EMMA KOLLEN PIETERS
Story on Page 4
IN THIS ISSUE

Feature Articles
Alumna Emma Kollen Pieters ..................................................... 4
THE ALUMNUS/A, a special report (see page 20) .......................... 5 to 20
Religion and Higher Education, Henry Voogd ............................. 1

News Items
Gift of $200,000 from Alumnus .................................................. 21
Young Man of the Year .............................................................. 21
German Manual Published on Campus ....................................... 21
Hope Men Retire—John R. Mulder, John D. Muyskens ................... 22
Bernard Mulders Assist UAR Church Schools .............................. 22
Faculty Awards and Grants ...................................................... 23
Women’s Residence Named ...................................................... 23
Albert Van Dyke to conduct Tour of Bible Land ........................ 24

Departments
Advanced Degrees ................................................................. 21
Wedding Announcements ....................................................... 21
Birth Announcements ............................................................ 24
Representing Hope ................................................................. 24
Class Notes ........................................................................ 25

Published four times a year: January, April, July and October
Marian A. Stryker ’31, Editor
Entered in the Post Office at Holland, Michigan as second class matter under the Act of August 24, 1912.

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...this Christian conviction of the unity of truth under God and the dignity of man as a child of God will ultimately safeguard freedom in our day...'

Religion and Higher Education

The Reformed Church in America has always been deeply involved in higher education. Along with other Christian denominations the Reformed Church was instrumental in the establishment of the first colleges and seminaries in our nation. These institutions of higher learning established by the churches have played a significant role in developing and safeguarding the religious faith and democratic idealism of our country.

In the course of the history of our republic, however, more and more emphasis came to be placed upon the material elements of education and, as a consequence, the values of religion and religious thinking were disregarded in higher education. Tragically man has severed, in many instances, that which was never meant to be cut asunder. Many of the early ties between the churches and colleges have been severed; others rendered tenuous. Some church colleges become state institutions. In other instances the churches have continued to maintain a relationship with the colleges and universities they once founded but the relationship is purely nominal. The Reformed Church in large measure has maintained and strengthened her union with the colleges and seminaries she has founded. Her primary lag has been in the establishment of a campus ministry in our state institutions.

Today in the state and private institutions as well as in the church colleges, the pendulum is swinging in the other direction. The Christian Church is being aroused from its lethargy and forced to face the issue of a campus ministry. Educators, on the other hand, are becoming more and more aware of their responsibility to impart moral and spiritual truth. Amidst the tensions of international relationships today and the pressures of contemporary life we are awakening to the fact that somewhere in the development of our educational pattern the true meaning of life and a sense of responsibility have been obscured or lost. The leaders of the nation sense a critical need for an expansion of higher education that provides wisdom as well as knowledge. Our spiritual heritage in education must be re-emphasized and, for the welfare of our country under God, Christian education must be given high priority. Our purpose in this article is to stress anew the value and function of the teaching of religion in the educational process.

The Value of the Teaching of Religion in the Educational Process

Some scholars feel that religion and education are opposites; that we cannot put together that which experience has put asunder. It is held that education proceeds by inquiry, criticism and experiment; religion is a matter of faith, obedience and tradition. Education concerns the intellect; religion is feeling. Education requires teaching; religion is "caught not taught". Education has to deal with the world here and now; religion has its vital interest in the unseen world of the spirit. These distinctions are apt to be misleading, for there is a sense in which whatever is postulated of education is equally true of an historical religion and vice versa.

A further contrast is often made to show how unnecessary religion is to education; that one will love the highest when he sees it. In this sense all that is required is that we be enabled to see the highest. Religion, therefore, is not necessary in the field of morals. This identification of virtue with knowledge is as old as Plato and as recent as H. G. Wells. If it were true, then the way to build up a man's character would be to give him more education. The characteristic belief

Dr. Henry Voogd is Associate Professor of Religion and Bible at Hope College.
Church related institutions of learning have played significant role in developing and safeguarding religious faith and democratic ideals of our country.

of the last half of the nineteenth century, put into educational form by Rousseau, was the infinite perfectibility of man through education. This is a position which many people, Christians as well as non-Christians, have held even when they have not expressed it in this way. It is very attractive and flattering to human nature but there are times when even the most optimistic must doubt it, for we are aware that the evil has not yet died within us. It is radically opposed to the Christian doctrine of sin which stresses that a man's mind and will must be set free if he is to know aright, live in love and be in true accord with God and his fellowmen. To think of sin as something which men grow out of is quite a different doctrine from that which considers sin as a terrible force from which men need to be delivered. Moreover, on a large scale, the moral setback of recent times has exhibited sin as a far more radical and persistent evil than anything that can be removed by educational methods alone. It is not true that to know is to do.

One of the sad weaknesses of human nature is just this inability to love the highest even when we do see it. "The good that I would do not, but the evil which I would not that I do" was the confession of a greater expert on the human heart than either Plato, Wells or Rousseau. The helplessness of men in the hour of their keenest insight is unfortunately too common. Some foundation is necessary to the structure of human life to make it withstand the attacks of the enemy even after we have recognized him for what he is.

Where are we to look for this foundation? There is surely a parable for all life in the fact that the disciples of Christ, who above all other men had the opportunity of loving the highest when they saw it, nevertheless acted against their better judgment when they all forsook Him and fled. It was not until He was gone and their hold on Him had to be by faith and not by sight that the power came into them to withstand far greater crises and more subtle occasions of disloyalty. It is not our hold upon education that will enable us to stand in the evil day and, "having done all, to stand," but our hold on religion.

In addition, it is to be noted that even in the external world of time and sense, we eventually encounter the existence of an unknown region just as we do within our own hearts. The within is also beyond, and the beyond is also within. After we have searched out causes and effects we find that things ultimately issue in mystery. The fundamental questions of whence we came and where we go, of origin and purpose and destiny, have still to be asked in every discipline of the mind, whether it be the science of history, mathematics or literature, or anything else. In any study we finally come to the threshold of the unknown. Education may postpone our arrival at this threshold but it brings us there at last and there it has to leave us.

Neither in the life of man, however, nor in the perfection of human learning has the last word been said when we have exhibited the upward search of our souls for God whether to satisfy our own spiritual hunger or to obtain a clearer understanding of the world in which we live. If this were all, we might stand on that threshold forever with the light behind us and the darkness before. For while religion needs education, education needs religion. The cardinal difference between them is that religion is concerned with the divine initiative. God does something on His own part. We come to the threshold and He pulls us through. It is in His light that we see further light.

The difficulties in the way of our understanding the relation of education and religion are due basically to our ignoring the fact that neither man's life nor his knowledge is bounded by things here and now. The spiritual and eternal impulses within us are forever struggling with the finite and material bonds which enclose them. No solution which does not take full account of the strength of each factor will ever be satisfactory. All educational progress must eventually posit us at the threshold of the unseen. It has not accomplished its purpose until that point is reached. Conversely, we can work backwards from the threshold of the mystery into the educational process. Every truly religious experience has the effect of stimulating the intelligence as well as the emotions. It unifies a person's life.

Things which have to be discovered by education will not be discovered by any other means, but neither can the things that are not discoverable by education be discovered by it. Unfortunately we are so prone to believe that man can do everything that we insist on staying to enjoy our life as long as possible instead of going on to the rim of the dark. The true student, the profound philosopher is never irreligious, for he has arrived at the threshold of mystery and can go no further. It is the half-educated man, the
Some scholars feel religion and education are opposites . . .

self-satisfied, the cynic, those who have not yet arrived at the place where God can take the initiative, who have the glib short answers to the problems of the ages. The profound student is saved from the fatal illusion of finality by the recognition of his own impotence and ignorance. The spiritual world has a law of its own and a certainty of its own but it is a certainty not of sight but of insight, the law not of knowledge but of faith.

Student's minds are filled with ideas unorganized, impulses uncontrolled and ideals unfulfilled. The coordinated and integrated spirit are the products of the right kind of education and in our view are quite impossible to achieve without religion. To see one's self over against the whole process of creation, in the presence of God who is from everlasting to everlasting, is to begin to see life in the proper perspective. It is presumptuous to suppose that we can enclose God within our human categories; self-flattery, pride and all manner of uncharitableness inevitably follow from such an assumption. Against all this the sense of a God whose throne is in the heavens and whose footstool is the earth is a healthy corrective. The sense of the majesty of God and of His overruling providence forms in the Christian that willingness to serve others which is the core of a wholesome full life.

The Uniqueness of Christian Higher Education

Herein lies the value of Christian higher education. As Christians, we share with all educators a commitment to the generally accepted principles of higher education. These are the primacy of truth, honesty in the search for truth, integrity in the teaching of truth, excellence in teaching and scholarship and the acceptance of social responsibility. Every philosophy of education rests upon certain presuppositions of faith which ultimately determine the nature of the educational process. The uniqueness of Christian higher education is the conviction that knowledge of reality and of the meaning of life is adequate and complete only in the light of the revelation of God through Jesus Christ. The most significant aspects of higher education can be maintained only through the type of education where spiritual values are made real and the secular is permeated with spiritual significance, where the knowledge of the sciences and the enjoyment of the arts are recognized as God's gifts to man.

The Christian college is a community of faculty and students seeking to know the nature of the universe created by God and the kind of society in which man can live according to God's will. Christian higher education endeavors to develop persons who can live effectively as mature Christians in the twentieth century by providing the student with the opportunity to grow within the framework of a meaning and purpose that unifies and orients his knowledge, illumines his appreciations and gives direction to his existence. Without this type of context inventions and technology may enslave and destroy mankind.

It is this Christian conviction of the unity of truth under God and the dignity of man as a child of God that will ultimately safeguard freedom in our day and promote the higher moral standards and social responsibilities for which we are all seeking and praying.

In conclusion it is to be borne in mind that Christian higher education depends essentially upon church related colleges. The church and higher education belong together. Can we accuse the sign-post, when, refusing to follow the directive, we lose our way? Church related colleges must be maintained and enlarged at all costs.

The true student is never irreligious—he has arrived at the threshold of mystery and can go no further . . . .

AN ALL-HOPE FAMILY

Adelphos A. '35 and Bernice Mollema '32 Dykstra will have three sons on the Hope campus starting in September. Don will be a senior; Bob, a transfer from Northwestern College, a junior, and Tom, a freshman. These three Hope students with their three Hope hopeful brothers and their father and mother, Hope alumni, are pictured here. Back row, left to right, Bob, Don, Jim (sophomore, Holland High), and Tom; front row, Timothy, (8th grade), Dad, and Mother, Bernice, and Russell (2nd grade).

PHILIPPINE HOPEITES GET TOGETHER

Hope people living in the Philippines got together in Manila late in 1959. Robert Yin '57 sent this picture for our magazine.

Alumna Emma Kollen Pieters

Emma Kollen Pieters '87 is Hope's oldest living graduate. So thoroughly does she typify the image of the liberally educated woman that she is a fitting embodiment of The Alumnus/a, in the special report in this issue.

Mrs. Pieters has been the educated person in action from her graduation to the present day. At 93 she tutors a Holland mother of five in Greek; at the same time she teaches a fourth grade boy arithmetic. Only a scholar and an experienced teacher could handle such a diversity of subjects and students. And experienced Mrs. Pieters is. She taught Latin, Greek, history and "odd things" at Northwestern Classical Academy in Orange City, Iowa, for three years after her graduation from Hope where she majored in Latin and Greek. As the wife of her classmate, Albertus Pieters, missionary to Japan, she continued diverse teaching to Japanese women and children, besides being responsible for her five daughters' instruction in the complete curriculum until they came to the United States to enter Hope Preparatory School in the 10th grade. "They were never behind when they entered."

Though all of her work has been carried on in her home, her mind and spirit have not been confined within narrow limits. Her reading has been as broad in scope as her life and as diverse as her teaching. Fiction, biography, history, devotional literature, English and Japanese literature—all have contributed to her life of scholarship, purpose, understanding. With it all there has been the leaven of a rare sense of humor. That she still has this sense of humor is evident in her rapport with both her present students.

Mrs. Pieters' children and students have gone on to use and build on the education she has given them. "A candle in the house will illumine the street" is an old proverb Mrs. Pieters' work amply illustrates.

Hope College salutes Emma Kollen Pieters, not merely because she is her oldest living graduate, but also because she adequately fulfills the image of an alumna portrayed in the special report in this magazine: she represents the principal product of the college—a liberally educated person; she supports her alma mater each year with a monetary gift; in a fruitful lifetime she has maintained high principles in education and in living.
As student, as alumna or alumnus: at both stages, one of the most important persons in higher education.

a special report
This is a salute, an acknowledgment of a partnership, and a declaration of dependence. It is directed to you as an alumnus or alumna. As such, you are one of the most important persons in American education today.

You are important to American education, and to your alma mater, for a variety of reasons, not all of which may be instantly apparent to you.

You are important, first, because you are the principal product of your alma mater—the principal claim she can make to fame. To a degree that few suspect, it is by its alumni that an educational institution is judged. And few yardsticks could more accurately measure an institution's true worth.

You are important to American education, further, because of the support you give to it. Financial support comes immediately to mind: the money that alumni are giving to the schools, colleges, and universities they once
attended has reached an impressive sum, larger than that received from any other source of gifts. It is indispensable.

But the support you give in other forms is impressive and indispensable, also. Alumni push and guide the legislative programs that strengthen the nation’s publicly supported educational institutions. They frequently act as academic talent scouts for their alma maters, meeting and talking with the college-bound high school students in their communities. They are among the staunchest defenders of high principles in education—e.g., academic freedom—even when such defense may not be the “popular” posture. The list is long; yet every year alumni are finding ways to extend it.

To the hundreds of colleges and universities and secondary schools from which they came, alumni are important in another way—one that has nothing to do with what alumni can do for the institutions themselves. Unlike most other forms of human enterprise, educational institutions are not in business for what they themselves can get out of it. They exist so that free people, through education, can keep civilization on the forward move. Those who ultimately do this are their alumni. Thus only through its alumni can a school or a college or a university truly fulfill itself.

Chancellor Samuel B. Gould, of the University of California, put it this way:

“The serious truth of the matter is that you are the distilled essence of the university, for you are its product and the basis for its reputation. If anything lasting is to be achieved by us as a community of scholars, it must in most instances be reflected in you. If we are to win intellectual victories or make cultural advances, it must be through your good offices and your belief in our mission.”

The italics are ours. The mission is yours and ours together.

Alma Mater...

At an alumni-alumnae meeting in Washington, members sing the old school song. The purpose of this meeting was to introduce the institution to high school boys and girls who, with their parents, were present as the club’s guests.
The popular view of you, an alumnus or alumna, is a puzzling thing. That the view is highly illogical seems only to add to its popularity. That its elements are highly contradictory seems to bother no one.

Here is the paradox:
Individually you, being an alumnus or alumna, are among the most respected and sought-after of beings. People expect of you (and usually get) leadership or intelligent followership. They appoint you to positions of trust in business and government and stake the nation's very survival on your school- and college-developed abilities.

If you enter politics, your educational pedigree is freely discussed and frequently boasted about, even in precincts where candidates once took pains to conceal any education beyond the sixth grade. In clubs, parent-teacher associations, churches, labor unions, you are considered to be the brains, the backbone, the eyes, the ears, and the backbone—the latter to be stuck out, for alumni are expected to be intellectually adventurous as well as to exercise other attributes.

But put you in an alumni club, back on campus for a reunion or homecoming, and the popular respect—yea, awe—turns to chuckles and ho-ho-ho. The esteemed individual, when bunched with other esteemed individuals, becomes in the popular image the subject of quips, a candidate for the funny papers. He is now imagined to be a person whose interests stray no farther than the degree of baldness achieved by his classmates, or the success in marriage and child-bearing achieved by her classmates, or the record run up last season by the alma mater's football or field-hockey team. He is addicted to funny hats decorated with his class numerals, she to daisy chainmaking and to recapturing the elusive delights of the junior-class hoop-roll.

If he should encounter his old professor of physics, he is supposed to be careful to confine the conversation to reminiscences about the time Joe or Jane Wilkins, with spectacular results, tried to disprove the validity of Newton's third law. To ask the old gentleman about the implications of the latest research concerning anti-matter would be, it is supposed, a most serious breach of the Alumni Reunion Code.

Such a view of organized alumni activity might be dismissed as unworthy of note, but for one disturbing fact: among its most earnest adherents are a surprising number of alumni and alumnae themselves.

Permit us to lay the distorted image to rest, with the aid of the rites conducted by cartoonist Mark Kelley on the following pages. To do so will not necessitate burying the class banner or interring the reunion hat, nor is there a need to disband the homecoming day parade.

The simple truth is that the serious activities of organized alumni far outweigh the frivolities—in about the same proportion as the average citizen's, or unorganized alumnus's, party-going activities are outweighed by his less festive pursuits.

Look, for example, at the activities of the organized alumni of a large and famous state university in the Midwest. The former students of this university are often pictured as football-mad. And there is no denying that, to many of them, there is no more pleasant way of spending an autumn Saturday than witnessing a victory by the home team.

But by far the great bulk of alumni energy on behalf of the old school is invested elsewhere:

- Every year the alumni association sponsors a recognition dinner to honor outstanding students—those with a scholastic average of 3.5 (B+) or better. This has proved to be a most effective way of showing students that academic prowess is valued above all else by the institution and its alumni.
- Every year the alumni give five “distinguished teaching awards”—grants of $1,000 each to professors selected by their peers for outstanding performance in the classroom.
- An advisory board of alumni prominent in various fields meets regularly to consider the problems of the university: the quality of the course offerings, the caliber of the students, and a variety of other matters. They report directly to the university president, in confidence. Their work has been salutary. When the university's school of architecture lost its accreditation, for example, the efforts of the alumni advisers were invaluable in getting to the root of the trouble and recommending measures by which accreditation could be regained.
- The efforts of alumni have resulted in the passage of urgently needed, but politically endangered, appropriations by the state legislature.
- Some 3,000 of the university's alumni act each year as volunteer alumni-fund solicitors, making contacts with 30,000 of the university's former students.

Nor is this a particularly unusual list of alumni accomplishments. The work and thought expended by the alumn-
alumni—or does it?

The group somehow differs from the sum of its parts.

Behind the fun of organized alumni activity—in clubs, at reunions—lies now seriousness nowadays, and a substantial record of service to American education.

Of hundreds of schools, colleges, and universities in behalf of their alma maters would make a glowing record, if ever it could be compiled. The alumni of one institution took it upon themselves to survey the federal income-tax laws, as they affected parents’ ability to finance their children’s education, and then, in a nationwide campaign, pressed for needed reforms. In a score of cities, the alumnae of a women’s college annually sell tens of thousands of tulip bulbs for their alma mater’s benefit; in eight years they have raised $80,000, not to mention hundreds of thousands of tulips. Other institutions’ alumnae stage house and garden tours, organize used-book sales, sell flocked Christmas trees, sponsor theatrical benefits. Name a worthwhile activity and someone is probably doing it, for faculty salaries or building funds or student scholarships.

Drop in on a reunion or a local alumni-club meeting, and you may well find that the superficial programs of yore have been replaced by seminars, lectures, laboratory demonstrations, and even week-long short-courses. Visit the local high school during the season when the senior students are applying for admission to college—and trying to find their way through dozens of college catalogues, each describing a campus paradise—and you will find alumni on hand to help the student counselors. Nor are they high-pressure salesmen for their own alma mater and disparagers of everybody else’s. Often they can, and do, perform their highest service to prospective students by advising them to apply somewhere else.

The achievements, in short, belie the popular image. And if no one else realizes this, or cares, one group should: the alumni and alumnae themselves. Too many of them may be shying away from a good thing because they think that being an “active” alumnus means wearing a funny hat.
Why they come!

DEAN! DEAN WINTERHAVEN!

TO SEE THE OLD DEAN

And there will be TURBULENT YEAR

FOR AN OUTING

He was in my class, but I'm DARNED if I can remember his name!

TO RECAPTURE YOUTH

TO DEVELOP NEW TERRITORY

TO RENEW OLD ACQUAINTANCE

I JUST HAPPEN to have your type of policy with me...

TO BRING THE WORD

39 will be DOERS and TALKERS

REPEAT: WE BEAT CHOCTAW!

39 WINS AGAIN! '39
The popular view

Charlie? Old Charlie Applegate?

TO PLACE THE FACE

Appearances would indicate that you have risen above your academic standing, Buchalter!

TO FIND MEM HALL

He says he's a FRAT BROTHER of yours!

TO IMPRESS THE OLD PROF

He wants to do something for his OLD SCHOOL!

TO CONTRIBUTE MATERIALLY

TO BE A "POOR LITTLE SHEEP" AGAIN
Money!

Last year, educational institutions received more money from any other source of gifts. Alumni support filled this gap.

Without the dollars that their alumni contribute each year, America's privately supported educational institutions would be in serious difficulty today. And the same would be true of the nation's publicly supported institutions, without the support of alumni in legislatures and elections at which appropriations or bond issues are at stake.

For the private institutions, the financial support received from individual alumni often means the difference between an adequate or superior faculty and one that is underpaid and understaffed; between a thriving scholarship program and virtually none at all; between well-equipped laboratories and obsolete, crowded ones. For tax-supported institutions, which in growing numbers are turning to their alumni for direct financial support, such aid makes it possible to give scholarships, grant loans to needy students, build such buildings as student unions, and carry on research for which legislative appropriations do not provide.

To gain an idea of the scope of the support which alumni give—and of how much that is worthwhile in American education—consider this statistic, unearthed in a current survey of 1,144 schools, junior colleges, colleges, and universities in the United States and Canada: in just twelve months, alumni gave their alma maters more than $199 million. They were the largest single source of gifts.

Nor was this the kind of support that is given once, perhaps as the result of a high-pressure fund drive, and never heard of again. Alumni tend to give funds regularly. In the past year, they contributed $45.5 million, on an annual gift basis, to the 1,144 institutions surveyed. To realize that much annual income from investments in blue-chip stocks, the institutions would have needed over 1.2 billion more dollars in endowment funds than they actually possessed.

Annual alumni giving is not a new phenomenon on the American educational scene (Yale alumni founded the first annual college fund in 1890, and Mount Hermon was the first independent secondary school to do so, in 1903). But not until fairly recently did annual giving become the main element in education's financial survival kit. The development was logical. Big endowments had been affected by inflation. Big private philanthropy, affected by the graduated income and inheritance taxes, was no longer able to do the job alone. Yet, with the growth of science and technology and democratic concepts of education, educational budgets had to be increased to keep pace.

Twenty years before Yale's first alumni drive, a professor in New Haven foresaw the possibilities and looked into the minds of alumni everywhere:

"No graduate of the college," he said, "has ever paid in full what it cost the college to educate him. A part of the expense was borne by the funds given by former benefactors of the institution.

"A great many can never pay the debt. A very few can, in their turn, become munificent benefactors. There is a very large number, however, between these two, who can, and would cheerfully, give according to their ability in order that the college might hold the same relative position to future generations which it held to their own."

The first Yale alumni drive, seventy years ago, brought in $11,015. In 1959 alone, Yale's alumni gave more than $2 million. Not only at Yale, but at the hundreds of other institutions which have established annual alumni funds in the intervening years, the feeling of indebtedness and the concern for future generations which the Yale professor foresaw have spurred alumni to greater and greater efforts in this enterprise.

And money from alumni is a powerful magnet: it draws more. Not only have more than eighty business corporations, led in 1954 by General Electric, established the happy custom of matching, dollar for dollar, the gifts that their employees (and sometimes their employees' wives) give to their alma maters; alumni giving is also a measure applied by many business men and by philanthropic foundations in determining how productive their organizations' gifts to an educational institution are likely to be. Thus alumni giving, as Gordon K. Chalmers, the late president of Kenyon College, described it, is "the very rock on which all other giving must rest. Gifts from outside the family depend largely—sometimes wholly—on the degree of alumni support."

The "degree of alumni support" is gauged not by dollars alone. The percentage of alumni who are regular givers is also a key. And here the record is not as dazzling as the dollar figures imply.

Nationwide, only one in five alumni of colleges, universities, and prep schools gives to his annual alumni
received more of it from their alumni than education’s strongest financial rampart fund. The actual figure last year was 20.9 per cent. Allowing for the inevitable few who are disenchanted with their alma maters’ cause, and for those who spurn all fund solicitations, sometimes with heavy scorn, and for those whom legitimate reasons prevent from giving financial aid, the participation figure is still low.

Why? Perhaps because the non-participants imagine their institutions to be adequately financed. (Virtually without exception, in both private and tax-supported institutions, this is—sadly—not so.) Perhaps because they believe their small gift—a dollar, or five, or ten—will be insignificant. (Again, most emphatically, not so. Multiply the 5,223,240 alumni who gave nothing to their alma maters last year by as little as one dollar each, and the figure still comes to thousands of additional scholarships for deserving students or substantial pay increases for thousands of teachers who may, at this moment, be debating whether they can afford to continue teaching next year.)

By raising the percentage of participation in alumni fund drives, alumni can materially improve their alma maters’ standing. That dramatic increases in participation can be brought about, and quickly, is demonstrated by the case of Wofford College, a small institution in South Carolina. Until several years ago, Wofford received annual gifts from only 12 per cent of its 5,750 alumni. Then Roger Milliken, a textile manufacturer and a Wofford trustee, issued a challenge: for every percentage-point increase over 12 per cent, he’d give $1,000. After the alumni were finished, Mr. Milliken cheerfully turned over a check for $62,000. Wofford’s alumni had raised their participation in the annual fund to 74.4 per cent—a new national record.

“It was a remarkable performance,” observed the American Alumni Council. “Its impact on Wofford will be felt for many years to come.”

And what Wofford’s alumni could do, your institution’s alumni could probably do, too.

* Wrote one alumnus: “I see that Stanford is making great progress. However, I am opposed to progress in any form. Therefore I am not sending you any money.”

† A man in Memphis, Tennessee, regularly sent Baylor University a check signed “U. R. Stuck.”

§ In her fund reply envelope, a Kansas alumna once sent, without comment, her household bills for the month.

memo: from Wives to Husbands

Women’s colleges, as a group, have had a unique problem in fund-raising—and they wish they knew how to solve it.

The loyalty of their alumnae in contributing money each year—an average of 41.2 per cent took part in 1959—is nearly double the national average for all universities, colleges, junior colleges, and privately supported secondary schools. But the size of the typical gift is often smaller than one might expect.

Why? The alumnae say that while husbands obviously place a high value on the products of the women’s colleges, many underestimate the importance of giving women’s colleges the same degree of support they accord their own alma maters. This, some guess, is a holdover from the days when higher education for women was regarded as a luxury, while higher education for men was considered a sine qua non for business and professional careers.

As a result, again considering the average, women’s colleges must continue to cover much of their operating expense from tuition fees. Such fees are generally higher than those charged by men’s or coeducational institutions, and the women’s colleges are worried about the social and intellectual implications of this fact. They have no desire to be the province solely of children of the well-to-do; higher education for women is no longer a luxury to be reserved to those who can pay heavy fees.

Since contributions to education appear to be one area of family budgets still controlled largely by men, the alumnae hope that husbands will take serious note of the women’s colleges’ claim to a larger share of it. They may be starting to do so: from 1958 to 1959, the average gift to women’s colleges rose 22.4 per cent. But it still trails the average gift to men’s colleges, private universities, and professional schools.
for the Public educational institutions, a special kind of service

Publicly supported educational institutions owe a special kind of debt to their alumni. Many people imagine that the public institutions have no financial worries, thanks to a steady flow of tax dollars. Yet they actually lead a perilous fiscal existence, dependent upon annual or biennial appropriations by legislatures. More than once, state and municipally supported institutions would have found themselves in serious straits if their alumni had not assumed a role of leadership.

A state university in New England recently was put in academic jeopardy because the legislature defeated a bill to provide increased salaries for faculty members. Then the university’s “Associate Alumni” took matters into their hands. They brought the facts of political and academic life to the attention of alumni throughout the state, prompting them to write to their representatives in support of higher faculty pay. A compromise bill was passed, and salary increases were granted. Alumni action thus helped ease a crisis which threatened to do serious, perhaps irreparable, damage to the university.

In a neighboring state, the public university receives only 38.3 per cent of its operating budget from state and federal appropriations. Ninety-one per cent of the university’s $17 million physical plant was provided by pri-
The Beneficiaries: 

Students on a state-university campus. Alumni support is proving invaluable in maintaining high-quality education at such institutions.

Some alumni organizations are forbidden to engage in political activity of any kind. The intent is a good one: to keep the organizations out of party politics and lobbying. But the effect is often to prohibit the alumni from conducting any organized legislative activity in behalf of publicly supported education in their states.

"This is unfair," said a state-university alumni spokesman recently, "because this kind of activity is neither shady nor unnecessary.

"But the restrictions—most of which I happen to think are nonsense—exist, nevertheless. Even so, individual alumni can make personal contacts with legislators in their home towns, if not at the State Capitol. Above all, in their contacts with fellow citizens—with people who influence public opinion—the alumni of state institutions must support their alma maters to an intense degree. They must make it their business to get straight information and spread it through their circles of influence.

"Since the law forbids us to organize such support, every alumnus has to start this work, and continue it, on his own. This isn't something that most people do naturally—but the education of their own sons and daughters rests on their becoming aroused and doing it."
A matter of Principle

ANY WORTHWHILE INSTITUTION of higher education, one college president has said, lives "in chronic tension with the society that supports it." Says The Campus and the State, a 1959 survey of academic freedom in which that president's words appear: "New ideas always run the risk of offending entrenched interests within the community. If higher education is to be successful in its creative role it must be guaranteed some protection against reprisal. . . ."

The peril most frequently is budgetary: the threat of appropriations cuts, if the unpopular ideas are not abandoned; the real or imagined threat of a loss of public—even alumni—sympathy.

Probably the best protection against the danger of reprisals against free institutions of learning is their alumni: alumni who understand the meaning of freedom and give their strong and informed support to matters of educational principle. Sometimes such support is available in abundance and offered with intelligence. Sometimes—almost always because of misconception or failure to be vigilant—it is not.

For example:

► An alumnus of one private college was a regular and heavy donor to the annual alumni fund. He was known to have provided handsomely for his alma mater in his will. But when he questioned his grandson, a student at the old school, he learned that an economics professor not only did not condemn, but actually discussed the necessity for, the national debt. Grandfather threatened to withdraw all support unless the professor ceased uttering such heresy or was fired. (The professor didn't and wasn't. The college is not yet certain where it stands in the gentleman's will.)

► When no students from a certain county managed to meet the requirements for admission to a southwestern university's medical school, the county's angry delegate to the state legislature announced he was "out to get this guy"—the vice president in charge of the university's medical affairs, who had staunchly backed the medical school's admissions committee. The board of trustees of the university, virtually all of whom were alumni, joined other alumni and the local chapter of the American Association of University Professors to rally successfully to the v.p.'s support.

► When the president of a publicly supported institution recently said he would have to limit the number of students admitted to next fall's freshman class if high academic standards were not to be compromised, some constituent-fearing legislators were wrathful. When the issue was explained to them, alumni backed the president's position—decisively.

► When a number of institutions (joined in December by President Eisenhower) opposed the "disclaimer affidavit" required of students seeking loans under the National Defense Education Act, many citizens—including some alumni—assailed them for their stand against "swearing allegiance to the United States." The fact is, the disclaimer affidavit is not an oath of allegiance to the United States (which the Education Act also requires, but which the colleges have not opposed). Fortunately, alumni who took the trouble to find out what the affidavit really was apparently outnumbered, by a substantial majority, those who leaped before they looked. Coincidentally or not, most of the institutions opposing the disclaimer affidavit received more money from their alumni during the controversy than ever before in their history.

In the future, as in the past, educational institutions worth their salt will be in the midst of controversy. Such is the nature of higher education: ideas are its merchandise, and ideas new and old are frequently controversial. An educational institution, indeed, may be doing its job badly if it is not involved in controversy, at times. If an alumnus never finds himself in disagreement with his alma mater, he has a right to question whether his alma mater is intellectually awake or dozing.

To understand this is to understand the meaning of academic freedom and vitality. And, with such an understanding, an alumnus is equipped to give his highest services to higher education; to give his support to the principles which make higher education free and effectual.

If higher education is to prosper, it will need this kind of support from its alumni—tomorrow even more than in its gloriously stormy past.

Ideas are the merchandise of education, and every worthwhile educational institution must provide and guard the conditions for breeding them. To do so, they need the help and vigilance of their alumni.
Ahead:

Whither the course of the relationship between alumni and alma mater? At the turn into the Sixties, it is evident that a new and challenging relationship—of unprecedented value to both the institution and its alumni—is developing.

If alumni wish, their intellectual voyage can be continued for a lifetime.

There was a time when graduation was the end. You got your diploma, along with the right to place certain initials after your name; your hand was clasped for an instant by the president; and the institution’s business was done.

If you were to keep yourself intellectually awake, the No-Doz would have to be self-administered. If you were to renew your acquaintance with literature or science, the introductions would have to be self-performed.

Automotion is still the principal driving force. The years in school and college are designed to provide the push and then the momentum to keep you going with your mind. “Madam, we guarantee results,” wrote a college president to an inquiring mother, “—or we return the boy.” After graduation, the guarantee is yours to maintain, alone.

Alone, but not quite. It makes little sense, many educators say, for schools and colleges not to do whatever they can to protect their investment in their students—which is considerable, in terms of time, talents, and money—and not to try to make the relationship between alumni and their alma maters a two-way flow.

As a consequence of such thinking, and of demands issuing from the former students themselves, alumni meetings of all types—local clubs, campus reunions—are taking on a new character. “There has to be a reason and a purpose for a meeting,” notes an alumna. “Groups that meet for purely social reasons don’t last long. Just because Mary went to my college doesn’t mean I enjoy being with her socially—but I might well enjoy working with her in a serious intellectual project.” Male alumni agree; there is a limit to the congeniality that can be maintained solely by the thin thread of reminiscences or small-talk.

But there is no limit, among people with whom their
a new Challenge,  
a new relationship

education “stuck,” to the revitalizing effects of learning. The chemistry professor who is in town for a chemists’ conference and is invited to address the local chapter of the alumni association no longer feels he must talk about nothing more weighty than the beauty of the campus elms; his audience wants him to talk chemistry, and he is delighted to oblige. The engineers who return to school for their annual homecoming welcome the opportunity to bring themselves up to date on developments in and out of their specialty. Housewives back on the campus for reunions demand—and get—seminars and short-courses.

But the wave of interest in enriching the intellectual content of alumni meetings may be only a beginning. With more leisure at their command, alumni will have the time (as they already have the inclination) to undertake more intensive, regular educational programs.

If alumni demand them, new concepts in adult education may emerge. Urban colleges and universities may step up their offerings of programs designed especially for the alumni in their communities—not only their own alumni, but those of distant institutions. Unions and government and industry, already experimenting with graduate-education programs for their leaders, may find ways of giving sabbatical leaves on a widespread basis—and they may profit, in hard dollars-and-cents terms, from the results of such intellectual re-charging.

Colleges and universities, already overburdened with teaching as well as other duties, will need help if such dreams are to come true. But help will be found if the demand is insistent enough.

Alumni partnerships with their alma mater, in meeting ever-stiffer educational challenges, will grow even closer than they have been.

Boards of overseers, visiting committees, and other partnerships between alumni and their institutions are proving, at many schools, colleges, and universities, to be channels through which the educators can keep in touch with the community at large and vice versa. Alumni trustees, elected by their fellow alumni, are found on the governing boards of more and more institutions. Alumni “without portfolio” are seeking ways to join with their alma maters in advancing the cause of education. The representative of a West Coast university has noted the trend: “In selling memberships in our alumni association, we have learned that, while it’s wise to list the benefits of membership, what interests them most is how they can be of service to the university.”

Alumni can have a decisive role in maintaining high standards of education, even as enrollments increase at most schools and colleges.

There is a real crisis in American education: the crisis of quality. For a variety of reasons, many institutions find themselves unable to keep their faculties staffed with high-caliber men and women. Many lack the equipment needed for study and research. Many, even in this age of high student population, are unable to attract the quality of student they desire. Many have been forced to dissipate their teaching and research energies, in deference to public demand for more and more extracurricular “services.” Many, besiged by applicants for admission, have had to yield to pressure and enroll students who are unqualified.

Each of these problems has a direct bearing upon the quality of education in America. Each is a problem to which alumni can constructively address themselves, individually and in organized groups.

Some can best be handled through community leadership: helping present the institutions’ case to the public. Some can be handled by direct participation in such activities as academic talent-scouting, in which many institutions, both public and private, enlist the aid of their alumni in meeting with college-bound high school students in their cities and towns. Some can be handled by making more money available to the institutions—for faculty salaries, for scholarships, for buildings and equipment. Some can be handled through political action.

The needs vary widely from institution to institution—and what may help one may actually set back another. Because of this, it is important to maintain a close liaison with the campus when undertaking such work. (Alumni offices everywhere will welcome inquiries.)

When the opportunity for aid does come—as it has in the past, and as it inevitably will in the years ahead—alumni response will be the key to America’s educational future, and to all that depends upon it.
John Masefield was addressing himself to the subject of universities. "They give to the young in their impressionable years the bond of a lofty purpose shared," he said; "of a great corporate life whose links will not be loosed until they die."

The links that unite alumni with each other and with their alma mater are difficult to define. But every alumnus and alumna knows they exist, as surely as do the campus’s lofty spires and the ageless dedication of educated men and women to the process of keeping themselves and their children intellectually alive.

Once one has caught the spirit of learning, of truth, of probing into the undiscovered and unknown—the spirit of his alma mater—one does not really lose it, for as long as one lives. As life proceeds, the daily mechanics of living—of job-holding, of family-rearing, of mortgage-paying, of lawn-cutting, of meal-cooking—sometimes are tedious. But for them who have known the spirit of intellectual adventure and conquest, there is the bond of the lofty purpose shared, of the great corporate life whose links will not be loosed until they die.

This would be the true meaning of alumni-ship, were there such a word. It is the reasoning behind the great service that alumni give to education. It is the reason alma maters can call upon their alumni for responsible support of all kinds, with confidence that the responsibility will be well met.
ELEMENTARY GERMAN MANUAL
PUBLISHED ON HOPE'S CAMPUS

Although the Blue Key Book Store has been in the business of selling books and supplies to the students of Hope College for a number of years, few people realize that it has also embarked in a small way in the publishing business. For the past six years, it has handled the mimeographing and distributing of Dr. Ernest Ellert's teachers' manual for elementary school German. This manual provides a complete program for the teacher to follow in instructing children in German at the third or fourth grade level. Mr. E. D. Wade, Manager of the Blue Key, reports that copies have been sold not only in the area around Michigan, but have been sent as far as Hawaii, Canada, and England. To date more than 400 copies have been sold and a new edition of 200 copies is being prepared.

A year ago the Holland Public Schools mimeographed Dr. Ellert's reader and workbook for children, entitled Die Brücke, but found the handling of orders too much for the staff of the business office to carry, so the stencils were turned over to the Blue Key. Almost 750 sets of this text have been sold so far. The second volume of this series has now been completed by Dr. Ellert, and the Blue Key will this time undertake the complete task of mimeographing, producing and distributing the books.

During the summer of 1960, Dr. Ellert will teach at the NDEA Language Institute established at the University of Kansas. He is now working on a series of lectures to be given to prospective elementary school German teachers enrolled in the Institute. At the end of the summer, he expects to combine these lectures into a text on methods for teachers of any foreign language in the elementary school.

ADVANCED DEGREES


MORE THIRD GENERATION STUDENTS

Three Hope students listed as Second Generation students in the January Alumni Magazine, have since been noted to belong in the Third Generation group. Carol Douma, daughter of George C. and Florence Vis Douma, both '36, is the granddaughter of Rev. Jean Vis '10 and Bertha Van Kolken Vis, Prep '09; Ruth Bovenkerk, daughter of Henry and Hester Ossewaarde Bovenkerk both '27, is the granddaughter of the late Rev. John Ossewaarde '98.

Donald W. Dykstra, son of Adolphus '36 and Bernice Mollema '32 Dykstra, is doubly Third Generation. His paternal grandfather is the late Rev. B. D. Dykstra '96 and his maternal grandfather, the Rev. Henry Mollema '07.
Rev. John D. Muyskens '14 is retiring from 40 years of service as a teacher and minister in India.

While he was teaching English and history at Northwestern Classical Academy in Orange City, the Arcot Mission of the Reformed Church in India "called" for a short-term missionary to take on the Mission High School and Hostel in Madanapalle. Mr. Muyskens accepted the challenge and served the school from 1915-1918 as principal. Hope College took on the support of Mr. Muyskens, and so the school was named Hope High School, which is still its name.

After his short term in India, Mr. Muyskens entered Princeton Theological Seminary in 1919 and was graduated in 1922. During those years he preached in nearby Presbyterian churches. He married Miss Dora Johnson of Newtown, Pa., in 1922. Receiving the Fellowship in Apologetics at the Seminary, he studied in Edinburgh University in Scotland. Mrs. Muyskens accompanied him to Edinburgh and on his return to India to take up regular work as a district missionary in the Arcot Mission, she was associated with her husband in the work of the Church in India and in the evangelistic work. She did relief work as the agent for the Church World Service.

Mr. Muyskens served various congregations as pastor in the former South India Union Church. He shared in the negotiations needed to bring into being the Church of South India and for a year in 1950 was the Bishop's Commissary in the North Kerala Diocese.

The Muyskens are temporarily resident in the Missionary Home in New Brunswick, New Jersey during this furlough year. Their retirement will be effective at the end of this furlough.

Rev. John D. Muyskens
Faculty Awards and Grants

The Faculty Summer Grant committee has named twelve recipients of the Den Uyl, Danforth, and Hope College awards. Dr. Henry Voogd '41, head of the department of Religion and Bible, received the $1,000 Den Uyl Award. This is the second annual gift by Simon D. Den Uyl '19, to the faculty member who, through his performance as a teacher and his program for summer study, is considered most deserving. Dr. Voogd will participate in a six-week seminar in Jerusalem during July and August where he will study the land of the Bible.

Danforth Awards

Faculty receiving Danforth Awards of $500 each include John Ver Beek '26, Dr. Irwin Brink '52, Dr. Thomas Van Dahm '48, Dale De Witt '53, Eugene Jekel '52, Virginia Carwell, and Roger Rietberg '47. Mr. Ver Beek, professor of Education, will participate in two workshops—an elementary education workshop in Denver for five weeks and the National Workshop in Student Teaching at Northern Michigan College for ten days.

Dr. Brink and Mr. Jekel of the Chemistry department, will inaugurate a research program during the summer which will investigate ionization constants of certain inorganic compounds. A literature search into past areas of study will be made and preliminary experiments will be performed.

Mr. De Witt, director of Drama and an instructor in Speech, will enroll in a traveling seminar on the theatre in Europe which will be conducted by Union Theological Seminary. He will do research for his doctorate as he studies the religious drama of England and Spain.

Dr. Van Dahm, assistant professor of Business and Economics, plans to prepare a collection of readings of representative Christian viewpoints with respect to various aspects of individual and institutional economic organization, objectives, and behavior. This book of readings would be used along with a basic text in beginning economics courses, particularly in Christian colleges.

Miss Carwell, instructor of English, will use her Danforth grant to continue work on her doctoral dissertation at Northwestern University. She will take a year's leave-of-absence to complete her studies.

Mr. Rietberg, assistant professor of music and organ, will do further study in organ repertory and choral technic repertory at Union Theological Seminary in New York.

Hope College Grants

Recipients of $500 Hope College grants are Dr. Warren Williams, Alvin Vanderbush '29, F. Philip Van Eyl '55, and Dr. William Schrier.

Dr. Williams, assistant professor of History, will devote the major part of the summer to a study of curriculum needs in the department of History. He will also take one or two courses in medieval or early modern history.

Mr. Vanderbush, associate professor of history and political science, proposes to do advanced study in the field of political science, particularly in the field of political theory and constitutional law. He also hopes to attend the Democratic National Convention which meets in Los Angeles in July.

Mr. Van Eyl, instructor of Psychology, plans to use his grant to complete his doctoral program in psychology at the Claremont Graduate School, California.

Dr. Schrier, head of the Speech department will study at the University of Munich, Germany, in the area of public address, and will travel to other German universities to confer with leaders in German speech education and to observe the teaching of classes of beginning speech at each university visited.

NEW WOMEN’S RESIDENCE NAMED

The women's residence now under construction on the southwest corner of Columbia Avenue and 10th Street, has been named PHELPS HALL by the Executive Committee of the Hope College Board of Trustees.

The Board thus honored the memory of the late Dr. Philip Phelps, first president of Hope College, and his daughter, Frances Phelps Otte, one of the first two women to graduate from the college in 1882.

Dr. Phelps came to Holland from, Albany, New York, in 1859 when he was appointed principal of the Holland Academy, the forerunner of Hope College. In 1866 he was inaugurated first president of the newly incorporated college and witnessed the first Hope College graduation of eight young men. He retired as president in 1878.

Frances Phelps Otte, daughter of Dr. Phelps, was born in Van Vleck Hall on Hope’s campus on September 26, 1860, while her father was serving as principal of the Academy. She was graduated from Hope in 1882. After her graduation she spent many years in China as the wife of the late Dr. John A. Ote '83, a medical missionary. After his death she returned to Holland and lived for many years at the Warm Friend Tavern. She maintained an intense interest in Hope College, its past, present, and future, until her death on October 12, 1956.

Phelps Hall will be completed in May, furnishing will be completed during the summer, and it will be occupied by 160 college women in September. It will also provide dining facilities for 450 persons. Ground was broken in May, 1959. Miller-Davis, a Kalamazoo construction firm, is building the residence designed by architect Ralph Calder, Detroit.
ALBERT VAN DYKE TO CONDUCT TOUR TO BIBLE LAND

Dr. Albert H. Van Dyke, new president of the New York City Metropolitan Area Alumni Association and minister of the Old North Church of Dumont, New Jersey, has been asked by a national travel magazine to act as tour leader for a Bible Lands Tour early next fall.

The entire Bible Lands tour will take just over one month and cover eleven countries. The price of $1,150 will include all but a few minimum incidental expenses. The group will have the best accommodations available in the places visited. An accent will be placed on meeting and knowing residents of the cities and countries visited. A member of the party will have a broadened understanding and knowledge of people in the Bible Lands, and other countries, as well as the geographical and historical experience. Dr. Van Dyke will welcome inquiries from anyone interested in making this tour with him.

The tour party will leave New York by KLM Royal Dutch Air Lines on September 20 in the comfortable climate of early fall and after the tourist rush. The first stop will be in Amsterdam, Holland. After visiting in Holland, the party will fly to Geneva, Switzerland. The group will then travel to Munich, Germany, followed by Oberammergau. In Oberammergau they will witness the last presentation of the Passion Play for ten years to come. The moving portrayal of the Passion Play will be the prelude and preparation for the balance of the trip through the Bible Lands.

From Oberammergau the tour will visit Zurich, Switzerland, and then fly to Cairo, Egypt, from which point several side trips will be experienced to live again many of the scenes of the Old Testament. Jerusalem in Jordan and Jerusalem in Israel will be the next centers visited from which many other side trips will be made throughout the Holy Land to get the full and complete feel of the life of the Old Testament and the life of Jesus and the New Testament. Dr. Van Dyke says: "The very names of the places to be visited bring a lump to the throat of the Christian—Jerusalem, Bethlehem, Nazareth, Sea of Galilee, the Jordan River, Caesarea, Dead Sea, Mt. Carmel. These names and many more will become a living reality to this tour group."

From the Holy Land the party will move to Istanbul (Constantinople) Turkey, via Nicosia on the Isle of Cyprus, where the last session of the World Council of Churches was held. From this point on many events in the life of Paul will be relived. A boat trip down the Bosphorus will be included. Athens, Greece, will be next where the group will remember Paul on Mars Hill and from which point a side trip will be taken to Corinth to see the place to which Paul addressed I and II Corinthians. The party will next spend some days in Rome with all of its ancient and modern Christian interest. From Rome two and one half days will be spent in France at Paris and Versailles.

Dr. Van Dyke is particularly well-qualified to lead such a group as he holds a B.D. degree from Western Theological Seminary, and a Doctorate in Education from New York University. Since graduating from Hope and Western, he has held pastorates in Glen, N. Y.; Englewood, N. J.; Hudson, N. Y.; in addition to the present pastorate in the large, historic, Old North Reformed Church of Dumont. In 1939, while a student at Hope, he visited many countries in Europe as a delegate to the World Council of Christian Youth in Amsterdam.

REPRESENTING HOPE COLLEGE

Rev. Elmer F. McCarty '05, D.D., at the inauguration of Dr. C. Dorr Demaray as president of Seattle Pacific College, March 1, 1960.

Sylvia Huxtable Tweedle '38, at the inauguration of Dr. Miller Alfred Frank Ritchie as twelfth president of Pacific University, Forest Grove, Oregon, March 6, 1960.

BIRTH ANNOUNCEMENTS

B. Daniel '50 and Donna Hoogerhyde '56 Hakkon, Daniel James, February 17, Naga City, P. I.


David P. and Charlene De Vette '58 Borgeson, Cheryl Lynn, March 5, Sacramento, Calif.

Roy A. '44 and Jane Reus '45 Davis, Roy Alie, Jr., March 1, Grand Rapids.

Peter '49 and Pauline Segengra '48 Breen, Ruth Ellen, March 17, Fremont, Mich.

Donald '55 and Jocelyn Fayling '58 Basses, Glenn Floyd, September 29, 1959, Grand Rapids.

B. Daniel '50 and Donna Hoogerhyde '56 Hakkon, Daniel James, February 17, Naga City, P. I.
1920


1927

David Winter, son of Dr. Garrett and Wilhelmina Spink Winter of Grand Rapids, received a Rhodes Scholarship to study for two years at Oxford University late in December. David, 20 years old, will graduate from Harvard in June. He will leave for Oxford in September and plans to study philosophy and economics.

1931

John G. Mulder was appointed administrative assistant to the Kodak Park general manager in January. John has been with Kodak since 1938, beginning as a chemist in Manufacturing Extension and was appointed assistant to the manager of the film manufacturing organization in 1947. He has been director of the Film Services Division since 1956.

Besides his A.B. degree, John has an M.A. in chemistry from Hope. He also worked in organic, physical, and chemical engineering at Purdue University. He and his wife, Florence (who was also a graduate student in science at Purdue), and their two children reside at 662 Rock Beach Road, Irondequoit, Rochester.

1951

Melvin Oosting, M.D., is Chairman of the Board of Schools of Medical Technology of the American Society of Clinical Pathologists.

1932

Lois Marsjlie is editing a four-volume Textbook for Indian Nurses written to suit the Indian situation in simple English. The Examining Board of the Christian Medical Association’s Nurses’ Auxiliary is preparing this textbook because of the need for it. The English used in the text will be simple enough for the native students to understand and will lend itself to translation into vernacular languages later. Many nurses, missionary and Indian, in the Christian hospitals are helping in the writing of different portions of the text.

1942

Dr. Blaise Leval’s poem “Candle Light” has been accepted for publication in the National Poetry Anthology. His poem was selected from more than 8,500 manuscripts submitted by teachers, instructors, professors and librarians.

1941

Robert M. Verburg has been appointed Manager-Special Projects of the Corporate Development Department of General Aniline & Film Corporation.

1948

Major William H. Vesper, USMC, who has been on assignment at SAC/LANT and Atlantic Fleet headquarters, was reassigned in January to the Fourth Marines, First Marine Brigade, in Hawaii.

1952

Richard Caldwell opened a new real estate office at 159 E. Washington Street, Ann Arbor in February.

A University lecturer in real estate, Dick has worked as a salesman for two real estate companies in Ann Arbor since 1955. He has been a U-M lecturer since September, and was guest lecturer at the U-M for two years prior. He earned his master’s degree at the University in 1956. He will do a general real estate business and appraisal work. He belongs to the Ann Arbor Board of Realtors, and the Ann Arbor Piyct Club.

1954

Bruce Van Voorst has finished his tour of duty in Ethiopia and has returned to Washington for reassignment to overseas position within a few months.

1955

Herbert J. Morgan, Grand Haven teacher, has received a National Science Foundation Academic Year Scholarship (Biological). He will study at Pennsylvania State University, State College, Pa., working toward his master’s degree.

1956

John H. Spaulding who was graduated from the University of Dubuque in January, was ordained and installed on February 1 in the Linn United Presbyterian Church in Zenda, Wisconsin.

1957

Robert Yin is a paper and pulp mill consultant in the Philippines. Paper and pulp industries are developing very fast in his area. He has been able to make a trip to several other Southeast Asian countries in January and perhaps make a round-the-world trip between March and August in his professional capacity. Late spring and summer he spent three months in Europe on business.

1958

At the February meeting of the Christian World Missions Board, RCA, William H. Hoffman and his wife, Mary Jane Oosting, were accepted for overseas work on completion of a course at New Brunswick Seminary. Bill received his A.B. from Hope on August 14, 1959. Mary Jane was graduated as a medical technologist in July, 1959, from the Miami Valley Hospital in Dayton, Ohio.

1942

Cornelius W. Pettinga, Ph.D., has been promoted to a newly created position as assistant to the vice-president in charge of research, development, and control at Eli Lilly and Company.

Dr. Pettinga, who joined Lilly as a chemist in 1949, spent his first year with Lilly with the Argonne National Laboratory in Chicago on a co-operative research program. Experience which he gained there was utilized in the Lilly tracer program and other work of the radio-chemistry department. He has been head of the biochemical research department since 1953.

A native of Minnesota, Dr. Pettinga graduated from Holland (Mich.) Christian High School in 1938 and received a Bachelor of Arts degree from Hope College. His Doctor of Philosophy degree was conferred in 1949 by Iowa State University, where he held a fellowship from the National Cancer Institute.

Dr. Pettinga is a member of the American Association for the Advancement of Science, American Chemical Society, New York Academy of Science, and the Society of the Sigma Xi, scientific honor society.

25
CALENDAR OF HOPE ALUMNI EVENTS

ALUMNI DAY - JUNE 4, 1960

REUNIONS

Fifty Year Circle—5 P.M., Green Room, Civic Center

Class of 1910—8:30 A.M., Breakfast for members of the Class
Terrace Room, Durfee Hall
4:00 P.M., Members of the Class with spouses
Green Room, Civic Center
5:00 P.M., Members of the Class meet with 50 Year Circle
Green Room, Civic Center
Henry A. Vruwink, Chairman

Class of 1915—12 Noon—Luncheon American Legion Memorial Park
(Holland Country Club)
Miner Stegenga, Chairman

Class of 1920—Noon—Luncheon Durfee Hall
Emma Reeverts, Edward Wolters, Garret Vander Borgh chairmen

Class of 1925—Noon—Luncheon Castle
Honored Guest, Miss Martha Jane Gibson
Member of Hope Faculty 1919-1929
Teck and Marian Steggerda, Chairmen

Class of 1930—12:30 P.M.—Luncheon Woman’s Literary Club
Honored Guest, Prof. Metta Ross
Joan Vander Werf Brieve, Reservation Chairman

Class of 1935—Noon—Luncheon Maple Beach, Lake Michigan
Donald Albers, Chairman

Class of 1940—3 P.M.—Coffee Durfee Hall Lounge
Martha Morgan Thomas, Chairman

Class of 1950—1 P.M.—Luncheon Durfee Hall Terrace Room
Shirley Gess Weller and Doris Koskamp De Vette, Chairmen

COMMENCEMENT DATES

Saturday, June 4, Alumni Day—Board of Directors, Alumni Association Breakfast, Durfee Hall Chatternoon, 8:30 A.M., Alumni Dinner—Civic Center—6:30 P.M.

Sunday, June 5 — Baccalaureate — Dimnent Chapel — 2:30 P.M.

Monday, June 6 — Commencement — Dimnent Chapel 10:00 A.M.

Friday, August 12 — HOPE COLLEGE VILLAGE SQUARE, Campus
Mrs. Herman Laut, Chairman

Friday, Saturday, Sunday, October 14, 15, 16 — HOMECOMING

Klaas KATastrophe