

1973

1973-1974. Presidents Report

Alumni Association of Hope College

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1973-74 President's Report

Hope College / Holland, Michigan 49423

The President's Report

The academic year 1973-74 was, in so many ways, a memorable one in the life of Hope College. In this, my second Annual Report, I have shared some of the highlights of the year and have included information on such matters as enrollment, finances, and campus development. I have also written rather extensively on my perception of the mission of Hope College. It is crucial these days to have a clear understanding of our mission and purpose. It is my hope that many will take time to read this, and that we will have frequent occasions for conversation on these matters in the days ahead. But I recognize that all of these matters about which I have written, significant as they are, do not really communicate the most important things that have taken place at Hope College in this past year — things which have occurred in the hearts and minds of our faculty and students. How can one adequately know, much less communicate, the personal growth, the difficulties overcome, the visions achieved, the friendships established and the grace experienced in the individual lives of 2,000 students and 300 faculty and staff members? But this is what college is really about. It is my hope that as you read this report you will catch this broader vision, and, in so doing, share the enthusiasm I have for Hope College, as well as gratitude to God for His provision and grace.

A Word of Appreciation

I write this report with a great sense of appreciation and affection for the many alumni, friends, parents, faculty and staff members, students, and persons from all walks of life who participate so graciously and generously in the mission of Hope College. Some participate by giving their time and energy in serving on boards and committees and in alumni affairs; some serve as hosts to prospective students, and members of the touring choir and symphonette; many are involved in that great organization, The Women's League For Hope College, which for some twenty years has done so much for the College. This past year a greater number of persons than ever before have contributed generously through their financial gifts to the College. Many of these individuals have also given much through their encouragement, their counsel, and their prayers. Hope is not a wealthy College. We have a very small endowment, an operating budget which promotes thrift and economy, a very limited number of major benefactors, and a modest (though very lovely and well utilized) campus. But in the lives of those who give so generously of their time and energies and resources, we have an abundance of riches. It is the appreciation for and memory of all of these persons that give me tremendous enthusiasm and confidence concerning the future of Hope College.

Our Mission

It is particularly important for a private college to have a well-defined mission and purpose. This mission and purpose should not be simply a written document or statement, but rather a

spirit and an operational force which is evident in the daily life and activity of the college. It was encouraging this past year to hear three faculty members from other institutions, who had been on the campus for a three-day accreditation visit, comment at the close of their visit that they sensed our purpose was well understood and accepted on campus. And yet it is also important to frequently engage in a creative and critical analysis of that purpose, so that it might be refined and clarified. It is in this spirit that I share some of my observations and thoughts on our mission and purpose.

Our basic purpose is to offer programs of excellence in liberal arts education at the undergraduate level. Further, we seek to accomplish this purpose in the context of a residential college, in relation to the Christian faith, and in an atmosphere of freedom and creativity. When we speak of excellence, we do not mean that we simply seek to bring to Hope College students with the highest possible academic attainments in high school. Rather we seek an environment in which students of demonstrated academic interest and ability will develop their full range of potential and abilities, and achieve at their highest possible level in college as they prepare for a life-long learning experience. We were encouraged that the group of visiting faculty members referred to above also commented that they had never seen so many over-achievers! One of the real hallmarks of Hope College over the years has been to take students as they are, and enable them to have an experience which brings out their very best gifts and abilities.

But a commitment to excellence in the liberal arts also involves a clear concept of the essential nature of a liberal arts education. Recently I was helped greatly in my own thinking on this

matter by an excellent article by Dr. Calvin D. Linton, Dean of the Columbian College of Arts & Sciences at George Washington University.¹ Dr. Linton noted that the term "liberal arts" comes from the Latin phrase *artes liberales* and originally meant the work or activity befitting free men (as contrasted with slaves). Today we are all, to a significant extent, free. What a tremendous view of a liberal arts education — an education which is appropriate, and perhaps even necessary, for free men. Dr. Linton goes on to state that " *artes* does not mean 'arts' in our usual sense — the fine arts — but any study, activity, or craft. Indeed, the 'liberal arts' of the medieval curriculum included, in the trivium (the coming together of three roads), grammar, rhetoric, and logic (note the gratifying emphasis on literacy); and, in the quadrivium, arithmetic, geometry, astronomy, and music. Physics is as much one of the 'arts' as sculpture, chemistry as much as literature. Any area of knowledge, any 'discipline' (a definable body of coherent knowledge, from *discere*, to teach), presents the opportunity for the exercise of the peculiarly human capability of intellectual curiosity; and when such an exercise is undertaken voluntarily as a means of living a fuller life, of developing one's broadest intellectual, aesthetic, moral, and philosophical capacities, it is one of the 'liberal arts.' "

Dr. Linton further observes that "our deepest understanding of the term *artes* comes from the facet of its etymology that suggests order, balance, and harmony. Only within a philosophy that teaches an orderly universe, with hierarchy and inter-dependence, and with right human conduct as an essential part of its comely operation, can a liberal arts education be truly fostered. In Aristotle, who of all the



¹Calvin D. Linton, "In Defense of a Liberal Arts Education," *Christianity Today*. Vol. XVIII, No. 17, page 5.



ancients had the greatest influence on education in the Western world down through the Renaissance, we find a clear position: true learning inculcates virtue. Morality is that characteristic which distinguishes human beings from animals, and virtue is, by definition, the unique quality of manliness. Add the strong theistic element in the Judeo-Christian tradition and the study of religion naturally became the center of medieval and Renaissance liberal education — theology, the queen of the sciences ('science,' of course, meaning 'knowledge'), because of all disciplines it best reveals the harmony and orderliness of the universe God has created.

"What this all means is that a liberally educated man should be distinguishably a good man — balanced, rational, and righteous, a student and lover of virtue. And here our contemporary vision has tragically faded. Few would maintain today that our liberal arts colleges, by and large, strive above all else to inculcate virtue. Materialism, determinism, and the quantification of all knowledge makes such an attempt seem almost anti-intellectual. Today we tend to call educated that man or woman who knows much, whether it be about nuclear physics, Slavonic philology, genetics, or comparative government. We do not ask: Has his education made him wise and happy? virtuous and enlarged in his essentially human capabilities? righteous and loving? And yet these are the questions to which a liberal education is supposed to provide at least a partially affirmative answer."

I have taken the liberty of quoting rather extensively from this statement by a distinguished scholar and educator because he states so clearly the essential nature of a liberal arts education as we perceive it at Hope College. As we seek to put this approach to the liberal arts into practice, four distinct facets of our mission emerge.

1 We are committed to a rigorous, content-oriented curriculum. There is much emphasis these days on experience-oriented courses and curricula. We do provide such opportunities for students, and we seek to enable each student to have varied, rich, and meaningful experiences at Hope College. However, our first emphasis is on providing a challenging and stimulating intellectual experience, which will have significance as regards both the specific content mastered and the development of a love for learning and the discipline which scholarship demands.

Further, we have retained a core curriculum. Requiring each student to study in a number of different areas, we enable him to experience, in some measure, the breadth of activity embraced in a liberal arts education.

Through these studies many students identify the area in which they have particular interest and ability. This area often becomes their major and the field in which they prepare for a scholarly or professional career. During this past year we engaged in a continuing study of our core curriculum to ensure its coherence, its validity, and its challenge.

This emphasis on intellectual and scholarly rigor accounts, in a very significant measure, for the success which our graduates have in gaining entrance into graduate and professional schools. In the keen competition for acceptance to medical schools, law schools, and the distinguished graduate schools, intellectual knowl-





edge and ability is the deciding factor. During this past year our graduates once again achieved a distinguished record of acceptance to such schools. Our faculty is the key to the strength of our academic programs. Their own intellectual acumen and artistic abilities, their skill in communication, and their ability to encourage and inspire their students, are all of prime importance. This requires a keen interest in students and the willingness to spend time with students outside the classroom. At the close of this year I was most encouraged to hear many students express their appreciation for the time and interest given them by their professors.

A prime element in academic excellence is also the personal scholarly life of each faculty member. This can take a variety of forms — research, publications, creative works, music, theatre, art, professional practice, or professional involvement in community concerns. One of our primary strengths is the fact that in many cases this activity is accomplished when a Hope College faculty member and student work side by side as they share and learn and create together.

2 We are committed to the development of the whole person and the full range of potential of each individual. This means, for example, that science students can participate in the symphony orchestra or the chapel choir, philosophy students in debate and oratory, history majors in theatre, and literature majors in art. It also means that both men and women can be involved in intercollegiate athletic programs in which the primary emphasis is on the participants and their personal growth and development and satisfaction. At this time, when there is considerable focus on abuses in collegiate sports, it is most gratifying to be a part of a college which has no athletic scholarships, and is committed

first of all to the excellence of the experience of the participant.

The fact that we are a residential college, with students coming from many parts of our country and many foreign countries, provides a very significant dimension to the environment in which the total growth of students takes place. Taking meals together, participating in intramural activities, working together in a wide variety of student activities and programs, provide many opportunities for learning and for personal growth and development. The residential life of the college is an integral part of the total experience and development of the student, and requires the continued attention and concern of the entire campus community to ensure its excellence.

3 We seek to develop a coherent value system which permeates the entire life of the college. A number of studies have shown that after a student has been out of college for a number of years, the value system which characterized his college is one of the most important things he retains from his college experience. In these days, with the focus on wrongdoing at the national political level and on the high rate of crime throughout our country, the tendency is to think of values in terms of integrity and honesty and keeping the law. These are of course essential, but the focus on values in a liberal arts context is much more basic. Such values relate to the things we hold true, the meaning of life, our attitude and relationship to our neighbor, our view of the family and the community, and our attitude toward work, leisure, and culture.

As already noted, all of these areas are encompassed in the liberal arts, and our attitude toward them arises out of our value system. But how is a value system evaluated and articulated in a college community? Certainly there are many situations and occasions

when frank and candid discussions of values are appropriate and essential. Through the study of literature, classroom discussions, debates, research papers and the performing arts, value-centered issues are aired daily in the campus community. Frank and open discussion on these issues is essential in the life of a liberal arts college.

But it is equally important to have every dimension of the college life operate according to a coherent value system, whether it be the classroom, a faculty meeting, intercollegiate athletics, the residence halls, the business offices, or alumni affairs. It is in such an environment that the significance of a value system can be not only discussed, but also experienced. And what is the basis of such a value system which we seek to practice and promote at Hope College? Much has been written in answer to this question. St. Paul has summarized our view very eloquently and succinctly when he stated, "Whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, anything worthy of praise, think on these things."

4 We are committed to preparing students for their life's work. An unfortunate dichotomy has been drawn between a liberal arts education and an education which prepares one for his life's work. The result is that many students are forced to make premature and unnecessary choices.

It is important to make a distinction between preparation for one's first job and preparation for a life of effective and creative work. It is also important to distinguish between gaining the skills and understanding for a specific job, and preparation for leadership and responsibility. It is in the context of

these issues that the role of a liberal arts education as preparation for life's work can be best understood.

One of the real strengths of a liberal arts education lies in the emphasis on the development of the ability to communicate both orally and in writing with clarity, accuracy, and grace; to think reasonably, and accurately define issues; and to see human activity in the context of larger goals. We live in a world of change, and most people change jobs and responsibilities several times during their careers. A liberal arts education provides resources to enable one to prepare to work effectively for an entire lifetime in a world marked by rapid change.

During this past year we have taken several steps to strengthen our commitment to assisting students to prepare for their life's work. New and expanded facilities were provided for the Office of Career Planning and Placement, and the scope of activities of this office have been significantly expanded. We continue to provide significant assistance to students who seek to enter graduate and professional school.

This year we added two new career-oriented programs. In the program of Medical Technology students spend their first three years at Hope College and their senior year at an affiliated hospital, and at the conclusion of these four years they receive an A.B. from Hope College and certification in Medical Technology. We have also added a program in Computer Science, which stresses both a sound theoretical knowledge of computers and practical experience on our new computer. In both cases the students fill all of the requirements for the core curriculum in the liberal arts.

Perhaps more important than these specific career-oriented programs is an overall philosophy which stresses that work is both a responsibility and a gift and, when exercised with a sense of

stewardship, provides great personal rewards and a necessary contribution to society. This has been a long-standing view of this College, and continues to this day.

Finally, a word about the Christian dimension at Hope College. We seek to let our Christian commitment permeate all of the activities which we undertake in a spirit of freedom and openness. It is in this commitment that we find the basis for our value system, the incentive for excellence in scholarship and learning, and the resources for personal development and growth. Our commitment is expressed in corporate worship, in small group discussions, in the private lives of faculty, staff and students, and in service to the community.

This Christian world and life view also provides the basis for the integration of the intellectual, social, and aesthetic experiences which are embraced in a liberal arts education. It recognizes that God has placed man in the universe through His goodness and care and has given him the rich endowments of mind and spirit which make it possible for him to explore and appreciate the endless possibilities and mysteries of God's world, discovering, creating, contemplating, and enjoying what God has given. In Jesus Christ, man is able to know God and rejoice in the imensity of the universe, knowing that God's creation is larger and more wonderful than he can describe or comprehend.

Campus Development

The highlight of the year in the development of our campus facilities was the dedication of the Peale Science Center on October 26. Many alumni commented that it was one of the finest events they have ever attended at Hope College. The presence of Dr. and Mrs.

Peale added much grace and charm to the occasion and provided a dynamic incentive to all of us to use these facilities in the light of our overall mission and purpose. The outstanding lectures by Dr. William Pollard and Dr. William Bevan brought into focus our commitment to excellence in science and our desire to pursue this goal in the context of our ethical, social, and spiritual commitments.

The Peale Science Center has now been in use for an entire academic year and has proven to be a well designed and constructed facility. It enables us to maintain the strength of our science programs and to attract many outstanding students to Hope College.

In March of this year work was begun on the renovation of the former Science Building to form a Center for Humanities and Social Sciences. When renovated, the building will include 51 private faculty offices, 12 classrooms, and a special multi-media facility enabling us to make effective use of television for instruction and for training students in the use of this medium. Because the original building was of excellent construction and the renovation is well designed, this will be an important addition to our campus facilities.

During this year we also installed a new Xerox Sigma 6 Computer. The Computer Center was moved from the basement to the first floor of the Physics-Mathematics building, and now provides Hope College with one of the finest computing facilities for a college of its size. This computer, used for both administrative and educational purposes, enables a very significant number of our students to have an effective experience in the use of computers and also permits us to offer a very fine program in Computer Science. We are currently working with a number of area high schools in developing a program which will enable them to use this facility, at modest cost, to

offer instruction in the use of computers to their students.

Our remaining major needs for campus facilities are only two-fold; a new Physical Education Center facility, and the renovation of Voorhees Hall. Further information on these projects is included in this report under the heading of Build Hope.

Enrollment

We began the 1973-74 academic year with a rather significant drop in enrollment in the freshman class. The result was that the overall campus enrollment dropped, on an FTE (full time equivalent) basis from 2,095 in the fall of 1972 to 1,985 in 1973.

The first impact of this drop was felt in terms of the necessity to reduce our expenditures to ensure that we would operate on a balanced budget. Through the cooperation of all departments we were able to accomplish this with minimal difficulty.

Of much more significance was the long-range enrollment situation. How should we proceed and what should be our long-range goals regarding enrollment? Two specific actions were taken:

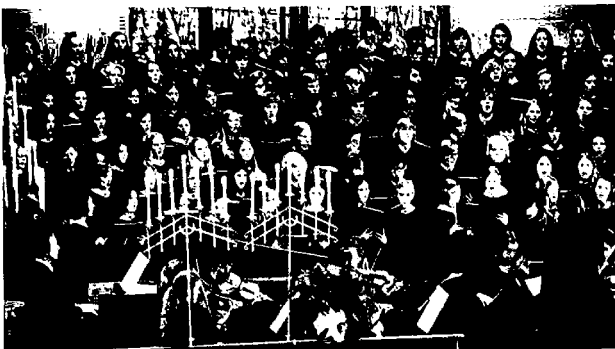
First, the Admissions Office, after thoroughly reviewing its operations and programs, made a number of changes which resulted in a very vigorous admissions program.

Second, an ad hoc committee was appointed to study the long-range enrollment situation and the size of the College. This committee made recommendations regarding various facets of the operation of the College that relate to enrollment. This study

highlighted the well established fact that over the next 18 years there will be a steady decrease in the number of high school graduates, with the total drop being about 20%. This study also recommended that our goal be to maintain our present level of enrollment, recognizing of course that this in itself will be a major undertaking. To achieve this we must maintain the excellence of the College and involve the entire campus community, alumni, and churches in bringing information about Hope College to prospective students.

It is a real pleasure to report that, through the effective work of the Admissions Office and the involvement of faculty, students, alumni and friends, the enrollment situation for next fall has improved significantly. There will be a major increase in the number of freshmen and transfer students, and a modest increase in the overall enrollment. We are thankful to all those who have worked to make this possible. We are convinced that an increasing number of students will seek an undergraduate, residential college which emphasizes academic excellence and also offers a personal, value-oriented education such as that at Hope College. Our task is to inform prospective students of the excellence of a Hope College education.

One final note regarding enrollment. We are pleased that we have a fairly heterogeneous student body. Almost half of our students are from outside Michigan, including a number of students from abroad (see page 18). Our student body is equally divided between men and women, and about 40% of our students are affiliated with the Reformed Church of America. We will continue to strive for diversity within the student body, as we believe that in a residential college setting diversification, within the context of a common goal, contributes significantly to the total experience of each student.





Finances

A financial summary for 1973-74 is shown on pages 14 & 15. For the seventh successive year we were able to operate without a deficit.

There are many essential factors in operating a private college in the black these days. These include the level of giving to the college, enrollment, the effectiveness of budgetary and fiscal control, and the cooperation and support of all those who are responsible for budgets, expenditures and accounting. Our success in financial affairs this year is due to effective operation in each of these areas, and we acknowledge with appreciation the part played by each individual involved in these fiscal affairs.

Although achieving a balanced budget is essential to achieving the goals of the college, in itself it is not a primary goal. What we are striving to do is to provide, at the lowest possible cost to the student, the total educational experience we offer at Hope College. Since many different aspects of the College are essential, this involves many difficult and crucial decisions and choices regarding expenditure of resources. These include maintenance of our campus grounds and buildings, provision of adequate laboratory and educational facilities, scheduling stimulating lecture and cultural programs, the continued development of library resources and facilities, and the maintenance of a salary level which is both competitive and fair. This continued competition for resources between many important areas means that it is essential that we make wise decisions regarding the expenditures of the resources available to us. To do this we must have an effective decision-

making process, with each one responsible for a decision having an understanding of the overall operation of the College and of the several demands for these resources.

During this past year the State of Michigan adopted a degree reimbursement program. Under this plan the private colleges in Michigan receive \$400 for each degree they grant to a Michigan resident. Hope College grants about 200 such degrees per year. These funds, though not large in the light of our total budget, will be important to us in the years ahead.

Financial Aid

One concern which is frequently expressed by both prospective and enrolled students, and their parents is the cost of attending a private college such as Hope. We share in this concern, for we are committed, to the limit of our financial resources and enrollment capacity, to enabling every student who so desires to attend Hope College. We fulfill this commitment through our Office of Financial Aid, which seeks to respond to each student's need on an equitable and confidential basis.

The extent of our program of financial aid is reflected in the data shown in figure 11 on page 18, which shows the sources and the amounts of the federal, state and Hope College resources which are available for this program. We acknowledge with appreciation each agency and each person who makes possible these sources of financial aid.

In addition students received \$195,000 through employment at Hope College. From figure 1 on page 14 it is evident that the amount paid directly by students is 56% of the total income of the College, and 75% of the costs for room,

board, tuition, and fees. It is also significant to note that the \$341,297 in Hope College funds for financial aid is more than twice the entire income from our endowment fund. The 1,375 students who received financial aid represented 65% of the student body.

We recognize the continuing problem which middle-income families have, particularly in this period of inflation, in providing the resources for their children to attend a private college. This matter is receiving increasing attention in legislative and higher education circles. We, however, are committed at this moment to do all we can to meet each individual need.

There is one additional dimension which should be stressed in regard to this matter. Each year a student spends in college is a precious year in that student's life. In that year, the most important issue is what the student has received and learned, how he or she has grown and developed and matured, and the quality of the association with faculty and fellow students. It is in this context that our commitment to be an undergraduate residential Christian liberal arts college, dedicated to excellence in every dimension, becomes particularly significant. The cost differential for attendance at a private institution when compared to a public institution (particularly when considering the financial aid available, and above all when considering the differences in the total experience) may be far less than first appears. In fact, the decision to attend a private college is a truly wise investment.

Development

The building of a strong program and stable staffing situation in the Development Office has been one of my major concerns since coming to Hope College. It is a pleasure to be able to report that considerable progress has been made in achieving this goal during the past year. Mr. Kurt Van Genderen, who joined the Development staff in February of this year, was appointed Director of Development, effective July 1, 1974. Mr. Van Genderen graduated from Hope in 1963, and received his MBA degree in 1965 from the Tuck School of Management at Dartmouth College. He comes to Hope with an excellent background in business and a strong commitment to Hope College and its purposes and goals.

Our Development program has three basic components: namely, the Annual Fund, Capital and Endowment, and Deferred or Planned Gifts and Bequests. Figure 6 on page 16 summarizes the gifts received by Hope College during 1973-74.

We are most gratified by the increased giving on the part of our alumni to the Annual Fund. This was the result of a significant increase in the number of alumni who participated, and of the fact that many alumni increased the amount of their gift. What is particularly gratifying is the number of our alumni who have a real interest in and concern for Hope College and who give generously in proportion to their means. It is our hope that our alumni will continue to sense a personal involvement in the life and mission of the College. We are grateful to Mr. Jack DeWitt, National Annual Fund Chairman, for his effective leadership during this past year.

The increased giving by churches to the Annual Fund and to Capital and Endowment is also very significant. We are grateful to these churches for their interest and concern for Hope College, and assure them that we are vitally interested in developing avenues of mutual interest, concern, and activity.

The increased giving by friends of Hope College is noted with gratitude. Many of these friends are parents of either former or present students. It is most gratifying that many parents express their appreciation for Hope College, and the impact it has had on their children through their continued support of Hope College.

The decrease in annuities is primarily due to the fact that in 1972-73 two very large annuity agreements were written. It is our basic policy to add all bequests and all funds which accrue to the College from annuities to the Endowment Fund, and thus further the long-term financial strength of the College.

We believe that annuity agreements, other forms of planned giving and trusts, and bequests offer unique opportunities for individuals or married couples to have income from their resources while they are living, yet making the principal available to the College when it is no longer needed. The Development Office is prepared to consult with persons on a confidential basis on these matters and will keep the best interests of each individual foremost in all discussions.

At the close of this year, Mrs. Marian Stryker, Alumni Executive Secretary, retired after serving the College and our alumni for the past 27 years. The strength of our alumni program is, in a very significant measure, a result of the vision of Mrs. Stryker, and the grace and enthusiasm that has marked her work as Alumni Secretary. We extend to her our deepest appreciation and our best wishes in the years ahead. With the retirement of Mrs. Stryker,

the Office of Alumni Relations, with the exception of publications, will function under the Development Office. All alumni personal affairs and activities will be coordinated by Mr. Vern J. Schipper, currently Director of Build Hope, while all alumni publications, including the Alumni Magazine, will be published by Mr. Tom Renner, Director of College Relations. With this reorganization we hope to enhance a well-grounded alumni program established over the years by Mrs. Stryker.

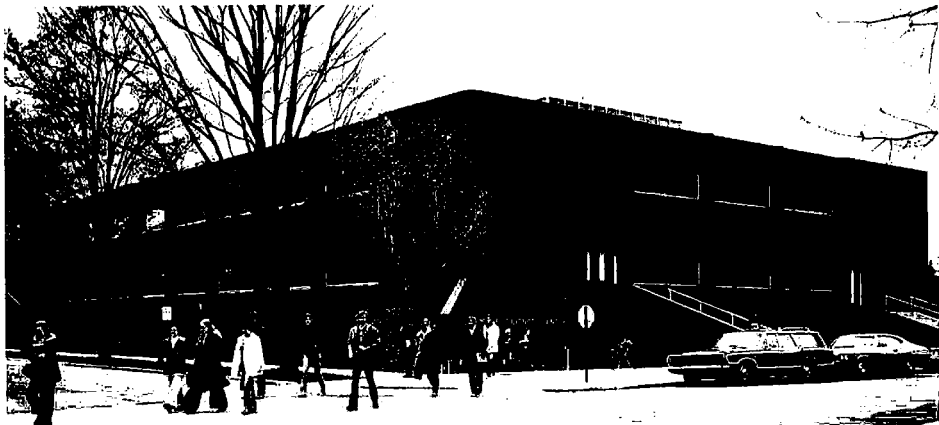
To each individual, each church, each corporation or business, and each foundation we express our deepest appreciation for their part in the mission of Hope College during 1973-74.

Build Hope

The Build Hope Fund was launched in 1971 with the goal of raising \$8,850,000 for campus development, endowment, and certain selected academic programs. The Build Hope program has moved along steadily, although at a somewhat slower pace than had originally been scheduled. With the appointment of Mr. Van Genderen as Director of Development, we are making a renewed effort to bring the Build Hope Fund to a successful conclusion within the next year and a half.

During 1973-74 a total of \$766,427 was received in gifts and pledges for the Build Hope Fund, bringing the total at the end of the year to \$5,244,612, 59% of our goal.

There are four major projects which we are seeking to accomplish through the balance of the Build Hope Program. These are to complete the funding for the renovation of the former Science Building, which will be known as the Lubbers Hall for Humanities



and Social Sciences, the construction of a new Physical Education Center, the renovation of Voorhees Hall to form an Administrative Center, and an increase in our endowment for scholarships. Each one of these is a tremendously important project as we seek to ensure the continued strength and excellence of Hope College.

Graduates who earned athletic letters while at Hope are conducting a pace-setting fund raising campaign to bring the new physical education center closer to reality. Donations and pledges to the H-Club drive at the end of fiscal 1973-74 totaled \$458,890 according to drive chairman Harvey J. Buter, '48.

One of our major goals for the year ahead is to provide an opportunity for each alumnus to have a part in the Build Hope Fund, and to share in this important program in the life and history of the College.

External Support for Research

One distinguishing characteristic of Hope College is the emphasis on the active participation of students in research. These activities, which embrace almost every academic program, are particularly strong in the sciences, where our philosophy is that students should not only learn science, but do science.

Our ability to carry out these programs is heavily dependent on external support from private and public agencies such as Research Corporation and the National Science Foundation. Table 5 on page 15 lists the grants which were awarded during 1973-74. We are grateful for this support, for it has contributed significantly to the education of our students and the scholarly and professional growth of our faculty. There is considerable competition for these funds. Our success is a source of

encouragement, but we are well aware that continued external support requires continued diligence and excellence on the part of our faculty.

The grant from the Dreyfus Foundation is worthy of special mention. The Dreyfus Teacher-Scholar grants are awarded through a national competition to young faculty members of exceptional promise who combine interest and demonstrated ability in teaching, with outstanding performance in imaginative research. Sixteen awards were made in 1973 from among 101 nominees, and only two of the awards were given to chemists at four-year liberal arts colleges. We are grateful that Prof. Michael Doyle received this recognition in a national competition.

Gordon J. Van Wylen

Gordon J. Van Wylen
July 1, 1974

Financial Statement

Although Hope College experienced a small decline in enrollment this past year, we were able to operate on a sound financial basis and completed the year with a modest operating surplus.

The church, alumni and friends of the College contributed approximately 9.1% of the operating budget in addition to contributions designated for capital expansion, endowment, and research. We are especially pleased that the fund raising goal for operations was exceeded for the first time in four years.

This participation has again made the difference between the College operating with a surplus or a deficit which is so important during these times of economic instability. We are indeed thankful for your continued support of Hope College's mission in higher education.



William K. Anderson

William K. Anderson
Chief Financial Officer

1973-74 Sources of Operating Funds

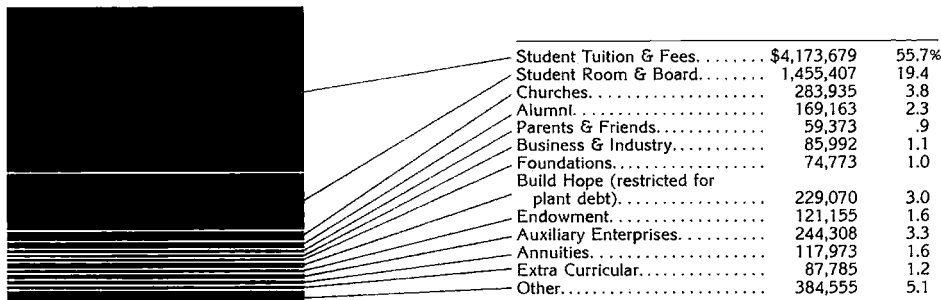


figure 1

\$7,487,168 100.0%

Comparative Operational Expenditures 1973-74 to 1969-70

	1973-74	% of total budget	1969-70	% of total budget
Instructional	\$2,599,554	35.3%	\$1,902,131	35.9%
Library	247,732	3.4	165,803	3.1
Instructional Services	367,094	5.0	203,881	3.8
Student Services	375,577	5.1	277,838	5.2
Student Financial Aid	368,203	5.0	307,172	5.8
General Institutional	277,581	3.8	170,765	3.2
Administrative	243,239	3.3	196,335	3.7
Development	205,507	2.8	175,317	3.3
Auxiliary Enterprises*	1,632,960	22.1	1,398,655	26.4
Plant Operations	833,292	11.3	351,912	6.6
Extra Curricular	225,425	2.9	148,800	3.0

*Operation of dormitories,
food service and bookstore.

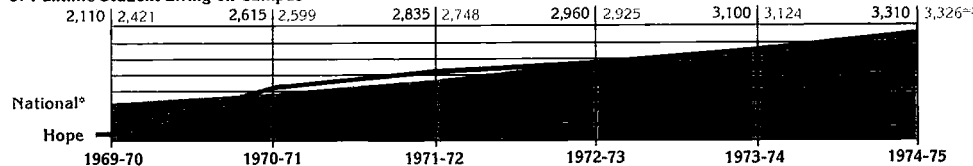
\$7,376,164 100%

\$5,298,608 100%

figure 2

Education Costs 1969-70 to 1973-74

of Fulltime Student Living on Campus



*Non-public four year colleges

^(a)projected

Source: American Council on Education

figure 3

Balance Sheet

(Un-audited)

ASSETS	June 30 1974	June 30 1973
Current Funds	\$ 961,394	\$ 895,096
Agency Funds	638,701	465,438
Plant Funds		
Unexpended		
Plant Funds	\$1,591,374	\$ 1,832,932
Land,		
Buildings &		
Equipment	19,351,510	18,298,256
Sinking		
Fund Assets	608,119	600,119
Annuity Fund	21,551,003	20,731,307
(Book		
Value)	1,781,386	1,870,625
Endowment		
Fund (Book		
Value)	2,832,604	2,589,333
Approximate		
market value	2,504,000	
Student Loan		
Funds	1,458,593	1,314,708
Total Assets	\$29,223,681	\$27,866,507

LIABILITIES, RESERVES, AND FUND BALANCES

	June 30 1974	June 30 1973
Current Funds	\$ 961,394	\$ 895,096
Agency Funds	638,701	465,438
Plant Funds		
Unexpended		
Balances	\$1,591,374	\$ 1,832,932
Bonds, loans,		
contracts	5,948,313	6,002,062
payable		
Investment		
in Plant	13,403,197	12,296,194
Sinking Fund		
Reserves	608,119	600,119
Annuity Fund	21,551,003	20,731,307
Endowment		
Fund		
Unrestricted	1,308,685	1,179,879
Restricted	1,523,919	1,409,454
Student Loan	2,832,604	2,589,333
Funds	1,458,593	1,314,708
Total Liabilities,		
Reserves, and		
Fund Balances	\$29,223,681	\$27,866,507

figure 4

Grants Awarded During 1973-74 for Support of Research

Source of Grant	Number of Grants	Total Amount Awarded
Research		
Corporation	5	\$231,286
National Science		
Foundation	9	183,911
U.S. Office of		
Education	2	86,800
Dreyfus		
Foundation	1	20,000
National Institutes		
of Health	1	14,700
Earhart		
Foundation	2	13,877
International Re-		
search and		
Exchange Board		
and Fulbright		
Harp Research		
Abroad Program	1	10,000
E.I. DuPont de		
Nemours & Co.	1	6,000
Eastman Kodak		
Co.	1	5,000
Great Lakes		
Colleges		
Association	2	2,500
Shell Companies		
Foundation	1	1,500
Atlantic Richfield		
Co.	1	1,000
William Andrews		
Clark Memorial		
Library	1	1,000

figure 5

Gifts to Hope College

July 1, 1973 to June 30, 1974

Sources

Alumni, Friends & Parents.	\$ 679,102
Reformed Church in America.	380,576
Foundations.	191,330
Business & Industry .	196,912
	\$1,447,920

Purpose

Annuity Agreements. \$	80,470
Capital.	413,937
Unrestricted for Operations.	673,236
Endowment.	236,118
Research.	19,000
Other Restricted.	22,165
Student Loan Funds .	2,994
	\$1,447,920

figure 6

Comparative Gift Income

(for all purposes)

	1969-70	1970-71	1971-72*	1972-73	1973-74
Churches	\$ 539,384	\$ 546,750	\$ 452,598	\$ 340,448	\$ 380,576
Business & Industry	247,653	477,255	127,276	153,398	196,912
Alumni	230,411	299,928	500,838	942,511	532,504
Friends	43,346	120,726	314,125	748,382	155,598
Foundations	72,861	278,476	304,138	140,254	191,330
	\$1,133,655	\$1,723,135	\$1,698,975	\$2,324,993	\$1,447,920

*Because of the change in the College's fiscal year, 1971-72 represents only a ten month accounting.

figure 7

1973-74 Alumni Gifts by Class

Year	Class Roll	ANNUAL ALUMNI FUND			ALL FUNDS			Year	Class Roll	ANNUAL ALUMNI FUND			ALL FUNDS		
		Con-tributors	% of Class	Dollar Amount	Con-tributors	% of Class	Dollar Amount			Con-tributors	% of Class	Dollar Amount	Con-tributors	% of Class	Dollar Amount
Prep. Sch.*	97	20	21	\$ 848	20	21	\$ 5,882	1943	123	40	33	1,357	43	35	2,835
1890-1909	20	8	40	921	8	40	915	1944	120	42	35	1,840	45	38	7,433
1910	10	5	50	471	5	50	2,565	1945	118	33	28	2,482	35	30	3,720
1911	5	3	60	145	3	60	140	1946	143	43	30	2,535	46	32	5,008
1912	7	2	29	124	3	43	1,120	1947	141	56	40	3,437	59	42	5,916
1913	13	9	69	1,379	9	69	1,380	1948	177	58	33	3,553	61	34	8,935
1914	16	7	44	342	7	44	335	1949	286	86	30	3,434	91	32	7,843
1915	13	6	46	177	6	46	190	1950	414	118	29	5,755	131	32	6,553
1916	31	22	71	1,664	23	74	1,832	1951	290	78	27	3,306	83	29	4,448
1917	25	16	64	1,649	18	72	1,946	1952	263	85	32	3,923	103	39	7,596
1918	37	17	46	671	19	51	783	1953	237	72	30	3,422	85	36	5,731
1919	36	21	58	1,454	23	64	1,724	1954	207	67	32	3,020	74	38	3,957
1920	46	26	57	2,720	26	57	2,738	1955	198	52	26	2,327	58	29	6,234
1921	43	29	67	2,310	29	67	12,375	1956	212	77	36	2,841	85	40	4,016
1922	39	22	56	1,717	23	59	1,937	1957	242	74	31	1,943	81	33	2,365
1923	58	35	60	6,635	36	62	12,285	1958	244	72	30	2,652	79	32	5,147
1924	57	40	70	1,844	41	72	55,045	1959	287	76	26	2,117	89	31	4,317
1925	100	60	60	3,656	62	62	9,851	1960	315	83	26	2,213	93	30	3,200
1926	92	49	53	5,767	52	57	6,567	1961	303	73	24	2,008	80	26	2,543
1927	103	43	42	6,867	51	50	10,976	1962	319	105	33	3,241	114	36	7,741
1928	99	45	45	6,872	46	46	7,290	1963	421	115	27	2,181	127	30	2,612
1929	112	51	45	2,921	54	48	10,244	1964	476	143	30	3,604	155	33	4,348
1930	119	46	39	3,886	50	42	11,381	1965	401	101	25	3,558	103	26	4,046
1931	117	50	43	4,230	53	45	7,390	1966	394	90	23	1,637	99	25	15,614
1932	91	43	47	4,373	44	48	16,061	1967	426	94	22	1,938	103	24	4,031
1933	93	32	34	3,044	39	42	14,631	1968	441	89	20	1,676	99	22	2,092
1934	110	51	46	3,253	55	50	6,600	1969	405	104	26	1,917	112	28	2,463
1935	112	38	34	2,468	45	40	4,151	1970	373	76	20	1,274	80	21	1,406
1936	110	35	32	2,538	40	36	4,408	1971	378	65	17	863	70	19	883
1937	113	34	30	2,617	37	33	9,633	1972	436	47	11	942	82	19	2,176
1938	138	46	33	3,342	52	38	13,849	1973	368	34	09	690	85	23	2,100
1939	127	46	36	3,875	50	39	10,453								
1940	138	54	39	3,303	57	41	14,060								
1941	121	43	36	2,680	43	36	8,399								
1942	150	30	20	1,215	40	27	8,270	Grand Total	11,756	3,432	29	169,163	3,820	32	424,710 **

*Preparatory School (all classes)

**Does not include bequests or annuities.

figure 8