1977


Hope College

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HOPE COLLEGE CALENDAR 1977/78

Fall Semester (1977)
August 26, Friday
August 27, Saturday
August 27, Saturday
August 30, Tuesday
August 31, Wednesday
September 5, Monday
September 14, Wednesday
October 5, Wednesday*
October 10, Monday
October 14, 15, 16, Fri.-Sun.
October 19, Wednesday
October 28, 29, 30, Fri.-Sun.
November 9, Wednesday
November 14-18, Mon.-Fri.
November 23, Wednesday
November 28, Monday
December 13, Tuesday
December 14, Wednesday
December 15-20, Thurs.-Tues.
December 27, Tuesday
January 31, Tuesday

*Friday Class Schedule in effect.

Spring Semester (1978)
January 15, Sunday
January 16, Monday
January 17, Tuesday
January 31, Tuesday
February 15, Wednesday*
February 20, Monday
March 3, Friday
March 22, Wednesday
March 24, Friday
April 2, Sunday
April 3, Monday
April 10-14, Mon.-Fri.
May 5, Friday
May 8-12, Mon.-Fri.
May 13, Saturday
May 14, Sunday
May 18, Thursday
June 23, Friday

*Monday Class Schedule in effect.

May Term (1978)
May 15, Monday

June Term (1978)
June 5, Monday
June 5, Monday
June 23, Friday

Summer Session (1978)
June 26, Monday
June 26, Monday
August 4, Friday

Faculty Conference
Residence Halls Open - 8:00 a.m.
Freshman Orientation begins
Registration; Formal Convocation (Evening)
Classes Begin 8:30 a.m.
Labor Day (Classes not in session)
Last Day to Enroll for Credit; Last Day to Drop Courses
Fall Recess Begins - 5:20 p.m.
Fall Recess Ends - 8:00 a.m.
Homecoming Weekend
Mid-Term Grades Due in Registrar's Office 4:00 p.m.
Parent's Weekend
Last Day to Withdraw with a "W" Grade
Registration for Spring Semester 1977
Thanksgiving Recess Begins - 5:20 p.m.
Thanksgiving Recess Ends - 8:00 a.m.
Last Day of Classes
Reading Day
Semester Examinations
Final Grades Due in Registrar's Office 12 Noon
Incompletes from the First Semester not made up become an "F"

Residence Halls Open - 12 Noon
Registration for New Students (DWCC 2:00-4:00 p.m.)
Classes Begin 8:30 a.m.
Last Day to Enroll for Credit; Last Day to Drop Courses
Winter Recess Begins - 5:20 p.m.
Winter Recess Ends - 8:00 a.m.
Mid-Term Grades Due in Registrar's Office 4:00 p.m.
Spring Recess Begins - 5:20 p.m.
Last Day to Withdraw from Courses with a "W" Grade
Residence Halls Open - 12:00 Noon
Spring Recess Ends - 8:00 a.m.
Registration for Fall Semester 1978-79
May Day; Class Dismissed at 12:20 p.m.
Semester Examinations
Alumni Day
Baccalaureate - Commencement
Final Grades Due in Registrar's Office - 12 Noon
Incompletes from Second Semester not made up become an "F"

Registration & Payment of Fees (Registrar's Office 8:00 - 12:00 Noon)
Classes Begin in Afternoon
May Term Ends

Registration & Payment of Fees (Registrar's Office 8:00 - 12:00 Noon)
Classes Begin in Afternoon
June Term Ends

Registration & Payment of Fees (DWCC 8:00 - 10:00 a.m.)
Classes Begin (Abbreviated Schedule)
Summer Session Ends
HOPE COLLEGE
HOLLAND, MICHIGAN 49423 / TELEPHONE (616) 392-5111

Volume No. 113
a four-year coeducational liberal arts college affiliated with the Reformed Church in America
Published July 1, 1977
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In 1851, four years after settlers from the Netherlands founded Holland on the eastern shore of Lake Michigan, a school was established to meet the educational needs of the young colony. Battling hostile forces in an untamed land, the Dutch settlers were sustained by a love of liberty and devotion to God that set the guidelines for their new institution. This Pioneer School evolved into the Holland Academy, which in 1862 enrolled its first college class. On May 14, 1866, the institution was chartered as Hope College, and on July 17, 1866, the first class of eight students was graduated.

Today Hope College is 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 lives and transforms society.

The curriculum offers a variety of courses in 34 major fields. The College has long been known for outstanding pre-professional training. Each year many graduates go on to further study in the leading graduate schools here and abroad, or directly enter professions.

Hope College is fully 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, the National Association of Schools of Art and 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 Independent Colleges and Universities, the Great Lakes Colleges Association, and the Mathematical Association of America.

Hope is a member of the Michigan Intercollegiate Athletic Association and fields varsity teams for men and women in all 15 sports. An active intramural program is also encouraged.

As stated in its Articles of Incorporation, "Hope College admits students without regard to ecclesiastical affiliations, religious creeds, race, sex or national origin."
HOPE'S REASON FOR BEING

HOPE occupies a special place in the vast array of educational opportunities in the United States. It makes its contribution to the vitality and diversity of American higher education through the distinctiveness of its educational philosophy and program. For more than a century, Hope has cherished the conviction that life is God's trust, 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, creative, compassionate human being; its design is to provide full opportunity for the fulfillment of each individual student, not only for his or her self-gratification, but also for what he or she can give to others in service to God and man.

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

HOPE WELCOMES able young men and women of all social and economic levels. It is interested in students who sincerely seek to enlarge their minds, to deepen their commitments, and to develop their capacities for service.

HOPE PROVIDES an adventure in learning and living, not only for knowledge and wisdom, but for understanding, for meaning, and for purpose.

As a partner in this seeking fellowship, Hope students find a faculty of professionally distinguished scholars who have a genuine concern for the total development of
Hope’s Reason For Being
Hope’s Reason For Being

each student. Hope’s finest teachers teach elementary as well as advanced courses. Independent work on a highly personal basis is encouraged.

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

Many co-curricular activities and cultural events provide a variety of rich opportunities for learning and personal development.

HOPE PREPARES men and women who are persons in their own rights - uncommon men and women who have a personal dignity based on intelligence, a sense of responsibility, and a deeply rooted faith. For more than a century, Hope has sent alumni to the four corners of the world - alumni who have enriched their professions and humanity far out of proportion to their numbers. Her graduates aim to go beyond specialization toward a synthesis of all learning into a life of meaning, purpose, and commitment.
When describing an institution, the tendency is to focus on things which are quantifiable and easily measured, such as enrollment, campus facilities, and academic programs.

An equally important aspect of Hope College is the people who make up the college community. It is through diverse individuals, such as those featured in this section, that the vital nature of Hope’s education is demonstrated.

The faculty is comprised of men and women of high scholastic attainment and of deep concern for the growth and development of students. Hope’s faculty insures the quality education which has long been the hallmark of the College.

Hope’s faculty members serve not only as teachers, but also 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 or in the campus coffee shop, essays in the anchor and many informal contacts with students.

Hope’s faculty includes 138 full-time and 20 part-time members, drawn from 66 different universities and colleges. More than 75% hold completed doctorates or other terminal degrees. The student-faculty ratio is 15:1, assuring students excellent opportunities for learning interaction and personal contact with professors, especially within one’s major field of study.

Faculty professional activity is encouraged and during a recent year 97 books and articles were published by faculty members.
Richard Brockmeier
Professor of Physics

"I especially like teaching my intro course for science majors. A lot of science students haven’t narrowed down which science they’ll be majoring in, and the class is a good opportunity to convey the idea that physics can be interesting," says Dr. Richard Brockmeier, professor of physics and computer science.

He also enjoys teaching astronomy, a choice among non-science majors.

"The course opens their horizons. So many students really don’t have much of a concept of the universe. They don’t know about stellar evolution, objects in the universe beyond our galaxy, exploding galaxies. It’s an interesting course because it’s an interesting universe."

Astronomy is but one of Brockmeier’s hobbies. He’s also a ham radio operator and an instrument pilot. He estimates he’s flown 80,000 miles.

Brockmeier advocates the adventuresome approach to education: "I want students to be able to think for themselves rather than trying to mimic someone else’s thoughts. I want them to be in the driver’s seat as far as learning goes, instead of being on a guided tour.

"This approach can lay the groundwork for a lifetime of inquisitiveness, continually looking objectively at the data, continually seeking out new knowledge."
Jack Ridl  
Assistant Professor of English

“In both my writing and my literature classes, I encourage students by saying, 'Okay, you already have your own way of looking at things. Now let's see if we can find other ways, look at things through other eyes,'” says Jack Ridl, assistant professor of English.

In World Literature classes, Ridl tells students he is not their teacher; the authors' works are the “real teachers.”

“If I can draw students’ attention to the real teachers, then they'll take those teachers with them when they leave Hope.”

Ridl says he hopes for an encounter between student and work, an encounter in which the student responds to the extent that self-consciousness is lost and life discovered.

To that end, Ridl has changed some of the language of the classroom. He doesn't tell students to “read” an author's work, he asks them to “listen” to it. The word “opportunity” replaces “assignment.”

Ridl sometimes teaches literature by taking on, for an entire class session, the persona of an author or a character from a play. It's not a case of Ridl hamming it up: “I leave myself in the hall; that's one of the differences between an imitator, impersonator and an actor.”

Ridl is a well-published poet. He teaches Playwriting and Advanced Writing at Hope. The writer’s concern, he says, must be with the subject. From a deep interest in the subject, an attitude develops and the writer then finds the best way to convey that attitude. He describes his own poetry as “very affectionate.”

“I believe that one of the highest forms of love is healing. Poetry is healing in that, to me, a fine poem pulls together all that we are — senses, heart, mind, spirit, whatever. The healing is completed by attaching the reader to something external, something in front of the self.”
“I’d be disappointed if the football team members didn’t have more at Hope than just the athletic experience. I’d be disappointed if they didn’t also develop themselves as total persons,” says Ray Smith, associate professor of physical education and head football coach.

“At Hope, our philosophy is to try to keep all things in perspective. Through our intercollegiate athletics program, we want our students to perfect their sports, have fun, be part of a competitive program. But we also want them to develop their other talents.”

Smith has developed a winning football tradition at Hope since he became head coach in 1970. His Hope teams have posted a 44-17-2 record and a 25-8-2 mark in the Michigan Intercollegiate Athletic Association.

He was a standout performer at UCLA, playing three years of varsity football as fullback. He climaxed his collegiate career by being named UCLA’s Athlete of the Year. He played professional football with the Saskatchewan Roughriders in Canada for three years before being forced to retire because of an injury.

Smith says that one of the reasons he likes being at Hope is that the athletic philosophy of the College also gives him a chance to keep things in perspective: “Through Hope’s philosophy, I also have a chance to develop. I can teach in the classroom, I can be involved in departmental matters, I can be involved in Campus Life. And when people sit down to talk with me, it doesn’t have to be just football talk. They soon realize that we can also discuss other things.”
Rena Bonem  
Assistant Professor of Geology

"Geology is different from most sciences. In most sciences, you go into a lab and make things happen. Geology is an historical science. You go into a lab and try to simulate things, to get an idea of what happened hundreds and thousands of years ago," says Dr. Rena Bonem, assistant professor of geology.

Bonem is a specialist in ancient and modern coral reefs. A corresponding skill she has developed is scuba diving. She recalls how while in graduate school, after she had decided that reefs were "her thing," she told her mentor that she wanted to learn to scuba dive. He laughed and told her she would have to learn to swim first. "I'm working on it," Bonem replied.

Work on it she did. Last fall she traversed the entire 1200 mile length of the Great Barrier Reef off the coast of Australia, prior to delivering a paper to the 25th International Geological Congress held in Sydney. She teaches a scuba diving class, popular among Hope students, in the Holland community.

Bonem tries to involve students in her research. Research last year at Paleozoic reefs in the northern part of Michigan's lower peninsula resulted in significant discoveries for two Hope students. 

"It's the opportunities for research with students that attracted me to a smaller school. You have a lot of contact with your students. And your students, in turn, get to know you – they know who you are."
Robert Cecil
Associate Professor of Music

“As a brass player, I’m always aware of the ceremonial and functional origins of so much of the music that we enjoy today,” says Robert Cecil, associate professor of music.

Cecil came to Hope in 1962, after a six-year stint as a freelance horn player in New York City. His labor of love during this period was performing and touring with “The New Art Wind Quintet.” But to “earn his bread,” he says, he also played in the orchestra pit for Broadway shows, provided music for commercials and played at Radio City Music Hall.

Cecil says that while he loved the excitement of being part of the New York music scene, he has also found his rewards off-Broadway, at Hope:

“Here at Hope, I’ve tried to provide opportunities for our students to make music in a relaxed setting. That’s not to say that were not serious about it, it’s just that we don’t take ourselves too seriously.

“You’ll find the students who play wind instruments playing formal concerts and ceremonies in the Chapel, outdoors in the Pine Grove, or at athletic events, jazz concerts in the dining hall, or in the pit at the theatre — and hopefully enjoying it. I think that the important thing is balance.”
Ted Nielsen
Professor of Communication

"The media is not an uncontrollable ogre. It can only influence you if you let it," says Dr. Ted Nielsen, professor of communication. "You must be in charge when you consume the media."

Nielsen has had extensive professional experience in mass communication, as an administrator, producer and director of educational television in Chicago, Pittsburgh, and Madison, Wisconsin. He has also been involved in documentary filmmaking.

In recent years, he has become a crusader for local origination cable television programming. He has launched a successful classroom program of cable broadcasting from studios on Hope's campus. The classes give students hands-on experience in formatting, directing and producing cable programs, including "Mosaic," a features program, and "Thursday Journal," which focuses on local news issues. Working on cable broadcasting enables class members to learn more about Hope and the Holland community, Nielsen notes.

"We don't train television technicians at Hope. We teach people how to say something using the media. We assume that students who come to Hope have something that they want to say. Our program serves as a conduit for this desire."
"At Hope we strive to develop the well-rounded dancer, not only for performance, but for education as well. We have a developing program for students to become active in, which climaxes with an annual dance performance," says Maxine DeBruyn, lecturer in dance.

"I try to help students come to a better understanding of the body, to make it function more efficiently and to create artistic designs in space.

"I speak a lot about tuning the instrument — the body — both physically and emotionally."

Physical tuning comes, DeBruyn says, through exercising with techniques specifically designed to develop flexibility, agility, endurance and strength. Emotional tuning means, for her, keeping the mind clear of corrupting influences and continuously receptive to inventive ideas.

"I read from many areas of the other arts, to challenge myself with new ideas, new possibilities."

DeBruyn is advisor to the Hope cheerleading squad, an experience which gives her "new insights on movement." Another sport she enjoys is fencing, not only for body conditioning but also "to keep the mind sharp."

Her outside-the-classroom interests include working on the Dance Committee of the Michigan Council for the Arts, and membership in a sacred dance group that performs in Western Michigan churches.

"Dancing is one of the oldest art forms. Dance is another means of worshipping God. And maybe it's among the most fitting, because you're offering your total self to Him."
David Myers  
Professor of Psychology

"I try to sensitize students to principles from socio-psychological research which relate to their own lives," says Dr. David Myers, professor of psychology.

"For example, a student who is aware of how social influences are operating in his or her life would be less vulnerable to unwanted social manipulation."

Over the past 13 years, Myers has received eight grants and fellowships, most of them from the National Science Foundation, for research and study in social psychology.

Two years ago he began veering toward a new professional direction, which has resulted in the writing of a book and the formation of a senior seminar for Hope students. *Psychological Research and Christian Belief* uses the perspectives of both psychological research and the Christian faith to look at human nature.

"Some of this research challenges aspects of popular religion and some of the religious insights challenge the assumptions and values of behavioral scientists. Nevertheless, my general contention is that the emerging scientific picture of the person reaches back in time to touch a more ancient vision — the holistic understanding of the Hebrew people."

Myers says that one of the reasons he likes Hope is that it's "not a small college."

"You're able to specialize in your own competency. At the same time, there's a feeling of cordiality. Professors can relate to and work closely with students. In these ways, Hope embodies the best of large university and small college environments."
Elton Bruins
Professor of Religion

“I try to get students to react more to their professor. I encourage students to feel free to respond,” says Dr. Elton Bruins, professor of religion. “By speaking out, students sharpen their own thinking. And a professor needs feedback of this kind from students in order to grow himself.

“Professors must not only be good educators, but we must also serve as models for our students. The worst sin a teacher can commit is to squelch a student’s willingness to share ideas. We have to show that we’re open, that we’re struggling with questions ourselves, as well.”

Bruins says he especially enjoys teaching his course on religion and society, because classes are made up of mainly freshmen and sophomores who are fulfilling curriculum requirements.

“Sometimes these students are more open to learning than those on advanced levels.”

Bruins has an avid interest in the history of the Reformed Church in America. This interest has resulted in the publishing of several books and articles, and his current service on the denomination’s 350th Anniversary Committee. He also is an expert on the history of Hope College and can relate a wealth of homilies regarding Hope’s founder, the Reverend A.C. Van Raalte.

Although Bruins is known to be a frequenter of archives, he is first and foremost a teacher.

“In the long run, the interest most professors must have here at Hope College is students. You can become isolated with just your books.”
Hope's student body is comprised of over 2,200 individuals, representing 34 states and 21 foreign countries. Approximately 50% are from Midwestern states, 30% from the Eastern Seaboard, and 20% from the West, South, and foreign nations.

1976-77 GEOGRAPHICAL DISTRIBUTION OF STUDENTS

FOREIGN COUNTRIES REPRESENTED

- Canada (3)
- Ethiopia (2)
- Iran (5)
- Mexico (5)
- Rhodesia (2)
- Chile (1)
- France (1)
- Japan (8)
- Netherlands (1)
- Saudi Arabia (1)
- Colombia (1)
- Germany (5)
- Jordan (1)
- Peru (1)
- Spain (1)
- Cuba (2)
- Hong Kong (2)
- Malaysia (4)
- Qatar (7)
- Venezuela (1)
- Vietnam (1)
“Although I have only been at Hope for two years and will be graduating soon, deciding to come here after attending a junior college was one of the wisest decisions I could have ever made. “As a psychology major, I have found the quality of instruction to be excellent, but that is to be expected from a reputable college. What makes Hope truly unique are the educational experiences which exist outside of the classes. Every student has the opportunity to actually apply his or her learned theories to a real life situation. One may work an entire semester in a major urban city, study abroad or work on a special project in an agency or business in one of the nearby communities. My last semester at Hope allowed me to counsel high school girls in Holland for Youth for Christ International. It was by far one of the most challenging and rewarding experiences I have yet to encounter. “If you have trouble deciding exactly what field to major in or what experience would best suit your interests, Hope maintains a faculty of distinguished people who readily reach out to students’ needs. I never expected to have become personally acquainted with as many professors and instructors as I have. And the relationships that I have shared with them have been very genuine and supportive to me and my endeavor here at Hope. “Underlying all of these fine attributes that Hope has to offer is an essential one that many colleges today are lacking. That is a faith and commitment to Christ. I have had much fellowship with and have been encouraged by many wonderful people — students and professors who base their lives upon genuine Christian living. I am pleased to say that I am a part of them.”
Elias Sanchez '78
New York, New York

"I had mixed feelings about coming to Hope. I am a Puerto Rican, born and raised in the ghettos of New York City, transferred to Hope after two years of part-time studies at the City College of New York. I soon learned that Hope was to be more than I expected. The atmosphere is freer and friendlier, very different from what I was accustomed to. I have learned to love and respect Hope for what it is and what it offers.

"Many professors and administrators have impressed me with their genuine concern for my success as a student as well as a person. This, together with the many opportunities to participate in and explore things and activities that interest me, has made my two years at Hope gratifying.

"This year has been one of my most active. I enjoyed my first full season of Lacrosse, a game that must be the most exciting one I have ever played. I was also resident advisor at Zwemer Hall, a learning experience in itself. The highlight of my stay at Hope is probably the honor of being chosen a member of the Baker Scholars Program. I have enjoyed meeting with the different business leaders that frequent our weekly morning meetings, and have learned a lot from them.

"In short, Hope College has been a completely new and challenging experience for me. These past two important years of my life have been worthwhile and I expect this coming one to be even more fruitful.
"Hope gave me the opportunity to be a well-rounded person. At a larger university, one would not have the opportunities to participate in varsity sports. I've been able to participate in varsity basketball and track besides numerous intramural activities. With track being one of my favorite sports, I was also able to train with the men's cross country team in the fall.

"Academic-wise, the professors at Hope are very friendly and helpful. I'm a chemistry and biology double major and know several professors in each department quite well. The research opportunities in science are phenomenal at Hope, and I found it to be of a great aid in getting into graduate school. I will be attending the University of Wisconsin in Toxicology next fall."
Getting involved. That’s one thing that has really helped make my life at Hope so enjoyable and worthwhile. Since the school is fairly small, it is easy enough to make a lot of friends with people you meet in classes, at meals, or in the dorms, because you can often see them around campus. But I have found that it is getting involved in different groups and working with other students, professors, and staff which has helped me develop many close friendships and made my time spent here so valuable.

“There are many organizations to get involved in, representing a wide variety of interests. And that suits me just fine, for I enjoy a lot of things, especially running and singing. So I joined the cross country and track teams, and I tried out for and made it into Chapel Choir. I have also found time for a couple more informal groups — the Fellowship of Christian Athletes and a dorm Bible study group.

“Some may say that these extra-curricular activities would take too much time away from their studies, and thus, their education. But I have been able to find the time and do well in my classes, and I say that the best education comes not only from the classroom, but also from the extra activities which help develop the whole person—mentally physically and spiritually. Hope certainly does offer this opportunity.”
Lesley Kamps '77
Naperville, Illinois

“There were various reasons for my coming to Hope four years ago. One of them was that our youth group director at my church was a Hope alumnus and through his efforts I became interested in Hope. Because it was a small liberal arts school in a beautiful location where the opportunity to study abroad was available, I became excited by the possibility of enrollment.

“When I arrived at Hope my freshman year I made many new friends and took part in various social activities such as the Spanish Club and ski club, and pledged a sorority. All of these activities have made my ‘Hope Experience’ exciting.

“Although I really liked Hope as a freshman, during my sophomore year I found the need to have a learning experience beyond simply reading textbooks. I decided to become a Spanish major and apply for a year abroad in Madrid, Spain. My time spent in Europe transcended any other educational experiences I had had up to that point. I enjoyed Europe immensely and found my year there invaluable in gaining a new perspective on the more traditional approach to education.

“When I returned to Hope this past fall, I reunited with old friends and made many new ones. I took a period of time to adjust to the American style of living again, but the cultural change was challenging. Because of the changes in myself that resulted from my year abroad I became interested in community affairs here in Holland.

“Because of my love for the Spanish language and my desire to put it to practical use I would like to work with one of the international airlines or possibly pursue further degrees in bilingual education.
"Now that I’ve been at Hope for a year, I can see how much I’ve come to appreciate Hope’s campus and its people. I’ve found a number of things that have made my first year a very exciting one. The professors and administrators are usually willing to share their time and experience outside the pressure of the classroom. The relationships I have with some of the faculty lets me know I am important to them. This one-to-one exchange is a major facet of the excellence in education.

"The Holland community adds a lot by extending its warmth, beauty and unlimited resources to the campus. I’ve pictured Hope as sitting like a small village within a small town — each having a great deal to offer the other. The two have kind of grown together.

"Although the administrators, professors and community add much, it’s the kids that make Hope so special to me. Its cozy campus lends itself to smiling faces, close friends, and plenty of opportunities to meet with people.

"Some of the memorable experiences I’ve had here are from participating in the school’s extra curricular activities, such as the traditional events — Pull and the Nykerk play — along with pledging a sorority and serving on SAC and other committees.

"Hope is difficult academically, which, occasionally implies some frustrations and headaches. Sometimes when the pressures of school and everything else get to be too much for me, I feel the urge to escape for a while. Keeping up with classes takes a lot of hard work but the lifetime friendships developed from this close community are worth the struggle.

"Now that I’ve seen Hope for a year, I realize how much I will miss it this summer."
Hope College has helped me to develop my total person. The wholesome atmosphere maintained here is aided by professors who have shown care and concern for me. The students, who also contribute to the spirit of Hope, are generally warm and authentic and have caused my college years to be a memorable time of joy and growth. Hope has been a very humanizing experience.

Because of the size and uniqueness of Hope, there are many exceptional opportunities open to students. I was privileged, through the Hope Student Church, to work at a mission hospital in Sahiwal, Pakistan for a summer. This provided an excellent opportunity to see a different part of the world, and to see life from another perspective.

Although the academic work has been difficult, it has been worth the effort. By combining Chemistry and Philosophy of Science, I have gained a breadth and depth in learning which has broadened my awareness and enabled me to understand and put together diverse ideas and experiences.

The influence of Christian men and women at Hope has helped me to grow in another more fundamental kind of knowledge. I have become a servant of Jesus Christ. As I leave Hope, I am going under His guidance, strength, and direction, with the purpose of serving Him in medical school and later as a physician.

"I can say in all sincerity that because of Hope, I (and my prayer is that some portion of the world) will never be the same."
Doug Irons '77
Schenectady, N.Y.

"It's a risky thing they did, asking a senior to say something about his Hope College Experience just before Finals week. A lot of built-up anxiety, frustration and fatigue just might have found release in a gush of venom directed at the foul institution, the terrible people and the horrendous schedule that have left their marks (the dark circles under the eyes) on us poor innocent students.

"Try as I might, I couldn't do it. Despite feeling as if I'd been playing tag with a Mack truck after fifteen weeks in a gravel crusher, deep down I can't honestly say I hate Hope College. Actually, in that one respect, I go out of here the same way I came in four years ago: loving the place, the people, the total experience.

"When I arrived those many moons ago, I had some pretty unrealistically high expectations. I leave it in two days with those unrealistic expectations fulfilled.

"I wanted a place where the academic situation was challenging but fair. I wanted a place where I could continue to actively compete in the sports of cross-country and track and field, expanding my personal physical limits but without sacrificing schoolwork. I wanted a place where I could mature, gain self-confidence and grow socially, but still feel there were some people around that cared. I found all of those places at Hope College.

"Of all the factors that made my Hope experience one that I'm happy with and feel was successful, one stands out above the rest: people. I came here from some 700 miles away because I found the people here, all of them, the warmest, friendliest and most caring I've ever met. I wanted to be part of that group of people, to share that experience with them.

"It's a decision I've never regretted."
"The first thing that struck me about Hope College was its beautiful uncluttered campus and its tranquility, because it was so different from my university in Tokyo, which is located among tall buildings and stores and which is always quite noisy with crowds of people. As the environment changed, my lifestyle also had to change, but I was lucky enough to have good friends around me anytime I needed some help. My dormitory (Dykstra Hall) was a most convenient place to make friends because of its cluster system. All the girls in my cluster were very nice to me, and I spent most of my vacations at their homes. This was my first experience with living in a dorm; however, I had a far more fantastic time than I expected. Through classes and activities I have become acquainted with foreign students from over a dozen countries, and I could breathe a real international air. We exchanged opinions about the United States and our native countries. Each nation seems to me closer and more vivid now.

"The other advantage of Hope as a small college is the close relationship among professors and students. Professors generously share much time with us and willingly talk to us. Hope is noted for its religious atmosphere, and that was what I felt a sense of incongruity about for a long time, because I am not a Christian. However, Hope's religious orientation helped me understand the background and undercurrent of American culture and the American way of life, which is indispensable for me since my major is literature.

"I have to leave Hope soon to finish my study back in Japan, but I am sure my memories and experiences at Hope College will be with me always."
"When I came to Hope I wanted to graduate with a marketable skill. The business world, especially for women, is to me very exciting and challenging as there are so many business opportunities to pursue. At this time I am continuing to work toward a double major in Business and Communications. I plan to use this major for management, and have found that here at Hope, my career interest in management is greatly fulfilled. However, I have found Hope has so much more to offer than the high academic standards. Getting involved is the key to making the most of your opportunities at Hope. My first two years here have been full of learning, growing, and fun times. There is hardly enough time to experience everything that Hope has to offer.

“One of the most rewarding experiences I have had is being on Student Congress. Being able to be closely involved in the student government and its decisions is one of the advantages of a small college. Joining a sorority this year has also opened the way to many new friendships and fun times. The magic of The Pull and Nykerk is something that is hard to put into words but that is what makes Hope and its traditional events so very special to me.

“There are so many things at Hope that combine to make it a great place, but the people at Hope are what really make Hope College what it is. People here really care about who you are and where you are headed in the future. As I am closing my sophomore year here, I am expectantly looking forward to returning to Hope with all of its traditional events and cultural activities. These experiences, whether they be academic or social, will surely prepare me for the future, but will also be among my fondest memories.”
Hope People

Bruce Herman ’78
Lima, Ohio

"Hope College is a community of people working with large school equipment in a small school atmosphere. I am a Computer Science major who will later study for a Master’s of Business Administration. Hope’s liberal arts approach to the potentially mechanical and de-humanizing field of data processing gives me a solid but broad base to pursue my business management career.

"At many large schools computer students actually see their computer only two or three times a year; at Hope student operators run the Honeywell Sigma 6 throughout most of the day and all of each weekday evening. Students here are not restricted to the limitations of card processing; eight campus-wide terminals allow time-sharing with instantaneous response. But most importantly, the close student-teacher interaction in all disciplines encourages student design and programming limited only by the student’s imagination.

"The influence and benefits of the computer are found throughout the campus: computer science, math, physics, psychology, sociology, business, economics, foreign language, communication, athletic, and many other departments. Computer science majors begin as early as their sophomore year to write programs for classroom use. Students in many departments use the computer in independent studies. But personally, the application-oriented computer science program within a liberal arts school, from the introductory courses through the in-the-field internship and student representation in college computer policy making, has given me a varied, broad, and practical exposure to build my future as a business leader and innovator."
More than 60 individuals with a variety of academic, business, counseling, and service skills make up the Hope administration. Some are “behind the scenes” people who insure the operations of the College. Many work directly with students to provide services and fulfill needs.

Gordon J. Van Wylen
President

Dr. Gordon J. Van Wylen became the ninth President of Hope College on July 1, 1972. Hope students have come to know Dr. Van Wylen as an individual with an active interest in student life. He strives to keep the lines of communication open between his office and the channels of student opinion and thought.

In addition, Dr. Van Wylen and his wife, Margaret, are committed to becoming acquainted with as many Hope students as possible.

“One of the great joys of being at Hope College for my family and me is that our home is right on campus. This is especially appropriate at Hope, where strong personal relationships between faculty and students are of vital importance. But our living on campus is much more than just a symbol, for it provides many opportunities for us to meet, to know, and to entertain students.”

Through this “open door” policy of the President’s home, many students have come to know Dr. and Mrs. Van Wylen as warm and committed Christian persons. For example, many students drop by for a study-break party during exams week, where conversation and refreshments provide a relaxing interlude in study schedules.

“We invite all prospective students to discover and participate in Hope College, where such personal relationships abound.”
Elaine Van Liere  
Director of Residential Life

"The benefit of being at a residential college is that one's education doesn't stop in the classroom. You learn to live with your roommate, your hall-mates and people from other cultures and backgrounds. You meet people in the dining halls and the Kletz. You're not isolated away from all the stimulating activity," says Elaine Van Liere, director of residential life.

Van Liere says that one of her main functions is "to make sure that our physical atmosphere is conducive to our academic pursuits. We must have good study facilities and, without being authoritarian, we must instill in our students a sense of respect for one's neighbor."

Van Liere makes housing assignments, and also is in charge of the selection and advising of resident advisors for Hope's 23 cottages.

"Most college students are in the process of becoming responsible people. Our staff's job is to support that process."

She considers one of her most exciting assignments the refurbishing of cottages and residence hall lounges.

Van Liere came to Hope 14 years ago as a research assistant to an education professor. She later was appointed secretary to the Dean of Students. He told her that if she went back to college to finish the remaining work on her degree, he could "put her on the other side of the desk." She graduated from Hope in 1973 and was appointed to the administrative staff.

From 1968 - 1977 she was a head resident in Hope residence halls. She describes those years as "the most rewarding, challenging and interesting" of her life.

"I'm intensely interested in the college-age students. It's the age that I enjoy most, the age to which I feel I can be of the most help."
"My educational training was essentially in the area of counseling, not accounting or business," says Bruce Himebaugh, director of financial aid. "And I think I approach my work from the counseling point-of-view. I try to humanize the whole financial aid process, which can be in very real terms quite dehumanizing, because of all the forms, rules, facts and deadlines involved."

Himebaugh defines the mission of his office as being to overcome some of the financial hurdles for students in order to help Hope maintain economic diversity in its student-body makeup. "I would hate to see private schools become havens for upperclass families.

"Our financial aid program is designed to enable deserving students who don’t have sufficient financial resources to attend Hope," Himebaugh says, adding that it's easy for him to identify with the needs of the students he works with. After graduating from a small high school, he attended a large state university. The choice was essentially an economic one. However, his 11 professional years have been spent at small, private colleges.

"I don’t think I really reached my potentials until I got into the small school atmosphere. It’s been my experience that a private school brings out the best in its employees, to say nothing of the benefits private schools have for students."
Hope People

William C. Hillegonds
College Chaplain

"I guess the preacher's house in which I live is a fairly conservative and traditional house," says William C. Hillegonds, College chaplain. "But the house has windows in it that are open to what's happening in books and the world of the newspaper and the latest musing of the Holy Spirit.

"I also see many students in my office. Most of them are struggling with the 'Who am I?' question. Many of them want to be reminded directly and honestly that they are worthwhile people... people with gifts the world can use somewhere."

In addition, several years ago Hope students and Chaplain Hillegonds organized a broad program for Christian involvement on campus and in the Holland community. "We have tried to put together a program that is not imposed upon students. We like to think that it is more custom made than packaged without the customer in mind. We seek to meet needs without sacrificing our integrity or by-passing completely what experience teaches. We assume that after all the answers are in, there are still many questions to be asked."

"Another thing we try to do with respect to Christ is to say not only that He is good or that what He said was right or that what He did was indispensable to man and woman and the world's healing. We also try to make Him come down the road as an exciting person - vibrant and completely in love with life. We try to give students the idea that He wasn't unfamiliar with laughter and that if He wore a gray robe, He certainly had a red tie to go with it."
Dave VanderWel
Associate Dean of Students

"College is really an experience that's more than a set of classes. Students learn about themselves and do a lot of growing in other settings," says Associate Dean of Students Dave VanderWel. VanderWel works with students to organize these "other settings" — student activities such as Student Congress, the Social Action Committee, fraternities and sororities.

He says that the students make the decisions within these groups but he helps by providing organizational structures, suggesting the best ways to get things done.

"I don't know anything about popular music, so I can't make the decisions about what musical groups we should bring to campus. But I think I do know something about organization and I can be of assistance in this area."

In addition, he administrates Hope's Career Planning and Placement Services.

"In my mind, the liberal arts students are best prepared for the world of tomorrow, because of their adaptability."

VanderWel once planned to become a minister. While in seminary, he and his wife were head residents in a Hope dorm.

"I found those years to be very satisfying and I gained a clue to the kind of direction I wanted to follow."

After his graduation from seminary, he began working at Hope.

"Now I see my working with students as a form of ministry. I'm serving people by meeting needs."
Hope has long been recognized as a leading educator of individuals who have gone on to achieve distinction in their chosen professions. Over the past six decades, Hope has had a distinguished record of excellence in pre-medical and pre-dental education. Among Hope’s graduates are included such distinguished academic leaders as college, university, and seminary presidents and professors, noted religious leaders, and respected political and business leaders.

In a variety of studies conducted over the past 20 years, Hope was ranked first in Michigan, on the basis of enrollment, in the undergraduate preparation of men entering the scholarly professions (The Younger American Scholar).

Hope was included in an evaluation and analysis of the productivity of colleges and universities in a recent issue of Science, the journal of the world’s largest science organization. In “Social Origins of American Scientists and Scholars,” Kenneth R. Hardy, professor of psychology at Brigham Young University, replicates the results of earlier studies, indicating that midwestern protestant colleges have excelled in the production of Ph.D. scholars in all fields studied - physical sciences, social sciences, education, and arts and professions. In both periods studied (1920-39 and 1950-61), Hope ranked among the top 60 colleges and universities in the proportion of its graduates who obtained the Ph.D. Combined data from both of these time periods place Hope among the top 2-3 per cent of American colleges for these years.
Another study placed Hope seventh in the nation in the percentage of scientists produced from its enrollment who become "starred" entries in *American Men of Science*. A publication of the American Chemical Society, entitled "Baccalaureate Origins of Eminent Chemists," ranked Hope in 1971 as third in the nation among the coeducational liberal arts colleges in the production of "eminent chemists."

In 1975, Hope was the only strictly undergraduate college in the country to receive three separate Undergraduate Research Participation grants from the National Science Foundation. Hope is one of only seven colleges in the country to participate in the George F. Baker Scholarship Program for students of economics and business administration, and Hope's program has been evaluated as the finest of these. Hope is one of approximately 150 schools in the nation and the only non-public institution in Michigan to be honored with the chartering of a chapter of Pi Sigma Alpha, the honor society for political science majors. Moreover, Hope is one of three private colleges in Michigan which belongs to the National Association of Schools of Music, and the College's art department is accredited by the National Association of Schools of Art.

Nearly one-half of Hope's graduates enter graduate schools to pursue advanced training for careers in medicine, science, business, education, economics, the humanities, psychology, and all areas of the performing and fine arts. Many of these graduates have received national awards for advanced study in fields as diverse as
chemistry, psychology, history, English, American Studies, and Byzantine Studies.

CURRICULUM Hope's educational program offers a variety of courses in 34 major fields. Throughout this educational program, Hope is concerned with developing intellectual discipline and a fellowship in inquiry. (See "The Degree Program," page 86 and departmental listings in "The Curriculum," beginning on page 114.)

For students with unusual academic maturity, several challenging programs have been designed, including honors courses in the freshman and sophomore years, and independent and tutorial study during all four years. (See "Programs for Talented Students," page 104.)

Research opportunities for students in all disciplines are available both on campus and off. Cross cultural and Language programs at GLCA member colleges permit Hope students to study many foreign cultures and languages both in this country and abroad.

THE HOPE COLLEGE SUMMER SESSIONS ON CAMPUS Hope offers three-week May and June Terms, each for intensive study of one subject, and a six-week regular summer program in late June and July. (See "Academic Sessions," page 104.)

DOMESTIC OFF-CAMPUS PROGRAMS Students may enroll in area and language programs at GLCA member colleges, or pursue the arts, government, and urban studies at several locations in the United States. (See "Special Academic Programs," page 104.)
INTERNATIONAL EDUCATION The scope of the College's involvement in international education is broad, offering many opportunities to students. Hope College believes that through exposure to a foreign society, students can expand knowledge of their own cultural heritage, gain facility in a foreign language, and achieve new perspectives on America and on their own individual identity. (See "Foreign Study Opportunities," page 109.)

SCHOLARSHIPS, HONORS, AWARDS Hope's aim is that all deserving students who desire to attend Hope may do so, regardless of their economic resources. A three-fold student aid program has been developed, which includes scholarships and grants-in-aid, loans, and a privately funded Work-Study program. (See "Financial Aid to Students," page 74 and "Honors and Awards," page 292.)
THE CAMPUS
HOLLAND, MICHIGAN – Hope College is situated in a residential area two blocks away from the central business district of Holland, Michigan. Holland is a community of 28,000, which was founded in 1847 by Dutch settlers. Located on Lake Macatawa and approximately five miles from beautiful Lake Michigan, Holland has long been known as a summer resort area. The Community also offers winter sports recreational programs.

The center of Hope's main campus is the Pine Grove, a picturesque wooded area around which the College's original buildings were erected more than a century ago. Nearly all of the campus lies within two blocks of the Pine Grove.

Campus buildings offer a pleasing blend of old and new architectural styles.

VAN ZOEREN LIBRARY, gift of alumnus Dr. G. John Van Zoeren, serves as a resource center for the academic pursuits of the college community.

The main floor contains the Reference Desk, card catalogs, periodical indexes and abstracts, reference collection, and Hope College publications. (For location of other books, periodicals, and microfilms – all arranged by the Library of Congress classification system – consult the library directory found on each floor.) The second floor has the Van Zoeren Memorial Room, the Archives, and the office of the Director of Libraries. The ground floor includes the seminar rooms, typing facilities, Carley Room for film viewing, VanderBorgh Memorial curriculum library and instructional materials center, and Heritage Room.

BRANCH LIBRARIES are located in the Peale Science Center and the music building. Each of these has its own separate catalog in the branch as well as being included in the main catalog of the Van Zoeren Library.

The three libraries provide the students and faculty a selective collection of books, periodicals, microfilm, and related materials. They now contain more than 170,000 volumes, approximately 1,300 current periodical subscriptions, 1,000 cassette tapes, and over 5,500 reels of microfilm all classified and shelved together on shelves open to all users. The Reference Department on the main floor contains works which locate millions of books and periodicals obtainable from other institutions through interlibrary loan (inquire at the Reference Desk). Other libraries in the
community available to Hope College students are the Herrick Public Library, with 140,000 volumes, and the Beardslee Library of Western Theological Seminary, with 63,000 volumes.

THE ARCHIVES is the repository for documentary, photographic, and other materials of historic value to Hope College. The Archives, housed on the second floor of the Van Zoeren Library, is available to scholars interested in the history of the college.

PHYSICS-MATHEMATICS HALL, completed in 1964, has two general physics laboratories, one advanced physics laboratory, a radiation laboratory, an electronics laboratory, four project rooms, darkroom, machine shop, mechanical equipment rooms, conference rooms, library, classrooms, and offices. Two large lecture halls are joined to the main building by a glass-enclosed lobby. Special facilities include electronic calculators, multichannel analyzer, a two million volt accelerator, and a Sigma 6 computer system with remote terminals.

THE COMPUTER CENTER, in Physics-Mathematics Hall, houses a Xerox Sigma 6 Computer System which serves the data processing needs of the entire campus. In a number of academic programs, the computer has become an indispensable tool for both teaching and research; it is used by students in the arts, humanities, natural and social sciences.

THE RUSK BUILDING houses studios and offices for the art department. The remodeled, three-story, 43,000 square foot factory was acquired in 1969 through a gift from the Dewey D. and Hattie Batjes Foundation of Grand Rapids, Mich.
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. The Sociology department, student offices and the Henry Schoon Meditation Chapel occupy the ground floor.

LUBBERS HALL - The former science building has been remodeled into a center for the humanities and social science departments. It houses the departments of communications, economics and business administration, English, history, political science and religion as well as the audio visual department. The center has been named in honor of Dr. Irwin J. Lubbers, President Emeritus of Hope College.
THE DE WITT STUDENT AND CULTURAL CENTER includes a modern educational theatre, art galleries, bowling alleys, lounge, snack bar, study areas, and the Hope-Geneva book store.

THE PEALE SCIENCE CENTER houses the departments of biology, geology, chemistry and psychology. The building contains laboratories, lecture halls, a museum, greenhouse, aviary and a library-instructional resources center.
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. The Wynand Wichers addition to the Nykerk Hall of Music, constructed in 1970, includes nine practice rooms, eight studios, a large library, and another small auditorium, holding about 225 persons.

LIVING ACCOMMODATIONS - Most of Hope's 2,200 students live on campus, except those residing with their parents or who are married. Residence halls are shown on a map of campus on page 298. Other students enjoy the home-like-atmosphere of the 23 cottages - see "Services," page 49.
THE CAMPUS GROWTH PLAN - Hope College is actively involved in a campus development program.

A $10 million capital fund drive, the Build Hope Fund, was completed last year, enabling the college to undertake an extensive facilities construction and renovation program, increase endowment for scholarships and supplement academic programs.

One of the major goals of the Build Hope Fund was to complete funding for a new $3.6 million physical education and health fitness center. This facility is under construction and is expected to be operational for the 1978-79 academic year.
The pages which follow describe some of the formal services which the College makes available to its students to assist them while they are a part of the college community. Members of the faculty and staff stand ready to aid students whenever possible.

ACADEMIC ADVISING

Each student is assigned a faculty advisor who will assist in selecting an appropriate schedule, discuss academic progress and future direction, and be of assistance when the student faces academic questions or difficulties.

Faculty advisors are initially assigned, whenever possible, on the basis of the academic interest an incoming student expresses on his application for admission. Unless the student requests a change in advisors, this advisor will continue until the student declares a "major" or field of academic concentration. Upon approval of his application for a major, the student is reassigned an advisor by the chairman of that department.

Changes in faculty advisors may be initiated through the Registrar's office prior to declaring a major, and through the department chairman after the student has been accepted as a major. The academic advising program is under the direction of the Registrar.

ACADEMIC SKILLS CENTER

This service is designed to help students improve in study skills, reading rate and comprehension, the mechanics of writing (grammar, punctuation, spelling), organization of papers, footnoting and bibliography form, and preparation for and taking of exams. An individualized program in skills improvement will be developed for the student on a regular schedule, or help will be provided on a one-time, drop-in basis when a particular problem or need arises. The Academic Skills Center is located on the lower floor, room 12, of Van Zoeren Library.
Counseling Services

Counseling Services

In addition to academic advising and academic skills improvement, the College provides counseling services to assist students in their personal development. A professional counselor is available to students who wish to talk over a concern in a one-to-one, confidential setting. Some students want primarily information, perhaps about career options. Others request an on-going, supportive relationship which may involve a regular meeting with a counselor for several weeks. Still others seek referral to other services on campus or in the community. Also available through the counseling services are personal growth groups that are open to all students. Areas covered in the past have been: sexuality, assertiveness, life style choices, and career exploration. The Counseling Center is located in the basement of Van Raalte Hall.

Career Planning and Placement Services

The staff of the Counseling and Placement Center work together to assist students in defining their career goals and integrating them with a work situation. A variety of self-assessment tools, vocational interest tests, career development groups, and a library of career information are some of the resources available to students through the office in the basement of Van Raalte Hall.

The Placement Office will also work with students in the job hunt process by providing information about seeking employment, helping them prepare a set of credentials which can be sent to prospective employers, informing students of openings available, and making arrangements for employers to visit campus to interview students and alumni.

Part-time, off-campus and summer employment possibilities are posted through the Michigan Employment Security Commission office in the front lobby of Phelps Hall.

Health Services

The College's health services are centered at the Health Clinic, located on the corner of 12th St. and College Avenue. Out-patient care is offered daily at the Clinic by a staff of registered nurses under the direction of a team of local physicians. If a student needs the attention of a physician, a doctor on the staff is in the Clinic on Tuesday morning from 8:00 a.m. to 10:00 a.m. each week. At other times, the Clinic staff will arrange an appointment in one of the physicians' offices and provide transportation when needed. Evenings and weekends, the physicians will be on call and may be contacted by calling the Physician's exchange.

Medications and supplies when available are issued from the Clinic at a minimum cost to the student. Students are responsible for their own medical expenses incurred through the use of the physician's services and hospital care.

In order to give the Clinic the best medical records possible, incoming students will be required to complete an extensive medical questionnaire. Students with chronic conditions are urged to make arrangements with a local physician for the transfer of medical records.
FOOD SERVICES
The College's cafeterias in Phelps and Durfee Halls and the Kletz snack bar in the DeWitt Center are under the direction of Saga food service. Twenty-one meals per week are served by the food service, though students also have the option to select a board plan at reduced cost allowing them to eat any 10 or 15 meals per week. The food service is closed during vacation periods.

RESIDENCE HALLS
Thirteen residence halls, ranging in capacities from 40 to 300, and 23 cottages (houses on or near campus) provide the home-away-from home for approximately 1,500 Hope students. The living styles available through these options range from the small group experience which the cottages provide to the apartment, cluster, and dormitory styles which are available through various residence halls. Two of these residence halls, Phelps and Kollen, are co-ed with men and women either on separate floors or in separate wings.

A staff of Head Residents and Resident Assistants live in the residence halls to assist students in creating a comfortable living environment which is conducive to personal growth. The residence hall staff is trained to assist students in understanding college resources and policies as well as to facilitate students' personal development.

Because of its commitment to the residential concept, Hope requires all students to live on campus except those who are commuting from home or who have received special permission to live off campus.
CAMPUS LIFE

Summarized below are some of the various dimensions which our life as a community of people takes. Hope College feels that the college experience is more than the academic program which is described on the following pages; an integral part of that experience are the extra- and co-curricular programs which create the sense of community existing on campus.

COMMUNITY GOVERNMENT

Decisions governing the college community are primarily made by Boards and Committees composed of students, faculty, and administrators. Three major Boards, the Academic Affairs, Administrative Affairs, and Campus Life Boards, bear the major responsibility for policy decisions, while subcommittees of each deal with more specific areas.

ACADEMIC AFFAIRS BOARD - The AAB examines and acts on policies dealing with the more formal curricular and instructional program and cultural offerings of the college. Subcommittees include: Curriculum, Cultural Affairs, and International Education Committees. Board membership is: four students, eight faculty, Academic Dean.

ADMINISTRATIVE AFFAIRS BOARD - The AdAB examines and acts on policies dealing with patterns of organization and administration, with matters of primary concern for public relations, and with matters of general faculty and student welfare. Subcommittees include: Admissions & Financial Aid, Athletics, and Student Standing and Appeals Committees. Board membership is: two students, four faculty, five administrative heads.

CAMPUS LIFE BOARD - The CLB examines and acts on policies dealing with the co-curricular, social and recreational program and with the regulations for effective living together of students on the campus. Subcommittees include: Extra-Curricular Activities, Religious Life, Student Communications Media, and Residential Life Committees. Board membership is: four students, four faculty, three administrators.
STUDENT CONGRESS - The main body of student government on Hope's campus is the Student Congress. Since most policy decisions are made on the Boards and Committees noted above, students are elected to the Student Congress to represent residence hall units and off-campus students. Following their election to the Congress, members are then appointed to the various boards and committees. A sub-committee of the Student Congress, the Student Appropriations Committee, is responsible for the allocation of the Student Activities fee.

COLLEGE JUDICIAL BOARD - Much of the responsibility for maintaining high standards of student life in the college community is entrusted to the students. Operating on a basic principle of self-governance, responsibility for the development and enforcement of regulations is centered on residence hall units under the approval of the Campus Life Board. The final body in this judicial system is the College Judicial Board. The Judicial Board has jurisdiction in handling infractions of all-college rules, as well as serving as an appeal board for cases heard on a lower level. Membership is comprised of: five students, two faculty and one member of the Dean of Students' Staff.

COLLEGE REGULATIONS
Hope can only be a true community if its members understand and genuinely accept the responsibilities of living together in a meaningful framework. More than tolerance is necessary. Students should feel that they can honestly uphold the policies affecting campus life. At the same time, the entire college is encouraged to cooperatively seek changes that would better reflect the desires, goals and values.
that form the basis of the college's program. Through the structure of community government, students play a vital and influential role in examining and reformulating campus policies. Thus, membership in the Hope community is regarded as a privilege. Absolute order in all aspects of life is tyranny, just as absolute freedom is anarchy. The college desires to find the proper balance in campus life. Hopefully, a community atmosphere can be created which promotes student growth, sharpens desired values and encourages academic pursuit.

In this context, the college community has established certain standards that go beyond those established by civil authority. The college prohibits the possession or consumption of alcoholic beverages on college property or in college housing units, and at college functions. As a residential college, Hope College expects all students to live and board within the college residence system. Exceptions to this expectation are made for single students when enrollment exceeds the capacity of the college housing facilities, for married students, and for those students who reside with their parents within commuting distance to the college.

The Student Handbook is prepared annually and contains discussion of the all-college rules and regulations that govern community life at Hope College. It is available through the Office of the Dean of 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. Thus a central aspect of the religious dimension of Hope lies in the lives of individual members of our community and in their relationship to God through Jesus Christ.

Focal points for understanding the religious dimension of campus life are the Chaplain's Office and the Ministry of Christ's People, the student organization which attempts to centralize the efforts of various religious groups on campus and develop joint programming.

THE COLLEGE CHAPLAINS - The Chaplains serve as the primary focus of the college's religious programming, and give leadership to the Ministry of Christ's People. They are also available to meet with students to deal with questions, conflicts or concerns that they face in clarifying their thinking on the essentials of the Christian faith and their role as persons in God's world. The Chaplains' office is in the basement of the Chapel.

THE MINISTRY OF CHRIST'S PEOPLE - Because the life of Christ sets the priority of acting out in life what is claimed in beliefs, students are encouraged to affirm that same totality, according to their individual gifts and abilities. The Ministry of Christ's People, organized and directed by students and the Chaplain, is involved in serving the College community in four broad areas - worship, social ministries, evangelism, and personal and interpersonal Christian growth.

Worship - Sunday worship services in Dimnent Memorial Chapel enable the campus community to share together in corporate worship. Sermons are given by Hope College Chaplains, Mr. William Hillegonds and Mr. Peter Semeyn, by members of the faculty, or by guest preachers. Informal worship is held elsewhere on the campus at other times. Chapel services are held daily in Dimnent Chapel, and the dormitories. Midweek activities include evening communion in the Schoon Meditation Chapel and fellowship meetings.

Social Ministries - In this area, the Ministry challenges students to be aware of social needs and injustices, to meet human needs within the community, and to speak to critical issues, such as racism, poverty, housing, drug abuse, population difficulties, and ecological crises.

Evangelism - This phase of the Ministry seeks to proclaim and present the person of Jesus Christ and His claims to the community by means of encouraging discipleship and by training people to engage in Christian witness. Various methods of witnessing are utilized through a variety of life styles.

Personal and Interpersonal Christian Growth - Through seminars, retreats, small groups, Bible studies, prayer groups, and leadership training, faculty and students are given opportunity to grow corporately and individually.
Campus Life
CULTURAL AFFAIRS

The process of education involves interaction with other cultures and a developing awareness of the culture in which one lives. Through a wide diversity of opportunities of a cultural nature, Hope aims to broaden the perspective of the individual student.

THE CULTURAL AFFAIRS COMMITTEE - The Cultural Affairs Committee is the student-faculty committee which bears primary responsibility for sponsoring a Young Concert Artists' Series, supports the visits of guest artists and lecturers, and puts on a series of major concerts in conjunction with The Holland Community Concert Association. This program is called the Great Performance Series and last year included: The Gus Giordano Jazz Dance Company, Celebration Mime Theatre, organist David Craighead, soprano Elly Ameling, ragtime pianist Max Morath, St. Hedwig's Cathedral Choir and Domkapell Orchestra of Berlin, and Music By Three. The community concerts in nearby Muskegon and Benton Harbor are also open to Hope students at no cost.

THEATRE AND DANCE PRODUCTIONS - Four major productions are presented annually by the department of Theatre. These productions are usually faculty directed, though opportunity is provided for advanced students to gain directing experience. Participation is open to all members of the college community. This past year's productions included: Alice in Wonderland, I, Elizabeth Otis, Two Gentlemen of Verona, and Woyzeck. Several student-directed one-act plays are also presented each year in addition to an extensive Summer Repertory theatre program. An extensive dance program is conducted under the theatre department, with a dance concert presented in the spring of the year.

ART EXHIBITS - In addition to studio classes in the field of art, a variety of outstanding exhibits are hung throughout the year in the college's gallery in the DeWitt Center as well as in the Van Zoeren Library. The college also has a permanent collection which is on loan throughout the campus.

MUSIC PROGRAMS - More than 80 concerts and recitals are given annually through the Music Department and its students and faculty. In addition to performance classes presented by the department, there are numerous musical groups which are open to all students. Some of these vocal groups are: The College Chorus, Chapel Choir and the Women's and Men's Choirs, the Oratorio Chorus and Collegium Musicum; instrumental groups include: the Concert Band, Jazz Ensemble, Orchestra, Symphonette, and various smaller ensembles. The Chapel Choir and the Symphonette take an extensive two-week tour each spring, while others will perform both on- and off-campus throughout the year.
CAMPUS COMMUNITY HOUR

Because of its commitment to being a community of scholars, the college has set aside a campus community hour in the weekly academic schedule to encourage the sharing of common concerns and to allow the campus community to examine significant issues. This time is used to bring in significant persons to address the entire campus, as well as to develop symposia along departmental lines or to promote other interaction between students and faculty.

SOCIAL LIFE

During a student's college experience there comes a time when a person needs to relax and enjoy the interaction with other people. The social life on campus is designed to provide those opportunities to be in contact with others as well as to develop one's individual interests.

THE CAMPUS ACTIVITIES OFFICE - Located in the basement of Van Raalte Hall, the Campus Activities Office serves as a resource for the various student organizations and groups which are planning non-curricular activities, and carries primary responsibility for the overall social life on campus. The director works with the Social Activities Committee and other campus organizations to create an environment in which students can find a diversity of activities as well as a meaningful atmosphere in which to live.

THE SOCIAL ACTIVITIES COMMITTEE - The Social Activities Committee (SAC) bears the primary responsibility for programming social activities of an all-campus nature. Dances, concerts and traditional events, such as Homecoming, Parents' Weekend, Winter Carnival, an All-College Sing, and the frosh-soph competition of the Pull and Nykerk are also sponsored by the committee. The Pull pits a team of men from the freshman class against the sophomore team in a tug-of-war across the Black River, while the freshman women compete against the sophomores in song, drama, and oration in the Nykerk Cup competition.

FRATERNITIES AND SORORITIES - Six fraternities and five sororities of a social nature, all local, exist on Hope's campus. Each of the sororities has a club room in one of the residence halls, while the fraternities each have a college-owned residence hall which serves as their living quarters and center of their activities. Approximately one-fourth of the student body belongs to one of these Greek organizations. The fraternities are governed by the Inter-fraternity Council, while the Pan Hellenic Board governs the sororities. Rush and pledging takes place in the spring semester.

In addition to the social fraternities and sororities noted above, Hope has a national service fraternity, Alpha Phi Omega, which sponsors service projects for the college and community. Membership is open to all students.

CLUBS AND ORGANIZATIONS - A wide diversity of campus organizations allow Hope students to pursue their special interests and experience membership and leadership roles within the community setting. These groups include those of a religious, academic, political, or minority nature as well as those centered around special activities or interests. The Campus Activities Office can give a contact per-
Campus Life
son for each of these organizations, or can assist a student in forming a special club on campus.

Hope students are also involved in the Holland community in organizations such as Higher Horizons, a Big Brother-Big Sister program with children of the surrounding community; and the annual March-to-Hope, a week-long camping and hiking experience, pairing a college student with an underprivileged child from the community. The Higher Horizons office is in the basement of Van Vleck Hall, while the March to Hope is under the supervision of the Education Department.

In addition to these, there are a wide diversity of honor societies on campus, open by invitation, which bring together students of similar competencies. These include:

- Phi Beta Kappa (national honorary scholastic)
- Mortar Board (national honorary)
- Alpha Epsilon Delta (pre-med, pre-dent)
- Beta Beta Beta (biology)
- Delta Omicron (music-women)
- Delta Phi Alpha (German)
- Eta Sigma Phi (classical languages)
- Lambda Iota Tau (literature)
- Omicron Delta Epsilon (economics)

**FORENSICS AND INTERCOLLEGIATE SPEECH ACTIVITIES** - The collegiate forensics program is under the direction of the Communication Department. Competition in debate, oratory, extemporaneous speaking, oral interpretation, and group discussion is scheduled.
STUDENT MEDIA - The communications media 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. Participation in these media is open to all interested students.

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. The anchor office is in the basement of Graves Hall.

Opus - This literary magazine gives students an opportunity for expression by presenting their prose, poetry, photography and art work. The Opus Board reviews materials submitted to it for publication and publishes them on a regular basis. In addition Opus sponsors poetry reading sessions throughout the year, giving students and faculty a chance to read their works. The Opus office is in the basement of the DeWitt Center.

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. The Milestone office is in the basement of Graves Hall.

WTAS - Located in the basement of Kollen Hall, WTAS, the college radio station, operates on a closed-circuit basis throughout the campus. Born as a physics experiment, WTAS is presently under the direction of the Department of Communication and serves as an important source of campus news, music and entertainment as well as a significant educational experience for those who participate.
Campus Life
ATHLETIC LIFE

Participation in athletics, just like participation in the social, cultural, and religious life of the campus, is open to all members of the college community. Competition takes place on both the intercollegiate and intramural levels. Athletics on Hope's campus are viewed as opportunities for individual fulfillment and enjoyment as well as the development of a team spirit and the enjoyment of the community.

PURPOSES AND POLICIES - The college has 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, and 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 athletic committee under the Administrative Affairs Board 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.

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 financial need only.
Campus Life
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. Gordon Brewer is the Director of Men's Athletics. Anne Irwin is the Director of Women's Athletics. Coaching staffs are listed below:

MEN'S COACHING STAFF
Baseball - Jim Bultman
Basketball - Glenn Van Wieren
Cross Country - Bill Vanderbilt
Football - Ray Smith
Golf - Hal Cutshall
Soccer - Glenn Van Wieren
Tennis - Lawrence Green
Track - Gordon Brewer
Wrestling - George Kraft

WOMEN'S COACHING STAFF
Archery - Mary Grondin
Basketball - Anne Irwin
Field Hockey - To be announced
Softball - Anne Irwin
Tennis - To be announced
Track - Sandy Parker
Volleyball - Sandy Parker

INTRAMURAL ATHLETICS - Intramural athletics are open to all members of the college community. Any grouping of students or faculty may form a team to enter competition. Competition in the following sports has been developed for men and women: archery, badminton, basketball, bike race, bowling, cross country run, frisbee throw, gymnastics, racketball, skiing, softball, swimming, table tennis, tennis, and volleyball. Men also may compete in boxing, golf, handball, indoor hockey, soccer, touch football, and track while women also compete in speedball. There are also club sports including competition in lacrosse, swimming, gymnastics and badminton.
ADMISSION OF FRESHMEN

Hope College encourages qualified students to submit their applications. Admission is selective and based on the secondary school record, including grades and course selection, personal data as obtained from the application and SAT or ACT results.

The secondary school program should include four years of English, two years of mathematics, two years of a foreign language, two years of social sciences and one year of a laboratory science as well as five other academic courses.

Students are recommended to apply early in the fall of their Senior year. To obtain an application for admission, please write to:

Admission Office
Hope College
Holland, Michigan 49423

To be considered for admission the following items must be submitted:
1. Completed application
2. $10 application fee
3. High school transcript
4. SAT or ACT scores

The SAT or ACT should be taken in the spring of the junior year or the fall of the senior year. For information about the SAT (Scholastic Aptitude Test) you may write:

CEEB (College Entrance Examination Board)
Box 592
Princeton, NJ 08540

For information about the ACT (American College Testing Program) you may write to:

ACT (American College Testing Program)
Box 414
Iowa City, IA 52240

Applications are submitted to the Admissions Committee as soon as all information has arrived and applicants can expect a decision shortly after submission. The Admissions Committee may withhold a decision for further information; applicants will be notified of such a need and asked to submit the additional information.

Candidate’s Reply Date

All accepted applicants are asked to pay a $100 advance deposit by May 1. One-half of this amount is applied to the fall tuition and the other half is used as a security deposit. It is refundable, minus any fees owed, upon leaving the college through graduation or withdrawal. All accepted applicants are asked to pay this fee as early as possible (after acceptance) to insure adequate planning on the part of the college. Students accepted after May 1 are expected to pay this fee within 15 days of acceptance.

FOCUS (Fall Opportunity to Continue Upward Scholastically)

Occasionally applicants to the college have not demonstrated the quality of work, during their high school career, to gain degree admission to Hope College but their overall record implies latent ability. The FOCUS program is an opportunity for such a student to change the direction of academic pursuits by participating in this probationary program prior to gaining regular degree admission to Hope College. The
Admission

basic contents are as follows:

The fall semester will be limited to 14 hours which will include Freshman English and three other courses.
The student will be required to take advantage of the assistance offered by the Academic Skills Center.
An additional fee will be charged to offset the special demands made on the college staff.

At the conclusion of the fall semester, FOCUS students will be evaluated for degree admission for the spring semester. The program consists of regular college courses good for full credit toward a degree. FOCUS is not designed to be a remedial academic program but rather a supportive one.

Interviews and Campus Visits

A personal visit to campus, while not a requirement, is strongly recommended and encouraged. Students and parents are welcomed to visit the Admissions Office where campus tours, class visits and faculty conferences can be arranged.

Students are urged to arrange for campus interviews by appointment at least a week ahead of the desired time. The Admissions Office is open Monday through Friday 8:30 - 4:30 (Eastern Time Zone) and from 10:00 a.m. to 12:00 noon on Saturdays (except holiday weekends). During May, June, July and August, Saturday interviews are conducted by appointment only. The Admissions Office is located on Graves Place at College Avenue and can be reached by phone, (616) 392-5111, extension 2241, or writing Admission Office, Hope College, Holland, Michigan 49423. Those arriving at Grand Rapids airport may arrange transportation to Hope College through the Admissions Office at a round trip cost of $10.00. Please notify the Admissions Office of your transportation needs prior to your arrival at the airport.

SENIOR DAYS are held several times throughout the year and provide high school seniors an opportunity to experience a day on campus. Attending classes, pre-professional conferences, eating lunch in the dining hall, and having a guided tour of the campus are some of the activities available. Dates for Senior Days in this academic year are:

October 21, 1977  
November 11, 1977  
December 2, 1977

February 10, 1978  
March 17, 1978  
April 14, 1978

Students should arrive at Durfee Hall at 9:00 a.m.

Junior Day is scheduled for May 6, 1978. Students should arrive at the DeWitt Cultural Center at 9:00 a.m. for an opportunity to learn more about Hope, Admissions, Financial Aid, as well as meeting with faculty and students in academic departments of the visiting student’s interest.

ADMISSION OF TRANSFER STUDENTS

Hope College accepts applications from students in good standing at accredited universities and colleges.

To be considered for admission the following items must be submitted:

1. Completed application
2. $10 application fee
3. High School transcript
4. College transcript (All previous colleges)
5. SAT or ACT scores
Applications are submitted to the Admissions Committee as soon as all information has arrived and applicants can expect a decision shortly after submission. The Admissions Committee may withhold a decision for further information; applicants will be notified of such a need and asked to submit the additional information. Transfer applicants will be expected to submit final college transcripts before matriculating.

TRANSFER OF CREDIT

The standard for the acceptance of credit toward 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 Provost prior to enrollment.

A maximum of 65 semester hours of credit may be transferred from a community or junior college. A student transferring to Hope transfers only the credit earned but does not transfer grades and honor points. Hope College subscribes to the Michigan Association of Collegiate Registrars and Admissions Officers Articulation Agreement.

ADMISSION OF FOREIGN STUDENTS

Hope welcomes the interest of foreign students wishing to study on our campus. To be considered for admission the following items must be submitted:

1. Completed application
2. $10 application fee
3. Secondary school record
4. Evidence of proficiency in the English language (usually the Test of English as a Foreign Language (TOEFL) or a comparable English proficiency test)
5. The Declaration and Certification of Finances (generally sent to applicants after they apply)

Applicants should be able to communicate well in English. The TOEFL score should be in the 550 range. Financial aid available to foreign students is extremely limited. The Admissions Committee will be unable to consider foreign student applications unless one-half of the total yearly costs can be supplied by the applicant. When foreign applicants have been accepted, the acceptance letter and an I-20 will be sent.

SPECIAL OR PART-TIME STUDENTS

Persons interested in enrolling in Hope College on a part-time, non-degree basis need not complete the formal application for admission. A shorter form is available from the Admissions Office and must be submitted for each semester or term an individual wishes to study at Hope College. This form does not normally require previous high school or college transcripts nor an application fee.

Full college credit is granted for students who pay the regular fees and credit earned is transferrable to other colleges. If a student wishes to be admitted as a degree student the application process outlined in “Admission of Freshmen” must take place. Those wishing to audit courses may follow the same procedure as a special student and will pay the audit fee. Credit is not granted, however, the audited course will be recorded on the student’s transcript.

COLLEGE CREDIT BY EXAMINATION

The Hope College faculty believes that a student should pursue his studies at his established level of competence. Tests are available to determine this level and Hope encourages its prospective students to investigate their use. The following tests are available to Hope students:
ADVANCED PLACEMENT PROGRAM (APP) - A program sponsored by the College Entrance Examination Board (CEEB). Generally credit and/or placement is granted to students that received grades of 4 or 5. Grades of 3 often received credit but is determined by the respective departments.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) - Hope will generally grant credit for subject area examinations based on the Guidelines as established by the CEEB. Hope is a Limited Test Center and students can take CLEP exams on campus.

HOPE DEPARTMENTAL EXAMINATIONS - Where CLEP or other nationally normed tests are not available, departmentally prepared examinations can be taken. These are not to be confused with placement exams that some departments offer.

For further information about credit by examination, contact the Registrar's Office. Additional information can be found beginning on page 101 of this catalog.

READMISSION

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

SUMMER SESSION

Hope offers a variety of campus summer sessions: the three-week May Term, the three-week June term, and a six-week Summer School. Admission to any of the summer sessions is granted to any qualified candidate but this admission does not imply admission to Hope College as a degree candidate. Applications for Single-Term Admission (Blue form) are available by writing to the Admissions Office.

FINANCIAL ASSISTANCE

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 Financial Aid Form which is a 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 Financial Aid. The Financial Aid Form 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 F.A.F. must be submitted by May 1 to receive financial aid consideration for the subsequent school year.

THE COLLEGE SCHOLARSHIP SERVICE - More than 1300 colleges and universities, of which Hope College is one, participate in this service. The C.S.S. publishes and distributes the confidential financial statement (F.A.F.) which is to be filled out by parents and 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 F.A.F. is distributed through the secondary schools or may be picked up at any college financial aid office. When completed by parents and students, the statement should be returned directly to the C.S.S. with the appropriate processing fee and not sent directly to the college. For new incoming students, the deadline for filing the F.A.F. is March 1; for returning students the deadline is May 1. The College Scholarship Service will evaluate and forward the F.A.F. to the college(s) named on the form. Hope College also accepts the financial statement provided by the American College Testing Service.
FINANCIAL AID TO STUDENTS

Gift Aid Programs

PRESIDENTIAL SCHOLARSHIPS - Each year from applications for admission to Hope College, 30 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. All Presidential Scholars are awarded an annual scholarship of $200. Scholars will be given consideration for general Hope College Scholarships if financial need in excess of $200 is established by the F.A.F. For their freshman year only, the Presidential Scholars also receive a $50 book prize, in the form of credit at the college bookstore for the purchase of any books other than required textbooks.

Presidential Scholarships are renewable annually, to a maximum of eight semesters. Full-time enrollment and a cumulative grade point average of 3.0 is required. Awards can be used during the regular two academic semesters only. All Presidential Scholarship eligibility benefits terminate five (5) years after the date of the Presidential Scholars’ originally scheduled freshman year enrollment.

There is no special application for a Presidential Scholarship. All qualified students accepted for admission by March 1 will receive careful consideration by the selection committee. Winners are notified by late March. Further details are described under Programs for Talented Students on pages 104-105.

NATIONAL MERIT SCHOLARSHIPS - Hope annually sponsors twelve (12) scholarships through the National Merit Scholarship Program. Consideration is limited to Merit Semifinalists 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. No special application other than the F.A.F. is required. These scholarships are renewable annually provided a 3.0 (B) average is maintained and financial need is established on a new financial statement. A new F.A.F. must be filed by May 1 each year to establish the level of 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 renewable on an annual basis. The F.A.F. must be submitted to the College Scholarship Service by May 1 to be considered for a grant renewal.

DESIGNATED HOPE COLLEGE SCHOLARSHIPS AND GRANTS - Each year a number of the scholarships awarded are sponsored by gifts to the college. Without the generous support of these friends of the college, Hope would not be able to offer the great number of scholarships it does. No special application is necessary since recipients are picked from those awarded general scholarships.

General Scholarships

CLASSICAL BOARD OF BENEVOLENCE SCHOLARSHIPS - The Classical Board
Financial Aid to Students

of Benevolence, Reformed Church in America, was organized to assist young men and 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 Classical Board of Benevolence, in care of Hope College, Holland, Michigan.

THE DE WITT FOUNDATION SCHOLARSHIPS - Awards 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 may continue for four years contingent upon good academic performance.

FOUR-WAY TEST SCHOLARSHIP FUND - An annual award for the Christian Worker’s Foundation to a student active in Christian activities as indicated by the four-way test.

DR. AND MRS. DAVID HANSON SCHOLARSHIP FUND - An annual award to a worthy student from a minority background. Preference is to be given to American Indian students.

MARBLE COLLEGIATE MEN’S LEAGUE SCHOLARSHIPS - 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 Mary and Harold Brinig Scholarship is named in honor of Mrs. Brinig’s service as a member of the Hope College Board of Trustees, and their long history of creative Christian service.

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.

Funded Scholarships

E. SAMUEL AND GRACE ENGLE AIELTS SCIENCE SCHOLARSHIP - A fund to provide aid to worthy science students. Established in memory of E. Samuel Aeilts and Grace Engle Aeilts.

APIANUS SCHOLARSHIP - A fund to provide a scholarship to a deserving senior student who has achieved academic excellence. The scholarship is named after a great German Scientist in the 15th Century. Given by Dr. and Mrs. Martin Sommer.

WALTER F. BANK SCHOLARSHIP FUND - A fund to provide scholarship aid for deserving students.

BERTELLE ARKELL BARBOUR SCHOLARSHIP FUND - A fund to provide scholarship aid for worthy students.

PAUL GERDING BAST MEMORIAL SCHOLARSHIP - A fund to provide scholarship aid to students whose talents and character mark them for leadership of significance in their chosen field, as well as in the development of the highest human and Christian values in our society. Preference given to English or Music majors. A 2.5 minimum grade-point average is required.

CHRISS BECKER MEMORIAL SCHOLARSHIP - An award to a graduating senior from Zeeland High School who demonstrates financial need.

MARY BUSSING SCHOLARSHIPS - A fund from the estate of Miss Mary Bussing
Financial Aid to Students

to provide scholarship aid for students of ability, leadership, and educational purpose.

HENRY A., CAROLINE, AND ETHEL CHRISTIAN SCHOLARSHIP FUND - A fund to provide scholarship aid to a worthy student who desires higher education leading to a progression in medicine, nursing, biology or teaching. Given by Dr. Henry A. Christian.

GEORGE AND ANNA DALMAN SCHOLARSHIP - A fund to provide scholarship aid for worthy students.

CLARENCE P. DAME SCHOLARSHIP FUND - A fund to provide aid to students who are preparing for full-time Christian service in the Reformed Church in America and who are in financial need. Priority is given to students from the Second Reformed Church of Kalamazoo and the Classis of Kalamazoo. Given by Clarence P. Dame, leader in the R.C.A. denomination and Hope '13 graduate.

DR. HAROLD DYKHUIZEN MEMORIAL SCHOLARSHIP - A fund to provide an annual scholarship to a top science student at Mona Shores High School interested in majoring in science at Hope. To be awarded at graduating ceremonies.

ADELAIDE AND GERALDINE DYKHUIZEN SCHOLARSHIP - A fund established by Adelaide and Geraldine Dykhuizen, in memory of their brother, Dr. Harold Dykhuizen, to provide annual scholarship aid to needy students with preference given to students interested in pursuing a pre-medical program at Hope College.

FORD MOTOR COMPANY SCHOLARSHIP FUND - A fund to provide scholarships for worthy students.

AMOS AND RUTH FOY SCHOLARSHIP FUND - A fund to provide scholarship aid for worthy students from a Chicano background. Given by Mrs. Amos Foy.

FRATERNAL ALUMNI SCHOLARSHIP - A fund to provide scholarship aid for worthy students.

THE GENEVA FUND - A fund established to promote international understanding and world peace. Part of the Hope-Geneva Book Store 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.

MR. AND MRS. JOE GREVENGOED SCHOLARSHIP FUND - A fund to provide aid to worthy students. First preference is given to pre-medical students.

PAUL E. HINKAMP MEMORIAL SCHOLARSHIP FUND - A fund given by members of the Hinkamp Family in memory of Paul E. Hinkamp, distinguished professor at Hope College, to provide Presidential Scholarships for academically gifted students with leadership potential.

THE HELEN AND ALBERT HOEKENGA SCHOLARSHIP FUND - A scholarship to provide aid to worthy students, with preference given to First Reformed Church of Muskegon. Given by friends and family of Helen and Albert Hoekenga.

JOHN L. HOLLANDER SCHOLARSHIPS - A fund to provide scholarship aid for worthy students of good character who desire higher education leading to professions in the fields of law, economics, music or teaching. Established by Mrs. Hollander in memory of her husband, Judge John L. Hollander.

JOHNSON-HENRICH SCHOLARSHIPS - A fund to provide scholarship aid to worthy students. Established by Mr. and Mrs. Howard Johnson in memory of Mrs. Johnson's father, Frederick Henrich.
Financial Aid to Students

RUSSELL KLAASEN SCHOLARSHIP FUND - A fund to provide financial assistance to capable and needy students working toward a career as a minister or missionary. Funded by Russell Klaassen and friends.

HERMAN A. KRUIZENGA SCHOLARSHIP FUND - A fund to provide scholarship aid for needy students that show evidence of strong Christian convictions. Preference given to minority group members and students preparing for one of the service professions.

LIVING LIFE AID FUND - A fund to provide a scholarship for a needy student who reflects a Christian attitude toward life. Preference shall be given to "attending" members of the Cloverhill Reformed Church in America, located in Flemington, New Jersey.

ESTELLE BROWNING McLEAN SCHOLARSHIPS - A fund to provide scholarship aid for worthy students. Established by C.M. McLean, former member of the Hope College Board of Trustees.

JOHN E. AND EDITH B. MEDENDORP SCHOLARSHIP - A fund to provide scholarships to worthy students.

NELLA MEYER SCHOLARSHIP - A fund established by Prof. Nella Meyer, with additional support from her family and friends, to provide financial assistance to students at Hope College, with preference given to students interested in Music or French.

WIETSCHE AND NELLIE MIDDLEBUSH SCHOLARSHIP FUND - A fund to provide scholarship aid to a student with high character, financial need and scholarship. Given by Dr. Frederick A. Middlebush in memory of his parents.

MR. AND MRS. HOWARD MILLER SCHOLARSHIP FUND - A fund to provide scholarship aid to worthy students.

THE FRED MULDER GRANT - A fund 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.

I. MULLER SCHOLARSHIP FUND - A fund to provide scholarships for worthy students.

RUTH STAFFORD PEALE SCHOLARSHIP - A fund to provide scholarship aid for a worthy student. Given by Mr. Homer Surbeck in recognition of the distinguished service to the College by Trustee Ruth Stafford Peale.

KEN QUIST MEMORIAL SCHOLARSHIP FUND - A fund to provide scholarship aid for worthy students.

MAX J. AND FLORENCE V. REESE SCHOLARSHIP - A fund to provide scholarship aid to students with preference given to those interested in or enrolled in pre-medical programs; or, interested in or enrolled in economics and business administration programs. Students must be achieving a minimum 2.5 grade point average.

AGNES ROSS SCHOLARSHIPS - A fund to provide scholarship aid for worthy students.

JOHN H. RUMPH SCHOLARSHIP - A fund to provide scholarship aid for a worthy senior student who needs assistance to complete his education. Established by Mrs. Maude C. Rumph in memory of her husband.

OSCAR O.R. SCHWIDETZKY SCHOLARSHIP FUND - A fund to provide scholarship aid on the basis of need and academic ability. Preference is given to pre-medical...
Financial Aid to Students

cal students. Established by Mrs. Schwidetzky in memory of her husband, Dr. Oscar O.R. Schwidetzky.

THE ESTHER M. SNOW VIENNA SCHOLARSHIP FUND - Established in memory of Esther M. Snow, member of the Hope College faculty 1937-65, whose enthusiasm for music, German and Vienna, served as an inspiration for many generations of Hope students. The fund will annually provide one or more scholarships to outstanding students planning to spend a summer in Vienna studying music, German or European Culture. Recipients will be selected by a designated faculty committee representing music, German and international education.

JOHN JACOB SOETER SCHOLARSHIP FUND - A fund to provide scholarships for worthy students with preference given to those planning to serve in the ministry or in medical missions. Given by the family of Rev. John Jacob Soeter, Class of 1927.

REV. AND MRS. JAMES A. STEGEMAN SCHOLARSHIP FUND - An annual award to a needy student in honor of Rev. Stegeman's service to the Covenant Reformed Church of Muskegon Heights.

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

JOHN W. TYSSE MEMORIAL FUND - Established in memory of the Rev. John W. Tysse, Hope alumnus and Reformed Church pastor, this fund recognizes the contribution of small churches and their ministers to Hope College and the denomination and provides aid to students from smaller congregations on the basis of financial need and evidence of potential.

ELIZABETH KAY VANDER LUGT MEMORIAL FUND - A fund to provide a scholarship for a worthy student whose heritage and interest relate to our historic Reformed Church tradition. Given by Dr. and Mrs. William VanderLugt in memory of their daughter.

KATHRYN VAN GROUW SCHOLARSHIP - A fund to provide scholarship aid for a needy student who is preparing for full-time church work.

OLIN C. VAN LARE SCHOLARSHIP - A fund to provide scholarship aid for worthy students with first preference given to Holland High School graduates pursuing the study of literature. Funded through the estate of Olin C. Van Lare, a 1937 Hope graduate.

FRANCES H. VAN ZANDT SCHOLARSHIP - A fund to provide a scholarship for a worthy student preparing for the Christian ministry.

G. JOHN VAN ZOEREN SCHOLARSHIP - A fund to provide scholarship aid for worthy students.

THE JAMES T. VENEKLASEN SCHOLARSHIP - This scholarship is awarded annually to a student who demonstrated excellence in Christian leadership. This endowed fund was established in 1974 by Mrs. Ann S. Veneklasen in loving memory of her husband, James T. Veneklasen.

AME VENNEMA SCHOLARSHIP - A fund to provide financial assistance to capable and needy students. Given by Florence V. Lichte in memory of her father, fourth Hope College president, 1911-1918.

WINIFRED WASHBURN SCHOLARSHIP FUND - A scholarship to provide aid for worthy students, with preference given to those pursuing music. Funded through the estate of Winifred Washburn.
Financial Aid to Students


JOHN GARRETT AND ANNA WINTER SCHOLARSHIP FUND - A fund to provide scholarship aid to worthy students in the Classics established in memory of Dr. John Garrett Winter, Professor of Classics at the University of Michigan, and his wife, Anna, Hope '02.

WOMEN'S LEAGUE SCHOLARSHIP FUND - A fund established by the Women's League for Hope College to provide scholarships for needy students from the Reformed Church in America.

JOHN D. WITZEL SCHOLARSHIP - A fund to provide aid to worthy students. Established in memory of Mr. John D. Witzel by the L.N. and Grace Q. Vedder Foundation.

Hope College Educational Loans

THE HENRY STRONG EDUCATIONAL FOUNDATION - Provides funds to undergraduate Juniors and Seniors. 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.

SKILLMAN LOAN - This fund created by the Skillman Foundation for deserving students in need of loan assistance.

NOYES LOAN - This fund created by the Jessie Smith Noyes Foundation for deserving students in need of loan assistance.

MARY VANKAMPEN MEMORIAL LOAN FUND - This institutionally operated loan program was established to assist students in need of funds to purchase textbooks. The money is to be loaned without interest for a maximum period of one year. This short-term loan program is limited to students who demonstrate financial need and the ability to repay the loan from campus or summer employment.
Financial Aid to Students

Hope College Campus 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.

Specific job commitments are made in late summer to students who earlier had been promised Campus Employment. The current minimum hourly pay rate is $2.30. The amount awarded is for the entire year, approximately one half of which can be earned each semester. Since the student is paid directly semimonthly on the basis of hours worked, the estimated dollar value is not credited to the student's account at the beginning of the semester. Renewal: Those who are recommended by their supervisors and who continue to demonstrate financial need. A renewal employment application must be submitted each spring. Some campus employment is partially funded through the Federal College Work-Study Program.

Students needing employment for a particular school year should file applications on the available Student Employment Application Forms. Returning students can obtain these forms from the Office of Financial Aid. New students should submit inquiries to the Director of Financial Aid.

Federal Financial Aid

NATIONAL DIRECT (DEFENSE) STUDENT LOAN - Range: $100-$1,000. This federal loan program is limited to permanent residents of the United States, who demonstrate financial need. No interest accrues nor is repayment required while the student carries at least a half-time academic load at any institution of higher education. Repayment is required within a 10 year period following the termination of student status. The interest rate is a simple annual 3% on the unpaid balance. Students who enter the teaching profession may receive partial or entire cancellations of principle and interest. Partial cancellations are also available for military service. Renewal: Continued financial need and adequate federal funding.

SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT - Range: $200-$1,500. S.E.O.G.'s are awarded to students who demonstrate excessive need, based upon family income and the expected contribution by the parents to the student's educational expenses. This program is funded by the federal government and the grants need not be repaid. Renewal: Continued financial need according to federal guidelines providing adequate funding continues.

BASIC EDUCATIONAL OPPORTUNITY GRANT - This federal grant program was created by the Educational Amendment of '72 and began in 1973-74. Maximum grants will be approximately $1400 in 1977-78 and $1800 in 1978-79. A separate application is required and may be picked up at high schools, colleges and libraries. The grant is based on financial need and current regulations limit the funds to students with exceptional need. Renewal: A renewal application is required each year. Continued financial need based on federal regulations must be demonstrated.

COLLEGE WORK-STUDY - The College Work-Study Program was created as a part of the Economic Opportunity Act of 1964. Federal funds are used to subsidize part of each eligible student's salary. Eligibility is based on financial need as determined from the financial statement. Priority is given to students with exceptional need.
GUARANTEED STUDENT LOAN - This is a federally insured loan program available in all states. In most cases a state agency is the guarantee agent. Students must make application to their hometown bank and materials are available there. The maximum loan is $2,500 (although many states limit loans to $1,500) and the interest rate is 7%. If a student meets the interest subsidy requirement (adjusted family income under $25,000), the state agency pays the interest while the student is in school. Payment on the principle is deferred until graduation. See your bank for more detail and application materials.

State Aid
Nearly all of the states now have scholarship or grant programs, but most states do not allow funds to be used out of their state. New Jersey and Pennsylvania are exceptions.

MICHIGAN TUITION GRANTS - Gift aid is available to Michigan residents attending private colleges in the state. The maximum award is $1,200 per year and is based on financial need only. No examination is required. Application is made directly to the State. See your counselor for more details.

MICHIGAN COMPETITIVE SCHOLARSHIPS - Gift aid is available to Michigan residents attending either private or public colleges in the state. A qualifying score must be achieved on the national A.C.T. exam and financial need must be established. The maximum award is $1,200 per year (or full tuition at public colleges) and application materials are sent by the State to qualifying students. See your counselor for test dates and additional information.

Special Note: Students are not eligible to receive both Michigan Tuition Grants and Michigan Competitive Scholarships.

LEGISLATIVE MERIT SCHOLARSHIPS - One time, $1,000 awards to the top qualifiers (50 students in 1977-78) based upon A.C.T. exam results on a state wide basis. Need is not a consideration and awards may be used at any college in the country.

MICHIGAN DIRECT STUDENT LOAN PROGRAM - A loan program with the same conditions as the Guaranteed Student Loan, but available only to Michigan residents denied loans by their hometown bank. Application is made directly to the Hope College Financial Aid Office.

Special Departmental Awards
Art

THE HOLLAND COUNCIL FOR THE ARTS SCHOLARSHIP - A cash award of $300 will be given to a promising major in the Art Department. The Holland Council for the Arts is founded for the purpose of sponsoring and encouraging cultural and educational activities in the Holland and surrounding areas. Deadline for applications for this scholarship is April 15th.

THE STANLEY HARRINGTON ART SCHOLARSHIP - Awarded to a promising major in the Art Department, approximately $100 intended for the purpose of research materials. The Stanley Harrington Art Scholarship is established by friends, students and family in memory of Mr. Harrington, a professor in the Art Department of Hope College from 1964 to 1968.

HERREL GEORGE THOMAS MEMORIAL SCHOLARSHIP - A fund to provide an annual $1,000 scholarship to assist a HOPE student majoring in Art. The award is made to a student with a particular interest in Early American art whenever possible.
Financial Aid to Students

Chemistry
Several corporations and foundations have granted funds to be used as summer research fellowships for students who will make chemistry their profession. Awards are made on the basis of ability. Interested students should consult the chairman of the Chemistry Department.

THE JAECKER CHEMISTRY SCHOLARSHIP - Established by the Harry C. Jaecker, Jr. family, this endowed scholarship is to be used to assist worthy students as designated by Hope College.

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.

Economics and Business Administration
GEORGE F. BAKER SCHOLARSHIPS - Awards to students entering the Junior year at Hope whose academic record and character reveal promise of future leadership. A majority of the scholarship holders will be students who plan to make constructive business activity their life work. The amount of the stipend is determined by financial need, but honorary awards may be made on the basis of leadership qualities alone.

Languages
FRENCH SCHOLARSHIP-ASSISTANTSHIP - Awarded each year to a qualified native speaker of French. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Department of Foreign Languages and Literatures.

GERMAN SCHOLARSHIP-ASSISTANTSHIP - Awarded each year to a qualified native speaker of German. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Department of Foreign Languages and Literatures.

SPANISH SCHOLARSHIP-ASSISTANTSHIP - Awarded each year to a qualified native speaker of Spanish. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Department of Foreign Languages and Literatures.

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 one year.
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 thirty-minute lesson per week throughout the year. A student may receive the scholarship for one year only.
MABEL R. NIENHUIS MEMORIAL FUND - An endowment fund established in memory of Mabel R. Nienhuis to provide annual support for the Music Department. Awards in applied music given to three music majors, who at the close of their Freshman year receive the highest rating in their jury examinations. One award each will be given in the areas of keyboard, voice and instrumental music to be used for the applied music fees during the Sophomore year.

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

RESEARCH ASSISTANTSHIPS - Full-time summer research assistantships are available to students on the basis of ability.

Religion

RELIGION SCHOLARSHIP AND ENDOWMENT FUND - A fund administered by the Religion Department for the awarding of scholarships, teaching fellowships and Biblical research grants to superior students contemplating church vocations.

CLARENCE VAN ESS CHRISTIAN EDUCATION ENDOWMENT FUND - A fund established by Clarence Van Ess to provide annual awards to superior students preparing for the Christian ministry. The fund is administered and selections made by the Religion Department.
### General Fees:

<table>
<thead>
<tr>
<th>Description</th>
<th>Per Semester</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$1,412.50</td>
<td>$2,825.00</td>
</tr>
<tr>
<td>Board - 21 meals per week</td>
<td>$390.00</td>
<td>$780.00</td>
</tr>
<tr>
<td>Room</td>
<td>$282.50</td>
<td>$565.00</td>
</tr>
<tr>
<td>Activity Fee</td>
<td>$12.50</td>
<td>$25.00</td>
</tr>
</tbody>
</table>

**Total: $2,097.50**

**Academic Year: $4,195.00**

### Laboratory Fees:

Certain science, art, theatre, language, and physical education courses require payment of modest laboratory fees to cover costs for special materials and activities provided during course instruction. These fees range from $5 to $75 per course.

### Applied Music

- **Organ, Piano, Voice or Instrument - one thirty minute lesson a week for one semester**: 2 hrs. credit $60.00
- **A forty-five minute lesson a week for one semester**: 3 hrs. credit 90.00
- **Class instruction in Voice, Piano, or Instrument for one semester**: 30.00

### Special Fees:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application (paid by each student upon application for admission)</td>
<td>$10.00</td>
</tr>
<tr>
<td>Late Registration</td>
<td>10.00</td>
</tr>
<tr>
<td>Diploma</td>
<td>20.00</td>
</tr>
<tr>
<td>Enrollment Deposit ($50 applied against general fees, $50 used as a deposit refundable upon graduation or withdrawal)</td>
<td>100.00</td>
</tr>
<tr>
<td>Tuition above normal 16-hour load (per credit hour)</td>
<td>40.00</td>
</tr>
<tr>
<td>Tuition below 12-hour load (per credit hour)</td>
<td>80.00</td>
</tr>
<tr>
<td>Audit (per semester hour)</td>
<td>25.00</td>
</tr>
<tr>
<td>Tutorial (per credit hour) - by special arrangement</td>
<td>95.00</td>
</tr>
<tr>
<td>Late Payment Service Charge</td>
<td>10.00</td>
</tr>
<tr>
<td>Linen Service for one semester (optional)</td>
<td>17.00</td>
</tr>
</tbody>
</table>

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1. The College has the right to increase the tuition, room, and board fees at any time it finds it necessary to do so.
2. Other board options are: 15 meal plan: $725.00, 10 meal plan: $635.00
3. All rooms in college housing are contracted for the college year. Single rooms will be made available if space permits at an additional charge.
4. 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.
5. Linen service is optional and can be contracted for both semesters at $32.00.
Student Expenses

Payment of College Bills:
All bills are normally due and payable in advance of registration for each semester. Bills will be rendered in advance and payments should be directed to the Student Accounts Office. Special requests for delayed payments must be made to the Student Accounts Office 30 days prior to the start of the semester. Approval may be granted if unusual financial problems exist. A service charge of $10.00 is made on all accounts not paid in full by scheduled dates approved by the college.

In accordance with standard practice at colleges and universities, students are required to make satisfactory arrangements with the Student Accounts Office for the settlement of all financial obligations before final examinations, graduation, the issuance of transcripts, or registration for a succeeding term.

Refunds:
Contractual arrangements with members of the faculty and staff, and other provisions for education and residence, are made by the college for an entire year in advance to accommodate each registered student for the full academic year; therefore, should a student withdraw before the end of a semester the following rules will apply:

1. **ROOM REFUND** - Enrolled students are required to live in college housing and contract a room for the academic year. Prorated refunds will only be issued to those students who officially withdraw for reasons of health. No other refunds will be issued.

2. **BOARD REFUNDS** for students officially withdrawing from college will be prorated. No changes in boarding plans may occur after student I.D.'s have been made. Any requests for a late change in board plan should be directed to the Dean of Students Office for consideration.

3. **TUITION REFUNDS** for students who officially withdraw from college, are suspended, or adjust schedules during the course of the semester will be computed from the beginning of the week of registration as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SEMESTER 1977 -</td>
<td></td>
</tr>
<tr>
<td>Sept. 15, 1977 through Sept. 21, 1977</td>
<td>75% Tuition will be refunded</td>
</tr>
<tr>
<td>Sept. 22, 1977 through Sept. 28, 1977</td>
<td>50% Tuition will be refunded</td>
</tr>
<tr>
<td>Sept. 29, 1977 through Oct. 5, 1977</td>
<td>25% Tuition will be refunded</td>
</tr>
<tr>
<td>After Oct. 5, 1977</td>
<td>NO REFUND</td>
</tr>
</tbody>
</table>

| SPRING SEMESTER 1978 - |                    |
| Feb. 1, 1978 through Feb. 7, 1978 | 75% Tuition will be refunded |
| Feb. 8, 1978 through Feb. 14, 1978 | 50% Tuition will be refunded |
| Feb. 5, 1978 through Feb. 28, 1978 | 25% Tuition will be refunded |
| After Feb. 28, 1978 | NO REFUND         |

1. Special arrangements for payment of part of your college expenses over an extended period can be made by contracting with The Tuition Plan, Concord, New Hampshire 03301, or E.F.I., Suite 3200, Prudential Plaza, Chicago, Illinois 60601. Arrangements with the private companies should be completed in advance of the planned enrollment date. Additional information may be obtained by requesting a brochure from either company.

2. Failure to complete a non-returning student form prior to the start of the succeeding semester will result in the forfeiture of the $50.00 Enrollment Deposit. See Page 98 for more information regarding withdrawal and non-returning procedures.
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. This program is designed to challenge students to explore the broad range of human experience and also to probe deeply into a limited segment of that experience.

The Hope College curriculum requirements are divided into two areas: the Core Curriculum and the Academic Major. The Core Curriculum is designed primarily to enable each student to acquire a broad understanding of various aspects of human activity which will enlarge his comprehension of the world in which he lives, help him in disciplining his mind, and assist him in developing a vital Christian philosophy.

The Academic Major requirement is aimed primarily at ensuring that each student focuses his intellectual endeavors on an area of his special interest and competence, in order to acquire the special skills and knowledge needed to contribute in a significant way to the betterment of humanity.

Taken together the Core Curriculum and the Academic Major, along with the various professional sequences, are the curricular means whereby the College seeks to fulfill its two major responsibilities, those of stimulating the growth of the individual as a person and of preparing the individual to take his place as a responsible and competent Christian world citizen.

I. THE OBJECTIVES OF THE CURRICULUM AT HOPE COLLEGE

The course offerings of Hope College are designed to promote in the student the following basic attributes of a liberally educated person:

A. The ability to understand, evaluate and communicate ideas.
B. A broadened awareness.
C. The ability to engage in intensive study.
D. A sense of interrelatedness of knowledge, experience and responsibility.

The curricular requirements established for the bachelor's degree are designed to ensure that the student addresses himself to all of these objectives.

II. REQUIREMENTS FOR THE BACHELOR'S DEGREE

A. The Core Curriculum

1. 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 consists of English 113 and IDS 113.

2. Cultural Heritage
   An eleven or twelve semester hour block of course work drawn from at least three different departments. This block is designed to help the student, first, to become more aware of some of the best that has been thought and expressed in the world, especially the works of creative writers, artists and thinkers; secondly, to become more adept at experiencing works of art with comprehension and enjoyment; and thirdly to discover, by examining a segment of human history, the ways in which man's actions have been shaped by events and environment and the ways in
The Degree Program

which he has tried to shape his life and environment in the direction of his needs and goals.

To meet these objectives, the student must elect:

a. A six-hour sequence in which he examines important segments of our cultural heritage. The currently possible sequence is English 231-232 or authorized substitutions. For English 231, Classics 205 or 207 may be substituted. For English 232, English 301, 302, 305, 312, French 200 or 370, German 200 or 370, Russian 200, or Spanish 200 or 370 may be substituted.*

b. Three hours of course work from the following courses in the Fine Arts: Art 161, Music 101, Theatre 101.

c. Three hours of course work from the following courses in human history: History 130, 131, 150, 151.*

3. Social Science

A six semester-hour block designed to help the student understand the structure and functions of the major institutions of society and the major patterns of human behavior, and to bring these understandings to bear upon the problems and decisions required to live in the community.

One course must be chosen from the economics or political science areas - approved selections: Economics 201 and Political Science 101; and one course from the communication, psychology, or sociology areas - approved selections: Communication 101, Psychology 100, and Sociology 101 or 151.

4. Natural Science

An eight semester-hour block, the purpose of which is to deepen the student's understanding of the scientific interpretation of the natural world, to explore the aims, methods, limitations and moral implications of the scientific enterprise and to study the influence of science and technology on society and man's environment.

At least one of the courses must include the equivalent of a full semester of laboratory. The following courses are available provided the student has the necessary prerequisites: Biology 100, 111**, 112**, 113**, 217, 218, 245; Chemistry, 101, 102, 105, 111**, 113**, 114**, 121**, 245; Geology 101, 102, 108, 109, 115, 116, 117, 201, 246; Physics 101, 102, 113, 114, 246, 121**, 122**, 132**, 223**.

The student is encouraged to complete this requirement by taking courses in more than one department.

Students enrolled in the elementary teacher education program are expected to fulfill their science requirement by taking the science sequence designed for prospective teachers (Biology, Physics 245 and Chemistry, Geology 246). Exclusion from this requirement may only be made with the permission of the Chairman of the Education Department.

5. Mathematics

A three semester-hour requirement designed to explore the nature and structure of mathematics and its practical application to various fields of human endeavor.

*IDS 231-232 - Studies in Western Civilization - an eight-hour sequence, designed and taught by staff of the history and English Departments, may be elected to fulfill sections a and c of the block.

** represents a course designed for science majors.
The Degree Program

Students may select any course(s) from the offerings of the Mathematics Department. The following are recommended:

a. For students who intend to pursue an academic program for which calculus is essential: Math 130 or 135.
b. For students interested in the social sciences: Math 180, 210, 215 or 216.
c. For prospective elementary school teachers: Math 205 or 206.
d. For students who wish to gain understanding of the nature of Mathematics: Math 100.

Students who enter Hope with a superior high school background in mathematics can fulfill the mathematics requirement by demonstrating proficiency at the college pre-calculus level. Students choosing this option must contact the chairman of the Mathematics Department and demonstrate the required proficiency.

6. Foreign Cultural Studies

A sequence involving nine semester-hours or less of course work depending upon the proficiency of the student in a foreign language. The purpose of the requirement is to increase the student's ability to communicate in a language other than his own, to deepen his understanding of the structure and role of language and to develop his appreciation of the culture of other peoples.

Four options can be exercised to satisfy the requirement.

Option 1

a. Demonstrated one-year college level proficiency, to be demonstrated in one of the following three ways:

i. placement in Hope's 200 course level on the basis of a placement test, normally taken when the student enrolls for the first time at Hope College;

ii. presentation of a minimum score of 550 on a CEEB Foreign Language Achievement Test (The Reading-Listening Test, if possible), normally taken during junior or senior year in high school;

iii. successful completion of courses numbered 112, 131, or 172.

b. Successful completion of any three hour course (other than 100 level courses in language of demonstrated proficiency) offered by the Department of Foreign Languages and Literature, for which the student has the necessary prerequisite, preferably in the language area of demonstrated proficiency.

Option 2

Demonstrated one-year college level proficiency in each of two foreign languages. See above for definition of proficiency.

Option 3.

Demonstrated two-year college level proficiency in one foreign language. Two-year college level proficiency may be demonstrated by one of the following:

a. Placement in Hope's 300 course level on the basis of a placement test,

b. Presentation of a minimum score of 650 on a CEEB Foreign
The Degree Program

Language Achievement Test (The Reading-Listening Test, if possible).

Option 4.
One semester of concentrated study of a foreign language in a country where that language is an official language and under the auspices of a foreign study program recognized by the College and approved by the chairman of the Department of Foreign Languages and Literatures. A student who speaks a language other than English natively is exempted from the Foreign Cultural Studies Graduation requirement.

7. Religion
A six semester hour block (three hours for Junior and Senior transfers) designed to aid the student to develop a mature understanding of the Judeo-Christian tradition, to acquaint him with the methodological tools used in the study of religion, and to sharpen his ability to evaluate his own religious commitments and assist him in evolving an integrated world view.

Three hours are to be elected from the Basic Studies in Religion: 110, 120, 130 or 140. The remaining three hours are to be drawn from the upper level religion courses, allowing for those exceptions where additional prerequisites are listed. A waiver of three hours in the religion requirement is open to students who successfully demonstrate, through examination and interview, their knowledge and understanding of religion as an academic discipline.

8. Physical Education
A two semester-hour time block designed to improve the student's playing skills and physical fitness, and to develop recreational skills and interests which can be carried over into later life.

Two courses in Physical Education activities are required. Students may enroll in additional activities courses, but a total of only four credit hours in activities (including the two in the Core) may be counted towards the 126 hour graduation requirement.

9. Senior Seminar
A three semester-hour course to be taken either semester of the senior year. Through personal assessment of one's education and life view, the Senior Seminar is intended to serve as the capstone to an education at Hope College. The Seminars are designed to help the student 1) consider how the Christian faith can inform a philosophy for living, 2) articulate his philosophy for living in a coherent, disciplined, yet personal way, 3) provide an opportunity to understand secular contemporary values in Christian perspective.

Students may elect from the courses listed in the Senior Seminar section of the curriculum.

B. The Major Programs
A student may apply for acceptance in a major program any time after the completion of his first semester of college work. Criteria for acceptance to a major program vary by department. Departmental criteria are listed in the forward to the department's course offerings.

 Normally, a student makes his major choice by the end of his sophomore year. Every student must, however, be accepted as a major in a department by the time he obtains senior status (94 semester hours). If a student has not
The Degree Program

been accepted as a major by this time, he either will be asked to withdraw from the College or will be allowed to enroll for one additional semester under the probationary condition that he reach a decision for a major and be accepted as a major by the end of his seventh semester (approximately 110 semester hours). No student will be permitted to enroll for a final semester who has not been accepted as a major and no student will be graduated from Hope College who has not spent at least one full semester (12 semester hours or more) of study subsequent to acceptance as a major.

The bachelor degree requires the successful completion of a major program. The Bachelor of Arts degree may be earned in thirty-four fields of major concentration: art, biology, business administration, chemistry, classical languages, communication, computer science, economics, engineering science, English, French, geology, geophysics, 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, and/or theatre. The Bachelor of Music degree may be earned in performance, vocal music education, and/or instrumental music education.

1. The Departmental Major
The departmental major is the most common means by which Hope's students engage in intensive, in-depth study in one field of knowledge. Normally, a student by the end of his sophomore year is expected to choose a field of concentrated study.

Procedure for applying for a Departmental Major – Upon deciding in what department he will major, and after consultation with his faculty advisor, a student will make application to the Chairman of the Department in which he plans to major. Every student is required to submit a completed form, obtainable at the Records Office, to the Chairman of the Department. The Chairman, in consultation with other members of the department, will review the student's past academic performance and admit him to the departmental's major program. Upon acceptance the Chairman will assign the student to a departmental faculty advisor who, in turn, will assist the student in working out his academic program. The student should familiarize himself with the specific requirements of his major department as stated in the course listing section of this Catalog. The student must meet all departmental requirements for the major in order to graduate from the College.

2. The Composite Major
The composite major is an alternative to the departmental major. While the composite major seeks to fulfill the same objectives as the departmental major, namely, the ability to engage in intensive, in-depth scholarly inquiry, the composite major allows for special alignment of courses from several departments to fulfill a particular academic or vocational objective. The composite major is just as rigorous as a departmental major but it allows the tailoring of an academic program to a field or topic of inquiry other than a departmental field.

Guidelines for the Composite Major – The following guidelines are established for those contemplating a composite major and for those responsible for approving such a major:
The Degree Program

1. The applicant must present a rationale for his composite major. This must include a definition of his field of inquiry. This field must be more specific than a random collection of courses from several departments in the same division.

2. The composite major should consist of at least 36 credit hours of course work aimed at providing depth in the defined field of inquiry.

3. Of these hours, at least half should be in courses that are not elementary but upper level courses (normally courses numbered over 300).

4. As for all applications for majors, the request for a composite major should be made at the close of the sophomore year, and certainly no later than three semesters prior to graduation. Upon acceptance the student will be assigned a major advisor who, in consultation with the student, has responsibility for determining the specific course sequence that must be followed to complete the major, and who certifies to the Registrar that the major has been completed.

Procedures for Application and Acceptance of the Composite Major

1. A student wishing to apply shall secure a composite major application form at the Registrar's Office. This form will include the Guideline statement adopted by the Academic Affairs Board.

2. He shall submit the completed form (which includes a definition of the field of inquiry and the reasons for wishing to take a composite major) to the Registrar who will forward copies of the application to the Composite Major Committee.

3. The Composite Major Committee shall consist of a divisional dean (chairman) and two ad hoc faculty members invited to review a particular application. One of the ad hoc faculty members shall serve as the student's academic advisor when the application is approved.

THE COMPOSITE MAJOR FOR THE EDUCATION STUDENT - Education students planning to seek certification in Elementary Education and not intending to major in one department should plan to follow one of the composite programs already approved. Such a student should consult with the Department of Education by the end of his sophomore year. The composite major leading to certification in Elementary Education consists of a minimum of 36 hours in related academic fields and requires a concentration of at least 18 hours in one academic field. At present, the following composite majors are approved:

- 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).

PSYCHOLOGY-SOCIOLOGY MAJOR is designed for students who are intending to enter professions which require intimate contact with humans and affects human welfare. The major builds upon a broad liberal arts base and examines: 1) the philosophies of social welfare; 2) various theoretical perspectives of Psychology, Sociology, and Anthropology; and 3) the complementarity utility, and integrative properties of the various theoretical perspectives relative to their contributions for
The Degree Program

human and social welfare.
Requirements include: Psychology 100 or 200, 230, 260, 270 or 300, 370, 380 or 410. Sociology 101, 102, 151, 232, 241, 242 or 312, 442.

It is strongly recommended that the student take Mathematics 215 and 216 (alternative Mathematics 210) for the College mathematics requirement, and Animal Biology or Human Ecology and Principles of Heredity for part of the requirement in science.

Elementary education students can substitute Ed. 330 for Psych. 300 if they wish. Sociology 443 or 446 is recommended for students desiring a supervised field experience in the area of social work.

Students contemplating this major should consult with the Sociology or Psychology Department by the end of their sophomore year.

Also see "Social Work" listed under pre-professional programs, pg 262.

THE GEOLOGY-PHYSICS COMPOSITE MAJOR is an integrated curriculum designed to prepare students who are planning to follow a graduate career in geophysics.

Required Courses:
Geology: 101 or 201, 231, 232, 251, 255 and 336
Mathematics: 131, 132, 230
Physics: 121, 122, 223, (or 191, 192, 293), 232, 241, 242, 381, 382

Three additional courses are required; at least one in the Geology Department and one in Physics. These courses are:
Geology: 334, 371, 453
Physics: 288, 342, 352, 361, 362, 371

Students contemplating the geophysics major should consult with the Chairmen of the Geology and the Physics Departments for additional information.

THE GEOLOGY-CHEMISTRY COMPOSITE MAJOR is an integrated curriculum designed to prepare students who are planning to follow a graduate career in geochemistry.

Required Courses:
Chemistry: 111, 121, 221, 321, 322, and 343
Geology: 115, 231, 232, 251, 255, 341
Mathematics: 135, 136, 235, 270
Physics: 121, 122, 223

Students contemplating the geology-chemistry composite major should consult with the Chairmen of the Geology and Chemistry Departments for further information.

C. 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.

D. Residence Requirement
Under normal circumstances, the final 30 semester hours of the Hope College degree program must be completed at Hope College or in an off-campus
program sponsored by Hope College. This latter category would include the Great Lakes Colleges Association programs, and those of the Institute for European Studies. In certain individual cases, an exception may be granted through the following procedure:

1. The Registrar, in consultation with the student's department chairman and divisional dean, may approve the taking of a maximum of 15 semester hours of the final 30 at another educational institution.

2. If the student seeks permission to complete his entire senior year at another educational institution, approval must be given by both the Student Standing and Appeals Committee and a divisional dean. Such requests should be submitted to the Registrar who will forward each request to the appropriate persons.

3. In both of the above exceptions, approval must be granted in advance of the student's enrollment in the other institution and all Hope College academic requirements must be completed by the graduation date. No student will be graduated from Hope College who has not spent a minimum of one full academic year as a full-time student on the Hope College home campus during the period in which he has junior or senior standing.

III. THE CONTRACT CURRICULUM

The curricular design for the A.B. degree at Hope College, as previously outlined, may not be appropriate for all students. Beginning in the fall of 1972, another curricular program of limited enrollment was established. The Contract Curriculum is an alternative program for achieving the educational objectives of the College. The Contract Curriculum may replace both the general college requirements and the requirements for the major.

The Contract Curriculum rests on several assumptions. First, there are some students who are not only capable of, but also eager for more self-determination in their education. Second, the current presupposition that students ought to learn broadly at first and then proceed to greater and greater specialization is not necessarily valid for all students. In fact, the inverse of that academic pyramid might be more productive with some students. For some, concentrated studies in the sophomore year in one academic area might be a better approach to the ultimate achievement of the college's educational objectives. Because of the new horizons opened by concentration, intensive study may serve as a more effective tool than the present "Introduction to—" courses in creating the desire for investigation of other areas. Finally, the Contract Curriculum is not to be considered as an honors program. No minimum grade point average shall be established as a prerequisite for the acceptance into the contract curriculum.

To implement this Contract Curriculum proposal, the following guidelines are required to be followed by students and faculty:

1. In order to be admitted into the Contract Curriculum program, a student must have completed two semesters of full-time study (minimally 24 hours) at Hope College. However, a student may apply and complete all preliminary steps for admission to the program at any time after the mid-term point of the semester in which he will complete a minimum of 24 semester hours taken at Hope College. (Action on his application will be deferred until he has completed the 24 hour requirement.)

2. It will be the responsibility of the student to provide concrete evidence that he is able and both sufficiently responsible and motivated to pursue
such an independent program. (The evidence shall include his past academic record, letters of recommendation, an interview and other appropriate support.) A student entering the Contract Curriculum must accept the contract as his full-time academic program for that semester.

3. The student must seek out one faculty member who will act as his mentor for a period normally not to exceed two semesters. The mentor is to be chosen from a list of faculty members who volunteer to serve with the approval of the Provost. The student and the mentor will propose a contract which outlines the course of study.

4. The writing of the contract is of crucial importance and care must be taken to make it as comprehensive as possible. The contract shall state the educational objectives and means for carrying them out, provide criteria for evaluation, acknowledge educational risks involved, and make provisions for "statements of progress" to the faculty Contract Committee which may include oral examinations and/or the presentation of papers or special projects.

5. The written contract shall be submitted to the Registrar who will forward the contract to a Faculty Contract Committee composed of a divisional dean, one faculty member appointed by the Provost who will serve as chairman of the committee, and two faculty members selected by the student and his or her mentor. The Faculty Contract Committee will evaluate the contract in light of the educational objectives stated above in item 4 and grant approval based upon additional criteria designed to maximize the possibility of the student's successful completion of the contract.

6. Academic credit for students involved in the Contract Curriculum will be recorded on the student's transcript in any of the three following ways:
   a. As independent study in an existing department;
   b. As an IDS course specifically designated to cover contract curriculum programs;
   c. As a course already in existence in the Catalog.

In the last instance, the student may arrange with the instructor to fulfill the objectives of the course on an individualized or independent basis. This crediting procedure is not an implicit recommendation that the Contract Curriculum be designed only as a realignment or novel juggling of existing courses. Rather, it is intended to provide a means for recording and assessing the student's effort and, at the same time, translate the student's program into terms meaningful to other institutions who evaluate Hope's transcripts. Provided the student thoroughly understands the risks involved, any or all of the credits may be recorded as Pass or Fail if the Contract Committee so agrees. However, a student under the Contract Curriculum may request conventional grades in some or all aspects of his program. The Chairman of the Faculty Contract Committee shall designate the faculty members (or others) who will assign grades for the student's permanent record.

7. The Faculty Contract Committee, having periodically evaluated the student's progress, will certify the fulfillment of the contract according to the terms proposed therein. Such certification might include written and oral examinations.

8. The period of the contract shall be no less than a semester in duration and may extend to the time of graduation. If the contract shall extend to the time of graduation, which could be as long as three years, the Faculty Contract Committee will have full power and responsibility to determine whether the student's work fulfills the requirements for the
Bachelor's degree and whether the student has adequately reached the objectives to receive that degree.

9. Should a student decide to terminate his contract before the time of its fulfillment or at the end of any semester prior to graduation, the Faculty Contract Committee will have the final decision as to how many credit hours of work have been completed and where they shall be applied to the curriculum, after consulting with the chairman of the appropriate departments.

10. Faculty members volunteering to serve as mentors will be expected to do so as a part of their normal responsibilities. The faculty member will consult with his chairman and with his Divisional Dean on the matter of faculty work load.

11. Special contract applications, registration and credit evaluation forms shall be provided by the Registrar's Office. Students electing to follow the Contract Curriculum approach will be assessed a special non-refundable registration fee each semester they register under the contract program.

12. The Provost will publish each academic year a catalog in permanent format describing each contract proposal approved by the college. The catalog description for each contract shall also include the following:
   a) a clear statement as to how the objectives in paragraph 4 above have been carried out;
   b) the names of the mentor, Contract Committee and its chairman, and the student.

13. A Director of the Contract Curriculum Program will be appointed by the Provost. The Director's duties will include the drawing together of resource materials helpful to students, mentors and Contract Committee members in carrying out their respective roles; and he shall assume leadership in an on-going evaluation of the program.
GENERAL ACADEMIC REGULATIONS

System of Grading

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

The system of grades is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.0 per sem. hr.</td>
</tr>
<tr>
<td>A-</td>
<td>Superior</td>
<td>3.7 per sem. hr.</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.3 per sem. hr.</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0 per sem. hr.</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.7 per sem. hr.</td>
</tr>
<tr>
<td>C+</td>
<td>Adequate</td>
<td>2.3 per sem. hr.</td>
</tr>
<tr>
<td>C</td>
<td>Adequate</td>
<td>2.0 per sem. hr.</td>
</tr>
<tr>
<td>C-</td>
<td>Adequate</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>P</td>
<td>Pass (Pass/Fail Option)</td>
<td>0.0 or nothing</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>In progress</td>
<td></td>
</tr>
</tbody>
</table>

Quality points, the numerical equivalent of the letter grade, are used to determine the student's rank in class, academic honors, and academic warning, probation or suspension. 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 attempted (excluding "Pass" hours) establishes the quality point average (GPA) of a student. A quality (or grade) point average of 2.0 shall be required for graduation from Hope College.

Incompletes

An incomplete (I) is given only when unusual circumstances beyond the control of the student prevent giving a specific grade. The "I" grade must be removed within six weeks after the close of the session in which the incomplete was given. If not removed within this time, the incomplete (I) becomes a failure (F). Degrees are not awarded to those students who have incomplete (I) grades. A degree candidate whose record shows an incomplete (I) grade(s) at the time of his requested degree date will be moved to the next degree date.

Academic Honesty

The Hope community is bound together by certain mutual trusts. Regarding scholarly activity, the primary and binding trust is that all scholarship shall be conducted according to the highest standards of honesty and personal integrity. All members shall share the common responsibility for upholding this trust.

Cheating and plagiarism are the two most obvious violations of academic honesty. In brief, plagiarism is the borrowing of ideas, words, organization, etc., from another
source or person, and claiming them as original. Any specific questions of a student regarding the nature and various forms of plagiarism should be discussed with individual faculty members.

If any member of the community takes part or acquiesces to any form of cheating, plagiarism, or other academic dishonesty, he clearly demonstrates his lack of personal integrity and his disregard for this mutual trust of the community.

Such activity can result in failure of a specific assignment, an entire course or, if flagrant, dismissal from the College.

**Academic Standing**

**PROBATION:** The College requires that its degree students attain a minimum 2.0 cumulative grade point average for the awarding of the A.B. or B.Mus. degree. A student whose cumulative grade point average indicates that the accomplishment of the degree objective is in jeopardy is placed on academic probation. The following schedule applies:

- 0-32 sem. hrs. — below 1.6 cum. gpa — probation
- 33-50 sem. hrs. — below 1.7 cum. gpa — probation
- 51-65 sem. hrs. — below 1.8 cum. gpa — probation
- 66-79 sem. hrs. — below 1.9 cum. gpa — probation
- 80-95 sem. hrs. — below 1.95 cum. gpa — probation
- 96+ sem. hrs. — below 2.0 cum. gpa — probation

The student is informed by letter of his being placed on academic probation and a copy of this letter is sent to the student, the student’s faculty advisor and to the student’s parents or guardian.

**ACADEMIC WARNING:** Letters of academic warning are sent to all degree students whose semester grade point average for any particular semester falls below 2.0.

**DISMISSAL:** A student may be dismissed from the degree program for academic reasons if, in the judgment of the College, such action is felt to be in the best interest of the student. Such action is possible for a student if he has been on probation for two succeeding semesters, his cumulative grade point average is significantly below the guidelines above, and his academic record shows no trend toward the improvement of his grade point average. A letter informing the student of his dismissal is sent by the Provost and a copy of this letter is sent to the student’s faculty advisor and to the student’s parents or guardian. The decision to dismiss a student for academic reasons may be appealed, if done so within ten days of receipt of the letter from the Provost, to the Student Standing and Appeals Committee.

If a student is dismissed from the degree program for academic reasons, the earliest he may apply for readmission to the degree program is one academic year from the date of his dismissal. At the time of his application for readmission, the student must present convincing evidence of his ability and desire to complete Hope’s degree program. Opportunity may be given the student to demonstrate this ability and desire to complete the degree program by allowing him to enroll at Hope as a non-degree student.

A student experiencing academic difficulty is encouraged to seek help from his faculty advisor or from the College’s staff. The College desires to aid the student in every way possible to attain his degree objective. Questions relative to academic standing may be addressed to the Registrar.
General Academic Regulations

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 office of the Dean of Students and have it signed by the Associate Dean of Students, the Provost, and the Business Office. No refunds will be given to a student until the above form is processed.

Non-Returning Students
Students who withdraw from the college after completing the semester in which they are currently enrolled must notify the College. All financial refunds will be withheld until the student submits a Non-Returning Student Form. Forms may be obtained at the Academic Records Office in Van Raalte Hall.

Repeating a Course
No grade may be removed from the student's permanent record but if a student wishes to raise his mark in a course, he may repeat any course at Hope. In computing the student's cumulative grade point average, the original course mark will be replaced by the grade in the repeated course and the record of the original attempt will remain part of the student's record for information purposes only. If the course to be repeated is required for graduation or for a major, it should be repeated the next time the course is offered. A Hope College course may not be repeated for credit at another college or university.

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 - Students may add and drop courses without academic penalty during the first two weeks of classes. Drop/Add forms can be obtained in the Academic Records Office in Van Raalte Hall.

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. After the end of the second week in the semester, the notation "W" will appear on his record. Courses withdrawn from after the ten-week period will ordinarily be recorded as failures.

Pass/Fail Option
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 will have the grade of this course recorded on his permanent record as a "P" or an "F." This procedure has the following provisions:
1. A student must be enrolled as a full-time student (12 hours or more) in order to qualify for the pass-fail option.
2. 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.
3. The student should perform the work, and 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.
4. Any student wishing to elect a course under the pass-fail plan should com-
7. Complete the normal registration procedures and, within ten weeks following the completion of registration, should obtain a special pass-fail form from the Academic 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 Academic Records 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 period allowed for electing the pass-fail option.

5. The student will, during the semester, receive grades for his work in the course, but at the end, will receive on his record a "P" or an "F." Failures will be computed into the student's cumulative grade point average.

6. 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 Academic Records Office where it will be translated to either the "P" or "F" designation.

7. Students seeking admission to some Graduate Schools and some Professional Schools should ascertain the maximum number of P-F courses which schools will accept.

Auditing a Course

Any student may register to take any Hope course on an audit, non-credit basis. Students who desire to audit a course must indicate their intent to the Registrar within the first two weeks of the semester. Changes from credit to audit and vice versa will not be allowed after the first two weeks of the semester have ended. The fee for courses taken on an audit basis is $25 per semester hour.

Transfer Credit While Enrolled at Hope

A student currently enrolled at Hope College and wishing to transfer credit earned in a regular term or summer session at another accredited institution must have approval in advance for each course from the equivalent Hope College Department Chairman and the Hope College Registrar. Forms to insure the transferability of these courses are available in the Academic Records Office in Van Raalte Hall.

The credits for courses with grades of "C" or better will automatically transfer if advanced approval has been obtained. Credit in courses with grades of "C-" or below will transfer only if the student's cumulative grade point average at the institution issuing the credit is 2.0 or above.

Course number, course title, grade earned, credits awarded and the cumulative grade point average are posted on the student's permanent record; however, the grade point average is not computed with the Hope cumulative grade point average. Credit only toward the degree will be awarded.

If prior approval for courses taken at other institutions is not obtained, the College reserves the right to deny credit for any course taken at another institution. Responsibility for forwarding transcripts to the Hope College Registrar lies solely with the student.

Honors Independent Study or Research

Senior students with a cumulative grade point average of 3.0 or better may make
General Academic Regulations

application to their major departments to do an independent study or research project of exceptionally high quality. The project, depending upon its nature, may culminate in a meritorious report, essay, thesis, or public performance. Criteria for permission to pursue the project and criteria for the evaluation of the completed project will vary by department. If the department decides that the completed project warrants honors distinction, the course will be listed on the student's permanent record as Independent Study or Research-Honors. Interested, qualified students should make application to their respective departments prior to registration for the project.

Student Load

The normal student load is sixteen hours per semester. Regularly enrolled students must carry a minimum of twelve semester hours of course work each semester to maintain full-time status. Veteran students under the G.I. Bill must carry a minimum of twelve hours to be considered a full-time student and to receive maximum benefits. Foreign students, in order to maintain their visa status, need to maintain a minimum load of twelve semester hours.

Permission to take more than a normal load is based upon the student's previous academic record. Seventeen hours may be granted by the advisor. Application for more than seventeen hours must be made to the Registrar. Under no circumstances will a student be permitted to take more than nineteen semester hours. Students carrying more than a normal load must pay a fee of $40.00 for each semester hour in excess of sixteen.

A student's normal summer load is three or four hours in a three-week session and six or seven hours in a six-week session. Overloads must be approved by the Director of the Summer Session.

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

Since 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 and Requests for Academic Waivers

A student may seek exemption from an academic regulation by appealing in writing to the Registrar. The student must secure the approval of his faculty advisor to
General Academic Regulations

waive an academic regulation. If the student’s request is denied, he or she may fur­ther appeal the decision to the Student Standing and Appeals Committee for final disposition. Appeals must be submitted to the Chairman of Appeals Committee within ten days after notification of the decision.

Correspondence Credit

Credit for correspondence work is accepted by Hope College provided that these courses are offered by an accredited institution or the United States Armed Forces Institute and are approximate equivalents to Hope College courses.

Credit by Examination While Enrolled at Hope

Credit by examination is available to currently enrolled Hope students through either the College-Level Examination Program (CLEP) or departmental examinations.

CLEP: Credit is awarded for most CLEP Subject Examinations; no credit is granted for the CLEP General Examinations. Credit is awarded for scores which meet the guidelines established by the College Entrance Examination Board in its national norming procedures (see table below). Where possible, the CLEP Subject Examinations are equated to existing Hope courses and the examinations can be used to partially fulfill general college requirements. The table below lists the available CLEP Subject Examinations, those acceptable for Hope credit, the minimum score needed for credit, the credit value of the examinations, and, where applicable, the Hope equivalent course.

<table>
<thead>
<tr>
<th>CLEP Test</th>
<th>Score For Credit</th>
<th>Sem. Hrs.</th>
<th>Hope Equivalent Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Gov’t.</td>
<td>47</td>
<td>3</td>
<td>Poll. Sci. 101</td>
</tr>
<tr>
<td>Am. History</td>
<td>46</td>
<td>6</td>
<td>History 150</td>
</tr>
<tr>
<td>Am. Lit.</td>
<td>46</td>
<td>6</td>
<td>None at this level</td>
</tr>
<tr>
<td>Analysis &amp; Interp. of Lit.</td>
<td>49</td>
<td>6</td>
<td>English 249</td>
</tr>
<tr>
<td>Biology</td>
<td>49</td>
<td>6</td>
<td>Biology 101, 102 or 111, 112</td>
</tr>
<tr>
<td>Clinical Chemistry</td>
<td>No Credit</td>
<td>-</td>
<td>None/Elective Credit</td>
</tr>
<tr>
<td>Computer &amp; Data Proc.</td>
<td>46</td>
<td>3</td>
<td>Education 220</td>
</tr>
<tr>
<td>Ed. Psych.</td>
<td>47</td>
<td>3</td>
<td>Math 180</td>
</tr>
<tr>
<td>Elem. Comp. Prog.</td>
<td>48</td>
<td>3</td>
<td>None at this level</td>
</tr>
<tr>
<td>English Comp.</td>
<td>No Credit</td>
<td>-</td>
<td>None/Elective Credit</td>
</tr>
<tr>
<td>English Lit.</td>
<td>45</td>
<td>6</td>
<td>None at this level</td>
</tr>
<tr>
<td>Freshman English</td>
<td>No Credit</td>
<td>-</td>
<td>None at this level</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>48</td>
<td>6</td>
<td>Chemistry 101, 102</td>
</tr>
<tr>
<td>General Psychology</td>
<td>47</td>
<td>3</td>
<td>Psychology 100</td>
</tr>
<tr>
<td>Geology</td>
<td>49</td>
<td>6</td>
<td>Geology 101</td>
</tr>
<tr>
<td>Hematology</td>
<td>No Credit</td>
<td>-</td>
<td>None/Elective Credit</td>
</tr>
<tr>
<td>Hist. Am. Ed.</td>
<td>46</td>
<td>3</td>
<td>Psychology 230</td>
</tr>
<tr>
<td>Human Growth &amp; Devel.</td>
<td>47</td>
<td>3</td>
<td>None/Elective Credit</td>
</tr>
<tr>
<td>Immunohematology</td>
<td>No Credit</td>
<td>-</td>
<td>Bus. Ad. 351</td>
</tr>
<tr>
<td>Intro. Bus. Mgmt.</td>
<td>47</td>
<td>3</td>
<td>Bus. Ad. 221, 222</td>
</tr>
<tr>
<td>Intro. Accounting</td>
<td>50</td>
<td>6</td>
<td>Bus. Ad. 341</td>
</tr>
<tr>
<td>Intro. Bus. Law</td>
<td>51</td>
<td>3</td>
<td>Econ. 201</td>
</tr>
<tr>
<td>Intro. Econ.</td>
<td>48</td>
<td>6</td>
<td>Econ 201</td>
</tr>
<tr>
<td>Intro. Macroecon</td>
<td>48</td>
<td>3</td>
<td>Econ 201</td>
</tr>
<tr>
<td>Intro. Microecon</td>
<td>47</td>
<td>3</td>
<td>Econ 201</td>
</tr>
</tbody>
</table>
General Academic Regulations

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro. Marketing</td>
<td>48</td>
<td>Bus. Ad. 331</td>
</tr>
<tr>
<td>Intro. Sociology</td>
<td>46</td>
<td>Sociology 101</td>
</tr>
<tr>
<td>Microbiology</td>
<td>48</td>
<td>Biology 301</td>
</tr>
<tr>
<td>Money &amp; Banking</td>
<td>48</td>
<td>Bus. Ad. 460</td>
</tr>
<tr>
<td>Statistics</td>
<td>49</td>
<td>Math 210</td>
</tr>
<tr>
<td>Tests &amp; Measurements</td>
<td>46</td>
<td>None/Elective</td>
</tr>
<tr>
<td>Western Civilization</td>
<td>50</td>
<td>History 130</td>
</tr>
</tbody>
</table>

Hope has been established as a CLEP Limited Test Center which makes it possible for currently enrolled and prospective students to take the CLEP examinations on campus. Although General Examinations are not given credit, the General Examinations are also available at the CLEP Test Center.

DEPARTMENTAL EXAMS: Where CLEP tests are not available or are not acceptable, departmentally prepared and administered examinations can be arranged.

Contact the Registrar to make such arrangements.

Credit by examination in either of the above programs has the following limitations:

1. Examination credit will be awarded only if the student has not previously registered for the course in question at Hope or in another institution.
2. None of the credit by examination programs approved by Hope may be used to make up failures or replace grades already earned.
3. Credits earned by examination will be listed on the student's record with the note that the credit was earned by examination. Grades and honor points will not be recorded. The credits, while counting toward graduation, will not be used in the computation of cumulative grade point averages.
4. Transfer students with examination credits will be required to submit test scores for all examination credit awarded at another institution.
5. In keeping with the senior residency requirement, the last entries on a student's permanent academic record must be credits earned in residence and can not be by examinations taken after a student's departure.
6. The maximum amount of credit by examination which can be applied toward the 126 hours required for graduation is 32 hours, 8 of which can be in the major area of concentration.

For further information about either the CLEP or departmental testing programs, contact the Registrar.

Sophomore Competency in Writing

Hope College is committed to high standards in writing. Every faculty member shares the responsibility to identify student writing problems and to make formal referrals to the Academic Skills Center for remedial work. When such a referral has been made, the student concerned is obligated to sit for a competency examination in writing administered by the Department of English. NO MAJOR MAY BE DECLARED UNTIL THE COMPETENCY EXAMINATION HAS BEEN PASSED. The examination will normally be taken in the second semester of the sophomore year.

Application for Degree

The College awards degrees in December (at the conclusion of the first semester), in May (at the conclusion of the second semester), and in July or August (at the conclusion of the final summer session). Degree candidates must inform the Registrar of their intention to graduate at the student's final registration with the Col-
college. Students completing degree requirements in the May Term, June Term, or Summer Session will be considered to be July/August graduates. All degree candidates for degree dates above are expected and encouraged to participate in the May commencement. Degrees are not awarded to those students who have incomplete (I) grades. A degree candidate whose record shows an incomplete (I) grade(s) at the time of his requested degree date will be moved to the next degree date.

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 class standing, C) Determination of the satisfactory completion of required courses.

The grade point earned at Hope College is that which is provided the student upon graduation. For all ensuing official purposes, the record of the student shall be that which he obtains at Hope College.

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 $1.00 payment in advance is charged for each additional copy. The College makes every effort to insure the confidentiality of its student records; consequently, transcripts will be released only upon written request of the student.
ACADEMIC SESSIONS

The Regular Session

The majority of the curricular offerings are given in the two-semester regular session, beginning in August and ending in May. 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 (inside front cover) gives the exact dates of this session. Some classes are offered in the evening. Consult the Registrar for a list of course offerings.

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.

May Term — June Term

Students may spend the last three weeks of May or the first three weeks of June by enrolling in one course for three hours credit. This concentrated approach allows for innovation in the nature of the course and the mode of instruction. A few of the College's regular and traditional courses are offered along with several novel courses that can only be approached in this manner. Some of the courses taught are off-campus or made up of one, two, or three-day-long field trips. College facilities are available for dining and housing. By enrolling in May Term, June Term, and the regular Summer Session, a student can accumulate nearly an entire semester's credit at Hope College. For further information about these sessions, contact Professor Donald Williams.

Regular Summer School

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, the end of June to the beginning of August.

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. Enrollment in the summer session does not assure admission as a degree candidate. Admission is flexible and open to high school seniors.

For full details on the regular summer course program, write to the Director of the Summer School, Professor Donald Williams.

SPECIAL ACADEMIC PROGRAMS

ON-CAMPUS STUDY OPPORTUNITIES

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 credit by examination, 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. 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.

In several departments, notably biology, chemistry, geology, mathematics, physics, 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.

The Presidential Scholars Program

The Presidential Scholars Program was established to enable academically gifted students with strong potential for leadership an opportunity to broaden their educational program while at Hope College.

Students are invited into this program at the beginning of their freshman year. To hold this designation as “Presidential Scholar,” a student must maintain a good scholastic standing. He is encouraged to take the seminar for freshmen Presidential Scholars and individual study programs as upperclassmen. In addition, the Presidential Scholars are invited to special dialogue sessions with distinguished Presidential Scholars and personalities who visit the campus, to participate in special forums, and to special off-campus trips.

The goal of this program is to create opportunities for intellectual exploration and to assist students in finding challenging educational roles.

The Presidential Scholars Program is under the direction of the Provost in conjunction with a committee of students and faculty.

Summer Session for International Students

This program is especially designed to introduce students from abroad to Contemporary America. The four-week session attempts to provide a comprehensive over-
Special Academic Sessions

view 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.

Participants are housed in college dormitories and, where possible, paired with American students enrolled in the regular summer program. For a weekend or longer, the foreign students are welcomed into the homes of families in the community. Here they receive direct experience with the American way of life. Detailed information concerning this program may be obtained from the Hope College Office of International Education.

Upward Bound Program

Upward Bound is an educational project designed to assist 60-70 low-income high school students from Allegan, Muskegon and Ottawa Counties. A residential summer academic and cultural enrichment program - six-seven weeks - is offered to students who have completed grades 9th, 10th and 11th, and a seven week college credit course for those who have completed 12th grade and plan to attend a post-secondary school the following fall semester. During the academic year, students in grades 10th - 12th are offered evening classes in reading/writing and math/science, along with tutorial help; morning sessions are held every other Saturday: speakers, film-review, and skills development are the focus of these sessions; college visitations and recreational activities are also part of the program. Individual and group counseling is provided in various areas: college placement - testing, admissions, and financial aids - choosing a major and a school, personal and family problems. Eligible students may participate at no cost; the Upward Bound project is funded by the U.S. Office of Education, the College and other local private sources. The main purpose of the program is to provide a new and stimulating environment for learning, so that the high school “disadvantaged” student may continue on to a post-secondary course.

OFF-CAMPUS STUDY OPPORTUNITIES

All off-campus programs, independent of length, subject matter, or location, fall into one of the following two categories:

1. Official Hope College Programs
   Hope College exercises direct or indirect academic and administrative control over these programs. Students who participate in these programs are screened by the Off-Campus Programs Admissions Committee and they remain on the rolls of Hope College. It is the responsibility of the student to demonstrate to the Off-Campus Programs Admissions Committee that he has made prior arrangement with the campus administrator and/or the academic departments concerned for the awarding of credit. Once the student is off-campus, it is his continuing responsibility to communicate any program changes to the chairman of the department from which credit is expected. Students in these official programs continue to receive administrative support and will be regarded as regular Hope College students in all respects. They are entitled to retain financial aid and to have grades and credit earned recorded on the Hope College transcript.

2. Non-Official Programs
   Students may, of course, enroll in other programs over which Hope College does not exercise administrative or academic control. In the case of foreign pro-
grams, the International Education Office is ready to provide information. It is important to note that students enrolling in one of these programs are, in practical terms, withdrawing from the College. This means that they do not need the permission of the Off-Campus Programs Admissions Committee in order to participate. However, they also lose the right to use Hope College financial aid awards and any credit earned will be treated as transfer credit. Students thinking about participation in one of these programs should consult their departmental advisor in order to determine whether or not transfer credit is likely to be accepted. Upon completion of such a program, students wishing to return to Hope College will need to apply for readmission.

The programs described below and on the following pages are currently included in the first category of official programs.

DOMESTIC STUDY OPPORTUNITIES

Washington Semester Program
The Washington Semester Program enables superior students from all disciplines to study in Washington, D.C., and to apply knowledge of their area as it relates to government and politics. Select junior and senior students will take a seminar on American government and politics, participate in group interviews with Congressmen and legislative staff, executives, lobbyists, political party officials, and journalists, intern for two seven-week periods in Congress, the executive branch, or with political interest groups, and prepare extensive research papers based upon their semester’s work.

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.

Hope is also a participant in the Cooperative Undergraduate Program for Critical Languages, jointly sponsored by Princeton University, The Carnegie Corporation of New York and the Ford Foundation. This program has been established to make available to undergraduates of other institutions the resources at Princeton University for instruction in the Arabic, Chinese, Japanese, Korean, Persian, Russian, and Turkish languages, and related regional studies in the social sciences and humanities. The normal pattern of study involves a year of work at Princeton (usually the junior year) and intensive summer language training courses before and after the year at Princeton. For further information regarding the courses available in the program, requirements for admission, and financial aid opportunities, please consult Professor H.P. Weller of the Department of Foreign Languages and Literatures.

The Urban Semester in Philadelphia
The Great Lakes Colleges Association and Hope College sponsor jointly a program
Special Academic Sessions

designed to give students an opportunity for 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 and discussion groups, and direct independent study programs. Student teaching may be done in conjunction with the program. For further information, consult Professor James Piers.

Semester at the Chicago Metropolitan Center

The Chicago Metropolitan Center offers students a unique opportunity to work in a large metropolitan city and to study problems and issues of metropolitan life in a fully accredited, supervised educational program. The staff of the Metropolitan Center consists of people who combine academic training and experience with years of living and working in the metropolitan environment. The result is an unusual concern for college students and the metropolitan city.

Up to 16 hours of academic credit can be earned through the program in a Work Internship, a Metropolitan Seminar, a Social Research Methods Seminar, and a Values Seminar. A large number of internships are available to students through the Chicago Metropolitan Center. Students with almost any major interest can find work placements that are suitable to their vocational plans. The range of possibilities covers art centers, banks, churches, drama groups, ecology labs, social work, practice teaching, physical therapy, library work, museums, zoos, urban renewal and planning, youth recreation, and x-ray technology. Work internships are supervised on the job and by Metropolitan Center staff members.

The Values Seminar fulfills the Hope College Senior Seminar requirement. All other courses are electives and do not fulfill core of departmental requirements unless special arrangements are made with specific departments (e.g. Education Department and practice teaching).

For further information, consult Professor Phillip Van EYl.

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, dance 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 understand the intentions, the problems, and the means of the arts.

The more imaginative the student's research project, the more likely it is to engage 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 John Wilson.

The Oak Ridge Science Semester

The Great Lakes Colleges Association sponsors this program which allows qualified majors in natural sciences, social sciences, mathematics, or computer science to spend one semester at one of the world’s major research centers, Oak Ridge National Laboratory in Tennessee. The students spend 40 hours per week in research as an assistant to an Oak Ridge scientist, take one senior level course, and participate in an interdisciplinary seminar. The courses and the seminar are led by GLCA faculty. Each student receives sixteen hours of credit under Interdisciplinary Studies for participation in this program which provides an opportunity to work with outstanding scientists and sophisticated equipment on important energy-related research. For further information, consult Professor David Klein.

FOREIGN STUDY OPPORTUNITIES

As part of the overall program in International Education at Hope College, the International Education Office offers information and assistance to all students interested in study abroad. Opportunities to do so for a short term, a summer, a semester, or a full year are available in virtually every part of the globe. Detailed descriptions of various programs and application forms may be obtained from the International Education Office located in Voorhees Hall, or by writing to Dr. Paul G. Fried, Director of International Education, Hope College, Holland, Michigan 49423.

Programs in Europe

Austria
Vienna Summer School (Hope)
Semester or Year Program in Vienna (IES 1)

France
Semester or Year in Nantes (IES)
Summer, Semester or Year in Paris (IES)

Germany
Summer, Semester or Year in Freiburg (IES)

Great Britain
Junior Year in Aberdeen (GLCA 2)
Junior Year in Durham (IES)
Semester in London
Semester in Southampton (Chemistry - Hope)

Netherlands
Semester in Groningen (Chemistry - Hope)

Spain
Summer, Semester or Year in Madrid (IES)

1 Institute of European Studies
2 Great Lakes Colleges Association
3 Associated Colleges of the Midwest
Programs in Non-European Areas

Africa
Fall and Winter in East or West Africa (GLCA)

Asia
Six, nine or twelve months programs at Waseda University, Tokyo (GLCA)
Semester or Year in Hong Kong (GLCA/ACM 3)

India
Year in India (GLCA)*

Latin America
Summer, Semester or Year in Bogota, Colombia (GLCA)

Near East
Junior Year in Beirut, Lebanon (GLCA)*

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 applicants from other institutions. The Vienna Summer School offers students opportunity for new experiences in the various phases of the program.

Academic Work in Vienna: The academic program consists of two three consecutive week sessions which offer a choice of work 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 transcripts and credits for work completed in Vienna.

Residence in Austrian Homes: 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: Students are free to make their own transatlantic travel arrangements allowing them to include free time both before and after the academic sessions in Vienna.

SEMESTER AND YEAR PROGRAMS IN EUROPE

1. The affiliation between Hope College and the Institute of European Studies (IES) provides for preferred enrollment of qualified Hope College students in study centers which the Institute maintains in Austria, France, Germany, Great Britain and Spain. In Vienna, Paris, Nantes, Freiburg and Madrid, students may register either for a full year or a semester. Enrollment at the University of Durham in England is for the full year only, while the London program is for a semester only.

*Programs have been suspended for political reasons. They will be reopened when it becomes feasible.
Special Academic Sessions

2. Under direct arrangements between the Hope College Chemistry department and the Chemistry Departments of the University of Groningen in The Netherlands and the University of Southampton in England a limited number of exceptionally qualified Hope Chemistry students have been invited to spend one semester of their Senior year at one of the two universities abroad where they have worked under the direct supervision of senior professors in their field.

3. In addition to the various study opportunities in non-European areas, the Great Lakes Colleges Association (GLCA) offers an academic year at the University of Aberdeen, Scotland. The program is administered by Antioch College.

SUMMER, SEMESTER, AND YEAR PROGRAMS IN NON-EUROPEAN AREAS

Membership in the Great Lakes Colleges Association makes available to Hope College students a variety of overseas study programs in Africa, Asia, Latin America and the Middle East. In each case one of the member schools serves as “agent” for the program abroad, but students from all twelve institutions are able to participate in any of the programs.

1. Africa: In East and West Africa Kalamazoo College arranges for programs lasting a quarter or longer in which the language of instruction is English. Through DePauw University a full-year program, taught in French, is available at the University of Dakar in Senegal.

2. Asia:
   a. Japan: The Great Lakes Colleges Association and Waseda University in Tokyo have a cooperative arrangement whereby GLCA students may enroll in the International Division for a six-months, nine-months or a twelve-months program. A GLCA liaison secretary is in residence at Waseda University 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. Earlham College is the agent school for this program.
   b. Hong Kong: GLCA and The Associated Colleges of the Midwest (ACM) sponsor a program at the Chinese University in Hong Kong. Except for Mandarin language courses, instruction is in English. There is no Chinese language prerequisite. Students may elect to attend the fall or spring semester or the entire academic year, which extends from September through June.

3. Latin America: This flexible program, administered by Antioch College for the GLCA, is divided into three separate stages allowing students to participate in those which best accommodate them.

SUMMER SESSION AT BOGOTA, COLOMBIA, 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 American culture.

FALL TERM IN BOGOTA, COLOMBIA, is a special program for American students who have either completed the summer session in Bogota or who have already 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 ap:
Special Academic Sessions

The program is especially designed to prepare American students to participate successfully along with Colombian students in the spring term in Bogota.

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 Bogota, or in the fall term in Bogota of the Latin American Program.

During all of these stages students live with Colombian families. The total cost for the program, including transportation, is slightly higher than tuition, room, and board for an equal length of time on the Hope campus.

4. Middle East: Through a long-standing agreement between the GLCA and the American University in Beirut Hope students have for many years been able to participate in a well structured and highly regarded Junior Year in Lebanon which is administered by Kenyon College on behalf of the association. (Temporarily suspended.)

NON-ACADEMIC PROGRAMS ABROAD

In addition to the materials on college-credit programs in all parts of the world 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.

Among those recommended are summer work camps abroad, programs of the Experiment 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 for this type of overseas program.

A program designed particularly for students in the sciences is administered by the International Association for the exchange of students for Technical Experience (IAESTE) which places American students in short-term trainee positions in twenty or more countries. AIESEC is a similar type program, designed to serve the needs of students in the field of Economics and Business Administration.

Further information on any of the foreign study programs may be obtained from the Hope College Office of International Education located in Voorhees Hall.
The Curriculum

Course Number Guide

The course offerings at Hope College can be classified into three main divisions: lower division (100-299); upper division (300-699); and graduate division (700-899).

Competency levels are reflected in the first digit and are established as follows:

- 000-099 - No credit courses
- 100-199 - Freshman competency level
- 200-299 - Sophomore competency level
- 300-399 - Junior competency level
- 400-499 - Senior competency level
- 700-899 - Graduate level

In most departments, the second digit is used as a subdiscipline grouping. In all departments, the middle digit “9” refers to honors, seminars, or independent study courses.

The third digit designates either semester sequence (odd-1st semester; even-2nd semester) or course sequence.

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 several major disciplines especially arranged for students possessing particular educational and vocational goals.

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. Applicable only to those students concerned with teacher certification.

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 August 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.
Course offerings in the Art Department are structured in form, content and sequence to provide a foundation in the fine arts for both professionally oriented student and the liberal arts student. The curriculum affords opportunities for study and research in the visual arts through studio practice and art history. The Art Department is accredited by the National Association of Schools of Art.

The Art Department faculty are teaching and research oriented artists and art historians. Works by members of the Art faculty are a part of permanent collections in over sixty different museums and galleries in the United States and five foreign countries.

The Art Department offers studio and art history assistantships to those qualified upperclassmen.

Students majoring in art at Hope College participate in a wide variety of activities:
- contacts with visiting artists and lecturers of national importance
- field trips to museums such as those in Chicago, Detroit and Toledo.
- exhibition experience in the College Gallery.
- entering competitive shows.
- varied contacts with other college art departments

Graduates of this department have gone into the following areas:
- graduate work in studio and art history
- teaching in elementary, secondary and college levels
- graphic design in industry
- furniture design in industry
- art gallery manager

ART MAJOR: Students who have completed 42 hours of college credit, including nine hours of art, may make application for the major in art. The application must be accompanied by a presentation of the student’s work, in either studio or art history areas, depending upon the proposed major concentration.

A major consists of at least 36 credit hours of art in either of the following two programs:

A. Art major – studio concentration
The studio major consists of a broad selection of studio courses, including Art 103, 104, 111 or 171, 121, 131 and 141. The studio major is also required to have a concentration (at least 9 hours) in either painting, print-making, drawing, sculpture or ceramics. In addition to the above studio courses, the student is required to take Art History Survey I and II (Art 161 and 162) and two additional courses in art history. Art 365 and 369 are strongly recommended. A major with a studio concentration must present a comprehensive portfolio and an exhibition of his work at the end of his senior year.

B. Art major – art history concentration
Majors with an area of concentration in art history must fulfill course work in art to be divided as follows: 24 hours in Art History, including Art 161 and
at least 6 hours of directed studies undertaken in a special problem area during his or her final two semesters; 6 hours of studio to be taken from the 100 level (Art 201 may be included). If graduate work is contemplated, a reading knowledge of two foreign languages is recommended.

A major in art is expected to take related course work in such areas as history, literature, music and theatre. Art students are expected to visit museum collections and special exhibitions regularly. If at all possible, foreign study and travel are strongly recommended during the student's stay at Hope.

The History of Art

161. ART HISTORY SURVEY I - This is an introductory course, emphasizing Western Art from Greece to the Renaissance. Selected critical approaches such as formal analysis, iconography, theories of style, will be investigated in a general chronological format. Major goals are: an awareness of ideas and cultural values embodied in art; a heightened ability to view the individual work of art; an understanding of the evolution of the important historical styles of the West. No prerequisites.

THREE HOURS  
WILSON, VICKERS  
BOTH SEMESTERS

162. ART HISTORY SURVEY II - This is an introductory survey emphasizing Western art from the Renaissance to the present. Critical approaches and major goals are similar to those considered in Art 161. No prerequisites.

THREE HOURS  
WILSON, VICKERS  
BOTH SEMESTERS

295. SPECIAL STUDIES - Studies and research in areas of art history or studio not covered in regular courses listings. Course topics to be announced. Prerequisite: permission of professor.

THREE HOURS  
STAFF  
BOTH SEMESTERS

360. ANCIENT ART - A study of the development of the arts from the early Mediterranean cultures to late antiquity. Pre-historic, Near Eastern, Egyptian, Aegean, Greek, Etruscan and Roman art and architecture will be surveyed with special attention to Greece and Rome. No prerequisites.

THREE HOURS  
WILSON  
ALTERNATE YEARS


THREE HOURS  
WILSON  
ALTERNATE YEARS

362. RENAISSANCE ART - A study of the art and architecture of the 14th, 15th and 16th centuries in northern and southern Europe. No prerequisites.

THREE HOURS  
VICKERS  
ALTERNATE YEARS

363. BAROQUE AND ROCOCO ART - A study of features of the art and architecture of Europe in the 17th and 18th centuries. No prerequisites.

THREE HOURS  
WILSON  
ALTERNATE YEARS

364. 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. No prerequisite.

THREE HOURS  
WILSON  
ALTERNATE YEARS
365. MODERN PAINTING AND SCULPTURE - This course undertakes a selective treatment of 19th and 20th century tendencies in European art up to WW II. Consideration will be given to aspects of Romanticism, Realism, Impressionism, Post-Impressionism, Symbolist and Fantasy art of the turn of the century, Fauvism, Expressionism, Cubism, Dada and Surrealism. No prerequisites.
THREE HOURS
WILSON SPRING SEMESTER

366. AMERICAN ART - The history and development of the painting and sculpture of America 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. No prerequisites.
THREE HOURS
WILSON ALTERNATE YEARS

367. NON-WESTERN ART - A brief survey of the Arts of India, China and Japan. No prerequisites.
THREE HOURS
STAFF ALTERNATE YEARS

368. AFRICAN TRIBAL ART - A survey of the major art producing tribes of sub-Saharan West Africa. No prerequisites.
THREE HOURS
VICKERS ALTERNATE YEARS

369. CONTEMPORARY ART MOVEMENTS (1960-PRESENT) - A course in the development of current movements involving research and readings in Pop Art, Minimal Art, Op Art, Kinetic Art, Happenings, Earthworks and Conceptual Art, with specific references to Dadaism, Surrealism and Abstract Expressionism. No prerequisites.
THREE HOURS
STAFF FALL SEMESTER

Studio Courses in Art

101. 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. Non-majors only.
THREE HOURS
McCOMBS EITHER SEMESTER

103. BASIC TWO-DIMENSIONAL DESIGN - A study of the elements of design through applied problems. The course investigates two-dimensional design concepts. Prerequisite to all two-dimensional studio courses.
THREE HOURS
MICHEL, VICKERS BOTH SEMESTERS

104. BASIC THREE-DIMENSIONAL DESIGN - A study of the elements of design through applied problems. The course investigates three-dimensional design concepts. Prerequisite to all three-dimensional studio courses.
THREE HOURS
STAFF BOTH SEMESTERS

111. PRINTMAKING - A study of the techniques and procedures involved in using certain graphic media, such as etching, drypoint, and woodcut. No prerequisites.
THREE HOURS
McCOMBS BOTH SEMESTERS

121. PAINTING - Experimentation with various painting media, such as oil, watercolor and acrylic, leading to the development of painting skills. Students work in a variety of concepts. No prerequisites.
THREE HOURS
MICHEL BOTH SEMESTERS
131. SCULPTURE - An exploration of various sculpture materials and processes including metal brazing, wood construction, assemblage, direct plaster and clay modeling from the life model. No prerequisites.
THREE HOURS STAFF BOTH SEMESTERS

141. DRAWING - A study of various drawing media and techniques such as pencil, pen and ink, charcoal and wash. The course investigates a variety of drawing approaches including the study of the structure and movements of the human figure.
THREE HOURS MICHEL, McCOMBS, VICKERS BOTH SEMESTERS

151. CERAMICS - Introduction to pottery; coil and slab construction, wheel forming, glazing and kiln operation are explored. No prerequisites.
THREE HOURS STAFF BOTH SEMESTERS

171. SILK SCREEN - A study of the techniques, procedures, and aesthetics of silk screen as a print making media.
THREE HOURS DELBERT, MICHEL

201. FUNDAMENTALS OF PHOTOGRAPHIC ART - Using the camera as a visual instrument, this course examines the still-photographic medium as an expressive art form through the creation and critical study of black and white photographic form, structure and content. Camera required. No prerequisites.
THREE HOURS McCOMBS BOTH SEMESTERS

301. DEVELOPING VISUAL AWARENESS - Designed for the art major, this course investigates the many facets of creative development from childhood to adulthood. Materials and techniques suitable for teaching and supervising art as a major subject are emphasized and methods of guiding and motivating creative expression K-12 are observed, discussed and practiced. Not open to students who have taken Art 340. No prerequisites.
THREE HOURS STAFF EITHER SEMESTER

311. ADVANCED PRINTMAKING - Continuation of Art 111. May be repeated for credit with permission of the instructor. Prerequisite: Art 111.
THREE HOURS McCOMBS BOTH SEMESTERS

321. ADVANCED PAINTING - Continuation of Art 121. May be repeated for credit with permission of the instructor. Individual development is encouraged. Prerequisite: Art 121.
THREE HOURS MICHEL BOTH SEMESTERS

331. ADVANCED SCULPTURE - Individual experimentation in all sculptural media including oxyacetylene and arc welding and bronze casting, and modeling from the life model. May be repeated for credit with permission of instructor. Prerequisite: Art 131.
THREE HOURS STAFF BOTH SEMESTERS

340. ART FOR ELEMENTARY EDUCATION STUDENTS - The purpose of this course is to aid students in elementary education in developing a practical knowledge of art and exploring basic art principles and problems through creative studio work. Same as Education 340. No prerequisites.
TWO HOURS STAFF EITHER SEMESTER
341. ADVANCED DRAWING - Continuation of Art 141. Experimentation in a wide variety of media is encouraged. May be repeated for credit with permission of the instructor. Prerequisite: Art 141.
THREE HOURS
351. ADVANCED CERAMICS - Continuation of Art 151; including work in both sculptural and utilitarian directions, elementary chemistry of glazes, and oxidation and reduction firing techniques. May be repeated for credit with permission of the instructor. Prerequisite: Art 151.
THREE HOURS
371. ADVANCED SILK SCREEN - Continuation of Art 171. May be repeated for credit by permission of the instructor. The student develops the aesthetic possibilities of the silk screen media including photographic processes.
THREE HOURS
389. 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.
As 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
490. SPECIAL PROBLEMS IN STUDIO - Independent study 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.
TWO or THREE HOURS STAFF ANY SEMESTER
491. INDEPENDENT STUDY IN ART HISTORY - Independent study 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.
TWO or THREE HOURS STAFF ANY SEMESTER
The Biology Department offers programs which prepare students for a variety of careers. Post-graduate activities frequently selected by our majors are graduate schools, medical and dental schools, other health care professions, industrial research positions, and secondary teaching.

In addition to the regular curriculum, students are encouraged to participate in research programs with our faculty. Stipends are usually available to give selected students an opportunity to pursue full-time research projects during the summer. Examples of current research projects that involve students are:

- Breeding biology of the Common Gallinule
- Vegetation analysis of a bog
- Prey capturing behavior in spiders
- Chromosome mechanics and mutagenesis in Drosophila
- Biosystematics and development of slime molds
- Genetic effects of selected environmental contaminants

Qualified students have the opportunity to spend a semester doing research and taking courses at the Oak Ridge National Laboratory in Tennessee. Also an exchange program is available with the University of Wageningen in the Netherlands.

Studies in environmental health science are offered for students who wish to pursue advanced degrees or employment in fields of environmental toxicology and industrial hygiene. For specific details regarding these programs students are encouraged to contact Dr. Jack Schubert, Professor of Environmental Health Sciences.

**BIOLOGY MAJOR:** Most careers in biology require training in the physical sciences but the amount of such training is variable. It is essential, therefore, that students planning to major in biology talk to the chairman or a biology advisor to discuss their particular needs. This should be done as soon as the major is planned.

The minimum requirement for a biology major is 25 hours of biology and one year of chemistry. Biology majors must complete 3 semesters of introductory biology and are encouraged to take Biology 111, 112, and 113 in their first three semesters on campus. The preferable chemistry sequence for the minimum requirement is Chem. 111, 113, 114 and 121. Chem. 101 and 102 will satisfy the chemistry requirement for some, but these are terminal courses and do not prepare a student to take additional chemistry. Students planning to attend graduate, medical, or dental schools; or to pursue other careers that require rigorous training in biology, should take Math 135. Physics 121, 122, and 223, and Chem. 111, 113, 114, 121, 221, 255, 256, and 231. Biochemistry and Mathematics courses in statistics and computer programming are desirable for many biological careers.

**NON-SCIENCE MAJORS:** The Biology Department offers several courses that are designed primarily for students who wish to satisfy the college science requirement with biology.
Biology

Courses designed primarily for non-science majors:

100. GENERAL BIOLOGY - A human-oriented course in which principles of life and man's position in and relationship to the world are the main focus. Three lectures and one 2-hour laboratory per week.
FOUR HOURS  STAFF  BOTH SEMESTERS

217. PRINCIPLES OF HEREDITY - This course considers the mechanisms of inheritance of genetic traits. Emphasis is on Mendelian and human genetics. Two classroom periods per week.
TWO HOURS  STAFF  FALL SEMESTER

218. HUMAN ECOLOGY - This course focuses on man and his environment. Basic ecological principles, environmental problems, and human populations and resources will be examined. Two classroom periods per week.
TWO HOURS  GREIJ  SPRING SEMESTER

218A. HUMAN ECOLOGY - DISCUSSION/LABORATORY - An optional discussion/laboratory designed to give students an opportunity to discuss environmental topics, to work on projects, and to become familiar with some environmental laboratory techniques. One 2-hour period per week. Prerequisite: Biology 218 or can be taken concurrently. Pass-Fail only.
ONE HOUR  GREIJ  SPRING SEMESTER

245. BIOLOGY AND PHYSICS FOR ELEMENTARY TEACHERS - A course designed to introduce prospective elementary teachers to the physical and biological science appropriate to elementary education. The physics topics include scientific method, descriptive astronomy, mechanics and electricity. The biology portion will include selected topics and the identification, natural history, and handling of common plants and animals in the laboratory and field. Four classroom periods and one 2-hour laboratory per week. Prerequisite: none.
FIVE HOURS  STAFF  FALL SEMESTER

Courses designed for science majors:

111. PRINCIPLES OF BIOLOGY I - An introductory course emphasizing molecular biology, cell structure and physiology, genetics, evolution, and population ecology. Three classroom periods and one 3-hour laboratory per week.
FOUR HOURS  STAFF  FALL SEMESTER

112. PRINCIPLES OF BIOLOGY II - An introductory course emphasizing animal structure, physiology, behavior, development, ecology, and diversity. Three classroom periods and one 3-hour laboratory per week.
FOUR HOURS  STAFF  SPRING SEMESTER

113. PRINCIPLES OF BIOLOGY III - An introductory course emphasizing plant anatomy, morphology, physiology, development, ecology, and diversity. Three classroom periods and one 3-hour laboratory per week.
FOUR HOURS  STAFF  FALL SEMESTER

232. COMPARATIVE ANATOMY OF VERTEBRATES - A selected series of vertebrate types is studied. Two classroom periods and two 3-hour laboratory periods. Prerequisite: Biology 102 or 112.
FOUR HOURS  RIECK  SPRING SEMESTER
234. INVERTEBRATE ZOOLOGY - The biology of selected invertebrate animals will be studied with emphasis upon their ecology, systematics, and behavior. Laboratory includes field studies of local invertebrates. Two 1-hour lecture periods and two 3-hour laboratories. Prerequisite: Biology 102 or 112.

FOUR HOURS  
BRADY  
FALL SEMESTER

241. PLANT MORPHOLOGY - A comparative morphological study of the major plant groups of plants from the algae through the vascular plants. Two three-hour periods each week include lecture, laboratory, and field work, plus one weekend field trip. Prerequisite: Biology 111 or 101.

THREE HOURS  
VAN FAASEN  
SPRING SEMESTER

290. INDEPENDENT STUDY IN BIOLOGY - A special course to allow students to study an area of biology not included in the regular curriculum or an in-depth study of a selected biological topic.

ONE, TWO, or THREE HOURS  
STAFF  
BOTH SEMESTERS

295. STUDIES IN BIOLOGY - A lecture, laboratory or seminar class in a special topic of biology. During 1977-78, this course selection will include Environmental Genetic Toxicology and Parasitology.

ONE, TWO or THREE HOURS  
STAFF  
BOTH SEMESTERS

301. GENERAL MICROBIOLOGY - Selected viruses, bacteria, fungi, and algae will be used to introduce microbial techniques. Special emphasis will be given to physiology, genetic systems, and pathogenicity. Three classroom periods and one 3-hour laboratory per week. Prerequisites: one year of Biology.

FOUR HOURS  
GENTILE  
SPRING SEMESTER

315. PRINCIPLES OF ECOLOGY - The basic concepts of the interrelation of living organisms and their environment are studied. Three lecture periods and one 3-hour laboratory. Prerequisite: One year of biology.

FOUR HOURS  
GREIJ  
FALL SEMESTER

343. VASCULAR PLANT SYSTEMATICS - A study of selected families of vascular plants; and includes their biology and evolutionary relationships, and principles of plant classification. Two 3-hour periods per week include lecture, laboratory, and field work. Prerequisite: Biology 101 or 111.

THREE HOURS  
VAN FAASEN  
SPRING SEMESTER

345. PHYTOPHYSIOLOGY - A study of growth and metabolism in plants including growth regulatory processes, photoperiodism, photosynthesis, respiration, mineral nutrition, and water economy. Two lectures and two 3-hour laboratories. Prerequisite: Biology 101 or 111.

FOUR HOURS  
STAFF  
SPRING SEMESTER

347. 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: One year of biology.

THREE HOURS  
STAFF  
FALL SEMESTER

348. CELL PHYSIOLOGY - A study of cell biology at the molecular level. Topics covered include: structure and function of cell organelles, exchange of materials
across the cell membrane, control of enzyme activity and biosynthesis, mecha-
nisms of metabolic interconversions and energy conversions, response to radia-
tions, and current concepts in the regulation of cell growth and differentiation.
Three 1-hour lectures and one 3-hour laboratory per week. Prerequisites:
Chemistry 121 or permission of instructor.

FOUR HOURS  GENTILE  FALL SEMESTER

351. ORNITHOLOGY - An introductory study of the identification, classification,
natural history, and adaptations of birds. Three lecture periods and two 2-hour
laboratories. Prerequisite: Biology 102 or 112.

FOUR HOURS  GREIJ  SPRING SEMESTER

353. HISTOLOGY - The structure of the cell and its modifications into various tis-
sues. Two classroom periods and one 3-hour laboratory period. Prerequisite: Biol-
ogy 102 or 112. Alternate years beginning 1975-76.

THREE HOURS  RIECK  FALL SEMESTER

355. EMBRYOLOGY - A study of the processes involved in the development of
animal embryos, including regeneration and metamorphosis. The course integrates
the descriptive, comparative and molecular approaches to the study of develop-
ment. Three classroom periods and two 3-hour laboratories. Prerequisites: Biology
112, one year of chemistry, or permission of instructor.

FIVE HOURS  DAY  SPRING SEMESTER

356. GENETICS - A course presenting the fundamentals of genetics in relation to
general biological problems. Three classroom periods and one 3-hour laboratory
per week. Prerequisite: Biology 111.

FOUR HOURS  DAY  FALL SEMESTER

380. FIELD STUDIES IN BIOLOGY - A concentrated study of a variety of
organisms in their natural habitats. Normally requires camping trips as long as two
weeks in duration. In addition study projects and/or papers will be expected. May
be repeated for a maximum of 6 hours credit. Prerequisite: Permission of instructor.

VARIABLE CREDIT 1-3 HOURS  STAFF  MAY SESSION

421. 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: One year
of biology.

THREE HOURS  BRADY  SPRING SEMESTER

440. FUNDAMENTALS OF THE HUMAN NERVOUS SYSTEM - A concentrated
study of the morphology of the human central nervous system especially as it re-
lates to functional disorders. Prerequisites: At least one animal biology course plus
permission of the instructor. Alternate years beginning 1974-75.

THREE HOURS  RIECK  FALL SEMESTER

442. MAMMALIAN PHYSIOLOGY - A study of the various organ systems of
mammals (e.g. nervous, cardiovascular, digestive, excretory, endocrine, digestive)
with particular emphasis on their integration to maintain homeostasis under dif-
ferent physiological conditions. Three classroom periods and two 3-hour labora-
tories per week.

FIVE HOURS  STAFF  FALL SEMESTER
490. INDEPENDENT RESEARCH IN BIOLOGY - 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

STAFF BOTH SEMESTERS

BIOLOGY SEMINARS - A program designed to give the biology students and faculty an opportunity to participate in seminars on special topics in biology or areas of current research. Most of the speakers are biologists from area colleges and universities. Not for credit.

BIOLOGY LABORATORY ASSISTANT - Qualified students are invited to apply for laboratory assistant positions. Selection will be made by the department. Not for credit. Assistants receive an hourly wage.
The Chemistry Department has long been noted for the excellence of its preparation of students. A 1971 study published in *Chemical Technology* ranks Hope College third among leading liberal arts institutions in the nation in terms of the origins of eminent chemists. Hope College was one of only fourteen colleges and universities to recently receive a grant award from the Dreyfus Foundation in their “Innovations in Education in Chemistry” program. The fine facilities and many opportunities for student involvement in chemical research along with excellent student-faculty rapport are responsible for this outstanding record.

In addition to the grants to support student-faculty research and to develop Hope’s outstanding laboratories, the National Science Foundation has awarded the college grants to support undergraduate research for twelve consecutive years. Nearly forty students participate each academic year in research programs in the Chemistry Department. During the past five years students at Hope College have co-authored more than sixty scientific publications and papers presented at scientific meetings. Some examples of current student-faculty research in the department include:

- biochemical aspects of a-hydroxyfatty acids
- thermophysical properties of the azulene-trinitrobenzene complex
- reactions of coordinated metal nitrosyls and nitrosonium salts
- laser optical studies of new excited states in organic molecules
- leaching and transport of metals in natural waters
- chemistry of phosphoramidates
- energy storage and dissipation in organic molecules
- stereoselective labilization of cobalt (III) complexes

Thirty-three chemistry majors graduated this past year; each had the opportunity to design a program to meet his or her specific career needs. Students considering industrial chemistry or graduate school generally fulfill the requirements for an American Chemical Society approved major, while those who intend to enter medical or dental schools or plan a career in secondary school teaching may design their major according to their specific goals.

**MAJOR:** The minimum requirement for a chemistry major at Hope College is twenty-five semester hours (excluding Chemistry 101, 102, 105, and 245). In addition to Chemistry 111, 121, 221, 231, and six credit hours of laboratory courses in chemistry, two of the following three courses are required of all majors: Chemistry 321, 322 or 343. Chemistry majors at Hope College are urged to complete a sequence of lecture courses that provides a fundamental understanding of the diverse areas of chemistry: 111, 121, 221, 231, 311, 321, 322, 343, and either 314 or 344 as determined by the student’s career goals; recommended chemistry laboratory courses are separately listed and include 113, 114, 255, 256, and 345. All chemistry majors are expected to complete the General Physics sequence. 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. These include the lecture courses Chemistry 111, 121, 221, 231, 321, 322, 343, 344, and at least two of the following advanced courses: 314, 421 and 422. Laboratory courses required for the American Chemical Society approved major include Chemistry 113, 114, 255, 256, 345, 346 and at least one of the following: 315, 405, 406, and 490. Certain advanced courses in other scientific disciplines may be substituted for an advanced course in chemistry. The student should consult the chairman of the Department of Chemistry regarding such courses.

To qualify as an ACS approved major a student is also required to take Mathematics through Differential Equations, and Physics through Physics 223. Dependent on the student's background in Mathematics, Physics 121 should be taken concurrently with Chemistry 111 in the freshman year or taken no later than the first semester of the student's sophomore year. A one-year competency in a foreign language (usually German or Russian) is recommended for a chemistry major, provided the student fulfills the Hope College language requirement.

Pre-medical, pre-dental and pre-veterinary students are advised to take the following courses in chemistry: 111, 113, 114, 221, 231, 255, 256, and 311. To qualify for a chemistry major, health profession oriented students must meet the department's minimum requirements. These students design their chemistry major according to the specific requirements of their intended profession. Suggested courses for medicine are given on page 264.

Students who wish to major in chemistry for teaching in secondary school must complete the 30 hour certification requirement. Courses should include Chemistry 321, 322, 343 and additional advanced-level chemistry courses. Chemistry 105 may also count toward the 30 hour requirement.

Chemistry majors who wish to pursue graduate work in biochemistry and biochemistry-related fields should take courses for the ACS approved major including Chemistry 311, 314, and 315.

Students interested in chemical engineering should consult with the chairman of the Chemistry Department or the pre-engineering advisor early in their undergraduate program. Several cooperative programs with engineering schools are available. See page 263 for further details.

Students who are interested in combined science fields such as chemical physics and geochemistry are advised to consult with the chairpersons of the respective departments to determine the requirements and opportunities for careers in these areas.

A composite geochemistry program is described on page 263. Studies in Environmental Health Science are offered for students who wish to pursue advanced degrees or employment in fields of environmental health; for specific details regarding these programs, students are encouraged to contact Dr. Jack Schubert, Professor of Environmental Health Sciences.

101. GENERAL CHEMISTRY – For a non-science major, elementary education major, and pre-nursing student, or any student who elects chemistry as part of his science requirement at Hope College. 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.
102. GENERAL CHEMISTRY - Introductory organic chemistry and biochemistry are emphasized. Prerequisite: Chemistry 101 or equivalent.
FOUR HOURS WILLIAMS SPRING SEMESTER

105. MOLECULES AND MEN - This course for non-science majors is intended to provide an understanding of the nature and scope of chemistry today and in the future. It treats the development of chemical technology and the accompanying benefits and problems. Emphasis will be placed on specific aspects of chemistry as they affect mankind, including pollution, drugs, consumer products, and nuclear chemistry. This course does not apply towards advanced work in chemistry. Lecture, two hours per week. No previous course in chemistry is required.
TWO HOURS BOYER-FRIEDRICH BOTH SEMESTERS

111. GENERAL CHEMISTRY - First course in chemistry for all students who wish to major in science. Topics include stoichiometry, states of matter, periodicity, inorganic reactions, atomic structure, chemical bonding, geometry of molecules, chemistry of non-metals, solutions, chemical kinetics, chemical equilibrium and electrochemistry. Three lectures per week.
THREE HOURS BRINK, JEKEL, WILLIAMS FALL SEMESTER

113. LABORATORY OF GENERAL AND ANALYTICAL CHEMISTRY I - An introduction to techniques and laboratory procedures in preparing compounds and in performing qualitative analyses. Introductory quantitative titrimetric and gravimetric procedures will be included. Laboratory, three hours per week including time for discussion of experiments. Co-requisite: Chemistry 111.
ONE HOUR STAFF FALL SEMESTER

114. LABORATORY OF GENERAL AND ANALYTICAL CHEMISTRY II - A continuation of Chemistry 113 including qualitative and quantitative measurements with special emphasis on the use of pH meters and visible spectrophotometers to study composition and properties. Laboratory, three hours per week including time for discussion of experiments. Co-requisite: Chemistry 121. Prerequisite: Chemistry 113.
ONE HOUR STAFF SPRING SEMESTER

121. GENERAL AND ORGANIC CHEMISTRY - The first portion of the course consists of a continuation of the basic principles of chemistry including chemical energy, acids and bases, and ionic equilibria with an emphasis on inorganic reactions and the chemistry of the metals. The second portion focuses on the structure and reactions of carbon compounds. The chemistry of monofunctional aliphatic and aromatic compounds are stressed. Lecture, three hours per week. Prerequisite: Chemistry 111.
THREE HOURS JEKEL, KLEIN, MUNGALL SPRING SEMESTER

221. SPECTROSCOPY AND ORGANIC CHEMISTRY - The course includes certain basic principles of chemistry such as spectroscopy and molecular structure and continues the chemistry of carbon compounds begun in Chemistry 121. The determination of structure by spectral means as well as mechanistic treatments of aliphatic and aromatic chemistry are stressed. Lecture, 3 hours per week. Prerequisite: Chemistry 121, Co-requisite: Physics 121.
THREE HOURS WETTACK, MUNGALL FALL SEMESTER

231. ORGANIC AND BIOLOGICAL CHEMISTRY - Continuation of Chemistry 221
with emphasis on construction of complex molecules, including those found in biological systems. Prerequisites: Chemistry 221 and 255.

THREE HOURS

DOYLE SPRING SEMESTER

245. CHEMISTRY AND BIOLOGY FOR ELEMENTARY TEACHERS - A course designed to introduce the prospective elementary school teacher to the biological and chemical sciences appropriate to elementary education. Topics include concepts of chemical reactions and the biological, physical and chemical properties of matter. This course is open only to prospective elementary teachers and they are expected to fulfill their college science requirement with this course unless excused by the chairman of the Education Department. Same as Biology 245. Lecture, 4 hours; laboratory 2 hours. Prerequisites: None.

FIVE HOURS

BARKER SPRING SEMESTER

255. ORGANIC CHEMISTRY LABORATORY I - The laboratory stresses modern techniques for analyses of organic compounds and studies of the mechanisms of organic reactions. Infrared spectral analyses and chromatographic separations are introduced. Laboratory, 5 hours per week; discussion session, 1 hour per week. Prerequisite: Chemistry 121.

TWO HOURS

BOYER, DOYLE, MUNGALL FALL SEMESTER

256. ORGANIC CHEMISTRY LABORATORY II - A continuation of Chemistry 255 with emphasis on use of the chemical literature in organic syntheses. Nuclear magnetic resonance spectroscopy and mass spectroscopy are introduced. Laboratory, 5 hours per week; discussion session, 1 hour per week. Prerequisites: Chemistry 221 and 255.

TWO HOURS

DOYLE, MUNGALL SPRING SEMESTER

295. STUDIES IN CHEMISTRY - A lecture and/or laboratory course in a special topic of chemistry. During the 1977-78 academic year this course selection will include Environmental Chemistry.

ONE, TWO, or THREE HOURS

STAFF ANY SEMESTER

311. BIOCHEMISTRY I - The biochemistry of proteins, carbohydrates, lipids, enzymes, coenzymes, and nucleic acids are discussed together with the important metabolic pathways. Prerequisite: Chemistry 231.

THREE HOURS

BOYER FALL SEMESTER

314. BIOCHEMISTRY II - The course is a continuation of Chemistry 311 with emphases on biosynthetic pathways, regulatory processes and transfer of genetic information. Special topics will include neurochemistry, immunochemistry, and the biochemical basis of metabolic disorders. Lecture, three hours per week. Prerequisite: Chemistry 311.

THREE HOURS

BOYER SPRING SEMESTER

315. BIOCHEMISTRY LABORATORY - General biochemistry experiments including amino acid analysis, enzyme purification and characterization, N-terminal analysis, and metabolism studies with radioisotopes. Techniques include various types of chromatography, centrifugation, electrophoresis, and radioisotope tracer methodology. Laboratory, 3 hours per week. Prerequisite: Chemistry 311.

ONE HOUR

BOYER SPRING SEMESTER

321. ANALYTICAL CHEMISTRY - Lecture topics will include statistics and sam-
Chemistry

pling, chemical equilibrium and electrochemistry as applicable to analysis, and an introduction to modern instrumentation. Laboratory experiments will include the total analytical process as applied to real samples, and will include taking representative samples, chemical workup, wet and instrumental quantitation, and data handling. Lecture, 2 hours; laboratory 6 hours per week. Prerequisites: Chemistry 114, 121 and Physics 122.

FOUR HOURS KLEIN FALL SEMESTER

322. INORGANIC CHEMISTRY - A detailed examination of covalent and ionic inorganic substances, Lewis acid-base concepts, thermodynamic aspects, coordination chemistry, chemistry of metals and nonmetals, inorganic aspects of aqueous and nonaqueous solvents. Lecture, 2 hours per week. Prerequisite: Chemistry 221.

TWO HOURS JEKEL SPRING SEMESTER

343. PHYSICAL CHEMISTRY I - Emphasis is placed on a study of the thermal properties of matter. The way in which temperature, pressure, volume and chemical composition determine the state of chemical equilibrium and the rate at which equilibrium is attained are studied. An understanding of these effects in terms of molecular behavior is stressed. Lecture, 3 hours per week. Prerequisites or co-requisites: Chemistry 221, Mathematics 235 and Physics 223.

THREE HOURS BRINK FALL SEMESTER

344. PHYSICAL CHEMISTRY II - The quantum description of matter will be investigated with particular emphasis on the theoretical concepts and the implications of those concepts for chemical systems. Lecture, 3 hours per week. Prerequisites or co-requisites: Chemistry 221, Mathematics 235, Mathematics 270 (strongly suggested), and Physics 223.

THREE HOURS FRIEDRICH SPRING SEMESTER

345. 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. Co-requisite: Chemistry 343.

ONE or TWO HOURS FRIEDRICH FALL SEMESTER

346. PHYSICAL CHEMISTRY LABORATORY II - A continuation of Chemistry 345. Prerequisites: Chemistry 343 and 345.

ONE or TWO HOURS BRINK SPRING SEMESTER

405. ADVANCED LABORATORY I - A laboratory-discussion course on the application of instrumentation to chemical problems. Emphasis on light, x-ray, and mass spectroscopic methods, and on separations. Selection of experiments is flexible, depending on background and interests of the students. Prerequisite: Chemistry 321 or 343 and 346.

ONE or TWO HOURS KLEIN FALL SEMESTER

406. ADVANCED LABORATORY II - A continuation of Chemistry 405 with emphasis on electrochemical methods. Prerequisite: Chemistry 321 or 343 and 346.

ONE or TWO HOURS BARKER SPRING SEMESTER

421. STRUCTURE, DYNAMICS, AND SYNTHESIS I - An integrated discussion of advanced topics in physical, analytical, organic, and inorganic chemistry. Topics
Chemistry

will include stereochemistry, organic synthesis, chemistry of metals and nonmetals, and organometallic chemistry. Prerequisite: Chemistry 322 and 343.

FOUR HOURS

DOYLE, WILLIAMS FALL SEMESTER

422. STRUCTURE, DYNAMICS AND SYNTHESIS II - A continuation of Chemistry 421. Lectures will cover chemical kinetics, solid state, molecular quantum mechanics, group theory, radiochemistry, electroanalytical chemistry, spectroscopy, reaction mechanisms, and structure-reactivity relationships. Prerequisite: Chemistry 321 and 344.

FOUR HOURS

BARKER, BRINK SPRING SEMESTER

490. INDEPENDENT RESEARCH IN CHEMISTRY - For chemistry majors. Course provides opportunity to do research in a field in which students have special interests. By special permission of the chairman of the department.

ONE, TWO or THREE HOURS

STAFF FALL SEMESTER

495. THE PROCESS OF DISCOVERY - An in-depth examination of the processes of conception, acceptance, and impact of discoveries in chemistry through the experiences of three well-known innovative scientists. The invited scientists will speak about and lead discussions on their own involvement with chemical discovery, on how such discoveries are made, and on how these discoveries have made an impact on science and society. Prerequisite: Junior-year standing in chemistry or permission of instructor.

THREE HOURS

WILLIAMS MAY TERM

700. 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)

STAFF

ASSISTING IN CHEMISTRY LABORATORY - Upon the recommendation of the chemistry faculty, a limited number of students who have done meritorious work are invited to serve as laboratory assistants. No credit or honor points will be given toward graduation.

CHEMISTRY SEMINAR - A weekly series of seminars given by guest lecturers from academic institutions, industry, and government. Lecture topics include research activities and current special topics in all areas of chemistry. The guest lecturers are also available for discussions concerning graduate education as well as career opportunities for chemistry majors. No credit or honor points will be given toward graduation.

TEACHING OF SCIENCE - See Education 331 (page 149).
The Communication Department provides a student with a broad understanding of human communication. The department emphasizes interpersonal communication skills, speech communication, organizational communication, and communication via the mass media.

In addition to mastering their discipline, students majoring in communication have engaged in a number of educationally enhancing activities, such as:
- participating in collegiate forensics and debate
- developing public information materials
- working on radio and television productions both on campus and in local stations
- assisting in the teaching of underclass courses
- serving on local newspaper staffs

Communication majors at Hope very often link their academic program with other disciplines on campus, particularly business and economics, religion, sociology, and theater.

Recent graduates in the Communication Department are engaged in satisfying careers such as:
- news editor at a Midwest radio station
- reporter on a Midwest newspaper
- pastor of a Midwest Protestant congregation
- professor of Speech at an Eastern university
- teacher of Speech and Theater at a Midwest high school
- student personnel administrator at Ohio university
- communication specialist at a midwest plant of a major industrial manufacturer
- marketing specialist at midwest boat manufacturing firm

The offerings of the Department of Communication strive to satisfy three major areas of student interest:

LIBERAL ARTS - Students at Hope College, during their four years of undergraduate training, are urged to investigate numerous disciplines. Communication 101 (The Communication Process) is the Department of Communication's course designed for such investigation and can partially satisfy a student's Social Science requirement. This course is essential to a student's total development, because it emphasizes human interaction through communication.

PROFESSIONAL PLANS - Many students will find courses in the Department of Communication helpful in preparation for their future work in numerous fields, such as business, law, the ministry, government, education, public service, theater, broadcasting, closed circuit television, public relations, etc.

COMMUNICATION MAJOR - The General Criteria for acceptance in the communication major program includes: completion of minimally two communication courses; and classroom exposure to at least two communication faculty members. Stu-
Students interested in majoring in Communication may develop a program tailored to their needs and interests. The student's departmental advisor will assist in the construction of a program. A communication major must complete a minimum of 30 hours in Communication. Particular courses in Business, Education, English, History, Political Science, Psychology, Sociology and Theater, depending on a student's goal, may be recommended.

Communication majors should take Communication 101 before enrolling in other courses in the department. Other courses required of majors are: Communication 151 (Introduction to Mass Communication) and Communication 221 (Group Discussion and Conference Leadership) or Communication 230 (Organizational Communication and Behavior). Typically, communication majors will take either Communication 401 (Communication Theory) or Communication 465 (Twentieth Century Rhetorical Criticism) and be placed in an internship (Communication 395) late in their junior year or during the senior year.

Communication majors who are pursuing a teaching certificate should participate in debate and minimally one individual forensic activity during their college career. It is recommended that students in elementary education selecting communication as partial fulfillment of the language arts composite major seek advice from the Communication Department before making course selections.

DEPARTMENTAL SERVICES - For those students who recognize they require special individual attention, two non-credit laboratory programs are available: Communication Improvement Laboratory and Communication Anxiety-Reduction Laboratory. Students may individually request assistance or be referred to the department. All inquiries or referrals should be directed to the departmental chairman.

010. COMMUNICATION IMPROVEMENT LABORATORY - Designed for the student who possesses certain defective vocal production patterns. Students who recognize their own problems, or who are referred by someone on campus, may seek assistance through the departmental chairman.

NO CREDIT

BY ARRANGEMENT

020. COMMUNICATION CONFIDENCE LABORATORY - Designed for the student who experiences covert or overt anxiety in formal and informal communication situations. Students who are cognizant of the ill-effect their anxiety has on their ability to communicate efficiently and effectively, or who are referred by someone on campus, may seek assistance through the departmental chairman.

NO CREDIT

BY ARRANGEMENT

101. THE COMMUNICATION PROCESS - An introductory course, exploring the nature of the communication process, its elements and their functionings, conditions of success and points of potential breakdown. Consideration is given to various communication models, meaning and how it is transferred and ways of measuring success in communication. The course may be taken in partial fulfillment of The College's Social Science requirement.

THREE HOURS

STAFF EACH SEMESTER

110. COMMUNICATION IN INTERPERSONAL RELATIONS - A systematic analysis of the process of communication in the development and maintenance of interpersonal relationships. The developing and ongoing interpersonal relations of members of the class will be considered through theories of interpersonal communication. Prerequisite: Comm. 101

THREE HOURS

MAC DONIELS EACH SEMESTER
Communication

140. 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.

THREE HOURS  DRUM  EACH SEMESTER

151. INTRODUCTION TO MASS COMMUNICATION - An analysis of the forms and purposes of mass communication. The course focuses on the organization, structure, management and unique characteristics of the broadcast, print and film media.

THREE HOURS  NIELSEN  EACH SEMESTER

200. COMMUNICATION SKILLS LABORATORY - Designed for students interested in developing personal communication skills through a variety of performance activities. Sections designated as Beginning Skill Laboratories will offer training in areas such as public speaking, interviewing, oral reading, etc. Advanced students may be interested in sections designated as Intercollegiate Forensic Activities, which include debate, oratory, extemporaneous speaking and oral interpretation. Sections of Communication 200 may be recommended or required as labs for other communication courses.

ZERO to TWO HOURS  DRUM  EACH SEMESTER

221. GROUP DISCUSSION AND CONFERENCE LEADERSHIP - An investigation of the principles and methods of discussion and conference leadership. The course emphasizes reflective thinking, leadership, group cohesiveness and the practical application of discussion forms. Prerequisites: Communication 101 or permission of instructor.

THREE HOURS  MAC DONIELS  SPRING SEMESTER

230. ORGANIZATIONAL COMMUNICATION AND BEHAVIOR - An analysis of the inter-relationship between communication and organization. The role and influence of communication in organizations and of organization(s) on communication behavior receives primary emphasis. Theoretical and pragmatic perspectives of communication systems, message economy and efficacy and communication barriers will receive attention.

THREE HOURS  MAC DONIELS  FALL SEMESTER

251. BEGINNING MEDIA PRODUCTION - Investigation, participation and criticism of the production process in Radio and Television Broadcasting (Commercial, Educational and Instructional). This course is a first taste of the process of communication by the electronic media, designed to be relevant for those utilizing sound and picture for professional purposes as well as for those interested in media as an adjunct to other interest areas.

THREE HOURS  NIELSEN  EACH SEMESTER

255. JOURNALISM I - A study of the methods of gathering and evaluating news and re-writing and editing journalistic copy. The course emphasizes journalistic writing and its influence in contemporary society. Prerequisites: English 113 recommended only.

THREE HOURS  OSBORNE  FIRST SEMESTER

258. FILM COMPOSITION - A basic study of the practice of film making as a documentary, journalistic and 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. (Laboratory fee.)

THREE HOURS

260. ANALYSIS OF CONTEMPORARY RHETORIC: ARGUMENTATION - An analysis of the principles of argumentation. The course focuses on logical methods of inquiry in the analysis of issues, development of arguments and construction of messages related to contemporary problems in society. Prerequisites: Philosophy 201 and Communication 101 suggested.

THREE HOURS

295. STUDIES IN COMMUNICATION - A lecture or seminar class in a special topic of the discipline offered at the sophomore level.

ONE, TWO or THREE HOURS

322. MARKETING COMMUNICATION - Theories and practices of advertising, sales management, promotion and public relations as they relate to overall marketing program. Findings in communications theory: policy and strategy.

THREE HOURS

350. SOCIAL IMPACT OF MASS COMMUNICATION - An examination of the relative effects of the several communication media on society. Study focuses on the relevant controversies surrounding the print and broadcast media, the formation of individual attitudes and public opinion and the research evidence reflecting the degree of media influence. Students will engage in individual research projects. Prerequisites: Two prior courses in mass communication or permission of instructor.

THREE HOURS

352. ADVANCED MEDIA PRODUCTION - Advanced experiences in the area of television production, broadcast, closed-circuit instructional and cable. Focus will be on the creation of media formats in the student's interest area, techniques of television program direction and analysis and critique of current commercial and educational programming forms. Emphasis is given to the importance of viable content development prior to integration with media communication processes. Class members will produce programming for MOSAIC television series. Prerequisite: Communication 251 or permission of instructor.

THREE HOURS

355. JOURNALISM II - An advanced course in special principles and applications of Journalism. Advanced reporting criticism and reviews, treatment of copy, news sources and news suppression, total production stages, and journalistic ethics are emphasized. Prerequisites: Communication 255 or equivalent.

THREE HOURS

357. BROADCAST NEWS AND PUBLIC AFFAIRS - Investigation and evaluation of the news and information function of the broadcast mass media. The course will also involve student participation in the news process, producing Hope College's THURSDAY JOURNAL for Cablevision 12. Purpose is to make the student aware of the process by which they receive views of the world from the media and to establish a sensitivity to the potential impact of that process on news, information, education and instruction.

THREE HOURS

360. ANALYSIS OF CONTEMPORARY RHETORIC: PERSUASION - Attention to
Communication

the problems, methods and ethics of social influence through communication. Emphasis is placed on psychological principles of attitude change, interpersonal perception, and audience analysis useful in the analysis and development of persuasive strategies. Consideration is given the influence of context - face-to-face and mediated settings - on persuasive impact.

THREE HOURS

388. THE TEACHING OF SPEECH-COMMUNICATION - An explanation of the materials, methods and procedures essential in planning, structuring, and conducting curricular and co-curricular speech-communication activities in the school. Emphasis is focused on text evaluation, innovative classroom methods, assignment preparation and evaluative criteria. Same as Education 388. Offered alternate years, 1976-77. Prerequisites: A major or minor in communication.

TWO HOURS

395. COMMUNICATION INTERNSHIP - Student interns are assigned to organizations, agencies or communication media industries to observe, assist, assume regular duties, or engage in special projects under the supervision of skilled professionals. Students are generally not paid and are expected to maintain approximately thirty hours of placement for each hour of credit.

ONE, TWO or THREE HOURS (may be repeated up to six hours)

401. COMMUNICATION THEORY - A survey, analysis, and criticism of contemporary theories and models of human communication with an emphasis on both interpersonal and mass communication theories and models. A dual theoretical perspective will be utilized embracing behavioral as well as phenomenological points of view. Prerequisites: Communication 101 or permission of instructor.

FOUR HOURS

465. TWENTIETH CENTURY RHETORICAL CRITICISM - Exposure to various systems of rhetorical criticism useful in determining the effectiveness of a rhetorical act or campaign. Several theories of criticism are examined - neo-Aristotelian, Burkean, etc. - and applications are made to contemporary instances of communication. Applications focus on contemporary political rhetoric, rhetoric of education and rhetoric of popular culture. Prerequisites: Communication 260 and Communication 360 recommended.

THREE HOURS

490. INDEPENDENT STUDIES IN COMMUNICATION - A program permitting the advanced student in Communication an opportunity to broaden his perspectives or intensify his study in a communication area of his unique interest. Eligibility requirements for the program are: senior standing (or approval), approved topic area, written proposal following format prescribed by department and presented at time of registration to chairman and instructor, and final departmental approval of proposal. Student will defend his study before a departmental examining board. Prerequisites: approval.

ONE, TWO or THREE HOURS

495. ADVANCED STUDIES IN COMMUNICATION - A lecture or seminar or intern program in a special topic of the discipline offered for majors in the department.

ONE, TWO or THREE HOURS
COMPUTER SCIENCE

MR. DERSHEM, CHAIRMAN; MR. BROCKMEIER, MR. LELAND, MR. WATSON, MR. WHITTLE

Computer science is a young and rapidly developing discipline. In recognition of this fact, the Department of Computer Science is committed to providing the student with a program which includes the basic fundamentals of the field and which allows him the flexibility to pursue in depth many of the diverse areas into which computer science is expanding. In addition, computer science interrelates heavily with other disciplines both in its application and its construction. It is the belief of the Department that this interrelation can best be emphasized by the establishment of direct links with these other fields such as joint sharing of faculty and programs and by exposing computer science students to the fundamental core of knowledge in closely related disciplines.

COMPUTER RESOURCES - The computing facilities at Hope College give the student an opportunity to obtain a rich variety of experiences. The Hope College Xerox Sigma 6 computer supports a simultaneous batch and time-sharing operation. Some of the software features available on this system are:

1. Higher level computer languages such as Fortran, BASIC, APL, COBOL, SNOBOL, and LISP.
2. Simulation packages SL-1, GPDS, CIRC-DC, CIRC-AC, CIRC-TR.
3. Data management systems EDMS and MANAGE.
4. Statistical, scientific, plotting, and file and text editing packages.
5. Simulator and cross-assembler for the INTEL 8080 microcomputer.

The peripheral equipment attached to the computer includes magnetic tape, 100 Megabytes of on-line disk storage, a CAL-COMP plotter, TTY and CRT terminals, a high speed printer, a card reader, and a card punch.

Opportunities to use and apply minicomputers and microcomputers exist, as well as instruction in modern computer and interface circuitry. The Chemistry Department has a Nuclear Data minicomputer used for data analysis and experimental control. The Physics Department has several microcomputers used for process control.

THE COMPUTING EMPHASIS PROGRAM - For those students who wish to major in another area but concentrate on the use of the computer for solving problems in that area, the computing emphasis programs are available. One such formal program exists and is described under the listing of the Mathematics Department. A student majoring in any area may enhance his major program by supplementing it with appropriate computer science experiences. Such a computing emphasis program can be arranged by consulting with a member of the computer science faculty and the student's major advisor.

THE COMPUTER SCIENCE MAJOR - The department offers a major program which emphasizes applications and experiences in computer science and allows the student the flexibility to design a program suitable for his interests and goals. Each student's major program, designed by him and his two departmental advisors, includes a core of computer science courses, a strong component of courses in some field to which the computer can be applied, an internship experience, and a semester of independent study and research under the supervision of a member of
Computer Science

the Hope College faculty. By following an appropriate major program a student could prepare himself for many computer science careers including applications programming, systems programming, systems analysis, computer design, process control, operations research, or computer center management.

COMPUTER SCIENCE MAJOR REQUIREMENTS - A major in computer science consists of a minimum of 30 hours including Computer Science 280, 282, 381, 383, 490, and 491. Any other computer science courses and Physics 241, 242 may be taken to complete this 30 hour requirement. In addition, a strong component of courses in an area of application of computer science must be completed. This component is designed by the student and his departmental advisors. Mathematics 135, 136, 235 and Physics 241, 242, plus Physics 121, 122, 223 or Physics 131, 132, 233 are strongly recommended.

THREE HOURS STAFF

THREE HOURS LELAND SPRING SEMESTER

THREE HOURS DERSHEM SPRING SEMESTER

295. STUDIES IN COMPUTER SCIENCE - A course offered in response to student interest and need. Deals with topics in computer science which are not included in regular courses. Recent topics have been The Psychology of Computer Programming and Artificial Intelligence.
TWO or THREE HOURS STAFF

331. PROCESS CONTROL - Control of experiments and processes using microcomputers. Theory of discrete and continuous sampling methods of control. Experience programming microcomputers to illustrate problems of control, data manipulation and data analysis. Skill will be developed in assembly language programming and an understanding developed of the relationship between assembly language and hardware. Prerequisites: Computer Science 180 or equivalent and one year of a laboratory course for science students other than Physics 241, 242. Same as Physics 331.
THREE HOURS VAN PUTTEN FALL SEMESTER

332. PROCESS CONTROL LABORATORY - Application of control methods studied in Computer Science 331 to actual systems. Interfacing microcomputers with terminals, displays, analog to digital converters, and other input-output devices. Application of microcomputers to data acquisition and on-line data analysis.
Computer Science

Prerequisites: Computer Science 331 and Physics 241.

THREE HOURS

THREE HOURS

THREE HOURS

THREE HOURS

490. INDEPENDENT STUDY AND RESEARCH IN COMPUTER SCIENCE - Independent study or research project carried out in some area of advanced computer science or in the application of the computer to another discipline. This project will be carried out under the supervision of one or more designated staff members. Prerequisite: Permission of the chairman of the department.
ONE, TWO, or THREE HOURS

491. INTERNSHIP IN COMPUTER SCIENCE - This program offers the student an opportunity to work on a project or an experience approved by the department as being of significance in computer science. This is usually done off campus and the student will have a qualified supervisor at the site of this experience in addition to a faculty advisor. This course is normally open only to senior computer science majors. Prerequisite: Permission of the chairman of the department.
ONE, TWO, or THREE HOURS

475. ADVANCED STUDIES IN COMPUTER SCIENCE - A course designated for junior and senior computer science majors which covers an advanced topic in computer science. Recent offerings have been systems programming and business information systems. This course is offered at least once each year and may be repeated for additional credit with a different topic. Prerequisite: Permission of the chairman of the department.
DANCE

MRS. DeBRUYN, COORDINATOR; MR. ASCHBRENNER, MR. CECIL, MR. GREEN, MISS PARKER, MR. TAMMI. Assisting Faculty: MR. RAHN, MR. RIFFEL.

The dance program is offered jointly by the departments of theatre and physical education and recreation, with the assistance of the department of music. Students desiring preparation in dance are advised to take a total of 20 hours, to be divided between courses in theory and courses in technique. The recommended technique courses are Dance 106, 110, 114, 116, 117, 126, and 203. The recommended courses in theory are Dance 201, 221, 300, 305, 315, and 320.

The dance student should plan to take Biology 102 in order to fulfill the prerequisite for Dance 211. This course in general animal biology will also satisfy a portion of the college core requirement in science.

RECOMMENDED ELECTIVE COURSES for the dance student include Dance 118, 119, 204; Theatre 113, 215, 223, and 224; and Physical Education 107, 118, 211, and 381.

CO-CURRICULAR ACTIVITIES provide an experience which the student will want to make a part of his or her training. The minimum expectation is that the dance student will participate for at least two semesters in college dance activities, including auditions or performances, and a mini-teaching assignment in the public schools.

DANCE MINOR - Certified K-12 since 1975.

DANCE THERAPY is available to students through composite major of biology and psychology, including the dance minor. Provisions are made through the Registrar.

PROFESSIONAL OPPORTUNITIES to which preparation in dance can lead include:
- Graduate studies in dance
- Dance instructor in public or private school
- Recreator in dance
- Dance performer
- Dance therapist

Technique

106. MODERN DANCE I - Education in body movement through dance techniques designed to teach an understanding of rhythm and relaxation and a presentation of basic movement problems.
ONE HOUR DeBRUYN BOTH SEMESTERS

110. FOLK AND SQUARE DANCE - An introduction to folk and square dance techniques. Special emphasis will be placed on the cultural aspects of the development of both types of dance.
ONE HOUR PARKER BOTH SEMESTERS

114. PERIOD DANCE STYLES - Special attention in this course is given to period
styles, period dances, and the handling of period costumes. Enrollment by prior permission of instructor only. Not offered 1975-76.

TWO HOURS TAMMI SPRING SEMESTER

116. JAZZ I - A study of jazz technique, free style movement, floor and barre work, and combinations. The purpose of this course is to provide the student with a wider range of body movement and a creative means of expression for theatre dance.
ONE HOUR RAHN BOTH SEMESTERS

117. JAZZ II - A continuation of Dance 116, designed to prepare the student for dance composition and improvisation, with emphasis on improvement of technique, style, and performance. Course may be repeated for credit. Prerequisite: Dance 116. Enrollment by permission of instructor only.
ONE HOUR RAHN BOTH SEMESTERS

118. TAP I - An introduction to tap dance techniques, emphasizing the use of this dance form in theatrical performance.
ONE HOUR RAHN BOTH SEMESTERS

119. TAP II - A continuation of Dance 118, with emphasis on style and performance technique. Intermediate tap barre and center work, and a consideration of basic tap choreography. Course may be repeated for credit. Prerequisite: Dance 118. Enrollment by permission of instructor only.
ONE HOUR RAHN BOTH SEMESTERS

126. MODERN DANCE II - A continuation of beginning modern dance including improvisation to stimulate the imagination and allow for individual exploration of movement expression. Course may be repeated for credit. Prerequisite: Dance 106. Enrollment by permission of instructor only.
ONE HOUR DeBRUYN BOTH SEMESTERS

203. BALLET I - A study of basic foot, arm, and body positions in ballet. The student is introduced to the barre for fundamental ballet exercises, followed by center practice and combination of dance steps.
ONE HOUR RIFFEL BOTH SEMESTERS

204. BALLET II - A continuation of Dance 203. Intermediate technique, with barre and center work. Some consideration of anatomy and dance history as these subjects relate specifically to ballet performance. Course may be repeated for credit. Prerequisite: Dance 203. Enrollment by permission of instructor only.
ONE HOUR RIFFEL BOTH SEMESTERS

300. DANCE IMPROVISATION - This course is concerned with the development of the ability to create spontaneously through words, sketches, and sounds. The goal for the student will be the use of improvisation as a tool for developing sensitivity and a means of discovering the body's natural movement style, as a prelude to dance composition. Prerequisites: Dance 106, 116, 117, 126.
ONE HOUR DeBRUYN SPRING SEMESTER

Theory

201. EURHYTHMICS I - The aim of eurhythmics is to aid the student in discovering that rhythm is experienced physically as well as mathematically conceived. Linear and contrapuntal rhythm within the various metric forms is studied through physical
motion to acquire the feel of rhythm. Time in its relationship to space and energy is the basis for the study of rhythm as it functions in the motion of music.

**ONE HOUR**  
**ASCHBRENNER, CECIL**  
**FALL SEMESTER**

**202. EURHYTHMICS II** - A continuation of Dance 201.

**ONE HOUR**  
**ASCHBRENNER, CECIL**  
**SPRING SEMESTER**

**221. ANATOMY AND KINESIOLOGY** - The muscle-skeletal system and its action, with special reference to the field of health and physical education, are studied in detail. Prerequisites: Biology 102, and Physical Education 211 or permission of the instructor.

**THREE HOURS**  
**GREEN**  
**SPRING SEMESTER**

**305. DANCE COMPOSITION** - An introductory course in the rhythmic structure of dance, including problems in line, design, dynamics, theme, and group choreography. Prerequisites: Dance 106 and 126 (or Dance 315), 116, 117. Offered even years.

**TWO HOURS**  
**DeBRUYN, RAHN**  
**SPRING SEMESTER**

**315. TEACHING OF DANCE** - An exploration of the materials, techniques, and principles of creative dance for youth. A concentrated study is made of the way children discover movement and create dances, climaxxed by a mini-teaching assignment in the public schools. Prerequisites: Dance 106 and 126 (or Physical Education 205). Offered odd years.

**TWO HOURS**  
**DeBRUYN**  
**SPRING SEMESTER**

**320. HISTORY OF DANCE** - A survey of the development of humankind through dance from primitive times to the twentieth century, with a special focus on Ballet and dance in America.

**THREE HOURS**  
**DeBRUYN, TAMMI**  
**FALL SEMESTER**
MAJORS - The Department of Economics and Business Administration follows the continental tradition of stressing both theoretical and applied concepts of economics and business. Economic theory and quantitative skills serve as the cornerstone for advanced work in economics and management.

Students majoring in the department actively participate in field trips and internships with local business firms. They meet frequently with visiting business executives and visiting distinguished economists.

There is a great deal of emphasis placed on applying theory to practice. For example, students in recent years have:

1. Held management internships with a land development corporation, a commercial bank, a national retailing firm, a local insurance agency, a large realtor and a boat manufacturer.
2. Produced a market research study which is being used by a large-scale builder.
3. Wrote the history of the origin and development of a local business firm.
4. Did an "on-site" study of labor union practices in England.

Courses in investments, real estate, insurance, business law and advanced accounting are taught by adjunct faculty members, who are full-time specialists in their respective fields.

Computer simulation, role-playing, management games and business case studies enliven the classroom work.

Hope College is the only college in the state of Michigan, and one of thirty-three in the country, to have received a George F. Baker Foundation grant, which gives scholarships to students who show promise of being exceptional business leaders. These students are eligible for Baker M.B.A. scholarships.

The department offers the minimum number of accounting courses required for taking the Michigan C.P.A. examination.

Students wishing to sit for the C.P.A. examination should consult the accounting faculty, as requirements vary from state to state. The typical series of courses would be Accounting Principles I and II, Intermediate Accounting I and II, Cost Accounting, Tax Accounting, Auditing and Business Law.

Approximately 40% of the graduates in this department go on to graduate or professional schools in the fields of law, public administration and business administration. Those who choose to begin their career upon graduation are highly sought after by businesses and corporations.

COURSES FOR NON-MAJORS - Principles of Economics (Econ. 201) is a course which is recommended to all students. Principles of Accounting (Bus. Ad 221 and
Economics and Business Administration

222) and Principles of Management have been found to be quite valuable courses for non-majors.

Many of the upper level courses in economics and business administration are open to non-majors.

ECONOMICS MAJOR - A major in economics requires a minimum of 27 hours. Included in those hours majors should select nine hours of economic theory courses and nine hours of economics courses dealing with economic institutions, economic history and economic thought.

Principles of Accounting (Bus. Ad. 221 and 222) or Calculus (Math 133 and 134) is required. Work in statistics and computer science is strongly encouraged. Those students considering graduate work should take calculus.

BUSINESS ADMINISTRATION MAJOR - A major in business administration consists of 30 hours in the department. Included in those should be nine hours of economics (Econ. 201 and two theory courses), principles of accounting (Bus. Ad 221 and 222), principles of management (Bus. Ad 351), principles of finance (Bus. Ad 464), principles of marketing (Bus. Ad 331) and statistics (Math 210).

Students considering graduate work should take calculus. Work in computer science and advanced mathematics is strongly encouraged.

ADVISEMENT PROCEDURES - Upon approval by the department, the student will be assigned an advisor from the department. Together, they will work out a tentative program for him to complete the major. Such a program will consist of at least 27 hours of courses taken within the department, or their equivalent. A committee of three will then be formed normally consisting of the student’s advisor and two other members of the department faculty. An obvious case for an exception would be when the student desires a double major. The committee and the student will formalize his program of studies, have it reviewed by the department chairman, and this program will become the student’s requirement for a major. Such a procedure should ensure the development of a program which meets the individual needs and abilities of each student.

A - Course Offerings - Economics

201. PRINCIPLES OF ECONOMICS - A one semester introduction to economic principles and concepts designed to fulfill the objectives of the college social science requirement and to prepare students for advanced level work. The course deals with such topics as demand, costs, markets, resource allocation, the study of money, national income, and levels of employment.

STAFF FALL AND SPRING SEMESTERS

295. STUDIES IN ECONOMICS - A lecture or seminar class in a special topic of economics for majors and non-majors in the discipline.

ONE, TWO or THREE HOURS STAFF ANY SEMESTER

301 - 302. MONETARY AND FISCAL POLICY - This two-course sequence introduces the student to important concepts and theories concerning levels of income, employment, interest rates and prices. It enables the student to understand the causes of changes in these levels, and to understand the effectiveness of government policies in affecting them. It also should help the student respond to such changes personally. Each course is self-contained; the first primarily dealing with
Economics and Business Administration

theory and policy; and, the second, dealing with money and financial markets. Prerequisite: Economics 201.

THREE HOURS STAFF

303. PRICING AND DISTRIBUTION THEORY - 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 201.

THREE HOURS STAFF SPRING AND FALL SEMESTERS

308. INTERNATIONAL ECONOMICS - This course presents a survey of the fields of international trade and investment with attention given to fundamental theory and present policy and practice. Prerequisite: Economics 201.

THREE HOURS HARJU

313. ECONOMIC ANTHROPOLOGY - An analysis of cultural factors that underlie and contribute to or retard economic growth and development in countries and regions. Contemporary economic experiences of industrial and non-industrial societies are analyzed in the light of historic perspective and economic and anthropological theory. Prerequisite: Economics 201, and consent of the instructor.

THREE HOURS HARJU

315. HISTORY OF WESTERN CAPITALISM - A course beginning with the heritage of ancient and medieval economic institutions, tracing the rise of capitalism, and examining the restructuring of the system necessitated by structural changes in society such as: the rise of industrialization, the growth of labor movements, war, and the emergence and domination of the corporation. Prerequisite: Consent of instructor.

THREE HOURS HEEREMA

401. 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 201, or consent of the instructor.

THREE HOURS STAFF

402. COMPARATIVE ECONOMIC SYSTEMS - Every economy has to accomplish certain basic tasks: determine what, where, how, and how much is to be produced; allocate the aggregate amount of goods and services produced, distribute its material benefits among the members of society; and maintain economic relations with the outside world. The set of institutions established in any society to accomplish these tasks is its economic system. A comparison of these institutions comprises this course.

THREE HOURS HEEREMA

404. ECONOMIC GROWTH AND DEVELOPMENT - A study of the factors that influence the growth and development of modern economics with particular emphasis of the "underdeveloped nations." Attention will be given to theoretical models as well as the interplay of social, political and cultural phenomena. Prerequisite: Economics 201 or consent of instructor.

THREE HOURS STAFF

490. INDEPENDENT STUDIES IN ECONOMICS - Independent studies in ad-
Economics and Business Administration

Advanced economics under the supervision of a designated staff member. Prerequisite: advanced standing in the department and approval of the chairman.

ONE, TWO or THREE HOURS STAFF ANY SEMESTER

495. ADVANCED STUDIES IN ECONOMICS - A lecture or seminar in a special topic in advanced economics. Prerequisite: advanced standing in the department and approval of the chairman.

ONE, TWO or THREE HOURS STAFF ANY SEMESTER

B - Business Administration

221, 222. PRINCIPLES OF ACCOUNTING - A comprehensive introduction to accounting methods and applications covering two semesters of study. Three hours of lecture and discussion. (2 semester sequence, 3 hours each; 221, fall only, 222, spring only)
SIX HOURS STAFF

295. STUDIES IN BUSINESS - A lecture or seminar class in a special topic of business for majors and non-majors in business. For example, management of human resources, accounting for managers and real estate have been offered under this topic number.

ONE, TWO or THREE HOURS STAFF ANY SEMESTER

321, 322. INTERMEDIATE ACCOUNTING - Continuation of the study of financial accounting theory and practice at the intermediate level. Prerequisite: Business Administration 221 and 222. (321, fall term only; 322, spring term only).
SIX HOURS STAFF

331. MARKETING PRINCIPLES - The application of contemporary theories of social psychology, management and managerial economics to the marketing of products and ideas. Prerequisite: Economics 201.
THREE HOURS RICHARDSON

332. MARKETING COMMUNICATIONS - Theories and practices of advertising sales management, promotion and public relations as they relate to the overall marketing program. Findings in communication theory: broad policy and strategy.
THREE HOURS STAFF

341. BUSINESS LAW - A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisite: Economics 201.
THREE HOURS STAFF FALL SEMESTER

343. 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 201.
THREE HOURS VAN LENTE SPRING SEMESTER

351. PRINCIPLES OF MANAGEMENT - Study of modern managerial principles and processes as usually associated with business but important also in the conduct of church, school, and other organizations. Prerequisite: Economics 201 or consent of instructor.
THREE HOURS STAFF FALL AND SPRING SEMESTERS
352. PERSONNEL ADMINISTRATION - Study of the personnel function from the standpoint of principles, methods, and organization with emphasis on the behavioral sciences. Prerequisite: Business Administration 351.
THREE HOURS STAFF

356. QUANTITATIVE MANAGEMENT - Decision making techniques developed in the context of an information-decision system. Examination of quantitative methods used to develop decision models applicable to situations which lend themselves to numerical analysis.
THREE HOURS STAFF

421. COST ACCOUNTING - Continuation of the study of cost accounting theory and practice with particular attention given to cost information systems, cost control, planning of profits and costs, and cost and profit analysis. Prerequisite: Business Administration, 222. (Fall term only.)
THREE HOURS RICHARDSON

452. MANAGEMENT PROBLEMS - Advanced case-method study of significant problems arising in the business administration field, integrating subject matter of lower level courses. Special lectures and business simulation techniques are utilized as supplements to case work.
THREE HOURS RICHARDSON

461: 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 201 and Business Administration 221 and 222.
THREE HOURS STAFF FALL SEMESTER

464. PRINCIPLES OF FINANCE - 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: Business Administration 221, 222.
THREE HOURS STAFF

490. INDEPENDENT STUDIES IN BUSINESS - Independent studies in advanced business under the supervision of a designated staff member. Prerequisite: advanced standing in the department and approval of the chairman.
ONE, TWO or THREE HOURS STAFF ANY SEMESTER

495. ADVANCED STUDIES IN BUSINESS - A lecture or seminar in a special topic in advanced business and accounting. For example, international business, auditing, tax accounting and other advanced courses are offered under this number. Prerequisite: advanced standing in the department and approval of the chairman.
ONE, TWO or THREE HOURS STAFF ANY SEMESTER
The Department of Education seeks to prepare students to teach in the elementary and secondary schools of our nation. To fulfill the requirements for graduation and certification, each student planning on a professional teaching career must complete a major in an academic field, a minor and a professional education sequence. This sequence introduces the student to the theoretical foundations of creative and responsible teaching and, simultaneously, helps him acquire those teaching skills that make for effective teaching. An integrated field-theory approach to teacher preparation permeates the entire professional education sequence. Students become progressively more involved in field experiences and participate in increasingly more complex teaching styles as they proceed through the program. This preparation model has been replicated with enthusiasm throughout the country.

Currently, Hope students planning to teach are participating in many activities:
- Some are tutoring students in classroom situations
- Some are Big Brothers or Big Sisters in our Higher Horizons Program
- Some are assisting in Special Education classes.
- Some are working with small groups of students in local schools
- Those student teaching have a choice in inner-city schools in large metropolitan areas, schools in suburban settings, schools in Western Michigan, schools in rural settings, and American schools overseas.

Many students go on to graduate schools and focus their attention in special areas of education such as:
- Reading, Curriculum Development, Administration and Counseling
- Even in today’s “tight” job market, graduates from Hope’s Department of Education have been very successful. In 1976 Hope graduates seeking teaching positions were placed in schools in this country and abroad at a rate considerably above the national average. The Department of Education actively recruits students who possess academic promise, interpersonal and pedagogical skills and who, at the same time, aim for excellence in the teaching and educational vocations.

In addition to classroom teaching, graduates from the Education Department are currently serving as:
- Personnel directors in public and private educational systems
- Superintendents of local school systems
- Counselors at high schools
- Curriculum development consultants for major industrial firms
- Teachers in “open-classroom” schools

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.

Teacher education graduates will qualify for a teaching certificate from the State of
Michigan. Although teaching requirements vary among states, Hope’s program is approved by the National Council for Accreditation of Teacher Education and, therefore, the Michigan certificate through reciprocal certification agreements is valid in most other states. Students desiring to teach outside of Michigan should confer with the Education Department’s Director of Certification for specific requirements.

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 100 before entering any course in the Department of Education.
3. Complete the Professional Education Sequence which has been established:
   a. Elementary - Complete Education 220, 310, 470, 500.
   b. Secondary - Complete Education 220, 360, 480 or 485, 500, and a special methods course in the major or minor field.
4. Complete the minimum requirements for the major and minor sequences.
   a. Elementary: Selected majors of 30 hours or a composite major of 36 hours and a substantive minor of 20 hours or a straight academic minor of 20 hours.
   b. Secondary: A major of 30 hours and a minor of 20 hours or a composite minor of 24 hours. Composite minors may be obtained in Natural Science and Social Science only. The 24 hours must be in no more than 3 disciplines with a 12 hour course in one discipline.
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 220 during their sophomore year and reserve one semester of the senior year for the professional Semester program, during which they will take 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 who has not been admitted to the Teacher Education Program. 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 has a 2.3 grade point average in his major. All students seriously considering teaching in the elementary school should enroll in the special science program for elementary teachers. This program includes the following two courses: Biology-Physics 245, Science for the Elementary Teacher; Chemistry-Geology 246, Science for the Elementary Teacher. These courses will fulfill the science requirement for graduation. Students are also encouraged to enroll in the math program for elementary teachers which includes Math 205 and 206. Students have an opportunity to fulfill their student teaching experience in urban situations, in suburban areas, in rural places, or in overseas assignments. Some students fulfill this requirement in Philadelphia in our Urban Semester program or in Chicago at the Metropolitan Center.

Special Education: The Education Department has been authorized by Hope College and the State of Michigan Department of Education to offer two K-12 Special Education majors in the areas of the Emotionally Impaired and the Learning Disabled. Students are asked to follow the elementary professional education sequence for these two majors.
Teaching Specialists: In the area of Art, Music, and Physical Education, Hope College offers K-12 programs for Teaching Specialists. Students are asked to follow the secondary professional education sequence for such majors.

The Education Department provides each student desiring certification a comprehensive Handbook which outlines all program sequences and includes appropriate application forms and pertinent teacher education program information.

MASTER'S DEGREE IN TEACHING IN THE ELEMENTARY SCHOOL - Through the combined efforts of the Western Michigan University Department of Teacher Education and the WMU Division of Continuing Education, Hope College cooperates in a two year advanced degree program on the Hope College campus. Undergraduate students may enroll in selected graduate offerings.

Students desiring additional program information should contact Hope's Education Department Office.

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.

220. EDUCATIONAL 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.

FOUR HOURS SCHACKOW BOTH SEMESTERS, SUMMER

253. INTRODUCTION TO LEARNING DISABILITIES - An initial, introductory view of learning disabilities will be presented. The student will demonstrate knowledge of terminology and the major educational approaches utilized in working with learning disabled children.

THREE HOURS MOOY FALL SEMESTER

265. SOCIOLOGY OF EDUCATION - Education from the institutional perspective, as an agency of socialization, analysis of various school and community relationships and discussion of the responsibility of both for the educational program of the community, and the relationship in general between society and education. Prerequisite: Education 220 (Education Psychology).

THREE HOURS STAFF

295. STUDIES IN EDUCATION - This course is designed to allow students at the Sophomore and Junior level to become involved in studies in special interest areas. Prerequisite: Permission by Chairman of Department.

ONE, TWO or THREE HOURS STAFF ANY SEMESTER

300. 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. Juniors and Seniors. Class piano or note reading ability strongly recommended prerequisite. Same as Music 300.

TWO HOURS HOLLEMAN BOTH SEMESTERS

310. 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

321. 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

323. 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

330. 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 100 or Education 220. Same as Psychology 330.

THREE HOURS

331. 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, Geology, and Physics.

TWO HOURS

340. ART EDUCATION FOR ELEMENTARY EDUCATION STUDENTS - A study of the child’s creative and mental growth through art education. Acquaints the student with the means by which the child’s development might be stimulated and achieved. The student participates both in creative studio work and in discussions of the basic principles and techniques of art education. Prerequisites: Art 101 or permission. Same as Art 340.

TWO HOURS

345. 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

353. THE LEARNING DISABLED CHILD - Focus will be upon the relationship of the brain to learning, the manifestations of learning disabilities in academic performance of children, and the behavioral concomitants found in learning disabled youngsters.

*T 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.
Techniques for screening youngsters for the purpose of initial and early identification of possible learning disabilities will be developed.

THREE HOURS

355. AUDIO-VISUAL COMMUNICATIONS - Problems of production and usage are considered together with the communication impact of media presentations.

THREE HOURS

360. 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 schools.

FOUR HOURS

370. 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 text 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

373. DIAGNOSTIC AND PRESCRIPTIVE SYSTEMS IN SPECIAL EDUCATION - Knowledge and practical use of various diagnostic-evaluative instruments will be emphasized. Students will demonstrate competency in administering various diagnostic tools and following analysis will write appropriate prescriptive programs. Alternate years, 1977-78.

FOUR HOURS

375. SECONDARY CHORAL METHODS* - The study and observation of secondary teaching techniques, with examination of materials. Open to junior and senior music majors only, others by permission of instructor. Offered alternate years.

THREE HOURS

378. TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE - A survey of procedures and materials for teaching English as a second or foreign language. Emphasis will be placed on developing basic aural-oral abilities, reading and writing skills. Recommended for majors in English, Communication or Language Arts who plan to teach in inner city schools. Prerequisite: Any one of the following: Education 220, Education 310, Education 360, English 355, Linguistics 364, or Psychology 220.

THREE HOURS


TWO HOURS

381. TEACHING RELIGION IN SECONDARY SCHOOLS - Methods of teaching the academic study of religion at the secondary level. Emphasis is placed on le-

*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.
Education

gality, curriculum, methods, and materials of instruction.
TWO HOURS

384. TEACHING OF FOREIGN LANGUAGES* - Methods of teaching French, Spanish, German and Latin at the elementary school, high school, or college levels. Required of those planning to teach these languages in the secondary school.
TWO HOURS

388. 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 Communication 88. Prerequisites: A minor in Communications.
TWO HOURS

393. CURRICULUM AND METHODS IN SPECIAL EDUCATION - Curricular methods and materials appropriate for instruction of learning disabled and emotionally impaired children will be studied. Emphasis will be placed upon a systematic structuring of competency based curriculum objectives to meet the needs, present status of and evolving improvement of the child.
FOUR HOURS

410: TEACHING OF READING - A study of the approaches used in the teaching of reading on an individual, small group and classroom basis. Included will be a study of the principles involved in developing a reading program, the equipment and materials available for use in the classroom, and the tools used to identify reading problems. Secondary and Elementary teachers are encouraged to participate. Prerequisite: Education 220 (Education Psychology).
THREE HOURS

423. DIAGNOSIS AND TREATMENT OF READING PROBLEMS - This course is designed to provide experience in recognizing, diagnosing, and treating reading problems. Given the results of a diagnosis of a reading problem, the student will prescribe a system of treatment and compensation for the individual child.
THREE HOURS

440. EDUCATIONAL PSYCHOLOGY OF THE ELEMENTARY SCHOOL CHILD - A study of research and theories in educational psychology which have influenced the present elementary school. Attention is given to the educational psychological foundations of curriculum, teaching strategies, and models of teacher-student interactions in the elementary grades.
THREE HOURS

443. STUDENT TEACHING OF EMOTIONALLY IMPAIRED - Student teaching, supervised by the Department of Education, is done in cooperation with school systems in Western Michigan. To provide a field-based learning experience and a vehicle for application of previously acquired knowledge, the student will be placed in

*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.
Education

A classroom for emotionally impaired children. Students must apply for this student teaching assignment in their Junior year.

FOUR HOURS

444. INTERNSHIP IN LEARNING DISABILITIES - This field-based learning experience, supervised by the Department of Education, is done in cooperation with area school systems. The student will be placed in a learning disabilities classroom for the purpose of making application of previously acquired knowledge. Students must apply for this internship in their Junior year.

FOUR HOURS

450. 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 300, 340, or 345.

TWO HOURS

460. 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

465. TESTS AND MEASUREMENTS - An introduction to the purposes, the construction and the interpretation of tests of psychological and educational differences and uniformities. Prerequisite: Math 210. Alternate years 1977-78. Same as Psychology 400.

THREE HOURS

470. 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

480. 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

485. STUDENT TEACHING IN ELEMENTARY AND SECONDARY SCHOOLS* - Student teaching, supervised by the Department of Education, is done in cooperation with several school systems in Western Michigan. Experience is provided at both the elementary and secondary level enabling students majoring in art, music,

*For courses related to urban teaching see Philadelphia Urban Semester program, page 192.
and physical education to obtain K-12 certification. Students must apply for student teaching during the second semester of their junior year.

TEN HOURS  BAKKER, BULTMAN  BOTH SEMESTERS, SUMMER

488. RURAL EDUCATION - A study of rural community attitudes and characteristics which affect the local school with actual teaching in rural Northern Michigan.
TWO HOURS  SCHACKOW  MAY TERM

490. INDEPENDENT STUDIES IN EDUCATION - 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  STAFF  ANY SEMESTER

493. SEMINARS AND READINGS - This seminar provides an opportunity for the Learning Disabilities major to integrate the various components of his experience. There will be reading and discussion of pertinent research literature, interaction with recognized leaders in the field, and observation of programs in learning disabilities.
THREE HOURS  MOOY  BOTH SEMESTERS

495. SEMINAR IN EDUCATION - A course 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/or research on a specific topic or problem. Prerequisite: Consent of instructor.
ONE, TWO or THREE HOURS  STAFF  ANY SEMESTER

500. PERSPECTIVES IN EDUCATION - A study of the organizational and operational aspects of American education. Current educational practices, issues and problems will be examined in historical, sociological, and philosophical perspectives. Prerequisite: Senior status or by consent of chairman of the Education department.
THREE HOURS  BAKKER, BULTMAN, SCHACKOW  BOTH SEMESTERS, SUMMER

*For courses related to urban teaching see Philadelphia Urban Semester program, page 192.
MR. JELLEMA, CHAIRMAN; MR. FIKE, MRS. HARRINGTON, MR. HEMENWAY, MR. HOLLENBACH, MR. HUTTAR, MR. PRINS, MR. REYNOLDS, MR. RIDL, MR. SCHAKEL, MRS. TAYLOR, MR. TEN HOOR. Assisting Faculty: MRS. JELLEMA, MR. POWELL, MRS. REYNOLDS, MRS. WESTRA.

The varied program of the English Department is designed to meet the needs of the student who wishes to pursue the study of the English language and its literature in depth or the student who wishes to develop special skills in the art of writing, either for their intrinsic worth or in preparation for a specific career. Its major programs reflect these different objectives.

For the potential poet, novelist, journalist or feature writer there is a major program which includes a study of much of the best writing of the past but focuses on courses in writing - some in the *belles lettres* form, others in more technical areas. Students majoring in English with this writing emphasis are encouraged to become involved in one or more of the following activities:

- writing for or editing "Opus," the student literary magazine
- competing for the Eerdmans Awards for best original poetry and prose
- serving on the staff of "The Anchor," the student newspaper
- participating in poetry reading sessions
- engaging in dialogue with visiting literary artists
- spending a semester in New York as a writing "apprentice" in the GLCA Arts Semester or in another off-campus program

For the major with primarily literary interests, there is a broad spectrum of courses in English and American literature, culminating in special seminars in writers such as Swift, Faulkner, Lawrence and Twain, and individual research projects. The college library is the laboratory for these majors and it holds an excellent collection of primary and critical materials on literary masters from Chaucer to Beilow, Roethke and Albee. Many majors are planning on a career as teachers of English. For them there is a specially designed course pattern aimed at preparing them for the varied roles of the English instructor, at the secondary or collegiate-level, or even in schools in a foreign country, in which English is taught as a second language. Students in such majors, in addition to some of the activities listed above, also have other special opportunities, such as:

- assisting Hope English faculty as student associates and discussion leaders in underclass courses
- participating in monthly literature colloquia
- reading papers at the annual GLCA Literature Conference
- mini-teaching or student teaching in the public schools
- tutoring underprivileged children in the community

A majority of the graduates of this department in the past have moved in the direction of teaching, and frequently this has meant graduate study at major universities throughout the country. Many have gone into the ministry. Increasingly, majors are entering fields that call for writing skill. Here are some interesting occupations that English majors have moved to:

- Dean of a liberal arts college
- President of a theological seminary
Planner-evaluator in employment program (CETA)
Friend of the Court, Ottawa County
Editor in a publishing company
Manager of a college book store
Advertising copy writer
Executive secretary of the Board of Foreign Missions, RCA
College reference librarian

All students are required to take a course in composition and a year sequence in literature as part of the general degree requirements. Course 113 in composition and courses 231 and 232 in literature are intended to meet these basic requirements. English 113 is prerequisite to all other writing courses, and 231 or 232 or 249 is prerequisite to all literature courses numbered above 300, except by special permission of the department chairman.

MAJORS: Concentration in English prepares students for a wide variety of careers as well as for responsible and personally rewarding avocational pursuits. The basic major is supplemented by elective courses within and outside the department to fit the individual student’s interests and needs. See “Guidelines” below, and inquire at English office for career information.

A satisfactory overall average (2.0) and an average of at least 2.3 in English course work to date are the general criteria for acceptance in the English major program. Students usually apply for admission during the sophomore year, but may do so at any time. English 249 is a basic course in the major sequence and should be taken in the freshman or sophomore year. The competencies in language, writing, and literature which the major aims to develop are given in detail in the departmental Prospectus for Majors that is available on request.

The basic major is a minimum of 30 credit hours of English courses numbered 200 or above. Intermediate level proficiency in a foreign language is valuable for all English majors and is essential for those proceeding to graduate study in the field. The major must include the following:

1. Practical criticism (249), preferably taken in the freshman or sophomore year.
2. World Literature I (231).
3. Two courses in American literature (301, 302, 305, 332, or 338) including at least one of the first three listed.
4. Three courses in English literature: viz., two period courses from column I or II below, plus one period course or the survey from the other column.*

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*Persons in elementary education may use 311, 312, and 325 to fill this requirement.
5. A course on the English Language (355 or 356).
6. A course that focuses on a major writer (364, 369, or in some cases 490 or 495).
7. Electives.

Guidelines for the English Major with Special Professional Goals
Among the options available to the student in the above program, certain courses
English

are particularly recommended as part of the preparation for specific goals. Variation from these guidelines should be discussed with the major advisor.

A. Elementary Teaching: 325, Children’s Literature; 355, Modern English Grammar; 364, Shakespeare; 305, Major American Writers or 301, 302, Survey of American Literature; 311, 312, Survey of English Literature.

B. Secondary Teaching: 355, Modern English Grammar; 364, Shakespeare; 301, 302, Survey of American Literature; 311, 312, Survey of English Literature; upper level electives.

C. Graduate Study in English: Two courses in American Literature; three courses, preferably period courses, in English Literature; 364, Shakespeare; an advanced studies course (490 or 495); electives from upper level courses. (This major should approximate 40 hours.)

D. Writing & Editing: One or more advanced writing courses; literature electives. (This major should approximate 35 hours.) Cognate courses in Communication are recommended.

For other kinds of professional preparation (e.g. business and industry, pre-law, pre-seminary, pre-med, foreign service, librarianship) the specific recommendations in English are less prescriptive and the student should, with his advisor’s help, tailor a program to his own needs.

Internship programs are available for English majors having specific career interests such as writing, librarianship, and business. The student may devote part-time or full-time for a semester to such programs, either in Holland or off-campus. For information, inquire at the departmental office.

MINORS: For students planning to apply for a secondary teaching certificate with an English minor, the department offers an advising program to guide them in course selection. At the time of entering a major they should also apply for an English minor on forms available at both the English and education offices.

Changes in the department’s curricular offerings are initiated in departmental meetings, which are open to visitors and include student voting members. Proposals are invited from interested students or groups of students for 295 and 495 topics.

Academic Skills Center (Van Zoeren 012)
A full description of this no-fee service is given on p. 47.

ENGLISH 010, ACADEMIC SKILLS CENTER – Individual assistance is offered daily at scheduled times to help the student improve writing skills, study skills, and reading rate and comprehension. The student may seek these services voluntarily, be referred to the Center by one of his teachers, or even be required for a particular course to do work in the Center. In the last instance, the student registers formally for English 010.

STAFF

Writing

090. WRITERS’ WORKSHOP – Participants submit their current creative writing and meet regularly for critical discussion of the manuscripts submitted. Offered year-round, subject to enrollment. No credit or honor points will be given toward graduation.

101. ENGLISH AS A FOREIGN LANGUAGE (EFL) – A special course for foreign students who need improvement in English language proficiency. Emphasis is
placed on improvement in speaking, comprehension, reading, and writing. Normally required of foreign students before taking the English 113 requirement or a full academic load. Credit hours to be determined by foreign students' advisor on basis of test scores; hours count as elective credit; pass/fail grade. Classroom work plus laboratory work (language laboratory and/or Academic Skills Center), as individual needs dictate.

**FOUR TO NINE HOURS**

**113. INTRODUCTION TO LIBERAL STUDIES** - This course encourages students to explore ideas through reading, discussion, and writing. The emphasis is on development of writing abilities. The area of exploration varies with individual instructors: consult department for current list. Sections in 1975-76 were on the following topics: Writing about Literature, Science Fiction and Fantasy, We're Only Human, Crime and Punishment, Games People Play, Signs of the Times, Classical Outposts, Mythology in Science Fiction, The Twenties, Cultures in Conflict: the Middle East, Themes in C.S. Lewis, The Search for Meaning, American Indian Points of View, American Fictional Families, Writing about Fiction, Images of Woman, Novels of Protest, and Individual Projects. Required of all freshmen. Not counted toward an English major.

**FOUR HOURS**

**213. ADVANCED WRITING** - A course designed to further the student's ability to write effective expository prose. For students in any discipline. Prerequisite: English 113.

**TWO HOURS**

**254. CREATIVE WRITING** - For students who wish to practice the fictive forms of writing (short story, novel, poetry, drama). Prerequisite: English 113.

**THREE HOURS**

**340. PLAYWRITING** - Practice in the art of writing for the stage or screen. Students will move from work on selected special problems to the writing of full one-act or longer scripts. Whenever possible provision will be made for reading performances of work-in-progress; and in cases of exceptional merit arrangements may be made for public performance or screening of a finished script. Course is offered jointly with the Theatre department (same as Theatre 240). Offered at student request, but no more frequently than every other year. Prerequisite: permission of the instructors. Not offered in 1977-78.

**THREE HOURS**

**359. APPRENTICESHIP IN WRITING** - IDS 349, Apprenticeship in Writing, may be awarded up to 8 hours of English credit at the discretion of the department. This course may be taken as part of the Chicago, Philadelphia, or Washington Semester Program, or by individual arrangement through the department with a local host company or agency.

**389. 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 individ-
ual 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

454. ADVANCED CREATIVE WRITING - A seminar for those who wish to continue writing. Each student will work on a major project. Prerequisite: English 254. Offered alternate years, 1977-78.
THREE HOURS JELLEMA SPRING SEMESTER

Literature

231. WORLD LITERATURE I - A study of world masterpieces in translation through the Renaissance. Meets part of the Cultural Heritage requirement.
THREE HOURS STAFF FALL SEMESTER

232. WORLD LITERATURE II - A study of world masterpieces since the Renaissance. Meets part of Cultural Heritage requirement.
THREE HOURS STAFF SPRING SEMESTER

241. BLACK LITERATURE - An intensive examination of selected prose and poetry of black American authors. Offered alternate years, 1977-78.
THREE HOURS HEMENWAY SPRING SEMESTER

249. PRACTICAL CRITICISM - The exercise of practical criticism applied to poetry. Basic course in the English major; open to non-majors.
THREE HOURS STAFF BOTH SEMESTERS

250. CLASSICAL MYTHOLOGY - See description under Classics 250.

288. THE SHORT STORY - Introduction to the short story as a form of literature.
TWO HOURS FIKE FALL SEMESTER

295. SPECIAL TOPICS - Study of an area in literature or language not covered in the regular course listings. Offered occasionally as student and teacher interest requires and scheduling permits. Topics offered during 1975-76 included Swift and Moral Satire, Short Stories of Faulkner and Welty, Voices of American Women, and The Legend of Arthur. For current year's list consult departmental office.
TWO or THREE HOURS STAFF

301. SURVEY OF AMERICAN LITERATURE I - A chronological survey of American literature, from the beginnings to the late nineteenth century. Not open to students electing English 305.
THREE HOURS HOLLENBACH FALL SEMESTER

302. SURVEY OF AMERICAN LITERATURE II - A chronological survey of American literature from the mid nineteenth century to the present. Not open to students electing English 305. English 301 not a prerequisite.
THREE HOURS HOLLENBACH SPRING SEMESTER
Foreign Languages and Literatures

172. ELEMENTARY LATIN II - A continuation of Latin 171. Prerequisite: Latin 171.
THREE HOURS
STAFF SPRING SEMESTER

272. MEDIAEVAL LATIN - Selected readings from mediaeval authors. Prerequisite: Latin 131, 172, Placement Test or equivalent.
THREE HOURS
STAFF SPRING SEMESTER

351. ROMAN POETRY I - Reading of selected poems of Catullus and Horace. Prerequisite: Latin 272 or permission of instructor. Alternate years, 1978-79.
THREE HOURS
STAFF FALL SEMESTER

352. ROMAN SATIRE - Readings from the satires of Horace and Juvenal. Prerequisite: Latin 272 or permission of instructor. Alternate years, 1977-78.
THREE HOURS
STAFF SPRING SEMESTER

353. ROMAN HISTORIOGRAPHY - Selected readings from Caesar, Sallust, Livy, and Tacitus. Prerequisite: Latin 272 or permission of instructor. Alternate years, 1977-78.
THREE HOURS
STAFF FALL SEMESTER

354. ROMAN POETRY II - Selections from Lucretius, Vergil, and Ovid. Prerequisite: Latin 272 or permission of instructor. Alternate years, 1978-79.
THREE HOURS
STAFF SPRING SEMESTER

362. PROSE COMPOSITION - A study of Latin idiom in the Ciceronian period, combined with practice in writing short selections in Latin. Prerequisite: one 300 level course in Latin or permission of instructor. Alternate years, 1978-79.
TWO HOURS
STAFF SPRING SEMESTER

490. SPECIAL AUTHORS - Material covered to vary, depending on the needs and desires of those who elect the course. Prerequisite: Latin 272 or permission of instructor.
TWO or THREE HOURS
STAFF ANY SEMESTER

Education

MRS. FABER, MR. POWELL

378. TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE - See Education 378.
TWO HOURS
POWELL SPRING SEMESTER

384. TEACHING FOREIGN LANGUAGES - Required of French, German, Latin or Spanish majors seeking secondary certification. See Education 384.
TWO HOURS
FABER FALL SEMESTER

English As A Foreign Language

ENGLISH 101. ENGLISH AS A FOREIGN LANGUAGE (EFL) - A special course for foreign students who need improvement in English language proficiency. Emphasis is placed on improvement in speaking, comprehension, reading, and writing. Normally required of foreign students before taking English 113 and a full academic load. Credit hours to be determined by foreign students' advisor; hours count as
ANCIENT EPIC - An in-depth study and comparison of the Iliad, Odyssey, Aeneid, and Metamorphoses. A knowledge of Greek and Latin not required. Prerequisite: a 200 level course in Classics, Greek, or Latin, or permission of instructor. Alternate years 1978-79.
THREE HOURS STAFF SPRING SEMESTER

GREAT ISSUES: ANCIENT AND MODERN - The Greeks and Romans were faced with problems similar to those we face today in such areas as religion, education, domestic and foreign policy. The course will be a seminar in which the students will compare the problems of today with those of the Classical period, analyze the solutions (or attempts) of the ancients, and in the light of this, study contemporary solutions from the point of view of a liberally-educated Christian. A knowledge of Greek or Latin not required. Prerequisite: a 200 level course in Classics, Greek or Latin, or permission of instructor.
THREE HOURS STAFF FALL SEMESTER

STUDIES IN CLASSICAL LANGUAGES AND LITERATURES - This course is designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.
TWO or THREE HOURS STAFF ANY SEMESTER

Greek

171. ELEMENTARY GREEK I - An introduction to the elements of New Testament grammar. For students with no previous study of Greek.
THREE HOURS STAFF FALL SEMESTER

172. ELEMENTARY GREEK II - A continuation of Greek 171. Prerequisite: Greek 171.
THREE HOURS STAFF SPRING SEMESTER

271. CLASSICAL GREEK - A comparison of the grammatical elements of New Testament and Classical Greek. Selected prose and poetry readings from the classical period. Prerequisite: Greek 172 or equivalent.
THREE HOURS STAFF FALL SEMESTER

272. NEW TESTAMENT READINGS - Selected readings from the New Testament. Prerequisite: Greek 172 or equivalent.
THREE HOURS STAFF SPRING SEMESTER

490. SPECIAL AUTHORS - Material covered to vary, depending upon the needs and desires of those who elect the course. Prerequisite: Greek 271 or permission of instructor.
TWO or THREE HOURS STAFF ANY SEMESTER

Latin

131. LATIN REVIEW - A refresher course designed for the student who has studied Latin previously but places below the 200 level on the Placement Test. Prerequisite: placement or equivalent.
THREE HOURS STAFF FALL SEMESTER

171. ELEMENTARY LATIN I - An introduction to the elements of Latin grammar. For students with no previous study of Latin.
THREE HOURS STAFF FALL SEMESTER
Foreign Languages and Literatures

i.e., History and Archeology. The department will counsel the student regarding source materials available in these fields.

Major in Latin: A major designed to prepare the student for language teaching at the primary or secondary school level with emphasis upon the skills of language acquisition and upon the culture in which the Latin language evolved. This major consists of thirty (30) credit hours of courses numbered 272 or higher; these 30 hours must include Education 384 Teaching Foreign Languages.

Major in Ancient Civilization: A flexible major designed to provide a student with the opportunity to develop a well-coordinated, inter-disciplinary program in Classical Literature, History and Thought. The required thirty (30) hours must include: (a) Twelve (12) hours of college-level work in ancient language, twenty (20) hours of Latin for those students wishing to use this field for a teaching minor; (b) six (6) hours of Ancient History, and (c) twelve (12) hours of courses in Ancient Art, Ancient Religion, Classical Literature in Translation, Mythology, Ancient Philosophy, or Ancient History not used for (b) above.

A variety of study-abroad programs are available for study in Athens, Rome, Jerusalem, or Beirut. Overseas programs should be worked out with the Classical Studies Section to insure that full credit is given.

Classics

*205. THE GREEK EXPERIENCE - A study of the ideas and contributions of the major writers from pre-classical to Hellenistic times, with special attention given to the pertinent historical and archaeological background. May be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 231 in partial satisfaction of the Cultural Heritage Requirement, but not for both. A knowledge of Greek not required. Open to all students. Alternate years, 1977-78.
THREE HOURS STAFF FALL SEMESTER

*207. THE ROMAN EXPERIENCE - A study of the ideas and contributions of the major Roman writers from the Republican Period through the Fourth Century, with special attention given to the pertinent historical and archaeological background. May be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 231 in partial satisfaction of the Cultural Heritage Requirement, but not for both. A knowledge of Latin not required. Open to all students. Alternate years, 1978-79.
THREE HOURS STAFF FALL SEMESTER

*250. 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. Open to all students.
THREE HOURS STAFF SPRING SEMESTER

*295. STUDIÉS IN CLASSICAL LANGUAGES AND LITERATURES - This course is designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.
TWO or THREE HOURS STAFF ANY SEMESTER

*372. GREEK TRAGEDY - An in-depth study and comparison of the complete works of Aeschylus, Sophocles, and Euripides. A knowledge of Greek or Latin not required. Prerequisite: a 200 level course in Classics, Greek, or Latin, or permission of instructor. Alternate years, 1977-78.
THREE HOURS STAFF SPRING SEMESTER
which the particular language evolved. (This major is recommended for students who desire a career in primary or secondary education in foreign languages.)

2. Literature Major - a major designed for the student whose primary interest is in literature and whose ultimate goal could be to pursue studies in a chosen literature at the graduate school level.

3. Area Studies Major - a major designed to provide the student with the opportunity to develop a well-coordinated, interdisciplinary program consisting of work in a chosen language together with selected courses from related areas.

(The specific requirements for each of these three majors in a given language will be found preceding the listing of the course offerings for the language.)

A teaching minor in French, German or Spanish consists of twenty credit hours of the appropriate language taken at the college level. Since not all of the courses in French, German or Spanish are equally suited to the teaching minor, the department makes the following recommendations:

1. that the teaching minor in French, German or Spanish include at least three credit hours at the 300 level;
2. that neither French, German or Spanish 200 nor French, German or Spanish 250 be included in such a minor because they are conducted entirely in English;
3. that in addition, the student take Education 384 Methods of Teaching Foreign Languages, if possible;
4. that students interested in completing a minor in French, German or Spanish seek the advice of the chairman of the Department of Foreign Languages and Literatures in selecting courses.

To meet the needs of all students, the department offers courses of the following types in the various language areas:

1. Courses designed to enable the student to communicate in a given language (labelled “audio-lingual” in the course listings)
2. Courses designed to enable a student to read a given language (labelled “reading” in the course listings)
3. Courses in English designed to acquaint the student with a foreign literature or culture (indicated by an asterisk in the course listings)

The course offerings and the descriptions of major programs follow under these headings:

Classical Studies (Classics, Greek and Latin)
Education
English As A Foreign Language
French
German
Linguistics
Russian
Spanish

CLASSICAL STUDIES: Classics, Greek and Latin

MR. NYENHUIS

Major in Classics: In order to fulfill the requirements for a major in Classics, a student must complete thirty (30) hours of course work in Classics. These thirty hours must include: fifteen (15) hours of Latin beyond the Latin 131 level, and twelve (12) hours of Greek. A major is expected to acquire some knowledge of related fields,
The Department of Foreign Languages and Literatures seeks to lead students to a more complete understanding of the structure and role of language in human society, to an understanding and open-minded tolerance of the culture of the people who speak a language other than their own, and to the development of the ability to communicate in a language other than their native tongue. Instruction is offered in French, German, Greek, Latin, Russian, and Spanish. Some courses are primarily designed to increase fluency in speaking, reading, and writing. Others stress the patterns of life and thought and the great works of literature written in that language.

Since appreciation of other cultures and fluency in the use of another language is greatly enhanced by maximum immersion in the culture and constant challenge to use the language, the department sponsors many supplementary activities, in which majors normally take an active part:

- Language clubs
- Special language tables in the dining halls
- Language houses (German, French, and Spanish) in each of which resides a native speaking student who provides conversational leadership and tutoring
- Foreign film series
- Semester or year abroad or summer programs, such as
  - The French semester or year program in Paris
  - The German semester of year program in Vienna or Freiburg
  - The Spanish semester or year program in Madrid
  - The GLCA summer, semester or academic year Spanish/Social Studies program in Bogotá, Colombia
  - The Hope Vienna summer program
- Tutoring opportunities with children of Spanish-American background living in the community of Holland

All the faculty have traveled and studied abroad. Four of them are natives of countries other than the U.S.A.

Alumni of Hope who have specialized in foreign language study have found this field helpful in moving to a great variety of careers.

- High school and college teaching of foreign languages and literatures
- Teachers of English in countries with the language of their major
- College librarian
- Classical archaeologist
- Translator
- Business secretary for a firm with international accounts
- Foreign missionary
- Foreign service officer - U.S. cultural officer
- Editorial assistant in a news magazine

To meet the needs of the intended major the following programs are available in Classical Studies (Classics, Greek and Latin), French, German, and Spanish:

1. Language Major - a major designed for the student whose goal is the acquisition of language skills and a knowledge of the particular culture in
ience in applying methods of teaching grammar, discussion, literature, and composition in the secondary school. Required for Secondary Certification. Not credited toward English major or minor, unless taken as a second methods course. Should be taken after or concurrently with Education 360, and before student teaching.

THREE HOURS

See also Education 378, Teaching English as a Second or Foreign Language, which may also be advisable for students to elect when appropriate to their special vocational goals.

Readings and Research

490. INDIVIDUAL STUDY - An individual research project, investigating some topic in depth and culminating in a paper that demonstrates literary scholarship and independent thought. Students who meet the Honors Project eligibility and present a paper that meets the standards established will have the course recorded as an Honors Project. May be repeated for additional credit, with a different project. Not limited to the senior level. Prerequisite: departmental acceptance of application. (forms available in department office).

TWO or THREE HOURS

495. ADVANCED STUDIES - A seminar in some field designated by the instructor. Preparation and presentation of research papers are central to the course. Prerequisite: previous work in or related to the designated field. May be repeated for additional credit in a different field of study. Consult departmental office for current year’s topics.

THREE HOURS

499. READINGS IN LITERATURE - 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. Prerequisite: departmental acceptance of application (forms available in department office).

THREE HOURS
English

ledge of Middle English not required. Offered alternate years, 1977-78.
THREE HOURS

363. SPENSER AND HIS TIMES - The English Renaissance in the non-dramatic liter-ature. The course aims to study literature as an expression of the new concepts that marked the sixteenth century. Offered alternate years, 1978-79.
THREE HOURS

364. SHAKESPEARE’S PLAYS - The most important plays of Shakespeare in chronological order to show the evolution of Shakespeare as a dramatist.
THREE HOURS

369. MILTON - Primarily a study of Milton’s poetry with some attention to his prose. Offered alternate years, 1978-79.
THREE HOURS

372. SEVENTEENTH CENTURY - Study of representative prose, poetry and drama of seventeenth-century England, with emphasis on the earlier period. Shakespeare and Milton excluded. Offered alternate years, 1977-78.
THREE HOURS

374. POLITICS AND LITERATURE IN THE EIGHTEENTH CENTURY - Focuses on the political and ethical satiric verse and prose in the great age of English satire, 1660-1760, emphasizing the works of Dryden, Swift, Gay, and Pope. Offered alternate years, 1978-79.
THREE HOURS

THREE HOURS

378. THE VICTORIAN AGE - Selected Victorian poetry and prose in the light of the social and intellectual background of the age, 1832-1901. Offered alternate years, 1977-78.
THREE HOURS

Language

355. THE MODERN ENGLISH LANGUAGE - Examination of traditional, structural, and transformational models for analyzing the structure of contemporary American English. Recommended for prospective teachers.
THREE HOURS

356. HISTORY OF THE ENGLISH LANGUAGE - Study of the principles and phenomena of language change through an examination of changing forms and meanings in English from the earliest times to the present day. Alternate years, 1978-79.
THREE HOURS

Linguistics 364 may be substituted to fulfill the major requirement of a course on the English language, but will not count toward the 30 hours in the major field.

380. TEACHING OF SECONDARY SCHOOL ENGLISH - A study of and exper-
305. MAJOR AMERICAN WRITERS - Study of selected American writers of the 19th and 20th centuries. Not open to students electing English 301 or 302.
THREE HOURS HARRINGTON FALL SEMESTER

311. SURVEY OF ENGLISH LITERATURE I - English literature from its beginnings to the eighteenth century.
THREE HOURS HEMENWAY FALL SEMESTER

312. SURVEY OF ENGLISH LITERATURE II - English literature from the Romantic period to the present. English 311 not a prerequisite.
THREE HOURS FIKE SPRING SEMESTER

325. CHILDREN’S LITERATURE - An introduction to the authors, illustrators, and publications in the field of children’s literature. Traditional literature, representative modern writings, and award-winning books are studied in their historical context and as guides to determining principles for interpreting and evaluating juvenile books as literature. Required of majors planning on elementary teaching.
TWO HOURS STAFF BOTH SEMESTERS

330. THE ENGLISH NOVEL - The structure and content of the English novel from Defoe to Joyce. Alternate years, 1977-78.
THREE HOURS PRINS SPRING SEMESTER

332. THE AMERICAN NOVEL - American novels from Hawthorne to Faulkner.
THREE HOURS PRINS FALL SEMESTER

THREE HOURS PRINS SPRING SEMESTER

335. THE ENGLISH LYRIC - A critical history of the short poem in English from its beginnings in Middle English to its modern forms. Alternate years, 1978-79.
THREE HOURS FIKE FALL SEMESTER

338. MODERN POETRY - Study of major poets of twentieth-century England and America.
THREE HOURS JELLEMA SPRING SEMESTER

345. MODERN DRAMA IN ENGLISH - A study of representative English, Irish, and American drama of the twentieth century. Examination of drama as an art form and as an expression of contemporary social and personal issues. Includes writing representative of minority groups. Offered alternate years, 1978-79.
THREE HOURS HOLLENBACH SPRING SEMESTER

349. HISTORY OF LITERARY CRITICISM - Examines the major schools of Western literary critical thinking from antiquity to the present in an effort to acquaint the student with the history and method of the shapers of critical theory and technique as well as the arbiters of style and taste in literature. Prerequisite: junior or senior standing. Not offered in 1977-78.
THREE HOURS STAFF SPRING SEMESTER

361. CHAUCER AND HIS TIMES - The course emphasizes Chaucer's poetry, with special attention given to The Canterbury Tales and Troilus and Criseyde.
Foreign Languages and Literatures

elective credit; pass/fail grade. Classroom work plus laboratory work (language laboratory and/or writing center), as individual needs dictate.

FOUR to FIVE HOURS

POWELL FALL SEMESTER

French

MR. CREVIERE, MS. MCCARTHY, MRS. VICKERS.

MAJORS:

1. **French Language Major.**
   A major designed for the student whose goal is the acquisition of language skills and a knowledge of the particular culture in which the particular language evolved. (This major is recommended for students who desire a career in primary or secondary education in foreign languages.) The French Language Major consists of 30 credit hours of courses numbered 210 or higher; these courses must include: French 211, 212, 230, 250, 310, 330, 350, 370, and Linguistics 364.

2. **French Literature Major.**
   A major designed for the student whose primary interest is French literature and whose ultimate goal could be to pursue studies in French literature at the graduate-school level. The French Literature Major consists of 24 hours of French courses numbered 310 or higher, including 493, and at least 15 hours of courses in literature (a maximum of 12 of the credit hours in literature will be accepted from study abroad). In addition, Classics 250 and English 349 are required.

3. **French Area Studies Major.**
   Viewed essentially, although not exclusively, as a component of a double major, the French Area Studies Major provides the student with the opportunity to develop a well-coordinated, inter-disciplinary second concentration consisting of substantive work in French together with selected courses from related areas. This area Studies Major can reinforce the primary major. For the prospective teacher the French Area Studies Major provides considerably more than the traditional minor by allowing for an in-depth area consolidation built around the 20 hour language teaching minor. The French Area Studies Major consists of 30 credit hours of courses which must include:
   a) a minimum of 15 credit hours of French courses beyond the 210 level and of which at least 6 credit hours must be at the 300 level or higher;
   b) a maximum of 15 credit hours of related courses from a department or departments other than French; none of these courses may be counted as part of another major.

The prospective French Area Studies Major student will, with his/her departmental major advisor, design a proposed course of study which will follow the above-established guidelines and which will be best suited to the student's individual needs. The proposed course of study will include a statement of rationale which will show how each non-French course is related to the whole. The proposed course of study will then be submitted to the French Section of the Department for final approval. The Department is under no obligation to accept such a proposed study which is submitted after the student has completed a semester or more of foreign study.

It is recommended that students who intend to teach French in secondary school choose a teaching minor or Area Studies Major in another foreign language. All qualified majors are urged to participate in the Paris Program.
111. AUDIO-LINGUAL FRENCH I - An audio-lingual course designed to develop four skills: understanding, speaking, reading and writing French. French 111-112 or French 131 is the most appropriate track for the general student and for the potential language or literature major or minor. Conducted largely in French. For students with no previous study of French.
THREE HOURS STAFF FALL SEMESTER

112. AUDIO-LINGUAL FRENCH II - A continuation of French 111. Conducted largely in French. Prerequisite: French 111 or equivalent.
THREE HOURS STAFF SPRING SEMESTER

131. AUDIO-LINGUAL FRENCH REVIEW - An audio-lingual refresher course designed for the student who has studied French previously but places below the 200 level on the Placement Test. Development of four skills: understanding, speaking, reading and writing French. Conducted largely in French. Prerequisite: placement or equivalent.
THREE HOURS STAFF FIRST SEMESTER

171. READING FRENCH I - A course designed to lead to the acquisition of reading skill only. French 171-172 is the most appropriate track for the student who plans to use French as a research tool in his major and/or in preparation for language examinations in graduate school. This track may also be used as part of a French Area Studies Major. Conducted in English. For students with no previous study of French. Alternate years, 1978-79.
THREE HOURS STAFF FALL SEMESTER

THREE HOURS STAFF SPRING SEMESTER

200. FRENCH LITERATURE IN TRANSLATION - Reading of selected masterpieces of French literature in English translation. Special attention given to the study of a variety of literary genres. This course may be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement, but not for both. Readings and discussions in English. No knowledge of French required. Open to all students.
THREE HOURS STAFF FALL SEMESTER

211. AUDIO-LINGUAL FRENCH III - A study of pronunciation and grammar; intensive and extensive reading; dictation, conversation, and composition. Conducted in French. Prerequisite: French 112, 131, placement, or equivalent.
THREE HOURS STAFF FALL SEMESTER

212. AUDIO-LINGUAL FRENCH IV - Reading in French literature, history, and culture. Conversation and composition, with required supplementary readings. Conducted in French. Prerequisite: French 211, placement, or equivalent.
THREE HOURS STAFF SPRING SEMESTER

230. FRENCH CONVERSATION - A course designed to develop aural and oral skills. Conducted entirely in French. Prerequisite: any one of following: French 112, 131, 172, placement, or equivalent. It is strongly recommended that French 211 be taken before or concurrently with French 230.
THREE HOURS STAFF SPRING SEMESTER
THE FRENCH WORLD TODAY - A study of contemporary French culture, including economic, political, sociological and creative forces and their influence in today's world. Readings, lectures and discussions in English. No knowledge of French required. Open to all students. THREE HOURS STAFF SPRING SEMESTER

STUDIES IN FRENCH LANGUAGE AND LITERATURE - A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor. TWO or THREE HOURS STAFF ANY SEMESTER

ADVANCED GRAMMAR AND COMPOSITION - A comprehensive study of French grammar, with extensive work in composition. Conducted in French. Prerequisites: French 212, or placement, or equivalent. Alternate years, 1977-78. THREE HOURS STAFF FALL SEMESTER

ADVANCED FRENCH CONVERSATION - A course designed to develop aural and oral competency in French. Conducted entirely in French. Prerequisites: French 212, placement, or equivalent. THREE HOURS STAFF SPRING SEMESTER

THE DEVELOPMENT OF FRENCH CIVILIZATION - A study of the origins, development and significance of various aspects of French civilization. Conducted entirely in French. Prerequisites: French 212, or placement or equivalent. Alternate years, 1978-79. THREE HOURS STAFF FALL SEMESTER

INTRODUCTION TO FRENCH LITERATURE - A study of major literary works of France, with special emphasis on a variety of literary genres. Required of all French majors. Conducted entirely in French. May be taken in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement. Prerequisites: French 212, or placement, or equivalent. THREE HOURS STAFF SPRING SEMESTER

17TH CENTURY FRENCH LITERATURE - French Classicism in the Golden Age: Descartes, Pascal, Corneille, Racine, Moliere, LaFontaine, and other writers. Prerequisite: French 370 or permission of instructor. Alternate years, 1978-79. THREE HOURS STAFF FALL SEMESTER

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. Prerequisite: French 370 or permission of instructor. Alternate years, 1977-78. THREE HOURS STAFF SPRING SEMESTER

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. Prerequisite: French 370 or permission of instructor. Every third year, 1977-78. THREE HOURS STAFF FALL SEMESTER

20TH CENTURY FRENCH LITERATURE - The novel, drama, and poetry of the contemporary period: Proust, Gide, Claudel, Valéry, Camus, Sartre, and other
Foreign Languages and Literatures

writers. Prerequisite: French 370 or permission of instructor. Alternate years, 1978-79.
THREE HOURS

490. SPECIAL PROBLEMS IN FRENCH - Individual study under the direction of an instructor designated by the chairman of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated once. Prerequisite: permission of department chairman.
TWO or THREE HOURS

493. SPECIAL FRENCH STUDIES - Preparation for a comprehensive examination in the major field. Prerequisite: one 400 level course in French and permission of department chairman.
THREE HOURS

495. STUDIES IN FRENCH LANGUAGE AND LITERATURE - A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.
TWO or THREE HOURS

German

MR. BEDELL, MR. MEGOW, MRS. STRAND

MAJORS:
1. German Language Major.
   A major designed for the student whose goal is the acquisition of language skills and a knowledge of the particular culture in which the particular language evolved. (This major is recommended for students who desire a career in primary or secondary education in foreign languages.) The German Language Major consists of 30 credit hours of courses numbered 210 or higher; these courses must include: German 210, 230, 250, 271, 310, 330, 350, 370, and Linguistics 364.

2. German Literature Major.
   A major designed for the student whose primary interest is German literature and whose ultimate goal could be to pursue studies in German literature at the graduate-school level. The German Literature Major consists of 24 hours of German courses numbered 310 or higher including 493 and at least 15 hours of courses in literature (a maximum of 12 of the credit hours in literature will be accepted from study abroad). In addition, Classics 250 and English 349 are required.

   Viewed essentially, although not exclusively, as a component of a double major, the Germanic Area Studies Major provides the student with the opportunity to develop a well-coordinated, inter-disciplinary second concentration consisting of substantive work in German together with selected courses from related areas. This Area Studies Major can reinforce the primary major. For the prospective teacher the Germanic Area Studies Major provides considerably more than the traditional minor by allowing for an in-depth area consolidation built around the 20 hour language teaching minor. The Germanic Area Studies Major consists of 30 credit hours of courses which must include:
   a) a minimum of 15 credit hours of German courses beyond the 210 level and
Foreign Languages and Literatures

of which at least 6 credit hours must be at the 300 level or higher;
b) a maximum of 15 credit hours of related courses from a department or de­
partments other than German; none of these courses may be counted as part
of another major.

The prospective German Area Studies Major student will with his/her depart­
mental major advisor, design a proposed course of study which will follow the
above-established guidelines and which will be best suited to the student’s in­
dividual needs. The proposed course of study will include a statement of ra­
tionale which will show how each non-German course is related to the whole.
The proposed course of study will then be submitted to the German Section of
the Department for final approval. The Department is under no obligation to ac­
cept such a proposed study which is submitted after the student has completed
a semester or more of foreign study.

It is recommended that students who intend to teach German in secondary schools
choose a teaching minor or Area Studies Major in another foreign language. All
qualified majors are urged to include some foreign study experience in their major
program.

111. AUDIO-LINGUAL GERMAN I - An audio-lingual course designed to develop
four skills: understanding, speaking, reading and writing German. German 111-112
or German 131 is the most appropriate track for the general student and for the po­
tential language or literature major or minor. Conducted largely in German. For stu­
dents with no previous study in German.
THREE HOURS STAFF FALL SEMESTER

112. AUDIO-LINGUAL GERMAN II - A continuation of German 111. Conducted
largely in German. Prerequisite: German 111 or equivalent.
THREE HOURS STAFF SPRING SEMESTER

131. AUDIO-LINGUAL GERMAN REVIEW - An audio-lingual refresher course de­
dsigned for the student who has studied German previously but places below the
200 level on the Placement Test. Development of four skills: understanding, speak­
ing, reading and writing German. Conducted largely in German. Prerequisite: place­
ment or equivalent.
THREE HOURS STAFF FALL SEMESTER

171. READING GERMAN I - A course designed to lead to the acquisition of reading
skill only. German 171-172 is the most appropriate track for the student who plans
to use German as a research tool in his major and/or in preparation for language ex­
aminations in graduate school. This track may also be used as part of a German
Area Studies Major. Conducted in English. For students with no previous study of
German. Alternate years, 1978-79.
THREE HOURS STAFF FALL SEMESTER

172. READING GERMAN II - A continuation of German 171. Conducted in English.
Prerequisite: German 171 or equivalent. Alternate years, 1978-79.
THREE HOURS STAFF SPRING SEMESTER

*200. GERMAN LITERATURE IN TRANSLATION - Reading of selected master­
pieces of German literature in English translation. Special attention given to the
study of a variety of literary genres. This course may be taken in partial satisfaction
of the Foreign Cultural Studies Requirement or in lieu of English 232 in partial satis­
Foreign Languages and Literatures

faction of the Cultural Heritage Requirement, but not for both. Readings and discussion in English. No knowledge of German required. Open to all students.

THREE HOURS

210. GERMAN COMPOSITION - A course designed to develop skill in writing correct expository prose in German. Prerequisite: any one of following: German 112, 131, 172, placement, or equivalent. Conducted in German.

STAFF SPRING SEMESTER

THREE HOURS

230. GERMAN CONVERSATION - A course designed to develop aural and oral skills. Conducted entirely in German. Prerequisite: any one of following: German 112, 131, 172, placement, or equivalent. It is strongly recommended that German 210 be taken before or concurrently with German 230.

STAFF BOTH SEMESTERS

THREE HOURS

*250. THE GERMANIC WORLD TODAY - A study of contemporary Germanic culture, including economic, political, sociological and creative forces and their influence in today's world. Readings, lectures and discussions in English. No knowledge of German required. Open to all students.

STAFF FALL SEMESTER

THREE HOURS

271. GERMAN READINGS - A course designed to develop reading skill in German. Conducted in German. Prerequisite: German 112, 131, 172, placement, or equivalent.

STAFF FALL SEMESTER

THREE HOURS

295. STUDIES IN GERMANIC LANGUAGE AND LITERATURE - A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

STAFF ANY SEMESTER

TWO or THREE HOURS

310. ADVANCED GRAMMAR AND COMPOSITION - A comprehensive study of German grammar, with extensive work in composition. Conducted in German. Prerequisite: German 210 and either German 230 or 271, or placement, or equivalent. Alternate years, 1977-78.

STAFF FALL SEMESTER

THREE HOURS

330. ADVANCED GERMAN CONVERSATION - A course designed to develop aural and oral competency in German. Conducted entirely in German. Prerequisite: German 230 and either German 210 or 271, placement, or equivalent.

STAFF SPRING SEMESTER

THREE HOURS

350. THE DEVELOPMENT OF GERMANIC CIVILIZATION - A study of the origins, development and significance of various aspects of Germanic civilization. Conducted entirely in German. Prerequisite: German 210, 230 and 271, or placement, or equivalent. Alternate years, 1978-79.

STAFF FALL SEMESTER

THREE HOURS

370. INTRODUCTION TO GERMAN LITERATURE - A study of major literary works of Germany, Austria, and Switzerland, with special emphasis on a variety of literary genres. Required of all German majors. Conducted entirely in German. This course may be taken in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement. Prerequisite: German 210, 230 and 271, or placement, or equivalent.

STAFF SPRING SEMESTER

THREE HOURS
Foreign Languages and Literatures

471. GERMAN LITERATURE FROM THE MIDDLE AGES TO GOETHE - A study of German literature including heroic epics, courtly epics, Baroque, Enlightenment, and Classicism (Lessing, Goethe, Schiller). Prerequisite: German 370 or permission of instructor. Every third year, 1977-78.
THREE HOURS BEDELL OR MEGOW FALL SEMESTER

THREE HOURS STRAND OR MEGOW SPRING SEMESTER

473. GERMAN LITERATURE OF THE LATE 19TH CENTURY - From the Bourgeois Era to the Industrial Revolution, 1830-1890. (Heine, Büchner, Droste-Hülshoff, Hebbel, Mörike, Stifter, Storm, Keller, Meyer, Fontane). Prerequisite: German 370 or permission of instructor. Every third year, 1979-80.
THREE HOURS STRAND OR MEGOW FALL SEMESTER

474. GERMAN LITERATURE OF THE EARLY 20TH CENTURY - From Naturalism to Expressionism, 1890-1930. (Hauptmann, Wedekind, George, Hofmannsthall, Rilke, Schnitzler, Mann, Musil, Kaiser, Kafka). Prerequisite: German 370 or permission of instructor. Every third year, 1977-78.
THREE HOURS BEDELL OR STRAND SPRING SEMESTER

475. GERMAN LITERATURE FROM THE THIRD REICH TO THE PRESENT - (Brecht, Böll, Grass, Frisch, Dürrenmatt, Zuckmeyer, and writers from East Germany). Prerequisite: German 370 or permission of instructor. Every third year, 1978-79.
THREE HOURS STRAND OR BEDELL FALL SEMESTER

476. GENRES IN GERMAN LITERATURE - A specialized study of representative works in novelle, drama, and poetry, designed to introduce students to the basic tools of research in German Literature. Prerequisite: German 370 or permission of instructor. Every third year, 1979-80.
THREE HOURS BEDELL, STRAND SPRING SEMESTER

490. SPECIAL PROBLEMS IN GERMAN - Individual study under the direction of an instructor designated by the chairman of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated once. Prerequisite: one 400 level course in German and permission of department chairman.
TWO or THREE HOURS STAFF BOTH SEMESTERS

493. SPECIAL GERMAN STUDIES - Preparation for a comprehensive examination in the major field. Prerequisite: permission of department chairman.
THREE HOURS STAFF BOTH SEMESTERS

495. STUDIES IN GERMAN LANGUAGE AND LITERATURE - A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.
TWO or THREE HOURS STAFF ANY SEMESTER
Linguistics

MR. POWELL

295. STUDIES IN LINGUISTICS - A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.
TWO or THREE HOURS STAFF BOTH SEMESTERS

364. 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. Prerequisite: Junior standing or permission of the instructor.
THREE HOURS POWELL FALL SEMESTER

Russian

MR. PENROSE

171. READING RUSSIAN I - A course designed to lead to the acquisition of reading skill only. Conducted in English. For students with no previous study of Russian. Alternate years, 1978-79.
THREE HOURS PENROSE FALL SEMESTER

172. READING RUSSIAN II - A continuation of Russian 171. Conducted in English. Prerequisite: Russian 171, placement, or equivalent. Alternate years, 1978-79.
THREE HOURS PENROSE SPRING SEMESTER

295. STUDIES IN RUSSIAN LANGUAGE AND LITERATURE - A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.
TWO or THREE HOURS STAFF ANY SEMESTER

Spanish

MR. PINO, MRS. SEARLES, MR. WELLER

MAJORS:

1. Spanish Language Major.
A major designed for the student whose goal is the acquisition of language skills and a knowledge of the particular culture in which the particular language evolved. (This major is recommended for students who desire a career in primary or secondary education in foreign languages.) The Spanish Language Major consists of 30 credit hours of courses numbered 210 or higher; these courses must include: Spanish 211, 212, 230, 250, 310, 330, 350, 370 and Linguistics 364.

2. Hispanic Literature Major.
A major designed for the student whose primary interest is Hispanic literature and whose ultimate goal could be to pursue studies in Hispanic literature at the graduate-school level. The Hispanic Literature Major consists of 24 hours of Spanish courses numbered 310 or higher including 493 and at least 15 hours of courses in literature (a maximum of 12 of the credit hours in literature will be ac-
Foreign Languages and Literatures

cepted from study abroad). In addition, Classics 250 and English 349 are re­
quired.

3. Hispanic Area Studies Major.
Viewed essentially, although not exclusively, as a component of a double major, the Hispanic Area Studies Major provides the student with the opportunity to develop a well-coordinated, inter-disciplinary second concentration consisting of substantive work in Spanish together with selected courses from related areas. This Area Studies Major can reinforce the primary major. For the prospective teacher the Hispanic Area Studies Major provides considerably more than the traditional minor by allowing for an in-depth area consolidation built around the 20 hour language teaching minor. The Hispanic Area Studies Major consists of 30 credit hours of courses which must include:

a) a minimum of 15 credit hours of Spanish courses beyond the 210 level and of which at least 6 credit hours must be at the 300 level or higher;

b) a maximum of 15 credit hours of related courses from a department or departments other than Spanish; none of these courses may be counted as part of another major.

The prospective Spanish Area Studies Major student will with his/her departmental major advisor, design a proposed course of study which will follow the above-established guidelines and which will be best suited to the student's individual needs. The proposed course of study will include a statement related to the whole. The proposed course of study will then be submitted to the Spanish Section of the Department for final approval. The Department is under no obligation to accept such a proposed study which is submitted after the student has completed a semester or more of foreign study.

It is recommended that students who intend to teach Spanish in secondary school choose a teaching minor or Area Studies Major in another foreign language. All qualified majors are urged to include some foreign study experience in their major program.

111. AUDIO-LINGUAL SPANISH I - An audio-lingual course designed to develop four skills: understanding, speaking, reading and writing Spanish. Spanish 111-112 or Spanish 131 is the most appropriate track for the general student and for the potential language or literature major or minor. Conducted largely in Spanish. For students with no previous study of Spanish.
THREE HOURS STAFF FALL SEMESTER

112. AUDIO-LINGUAL SPANISH II - A continuation of Spanish 111. Conducted largely in Spanish. Prerequisite: Spanish 111 or equivalent.
THREE HOURS STAFF SPRING SEMESTER

131. AUDIO-LINGUAL SPANISH REVIEW - An audio-lingual refresher course designed for the student who has studied Spanish previously but places below the 200 level on the Placement Test. Development of four skills: understanding, speaking, reading and writing Spanish. Conducted largely in Spanish. Prerequisite: placement or equivalent.
THREE HOURS STAFF FALL SEMESTER

171. READING SPANISH I - A course designed to lead to the acquisition of reading skill only. Spanish 171-172 is the most appropriate track for the student who plans to use Spanish as a research tool in his major and/or in preparation for language examinations in graduate school. This track may also be used as part of a Hispanic
Foreign Languages and Literatures

Area Studies Major. Conducted in English. For students with no previous study of Spanish. Alternate years, 1977-78.

THREE HOURS STAFF FALL SEMESTER

172. READING SPANISH II - A continuation of Spanish 171. Conducted in English. Prerequisite: Spanish 171 or equivalent. Alternate years, 1977-78.

THREE HOURS STAFF SPRING SEMESTER

*200. HISPANIC LITERATURE IN TRANSLATION - Reading of selected masterpieces of Hispanic literature in English translation. Special attention given to the study of a variety of literary genres. This course may be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement, but not for both. Readings and discussion in English. No knowledge of Spanish required. Open to all students.

THREE HOURS STAFF SPRING SEMESTER

211. AUDIO-LINGUAL SPANISH III - A study of pronunciation and grammar; intensive and extensive reading; dictation, conversation, and composition. Conducted in Spanish. Prerequisite: Spanish 112, 131, placement, or equivalent.

THREE HOURS STAFF FALL SEMESTER

212. AUDIO-LINGUAL SPANISH IV - Reading in Spanish literature, history, and culture. Conversation and composition, with required supplementary readings. Conducted in Spanish. Prerequisite: Spanish 211, placement, or equivalent.

THREE HOURS STAFF SPRING SEMESTER

230. SPANISH CONVERSATION - A course designed to develop aural and oral skills. Conducted entirely in Spanish. Prerequisite: any one of following: Spanish 112, 131, 172, placement, or equivalent. It is strongly recommended that Spanish 211 be taken before or concurrently with Spanish 230.

THREE HOURS STAFF BOTH SEMESTERS

*250. THE HISPANIC WORLD TODAY - A study of contemporary Hispanic culture, including economic, political, sociological and creative forces and their influence in today’s world. Readings, lectures, and discussions in English. No knowledge of Spanish required. Open to all students.

THREE HOURS STAFF FALL SEMESTER

295. STUDIES IN HISPANIC LANGUAGE AND LITERATURE - A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS STAFF ANY SEMESTER

310. ADVANCED GRAMMAR AND COMPOSITION - A comprehensive study of Spanish grammar, with extensive work in composition. Conducted in Spanish. Prerequisite: Spanish 212, or placement, or equivalent. Alternate years, 1977-78.

THREE HOURS STAFF FALL SEMESTER

330. ADVANCED SPANISH CONVERSATION - A course designed to develop aural and oral competency in Spanish. Conducted entirely in Spanish. Prerequisite: Spanish 230 and either Spanish 212, placement, or equivalent.

THREE HOURS STAFF SPRING SEMESTER

350. THE DEVELOPMENT OF HISPANIC CIVILIZATION - A study of the origins,
Foreign Languages and Literatures

development and significance of various aspects of Hispanic civilization. Conducted entirely in Spanish. Prerequisite: Spanish 212, or placement, or equivalent. Alternate years 1978-79.

THREE HOURS

370. INTRODUCTION TO HISPANIC LITERATURE - A study of major literary works of Spain and Latin America, with special emphasis on a variety of literary genres. Required of all Spanish majors. Conducted entirely in Spanish. The course may be taken in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement. Prerequisites: Spanish 212, or placement, or equivalent.

THREE HOURS

471. SPANISH DRAMA AND POETRY OF GOLDEN AGE - Dramatic works of Lope de Vega, Ruiz de Alarcon, Tirso de Molina, Calderon de la Barca, and others; poetic works of the mystics, Herrera, Fray Luis de Leon, Gongora, Quevedo, and others. Prerequisite: Spanish 370 or permission of instructor. Every third year, 1978-79.

THREE HOURS

473. SPANISH PROSE OF THE GOLDEN AGE - The picaresque novel, minor genres of the novel; Cervantes, the short novel; history and essay; La Celestina. Prerequisite: Spanish 370 or permission of instructor. Every third year, 1979-80.

THREE HOURS

474. 19TH CENTURY SPANISH LITERATURE - Romanticism and realism in prose and poetry, with special emphasis on the theatre and the development of the regional novel. Prerequisite: Spanish 370 or permission of instructor. Every third year, 1977-78.

THREE HOURS

476. CONTEMPORARY SPANISH LITERATURE - The Generation of 1898, and the contemporary novel, drama and poetry. Prerequisite: Spanish 370 or permission of instructor. Every third year, 1977-78.

THREE HOURS

478. MODERN SPANISH-AMERICAN LITERATURE - A study of Spanish-American literature with emphasis on Modernismo and contemporary movements. Prerequisite: Spanish 370 or permission of instructor. Every third year, 1978-79.

THREE HOURS

490. SPECIAL PROBLEMS IN SPANISH - Individual study under the direction of an instructor designated by the chairman of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated once. Prerequisite: permission of department chairman.

TWO or THREE HOURS

493. SPECIAL SPANISH STUDIES - Preparation for a comprehensive examination in the major field. Prerequisite: one 400 level course in Spanish and permission of department chairman.

THREE HOURS

495. STUDIES IN HISPANIC LANGUAGE AND LITERATURE - A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS
Although the Geology Department is the youngest of the science departments at Hope College, it has an established reputation of excellence. In recent years graduating seniors were accepted at California Institute of Technology, Harvard, Massachusetts Institute of Technology, Princeton, Stanford, Yale, and other graduate schools of high standing.

The Geology Department maintains active teaching and research programs in environmental geology, land use, oceanography and paleontology. Research on Lake Michigan has resulted in publication of several student papers and has brought together students and faculty from the departments of Biology, Chemistry, and Geology to work on problems of joint concern. Presently students are involved in research with geology faculty members in other areas as well. They include:

- examination of glacial and volcanic deposits in Colorado
- comparison of reef ecology in Devonian age reefs of Michigan and modern reefs of the West Indies
- land use and environmental mapping in and near the City of Holland
- the feasibility of beach nourishment at Holland Harbor
- mapping glacial deposits in the Holland area

The Geology research laboratories are well equipped and contain X-ray diffraction and X-ray fluorescence apparatus, and an electron microscope, both of which are available for student use.

Field study is an important part of training in geology and many field trips are taken every year. Each May and June term an introductory course is offered in the Colorado Rockies which combines back-packing and geology partly above timberline.

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 spreading of the ocean floor, continental drift, plate tectonics, the chemistry of sea water, the origin of the earth and of life, the use of land geologically suitable for home and factories, are areas of contemporary research by geologists. As the study of the earth is inter-disciplinary in nature, the professional geologist must be competent in mathematics and the natural sciences. Accordingly, strong minors in other science departments and interdepartmental or composite majors are encouraged.

**MAJOR***: The minimum requirement for a geology major at Hope College is 25 hours of geology and one year of an allied science (biology, chemistry, or physics). The courses selected to comprise the 25 hours depend on the educational objectives of the student but must have approval of the chairman.

The student who plans to be a professional geologist will follow a more rigorous curriculum than the student who has an avid interest in geology but who does not plan to be a professional geologist. The following curricula are suggested:

*Also see Science Major under the Degree Program (page 87).
Geology

NON-PROFESSIONAL GEOLOGIST: The minimum requirement is twenty-five hours of geology and one year (8 hours) of allied science. Participation in at least one annual spring field trip required.

PRE-PROFESSIONAL GEOLOGIST: The minimum requirement for the pre-professional geologist is twenty-six hours numbered 200 and above but excluding Geology 201 and 246. These upper-level courses must include Geology 231, 251, 255, 295, 351, and 453. Participation in one annual spring field trip is required. The pre-professional geologist must also take Mathematics 135, 136 and 235; Physics 121, 122, 223; Chemistry 111, 113, 114 and 121. Biology 111, 112 and 113 may be substituted for Physics by students who plan to be paleontologists. Advanced courses in French, German, or Russian are recommended.

COMPOSITE MAJORS: Because geologists thoroughly trained in physics or chemistry are at the forefront of exciting research developments in the earth sciences and are aggressively recruited by graduate schools, geology-physics and geology-chemistry composite majors have been developed for those students who wish to pursue a career in geophysics or geochemistry. For additional information please refer to page 90.

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 courses in biology, physics, and chemistry, is recommended and will be developed on an individual basis with each student.

101. 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 and the geologic evolution of the continents. Three lectures and one two-hour laboratory each week. One or more Saturday field trips are required.
FOUR HOURS
THARIN FALL SEMESTER

102. GEOLOGICAL EVOLUTION OF NORTH AMERICA - A study of the physical and biological development of North America which has occurred in the last 4.5 billion years. Three lectures and one laboratory each week. (Not offered in 1976-77).
FOUR HOURS
STAFF SPRING SEMESTER

108. ENVIRONMENTAL GEOLOGY - A study of the relationship between man and his geological habitat. Problems that society faces in using the earth will be examined. For example, earth processes (earthquakes, floods, land slides, volcanism) earth resources (metals, water, hydrocarbons), engineering properties of geological materials and land use in urban development will be stressed.
THREE HOURS
THARIN SPRING SEMESTER

109. ENVIRONMENTAL GEOLOGY LABORATORY - A course designed to accompany Geology 108 and to familiarize the student with contemporary problems in the environment using the tools of the geologist. Several laboratories will be held in the field examining problems and collecting data and materials for analysis. Pre-requisite: Geology 108; may be taken concurrently.
ONE HOUR
THARIN SPRING SEMESTER

115. PHYSICAL GEOLOGY - An introductory course in geology for science and mathematics majors. The physical and chemical development of the earth, and
GEOLOGY

processes acting to change the earth’s surface, the evolution of North America, and present day geological problems such as continental drift will be studied. Three lectures and one three-hour laboratory or field trip each week. One or more Saturday field trips will be required. Prerequisites: Physics 121, Chemistry 111, or consent of Geology Department.

FOUR HOURS  STAFF  SPRING SEMESTER

116. 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.

THREE HOURS  HOLST  FALL SEMESTER

117. OCEANOLOGY AND LIMNOLOGY LABORATORY - A course designed to accompany Geology 116 and to familiarize the student with the process active in large bodies of water. Several laboratories will be held on Lakes Macatawa and Michigan and along their shores. Prerequisites: Geology 116 (may be taken concurrently).

ONE HOUR  HOLST  FALL SEMESTER

201. GEOLOGY IN COLORADO - An introductory course designed to acquaint both majors and non-majors with geologic features and processes as they can be observed in Colorado. Emphasized will be topics such as erosion and deposition by rivers, glaciers and wind, the study of minerals, rocks, and ore deposits, and the development of geologic structure. Fifteen days will be spent in the field at a camp near Salida in Colorado’s Sawatch Mountains. No prerequisites.

FOUR HOURS  REINKING, THARIN  MAY, JUNE

231. MINERALOGY - An introduction to the crystallography and crystal chemistry of minerals with emphasis on the rock forming silicates. Laboratory periods will be devoted to the study of minerals by various methods, including microscopic and X-ray techniques. Three lectures and one three-hour laboratory per week. Prerequisites: One semester of chemistry (may be taken concurrently) or consent of instructor.

FOUR HOURS  REINKING  FALL SEMESTER

232. 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. Two lectures and two two-hour laboratories each week. Prerequisites: Geology 231 and either Geology 101, 115, or 201.

FOUR HOURS  REINKING  SPRING SEMESTER

235. STUDIES IN LAND USE - An examination of the concept of land use planning and the role of scientists in the planning process. Planning based on the natural capabilities of the land will be emphasized and those geologic characteristics which influence man’s use of the land will be discussed. The course will also examine the role of scientists in the planning process and their responsibilities both as scientists and citizens. Laboratory will involve case studies of several areas.

THREE HOURS  REINKING  SPRING SEMESTER
246. CHEMISTRY AND GEOLOGY FOR ELEMENTARY TEACHERS - A course designed to introduce the prospective elementary school teacher to the geological and chemical sciences appropriate to elementary education. Topics include materials of the earth, processes which act to change the earth's surface, and an examination of the atmosphere and weather, concepts of chemical reactions and physical and chemical properties of matter. This course is open only to prospective elementary teachers and they are expected to fulfill their college science requirement with this course unless excused by the chairman of the Education Department. Same as Chemistry 246. Lecture 5 hours per week including 1 hour of laboratory. Prerequisites: None.

FIVE HOURS

STAFF SPRING SEMESTER

251. STRUCTURAL GEOLOGY - The study of rock deformation stressing the nature, origin, analysis and classification of deformed rocks. Three hours of lecture and one three-hour laboratory each week. One or more weekend field trips may be required. Prerequisites: Geology 101 or 115, and Mathematics 121 or 131. (Alternate years: will be offered in 1978.)

FOUR HOURS

HOLST FALL SEMESTER

255. 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, will be offered in Fall, 1978.)

FOUR HOURS

REINKING FALL SEMESTER

295. TOPICS IN GEOLOGY - An investigation in depth of a series of topics selected to give additional perspective to the beginning geology major. Clear writing and oral presentation will be stressed. Required of all geology majors.

ONE to THREE HOURS

BONEM FALL SEMESTER

334. HISTORICAL GEOLOGY - A study of the earth and of its physical and biological evolution. Three lectures and one laboratory each week. Prerequisite: Consent of instructor. (will be offered in 1979)

FOUR HOURS

BONEM FALL SEMESTER

341. REGIONAL FIELD STUDY - An investigation in the field of the general geology of an area such as the Mississippi Valley, the Southern Appalachians, the Gulf Coastal Plain, the Colorado Plateau, or the island of Jamaica, etc. One or more hours of lecture will be held each week prior to study in the field. Entire spring vacation or an extended period in the summer will be spent in the field. Final report required. Prerequisites: Geology 101 or 115 and consent of Geology Department.

ONE to THREE HOURS

REINKING SPRING SEMESTER

351. INVERTEBRATE PALEONTOLOGY - An introduction to the study of the fossil invertebrate phyla. Morphology, taxonomy, and ecology of fossils will be stressed and living representatives of the phyla will be used for comparison. Three lectures and three hours of laboratory each week. One or more Saturday field trip may be required. Prerequisites: Consent of instructor. (Will be offered in 1979.)

FOUR HOURS

BONEM SPRING SEMESTER

371. 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 trips may be required. Prerequisites: Consent of instructor.

FOUR HOURS

453. 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 232 or consent of instructor. (Will be offered in Fall, 1978.)

FOUR HOURS

THARIN FALL SEMESTER

490. SPECIAL PROBLEMS AND SEMINAR - A course designed to introduce the student to research. A research problem in an area of special interest will be nominated by the student, receive consent of instructor and be approved by the Geology Department before research begins.

ONE to THREE HOURS PER SEMESTER

STAFF ANY SEMESTER

495. STUDIES IN GEOLOGY - A course designed to allow a professor to instruct upperclass students in a special area of interest or research. Students will engage in extensive reading and/or research in the topic of study.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER
The story of man's past is vast and complex. No one masters it; yet no person can claim to understand the problems of the present and take constructive steps to create a better future without a reasonable understanding of the past that has helped shape him and his society. A key objective of the history department is to help all students attain a measure of this understanding. It also has a special responsibility in helping those students who wish to explore in greater depth some aspects of man's history and to become more adept at interpreting the past.

To accommodate this major student, the History department offers a wide variety of courses in U.S., European, Asian and Latin American history. Some courses are organized around time periods, for example, "Europe Between the Wars," or "America in the Twentieth Century"; others examine topics or issues, such as "Race in America" or "The European Enlightenment." The major student takes courses in a number of areas to acquire some breadth and overview, and then normally probes more deeply in advanced courses in a field of his special interest.

History staff members bring varied backgrounds and areas of specialization to their teaching. All have sustained their research interests through work in numerous foreign manuscript repositories and in the National Archives. Extended stays in Japan, the Soviet Union, Austria, England, and Yugoslavia help to assure both currency in scholarship and vitality in the classroom.

Current History majors also participate in the following activities:

- Feature writer for the "anchor", the student newspaper
- Participation in several of the Year Abroad programs - Junior Year in Beirut
- Summer seminar in Yugoslavia
- Summer and semester study program in Vienna
- Participant in the Philadelphia Program - a semester of study and work in the inner city.

History majors in past years have frequently found this study so fascinating that they have followed the trail into graduate schools, and into careers as professional historians - both as writers and teachers. Many have gone into law and the political arena. Some have entered the ministry. Among the interesting careers of recent graduates of the department are these:

- Director of a New England historical museum
- Administrative assistant to a U.S. Senator
- Free lance feature writer, with articles in Harpers and N.Y. Times
- Historian for the U.S. Marine Corps
- Editorial staff, the international beat, for a metropolitan newspaper
- Bureau chief for Newsweek magazine
- Law practice

* on leave 1977-78.
** on leave first semester, 1977-78.
History

To accommodate the broad range of interests and career goals of its majors, the history department offers a two track major program.

I. 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, Political Science, Sociology, Digital Computer or Foreign Language at or beyond the intermediate level. 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 in non-Western history; 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. Majors planning to study mainly the history of areas other than the United States are strongly urged to spend a summer, semester, or year of study in the geographic area of their concentration. A major in Ancient Civilization combining work in History, Classical Languages, Art and Philosophy courses is available. Please see requirements under the Department of Classics. History 130, 131 or 150, 151 are normally recommended to students who want to take only the required three-hour course needed to fulfill the Cultural Heritage Requirement.

II. COMPOSITE MAJOR IN HISTORICAL STUDIES: For the student whose career plans do not aim at becoming a professional historian, either at the college or high school level, a minimum of 36 credits is required, 18 credits in history and 18 in other disciplines that correspond to his or her particular needs and interests. At least 18 of the total 36 credits must be earned in courses at the 300 level or above. Credits earned in introductory courses and in courses used to fulfill the college core requirement, excepting the introductory history course, cannot be applied to the major program. The 18 credits in history must be distributed as follows: 3 credits in American history, 3 credits in European history and 3 credits in either a history seminar or an independent study course in which a major research paper is required. The remaining 9 credits in history and the 18 non-history credits will be determined by the individual needs of the student after consultation with his advisor. To take full advantage of this individualized approach to the major program, it is in the best interest of the student to apply for acceptance as a major by the end of the sophomore year.

130. INTRODUCTION TO ANCIENT EUROPEAN CIVILIZATION - The course will focus on significant developments in ancient European history from its Greek origins through the Renaissance. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement.

THREE HOURS STAFF BOTH SEMESTERS

131. INTRODUCTION TO MODERN EUROPEAN HISTORY - The course will focus on significant developments in modern European history from the Renaissance to our own time. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement.

THREE HOURS STAFF BOTH SEMESTERS

150. INTRODUCTION TO U.S. HISTORY, 1607-1877 - The course will focus on significant developments in U.S. history from colonization through Reconstruction. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement.

THREE HOURS STAFF BOTH SEMESTERS
151. INTRODUCTION TO MODERN U.S. HISTORY, 1865 TO THE PRESENT - The course will focus on significant developments in U.S. history from the Reconstruction period to the present. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement.

THREE HOURS STAFF BOTH SEMESTERS

210. THE GREEK WORLD - Historical development and civilization of Greece from prehistoric through classical and Hellenistic times. The recent unfolding of Greek beginnings, the artistic brilliance of Minoans, Homeric warfare, Greek age of exuberance on Cyprus, explosion of reason and culture, development of the polis, Athenian democracy and imperialism, threat of hybris, "oecumene" of Alexander the Great.

THREE HOURS STAFF FALL SEMESTER

215. THE ROMAN WORLD - The course follows the expansion of Rome from a small village to ruler of an enormous empire. It considers the growth of Roman institutions and culture during the Republic and Empire periods and speculates on the causes and significance of the disintegration of the greatest empire of the ancient world had known.

THREE HOURS STAFF SPRING SEMESTER

220. THE MIDDLE AGES - A survey of the rise, flowering, and decline of the Western Medieval world from the reign of Constantine to the Renaissance. Alternate years, 1977-78.

THREE HOURS FRIED FALL SEMESTER

232. HISTORY OF RUSSIA FROM KIEV THROUGH CATHERINE II - This course traces the development of the Russian state from its Kievan origins through the reforms of Peter the Great and the enlightened despotism of Catherine the Great. Emphasis is placed on geographic, economic, and political factors in the growth of the Russian empire. Alternate years, 1977-78.

THREE HOURS PENROSE FALL SEMESTER

240. ENLIGHTENMENT AND NATIONALISM IN EUROPE: 1689-1914 - This course will examine European history in the 18th and 19th centuries. The central theme of the course will be the way in which ideas influenced the course of history. Particular emphasis will be placed on the ideas of the Enlightenment, Romanticism, and Nationalism, and on the ways these ideas were related to the revolutions, wars and political changes of the period. Alternate years, 1977-78.

THREE HOURS PETROVICH SPRING SEMESTER

242. TWENTIETH CENTURY EUROPE - This course examines the changing political, economic, social and intellectual climate during and after the two world wars. Special emphasis is placed on the interrelationships between the world of the intellect (literature and philosophy) and the world of politics. The changing social structure of Europe is also considered.

THREE HOURS PETROVICH SPRING SEMESTER

250. RECENT AMERICA - This course attempts an analysis of the intellectual and political response by twentieth century America to the ravages and rewards of technology and the older agonies of racism and poverty. To develop this analysis there will be a detailed study of the following topics: The intellectual disillusionment and political reaction of the 1920's; the radical thought and pragmatic reforms of the
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New Deal; the sources of anxiety and consensus politics in the post World War II era; and, the challenge to the American liberal tradition in the 1960's and 70's.

THREE HOURS

260. HISTORY OF LATIN AMERICA - The aim of this course is to survey the intellectual, social and political traditions of the twenty nations of this hemisphere south of the Rio Grande. From this review it is hoped that the student might acquire an appreciation for a rich and colorful cultural tradition that is poorly understood and too often neglected by North Americans. A further and related purpose is to acquaint the student with the historical development of the political culture of Latin American societies and attempt to explain the causes of social and political instability in this area. History majors seeking to fulfill the departmental requirements for majors may count this course as either European or American history. Alternate years, 1977-78.

THREE HOURS

268. HISTORY OF ANCIENT CHINA - China's political, economic, social and intellectual development up to the Manchu conquest. Alternate years, 1978-79.

THREE HOURS

269. HISTORY OF JAPAN UNTIL MODERN TIMES - The origins and development of Japanese culture and social forms up to the Meiji Restoration of 1868. Alternate years, 1977-78.

THREE HOURS

271. HISTORY OF EAST ASIA IN MODERN TIMES - The political, economic, social and intellectual history of China will be covered from the Manchu conquest of the seventeenth century through the present. The reasons why China entered the modern world through revolutions ending in a communist state will be contrasted with Japan's evolution as an industrialized nation. Alternate years, 1978-79.

THREE HOURS

295. STUDIES IN EUROPEAN, AMERICAN, OR NON-WESTERN HISTORY - These courses are designed to allow students to study geographic areas, historical periods, or particular issues not normally covered in the formal courses offered in the history department. In each course a professor will present lectures in his area of particular interest and students will engage in guided reading and research under his supervision.

ONE, TWO or THREE HOURS

310. THE GREEK WORLD SINCE CLASSICAL TIMES - The course attempts to trace the Greek world from the disintegration of ancient Greece to today. It will consider how ancient Greece has influenced western civilization intellectually and culturally during medieval and modern history. Major emphasis will be placed on the Byzantine period, from the fourth to the fifteenth century. Alternate years, 1977-78.

THREE HOURS

330. 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, 1978-79.

THREE HOURS
331. 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, 1978-79.

THREE HOURS

333. ENGLISH LEGAL AND CONSTITUTIONAL HISTORY - The development of Anglo-Saxon legal and constitutional theory and institutions from Magna Carta to the present. The decisive stages in their development of common law and constitutional law will be examined in their historical context. Alternate years, 1977-78.

THREE HOURS

334. MODERNIZATION OF ENGLAND - English history from the seventeenth century Civil War to the present will be analyzed with special attention to the development of a value system, a commercial system, and a governmental system which has provided prototypes for other nations. Constitutional government, electoral procedures, the Industrial Revolution, entrepreneurship, liberalism and socialism will be examined in the light of their role in creating modern English society. Alternate years, 1977-78.

THREE HOURS

335. HISTORY OF THE SOVIET UNION - The revolutionary origins of the Soviet state to the USSR in the modern world. Emphasis on three areas in inquiry: the revolutionary movement until 1917, the consolidation of Soviet power, the Soviet Union in world affairs.

THREE HOURS

338. FOREIGN POLICY OF RUSSIA AND THE SOVIET UNION, 1801-1970's - This course is a descriptive and analytic study of the main components of the foreign policy of tsarist Russia and the socialist Soviet Union. Among the factors that will be treated as shaping Russian and Soviet foreign policy are the following: geography, historical background, economic forces, ideological postulates, military policies and domestic politics.

THREE HOURS

339. HISTORY OF THE BALKAN STATES - The development since 1815 of Albania, Bulgaria, Greece, Rumania, and Yugoslavia will be studied in this course. Against the background of Eastern Europe during the 1940's and 50's, and the background of the "Third World" in the 1960's, there will be analyzed the processes of Balkanization and polycentrism. Alternate years, 1977-78.

THREE HOURS

342. THE RENAISSANCE IN EUROPE - Particular attention is given to the interaction of political and artistic developments in Italy, France, England and German territories from the fourteenth through the sixteenth centuries. Alternate years, 1977-78.

THREE HOURS

350. THE COLONIAL EXPERIENCE IN AMERICA, 1607-1789 - This course deals with the process by which Europeans became Americans. It focuses upon the interaction between the European heritage and the American environment, and seeks to explain how and why the English colonists became a people so distinctive...
History

that they ultimately staged a revolution to assert their independence. Alternate years, 1978-79.

THREE HOURS  COHEN  FALL SEMESTER

351. THE FOUNDATIONS OF THE AMERICAN NATION, 1789-1848 - Beginning with the start of the American nation under the Constitution, this course traces the growth and development of the United States through the Jacksonian era. Major themes include nationalism, expansionism, sectionalism, and the "rise of the common man." Alternate years, 1978-79.

THREE HOURS  COHEN  SPRING SEMESTER

352. CIVIL WAR AND RECONSTRUCTION: THE MIDDLE PERIOD IN AMERICAN HISTORY, 1848-1877 - This course seeks to explore the origins, developments and consequences of the American Civil War and of the period of Reconstruction which followed. While major emphasis will be placed on the sectional crisis and its results, other themes such as industrialization, reform, and diplomacy will also be covered. Alternate years, 1977-78.

THREE HOURS  COHEN  FALL SEMESTER

353. 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. Offered when feasible.

THREE HOURS  STAFF  FALL SEMESTER

354. AMERICAN CONSTITUTIONAL HISTORY, 1787-PRESENT - The historical development of the United States Constitution from its inception to the present. Emphasis will be placed on the interrelationship between the evolution of the Constitution and the changing needs of American society. Alternate years, 1977-78.

THREE HOURS  STAFF  SPRING SEMESTER

355. UNITED STATES FOREIGN POLICY - This course traces the development of United States foreign policy from the Spanish-American War to the present. It is in this period that the United States emerged as a great world power and moved to stage center during World War II. The aim of this course is to explain how this new framework in which diplomacy was conducted, reshaped the American response to the traditional forces influencing its foreign policy. As national power increased, so too did responsibility for the international order. The problem confronting American policy makers in the 20th century has been to determine if and to what extent American power had to be directly employed in the several crises that have threatened the nation's interest and security and impeded the realization of its ideals. Alternate years, 1978-79.

THREE HOURS  CURRY  FALL SEMESTER

356. AMERICAN SOCIAL HISTORY - The course seeks to consider the patterns and problems in American society. Among the topics for special consideration will be: immigration, Black 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. Offered when feasible.

THREE HOURS  STAFF  FALL SEMESTER

357. 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. Offered when feasible.

**THREE HOURS**  
**STAFF**  
**SPRING SEMESTER**

**358. THE TWENTIES AND THIRTIES IN AMERICA, 1919-1939** - This course will treat the intellectual and cultural life of the United States from 1919-1939. The purpose of the course is to show the impact of the critique of American popular culture generated during the 1920’s on New Deal reforms in the 1930’s. A further purpose is to show that in most important respects the criticisms of American life associated with the counter-culture of the 1960’s were anticipated by the intellectuals in the 1920’s. Alternate years, 1977-78.

**THREE HOURS**  
**CURRY**  
**FALL SEMESTER**

**490. 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**  
**ANY SEMESTER**

**495. 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**  
**ANY SEMESTER**
The Department of Interdisciplinary Studies reflects an aspiration in western cultural history as old as the ancient ideal of "seeing life clearly and seeing it whole" and as new as the Post-Einsteinian twentieth-century's concern for synthesis. It seeks to identify methods which have proved fruitful to students from varying disciplines (for instance, bibliographic techniques or off-campus internships) and content which belongs to no one department exclusively but is of interest and concern to several (such as the city, work, individualism, community, the natural world, minority cultures, etc.). Moreover, it provides a meeting place for specialists from the physical and social sciences and from the humanities in which integrated efforts can be directed to answer those large questions raised by modern specialization: given particular knowledge of the phenomenon of man and his natural, social, and cultural worlds, what are or can be human or humane expectations for the particular enterprise of education and the general enterprise of life? What are the questions which, after the data has been gathered from disparate departmental areas of inquiry, remain to challenge the liberally educated man in the twentieth century and beyond? Having mastered some of the specifics, for example, of modern biology or psychology, economics or history, how does the contemporary student see the relationships between his newly acquired expertise and his larger human and Christian vocation? What, for instance, is the relationship between what he knows about factors contributing to environmental pollution and the Judeo-Christian injunctions to righteousness and love? What assumptions are at the base of modern secular inquiry, or social behavior, or educational methodology which challenge the citizen of "the global village" to think beyond himself, his specialization, and his traditions to questions of a broader, integrative nature?

IDS courses are issue or experience oriented, providing occasions for faculty and students from throughout the college to engage in dialogue, research, and practice across departmental or professional boundaries. Team-teaching, discussion, personalized reading components, and individual responses are emphasized and encouraged.

While no major is offered in Interdisciplinary Studies, and courses are staffed by faculty from throughout the college, majors and faculty from all disciplines are invited to engage in the cross-disciplinary inquiry that distinguishes IDS offerings.

111. FRESHMAN COLLOQUIUM ON THE SCHOLAR IN AMERICA - This course seeks to examine the nature and role of intellectual activity in American culture. Through lectures, readings, and discussion with productive scholars, the student will confront attitudes past and present about scholarly activity in America. Open to Freshman Presidential Scholars and other Freshman students subject to permission of instructor.

TWO HOURS STAFF FALL SEMESTER

113. 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
Interdisciplinary Studies

formally disciplined study of any one of the major facets of the human enterprise begins, some major questions have been explicitly or implicitly faced and some major commitments made. The course takes its cues chiefly from contemporary thought in ethics, philosophy of religion, philosophy of science, etc.

THREE HOURS

115. PRINCIPLES OF BIBLIOGRAPHIC RESEARCH - Through the study of major reference sources, this course focuses on the methodology needed to do independent investigation. Bibliographic method and organization in the major liberal arts disciplines will be examined, drawing upon college-wide faculty expertise, with the purpose of applying concepts for effective retrieval of information within these disciplines. Each student will have an individualized project in the field of his own choosing. No prerequisites.

TWO HOURS

231. STUDIES IN WESTERN CIVILIZATION I - Investigation of a selected theme or problem in Western culture, from its beginnings, through literature and other primary documents surveyed in a context of intellectual history.

FOUR HOURS

232. STUDIES IN WESTERN CIVILIZATION II - Continuation of IDS 231 down to the present.

FOUR HOURS

Both semesters of the same variant of IDS 231-232 (8 hours) fulfill 9 hours of the 12-hour Cultural Heritage Core Requirement: Development of Western Culture (6 hours) and An Exploration In Depth of a Segment of Man's History (3 hours).

270. THE HISTORY, SOCIOLOGY AND CULTURE OF JAPAN - A multi-media survey of Japanese history, social structure and arts. Through films, slides, tapes and lectures this course will analyze how the cultural heritage of Japan reveals the values, social structures and history of the Japanese people.

TWO or THREE HOURS

295. SPECIAL TOPICS - Study of an area in Interdisciplinary Studies not covered in the regular course listings. Offered occasionally as student and teacher interest requires and scheduling permits. Topics offered during 1975 include "Working" and "The Haves and Have Nots."

TWO to FOUR HOURS

Internship Programs

Hope College offers its students a variety of "real world" internships through the programs described below. Building on the student's prior academic training, these programs blend theory and practical experience, asking the student to apply newly gained knowledge in a confrontation with the complex worlds of the city, government, fine arts, education, business, industry, and professions. All participants attend supervisory or integrating seminars and have faculty, supervisors, or "masters" with whom they are in close touch throughout the internship.

IDS 305-06: The Community Semester Program

For students who wish to remain on campus while interning with a community agency, organization, or professional, the Community Semester Program offers an
opportunity to integrate a professionally oriented work experience with an on-going academic program.

305. THE COMMUNITY SEMESTER SEMINAR - Offered as student interest and faculty availability permit, this seminar provides the interdisciplinary core for the Community Semester Program which combines practical involvement in a community project with informed interpretation of the experience. Each student is expected to produce some kind of documentation of his participation in the seminar, for instance, a written report, statistical study, summary of scientific research, or physical models of a design plan. Although students will work at individualized projects, there will be a common core of reading for all participants and an ongoing exchange of verbal responses to reading and field experience. For details, see department chairman.

THREE to FOUR HOURS STAFF FALL SEMESTER

306. COMMUNITY SEMESTER PROJECT - A condition for acceptance into the Community Semester Program will be the possibility of the student being placed in a project related to work of an agency, organization, or professional in the community. This project should allow the student to have a sense of participation in a decision-making process searching for a solution to a problem. Both the limits and the opportunities of each project should be defined before it is accepted for the program. The supervisor of the project should have the right to expect that the student will make a contribution beneficial to that supervisor's work. This project should not be work so routine that it would not allow the student scope for a creative approach to finding solutions. The supervisor will guide the student to books, research, and personal contacts that would be helpful to the finding of solutions, as well as to supply several reports about the supervisor's project. The student in turn will write several reports about the supervisor's role. A Hope College faculty-sponsor will confer weekly with the student and guide the student to research that would help him interpret his project and will evaluate the degree to which the student had taken advantage of these resources. The Hope College coordinator of the Community Semester Program will conduct periodic conferences with the supervisors, student, and sponsors about the projects. Prerequisites: junior or senior standing with most college core requirements completed, and at least nine hours completed towards a departmental major. IDS 305 must be taken concurrently.

SIX HOURS STAFF SPRING SEMESTER

311. THE OAK RIDGE SCIENCE SEMESTER - The program is designed to give students an opportunity to spend half-time in scientific research activities and half-time studying under the guidance of GLCA faculty in residence. In addition, students are exposed to the wealth of resources available at the Oak Ridge installation. The ORNL staff supervises individual research projects in areas which match the interest and competence of the student. GLCA faculty arrange seminars and formal courses in their specific areas. Participating students may receive a maximum of 15 hours under Interdisciplinary Studies 311, or may replace a portion of this credit by credit assigned to specific courses in the Departments of Biology, Chemistry, and Physics. Approval for Oak Ridge Science Semester in a Department other than that of Interdisciplinary Studies must be obtained in advance by the Chairman of the Department in which this credit is sought.

FIFTEEN HOURS (MAXIMUM) STAFF FALL SEMESTER

349. APPRENTICESHIP IN WRITING - Ordinarily to be taken in conjunction with
an off-campus internship program, this course provides para-professional writing opportunities in such areas as government, publishing, news media, business, law, industry, medicine, engineering, etc. At least one of the following prerequisites: English 213, Communications 255, 256, or permission of the chairman. Following consultation and in conjunction with his off-campus supervisor, each applicant for this internship is required to submit a contract proposal which stipulates the features of the program he plans to pursue: what sorts of evidence of his performance he intends to submit; a time schedule for submitting evidence; and the criteria on which his performance is to be evaluated. Acceptance of the contract proposal by the IDS chairman is required before the student registers for the course.

EIGHT HOURS (MAXIMUM)

IDS 351-364: The Philadelphia Urban Semester Program

The Philadelphia Urban Semester provides an off-campus educational opportunity for faculty and students: to investigate and analyze a city as a system of human interaction; to blend theory and experience in a professional, academic, and stimulating environment; to acquire understanding of at least one field of work; to identify and develop skills in that field; to develop personally, socially, and responsibly in an urban environment. Students must be full time participants in the program and carry a minimum of 12 semester hours or a maximum of 16 semester hours. Both semesters.

IDS 351. URBAN FIELD STUDY - Students intern four days a week with professionals in well-supervised placements within agencies, schools, community groups and programs. All placements are complementary to academic disciplines and areas of interest. Required of all Urban Semester students not taking 470U, 480U, 485U.

EIGHT HOURS (MAXIMUM)

IDS 352. CITY SEMINAR - Students and staff participate in the City Seminar to examine urban life and patterns of interaction. A variety of learning resources are used to explain behavior in the city, such as personal experiences, studies and theories of social science researchers, and data systematically collected by students themselves. Required of all Urban Semester students

FOUR HOURS (MAXIMUM)

IDS 360. STUDIES OF URBAN ISSUES - Studies concentrating on psychological, sociological, and political areas of urban society. The topics for this course vary, and some of those offered recently have been: Research, Methodology; Social Science Methods, Tools, and Skills; Urban Anthropology; Social Work, and Modular Studies. Elective.

FOUR HOURS (MAXIMUM)

For those students in the Philadelphia Urban Semester Program who wish to enroll for an urban teaching internship, the following education courses are available:

Educ. 365U. STUDIES IN URBAN EDUCATION - This tutorial course introduces students to theories, problems, and skills essential for the education of elementary and secondary students in an urban environment. Elective.

FOUR HOURS.

Educ. 470U. STUDENT TEACHING IN THE URBAN ELEMENTARY SCHOOL
Interdisciplinary Studies

- Student teaching, supervised by faculty members of the urban semester, is done in cooperation with the public schools of the City of Philadelphia. Students must apply for student teaching during the second semester of their junior year.

EIGHT HOURS (MAXIMUM)

Educ. 480U. STUDENT TEACHING IN THE URBAN SECONDARY SCHOOL - Student teaching, supervised by the faculty members of the Philadelphia Urban Semester, is done in cooperation with the school systems of Philadelphia. Students must apply for student teaching during the second semester of their junior year.

EIGHT HOURS (MAXIMUM)

Educ. 485U. STUDENT TEACHING IN ELEMENTARY AND SECONDARY SCHOOLS - Student teaching, supervised by the Department of Education, is done in cooperation with several school systems in the city of Philadelphia. Experience is provided in both the elementary and secondary level, enabling students majoring in art, music, and physical education to obtain K-12 certification. Students must apply for student teaching during the second semester of their junior year.

TEN HOURS (MAXIMUM)

None of the above courses is intended to replace either departmental or core requirements, but may do so by special arrangement (e.g., student teaching).

IDS 371. The Chicago Metropolitan Semester Program

Examining both suburban and urban characteristics of metropolitan life, this program emphasizes the challenge which the modern city presents to today’s and tomorrow’s Christian. Through seminars and apprenticeships throughout the metropolis, students acquire knowledge of the complexity of human, social, political, economic, historic, and esthetic features of city life in an effort to hone their personal values and prepare them to cope with the urban reality which will be the inevitable locale of many of their lives.

The purposes of the program are to give students a greater understanding of the problems of a metropolitan society, develop skills and competencies in an area of work that is related to their career plans, and to develop a greater understanding of themselves as persons. The program emphasizes action, reflection and thinking, feelings and values. The curriculum consists of an internship in some institution or agency, a series of seminars, and an independent research project. Students must be full time participants in the program and carry a maximum of 16 semester hours.

371. THE METROPOLITAN SEMINAR – The Metropolitan Seminar has two major goals: 1) To have students develop their understanding of the metropolitan environment, and 2) to increase their positive value attitudes toward the metropolitan environment. The goals deal with both thinking about and feelings toward the city. How do the structures and functions (institutions) and spirit (values) of a metropolitan city affect the lives of the people in it? The seminar is designed to capitalize on the human and physical resources of the metropolitan area and will not overlap any more than is necessary with what students can better learn in their home colleges.

THREE HOURS
372. THE BEHAVIORAL SCIENCE RESEARCH METHODS SEMINAR - This seminar proposes to 1) assist the student to gain a working knowledge and understanding of the basic research methods used in the disciplines of the social sciences, 2) enable the student to apply these methods to the urban setting in which he/she is currently living and working, and 3) guide the student in reflecting on these scientific procedures for looking at reality as he/she relates to his/her life as a Christian person.
THREE HOURS

373. VALUES SEMINAR - The goals of the Values Seminar are to enable students to 1) gain an increasing awareness of their own values, 2) become more sensitive to the values of others, 3) analyze selected societal values and issues, 4) identify value conflicts in actual life situations, and 5) make decisions which relate value structures to everyday life.
THREE HOURS

374. METROPOLITAN INTERNSHIP - Work internships are supervised both by staff members from the Metropolitan Center and by the Professional field supervisor on the job. The technical supervision on a day-by-day basis will be done by the field supervisors. Metropolitan Center staff members will help students relate their work to their goals, to the overall goals of the program, and to other kinds of activities of the program.
EIGHT HOURS (MAXIMUM)

375. INDEPENDENT STUDIES - For students who need to do a special study because of special circumstances in their academic program.

IDS 376. SEMINAR ON FINE ARTS IN THE CITY - An intensive exploration of the rich variety of fine art forms influenced by and available in the city with emphasis on their historical development. It uses a broad range of field experiences supported by reading, writing, classroom discussion, and presentations by recognized authorities.
THREE HOURS

IDS 377. SEMINAR ON HUMANITIES IN THE CITY - An intensive exploration of the literature, history, philosophy, and religion of the city. It uses a broad range of field experiences, supported by reading which interprets the city in a given historical period. The social philosophy and the religious forces which prevailed in these periods will also be examined.
THREE HOURS

The New York Arts Program

Hope College students may take a semester during their sophomore or junior year in New York as part of the Great Lakes Colleges Association Arts Program. New York City's unique resources - for instance, its museums, the Lincoln Center of Performing Arts, professional theatres, lecture series, etc. - make possible an experience of the legacy of American art as well as its dynamic present.

IDS 389. Provides a means for students who wish to develop a program integrating experience in two or more of 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
Interdisciplinary Studies

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 program 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.

See also: Art 389, English 389, and Theatre 389.

The Washington Semester Program

This program introduces students who have excelled in a variety of disciplines to the process of national government and politics in the setting of the nation's capital. Twelve students, selected from superior departmental majors, will attend bi-weekly seminars; take interviews with lobbyists and members of the legislature, executive, and judicial branches of government; and participate in internships of several kinds, in an effort to build skills related to future vocations for which their majors have prepared them. For further information, see page 235.

IDS 349. May be used as a module in the program which is tailored to each student's vocational interests.

Senior Seminars

The following IDS courses may be elected to fulfill the college Senior Seminar requirement or as electives. For course descriptions and further requirements, see the departmental listing for Senior Seminar. These courses are open only to second-semester juniors and seniors, unless prior written consent has been granted by the IDS director.

401. CHRISTIANITY AND CONTEMPORARY CULTURE - Same as Senior Seminar 401.
   THREE to FOUR HOURS  STAFF BOTH SEMESTERS

402. CHRISTIANITY AND CONTEMPORARY LITERATURE - Same as Senior Seminar 402.
   THREE to FOUR HOURS  STAFF BOTH SEMESTERS

403. STUDIES IN CONFLICT AND PEACEMAKING - Same as Senior Seminar 403.
   THREE to FOUR HOURS  STAFF BOTH SEMESTERS

421. SCIENCE AND HUMAN VALUES - Same as Senior Seminar 421.
   THREE to FOUR HOURS  STAFF FALL SEMESTER

423. SCIENCE AND THE CHRISTIAN FAITH - Same as Senior Seminar 423.
   THREE HOURS  STAFF SPRING SEMESTER

IDS 437. PROBING VALUES - Same as Senior Seminar 437.
   THREE to FOUR HOURS  STAFF BOTH SEMESTERS

Readings and Research

490. INDIVIDUAL STUDY - An individual research project, investigating some
Interdisciplinary Studies

topic in depth and culminating in a paper that demonstrates interdisciplinary scholarship and independent thought. Students who meet the Honors Project eligibility and present a paper that meets the standards established will have the course recorded as an Honors Project. May be repeated for additional credit, with a different project. Not limited to the senior level. Prerequisite: departmental acceptance of application (forms available in department office).

THREE to FOUR HOURS

491. CONTRACT CURRICULUM - This course is specifically designated to cover Contract Curriculum programs. See pgs. 93-95.

495. ADVANCED STUDIES - A seminar in some field designated by the department in consultation with faculty. Preparation and presentation of research papers are central to the course. Offered occasionally as student interest and faculty availability permit.

THREE to FOUR HOURS
The mathematics program includes courses in mathematical analysis, algebra, and statistics as well as a number of courses with a computer-science orientation.

A principal offering of the department is a major in mathematics with computing emphasis. This program is unique and flexible; it not only provides the student with knowledge about computers, but also allows him to pursue studies in the application of computers to the solution of mathematical problems. In addition, it provides some students with the opportunity to work in a computer center or to work with faculty members on special computer-oriented projects. A Xerox Sigma 6 Computer gives students access to a large batch and time sharing computer system.

Recent research projects were conducted by students with faculty members in the areas of:

- computer simulation
- computer art using parametric equations
- statistics
- operations research
- graph theory

The department continues to offer a strong program in mathematics which prepares a student for graduate school in leading universities in this country. Students with immediate vocational interests have found that the mathematics major provides an excellent background for a position in industry, teaching, business, or government.

All courses except Mathematics 100 and Mathematics 205 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.

MATHEMATICS MAJOR: A major in mathematics consists of a minimum of 30 hours of mathematics courses. Nine hours from courses numbered 300 or above including 341 are required. Courses 100, 127, 210 and 212 may not be counted toward a major. Physics 121, 122, 223 are recommended. It is suggested that prospective secondary teachers include 180, 240, 351, 361, and 362 in their programs. All majors should consult a departmental advisor.

MATHEMATICS MAJOR WITH COMPUTING EMPHASIS: A major in mathematics with computing emphasis consists of a minimum of 12 hours of mathematics courses beyond calculus including 240 and three courses numbered higher than 240 but excluding 321. In addition, at least 15 hours of computer science courses are required including 372 and 375. All majors are also required to complete 18 hours of work in some area where the computer is applicable. Prospective secondary teachers should include Math 321, 341, and 351 in their programs. The student's program will be designed by the student in consultation with his academic advisor.

* On leave 1977-78.
Mathematics Courses

100. THE NATURE OF MATHEMATICS - A study of mathematics for the liberal arts student. The role of mathematics is illustrated by topics selected from such areas as set theory, probability and statistics, geometry, algebra, calculus, and computers. Not open to students who have completed a course in mathematics with a higher number.

THREE HOURS STAFF BOTH SEMESTERS

121. SURVEY OF CALCULUS - A course in calculus for majors of business or social science. A study of basic calculus involving differentiation and integration of elementary functions and their applications to the social sciences. Prerequisite: Algebra and trigonometry. Alternate years 1977-78.

THREE HOURS STAFF SPRING SEMESTER

127. ENGINEERING DRAWING - An introductory course in orthographic projection, picture drawings, sections and normal views employing freehand sketching and drawing with instruments. Intended for pre-engineering students. Not to be counted for a mathematics major.

TWO HOURS STEKETEE FALL SEMESTER

128. 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: Mathematics 127, or a year of high school drawing. Alternate years 1977-78.

THREE HOURS STEKETEE SPRING SEMESTER

130. 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. Prerequisites: 2nd year algebra and plane geometry in high school. Not open to students who have completed Mathematics 121.

FOUR HOURS STAFF BOTH SEMESTERS


FOUR HOURS FOLKERT FALL SEMESTER

135. CALCULUS I - Functions, limits. Differentiation and integration of algebraic function. Introduction to calculus of transcendental functions. Applications of the derivative. Prerequisite: Mathematics 130 or equivalent.

THREE HOURS STAFF BOTH SEMESTERS


THREE HOURS STAFF BOTH SEMESTERS


THREE HOURS STAFF BOTH SEMESTERS
Mathematics

205. MATHEMATICS FOR ELEMENTARY TEACHERS I - A course designed for prospective elementary teachers. Topics discussed will include the language of sets, rudiments of logic, operations and properties of number systems, geometry. For prospective elementary teachers only.
THREE HOURS SHERBURNE FALL SEMESTER

206. MATHEMATICS FOR ELEMENTARY TEACHERS II - A continuation of Math 205. Topics discussed will include probability and statistics and further examination of number systems and geometry. In addition to two one hour lectures per week, a two hour laboratory will be held for demonstrations, and development of classroom techniques and materials. For prospective elementary teachers only. Prerequisite: Mathematics 205.
THREE HOURS SHERBURNE SPRING SEMESTER

210. 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, and analysis of variance.
THREE HOURS STAFF BOTH SEMESTERS

212. LABORATORY FOR INTRODUCTORY STATISTICS - The computer is used as a tool to aid in the learning and understanding of statistics. Experience given in the use of statistical analysis packages. Prerequisite or Co-requisite, Mathematics 210.
ONE HOUR DERSHEM, TANIS, WHITTLE BOTH SEMESTERS

233. INFINITE SERIES - A study of infinite series, power series, Taylor series and operations with series. Prerequisite: Mathematics 134 or Permission of Department Chairman. Will be discontinued after 1977-78.
ONE HOUR FOLKERT, TANIS BOTH SEMESTERS

THREE HOURS STAFF BOTH SEMESTERS

240. LINEAR ALGEBRA - Set theory, matrices and linear systems, vector spaces, determinants, linear transformations. Prerequisite: Mathematics 134 or Permission of Department Chairman.
THREE HOURS STAFF BOTH SEMESTERS

270. DIFFERENTIAL EQUATIONS - First order and higher order ordinary differential equations and introduction to partial differential equations. Numerical techniques including graphing for first and higher order equations using the computer. Prerequisite: Mathematics 134. Prerequisite or Co-requisite: Mathematics 233.
THREE HOURS SHURBURNE, VAN IWAARDEN BOTH SEMESTERS

273. ADVANCED CALCULUS - A study of applications of 3-dimensional vectors leading to line integrals, surface integrals, Green’s Theorem, Stoke’s Theorem, The Divergence Theorem. Prerequisite or Co-requisite: Mathematics 233.
THREE HOURS VAN IWAARDEN FALL SEMESTER
295. STUDIES IN MATHEMATICS - A course offered in response to student interest and need. Deals with particular mathematical topics which are not included in regular courses. Prerequisite: Permission of instructor or department chairman.

STAFF

ANY SEMESTER

321. HISTORY OF MATHEMATICS - This course is designed to give mathematics students in secondary education an opportunity to become acquainted with the various periods of mathematical development. Attention will be given to the early Egyptian-Babylonian period, the geometry of Greek mathematicians, the Hindu and Arabian contribution, the evolvement of analytical geometry since Descartes, the development of calculus by Newton and Leibniz, and non-Euclidean geometry. Some attention will be given to the methods and symbolisms used in problem solving during various periods of time. Alternate years 1978-79.

STEKETEE SPRING SEMESTER

323. TEACHING OF MATHEMATICS IN THE HIGH SCHOOL - Methods of teaching mathematics with emphasis on new approaches, curriculum changes, and trends in modern mathematics. Same as Education 323.

STEKETEE FALL SEMESTER

334. COMPLEX ANALYSIS - Algebra and geometry of complex numbers, analytic functions, complex integration, series, conformal mapping. Prerequisite: Mathematics 233, 273 or consent of Department Chairman. Alternate years, 1977-78.

VAN IWAARDEN SPRING SEMESTER

336. REAL ANALYSIS - A formal approach to limits, continuity, differentiation and integration. Attention is given to the proofs of theorems and the introduction of concepts which are not covered in Mathematics 133, 134. Prerequisite: Mathematics 134 and 233.

FOLKERT SPRING SEMESTER

341. ALGEBRAIC STRUCTURES I - An introduction to algebraic systems including a study of groups, rings, and integral domains. Prerequisite: Mathematics 240 or equivalent.

FALL SEMESTER


351. COLLEGE GEOMETRY - A modern approach to geometry for students with some background in calculus and an interest in secondary teaching. Attention is given to the role of axioms in elementary geometry and in the development of other geometries. Prerequisite: Mathematics 135 and junior standing or permission of Department Chairman. Alternate years 1978-79.

STEKETEE FALL SEMESTER

361. MATHEMATICAL PROBABILITY AND STATISTICS I - Concepts of probability, probability as relative frequency, random variables, probability density functions, cumulative distribution functions, mathematical expectation, mean, variance, confidence intervals. Lecture, three hours per week for three hours credit. Prerequi-
Mathematics

sites: Mathematics 134 and 233. Optional laboratory, two hours per week for an additional hour credit. Prerequisite: Mathematics (Computer Science) 180.

FOLKERT, TANIS FALL SEMESTER

362. MATHEMATICAL PROBABILITY AND STATISTICS II - Continuation of Mathematics 361 emphasizing statistics. Estimation, testing of statistical hypotheses, regression and correlation, analysis of variance. Lecture, three hours per week for three hours credit. Prerequisite: Mathematics 361. Optional laboratory, two hours per week for an additional hour credit. Prerequisite: Mathematics (Computer Science) 180.

FOLKERT, TANIS SPRING SEMESTER

434. ELEMENTARY TOPOLOGY - A systematic survey of the standard topics of general topology with emphasis on the space of real numbers. Includes set theory, topological spaces, metric spaces, compactness, connectedness, and product spaces. Prerequisite or co-requisite: Mathematics 336. Alternate years 1978-79.

STAFF SPRING SEMESTER

490. INDEPENDENT STUDY AND RESEARCH - Course provides opportunity for a junior or senior mathematics major to engage in an independent study project or a research project in an area of mathematics in which the student has special interest. Prerequisite: Permission of the chairman of the department.

STAFF

495. ADVANCED STUDIES IN MATHEMATICS - Offered as needed to cover topics not usually included in the other mathematics courses. A student may enroll for either or both semesters. Prerequisite: Permission of the chairman of the department.

STAFF

Computer Science Courses

See page 135.
The Music Department of Hope College has two aims - to supply the liberal arts student with an elective musical background which will assist him in being aware and appreciative of the growing musical heritage of civilization, and to train the student who wishes to make music his individual vocation. A student in the first group will find ample opportunity to enrich his musical knowledge by enrolling in the Introduction to Music course, in any of the Applied Music courses, or by means of membership in any of the music ensembles. A student in the second group, if he desires to teach music, can elect either the Bachelor of Music in Instrumental Music Education or the Bachelor of Music in Vocal Music Education degrees, permitting him to teach music from kindergarten through the twelfth grade; the degree will not be awarded until he has gained Michigan provisional teacher certification; 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. All students who major or minor in music may waive all or part of the Piano Proficiency requirement upon application to the Chairman of the Piano Faculty, and successful completion of a Piano audition.

Students enrolled in the music program at Hope College engage in a wide variety of experiences outside the classroom:
- many are directing choirs in area churches
- several are teaching private instrumental lessons
- some have organized combos and play in area night spots
- several instrumentalists play in the Grand Rapids Symphony

Graduates of the Music Department are currently serving as:
- a teacher of musicology at a major university
- a first hornist in the New York Philharmonic Orchestra
- as librarian at the Sibley Library in the Eastman School of Music
- director of music at a prominent Pennsylvania church
- teachers in various elementary and secondary schools
- a leading baritone in a prominent Eastern opera company
- a soprano in a German operatic company

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 of 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. In the second semester of the

*On leave 1977-78.
Music

Freshman year a student will fill out an intent to major form, be evaluated by the department, and counseled appropriately. Formal application for majoring takes place at the close of the sophomore year.

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

Music 111, 112 6 hours
Music 101 3 hours
Music 300 2 hours
Ensemble 2 or 3 hours
Applied Music 6 or 7 hours
1st year Piano Proficiency, or four hours

TOTAL: 20 hours

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

Music 111, 112 6 hours
Music 101 3 hours
Music 370 or 375 3 hours
Ensemble 2 hours
Applied Music 6 hours
1st year Piano Proficiency, or four hours

TOTAL: 20 hours

BACHELOR OF MUSIC IN VOCAL MUSIC EDUCATION

Liberal Arts: Introduction to Liberal Studies (7), World Literature (6), Psychology 100 (3), Social Sciences (3), History (3), *Foreign Language (6), Religion (6), Mathematics (3), Science (4), Senior Seminar (3), Physical Education (2).


Performance: Applied Major area (16), Piano (8), or 2nd year Piano Proficiency, Music 344 (3), Ensembles (4), Music Electives (2). Applied Minor area - if the major applied is organ or piano, 4 hours of the minor area must be voice.

Professional Education: Education 220 (4), 360 (4), 500 (3), 485 (10), Music Education 300 (2), 375 (3), 491 (2).

Total: 27 hours

Grand Total 135 hours

BACHELOR OF MUSIC IN INSTRUMENTAL MUSIC EDUCATION

Liberal Arts: Same as program above.


Total: 32 hours

*This requirement is equal to first-year language proficiency.
†By advance placement, demonstration of proficiency, or by waiver, some students may complete the degree requirements in less hours than indicated. However, the minimum number of hours for graduation is 126.
Performance: Applied Major area (16), Piano (4), or 1st year Piano Proficiency, Music 333, 334, 335, 336, 341, Ensembles (4)  
Total: 32 hours

Professional Education: Education 220 (4), 360 (4), 500 (3), 485 (10), Music Education 300 (2), 491 (2), 370 (3).  
Total: 27 hours  
Grand Total 137 hours†

Every student whose major applied instrument is brass, wind or percussion is required to be a member of the band for a minimum period of three years.

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

BACHELOR OF MUSIC IN PERFORMANCE

Liberal Arts: Introduction to Liberal Studies (7), World Literature (6), History (3), Social Sciences (6), Science (4), Mathematics (3), *Foreign Language (6), Religion (6), Senior Seminar (3), Physical Education (2).  
Total: 46 hours

Basic Musicianship: 101, 111, 112, 211, 212, 311, 315, 321, 323, 325, 491. (In addition, organ majors must take Music 328 and 350, for five additional hours.)  
Total: 34 hours

Performance: Applied Major area (24), Applied Minor area (8), (Organ majors take 4), Music 341, 344, Major Applied Methods course, Ensemble (2), Electives (5).  
Total: 47 hours  
Grand Total 127 hours†

BACHELOR OF ARTS WITH A MAJOR IN MUSIC

The program for this major requires that the student apply for a major to the chairman of the department during his freshman year. The basic requirement in general studies is the core program. The chairman, or an advisor from the department, will work out a program of study to meet the major requirements and to ensure the development of a program which meets the individual needs and abilities of each student.

Major areas of study include the history of music, music theory and composition with a strong emphasis on performance. The degree basically will serve those students who plan to continue their music education in graduate or professional schools. Recommended programs are:

BACHELOR OF ARTS WITH A MAJOR IN MUSIC LITERATURE AND HISTORY

Liberal Arts:  
Total: 75 hours

Total: 42 hours

Applied Subjects: Piano — 8 hours  
Music Electives and Ensembles — 5 hours  
Total: 13 hours

Grand Total 130 hours

*This requirement is equal to first-year language proficiency.
†By advance placement, demonstration of proficiency, or by waiver, some students may complete the degree requirements in less hours than indicated. However, the minimum number of hours for graduation is 126.
**Music**

**BACHELOR OF ARTS WITH A MAJOR IN MUSIC THEORY**

Liberal Arts: 75 hours

Total: 40 hours

Grand Total 130 hours

101. INTRODUCTION TO MUSIC - Development of skills in listening intelligently to music, with emphasis upon the development of music as an art. May be taken in partial fulfillment of the College Cultural Heritage Requirement.

THREE HOURS STAFF BOTH SEMESTERS

Theoretical Courses:

111. THEORY I - For music majors and minors with emphasis on the fundamentals of music. The study of triads, intervals, key 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 FALL SEMESTER

112. THEORY I - Continuation of course 111. Introduces seventh chords, modulation, and the study of four-part writing. Dictation and keyboard drill are continued.

THREE HOURS CECIL, RIETBERG SPRING SEMESTER

211. THEORY II - Prerequisite: 111 and 112, 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 DAVIS FALL SEMESTER

212. THEORY II - Continuation of course 211.

FOUR HOURS DAVIS SPRING SEMESTER

213. COMPOSITION - A class designed for students with prior music composition background, especially those who are interested in becoming composition majors. The class will involve the writing of exercises, the completion of analytical assignments and free composition. Workshop performances of student compositions will be included. The course may be repeated. Prerequisite: Music 111, 112 or permission of instructor.

TWO HOURS STAFF BOTH SEMESTERS

295. STUDIES IN MUSIC - A lecture or seminar class in a special topic offered at the sophomore level.

TWO or THREE HOURS STAFF

300. 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. Junior and senior music majors only, others by permission of instructor.

TWO HOURS HOLLEMAN FALL SEMESTER
311. 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.

TWO HOURS  KOOIKER  FALL SEMESTER

312. FORM AND ANALYSIS - Continuation of course 311. Alternate years, 1978-79.

TWO HOURS  ASCHBRENNER  SPRING SEMESTER

315. COUNTERPOINT - A practice of the techniques used in eighteenth-century composition and a study of the style and literature of the period. Alternate years, 1978-79.

THREE HOURS  DAVIS  SPRING SEMESTER

321. 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 101 or consent of instructor.

THREE HOURS  SHARP  SPRING SEMESTER

323. WAGNER AND THE TWENTIETH CENTURY - The styles and development in music 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 101 or consent of instructor.

THREE HOURS  MOORE  FALL SEMESTER

325. 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 101 or consent of instructor. Alternate years, 1977-78.

THREE HOURS  RITSEMA  SPRING SEMESTER

326. SURVEY OF VOCAL LITERATURE - A course designed to incorporate the three main styles of solo vocal literature. The study is devoted to Baroque and Classical oratorio, a survey of Romantic and Contemporary Art Song, and an introduction to operatic recitative and aria. Minimum enrollment — 8. Alternate years, 1977-78.

TWO HOURS  MORRISON  FALL SEMESTER

327. ORGÁN LITERATURE - A survey of the various periods of organ composition, with emphasis upon the study and performance of representative works. Alternate years, 1977-78.

TWO HOURS  DAVIS  FALL SEMESTER

328. MUSIC, LITURGY AND LIFE: THE CHRISTIAN TRADITION - A study of the nature and meaning of Christian worship; the legacy of temple and synagogue worship; early Christian worship; the worship of the Roman Church; Reformation liturgies; a study of hymnology and a survey of the great music of the church, including the development of the anthem and oratorio.

The purpose of this course is to discover how what man believes is expressed in lit-
Urgy and the way in which music is both an aid and the vehicle for man's worship of God.

**THREE HOURS**

**330. 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.

**TWO HOURS**

**333. STRING APPLIED METHODS** - A required course for instrumental music education majors. Alternate years, 1977-78.

**TWO HOURS**

**334. STRING APPLIED METHODS** - Continuation of Course 333. Alternate years, 1977-78.

**TWO HOURS**

**335. BRASS AND PERCUSSION METHODS** - A required course for instrumental music education majors. Alternate years, 1978-79.

**TWO HOURS**

**336. WOODWIND METHODS** - A required course for instrumental music education majors. Alternate years, 1976-77.

**TWO HOURS**

**337. VOCAL METHODS** - A course which provides a practical survey of vocal teaching methods, program planning, repertoire building, and observation. Required for Vocal Performance majors and strongly recommended for Vocal Music Education majors. Minimum enrollment — 8. Alternate years, 1977-78.

**THREE HOURS**

**338. DICTION FOR SINGERS** - A course which prepares the voice student to study and to perform songs and operas in the most important languages of music literature. Alternate years, 1976-77.

**TWO HOURS**

**341. 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 212. Alternate years, 1978-79.

**THREE HOURS**

**342. ORCHESTRATION AND CONDUCTING** - Continuation of course 341. Includes string ensembles and the adaptation of vocal, piano and organ works for symphonic orchestra. Alternate years, 1976-77.

**THREE HOURS**

**344. 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, 1977-78.

**THREE HOURS**
Music

350. SERVICE PLAYING - Instruction in anthem and oratorio accompaniment, conducting from the console, and improvisation. Prerequisite: 1½ years of organ. Recommended for organ majors. Alternate years, 1978-79.

TWO HOURS

RIETBERG SPRING SEMESTER

370. 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, 1977-78.

THREE HOURS

RITSEMA FALL SEMESTER

375. SECONDARY CHORAL METHODS - The study and observation of secondary teaching techniques, with examination of materials. Open to junior and senior music majors only, others by permission of instructor. Alternate years, 1978-79. Same as Education 375.

THREE HOURS

HOLLEMAN SPRING SEMESTER

490. 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, by the music faculty as a whole, and by the Dean for Academic Affairs.

TWO or THREE HOURS

STAFF BOTH SEMESTERS

491. SENIOR 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

KOOIKER FALL SEMESTER

495. STUDIES IN MUSIC - A lecture or class in a special topic for music majors.

TWO or THREE HOURS

STAFF

APPLIED MUSIC COURSES

Applied Music courses are available to all students, from beginners to advanced. Private or class instruction is by advisement of the faculty, depending upon the student's degree of preparation. All music majors except first semester Freshmen 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. All juniors majoring in performance will give either a partial or full recital, the length to be at the instructor's discretion. Exceptions to recital requirements will be granted only by a decision of the music faculty recital committee.

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 require-
Music

requirements, consisting of at least one hour 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. Two hour credit courses are open to all students, including non-music majors. Three hours credit courses are open only to performance majors and to other music majors with the recommendation of the faculty. All students studying applied music meet for a class each Wednesday from 3:30 – 4:20.

APPLIED MUSIC - PRIVATE INSTRUCTION

Applied lessons are 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.

APPLIED MUSIC

161 Flute; 162 Oboe; 163 Clarinet; 164 Saxophone; 165 Bassoon; 166 Horn; 167 Trumpet; 168 Trombone; 169 Baritone; 170 Tuba; 171 Percussion; 172 Harp; 173 Violin; 174 Viola; 175 Cello; 176 String Bass; 177 Organ; 178 Harpsichord; 179 Piano; 180 Guitar; 181 Voice; 185 Early Instruments.

APPLIED MUSIC - CLASS INSTRUCTION

190. PIANO CLASS, BEGINNING - 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

191. PIANO CLASS, INTERMEDIATE - A continuation of the above.

TWO HOURS

192. VOICE CLASS, BEGINNING - Open to all students, with a limit of four hours total credit; meets twice weekly.

TWO HOURS

193. VOICE CLASS, INTERMEDIATE - A continuation of the above; meets twice weekly.

TWO HOURS

194. VOICE CLASS, ADVANCED - A course open only to music majors working toward the Bachelor of Music in Vocal Music Education; meets twice weekly.

TWO HOURS

ENSEMBLES - CHORAL AND INSTRUMENTAL

100. CHAPEL CHOIR - Membership of approximately 70 voices determined each Spring by auditions from members of the College Chorus.

ONE HOUR

110. COLLEGE CHORUS - Membership open to all interested students.

ONE-HALF HOUR

120. ORCHESTRA - Offers music majors and non-majors alike the opportunity to perform major works from the standard orchestral repertoire. The 60 member or-
ganization gives several concerts throughout the academic year and regularly fea­tures renowned faculty and guest soloists.

**ONE HOUR**

**RITSEMA BOTH SEMESTERS**

125. WIND ENSEMBLE – A select group of approximately 35 musicians serving as a nucleus for the Concert Band. Performs alone as well as with the Concert Band and tours in the spring. Its repertoire includes smaller chamber works as well as the traditional band literature. Auditions in the spring and fall.

**ONE-HALF HOUR**

**CECIL BOTH SEMESTERS**

130. CONCERT BAND – Open to all students by try-out in the fall. Reads and performs the standard band literature. A Pep Band is drawn from this group for athletic events.

**ONE HOUR**

**CECIL BOTH SEMESTERS**

135. JAZZ ENSEMBLE – Provides an opportunity to read and perform the standard big band literature; improvisation is also stressed. The band performs on campus and traditionally plays for school assemblies in the state.

**ONE-HALF HOUR**

**CECIL BOTH SEMESTERS**

140. 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**

**SHARP and RITSEMA BOTH SEMESTERS**

150. SYMPHONETTE – Membership determined by tryouts at the beginning of the Fall term.

**ONE-HALF HOUR**

**RITSEMA BOTH SEMESTERS**

155. OPERA WORKSHOP – A workshop involving stage movement, acting and singing in the context of opera or operetta literature. All students will participate in scenes or full productions. During one year scenes of some of the great operas will be performed and on the alternate year a full production will be performed. By permission of instructor only.

**ONE HOUR**

**SHARP SPRING SEMESTER**

160. CHAMBER ENSEMBLES – By arrangement with a faculty member, chamber ensembles can be formed. The literature to be studied will determine the membership of the ensemble.

**ONE-HALF HOUR**

**STAFF BOTH SEMESTERS**
Philosophy is a style of thinking and an historical tradition of thought; or rather, it is several styles (analytical, speculative, descriptive) and several traditions (eastern, western). It is at once the questioning search for meaning and truth throughout the whole of human experience and the history of such critical reflection. We engage in philosophical thinking both through thoughtful dialogue with important thinkers in the history of philosophy (see the courses listed below under II) and through disciplined reflection on the substantive issues we have inherited from the tradition (see the courses listed below under I and III). This contributes to the overall goals of liberal education in at least three ways:

1. To live as free and responsible members of our society requires an understanding of our past as an inheritance to be gratefully received and critically carried on. Since philosophy is an important part of our cultural heritage, its study belongs to the preparation for thoughtful citizenship in the broadest sense of the term.

2. Philosophical questions, whatever their specific content, have a tendency to become ways of asking the question, Who am I? Consequently the study of philosophy relates directly to that quest for personal identity which is often particularly intense in early adulthood. This does not presuppose that one starts with nothing in the way of answers, however. For the thinker who comes to philosophy as a Christian, for example, reflection takes the form of faith seeking understanding.

3. The roles of other disciplines and areas of experience in enriching human life can often be enhanced through deliberate reflection on the goals, methods, and fundamental concepts they involve. This occurs in such sub-disciplines of philosophy as philosophy of science, philosophy of religion, and philosophy of art (aesthetics).

MAJORS AND NON-MAJORS

Students can pursue these and related goals through a single course in philosophy or through any number of combinations of courses short of a major. Others will want to make the history of philosophical thought and its special fields of inquiry the core around which their overall education is built and will become majors. Still others will want to combine a philosophy major with a major in some other field. Recent fields combined with philosophy in joint majors include:

- Ancient Civilization
- Biology
- Chemistry
- English
- Math
- Psychology
- Religion

Hope College philosophy majors can be found:

- practicing law
- teaching philosophy
- teaching American studies
- engaging in computer science research
- pursuing careers in medicine
- pastoring churches of various denominations
- serving as a denominational executive in the Reformed Church in America
General Requirements for the Major in Philosophy

115 - Fundamentals of Philosophy
201 - Logic
219 - Ancient Philosophy
222 - Descartes to Kant
Any two of the following three courses:
   223 - Hegel to Nietzsche
   224 - The Existentialist Tradition
   225 - The Analytic Tradition

Four Elective Courses in Philosophy

Total Credit Hours Required: 30

Variations from this program may be sought by written application to the department. Courses from other disciplines which are to be offered as partial fulfillment of the requirements of the philosophy major require the written approval of the department chairman.

Majors in Philosophy can be organized in such a way as to favor certain area studies in conjunction with the fields of philosophic inquiry: e.g. Philosophy of Religion with courses in the Department of Religion (or even with a major in that Department); the same for Political Philosophy and the Department of Political Science; Philosophy of Science with departments in the Natural or Social Sciences, and so forth, so as to make good sense in a student's vocational perspective. Specific examples include the following:

1. Pre-Seminary Students
   A Philosophy major including:
   331 - Philosophy of Religion
   340 - History of Ethical Theory
   226 - Oriental Philosophy

2. Pre-Law Students
   A Philosophy major including:
   340 - History of Ethical Theory
   344 - Ethical Analysis
   374 - Political Philosophy

3. Pre-Medical Students
   A Philosophy major including:
   331 - Philosophy of Religion
   360 - Philosophy of Science
   374 - Political Philosophy

4. Future Educators in Literature and the Arts
   A Philosophy major including:
   226 - Oriental Philosophy
   331 - Philosophy of Religion
   373 - Aesthetics

5. Future Educators in Social Studies
   A Philosophy major including:
   241 - History of Social and Political Theory
   227 - American Philosophy
   374 - Political Philosophy

I. Philosophic Methods and Skills

115. FUNDAMENTALS OF PHILOSOPHY - An introduction to argumentation and
Concept analysis in application to issues in theory of the human self, knowledge, and value. Open to all students.

THREE HOURS

201. INTRODUCTORY LOGIC - An introduction to semantic problems as they affect logic, and development of skills in classical syllogistic logic and modern propositional logic. Introductory treatment of issues in philosophy of logic. (Not regarded as a prerequisite to other courses and not recommended as an introduction to philosophy.)
THREE HOURS

II. Major Philosophical Traditions

219. ANCIENT PHILOSOPHY - Greek philosophy from its beginnings through Socrates, Plato, Aristotle, and the Hellenistic philosophers.
THREE HOURS

222. FROM DESCARTES TO KANT - Critical analysis of seventeenth century rationalism, eighteenth century empiricism and the Kantian philosophy, with major emphasis on the epistemological and metaphysical issues.
THREE HOURS

223. FROM HEGEL TO NIETZSCHE - First the most comprehensive philosophical synthesis and most powerful affirmation of western culture since Aristotle, the Hegelian; then the most penetrating critiques of that synthesis and that culture, at the hands of Feuerbach, Marx, Kierkegaard, Schopenhauer and Nietzsche.
THREE HOURS

224. THE EXISTENTIALIST TRADITION - A study of the major philosophical existentialists of the twentieth century, such as Jaspers, Heidegger, Sartre, Marcel, and Camus. Some attention to Husserl and the phenomenological background of existentialism. Themes include: finite freedom, self and other, the mystery of being, hope and despair, guilt and death.
THREE HOURS

225. THE ANALYTIC TRADITION - The development of analytic philosophy from Bertrand Russell through logical positivism and ordinary-language philosophy of Wittgenstein and the Anglo-American applications.
THREE HOURS

226. ORIENTAL PHILOSOPHY - An introduction to the major philosophic traditions of India and China, together with comparisons with and possible implications for philosophizing in the west. Alternate years, 1977-78.
THREE HOURS

THREE HOURS

III. Major Fields of Philosophy

241. HISTORY OF SOCIAL AND POLITICAL THEORY - The objective of the course is two-fold: 1) to consider some of the basic problems of political philoso-
phy, 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 341).

FOUR HOURS

331. PHILOSOPHY OF RELIGION - Examination of the logic of theistic belief, the question of theistic knowledge, and the nature of theistic commitment in an age of secularization.
THREE HOURS

340. HISTORY OF ETHICAL THEORY - Survey of the important types of answers to the question of the nature of the good, 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. Alternate years, 1978-79.
THREE HOURS

344. ETHICAL ANALYSIS - An examination of issues in contemporary moral philosophy, including such topics as the definition of morality, the nature of moral discourse and the logic of moral arguments, and present versions of utilitarian and deontological types of ethical theory.
THREE HOURS

360. PHILOSOPHY OF SCIENCE - A clarification and critical examination of the fundamental concepts employed in making clear what science is, as explanation, discovery, and confirmation. Alternate years, 1977-78.
THREE HOURS

373. AESTHETICS - Readings from classical and contemporary sources discussing the nature of the arts, their relation to beauty, truth, and the sacred, and their function in contemporary society.
THREE HOURS

374. POLITICAL PHILOSOPHY - The theory of the modern state, i.e. the state in capitalist, technological society. Attention to central concepts such as community, participation, power, liberty, freedom, justice, and ideology. Readings from Hegel, Marx, Weber, Arendt, Habermas, Ellul.
THREE HOURS

IV. Special Studies

295. STUDIES IN PHILOSOPHY - A lecture or seminar class in a special topic in philosophy.
THREE HOURS

490. INDEPENDENT STUDY - Prerequisite: Departmental approval of a student-proposed project prior to enrollment in the course. (See also, under General Academic Regulations, statement about Honors Independent Study or Research.)
THREE HOURS

495. ADVANCED STUDIES IN PHILOSOPHY - Topical seminars, focusing upon philosophic writing and the critique of papers in class. Prerequisite: permission of the instructor.
THREE HOURS
The curriculum of the Department of Physical Education and Recreation is designed to provide the undergraduate student a strong liberal arts background in addition to specific areas of expertise within physical education, recreation and/or dance.

Students currently majoring in the Department of Physical Education and Recreation also participate in the following activities:

- directing the entire intramural program at Hope College
- assisting coaches in collegiate sports
- working as assistants to physical therapists in local schools and hospitals
- directing various recreational programs through the local YMCA and Holland Department of Recreation
- serving as camp counsellor in scout camps, camps for the handicapped, church camps
- provide meaningful experience for children in elementary physical education

Graduates of the Department of Physical Education are currently leading satisfying careers as:

- recreational director of a Midwest city
- professor of Motor Learning at a major Midwest university
- physical therapist in a large urban hospital in the East
- sports editor for a prominent Midwest newspaper
- teaching and coaching in many elementary and secondary schools around the nation

PROFESSIONAL OPPORTUNITIES: Many students will find courses in the Department of Physical Education and Recreation helpful in preparation for their future professional vocation. With a major in this department numerous opportunities can occur. For example, elementary teaching, secondary teaching, college teaching after graduate work, coaching, athletic directorship, sport announcer, sport journalist, physical therapist, recreational therapist, occupational therapist, dance therapist, dance instructor, dance performer or leader in industrial recreation, community recreation, or private enterprises of a recreational nature are only a few of the career choices open for our majors and minors.

MEANINGFUL EXPERIENCE PROGRAM: A meaningful sequence of opportunities are provided for all students planning to major or minor in physical education, recreation or dance. Consult the Department Chairman for a copy of the program for your particular area of interest.

REQUIRED PHYSICAL EDUCATION: To be liberally educated each person should develop skills for leisure time pursuits. All students are required to take two semester courses in Physical Education activities and are permitted to take up to four semester courses and count them toward graduation requirements.
APPLICATION PROCEDURES: Students desiring a major or approved minor are required to consult the Department Chairman, preferably during their sophomore year. Upon student request the chairman will set up an appointment with the Screening Committee of the department for student guidance and program planning. Physical education majors minoring in Recreation or Dance, or Recreation majors minoring in Physical Education or Dance are required to substitute courses from within our department in cases when core requirements are duplicated.

PHYSICAL EDUCATION MAJOR: A major in physical education consists of a minimum of thirty hours within the department. Physical education courses 101-139 do not meet this requirement. All students planning to major in physical education are required to take Biology 102, Mathematics 210, Psychology 100, and either Physics 111 or Chemistry 101. A major must also complete the following physical education courses: 201, 205(W), 211, 221, 231, 301, 340(M), 381, 382.

MINOR: Recommended minor in Physical Education with an emphasis in Coaching or Teaching. When possible courses should be taken in numerical order (e.g. P.E. 201, Philosophic History should be taken before P.E. 382, Methods and Biomechanics of Advanced Motor Skills, etc.) If this procedure is adhered to, the student will progress in a more meaningful sequence.

EMPHASIS IN COACHING - 22 hours (Two used by Education Department for certification requirement) Activity credit - at least 1 of 2 required courses should be taken in sports offered as Interscholastic Sports in Secondary Schools: Physical Education Courses: 101-139, 201, 331, 332, or 334, 335, 340, 361, or 371, 382, plus participation in two intercollegiate or intramural sports and active participation in Meaningful Experiences.

EMPHASIS IN TEACHING - 22 hours (Two hours used for Education Department Certification requirement) Physical Education 201, 211, 221, 301, 381, 382, plus Activity Courses - Four hours in activities of least proficiency as determined by the Head of our Professional Program. (See Physical Education Chairman).

RECREATION MAJOR: A major in recreation consists of a minimum of thirty-one hours within the department. All students planning a major or composite recreation major are required to take Biology 102, Mathematics 210 and Psychology 100. A major must also complete the following core courses: 201, 250, 340, 365, 375, (381 or 382) and 490. In addition to the core, the student should choose 9 hours within the department from any of the following course offerings: 203, 205, 230, 345, 350, 295 or 361. It is also expected that the recreation major will be an active participant in the meaningful experience program of the Department. (See Physical Education and Recreation Chairman for details.)

COMPOSITE MAJOR FOR THE RECREATION STUDENT: The composite major utilizing recreation as one of the areas of concentration includes the 22 core hours (201, 250, 340, 365, 375, [381 or 382], and 490). In addition to the core, the composite major is required to have at least 14 hours from a department other than physical education in areas appropriate to the student's career plans. It is of utmost importance that the student contemplating a composite major secure information pertaining to composite majors from the Registrar's Office prior to the completion of his sophomore year. In selecting courses the student is required to take 18 hours in courses numbered 300 or above. The following are possible areas for including in the Recreation composite major:

- 22 Hours Recreation Core plus
- Minimum hours
  - 14 hours Business Administration - for administrative positions in
Physical Education and Recreation

14 hours Religion - for future Christian Education positions
14 hours Sociology and Psychology - for Urban vocations dealing with youth work or various social service agencies.
14 hours Communications - for career plans in administering community or industrial recreational programs.
14 hours Science - for outdoor recreators, Outward Bound type vocations or community ecological planners.
14 hours Performing Arts - for recreators who desire enrichment in dance, theatre, art or music; lending a unique background to the future community recreator.

Variations of the above may be sought by formal application to the Department of Physical Education and Recreation.

RECREATION MINOR: The certified minor includes a minimum of 22 hours (two of which are used by the Education Department for certification purposes).

The following courses are required for the minor: 201, 340, 250, 382, and two of the following four courses: 295, 350, 365, or 375. Additionally, three hours should be chosen from the following to complete the minor requirements: 203, 205, 230, 345, 350, 295 or 361.

DANCE MINOR: See pages 138-140.

Physical Education Courses

101-139. PHYSICAL EDUCATION ACTIVITIES - A required course for all students to be taken in the freshman year. The activities offered include fencing, self defense, backpacking, canoeing, bicycling, racketball, pool, volleyball, badminton, golf, handball, tennis, conditioning, and the co-educational activities of archery, bowling, folk and square dance, modern dance, swimming, skiing, gymnastics, table tennis, weight training, relaxation and jogging, and life saving.

201. PHILOSOPHIC HISTORY OF HEALTH, PHYSICAL EDUCATION AND RECREATION - Orients the student to professional work in these fields. Emphasis is placed on philosophy and history as it has influenced physical education and recreation. Same as Recreation 201.

THREE HOURS
BREWER FALL SEMESTER

203. HEALTH EDUCATION - This course is designed to give the student a contemporary look at American health problems. Such areas as mental health, physical fitness, diet and nutrition, reproduction and morals, stimulants and depressants, communicable diseases, and senses and organic systems will be looked at and discussed. Same as Recreation 203.

THREE HOURS
SMITH SPRING SEMESTER

205. TECHNIQUES OF FOLK, SQUARE, AND MODERN DANCE - Beginning and intermediate techniques and methodology taught in the three dance forms: 1) Square dance basics utilized in pattern and singing calls. 2) Folk dances from various cultural backgrounds covered with emphasis on style as it relates to each ethnic group. 3) Fundamentals of modern dance, with an introduction to composition. Same as Recreation 205.

THREE HOURS
DeBRUYN, PARKER FALL SEMESTER

211. HUMAN PHYSIOLOGY AND HYGIENE - An extension and application of fun-
221. 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 102 and Physical Education 211. Same as Dance 221.

THREE HOURS GREEN SPRING SEMESTER

230. WATER SAFETY INSTRUCTION (W.S.I.) SWIMMING - This course is an intensive theory and method course which deals with swimming. It includes not only teaching methods but biomechanics of swimming, development of swimming skills, information on pool management and fifteen hours of observation and teaching of swimming. Same as Recreation 230.

TWO HOURS PARKER, STAFF SPRING SEMESTER

231. 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 FALL SEMESTER

295. STUDIES IN PHYSICAL EDUCATION - Designed as a lecture discussion experience, in special topics of interest at the sophomore level of competency.

ONE, TWO or THREE HOURS STAFF TBA

301. NATURE AND BASIS OF MOTOR LEARNING - The purpose of this course is to gain an understanding of human behavior in competitive situations and activity learning experiences. Special emphasis is given the theory and research in the area of motor learning. Prerequisite: Psychology 100.

THREE HOURS VANDERBILT SPRING SEMESTER

305. ADVANCED TECHNIQUES AND COMPOSITION FOR MODERN DANCE - This is an introductory course in the rhythmic structure of dance, including problems in line, design, dynamics, theme and group choreography. Prerequisite: Dance 116 and 117 or permission from the instructor. Alternate years.

TWO HOURS DeBRUYN SPRING SEMESTER

315. 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 205 or two semesters of Techniques and Fundamentals in Modern Dance. Alternate years. Same as Dance 315.

TWO HOURS DeBRUYN SPRING SEMESTER

331. TECHNIQUES OF COACHING TRACK, CROSS COUNTRY, WRESTLING AND OTHER SPORT. (Coaching Men I) - The fundamentals of these sports and the techniques and theories of coaching them are analyzed. This course requires three lecture periods and a one hour laboratory a week. Alternate years 1977-78.

THREE HOURS BREWER, STAFF FALL SEMESTER
Physical Education and Recreation

332. TECHNIQUES OF COACHING FOOTBALL, BASKETBALL, AND BASEBALL. (Coaching Men II) - The fundamentals of these sports and the techniques and theories of coaching them are analyzed. This course requires three lecture periods and a one hour laboratory a week. Alternate years, 1978-79.
THREE HOURS DeVETTE, STAFF FALL SEMESTER

334. TECHNIQUES OF COACHING WOMEN'S SPORTS (Coaching Women I) - The purpose of this course is three fold. 1) exploration and analysis of techniques; 2) theories of coaching; 3) class organization for women's sports. The areas of sport covered in this course are: swimming, tennis, basketball, golf and track and field. Alternate years 1977-78.
THREE HOURS IRWIN FALL SEMESTER

335. TECHNIQUES OF COACHING WOMEN'S SPORTS (Coaching Women II) - The purpose of this course is the same as that of 334, but the sports covered will be: softball, volleyball, gymnastics, and field hockey. Alternate years, 1978-79.
THREE HOURS IRWIN FALL SEMESTER

340. TRAINING AND PERSONAL HEALTH CARE FOR ATHLETIC PARTICIPANTS - The principles of exercise physiology as they relate to athletic participants. Attention is also given to the care and prevention of injuries sustained in athletic competition. Same as Recreation 340.
THREE HOURS GREEN FALL SEMESTER

345. TEACHING PHYSICAL EDUCATION AND RECREATION IN THE ELEMENTARY SCHOOL - This course is designed to acquaint the classroom teacher with the total program of physical education and recreation in the elementary school. Special emphasis is given to the theoretical basis for physical education and the mastery of elementary skills. For non-physical education majors only. Same as Recreation 345.
TWO HOURS PARKER SPRING SEMESTER

350. ADAPTED AND THERAPEUTIC PHYSICAL EDUCATION AND RECREATION - 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. Same as Recreation 350. Alternate years 1977-78.
THREE HOURS VAN WIEREN SPRING SEMESTER

361. SPORTS SOCIOLOGY - An examination of the scope and impact of sport in the twentieth century. Special attention will be focused on sport and social processes such as the influence of sport on mobility, stratification, and socialization. Emphasis will also be given to contemporary problems in sport and a look into the future of sport for man. Same as Recreation 361. Alternate years 1978-79.
THREE HOURS VANDERBILT FALL SEMESTER

371. SPORT PSYCHOLOGY - Endeavors to investigate the psychological dimension in sport as it pertains to the athlete, the coach, and the spectator; emphasis is placed on understanding and appreciating the relatively new academic discipline of sport psychology; special attention is focused on the latest research findings pertaining to the psychological ramifications of man engaged in sport. Pre-requisite: Psychology 100. Alternate years 1977-78.
THREE HOURS VANDERBILT FALL SEMESTER
381. 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 and recreation programs. Three lectures and two two-hour laboratories a week. Same as Recreation 381.

FOUR HOURS

VAN WIEREN FALL SEMESTER

382. 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. You can take the methods of Biomechanics portions of this course separately for two hours credit by permission of instructor.

FOUR HOURS

KRAFT, STAFF SPRING SEMESTER

490. INDEPENDENT STUDY - This course provides opportunity for the pursuit of an independent research study or in depth reading in a specific area of interest. Prerequisite: Senior Standing.

ONE, TWO or THREE HOURS

STAFF BOTH SEMESTERS

495. SEMINAR FOR MAJORS IN PHYSICAL EDUCATION - A course intended to provide a meaningful exchange of ideas on contemporary issues in physical education and sport. Prerequisite: Senior Status.

THREE HOURS

STAFF BOTH SEMESTERS

Recreation Courses

201. PHILOSOPHIC HISTORY OF HEALTH, PHYSICAL EDUCATION AND RECREATION - Orients the student to professional work in these three fields. Emphasis is placed on philosophy and history as it has influenced physical education, Health and Recreation. Beginning course for physical education and recreation majors and minors. Same as Physical Education 201.

THREE HOURS

BREWER, STAFF FALL SEMESTER

203. HEALTH EDUCATION - This course is designed to give the student a contemporary look at American health problems. Such areas as mental health, physical fitness, diet and nutrition, reproduction and morals, stimulants and depressants, communicable diseases, and senses and organic systems will be looked at and discussed. Same as Physical Education 203.

THREE HOURS

SMITH SPRING SEMESTER

205. TECHNIQUES OF FOLK, SQUARE, AND MODERN DANCE - Beginning and intermediate techniques and methodology taught in the three dance forms: 1) Square dance basics utilized in pattern and singing calls. 2) Folk dances from various cultural backgrounds covered with emphasis on style as it relates to each ethnic group. 3) Fundamentals of modern dance with an introduction to composition. Same as Physical Education 205 and Dance 205.

THREE HOURS

DeBRUYN, PARKER FALL SEMESTER

230. WATER SAFETY INSTRUCTION (W.S.I.) SWIMMING - This course is an intensive theory and method course which deals with swimming. It includes not only teaching methods but biomechanics of swimming, development of swimming skills, information on pool management and fifteen hours of observation and teaching of
Physical Education and Recreation

swimming. Same as Physical Education 230.

TWO HOURS

250. COMMUNITY RECREATION - PROGRAMS AND ACTIVITIES - A course designed to serve as an introduction to the recreational field. A prerequisite for other courses in the recreation curriculum. The role and scope of recreation and leisure in the American culture will be explored in examination of the following areas: 1) the role of recreation in America, 2) the sources and settings of recreational services, 3) the recreation profession, and 4) the recreation program.

THREE HOURS

299. INTERNSHIPS IN RECREATION - Designed for first hand experiences in recreation and community camp programs. Contracts will be signed between the student and the staff member who coordinates the program. A three hour contract will include classroom type discussion including a variety of reading materials, role playing, films and additional orientation experience. A paper summarizing some aspect of the experience may also be a requirement of the course. Other possibilities are also available in community recreation work or urban semester programs. For Total of Six Hours.

THREE HOURS - may be chosen twice for the Recreation Major or Minor

340. TRAINING AND PERSONAL HEALTH CARE FOR ATHLETIC PARTICIPANTS - The principles of exercise physiology as they relate to athletic participants. Attention is also given to the care and prevention of injuries sustained in athletic competition. Same as Physical Education 340.

THREE HOURS

345. TEACHING PHYSICAL EDUCATION AND RECREATION IN THE ELEMENTARY SCHOOL - This course is designed to acquaint the classroom teacher with the total program of physical education and recreation in the elementary school. Special emphasis is given to the theoretical basis for physical education and the mastery of elementary skills. For non-physical education majors only. Same as Physical Education 345.

TWO HOURS

350. ADAPTED AND THERAPEUTIC PHYSICAL EDUCATION AND RECREATION - 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. Same as Physical Education 350. Alternate years, 1977-78.

THREE HOURS

361. SPORTS SOCIOLOGY - An examination of the scope and impact of sport in the twentieth century. Special attention will be focused on sport and social processes such as the influence of sport on mobility, stratification, and socialization. Emphasis will also be given to contemporary problems in sport and a look into the future of sport for man. Same as Physical Education 361. Alternate years, 1978-79.

THREE HOURS

365. URBAN RECREATIONAL ADMINISTRATION AND SOCIOCOLOGICAL CONSIDERATIONS - A unique approach to the study of the administrative dimensions of recreation in the urban setting, with special emphasis on the case method.
Physical Education and Recreation

approach. The concept of leisure will be discussed, along with various other socio­
logical aspects of recreation. The three phase program will be as follows: 1) On
campus study of leisure and utilization of the case method approach to administra­
tive problems, 2) At Cran-Hill Ranch in depth discussions, reports, taped lectures, 
personal reflection, and appropriate films should assist the preparation of the stu­
dent for the city visit, 3) In the city of Chicago - visits and discussions with recrea­
tional leaders in the suburban areas and the inner city with primary focus on the 
contrast in recreational opportunity in the suburbs and inner city.

THREE HOURS VANDERBILT ANY SEMESTER

375. THEORETICAL AND PRACTICAL ASPECTS OF WILDERNESS SKILLS
PROGRAMS - The theory and practice of basic wilderness skills for the develop­
ment of leadership in outdoor recreational experiences within our society. To 
acquaint the student with the knowledge and application of Emergency First Aid, 
personal safety, and the ecological impact of outdoor recreational participation.

THREE HOURS PARKER SPRING SEMESTER

381. METHODS AND BIOMECHANICS OF ELEMENTARY MOTOR SKILLS - This 
course is designed to help the student gain competence in the teaching methodol­
gy, biomechanical analysis, and performance of motor skills commonly found in 
elementary physical education and recreation programs. You can take the methods 
or Biomechanics portions of this course separately for two hours credit by permis­
sion of the instructor.

FOUR HOURS VAN WIEREN FALL SEMESTER

382. 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 strat­
egy of many activities, and 3) to learn how to teach these activities in the most ef­
effective manner. Three lectures and two two-hour laboratories a week. Same as 
Physical Education 382.

FOUR HOURS KRAFT, STAFF SPRING SEMESTER

490. INDEPENDENT STUDY - This course provides opportunity for the pursuit of 
an independent research study or in depth reading in a specific area of interest.
Prerequisite: Senior Status. Same as Physical Education 490.

ONE, TWO or THREE HOURS STAFF BOTH SEMESTERS

495. SEMINAR FOR MAJORS IN RECREATION - A course intended to provide a 
meaningful exchange of ideas on contemporary issues in recreation. A final 
synthesis provided through theoretical discussions and possible research experi­
ences.

THREE HOURS STAFF BOTH SEMESTERS
MR. VAN PUTTEN, CHAIRMAN; MR. BROCKMEIER, MR. FRISSEL, MR. HICHWA, MR. JOLIVETTE, MR. MARKER, MR. TOEVIS, MR. VAN WYLEN.

The Physics Department offers a comprehensive program for those desiring a career in physics or allied natural sciences. The physics course structure allows each student to tailor his program to his main interests. Opportunities for research participation are available to all physics students at all class levels during both the academic year and the summer. Students are presently engaged in:

- X-ray analysis of trace elements in environmental samples.
- Computer analysis of experimental data.
- Design and fabrication of electronic circuits to process data.
- Simulation of and analysis of stellar nuclear reactions.
- Experimental studies of nuclear reactions.
- Microcomputer control of experimental systems.

The undergraduate experimental program, as listed above, centers primarily around the 2.5 million volt Van de Graaff accelerator which can accelerate both positive ions and electrons. The accelerator laboratory has a full complement of nuclear particle detectors and electronic instrumentation, and special equipment can be designed and constructed in the fully equipped metal shop and electronics laboratory. Such extensive laboratory facilities are rarely found in undergraduate colleges, and are comparable to those in the best graduate schools. Research projects in geophysics; Fourier optics, industrial research and development, and applied mathematical methods are also available. The College’s Sigma 6 Computer System is used extensively by physics students at all levels. Microcomputers are available and their application to process control systems is an active area of research.

PHYSICS MAJOR

The minimum requirement of all physics majors is twenty-six hours of course work from the departmental offerings. The courses that make up the twenty-six hours should depend on the student’s future plans; therefore the specific courses chosen to satisfy the physics major must have full departmental approval; this approval should be obtained at the time of application for major.

Physics students are strongly encouraged, as early as possible, to become involved in one of the research projects of the staff members. Summer stipends for such activity are often available.

A. Program for students interested in post-graduate professional work in physics, astronomy, medicine, biophysics, chemical physics, electrical engineering, or mechanical engineering.

A minimum of 26 hours from physics courses numbered 121 and higher including 10 hours from courses numbered 340 or higher. Physics 381 and 382 are required. Additional requirements are Chemistry 111 and 113, Geology 115, or Biology 100, Mathematics 135, 136, 235, and 270. Typically stu-
Physics

Students enroll in physics, mathematics, and chemistry as freshmen. Individual counselling with members of the Physics Department is strongly advised so that the course pattern chosen best meets the objectives of the student.

A major in physics provides excellent preparation for entrance to engineering graduate schools. Hope has established pre-engineering programs with selected engineering schools – see “Pre-Engineering Students” for a description of the established programs.

B. Dual Majors
In a case of a dual major the physics courses required are those in paragraph A above. The additional mathematics and science requirements shall be established by agreement between the student and the department. Recent dual majors have included physics-math, physics-geology, physics-chemistry, and physics-philosophy.

C. Students preparing for secondary education
A physics major will require 30 hours (Certification requirement) in physics and may include Physics 113, and 114 providing departmental approval is obtained.

D. Geology-Physics Composite Majors
A program of study in the two departments is included under the Degree Program section of the catalog. The program provides a strong background for students interested in the interdisciplinary area of geophysics.

PRE-MEDICINE STUDENTS
The sequence Physics 121, 122, 141 and 142 satisfies the entrance requirements for most medical schools. In addition Physics 241, 242 are suggested. The student should consult with the Health Professions Committee. The physics major will give strong undergraduate preparation for certain technical areas of medical research.

PRE-ENGINEERING STUDENTS
Hope offers three-two and four-one programs that lead to the BA degree from Hope, and the BS or MS degree from one of several engineering schools. These programs are detailed on page 263. Physics 121, 122, 223, and 232 are required for these programs and other physics courses are required for certain engineering areas.

COMPUTER SCIENCE
Computer science majors will find portions of the physics curriculum of unique value because of:

1) the close inter-relationship of the developing technologies of electronics, large scale integration, physical optics, etc. with computer design and operation,

and 2) the high degree to which mathematical concepts are applied to the understanding of solving problems.

The computer is introduced and highly used in the freshman lab associated with the General Physics sequence PH 121, 122, 223. Also highly recommended is PH 241, 242 in digital and analog electronics and PH 232 for applied mathematical methods. In addition PH 331, Process control, provides experience in using microcomputer systems to control processes and experiments.
Physics

Non Science Major Oriented Courses

113. ASTRONOMY - A survey of the physical universe; what we know and how we know it. Topics include the telescope, the solar system, our sun, types of stars and their intrinsic properties, the H-R diagram, stellar evolution, quasi-stellar objects, pulsars, black-holes, galaxies, and cosmology. Opportunities for observational work are included. No prerequisites.
TWO HOURS \(\text{BROCKMEIER} \quad \text{SPRING SEMESTER}\)

114. PHYSICS OF SOUND AND MUSIC - Everyday sound and musical phenomena provide a natural, intuitive introduction to general physical principles which are then used to assess more complex sound phenomena on a physical basis. This pattern is the fundamental method of physical science. The study of common musical instruments and electronic synthesis systems is included. No prerequisites.
TWO HOURS \(\text{TOEVS} \quad \text{SPRING SEMESTER}\)

245. PHYSICS FOR ELEMENTARY TEACHERS - A course designed to introduce the prospective elementary school teacher to concepts of physics. Topics include scientific method, descriptive astronomy, mechanics, electricity and magnetism. This course is open only to prospective elementary education teachers and they are expected to fulfill their college science requirement with this course unless excused by the chairman of the Education Department. Lecture 5 hours per week including 1 hour of laboratory. Prerequisites: None. Offered for one-half semester along with Geology 240.
TWO AND ONE-HALF HOURS \(\text{STAFF} \quad \text{SPRING SEMESTER}\)

Science Major Oriented Courses

101. INTRODUCTION TO PHYSICS I - The course includes the following areas: 1) Mechanics (vectors, forces, work, momentum, and energy), 2) Geometric Optics, 3) Wave Motion, 4) Practical Electricity (DC circuits), and 5) an Introduction to Computer programming. The emphasis of the course is on understanding the physical phenomena which surround us.

The course is designed for students interested in nursing, physical therapy, occupational therapy, medical technology, and non-professional science students not planning to enter graduate school in science. Non-science major students are welcome. Students who have taken or are now taking Calculus may not enroll in this course. Specifically excluded are premedical and predental students. A laboratory course, Physics 141, should be taken concurrently for laboratory credit.
THREE HOURS \(\text{STAFF} \quad \text{FALL SEMESTER}\)

102. INTRODUCTION TO PHYSICS II - A continuation of Physics 101. The course includes the following areas: 1) Molecular Physics and heat, 2) Acoustics, 3) Electricity and Magnetism (AC circuits), 4) Light and Color, and 5) Atomic and Nuclear Physics. These topics are treated in a manner so as to provide an understanding of the physical phenomena without requiring an extensive mathematical background. It is designed for the same students as Physics 101 and has the same exclusions. Physics 142, Physics Laboratory II, should be taken concurrently for laboratory credit.
THREE HOURS \(\text{STAFF} \quad \text{SPRING SEMESTER}\)

121. GENERAL PHYSICS I - The course is calculus based and designed for stu-
121. GENERAL PHYSICS I - The course is calculus based and designed for the more mathematically mature student. Specifically, it is the suggested course for Physics, Mathematics, Computer Science, and Chemistry majors. Although the topics covered are essentially the same as those in Physics 121, they are explored in a manner that utilizes the power of mathematics more fully. The topics included are: 1) Mechanics (forces, conservation laws, work, potentials and fields), 2) Geometric and Physical Optics, 3) Wave motion, 4) DC circuits, and 5) Introduction to Scientific Programming. In addition special topics of current, scientific interest are discussed. The emphasis of the course is on establishing a rigorous understanding of physical phenomena. Mathematics 135 and Physics 141 are co-requisites.

THREE HOURS  STAFF  FALL SEMESTER

131. GENERAL PHYSICS II - A continuation of Physics 131. Additional topics are examined in a rigorous manner. Included are: 1) Molecular Physics and Heat, 2) AC circuits, 3) Electricity and Magnetism, 4) Atomic and Nuclear Physics. Areas of current research are discussed. Major emphasis is placed on understanding the physical phenomena of the universe from a conceptional point of view. Physics 142 and Mathematics 136 are co-requisites.

THREE HOURS  STAFF  SPRING SEMESTER

141. PHYSICS LABORATORY I - The laboratory is designed to accompany Physics 101, 121, and 131. Basic laboratory skills are developed. The use of modern instrumentation in physical measurements are employed. Students gain experience in using computers to analyze scientific measurements. Phenomena such as light, sound, radioactivity, and electricity are studied in quantitative terms. Co-requisite: Physics 101, 121, or 131 or, Physics 122 if Physics 121 was taken in the Spring Semester.

ONE HOUR  STAFF  FALL SEMESTER

142. PHYSICS LABORATORY II - A continuation of Physics 141, Physics Laboratory I. The laboratory accompanies Physics 102, 122, 132. Physical phenomena are studied and measured on a more advanced level. The topics of electricity and
magnetism, resonance, electrical circuits, are explored. In addition, experiments are performed that use the typical measurement techniques of modern physics. A major goal of the course is to develop skills in the measurements of physical phenomena. Prerequisite: Physics 141.

223. GENERAL PHYSICS - Including geometrical and physical optics, and other wave phenomena; introduction to thermodynamics, statistical physics and sound. Prerequisite: Physics 122. (Providing the student is currently enrolled in Physics 241, the student may elect to take this course without the laboratory and for 3 hours credit.)

293. GENERAL PHYSICS (HONORS) - An alternate option to Physics 223 and a continuation of Physics 192. Same laboratory as for Physics 223 (Providing the student is concurrently enrolled in Physics 241, the student may elect to take this course without the laboratory and for 3 hours credit). By permission of the department.

232. INTRODUCTION TO THEORETICAL PHYSICS - A concentrated study in areas of vector calculus, special relativity, complex variable description, Fourier analysis, the wave equation, wave propagation and applied mathematical methods. This course is a prerequisite to most higher level courses. Prerequisite: Physics 223, and Math 270 concurrently.

241. ELECTRONICS I - An introduction to digital and analog electronics. The use of transistors, integrated circuits, and operational amplifiers in instrumentation is studied. Design techniques are taught. In the accompanying 3 hour laboratory course, random logic circuits are built including scalers, timers, digital to analog converters, and analog to digital converters. Analog amplifiers, summers, and pulse amplifiers are built and studied. Prerequisites: A laboratory course in physics, or previous electronics experience, or permission of instructor.

242. ELECTRONICS II - Advanced applications of analog and digital electronics. Linear feedback theory is studied, including stability criteria. Circuits using active filters, power amplifiers, phase lock loops, and instrumentation amplifiers are studied and built in the three hour laboratory. The circuitry of digital computers is studied along with the relationship between hardware and assembly language. A digital computer is built and programmed in the laboratory. Prerequisite: Physics 241 or permission by instructor.

290. INDEPENDENT STUDIES - With departmental approval a freshman or sophomore may engage in independent studies at a level appropriate to his ability and class standing, in order to enhance his understanding of physics. A student may enroll each semester.

295. STUDIES IN PHYSICS - A lecture or seminar in an area of special interest or experience. Department chairman's approval required.
331. PROCESS CONTROL – (Same as Computer Science 331). The control of experiments and processes using microcomputers is taught. The theory of continuous and discrete sampling methods of control is studied. Microcomputers are programmed to illustrate the problems of control, data manipulation, and data analysis. A primary goal of this course is the development of skill in assembly language programming and an understanding of the relationship between assembly language and hardware.
THREE HOURS
VAN PUTTEN FALL SEMESTER

332. PROCESS CONTROL LABORATORY – (Same as Computer Science 332). The control methods studied in Physics 331 are applied to actual systems. Microcomputers are interfaced with terminals, displays, analog to digital converters, and other input-output devices. Applications of microcomputers to data acquisition and on-line data analysis are included.
ONE HOUR
VAN PUTTEN SPRING SEMESTER

342. ELECTRICITY AND MAGNETISM – A course in classical electromagnetism with the development and application of Maxwell’s equations as the central focus. Topics include electromagnetic fields, boundary value problems, dielectric and magnetic materials, radiation, energy and momentum of the electromagnetic field, and wave guides. Prerequisite: Phys. 232 and Math 270.
FOUR HOURS
JOLIVETTE SPRING SEMESTER

352. PHYSICS OF THE OPTICAL DOMAIN – A course primarily concerned with the optical portion of the electromagnetic spectrum. Topics considered are geometrical optics, optical devices, polarization, diffraction and interference, interferometry, Fourier optics, holography and optical properties of materials. Prerequisite: Phys. 232. Alternate years.
THREE HOURS
FRISSEL SPRING SEMESTER

361. ANALYTICAL MECHANICS – A study in Newtonian mechanics, potential description, oscillatory motion, Lagrangian and Hamiltonian dynamics, normal modes, and perturbation methods. Prerequisite: Phys 232.
FOUR HOURS
JOLIVETTE FALL SEMESTER

362. STATES OF MATTER – The prominent states of matter are examined from a classical and quantum mechanical points of view. An overview of thermodynamics and statistical mechanics is given. Effects of Bose-Einstein and Fermi-Dirac statistics are detailed for gases, liquids and solids. Slightly degenerate perfect gases, electrons in metals and Bose-condensation viewed as a first order phase transition are discussed. Applications are made to such systems as plasmas, semiconductors and crystals. Special emphasis is given to superfluids, superconductors, and the Josephson effect. Alternate years.
THREE HOURS
HICHWA SPRING SEMESTER

371. PHYSICS OF ATOMS, NUCLEI, AND PARTICLES – Beginning with the physical dilemmas that preceded the quantum revolution, this course will emphasize the basic concepts and experimental techniques of contemporary physics that are used to investigate the physical world. Specific topics will include interactions of photons and charged particles with matter, atomic physics, methods of particle acceleration and detection, and nuclear physics. Prerequisite: Physics 232.
THREE HOURS
TOEVS FALL SEMESTER
Physics

372. QUANTUM THEORY. A detailed study of the mathematical and physical foundations of quantum mechanics. Topics include the Schroedinger wave equation, one-dimensional potentials, operator methods in quantum mechanics, the Heisenberg representation of operators, the three-dimensional Schroedinger equation, angular momentum, the hydrogen and helium atoms, matrix methods in quantum mechanics, time independent and time dependent perturbation theory, radiation of atoms, scattering theory and group theory applied to the rotation group. Prerequisite: Physics 371.

FOUR HOURS  HICHWA  SPRING SEMESTER

381. ADVANCED LABORATORY - This laboratory combines experiments from both classical and modern physics and from interdisciplinary physics fields such as biophysics and geophysics. Extensive use of the computer and FORTRAN is made in the analysis of data from the experiments. Detailed error analysis of each experiment is required. Experiments are from the fields of electricity and magnetism, gravitation, electronics, optics, acoustics, and atomic and nuclear physics. One hour of lecture and seven hours of laboratory. Required for physics majors. Prerequisites: Physics 232, 241, 242.

TWO HOURS  HICHWA  FALL SEMESTER

382. CONTINUATION OF ADVANCED LABORATORY - Experiments in the second semester of advanced laboratory include Rutherford scattering, neutron activation (geophysics) and a gamma camera (medical physics) among others. One hour of lecture and seven hours of laboratory. Required for physics majors. Prerequisite: Physics 381.

TWO HOURS  HICHWA  SPRING SEMESTER

490. INDEPENDENT STUDY - With departmental approval a junior or senior may engage in independent studies at a level appropriate to his ability and class standing, in order to enhance his understanding of physics. A student may enroll in each semester.

ONE or TWO HOURS  STAFF  BOTH SEMESTERS

495. ADVANCED STUDIES IN PHYSICS - A lecture or seminar in an area of special interest or experience. Department chairman's approval required.

TWO or THREE HOURS  STAFF  ANY SEMESTER
The academic program of the Department of Political Science seeks to provide the student with a systematic understanding of government, political behavior, and political institutions in the local, state, national and international areas. To accomplish this goal, students majoring in political science take such courses as "History of Political Theory," "Comparative Government," "American Political Parties," and "International Law." In addition to these theoretical courses, students enroll for academic credit in departmental programs which give the student a first-hand encounter with political processes both at home and abroad. For example, they work in political campaigns, intern in local and county governments, observe national presidential conventions, and work as a Congressional aide. All political science majors have the opportunity to apply for the Washington Semester Program. This program enables students to enroll in seminars with key political and administrative officials in the national government.

In addition to courses, students majoring in political science have engaged in a wide variety of activities which include:
- organizing a local Holland precinct
- sponsoring a model United Nations for local area high schools
- meeting with prominent campus visitors, such as Senator Mark Hatfield
- organizing a "get-out-to-vote" campaign among college students over the "age of majority"

Graduates of the Department of Political Science have pursued such satisfying careers as:
- a member of the United States House of Representatives
- an assistant to the President's Press Secretary
- a foreign service officer in Southeast Asia
- a professor of International Relations at a major American University
- a senior partner in a nationally prominent law firm
- a juvenile rehabilitation officer
- an administrator of a hospital in New York state
- an insurance agent in the state of Maine
- a budget analyst in Fairfax County, Virginia
- a campaign management specialist with his own consulting firm

SOCIAL SCIENCE REQUIREMENT: Students who want to fulfill the college social science requirement should take Political Science 101.

GENERAL PROGRAM FOR MAJORS: The program for majors, consisting of not less than twenty-five hours in the department, is designed to provide an excellent background and training for the student who wishes to prepare for secondary-level teaching, government service, law school, or graduate work in political science. Students who take appropriate electives in other disciplines may also prepare for eventual careers in journalism, public relations, industry, small business, personnel administration, as well as other facets of human relations. To assure a good balance of course work each student major will be required to enroll in 101, 121 or 212,
Political Science

251, 261 or 262, 341 and 495. Each major is strongly urged to take Economics 201 and to fulfill his college mathematics requirement by taking an introductory computer science course or Math 210 (Statistics).

SPECIAL PROGRAM IN FOREIGN AREAS STUDIES: A political science major may choose to concentrate on foreign areas studies in which case he will complete an individually tailored thirty-one hour study program formulated in conjunction with his advisor. This study program would include an appropriate balance of subnational, national, and international level political science courses and must be approved by the Political Science department. Political Science 101 is required. Programs will vary according to geographic areas and interested students should see the following faculty members who serve as program advisors: Dr. Elder, Dr. Hoeksema, and Dr. Holmes. For most of these area programs, up to six of the thirty-one hour requirement may be taken outside the Political Science department. Students who meet the International Education Committee’s requirements for study abroad may include a year of study in the area itself through programs such as those sponsored by the GLCA or IES.

101. NATIONAL GOVERNMENT - A study of the national government from its origins (including the formation and development of the Constitution) through its development to the present. Varying approaches to teaching this course are used by the staff, though the discussion-lecture format is a common approach for all. Simulations (Holmes), foreign policy emphases (Holmes, Hoeksema), theoretical foundations for U.S. political and social institutions (Elder), historical, institutional, and practical politics emphases (Zoetewey, Hoeksema) are among the special approaches and interests of the staff.

THREE HOURS STAFF BOTH SEMESTERS

121. 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 101. Students who are interested in pursuing a career in state and local government should also take Political Science 235 (Public Administration) and Political Science 391 (Internship in Local Government or possibly state government).

THREE HOURS ZOETEWEY FALL SEMESTER

211. 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 101 or permission of the instructor. Not offered fall semester 1977-78.

THREE HOURS ZOETEWEY FALL SEMESTER

212. PARTIES, PRESSURE GROUPS AND ELECTIONS - 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 101.

THREE HOURS ZOETEWEY SPRING SEMESTER

235. PUBLIC ADMINISTRATION AND POLICY - The underlying principles of public policy and government management at the federal, state and local levels. Prerequisite: Political Science 101. Students who are interested in a career in government should also take Political Science 391 (Internship in Federal Vocations, Local Government, or possibly in state government). Not offered fall semester 1977-78.

THREE HOURS ELDER, HOLMES FALL SEMESTER
POLITICAL SCIENCE

251. INTERNATIONAL RELATIONS - An introduction to, and an examination of the major problems confronting the peoples and nations of the modern world. Prerequisite: One semester of college work.
THREE HOURS  HOLMES  BOTH SEMESTERS

261. COMPARATIVE GOVERNMENT - A study of the major types and forms of governments of Europe. Prerequisite: one semester of college work. Not offered 1977-78.
THREE HOURS  HOEKSEMA  SPRING SEMESTER

262. INTRODUCTION TO THE POLITICS AND INTERNATIONAL RELATIONS OF LATIN AMERICA - A political survey of the nations of Latin America and their relations with the outside world. Special attention is given to the role of the military in these countries. Prerequisite: Sophomore standing.
THREE HOURS  HOLMES  SPRING SEMESTER

270. INTRODUCTION TO CULTURE AND POLITICS OF INDIAN SUBCONTINENT - Considerable emphasis will be placed on the effects which religion, social structure and history can have on the nature of the functions performed by the political institutions of a society. Major emphasis will be on the social and political institutions of India, Pakistan, and Bangladesh. Prerequisite: One semester of college work. Not offered 1977-78.
THREE HOURS  ELLER  SPRING SEMESTER

272. INTERNATIONAL RELATIONS OF SOUTHEAST ASIA - A geographical, cultural, historical and political study of the countries of Southeast Asia from 1945 to the present time. Not offered 1977-78.
THREE HOURS  HOEKSEMA  FALL SEMESTER

295. STUDIES IN POLITICAL SCIENCE - This course allows a student to take a course 1) that would have a particular relevance at a particular time, 2) that would arouse and attract student interest, and 3) that would allow professors to develop areas within or related to their academic training. Courses that have been or could be offered include Middle East Politics, Civil Rights, Race Relations, Political Modernization, Far East Politics, Urban Government and Politics, Soviet-American Relations, Political Violence, and Political Economy. Prerequisite: one semester of college work. Soviet government will be offered by Professor Hoeksema in the fall semester 1977-78.
THREE HOURS  STAFF  BOTH SEMESTERS

331. 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. Prerequisite: Political Science 101.
THREE HOURS  ZOETEWEY  SPRING SEMESTER

339. AMERICAN CONSTITUTIONAL LAW - Principles of the American Constitution; separation of powers, federalism, the power of the national and state government, and limitations on the exercise of those powers. Prerequisite: Political Science 101. Open to qualified sophomores.
THREE HOURS  DE BORST  SPRING SEMESTER

341. HISTORY OF POLITICAL AND SOCIAL THEORY - The objective of the
Political Science

course is two-fold: 1) to consider some of the basic problems of political philos­
ophy, and 2) to indicate how they grew out of an attempt on the part of man to dis­
cover his purpose and the nature of his social organization. Open to qualified soph­
omores. Not offered 1977-78.

FOUR HOURS

ELDER FALL SEMESTER

346. AMERICAN POLITICAL AND SOCIAL THOUGHT - This course analyzes and
interprets fundamental political ideas in terms of their origins, assumptions and de­
velopments. Prerequisite: Political Science 101. Open to qualified sophomores.
Not offered 1977-78.
THREE HOURS

ELDER SPRING SEMESTER

352. INTERNATIONAL LAW, ORGANIZATION, AND SYSTEMS - Survey of pres­
sent and possible future international procedures and systems for resolving prob­
lems arising from relations between nation states. Political Science 251 recom­
mended but not required as prerequisite. Open to qualified sophomores. Not of­
fered 1977-78.
FOUR HOURS

HOLMES, HOEKSEMA SPRING SEMESTER

378. AMERICAN FOREIGN POLICY - American foreign policy is examined in glo­
bal terms with emphasis on alternating political moods of the public, processes by
which policy is formulated and executed, its current substance, and challenges of
international politics. Open to qualified sophomores.
THREE HOURS

HOLMES FALL SEMESTER

391. INTERNSHIP PROGRAM - A field experience in government at the local, state
or national level, or with a political party organization. The student will work in a
governmental or political office for a minimum period of time and, under the direc­
tion of a staff member, prepare a paper related in some manner with his field expe­
rience. Prerequisite: Junior Standing or consent of the Chairman.
ONE to FOUR HOURS

STAFF BOTH SEMESTERS

392A. WASHINGTON SEMESTER INTERNSHIP IN CONGRESS.

392B. WASHINGTON SEMESTER INTERNSHIP WITH POLITICAL INTEREST
GROUPS.

393A. WASHINGTON SEMESTER INTERNSHIP IN AMERICAN FOREIGN
POLICY.

393B. WASHINGTON SEMESTER INTERNSHIP IN PUBLIC ADMINISTRATION.

These four internships are offered under the Washington Semester Program (see
Political Science 496). During the first half of the semester students will be intern­
ing in a congressional office or with an interest group. During the last half of the
semester, the student will intern in an executive branch agency. Internees will pre­
pare a term paper for each internship on a topic related to the internship experi­
ence.
EIGHT HOURS

ELDER SPRING SEMESTER

490. INDEPENDENT STUDIES - Independent research of an advanced nature un­
der the supervision of a designated staff member, culminating in the preparation of
an extensive research paper. Prerequisite: Senior standing and consent of the de­
partment chairman.
THREE HOURS

STAFF BOTH SEMESTERS
491. 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. Readings on the Supreme Court will be offered fall semester by Professor Zoetewey.

STAFF BOTH SEMESTERS

ONE to THREE HOURS

494. 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 the research paper. Seminars scheduled for 1977-78 will study The Presidency (fall) and National Security (Spring). Prerequisites: Not less than six hours in Political Science, Junior standing, and permission of instructor.

THREE HOURS

HOEKSEMA, HOLMES BOTH SEMESTERS

496. WASHINGTON SEMESTER PROGRAM - This program enables superior students from all disciplines to study in Washington, D.C. and to apply knowledge of their area as it relates to government and politics. Select junior and senior students will take a seminar on American government and politics (Political Science 496, 8 hours credit), participate in group interviews with Congressmen and legislative staff, executives, lobbyists, political party officials, and journalists, intern for two seven-week periods in Congress (Political Science 392A, 4 hours credit), the executive branch (Political Science 393A or B, 4 hours credit), or with political interest groups (Political Science 392B, 4 hours credit), and prepare extensive research papers based upon their semester's work.

EIGHT HOURS

ELDER SPRING SEMESTER
PSYCHOLOGY

MR. BEACH, CHAIRMAN; MR. BROWN, MRS. DICKIE, MR. LUDWIG, MR. MOTIF, MR. MYERS, MR. SHAUGHNESSY, MR. VAN EYK. Assisting Faculty: MR. VANDER WOUDE

The Department of Psychology aims to provide its students with a strong base in the methodology and fundamental concepts of psychology in order to prepare them to enjoy the study of behavior or to pursue graduate study or practical applications of psychology. It is the department's philosophy that the best preparation for the future comes through acquiring the intellectual tools that will enable the student to be a problem solver, to change and grow as old techniques and vocational specialties become obsolete and new approaches become available.

The department also offers students opportunities to witness and experience psychological principles and thereby to shape their personal visions for the future. Almost half of the department's courses offer the opportunity for laboratory experience.

The department's exceptional new facilities include a faculty-student lounge, an eight room laboratory for observing children and small groups, 40 additional rooms for laboratory instruction and research with humans and animals (monkeys, rats, mice, fish), and innovative classroom facilities. Many students collaborate with faculty in research in much the same way that graduate students do in large universities. In 1972, Hope was one of 19 colleges and universities to receive a National Science Foundation grant for summer research by psychology students and in 1973 a team of six Hope students received a National Science Foundation grant to support their summer research project on mental retardation. Each year 30-35 psychology students are involved in independent study - learning psychology by doing psychology.

The Psychology-Sociology Composite Major is designed specifically for students who plan to enter the "helping professions," such as social work. This program utilizes the greater Holland community and its social agencies as a laboratory for learning.

Graduates of the Department of Psychology are now pursuing interesting careers, such as:

- teacher of Organizational Psychology at Yale University
- senior partner in an Eastern law firm
- pastor of a Reformed Church in America congregation in the Midwest
- administrative assistant to a United States Senator
- career officer in the United States Navy
- personnel manager for a national photography-chemical firm
- human engineer for a national computer firm
- director of a social agency in Western Michigan

Although employment opportunities are increasing for the person holding only the bachelor's degree in psychology, a master's or doctoral degree is still considered essential for doing professional work in the field. Consequently, the student who aims to work as a psychologist should plan on graduate study, preferably study leading to the Ph.D degree.
Due to the variety of interests and goals of students wishing to major in psychology and to the variety of directions one may take within the field of psychology, flexibility is provided in the major requirements.

MAJOR REQUIREMENTS: The minimum requirements of all psychology majors are 24 hours of psychology credit including General Experimental Psychology (200), Laboratory in Psychology (390), and Introductory Statistics (Math 210 – with its lab, 212, strongly recommended). Broad sampling across the range of basic psychology, represented by 200-level courses, is strongly recommended. Since behavior is rooted in the organism’s biology, course work in animal biology (Biology 112, Heredity, Human Ecology) is also strongly recommended. Other courses in computer science, biology, math, philosophy, sociology and communications are recommended. Computer science 180 (or Math 180) provides valuable computer experience and training.

A “Psychology Department Handbook” is available for students desiring more detailed information regarding the department and psychology facilities, activities, programs and opportunities at Hope.

100. INTRODUCTION TO PSYCHOLOGY - An introduction to the study of behavior. Psych 100 or Psych 200 is a prerequisite for all other psychology courses except 210.
THREE HOURS STAFF BOTH SEMESTERS

200. 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 MOTIFF, VAN EYL, SHAUGHNESSY BOTH SEMESTERS

210. ANIMAL BEHAVIOR - An introduction to psychological, ethological and ecological approaches to animal behavior. Emphasis is on animals as models for complex processes and as exhibitors of intrinsically interesting behavior. Prerequisite: Psych. 100 or Biol. 112.
TWO HOURS MOTIFF

220. EDUCATIONAL PSYCHOLOGY - Same as Education 220. (When taken as psychology credit it cannot be counted toward the 24 hours required for a psychology major.)

230. DEVELOPMENTAL PSYCHOLOGY - An introduction to theories, research methods, and findings related to intellectual, emotional, perceptual, social and personality development during the life-span, with emphasis on childhood and adolescence.
THREE HOURS DICKIE BOTH SEMESTERS

231. THERAPEUTIC RELATIONS WITH CHILDREN - Weekly seminars and readings in conjunction with field research or participation. Emphasis will be on principles and techniques in therapeutic interactions with children. This course may be repeated once for credit. Co-requisites or prerequisites: Psychology 230 and permission of instructor.
ONE HOUR DICKIE
Psychology

250. PERCEPTION - An introduction to the sensory and perceptual processes as manifest in contemporary theory, research, and application. Special attention is paid to vision.
TWO HOURS
VAN EYL FALL SEMESTER

260. INTRODUCTION TO PERSONALITY - Introduction to the study of personality with emphasis on development and dynamics.
THREE HOURS
BEACH, BROWN BOTH SEMESTERS

270. LEARNING AND MEMORY - Experimental methods, research findings and contemporary theories are evaluated for problems of conditioning, learning, and memory.
TWO HOURS
SHAUGHNESSY SPRING SEMESTER

275. PHYSIOLOGICAL PSYCHOLOGY: BRAIN AND BEHAVIOR - An introduction to the physiological bases of behavior. Research findings and methods will be emphasized regarding the neural processes underlying brain function and behavior.
THREE HOURS
MOTIFF FALL SEMESTER

280. SOCIAL PSYCHOLOGY - The effect of social conditions on people’s behavior and attitudes.
THREE HOURS
MYERS BOTH SEMESTERS

290. SUPERVISED STUDY IN PSYCHOLOGY - Designed to give the psychology student an opportunity for first-hand learning experience in laboratory settings or in a field placement under the supervision of a faculty member. It is the student’s responsibility to obtain prior approval of the project from his/her faculty supervisor. May be repeated for credit; however, no more than three hours in 290, and 295 may be applied to the 24-hour psychology major requirement. Prerequisite: Psych 100 and permission of the instructor/supervisor.
ONE or TWO HOURS
STAFF BOTH SEMESTERS

295. STUDIES IN PSYCHOLOGY - An experimental lecture or seminar course designed as a one-time or trial offering. May be repeated for credit but no more than three hours in 290, or 295 may be applied to the 24-hour psychology major requirement. Prerequisite: permission of instructor.
TWO or THREE HOURS
STAFF

330. THE EXCEPTIONAL CHILD - Same as Education 330. (When taken as psychology credit it cannot be counted toward the 24 hours required for a psychology major.)

362. METHODS OF SOCIAL RESEARCH - Same as Sociology 362. (When taken as psychology credit it cannot be counted toward the 24 hours required for a psychology major.)

370. 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 260.
THREE HOURS
VANDER WOUDEN BOTH SEMESTERS

380. 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. Psychology 280 is strongly recommended as a prior course.

**THREE HOURS**

**BEACH SPRING SEMESTER**

**390. LABORATORY IN PSYCHOLOGY** - A psychology laboratory course in a specific content area such as Animal Behavior, Developmental Psychology, Perception, Learning, or Physiological Psychology: Brain and Behavior. The corresponding lecture course for each of these lab courses (e.g., 210, 240, 250, 270, 275, respectively) is a prerequisite. The laboratory will emphasize scientific research in the content area, stressing contemporary methods of investigation and behavioral research. May be repeated for credit providing no specific content area is repeated. One course is required for the psychology major.

**TWO HOURS**

**STAFF BOTH SEMESTERS**

**400. TESTS AND MEASUREMENTS** - Same as Education 465. An introduction to the purposes, the construction and the interpretation of tests of psychological and educational differences and uniformities. Prerequisite: Math 210.

**THREE HOURS**

**BEACH, BROWN FALL SEMESTER**

**410. THEORIES OF PERSONALITY AND PSYCHOTHERAPY** - Representative personality theories are examined comparatively in terms of their essential concepts and propositions. Conceptual similarities and differences are explored. Implications of different theories for psychotherapy are considered. Prerequisite: Psychology 260.

**THREE HOURS**

**420. HISTORY AND SYSTEMS OF PSYCHOLOGY** - The historic and systematic development of psychology. Prerequisite: Permission of instructor.

**THREE HOURS**

**BEACH**

**490. INDEPENDENT STUDY** - This program affords an opportunity for the advanced student in psychology to pursue a project of his own interest beyond the regular course offerings. The project may take one of several forms: 1) library readings on a topic in psychology; 2) a supervised laboratory or research project; 3) a supervised field project combining study with appropriate work experience. To fulfill eligibility for his program the student must have a specific project in mind, a reasonable background in related course work, good independent study habits, initiative and high motivation. A request for independent study credit is made by completing a departmental application form, preferably prior to registration. This course may be repeated for credit but no more than four hours in 290, 295, 490, 494, and 495 may be applied to the psychology major requirement.

**TWO, THREE, or FOUR HOURS**

**STAFF BOTH SEMESTERS**

**494. TOPICAL SEMINAR** - A student or faculty initiated seminar on a special topic in psychology. Intended for students of demonstrated maturity, as usually indicated by upperclass standing. May be repeated for credit, but no more than four hours in 290, 295, 490, 494, and 495 may be applied to the 24-hour psychology major requirement. Prerequisite: permission of seminar instructor. (Examples of recent offerings are: Mental Retardation, Human Sexuality, Urban Environment, and Monkeys, Apes and Man.)

**TWO or THREE HOURS**

**STAFF**
Psychology

495. ADVANCED STUDIES IN PSYCHOLOGY - An experimental lecture or seminar course designed for a one-time or trial offering. Intended for students of demonstrated maturity, as usually indicated by upperclass standing. May be repeated for credit, but no more than four hours in 290, 295, 490, 494, and 495 may be applied to the 24-hour psychology major requirement. Prerequisite: permission of instructor.
TWO or THREE HOURS
The broad academic purpose of the study of religion at the college level is to understand the role of religion in human culture. To accomplish that end the Department of Religion is divided into five areas of academic investigation: Biblical studies, historical studies, philosophical-theological studies, world religions and religion in contemporary cultures. While each student majoring in religion is required to enroll in both beginning and advanced level courses in each of the five areas, many religion majors concentrate in one area and develop, thereby, a considerable expertise. Many students have found the religion major an excellent way of focusing their liberal arts education at Hope College.

Students majoring in religion participate in a wide variety of academic and service activities which include:

- assisting professors with research programs
- attending the “pacem in Terris” conference in Washington, D.C. to ponder and debate the future of American foreign policy
- enrolling in the Philadelphia or Chicago Urban Semester to investigate alternative ministries in an urban setting
- leading youth groups, both denominational and non-denominational, in area churches and performing community services.

Students majoring in religion often form a composite major with another academic discipline, such as Philosophy, Communication, Theater, Music, Foreign Languages, Sociology, and History. Each year many graduates of this department go on to graduate studies in major universities and seminaries in the country and abroad.

Graduates of the Department of Religion are currently leading satisfying careers such as:

- pastoring churches in this country and abroad
- serving as a top-level administrator in the policy system in a Midwest state
- teaching Biblical studies in seminaries and colleges
- serving as a theological librarian at a Midwest seminary
- directing a home for the aged in a Midwest community

RELIGION OFFERINGS FOR THE ALL-COLLEGE REQUIREMENTS

Studies in the department are an integral part of the college curriculum and six semester hours (three semester hours for Junior and Senior transferees) in Religion offerings are required for graduation. Three of these hours are to be elected from the Basic Studies in Religion. The remaining hours are to be drawn from the upper level religion courses, allowing for those exceptions where additional prerequisites are listed. For the Senior Seminar graduation requirement the following courses in the Department of Religion are elective possibilities: 331, 333, 351, 451 and 453.

RELIGION AS A MAJOR

Religion is a department within the Humanities Division presenting an area of study
Religion

and research which students preparing for various professions may choose as the focus of their liberal arts education. The Department of Religion is comprised of five disciplines: Biblical Studies, Historical Studies, Theological-Philosophical Studies, Studies in World Religions, Studies of Religion in Culture. A religion major program requires 24-30 semester hours of courses elected from the five disciplines in Religion. Courses are also required in the departments of English, Philosophy, Languages, History, Psychology and Communications. Options for religion majors include seminars for individual research and, in consultation with the department chairman, the opportunity to fulfill selected required courses through a tutorial reading program. The program has been endorsed and recommended by graduate theological seminaries for students preparing for church vocations.

For students interested in pursuing careers in Christian education and youth work in the local church, the religion major-church worker program is recommended. This program consists of the regular religion major course of study to which particular courses for skill development are added.

Basic Studies in Religion

110. LITERATURE OF JUDAISM AND CHRISTIANITY - A study of selected portions from Biblical literature, the primary documents of the judeo-Christian tradition. The course will examine concepts in the religious tradition most basic in the Western world.
THREE HOURS VERHEY, VOSKUIL

120. BASIC CHRISTIAN THOUGHT - An inquiry into the basic tenets of Christianity dealing with God, the nature and predicament of man and human destiny. These tenets are examined in relation to their historical and contemporary contexts.
THREE HOURS LEE, PALMA

130. PHENOMENOLOGY OF RELIGION - An analysis of categories of religious behavior, attitudes and assumptions as manifested and illustrated in world religion sources. Contemporary life is evaluated in the light of these categories.
THREE HOURS VOOGD

140. RELIGION IN SOCIETY - An examination of the role that religion plays in societies such as ancient Israel and early Christianity. The place of religion in these societies will serve as models for understanding religion in American life, past and present, with special reference to issues such as church and state, and religion and social ethics.
THREE HOURS BOULTON, BRUINS

Biblical Studies

211. GOSPEL LITERATURE - A study of the synoptic gospels and John emphasizing the ministry and thought of Jesus. Attention is given to twentieth century research in the gospels. Sophomore standing.
THREE HOURS VERHEY

212. PAULINE LITERATURE AND THOUGHT - The sources and content of the Apostle Paul's thought are treated through a study of his New Testament letters. The course also examines recent trends in Pauline research. Sophomore standing.
THREE HOURS VERHEY

215. HISTORY AND RELIGION OF ANCIENT ISRAEL I - The history, literature and
Religion

religion of Israel from the Patriarchal era to the Babylonian exile. A study of the Old Testament against the background of the ancient Near East.

THREE HOURS

216. HISTORY AND RELIGION OF ANCIENT ISRAEL II - The history, literature and religion of Israel from the Babylonian exile to the Christian era. A study of the rise of post-exilic Judaism in fusion and confrontation with the empires of Persia, Greece and Rome.

THREE HOURS

311. WISDOM LITERATURE OF ISRAEL - Study of the role of the sages and their contribution to Israel's religious and intellectual life through examination of the Wisdom books of Israel. Selections from contemporary literature bearing on the perennial problems raised by the Wisdom writers are used as collateral reading. Junior standing.

THREE HOURS

312. PROPHETIC LITERATURE OF ISRAEL - A study of the prophetic literature of Israel in its historical setting. The course examines the basis of the prophetic movement, its impact on Israel's political, social, and religious life, and its relationship to later Jewish and Christian thought. The course also examines the prophetic social concerns as they relate to contemporary social problems. Junior standing.

THREE HOURS

Historical Studies

221. RISE OF CHRISTIANITY I - The rise and development of Christianity from the second century through the Reformation era. Students who intend to take both 221 and 222 should elect them in their proper sequence. Sophomore standing.

THREE HOURS

222. RISE OF CHRISTIANITY II - The history of Christianity from the Reformation era to the present day. Students who intend to take both 221 and 222 should elect them in their proper sequence. Sophomore standing.

THREE HOURS

321. RELIGION IN AMERICA - An analysis and study of the various religious movements and cults in America from colonial times to the present.

THREE HOURS

421. 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.

THREE HOURS

422. STUDIES IN CALVINISM - A survey of the teachings of John Calvin and the development of the Reformed tradition in Europe and North America.

THREE HOURS

Theological-Philosophical Studies

231. PERSPECTIVES ON CHRIST - A study of representative views and images of Christ. Conceptions to be covered stem from a number of perspectives: theological, historical, psychological, etc. Attention is also given to images of Christ ex-
pressed in culture including music, painting and literature. Prerequisite: One course in "Basic Studies in Religion."

THREE HOURS

331. PHILOSOPHY OF RELIGION - Inquiry into the nature and functions of religion in various cultures; the logic or religious belief; the nature of religious discourse; the relations between religious world-views and their alternatives. Same as Philosophy 331. Junior standing.

THREE HOURS

333. EXISTENCE AND FAITH - A systematic inquiry into the Christian interpretation of human existence through a critical analysis and evaluation of such non-Christian existentialists as Sartre, Camus and Heidegger and such Christian theologians as Calvin, Kierkegaard, Niebuhr and Tillich. Prerequisite: One course in "Basic Studies in Religion."

335. CONCEPTIONS OF GOD - A typological study of various theological and philosophical conceptions of God and their implications for such problems as the meaning of evil, freedom of the will, and man's knowledge of God. The Biblical conception of God will be analyzed and then compared to the conceptions of God in various theologians (e.g. Augustine, Aquinas, Calvin, Edwards, Barth, Tillich and Niebuhr) and philosophers (e.g. Plato, Aristotle, Eckhart, Hegel, Whitehead and Hartshorne).

Studies In World Religions


THREE HOURS

341. ASIAN RELIGIONS I - A study and analysis of the major religions of India. Junior standing.

THREE HOURS

342. ASIAN RELIGIONS II - A study and analysis of the major religions of China, Japan and Southeast Asia. Junior standing.

THREE HOURS

Religion in Culture

351. CHRISTIAN ETHICS - A systematic inquiry into representative theories of human perfectability, of the individual and of society as a whole, concentrating upon those theories which have arisen within the context of the Judaeo-Christian tradition. Junior standing.

THREE HOURS


THREE HOURS

451. RELIGION AND PSYCHOLOGY - An examination of basic components of hu-
man experience and behavior that are common to both religion and psychology. An analysis of the ways in which the disciplines of religion and psychology can assist one another. Prerequisite: one "Basic Studies in Religion" and Psychology 100.

THREE HOURS

452. RELIGION AS A SOCIAL INSTITUTION - A study and analysis of the interaction and interpenetration of the disciplines of religion and sociology. Prerequisite: One "Basic Studies in Religion" and Sociology 101.

THREE HOURS

453. CHRISTIANITY AND CONTEMPORARY AMERICAN CULTURE - An examination of the major tenets of the Christian faith and the various ways in which the Christian faith interacts with major phenomena in contemporary American culture such as technology, the arts, politics and social morality.

THREE HOURS

Seminar and Independent Study

295. STUDIES IN RELIGION - A lecture or seminar class on a selected topic from one of the five disciplines of the department. Prerequisite: one course in "Basic Studies in Religion" and sophomore standing.

THREE HOURS

490. INDEPENDENT STUDIES - A program providing an opportunity for the advanced student to pursue a project of his own interest beyond the catalog offerings. Course can be based upon readings, creative research and/or field projects. Permission of department chairman required.

ONE, TWO or THREE HOURS

495. SEMINAR - In depth studies in any of the five disciplines of the department to develop the student’s capabilities for individual research and use of primary sources. For religion majors only or by permission of instructor.

THREE HOURS
The Hope College Catalogue introduces the college as an institution where life is regarded as God’s trust to man. In this context students are helped to discover their individual abilities, and to develop as competent, creative, and compassionate human beings, devoted to serving God in all areas of life. From these aims the Senior Seminar’s core requirement was developed.

Through personal assessment of one’s education and life view, the Senior Seminar is intended to serve as the capstone to an education at Hope College. The Seminars are designed to help the student 1) consider how the Christian faith can inform a philosophy for living, 2) articulate his philosophy for living in a coherent, disciplined, yet personal way, 3) provide an opportunity to understand secular contemporary values in Christian perspective.

Senior Seminars are three hour courses offered both semesters. Students may elect from the following courses to fulfill the requirement. Courses should be taken by second-semester juniors and seniors unless by special permission.

331. PHILOSOPHY OF RELIGION - Inquiry into the nature and functions of religion in various cultures; the logic or religious belief; the nature of religious discourse: the relations between religious world-views and their alternatives. Same as Philosophy 331 and Religion 331. Junior standing.

THREE HOURS  PALMA

333. EXISTENCE AND FAITH - A systematic inquiry into the Christian interpretation of human existence through a critical analysis and evaluation of such non-Christian existentialists as Sartre, Camus and Heidegger and such Christian theologians as Calvin, Kierkegaard, Niebuhr and Tillich. Prerequisite: One course in "Basic Studies in Religion". Same as Religion 333.

THREE HOURS  LEE

351. CHRISTIAN ETHICS - A systematic inquiry into representative theories of human perfectability, of the individual and of society as a whole, concentrating upon those theories which have arisen within the context of the Judaeo-Christian tradition. Junior standing. Same as Religion 351.

THREE HOURS  BOULTON

400. 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 his world in the drama complements, corrects, or contrasts with the Christian view, and to examine the bases for a Christian drama. Students will conduct critical research and lead discussions. May be taken to fulfill College Seniors Seminar requirement. Same as Theatre 401.

THREE HOURS

401. CHRISTIANITY AND CONTEMPORARY CULTURE - Salient features of contemporary culture are examined in the light of the Christian New Law. What, for instance, is today’s Christian to make of international materialism, the technological
Senior Seminar

society, the global village, cybernetics, mass-media conditioning, behaviorism, censorship, population control, social planning, political, clerical, artistic establishments, etc.? Variant offerings confront one or more such issues in an effort to assist the student in sharpening his intellectual and spiritual capacities for responding to his commitment and to his culture's dilemmas. Representative variants: "God and Mammon," "The World, the Flesh, and The Devil," "Rage for Beauty," "The Failure of the Church?". Same as IDS 401.

THREE to FOUR HOURS STAFF BOTH SEMESTERS

402. CHRISTIANITY AND CONTEMPORARY LITERATURE - Through an examination of a variety of literary statements - in poems, plays, films, novels, etc. - this course focuses on a major problem confronting the Christian and Christianity in the contemporary world. Representative variants: "Images of Man," "Crises and Correlations," "Man's Search for Meaning." Same as IDS 402.

THREE to FOUR HOURS STAFF BOTH SEMESTERS

403. STUDIES IN CONFLICT AND PEACEMAKING - Building on Jesus' assertion "Blessed are the peacemakers," this course provides an occasion for the examination of the concepts and strategies from several disciplines (psychology, religion, political science, sociology, etc.) in an effort to understand the genesis and evolution of personal, social, and political conflict. Variants: "War and Peace," "The Peace Within." Same as IDS 403.

THREE to FOUR HOURS STAFF BOTH SEMESTERS

421. SCIENCE AND HUMAN VALUES - An exploration of the ramifications of man's actions in the physical world, this course exists to heighten awareness of western man's involvement in nature, detailing the role of science and technology in creating problems and attempting solutions. Same as IDS 421.

STAFF FALL SEMESTER THREE to FOUR HOURS

423. SCIENCE AND THE CHRISTIAN FAITH - Examining from historical, theological, and scientific perspectives the conflicts that have arisen between science and the Christian faith, this course proposes a resolution which attempts to integrate the discoveries of science with Holy Scripture. Anticipated problems of faith arising from such scientific concerns as the synthesis of life, genetic engineering, longevity, etc. are also examined. Same as IDS 423.

THREE HOURS STAFF SPRING SEMESTER

451. RELIGION AND PSYCHOLOGY - An examination of basic components of human experience and behavior that are common to both religion and psychology. An analysis of the ways in which the disciplines of religion and psychology can assist one another. Prerequisite: one "Basic Studies in Religion" and Psychology 100. Same as Religion 451.

THREE HOURS STAFF

453. CHRISTIANITY AND CONTEMPORARY AMERICAN CULTURE - An examination of the major tenets of the Christian faith and the various ways in which the Christian faith interacts with major phenomena in contemporary American culture such as technology, the arts, politics and social morality. Same as Religion 453.

STAFF
Sociology is defined as the scientific study of human society. This study, like other social science disciplines, is twofold: one is theoretical and the other is methodological. In the first task, the student is required to gain a thorough understanding of theoretical frameworks from which sociologists explain human society and its processes. To accomplish this end, sociology majors enroll in courses like "Perspectives of Sociology," "Urban Sociology," and "Criminology," and "Race and Ethnic Relations." To assist the students to acquire sound methodological practices and procedures, they must enroll in courses like "Methods of Social Research," "Statistics," and "Field Work Projects." In addition, many sociology students enroll in the Philadelphia Urban Semester, where they study American Urban realities first hand.

The department offers sociology majors two professional "tracks." One program prepares students who plan to enter graduate school in sociology or professional schools such as law, urban planning, ministry or college teaching. The other, in conjunction with the Department of Psychology, prepares students planning to enter the "helping professions," such as social work.

In addition to their classroom and experimental programs, sociology students engage in a wide variety of activities which include:

- social research in community
- liaison work with the Holland Police Department
- work with the mentally and physically handicapped in local clinics and hospitals
- work in local hospitals with bilingual patients
- work on a "one to one" basis with juvenile delinquents through local courts
- work with neglected children through local agencies
- work with school children through school social workers

Graduates of Hope's Sociology Department are currently leading satisfying careers such as:

- college teachers, high school teachers, or clergymen
- director of a drug clinic in Western Michigan
- teacher in a prison in Massachusetts
- supervisor in a counselling center for families
- teacher of Social Work and Psychiatry at a major university
- legal aid lawyer in Detroit, Michigan
- professional counsellor for the Girl Scouts of America
- director of programs of Special Education in Virginia
- housing director at a Midwest college

The program for a Sociology major requires a minimum of 24 hours in Sociology, plus Mathematics 210 (Introduction to Statistics). The course program must include:

a) Soc. 101, the basic course of the department; b) the core courses, Soc. 361 (Perspectives in Sociology), Soc. 362 (Methods of Social Research), and Math 210 (Intro to Stat). It is strongly recommended that these courses be completed by the
junior year. Psychology 300 (Social Psychology) and Physical Education 361 may be elected as a part of 24-hour minimum requirement for Sociology major. Sociology 442 (Social Interventions), Sociology 242 (Child Welfare), and Sociology 443-446 (Social Work Field Project) may not apply to a Sociology major.

See page 91 for requirements for a Psychology-Sociology major.

101. PRINCIPLES OF SOCIOLOGY - Examination of the concepts 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 BOTH SEMESTERS

102. SOCIAL PROBLEMS - Sociological analysis of selected major American social problems (such as poverty, race relations, crime, drug addiction, mental disorders) their nature, treatment and contributing factors. Viewed in the perspectives of the American social system.
THREE HOURS BOTH SEMESTERS

151. 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 BOTH SEMESTERS

231. 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 101.
THREE HOURS

232. 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.
THREE HOURS

241. INTRODUCTION TO SOCIAL WELFARE - Examination of social welfare as a social institution, the history and philosophy of social work and the contribution of social work to social welfare institutions.
THREE HOURS

242. CHILD WELFARE - Examination of the philosophy of child welfare as a specific part of social welfare and the programs and policies which perpetuate the institution. Prerequisite: Sociology 241 previously taken or currently being taken.
THREE HOURS

265. SOCIOLOGY OF EDUCATION - Education from the institutional perspective, as an agency of socialization, analysis of various school and community relationships and discussion of the responsibility of both for the educational program of the community, and the relationship in general between society and education. Prerequisite: Permission of instructor, or 3 hours of Sociology. (Cross-listed as Educ. 265).
THREE HOURS

295. STUDIES IN SOCIOLOGY - Readings and discussion focusing on a selected
Sociology

topic of interest to sociologists such as juvenile delinquency, complex organizations, etc. Prerequisite: permission of the instructor.
TWO or THREE HOURS

300. SOCIAL PSYCHOLOGY - The psychological principles underlying interpersonal and group behavior and the effect of social conditions on individual behavior. Same as Psychology 280.

311. WORLD POPULATION PROBLEMS - A study of how birth and death trends have resulted in the world's population crisis. Causes of birth and death rate trends and issues about their control are considered.
THREE HOURS

312. URBAN SOCIOLOGY - A study of perspectives sociologists use in studying cities, factors involved in urbanization, and the crisis in American cities. 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. Discussion of the changing shape and nature of cities and of urban social problems. Prerequisite: Sociology 101.
THREE HOURS

321. SOCIAL MOVEMENTS - A consideration of the characteristics of social movements, of cultural and social conditions conducive to social movements, and of the relationship of social movements to social change.
THREE HOURS

322. RACE AND ETHNIC RELATIONS - The study of the race relations and ethnic groups in the United States. Emphasis will be on racism as an institution; prejudice, and the Black American experience.
THREE HOURS

331. 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 differentiations. Prerequisite: Soc. 101.
THREE HOURS

351. SPORTS SOCIOLOGY - An examination of the scope and impact of sport in the twentieth century. Special attention will be focused on sport and social processes such as the influence of sport on mobility, stratification, and socialization. Emphasis will also be given to contemporary problems in sport and a look into the future of sport for man. Same as Physical Education 361. Alternate years 1976-77.
THREE HOURS

356. SOCIAL CHANGE - An understanding of social change is a fundamental concern in sociology. This course will examine research dealing with both individual and cultural aspects of social change. Topics such as the diffusion of innovations, the effects of mass communications, and the near-universal pattern of modernization will be discussed and analyzed. Prerequisite: Soc. 101 or permission of the instructor.
THREE HOURS
361. PERSPECTIVES OF SOCIOLOGY - This course will consider the major theorists of sociology, and the major questions asked or primary aspect focused on by each. Prerequisites: Soc. 101 or permission of the instructor.

THREE HOURS

362. METHODS OF SOCIAL 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: Math 210, or permission of the instructor.

THREE HOURS

442. SOCIAL INTERVENTIONS - Foci include 1) study of the framework for interpersonal helping, 2) its utility for social work practice and 3) principles of the social work relationship.

THREE HOURS

443-446. SOCIAL WORK FIELD PROJECT - This program offers the opportunity for advanced students to experience working with cases under the close supervision of professional social workers. The program is offered in cooperation with several social and criminal justice agencies in Western Michigan. Work will include direct service to clients and participation in weekly seminars relative to student needs. Prerequisite: Sociology 442 previously or currently being taken, AND permission of the instructor during the semester prior to registration. Note: This course may be taken or repeated for as many as 9 hours credit.

THREE or NINE HOURS

490. INDEPENDENT STUDIES IN SOCIOLOGY - This program affords an opportunity for the advanced student in Sociology to pursue a project of his own interest beyond the regular course offerings. The project may take one of several forms: 1) library readings on a topic in Sociology 2) a supervised research project, 3) a supervised field project combining study with appropriate work experience. (Not an alternative to Sociology 443 or 446). To become eligible for this course the student must have in mind a rather specific project, some background in related courses, good independent study habits and initiative. Application in writing including a course proposal and bibliography should be submitted to the department through the instructor who will be supervising project during advanced registration. Open to senior sociology majors with the consent of the department.

TWO or THREE HOURS

495. STUDIES IN SOCIOLOGY - A senior course designed to enable students and faculty to organize and integrate a variety of interest areas in Sociology, thereby culminating the major with a synthesis provided through theoretical perspectives. Prerequisite: Senior Sociology Major or permission.

ONE, TWO or THREE HOURS
Course offerings in theatre and film, along with the department's co-curricular program, are designed to provide the liberal arts student with knowledge of and experience in forms of art which have captivated mankind from primitive times and play an important role in contemporary culture. Performance or laboratory experience makes possible an appreciation of the art form which can come only through direct participation. The practical experience of working together in a disciplined communal art also heightens one's self-awareness of others.

The theatre program is further intended to enhance the cultural life of the community through the presentation of plays of value from a historical, contemporary, literary, or entertainment point of view.

Theatre students currently engage in such activities as:
- acting, directing, designing
- participating in theatre production at all levels
- creating, writing, and producing their own films
- participating in the New York Arts semester program sponsored by the GLCA
- working with established professionals in theatre through a guest artist program
- directing specialized workshops for other students after having studied with leading authorities.

Graduates of the Department of Theatre have recently been involved in pursuing such careers as:
- directing an experimental theatre off-Broadway
- managing a community theatre
- teaching mime and stage movement at a Yugoslav academy
- teaching at elementary and secondary schools across the country
- freelancing as scene or costume designers for professional theatre companies

MAJOR: A major in theatre generally serves one of the following purposes:
1. More intensive study in this particular discipline as the emphasis within the student's liberal arts education.
2. Preparation for a career in teaching.
3. Preparation for graduate work leading to an M.A., M.F.A., Ph.D., or D.F.A. degree in theatre.
4. Preparation for work in a non-commercial field of theatre such as community theatre.
5. Preparation for advanced training leading to a career in the professional theatre.

Each major student will, with his departmental advisor, design a proposed course of
studies best suited to his individual needs and goals. The proposal will then be submitted to the department for final approval. Every theatre major will be expected as part of his contract to complete a minimum of 2 hours of either Theatre 490 or Theatre 495 (Independent Studies or Seminar), and to enroll in the non-credit course Theatre 090 (Forum) each semester he is on campus. In addition, majors with a concentration in the area of acting or stage movement will be expected to present each semester a studio performance to be evaluated by the theatre faculty. Majors are also expected to take an active part in the department's co-curricular program.

For the student who has not yet determined the vocational direction he wishes to take, a 26 hour core will be recommended to consist of Theatre 111 and 113 (Acting and Stage Movement); 2 courses to be chosen from Theatre 121 (Stagecraft), Theatre 215 (Make-up), Theatre 222 (Scene Design), Theatre 223 (Lighting Design), and Theatre 224 (Costume Design); Theatre 331 (Direction); 3 courses to be chosen from Theatre 301, 302, 303, 304, and 306 (Theatre History); Theatre 380 (Practicum); and either Theatre 490 or Theatre 495 (Independent Studies or Seminar).

In order that full advantage may be taken of the individualized approach to the major program, it is in the best interest of the student to apply for acceptance as a major by the end of his sophomore year. In any case, no major application will be approved which does not include two full semesters of study following the acceptance of the application.

Although the department has no foreign language requirement beyond the general college requirement, students anticipating graduate school - particularly in the area of theatre history, literature, and criticism - are advised to consider the undergraduate preparation in language which may be expected by graduate departments.

A detailed information sheet for majors and prospective majors is available in the department office.

I. General

090. THEATRE FORUM - This seminar is designed to give theatre majors an opportunity to meet as a group with the theatre faculty, guest artists, and others active in the field to discuss various aspects of contemporary professional and educational theatre. All theatre majors will be required to enroll in this course each semester they are on campus. The course is also open to other students interested in theatre and the theatre profession, by permission of the department chairman.

NO CREDIT STAFF BOTH SEMESTERS

101. INTRODUCTION TO THE THEATRE - Intended for the non-major. Appreciation of the theatre and its role in contemporary life. Consideration of history, theory and criticism, acting and directing, and technical areas, primarily from the audience point of view. Course may not be taken for credit if student has previously completed Theatre 105. May be taken in partial fulfillment of College Cultural Heritage requirement.

THREE HOURS STAFF BOTH SEMESTERS

389. GLCA ARTS PROGRAM - The Great Lakes Colleges Association Arts Program, presently based in New York City, involves the student in a full semester's study in the arts. The program includes a Seminar on the Arts in which all students
Theatre

participate, together with individual projects which usually take the form of a professional apprenticeship. 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 registrant must be accepted into the program by the Director of the GLCA Arts Program. The Arts Program should preferably be taken during the junior year.

SIXTEEN HOURS (MAXIMUM)

II. Performance

NOTE: For course offerings in dance, see separate catalog listings under Dance, page 138.

105. INTRODUCTION TO THEATRE PRACTICE - Introduction to the performance and production aspects of theatre art. Through lectures, readings, discussions, laboratory experience, and class projects the student will become acquainted with the functions and the relation to the total production organization of the director, assistant director, designers, technical director, actors, technicians, and stage manager. Intended primarily for the theatre major. Prerequisite: permission of the department.

THREE HOURS TAMMI FALL SEMESTER

111. FUNDAMENTALS OF ACTING I - Basic problems in observation, concentration, characterization, improvisation, and the presentation of short scenes. Recommended that majors enroll in the freshman or sophomore year.

THREE HOURS SECTION A: Students will be expected to continue second semester in Theatre 112.

RALPH FALL SEMESTER

112. FUNDAMENTALS OF ACTING II - A continuation of Theatre 111. Emphasis will be placed on the presentation of scenes and on problems in ensemble performance. Prerequisite: Theatre 111 or equivalent.

THREE HOURS RALPH SPRING SEMESTER

113. HISTORY AND TECHNIQUE OF STAGE MOVEMENT I - Basic problems in stage movement, including mime and the use of masks. Recommended that majors enroll in the freshman or sophomore year.

TWO HOURS TAMMI FALL SEMESTER

114. HISTORY AND TECHNIQUE OF STAGE MOVEMENT II - Special attention is given to period styles, period dances, and the handling of period costumes. Prerequisite: Permission of the instructor. Not offered 1975-76.

TWO HOURS TAMMI SPRING SEMESTER

121. STAGECRAFT - An introduction to technical theatre. Consideration of technical organization, scenery construction methods, scene-painting techniques, mechanical perspective, drafting, scenic materials. Introduction to the function of scene designer, costumer, lighting designer, technical director, and sound technician.

THREE HOURS SMITH SPRING SEMESTER

130. ORAL INTERPRETATION OF LITERATURE - A basic course designed to develop an increased understanding and appreciation of literature while cultivating and strengthening vocal skills through process of interpretative reading.

TAMMI FALL SEMESTER
201. VOICE FOR THE ACTOR - A study of vocal production in relation to the actor's use of relaxation, breathing, and physical action. Special problems in the formation of vowel sounds, articulation, pronunciation, resonance, and projection. Introduction to such aspects of voice as phonetics for the actor, dialects, and the speaking of verse drama.

THREE HOURS                      TAMMI, RALPH     FALL SEMESTER

213. STYLES OF ACTING III - An exploration of the acting styles inherent in the works of major playwrights with a concentration on Shakespeare. The emphasis will be on text analysis as well as developing an understanding of the intentions and poetic voice of the dramatists' characters.

THREE HOURS                      FINN         FALL SEMESTER

214. STYLES OF ACTING IV - A continuation of Theatre 213. Emphasis will be placed on test orchestration, scene work, and character development.

THREE HOURS                      FINN         SPRING SEMESTER

215. HISTORY AND TECHNIQUE OF THEATRICAL MAKEUP - Study of the principles of makeup and hair fashion for the stage. Training in skills and techniques needed for understanding the design and application of straight, character, and fantasy makeup. Emphases will be on facial anatomy, physiognomy, corrective makeup, skin textures, materials, modeling, analysis, special structures, ventilation of hairpieces, historical hairstyles, and wig-making.

THREE HOURS                      SMITH       FALL SEMESTER

222. SCENE DESIGN - An introduction to designing scenery for stage production. Course work is divided into three major areas of study: (a) history of architecture, furniture styles, and interior decor from the early Egyptians to the present day; (b) theoretical considerations in analyzing a production visually for an open theatre space; and (c) training in the techniques of sketching, painting, and model-building for set designs. Prerequisite: Theatre 121 or permission of the instructor. Offered alternate years, 1978-79.

THREE HOURS

223. LIGHTING DESIGN - A study of the tools, technology, and artistic considerations of theatrical lighting. Course attempts to deal with the aesthetic problems of lighting design as the artistic effort of an individual working within a producing group. Prerequisite: Theatre 121 or permission of the instructor. Offered alternate years, 1977-78.

THREE HOURS                      GRINDSTAFF    FALL SEMESTER

224. COSTUME DESIGN - An introduction to the role of the costume designer in the theatre. Consideration of the designer's responsibilities as a visual artist, based on analysis of the script and of the production concepts. Study of fashions in dress from the ancient Greeks to 1940. Development of the techniques of period dress making, pattern drafting, costume construction, shop organization, and rendering. Offered alternate years, 1977-78.

THREE HOURS                      SMITH       FALL SEMESTER

240. PLAYWRITING - Practice in the art of writing for the stage or screen. Students will move from work on selected special problems to the writing of full one-act or longer scripts. Whenever possible provision will be made for reading performances of work-in-progress; and in cases of exceptional merit arrangements
Theatre

may be made for public performance or screening of a finished script. Course of­
ered jointly with the department of English. Offered at student request, but no more
frequently than every other year. Prerequisite: permission of the instructors. Of­
er alternate years, 1978-79.

THREE HOURS

280. THEATRE LABORATORY - Practical experience in theatrical production,
through involvement as an actor or technician in a departmental major production.
The amount of credit to be granted will be determined by the number of hours re­
quired for the particular assignment as agreed upon by student and instructor. Pre­
requisite: casting by the director, or acceptance on a production crew by the tech­
nical director.
ONE or TWO HOURS

285. FILM COMPOSITION - A basic study of the practice of film-making as an ex­
pressive art. Individual and class projects in the writing, planning, photography, and
editing of motion pictures will familiarize the student with the process of film pro­
duction. Equipment is provided. (Laboratory fee.)
THREE HOURS

295. STUDIES IN THEATRE - Instruction in such specific performance techniques
as mime, fencing, dance, and special problems in acting. Each class will be limited
to one such performance area. Frequency of course offering is determined by stu­
dent demand and by availability of theatre specialists or guest artists. Prerequisite:
permission of the instructor. (Laboratory fee in some instances.)
TWO HOURS

331. STAGE DIRECTION I - 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 111 or equivalent.
THREE HOURS

332. STAGE DIRECTION II - A continuation of Theatre 331. Each student will pro­
duce at least two one-act plays. Prerequisite: Theatre 331 or equivalent.
THREE HOURS

335. CREATIVE DRAMA TECHNIQUES - Emphasis is on techniques such as im­
provisation, playmaking, story dramatization, role-playing, creative movement, and
creative speech to be used by prospective elementary and secondary teachers
and recreation or drama leaders. Course includes observation sessions, studio
participation, evaluated practicum experience, a survey of literature in the field, and
dramatic education seminars. Recommended for education, theatre, and physical
education majors especially. No prerequisites in theatre or education. May be taken
as a teaching methods course in primary education, or as a special methods course
in education.
TWO HOURS

380. THEATRE PRACTICUM - Specialized study of a particular production aspect
of the play in performance. The student will be assigned to a departmental produc­
tion as assistant director or assistant designer. A report, the form of which is to be
governed by the nature of the project, will be submitted to the project supervisor.
Registration is restricted and requires departmental approval. Ordinarily, no student
Theatre

will be permitted to register for Practicum who has not taken basic course work in the particular area. Prerequisite: application to the department.

ONE HOUR  
STAFF  
BOTH SEMESTERS

381. SUMMER THEATRE LABORATORY - An integral part of the Hope College Summer Theatre program, the course will concentrate on a consideration of the interrelated problems of play production. Aspects to be covered include script and character analysis, production planning and design, construction procedures and techniques, and management. Course may be taken for a maximum of six hours (i.e., two summer sessions). Prerequisites: acceptance into the summer theatre company and permission of the instructors.

THREE HOURS  
STAFF  
SUMMER SESSION

490. INDEPENDENT STUDIES IN THEATRE - Independent work for the advanced student in one of the following areas: directing, acting, scene design, costuming, lighting, playwriting, theatre or film criticism, 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.

ONE, TWO or THREE HOURS  
STAFF  
BOTH SEMESTERS

III. History and Theory

251. 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. (Laboratory fee.)

THREE HOURS

253. ART OF THE CINEMA - Analysis of the aesthetic commitments of several filmmakers. Such elements as writing, photography, and editing are studied to discover how the objectives of the film are attained. (Laboratory fee.)

THREE HOURS  
STAFF  
SPRING SEMESTER

296. SPECIAL TOPICS IN THEATRE - Study of an area of theatre or film history, literature, theory, or criticism not specifically covered in the regular departmental offerings. Offered occasionally as warranted by student and faculty interest. Prerequisite: permission of instructor.

TWO or THREE HOURS  
STAFF

301. CLASSICAL WESTERN THEATRE - A Survey of classical Greek and Roman theatre, and of the development of classical themes and techniques in subsequent periods of theatre history.

THREE HOURS  
RALPH  
FALL SEMESTER


THREE HOURS  
FINN  
SPRING SEMESTER

303. WESTERN THEATRE FROM THE 18th CENTURY TO THE MODERN PERIOD - A survey of Western theatre in the 18th, 19th and early 20th centuries, from the end of neo-classicism, through German romanticism, to the culmination
of realism in Shaw and his contemporaries. Emphasis will be placed on such founders of modern stage practice as Ibsen, Strindberg, Chekhov, Stanislavski, Appia, and Craig. Not recommended for freshmen. Offered alternate years, 1978-79.

304. CONTEMPORARY WESTERN THEATRE - A study of contemporary movements in the theatre, including the variants of modern realism and naturalism, the epic theatre of Piscator and Brecht, the theatre of the absurd, and the theatres of participation, confrontation, and protest. Not recommended for freshmen. Offered alternate years, 1978-79.

306. 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 Province Playhouse. Offered alternate years, 1977-78.

401. RELIGION AND DRAMA - An examination of the ways in which various religious perspectives, value systems, and world-views are reflected in drama, primarily of the modern period but with attention given also to the Greek classical and medieval theatre. Christian and non-Christian perspectives in drama will be considered and compared. Students will conduct critical research, be responsible for oral presentations, and prepare a "personal position" paper attempting to clarify and organize their own perspectives and values. May be taken to fulfill College Senior Seminar requirement.

495. SEMINAR IN THEATRE - Study in depth of the work of a playwright, critic, or specific movement in or period of theatre history. Recent topics have included Moliere, Strindberg, American scene design, and Tennessee Williams. Prerequisite: permission of the instructor.

499. READINGS IN THEATRE - Readings, under the tutorial supervision of an instructor assigned by the department chairman, in a specialized or advanced area of theatre studies. Prerequisite: permission of the department.
PRE-PROFESSIONAL PROGRAMS

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 arts 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 career library in Van Raalte Hall.

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

Biology - Mr. Greij
Business and Economics - Mr. Richardson
Chemistry (Industrial and Research) - Mr. Doyle
Christian Ministry - Mr. Voogd, Mr. Bruins
Church Work - Mr. Voogd, Mr. Bruins
Dentistry - Mr. Jekel
Diplomatic and Government Service - Mr. Hoeksema
Engineering - Mr. Folkert
Journalism - Mr. Mac Doniels
Law - Mr. Zoetewey

Medicine - Mr. Boyer, Mr. Gentile
Mr. Jekel, Mr. Mungall,
Mr. Toevs

Medical Technology - Mr. Jekel

Music - Mr. Kooiker

Nursing - Mr. Jekel

Teaching
Elementary School - Mr. Paul
Secondary School - Mr. Bultman
College - Department Chairman

Physics - Mr. van Putten

Religion - Mr. Voogd, Mr. Bruins

Social Work - Mr. McIntyre

Environmental Health Science - Mr. Schubert
Pre-Professional Programs

Christian Ministry and Church Vocation

Students desirous of pursuing pre-professional education for the Christian ministry and church vocations should consult the religion major program described on page 241. The major is designed to acquaint the student with the academic disciplines in religion as well as provide an interdisciplinary breadth to his program through courses in philosophy, psychology, sociology, history, English and communication. The program embraces an elective flexibility to adapt to the aptitudes and goals of the individual student.

Graduate schools and seminaries of the American Association of Theological Schools stress a broadly based liberal arts education and a core background in the academic religion discipline. Present graduate entrance requirements reflect the advisability of Greek as the required language with a preference for Spanish as a second language for those moving toward urban ministries.

Students contemplating this area of pre-professional education should consult a member of the Religion department early in their college career for more complete information regarding the major.

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.

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

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 Journalism I and II. 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

The Law School Admission Council in its Pre-Law Handbook stresses that the highest quality of education needed for law school should emphasize: 1) comprehension and expression in words, 2) critical understanding of human institutions and values with which law deals, and 3) creative power in thinking.

Students desiring to enter the legal profession will find that most of the law schools do not prescribe a specific pre-professional program, but rather insist on a broad liberal arts background with emphasis upon courses that will help the student to attain the goals listed above.
Pre-Professional Programs

Practically speaking, then, the pre-law student could select a composite or a subject area major. Business administration, economics, English, history, political science, or philosophy are the common areas of concentration, though almost any major could provide a well-read student with a solid basis for law studies. He should take a number of courses in writing. Further, he should recognize that one of the most valuable activities in preparation for the study and practice of law is academic debate and public speaking, especially in extracurricular competition. Competition is ideal for producing research, reasoning, and communication skills. Finally, since law is neither to be studied or practiced in a vacuum, the undergraduate student should range as widely as possible in order to understand his environment—physical, physiological, psychological, social, and ethical.

Librarianship

Although some undergraduate institutions offer courses in the area of library science, Hope College does not since it is still necessary for an individual to obtain the master’s degree in order to be considered a professional librarian. However, the College recommends that any student wishing to prepare for a career in librarianship consider the following in undergraduate planning:

1) Select a number of courses from the Humanities, Social Sciences, and Sciences to develop a broad knowledge in these disciplines.

2) Include more than the required courses in Literature in your program so as to develop depth in this field.

3) Major in the discipline that interests you personally, since there are opportunities for many kinds of subject specialists in librarianship.

4) Plan to work for one of the college’s libraries in order to obtain first-hand experience in the practice of librarianship.

Students who wish to specialize in school library work should take the education courses required by their state for certification.

A limited number of scholarships are available through Library Schools and other organizations including the Michigan State Library.

Music

Students who wish to turn their interest in music to vocational purposes may possibly 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 extends 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 have his/her schedule confirmed by the chairman of the Music Department before completing his registration for the first
Pre-Professional Programs

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.

Social Work

Students desirous of pursuing education for social work should elect the Psychology-Sociology composite major described on page 91. The major is designed to acquaint students with theoretical perspectives in Psychology, Sociology and Anthropology as well as substantive material from these disciplines.

Graduate schools of social work are interested in students who have a broadly based liberal arts education and a theoretical background in the social science disciplines. The present job market reflects the advisability and preference for Spanish as a second language.

Students contemplating the Psychology-Sociology major should consult the Sociology or Psychology departments by the end of their sophomore year for more complete information regarding the major.

Teaching

Students planning to teach in elementary and secondary schools must be formally admitted to the Teacher Education program and receive permission to student teach. Information concerning admission criteria and procedures is available in the office of the Department of Education.

ELEMENTARY SCHOOL

Students completing the teacher education program will qualify for a teaching certificate from the State of Michigan. Although teaching requirements vary among states, Hope's program is approved by the National Council for Accreditation of Teacher Education and, therefore, the Michigan Certificate through reciprocal certification agreements is valid in most other states. A composite major for elementary teachers or a departmental major, a teaching minor, and the professional education course sequence are the essential components of the teacher education program. Interested students should during their Freshman year obtain the Handbook for Education Students available in the Education Department office.

SECONDARY SCHOOL

Students completing the teacher education program will qualify for a teaching certificate from the State of Michigan. Although teaching requirements vary among states, Hope's program is approved by the National Council for Accreditation of Teacher Education and, therefore, the Michigan Certificate through reciprocal certification agreements is valid in most other states. A departmental major, a teaching minor, and the professional education course sequence are the essential components of the teacher education program. Interested students should during their Freshman year obtain the Handbook for Education Students available in the Education Department office.

COLLEGE

For those preparing for college teaching, a major in the chosen field of specialization is advisable. The department advisor should be consulted in working out the academic program for the four years. For such students, French or German should normally be elected for foreign language study, preferably both if the student plans to work for a Ph.D. degree.
Pre-Professional Programs

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 who are selected to become Senior Scholars in this program are practically involved in some phase of teaching under departmental supervision.

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.

HEALTH PROFESSIONS, SCIENCE, ENGINEERING
Hope College offers a variety of programs and opportunities for students interested in pursuing careers in the natural sciences. The science curriculum is designed to enable the student to develop competency in several scientific disciplines and to pursue a specific field of interest in depth. The opportunity to work closely with faculty in creative research efforts further enhances the student's learning and appreciation of the natural sciences. The net result is a motivated, well-prepared young scientist who is eagerly sought by graduate schools, medical schools, and employers.

With these goals in mind, the freshman student interested in a career involving science should enroll in the Fall Semester in pre-calculus (Math 130) or calculus (Math 135) and two science courses, one of which should be Chemistry 111 or Physics 121. The other science course is to be selected from Biology 111, Chemistry 111, Geology 115, or Physics 121, and is recommended to be a course in the student's proposed field of interest. Each of these courses initiates a year sequence which is normally completed during the same year. The year sequence in physics or chemistry which was not taken in the freshman year should be completed during the sophomore year.

By following the above pattern the student develops the necessary background in chemistry and physics to undertake further study in all of the sciences and explores several scientific disciplines early in the undergraduate program. This provides a sound basis on which to choose a field for in-depth study. In addition, the mathematical training necessary to pursue scientific study is also initiated. The program provides an excellent preparation for further study or work in the sciences, engineering, or in a variety of health professions.

For specific details regarding departmental programs the descriptions found earlier in this catalog for each department should be consulted. General comments regarding programs in engineering and in the health professions follow.

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.

Several programs are available which combine a pre-engineering course at Hope with an engineering curriculum at an engineering school. For example a 3-2 engineering program has been arranged with the University of Michigan, (Ann Arbor and
Pre-Professional Programs

Dearborn), Michigan State University, Rensselaer Polytechnic Institute, University of Southern California and Washington University (St. Louis) in which the student takes three years of undergraduate work at Hope and completes his professional undergraduate engineering training in two years at one of the four universities. At the end of five years an A.B. degree from Hope and a B.S. degree from the engineering school are granted. During his second year at Hope, the student should make application for a major in Engineering Science through the Engineering advisor (Dr. Folkert).

Students whose academic records are strong enough to qualify for consideration for graduate study may complete a master’s degree in a variety of engineering fields at the University of Michigan or Michigan State University after five years of study. Such students spend three or four years at Hope and one to two years at the engineering school. The A.B. (Hope) and M.S. (university) are awarded upon completion of the program. The combination of degrees in the liberal arts and in engineering provides a broad, and yet thorough, foundation for future career development. A wide variety of programs can be tailored to meet individual student interests. Complete details regarding these programs are available from Dr. Folkert. It is important to arrange the Hope component of these cooperative programs early.

Medicine and Dentistry

A premedical student may major in any academic field in which he or she has a sincere interest. Most pre-medical students at Hope College major in biology or chemistry, and these disciplines provide excellent background for the basic science portion of medical school. Regardless of the student’s choice of major field the person oriented toward a career in medicine should take Biology 111 and 112, Chemistry 111, 113, 114, 121, 221, 231, 255 and 256, Physics 121, 122, 141, 142 and 223, and Mathematics 135. In addition, Mathematics 136 is highly recommended. These courses should be completed within the first three years of College in order to provide the optimum preparation for the Medical College Aptitude Test.

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.

Most pre-dental students find it advisable to complete a four year college program prior to entrance into a College of Dentistry of their choice. The curriculum followed is the same as that of a pre-medical student. Some students complete the minimum requirements and enter dental school after three years at Hope College. It is advisable for the student to select possible schools of dentistry early in their undergraduate career in order to prepare for the specific requirements of the dental schools of their choice.

Students interested in medicine or dentistry are requested to contact the Chairman of the Health Profession Committee, Dr. Jekel, as soon as possible after they arrive at Hope. Other members of the Committee are Drs. Boyer, Gentile, Mungall, and Toevs.

Medical Technology

All schools of medical technology approved by the American Medical Association require at least 90 semester hours of college credit. A minimum of 16 semester hours of chemistry, 16 semester hours of biology, and 3 semester hours of mathematics must be included.

Hope College, in cooperation with nearby hospitals, has a four-year degree pro-
gram which leads to the A.B. degree and to a certificate of registration as a Medical Technologist by the American Society of Clinical Pathologists. During the first three years, the student completes all of the core and departmental major requirements at the College. If accepted to an affiliated school of Medical Technology, he or she will spend 12 months in residence at the Hospital in an accredited Med-Tech program. Upon successful completion of both segments, the student is granted the A.B. degree by the College and the Certificate of Registration by the Hospital School.

Hope College has an agreement of affiliation for the training of Medical Technologists with Hackley Hospital in Muskegon, Michigan and Butterworth Hospital in Grand Rapids, Michigan.

A student who wishes to take the fourth year at an accredited, non-affiliated Hospital may do so if permission is granted in advance by the Dean for Natural Sciences and the Admission Committee of the Hospital.

Nursing

Higher education is increasingly important in the training of nurses and makes for greater advancement and success in the profession. Pre-nursing students may approach their training in a variety of ways. Some students take one or two years of college work prior to nurses training. Others enroll at Hope College after nurses training to complete the A.B. degree in addition to their nursing certificate. Normally the nurses training program is considered the equivalent of one year of academic study. Students of good scholastic ability may wish to complete their A.B. at Hope College and then enter a nursing school which grants an M.S. in nursing along with the R.N. certificates.

Every attempt is made to determine early which nursing program is of interest to the student (R.N. Certificate, R.N. plus Bachelors or Masters degree) so that the academic course work at Hope College can be tailored to meet the requirements of that program. The chairman of the Health Professions Committee should be consulted in planning the appropriate course program.

Environmental Health Science

Students with an interest in the health sciences may also wish to acquire a traditional major in biology, chemistry or physics along with a nucleus of courses dealing with environmental health problems. Such a program qualifies students to pursue employment or advanced degrees in fields dealing with environmental health concerns (e.g., toxicology and mutagenicity, chemical contamination, industrial hygiene, sewage treatment and nuclear power operations). Courses in environmental health science, which will be offered in 1977-78 as 295 courses in the biology and chemistry departments, introduce the student to basic principles of toxicology, environmental chemistry, and health physics, and provide training which qualifies students to obtain employment in fields for which the demand is rapidly expanding due to new regulations limiting environmental contaminants. An early start with the basic science and mathematics courses allows the student to gain research and/or internship experience at the junior/senior level. Several staff members have active, ongoing research efforts related to environmental health situations and internships with various industrial firms are possible. For specific details regarding these programs, students are encouraged to contact Dr. Jack Schubert, Professor of Environmental Health Sciences, early in their undergraduate program.
## THE BOARD OF TRUSTEES

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<td>Dr. James M. Ver Meuien</td>
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<tr>
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<td>Mr. Willard C. Wichers; Secretary</td>
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### Term Expires 1979

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<td>Mr. Clarence J. Becker</td>
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<td>Mrs. Norman Vincent Peale</td>
<td>New York, New York</td>
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<td>Dr. Paul J. Brouwer</td>
<td>Berea, Ohio</td>
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<td>Mt. Carmel, Connecticut</td>
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<td>Dr. Herbert S. Van Wyk</td>
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<tr>
<td>Dr. Bernard Brunsting</td>
<td>Scarsdale, New York</td>
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<td>Rev. Chester Droog</td>
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THE FACULTY

GORDON J. VAN WYLEN - President and Professor of Physics (1972)*
   A.B., Calvin College, 1942; B.S.E., University of Michigan, 1942;
   M.S., University of Michigan, 1947; Sc.D., Massachusetts Institute of
   Technology, 1951; Litt.D., Hope College, 1972

DAVID G. MARKER - Provost and Professor of Physics (1965)
   B.A., Grinnell College, 1959; M.S., Pennsylvania State University, 1962;
   Ph.D., Pennsylvania State University, 1966

LARS I. GRANBERG - Dean for the Social Sciences and Peter C. and Emajean
   Cook Professor of Psychology (1947) (1960) (1975)
   A.B., Wheaton College, 1941; A.M., University of Chicago, 1946;
   Ph.D., University of Chicago, 1954; L.H.D., Northwestern College, 1975

JAMES J. MALCOLM - Dean for the Performing and Fine Arts and
   Professor of Theatre (1963) (1975)
   A.B., Wheaton College, 1953; B.D., Fuller Theological Seminary, 1956;
   S.T.M., Union Theological Seminary, N.Y., 1962;
   Ph.D., University of Minnesota, 1973

JACOB E. NYENHUIS - Dean for the Humanities and Professor of Classics (1975)
   A.B., Calvin College, 1956; A.M., Stanford University, 1961;
   Ph.D., Stanford University, 1963.

F. SHELDON WETTACK - Dean for the Natural Sciences and
   Professor of Chemistry (1967)
   B.A., San Jose State College, 1960; M.A., San Jose State College, 1962;
   Ph.D., University of Texas, 1968

President Emeritus
IRWIN J. LUBBERS - President Emeritus (1923-1963)
   A.B., Hope College; M.A., Columbia University; Ph.D., Northwestern
   University; LL.D., Central College; Litt. D., Rutgers University;
   Litt.D., Hope College

Chancellor Emeritus
WILLIAM VANDER LUGT - Chancellor and Distinguished Professor-At-Large
   Emeritus (1954-1972)
   B.A., Calvin College; M.A., University of Michigan;
   Ph.D., University of Michigan; Litt. D., Central College;
   L.H.D., Hope College

*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. In the Emeriti section, the year of retirement is also given.
The Faculty

Faculty Emeriti

NORMA BAUGHMAN - Assistant Professor-Emeritus of Music (1947-1962)
College of Music, Cincinnati

LOIS BAILEY - Associate Professor-Emeritus of Library Science (1954-1968)
B.A. Monmouth College; M.A., University of Wisconsin;
B.S. in L.S., Western Reserve University

TUNIS BAKER - Professor-Emeritus of Science Education (1957-1966)
A.B., Hope College; A.M., Columbia University;
Ph.D., New York University

EDWARD BRAND - Professor-Emeritus of English (1946-1972)
B.A., Central College; M.A., University of Iowa;
Ed.D., University of Denver

CLARENCE DE GRAAF - Professor-Emeritus of English (1928-1972)
B.A., Calvin College; M.A., University of Michigan;
Ed.D., in English, University of Michigan

RUTH DE WOLFE - Instructor-Emeritus in English (1956-1965)
A.B., Wellesley College; A.M., Columbia University

WERNER W. HEINE - Associate Professor-Emeritus of German (1960)
B.A., Michigan State University; M.A., Michigan State University

WILLIAM J. HILMERT - Professor-Emeritus of Religious Education (1952-1969)
A.B., Hope College; B.D., Western Theological Seminary

CLARENCE KLEIS - Professor-Emeritus of Physics (1921-1964)
A.B., Hope College; A.M., University of Michigan

BASTIAN KRUIThOF - Professor-Emeritus of Religion (1944-1947)
(1957-1972)
B.A., Calvin College; M.A., University of Michigan;
D.D., Hope College; Ph.D., University of Edinburgh

WILLIAM RUSSELL MC INTYRE - Professor-Emeritus of Sociology (1971-1977)
B.A., M.A., Ph.D., Northwestern University

GERHARD F. MEGOW - Professor-Emeritus of German (1959-1977)
B.A., M.A. Ph.D., Indiana University

M. HAROLD MIKLE - Associate Professor-Emeritus of Communication and
Director of Forensics (1962-1973)
B.A., Western Michigan University; M.A., University of Michigan

JANET MULDER - Archivist-Emeritus (1952-1968)
A.B., Hope College
The Faculty

ZOE MURRAY - Associate Professor-Emeritus of English (1960-1970)
B.A., Sul Ross State College; M.A. Baylor University

LAMBERT PONSTEIN - Professor-Emeritus of Religion (1952-1977)
A.B., Hope College; B.D., Western Theological Seminary;
S.T.M., Oberlin College; D.Min., Vanderbilt University

MARGUERITE MEYER PRINS - Professor-Emeritus of French (1919-1962)
A.B., Hope College; A.M., University of Wisconsin

METTA ROSS - Professor-Emeritus of History (1926-1960)
A.B., Hope College; A.M., University of Michigan

HELEN SCHOON - Associate Professor-Emeritus of Education (1946-1967)
A.B., Northwestern University; A.M., University of Michigan

JOHN SCHOUTEN - Director of Physical Education-Emeritus (1918-1952)
A.B., Hope College

HENRY STEFFENS - Treasurer and Vice President for Finance-Emeritus
(1946-1968)
A.B., Hope College; A.M., Northwestern University

MARIAN ANDERSON STRYKER - Alumni Executive Secretary-Emeritus
(1957-1974)
A.B., Hope College

ALBERT TIMMER - Director of Admissions-Emeritus (1923-1964)
A.B., Hope College; A.M., University of Michigan

ALVIN W. VANDERBUSH - Professor-Emeritus of Political Science (1945-1972)
A.B., Hope College; M.A., University of Michigan

JAMES D. VAN PUTTEN - Professor-Emeritus of Political Science (1952-1969)
A.B., Hope College; M.A., Columbia University;
B.D., Presbyterian Seminary; Ph.D., University of Chicago

EVA VAN SCHAACK - Professor-Emeritus of Biology (1956-1969)
A.B., Hope College; Ph.D., The Johns Hopkins University

JOHN J. VER BEEK - Professor-Emeritus of Education and Director of
Student Teaching and Certification (1950-1971)
A.B., Hope College; M.A., University of Michigan

REIN VISSCHER - Business Manager-Emeritus (1946-1965)

EDWARD J. WOLTERS - Professor-Emeritus of Latin and Chairman of
Classical Languages (1926-1966)
A.B., Hope College; A.M., University of Michigan

DWIGHT B. YNTEMA - Professor-Emeritus of Economics and Business
Administration (1931-1932) (1946-1967)
A.B., Hope College; A.M., Ph.D., University of Michigan
The Faculty

The Teaching Faculty

CHARLES C. ASCHBRENNER - Associate Professor of Music (1963)
B.Mus., University of Illinois, 1959; M.Mus., Yale University, 1963
(on leave of absence 1977-1978 academic year)

HAROLD BAKKER - Assistant Professor of Education (1969)
A.B., Salem College, 1947; M.A., Syracuse University, 1955

BARBARA JANE BARKER - Assistant Professor of Chemistry (1973)
B.S., University of Cincinnati, 1965; Ph.D., University of Cincinnati, 1972

LESLIE R. BEACH - Professor of Psychology (1964)
B.A., Houghton College, 1949; M.Ed., Wayne State University, 1954;
Ph.D., University of Michigan, 1957

ALAN C. BEDELL - Assistant Professor of German (1971)
B.A., Albion College, 1962; M.A., University of Colorado, 1966;
Ph.D., University of Rochester, 1975

MEREDITH BLACKWELL - Assistant Professor of Biology (1975)
B.S., University of Southwestern Louisiana, 1961;
M.S., University of Alabama, 1963; Ph.D., University of Texas, 1973

HARVEY D. BLANKESPOOR - Associate Professor of Biology (1976)
B.A., Westmar College, 1963; M.S., Iowa State University, 1967;
Ph.D., Iowa State University, 1970

RENA MAE BONEM - Assistant Professor of Geology (1975)
B.S., New Mexico Institute of Mining and Technology, 1970;
M.S., New Mexico Institute of Mining and Technology, 1971;
Ph.D., University of Oklahoma, 1975

HARRY BOONSTRA - Director of Libraries and Associate Professor of Library
Science (1977)
B.A., Calvin College, 1960; M.A., Northwestern University, 1963;
M.A., University of Chicago, 1967; Ph.D., Loyola University, 1973

WAYNE G. BOULTON - Assistant Professor of Religion (1972)
A.B., Lafayette College, 1963; B.D., McCormick Theological Seminary, 1967;
M.A., Duke University Graduate School, 1970; Ph.D., Duke University
Graduate School, 1972

RODNEY F. BOYER - Associate Professor of Chemistry (1974)
B.A. Westmar College, 1964; M.S., Colorado State University, 1967;
Ph.D., Colorado State University, 1969

ALLEN BRADY - Professor of Biology (1964) (1966)
B.S., University of Houston, 1955; M.S., University of Houston, 1959;
Ph.D., Harvard University, 1964

GORDON M. BREWER - Associate Professor of Physical Education and Director
of Athletics (1956)
A.B., Hope College, 1948; M.A., University of Michigan, 1952
IRWIN J. BRINK – Professor of Chemistry (1957)
A.B., Hope College, 1952; Ph.D., University of Illinois, 1957

RICHARD T. BROCKMEIER – Professor of Physics and Computer Science (1966)
A.B., Hope College, 1959; M.S., California Institute of Technology, 1961;
Ph.D., California Institute of Technology, 1965

ROBERT S. BROWN – Associate Professor of Psychology (1960)
B.A., Western Michigan University, 1950; M.A., University of Michigan, 1952;
Ed.D., Michigan State University, 1963

ELTON J. BRUINS – Professor of Religion and Chairman of the Department (1966)
A.B., 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 – Associate Professor of Education and Chairman of the
Department (1968)
A.B., Hope College, 1963; M.A., Western Michigan University, 1966;
Ed.D., Western Michigan University, 1971

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 – Professor of History (1963)
B.A., Yale University, 1954; B.D., Episcopal Theological School, 1957;
Th.D., Harvard University, 1967
(on leave of absence 1977-1978)

ROBERT CLINE – Assistant Professor of Economics (1975)
B.A., College of William & Mary, 1968; M.A., University of Michigan, 1971
(on leave of absence 1977-1978)

WILLIAM COHEN – Associate Professor of History (1971)
B.A., Brooklyn College, 1957; M.A., Columbia University, 1960;
Ph.D., New York University, 1968
(on leave of absence first semester 1977-1978)

JOAN CONWAY – Associate Professor of Music (1969)
B.S.M.E., Lebanon Valley College, 1957;
M.Mus., Manhattan School of Music, 1959

JOHN A. CREVIERE – Associate Professor of French (1969)
B.A., College of St. Thomas, 1962; M.A., Universite Laval, Quebec, 1963;
Ph.D., Universite Laval, Quebec, 1967

EARL CURRY – Associate Professor of History and Chairman of the
Department (1968)
B.S., Iowa State University, 1960; M.A., University of Minnesota, 1962;
Ph.D., University of Minnesota, 1966

ROGER E. DAVIS – Associate Professor of Music (1963)
B.S. in Music Education, University of Akron, 1957; B.Mus., Oberlin College,
1962; M.Mus., Northwestern University, 1963
The Faculty

JOHN W. DAY - Assistant Professor of Biology (1974)
  B.A., Miami University, 1961; M.A., Miami University, 1964;
  Ph.D., Iowa State University, 1972

MAXINE DE BRUYN - Lecturer in Dance (1965)
  B.S., Michigan State University, 1959

HERBERT L. DERSHEM - Associate Professor of Mathematics and Computer
  Science and Chairman of the Department of Computer Science (1969)
  B.A., University of Dayton, 1965; M.S., Purdue University, 1967;
  Ph.D., Purdue University, 1969
  (on leave of absence 1977-1978 academic year)

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

JANE R. DICKIE - Assistant Professor of Psychology (1972)
  B.A., Alma College, 1968; M.A., Michigan State University, 1970;
  Ph.D., Michigan State University, 1973

LAMONT DIRKSE - Professor of Education (1964)
  A.B., Hope College, 1950; M.A., Northwestern University, 1951;
  Ed.D., Michigan State University, 1972

J. SIDNEY DOWNEY - Assistant Professor of Economics and Business
  Administration (1975)
  B.S., High Point College, 1970;
  M.B.A., Indiana University, 1975

MICHAEL P. DOYLE - Professor of Chemistry and Chairman of the Department
  (1968)
  B.S., College of St. Thomas, 1964; Ph.D., Iowa State University, 1967

STARLA J. DRUM - Assistant Professor of Communication (1977)
  B.A., University of Oregon, 1969; M.A., University of Oregon, 1970

D. IVAN DYKSTRA - Professor of Philosophy (1947)
  A.B., Hope College, 1935; Th.B., Western Theological Seminary, 1938;
  Ph.D., Yale University, 1945

ROBERT ELLSWORTH ELDER, Jr. - Associate Professor of Political Science
  (1969)
  B.A., Colgate University, 1964; M.A., Duke University, 1969;
  Ph.D., Duke University, 1971
  (on leave of absence first semester 1977-1978)

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

DONALD V. FINN, JR. - Associate Professor of Theatre (1967)
  B.A., University of Minnesota, 1962; M.A., University of Minnesota, 1967
JAY E. FOLKERT - Professor of Mathematics (1946)
A.B., Hope College, 1939; M.A., University of Michigan, 1940;
Ph.D., Michigan State University, 1955

PAUL G. FRIED - Professor of History and Director of International Education (1953)
A.B., Hope College, 1946; M.A., Harvard University, 1947;
Ph.D., Erlangen, Germany, 1949

DONALD M. FRIEDRICH - Assistant Professor of Chemistry (1975)
B.S., University of Michigan, 1966;
Ph.D., Cornell University, 1973

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

CAROL JUTH GAVASSO - Assistant Professor of Library Science (1970)
B.A., Oakland University, 1968; M.S.L., Western Michigan University, 1969;
M.A., Western Michigan University, 1972

JAMES M. GENTILE - Assistant Professor of Biology (1976)
B.A., St. Mary's College, 1968; M.S., Illinois State University, 1970;
Ph.D., Illinois State University, 1974

LARS I. GRANBERG - Dean for the Social Sciences and Peter C. and Emajean Cook Professor of Psychology (1947) (1960) (1975)
A.B., Wheaton College, 1941; A.M., University of Chicago, 1946;
Ph.D., University of Chicago, 1954; L.H.D., Northwestern College, 1975

ROBERT GRANT - Assistant Professor of Library Science (1970)
A.B., Wheaton College, 1966; M.S.L.S., Case-Western Reserve University, 1967;
M.A., University of Windsor, Ontario, 1971

LAWRENCE J. GREEN - Professor of Physical Education (1952)
B.A., Central College, 1946; M.S., Drake University, 1950;
Ph.D., University of Iowa, 1955

ELDON D. GREJ - Associate Professor of Biology and Chairman of the Department (1962) (1969)
B.S., State Teachers College at Valley City, North Dakota, 1959;
M.S., North Dakota State University, 1962;
Ph.D., Iowa State University, 1969

MICHAEL GRINDSTAFF - Manager of Theater Facilities and Lecturer in Theatre (1970)
B.A., Lycoming College, 1965; M.F.A., Pennsylvania State University, 1971

JANE HARRINGTON - Assistant Professor of English (1975)
A.B., Hope College, 1958; M.A., University of Wisconsin, 1959

DOUGLAS L. HEEREMA - Associate Professor of Economics (1970)
B.A., Central College, 1961; M.A., University of Iowa, 1963;
Ph.D., University of Iowa, 1966
The Faculty

STEPHEN I. HEMENWAY - Assistant Professor of English (1972)
A.B., College of the Holy Cross, 1964; M.A., Boston College, 1967;
Ph.D., University of Illinois, 1972

BRYANT P. HICHWA - Assistant Professor of Physics (1975)
B.S., Georgetown University, 1968;
Ph.D., University of Notre Dame, 1973

WILLIAM C. HILLEGONDS - College Chaplain (1965)
A.B., Hope College, 1949; B.D., Western Theological Seminary, 1951;
S.T.M., University of Dubuque, 1971

RENZE L. HOEKSEM A - Professor of Political Science (1971)
A.B., Hope College, 1948; M.A., Ph.D., Harvard University, 1956

JANTINA W. HOLLEMAN - Associate Professor of Music (1946)
B.A., Central College, 1943; M.A., Columbia University, 1946

JOHN W. HOLLENBACH - Professor of English (1945)
B.A., Muhlenberg College, 1934; M.A., Columbia University, 1935;
Ph.D., University of Wisconsin, 1941

JACK E. HOLMES - Associate Professor of Political Science (1969)
Ph.D., University of Denver, 1972

TIMOTHY B. HOLST - Assistant Professor of Geology (1977)
B.A., University of Minnesota, 1973

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

ANNE E. IRWIN - Assistant Professor of Physical Education and Athletic Director for Women (1976)
B.S., University of Michigan, 1960; M.A., Michigan State University, 1970;
Ph.D., Michigan State University, 1975

EUGENE C. JEKEL - Professor of Chemistry (1955)
A.B., Hope College, 1952; M.S., Purdue University, 1955;
Ph.D., Purdue University, 1964

R. DIRK JELLEMA - Associate Professor of English and Chairman of the Department (1964)
B.A., Calvin College, 1960; M.F.A., University of Oregon, 1964

ARTHUR H. JENTZ, Jr. - Professor of Philosophy (1962)
A.B., Hope College, 1956; B.D., New Brunswick Seminary, 1959;
Ph.D., Columbia University, 1965

PETER L. JOLIVETTE - Assistant Professor of Physics (1976)
B.S., University of Wisconsin, 1963; M.S., Purdue University, 1965;
Ph.D., University of Wisconsin, 1971
The Faculty

DAVID KLEIN - Professor of Chemistry (1964) (1969)
B.A., Albion College, 1954; Ph.D., Case Institute of Technology, 1959

ANTHONY KOOKER - Professor of Music (1950)
B.Mus., Northwestern University, 1942; M.Mus., University of Rochester, 1944; Ph.D., University of Rochester, 1962

GEORGE KRAFT - Associate Professor of Physical Education (1967)
B.A., Wheaton College, 1962; M.S., Indiana University, 1965; P.E.D., Indiana University, 1971

MARY JANE LAMSE - Visiting Assistant Professor of German (1978)
B.A., Calvin College, 1962; M.A., University of Michigan, 1964; Ph.D., University of Michigan, 1969

SANG H. LEE - Associate Professor of Religion (1970)

HARVEY K. LELAND - Assistant Professor of Computer Science (1976)
B.S., University of Southern California, 1948; M.S., Stanford University, 1958

THOMAS E. LUDWIG - Visiting Instructor in Psychology (1977)
B.A., Concordia College, 1972; M.A., Concordia Seminary-in-Exile, 1975

DONALD LUIDENS - Assistant Professor of Sociology (1977)
B.A., Hope College, 1969; M.Div., New Brunswick Theological Seminary, 1972

ROGER F. LUTTRELL - Instructor in Business Administration (1976)
B.A., Baldwin-Wallace College, 1969; C.P.A., Ohio, 1975

JOSEPH W. MAC DONIELS - Assistant Professor of Communication and Chairman of the Department (1972)
B.A., Culver-Stockton College, 1963; M.S., George Williams College, 1965; Ph.D., University of Kansas, 1972

SHARON MAHOOD - Assistant Professor of Communication (1975)
B.A., University of Kansas, 1967; M.A., University of Minnesota, 1969; Ph.D., University of Kansas, 1971

JAMES J. MALCOLM - Dean for the Performing and Fine Arts and Professor of Theatre (1963) (1975)
A.B., Wheaton College, 1953; B.D., Fuller Theological Seminary, 1956; S.T.M., Union Theological Seminary, N.Y., 1962; Ph.D. University of Minnesota, 1973

DAVID G. MARKER - Provost and Professor of Physics (1965)
B.A., Grinnell College, 1959; M.S. Pennsylvania State University, 1962; Ph.D. Pennsylvania State University, 1966

MARY SUSAN MC CARTHY - Assistant Professor of French (1977)
B.A., Marygrove College, 1971; M.A., University of Wisconsin, 1972; Ph.D., University of Wisconsin, 1977
The Faculty

BRUCE McCOMBS - Assistant Professor of Art (1969)
  B.F.A., Printmaking, Cleveland Institute of Art, 1966;
  M.F.A., Printmaking, Tulane University, 1968

DELBERT L. MICHEL - Associate Professor of Art (1964)
  B.A., De Pauw University, 1961; M.F.A., State University of Iowa, 1964

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

TERRY L. MOORE - Assistant Professor of Music (1975)
  B.Mus., Indiana University, 1969;
  M.M., The Catholic University of America, 1971

SUSAN MOOY - Assistant Professor of Education (1976)
  A.B., Hope College, 1964; M.A., Western Michigan University, 1967

JOYCE M. MORRISON - Associate 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 - Associate Professor of Psychology (1969)
  B.S., St. Norbert College, 1965; M.A., University of South Dakota, 1967;
  Ph.D., University of South Dakota, 1969

RONALD D. MULDER - Assistant Professor of Sociology and Chairman of
  the Department (1975)
  Ph.D., University of Chicago, 1975

WILLIAM S. MUNGALL - Associate Professor of Chemistry (1971)
  B.A., State University of New York at Buffalo, 1967;
  Ph.D., Northwestern University, 1970

DAVID G. MYERS - Professor of Psychology (1967)
  B.A., Whitworth College, 1964; M.A., University of Iowa, 1966;
  Ph.D., University of Iowa, 1967

THEODORE L. NIELSEN - Associate Professor of Communication (1975)
  B.A., University of Iowa, 1955; M.A., University of Michigan, 1958;
  Ph.D., University of Wisconsin, 1971

JACOB E. NYENHUIS - Dean for the Humanities and Professor of Classics (1975)
  A.B., Calvin College, 1956; A.M., Stanford University, 1961;
  Ph.D., Stanford University, 1963

ROBERT PALMA - Associate Professor of Religion (1966)
  B.A., Calvin College, 1956; B.D., Calvin Seminary, 1959;
  Ph.D., University of Edinburgh, 1970

SANDRA PARKER - Assistant Professor of Physical Education (1967)
  A.B., Hope College, 1965; M.A., Western Michigan University, 1971
The Faculty

DANIEL PAUL – Professor of Education (1966)
A.B., Hope College, 1950; M.A., University of Michigan, 1957;
Ed.S., Western Michigan University, 1964; D.Ed., Western Michigan
University, 1973
(on leave of absence 1977-1978 academic year)

G. LARRY PENROSE – Assistant Professor of History (1970)
B.A., Portland State College, 1966; M.A., Indiana University, 1968;
Ph.D., Indiana University, 1975

University of Ljubjana, Yugoslavia, 1954;
B.A., Shepherd College, 1960; M.A., University of Chicago, 1965;
Ph.D., University of Chicago, 1974

JAMES PIERS – Assistant Professor of Sociology (1975)
B.A., Hope College, 1969; M.S.W., University of Michigan, 1972

ORESTES GOMEZ PINO – Adjunct Assistant Professor of Spanish (1968)
B.A., Colorado State University, 1966;
M.A.T., Colorado State University, 1968

CHARLES L. POWELL – Adjunct Assistant Professor of Applied Linguistics
and Assistant Director of International Education (1971)
B.Sc., Tuskegee Institute, 1952; M.A., University of Wyoming, 1955

ALBERT JAMES PRINS – Professor of English (1946)
A.B., Hope College, 1938; M.A., University of Michigan, 1939;
Ed.D. in English, University of Michigan, 1963

GEORGE RALPH – Associate Professor of Theatre and Chairman of the
Department (1966)
B.A., Stanford University, 1957; M.Div., Union Theological Seminary, 1960;
M.A., Northwestern University, 1966

ROBERT REINKING – Associate Professor of Geology (1970)
B.S., Colorado College, 1963; M.S., University of Illinois, 1965;
Ph.D., University of Illinois, 1967

WILLIAM REYNOLDS – Associate Professor of English (1971)
A.B., Xavier University, 1966; M.A., Columbia University, 1967;
Ph.D., University of Illinois in Urbana, 1971

BARRIE RICHARDSON – Professor of Economics and Business Administration
and Chairman of the Department (1973)
B.A., Carleton College, 1955; M.B.A., Indiana University, 1956;
D.B.A., Indiana University, 1961

JACK R. RIDL – Assistant Professor of English (1971)

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

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

ROBERT RITSEMA - Professor of Music (1967)
A.B., Hope College, 1957; M.M., University of Michigan, 1959;
Ed.D. in Mus., University of Michigan, 1971

CARL F. SCHACKOW - Associate Professor of Education (1970)
B.S., Wittenberg University, 1959; M.S., Northern Illinois University, 1963;
Ph.D., Miami University, 1971

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

JACK SHUBERT - Professor of Environmental Health Sciences (1977)
B.S., University of Chicago, 1940; Ph.D., University of Chicago, 1944

ANTONIA G. IGLESIAS SEARLES - Assistant Professor of Spanish (1970)
B.A., University of Salamanca, Spain; M.A., Escuela Normal Superior,
Salamanca, Spain; Licenciada en Filosofia y Letras, Universidad de
Salamanca, Spain; Diploma Lingua e Literatura Portuguesa, Universidade
de Coimbra, Portugal; Certificate in English, University of Cambridge,
Cambridge, England

STUART W. SHARP - Associate Professor of Music and Chairman of the
Department (1975)
B.Mus., Bucknell University, 1962; M.M., University of Michigan, 1963;
D.M.A., University of Kentucky, 1975

JOHN J. SHAUGHNESSY - Assistant Professor of Psychology (1975)
B.S., Loyola University, 1969; M.S., Northwestern University, 1971;
Ph.D., Northwestern University, 1972
(on leave of absence 1977-1978 academic year)

FRANK C. SHERBURNE, Jr. - Associate Professor of Mathematics (1959)
B.S., University of Toledo, 1952; M.S., Michigan State University, 1956

RAYMOND E. SMITH - Associate Professor of Physical Education (1970)
B.S., University of California, Los Angeles, 1961;
M.A., Pasadena College, 1963

RICHARD L. SMITH - Assistant Professor of Theatre (1972)
B.F.A., University of Minnesota, 1969;
M.F.A., University of Minnesota, 1972

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

GISELA STRAND - Assistant Professor of German (1969)
Abitur, St. Ursula Oberschule, Hannover, 1959;
M.A., University of Chicago, 1962; Ph.D., Vanderbilt University, 1973
(on leave of absence second semester 1977-1978)
The Faculty

JOHN TAMMI - Assistant Professor of Theatre (1968)
B.A., Gustavus Adolphus College, 1963;
M.A., University of Minnesota, 1966

ELLIOT A. TANIS - Professor of Mathematics and Chairman of the
Department (1965)
B.A., Central College, 1956; M.S., University of Iowa, 1960;
Ph.D., University of Iowa, 1963

NANCY TAYLOR - Associate Professor of 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 - 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 - Associate Professor of Physics (1969)
B.S., University of Colorado, 1964;
Ph.D., California Institute of Technology, 1970

WILLIAM VANDERBILT - Associate Professor of Physical Education and
Chairman of the Department (1967)
A.B., Hope College, 1961; M.A., University of Michigan, 1963;
Ph.D., University of Utah, 1971

RICHARD VANDERVELDE - Associate Professor of Mathematics (1967)
B.A., Simpson College, 1960; M.S., University of Iowa, 1962;
Ph.D., University of Iowa, 1967
(on leave of absence 1977-1978 academic year)

F. PHILLIP VAN EYL - Associate Professor of Psychology and Chairman of the
Department (1959)
A.B., Hope College, 1955; M.A., Claremont Graduate School, 1958;
Ph.D., Claremont Graduate School, 1964

PAUL VAN FAASEN - Associate Professor of Biology (1963) (1969)
A.B., Hope College, 1956; M.S., Michigan State University, 1962;
Ph.D., Michigan State University, 1971

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

JAMES D. VAN PUTTEN, Jr. - Professor of Physics and Chairman of the
Department (1967)
A.B., Hope College, 1955; M.A., University of Michigan, 1957;
Ph.D., University of Michigan, 1960
The Faculty

GLENN L. VAN WIEREN - Assistant Professor of Physical Education (1966) (1973)
A.B., Hope College, 1964; M.A., Western Michigan University, 1968;
Ed.D., Brigham Young University, 1973

GORDON J. VAN WYLEN - President and Professor of Physics (1972)
A.B., Calvin College, 1942; B.S.E., University of Michigan, 1942;
M.S., University of Michigan, 1947; Sc.D., Massachusetts Institute of
Technology, 1951; Litt.D., Hope College, 1972

ALLEN VERHEY - Assistant Professor of Religion (1975)
B.A., Calvin College, 1966; B.D., Calvin Theological Seminary, 1969;
Ph.D., Yale University, 1975

JUDITH A. VICKERS - Assistant Professor of French (1969)
B.A., Purdue University, 1962; M.A., University of Illinois, 1964; Diplôme
de Litterature Francaise Contemporaine, Université de Paris, 1967

ROBERT C. VICKERS - Professor of Art (1969)
B.A., State University College Geneseo, New York, 1947;
M.A., Columbia University, 1949

HENRY VOOGD - Professor of Religion (1947)
A.B., Hope College, 1941; B.D., Western Theological Seminary, 1944;
Th.D., Princeton Theological Seminary, 1947
(on leave of absence 1977-1978 academic year)

DENNIS N. VOSKUIL - Assistant Professor of Religion (1977)
B.S., University of Wisconsin, 1966; B.D., Western Theological Seminary,
1969; Ph.D., Harvard University, 1974

JOHN C. WATSON - Director of the Computer Center and Lecturer in Computer
Science (1976)
B.S., Boston University, 1957; M.S., New York University, 1961

ALLAN WEAR, C.P.A. - Lecturer in Economics and Business Administration (1975)

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

MEROLD WESTPHAL - Professor of Philosophy and Chairman of the
Department (1976)
B.A., Wheaton College, 1962; M.A., Yale University, 1965;
Ph.D., Yale University, 1966

F. SHELDON WETTACK - Dean for the Natural Sciences and Professor of
Chemistry (1967)
B.A., San Jose State College, 1960; M.A., San Jose State College, 1962;
Ph.D., University of Texas, 1968

JOHN WHITTLE - Assistant Professor of Mathematics and Computer
Science (1966)
B.A., Western Kentucky University, 1962;
M.A., Western Kentucky University, 1963
The Faculty

DONALD H. WILLIAMS - Professor of Chemistry (1969)
B.S., Muskingum College, 1960; Ph.D., Ohio State University, 1964

JOHN M. WILSON - Assistant Professor of Art and Chairman of the
Department (1971)
B.A., St. Olaf College, 1955; M.A., University of Minnesota, 1964

JAMES ZOETEWEY - Associate Professor of Political Science and Chairman
of the Department (1966)
B.A., Calvin College, 1960; M.A., University of Colorado, 1968;
Ph.D., University of Colorado, 1971

Part-time Teaching Associates

HELEN DAUSER - Music (1968)

JAMES DE BORST - Political Science (1973)
A.B., Calvin College; M.A., Ph.D., University of Michigan

MARCIA DE YOUNG - Education (1975)
A.B., Hope College

MALLIE FINN - Theatre (1969)
B.S., University of Minnesota

BRUCE FORMSMA - Music (1974)
A.B., B.Mus., Hope College; M.M., University of Michigan

NICK FRIDSMA - Education (1975)
A.B., Calvin College; M.A., Michigan State University
Ph.D., Michigan State University

CAROLYN GRINDSTAFF - Theatre (1971)
B.A., Lycoming College

B.Mus., Western Michigan University

MARY JELLEMA - English (1968)
B.A., Calvin College; M.A., Ohio State University

JOHN KLUNGLE - Communication (1966)

ROBERTA KRAFT - Music (1975)
B.M.E., Wheaton College; M.M., Indiana University

CALVIN LANGEJANS - Music (1959)
A.B., Hope College; M.Mus., University of Michigan

FRED LEASKE - Education (1965)
A.B., Hope College; M.A., Michigan State University;
Ed.S., Michigan State University

LARRY MALFROID - Music (1974)
The Faculty

HAROLD MIKLE - Communication (1962)
B.A., Western Michigan University; M.A., University of Michigan

BRIAN MINOR - Music (1974)
B.Mus., M.Mus., Northwestern University

BRUCE NECKERS - Business Administration (1973)
A.B., Hope College; J.D., Ohio State College of Law

DAVID B. OSBORNE - Communication (1971)

JONATHAN OSBORNE - Sociology (1974)
A.B., Hope College; M.S.W., Western Michigan University

ELEANOR PALMA - Music (1973)
A.B., Calvin College

RICH RAHN - Theatre and Dance (1972)

MAURA REYNOLDS - English (1974)
B.A., M.A., University of Illinois

EDWARD RIFFEL - Dance (1974)

MARGARET SHERMAN - Music (1973)
B.Mus., Hope College

BURR TILSTROM - Theatre (1973)
Litt.D., Hope College

JOHN TYSSE - Business Administration (1973)
A.B., Hope College

MARCY VANDERWEL - Education (1976)
B.S., University of Michigan; M.A., Western Michigan University

KENNETH VANDERWOUDE - Psychology (1972)
A.B., Calvin College; M.A., Ph.D., Loyola University

DALÉ VAN LENTE - Business Administration (1962)
B.S., University of Michigan

LARRY VEESTRA - Education (1975)
A.B., Calvin College; M.A., University of Michigan
Ph.D., Michigan State University

GAIL WARNAAR - Music (1965)
B.Mus., Central Michigan; M.Mus., Michigan State University

JULIE WORKING - Music (1973)
A.B., Hope College
The Faculty

Upward Bound Program
ANTONIO FLORES - Director (1973)
B.A., Centro Normal, Guzman, Mexico

ALBERTO SERRANO - Project Assistant (1975)
B.A., Michigan State University, 1975

Philadelphia Urban Semester - 1974 Faculty and Staff
STEVENS E. BROOKS - Director (1968) (1974)
FRANCIS M. BETTS, III - Staff Instructor (1975)
ROBERTA G. DEHAAN - Staff Instructor (1970)
EMMA B. FISHER - Housing Coordinator, Secretary (1969)
JULIA E. GABIS - Staff Instructor (1975)
ANNA BELLE WOODFIN - Staff Instructor (1973)

Vienna Summer School - 1976 Faculty and Staff
DEBORAH KLOMPARENS BOCK - European Resident Director, Sociology and German (1969)
A.B., University of Michigan

PAUL G. FRIED - U.S. Director (1956)
Ph.D., University of Erlangen

STEPHEN I. HEMENWAY - Academic Director (1976)
Ph.D., University of Illinois

FELIX MOLZE'B - Music (1961)
M.S., University of Pennsylvania

ANNA SPITZMULLER - Art History (1970)
Ph.D., University of Vienna
ADMINISTRATIVE STAFF

President of the College
GORDON J. VAN WYLEN* - President and Professor of Physics (1972)

Academic Administration
DAVID G. MARKER* - Provost and Professor of Physics (1965)
LARS I. GRANBERG* - Dean for the Social Sciences and Peter C. and Emajean Cook Professor of Psychology (1947) (1960) (1975)
JAMES J. MALCOLM* - Dean for the Performing and Fine Arts and Professor of Theatre (1963) (1975)
JACOB E. NYENHUIS* - Dean for the Humanities and Professor of Classics (1975)
F. SHELDON WETTACK* - Dean for the Natural Sciences and Professor of Chemistry (1967)
PAUL G. FRIED* - Director of International Education and Professor of History (1953)
JON J. HUISKEN - Registrar (1969)
B.A., Calvin College

Admissions
THOMAS D. LA BAUGH - Director (1971)
B.A., Kenyon College; M.B.A., Central Michigan University; Ph.D., Michigan State University
PHILLIP R. TOPPEN - Associate Director (1970)
A.B., Hope College; M.Ed., Rollins College
MARYAM KOMEJAN - Assistant Director (1974)
MARK DE ROO - Assistant Director (1973)
A.B., Hope College
BILL VANDENBERG, III - Admissions Counselor and Eastern Representative (1968)
A.B., Hope College
CLAIRE VANDER MEULEN - Assistant Director (1975)
A.B., Hope College
ROBERT POCOCK - Assistant Director (1977)
A.B., Hope College

*See faculty listing for degrees.
Administration

Business and Financial Administration
WILLIAM K. ANDERSON - Vice President for Business and Finance (1966)
B.S., Ferris State College

BARRY L. WERKMAN - Business Manager and Director of Campus Planning (1967)
A.B., Hope College; M.S., University of Wyoming

CHRIS LOHMAN - Assistant Business Manager (1974)
A.B., Hope College

BRUCE HIMEBAUGH - Director of Financial Aid (1970)
B.A., M.A., Western Michigan University

MIKE TOSCANO - Assistant Director of Financial Aid (1976)
A.B., Hope College

RUTH A. OVERWEG - Director of Non-Academic Personnel and Staff Benefits (1967)
A.A.S., Ferris State College

Business Services
EMERY BLANKSMA, Jr. - Acting Plant Manager

MARTIN C. STRANG - Groundskeeper (1970)
B.S., Michigan State University

MARK COOK - Book Store Manager (1973)

GLENN BAREMAN - Director of Public Safety (1972)

College and Alumni Relations
THOMAS L. RENNER - Director of College Relations (1967)

EILEEN BEYER - Editorial Assistant (1974)

VERN J. SCHIPPER - Associate Director of College Relations for Alumni Affairs (1973)
A.B., Hope College; M.A., Michigan State University

Computer Center
JOHN C. WATSON* - Director of the Computer Center and Lecturer in Computer Science (1976)

DAVID MACIAS - Operations Manager (1975)

*See faculty listing for degrees.
Administration

O.S. COOK - Programmer/Analyst
B.S., University of Michigan

BRUCE HERMAN - Systems Analyst/Programmer (1977)

Development Office

ROBERT N. DE YOUNG - Vice President for Admissions, College Relations and Development (1965)
A.B., Hope College; M.A., Western Michigan University

JEANNE McCarthy - Manager of Records, Research, and Acknowledgements (1974)

JOHN F. NORDSTROM - Director of Annual Funds (1975)
B.S., University of Illinois; B.D., Western Theological Seminary;
Th.M., Princeton Theological Seminary

KURT VAN GENDEREN - Director of Donor Financial Planning (1974)
A.B., Hope College; M.B.A., Dartmouth

RAY VAN TUINEN - Development Officer (1974)
B.S., Northwestern University

Director of Laboratories and Equipment Centers

RAYMOND BUHL - Director of Chemistry Laboratories (1976)

L. WARD SLAGER - Director of Physics Laboratories (1976)

NORMAN JAPINGA - Physical Education Equipment Manager (1968)

JOHN KLUNGLE - Director of Academic Equipment Center (1966)

JASON DE JONGE - Assistant to Director of Academic Equipment Center (1976)

Library

HARRY BOONSTRA* - Director of Libraries (1977)

ROBERT GRANT* - Assistant Professor of Library Science (1970)

CAROL GAVASSO* - Assistant Professor of Library Science (1970)

DIANE HICHWA - Library Technician (1976)
B.S., Elizabethtown College

LEONA NYKERK - Library Technician (1966)
B.S., Michigan State University

DAWN VAN ARK - Library Technician (1971)
A.B., Hope College

*See faculty listing for degrees.
Administration

A.B., Hope College

ANDREW VANDER ZEE – *Archivist* (1963)
B.A., Calvin College, 1933; M.A., University of Michigan, 1942;
M.A., in L.S., Western Michigan University, 1962

**Student Personnel Services**

MICHAEL GERRIE – *Dean of Students* (1967)
B.A., University of Dubuque

SHARON BLANKSMA – *Director of Health Services* (1973)
R.N., Butterworth Hospital

KEITH BROWNING – *Food Service Manager* (1975)

RUTH DYKE – *Clinic Assistant* (1969)
R.N., Butterworth Hospital

WILLIAM C. HILLEGONDS* – *College Chaplain* (1965)

STEVE HILLIGAN – *Director of Food Service* (1976)

BRUCE JOHNSTON – *Assistant Dean of Students* (1977)
B.A., Westminster College; M.A., Bowling Green University

BEVERLY MULDER – *Clinic Assistant* (1973)
R.N., Hackley Hospital

BECKY MUSSER – *Graduate Intern* (1977)
B.A., Westminster College

ORESTES GOMEZ PINO* – *Minority Student Advisor* (1968)

SARAH SCHENDEL – *Director of Counseling Services* (1973)
B.A., Ottawa University; M.A., Michigan State University

PETER SEMEYN – *Assistant Chaplain* (1977)
A.B., Hope College; M.Div., Western Theological Seminary

PAUL SHRODE – *Graduate Intern* (1977)
B.A., Albion College

PRESCOTT SLEE – *Food Service Manager* (1976)

DAVID J. VANDERWEL – *Associate Dean of Students* (1971)
A.B., Hope College; M.Div., Western Theological Seminary

ELAINE VAN LIERE – *Co-ordinator of Student Residences* (1973)
A.B., Hope College, 1973

MYRA ZUVERINK – *Director of Placement* (1966)
A.B., Hope College

*See faculty listing for degrees.*
Administration

Administrative Office Staff

President
Provost
Dean for the Arts
Dean for the Humanities
Dean for the Social Sciences
Dean for the Natural Sciences
Dean of Students
Director of International Education

President
Charlotte Mulder, administrative assistant (1953)
Marianne Orzechoski, executive secretary (1966)
Ann Farley, secretary (1976)
Marcia Kladder, secretary (1976)
Marcia Kladder, secretary (1976)
Kay Van Asperen, secretary (1974)
Carolyn Baréman, secretary (1973)
Alma Scarlett, manager,
Office of International Education (1961)

Registrar
Vice President for Business and Finance
Charlotte Mulder, administrative assistant (1953)
Marianne Orzechoski, executive secretary (1966)
Ann Farley, secretary (1976)
Marcia Kladder, secretary (1976)
Marcia Kladder, secretary (1976)
Kay Van Asperen, secretary (1974)
Carolyn Baréman, secretary (1973)
Alma Scarlett, manager,
Office of International Education (1961)

ACADEMIC DEPARTMENTAL OFFICES

Art
Biology
Chemistry
Communication
Economics and Business Administration
Education
English
Foreign Languages
Geology
History
Music
Physical Education
Computer Science-Mathematics-Physics
Psychology
Theatre

Myra Jordan, secretary (1973)
Beverly Kindig, secretary (1973)
Norma Plasman, secretary (1968)
Carol Boeve, secretary (1974)
Marion Lindeman, secretary (1973)
Greta Hutchins, secretary (1976)
Leona Plasman, secretary (1959)
Carol Cook, secretary (1976)
Joyce Smith, executive secretary (1973)

ADMISSIONS OFFICE

Maryam Komejan, in-office coordinator (1974)
Sandy Henion, receptionist (1977)
Laurie Werley, secretary (1976)
Myrâ Kruithof, data processing coordinator (1974)
Helen Voogd, applications analyst and statistician (1966)

BOOKSTORE

Dorothy Plasman, assistant manager (1966)
Jeanne Goodyke, clerk (1973)
Shirley Japinga (1975)
Susanne Smith (1975)
Randy Braaksma (1976)

BUSINESS OFFICE

Debbie Jordan, student accounts receivable clerk (1974)
Nancy TerHaar, financial aid clerk (1971)
Donna McConnell, purchasing (1974)
Cindy Horvath, accounts payable clerk (1976)
Gloria Kuipers, switchboard operator (1969)
Diane Berens, cashier (1976)
Marlene Ross, switchboard operator (1973)
June Rowan, switchboard operator (1970)
Evelyn Ryan, secretary (1966)
Jean Wehrmeyer, switchboard operator (1973)
Ann Van Den Berg, insurance (1977)
Administration

COMPUTER CENTER
Maria Tapia, data entry supervisor (1967)

DEVELOPMENT OFFICE
Esther Flowerday, development secretary (1962)
Phyllis Kleder, alumni assistant (1974)

DEVELOPMENT RECORDS AND RESEARCH
Alice Anderson, pledge clerk (1975)
Laurie Lane, secretary (1975)

FINANCIAL AID OFFICE
Gail Smith, secretary (1977)

LIBRARIES
Marjorie Walcott, secretary (1966)

RECORDS OFFICE
Betty Wessels, records supervisor (1967)
Marilyn Brøuwer, clerk (1969)

STUDENT PERSONNEL SERVICES
Sophie Hamberg, secretary Center for Counseling,
Career Planning and Placement, and Campus Life (1973)

SECRETARIAL SERVICES
Rose Kraker, secretary (1971)
Sanda Tasma, secretary (1973)

WOMEN’S LEAGUE FOR HOPE COLLEGE (1977)
Founded in 1925, the Women’s League for Hope College, composed of representatives from Reformed Churches, has raised $500,000 for the furnishing of residence halls and dining rooms. The League members have carried out the various projects with enthusiasm and the appreciation of the college. The renowned “Village Square”, held each summer on the campus, is the major focal point of the League’s fund-raising activities. Each year, it provides the opportunity for League members to meet each other as they assemble from the various churches on the first Friday in August.

President ......................................................... Mrs. Harvey Koop
4710 South Street, Box 114, Hamilton, Michigan 49419

1st Vice President ........................................ Mrs. Harrison Visscher
2244 Heather S.E., Grand Rapids, Michigan 49506

2nd Vice President ........................................ Mrs. Ted Boeve
629 Washington Avenue, Holland, Michigan 49423

Recording Secretary ...................................... Mrs. Barbara Otte
6426 Trotwood, Kalamazoo, Michigan 49002

Corresponding Secretary ................................. Mrs. Lawrence Green
54 East 12th Street, Holland, Michigan 49423

Treasurer ....................................................... Mrs. Tom Vander Kuy
672 Larkwood Drive, Holland, Michigan 49423

Assistant Treasurer ......................................... Mrs. Harley Brown
360 West Maeroše, Holland, Michigan 49423

College Representative ................................. Mrs. Gordon Van Wylen
92 East 10th Street, Holland, Michigan 49423

1977 Village Square Chairman ........................... Mrs. Richard Kuieck
216 Edgemoor Ave., Kalamazoo, Michigan 49001
ALUMNI ASSOCIATION

BOARD OF DIRECTORS, 1976-77

President ................................................. Rev. Jack H. Hascup
Vice President ........................................... Mrs. Elsie Lamb
Treasurer .................................................... William K. Anderson
Office of College Relations ......................... Tom Renner

Vern Schipper

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Claire Campbell Boersma ................................ Holland, Michigan
C. Gwen DeBoer .......................................... Holland, Michigan
Ann Wolters Fredrickson ............................... Clearwater, Florida
Marjorie Lucking French ............................... Birmingham, Michigan
Jack Hascup ............................................... Glen Head, New York
Myron Hermance ......................................... Schenectady, New York
Peter Huizenga .......................................... Western Springs, Illinois
Warren Kane ............................................. Arlington, Virginia
Elsie Parsons Lamb .................................... Hamilton, Michigan
Robert J. Moolenaar ..................................... Midland, Michigan
James Stegenga ......................................... Sacramento, California
John H. Ver Steeg ....................................... Kalamazoo, Michigan
William Welmers ....................................... Los Angeles, California
Thom Wombwell ......................................... Somerville, Massachusetts
Robert De Young, ex officio ......................... Vice President

Hope Alumni are represented in all fifty states and in more than fifty foreign countries. Organized in 1867, the Alumni Association numbers approximately 12,000 members. The Association has several regional clubs, a professional chapter for men and women in science and a club for athletic letter men. Robert Moolenaar is chairman of the Science Chapter: Rev. Gordon Van Hoeven of Spring Lake, Michigan heads the Alumni Varsity H Club. Regional groups are organized in Albany-Schenectady, Southern California, Cleveland, Detroit, Kalamazoo, Muskegon, Washington, D.C. Women graduates of Hope are eligible for membership in the American Association of University Women.

The quarterly Hope Magazine and News From Hope College inform alumni and friends of the activities and achievements of Hope men and women. It also reflects and interprets the role of the College today. An Alumni Directory is published every five years.

The College maintains a spacious home on campus which serves as a guest house. The office staff keeps up-to-date alumni records. The staff welcomes visits, correspondence, changes of address, and news of promotions, new positions, and of work being done in post graduate schools. The goal of the alumni office is to promote communication and good relations between the alumni and their Alma Mater. Two special days programmed for the return of alumni to the campus are Homecoming in October and Alumni Day, the Saturday before Commencement in May. The latter features class reunions and an annual alumni dinner. Alumni who have been selected for Distinguished Alumni Awards are announced at the annual dinner. Selections are made on the basis of contributions to society, interest in the College, and financial assistance to the College.
Departmental/Faculty/Administration
Endowed Funds

Specified gifts to the College are used to establish endowed funds for the enrichment of faculty and staff. The College believes it is important that funds be made available for the continued personal growth of faculty and staff. These opportunities are essential for maintaining quality education at Hope. Income from these funds is used for individual enrichment and research, endowed lectureships and departmental programs.

Endowed Lectureships

DANFORTH RELIGIOUS SPEAKERS FUND - The Danforth Foundation provides an endowment fund at Hope College whose annual interest is to utilize the enrichment of the Religious Life Program on campus. The goals of the fund are as follows: 1) to deepen and enlarge the religious dimension of the campus family through speakers who can reflect on the broad, interdenominational and yet positive sense of the Judaeo-Christian perspectives of life and existence; 2) to promote the enrichment of spiritual life on campus through intensification of student-faculty relations on the interpersonal encounter and dialogue level.

THOMAS STALEY LECTURESHIP - The Staley Distinguished Christian Scholar Lecturer Program is a project of the Thomas F. Staley Foundation of New York and Florida, and was established in memory of Dr. and Mrs. Thomas F. Staley and Judge and Mrs. H.H. Gaynes of Bristol, Tennessee. The Thomas F. Staley Foundation believes that the Christian gospel, when proclaimed in its historic fullness, is always contemporary, relevant and meaningful. The Foundation encourages intellectual understanding, spiritual conviction and commitment to service in Christ's name. To this end, the Foundation seeks to bring to college and university campuses of America distinguished Christian scholars who have comparable viewpoints and who can communicate clearly with the several members of the academic community.

Endowed Chairs

PETER C. AND EMAJEAN COOK ENDOWED CHAIR - A chair established by Peter C. and Emajean Cook to provide financial support for a faculty member who has an established record of excellence as a Christian scholar, as evidenced by effectiveness in teaching, a record of scholarship, a Christian life marked by a meaningful integration of faith and practice, and who subscribes to the concept and principle of the free enterprise system.

Faculty Development Funds

THE BECKER DISTINGUISHED PROFESSORSHIP - The Becker Distinguished Professorship in Economics and Business is named in honor of Mr. and Mrs. Christian Becker. This fund partially endows a professorship to be awarded by the College to a person who has attained distinction as a scholar and teacher within the field of economic discipline. Given by Mr. Becker's children.

THE ALBERTUS PIETERS FUND - Named in honor of Albertus Pieters, College Pastor and Distinguished Professor of Biblical Literature at Hope College in the 1920's. This fund provides monies for development of teaching courses relating the sciences to the Christian faith.
Endowed Funds

REIMOLD FACULTY STUDY AWARD - The Julie Van Raalte Reimold Faculty in memory of his wife, Julia Van Raalte Reimold, is awarded to the member of the faculty whose proposal for summer research and writing best offers effective expression of those spiritual and cultural values which motivated the founder of Hope College, Dr. Albertus C. Van Raalte, and which gives promise of resulting in scholarly or literary publication.

MATTHEW J. AND ANNE C. WILSON FOUNDATION FACULTY DEVELOPMENT PROGRAM - The Matthew J. and Anne C. Wilson Foundation Trust Fund has provided a number of gifts held as an endowment, the interest from which is used for faculty development and advanced study. The mainstay of the Fund is to encourage full-time members of the faculty to grow as scholarly teachers through summer study and research. A special committee of faculty and administration determine the awards annually from applications submitted by the faculty.

THE SIMON DEN UYL AWARD - The Den Uyl Fellowship is awarded annually to a member of the Hope College faculty who has attained marked distinction in his academic career and who proposes a study of considerable scope promising future benefits to the College. It is named in honor of Dr. Simon D. Den Uyl, '19, who initiated the Fellowship in 1958 and who has made possible its establishment as an annual award. The Den Uyl Fellow is selected by a faculty committee and the administration and is the highest award given a Hope teacher by his faculty colleagues.

MARJORIE DEN UYL SUMMER GRANT - Given annually to a member of the music faculty to enable this person to enrich his/her performance and/or teaching ability. Any faculty member within the Department of Music who has taught at Hope College for a minimum of two years is eligible to apply for this grant. The final selection will be made by the Provost after appropriate consultation with the Chairman of the Music Department and the Faculty Status Committee.

Departmental Discretionary Funds

MARGUERITE E. KINKEMA FUND - A financial resource, administered by the Education Department and used for development of personnel and programs in the field of special education.

JOHN H. AND ANN S. KLEINHEKSEL FUND - Given in memory of John H. Kleinheksel, Professor of Mathematics at Hope College for many years, and his wife, Ann S. Kleinheksel. Income from this fund is to be used in the operation of the Mathematics Department. Funded from the estate of Frank D. Kleinheksel, for his parents.

THE LOUIS AND HELEN PADNOS COMMUNITY EDUCATION FUND - A fund to promote and foster creative programs and projects to further the excellence of the entire educational system of the Holland Community. Administered through the Education Department.

FRANK N. PATTERSON MEMORIAL FUND - Established in memory of Frank N. Patterson, Professor of Biological Sciences at Hope from 1909-1926. The income from this fund is to be used for furthering the College's biology program. Given by T. Elliot and Katherine Weier, in recognition of an imaginative and inspiring teacher.
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 full time course work in residence at Hope.

Special Awards
J. ACKERMAN COLES DEBATING PRIZES - Gold keys given to upper-class debaters who have achieved special distinction in Pi Kappa Delta.
ADELAIDE PRIZE IN ORATORY - A cash award to the winner of an oratorical contest open to all women students on the campus.
GEORGE BIRKHOFF, JR. PRIZE - A cash award to the student submitting the best work in a designated area of English.
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 LAURA ALICE BOYD MEMORIAL AWARD IN GERMAN - A cash award to the senior German major whose interest and achievement in the German language and literature has been most significant.
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.
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.
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.
E.I. du PONT AWARD FOR UNDERGRADUATE RESEARCH IN CHEMISTRY - A cash award to the student who has done the most outstanding research in chemistry.
WILLIAM B. EERDMANS POETRY PRIZE - A cash award for the best creative writing done in poetry during the current year.
WILLIAM B. EERDMANS PROSE PRIZE - A cash award for the best creative writing done in prose for the current year.
Honors and Awards

ALMON T. GODFREY PRIZE IN CHEMISTRY - A cash award to the senior student chosen the outstanding student in chemistry.

THE JEANETTE GUSTAFSON MEMORIAL GIFT - An award to the most deserving graduating student of the Psychology-Sociology Major Program, chosen on the following basis: ability to demonstrate academic achievement, voluntary involvement in organizations aimed at aiding the community and/or the College, and promise for significant contribution to the helping professions.

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.

THE CHARLES E. LAKE MEMORIAL PRIZE IN PHILOSOPHY - A cash award to that philosophy major in the senior class judged by the Department to be most deserving. Established in recognition of Charles Lake's scholarly abilities, character and Christian commitment by his family, friends, and the First Reformed Church of Three Oaks, Michigan.

ALBERT E. LAMPEN MATHEMATICS PRIZE - A cash award to the senior student chosen the outstanding student in mathematics.

ROBERT L. MELKA MEMORIAL AWARD - A cash prize awarded annually to a freshman or sophomore for an essay in European history that is judged superior by the department of history.

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.

THE MABEL NIENHUIS AWARD IN APPLIED MUSIC - An award in applied music given to three music majors, who at the close of their freshman year receive the highest rating in their jury examinations. One award each will be given in the areas of keyboard, voice, and instrumental music to be used for the applied music fees during the sophomore year.

THE LINDA D. PALMER MEMORIAL AWARD IN FRENCH - An award, in the memory of Dr. Linda D. Palmer, Assistant Professor of French, 1966-1971, to the student who, having studied in a French speaking country, demonstrates the greatest promise of excellence in the teaching of French.

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.

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.

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.

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.
Honors and Awards

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.

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 merit recognition.

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 intention of entering the profession of teaching English Literature.

SENIOR BIBLICAL AWARDS - Cash awards to senior students who have exhibited superior ability in the field of Biblical study.

SIXMA XI SENIOR RESEARCH AWARD - A cash award given to that senior who, in the opinion of a committee of Sigma Xi members, has made the most noteworthy contribution to research in the sciences while an undergraduate at Hope.

SLOAN-STEIGEMAN AWARD - A cash award to a senior student who displays promise of greatest success in the field of Christian world missions.

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.

THE MINER STEGENGA AWARD - An award in memory of the Reverend Miner Steenga, which consists of a plaque inscribed and presented annually to a student-athlete in the junior or senior class selected by the Athletic staff and the Faculty Committee on Athletics. The recipient must show leadership in campus Christian activity, demonstrate athletic ability in a college-sponsored sport, and be that student-athlete who, in the opinion of the committee, best exemplifies Miner Steenga's deep love of sport, and his deeper love and Christian concern for those who played - on both sides.

CHRISTOPHER JAMES STRINGER MEMORIAL AWARD - A cash award to a deserving junior or senior selected by the psychology department staff as showing promise of becoming an outstanding psychology student.

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.

JOHN RICHARD VANDER WILT AWARD - A cash award to a deserving student who, in the judgment of the religion faculty, gives promise of a dedicated service as a minister or missionary.

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.

DOUWE B. YNTEMA PRIZE - A cash award to the senior student who has been chosen the outstanding student in physics.

Fellowship Nominations

MICHIGAN COLLEGE FELLOWSHIP - The University of Michigan has established fellowships which are awarded annually to a selected number of colleges in Michi-
Honors and Awards

gan. 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.

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, the National Association of Schools of Art, and the National Association of Schools of Music.

MEMBERSHIPS

Hope College maintains membership in the American Council on Education, and Association of American Colleges, the American Association of Colleges for Teacher Education, the Michigan Association of Independent Colleges and Universities, the Great Lakes Colleges Association, and the Mathematical Association of America.
ENROLLMENT REPORT 1977/78

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>Freshmen</td>
<td>327</td>
<td>293</td>
<td>620</td>
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<td>Sophomores</td>
<td>287</td>
<td>283</td>
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<td>Juniors</td>
<td>300</td>
<td>251</td>
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<td>Seniors</td>
<td>187</td>
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<td>Specials</td>
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<td><strong>1185</strong></td>
<td><strong>1105</strong></td>
<td><strong>2290</strong></td>
</tr>
</tbody>
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Geographical Distribution of Students

The United States and Territories:

Michigan 1485 Indiana 32
New York 178 Pennsylvania 30
New Jersey 169 Wisconsin 19
Illinois 160 Maryland 13
Ohio 43 Missouri 12

Also:

Arizona Kentucky Oklahoma
California Maine Oregon
Colorado Massachusetts Puerto Rico
Connecticut Minnesota Rhode Island
Florida Montana South Dakota
Georgia New Hampshire Texas
Idaho New Mexico West Virginia
Iowa North Carolina

Foreign Countries Represented:

Canada Hong Kong Peru
Chile Iran Qatar
Colombia Japan Rhodesia
Cuba Jordan Saudi Arabia
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Officers of the College will be happy to answer questions. For prompt attention inquiries in specific areas should be addressed:

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Admissions and financial aid requirements, campus jobs, application forms, catalogs, etc.

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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, counseling services.

Vice President for Student Affairs

Business Matters
Payment of college fees, repayment of student loans and other business matters.

Business Manager

The Development Program
Information on annuity investment opportunities, gifts, and bequests.

Office of Development

Foreign Study Programs

Director of International Education

Summer Sessions
Information about admissions, fees, course offerings, etc. (Summer catalog printed in March)

Director of Summer Sessions

General Information and Policy
Matters other than those previously specified.

The President