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Alumni Association of Hope College

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Cover: TV in the Classroom: Students observe the structure of a cell by TV monitor as Mr. William Oostenink, instructor in biology, adjusts the microscopic attachment under the camera. Hope College is one of the first colleges in the country to use this electronic microscopic device in the classroom.

The Hope College Alumni Magazine is published four times a year, January, April, July, October. Entered in the Post Office at Holland, Michigan as second class matter under the Act of August 24, 1912.
Editor's note: Dr. Lubbers' achievements at Hope College and in the Michigan Colleges Foundation were reported in the January Alumni Magazine. His work in the North Central Association over the last quarter century has brought him recognition as one of the educational statesmen of the nation. Hope College has been proud of her accreditation by the NCA for many, many years. This article by the Executive Secretary describes the role of the Association and Dr. Lubbers' part in it.

IN THE SERVICE OF HIGHER EDUCATION

NORMAN BURNS

The North Central Association began in 1895 in response to a need for setting up the kind of institutional arrangements in education which would permit an orderly progression through the lower years and on into the colleges and universities. At the time of its beginning, education was still a relatively exclusive enterprise, serving for the most part a selected few, mostly at the higher social echelons, who were destined for the positions of leadership in society. Secondary education was seen largely as a means by which young people prepared themselves for the higher learning. Yet there was wide variation among educational institutions, a distressing lack of uniformity which made it difficult if not impossible to determine, on the basis of previous experiences of a formal nature, whether the student was or was not prepared to move up the educational ladder from the high school to the college to the graduate school.

So the North Central Association in its early days formulated a definition of the high school and a definition of the college, and set certain standards to which each must conform if it were to be recognized as an acceptable institution. In this way high schools were pressed to become like one another in program and in level of student attainment, and the same thing was true of colleges. Then the Association published first, a list of acceptable high schools and, later, a list of acceptable colleges. In publishing these lists the Association certified to the world at large that the institutions on the list were respectable, that the secondary schools on the list could be depended upon to prepare students for college, and that the colleges could be depended upon to provide education appropriate to those who were to pursue their studies in the upper reaches of the university or professional school.

But there were forces abroad which were rapidly and significantly changing this country's educational enterprise. In a word, one part of the American dream, that is, the dream of widespread provision of educational opportunity without restriction imposed by class, creed, or color was beginning to come true. The many were being educated not the few, and with the education of the many came demands for many kinds of education. The academically-oriented high school and college did not meet the needs of those with specific occupational goals, for example, in the fields of science and technology. Nor did the relatively selective institution with the strong literary emphasis meet the demands of those who, though strongly motivated to secure an education, did not possess the verbal and linguistic skills traditionally associated with successful performance in school and college.

In response to these needs, existing institutions extended their programs to provide for the new demands, and new institutions with objectives quite different from those of the traditional school or college began to appear on the scene. Clearly, widespread educational opportunity demanded educational programs of a variety of kinds which could only be provided through a highly diversified educational system.

(continued on page 29)
The Fine Arts Festival

*a success worthy of repetition*

March 22-24, 1963, may very well become the starting point of a traditional activity for students and alumni on the Hope College campus.

Every offering of the program was well attended and appreciated. Starting with the Panel Discussion Friday afternoon, enthusiasm and attention among the students was amazing. The Chapel was nearly filled for this discussion of “What the Artist Does and its Relevance to Man’s Contemporary Situation.”

The John Ciardi lecture “On Poetry” was given to a crowd of students, alumni and townspeople that filled the Chapel. He really gave two lectures. After an hour, Mr. Ciardi announced a 10 minute intermission “to give people a chance to slip away” after which he would answer questions. Only those who had other commitments “slipped away”. The Chapel was
still full when he returned to answer questions for another 40 minutes. At
the reception following in Phelps Hall, he was surrounded by inquiring
and admiring students until this reporter left well after 10:30.

Pirandello’s play, “Six Characters in Search of an Author” on Saturday
evening was well attended, as were the art exhibits and the sessions
for those with special interests. Hope’s first art majors, three of them,
exhibited at the first FAF: Joan Ten Cate, Judson Emerick and Gilmer
Peterson.

The climax and finale of the week-end was the presentation of the
oratorio “A German Requiem” by Brahms on Sunday afternoon. The
Chapel was filled: balcony, main floor and stage, the latter filled with
nearly 200 students comprising the Chapel Choir, the Chancel Choir,
and the Orchestra with Dr. Robert W. Cavanaugh conducting. Superb!

This letter from citizens of Holland, not alumni, to Dr. John Hollenbach
expresses in writing the sentiments often heard after the Fine Arts
Festival week-end:

Dear John:

Coming home from this splendid performance of Brahms’ Requiem,
Andrea and I want to express to you, as head of Hope College, our sin­
cere admiration and thanks for the fine Festival of Arts just concluded.

We feel that the college has made a lasting contribution to Holland’s
cultural life through this festival: the performance of Pirandello’s play,
the art exhibits and now this concert. Truly Holland is fortunate to have
such a fountainhead of culture and enjoyment, capable to produce artistic
work of a very high level.

We can only guess the many hours of studying, rehearsing and just
plain work that must have preceded these performances. The many
students and faculty members who have participated in this team effort
must be congratulated and thanked for the enrichment that they have
given to the community.

Please convey to all of them, in whatever way you see possible, our
sincere thanks and congratulations. We are looking forward to many more
such wonderful events in the life of the college.

Very Sincerely,
Frank and Andrea Schwarz
**BIOLOGY**

Under the direction of Mr. Greij and with the help of APO service fraternity, the old museum on the 4th floor of Van Raalte is being renovated. Plans call for it to be painted, new lights installed, and possibly heat provided. Neil Goodrich and Chuck Christensen are working with Mr. Greij under the state and federal permits to collect and prepare museum specimens of local birds and mammals. Pamela Willis is cleaning and reorganizing the extensive shell collection. There is still need for volunteer curators for the mineral and fossil collections.

The Biology Department is making plans for a 30 foot greenhouse to be erected behind the Science Building as soon as all necessary funds can be raised.

Some of the biology faculty have plans for summer study. Mr. Greij will attend the University of Michigan Biological Station. Mr. Oostenink will participate in a summer institute in genetics before resuming his graduate studies at the State University of Iowa under a 2 year leave of absence. Dr. Crook, chairman of the department, will go to a marine biology station in Oregon for two months. There are 6 members in the Biology Department.

Three new courses have been instituted this year: mycology under Dr. Van Schaack, plant anatomy under Mr. Oostenink and ecology under Mr. Greij.

There are 34 biology majors receiving degrees on June 3.

**GERMAN**

The German Department has completely revamped its major course offerings this year. The number of courses has been reduced, and all courses will be offered at least every second year. A basic core of courses is offered annually. As a result, there should be a greater uniformity of linguistic ability on the part of the participants in major courses. The new arrangement also facilitates the acquisition of a solid major in German even if the student begins his language study at the college level. Emphasis is also placed on individual research with the introduction of an independent project course which may be taken under the supervision of a member of the department.

Three recent graduates are presently studying for advanced degrees in German: Albert Fassler and Walter Francke, both teaching assistants at Indiana University; Johanna Van Lente studying at Northwestern University on an NDEA Fellowship.

**HISTORY**

Dr. Fried participated in the Annual World Affairs Institute at Hamline University, St. Paul, Minnesota in November, reading a paper on “Germany between East and West.” He also presented a paper at the spring meeting of the Michigan Academy of Arts, Science and Letters held at West Michigan University in Kalamazoo in March 1968. The topic of the report: “The Reformation in Hesse and the Founding of the University of Marburg.”

Dr. Barlow is working on a research paper dealing with “Ohio in the War of 1812” for publication in the Ohio Historical Journal.

Dr. Powell was asked to prepare a review of *Year of Trial: Kennedy’s Crucial Decisions* by Helen Fuller for the Spring issue of *The Historian*.

Dr. Williams represented the department and the college at a November meeting of the Great Lakes Colleges Association at Oberlin College, where extensive plans were drawn up for the expansion of teaching in Non-Western areas.

Two history seniors are working on unusual research projects under the direction of Dr. Fried during the spring semester.

Mrs. Carol Becker goes to Allegan for a whole day every week to gather material for her paper dealing with “Allegan County during the Civil War.” The topic was suggested by the Michigan Civil War Centennial Commission which expects to sponsor its publication.

Kristin Blank is working on a biographical study of Mrs. Winifred Durfee, Hope’s dean of Women from 1909 to 1936. From Miss Florence Kennedy, the niece of Mrs. Durfee, Kristin has received some fascinating letters exchanged between Dr. Kollen and Mrs. Durfee. (If any alumni have specific materials or recollections which might be helpful for this study Kristin would be happy to hear from them.)

**MATHEMATICS**

During the last five years there has been much discussion nationally about mathematics pro-
grams at both high school and college levels. This discussion is reflected in some of the changes made at the College.

For the liberal arts student, the following changes have been made. Mathematics of Business has been dropped. A two semester course in Fundamentals of Mathematics, providing instruction in the nature and structure of mathematics, has been introduced. This course is of particular interest to prospective elementary school teachers. Introductory Statistics has been changed from a two hour to a three hour course and is now limited to non-mathematicians. Astronomy has been transferred to the Physics Department and will be a three hour course next fall.

For freshman students, changes have also been made. Intermediate Algebra and Solid are now offered without credit toward graduation. Very few students need these courses. A proficiency test to determine whether a student's high school training is adequate to permit him to enroll for Analytic Geometry and Calculus is administered at orientation time. Thus each year a number start studying calculus during their first semester at college.

For majors and others who enroll for a good deal of mathematics, a number of changes have been made. Analytic Geometry and Calculus has been taught as an integrated course, covering three semesters of work, for about three years. The algebra sequence has been changed. Instead of the traditional course in Theory of Equations, a two-semester sequence consisting of Modern and Linear Algebra was taught for the first time in 1962-63. In Mathematical Statistics, a two-semester sequence will be taught for the first time next year. The first semester will emphasize probability; the second, statistics. Two semesters of Advanced Calculus is being continued. Since some students complete this course as juniors, Advanced Topics in Mathematics (Readings) is being expanded to two semesters for 1963-64. The first semester will be devoted to applied mathematics and the second to pure.

The Department is continuing its efforts to provide a program which is adequate for those planning to enter graduate school in mathematics or in allied fields as well as for those planning to teach in secondary schools.

The number of majors in recent years is as follows: 1959—9; 1960—13; 1961—16; 1962—22; 1963—20.

**MUSIC**

Dr. Robert W. Cavanaugh, chairman of the music department, has been participating in Recent Researches in the Music of the Renaissance for A-R Editions, Inc., music publishers. His current work is on the Seven Penitential Psalms by Thomas Tomkins (1572-1656), one of which, Have mercy upon me, O God, an anthem for mixed voices has been published. Volumes II and III of the Anthems of Thomas Tomkins, edited by Dr. Cavanaugh, have been announced as forthcoming by the publishing company.

**PSYCHOLOGY**

At the present time the Department of Psychology has sixty-one majors of whom twenty-eight will be graduated in June, 1963.

In the fall of 1962 Winants lecture hall seating 220 students became available. This large lecture hall made possible a new approach to the teaching of Introduction to Psychology. In the past the course was taught in six sections. The format of the new approach is as follows: The course is taught in one large lecture section and ten to fifteen discussion sections. The group meets for the lecture, two periods out of the week; the third period is given over to discussion in the small group. Staff members lecture in areas of their training and interest. The lecture sections are conducted by staff members and senior students who are majoring in psychology. The usual textbook in psychology has been replaced by a book of readings consisting of reprints from Scientific American plus mimeographed material from other sources compiled by the staff. A number of standard Psychology textbooks have been placed in the library for reference purposes.

The staff is gratified with the success of the course up to this point, although it is still too early to make a final evaluation of it. One obvious weakness will be corrected in part this summer when Dr. DeHaan and Mr. Van Eyl will begin to produce some programmed learning materials to fill in the gap that was created with the removal of the textbook. Both DeHaan and Van Eyl have received a faculty grant for this purpose.

**ROMANCE LANGUAGES**

Dr. Ralph Perry, chairman of the French and Spanish sections of the Language department, now known as the Romance Languages Department, has done some general reorganization of the intermediate and advanced courses. Advanced reading courses, requiring research papers, in both French and Spanish, have been added this year.

A native French girl, Marille Courthial, from Paris, a junior on the Hope campus, is making tapes for use in the Language Lab.

Pi Delta Phi, the national French honorary society was established on the campus last year with 12 charter members. Of the 4 who graduated, 3 are going to graduate school now. This year there are 9 French majors and 9 Spanish majors.

**APRIL, 1963**
**Mortar Board News**  
**BY BARBARA WALVOORD**

Any former Hope College Alcor members who have not yet been initiated into Mortar Board, here’s your chance! As you know, Alcor joined this national women’s honor society two years ago, and with our national status goes the right for all Alcor Alumnae to be initiated into Mortar Board. The initiation this year will be held on Saturday, May 18, in Phelps Hall, on the campus, at 11:00 a.m., with a luncheon at 12:30 p.m.

This year’s chapter looks forward to having new Mortar Board alumnae identify themselves with the national organization. “Going national” has meant this year a surge of activity, perhaps the most memorable event being the section conference at which Hope was hostess to Mortar Board delegates from several other Michigan schools in a one-and-a-half-day conference at which the discussions on “Gentlewoman and/or Scholar” provoked questions which are still being discussed. Besides tutoring foreign students, holding a Dean’s List Tea, publishing and selling date books, and planning a faculty member’s “Last Chance Talk” to the campus, the group has also found time to pile into a station wagon and go out to a lake-side cottage for hamburgs and fellowship, all by ourselves.

Last month the tables in the conference room at Phelps were set for a steak dinner for eight Mortar Board girls and eight of their favorite professors. At every place was an apple, for this was the “Apple Polisher’s Banquet.” Only there was a difference: all the apples by the professors’ places had little worms coming out! “Hmm,” said philosophy professor Dr. D. Ivan Dykstra upon discovering his worm. But that’s not all he said during the evening, and both faculty and Mortar Boards enjoyed a leisurely dinner and a stimulating conversation.

Mortar Board has had a good year. Now in the throes of choosing the group for next year, they’re taking time out to invite Alcor alumnae to join the newly elected juniors on May 18 to be initiated into Mortar Board. Warning: a fee of $12.85 for national dues will have to be paid—it’s the price we pay for the advantages of being national. If you’re interested, please write, BEFORE MAY 1, to the president, Barbara Walvoord, 12 West 13th St., Holland.

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**MOONSHOOTER VI**  
**Academic Freedom**

In January 1957 fourteen alumni magazine editors assembled in New York. It was the feeling of these editors that only through a cooperative pooling of funds and talents could alumni magazines realize their full potential of service to their readers and their institutions. They decided to produce a magazine supplement on a broad educational topic and run it in their own magazines and offer it to other American Alumni Council member colleges for publication in their magazines. The project seemed so ambitious that one of the editors remarked, “We seem to be shooting at the moon.”

Thus was born the nickname “Moonshooter” and that was several months before the first sputnik was launched.

Moonshooter I, brought out in April 1958, was a report on “American Higher Education.” It was so successful that Moonshooter II, “The College Teacher” followed in 1959. Now, Moonshooter had become an annual project. In 1960 the offering was “The Alumnus/a”; in 1961, “The College Student”; in 1962, “The College of Tomorrow.”

Your editor is proud that the Hope College Alumni Magazine has published, from the very beginning, the Moonshooter supplements. And now it is April 1963, time for Moonshooter VI. Once again we present to you this cooperative report.

The topic this year is “Academic Freedom.” While this has not been a problem on Hope’s campus, it has been the subject of high emotions in the recent past. But now a calmer attitude prevails. Under present conditions the editors felt that alumni can bring to the philosophies and facts of academic freedom a generally cool, constructive appraisal.

It is the aim of the editorial board that such an appraisal can be accomplished by this supplement and thus give strength to all schools, colleges and universities.
HE HOLDS a position of power equaled by few occupations in our society.

His influence upon the rest of us—and upon our children—is enormous.

His place in society is so critical that no totalitarian state would (or does) trust him fully. Yet in our country his fellow citizens grant him a greater degree of freedom than they grant even to themselves.

He is a college teacher. It would be difficult to exaggerate the power that he holds.

► He originates a large part of our society's new ideas and knowledge.
► He is the interpreter and disseminator of the knowledge we have inherited from the past.
► He makes discoveries in science that can both kill us and heal us.
► He develops theories that can change our economics, our politics, our social structures.
► As the custodian, discoverer, challenger, tester, and interpreter of knowledge he then enters a classroom and tells our young people what he knows—or what he thinks he knows—and thus influences the thinking of millions.

What right has this man to such power and influence?

Who supervises him, to whom we entrust so much?

Do we the people? Do we, the parents whose children he instructs, the regents or trustees whose institutions he staffs, the taxpayers and philanthropists by whose money he is sustained?

On the contrary: We arm him with safeguards against our doing so.

What can we be thinking of, to permit such a system as this?
Having ideas, and disseminating them, is a risky business. It has always been so—and therein lies a strange paradox. The march of civilization has been quick or slow in direct ratio to the production, testing, and acceptance of ideas; yet virtually all great ideas were opposed when they were introduced. Their authors and teachers have been censured, ostracized, exiled, martyred, and crucified—
usually because the ideas clashed with an accepted set of beliefs or prejudices or with the interests of a ruler privileged class.

Are we wiser and more receptive to ideas today?

Even in the Western world, although methods of punishment have been refined, the propagator of a new idea may find himself risking his social status, his political acceptability, his job, and hence his very livelihood.
For the teacher: special risks, special rights

Normally, in our society, we are wary of persons whose positions give them an opportunity to exert unusual power and influence. But we grant the college teacher a degree of freedom far greater than most of the rest of us enjoy.

Our reasoning comes from a basic fact about our civilization:

Its vitality flows from, and is sustained by, ideas. Ideas in science, ideas in medicine, ideas in politics. Ideas that sometimes rub people the wrong way. Ideas that at times seem pointless. Ideas that may alarm, when first broached. Ideas that may be so novel or revolutionary that some persons may propose that they be suppressed. Ideas—all sorts—that provide the sinews of our civilization.

They will be disturbing. Often they will irritate. But the more freely they are produced—and the more rigorously they are tested—the more surely will our civilization stay alive.

This is the theory. Applying it, man has developed institutions for the specific purpose of incubating, nourishing, evaluating, and spreading ideas. They are our colleges and universities. As their function is unique, so is the responsibility with which we charge the man or woman who staffs them.

We give the college teacher the professional duty of pursuing knowledge—and of conveying it to others—with complete honesty and open-mindedness. We tell him to find errors in what we now know. We tell him to plug the gaps in it. We tell him to add new material to it.

We tell him to do these things without fear of the consequences and without favor to any interest save the pursuit of truth.

We know—and he knows—that to meet this responsibility may entail risk for the college teacher. The knowledge that he develops and then teaches to others will frequently produce ground-shaking results.

It will lead at times to weapons that at the press of a button can erase human lives. Conversely, it will lead at other times to medical miracles that will save human lives. It may unsettle theology, as did Darwinian biology in the late 1800’s, and as did countless other discoveries in earlier centuries. Conversely, it may confirm or strengthen the elements of one’s faith. It will produce intensely personal results: the loss of a job to automation or, conversely, the creation of a job in a new industry.

Dealing in ideas, the teacher may be subjected to strong, and at times bitter, criticism. It may come from unexpected quarters: even the man or woman who is well aware that free research and education are essential to the common good may become understandably upset when free research and education affect his own livelihood, his own customs, his own beliefs.

And, under stress, the critics may attempt to coerce the teacher. The twentieth century has its own versions of past centuries’ persecutions: social ostracism for the scholar, the withdrawal of financial support, the threat of political sanctions, an attempt to deprive the teacher of his job.

Wherever coercion has been widely applied—in Nazi Germany, in the Soviet Union—the development of ideas has been seriously curtailed. Were
such coercion to succeed here, the very sinews of our civilization would be weakened, leaving us without strength.

\[ \text{We recognize these facts. So we have developed special safeguards for ideas, by developing special safeguards for him who fosters ideas: the college teacher.} \]

What the teacher's special rights consist of

\[ \text{The special freedom that we grant to a college teacher goes beyond anything guaranteed by law or constitution. As a citizen like the rest of us, he has the right to speak critically or unpopularly without fear of governmental reprisal or restraint. As a teacher enjoying a special freedom, however, he has the right to speak without restraint not only from government but from almost any other source, including his own employer. Thus—although he draws his salary from a college or university, holds his title in a college or university, and does his work at a college or university—he has an independence from his employer which in most other occupations would be denied to him. Here are some of the rights he enjoys:} \]

\[ \begin{align*}
\text{He may, if his honest thinking dictates, expound views that clash with those held by the vast majority of his fellow countrymen. He will not be restrained from doing so.} \\
\text{He may, if his honest thinking dictates, publicly challenge the findings of his closest colleagues, even if they outrank him. He will not be restrained from doing so.} \\
\text{He may, if his honest thinking dictates, make statements that oppose the views of the president of his college, or of a prominent trustee, or of a generous benefactor, or of the leaders of the state legislature. No matter how much pain he may bring to such persons, or to the college administrators entrusted with maintaining good relations with them, he will not be restrained from doing so.} \\
\text{Such freedom is not written into law. It exists on the college campus because (1) the teacher claims and enforces it and (2) the public, although wincing on occasion, grants the validity of the teacher's claim.} \\
\end{align*} \]

\[ \text{We grant the teacher this special freedom for our own benefit. Although "orthodox" critics of education frequently protest, there is a strong experimental emphasis in college teaching in this country. This emphasis owes its existence to several influences, including the utilitarian nature of our society; it is one of the ways in which our institu-} \]
tions of higher education differ from many in Europe.

Hence we often measure the effectiveness of our colleges and universities by a pragmatic yardstick: Does our society derive a practical benefit from their practices?

The teacher’s special freedom meets this test. The unfettered mind, searching for truth in science, in philosophy, in social sciences, in engineering, in professional areas—and then teaching the findings to millions—has produced impressive practical results, whether or not these were the original objectives of its search:

The technology that produced instruments of victory in World War II. The sciences that have produced, in a matter of decades, incredible gains in man’s struggle against disease. The science and engineering that have taken us across the threshold of outer space. The dazzling progress in agricultural productivity. The damping, to an unprecedented degree, of wild fluctuations in the business cycle. The appearance and application of a new architecture. The development of a “scientific approach” in the management of business and of labor unions. The ever-increasing maturity and power of our historians, literary critics, and poets. The graduation of hundreds of thousands of college-trained men and women with the wit and skill to learn and broaden and apply these things.

Weighed carefully, the evidence seems generally to support the contrary view. Freedom does work—quite practically.

Many point out that there are even more important reasons for supporting the teacher’s special freedom than its practical benefits. Says one such person, the conservative writer Russell Kirk:

“I do not believe that academic freedom deserves preservation chiefly because it ‘serves the community,’ although this incidental function is important. I think, rather, that the principal importance of academic freedom is the opportunity it affords for the highest development of private reason and imagination, the improvement of mind and heart by the apprehension of Truth, whether or not that development is of any immediate use to ‘democratic society.’”

The conclusion, however, is the same, whether the reasoning is conducted on practical, philosophical, or religious grounds—or on all three: The unusual freedom claimed by (and accorded to) the college teacher is strongly justified.

“This freedom is immediately applicable only to a limited number of individuals,” says the statement of principles of a professors’ organization, “but it is profoundly important for the public at large. It safeguards the methods by which we explore the unknown and test the accepted. It may afford a key to open the way to remedies for bodily or social ills, or it may confirm our faith in the familiar. Its preservation is necessary if there is to be scholarship in any true sense of the word. The advantages accrue as much to the public as to the scholars themselves.”

Hence we give teachers an extension of freedom—academic freedom—that we give to no other group in our society: a special set of guarantees designed to encourage and insure their boldness, their forthrightness, their objectivity, and (if necessary) their criticism of us who maintain them.
The idea works most of the time, but...

Like many good theories, this one works for most of the time at most colleges and universities. But it is subject to continual stresses. And it suffers occasional, and sometimes spectacular, breakdowns.

If past experience can be taken as a guide, at this very moment:

► An alumnus is composing a letter threatening to strike his alma mater from his will unless the institution removes a professor whose views on some controversial issue—in economics? in genetics? in politics?—the alumnus finds objectionable.

► The president of a college or university, or one of his aides, is composing a letter to an alumnus in which he tries to explain why the institution cannot remove a professor whose views on some controversial issue the alumnus finds objectionable.

► A group of liberal legislators, aroused by reports from the campus of their state university that a professor of economics is preaching fiscal conservatism, is debating whether it should knock some sense into the university by cutting its appropriation for next year.

► A group of conservative legislators is aroused by reports that another professor of economics is preaching fiscal liberalism. This group, too, is considering an appropriation cut.

► The president of a college, faced with a budgetary crisis in his biology department, is pondering whether or not he should have a heart-to-heart chat with a teacher whose views on fallout, set forth in a letter to the local newspaper, appear to be scaring away the potential donor of at least one million dollars.

► The chairman of an academic department, still smarting from the criticism that two colleagues leveled at the learned paper he delivered at the departmental seminar last week, is making up the new class schedules and wondering why the two upstarts wouldn't be just the right persons for those 7 a.m. classes which increased enrollments will necessitate next year.

► The educational board of a religious denomination is wondering why it should continue to permit the employment, at one of the colleges under its control, of a teacher of religion who is openly questioning a doctrinal pronouncement made recently by the denomination's leadership.

► The managers of an industrial complex, worried by university research that reportedly is linking their product with a major health problem, are wondering how much it might cost to sponsor university research to show that their product is not the cause of a major health problem.

Pressures, inducements, threats: scores of examples, most of them never publicized, could be cited each year by our colleges and universities.

In addition there is philosophical opposition to the present concept of academic freedom by a few who sincerely believe it is wrong. ("In the last analysis," one such critic, William F. Buckley, Jr., once wrote, "academic freedom must mean the freedom of men and women to supervise the educational activities and aims of the schools they oversee and support.") And, considerably less important and more frequent, there is opposition by emotion-alists and crackpots.

Since criticism and coercion do exist, and since academic freedom has virtually no basis in law, how can the college teacher enforce his claim to it?
In the face of pressures, how the professor stays free

In the mid-1800's, many professors lost their jobs over their views on slavery and secession. In the 1870's and '80's, many were dismissed for their views on evolution. Near the turn of the century, a number lost their jobs for speaking out on the issue of Free Silver.

The trend alarmed many college teachers. Until late in the last century, most teachers on this side of the Atlantic had been mere purveyors of the knowledge that others had accumulated and written down. But, beginning around 1870, many began to perform a dual function: not only did they teach, but they themselves began to investigate the world about them.

Assumption of the latter role, previously performed almost exclusively in European universities, brought a new vitality to our campuses. It also brought perils that were previously unknown. As long as they had dealt only in ideas that were classical, generally accepted, and therefore safe, teachers and the institutions of higher learning did little that might offend their governing boards, their alumni, the parents of their students, the public, and the state. But when they began to act as investigators in new areas of knowledge, they found themselves affecting the status quo and the interests of those who enjoyed and supported it.

And, as in the secession, evolution, and silver controversies, retaliation was sometimes swift.

In 1915, spurred by their growing concern over such infringements of their freedom, a group of teachers formed the American Association of University Professors. It now has 52,000 members, in the United States and Canada. For nearly half a century an AAUP committee, designated as "Committee A," has been academic freedom's most active—and most effective—defender.

The AAUP's defense of academic freedom is based on a set of principles that its members have developed and refined throughout the organization's history. Its current statement of these principles, composed in collaboration with the Association of American Colleges, says in part:

"Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition."

The statement spells out both the teacher's rights and his duties:

"The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties...

"The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce... controversial matter which has no relation to his subject...

"The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman."

How can such claims to academic freedom be enforced? How can a teacher be protected against retaliation if the truth, as he finds it and teaches it, is unpalatable to those who employ him?

The American Association of University Profes-
sors and the Association of American Colleges have formulated this answer: permanent job security, or tenure. After a probationary period of not more than seven years, agree the AAUP and the AAC, the teacher’s services should be terminated “only for adequate cause.”

If a teacher were dismissed or forced to resign simply because his teaching or research offended someone, the cause, in AAUP and AAC terms, clearly would not be adequate.

The teacher’s recourse? He may appeal to the AAUP, which first tries to mediate the dispute without publicity. Failing such settlement, the AAUP conducts a full investigation, resulting in a full report to Committee A. If a violation of academic freedom and tenure is found to have occurred, the committee publishes its findings in the association’s Bulletin, takes the case to the AAUP membership, and often asks that the offending college or university administration be censured.

So effective is an AAUP vote of censure that most college administrators will go to great lengths to avoid it. Although the AAUP does not engage in boycotts, many of its members, as well as others in the academic profession, will not accept jobs in censored institutions. Donors of funds, including many philanthropic foundations, undoubtedly are influenced; so are many parents, students, alumni, and present faculty members. Other organizations, such as the American Association of University Women, will not recognize a college on the AAUP’s censure list.

As the present academic year began, eleven institutions were on the AAUP’s list of censored administrations. Charges of infringements of academic freedom or tenure were being investigated on fourteen other campuses. In the past three years, seven institutions, having corrected the situations which had led to AAUP action, have been removed from the censure category.

Has the teacher’s freedom no limitations?

How sweeping is the freedom that the college teacher claims?

Does it, for example, entitle a member of the faculty of a church-supported college or university openly to question the existence of God?

Does it, for example, entitle a professor of botany to use his classroom for the promulgation of political beliefs?

Does it, for example, apply to a Communist?

There are those who would answer some, or all, such questions with an unqualified Yes. They would argue that academic freedom is absolute. They would say that any restriction, however it may be rationalized, effectively negates the entire academic-freedom concept. “You are either free or not free,” says one. “There are no halfway freedoms.”

There are others—the American Association of University Professors among them—who say that freedom can be limited in some instances and, by definition, is limited in others, without fatal damage being done.

Restrictions at church-supported colleges and universities

The AAUP-AAC statement of principles of academic freedom implicitly allows religious restrictions:

“Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of [the teacher’s] appointment . . .”

Here is how one church-related university (Prot-
estant) states such a “limitation” to its faculty members:

“Since X University is a Christian institution supported by a religious denomination, a member of its faculty is expected to be in sympathy with the university’s primary objective—to educate its students within the framework of a Christian culture. The rights and privileges of the instructor should, therefore, be exercised with discretion and a sense of loyalty to the supporting institution... The right of dissent is a correlative of the right of assent. Any undue restriction upon an instructor in the exercise of this function would foster a suspicion of intolerance, degrade the university, and set the supporting denomination in a false light before the world.”

Another church-related institution (Roman Catholic) tells its teachers:

“While Y College is operated under Catholic auspices, there is no regulation which requires all members of the faculty to be members of the Catholic faith. A faculty member is expected to maintain a standard of life and conduct consistent with the philosophy and objectives of the college. Accordingly, the integrity of the college requires that all faculty members shall maintain a sympathetic attitude toward Catholic beliefs and practices, and shall make a sincere effort to appreciate these beliefs and practices. Members of the faculty who are Catholic are expected to set a good example by the regular practice of Catholic duties.”

A teacher’s “competence”

By most definitions of academic freedom, a teacher’s rights in the classroom apply only to the field in which he is professionally an expert, as determined by the credentials he possesses. They do not extend to subjects that are foreign to his specialty.

“... He should be careful,” says the American Association of University Professors and the Association of American Colleges, “not to introduce into his teaching controversial matter which has no relation to his subject.”

Hence a professor of botany enjoys an undoubted freedom to expound his botanical knowledge, however controversial it might be. (He might discover, and teach, that some widely consumed cereal grain, known for its energy-giving properties, actually is of little value to man and animals, thus causing consternation and angry outcries in Battle Creek. No one on the campus is likely to challenge his right to do so.) He probably enjoys the right to comment, from a botanist’s standpoint, upon a conservation bill pending in Congress. But the principles of academic freedom might not entitle the botanist to take a classroom stand on, say, a bill dealing with traffic laws in his state.

As a private citizen, of course, off the college campus, he is as free as any other citizen to speak on whatever topic he chooses—and as liable to criticism of what he says. He has no special privileges when he acts outside his academic role. Indeed, the AAUP-AAC statement of principles suggests that he take special pains, when he speaks privately, not to be identified as a spokesman for his institution.

Hence, at least in the view of the most influential of teachers’ organizations, the freedom of the college teacher is less than absolute. But the limitations are established for strictly defined purposes: (1) to recognize the religious auspices of many colleges and universities and (2) to lay down certain ground rules for scholarly procedure and conduct.

In recent decades, a new question has arisen to haunt those who would define and protect academic freedom: the problem of the Communist. When it began to be apparent that the Communist was not simply a member of a political party, willing (like other political partisans) to submit to established democratic processes, the question of his eligibility to the rights of a free college teacher was seriously posed.

So pressing—and so worrisome to our colleges and universities—has this question become that a separate section of this report is devoted to it.
The Communist: a special case?

Should a Communist Party member enjoy the privileges of academic freedom? Should he be permitted to hold a position on a college or university faculty?

On few questions, however “obvious” the answer may be to some persons, can complete agreement be found in a free society. In a group as conditioned to controversy and as insistent upon hard proof as are college teachers, a consensus is even more rare.

It would thus be a miracle if there were agreement on the rights of a Communist Party member to enjoy academic privileges. Indeed, the miracle has not yet come to pass. The question is still warmly debated on many campuses, even where there is not a Communist in sight. The American Association of University Professors is still in the process of defining its stand.

The difficulty, for some, lies in determining whether or not a communist teacher actually propagates his beliefs among students. The question is asked, Should a communist gym instructor, whose utterances to his students are confined largely to the hup-two-three-four that he chants when he leads the calisthenics drill, be summarily dismissed? Should a chemist, who confines his campus activities solely to chemistry? Until he overtly preaches communism, or permits it to taint his research, his writings, or his teaching (some say), the Communist should enjoy the same rights as all other faculty members.

Others—and they appear to be a growing number—have concluded that proof of Communist Party membership is in itself sufficient grounds for dismissal from a college faculty.

To support the argument of this group, Professor Arthur O. Lovejoy, who in 1913 began the movement that led to the establishment of the AAUP, has quoted a statement that he wrote in 1920, long before communism on the campus became a lively issue:

“Society . . . is not getting from the scholar the particular service which is the principal raison d’être of his calling, unless it gets from him his honest report of what he finds, or believes, to be true, after careful study of the problems with which he deals. Insofar, then, as faculties are made up of men whose teachings express, not the results of their own research and reflection and that of their fellow-specialists, but rather the opinions of other men—whether holders of public office or private persons from whom endowments are received—just so far are colleges and universities perverted from their proper function . . .”

(Professor Lovejoy notes, because it was originally the basis of “a criticism of an American college for accepting from a ‘capitalist’ an endowment for a special professorship to be devoted to showing ‘the fallacies of socialism and kindred theories and practices.’ I have now added only the words ‘holders of public office.’”)

Let us quote Professor Lovejoy at some length, as he looks at the communist teacher today:

“It is a very simple argument; it can best be put, in the logician’s fashion, in a series of numbered theorems:

1. Freedom of inquiry, of opinion, and of teaching in universities is a prerequisite, if the academic scholar is to perform the proper function of his profession.

2. The Communist Party in the United States is an organization whose aim is to bring about the establishment in this country of a political as well as an economic system essentially similar to that which now exists in the Soviet Union.

3. That system does not permit freedom of inquiry, of opinion, and of teaching in universities; in it the political government claims and exercises the right to dictate to scholars what conclusions they must accept, or at least profess to accept, even on questions lying within their own specialties—for example, in philosophy, in history, in aesthetics and literary criticism, in economics, in biology.

4. A member of the Communist Party is therefore engaged in a movement which has already extinguished academic freedom in many countries and would—if it were successful here—result in the abolition of such freedom in American universities.

5. No one, therefore, who desires to maintain
academic freedom in America can consistently favor that movement, or give indirect assistance to it by accepting as fit members of the faculties of universities, persons who have voluntarily adhered to an organization one of whose aims is to abolish academic freedom.

"Of these five propositions, the first is one of principle. For those who do not accept it, the conclusion does not follow. The argument is addressed only to those who do accept that premise. The second, third, and fourth propositions are statements of fact. I submit that they cannot be honestly gainsaid by any who are acquainted with the relevant facts . . .

"It will perhaps be objected that the exclusion of communist teachers would itself be a restriction upon freedom of opinion and of teaching—viz., of the opinion and teaching that intellectual freedom should be abolished in and outside of universities; and that it is self-contradictory to argue for the restriction of freedom in the name of freedom. The argument has a specious air of logicality, but it is in fact an absurdity. The believer in the indispensability of freedom, whether academic or political, is not thereby committed to the conclusion that it is his duty to facilitate its destruction, by placing its enemies in strategic positions of power, prestige, or influence . . . The conception of freedom is not one which implies the legitimacy and inevitability of its own suicide. It is, on the contrary, a conception which, so to say, defines the limit of its own applicability; what it implies is that there is one kind of freedom which is inadmissible—the freedom to destroy freedom. The defender of liberty of thought and speech is not morally bound to enter the fight with both hands tied behind his back. And those who would deny such freedom to others, if they could, have no moral or logical basis for the claim to enjoy the freedom which they would deny . . .

"In the professional code of the scholar, the man of science, the teacher, the first commandment is: Thou shalt not knowingly misrepresent facts, nor tell lies to students or to the public. Those who not merely sometimes break this commandment, but repudiate any obligation to respect it, are obviously disqualified for membership in any body of investigators and teachers which maintains the elementary requirements of professional integrity."
"To say these things is not to say that the economic and even the political doctrines of communism should not be presented and freely discussed within academic walls. To treat them simply as 'dangerous thought,' with which students should not be permitted to have any contact, would give rise to a plausible suspicion that they are taboo because they would, if presented, be all too convincing; and out of that suspicion young Communists are bred. These doctrines, moreover, are historical facts; for better or worse, they play an immense part in the intellectual and political controversies of the present age. To deny to students means of learning accurately what they are, and of reaching informed judgments about them, would be to fail in one of the major pedagogic obligations of a university—to enable students to understand the world in which they will live, and to take an intelligent part in its affairs..."

If every communist admitted he belonged to the party—or if the public, including college teachers and administrators, somehow had access to party membership lists—such a policy might not be difficult to apply. In practice, of course, such is not the case. A two-pronged danger may result: (1) we may not "spot" all Communists, and (2) unless we are very careful, we may do serious injustice to persons who are not Communists at all.

What, for example, constitutes proof of Communist Party membership? Does refusal to take a loyalty oath? (Many non-Communists, as a matter of principle, have declined to subscribe to "discriminatory" oaths—oaths required of one group in society, e.g., teachers, but not of others.) Does invoking the Fifth Amendment? Of some 200 dismissals from college and university faculties in the past fifteen years, where communism was an issue, according to AAUP records, most were on grounds such as these. Only a handful of teachers were incontrovertibly proved, either by their own admission or by other hard evidence, to be Communist Party members.

Instead of relying on less-than-conclusive evidence of party membership, say some observers, we would be wiser—and the results would be surer—if we were to decide each case by determining whether the teacher has in fact violated his trust. Has he been intellectually dishonest? Has he misstated facts? Has he published a distorted bibliography? Has he preached a party line in his classroom? By such a determination we would be able to bar the practicing Communist from our campuses, along with all others guilty of academic dishonesty or charlatantry.

How can the facts be established?

As one who holds a position of unusual trust, say most educators (including the teachers' own organization, the AAUP), the teacher has a special obligation: if responsible persons make serious charges against his professional integrity or his intellectual honesty, he should be willing to submit to examination by his colleagues. If his answers to the charges are unsatisfactory—evasive, or not in accord with evidence—formal charges should be brought against him and an academic hearing, conducted according to due process, should be held. Thus, say many close observers of the academic scene, society can be sure that justice is done—both to itself and to the accused.

Is the college teacher's freedom in any real jeopardy?

How free is the college teacher today? What are his prospects for tomorrow? Either here or on the horizon, are there any serious threats to his freedom, besides those threats to the freedom of us all?

Any reader of history knows that it is wise to adopt the view that freedom is always in jeopardy. With such a view, one is likely to maintain safeguards. Without safeguards, freedom is sure to be eroded and soon lost.

So it is with the special freedom of the college teacher—the freedom of ideas on which our civilization banks so much.

Periodically, this freedom is buffeted heavily. In part of the past decade, the weather was particularly stormy. College teachers were singled out for
Are matters of academic freedom easy?
Try handling some of these

You are a college president.
Your college is your life. You have thrown every talent you possess into its development. No use being modest about it: your achievements have been great.

The faculty has been strengthened in academic quality and aptitude. The campus itself—dormitories, laboratories, classroom buildings—would hardly be recognized by anyone who hasn't seen it since before you took over.

Your greatest ambition is yet to be realized: the construction of a new library. But at last it seems to be in sight. Its principal donor, a wealthy man whom you have cultivated for years, has only the technicalities—but what important technicalities!—to complete: assigning to the college a large block of securities which, when sold, will provide the necessary $3,000,000.

This afternoon, a newspaper reporter stopped you as you crossed the campus. "Is it true," he asked, "that John X, of your economics department, is about to appear on coast-to-coast television advocating deficit spending as a cornerstone of federal fiscal policy? I'd like to do an advance story about it, with your comments."

You were not sidestepping the question when you told the reporter you did not know. To tell the truth, you had never met John X, unless it had been for a moment or two of small-talk at a faculty tea. On a faculty numbering several hundred, there are bound to be many whom you know so slightly that you might not recognize them if they passed you on the street.

Deficit spending! Only last night, your wealthy library-donor held forth for two hours at the dinner table on the immorality of it. By the end of the evening, his words were almost choleric. He phoned this morning to apologize. "It's the one subject I get rabid about," he said. "Thank heavens you're not teaching that sort of thing on your campus."

You had your secretary discreetly check: John X's telecast is scheduled for next week. It will be at least two months before you get those library funds. There is John X's extension number, and there is the telephone. And there are your lifetime's dreams.

Should you...?

You are a university scientist.
You are deeply involved in highly complex research. Not only the equipment you use, but also the laboratory assistance you require, is expensive. The cost is far more than the budget of your university department could afford to pay.

So, like many of your colleagues, you depend upon a governmental agency for most of your financial support. Its research grants and contracts make your work possible.

But now, as a result of your studies and experiments, you have come to a conclusion that is diametrically opposite to that which forms the official policy of the agency that finances you—a policy that potentially affects the welfare of every citizen.

You have outlined, and documented, your conclusion forcefully, in confidential memoranda. Responsible officials believe you are mistaken; you are certain you are not. The disagreement is profound. Clearly the government will not accept your view. Yet you are convinced that it is so vital to your country's welfare that you should not keep it to yourself.

You are a man of more than one heavy responsibility, and you feel them keenly. You are, of course, responsible to your university. You have a responsibility to your colleagues, many of whose work is financed similarly to yours. You are, naturally, responsible to your country. You bear the responsibility of a teacher, who is expected to hold back no knowledge from his students. You have a responsibility to your own career. And you feel a responsibility to the people you see on the street, whom you know your knowledge affects.

Loyalties, conscience, lifetime financial considerations: your dilemma has many horns.

Should you...?

You are a business man.
You make toothpaste. It is good toothpaste. You maintain a research department, at considerable expense, to keep it that way.

A disturbing rumor reached you this morning. Actually, it's more than a rumor; you could class it as a well-founded report. The dental school of a famous university is about to publish the results of a study of tooth pastes. And, if your informant had the facts straight, it can do nothing but harm to your current selling campaign.

You know the dean of the dental school quite well. Your company, as part of its policy of supporting good works in dental science, has been a regular and substantial contributor to the school's development fund.

It's not as if you were thinking of suppressing anything; your record
Do solve problems.

of turning out a good product—the best you know—is ample proof of that. But if that report were to come out now, in the midst of your campaign, it could be ruinous. A few months from now, and no harm would be done.

Would there be anything wrong if you...?

Your daughter is at State.

You're proud of her; first in her class at high school; pretty girl; popular; extraordinarily sensible, in spite of having lots of things to turn her head.

It was hard to send her off to the university last fall. She had never been away from the family for more than a day or two at a time. But you had to cut the apron-strings. And no experience is a better teacher than going away to college.

You got a letter from her this morning. Chatty, breezy, a bit sassy in a delightful way. You smiled as you read her youthful jargon. She delights in using it on you, because she remembers how you grimaced in mock horror whenever you heard it around the house.

Even so, you turned cold when you came to the paragraph about the sociology class. The so-called scientific survey that the professor had made of the sexual behavior of teen-agers. This is the sort of thing Margie is being taught at State? You're no prude, but... You know a member of the education committee of the state legislature. Should you...? And on the coffee table is the letter that came yesterday from the fund-raising office at State; you were planning to write a modest check tonight. To support more sociology professors and their scientific surveys? Should you...?

special criticism if they did not conform to popular patterns of thought. They, and often they alone, were required to take oaths of loyalty—as if teachers, somehow, were uniquely suspect.

There was widespread misunderstanding of the teacher's role, as defined by one university president:

"It is inconceivable... that there can exist a true community of scholars without a diversity of views and an atmosphere conducive to their expression... To have a diversity of views, it is essential that we as individuals be willing to extend to our colleagues, to our students, and to members of the community the privilege of presenting opinions which may, in fact, be in sharp conflict with those which we espouse. To have an atmosphere of freedom, it is essential that we accord to such diverse views the same respect, the same attentive consideration, that we grant to those who express opinions with which we are in basic agreement."

The storm of the '50's was nationwide. It was felt on every campus. Today's storms are local; some campuses measure the threat to their teachers' freedom at hurricane force, while others feel hardly a breeze.

Hence, the present—relatively calm—is a good time for assessing the values of academic freedom, and for appreciating them. The future is certain to bring more threats, and the understanding that we can build today may stand us in good stead, then.

What is the likely nature of tomorrow's threats?

"It is my sincere impression that the faculties of our universities have never enjoyed a greater latitude of intellectual freedom than they do today," says the president of an institution noted for its high standards of scholarship and freedom. "But this is a judgment relative only to the past.

"The search for truth has no ending. The need to seek truth for its own sake must constantly be defended. Again and again we shall have to insist upon the right to express unorthodox views reached through honest and competent study.

"Today the physical sciences offer safe ground for speculation. We appear to have made our peace with biology, even with the rather appalling implications of modern genetics.

"Now it is the social sciences that have entered the arena. These are young sciences, and they are difficult. But the issues involved—the positions taken with respect to such matters as economic growth, the tax structure, deficit financing, the laws..."
affecting labor and management, automation, social welfare, or foreign aid—are of enormous consequence to all the people of this country. If the critics of our universities feel strongly on these questions, it is because rightly or wrongly they have identified particular solutions uniquely with the future prosperity of our democracy. All else must then be heresy."

Opposition to such "heresy"—and hence to academic freedom—is certain to come.

In the future, as at present, the concept of academic freedom will be far from uncomplicated. Applying its principles in specific cases rarely will be easy. Almost never will the facts be all white or all black; rather, the picture that they form is more likely to be painted in tones of gray.

To forget this, in one's haste to judge the rightness or wrongness of a case, will be to expose oneself to the danger of acting injudiciously—and of committing injustice.

The subtleties and complexities found in the gray areas will be endless. Even the scope of academic freedom will be involved. Should its privileges, for example, apply only to faculty members? Or should they extend to students, as well? Should students, as well as faculty members, be free to invite controversial outsiders to the campus to address them? And so on and on.

The educated alumnus and alumna, faced with specific issues involving academic freedom, may well ponder these and other questions in years to come. Legislators, regents, trustees, college administrators, students, and faculty members will be pondering them, also. They will look to the alumnus and alumna for understanding and—if the cause be just—for support. Let no reader underestimate the difficulty—or the importance—of his role.

Illustrations by Robert Ross

"What Right Has This Man?"

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form Editorial Projects for Education, a non-profit organization associated with the American Alumni Council. Copyright © 1963 by Editorial Projects for Education, Inc. All rights reserved; no part of this report may be reproduced without express permission of the editors. Printed in U.S.A.
1906

Avis Yates Brownlee has moved from her home in San Francisco to the Veterans Home, Napa County, California. She saw active service as a Yeoman (F) in the United States Naval Reserve in World War I and now has the privilege of living in the very comfortable quarters for women veterans in very beautiful country with about 50 women veterans of World Wars I and II: nurses, yeomen, women Marines, WAVES and WACS. Entrance requires a ten year residence in California and proof of service.

1918

The late Marion Edna Van Drezer De Young is being honored by Illinois State Normal University through the establishment of a “Marion De Young Annual Lecture Series in Higher Education”. This series is sponsored by the University YWCA, the Baptist Student Foundation, the United Campus Christian Foundation, the Lutheran Campus Work committee and the Wesley Foundation.

Mrs. De Young, a resident of Normal until her death in 1957, was active in religious and community affairs. A former college French instructor at Hope, she accompanied her husband on extensive trips around the world on educational missions. She served as an educational missionary to Pakistan for the United Presbyterian Church.

1926

Evelyn Van Eenenaam, Spanish teacher at Ottawa Hills High School, Grand Rapids, was named to the foreign language teachers “Hall of Fame” by the National Federation of Modern Language Teachers Associations at the close of 1962. She was one of four recipients of the annual awards. Others were Prof. J. G. Fucilla of Northwestern University, Prof. Julian Harris of the University of Wisconsin, and Miss Kathryn L. O’Brien, a retired French teacher of Brookline, Mass.

1938

John F. Vander Ploeg, a member of the Hope Board of Trustees, has been elected a Vice President of John Morrell & Company.

Vander Ploeg, formerly an Assistant Vice President and Sales Manager of the company’s Sioux Falls, South Dakota plant, will be transferred to the Corporate Marketing Division Staff as Western Plants Sales Manager.

In this new capacity he will be responsible for the corporate-level direction of the sales effort at the Morrell plants in Sioux Falls, South Dakota; Madison, South Dakota; Estherville, Iowa; El Paso, Texas; Los Angeles and Oakland, California; Kansas City, Kansas and Arkansas City, Kansas.

He will transfer his headquarters from Sioux Falls to Ottumwa, Iowa as soon as necessary arrangements can be made.

1940

Earl R. Purchase who has been employed by the DuPont Company at the Waynesboro, Virginia, plant since 1948, has been selected to direct a group to be transferred to Dordrecht, The Netherlands, later this year to start the operation of a new "Lycra" yarn plant there. "Lycra" is an elastic fiber that behaves like rubber and is finding wide use in the manufacture of women’s lingerie.

Dr. Purchase received his M.S. in organic chemistry in 1942 from the University of Vermont, the Ph.D. from Ohio State University in 1948 after a period of employment on the Manhattan Project at Oak Ridge, Tennessee. Since then he has been doing research and development on cellulose acetate, "Orlon", and "Lycra" for the DuPont Company.

Mrs. Purchase is Patricia Verhulst ’38 and there are two children, Stephen, 15 and Laurel, 14. The whole family is taking Dutch lessons but "we are hardly beyond the 'Goeden morgen' stage. We hope the Dutch people do better with English than we do with Dutch or we will be in for trouble."

1942

Cornelius W. Pettinga, Ph.D., has been named executive director of Eli Lilly and Company’s product development division. Dr. Pettinga joined Lilly as a chemist in 1949 and spent most of his first year working on a Co-operative research program at the Argonne National Laboratory in Chicago. He was named head of biochemical research in 1953 and was appointed assistant to Dr. Carney in 1960. Born in Mille Lacs, Minnesota, Dr. Pettinga did graduate work in bio-organic chemistry at Syracuse University and Iowa State University. At Iowa State, where he received his Doctor of Philosophy degree in 1949, he held a fellowship from the National Cancer Institute. Dr.
Pettinga is a member of the American Chemical Society and the Society of the Sigma Xi, scientific honor society.

1948

Ernest Post, Jr. is teaching at Jumina College, Huntingdon, Pa. and working on his Ph.D. Mrs. Post (Mary Ellen Brower) is a part-time instructor at the college.

1949

Miss Suniye Konoshima has been appointed administrative assistant to the Director of Research Collections, Institute of Advanced Projects at the East-West Center, University of Hawaii. The Research Collections are Asian-Pacific writings, ranging from scientific research documents to newspapers and guidebooks. The Institute of Advanced Projects, one of three segments of the East-West Center, brings senior scholars from the U.S. and Pacific-Asian areas to participate in joint research projects and special conferences. The Center was established by U.S. Congress in 1960 for academic, cultural and technical interchange between the United States and Asian-Pacific Countries.

Prior to her appointment to the Center, Miss Konoshima was associated with Wenner-Gren Foundation for Anthropological Research in New York. In addition, she has worked with the International Union of Scientific Psychology, the International Research Fund for the promotion of student exchange programs, Columbia University Japan-American Intellectual Intercultural Project, and the Schomburg Collection of Negro Literature and History of the New York Public Library.

Miss Konoshima received her masters degree in social psychology from Columbia University Teachers College.

The Rev. Herman J. Riddler, B.D. has accepted the call of the Board of Trustees of Western Theological Seminary to become president of the school.

Responding to the call given by the Board of Trustees at a special meeting held on February 19, Mr. Riddler will succeed Dr. Harold N. Englund who withdrew from the presidency and left in September of last year to become minister of the First Presbyterian Church in Berkeley, California.

Presently serving the Reformed Church in America as Minister of Evangelism, Mr. Riddler has introduced Preaching-Teaching-Reaching Missions throughout many areas of the country. Ten churches in the Holland area held such a session during the week of March 3.

Detailed plans for his assumption of the office of the presidency await arrangements to be made by representatives of the Executive Committee of the Seminary and those of the Board of North American Missions, R.C.A. under which Mr. Riddler is presently working. Headquarters of that Board are located in New York City.

The Ridders are now living in Lansing, Illinois. They have three children Nancy, 8, Marylee, 6 and Carolyn, 1.

1951

Gene C. Campbell has been appointed to the position of Auditorium and Stadium Chair Product Manager in the sales division of the American Seating Company. His appointment was effective January 1. Gene and wife, Delores Freyling ‘51, and three daughters are living in Grand Rapids.

Laverne and Lorraine van Farowe ‘56 Sikkema returned from the Sudan in December upon being expelled from the country by the government. Agricultural missionaries, they hope to get to Ethiopia. In the meantime, Laverne hopes to get in some flying time to reactivate his private flying license which he received from Western Michigan University during his last furlough.

1953

A committee representing the graduating class of 1953 is well along the way in planning the first class reunion. The committee made up of Rose Marie Tardiff Albers, Robert Brandt, Adrian Bruininks, Nella Pyle Burton, Jack DeWaard, Shirley Hungerink Piersma, and Guy VanderLaag met for the first time in January to discuss plans for the June 1st reunion. The Holland American Legion Country Club has been selected as the site of the reunion, and following a punch party classmates will enjoy a fine dinner prepared by the club’s chef. After the dinner a program of surprises is in the making with a spot reserved for almost every member of the class.

It is hoped that a large share of the ’53 alumni will be in Holland on June 1st for their reunion. Each Alumnus who finds it impossible to be present has been asked to write a short history of activities since graduation; in attendance or not, it is hoped that no one will be left out.

Class members are reminded to return their reservation postcards to Nella Burton, 2446 Oakwood Dr. S.E., Grand Rapids, Michigan.

1956

Lynn Post is now selling for American Seating Company at Edmond, Washington. Mr. Post was teaching at Lee High School in Grand Rapids.

John L. Hollander has resigned his position as administrative assistant in the Belding school system to become superintendent of schools in Potterville. He previously taught at Frankfort.

1957

Howard Voss has received a National Defense Education Act grant to provide for his full time study in the Physics Department at Arizona State University.

James A. Baker, M.D., will go to Mayo Clinic to begin a residency in pathology on July 1.

1958

Merwyn R. VanderLind is the recipient of a National Science Foundation Summer Fellowship in the department of physics at Ohio University, Athens, Ohio. He has been a graduate assistant Research Fellow and a Teaching Fellow at the University.

1959

Rev. and Mrs. (Mary Jane Oosting) William H. Hoffman and two-month old daughter, Janet Rose, left Holland in February for a new assignment in Scudder Memorial Hospital in Ranipet, South India. Rev. Hoffman has been in residency at Holland Hospital since September for training in hospital administration. His new five-year assignment in Scudder Memorial Hospital includes duties as assistant administrator, chaplain, teaching Bible to student nurses and conducting Sunday services. Most of the first year will be spent in studying the Tamil language at the Bangalore Language School. Mrs. Hoffman is a registered medical technologist and will be working in the hospital laboratory, setting up new tests, etc. The Holland
Hospital residency was only a part of Rev. Hoffman's training for his missionary hospital post. He spent three months in clinical training as a chaplain at Bellevue Hospital in New York City; six weeks at Miami Valley Hospital in Dayton, Ohio; six months at the missionary orientation center at Stony Point, N. Y.; and five weeks studying linguistics at the Drew University in Madison, N. Y. The latter training was under the National Council of Churches.

Donald W. Scott is taking part in the management training program at the New York home office of the Equitable Life Assurance Society.

John E. Zwyghuizen and Helene Bosch '61 Zwyghuizen were commissioned in First Reformed Church, Zeeland, on the 26th of February and sailed for the Mission field in Japan on March 4.

Marilyn Kortenhoven Hanson is teaching 3rd grade in San Mateo, California. Her husband, Richard H. Hanson, a graduate of Humboldt State College in 1959, teaches junior high grades in Millbrae.

Lt. (jg) William R. Brookstra has been assigned to the Naval Air Station at Grosse Ile, Michigan. He and his family, Sharon Crawford '60, son, Michael, and daughter, Laura, will live in Newport, Michigan.

Dennis Camp has accepted an assistantship in English at the University of Wisconsin for the coming year to work toward his Ph.D.

Edwin Bredeweg has been named principal of the Climax-Scotts High School for the 1963-64 school year. He went to Climax-Scotts in 1969 as head football and baseball coach and social studies teacher. In 1981 he was appointed athletic director. He will finish work on a masters degree in secondary school administration and guidance this summer at Western Michigan University. He plans to continue on the 6th year program toward the Educational Specialist Degree.

Thomas J. Plewes is employed as an Economist by the U.S. Department of Labor in the Office of Manpower, Automation and Training. The Research section, with which he is associated, is involved in carrying out studies of the composition and utilization of the American labor force. This is a comparatively new field of research.

Gordon Drayt and Norman Kansfield, juniors at Western Theological Seminary, will be members of the Negev Archaeological Seminar from July 11 to September 8. The Director of the Seminar is Dr. Stephen E. Fritsch, Princeton Theological Seminary. The purpose of the Seminar is to use the present excavation at Tell Nagila, Israel, as a training area for historical, archaeological, anthropological, ministerial, and rabbinical students in the practical methods and concepts of modern excavation.

Courses offered will include Biblical Hebrew, Historical Geography of the Holy Land, Biblical Archaeology and Field Work. The work will be carried on in the Middle East, particularly at Jerusalem and at Tell Nagila. En route they will travel through Rome, visiting the Catacombs and selected churches; Athens, with excursions to the Acropolis, Agora, Delphi; Jordan, visiting Amman, Dead Sea, Qumran, Jericho, Mount of Olives, Bethlehem, and other historical points of interest and, of course, the traditional Biblical sites of the Holy Land.


Loretta M. Plassche '60 and Norman W. Biller, August 25, 1962, Pompton Plains, N. J.


Marilyn Kortenhoven '59 and Richard H. Hanson, December 21, 1962, Burlington, Calif.

Janette M. Gravink '55 and James Sullivan, April 13, 1962, Ciymer, N. Y.
One of the last official acts of retiring president Irwin J. Lubbers was to accept a gift of the music library of Mrs. W. Curtis Snow, assistant professor of German at Hope College, and the late Professor Snow.

The gift, made in the President’s Room in Graves Hall, consists of oratorios, anthems, vocal, piano and organ music.

Mr. Snow was professor of music at Hope from 1929 until 1935. He taught organ, music classes and organized the Chapel Choir. He directed the Holland Civic Chorus and directed and conducted the first performance of Handel’s “Messiah” given on the Hope campus.

Mrs. Snow was a member of the Hope music faculty from 1937 to 1953. She also taught organ, piano music classes and directed the Women’s Glee Club. She is presently a member of the German department and has assisted in the Vienna Summer school program.

Three $500 grants designated as Shell assists, have been received by Hope College from the Shell Companies Foundation. The first grant is for unrestricted institutional use; the second and third are for encouraging additional professional development of the individual members of the faculty and will be used by the chemistry, physics and mathematics departments of the college as requested by the foundation.

With the increasing number of student teachers at Hope College, practice teaching assignments have, for the first time, included the Grand Haven School system. Hope and mathematics departments of the college as requested by the foundation.

Mr. Ezra Gearhart, chairman of the Hope German Department, has received a Danforth Teacher Study Grant Reappointment. He will use his grant to continue work on his doctoral thesis during the summer months. The topic of his dissertation is “The Treatment of the Jew in the German Novel of the 17th Century.”

The college Board of Trustees has honored the late Professor W. Curtis Snow by naming the auditorium in Nykerk Hall of Music the Snow Auditorium. A portrait of Mr. Snow, who died in 1936, will be hung in the lobby of the auditorium.

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Three Hope English majors and one physics major were among the 1,475 college students in the country to be awarded first year Woodrow Wilson Fellowships. Recipients of the fellowships, designed to encourage future college teachers, are: Mary Peelon, Kalamazoo; Jean, Louret, Hingham, Wisconsin; Thomas Wargrave, North Bergen, New Jersey and Paul Lucas, Holland, the physics major. Honorable mention was given to Roger Kubes, Holland and Barbara Walvoord, Oradell, New Jersey.

Paul Lucas has also been awarded a Danforth Graduate Fellowship, one out of 104 such fellowships awarded throughout the country. The Danforth Fellows were selected from 1,365 candidates nominated by more than 500 colleges. This is the first to be awarded to a Hope student since Richard Brochko received one in 1959, also in physics. Richard is now studying toward his Ph.D. at California Institute of Technology. Paul has been accepted at Johns Hopkins University but has expressed interest in the University of Illinois.

Five Hope students have been awarded Vienna Summer School Scholarships for 1963. The students are: Robert Anderson, Jr., Bayside, N. Y.; Paul Tenis, Hawthorne, N. J.; Linda Walvoord, Oradell, N. J.; Douglas Walvoord, Muskegon and Nancy Zwart, Kalamazoo. All are juniors except Robert Andersen who is a sophomore.

George Murray, a senior from London has been named the recipient of a $700 foreign scholarship award presented by the First Reformed Church of Schenectady, N. Y. George, a physics major who plans a career in college teaching, was born in Shanghi and fled with his family to the British colony of Hong Kong during World War II. He hopes for an assistantship or fellowship in physics for graduate work. His ultimate aim is to teach physics to the Chinese people.

The second part of this year’s Spiritual Life Series, “Refining Fire,” was conducted in March by Dr. Karl A. Olson, President of North Park College in Chicago. Special hour-long Chapel services were devoted to this observance three days during the week of March 11. A communion service in the evening of the third day concluded the series.

The Loutit Foundation of Grand Haven will present Hope College $25,000 to assist with the construction of the new physics-mathematics building. Application for the gift was made by Treasurer Henry Steffens upon the suggestion of Mr. Ezra Gearhart, chairman of the Mathematics Department.

Other recipients are Dr. Robert De Haan, Elden Greij, Earl Hall, the Rev. Arthur Jents, Dr. Bastian Kruithof, Edith Jean Protheroe, Dr. Edward Savage, Alvin Vanderhush, Philip Van Ely, Hubert Weller and Miss Marcia Wood.

Dr. Folkert will use his award to do post doctoral study. Dr. Robert De Haan, Elden Greij, Earl Hall, the Rev. Arthur Jents, Dr. Bastian Kruithof, Edith Jean Protheroe, Dr. Edward Savage, Alvin Vanderhush, Philip Van Ely, Hubert Weller and Miss Marcia Wood.

Dr. Folkert will use his award to do post doctoral study in the fields of numerical analysis in the field of high-speed computers and in the area of geometry or topology.

Dr. De Haan and Mr. Van Ely of the Psychology Department will work jointly on a project to produce programmed materials for the course on Introduction to Psychology.

Biology instructor Eldon Greij will spend an eight week session at the University of Michigan Biological Station at Pellston to collect vertebrate specimens which will be used in teaching vertebrate zoology courses.
Working on their doctoral dissertations will be Mr. Hall, chairman of the Sociology Department, Mr. Jentz, instructor in Bible and Mr. Weller of the Spanish Department. Mr. Hall will be studying and analyzing the works of Emile Durkheim, while Jentz will be doing research and inquiry into the works of Alfred North Whitehead. Mr. Weller will continue study and research.

Dr. Kruithof will spend six weeks at the University of Edinburgh studying philosophy, literature and history in order to enrich the courses he teaches in the Bible Department.

Course work in 18th century literature and English romantic literature will be the summer study projects of Miss Protheroe of the English Department. Dr. Savage, also a member of the department, will examine various plays which represent The Theatre of the Absurd as a background for his course in Contemporary Drama.

Mr. Vanderbush of the Political Science Department, plans to take courses in comparative government and political philosophy.

Harvard University will be the scene of Miss Wood's summer study in the field of modern architecture. She also hopes to do some concentrated painting to continue her development as a painter.

Judith Swieringa, Hope junior, has been chosen Holland Community Ambassador for the coming summer. India is Judy's desired destination.

John Slapert, a senior from Kalamazoo, was judged the number two debater in the state of Michigan at the State Debate Tournament held at Ferris Institute on February 23. John received a Superior rating and was only a few points behind a debater from Wayne State University.

Paul Swets, a Holland senior, received first place honors in the Men's Oratory Division of the annual contests at Eastern Michigan University in March. His oration was entitled "Bootstraps and Moonshots."

John Crozier, Holland junior, took second place speaking on the topic "Cuba and World Peace" in the Men's Extempore Speaking section of the same state contests.

Thelma Leenhouts, a Holland freshman, placed third in the Women's Oratory Division. Mary TenPas, a senior from Cedar Grove, Wisconsin, placed third in the Women's Extempore Division.

Robert Tipelkar, junior from Birmingham, was the 1963 winner of the Raven Oratorical Contest.

The annual All College Sing: Sigma Sigma and Phi Kappa Alpha won first place honors; Delta Phi and Chi Phi Sigma, honorable mention.

The Hope College Band, under the leadership of its conductor, Robert Cecil, took its first trip. They gave a concert on March 8 in Richmond, Michigan, where Dean Nederveld '61 teaches, and another on March 9 in Ortonville, where Dan Ritsema '61 is the band director.

The 30 member Symphonette gave concerts in four states and the District of Columbia on its spring tour East, April 1 through 13, under the direction of Dr. Morrette Rider.

Dr. Robert W. Cavanaugh took his 60-voice Chapel Choir west for the annual spring tour. Concerts were presented in Illinois, Iowa, Nebraska, Colorado and California during the April 1 through 12 trip.

Resident advisors for the new men's residence units on 13th street, which will house the five fraternities, have been named. They are Dr. and Mrs. D. Ivan Dykstra, Mr. and Mrs. Daryl Siedentop, Mr. and Mrs. Eldon Greij, Mr. Arthur Jentz, and Mr. James Malcolm, a new speech instructor.


James Vander Hill received the Most Valuable Player award in the MIAA as well as for the Hope team. Glenn Van Wieren, the elected 1963-64 captain, was elected to the MIAA team; Gary Nederveld received honorable mention.

They won all 12 of their conference games, including two from Calvin.

DEATHS

Gerard John Dinkeloo '00 died after a long illness, January 11, in Miami, Florida. He was a school teacher in the Chicago area for many years. He is survived by a son, a daughter, and a brother, William Dinkeloo, of Holland.

Rev. Henry Colenbrander, D.D. '13 died of a heart attack on February 22 at the age of 77. Born in the Netherlands, he came to the United States in 1892. A graduate of Western Theological Seminary, he was ordained to the Gospel ministry in 1916. His 44 years of pastoral service were spent in Iowa, including the First Reformed Church of Orange City which he served for 35 years and from which he retired in 1960.

Active in the cause of Christian Education, Dr. Colenbrander served on the Board of Northwestern College for 34 years. The men's dormitory on Northwestern's campus is named in his honor. Hope College conferred the honorary degree of doctor of divinity upon him in 1951. He is survived by two sons and two daughters, Rev. Harold '41, Sheboygan, Wisconsin, and Paul; Frances Ver Meer '44, Sioux Center, Iowa, and Mrs. Harold Faekel.

Patricia Keiper Beter '50, of Kalamazoo, died in Bronson Hospital of encephalitis on February 27. She is survived by her husband, Harold '49, a daughter, a son, her parents, and one brother, all of Kalamazoo.

Albert E. Nienhuis '34 of Miami Shores, Florida, died very suddenly of a heart attack on March 2. He is survived by his widow, Ethel Vander Zalm '37 who lives at 421 Grand Concourse, Miami Shores 38.

(continued on page 28)
DEATHS

Rev. Gerrit Kooiker (formerly Kooler) '97 died in the Penney Farms Memorial Community on March 28 at the age of 92.

A graduate of Western Seminary in 1900, Mr. Kooiker assisted in organizing Bethany Church in Kalamazoo and at the age of 95 preached his last sermon at the 50th anniversary of that church. He had also served Bethel Reformed Church in Grand Rapids, and Presbyterian churches in Colorado, Wyoming and Montana. His last charge was in Billings, Montana, where he taught Bible in the University.

He is survived by his wife, Jean; a daughter, Mrs. William Bridenstine in Montana; a son, Leeland in California; two brothers, Joe Kooiker of Holland and Ben Kooiker of Hamilton; two sisters, Mrs. George Huizenga and Mrs. Benjamin DuMez, both of Holland; and a sister-in-law, Mrs. John Kooiker of Holland.

Prof. Albert E. Lampen '11, retired head of the Hope College mathematics department, died in Holland Hospital on March 25.

A native of Allegan County, Mr. Lampen served as superintendent of Saugatuck schools after graduation from Hope. After receiving his masters degree from the University of Michigan, he taught in Winona Lake, Indiana; Gladstone, Michigan and Topeka, Kansas, before coming to teach in the Hope College mathematics department in 1918. He retired at the age of 70, five years ago.

Mr. Lampen was a member of Third Reformed Church where he served as an elder for many years; had served as secretary of the Classical Board of Benevolence for 33 years; was a member and past president of the Holland Exchange Club; a member of the Board of Education of Holland for 18 years, and had been its president.

Mr. Lampen was a member of Third Reformed Church where he served as an elder for many years; had served as secretary of the Classical Board of Benevolence for 33 years; was a member and past president of the Holland Exchange Club; a member of the Board of Education of Holland for 18 years, and had been its president.

He is survived by his daughter, Barbara Lampen '38 of Holland; two sons, J. Oliver Lampen '39 of Highland Park, New Jersey and Edgar Lampen '50, Holland; four brothers Henry Lampen of Overisel, Harry, Martin and John Lampen of Holland.

A memorial fund to perpetuate the name of Professor Lampen at Hope College has been established. Memorial gifts are now being received at the Treasurer's Office.


A graduate of New Brunswick Seminary in 1908, he continued post graduate work for a year at Rutgers University. He then married Estelle Kollen '08, daughter of the late Dr. Gerrit J. Kollen, then president of Hope College.

Dr. Pelgrim's first pastorate was in Jersey City, New Jersey; followed by a pastorate in the First Presbyterian Church in Frankfort, Kentucky, with his next move to Coral Gables where he organized St. John Presbyterian Church of Miami in 1930. After serving as pastor there for eight years he organized and served the First Presbyterian church of Hialeah, Florida, and later organized and served Miami Springs Presbyterian church. He retired in 1954.

Besides the widow, he is survived by two daughters, Mrs. Robert Gillander of Jacksonville, Florida, and Mrs. E. Scott Dauson of Coral Gables; four grandchildren; two sisters, Mrs. Kathryn Meesen '14, Mrs. Marvin C. Lindeman '16, and one brother, George Pelgrim '16, all of Holland.

BIRTHS

Carl '53 and Lucille Van Heest '55 Schroeder, Catherine Jo, January 25, New Haven, Conn.

Leonard '57 and Ann Bloodgood '57 Rowell, David Charles, January 29, Ionia.

Myron '50 and Alicia Van Zoren '51 Harnanee, Rhonda Kay, December 10, Schenectady, N. Y. (2 boys, 4 girls).

Stuart '60 and Donna Fisher '62 Post, Mark Stuart, January 5, Whitehall.

William H. '60 and Rhoda Hubregtse, Dirk Allan, January 24, Tucson, Ariz.

Irwin '52 and Barbara Lowing '62 Brink, Anne Renee, February 2, Holland.


John C. '62 and Carol Beuker '59 Kraus, Margaret Anne, December 15, Detroit.

Ray '60 and Joan Peelen '59 Rissem, Daisy Fowler, January 26, Kalamazoo.


Nicholas '60 and Shelly Braaksma '60 VanderVoor, Craig Allan, February 18, Carbondale, Ill.

Jack '59 and Judith Eastman '61 Faber, Wendy Lynn, March 6, Ann Arbor.

George '61 and Sibilla Boerigter, Stephen Troy, December 28, Inglewood, Calif.

Fredric '57 and Sammie Pas '56 Birdsell, adopted Timothy James, February 18, Blue Island, Ill.

Forrest Barbara Van Volkenburg '43 Dernall, Douglas Allen, May 19, 1962, South Bend, Ind.

Rev. Merwin '57 and Alice Abrahamse '63 Van Doornik, David Alan, April 27, 1962, Amsterdam, N. Y.

Warren '60 and Joy Philip '60 VanderHill, Jon Charles, August 28, Grand Rapids.

Robert and Eleanor De Vries '57 Lewis, Robert D., October 24, Ottawa, Ill.

Calvin '61 and Bonnie Beyer '61 Bruins, Christine Mae, February 24, Holland.


Bernard J. '55 and Thelma Stremler, David Jav, February 19, Pontiac.

John and Mary Voskuil '51 Haveman, Alan Richard, March 3, Holland.

Clarence '60 and JoAnn Barton '58 Vanderlorch, Matthew Charles, May 21, 1962, Lansing.

Robert '59 and Mary Kay Diephuis '58 Andree, Katherine Mary, September 19, Holland.

Charles '57 and Jane Jarvis '56 Pettengill, Amy Beth, March 27, Haganman, N. Y.

William '59 and Sharon Crawford '60 Brookstra, Laura, February 13, Newport, R. I.

Edward and Ernestine Brummeler '55 Richardson, Kristen, March 27, Palos Verdes Estates, Calif.

Alfred and Joyce Mullenburg '49 Bender, Raymond Joseph, March 6, Elba, N. Y.

Norman '54 and Mary Lou Ziegler '54 Gysbers, Daniel George, March 5, Ann Arbor.
Rev. Charles '52 and Barbara Wierenga '52 Wissink, Brian Lee (4th son), July 22, 1961; Sandra Lynn (1st daughter), March 15, 1963, Clifton, N. J.

Stuart '50 and Margot Fisher '60 Dorn, Andrea Kate, March 20, Oscoda, Mich.

Paul '54 and Gwen Kooiker '52 Van Eek, Timothy John, April 2, Holland.

James R. and Susan Graves '50 Van Kuiken, Steven James, April 12, Grand Rapids.

William and Jane Westeman '59 Van Klinken, Karen Kristine, November 15, Evergreen Park, Ill.

Kenneth and Donna Bor '57 Mokma, adopted 7 week old Kurt Evan on April 12, Holland.

John and Janice Polhemus '56 Jessup, Keith Graham, April 2, Greenwich, Conn.

**HIGHER EDUCATION continued from page 6**

In a situation characterized by growing diversity, the earlier efforts to bring schools on the one hand, and colleges on the other, into a pattern of conformity to insure ease of movement up the educational ladder were clearly inappropriate. In response to the new requirements, the North Central Association in the early 30's completely revised its basic policy structure and its practices. It moved away from a concern with the application of standards to a clear recognition that each institution was, in a variety of ways, unique and could only be evaluated in terms of the purposes it had set for itself. The concept of variability among institutions came to be the basis for the Association's evaluative activities.

More recently has come recognition that the schools and colleges had a right to expect more of the Association than the mere publication of a list of accredited institutions. Accordingly, the role of the Association has been redefined to include assistance of a variety of kinds to institutions, those which are seeking accreditation as well as those which have already become accredited. This service finds expression through a number of channels; the carrying on of special studies the results of which are useful to educational institutions in strengthening their programs, consultant services designed to assist institutions to discover the answers to problems which plague them, use of the accrediting power to protect institutions against undesirable outside pressures which would bring into jeopardy the freedom of the educational process, and others.

The success of the North Central Association in continuing to play a meaningful role in the educational world during a period of rapid and significant social change is due to the perceptiveness, wisdom, foresight, and dedication of those persons who have given leadership to the Association. Outstanding in this group of people is Irwin Lubbers, one of the key figures in directing the course of this Association during the critical years since the 40's. At various times he has served on important policy-making committees, among them the Committee on Reorganization of Accrediting Procedures. This was the committee which played the major role a few years ago in bringing the organization of the Association into closer conformity with the new conditions facing it.

More institutions than could be named in the space available here have profited from Irwin Lubbers' services as an educational consultant and evaluator. He has served as a counselor in the Association's Leadership Training program, a program designed to prepare young men to carry on in the fine tradition of the men like himself. He was elected to the Commission on Colleges and Universities, the policy-determining body for the Association in its relationships with colleges and universities. In March of 1961 he was elected Vice-President of the Association and in March of 1962 he became President. At the Annual Meeting of 1963, the North Central Association in gratitude conferred upon Irwin Lubbers honorary membership in the Association, an honor reserved for a select few who have rendered distinguished service to the Association and to the cause of good education.

**1963 Village Square**

*Mrs. Matthew Peelen* of Kalamazoo, general chairman of the 1963 Hope College Village Square, has announced that a special attraction for the Square this year will be an exhibit by one of America's foremost portrait painters, Knud Hougard. During the day Mr. Hougard will demonstrate his unusual technique by doing a special portrait in pastels.

This outstanding event of the college calendar will be staged on Friday, August 2. Sponsored by the Hope College Women's League, the pattern will be traditional including a Netherlands booth, import booth, children's center, Wisconsin cheese and sausage, Christmas gift shop, country store, import shop, jams, candies, aprons, paper products, toys, and many others. Mark your calendar now, reserve this day for gala "reunions" on the Hope College campus.
CALENDAR OF ALUMNI EVENTS

ALUMNI DAY REUNIONS
June 1, 1963

FIFTY YEAR CIRCLE — 5 P.M., Conference Room, Phelps Hall

CLASS OF 1913 — luncheon, at the home of Miss Evelyn De Pree

CLASS OF 1918 — 1 P.M. luncheon, American Legion Country Club

CLASS OF 1923 — 2 P.M., summer home of William O. Rottschaefer

CLASS OF 1928 — 1 P.M. luncheon, Macatawa Bay Yacht Club

CLASS OF 1933 — 1 P.M. luncheon, American Legion Country Club

CLASS OF 1938 — Meet at Alumni Dinner, Phelps Hall

CLASS OF 1943 — 1 P.M. luncheon, place to be announced

CLASS OF 1953 — 5 P.M. Outing, Holland Country Club

CLASS OF 1958 — 3:30 P.M., coffee, Durfee Hall

Commencement Dates

Saturday, June 1, Alumni Day — Board of Directors Breakfast, Phelps Hall

ALUMNI DINNER, Dining Room Phelps Hall, 6:30 P.M.
—Special Program Honoring Dr. Lubbers.

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

Monday, June 3, Commencement — Civic Center, 10:00 A.M.

1963 VILLAGE SQUARE — Friday, August 2 — Mrs. Matthew Peelen, Chairman

OCTOBER 19, 1963 — HOMECOMING — Hope vs Adrian