, grants-in-aid, loans, and part-time employment.

To determine most equitably the distribution of funds available for financial aid, Hope College requires all students applying for assistance 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 financial aid to the Office of Admissions. The Parents' Confidential Statement should be submitted by March 1 to receive consideration for the following school year. Students already enrolled at Hope College should address inquiries concerning financial assistance to the Director of Financial Aid. A renewal form of the Parents' Confidential Statement must be submitted by May 1 to receive financial aid consideration for the subsequent school year.

THE COLLEGE SCHOLARSHIP SERVICE — More than seven hundred colleges and universities, of which Hope College is one, participate in this service. The C.S.S. publishes and distributes a Parents' Confidential Statement which is to be filled out by parents of students requesting financial aid consideration. 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. Copies may also be obtained by writing directly to the College Scholarship Service either at Box 176, Princeton, New Jersey; Box 1025, Berkeley, California; or Box 881, Evanston, Illinois 60304, 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 new incoming students, the deadline for filing the Parents' Confidential Statement is March 1; for returning students the deadline is May 1. The College Scholarship Service will evaluate and forward the Parents' Confidential Statement to the college(s) named on the blank.

PRESIDENTIAL SCHOLARSHIPS — Each year from applications for admission to Hope College, 20 freshmen are invited to become the Presidential Scholars in their class. These students have superior records of academic achievement, marked intellectual interests, and demonstrated leadership abilities. Where there is financial need, this designation carries a scholarship up to full tuition. Presidential Scholars who do not have financial need are awarded an annual scholarship of $200. For their freshman year, the Presidential Scholars also receive a $50 book prize, in the form of credit at the college book store for the purchase of any books, other than textbooks. Winners receiving other state or national competitive scholarship grants meeting their full need will receive a $100 honor award.
**Financial Aid to Students**

There is no application for a Presidential Scholarship. All qualified students accepted for admission by February 1, receive consideration by the selection committee. Winners are notified by mid-March. Further details are described under *Programs for Talented Students*.

**HOPE COLLEGE MERIT SCHOLARSHIPS**—HOPE annually sponsors two (2) scholarships through the National Merit Scholarship Program. Consideration is limited to Merit Semi-finalists who inform the National Merit Scholarship Corporation that HOPE is their first-choice college. Annual stipends ($250-$1500) depend upon individual need as determined by the Merit Corporation. HOPE Merit Scholars are included in all Presidential Scholar activities.

**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 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. The Parents' Confidential Statement for renewal of these must be submitted to the College Scholarship Service 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.
Financial Aid to Students

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.

Designated Scholarships and Grants

General

MARBLE COLLEGIATE MEN'S LEAGUE SCHOLARSHIPS* — Four $500 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, the Earnest Shay, and the Martin Sommer 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. The G. M. Scholarship is awarded on alternate years.

GENERAL MOTORS SCHOLARSHIP* — Amount dependent upon individual need ranging from $200 to $2,000, granted on the basis of academic achievement, demonstrated leadership abilities, career goals, and financial need 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 from an area served by the Detroit Edison Company 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 from an area serviced by the Consumers Power Company 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.

THE GEORGE STEININGER SCHOLARSHIP — Awards to needy and worthy juniors and seniors. Established by Della B. Steininger and her children, George Steininger and Helen S. Stults, in memory of the Reverend George Steininger, Class of 1916.

*Scholarships for which freshmen are considered.
THE JOHN VANDER BROEK SCHOLARSHIP GRANT*—A sum of $250 a semester for needy freshman students from Ottawa and Luce Counties in Michigan. Established by Mrs. John Vander Broek, Mr. and Mrs. John K. Vander Broek, T. Keppel's Sons and Keppel's Mason Supply Companies.

ALVIN M. BENTLEY FOUNDATION SCHOLARSHIP*—An award of $500 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 American and who are in financial need. Priority is given to students from the Second Reformed Church of Kalamazoo and the Classis of Kalamazoo.

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.
Financial Aid to Students

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

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

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

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 FRED MULDER GRANT — A fund of $6,400, the income to provide a grant-in-aid for a worthy student demonstrating financial need. Grades and class standing are not necessarily a determining factor in naming the grant recipient.

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.

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.

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.
Educational Support

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 AWARDS — Given each year to entering freshmen in the applied music fields of Piano, Voice, Instrument and Organ. Awards are awarded on the basis of an audition by means of a tape recording. Audition tapes must be submitted by March 1. 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.

Physics

A number of scholarships and stipends, funded by corporations and foundations, are available. Application must be made through the department chairman.

Research Corporation Grants of $150 per semester for part-time research.

NSF COSIP Grants for summer research projects.
Financial Aid to Students

Psychology

CHRISTOPHER JAMES STRINGER MEMORIAL AWARD—A $200 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.

Loans Available to Qualified 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 JOHN DYKEMA LOAN FUND—This student loan fund is designed for students who demonstrate excessive need and who may be forced to discontinue their studies without the use of such funds. Grades are not to be a determining factor in awarding these loans. Established by Susan M. Dykema.

THE BING CROSBY LOAN FUND—This is a loan program established by the Trustees of the Bing Crosby Youth Fund, for deserving students who are in need of financial assistance to complete their education. The money is to be loaned to students having satisfactorily completed their freshman year.

THE FLOYD LONG LOAN FUND—This institutionally operated loan program was established to help meet the educational expenses of Hope students who demonstrate financial need and show academic promise.

JANET ALBERS YONKMAN LOAN FUND—This fund is to be a Student Loan Fund, all loans to be made to students whose scholarship record and potential suggests that they will pursue successful academic careers at and be graduated from Hope College. Primary consideration will be given to music students, but the fund is open to application by all interested students. Loans will be made to worthy, deserving, and responsible students who have given evidence of leadership potential and who have financial need.

THE NATIONAL DEFENSE STUDENT LOAN ACT provides loan funds to the college. To receive consideration, a student must be at least a half-time resident and must be making residence in the U.S.A. Special consideration is given to students with financial need who intend to teach in elementary or secondary schools.

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. Loans are made through the student's home bank at an interest rate not to exceed 7%. The government pays the interest while the student is attending Hope College. The repayment period begins 9 months after graduation at which time the borrower begins to pay the interest charge. A repayment period of 10 years may be arranged.
Other educational foundations provide loan funds for students and information on these is available at the Office of Financial Aids. 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, Inc., or Tuition Plan. E.F.I. and Tuition Plan specialize in education financing; their programs permit paying education expenses in monthly installments. For further information, write the Director of Financial Aid or write directly to Education Funds, Inc., 10 Dorrance St., Providence, Rhode Island 02901; or Tuition Plan, 410 North Michigan Ave., Chicago, Illinois 60611.

All EFI agreements include insurance on the life of the parent. There is also total and permanent disability insurance on the parent, plus trust administration in the event of the parent's death or disability, thus insuring the continuation of the student's education.

**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. The Financial Aids Office 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 college 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 1969-70

Fees

GENERAL SEMESTER FEES:

Over-all for boarding students (Tuition, room and board) $1170.00
Tuition 725.00
Board\(^1\) 250.00
Room\(^2\) 185.00
Laboratory of Chemistry 24, 35 and 36 30.00
Laboratory for other science courses 15.00
Applied Music\(^3\)
  Organ, Piano, Voice, or Instrument — one thirty-minute lesson a week 50.00
  A forty-five minute lesson a week 75.00
Class Instruction\(^3\) in Voice, Piano, or Instrument 25.00

SPECIAL FEES:

Application (paid by each student upon application for admission) $10.00
Late Registration 5.00
Diploma 10.00
Enrollment Deposit ($25.00 applied against general fees, $25.00 used as a security deposit refundable upon graduation or withdrawal) 50.00
Cultural Affairs Program (payable at 1st semester registration) 10.00
Linen Service (optional)* 19.50
Tuition above normal 16-hour load (per credit hour) 40.00
Tuition below 12 hour load (per credit hour) 50.00

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 with draw 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.

\(^1\)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.

\(^3\)Fees for Applied Music and Class Instruction are in addition to the normal credit hour charge. However, if a student is enrolled in over sixteen credit hours of instruction including Applied Music, he will not be charged additional tuition for the hours over sixteen.

* Linen service is optional and can be contracted for both semesters at $36.
Concerned students know there is no better investment today than that of sound academic training in the disciplines of the arts, humanities, and sciences.

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 will be prorated. Those students who desire to change boarding plans once they have registered for a semester must have authorization from the Dean of Students.
Theatre students — between the acts
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 major, or field of concentration, aims partially at fulfilling this need. In several areas, professional sequences also contribute to this objective. Finally, the basic course requirements aims 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 must present a minimum of one hundred twenty-six (126) credit hours of college work. The grade average of all his course work must be 2.0 or higher.

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-four fields of major concentration. The bachelor of arts degree may be earned in art, biology, business administration, chemistry, classical languages, economics, English, French, geology, German, history, humanities, language arts, Latin, mathematics, music literature and history, music theory, philosophy, physical education, physics, political science, psychology, religion, science, social studies, sociology, Spanish, speech (communication), and/or theatre. The bachelor of music degree may be earned in performance, vocal music education, and/or instrumental music education.\(^1\)

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.\(^2\)

\(^1\)See Appendix for Glossary of Terms.
\(^2\)For general college requirements for bachelor of music degrees, see pages 99-100.
# 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><strong>Freshman</strong></td>
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<td></td>
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<tr>
<td></td>
<td>Introduction to</td>
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<tr>
<td></td>
<td>Liberal Studies:</td>
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<td></td>
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<tr>
<td></td>
<td>English 13 or 15 4 hrs.</td>
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<td></td>
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<tr>
<td></td>
<td>Philosophy 13 3 hrs.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Religion 21 3 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Old Testament)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>English 31, 32 6 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(World Literature)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Religion 22 3 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(New Testament)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Either</strong></td>
<td>Fine Arts: Art 21,</td>
<td>Mathematics 3 hrs.</td>
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<tr>
<td></td>
<td>3 hrs. Economics 21 or</td>
<td></td>
<td>Science^: Biology,</td>
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<td></td>
<td>Political Science II</td>
<td></td>
<td>Chemistry,</td>
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<tr>
<td></td>
<td>3 hrs.</td>
<td></td>
<td>Geology,</td>
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<tr>
<td></td>
<td>Foreign Language 11, 12</td>
<td></td>
<td>8 hrs.</td>
</tr>
<tr>
<td></td>
<td>or 31, 32 8 hrs.</td>
<td></td>
<td>Biology,</td>
</tr>
<tr>
<td></td>
<td>History II 3 hrs.</td>
<td></td>
<td>Geology,</td>
</tr>
<tr>
<td></td>
<td>Physical Education 2 hrs.</td>
<td></td>
<td>Sociology 21 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>(Two semesters)</td>
<td></td>
<td>Physics 8 hrs.</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>Interdisciplinary</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Studies 71 or 74</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or Religion 51,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>52, 63, 64, or 75</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>36 hrs.</td>
<td>8 hrs.</td>
<td>11 hrs.</td>
</tr>
</tbody>
</table>

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

2. For pre-professional programs on law, nursing, medicine, etc., students are advised to see Preparation (Professional).

3. Two courses totaling eight hours of science required.

### Introduction to Liberal Studies

A seven 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 or 15 and Philosophy 13.
The Degree Program

Cultural Heritage
An eleven or 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 Theatre, normally Art 21, Music 17 or Theatre 30; (c) three hours of History. Three hours of advanced literature in a foreign language may be substituted for either English 31 or 32.

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 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, eight hours in science and three hours in mathematics, normally completed by the end of the sophomore year.

Students must elect at least two courses, totaling eight hours of science from those designated in the departments of biology, chemistry, geology, and physics. At least one of these courses must include laboratory. The third course must be in the field of mathematics. A minimum of three semester hours in mathematics is required. Students may select any course(s) from the offerings of the Mathematics Department.

Foreign Language
The basic requirement for all who enter with normal requisites for entrance (at least two years of one high school language) is one additional year of language study which does not repeat work done in high school. All such students may satisfy the college requirement either by taking an additional year of work in the language studied in high school beyond the achievement level attained there, or by taking the elementary course (8 hours) of a language not studied in high school. If the student elects to continue studying a language already studied in high school, the level of college language courses which will satisfy his language requirement is determined by the number of years the language was studied in high school. If a student’s competency (demonstrated, for example, by a placement examination) is such that he is not qualified to begin his foreign language study at the level indicated below, he may begin at a lower level without college credit. Only those course levels indicated below will carry college credit. For students with 4 or more years of a given high school language, one year of advanced courses (6 hours) will satisfy the requirement. For students with 2 or 3 years of a given high school language, one year of intermediate level courses (8 hours) will satisfy the 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, English, History, and Religion. 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.
The Degree Program

Religion
A six semester-hour sequence, normally completed by the end of the sophomore year, Religion 21 and 22. (Three semester hours for Junior and Senior transferees).

Senior Seminar
A three semester-hour course to be taken either semester of the senior year. Students may elect from the following courses to fulfill this requirement: Interdisciplinary Studies 71 and 74, Religion 51, 52, 63, 64 and 75.

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 a total of only four semester hours of credit in these courses, including two in the core, may count toward graduation.

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 Degree Program

*Language Arts* (Communication, English Language, Foreign Languages. Focus is on languages as a communicating art).

*Humanities* (Literature, Art, Music).

*Social Studies* (History, Political Science, Sociology, Economics, Geography).

*Science* (Biology, Chemistry, Geology, Mathematics, Physics).

**SCIENCE MAJOR:** To insure that students majoring in biology, chemistry, geology, or physics reach a higher level of scientific sophistication early in their college years, the following courses will be taken in sequence by all prospective majors in the natural sciences, beginning with the Class of 1972:

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 20 or 31*</td>
<td>31 or 32</td>
<td>32</td>
</tr>
<tr>
<td>Physics 23</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Chemistry 23</td>
<td>24 and 28</td>
<td>15**</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>15**</td>
</tr>
<tr>
<td>Geology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*only Mathematics 20 required of biology majors.

**only one of the courses required. Must be taken in Semester III (or earlier) by Biology or Geology Majors.

Students who plan to pursue courses in secondary school science teaching should consult department in which they will major for specific course requirements.
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>3.5 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>2.5 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>
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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 (or grade) point average of 2.0 shall be required for graduation from Hope College. A student may repeat any course at Hope College. Grade points and credit given for the original attempt will be replaced by those earned in the repeated course but the record of the original attempt will remain a part of the student's record and will be included in his transcript for information only.

Incompletes and Failures

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.
General Academic Regulations

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.

Repeating a Course

If a student wishes to raise his mark in a course so that his cumulative average of 2.0 or better can be maintained, he may repeat any course at Hope. The original course mark will be replaced by that earned in the repeated course, but the record of the original attempt will remain as part of the student's record (for information purposes only).

Withdrawal from College

In order to assure himself of an honorable dismissal from college, a student withdrawing from college anytime during an academic term must obtain a withdrawal form from the Records Office and have it signed by the Dean of Men or the Dean of Women, the Dean for Academic Affairs, and the Business Office.

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 AND DROPPING OF COURSES—No student may enter a new course or drop out of a course after the end of the second week in the semester.

WITHDRAWAL FROM COURSES—A student may withdraw from a course after consultation with his instructor and counselor within the first ten (10) weeks of the semester. The notation "W" will appear on his record. Courses withdrawn from after that period will be recorded as failures.
PASS-FAIL COURSES FOR JUNIORS AND SENIORS—Each junior and senior, as a part of his regular quota of courses, is permitted to elect and designate in each semester one course for which he will be granted the usual academic credit but without an official grade on his record other than the pass-fail designation. This procedure has the following provisions:

1. The course designated must lie outside the student’s major field. It may not be a required course, either by the Department of the student’s major or by the College.

2. The student should perform the work, an otherwise fulfill all the regular requirements of the course to the satisfaction of the instructor—having done this, he will receive a “P” for pass, if not, an “F” for fail.

3. Any student wishing to elect a course under the pass-fail plan should complete the normal registration procedures and within the week following the completion of registration, should obtain a special pass-fail form from the Records Office. The student will indicate the course which he wishes to elect on a pass-fail plan, have it approved by his academic advisor, who will be responsible for seeing that the course is not an all-college requirement. This form will then be returned to the Recorder’s Office where change in designation of this single course from a grade to a pass-fail plan will be made. A student may not change a course either to or from a pass-fail designation at any time other than the one week period following registration.

4. The student will, during the semester, receive grades for his work in the course, but at the end, will receive on his record only the pass-fail designation.

5. The Professor will not be informed of the student’s election of the pass-fail grading system for his particular course, but this information will be available to the Professor at his request from the Registrar. The Professor will submit a letter grade for the student to the Records Office where it will be translated to either the “P” or “F” designation.

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.

Off Campus Credits

The final 30 semester hours of a Hope College degree program must be completed at Hope College or in an off-campus program sponsored by Hope College. The transfer of credits from another educational institution to Hope College as a part of the final 30 semester hours must be approved in advance by the Student Standing and Appeals Committee and the Dean for Academic Affairs.

A Hope student wishing to earn credits at another institution for transfer to Hope College must have approval for each course in advance by the Department Chairman and the Dean for Academic Affairs on a form provided for this purpose by the Recorder’s Office. When a complete off-campus program such as the Philadelphia Urban Semester, the Washington Semester, etc., has been approved by Hope College, it is not necessary for the student to have additional approval for individual courses offered in the program prior to his enrolling in that program. In this case, approval must be obtained for enrolling in the program in advance and approval for the actual courses to be taken should be made after registration in that program.
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 $40.00 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 course 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 (ninth) period ending at 5:20 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. 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.

In several departments, notably biology, chemistry, geology, 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 receive 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.
TME PRESIDENTIAL SCHOLAR PROGRAM

The Presidential Scholar Program was established to enable academically gifted students with strong potential for leadership to obtain a challenging liberal arts education at Hope College.

Each class of scholars has an individual faculty advisor working with it, and the program as a whole is under the general coordination of the Office for Academic Affairs. The President of the College is the program's advisor.

To hold this designation they must maintain good scholastic standing and be active participants in the honors section of the freshman Introduction to Liberal Studies course, an honors course in the sophomore year, individual study projects as upperclassmen, and in the special Presidential Scholar Forum sessions held during each year. In addition, the Presidential Scholars are invited to special dialogue sessions with the distinguished scholars and personalities who visit the campus. The key to this challenging program is involvement, in both intellectual and social contexts. The goal is to give these especially gifted students opportunities to explore areas of special interest to them and to aid in helping them find their niche in which their capabilities will be challenged most dynamically.

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.
Academic Sessions

THE URBAN SEMESTER IN PHILADELPHIA

The Great Lakes Colleges Association and the Philadelphia Board of Public Education sponsor jointly a program designed to give students direct participation in the social changes and challenges of the inner city. The program offers an experimental approach to education through involvement as well as a term in an urban setting. Students in the program are assigned to professionals engaged in improving the qualities of urban living. These people—educators, religious leaders, community leaders, urban administrators—help supervise student work on individual urban projects. The academic study carried on by students is directly related to the problems being experienced in the action projects. GLCA faculty in Philadelphia lead seminars, discussion groups, and direct independent study programs. Student teaching may be done in conjunction with the program. For further information, consult Professor Clark.

THE ARTS PROGRAM IN NEW YORK

The Great Lakes Colleges Association provides in its New York Arts Semester rich opportunities for the student seriously interested in art, music, or theatre. The Program gives the student ready access to vast numbers of original works of art, to a variety of dramatic and musical events, and to special collections of research materials. Students participate, through apprenticeships or less formal means, in the milieu of the professional artist to better understanding of the intentions, the problems, and the means of the arts.

The more imaginative the student’s research project, the more likely it engages the attention of those responsible for rare archival holdings. Those with special interest in turn-of-the-century architecture can, for example, profitably study carvings and architectural fragments being collected by the Anonymous Art Society as more and more of the City's brownstones are destroyed. Or a history or economics major working on the Depression can, for instance, utilize photographic documents of the era in the collection of the Museum of Modern Art. Interested students should consult Professor Delbert Michel.

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. A few courses are acceptable at Michigan universities for graduate credit.

For full details on the regular summer course program, write to the Director of the Summer School.
TRIAL SESSION

Within the framework of this summer school the College maintains a Summer Trial Session, a special program designed to help high school graduates, with some promise but with weak academic backgrounds, prepare themselves to move successfully into the normal college Freshman program in the regular fall semester. 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 Admissions.

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. Elliot A. Tanis, Director of NSF Summer Institute in Mathematics, both in care of Hope College, Holland, Michigan 49423. Deadline date for returned applications is February 15.
**Academic Sessions**

**SLOAN FOUNDATION PROGRAM** — An invitational six-week course supported by the Sloan Foundation and designed for high school graduates who wish to qualify in mathematics before entering the science program during the fall semester. Information may be obtained from the program director Professor Charles Steketee.

**UPWARD BOUND PROGRAM** — An educational project designed to include 40 disadvantaged high school students from greater Muskegon and from Ottawa County, in a seven week summer experimental course. Upward Bound is a nation-wide program funded by the Federal Office of Economic Opportunity and by the participating College. The purpose of the program is to provide a new and stimulating environment for learning. Information is available from the Project Director Mr. Samuel Williams.
Educational Opportunities Abroad

Europe

Austria
Hope College Vienna Summer School — for description see Index
Semester or Year Program in Vienna — IES
Semester at University of Salzburg — Hope History Majors

France
Semester or Year Program in Grenoble (Hope-Albion)
Summer, Semester or Year in Nantes — IES
Semester or Year in Paris — IES

Germany
Semester or Year at Freiburg — IES

Great Britain
Junior Year at University of Aberdeen — GLCA
Junior Year at University of Durham — IES

Netherlands
Hope College Semester at University of Groningen — Chemistry

Spain
Summer, Semester or Year in Madrid — IES

Yugoslavia
Yugoslavia-American Seminar at University of Ljubljana — GLCA
Fall Semester at University of Novi Sad — GLCA (pending)

Non-European Areas

Africa
Fall and Winter in East or West Africa — GLCA

Asia
Six, nine or twelve months program at Waseda University, Tokyo, GLCA
Hope College Summer program at Meiji Gakuin University, Tokyo
(proposed for 1970)
Oberlin College Summer program in Taiwan

India
Year in India — GLCA

Latin America
Semester or Year in Bogota, Colombia — GLCA
Summer Session at Guanajuato, Mexico — GLCA

Near East
Year Program in Beirut, Lebanon — GLCA

Participation in study abroad programs is generally limited to students who have completed two years and who have achieved a “B” average in their college work. For many of the programs there is a language prerequisite. All applications for participation in academic programs abroad are processed by the Hope College International Education Office and screened by a special foreign study admissions committee. The cost of foreign study varies considerably depending on length of time, extent of travel and special features of the particular program. Generally speaking, the fees for a year abroad, including travel, are not substantially higher than the usual expenditures needed for an academic year at Hope College.

Regular scholarships may be used for the programs of the Great Lakes Colleges Association and for those of the Institute of European Studies. Some additional assistance is available for study at GLCA centers and for the Hope College Vienna Summer School.
Academic Sessions

Students enrolled in approved foreign study programs will continue to be carried on the Hope College records as regular students and the credits they earn abroad will be recorded on their Hope College transcripts when they return.

Other Academic Programs in Foreign Countries

There are literally hundreds of other academic programs abroad available to interested students. Many of these are sponsored by accredited American colleges or universities, others are directly or indirectly sponsored by foreign universities and a number are more or less commercial in nature.

Students thinking of participation in programs other than those specifically approved by the college should consult the chairman of their major department and the director of International Education prior to enrollment in order to ascertain if grades earned abroad will be acceptable for transfer to Hope College.

Non-Academic Programs Abroad

The Hope College International Education Office also provides information on work, travel and residence opportunities abroad for students who are primarily interested in adding an international dimension to their experiences through a summer of living or working in a different cultural environment.

Particularly recommended are summer work camps abroad, programs of the Experience in International Living and the Operation Crossroads Africa project. Though some of these programs are less expensive than foreign study opportunities in which students can earn academic credits, there is almost no way in which students can expect to earn enough to pay fully for this type of overseas program. The one exception to this is the Community Ambassador program available to residents of the Holland area in which all the expenses are paid by the program.

For further information, write Dr. Paul G. Fried, Director of International Education, Hope College, Holland, Michigan 49423.

European Study Programs

THE HOPE COLLEGE VIENNA SUMMER SCHOOL

Established in 1956 as one of the first American programs in Austria the Hope College Vienna Summer School annually offers a regular summer session in Europe designed specifically to meet the needs of Hope College students, but open also to qualified sophomores and juniors from other institutions. The Vienna Summer School offers students opportunity for new experiences in the various phases of the program:

*Ocean Voyage to Europe*: 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, languages classes, travel tips, etc., as well as recreational opportunities and a chance to simply rest.

*Organized Study Tour*: 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.
Academic Work in Vienna:
The academic 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.

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 Hope College transcript and credits for work completed in Vienna.

Residence in Austrian Home:
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.

Independent Travel:
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 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 GRENOBLE

Qualified students may spend their junior year in Grenoble, France, the “Olympic City.” They receive full credit for French studies and may also receive credits in art, music, history, etc.

The program extends from September 1 to June 15 and includes several group trips plus time for individual traveling. Cost, including travel, room and board, university tuition, and Christmas ski vacation, is $2,500 (for 1969-70).

Besides the excellence of the University of Grenoble, the value of the program lies in the opportunity of direct contact with the French people: only one per cent of the students in Grenoble are American.

Interested students, especially Freshman, should manifest their interest as early as possible in order to set up their individual programs.
Academic Sessions

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 an 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., in the summer session in Mexico, or in the fall 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.
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 earned in Beirut will be transferred to Hope College. The cost 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 approximately two weeks of U.S. orientation, four weeks of language study in Japan, and four weeks of work experience in rural Japan.

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. Current plans include a summer session in Japanese studies for Hope students at Meiji Gakuin University in Tokyo for the coming year.
The Curriculum

ART

MR. VICKERS, CHAIRMAN; MR. MCCOMBS, MR. MICHEL, MR. SHEARDY, MR. SMITH.
Assisting Faculty: MRS. WALSH.

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 12, Art 21, and Art 39, may make application for the major in art. The application must be accompanied by a representative portfolio of the student’s work. A major consists of at least 34 credit hours in art, including Art 12, 21, 39, 33, 35, 37, and at least three additional semester courses in art history. The major student is also required to have a concentration (at least 9 hours) in either painting, printmaking, drawing, sculpture, or ceramics or 18 hours in art history. A major with a studio concentration must present a comprehensive portfolio and an exhibition of his work at the end of his senior year. Majors with an art history concentration must prepare a major paper.

The History of Art

Course Offerings

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

SHEARDY, VICKERS 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

SHEARDY, VICKERS 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

SHEARDY, VICKERS 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

SHEARDY, VICKERS SECOND SEMESTER

46. BAROQUE AND ROCOCO ART — Painting, sculpture and architecture in Europe in the seventeenth and eighteenth centuries. Offered alternate years. Also offered as part of the Vienna Summer School each summer. Prerequisite: Art 21 or permission of the chairman.

THREE HOURS

SHEARDY, VICKERS 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

SHEARDY, VICKERS FIRST SEMESTER
Art

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

SHEARDY, VICKERS SECOND SEMESTER

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

SHEARDY, VICKERS FIRST SEMESTER

50. NON-WESTERN ART — A brief survey of Primitive Arts and the Arts of India, China and Japan. Offered alternate years. Prerequisite: Art 21.

THREE HOURS

SHEARDY

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.

THREE HOURS

MICHEL, MCCOMBS, VICKERS 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.

THREE HOURS

SMITH, MICHEL BOTH SEMESTERS

33. PRINTMAKING — A study of the techniques and procedures involved in using certain graphic media, such as etching, drypoint, and woodcut. Prerequisite: Art 12 and 39.

THREE HOURS

MCCOMBS BOTH SEMESTERS

34. ADVANCED PRINTMAKING — Continuation of Art 33. May be repeated for credit with permission of the instructor. Prerequisite: Art 12, 39, and 33.

THREE HOURS

MCCOMBS BOTH SEMESTERS

35. PAINTING — Experimentation with various painting media, such as oil, watercolor and acrylic, leading to the development of painting skills. Prerequisite: Art 12 and 39.

THREE HOURS

MICHEL BOTH SEMESTERS

36. ADVANCED PAINTING — Continuation of Art 35. May be repeated for credit with permission of the instructor. Prerequisite: Art 12, 39 and 35.

THREE HOURS

MICHEL BOTH SEMESTERS

37. SCULPTURE — An introduction to the techniques and use of sculptural materials. Basic casting and construction methods are explored. Prerequisite: Art 12 and 39.

THREE HOURS

SMITH BOTH SEMESTERS

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 12, 39 and 37.

THREE HOURS

SMITH 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 to all studio courses.

THREE HOURS

MICHEL, MCCOMBS 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 12 and 39.
THREE HOURS  
MICHIEL, McCOMBS  BOTH SEMESTERS

53. CERAMICS — Introduction to pottery; coil and slab construction, wheel forming, glazing and kiln operation are explored. Prerequisite: Art 12 and 39.
THREE HOURS  
SMITH  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 12, 39 and 40.
THREE HOURS  
SMITH  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  
STAFF  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  
STAFF  SUMMER

89. GLCA ARTS PROGRAM — The Great Lakes Colleges Association Arts Program, presently based in New York City, involves the student in a full semester study and involvement in the arts. The program includes a Seminar on the Arts in which all students participate, together with individual projects including one or a combination of the following: professional apprenticeship, independent research, enrollment in courses not available to the student on his own campus or in nearby institutions. Approval by the department is required prior to the student's registering for this course, and the department must approve the student's individual program before credit will be granted. The GLCA Arts Program should preferably be taken in the sophomore or junior year. The registrant must be accepted into the program by the Director of the Program.

At the discretion of the department, a portion of the credits earned in this semester may be applied toward the student's major requirements. Otherwise, the credits will be understood to constitute elective hours within the department.
SIXTEEN HOURS (MAXIMUM)  
EITHER SEMESTER
The 80-acre biology field station is ideal for a wide range of research. The station, recently given the College, has a 10-acre lake, large wooded area, sand dunes, marsh — virtually untouched for more than a century.

BIOLOGY

MR. NORTON, CHAIRMAN; MR. BRADY, MR. ERVIN, MR. FITZSIMMONS, MR. GREIJ, MR. McBRIDE, MR. OCKERSE, MR. RIECK, MR. VAN FAASEN.

MAJOR: Students majoring* in biology must take a minimum of 25 hours in the department. Students who intend to do graduate work in biology must take one year of organic chemistry. Pre-medical and pre-dental students must take one year of organic chemistry and one year of physics. All incoming freshmen are encouraged to take Chemistry 23, 28, and Physics 23 as prerequisites for Biology 15S. Biology 13 and 14 are designed for non-science majors. All biology majors are required to take in their senior year, Biology 90 (Senior Seminar).

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.

15x. PRINCIPLES OF BIOLOGY — An introductory biology course for science majors consisting of the principles of cellular biology, genetics, evolution and development. Three classroom periods and one three-hour laboratory per week. Prerequisite: Chemistry 28.

15. PRINCIPLES OF BIOLOGY — The content of this course is similar to that of Biology 15x, however this course has no organic chemistry requirement. It is open to incoming freshmen who intend to major in biology but who are unprepared to take Chemistry 23 and 28 during their freshmen year.

*Also see Science Major under the Degree Program, p. 74.
16. PRINCIPLES OF BIOLOGY II — An introductory biology course for science majors consisting of organismal biology, physiology and ecology. Three classroom periods and one three-hour laboratory per week. Prerequisite: Biology 15S or 15. 
FOUR HOURS BRADY, FITZSIMMONS, GREIJ, OCKERSE, VAN FAASEN SECOND SEMESTER

17. PRINCIPLES OF HEREDITY — A course for non-science majors involving the principles of mendelian genetics. Emphasis is placed on human genetics.
TWO HOURS NORTON 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 15S or 15, and 16. Alternate years 1970-71.
FOUR HOURS McBRIDE 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 15S or 15, and 16.
FOUR HOURS RIECK SECOND SEMESTER

37. SURVEY OF THE PLANT KINGDOM — A comparative morphological study of the major classes of plants from the algae through the vascular plants; and includes structures, life cycles, and evolutionary relationships among these groups of plants. Two three-hour periods each week include lecture, laboratory, and field work. Prerequisite: One year of biology.
THREE HOURS VAN FAASEN SECOND SEMESTER

40. INVERTEBRATE ZOOLOGY — A study of the biology of selected invertebrate animals emphasizing their physiology, systematics, and ecology. Two one-hour lecture periods and two three-hour laboratories. Prerequisite: One year of biology.
FOUR HOURS BRADY SECOND SEMESTER

41. MYCOLOGY — 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 15S or 15, and 16. Alternate years, 1970-71.
THREE HOURS STAFF SECOND SEMESTER

42. PLANT ANATOMY — A study of cell, tissue, and organ development in vascular plants including both natural and experimentally induced phenomena. Two lectures and two two-hour laboratory periods per week. Prerequisite: Biology 15S or 15, and 16.
THREE HOURS ERVIN FIRST SEMESTER

43. VASCULAR PLANT SYSTEMATICS — A study of the major families of vascular plants; and includes their biology and evolutionary relationships, principles of plant classification, and emphasizes the local flora. Two three-hour periods per week include lecture, laboratory, and field work. Prerequisite: one year of biology.
THREE HOURS VAN FAASEN SECOND SEMESTER
44. PLANT PHYSIOLOGY — A study of growth and metabolism in plants including growth regulatory processes, photoperiodism, photosynthesis, respiration, mineral nutrition, and water economy. Two lectures and two three-hour laboratories. Prerequisite: Biology 15S or 15, and 16.

FOUR HOURS

46. INTRODUCTION TO PALYNOLOGY — 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 15S or 15, and 16.

THREE HOURS

50. PRINCIPLES OF ECOLOGY — The basic concepts of the interrelation of living organisms and their environment are studied. Two lecture periods and one three-hour laboratory. Prerequisite: Biology 15S or 15, and 16.

THREE HOURS
51. ORNITHOLOGY — An introductory study of the identification, classification, natural history, and adaptations of birds. Two lecture periods and one three-hour laboratory. Prerequisite: Biology 15S or 15, and 16.

THREE HOURS

GRIEJ  SECOND SEMESTER

53. HISTOLOGY — The structure of the cell and its modifications into various tissues. Two classroom periods and one three-hour laboratory period. Prerequisite: Biology 15S or 15, and 16.

THREE HOURS

RIECK  FIRST SEMESTER

55. EMBRYOLOGY — A descriptive, comparative and biochemical study of the development of embryos. Three lecture periods and two three-hour laboratory periods. Prerequisite: Biology 15S or 15, and 16.

FIVE HOURS

FITZSIMMONS  FIRST SEMESTER

61. GENETICS — A course presenting the fundamentals of genetics in relation to general biological problems. Three classroom periods and one three-hour laboratory per week. Prerequisite: Biology 15S or 15, and 16.

FOUR HOURS

McBRIDE  SECOND SEMESTER

64. ADVANCED PHYSIOLOGY — This course deals with the structure, functions, and conditions necessary for the maintenance of normal activities of the human body. Three classroom periods and two three-hour laboratory periods. Prerequisite: One year of chemistry and Biology 15S or 15, and 16.

FIVE HOURS

STAFF  SECOND SEMESTER

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

THREE HOURS

BRADY  FIRST SEMESTER

90. SENIOR SEMINAR IN BIOLOGY — A course designated to integrate biological concepts.

ONE HOUR

STAFF  BOTH SEMESTERS

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

CREDIT BY ARRANGEMENT

100. SENIOR HONORS PROJECT (also see Index)

ASSISTING IN BIOLOGY LABORATORY — Upon the recommendation of the chairman of the department, a number of students are invited to serve as laboratory assistants during their Junior or Senior year. No credit or honor points will be given toward graduation.

BIOLOGY SEMINAR — Guest speakers present seminars concerning some aspect of current research. Biology majors are encouraged to attend. No credit or honor points will be given toward graduation.

TEACHING OF SCIENCE — See Education 86.
CHEMISTRY

MR. JEKEL, CHAIRMAN; MR. BRINK, MR. DOYLE, MR. KLEIN, MR. HOEPFINGER, MR. NECKERS, MR. SMITH, MR. VANDER WERE, MR. WETTACK, MR. WILLIAMS.

MAJOR: The minimum requirement for a chemistry major* at Hope College is twenty-five semester hours (excluding Chemistry 15 and 16). However, students planning to specialize in chemistry in graduate school or wishing to obtain a position in industrial chemistry should fulfill the major requirements approved by the American Chemical Society. The minimum standards for the ACS approved major for graduating classes prior to 1972 include General Chemistry and Quantitative Analysis, Chemistry 33, 34, 53, 54, 62, 83; a choice of two of the following advanced courses Chemistry 81, 85, 86, 88 and 100; and at least two credits of laboratory work from 86 laboratory, 91, 92 or 100. The minimum standards for an ACS approved major starting with the class of 1972 consist of Chemistry 23, 24 (or 25 plus 26), 28, 31, 35, 36, 42, 51, 55, 56, 64, 66, 71 (and/or 72), 73, 83 and a choice of two of the following advanced courses 57, 58, 81, 88 and at least two credits of laboratory work from 68, 71, 72, 91, 92, or 100.

To qualify as an ACS approved major a student is also required to take Mathematics through Differential Equations, and Physics through Physics 29. Advanced Mathematics or Advanced Physics courses may be substituted for Biochemistry, Advanced Organic or Advanced Physical Chemistry. A one-year competency in a foreign language (usually German or Russian) is sufficient for a chemistry major, provided the student fulfills the Hope College language requirement.

Pre-medical, pre-dental and pre-veterinary students should take at least 25 semester hours (excluding Chemistry 15 and 16) to qualify for a chemistry major. Courses in physical chemistry are required by some medical schools.

Students who plan to teach chemistry in secondary school should take courses at least through Inorganic Chemistry I and Analytical Chemistry I. Additional advanced chemistry courses would be desirable.

Chemistry majors who wish to pursue graduate work in biochemistry should take Chemistry through Chemistry 56; Chemistry 57, 58 and 68; Biology 15 and 16; Biology 44 and/or 64; and elect courses among Chemistry 64, 66, 71, 72, 73, 81, 83, and 88; Biology 55 and 61. Alternatively, a student interested in biochemistry could take the courses for the ACS approved major along with Chemistry 57, 58 and 68.

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 and theories of chemistry. 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  JEEKEL  BOTH SEMESTERS

16. GENERAL CHEMISTRY — Continuation of course 15. Introductory organic chemistry and biochemistry is emphasized.

FOUR HOURS  HOEPFINGER  SECOND SEMESTER

*Also see Science Major under the Degree Program (page ...).
Chemistry

23. GENERAL CHEMISTRY — First course in chemistry for all students who wish to major in science. This course accompanies Physics 23. The five lectures per week will be divided between the two courses. Topics include stoichiometry, states of matter, periodicity, chemical bonding, chemical structure, solutions, kinetics, chemical equilibrium and electrochemistry. Average of three lectures per week and one recitation. Co-requisite: Physics 23.

THREE HOURS

24. LABORATORY OF QUANTITATIVE CHEMISTRY — An introduction to techniques useful in carrying out quantitative measurements on chemical systems. Laboratory work will include the use of the analytical balance, volumetric glassware, pH meters and ultraviolet and visible spectrophotometers, to study composition and properties. Laboratory six hours per week, including time for discussion of experiments. Prerequisite: Chemistry 23.

TWO HOURS

25. LABORATORY OF QUANTITATIVE CHEMISTRY (HONORS) — The content is similar to Chemistry 24, except that some topics will be considered in greater depth. Admission to this course will be determined on the basis of the student's high school record, as well as an interview during orientation week. Students interested in the course should contact either the instructor or the chairman of the department. Prerequisite: One year of high school chemistry, one year of high school physics and an adequate mathematics background. Laboratory, three hours per week, which includes discussions of the experiments. Co-requisite: Chemistry 23.

ONE HOUR

26. LABORATORY OF QUANTITATIVE CHEMISTRY (HONORS) — Continuation of 25.

ONE HOUR

28. ORGANIC AND PHYSICAL CHEMISTRY I — The first portion of the course consists of a continuation of the basic principles of chemistry including the kinetic and energetic aspects of chemical reactions. The second portion focuses on the chemistry of carbon compounds. The chemistry of monofunctional aliphatic compounds, particularly those of biological significance, is stressed. Lecture, three hours per week. Prerequisite: Chemistry 23.

THREE HOURS

31. ORGANIC AND PHYSICAL CHEMISTRY II — The course will include certain basic principles of chemistry such as spectroscopy and molecular structure and will continue the chemistry of carbon compounds begun in Chemistry 28. The chemistry of aromatic and certain difunctional carbon compounds will be discussed. Lecture, 3 hours per week. Prerequisite: Chemistry 28. Will be offered for the first time in 1969-70.

THREE HOURS

35. ORGANIC CHEMISTRY LABORATORY I — The laboratory stresses modern techniques for analyses of organic compounds, and studies of the mechanisms of organic reactions. Laboratory, 6 hours per week. Prerequisite: Chemistry 28. Will be offered for the first time in 1969-70.

TWO HOURS
Chemistry

36. ORGANIC CHEMISTRY LABORATORY II — A continuation of Chemistry 35 with emphasis on use of the chemical literature in organic synthesis. Laboratory, 6 hours per week. Prerequisite: Chemistry 31 and 35. Will be offered for the first time in 1969-70.

TWO HOURS

NECKERS SECOND SEMESTER

42. ORGANIC AND PHYSICAL CHEMISTRY III — The course will include further development of the energetic aspects of chemical systems, particularly as these aspects pertain to the chemistry of organic compounds. Lecture, 3 hours per week. Prerequisite: Chemistry 31, Physics 28, Mathematics 32. Will be offered for the first time in 1969-70.

THREE HOURS

BRINK, NECKERS SECOND SEMESTER

51. PHYSICAL CHEMISTRY — The course includes an in-depth treatment of quantum chemistry, spectroscopy and statistical thermodynamics. Lecture, 3 hours per week. Prerequisites: Chemistry 23, Physics 29, Mathematics 32. Will be offered for the first time in 1970-71.

THREE HOURS

BRINK, WETTACK FIRST SEMESTER

53. THEORETICAL AND PHYSICAL CHEMISTRY — The course emphasizes elementary principles of chemical thermodynamics, chemical kinetics, elementary statistical and quantum mechanics and molecular structure. Lecture, 3 hours per week; laboratory, 3 hours per week. Prerequisite: Chemistry 23 and 24 or equivalent, Physics 29, Mathematics 32. Offered for the last time in 1969-70.

FOUR HOURS

BRINK SECOND SEMESTER

54. THEORETICAL AND PHYSICAL CHEMISTRY — A continuation of Chemistry 53. Offered for the last time in 1969-70.

FOUR HOURS

BRINK SECOND SEMESTER

55. PHYSICAL CHEMISTRY LABORATORY I — An introduction to modern laboratory techniques used in physical chemistry. The work stresses the use of instrumentation, spectroscopic methods and vacuum techniques in obtaining accurate data from chemical systems. Laboratory, 3 hours per week. Prerequisite: Chemistry 42. Will be offered for the first time in 1970-71.

ONE HOUR

BRINK, WETTACK FIRST SEMESTER

56. PHYSICAL CHEMISTRY LABORATORY II — A continuation of Chemistry 55. Prerequisites: Chemistry 51 and 55. Will be offered for the first time in 1970-71.

ONE HOUR

BRINK, WETTACK SECOND SEMESTER

57. BIOCHEMISTRY I — The biochemistry of proteins, carbohydrates, lipids, enzymes, coenzymes, and nucleic acids are discussed together with the important metabolic pathways. Prerequisite: Chemistry 31. Will be offered for the first time in 1969-70.

FOUR HOURS

HOEPFINGER FIRST SEMESTER

58. BIOCHEMISTRY II — Special topics in biochemistry including bioenergetics, enzyme kinetics, mechanism of enzyme reactions and biochemical techniques. Prerequisite: Chemistry 42 and 57.

TWO HOURS

HOEPFINGER SECOND SEMESTER

64. INORGANIC CHEMISTRY I — The course includes the topics of periodicity, chemical bonding and application of thermodynamics to inorganic systems. Descriptive chemistry is emphasized. Lecture, 5 hours per week. Prerequisite: Chemistry 51. Will be offered for the first time in 1970-71.

THREE HOURS

JEKEL, WILLIAMS SECOND SEMESTER
66 ANALYTICAL CHEMISTRY I — Introduction to the principles upon which quantitative measurements in chemical systems are based. Lectures will emphasize chemical equilibrium and its application to titrimetry and separations. Statistical evaluation of chemical data, reaction rates in analysis, precipitation phenomena, and an introduction to electrochemical and spectroscopic methods will be covered. Lecture, three hours per week. Prerequisite: Chemistry 51. Will be offered for the first time in 1970-71.

THREE HOURS

KLEIN, SMITH SECOND SEMESTER

68. BIOCHEMISTRY LABORATORY — General biochemistry experiments including enzyme purification and characterization, dipeptide sequence determination, metabolism of radioactive acetate, oxidative phosphorylation, and determination of protein molecular weights. Techniques will include ion exchange chromatography, gel filtration, preparative centrifugation, analytical electrophoresis, dialysis, thin layer chromatography, manometry, and measurement of radioactivity. Laboratory, 3 hours per week. Prerequisite: Chemistry 57.

ONE HOUR

HOEPFINGER SECOND SEMESTER

71. ADVANCED LABORATORY I — The laboratory work incorporates concepts and techniques from the areas of inorganic, physical, analytical and biochemistry. The student will be assigned an individually tailored set of experiments depending on his background and interests. Prerequisite: Chemistry 51 and 56. Will be offered for the first time in 1969-70.

ONE, TWO or THREE HOURS

STAFF FIRST SEMESTER

72. ADVANCED LABORATORY II — A continuation of Chemistry 71. Prerequisite: Chemistry 51 and 56. Will be offered for the first time in 1969-70.

ONE, TWO or THREE HOURS

STAFF SECOND SEMESTER
73. ANALYTICAL CHEMISTRY II — Deals with the theory of modern instrumental methods of chemical analysis, with emphasis on those aspects most relevant to current chemical research activity. Lectures will cover the theoretical bases and some applications of electrochemical, radiochemical, X-ray, magnetic resonance, and spectroscopic methods. Lecture, three hours per week. Prerequisite: Chemistry 66 or 32. It is expected that a minimum of one hour of Chemistry 72 will be taken concurrently. Offered for the first time in 1969-70.

THREE HOURS

81. ADVANCED ORGANIC CHEMISTRY — Involves a study of mechanisms of organic reactions, modern synthetic methods, and molecular spectroscopy applicable to organic structural determination. Classroom, three hours per week. Prerequisites: Chemistry 42, 36 and 51.

THREE HOURS

83. ADVANCED INORGANIC CHEMISTRY — A continuing study of inorganic chemistry with emphasis upon its physical chemical aspects. Classrooms, three hours per week. Prerequisite: Chemistry 64.

THREE HOURS

88. QUANTUM CHEMISTRY — Advanced study of quantum chemistry and its application to atomic and molecular problems. The mathematical techniques of physical chemistry are stressed. Lecture, three hours per week. Prerequisite: Chemistry 51.

THREE HOURS

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.

SIX HOURS (MAXIMUM)

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

92. SPECIAL PROBLEMS — A continuation of Chemistry 91.

ONE, TWO or THREE HOURS

100. SENIOR HONORS PROJECT (See p. _______)

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

ASSISTING IN CHEMISTRY LABORATORY — Upon the recommendation of the chairman of the department, a limited number of students who have done meritorious work are invited 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 aspects of current chemical research. These seminars will have campus publicity. No credit or honor points will be given toward graduation.

TEACHING OF SCIENCE — See Education 86.
Courses in the Department of Communication are designed to give the undergraduate a liberal arts perspective in oral communication and an understanding of the role of the mass media in contemporary society. A critical evaluation of the role of the public media will assist the student who plans a career in teaching, public service or other professions which require knowledge of the entire spectrum of communication.

Thirty hours in communication are required for a major and should include: Communication 21, 22, 39, 41, 42, 46, 53, 54 and 88.

Students wishing to obtain certification for teaching of communication in the secondary schools should plan to complete the education course requirements of the Department of Education.

21. THE COMMUNICATION PROCESS — An introduction lecture-discussion course exploring the nature of the communication process, its elements and their functionings, conditions of success and points of potential breakdown. Consideration of various communication models, meaning and how it is transferred, ways of measuring success in communication.

22. PUBLIC SPEAKING — A course following 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.

39. ARGUMENTATION AND DEBATE — 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.

*Formerly Speech.
Communication

41. VOICE AND DICTION — 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.

THREE HOURS

STAFF

42. 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

STAFF

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: Participation in the intercollegiate activity during the semester immediately preceding, and permission of instructor.

TWO HOURS

STAFF

53. SPEECH AND SOCIAL CONTROL — Attention to the problems, methods and ethics of social control through speech in its broadest aspects. Comparison of information, argument and emotional or psychological appeal as instruments of social control. Analysis of propaganda and mass persuasion techniques. Practice in the basic problems of persuasive speaking, the commending of attention, development of motive appeals, use of suggestion, etc. Prerequisite: Communication 21 and 22.

THREE HOURS

54. 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

61. RHETORICAL FOUNDATIONS — 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: Communication 22 and 39.

THREE HOURS

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: Communication 37. Offered alternate years, 1969-70.

THREE HOURS

SECOND 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 Communication. Alternate years, 1968-69.

TWO HOURS

SECOND SEMESTER
Courses in the combined Department of Economics and Business Administration are listed below. A student may qualify for a major in either economics or business administration. In majoring in either area the student will normally take Economics 21 and 22 and Business Administration 31 and 32 in the Freshman or Sophomore years. It is possible, however, for a student to begin in the Junior year if he has satisfied most of the general college requirements; with department approval he may take certain upper-class offerings along with the Sophomore courses. Students majoring in other departments who wish the usual economic principles course should elect Economics 21 (and 22, 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), and Insurance (84). The same applies in the case of Economics 75 and 76.

ECONOMICS MAJOR: The program for this major requires a minimum of thirty-two semester hours in economics; hours earned in Principles of Accounting, (Business Administration 31 and 32 and Introductory Statistics (Mathematics 35) may be counted towards this total. The course program must include Principles of Economics (21 and 22), 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.

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.

BUSINESS ADMINISTRATION MAJOR: This major requires a minimum of eighteen hours in business administration courses together with a minimum of seventeen 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 seventeen hour total. The course program must include Principles of Economics (Economics 21 and 22), 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.

The major in business administration serves a twofold purpose: to provide a solid foundation for those wishing to enter graduate school and to provide an education in the liberal arts tradition which will prepare students for direct placement in business careers.
Economics and Business Administration

A—Economics

21. PRINCIPLES OF ECONOMICS — A general introduction to economic principles concepts and problems designed to fulfill the objectives of the college social science requirement and to prepare students for advanced level work. The course deals with the nature and functions of the economic system with particular emphasis on the determination of the level of employment, the price level and questions of growth and development. Attention is given to theoretical models used in the establishment of governmental monetary and fiscal policy.

THREE HOURS

22. PRINCIPLES OF ECONOMICS — A continuation of course 21 emphasizing the role of prices and the theory of the firm in allocating resources to production. A number of special problems are considered in the final section of the course. Prerequisite: Economics 21.

THREE HOURS

51. MONEY AND BANKING — Analysis of the nature and development of money, role of commercial banks, and the Federal Reserve System, relation of money flows to prices and economic activity, monetary policy, and international aspects of money and banking. Prerequisite: Economics 21, 22.

THREE HOURS

52. LABOR ECONOMICS — An introductory survey of the labor movement including the development and objectives of labor organizations, employer attitudes and practices under varied market conditions, basic problems of labor, and public policy toward labor organizations. Prerequisite: Economics 21, 22. Alternate years.

THREE HOURS

62. ECONOMIC STATISTICS — Continuation of the study of statistics begun in Mathematics 35 emphasizing applications for decision-making in economic and business environments. Prerequisite: Economics 21, 22 and Mathematics 35.

TWO HOURS

63. 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 21, 22. Alternate years.

THREE HOURS

64. 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 21, 22. Alternate years.

THREE HOURS

74. INTERNATIONAL TRADE — Survey of the field of international trade, with attention given to fundamental theory and present policy and practice. Prerequisite: Economics 21, 22. Alternate years.

THREE HOURS
Economics and Business Administration

75. HISTORY OF ECONOMIC THOUGHT — An introduction to, and critical survey of, the important men and ideas in economic theory. Attention is given to the interaction of ideas and the time, and to the evolution of significant economic doctrines. Prerequisite: Economics 21, 22, or consent of instructor for seniors recommended by other departments. Alternate years.

THREE HOURS

HENDERSON FIRST SEMESTER

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 21, 22, or consent of instructor for seniors recommended by other departments.

THREE HOURS

RIVERA FIRST SEMESTER

77. ECONOMIC GROWTH AND DEVELOPMENT — A study of the factors that influence the growth and development of modern economics with particular emphasis on the “developing nations.” Attention will be given to theoretical models as well as the interplay of social, political and cultural phenomena. Prerequisite: Economics 21, 22 or consent of instructor. Alternate years.

THREE HOURS

STAFF FIRST SEMESTER

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

81.2 TWO HOURS
81.3 THREE HOURS

STAFF BOTH SEMESTERS

B—Business Administration

51, 52. 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.

SIX HOURS

CAMPBELL

53. PRINCIPLES OF MANAGEMENT — Study of traditional 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 21 or consent of instructor.

THREE HOURS

DE BOER FIRST SEMESTER

54. BUSINESS LAW — A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisite: Economics 21, or consent of instructor.

THREE HOURS

HANN SECOND SEMESTER

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

CAMPBELL SECOND SEMESTER
61. MARKETING PRINCIPLES — Study of the distributive process and marketing problems covering functions, institutions, methods, commodity marketing, merchandising, prices, and competition. Prerequisite: Economics 21 and 22.

THREE HOURS  
DE BOER  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 21. Alternate years.

THREE HOURS  
CAMPBELL  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 21, 22. Alternate years.

THREE HOURS  
CAMPBELL  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  
STAFF  SECOND SEMESTER

73. PERSONNEL ADMINISTRATION — Study of the personnel function from the standpoint of principles, methods, and organization with emphasis on the behavioral sciences. Prerequisite: Business Administration 53, or consent of instructor.

THREE HOURS  
STAFF  SECOND 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 21, or consent of instructor.

THREE HOURS  
VAN LENTE  FIRST SEMESTER

84. MANAGEMENT PROBLEMS — Advanced case-method study of significant problems arising in the business administration field, integrating subject matter of lower level courses. Special lecturers and business simulation techniques are utilized as supplements to case work. Course should be elected by all Business Administration majors during their senior year.

THREE HOURS  
DE BOER  SECOND SEMESTER
The courses offered in this department are intended to prepare students for elementary and secondary school teaching; however, prospective college teachers also are invited to enroll. Students planning to teach in the elementary and secondary schools must be formally admitted to the Teacher Education Program. Requests for admission should be made during the sophomore year. Information concerning admission criteria and procedures is available in the office of the Department of Education.

Students planning to teach should follow the requirements for certification as established by the state in which they wish to teach. Inasmuch as teaching requirements vary among states, students should confer with the Department's Director of Certification.

In fulfilling the requirements for a teaching certificate in the state of Michigan, the Hope College student must do the following:

1. Secure formal admission to the Teacher Education program.

2. Complete Psychology 15 before entering any course in the Department of Education other than Education 31.

3. Complete the Professional Education Sequence which has been established.
   a. Elementary — Complete Education 31, 52, 55, 60, 72, 75, 79, and 81.
   b. Secondary — Complete Education 31, 52, 57, 60, 83, and a special methods course in the major or minor field.

4. Complete the minimum requirements for the major and minor sequences.
   a. Elementary: A major of 30 hours and a substantive minor of 20 hours, or a composite major of 36 hours and a substantive minor of 20 hours.
   b. Secondary: A major of 30 hours and a minor of 20 hours or a composite of 24 hours.

5. Satisfy the general requirements for the A.B. degree at Hope College.

Students are urged to plan their programs carefully and should begin early in their college career. It is suggested that students enroll in Education 31 during their sophomore year and reserve one semester of the senior year for the Professional Semester program, during which they will take several specified education courses as well as student teaching. Request for student teaching should be made in the junior year. No student will be allowed to student teach if he/she has not been admitted to the Department of Education. Arrangements for student teaching have been made with the school systems in Western Michigan. The Michigan Certification Code requires that a student have a 2.0 average before he may be assigned to student teaching; the college also requires that he have a 2.3 grade point average in his major.

Special efforts are made by the Placement Office to help teacher candidates secure teaching positions but the college does not guarantee to place students in positions.
Credentials must be completed during the semester in which the student does his student teaching. They are then placed on file in the Placement Office.

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

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

THREE HOURS SUMMER

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

THREE HOURS

CRAWFORD, STAFF
55. ELEMENTARY CURRICULUM AND METHODS — An examination of the modern elementary school curriculum — its philosophy, structure, organization, and methods. Includes general principles and practices that are applicable to all areas of the curriculum, as well as specific principles and practices for the teaching of Language Arts, Reading, Social Studies, Arithmetic, and Science. Students spend approximately 25 hours of the semester in elementary classrooms, teaching self-prepared units in these five subject areas. Recommended for the junior year.

EIGHT HOURS

DIRKSE, PAUL

56. THE EXCEPTIONAL CHILD — Same as Psychology 56.
THREE HOURS

BROWN SECOND SEMESTER

57. SECONDARY PRINCIPLES AND METHODS — A study of secondary schools, their origins, purposes, curriculum, principles, and general methods of teaching. The course is designed, along with special methods courses in the several academic areas, to prepare students for teaching in junior or senior high school.

THREE HOURS

BULTMAN, VER BEEK

58. EDUCATIONAL SOCIOLOGY — A study of various significant social factors in the educational process. Analyzes various school and community relationships and discusses the responsibilities of both for the educational program of the community.

THREE HOURS

VANDER LUGT

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. Emphasis is placed upon the contributions of various leaders in the field of education.

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. Pre-requisites: Art 11 or permission.

TWO HOURS

WALSH

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

RITSEMA

*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.
75. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL* — 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

SIEDENTOP

76. TEACHING PHYSICAL EDUCATION IN THE SECONDARY SCHOOL* — See Physical Education 56.

TWO HOURS

VANDERBILT

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

TWO HOURS

HOLLEMAN

80. PRACTICUM FOR ELEMENTARY TEACHERS — Pre-student teaching experience, a combination of theory and practice. 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 their college class. This course is taken as a part of the Professional Semester and may be substituted for either Education 72, 75 or 79.

FOUR HOURS

DIRKSE, PAUL, SONNEVELDT

81. STUDENT TEACHING IN THE ELEMENTARY SCHOOL — Student Teaching, supervised by the Department of Education, is done in cooperation with several school systems in Western Michigan. Students must apply for student teaching during the second semester of their Junior year.

EIGHT HOURS

DIRKSE, PAUL, SONNEVELDT

*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.
83. STUDENT TEACHING IN THE SECONDARY SCHOOL — Student teaching, supervised by the Department of Education, is done in cooperation with school systems in Western Michigan. Students must apply for student teaching during the second semester of their Junior year.

EIGHT HOURS

VER BEEK, LUBBERS, BULTMAN

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 used 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.

TWO HOURS

STAFF FIRST SEMESTER

86. TEACHING OF SCIENCE IN SECONDARY SCHOOL* — Methods of teaching science at the secondary school level. Emphasis is placed on materials and techniques for the teaching of Biology, Chemistry, and Physics.

TWO HOURS

BULTMAN FIRST SEMESTER

87. TEACHING OF ENGLISH IN THE SECONDARY SCHOOL* — A review of English grammar, with emphasis on methods of teaching it. Reading, observations and demonstrations in the teaching of composition and literature in the secondary schools.

TWO HOURS

DE GRAAF

89. TEACHING OF MATHEMATICS IN THE SECONDARY 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. INDEPENDENT STUDY — For prospective teachers who wish to do advance study in a special interest field. Approval for study must be given by the Department Chairman.

ONE, TWO or THREE HOURS

92. INDEPENDENT STUDY — For prospective teachers who wish to do advance study in a special interest field. Approval for study must be given by the Department Chairman.

ONE, TWO or THREE HOURS

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

MR. HOLLENBACH, CHAIRMAN; MR. BRAND, MR. DE GRAAF, MR. FIKE, MR. HUTTAR, MR. JELLEMA, MISS MUELLER, MRS. MURRAY, MR. PANCIK, MR. PRINS, MISS REEDY, MR. SCHAKEL, MISS SONNEVELDT, MRS. TAYLOR, MR. TEN HOOR.

Assisting Faculty: MRS. BRATT, MRS. HARRINGTON, MISS VANDER KOLK, MRS. VAN WYKE.

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 or 15 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. English majors must acquire intermediate proficiency in a foreign language. The required sequences for each major are listed below:

GENERAL LIBERAL ARTS MAJOR: 32 semester hours

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>13 or 15</td>
<td>Introduction to Liberal Studies</td>
<td>4</td>
</tr>
<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>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>
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<tr>
<td></td>
<td>A period course</td>
<td>3</td>
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<td></td>
<td>A type course</td>
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MAJOR FOR ELEMENTARY TEACHERS: 34 semester hours

<table>
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<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>55</td>
<td>Language and Rhetoric (or advanced writing course)</td>
<td>3</td>
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<td></td>
<td>An upper level literature course</td>
<td>3</td>
</tr>
</tbody>
</table>
English

MAJOR FOR SECONDARY TEACHERS: 35 semester hours

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>Introduction to Liberal Studies</td>
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<tr>
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<td>6</td>
</tr>
<tr>
<td>55</td>
<td>Language and Rhetoric (or advanced writing course)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives from upper level literature courses (American Novel and a period course highly recommended)</td>
<td>6</td>
</tr>
</tbody>
</table>

MAJOR FOR STUDENTS PREPARING FOR GRADUATE STUDY: 45 semester hours

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>13 or 15</td>
<td>Introduction to Liberal Studies</td>
<td>4</td>
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<tr>
<td>68</td>
<td>Literary Criticism</td>
<td>2</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>Electives</td>
<td>A type course, a minimum of three period courses</td>
<td>9</td>
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<tr>
<td></td>
<td>Electives</td>
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</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 at 204 Van Raalte.

GRAMMAR AND COMPOSITION: BRATT AND VANDER KOLK
READING: VAN WYKE

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. The area of exploration varies with individual instructors. Emphasis is placed on development of writing abilities. Required of all freshmen.

FOUR HOURS
**English**

15. **INTRODUCTION TO LIBERAL STUDIES** (Alternate pattern) — The objectives are the same as those in English 13. In format, the course extends throughout the year (two credits each semester). In addition to two laboratory-discussion sessions per week, there is a Common Experience designed as a confrontation of the week’s reading assignment. It varies from panel discussions, lectures, and readings to concerts, plays and films. Discussion is emphasized.

**FOUR HOURS**

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

**THREE HOURS**

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 techniques employed in the various types of journalistic writing and a study of the place the newspaper occupies in modern society. Prerequisite: English 13 or 15.

**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 or 15.

**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
   DE GRAAF BOTH SEMESTERS

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
   FIKE SECOND SEMESTER

58. EIGHTEENTH CENTURY — Age of Pope or Age of Johnson.
   THREE HOURS
   SCHAKEL SECOND SEMESTER

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
   TENGHOOR BOTH SEMESTERS

60. VICTORIAN AGE — Major figures in prose and poetry of England between 1832 and 1890.
   THREE HOURS
   FIKE FIRST SEMESTER

   THREE HOURS
   PRINS SECOND SEMESTER

   THREE HOURS
   PRINS FIRST SEMESTER

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

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

65. MODERN POETRY — The background and rise of contemporary movements in poetry. Study of major poets of twentieth century England and America.
   THREE HOURS
   STAFF SECOND SEMESTER

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

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

DE GRAAF SECOND SEMESTER

75. ADVANCED CREATIVE WRITING — A seminar for those who wish to continue writing. Each student will work on a major project. Prerequisites: English 54. Alternate years, 1969-1970.

THREE HOURS

JELLEMA FIRST SEMESTER

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

HUTTAR, DE GRAAF BOTH SEMESTERS

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

DE GRAAF BOTH SEMESTERS

88. CHAUCER AND HIS TIMES — The literature and ideas that spelled the end of the Middle Ages. Knowledge of Middle English not required.

THREE HOURS

REEDY FIRST SEMESTER


THREE HOURS

HUTTAR, MUELLER FIRST SEMESTER

87. TEACHING OF SECONDARY SCHOOL ENGLISH — Required for Secondary Certificate. Not credited toward the English major or minor.

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. READINGS IN LITERATURE — For the senior major planning on graduate studies. Designed to fill in gaps in knowledge of important authors and works and of major trends and patterns. Readings under tutorial supervision of an instructor assigned by department chairman. 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.

CLASSICS: Greek and Latin
MR. WHEELER, MRS. WHEELER.

Major in Classics: In order to fulfill the requirements for a major in Classics, a student must complete fifteen (15) hours of Latin beyond the Latin 31 level, and thirteen (13) hours of Greek beyond the Greek 11 level. A major is also expected to acquire some knowledge of related fields, i.e. History and Archaeology. The Department will counsel the student regarding source material in these fields.

Major in Latin: The department does not make a practice of allowing a major in only one of the two languages. However, a student interested in teaching Latin on the secondary level may take a program consisting of eighteen (18) hours of Latin beyond the Latin 31 and eight (8) hours of elementary Greek (Greek 11 and 12). In addition, the student must elect Latin 82, Prose Composition, and Education 84, Latin Methods.

Note: The Major in Latin is considered a terminal program for those students planning to teach on the secondary level. Those students planning to continue the study of Classics on the graduate level should elect to major in Classics, as the department is reluctant to recommend students with little or no knowledge of Greek for graduate study.

Greek

11. ELEMENTARY GREEK — Introduction to the elements of Greek Grammar.
   FOUR HOURS
   FIRST SEMESTER

12. ELEMENTARY GREEK — Completion of the study of the elements of grammar — readings of graded selections from both prose and poetry. Prerequisite: Greek 11.
   FOUR HOURS
   SECOND SEMESTER

31. INTERMEDIATE GREEK — Prose and poetry readings of intermediate difficulty. Selections from lyric poets, orators, and New Testament. Prerequisite: Greek 12 or permission of instructor.
   THREE HOURS
   SECOND SEMESTER

32. PLATO — Selections from the Apology, Crito. Prerequisite: Greek 31 or permission of instructor.
   THREE HOURS
   FIRST SEMESTER

50. CLASSICAL MYTHOLOGY — A study of the myths of Greece and Rome, using both secondary and original sources. A knowledge of the Latin and Greek languages not required.
   TWO HOURS
   FIRST SEMESTER

53. NEW TESTAMENT — Intensive reading of, at least, Acts, Romans. Prerequisite: Greek 32 or permission of instructor.
   THREE HOURS
   FIRST SEMESTER
54. SELECTIONS FROM THE ILIAD — Prerequisite: Greek 32 or permission of instructor.  
THREE HOURS

55. GREEK LITERATURE IN TRANSLATION — A study of major authors of the Greeks from pre-classical to Hellenistic times. A knowledge of Greek not required. Open to all students.  
THREE HOURS

91. SPECIAL AUTHORS — Material covered to vary, depending upon the needs and desires of those who elect the course. Prerequisite: Greek 32 or permission of instructor.  
THREE HOURS

92. SPECIAL AUTHORS — See description of Greek 91.  
THREE HOURS

100. INDEPENDENT STUDY — A Senior Honors Project, by permission of the department. See description under academic regulations.  
THREE HOURS

Latin

11. ELEMENTARY LATIN — Introduction to the Elements of Latin Grammar.  
FOUR HOURS

12. ELEMENTARY LATIN — Completion of the study of the elements of grammar—reading of graded selections from both prose and poetry. Prerequisite: Latin 11.  
FOUR HOURS

31. INTERMEDIATE LATIN — Prose and poetry readings of intermediate difficulty. Prerequisite: Latin 12.  
THREE HOURS
Foreign Languages

32. OVID — Selections from the Metamorphoses, Ars Amatoria, Tristia. Prerequisite: Latin 31 or permission of instructor.

THREE HOURS

SECOND SEMESTER

55. LATIN LITERATURE IN TRANSLATION — A study of the major Latin authors from the Republican Period through the Fourth Century. Open to all students. Knowledge of Latin not required.

THREE HOURS

SECOND SEMESTER

61. CATULLUS — Reading of selected poems, combined with a study of the poet's methods and of the period in which he lived. Prerequisites: Latin 32 or permission of instructor. Alternate years. Not offered 1969-70.

THREE HOURS

FIRST SEMESTER

62. ROMAN SATIRE — Readings from the satires of Horace and Juvenal. Prerequisite: Latin 32 or permission of instructor. Alternate years. Not offered 1969-70.

THREE HOURS

SECOND SEMESTER

63. LIVY — Readings of elected books of Livy's history of Rome, combined with an intensive study of the history of the period. Prerequisite: Latin 32 or permission of instructor. Alternate years.

THREE HOURS

FIRST SEMESTER

64. LUCRETIUS — Readings of selected books of De Rerum Natura, considering the author as both poet and philosopher. Prerequisite: Latin 32 or permission of instructor. Alternate years.

THREE HOURS

SECOND SEMESTER

82. PROSE COMPOSITION — A study of Latin idioms in the Ciceronian period, combined with practice in writing short selections in Latin. Prerequisite: Latin 62 or permission of instructor. Alternate years.

TWO HOURS

SECOND SEMESTER

84. TEACHING OF LATIN — Required for a teaching major.

TWO HOURS

FIRST SEMESTER

91. SPECIAL AUTHORS — Material covered to vary, depending on the needs and desires of those who elect the course. Prerequisite: Latin 32 or permission of instructor.

THREE HOURS

FIRST SEMESTER

92. SPECIAL AUTHORS — See description of Latin 91.

THREE HOURS

SECOND SEMESTER

100. INDEPENDENT STUDY — A Senior Honors project by permission of the department. See description under Academic Regulations.

THREE HOURS

BOTH SEMESTERS
Dutch

MR. VAN DIJK.

11. ELEMENTARY DUTCH — An intensive audio-lingual approach to the learning of Dutch; reading of graded texts; study of essentials of grammar. For students with no previous study of Dutch.
FOUR HOURS

12. ELEMENTARY DUTCH — Continuation of Course 11.
FOUR HOURS

French

MR. CREVIERE, MISS HULL, MRS. PALMER, MR. REYNIERSE, MRS. VICKERS.

MAJOR: 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 is 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. All qualified majors in French are urged to participate in the Grenoble program; all qualified Spanish majors, in the GLCA program in Bogota.

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

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

31. INTERMEDIATE FRENCH (I) — 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

32. INTERMEDIATE FRENCH (II) — 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

51. FRENCH CIVILIZATION (I) — 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
52. FRENCH CIVILIZATION (II) — 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 (I) — 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

STAFF FIRST SEMESTER

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

STAFF SECOND SEMESTER

61. ADVANCED GRAMMAR AND COMPOSITION — 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

STAFF FIRST SEMESTER

62. FRENCH CONVERSATION — A course designed to develop conversational fluency, conducted in French. Prerequisite: French 32 or equivalent, or four years high school French.

TWO HOURS

STAFF SECOND SEMESTER

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, 1970-71.

TWO HOURS

STAFF FIRST SEMESTER

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, 1969-70.

THREE HOURS

STAFF SECOND SEMESTER

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 equivalent. Alternate years, 1970-71.

THREE HOURS

STAFF SECOND SEMESTER

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 equivalent. Alternate years, 1969-70.

THREE HOURS

STAFF FIRST SEMESTER
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, 1970-71.

THREE HOURS

84. TEACHING OF FRENCH — Required for French teaching major. See Education 84 (for Education credit only).

TWO HOURS

81. SEMINAR IN FRENCH LITERATURE (I) — 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: consent of the department chairman. Alternate years, 1970-71.

TWO HOURS

82. 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: consent of the department chairman. Alternate years, 1967-1968.

TWO HOURS

100. INDEPENDENT STUDY — A Senior Honors project by permission of the department. See description under Academic Regulations.

THREE HOURS

German

MR. GEARHART, MR. HEINE, MR. MEGOW, MRS. STRAND, MR. VOSS.

MAJOR: A minimum of twenty-four hours above intermediate work (31, 32) is required. 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
Foreign Languages

12. ELEMENTARY GERMAN — Continuation of course 11.
   FOUR HOURS

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

32. INTERMEDIATE GERMAN — Continuation of course 31.
   FOUR HOURS

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

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

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

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

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

71. GERMAN LITERATURE I — From the Middle Ages through Baroque. Alternate years, 1970-71.
   THREE HOURS

72. GERMAN LITERATURE II — A study of 18th Century German literature with emphasis on the Enlightenment and Classicism (Lessing, Schiller, Goethe). Alternate years, 1970-71.
   THREE HOURS

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

   THREE HOURS

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, 1970-71.
   THREE HOURS
Foreign Languages

84. TEACHING OF GERMAN — Required for German teaching major. See education 84 (for Education credit only).
   TWO HOURS

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

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

100. INDEPENDENT STUDY — A Senior Honors project by permission of the department. See description under Academic Regulations.
   THREE HOURS

Russian

11. ELEMENTARY RUSSIAN (I) — Pronunciation, grammar, and reading, with audio-lingual practice in classroom and laboratory. For students with no previous study of Russian. Not offered 1969-1970.
   FOUR HOURS

   FOUR HOURS

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. Not offered 1969-1970.
   FOUR HOURS

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. Not offered 1969-1970.
   FOUR HOURS

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. Not offered 1969-1970.
   TWO HOURS

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. Not offered 1969-1970.
   TWO HOURS

LINGUISTICS (See Index)
Spanish

MRS. CASTILLO, MR. PINO, MR. H. WELLER; Assisting Faculty: MISS WATSON.

MAJOR: See listing under French, page 125.

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

12. ELEMENTARY SPANISH (II) — A continuation of Spanish 11. Prerequisite: Spanish 11 or equivalent, or one year high-school Spanish.
   STAFF FIRST SEMESTER
   FOUR HOURS

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.
   STAFF FIRST SEMESTER
   FOUR HOURS

32. INTERMEDIATE SPANISH (II) — A continuation of Spanish 31. Prerequisite: Spanish 31 or equivalent, or three years high-school Spanish.
   STAFF SECOND SEMESTER
   FOUR HOURS
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
   CASTILLO 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
   CASTILLO 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
   WELLER 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

56. ADVANCED GRAMMAR AND COMPOSITION — A comprehensive study of Spanish grammar, with advanced composition, conducted in Spanish. Required of Spanish majors. Prerequisite: Spanish 32 or equivalent, or four years high-school Spanish.
   TWO HOURS
   PINO FIRST 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, 1969-70.
   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, 1969-70.
   THREE HOURS
   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, 1970-71.
   THREE HOURS
   WELLER SECOND SEMESTER
Foreign Languages

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, 1969-70.
THREE HOURS
CASTILLO  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, 1970-71.
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, 1969-70.
THREE HOURS
PINO  FIRST SEMESTER

84. TEACHING OF SPANISH — Required for Spanish teaching major. See Education 84. (For credit in Education only.)
TWO HOURS
WATSON  FIRST SEMESTER

91. SEMINAR IN HISPANIC LITERATURE — 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, 52, 53 and 54, or equivalent, senior standing, and consent of department chairman.
TWO HOURS
STAFF  FIRST SEMESTER

92. SEMINAR IN HISPANIC LITERATURE — 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 51, 52, 53 and 54, or equivalent, senior standing, and consent of department chairman.
TWO 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
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, Hope College offers the following courses to provide this.

42. INTRODUCTION TO GEOGRAPHY — The course exhibits the causal inter-relations of physical, biotic, and human phenomena and shows how these can serve as clues to the origin and function of socio-economic and political processes.

THREE HOURS  
HEINE  
FIRST SEMESTER

43. HUMAN AND PHYSICAL GEOGRAPHY — The course focuses upon the developing countries in Africa, Asia, and Latin America.

THREE HOURS  
HEINE  
SECOND SEMESTER
GEOLOGY

MR. THARIN, CHAIRMAN; MR. FRENCH.

Geologists study the materials of the earth and the processes and agents which act to change these materials. The physics of rock deformation, the origin and location of ore deposits, the expansion of the oceanic crust, the chemistry of sea water, the origin of the earth and of life itself are areas of contemporary research by geologists. As the study of the earth is interdisciplinary in nature, the professional geologist must be well-versed in mathematics and the physical sciences. Accordingly, strong minors in other natural science departments and interdepartmental majors will be encouraged.

MAJOR*: The minimum requirement for a major, who plans to be a professional geologist, is 25 hours of geology courses numbered 30 or above, and one additional year of natural science or mathematics. Majors will take Introduction to Research (Geology 91-92), and attend the annual spring field trip. Students who anticipate graduate study should elect advanced courses in French or German.

EARTH SCIENCE TEACHERS: The Michigan Certification Code requires that prospective high school teachers elect 30 or more hours of courses in geology and a minor of 20 hours in a discipline or 24 hours in an area. An area minor including Physics 23, Chemistry 23, and Mathematics 17 and/or 20 is recommended. Physics 15-16, and 17 may be substituted for the year of advanced science.

13. GENERAL GEOLOGY — An introduction to geology stressing the materials of the crust, 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 lectures and one three hour laboratory each week. One or more Saturday field trip may be required.

FOUR HOURS

14. EARTH MATERIALS — A course designed to acquaint the student with the minerals and rocks which comprise the earth's surface and the uses to which man puts these materials. Laboratory periods will be devoted to the identification of minerals and rocks by various techniques. Three lectures and one three-hour laboratory each week. One or more Saturday field trip to mines, quarries, etc., is required. Prerequisite: Geology 13 or consent of instructor.

FOUR HOURS

15. PHYSICAL GEOLOGY — An introductory course in geology for science and mathematics majors. The physical and chemical development of the earth, the processes acting to change the earth's surface, the evolution of North America, and present day geological problems such as continental drift, paleomagnetism and astrogeology will be studied. Three lectures and one three-hour laboratory or field trip each week. One all day field trip is required. Prerequisites: Physics 23, Chemistry 23, or consent of Geology Department.

FOUR HOURS

*Also see Science Major under the Degree Program (page 74).
16. OCEANOLOGY AND LIMNOLOGY — An introduction to the natural processes in oceans and large lakes. Waves, currents, chemical and physical characteristics of water masses, biological productivity, geology and sedimentary activity will be studied. A portion of the course will be devoted to the natural history and geography of the Great Lakes. May be counted in major requirements of prospective earth science teachers but not by other majors.

**THREE HOURS**

16x. OCEANOLOGY AND LIMNOLOGY LABORATORY — A course designed to accompany Geology 16 and to familiarize the student with the processes active in large bodies of water. Several laboratories will be held on Lakes Macatawa and Michigan and along their shores. Prerequisites: 1) Geology 16 (may be taken concurrently); 2) One laboratory science course; 3) consent of instructor.

**ONE HOUR**

31. 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 study of minerals by microscopic methods. Three lectures and one three-hour laboratory each week. Prerequisites: Chemistry 23, Physics 23 (may be taken concurrently), or consent of instructor.

**FOUR HOURS**

32. PETROLOGY AND PETROGRAPHY — An introduction to the study of the igneous and metamorphic 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 one three-hour laboratory period each week. Prerequisites: Geology 31.

**FOUR HOURS**

33. GEOLOGY OF MICHIGAN — A course designed to familiarize the prospective earth science teacher with the general geology of Michigan. Emphasis will be on the geologic history and economic geology of Michigan. Two lectures and one three-hour laboratory or field trip each week. Prerequisite: Geology 13. (Alternate years beginning 1970-71).

**THREE HOURS**

34. HISTORICAL GEOLOGY — A study of the earth and of its physical and biological evolution. Three lectures and one three-hour laboratory each week. Prerequisite: Geology 13 or 15. (Alternate years beginning 1970-71).

**FOUR HOURS**

35. METEOROLOGY AND CLIMATOLOGY — An introduction to meteorology and climatology in which the general principles of meteorology will be applied to an understanding of atmospheric circulations, weather systems, and climates. Two lectures and one three-hour laboratory each week. (Alternate years beginning 1971-72).

**THREE HOURS**
36. REGIONAL FIELD STUDY — The investigation in the field of the general geology of an area such as the Mississippi Valley, the Southern Appalachians, the Gulf Coastal Plain, etc. One hour of lecture each week prior to spring vacation. Entire spring vacation will be spent in the field. Final report required. Prerequisites: Geology 13 or 15 and consent of Geology Department.

ONE HOUR

STAFF  SECOND SEMESTER

51. 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 trip may be required. Prerequisites: Geology 13 or 15, and Mathematics 20 or 31. (Alternate years beginning 1969-70).

FOUR HOURS

STAFF  FIRST SEMESTER

53. SEDIMENTOLOGY — Study of the mineralogy, petrology, petrography, occurrence, and association of the sedimentary rocks. Thin section examination and textural analysis of sedimentary rocks and unconsolidated sediments will be performed in laboratory. Three lectures and one three hour laboratory or field trip each week. One weekend field trip may be required. Prerequisite: Geology 31. (Alternate years beginning 1970-71).

FOUR HOURS

THARIN  FIRST SEMESTER

55. FIELD GEOLOGY — An introduction 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. Prerequisites: Consent of instructor. (Alternate years beginning 1970-71).

FOUR HOURS

STAFF  FIRST SEMESTER

71. MARINE GEOLOGY — An introduction to the geology of the ocean basins and to the geologic processes active in the basins and along their margins. The processes, sediments, and chemistry of nearby bodies of water will be examined in the field. Three hours of lecture and one afternoon of laboratory or field study each week. One or more Saturday or weekend field trip may be required. Prerequisites: Consent of instructor. (Alternate years beginning 1969-70).

FOUR HOURS

FRENCH  FIRST SEMESTER

91-92. SPECIAL PROBLEMS AND SEMINAR — A course designed to introduce the student to research. Required of all seniors majoring in geology. A research problem in an area of special interest will be nominated by the student and approved by the Geology Department before research begins. One hour of seminar each week and an acceptable research report required.

TWO to SIX HOURS

STAFF  BOTH SEMESTERS
HISTORY MAJORS: A minimum of thirty semester hours is required for a major. In addition a total of twelve hours must be taken from three of the following fields: Economics, Geography, Political Science, and Sociology. History 11 is the prerequisite for all subsequent history courses. The minimum distribution requirement is as follows: one history course focused mainly on the period before 1500; two courses in American history; two courses in European history; one course related to the history of an area other than Europe or the United States; and a senior seminar in history. Students who plan to do graduate work in history are urged to take at least thirty-six hours of course work in history and to attain reading proficiency in two foreign languages. In addition, they should take the departmental oral exam during the first semester of their senior year as well as the Graduate Record Examination.

11. INTRODUCTION TO HISTORY — This course is intended to fulfill the three-hour College requirement in history. It will also serve as the prerequisite for all other courses in the History Department. Normally, this course will be taken by underclassmen. Upper classmen taking this course will be enrolled in specially designated sections.

This course seeks to examine a segment of the history of mankind. It seeks to discover ways in which men have been shaped by events and environment and how men in the past have shaped their lives and environment according to their needs and goals.

The course will focus on some specific area (or problem in the history of Western Civilization in order to make the student's understanding and appreciation of the past a discriminating one. This will be accomplished by encouraging:

1. a sympathetic understanding of some portion of our cultural heritage;
2. a detached and judicious attitude toward the sources of historical information; and
3. the development of analytical skills through critical evaluation of the interplay between historical facts and historical generalizations.

21. THE ANCIENT WORLD — The culture and history of lands of classical antiquity with particular emphasis on the political, socio-economic, and religious origins of Western civilization. Primary emphasis may be given either to Greek or Roman civilization.

TWO HOURS STRAND FIRST SEMESTER

22. THE MIDDLE AGES — A survey of the rise, flowering, and decline of the Western Medieval world from the reign of Constantine to the Renaissance.

TWO HOURS STAFF SECOND SEMESTER

32. RECENT AMERICA — Economic, social, political problems facing the United States since 1918. Emphasis will be placed on the era of the 20's, the New Deal, American entrance in World War II, the postwar decade. It will end with an evaluation of the Kennedy Administration.

TWO HOURS PRATT SECOND SEMESTER

*On Leave 1969-1970
35. THE COLONIAL EXPERIENCE IN AMERICA — This course seeks to examine the transfer of European civilization to the North American environment, the development of colonial society through the adoption of the Constitution. Alternate years, 1969-1970.

THREE HOURS

36. THE FOUNDATIONS OF THE AMERICAN NATION — Beginning with the adoption of the Constitution, this course is a survey of the political, social, constitutional and intellectual developments of the young nation through the Jacksonian Era. Alternate years, 1969-1970.

THREE HOURS
37. THE MIDDLE PERIOD OF AMERICAN HISTORY—This course begins with the Jacksonian Era and seeks to survey the development of American society through the Reconstruction Era. Primary emphasis will be placed on the development of the sectional crisis, the solidification of the American business system, reform movements, and efforts to reconstruct the divided nation. Alternate years, offered 1970-71.

THREE HOURS

38. THE EMERGENCE OF MODERN AMERICA—A study of American politics, society, economics from 1877 to America’s entrance into World War I. Special emphasis will be placed on industrialization, urbanization, the Progressives, America’s increased involvement in foreign affairs, and conflicts in ideologies. Alternate years, offered 1970-71.

THREE HOURS

41. 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, 1970-1971.

THREE HOURS

42. 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, 1970-1971.

THREE HOURS

45. HISTORY OF ENGLAND—The development of the English political, social and economic institutions from Roman times to the end of the Stuart period in 1715. Alternate years, 1969-1970.

THREE HOURS

47. HISTORY OF RUSSIA TO CATHERINE II (862-1762)—The development of the Russian state from its Kievian origins through the reforms of Peter the Great to the advent of the enlightened despotism of Catherine II. Emphasis will be placed on the geographic, social, economic, political and religious factors as they contributed to the growth of the Russian empire. Alternate years, 1970-1971.

THREE HOURS

48. HISTORY OF IMPERIAL RUSSIA TO 1917—The heritage of the reforms of Peter the Great, the enlightened absolutism of Catherine II, the origins and development of Russian intelligentsia, and the changing nature of Tsarist autocracy will provide the main topics for the course. Emphasis will be placed on the ideological, political and social factors as they contributed to the changing patterns of 19th century Russia.
49. HISTORY OF THE SOVIET UNION — Examination of the Russian revolutions of 1917, development of the Soviet system and analysis of the origins and applications of Marxist-Leninist-Stalinist doctrines on Soviet internal and external behavior. Particular attention will be given to a critical examination of the political, diplomatic, economic, social, cultural and educational policies and developments in the Soviet Union during the past fifty years.

THREE HOURS

PETROVICH SECOND SEMESTER

57. AMERICAN FOREIGN AFFAIRS — The development of foreign relationship by the American people. Special emphasis will be placed on the foreign policies in the period when the United States developed into a world power.

THREE HOURS

CURRY FIRST SEMESTER

58. AMERICAN SOCIAL HISTORY — The course seeks to consider the patterns and problems in American society. Among the topics for special consideration will be: immigration, negro history, development of American education system, the role of the family, the rural-urban conflict, the fabric of an urbanized culture. Techniques of the sociologist will be employed.

THREE HOURS

STEWART SECOND SEMESTER

59. THE HISTORY OF AMERICAN IDEAS — This course will examine the interplay of ideas and American life from the 17th century to the present. Political, religious, scientific, philosophical and literary thought will be considered.

THREE HOURS

STEWART FIRST 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. Alternate years, 1969-1970.

THREE HOURS

VAN DIJK FIRST SEMESTER

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. Alternate years, 1969-1970.

THREE HOURS

VAN DIJK SECOND SEMESTER


THREE HOURS

CLARK FIRST SEMESTER

67. THE AGE OF THE BAROQUE — This course seeks to survey the life and culture of Europe in the 17th century. Topics such as the rise of the modern state, the wars of religion, the rise of capitalism, and the “revolutions” in science and philosophy will receive special attention. Alternate years, 1969-1970.

THREE HOURS

CLARK SECOND SEMESTER
History

68. THE AGE OF ENLIGHTENMENT AND REVOLUTION — The course will outline the major social, political, intellectual and economic developments of 18th century Europe. Special emphasis will be placed on the French Revolution and the era of Napoleon. It will conclude with an examination of the Congress of Vienna in 1815. Alternate years, 1969-1970.

THREE HOURS

STRAND SECOND SEMESTER

69. EUROPE IN THE 19TH CENTURY — Special emphasis will be placed on the quest for empires, the industrial revolution, the Romantic style, and social upheavals. Alternate years, 1970-1971.

THREE HOURS

FRIED FIRST SEMESTER

71, 72. STUDIES IN NON-WESTERN HISTORY — These courses are designed primarily to permit students to do extensive guided reading in areas that are not normally covered by formal courses offered in the History Department, such as African, Latin American, Middle Eastern, Far Eastern, and South East Asian history. In each case, the student will be assigned to a member of the Department, who will guide and supervise the reading, determine the specific content of the course, and arrange for all meetings.

THREE HOURS

STAFF BOTH SEMESTERS

78. STUDIES IN AMERICAN HISTORY — This course is designed to allow a professor to instruct upperclass students in an area of his special interest or research. Students will engage in extensive reading and research on a specific topic or problem.

THREE HOURS

STAFF BOTH SEMESTERS

79. STUDIES IN EUROPEAN HISTORY — This course is designed to allow a professor to instruct upperclass students in an area of his special interest and research. Students will engage in extensive reading and research on a specific topic or problem.

THREE HOURS

STAFF BOTH SEMESTERS

81. SEMINAR IN HISTORY — This course is required for all history majors. It is designed to advance their mastery of historical method and the appreciation of the discipline as an achievement of man. Major emphasis will be placed on the development of sound research methods and acquiring familiarity with significant source materials in specific fields. The student will be expected to produce a lengthy research paper of scholarly merit and literary quality.

THREE HOURS

STAFF BOTH SEMESTERS

92. INDEPENDENT STUDIES IN HISTORY — Designed to provide students majoring in history, who plan to enter graduate school, with an opportunity to do advanced work in a field in which they have a special interest. Prerequisite: Formal application and departmental approval of proposed study.

THREE HOURS

STAFF BOTH SEMESTERS
The Department of Interdisciplinary Studies was created by the faculty during the College year 1968-69, to provide a structure for interdisciplinary courses clearly related to the liberal intent of the Hope College educational program free from departmental or professional emphasis, to create opportunities for experimentation and innovation in the broad liberal arts context, to provide a structured means for the focusing of the diverse assets of Hope College upon liberal education, common central objectives and critical issues. Additional course offerings in the Department will be made at regular intervals by the Academic Affairs Board. Administratively the department is directly under the Dean for Academic Affairs and has no chairman or faculty specifically assigned to it.

35. PERSPECTIVES ON THE PRESENT — Through major critical documents, films, lectures, and discussions, this course focuses upon central socio-cultural problems of the United States. Jointly presented by the staff from the several disciplines, the course confronts the issues of the city, the poor, minority cultures, the natural environment, the student revolution, the body politic and media in an effort to stimulate awareness, constructive response and self-direction. Individual projects will give each student an opportunity for learning at first hand the complexities of social issues and some of the problems encountered in the search for solutions.

FOUR HOURS

51. THE PHILADELPHIA URBAN SEMESTER — An experimental approach to education in an urban setting. Students in the program will be assigned to professionals engaged in proving and improving the qualities of urban living. These people, educators, religious leaders, community leaders, urban administrators, help supervise student work on individual urban projects. The academic study carried on by students is directly related to the problems being experienced in the action projects. GLCA faculty in Philadelphia lead seminars, discussion groups, and direct independent study programs. Participating students may receive a maximum of 16 hours credit under Interdisciplinary Studies 51, or may replace a portion of this credit by credit assigned to specific courses in the Departments of Psychology, Sociology, and Education, including practice teaching. Approval for Philadelphia Urban Semester credit in a Department other than that of Interdisciplinary Studies must be approved in advance by the Chairman of the Department in which this credit is sought.

SIXTEEN HOURS (MAXIMUM)

71. CHRISTIANITY AND CONTEMPORARY CULTURE — A confrontation of the Christian faith and its implications toward the problems, technological advances and positive opportunities afforded mankind in the achievements of the natural and social sciences and their effects upon our environment.

THREE HOURS

74. CHRISTIANITY AND CONTEMPORARY LITERATURE — The study of a variety of current literature — novels, plays, etc., from the perspective of Christian evaluation and reflection.

THREE HOURS
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. Pre-requisite: Junior standing or permission of the instructor. Alternate years, 1970-71.

TWO HOURS
MATHEMATICS

MR. FOLKERT, CHAIRMAN; MR. DERSHEM, MR. SHERBURNE, MR. STEKETEE, MR. TANIS, MR. VANDERVELDE, MR. VAN IWAARDEN, MR. WHITTLE.

All courses require a minimum of one year of high school algebra and one year of high school geometry. Any course may be counted toward the three semester-hour graduation requirement in mathematics.

MAJOR: A major in mathematics consists of a minimum of 30 hours in the department including at least three courses from the following: 48, 53, 54, 55, 56, 60, 62, 67, 68, 72, 77, 78. Courses 15, 20, 21, and 35 may not be counted toward a major. Students planning to attend graduate school should include all of the above courses with the exception of 62 in their programs. Students planning to become secondary teachers should include 27, 47, 55, 56, 62, 67, in their programs. Physics 23, 28, 29, are strongly recommended.

15. THE NATURE OF MATHEMATICS — A study of mathematics for the liberal arts student. Introductory ideas about sets, probability, geometry, algebra, calculus, and computers are included.

THREE HOURS  
STAFF FIRST SEMESTER

17. PRECALCULUS MATHEMATICS — A study of functions including algebraic, exponential, logarithmic, and trigonometric functions and their inverses. Analytical geometry of the straight line, conics, and curve tracing. Binomial Theorem. Solution of inequalities. Introduction to solid analytical geometry. Prerequisite: 2nd year algebra and plane trigonometry in high school.

FOUR HOURS  
STAFF FIRST SEMESTER

20. SURVEY OF CALCULUS — A study of basic calculus as applied to algebraic, trigonometric, exponential and logarithmic functions. Both differentiation and integration are included. Not to be counted toward a mathematics major. Prerequisite: 2nd year algebra and plane trigonometry in high school.

THREE HOURS  
STAFF FIRST SEMESTER

21. ENGINEERING DRAWING — Freehand sketching in perspective, orthographic projection and other useful forms of representation. Intended for pre-engineering students. Not to be counted for a mathematics major.

TWO HOURS  
STEEKETEE FIRST SEMESTER

23. INTRODUCTION TO NUMBER SYSTEMS — Elements of set theory, decimals and real numbers. For prospective elementary teachers.

THREE HOURS  
STAFF FIRST SEMESTER

24. FUNDAMENTALS OF ALGEBRA — Properties of real numbers, linear equations and inequalities, quadratic equations and inequalities, systems of equations, modular arithmetic, complex numbers, algebraic structures, functions. Prerequisite: Mathematics 23 or equivalent. For prospective elementary teachers.

THREE HOURS  
STAFF SECOND SEMESTER

25. BASIC GEOMETRY — Informal geometry, points, lines, planes, congruence of geometric figures, similarity, area and volume measurement, geometry of circles and spheres. Prerequisite: high school geometry. For prospective elementary teachers.

THREE HOURS  
STAFF SECOND SEMESTER
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 programming of a major problem in the student's field of interest.

TWO HOURS

31. CALCULUS I—Functions, limits, continuity. Differentiation and integration of algebraic, logarithmic, and exponential functions. Some applications. Prerequisite: Mathematics 17 or equivalent.

FOUR HOURS


FOUR 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 of estimation and testing of hypotheses, non-parametric methods, regression and correlation.

THREE HOURS
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

47. LINEAR ALGEBRA — Set theory, matrices and linear systems, vector spaces, determinants, linear transformations. Prerequisite: Mathematics 32.

THREE HOURS

48. SERIES AND DIFFERENTIAL EQUATIONS — A study of infinite series, power series, Taylor's series and operations with series. Ordinary differential equations with particular attention to methods of solution. Prerequisite: Mathematics 32.

FOUR HOURS


THREE HOURS

53. ADVANCED CALCULUS I — Functions, sequences, point set theory, continuity, uniform continuity, foundations of differentiation and Riemann integration, limits L'Hospital's rule. Prerequisite: Mathematics 48 or permission of Department Chairman.

THREE HOURS

54. ADVANCED CALCULUS II — Vector calculus, transformations, partial derivatives, multiple integrals, line and surface integrals, series, improper integrals. Prerequisite: Mathematics 47 and 53.

THREE HOURS

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 32 (may be taken concurrently).

THREE HOURS

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 32 and 55.

THREE HOURS

60. COMPLEX ANALYSIS — Algebra and geometry of complex numbers, analytic functions, complex integration, series, conformal mapping. Prerequisite: Math 53. Alternate years 1969-70.

THREE HOURS
Mathematics

62. COLLEGE GEOMETRY — A synthetic approach to advanced Euclidean Geometry. Topics include: directed lines and angles, ideal elements, cyclic quadrilaterals, transformations, inversions, projective properties, properties of circles and triangles, and impossible constructions. Alternate years, 1969-70.

THREE HOURS

67. ALGEBRAIC STRUCTURES I — An introduction to algebraic systems including a study of groups, rings, and integral domains. Prerequisite: Mathematics 47 or equivalent.

THREE HOURS

68. ALGEBRAIC STRUCTURES II — A continuation of Math 67 including a study of topics in fields, Galois theory, advanced linear algebra, modules. Prerequisite: Mathematics 67.

THREE HOURS

72. NUMERICAL ANALYSIS — Solution of equations, polynomial approximations, interpolation and quadrature, matrix inversion and eigenvalues. Prerequisite: Math 27, 47, 48.

THREE HOURS

77. TOPOLOGY AND REAL ANALYSIS I — Metric spaces, topological spaces, compactness, connectedness, and other topological ideas from an analysis viewpoint. Prerequisite: Math 54.

THREE HOURS

78. TOPOLOGY AND REAL ANALYSIS II — Sequences and series of functions, local and global properties of continuous functions, Riemann-Stieltjes integrals, measure theory, Lebesque theory. Prerequisite: Math 77.

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. Same as Education 89.

TWO HOURS

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. Prerequisite: Permission of chairman of department.

TWO HOURS

91-3. ADVANCED STUDIES IN MATHEMATICS — Same as 91-2 with more material covered for 3 hours credit.

THREE HOURS

100. HONORS PROJECT — An independent study project carried out under departmental supervision. See description under General Academic Regulations.

THREE HOURS
The Music Department of Hope College has two aims — to supply the liberal arts students 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 program; 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. Time and place of this meeting, will be announced in Freshman orientation notices. At the close of his sophomore year, if he is successful in passing a jury examination, he will make a written application for majoring in music to the department 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>
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<tbody>
<tr>
<td>Music 15, 16</td>
<td>6</td>
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<tr>
<td>Music 17</td>
<td>3</td>
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<tr>
<td>Music 55</td>
<td>2</td>
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<tr>
<td>Ensemble</td>
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<tr>
<td>Applied Music</td>
<td>6 or 7</td>
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<tr>
<td>1st year Piano Proficiency</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>20 hours</strong></td>
</tr>
</tbody>
</table>

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

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<tr>
<th>Course</th>
<th>Hours</th>
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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 74 or 76</td>
<td>3</td>
</tr>
<tr>
<td>Ensemble</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music</td>
<td>6</td>
</tr>
<tr>
<td>1st year Piano Proficiency</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>20 hours</strong></td>
</tr>
</tbody>
</table>

**BACHELOR OF MUSIC IN VOCAL MUSIC EDUCATION**

Liberal Arts: Introduction to Liberal Studies (6), World Literature (6), Psychology 15 (3), Social Sciences (3), History (3), Foreign Language (8), Religion (6), Mathematics (3), Science (4), Senior Seminar (3), Physical Education (2), Electives (2).

Total: 49 hours

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

Total: 28 hours

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

Total: 33 hours

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

Total: 23 hours

Grand Total: 133 hours
BACHELOR OF MUSIC IN INSTRUMENTAL MUSIC EDUCATION

Liberal Arts: Same as program above

Basic Musicianship: Music Literature (9), Music 15, 16, 31, 32, 51, 58.

Performance: Applied Major area (16), Piano (4), Music 43, 44, 45, 46, 57, Ensembles (4).

Professional Education: Education 52 (3), 60 (2), 57 (3), 83 (8), Music Education 55 (2), 71 (2), 74 (3).

Grand Total: 135 hours

BACHELOR OF MUSIC IN PERFORMANCE

Liberal Arts: Introduction to Liberal Studies (6), World Literature (6), History (3), Social Studies (6), Science (4), Mathematics (3), Foreign Language (8), Religion (6), Senior Seminar (3), Physical Education (2), Electives (2).

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).

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

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.

Applied Subjects: Piano — 8 hours Music Electives and Ensembles — 5 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.

Applied Subjects: Piano — 8 hours Music Electives and Ensembles — 7 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, RIETBERG 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, RIETBERG 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
STAFF BOTH SEMESTERS

31. THEORY II — Prerequisite: 15 and 16, first-year piano proficiency. 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

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.
THREE HOURS
KOOKIE 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, 1970-71.
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, 1969-70.
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. Not offered 1969-70.
TWO HOURS
PIANO STAFF SECOND SEMESTER

43. STRING APPLIED METHODS — A required course for instrumental music education majors. Alternate years, 1969-70.
TWO HOURS
STAFF FIRST SEMESTER
44. STRING APPLIED METHODS — Continuation of Course 43. Alternate years, 1969-70.
   TWO HOURS

   TWO HOURS

   TWO HOURS

47. VOCAL METHODS — A required course for Vocal Performance degree majors and strongly recommended for vocal music education majors. Alternate years, 1970-71.
   TWO HOURS

49. ORGAN LITERATURE — A survey of the various periods of organ composition, with emphasis upon the study and performance of representative works. Alternate years, 1969-70.
   TWO HOURS

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, 1970-71.
   TWO HOURS

52. FORM AND ANALYSIS — Continuation of course 51. Alternate years, 1970-71.
   TWO HOURS

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

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 52. Alternate years, 1970-71.
   THREE HOURS

58. ORCHESTRATION AND CONDUCTING — Continuation of course 57. Includes string ensembles and the adaptation of vocal, piano and organ works for symphonic orchestra. Alternate years, 1970-71.
   THREE HOURS

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

TWO HOURS

DAVIS  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, 1969-70.

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, 1969-70.

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, 1970-71. Same as Education 73.

THREE HOURS

HOLLEMAN  SECOND SEMESTER

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

RIETBERG  FIRST SEMESTER

78. SERVICE PLAYING — Instruction in anthem and oratorio accompaniment, conducting from the console, and improvisation. Prerequisite: 11/2 years of organ. Recommended for organ majors. Alternate years, 1968-69.

TWO-HOURS

DAVIS  SECOND SEMESTER
Music

91. INDEPENDENT STUDY — This course is designed to give students majoring in music an opportunity to do research in a field of Music History or Theory in which they have a particular interest. The student will submit a formal application which must be approved by the faculty member who will act as his advisor and tutor and by the music faculty as a whole.

TWO HOURS

APPLIED MUSIC COURSES

All courses in Applied Music are open to students of varying degree of preparation, from beginners to advanced students. All music majors are required to pass an examination each semester under the jury system. For Applied Music fees, see index.

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 or 45 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 hours credit per semester, or one forty-five minute lesson per week, receiving three hours credit per semester, according to the specific degree program.

PRIVATE INSTRUCTION

21. PIANO — Aschbrenner, Holleman, Kooiker
23. VOICE — Cavanaugh, Jennings, Morrison
25. ORGAN — Davis, Rietberg
27. INSTRUMENTS — Cecil, Ritsema, Ryker

TWO or THREE HOURS
CLASS INSTRUCTION

Voice Class — Music 23.
Open to all students, with a limitation of four hours total credit.
TWO HOURS MORRISON BOTH SEMESTERS

Piano Class — Music 21.
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.
TWO HOURS STAFF

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. VOCAL ENSEMBLE — The Nuance Society is limited to twenty members, selected when vacancies occur.
ONE-HALF HOUR JENNINGS

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

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

38. COLLEGIUM MUSICUM — Study and performance of instrumental and vocal music of the Medieval, Renaissance, and Baroque eras. Membership determined by tryouts at the beginning of the first semester.
   ONE-HALF HOUR
   RYKER, STAFF

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

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, RYKER
   BOTH SEMESTERS
Philosophy

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

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 as 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 educational 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. Students who expect to do graduate work must take 32, and 52, and at least two of the Seminars (91, 92, 93, 94) and 100.

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 and 31, in the Freshman and Sophomore years, though 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 explicity 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.
Philosophy

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.
   THREE HOURS   DYKSTRA SECOND SEMESTER

25. FUNDAMENTALS OF PHILOSOPHY — An introduction to argumentation and analysis focusing on the following problems: knowledge vs. skepticism, freedom and determinism, the mind/body relationship, justifying belief in God, and justifying an ethical standard. Open to all students.
   THREE HOURS   JENTZ BOTH SEMESTERS

Note: The following seven 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 and in Phil. 70.

31. ANCIENT PHILOSOPHY — Greek philosophy from its beginnings through Socrates, Plato, Aristotle and the later moralists.
   THREE HOURS   STELL FIRST SEMESTER

32. MEDIEVAL PHILOSOPHY — Late Greek religious philosophies, early Christian thought, and the emergence, flowering, and weakening of Medieval philosophy. Alternate years, 1969-70.
   TWO HOURS   VANDER LUGT 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, 1970-71.
   TWO HOURS   VANDER LUGT SECOND SEMESTER

53. TWENTIETH CENTURY PHILOSOPHY — The major tendencies: Realism, Pragmatism, Analytical Philosophy, and Existentialism.
   THREE HOURS   DYKSTRA SECOND SEMESTER

   THREE HOURS   JENTZ, DYKSTRA, STELL FIRST SEMESTER

55. ORIENTAL PHILOSOPHY II — Similar to 54.
   THREE HOURS   JENTZ, DYKSTRA, STELL 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, 1970-71.

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, 1969-70.

THREE HOURS  JENTZ  FIRST SEMESTER

64. PHILOSOPHIES OF MAN — A 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, 1970-71.

THREE HOURS  VANDER LUGT  SECOND SEMESTER

70. MAJOR PHILOSOPHICAL WORKS — Critical reading and analysis of several major works in philosophy, with a view toward the historical milieu out of which they arose and their enduring significance for the present. Prerequisites: Philosophy 25 and either Philosophy 31, 32, 51, 52, or 53.

THREE HOURS  JENTZ  BOTH SEMESTERS

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. Alternate years, 1969-70.

THREE HOURS  STELL  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, 1969-70.

THREE HOURS  STELL  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
### Philosophy

76. **PHILOSOPHY OF HISTORY** — An examination of fundamental concepts in a Critical philosophy of history and the possibility of a Speculative philosophy of history.  
**THREE HOURS**  
**STELL**  
**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. Same as Political Science 77.  
**THREE HOURS**  
**VANDER LUGT**  
**FIRST SEMESTER**

78. **AESTHETICS** — An attempt to discern the nature of art, the factors characterizing works of art, the features that distinguish our experience of works of art from other kinds of experience, the meaning of beauty, the place of art in civilization, and the nature of aesthetic theory. 1969-70.  
**THREE HOURS**  
**DYKSTRA**  
**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**

100. **INDEPENDENT STUDY** — A Senior Honors Project, by permission of the department. See description under Academic Regulations.  
**THREE HOURS**  
**STAFF**  
**FIRST SEMESTER**
PHYSICAL EDUCATION

MR. GREEN, CHAIRMAN; MR. BREWER, MR. DeVETTE, MR. KRAFT, MISS PARKER, MISS SCHIPPER, MR. SIEDENTOP, MR. VANDERBILT.

Assisting Faculty: MRS. DEBRUYN.

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: A major in physical education consists of a minimum of twenty-seven hours within the department. Physical education courses 11-30 do not meet this requirement. All students planning to major in physical education are required to take Biology 14, Mathematics 35, Psychology 15, and either Physics 15 or Chemistry 15. A major must also complete the following physical education courses: 31, 33, 34, 37, 52, 55 or 56, 67 (M), 38 (W).

11-20. PHYSICAL EDUCATION ACTIVITIES. (W)—A required course for all women students to be taken in the freshman year. The techniques and strategy of team sports such as field hockey, volleyball, softball, and basketball are presented. Activities such as badminton, golf and tennis are offered and on a co-educational basis modern dance, folk and square dance, archery and bowling.

ONE HOUR  STAFF

21-30. PHYSICAL EDUCATION ACTIVITIES. (M)—A required course for all men students to be taken in the freshman year. The activities offered include badminton, volleyball, golf, handball, tennis, wrestling and conditioning, and the co-educational activities of archery, bowling, folk and square dance and modern dance.

ONE HOUR  STAFF
31. PHILOSOPHIC HISTORY OF PHYSICAL EDUCATION — Orient the student to professional work in this field. Emphasis is placed on philosophy and history as it has influenced physical education.
THREE HOURS VANDERBILT FIRST SEMESTER

33. HUMAN PHYSIOLOGY AND HYGIENE — An extension and application of fundamental concepts of physiology introduced in the first year biology course. Two lecture periods and one two-hour laboratory a week. Prerequisite: Biology 14.
THREE HOURS GREEN BOTH SEMESTERS

34. ANATOMY AND KINESIOLOGY — 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 Physical Education 33.
THREE HOURS GREEN SECOND SEMESTER

37. MEASUREMENT THEORY AND PRACTICE — Designed to acquaint the student with existing tests and measures and sources for their location; to critically evaluate existing tests and measures; to administer tests and interpret their results; and to develop an understanding of the basic elements of statistics necessary for comprehension of contemporary research literature in our field.
THREE HOURS KRAFT SECOND SEMESTER

38. MODERN DANCE TECHNIQUES — Beginning and intermediate techniques and fundamentals with an introduction to composition. FOR MAJORS ONLY.
TWO HOURS DeBRUYN FIRST SEMESTER

52. PSYCHOLOGY OF MOTOR ACTIVITY — The purpose of this course is to gain an understanding of human behavior in competitive situations and activity learning experiences. Special emphasis is given to theory and research in the area of motor learning. Prerequisite: Psychology 15.
THREE HOURS SIEDENTOP SECOND SEMESTER

55. METHODS AND BIOMECHANICS OF ELEMENTARY MOTOR SKILLS — This course is designed to help the student gain competence in the teaching methodology, biomechanical analysis, and performance of motor skills commonly found in elementary physical education programs. Prerequisite: Physical Education 34. Three lectures and two two-hour laboratories a week.
FOUR HOURS SIEDENTOP, STAFF FIRST SEMESTER

56. METHODS AND BIOMECHANICS OF ADVANCED MOTOR SKILLS — The purpose of this course is threefold: 1) to explore human movement patterns as they relate to advanced sports' skills 2) to discuss and practice the techniques and strategy of many activities, and 3) to learn how to teach these activities in the most effective manner. Prerequisite: Physical Education 34. Three lectures and two two-hour laboratories a week.
FOUR HOURS KRAFT, VANDERBILT, STAFF SECOND SEMESTER

58. MODERN DANCE METHODS — Explores the materials, techniques and principles of creative dance for youth. A concentrated study is made of how children discover movement and create dances. Prerequisite: Physical Education 38 or two semesters of Techniques and Fundamentals in Modern Dance. Alternate years.
TWO HOURS DeBRUYN SECOND SEMESTER
63. COACHING INTERSCHOLASTIC SPORTS IN THE HIGH SCHOOL. (M) — Several of the most common interscholastic sports at the high school level are presented. These include football, basketball, track, baseball, wrestling, swimming, and soccer. The fundamentals of these sports and the techniques and theories of coaching them are analyzed. The course requires three lecture periods and one two-hour laboratory a week.

FOUR HOURS

STAFF SECOND SEMESTER

64. FUNDAMENTALS AND TECHNIQUES OF TEAM SPORTS. (W) — Exploration and analysis of the techniques of participation and theories of coaching women's sports are presented.

TWO HOURS

STAFF

65. TRAINING COMPETITIVE ATHLETES — The principles of exercise physiology as they relate to training competitive athletes are examined. Attention is also given to the care and prevention of injuries sustained in athletic competition.

THREE HOURS

GREEN FIRST SEMESTER

67. ADAPTATED AND THERAPEUTIC PHYSICAL EDUCATION — 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.

THREE HOURS

VANDERBILT SECOND SEMESTER

73. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL — This course is designed to acquaint the student with the total program of physical education in the elementary school. Special emphasis is given to the theoretical basis for physical education and the mastery of elementary skills. FOR NON-MAJORS ONLY.

TWO HOURS

SIEDENTOP BOTH SEMESTERS

77. SPORTS SOCIOLOGY — An examination of the scope and impact of sport in 20th century society. Special attention is focused on the value structures in American culture as affected by sport. A weighing of the implications constitutes a major objective of the course.

THREE HOURS

BREWER FIRST SEMESTER

81. SEMINAR AND INDEPENDENT STUDY — This course is designed to give the student a first experience in the development and pursuit of an independent research study. Prerequisite: Senior Standing.

ONE or TWO HOURS

SIEDENTOP AND STAFF BOTH SEMESTERS

83. READINGS — Designed to give the student an in depth reading experience in a specialized area and a one to one discussion experience with a member of the physical education faculty.

ONE or TWO HOURS

STAFF BOTH SEMESTERS
PHYSICS

MR. FRISSEL, CHAIRMAN; MR. BEERY, MR. BROCKMEIER, MR. MARKER, MR. TOEVS, MR. VAN PUTTEN.

For a Physics major, 26 semester hours are required from courses 23 and higher and are to include Physics 37, 61, 75, 76, and 81; additional requirements are Chemistry 23, 24, 28, and Geology 15 or Biology 15.

The foreign language requirement is the same as the general college requirement.

The non-science major may choose from courses 15 through 29. Courses designed particularly for the non-science major are Physics 15, 16, 17, 18.

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 classical 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, and 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, 1969-1970.

TWO HOURS

MARKER FIRST SEMESTER

18. MUSICAL ACOUSTICS — This course is designed to train people to assess sound phenomena on the basis of physical principles and to separate the subjective and objective aspects of sound phenomena. Students of music should receive special benefit from this study. Alternate years, 1969-1970.

TWO HOURS

MARKER SECOND SEMESTER

23. GENERAL PHYSICS — A study of main concepts of motion, of classical and quantum mechanical conservation principles related to energy, momentum, and charge, and of those concepts involved in wave phenomena. Those intending to follow with Physics 28 should take Math 20 or 31 concurrently with Physics 23.

TWO HOURS

MARKER, FRISSEL FIRST SEMESTER

23 H. GENERAL PHYSICS — The honors course corresponding to Physics 23. By permission of the department.

TWO HOURS

VAN PUTTEN FIRST SEMESTER

*See Science Major requirement under Degree Program (page 74).


**Physics**

28. **GENERAL PHYSICS** — An analytical study of particle mechanics, conservation laws, relativity, and electricity and magnetism. Recitation three hours; laboratory three hours per week. Prerequisite: Physics 23, and Math. 20 or 31.

**FOUR HOURS**

**BROCKMEIER, FRISSEL**  
**SECOND SEMESTER**

28 H. **GENERAL PHYSICS** — The honors section corresponding to Physics 28. By permission of the department.

**FOUR HOURS**

**VAN PUHTEN**  
**SECOND SEMESTER**

29. **GENERAL PHYSICS** — An analytical study in modern physics including quantum theory of light particles, statistical physics and the interaction of particles with matter. Recitation three hours; laboratory three hours per week. Prerequisite: Physics 28.

**FOUR HOURS**

**STAFF**  
**FIRST SEMESTER**

29 H. **GENERAL PHYSICS** — The honors course corresponding to Physics 29. By permission of the department.

**FOUR HOURS**

**BROCKMEIER**  
**FIRST SEMESTER**

31, 32, 33. **HONORS PHYSICS** — The 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**

**STAFF**

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 61, 71, and 81. Prerequisites: Physics 29, and Math 48 concurrently.

**THREE HOURS**

**FRISSEL**  
**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 (or Physics 29 concurrently).

**THREE HOURS**

**STAFF**  
**FIRST SEMESTER**

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

**THREE HOURS**

**TOEVS**  
**SECOND SEMESTER**

61. **ANALYTICAL MECHANICS** — A study in Newtonian mechanics, potential description, oscillatory motion, Lagrangian and Hamiltonian dynamics, normal modes, and perturbation methods. Prerequisite: Physics 37.

**FOUR HOURS**

**FRISSEL**  
**FIRST SEMESTER**
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 32. Alternate years, 1969-1970.

THREE HOURS BROCKMEIER FIRST SEMESTER

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 48 (or 51).

FOUR HOURS VAN PUTTEN SECOND SEMESTER

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 VAN PUTTEN FIRST SEMESTER

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

ONE HOUR VAN PUTTEN SECOND SEMESTER

81. QUANTUM PHYSICS I (THEORY) — Historical Origins of Quantum Theory. The de Broglie hypothesis, the mathematical description of wave packets, and the uncertainty principle. Dirac formulation of quantum mechanics, coordinate and momentum-space representations, solutions of the Schroedinger Equation for one dimensional and spherically symmetric systems. Angular Momentum. Perturbation Theory. Prerequisite: Physics 37.

FOUR HOURS MARKER FIRST SEMESTER

82. QUANTUM PHYSICS II (APPLICATIONS) — Continuation of Physics 81. Quantum mechanical description of atomic and nuclear structure. Physics of solids. Fundamental particles and their interactions. Prerequisite: Physics 81.

FOUR HOURS MARKER SECOND SEMESTER

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 MARKER

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 VAN PUTTEN
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 82. In addition to the courses in Political Science, Economics 31 is required.

11. NATIONAL GOVERNMENT — A study of the national government from its origins through its development to the present with emphasis on the functional aspects of government.
   THREE HOURS

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

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

45. AMERICAN POLITICAL PARTY DEVELOPMENT — This course will trace the origin and growth of our political parties, major and minor, from the late 18th century to the present. Prerequisite: Political Science 11.
   THREE HOURS

46. AMERICAN POLITICAL INSTITUTIONS — This course will involve a study of the organization and functions of contemporary political institutions such as parties, pressure groups and the nominating and electoral processes. Prerequisite: Political Science 11.
   THREE HOURS

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

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

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
Political Science

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

HOLMES FIRST 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

HOLMES SECOND SEMESTER

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

THREE HOURS

HOLMES 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

ELDER FIRST 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 and junior standing.

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
PSYCHOLOGY

MR. BEACH, ACTING CHAIRMAN; MR. BROWN, MR. MOTIFF, MR. MYERS, MR. REYNIERSE, MR. VAN EYL.*

Assisting Faculty: MR. SCHOLTEN, MR. WESTENDORP.

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 14 or 16. Strongly recommended are: Sociology 21; Philosophy 64 and 74; Biology 61, 64; Math 27; Courses in Calculus; English 61, 62, 63 or 64.

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

THREE HOURS

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.

THREE HOURS

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.

THREE HOURS

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.

FOUR HOURS

41. HISTORY AND SYSTEMS OF PSYCHOLOGY — The historic and systematic development of psychology.
THREE HOURS  
STAFF  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.)
THREE HOURS  
BROWN  SECOND SEMESTER

56. THE EXCEPTIONAL CHILD — A psychological study of the child who deviates markedly from the norm of his group, mentally, physically, or socially, so as to create a special problem in regard to his education, development, or behavior. Special attention is directed toward the following groups of exceptional children: mentally retarded, gifted, emotionally disturbed, socially maladjusted, visually-, physically-, and speech-handicapped, deaf, hard-of-hearing, and brain-damaged. Prerequisites: Psychology 36 or Education 52.
THREE HOURS  
BROWN  SECOND SEMESTER
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       STAFF BOTH SEMESTERS

65. GROUP DYNAMICS — Systematic study of the characteristics and functions of face-to-face groups; interpersonal relationship, group forces, cohesiveness, group process, goal formation, decision-making, styles of leadership and group membership roles. Practical application of group dynamics theory is included. Analytical observations are taken of groups in action. Prerequisite: Psychology 53.
THREE HOURS       BEACH SECOND SEMESTER

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  STAFF 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 course work, 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 or THREE HOURS STAFF BOTH SEMESTERS

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         STAFF BOTH SEMESTERS

93. SPECIAL PROJECT — This course provides an opportunity to combine library-type research or experimental research with a related and supervised working situation (school, clinic, hospital, industry). Eligibility requirements are the same as for Psychology 91.
TWO or THREE HOURS STAFF BOTH SEMESTERS

94. SENIOR SEMINAR IN PSYCHOLOGY — A senior integrative course required of all psychology majors.
TWO HOURS         STAFF BOTH SEMESTERS

100. SENIOR HONORS PROJECT — Independent study as outlined in 91 and 92 but with special permission from department chairman.
THREE HOURS       STAFF BOTH SEMESTERS
RELIGION
MR. VOOGD, CHAIRMAN; MR. KRUITHOOF, MR. PONSTEIN, MR. BRUINS, MR. PALMA, 
MR. VAN DER LUGT, MR. COUGHENOUR.

Studies in the department are an integral part of the college curriculum and six 
semester hours (three semester hrs. for Junior and Senior transferees) in Biblical content 
courses, Religion 21 and 22, are required for graduation. In addition the department 
lists the following courses which may be elected to fulfill the Senior Seminar graduation 
requirement: 51, 52, 63, 64, 75, and Interdisciplinary Studies 71 and 74.

Religion 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 move­
ments. Students who major in the department also carry on seminar studies of 
individual research and creative study and, in consultation with the department chair­
man, may elect to fulfill selected required courses through a tutorial reading program. 
The major program also stresses significant study in English, Philosophy, Language, 
History, Psychology and Speech. These areas are recommended by The American 
Association of Theological Schools for undergraduate training.

Biblical

21. OLD TESTAMENT — A study of the faith of Israel in its historical continuity. 
An integration of the history, theology and literature of the Old Testament. 
THREE HOURS 
S T A F F B O T H S E M E S T E R S

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 
S T A F F B O T H S E M E S T E R S

as related to human experience and divine revelation. Prerequisites: Religion 21 and 
THREE HOURS 
K R U I T H O O F F I R S T S E M E S T E R

Historical

36. RELIGION AND DRAMA — Same as Theatre 61. 
THREE 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 
P O N S T E I N F I R S T S E M E S T E R
### Religion

#### 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.

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<th>Three Hours</th>
<th>PONSTEIN</th>
<th>SECOND SEMESTER</th>
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#### 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.

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<th>Three Hours</th>
<th>VOOGD</th>
<th>FIRST SEMESTER</th>
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#### 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.

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<th>Three Hours</th>
<th>VOOGD</th>
<th>SECOND SEMESTER</th>
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#### 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.

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<th>Three Hours</th>
<th>PONSTEIN, BRUINS</th>
<th>SECOND SEMESTER</th>
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#### 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.

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<th>Three Hours</th>
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#### 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.

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<th>Three Hours</th>
<th>VOOGD</th>
<th>FIRST SEMESTER</th>
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### 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.

<table>
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<tr>
<th>Three Hours</th>
<th>KRUIZHOF</th>
<th>BOTH SEMESTERS</th>
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#### 64. The nature and content of ethics as informed by the Biblical faith and Christian theology. Comparison and contrasts between Christian ethics and moral philosophy. Special attention will be given to the analysis of current moral issues. Prerequisite: Religion 21, 22 and Junior standing.

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<th>Three Hours</th>
<th>JENTZ, KRUIZHOF</th>
<th>SECOND SEMESTER</th>
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#### 75. PHILOSOPHY OF RELIGION — Same as Philosophy 75.

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<tr>
<th>Three Hours</th>
<th>PALMA</th>
<th>SECOND SEMESTER</th>
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#### 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.

<table>
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<tr>
<th>Three Hours</th>
<th>PALMA</th>
<th>FIRST SEMESTER</th>
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Religion

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. Course 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. Prerequisite: 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


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, 1969-70.

THREE HOURS

77. MUSIC OF THE CHURCH—Same as Music 77.

TWO HOURS
SOCILOGY

MR. SEBENS, MRS. VAN KAMPEN; ASSISTING FACULTY: MR. WILSON.

Sociology can be conceived of as the scientific study of behavior of individuals in interaction. It is scientific in method and has 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 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, 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 in 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, 75 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.

Sociology 80 is required of all majors and recommended for the junior year.

Sociology 96 is recommended for majors going on to graduate work in sociology.
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.

THREE HOURS

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

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

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

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.

FOUR HOURS

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. Prerequisite: Sociology 21.

TWO HOURS

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
60. MARRIAGE AND FAMILY LIFE — A study of personal and interpersonal relations involved in the processes of pre-marriage, marriage and post-marriage adjustment. Prerequisite: Junior or Senior standing or permission of the instructor. Note: This course does not apply on a Sociology major.

THREE HOURS

61. DYNAMICS OF POPULATION — The course will consider the sources of population data, population characteristics, population distribution and population dynamics. Prerequisite: Sociology 21.

THREE HOURS

63. SOCIAL PSYCHOLOGY — Same as Psychology 53.

THREE HOURS

64. CHILD WELFARE — A study of the field of social service devoted primarily to children. Emphasis is on the contributions from sociology, psychology, psychiatry, medicine, law and anthropology that will assist the child welfare social worker to perform more effectively. Prerequisite: Sociology 58 previously taken or currently being taken.

THREE HOURS

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 21.

THREE HOURS

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

75. 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. (Prior completion of Sociology 54 strongly recommended).

THREE HOURS

76. SOCIOLOGY OF THE FAMILY — A study of family structure in American society and cross-culturally. Theory and research study will focus on the relationship of the family to other institutional structures, trends in family life and social problems reflected on family functioning. Prerequisite: Sociology 21.

THREE HOURS

78. SEMINAR IN SPECIAL TOPICS — Readings and discussion focusing on a selected topic of interest to sociologists such as juvenile delinquency, race relations, etc. Open to majors and non-majors with departmental permission.

THREE 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

94. SOCIAL WORK FIELD PROJECT — Experience working with cases under Sociology Department staff supervision and in conjunction with social agencies in the community. Work will include direct service to clients and participation in appropriate seminar discussions relative to student needs. Prerequisite: Sociology 59 previously taken or currently being taken, AND permission of instructor. Note: this course may be repeated for as many as 6 hours credit but only 3 hours will apply on a Sociology major.

TWO or THREE HOURS

For the student interested in investigating Social work as a profession Sociology 58 is recommended. Sociology 59 and 64 deepen understanding and Sociology 94 offers a chance to see concepts and techniques worked out in a field setting.

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
THEATRE

MR. MALCOLM, CHAIRMAN; MR. FINN, MR. RALPH, MR. TAMMI.

Courses in theatre are designed for the liberal arts student who wishes to gain appreciation of this art form which is playing an increasingly important role in contemporary culture. The student will find available theoretical and historical study in this area, as well as training and practice in the creative aspects of theatre art. The courses are further designed to prepare teachers who will have major responsibility in theatre, and students who will go on to pursue theatre studies at the graduate level. A major in theatre consists of 28 hours of specified courses in the department.

30. INTRODUCTION TO THE THEATRE — Appreciation of the theatre, films, television, and their role in contemporary life. Consideration of history, theory and criticism, acting and directing, and technical areas, primarily from the audience point of view. May be taken in partial fulfillment of College cultural heritage requirement.
   THREE HOURS
   MALCOLM BOTH SEMESTERS

33. FUNDAMENTALS OF ACTING I — Basic problems in observation, concentration, characterization, movement, pantomime, improvisation, and stage make-up.
   THREE HOURS
   RALPH FIRST SEMESTER

34. FUNDAMENTALS OF ACTING II — Continuation of Theatre 33. A study of acting theories from Diderot to the present, and of acting styles appropriate to different periods and dramatic forms. Prerequisite: Theatre 33 or equivalent.
   THREE HOURS
   MALCOLM SECOND SEMESTER

35. FILM COMPOSITION — A basic study of the practice of film-making as an expressive art. Individual and class projects in the writing, planning, photography and editing of motion pictures will familiarize the student with the process of film production. Equipment is provided.
   THREE HOURS
   FINN BOTH SEMESTERS

43. THEATRE PRODUCTION I — A study of the technical elements of stagecraft and lighting from the educational theatre point of view.
   THREE HOURS
   FINN FIRST SEMESTER

44. THEATRE PRODUCTION II — History and theory of stage and costume design. Each student will design and execute the technical production of a play.
   THREE HOURS
   FINN SECOND SEMESTER

53. STAGE DIRECTION I — A study of directing in educational theatre. A basic course in the rudiments of the director's art and responsibility in theatrical production. Practice in the principles of composition, picturization, and dramatic tempo. Consideration of the problems in proscenium, central, and open staging. Prerequisite: Theatre 33 or equivalent.
   THREE HOURS
   TAMMI FIRST SEMESTER

54. STAGE DIRECTION II — Continuation of Theatre 53. Each student will produce a full-length play. Prerequisite: Theatre 53 or equivalent.
   THREE HOURS
   TAMMI SECOND SEMESTER
61. 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 complements, corrects, or contrasts with the Christian aesthetic.

THREE HOURS  
RALPH  SECOND SEMESTER

65. DEVELOPMENT OF THE CINEMA — A study of artistic and social values of the cinema as a contemporary art form. Motion pictures representative of important periods of advancement will be viewed and discussed.

THREE HOURS  
FINN  FIRST SEMESTER

66. ART OF THE CINEMA — Analysis of the aesthetic commitments of several film-makers. Such elements as writing, photography, editing are studied to discover how the objectives of the film are attained.

THREE HOURS  
FINN  SECOND SEMESTER

71. THEATRE BACKGROUNDS I: CLASSICAL AND MEDIEVAL — A study of classical and medieval drama and theatre, and the development of classical and medieval themes and techniques in subsequent periods of theatre history.

THREE HOURS  
RALPH  FIRST SEMESTER

72. THEATRE BACKGROUNDS II: RENAISSANCE TO THE NINETEENTH CENTURY — A study of the drama and theatre of Renaissance Italy, Spain, and France; Elizabethan and Restoration England; Baroque France; and 18th and 19th century Europe.

THREE HOURS  
RALPH  SECOND SEMESTER

73. THEATRE BACKGROUNDS III: CONTEMPORARY DRAMA — Same as English 64.

THREE HOURS  
TAMMI  FIRST SEMESTER

76. AMERICAN THEATRE — A study of theatre in the United States from colonial times to the present. Emphasis will be placed on contemporary developments, beginning with O'Neill and the Provincetown Playhouse. Offered alternate years.

THREE HOURS  
TAMMI  SECOND SEMESTER

78. THEATRE THEORY AND CRITICISM — A study of theories of theatre art and the nature of theatre criticism from Aristotle to the present day. As an outgrowth of this study, together with attendance at dramatic performances, the student will practice the writing of theatre criticism and will be encouraged to formulate his own criteria for theatre art. Offered alternate years, 1970-71.

THREE HOURS  
RALPH
Théâtre

89. GLCA ARTS PROGRAM — The Great Lakes Colleges Association Arts Program, presently based in New York City, involves the student in a full semester study and involvement in the arts. The program includes a Seminar on the Arts in which all students participate, together with individual projects including one or a combination of the following: professional apprenticeship, independent research, enrollment in courses not available to the student on his own campus or in nearby institutions. Approval by the department is required prior to the student’s registering for this course, and the department must approve the student’s individual program before credit will be granted. The GLCA Arts Program should preferably be taken in the sophomore or junior year. The registrant must be accepted into the program by the At the discretion of the department, a portion of the credits earned in this semester may be applied toward the student’s major requirements. Otherwise, the credits will be understood to constitute elective hours within the department.

Director of the Program:

SIXTEEN HOURS (MAXIMUM)

91. STUDIES IN THEATRE CRITICISM, THEORY, AND DRAMATURGY — Study in depth of the work of a playwright, critic, or specific movement or period of theatre history. Course is offered on a selective basis by permission of the department. TWO or THREE HOURS

92. ADVANCED PROBLEMS IN THEATRE — Independent work for the advanced student in one of the following areas: directing, acting, scene design, lighting, costuming, film production, theatre management. Course is offered on a selective basis by permission of the department. The student must submit in writing a project proposal for departmental approval during the previous semester and prior to registration for the course. TWO or THREE HOURS
Preparation (Professional)
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.

Advisors for Students Entering Professions

<table>
<thead>
<tr>
<th>Field</th>
<th>Advisor(s)</th>
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<tbody>
<tr>
<td>Biology</td>
<td>Mr. Norton</td>
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<tr>
<td>Business and Economics</td>
<td>Mr. Henderson</td>
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<tr>
<td>Chemistry (Industrial and Research)</td>
<td>Mr. Jekel</td>
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<tr>
<td>Christian Ministry</td>
<td>Mr. Voogd, Mr. Ponstein</td>
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<tr>
<td>Church Work</td>
<td>Mr. Voogd</td>
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<tr>
<td>Dentistry</td>
<td>Mr. Rieck</td>
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<tr>
<td>Diplomatic and Government</td>
<td>Mr. Vanderbush</td>
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<tr>
<td>Elementary School Teaching</td>
<td>Mr. Dirkse</td>
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<tr>
<td>Secondary School Teaching</td>
<td>Mr. Ver Beek</td>
</tr>
<tr>
<td>College Teaching</td>
<td>Mr. Vander Lugt or Department Chairman</td>
</tr>
<tr>
<td>Physics</td>
<td>Mr. Frissel</td>
</tr>
<tr>
<td>Religion</td>
<td>Mr. Voogd, Mr. Ponstein</td>
</tr>
<tr>
<td>Social Work</td>
<td>Mr. Sebens, Mrs. Vanderkamp</td>
</tr>
<tr>
<td>Law</td>
<td>Mr. Vanderbush</td>
</tr>
<tr>
<td>Medicine</td>
<td>Mr. Rieck</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>Mr. Rieck</td>
</tr>
<tr>
<td>Music</td>
<td>Mr. Cavanaugh</td>
</tr>
<tr>
<td>Nursing</td>
<td>Mr. Rieck</td>
</tr>
</tbody>
</table>
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. During the sophomore year, the student should take at least one-year course in the field in which he is planning to major. By the end of the sophomore year the basic college requirements should be completed. For certain pre-professional or professional programs, this pattern may need to be modified.

In addition to the departmentalized areas of study at Hope, students may include in their studies preparation for the following professional fields:

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.
Preparation (Professional)

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.

Students who wish to enter other branches of governmental work should major in Business Administration, Economics or Political Science.

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.

A 3-2 engineering program has been arranged with the University of Michigan, Purdue University, Columbia University, and Rensselaer Polytechnic Institute in which the student takes three years of undergraduate work at Hope and completes his professional engineering training in two years at one of the graduate schools here listed.

Journalism

Because of the great variety of vocations in journalism, the College strives to give the student a broad base of knowledge and skills fundamental to all of these forms of journalistic work. Interested students are advised, therefore, to enroll in all the relevant writing courses offered, such as 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 newspaper, the anchor, and on the literary review, the Opus, and the yearbook, the Milestone, provide practical experience in various aspects of journalism: editorial work, news reporting, proofreading, advertising, radio script writing, and other techniques.

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.

Information about specific schools can be obtained from: The Registry of Medical Technologists, Muncie, Indiana. The program in these schools runs for one year.
Preparation (Professional)

Medicine

A premedical student may take an academic 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, however. Regardless of the student's choice of major field, the person oriented toward a career in medicine should take chemistry courses through organic chemistry, the college physics sequence (three semesters), sufficient mathematics to be able to handle the physics with competence—with more if personal interest so dictates—and as much biology beyond the introductory courses as it is possible to work into the overall schedule.

It should be emphasized that the premedical program 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.

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.

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.
Preparation (Professional)

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.

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. The following courses are recommended: Psychology 15, 36, or 38, 53.

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

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
Preparation (Professional)

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 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.

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.

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.
The Directories
THE BOARD OF TRUSTEES
THE FACULTY
ADMINISTRATIVE STAFF
WOMEN'S LEAGUE FOR
HOPE COLLEGE
ALUMNI

Appendix
THE BOARD OF TRUSTEES

The Board of Trustees of Hope College is currently being re-structured. Members retained from the previous board, in accordance with the terms of re-organization, are:

Mr. Hugh DePree
Mr. Winfield Hollander
Mrs. Harrison Smith
Mr. A. Dale Stoppels

Mr. Carl L. Cleaver
Mr. Richard A. De Witt
Rev. Gordon Van Oostenburg
Dr. Fredrick F. Yonkman

Dr. John A. Hannah
Mr. Herman Laug
Mr. Arad Riggs
Mr. Howard R. Sluyter

Rev. Albertus G. Bossenbroek
Mr. Titus J. Hager
Dr. Fritz V. Lenel
Mr. Willard C. Wichers

Mr. Clarence J. Becker
Mr. Kenneth P. E. De Groot
Mrs. Norman Vincent Peale
Dr. George H. Vanderborgh

C. A. VanderWerf, Ph.D.

Mr. Ekdal J. Buys
Dr. Irwin J. Lubbers
Dr. Wynard Wichers

Term Expires 1969
Zeeland, Michigan
Kalamazoo, Michigan
Grand Rapids, Michigan

Term Expires 1970
New York, New York
Holland, Michigan
Madison, New Jersey

Term Expires 1971
East Lansing, Michigan
Coopersville, Michigan
Bronxville, New York
Dallas, Texas

Term Expires 1972
Hastings-on-Hudson, New York
Grand Rapids, Michigan
Rensselaer, New York
Holland, Michigan

Term Expires 1973
Holland, Michigan
Newport Beach, California
New York, New York
West Sayville, Long Island, New York

Term Expires 1974
Hamden, Connecticut
Potomac, Maryland
Holland, Michigan
Richboro, Pennsylvania

Serving Ex Officio
President of the College

Honorary Members
Grand Rapids, Michigan
Des Moines, Iowa
Kalamazoo, Michigan
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

MORRETTE 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

JOHN W. STEWART — Associate Dean for Academic Affairs and Assistant Professor of History (1967)
B.A., Westminster College, 1956; B.D., Pittsburgh Theological Seminary (1969);
M.A., University of Pittsburgh, (1962)

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

CHARLES C. ASCHBRENNER — Assistant Professor of Music (1963)
B.Mus., University of Illinois, 1959; M.Mus., Yale University, 1963

LESLIE R. BEACH — Professor of Psychology and Acting Chairman of the Department (1964)
B.A., Houghton College, 1949; M.Ed, Wayne State University, 1954;
Ph.D., University of Michigan, 1957

RONALD W. BEERY — Associate Professor of Physics (1964) (1966)
B.S., Western Michigan University, 1957; Ph.D., Michigan State University, 1966

ALLEN BRADY — Associate 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 — Professor of English (1946)
B.A., Central College, 1929; M.A., University of Iowa, 1938;
Ed.D., University of Denver, 1951

*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

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

RICHARD T. BROCKMEIER — Associate 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 — Associate 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 J. BRUINS — Assistant Professor of Religion (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

JAMES E. BULTMAN — Assistant Professor of Education (1968)
  A.B., Hope College, 1963; M.A., Western Michigan University, 1966; on leave
  1969-70

ALAN CARTER — Instructor in Political Science (1967)
  B.A., Hope College, 1965; M.A., University of Wyoming, 1966; on leave 1969-70

DONALD L. CAMPBELL — Instructor in Economics and Business Administration (1969)
  B.A., Michigan State University, 1967; M.A., Michigan State University, 1968

MARIA CASTILLO — Instructor in Spanish (1967)
  B.S., Instituto, S. Clara; Ph.D., University of Havana

ROBERT W. CAVANAUGH — Professor 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

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

DAVID L. CLARK — Associate Professor of History (1963)
  B.A., Yale University, 1954; B.D., Episcopal Theological School, 1957;
  Th.D., Harvard University, 1967

ROBERT COUGHENOUR — Associate Professor of Religion, (1969)
  B.S.-Mus.Ed., State Teachers College, 1953; B.D., Pittsburgh-Xenia Theological
  Seminary, 1960; M.A., Western Reserve University, 1967

CLAUD CRAWFORD — Professor of Education (1966)
  B.Th., Biola Seminary, 1946; B.Sc., Ohio State University, 1949;
  Ph.D., University of Wisconsin
The Faculty

JOHN A. CREVIÈRE — Assistant Professor in French, (1969)
B.A., College of St. Thomas, 1962; M.A., Université Laval, Québec, 1963;
Ph.D., Université Laval, Québec, 1967

EARL CURRY — Assistant Professor of History (1968)
B.S., Iowa State University, 1960; M.A., University of Minnesota, 1962;
Ph.D., University of Minnesota, 1966

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

NEIL F. DE BOER — Instructor in Economics & Business Administration, (1969)
B.A., Hope College, 1966; M.A., University of Michigan, 1968;
M.B.A., University of Michigan, 1968

ROBERT F. DE HAAN — Professor of Education (1956)
B.A., Calvin College, 1947; Ph.D., University of Chicago, 1951

HERBERT L. DERSHEM — Assistant Professor in Mathematics, (1969)
B.A., University of Dayton, 1965; M.S., Purdue University, 1967;
Ph.D., Purdue University 1969 or 1970 (candidate)

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

LAMONT DIRKSE — Associate Professor of Education and Acting Chairman of
the Department
B.A., Hope College, 1950; M.A., Northwestern University, 1951

MICHAEL P. DOYLE — Assistant Professor of Chemistry (1968)
B.S., College of St. Thomas, 1964; Ph.D., Iowa State University, 1967

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

ROBERT ELLSWORTH ELDER, Jr. — Assistant Professor of Political Science, (1969)
B.A., Colgate University, 1964; M.A., Duke University, 1969;
Ph.D., Duke University (Expected 1969)

EDWARD L. ERVIN — Assistant Professor of Biology (1967)
B.A., University of Cincinnati; M.S., University of Wisconsin;
Ph.D., University of Wisconsin, 1967
The Faculty

FRANCIS G. FIKE—Associate Professor of English (1968)
A.B., Duke University, 1954; B.D., Union Theological Seminary, 1957;
M.A., Stanford University, 1958; Ph.D., Stanford University, 1964

DONALD V. FINN, JR.—Instructor in Theatre (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

WILLIAM FRENCH—Assistant Professor of Geology (1968)
B.S., University of Michigan, 1958; M.S., University of Michigan, 1960;
Ph.D., University of Michigan, 1965

PAUL G. 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; on leave 1969-70

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) (1966-69)*
B.S., State Teachers College at Valley City, North Dakota, 1959;
M.S., North Dakota State University, 1962

WERNER W. HEINE—Associate 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
and Acting Chairman of the Department (1967)
B.A., Beloit College; M.A., Northern Illinois University

WILLIAM C. HILLEGONDS—College Chaplain (1965)
B.A., Hope College, 1949; B.D., Western Theological Seminary, 1951

*Leave of absence
LYNN M. HOEPFINGER — Assistant Professor of 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, 1944; M.A., Columbia University, 1935;
Ph.D., University of Wisconsin, 1941

JACK E. HOLMES — Assistant Professor in Political Science, (1969)
All requirements completed for Ph.D. except dissertation

JOHN EDWARD HOPKINS — Assistant Professor of Speech, (1969)
B.A., Marietta College, 1965; M.A., Ohio University, 1966;
Ph.D., Nearing completion

MARJORIE HULL — Instructor of French (1968)
B.A., Eastern Michigan University, 1965;
M.A., Eastern Michigan University, 1968

CHARLES A. HUTTAR — Professor of English (1966)
B.A., Wheaton College, 1952; M.A., Northwestern University, 1953;
Ph.D., Northwestern University, 1956

EUGENE C. JEKEL — 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

NORMAN L. JENNINGS — Assistant Professor of Music (1968)
B.M. (Comp), Kansas City Conservatory of Music, 1955;
B.M. (Theory), Kansas City Conservatory of Music, 1957;
B.M. (Voice), Kansas City Conservatory of Music, 1958;
M.M., Indiana University, 1960

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

DAVID KLEIN — Professor of Chemistry (1964) (1969)
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
The Faculty

BASTIAN KRUITHOF — Professor of Religion (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 — Professor of Theatre and Director of Theatre (1963) (1966-9)*
B.A., Wheaton College, 1953; B.D., Fuller Theological Seminary, 1956;
S.T.M., Union Theological Seminary, 1963

DAVID MARKER — Associate Professor and Executive Director of Computer Center
(1965)
B.A., Grinnell College, 1959; M.S., Pennsylvania State University, 1962;
Ph.D., Pennsylvania State University, 1966

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

A. CHARLES McBRIDE — Assistant Professor of Biology, (1969)
B.A., University of Missouri, 1956; Ph.D., University of Missouri, 1957

BRUCE McCOMBS — Instructor in Art, (1969)
B.F.A., Printmaking, Cleveland Institute of Art, 1966;
M.F.A., Printmaking, Tulane University, 1968

GERHARD 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, (1964)
B.A., De Pauw University, 1961; M.F.A., State University of Iowa, 1964

M. HAROLD MIKLE — Associate Professor of Communication, Director of Forensics, and Chairman of the Department (1962)
B.A., Western Michigan University, 1951; 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

JAMES P. MOTIFF — Assistant Professor of Psychology, (1969)
B.S., St. Norbert College, 1965; M.A., University of South Dakota, 1967;
Ph.D., University of South Dakota, 1969

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 — Associate Professor of Psychology (1967)
B.A., Whitworth College, 1964; M.A., University of Iowa, 1966;
Ph.D., University of Iowa, 1967

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
The Faculty

DOUGLAS C. NECKERS — Associate Professor of Chemistry (1964)
  B.A., Hope College, 1960; Ph.D., University of Kansas, 1963

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 — Associate Professor of Biology (1966)
  B.A., State Teachers College, Netherlands, 1956;
  B.S., Baldwin Wallace College, 1962; Ph.D., Yale University, 1966

ROBERT PALMA — Instructor in Religion (1966)
  B.A., Calvin College, 1956; B.D., Calvin Seminary, 1959

LINDA PALMER — Assistant Professor in French (1966)
  B.A., Hunter College, 1935; M.A., Middlebury College Graduate School of
  French in France, 1966;
  Diplome Superieur d'Etudes Francaises, La Sorbonne, 1966

WALTER PANCIK — Assistant Professor in English (1968)
  B.A., Adelbert College, 1964; M.A., University of Michigan, 1965

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 — Assistant Professor in History (1966) (1969)
  University of Ljubljana, Yugoslavia, 1954;
  B.A., Shepherd College, 1960; M.A., University of Chicago, 1965

ORESTES GÓMEZ PINO — Instructor in Spanish (1968)
  B.A., Colorado State University, 1966; M.A.T., Colorado State University, 1968

LAMBERT J. PONSTEIN — Assistant Professor of Religion, (1952)
  B.A., Hope College, 1948; B.D., Western Theological Seminary, 1952;
  S.T.M., Oberlin College, 1959

WILLIAM PRATT — Assistant Professor of History (1968)
  B.A., Ursinus College, 1963; M.A., University of Maryland, 1965

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

GEORGE RALPH — Assistant Professor of Theatre and Associate Director of Theatre (1966)
  B.A., Stanford University, 1957; B.D., Union Theological Seminary, 1960;
  M.A., Northwestern University, 1966
The Faculty

ELIZABETH REEDY — Assistant Professor of English (1967)
B.A., Lake Forest College, 1961; M.A., Yale University, 1962;
Ph.D., Yale University, 1967

JAMES HENRY REYNIERSE — Associate Professor of Psychology, (1969)
A.B., Calvin College, 1959; M.A., Michigan State University, 1961;
Ph.D., Michigan State University, 1964

MORRETTE 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

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

ROGER J. RIETBERG — Associate Professor of Music (1954)
B.A., Hope College, 1947; S.M.M., Union Theological Seminary, N. Y., 1949

ROBERT RITSEMA — Assistant Professor of Music and Chairman of the Department, (1967)
B.A., Hope College, 1957; M.A., University of Michigan, 1959

HARRISON RYKER — Assistant Professor of Music (1968)
B.A., University of California, 1959; M.M., University of Washington, 1968

CARL F. SCHAKOW — Assistant Professor of Education (1970)
B.S., Wittenberg University, 1959; M.S., Northern Illinois University, 1963

PETER J. SHAKEL — Assistant Professor of English, (1969)
B.A., Central College (Iowa), 1963; M.A., Southern Illinois University, 1964;
Ph.D., University of Wisconsin, 1969

DAUGHN SCHIPPER — Instructor in Physical Education (1964)
B.A., Hope College, 1963

KENNETH SEBENS — Assistant Professor of Sociology and Counselor (1967)
B.A. Hope College, 1963; M.A., Western Michigan University, 1965;
M.S.W., University of Michigan, 1967

ROBERT SHEARDY, JR. — Instructor in Art (1968)
B.A., 1966; M.A., 1968, Michigan State University

FRANK C. SHERBURN, 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;
P.E.D., Indiana University (1968)

DAVID SMITH — Instructor in Art (1968)
B.A., University of Massachusetts, 1966; M.F.A., University of Kansas, 1968

DWIGHT M. SMITH — Professor of Chemistry (1966)
B.A., Central College, 1953; Ph.D., Pennsylvania State University, 1957
The Faculty

NANCY SONNEVELDT — Assistant Professor of Education (1968)
A.B., Hope College, 1962; M.A., University of Michigan, 1965;
Ph.D., Michigan State University, 1968

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

LANCE STELL — Assistant Professor of Philosophy, (1969)
A.B., Hope College, 1966

JOHN W. STEWART — Associate Dean for Academic Affairs and Assistant Professor of History (1967)
B.A., Westminster College, 1956; B.D., Pittsburgh Theological Seminary, 1959;
M.A., University of Pittsburgh, 1962

GISELA STRAND — Instructor in German, (1969)
Abitur, St. Ursula Oberschule, Hannover, 1959; M.A., University of Chicago, 1962

WILSON STRAND — Assistant Professor in History, (1969)
B.S., University of Nebraska, 1954; M.A., Columbia University, 1957;
Ph.D., Peabody College, 1967

JOHN TAMMI — Instructor in Theatre (1968)
B.A., Gustavus Adolphus College; M.A., University of Minnesota

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 — Assistant Professor 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 of Geology and Chairman of the Department (1967)
B.S., St. Joseph College, 1954; M.S., University of Illinois, 1958;
Ph.D., University of Illinois, 1960

JAMES W. TOEVs — Assistant Professor in Physics, (1969)
B.S., University of Colorado, 1964

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

WILLIAM Vander lugt — 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
RICHARD VANDERVELDE — Assistant Professor of Mathematics (1967)
B.A., Simpson College, 1960; M.S., University of Iowa, 1962;
Ph.D., University of Iowa, 1967

CALVIN A. VANDERWERF — President of College and Professor of Chemistry
(1963)
B.A., Hope College, 1937; Ph.D., Ohio State University, 1941;
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

GERBEN B. VAN DIJK — Visiting Assistant Professor of History (1968)
University of Utrecht, The Netherlands

F. PHILLIP VAN EYL — Associate Professor of Psychology (1959)
B.A., Hope College, 1955; M.A., Claremont Graduate School, 1958;
Ph.D., Claremont Graduate School, 1964; on leave 1968-70

PAUL VAN FAASSEN — Assistant Professor of Biology (1963) (1966-68)* (1969)
B.A., Hope College, 1956; M.S., Michigan State University, 1962

JOHN VAN IWAARDEN — Associate Professor of Mathematics (1961)
A.B., Hope College, 1957; M.A., University of Michigan, 1958

RUTH VAN KAMPEN — Instructor in Sociology (1967)
B.A., Western Michigan University

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

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

JUDITH A. VICKERS — Instructor in French, (1969)
B.A., Purdue University, 1962; M.A., University of Illinois, 1964;
Diplôme de Littérature Franchaise Contemporaine, Université de Paris, 1967

ROBERT C. VICKERS — Associate Professor of Art and Chairman of the Department, (1969)
B.A., State University College, 1947; M.A., Columbia University, 1949

HENRY VOOGD — Professor of Religion and Chairman of the Department (1947)
B.A., Hope College, 1941; B.D., Western Theological Seminary, 1944;
Th.D., Princeton Theological Seminary

ROBERT FREDERICK VOSS — GLCA Associate in German, (1969)
B.A., B.Sc., Ohio State University, 1966; M.A., University of Cincinnati, 1969

*Leave of absence
The Faculty

HUBERT WELLER — *Associate Professor of Spanish*, (1962)
B.A., University of Michigan, 1956; M.A., Indiana University, 1958; Ph.D., Indiana University, 1965

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

BROOKS WHEELER — *Instructor in Classical Languages*, (1968)

NANCY WHEELER — *Lecturer in Classics*, (1968)

JOHN WHITTLE — *Assistant Professor of Mathematics*, (1966)
B.A., Western Kentucky University, 1962; M.A., Western Kentucky University, 1963

DONALD H. WILLIAMS — *Associate Professor in Chemistry*, (1969)
B.S., Muskingham College, 1960; Ph.D., Ohio State University, 1964

SAMUEL WILLIAMS — *Associate Chaplain and Director of Upward Bound*, (1968)
B.A., Central College, 1948; B.D., Western Theological Seminary, 1951

JAMES ZOETEWEY — *Assistant Professor of Political Science*, (1966)
B.A., Calvin College, 1960

Assistants

ANNE BRATT — *English*, (1960)
B.A., Calvin College

MAXINE DE BRUYN — *Physical Education*, (1965)
B.A., Michigan State University

FRANK E. DYKEMA
B.A., Hope College; M.A., University of Michigan; Ph.D., University of Michigan

KARL ESSENBURG — *Education*, (1966)
B.A., Hope; M.A., Western Michigan University

DONALD H. HANN — *Business Administration*, (1967)
L.L.B., University of Michigan

JANE HARRINGTON — *English*, (1969)
B.A., Hope College; M.A., University of Wisconsin

CALVIN LANGEJANS — *Music*, (1959)
B.A., Hope; M.Mus., University of Michigan
The Faculty

FREDERICK LEASKE — Education
B.A., Hope College; M.A., Michigan State University

MELVIN LUBBERS — Education, (1964)
B.A., Hope; M.A., University of Michigan

LEROY MARTIN — Music, (1959)
B.Mus., Cincinnati Conservatory

FRANK S. QUIRING — Associate Director of Chemistry Summer Institute, (1963)
A.B., Bethel College; M.S., University of Kansas

RHONDA RIVERA — Political Science, (1968)
B.A., Rutgers University; M.P.A., Syracuse University

EUGENE SCHOLTEN — Psychology, (1958)
A.B., Hope; A.M., Southern California; Ph.D., Michigan State University

FRANCES SEYMOUR — Education, (1967)
B.A., Michigan State University; M.A., Western Michigan

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

MIKE VANDERPLOEG — Education, (1963)
B.A., Hope College; M.A., Western Michigan University

MARGARET L. VAN WYKE — Reading Center, (1968)
B.A., Hope College; M.A., Michigan State University

ALMA VISWAT — Music, (1965)
B.A., Hope

JOY WALSH — Art, (1968)

GAIL WARNAAR — Music, (1965)
B.Mus., Central Michigan

ANNE ELIZABETH WATSON (1968)
B.A., Hope College; M.A., Northwestern University

FLOYD WESTENDORP — Psychology, (1969)
B.A., Calvin College; M.D., University of Michigan

M.A., Chicago University
Vienna Summer School — 1969 Faculty and Staff

**ROSWITHA KROEMER BENESCH** — *Art History*, (1960)
Ph.D., University of Graz

**KARL F. BORSAI** — *Administrative Assistant and German*, (1962)
Technische Hochschule, Vienna

**ROBERT BERNEN** — *Art History*, (1968)
M.A., Harvard University

**HERBERT FECHTER** — *German*, (1965)
Matura, Vienna

**PAUL G. FRIED** — *Director*, (1956)
Ph.D., University of Erlangen

**KLAS HAMEYER** — *German*, (1968)
M.A., New York University

**WILLIBALD KUBICEK** — *Literature and Civilization*, (1964)
Ph.D., University of Vienna

**WALTER LEITSCH** — *East European History*, (1964)
Ph.D., University of Vienna

**FELIX MOLZER** — *Music*, (1961)
M.S., University of Pennsylvania

**JOYCE PETROVICH** — *Women's Adviser*, (1967)
B.A., Shepard College

**MICHAEL PETROVICH** — *Assistant Director*, (1967)
M.A., University of Chicago

**JAMES R. ALEXANDER** — *Administrative Assistant*, (1968)
M.A., University of Colorado
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)
JOHN W. STEWART* — Associate Dean for Academic Affairs and Assistant Professor of History (1967)
JOHN R. MAY* — Head Librarian and Associate Professor of Library Science (1958)
PAUL G. FRIED* — Director of International Education and Chairman of History Department (1953); on leave 1969-70
EZRA F. GEARHART* — Acting Director of International Education and Chairman of Foreign Languages Department (1954)
KENNETH VINK — Registrar and Director of Data Processing (1965)
B.A., Calvin College

Admissions
CHARLES CURRY — Director of Admissions (1968)
B.S., B.A., Denison University; M.A., Michigan State University
PAUL KLEINHEKSEL — Admissions Counselor (1967)
B.A., Hope College
WILLIAM VANDENBERG, JR. III — Admissions Counselor and Eastern Representative (1968)
B.A., Hope College
GLENN VAN WIEREN — Admissions Counselor (1968)
B.A., Hope College

Business and Financial Administration
CLARENCE J. HANDLOGTEN — Treasurer and Business Manager (1966)
B.S., Detroit College of Business
WILLIAM K. ANDERSON — Controller (1966)
B.S., Ferris State College
BARRY L. WERKMAN — Assistant Business Manager (1967)
B.A., Hope College; M.S., University of Wyoming
Administration

Business Services

HENRY BOERSMA — Project Coordinator (1961)

RICHARD HANSEN — Superintendent of Buildings and Grounds (1968)

E. DUFFIELD WADE — Book Store Manager (1954)
R.Ph.

DOROTHY BURT — Manager of Koffee Kletz (1945)

Chaplain’s Office

WILLIAM C. HILLEGONDS* — College Chaplain (1965)

SAMUEL WILLIAMS* — Associate Chaplain and Director of Upward Bound (1968)

Computer Center

DAVID MARKER* — Executive Director (1965)

KENNETH VINK — Director of Data Processing (1965)

SHARON DEAN — Programmer (1969)
B.S., University of Alaska

Development Office

STUART POST — Assistant Director of Development and Director of Church Relations (1966)

LEE H. WENKE — Assistant Director of Development and Director of Foundation and Corporate Relations (1968)
B.A., Hope College

MARIAN ANDERSON STRYKER — Alumni Executive Secretary (1957)
B.A., Hope College

WILMA L. BOUMAN — Publications Editor (1964)

THOMAS L. RENNER — Public Information Director (1967)

*See faculty listing for degrees.
Administration

Library

ANDREW VANDER ZEE* — Catalog Librarian (1963)

EUNICE BOS — Library Assistant (1960)
   B.A., Hope College

LEONA NYKERK — Library Assistant (1966)
   B.S., Michigan State University

DARLENE WINTER — Library Assistant (1967)
   B.S., Westmar College

Student Personnel Services

ROBERT N. DE YOUNG — Dean of Students (1965)
   B.A., Hope College; M.A., Western Michigan University

MICHAEL GERRIE — Associate Dean of Students (1967)
   B.A., University of Dubuque; M.A., Western Michigan University

JEANETTE F. SPRIK — Associate Dean of Students (1968)
   B.Mus., Michigan State University

ROBERT S. BROWN* — Counseling Psychologist and Director of Counseling Center (1963)

JAMES R. BEKKERING — Director of Financial Aid and Placement Director (1965)
   B.A., Hope College

PHILIP RAUWERDINK — Student Activities Coordinator (1968)
   B.A., Hope College

MARIAN E. BLAKE — Head Nurse of Clinic (1962)
   R.N., Butterworth Hospital

NELL WICHERS — Clinic Assistant (1958)
   R.N., Blodgett Memorial Hospital

JESSIE MEENGS — Clinic Assistant (1959)
   R.N., Blodgett Memorial Hospital

MARY WYNGARDEN — Clinic Assistant (1967)
   R.N., Presbyterian St. Luke's Hospital

WILLIAM BOYER — Director of Food Service (1967)

DAVID VAN DELLEN — Manager of Food Service (1967)

*See faculty listing for degrees.
Administration

Administrative Office Staff

EXECUTIVE OFFICES
President
Dean for Academic Affairs
Treasurer

Seane Tinholt, secretary to president (1963)
Marianne Orzehoski, secretary (1966)
Charlotte Mulder, secretary (1953)

ADMISSIONS OFFICE
Dorothy Mussman, secretary to director (1964)
Helen Voogd, secretary (1966)
Fern Petroelje, secretary (1967)
Beverly Kindig, secretary (1967)

ALUMNI OFFICE
Lynne Visschers, secretary (1967)
Jill Becker, IBM keypunch operator (1968)
Patricia Fennema, clerk (1968)

BOOKSTORE
Dorothy Plasman, clerk (1966)
Donna Schurman, clerk (1968)

BUSINESS OFFICE
Judy Breen, assistant, Cashier's Office (1969)
Ingrid Iauch, secretary to Project Coordinator (1968)
Ada Kole, switchboard operator (1963)
Laura Markert, assistant, Accounting Dept. (1958)
Ruth Overweg, assistant, Accounting Dept. (1967)
Janet Plakke, assistant, Accounting Dept. (1964)
Mary Ann Roossien, cashier (1969)
Evelyn Ryan, secretary to Controller (1966)

COMPUTER CENTER
Maria Tapia, keypunch operator (1967)
Esther Flowerday, secretary (1962)

COPY CENTER

DEPARTMENTAL OFFICES
Art
Biology
Chemistry
Communication and History
Education

English
Foreign Languages
Geology
History (See Communication)
Mathematics and Physics
Music

Courtney Siedentop, secretary (1968)
Carl Sybesma, secretary (1968)
Dorothy DeBruine, secretary (1959)
Greta Abel, secretary (1968)
Norma Plasman, secretary (1968)
Dorothy Boer, secretary (1965)
Diane Kok, secretary (1968)
Myra Zuverink, Teacher Placement assistant (1966)
Dorene Wielenga, secretary (1968)
Leona Plasman, secretary (1959)
Joyce Plewes, secretary (1969)

Gloria Norton, secretary (1968)
Carol Achterhof, secretary (1965)
Berna Deane Faber, librarian (1966)
Women’s League for Hope College

Physical Education and Athletics
   Terri Bruininks, secretary (1968)

Physics (See Mathematics)

Psychology
   Suellen Whittle, secretary (1966)

DEVELOPMENT OFFICE
   Elaine Pickel, secretary to director (1966)
   Shirley Oltmanns, secretary to director of church relations (1966)
   Marcia Mahler, secretary to director of foundation and corporate relations (1968)
   Linda Magee, secretary to director of public information (1967)

INTERNATIONAL EDUCATION
   Alma Scarlett, secretary to director (1961)
   Marjorie Walcott, secretary (1966)
   Patricia Berghorst, secretary (1968)

LIBRARY
   Betty Wessels, secretary (1967)
   Genevieve Coatoam, secretary (1969)

RECORDS OFFICE
   Elaine Van Liere, secretary to dean for student affairs (1963)
   Karen Kuipers, secretary to student deans (1968)

WOMEN’S LEAGUE FOR HOPE COLLEGE

OFFICERS

President
   Mrs. Ben Viel, 2315 Alamo Ave., Kalamazoo, Mich.

1st Vice President
   Mrs. Walter Boerman, 834 Washtenaw, N.E.,
   Grand Rapids, Mich.

2nd Vice President
   Mrs. Kenneth Bauman, 914 E. 16th St., Holland, Mich.

Recording Secretary
   Mrs. Kenneth Cox, Jr., 192 Lakeshore Drive, Holland, Mich.

Corresponding Secretary
   Mrs. Gordon Boelens, 16480 Ranch Lane,
   Spring Lake, Mich.

Treasurer
   Mrs. Clark Markert, 80 West 13th St., Holland, Mich.

Assistant Treasurer
   Mrs. Bruce DePree, 245 Woodland Court, Zeeland, Mich.

College Representative
   (Wife of College President)
   Mrs. Calvin VanderWerf, 92 East 10th St.,
   Holland, Mich.
ALUMNI ASSOCIATION

BOARD OF DIRECTORS 1968-1969

President ................................................................. Robert J. Prins
Vice President ............................................................ Frederick Vandenberg
Director Alumni Activities ............................................. John Tyss
Secretary ................................................................. Marian A. Stryker
Treasurer ................................................................. Henry Steffens

Directors — Terms expiring 1969

John T. Beuker — Birmingham, Michigan
John E. De Wolf — Webster, New York
Kenneth P. E. DeGroot — Newport Beach, California
Robert Donia — Kalamazoo, Michigan
Floyd Folkert — Holland, Michigan

Directors — Terms expiring 1970

Theodore Luidens — Kew Gardens, New York
Dirk Mouw — Grand Rapids, Michigan
John C. Gilmore — Palatine, Illinois
Bruce White — Cleveland, Ohio

Directors — Terms expiring 1971

Ronald Stockhoff — Watervliet, New York
John C. Schrier — Muskegon, Michigan
Lester McBride — Kalamazoo, Michigan
Thomas Houtman — Midland, Michigan
Theodore A. Du Mez — Arlington, Virginia
Neal Sobania — Downers Grove, Illinois
Donald W. Scott — Somerset, New Jersey

Hope College alumni are represented in all fifty states and in more than fifty foreign countries. Begun in 1867, the alumni association numbers over 13,200 members. The association has fourteen 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 Dr. Robert Visscher of Grand Rapids, Michigan, heads the Hope College Alumni Varsity ‘H’ Club. Regional groups are organized in Albany-Schenectady, Southern California, Cleveland, Columbus, 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 director and secretary are members of the American Alumni Association. The College maintains a spacious home on the campus where Mrs. Marian Stryker, alumni secretary, and her staff keep up-to-date alumni records, publish a quarterly Alumni Magazine, and promote good relations between the College and the alumni. The annual alumni fund, directed by John Tyss, won the U.S. Steel trophy for improvement in alumni giving in 1967. The staff welcomes visits, correspondence, changes of address, and news of promotions, new positions, and of work being done in post graduate schools. The Alumni Magazine, published quarterly, informs alumni and friends of the activities and achievements of alumni. It also reflects and interprets the role of the College today. Alumni Day, held annually on the Saturday before Commencement, features class reunions, a dinner, and evening entertainment. Alumni Homecoming is usually scheduled in mid-October.
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 faculty athletic committee advises on all matters of policy, and reviews and approves all athletic schedules. These schedules are set up in such a way as to incur the least amount of absenteeism from classes. All decisions of this committee are subject to review by the faculty.

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

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

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 is a member of 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.
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 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.

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 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-STEIGEMAN AWARD — Sloan-Steigeman 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 cash award for the best creative writing done in poetry during the current year.

WILLIAM B. EERDMANS PROSE PRIZE — A cash award for the best creative writing done in prose for the current year.

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.

ROLF ITALIAANDER JUNIOR PRIZES FOR HISTORY OR POLITICAL SCIENCE — A cash award 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.
Honors and Awards

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 — A cash award to be given 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 cash award to be presented to the Senior who has shown outstanding proficiency in English Literature and who expresses the intentions 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.

THE ALLAN C. KINNEY MEMORIAL FUND — Provides an annual cash award to the outstanding graduating senior majoring in Economics or Business Administration. The winner will be selected by the faculty members teaching in these areas on the basis of scholarship, contribution to campus life and promise of an outstanding career.

MARTIN N. RALPH AWARD IN SPANISH — A cash award to the Junior or Senior whose achievement in the Spanish language and literature has been most significant.

JOHN RICHARD VANDER WILT AWARD — A cash award to a deserving student who, in the judgment of the religion and Bible faculty, gives promise of a dedicated service as a minister or missionary.

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.
**ENROLLMENT REPORT**

**September 30, 1968**

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<td>1980</td>
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**Geographical Distribution of Students**

The United States and Territories:

- Michigan: 976
- New York: 264
- New Jersey: 244
- Illinois: 166
- Ohio: 49
- Pennsylvania: 34
- Indiana: 33
- Wisconsin: 24
- South Dakota: 223
- Texas
- Vermont
- Virginia
- Washington
- Washington, D.C.
- West Virginia
- Puerto Rico
- Virgin Islands

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:**

- Burma
- Cameroon
- Canada
- Chad
- Chile
- Colombia
- El Salvador
- England
- Ethiopia
- Finland
- France
- Germany
- Ghana
- Greece
- Hong Kong
- India
- Indonesia
- Japan
- Korea
- Malaysia
- Singapore
- South Viet Nam
- Spain
- Surinam
- Switzerland
- Tanzania
- Trinidad
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.
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.

Directors of Development

Vienna Summer School and Study Abroad
Director of International Education

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.
CAMPUS KEY

1. A. C. Van Raalte Athletic Field
2. Admissions Office, 262 College Ave.
42. Administration Building, 85 E. 12th St.
3. Alumni House, 112 E. 12th Street
48. Art Department, 140 E. 9th St. (Annex)
5. Beck Cottage, 35 E. 12th Street
6. Belt Cottage, 130 E. 9th Street
49. Biology Annex, 129 E. 10th Street
50. Biology Department, Science Hall
23. Bouma Cottage, 295 College Ave.
7. Boyd Cottage, 103 E. 10th Street
*9. Centennial Cottage, 275 Central Avenue
39. Chemistry Department, Science Hall
*11. Cosmopolitan Hall, 109 E. 13th Street
12. Crispell Cottage, 118 E. 12th Street
*13. Deutsches Haus, 274 College Avenue
40. De Witt Cultural Center, 141 E. 12th St.
14. Dimnent Memorial Chapel, 12th and College
15. Doesburg Cottage, 51 E. 12th Street
16. Dosker Cottage, 47 E. 13th Street
17. Du Mez Cottage, 196 E. 9th Street
18. Durfee Hall, 110 E. 10th Street
31. Dykstra Hall, 144 E. 9th Street
42. Economics and Business Adm. Dept., Van Raalte
30. Education Dept. Offices, Van Raalte
19. Emersonian Hall, 119 E. 13th Street
42. English Dept. Offices, Van Raalte Hall
52. Field House, Van Raalte Athletic Field
24. Foreign Languages Dept., Graves Hall
*21. Fraternal Hall, 119 E. 13th Street
45. Geology Dept., Voorhees Hall
22. Gilmore Hall, 143 E. 10th Street
24. Graves Hall, 263 College Avenue
25. Health Clinic, 66 E. 12th Street
45. History Dept. Offices, 262 College
56. College Apartments, 106 E. 13th Street
*55. Kleis Cottage, 36 Graves Place
*27. Knickerbocker Hall, 129 E. 13th St.
28. Kollen Hall, 140 E. 12th Street
50. Maintenance Dept., 174 E. 8th (Main)
*29. Mandeville Cottage, 126 E. 12th St.
24. Meditation Chapel, Graves Hall (ground floor)
*47. Meyer Cottage, 277 Columbia Avenue
33. Music Annex, 79 E. 10th Street
32. Nykerk Hall of Music, 127 E. 12th St.
34. Phelps Hall, 150 E. 10th Street
14. Philosophy Dept. Offices, Chapel
8. Physical Education Dept., Gymnasium
35. Physics-Math Hall, 37 Graves Place
36. Pine Grove, Center of Main Campus
42. Political Science Dept. Offices, Van Raalte
37. President’s Home, 92 E. 10th Street
38. Psychology Department, 280 College Ave.
*53. Reese Cottage, 65 E. 9th Street
14. Religion Dept. Offices, Dimnent Chapel
39. Science Hall, 130 E. 10th Street
*54. Scott Cottage, 39 E. 12th Street

*51. Steffens Cottage, 37 E. 10th Street
24. Student Offices, Graves Hall
*41. Taylor Cottage, 111 E. 10th Street
20. Tennis Courts, Columbia and 12th St.
42. Van Raalte Hall, 85 E. 12th St.
*43. Van Vleck House, Pine Grove
44. Van Zoeren Library, 43 Graves Place
45. Voorhees Hall, 72 E. 10th Street
*26. Welmers House, 135 E. 14th Street
*46. Zwemer Hall, 86 E. 12th Street
57. Kleinekensel Cottage, 32 Graves Place

*Men’s Housing
†Women’s Housing
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