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Cover: Gilmore Hall at the corner of Tenth Street and Columbia Avenue was opened as a women's residence (116 students) in September 1963. It was named to honor the memory of the late Mrs. Christine Van Raalte Gilmore who was appointed "Principal in charge of women students" in 1887.
Hope’s 1964 Marshall Scholar

Miss Lynne Vande Bunte, Hope’s 1964 Marshall Scholar, was one of 20 applicants interviewed at the British Consulate Office in Chicago on December 3. Chicago is one of six districts in the United States from which 24 scholars are annually selected by the British Government for study at any one of Britain’s 24 universities. Thus four of the 20 interviewed in Chicago on December 3 would become Marshall Scholars. The stress is on intellectual promise. Interviewed by seven or eight men, some American and some British, for just 20 minutes, Miss Vande Bunte said, “it seemed like 3 hours. It was indeed an intellectual experience, and I was exhausted when it was over.”

Miss Vande Bunte has chosen Cambridge University for the study of Moral Science (philosophy) because of its outstanding faculty in that subject. Under the Oxbridge program she will also profit from the best in her field from Oxford. Her scholarship covers two years of intense concentration with opportunity for renewal for a third year.

Hope’s Larry Siedentop ’57 applied for and got a Marshall Scholarship in the spring of 1960 after receiving his M.A. from Harvard in History. He has studied at Magdalen College, Oxford. He is now teaching at Nuffield College, Oxford.

About one-fifth of the Marshall Scholars since they were established by the British Government in 1953 as a tribute to General George C. Marshall, have been women.

WOODROW WILSON AND DANFORTH FELLOWSHIPS

We promised you more about the students who received Woodrow Wilson Fellowships in our prideful announcement earlier.

The Danforth Fellowships, awarded on the basis of outstanding intellectual promise, interest in religion, and high potential for effective college teaching, went to David Hollenbach and David Mouw, both of whom also received Woodrow Wilson Fellowships.

David Hollenbach, a physics major graduated from Holland High School in 1960. At Hope he has been president of the freshman class, a member of the Student Senate, Chi Sigma social fraternity, Blue Key National Men’s honor society, the French Club, and the Vienna Summer School. He is the son of Vice-President and Mrs. John W. Hollenbach.

David Mouw, a chemistry major, graduated from South High School, Grand Rapids, in 1960. At Hope he is president of the Student Senate, was president of his sophomore class, is a member of the Pre-Med Club, Student Christian Association, Chapel Choir, Beta Beta Beta, national biology honorary society, Blue Key, Delta Phi Alpha, national German honorary, Phi Kappa Alpha social fraternity which he served as president. He participated in the Vienna Summer School and the Vienna Semester program. He is the son of Dr. Dirk ’29 and Sarah Dykstra ’37 Mouw.


Linda Lucas, a psychology major, is the daughter of Mr. and Mrs. Albert Lucas of Holland. She is also a graduate of Holland High School in 1960. She is a member of the Chancel Choir, Messiah Chorus, Band, Orchestra, Beta Beta Beta, Delta Phi Alpha and Kappa Chi sorority, which she served as president.

Nancy Zwart, mathematics major, is the daughter of Mr. and Mrs. John Zwart of Kalamazoo. A graduate of Kalamazoo Central High School in 1960, she is a member of Mortar Board at Hope, Delta Phi sorority, yearbook staff, president of the Activities Board, Association of Women Students and the Publications Board.
Thomas F. McNeil, psychology major, is the son of Mr. and Mrs. Clyde McNeil, Grand Rapids. A graduate of Ottawa Hills High School in 1960, he holds memberships in Blue Key, Phi Kappa Alpha which he served as president.

Herbert K. Tillema, a political science major, is the son of Mrs. Ruth K. Tillema of Arlington, Virginia, and the late John A. Tillema '14. He was graduated from Washington Lee High School in 1960. At Hope he is a member of the Debate Team, Blue Key, Phi Alpha Theta, national history honorary fraternity, and Pi Kappa Delta, national forensic honorary. He spent a semester at the American University in Washington as a participant in Hope's Washington Semester program.

Thomas M. Pool, German language major, is the son of Rev. Gerard '26 and Lillian Schmid '27 Pool, Union City, New Jersey. He interrupted his residence on the Hope College campus in 1962 after he was awarded a year's scholarship by the Institute of European Studies to attend the University of Freiburg, Germany. At Hope Tom was a member of the Chapel Choir, Delta Phi Alpha, Blue Key, French Club and Classics Club. He was graduated in January.

Recipients of the five Woodrow Honorable Mentions are Blaine E. McKinley, son of Mr. and Mrs. Howard E. McKinley, Pittsburgh, Pennsylvania, a history major; Lynne Vande Bunte, Marshall Scholar; Paul Wackerbarth, son of Rev. Henry '29 and Esther Mulder '31 Wackerbarth, Hackensack, New Jersey, history major; Linda Walvoord, daughter of Rev. Christian '34 and Marie Verduin '34 Walvoord, English major; and Bruce R. Welmers, son of William '39 and Beatrice Fairbanks '39 Welmers, mathematics major.

WILSON SCHOLARS PRIOR TO 1964

A Hope senior received a Wilson Scholarship the first year they were awarded, 1957. Larry Siedentop, a history major, was awarded a Danforth Fellowship also. He studied at Harvard for his M.A. degree and then applied for and got a Marshall Scholarship in 1960. He studied at Oxford University for three years and is now teaching there.

(Continued on Page 29)

HOPE STUDENTS GET WOODROW WILSON FELLOWSHIPS — Pictured with Hope College Vice-president Dr. John Hollenbach (left) are Paul Wackerbarth of Hackensack, N. J., Bruce Welmers of Los Angeles, Calif., and Blaine McKinley of Pittsburgh, Pa., who received Honorable Mention and Woodrow Wilson Fellows are Linda Lucas of Holland, Tom McNeil of Grand Rapids, Nancy Zwart of Kalamazoo, David Hollenbach of Holland, Herbert Tillema of Arlington, Va. and David Mow of Grand Rapids. Not pictured are Woodrow Wilson Fellow Tom Pool who graduated from Hope in January; Linda Walvoord of Glen Rock, N. J. and Lynne Vande Bunte of Holland who received Honorable Mention.
A former editor of Hope College ANCHOR continues to write

Dr. Chris A. De Young, Hope '20, who served as editor of the Anchor in his undergraduate days, has recently received two additional honors in writing. The Hope salutatorian added to his more than one hundred items published since graduation by winning a medal and a national citation for an "Open Letter to the Youth of America," and by co-authoring the fifth edition of his highly successful college textbook, American Education.

On February 22nd, at special ceremonies at historic Valley Forge on the 232nd anniversary of the birthday of George Washington, Dr. Kenneth D. Wells, Freedoms Foundation president, announced that Dr. Chris De Young was one of the winners of a new award, The Valley Forge Retired Teachers Medal. This medal was awarded to former educators who dedicated their careers to guiding "the boys and girls of our country," and who were also winners in a national writing competition with "An Open Letter to the Youth of America."

Dear American Youth:

As a retired educator, who has worked with young people for more than four decades, I write you this open letter about what Y-O-U-T-H in America means to me. Mnemonically each letter of the word Y-O-U-T-H is the first letter of a word laden with meaning for modern young people.

You are the you in youth. You are important as an individual. You have not only ten individualized finger prints, but you also have many unique characteristics that make you an important person in these United States. Be yourself.

Others. Regardless of creed, caste, color or country, think of and work for others. Try to cultivate "empathy"—the ability to put yourself in the place of others, and to seek to understand them. The American poet, Edwin Markam, penned these immortal words:

"There is a destiny that makes us brothers;
None goes his way alone;
All that we pour into the lives of others
Comes back into our own."

United States of America. Every child born here becomes a citizen of the United States at birth. You do not have to wait until you are 21 years of age to exercise most of your rights and responsibilities as a citizen of the United States. You are challenged early in life to translate the American creed into worthwhile deeds.

Testaments. Study the great testaments of our American faith. Faith in God, in your fellowmen, in yourself, and in the future of the United States are found in the timeless testaments, such as the Declaration of Independence, the United States Constitution, and the Constitutions of the fifty states, plus the published papers of sincere statesmen and eminent educators. Read between the lines too.


In summary: You count in America. Others need you. United States is expecting much from you. Testaments can teach you the foundations of freedoms. Health in body, mind and soul will enhance your genuine success as an American citizen in today's world.

Old in years, but young in name and spirit, I salute you, Y-O-U-T-H.

Chris A. De Young, Professor Emeritus
Illinois State University Normal, Illinois

April, 1964
Washington
Merry-Go-Round

by Bruce van Voorst '34

Charles De Gaulle's antics may confuse those lesser mortals who run our nation’s affairs from 1600 Pennsylvania Avenue or the great, gray Department of State over on 21st Street, but reporters on the Washington beat have long sensed that it’s necessary neither to be responsible in order to criticize, nor practical in order to pontificate.

The Washington reporter acquires this Gaullist syndrome on his first assignment. The typical Newsweek “query” that comes by wire from the New York headquarters sets the stage:

“Planning major takeout deteriorating U. S. position South Vietnam stop Wish to explore Khanh shake-up military cohorts plus situation in provinces stop Why McNamara trip now stop Please update Pentagon relations CIA stop”

They’re asking me how Johnson and McNamara are doing?

For the first couple of weeks the novice, accustomed perhaps to cranking out five hundred words on Saugatuck’s latest Peach Queen for the Holland Evening Sentinel, might feel miscast rendering judgments on high policy. But prodded by a driving bureau chief (“Come back with your shield or on it”) one takes telephone timidly in hand and in a burst of self-confidence implies subtly to Senator Fulbright’s secretary that this is the foreign affairs staff of Newsweek calling.

Interview secured, one leaves the Senate Office Building reflecting that somehow this isn’t quite the way the White House explains the picture, nor consistent with the Pentagon line. Finally one is forced into making judgments.

Having imbibed this potent mixture once or twice, it’s increasingly easy to pass through the first stage of humbly asking for an interview to the second; i.e., lecturing on the subject.

A number of techniques develop naturally. Lower level officers can always be intimidated by mentioning their bosses (Where was it now, at the Brazilian Embassy or at the Spanish tea?). Having squeezed out a few factual insights from the thus impressed lower echelon, next stage is to return to the boss using the newly acquired tidbits to provoke yet further disclosures. A coarser corollary, much practiced by experts in the art, is to play sources off against each other—“Mr. Turkish Ambassador, did you hear what the Greeks are telling reporters will happen if you invade Cyprus?” “Oh, you’re not planning to...” Expert practitioners have escalated this approach into solid stories.

Very shortly one confidently begins telling the establishment what’s wrong in, say, Vietnam. But it’s necessary to work hard to do it. It ranges from listening to the typical Latin diplomat’s endless digressions to attending a myriad of appointments, lunches, dinners and cocktail parties—the latter officially “out”—like the lights at the White House—although Johnson went to three in one night last week.

Interviews occur under all conditions. A top national authority on Vietnam agreed to an interview two hours before a serious operation. Could I get to the hospital fast? A hurried taxi ride, a knock on the hospital door, a resounding “Come

Bruce van Voorst is on the foreign affairs staff of Newsweek Magazine, Washington bureau. He was with the U.S. State Department 1954-56, foreign service officer to Ethiopia 1957-59 and in Washington in 1960. He joined Newsweek in January 1963 after two years in Dusseldorf, Germany with International Textbook Corp.
on in.” To my consternation the man was in the last stages of preoperative preparation — being worked over completely nude. He didn’t mind it as much as I did. We talked for two hours, all the while nurses poking and prickling him. Finally he collapsed in a deep narcotic sleep. We later quoted him in the story.

A necessary ingredient for a weekly news magazine is the something extra, the two cents’ worth which goes beyond what people read during the week. After President Diem was bounced, his father-in-law, the former ambassador here, arrived at Washington National Airport. Waves of reporters and TV cameras recorded the usual formal statement, but as the Ambassador got into his chauffeur driven Cadillac I climbed in behind him and locked the door. He was so nonplussed he couldn’t throw me out, and I had an exclusive interview all the way into Washington. We didn’t use a word.

Scarcely a story goes into Newsweek that doesn’t have a Washington angle. The Panama riots erupted early on a Thursday evening. Early Friday morning the Washington bureau was already hot on the trail of canal company officials in Washington. A Newsweek staffer scampered up to Congress for talks with people who had followed the problem for decades. A couple of friends at the Department of State had served there and were full of background information. A businessman or two appeared out of the woodwork. At four o’clock Friday the chance of a trip to Panama jelled. Between seven and ten o’clock I wrote the basic Washington “file” — our jargon for story. We left Washington at midnight, touched down in Panama just as the sun climbed expectantly out of the sea. Except for local color there was really not much to add. More of the details in the published story were out of my first file from Washington than from the on-the-spot reporting from Panama.

But it was the performance on 22 November that best demonstrated the mettle of this staff. Within minutes of the shooting the entire Washington bureau was either back in the office or had checked in with word that they were off on a specific assignment. It was taken for granted that the cover story for that week ("Bobby Baker’s Washington") was scrapped — complete with $15,000 worth of already-printed covers showing Bobby Gene standing in front of the Capitol. With the staff gathered informally around the office, one eye on the ticker, a scratchy transistor radio providing continuous reporting from Dallas, the Newsweek story took shape.

First section would obviously be the events in Dallas, and our White House correspondent traveling with the president was already on top of this. A brief argument on whether Kennedy or Johnson should be the cover was resolved in JFK’s favor. There would be plenty of chance for Johnson covers later. The job of describing Johnson fell to a long-time Senate reporter. Other staffers went off to describe the return at Andrews Air Force Base, another went to the White House where the dead president’s staff already planned for the change.

Immediate events under control, attention turned to judging the significance. First for those of us covering foreign affairs was a wrap-up of the Kennedy foreign policy, with particular emphasis on the east-west detente. A few quick paragraphs of Kennedy on Africa, Kennedy on Latin America. What were the embassies saying? Our Pentagon reporter went off to detail the special military alert that was invoked in those desperate hours.

Among the minor amazing aspects of this period was the complete agreement on how to handle the story. The New York editorial staff, working practically independent of the Washington bureau in those early hours, blocked out almost an identical format.

Final writing for Newsweek — as with most national journals — is in New York. There, as a peek at the masthead shows, is a complex bureaucracy responsible for putting together the files from worldwide bureaus into coherent stories.

Newsweek goes together basically in two parts. The “early form” is the “back of the book” — arts, theater, music, books, etc. Most of these stories are written and edited by Tuesday or Wednesday.

“Nation” and “International” sections begin to take shape on Tuesday when the Washington bureau and the top New York editors confer via a squawk box direct hookup. A general outline of stories for each section emerges from these talks; New York then fires off telegraphic “quer-
ies' to bureaus. For the February Cyprus (Makarios) cover a London and Rome staffer flew to the island to support the local stringer (part-time correspondent). Queries went to Ankara, Athens, Paris and London. In New York our people haunted the halls of the United Nations.

Washington was a mine of information. Greek, Turkish and Cypriot Embassies provided useful information; McGeorge Bundy's staff specialist on Cyprus and top State Department experts were invaluable. An early picture of Makarios sans beard turned up in — of all places — a book owned by Bill (Willard) De Pree '50 of Zeeland. Writing the story in New York was an associate editor who had been on Cyprus a dozen times in the last decade. One key interview in Washington: special envoy George Ball. From Washington alone the New York writer received upwards of 15,000 words.

First files go to New York on Thursday, with updaters right up through Saturday night. Major advantage Newsweek staffers have over their Time magazine brethren is that we see the final stories before publication; factual errors or differences on interpretations can still be fought over, and Saturday takes on a hectic air.

And then it's Monday again and we start all over. Breakfast at the Argentine Embassy exploring the fascist movement Tacuara, which we'd never heard of before the orange juice. Eleven o'clock at Dean Rusk's press conference; lunch with a top Latin specialist backgrounding the upcoming cover on Venezuelan President Raul Leoni. Early afternoon check on Spain's 'appropriate steps' in evading the aid cutoff; four o'clock interview with the Common Market's Robert Marjolin; an early evening chat with outgoing Assistant Secretary for Far Eastern Affairs Roger Hilsman.

This, then, is what Drew Pearson calls the "Washington Merry-Go-Round."

And thus it is that the Washington reporter shortly becomes adept at lecturing Johnson on fiscal policy or Tom Mann on Latin Affairs or John McConig on how to run an intelligence service. And thus it is that he easily comprehends Le Grand Charles, who, with little more power and just as much gall, daily practices the same dark art.

**MOONSHOOTER VII**

And now it is April 1964, time for Moonshooter VII. Once again we present to you this cooperative report. Edited by EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council, the subject chosen this year is THE MONEY BEHIND OUR COLLEGES. The editors' reasoning went like this:

How much do alumni and alumnae really understand about how our colleges and universities make ends meet?

...... about the struggles, at both private and public institutions, to keep tuition rates at sensible levels?

...... about the growing role of government money in higher education?

...... about the hard-headed estimates of how much must come from private givers, if our colleges and universities are to flourish?

They understand entirely too little, it seems. With rare and refreshing exceptions, alumni/alumnae support of higher education is still half-hearted, token-sized, and often non-existent. That is true not only of their own gifts, but of support at the polls, in their businesses, in church and civic groups.

And it will so continue, unless somehow our alumni can learn the facts of higher education's financing, and become personally concerned about them.

That was the reasoning of the editors of this supplement. To bring the Hope College situation to the attention of the alumni, this piece is preceded by an article entitled, THE MONEY BEHIND HOPE COLLEGE written by the College Treasurer, Henry J. Steffens '30. The editor is presenting this article by the treasurer without comment. She does hope, however, that every alumnus/a will read both pieces. Each article has its impact. To read both at the same time is doubly enlightening.
The money behind Hope College

by Henry J. Steffens, College Treasurer

Last year, when Mrs. Stryker and I were meeting with alumni in the eastern and mid-western parts of the United States, we were often asked questions as to the financial strength of Hope College. The answers were never ambiguous; it was stated with perfect frankness and truth that financially Hope College is poor. This is demonstrated most directly by the percentage of educational costs the College finds necessary to charge every student on the campus. During the school year ended 1963, our students paid 72% of the educational cost while for the preceding year 1962, it was even a bit greater amounting to 75%. Now, admittedly when talking about percentages, one can get into great difficulties because our fees are relatively low. Even so, 72% is a much larger burden for our students and their families to bear than is charged by almost any other college in this part of the land. When one compares the percentage of educational costs paid by our students with that of public colleges, ours is exceedingly high. Throughout the United States students attending public colleges pay between 10-12% of their education costs while students attending the average private college pay about 34-40% of the costs. If this is important the average for the public and private colleges together amounts to some 20-25%. What this means in general is that Hope College lacks other resources, the income of which would be very beneficial to the students. While we are very grateful to the Reformed Church for its support, and it gave 8% of the educational budget last year, this is not nearly adequate and great efforts are being made to influence congregations into more liberally supporting the College in the future.

The alumni, too, have greatly increased their giving for operating purposes during the past fifteen years. Starting from almost nothing at that time they did, during the calendar year 1963, contribute $104,050.00. This is a great gift by the alumni who are willing to share the burden with the students of the present day. Alumni leaders are confident that annual alumni giving will increase significantly in the years to come. During the school year 1964-65 it is hoped that the alumni will contribute approximately 5% of the Educational costs of the College and it is expected, on the basis of a preliminary budget set up for next year, that students will contribute 80% (see news item concerning tuition increase, page 25) of the education dollar, the Churches 6%, Endowment income and gifts 9% and the alumni 5%.

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![Bar Chart: Estimated Expenditures of the Hope College Education Dollar 1964-1965](chart.png)

- 80% Students
- 9% Endowment Income and Gifts
- 6% Church
- 5% Alumni Fund
The size of our Endowment Fund is likewise interesting. As of February 29, 1964 Hope's amounted to $2,013,000. Member colleges of the Great Lakes Colleges Association at this same time had endowments, students and fees as follows:

<table>
<thead>
<tr>
<th>Endowment Fund</th>
<th>Students</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albion</td>
<td>$7,530,000</td>
<td>1400</td>
</tr>
<tr>
<td>Antioch</td>
<td>5,165,000</td>
<td>1650</td>
</tr>
<tr>
<td>Denison</td>
<td>7,629,000</td>
<td>1550</td>
</tr>
<tr>
<td>De Pauw</td>
<td>12,198,000</td>
<td>2300</td>
</tr>
<tr>
<td>Earlham</td>
<td>3,011,000</td>
<td>1000</td>
</tr>
<tr>
<td>HOPE</td>
<td>2,013,000</td>
<td>1500</td>
</tr>
<tr>
<td>Kenyon</td>
<td>5,689,000</td>
<td>600</td>
</tr>
<tr>
<td>Kalamazoo</td>
<td>7,057,000</td>
<td>900</td>
</tr>
<tr>
<td>Oberlin</td>
<td>44,831,000</td>
<td>2300</td>
</tr>
<tr>
<td>Ohio Wesleyan</td>
<td>7,500,000</td>
<td>2200</td>
</tr>
<tr>
<td>Wabash</td>
<td>11,688,000</td>
<td>800</td>
</tr>
<tr>
<td>Wooster</td>
<td>8,103,000</td>
<td>1400</td>
</tr>
</tbody>
</table>

*Two Quarters

There probably was a time when the lack of endowment would not have been as significant as it is today. The buildings on our campus were few and the requirements for vast investments in equipment were much less than they are at present. Also, faculty salaries were relatively much lower. Many new buildings have been added to our campus with the result that our operating costs are increased by 3-4% of the cost of the building a year. For example, we are presently constructing a Physics-Mathematics Building which must be equipped with very expensive pieces of apparatus and additional income of great magnitude will be necessary to maintain the building and to replace the equipment as it is used. It is, therefore, incumbent on us to provide the necessary income for this purpose. This means finding donors for endowment funds in addition to those who can support the College annually for operating purposes.

The question of the percentage of cost that should be borne by the student and his family is probably a debatable matter and it may be argued by some that if a student had to bear 100% of the cost, it would be satisfactory inasmuch as he is the beneficiary of educational opportunities afforded to him. This, however, is not completely true inasmuch as educated persons promote the general welfare of the State, the Community and the Church. Moreover, the question in the case of a private college is not that simply answered inasmuch as we live in an era of great public colleges subsidized by the State by means of very high taxes charged to its citizens. Consequently, it is possible to charge the student very little by way of tuition with the result that it is very tempting to a prospective student to be influenced in his choice of colleges pretty much by the tuition that is charged.

If, therefore, Hope College is to continue to be of influence in the world and in the Church, the financial structure must be changed so that in the years to come the percentage of cost charged to the student will decrease. It is only in this manner that we can continue to serve the children of the Church and of the alumni who desire and need its services.

1964 VILLAGE SQUARE

The Eighth Annual Village Square sponsored by the Women’s League for Hope College will be held on the campus on Friday, July 31. Mrs. A. C. Beukema, Jr. of Jenison is the chairman. New features will include a tour of the President’s home to view special displays in each room and an old fashioned ice cream parlor on the terrace; a Holiday Booth providing decorations for all holidays of the year; Hand made ski sweaters in the Needlework Specialty Shop.

These plus the ever popular Imports Booth, Wisconsin cheese and sausage, aprons, linens, white elephants, stuffed toys and doll clothes, jams, jellies, candies, pickles and bargains, baked goods, and good things to eat all day. Bring the family and plan those “reunions” now for Village Square day.

The financial report for the 1963 Village Square showed a net profit of $10,222.71.
The Money Behind Our Colleges

Are America's colleges and universities in good financial health—or bad?

Are they pricing themselves out of many students' reach? Or can—and should—students and their parents carry a greater share of the cost of higher education?

Can state and local governments appropriate more money for higher education? Or is there a danger that taxpayers may "revolt"?

Does the federal government—now the third-largest provider of funds to higher education—pose a threat to the freedom of our colleges and universities? Or is the "threat" groundless, and should higher education seek even greater federal support?

Can private donors—business corporations, religious denominations, foundations, alumni, and alumnae—increase their gifts to colleges and universities as greatly as some authorities say is necessary? Or has private philanthropy gone about as far as it can go?

There is no set of "right" answers to such questions. College and university financing is complicated, confusing, and often controversial, and even the administrators of the nation's institutions of higher learning are not of one mind as to what the best answers are.

One thing is certain: financing higher education is not a subject for "insiders," alone. Everybody has a stake in it.
These days, most of America's colleges and universities manage to make ends meet. Some do not: occasionally, a college shuts its doors, or changes its character, because in the jungle of educational financing it has lost the fiscal fitness to survive. Certain others, qualified observers suspect, hang onto life precariously, sometimes sacrificing educational quality to conserve their meager resources. But most U.S. colleges and universities survive, and many do so with some distinction. On the surface, at least, they appear to be enjoying their best financial health in history.

The voice of the bulldozer is heard in our land, as new buildings go up at a record rate. Faculty salaries in most institutions—at critically low levels not long ago—are, if still a long distance from the high-tax brackets, substantially better than they used to be. Appropriations of state funds for higher education are at an all-time high. The federal government is pouring money into the campuses at an unprecedented rate. Private gifts and grants were never more numerous. More students than ever before, paying higher fees than ever before, crowd the classrooms.

How real is this apparent prosperity? Are there danger signals? One purpose of this report is to help readers find out.

How do colleges and universities get the money they run on?

By employing a variety of financing processes and philosophies.

By conducting, says one participant, the world's busiest patchwork quilting-bee.

U.S. higher education's balance sheets—the latest of which shows the country's colleges and universities receiving more than $7.3 billion in current-fund income—have been known to baffle even those men and women who are at home in the depths of a corporate financial statement. Perusing them, one learns that even the basic terms have lost their old, familiar meanings.

"Private" institutions of higher education, for example, receive enormous sums of "public" money—including more federal research funds than go to all so-called "public" colleges and universities.

And "public" institutions of higher education own some of the largest "private" endowments. (The endowment of the University of Texas, for instance, has a higher book value than Yale's.)

When the English language fails him so completely, can higher education's balance-sheet reader be blamed for his bafflement?

In a recent year, U.S. colleges and universities got their current-fund income in this fashion:

20.7% came from student tuition and fees.
18.9% came from the federal government.
22.9% came from state governments.
2.6% came from local governments.
6.4% came from private gifts and grants.
9.4% was other educational and general income, including income from endowments.
17.5% came from auxiliary enterprises, such as dormitories, cafeterias, and dining halls.
1.6% was student-aid income.
Such a breakdown, of course, does not match the income picture at any actual college or university. It includes institutions of many shapes, sizes, and financial policies. Some heat their classrooms and pay their professors largely with money collected from students. Others receive relatively little from this source. Some balance their budgets with large sums from governments. Others not only receive no such funds, but may actively spurn them. Some draw substantial interest from their endowments and receive gifts and grants from a variety of sources.
"There is something very reassuring about this assorted group of patrons of higher education," writes a college president. "They are all acknowledging the benefits they derive from a strong system of colleges and universities. Churches that get clergy, communities that get better citizens, businesses that get better employees—all share in the costs of the productive machinery, along with the student . . . ."
In the campus-to-campus variations there is often a deep significance; an institution's method of financing may tell as much about its philosophies as do the most eloquent passages in its catalogue. In this sense, one should understand that whether a college or university receives enough income to survive is only part of the story. How and where it gets its money may have an equally profound effect upon its destiny.

from Students

Last fall, some 4.4 million young Americans were enrolled in the nation's colleges and universities—2.7 million in public institutions, 1.7 million in private.
For most of them, the enrollment process included a stop at a cashier's office, to pay tuition and other educational fees.
How much they paid varied considerably from one campus to another. For those attending public institutions, according to a U.S. government survey, the median in 1962-63 was $170 per year. For those attending private institutions, the median was $690—four times as high.
There were such differences as these:
In public universities, the median charge was $268.
In public liberal arts colleges, it was $168.
In public teachers colleges, it was $208.
In public junior colleges, it was $113.
Such educational fees, which do not include charges for meals or dormi-
Are tuition charges becoming too burdensome?

tory rooms, brought the nation’s public institutions of higher education a total of $415 million—one-tenth of their entire current-fund income.

By comparison:
In private universities, the median charge was $1,038.
In private liberal arts colleges, it was $751.
In private teachers colleges, it was $575.
In private junior colleges, it was $502.

In 1961-62, such student payments brought the private colleges and universities a total of $1.1 billion—more than one-third of their entire current-fund income.

From all students, in all types of institution, America’s colleges and universities thus collected a total of $1.5 billion in tuition and other educational fees.

No nation puts more stock in maximum college attendance by its youth than does the United States,” says an American report to an international committee. “Yet no nation expects those receiving higher education to pay a greater share of its cost.”

The leaders of both private and public colleges and universities are worried by this paradox.

Private-institution leaders are worried because they have no desire to see their campuses closed to all but the sons and daughters of well-to-do families. But, in effect, this is what may happen if students must continue to be charged more than a third of the costs of providing higher education—costs that seem to be eternally on the rise. (Since one-third is the average for all private colleges and universities, the students’ share of costs is lower in some private colleges and universities, considerably higher in others.)

Public-institution leaders are worried because, in the rise of tuition and other student fees, they see the eventual collapse of a cherished American dream: equal educational opportunity for all. Making students pay a greater part of the cost of public higher education is no mere theoretical threat; it is already taking place, on a broad scale. Last year, half of the state universities and land-grant institutions surveyed by the federal government reported that, in the previous 12 months, they had had to increase the tuition and fees charged to home-state students. More than half had raised their charges to students who came from other states.

Can the rise in tuition rates be stopped—at either public or private colleges and universities?

A few vocal critics think it should not be; that tuition should, in fact, go up. Large numbers of students can afford considerably more than they are now paying, the critics say.

"Just look at the student parking lots. You and I are helping to pay for those kids' cars with our taxes,” one campus visitor said last fall.

Asked an editorial in a Tulsa newspaper:
"Why should taxpayers, most of whom have not had the advantage of college education, continue to subsidize students in state-supported universities who have enrolled, generally, for the frank purpose of eventually earning more than the average citizen?"

An editor in Omaha had similar questions:

"Why shouldn't tuition cover more of the rising costs? And why shouldn't young people be willing to pay higher tuition fees, and if necessary borrow the money against their expected earnings? And why shouldn't tuition charges have a direct relationship to the prospective earning power—less in the case of the poorer-paid professions and more in the case of those which are most remunerative?"

Such questions, or arguments-in-the-form-of-questions, miss the main point of tax-supported higher education, its supporters say.

"The primary beneficiary of higher education is society," says a joint statement of the State Universities Association and the Association of State Universities and Land-Grant Colleges.

"The process of making students pay an increasing proportion of the costs of higher education will, if continued, be disastrous to American society and to American national strength.

"It is based on the theory that higher education benefits only the individual and that he should therefore pay immediately and directly for its cost—through borrowing if necessary..."

"This is a false theory... It is true that great economic and other benefits do accrue to the individual, and it is the responsibility of the individual to help pay for the education of others on this account—through taxation and through voluntary support of colleges and universities, in accordance with the benefits received. But even from the narrowest of economic standpoints, a general responsibility rests on society to finance higher education. The businessman who has things to sell is a beneficiary, whether he attends college or not, whether his children do or not..."

Says a university president: "I am worried, as are most educators, about the possibility that we will price ourselves out of the market."

For private colleges—already forced to charge for a large part of the cost of providing higher education—the problem is particularly acute. As costs continue to rise, where will private colleges get the income to meet them, if not from tuition?

After studying 100 projections of their budgets by private liberal arts colleges, Sidney G. Tickton, of the Fund for the Advancement of Education, flatly predicted:

"Tuition will be much higher ten years hence."

Already, Mr. Tickton pointed out, tuition at many private colleges is beyond the reach of large numbers of students, and scholarship aid isn't large enough to help. "Private colleges are beginning to realize that they haven't been taking many impecunious students in recent years. The figures show that they can be expected to take an even smaller proportion in the future."
"The facts are indisputable. Private colleges may not like to admit this or think of themselves as educators of only the well-heeled, but the signs are that they aren't likely to be able to do very much about it in the decade ahead."

What is the outlook at public institutions? Members of the Association of State Colleges and Universities were recently asked to make some predictions on this point. The consensus:

They expect the tuition and fees charged to their home-state students to rise from a median of $200 in 1962-63 to $230, five years later. In the previous five years, the median tuition had increased from $150 to $200. Thus the rising-tuition trend would not be stopped, they felt—but it would be slowed.

The only alternative to higher tuition, whether at public or private institutions, is increased income from other sources—taxes, gifts, grants. If costs continue to increase, such income will have to increase not merely in proportion, but at a faster rate—if student charges are to be held at their present levels.

What are the prospects for these other sources of income? See the pages that follow.

from States

Colleges and universities depend upon many sources for their financial support. But one source towers high above all the rest: the American taxpayer.

The taxpayer provides funds for higher education through all levels of government—federal, state, and local.

Together, in the most recent year reported, governments supplied 44.4 per cent of the current-fund income of all U.S. colleges and universities—a grand total of $3.2 billion.

This was more than twice as much as all college and university students paid in tuition fees. It was nearly seven times the total of all private gifts and grants.

By far the largest sums for educational purposes came from state and local governments: $1.9 billion, altogether. (Although the federal government's over-all expenditures on college and university campuses were large—nearly $1.4 billion—all but $262 million was earmarked for research.)

States have had a financial interest in higher education since the nation's founding. (Even before independence, Harvard and other colonial colleges had received government support.) The first state university, the University of Georgia, was chartered in 1785. As settlers
moved west, each new state received two townships of land from the federal government, to support an institution of higher education.

But the true flourishing of publicly supported higher education came after the Civil War. State universities grew. Land-grant colleges were founded, fostered by the Morrill Act of 1862. Much later, local governments entered the picture on a large scale, particularly in the junior-college field.

Today, the U.S. system of publicly supported colleges and universities is, however, one measures it, the world’s greatest. It comprises 743 institutions (345 local, 386 state, 12 federal), compared with a total of 1,357 institutions that are privately controlled.

Enrollments in the public colleges and universities are awesome, and certain to become more so.

As recently as 1950, half of all college and university students attended private institutions. No longer—and probably never again. Last fall, the public colleges and universities enrolled 60 per cent—one million more students than did the private institutions. And, as more and more young Americans go to college in the years ahead, both the number and the proportion attending publicly controlled institutions will soar.

By 1970, according to one expert projection, there will be 7 million college and university students. Public institutions will enroll 67 per cent of them.

By 1980, there will be 10 million students. Public institutions will enroll 75 per cent of them.

The financial implications of such enrollments are enormous. Will state and local governments be able to cope with them?

In the latest year for which figures have been tabulated, the current-fund income of the nation’s public colleges and universities was $4.1 billion. Of this total, state and local governments supplied more than $1.8 billion, or 44 per cent. To this must be added $790 million in capital outlays for higher education, including $613 million for new construction.

In the fast-moving world of public-college and university financing, such heady figures are already obsolete. At present, reports the Committee for Economic Development, expenditures for higher education are the fastest-growing item of state and local-government financing. Between 1962 and 1968, while expenditures for all state and local-government activities will increase by about 50 per cent, expenditures for higher education will increase 120 per cent. In 1962, such expenditures represented 9.5 per cent of state and local tax income; in 1968, they will take 12.3 per cent.

Professor M.M. Chambers, of the University of Michigan, has tallied up each state’s tax-fund appropriations to colleges and universities (see list, next page). He cautions readers not to leap to interstate comparisons; there are too many differences between the practices of the 50 states to make such an exercise valid. But the differences do not obscure

CONTINUED
the fact that, between fiscal year 1961 and fiscal 1963, all states except Alabama and Montana increased their tax-fund appropriations to higher education. The average was a whopping 24.5 per cent.

Can states continue to increase appropriations? No one answer will serve from coast to coast.

Poor states will have a particularly difficult problem. The Southern Regional Education Board, in a recent report, told why:

"Generally, the states which have the greatest potential demand for higher education are the states which have the fewest resources to meet the demand. Rural states like Alabama, Arkansas, Mississippi, and South Carolina have large numbers of college-age young people and relatively small per-capita income levels." Such states, the report concluded, can achieve educational excellence only if they use a larger proportion of their resources than does the nation as a whole.

A leading Western educator summed up his state’s problem as follows:

"Our largest age groups, right now, are old people and youngsters approaching college age. Both groups depend heavily upon the producing, taxpaying members of our economy. The elderly demand state-financed welfare; the young demand state-financed education.

"At present, however, the producing part of our economy is composed largely of ‘depression babies’—a comparatively small group. For the next few years, their per-capita tax burden will be pretty heavy, and it may be hard to get them to accept any big increases."

But the alternatives to more tax money for public colleges and universities—higher tuition rates, the turning away of good students—may be even less acceptable to many taxpayers. Such is the hope of those who believe in low-cost, public higher education.

Every projection of future needs shows that state and local governments must increase their appropriations vastly, if the people’s demands for higher education are to be met. The capacity of a government to make such increases, as a California study has pointed out, depends on three basic elements:

1) The size of the "stream of income" from which the support for higher education must be drawn;
2) The efficiency and effectiveness of the tax system; and
3) The will of the people to devote enough money to the purpose. Of these elements, the third is the hardest to analyze, in economic terms. It may well be the most crucial.

Here is why:

In their need for increased state and local funds, colleges and universities will be in competition with growing needs for highways, urban renewal, and all the other services that citizens demand of their governments. How the available tax funds will be allocated will depend, in large measure, on how the people rank their demands, and how insistently they make the demands known.
"No one should know better than our alumni the importance of having society invest its money and faith in the education of its young people," Allan W. Ostar, director of the Office of Institutional Research, said recently. "Yet all too often we find alumni of state universities who are not willing to provide the same opportunity to future generations that they enjoyed. Our alumni should be leading the fight for adequate tax support of our public colleges and universities.

"If they don't, who will?"

To some Americans, the growth of state-supported higher education, compared with that of the private colleges and universities, has been disturbing for other reasons than its effects upon the tax rate.

One cause of their concern is a fear that government dollars inevitably will be accompanied by a dangerous sort of government control. The fabric of higher education, they point out, is laced with controversy, new ideas, and challenges to all forms of the status quo. Faculty members, to be effective teachers and researchers, must be free of reprisal or fears of reprisal. Students must be encouraged to experiment, to question, to disagree.

The best safeguard, say those who have studied the question, is legal autonomy for state-supported higher education: independent boards of regents or trustees, positive protections against interference by state agencies, post-audits of accounts but no line-by-line political control over budget proposals—the latter being a device by which a legislature might be able to cut the salary of an "offensive" professor or stifle another's research. Several state constitutions already guarantee such autonomy to state universities. But in some other states, college and university administrators must be as adept at politicking as at educating, if their institutions are to thrive.

Another concern has been voiced by many citizens. What will be the effects upon the country's private colleges, they ask, if the public-higher-education establishment continues to expand at its present rate? With state-financed institutions handling more and more students—and, generally, charging far lower tuition fees than the private institutions can afford—how can the small private colleges hope to survive?

President Robert D. Calkins, of the Brookings Institution, has said:

"Thus far, no promising alternative to an increased reliance on public institutions and public support has appeared as a means of dealing with the expanding demand for education. The trend may be checked, but there is nothing in sight to reverse it . . . .

"Many weak private institutions may have to face a choice between insolvency, mediocrity, or qualifying as public institutions. But enlarged opportunities for many private and public institutions will exist, often through cooperation. . . . By pooling resources, all may be strengthened. . . . In view of the recent support the liberal arts colleges have elicited, the more enterprising ones, at least, have an undisputed role for future service."
18.9 per cent from Washington

I seem to spend half my life on the jets between here and Washington," said an official of a private university on the West Coast, not long ago.

"We've decided to man a Washington office, full time," said the spokesman for a state university, a few miles away.

For one in 20 U.S. institutions of higher education, the federal government in recent years has become one of the biggest facts of financial life. For some it is the biggest. "The not-so-jolly long-green giant," one man calls it.

Washington is no newcomer to the campus scene. The difference, today, is one of scale. Currently the federal government spends between $1 billion and $2 billion a year at colleges and universities. So vast are the expenditures, and so diverse are the government channels through which they flow to the campuses, that a precise figure is impossible to come by. The U.S. Office of Education's latest estimate, covering fiscal 1962, is that Washington was the source of $1.389 billion—or nearly 19 per cent—of higher education's total current-fund income.

"It may readily be seen," said Congresswoman Edith Green of Oregon, in a report last year to the House Committee on Education and Labor, "that the question is not whether there shall be federal aid to education."

Federal aid exists. It is big and is growing.

The word aid, however, is misleading. Most of the federal government's expenditures in higher education—more than four and a half times as much as for all other purposes combined—are for research that the government needs. Thus, in a sense, the government is the purchaser of a commodity; the universities, like any other producer with whom the government does business, supply that commodity. The relationship is one of quid pro quo.

Congresswoman Green is quick to acknowledge this fact:

"What has not been... clear is the dependency of the federal government on the educational system. The government relies upon the universities to do those things which cannot be done by government personnel in government facilities.

"It turns to the universities to conduct basic research in the fields of agriculture, defense, medicine, public health, and the conquest of space, and even for managing and staffing of many governmental research laboratories.

"It relies on university faculty to judge the merits of proposed research.

"It turns to them for the management and direction of its foreign aid programs in underdeveloped areas of the world."
"It relies on them for training, in every conceivable field, of government personnel—both military and civilian."

The full range of federal-government relationships with U.S. higher education can only be suggested in the scope of this report. Here are some examples:

Land-grant colleges had their origins in the Morrill Land Grant College Act of 1862, when the federal government granted public lands to the states for the support of colleges "to teach such branches of learning as are related to agriculture and the mechanic arts," but not excluding science and classics. Today there are 68 such institutions. In fiscal 1962, the federal government distributed $10.7 million in land-grant funds.

The armed forces operate officers training programs in the colleges and universities—their largest source of junior officers.

Student loans, under the National Defense Education Act, are the major form of federal assistance to undergraduate students. They are administered by 1,534 participating colleges and universities, which select recipients on the basis of need and collect the loan repayments. In fiscal 1962, more than 170,000 undergraduates and nearly 15,000 graduate students borrowed $90 million in this way.

"The success of the federal loan program," says the president of a college for women, "is one of the most significant indexes of the important place the government has in financing private as well as public educational institutions. The women's colleges, by the way, used to scoff at the loan program. 'Who would marry a girl with a debt?' people asked. 'A girl's dowry shouldn't be a mortgage,' they said. But now more than 25 per cent of our girls have government loans, and they don't seem at all perturbed.'"

Fellowship grants to graduate students, mostly for advanced work in science or engineering, supported more than 35,000 persons in fiscal 1962. Cost to the government: nearly $104 million. In addition, around 20,000 graduate students served as paid assistants on governmentsponsored university research projects.

Dormitory loans through the college housing program of the Housing and Home Finance Agency have played a major role in enabling colleges and universities to build enough dormitories, dining halls, student unions, and health facilities for their burgeoning enrollments. Between 1951 and 1961, loans totaling more than $1.5 billion were approved. Informed observers believe this program finances from 35 to 45 per cent of the total current construction of such facilities.

Grants for research facilities and equipment totaled $98.5 million in fiscal 1962, the great bulk of which went to universities conducting scientific research. The National Science Foundation, the National Institutes of Health, the National Aeronautics and Space Administration, and the Atomic Energy Commission are the principal sources of such grants. A Department of Defense program enables institutions to build facilities and write off the cost.

To help finance new classrooms, libraries, and laboratories, Congress last year passed a $1.195 billion college aid program and, said President
Johnson, thus was “on its way to doing more for education than any since the land-grant college bill was passed 100 years ago.”

Support for medical education through loans to students and funds for construction was authorized by Congress last fall, when it passed a $236 million program.

To strengthen the curriculum in various ways, federal agencies spent approximately $9.2 million in fiscal 1962. Samples: A $2 million National Science Foundation program to improve the content of science courses; a $2 million Office of Education program to help colleges and universities develop, on a matching-fund basis, language and area-study centers; a $2 million Public Health Service program to expand, create, and improve graduate work in public health.

Support for international programs involving U.S. colleges and universities came from several federal sources. Examples: Funds spent by the Peace Corps for training and research totaled more than $7 million. The Agency for International Development employed some 70 institutions to administer its projects overseas, at a cost of about $26 million. The State Department paid nearly $6 million to support more than 2,500 foreign students on U.S. campuses, and an additional $1.5 million to support more than 700 foreign professors.

But the greatest federal influence, on many U.S. campuses, comes through the government’s expenditures for research.

As one would expect, most of such expenditures are made at universities, rather than at colleges (which, with some exceptions, conduct little research).

In the 1963 Godkin Lectures at Harvard, the University of California’s President Clark Kerr called the federal government’s support of research, starting in World War II, one of the “two great impacts [which], beyond all other forces, have molded the modern American university system and made it distinctive.” (The other great impact: the land-grant college movement.)

At the institutions where they are concentrated, federal research funds have had marked effects. A self-study by Harvard, for example, revealed that 90 per cent of the research expenditures in the university’s physics department were paid for by the federal government; 67 per cent in the chemistry department; and 95 per cent in the division of engineering and applied physics.

Is this government-dollar dominance in many universities’ research budgets a healthy development?

After analyzing the role of the federal government on their campuses, a group of universities reporting to the Carnegie Foundation for the Advancement of Teaching agreed that “the effects [of government expenditures for campus-based research projects] have, on balance, been salutary.”

Said the report of one institution:

“The opportunity to make expenditures of this size has permitted a
research effort far superior to anything that could have been done without recourse to government sponsors. . . .

"Any university that declined to participate in the growth of sponsored research would have had to pay a high price in terms of the quality of its faculty in the science and engineering areas. . . ."

However, the university-government relationship is not without its irritations.

One of the most irksome, say many institutions, is the government's failure to reimburse them fully for the "indirect costs" they incur in connection with federally sponsored research—costs of administration, of libraries, of operating and maintaining their physical plant. If the government fails to cover such costs, the universities must—often by drawing upon funds that might otherwise be spent in strengthening areas that are not favored with large amounts of federal support, e.g., the humanities.

Some see another problem: faculty members may be attracted to certain research areas simply because federal money is plentiful there. "This . . . may tend to channel their efforts away from other important research and . . . from their teaching and public-service responsibilities," one university study said.

The government's emphasis upon science, health, and engineering, some persons believe, is another drawback to the federal research expenditures. "Between departments, a form of imbalance may result," said a recent critique. "The science departments and their research may grow and prosper. The departments of the humanities and social sciences may continue, at best, to maintain their status quo."

"There needs to be a National Science Foundation for the humanities," says the chief academic officer of a Southern university which gets approximately 20 per cent of its annual budget from federal grants.

"Certainly government research programs create imbalances within departments and between departments," said the spokesman for a leading Catholic institution, "but so do many other influences at work within a university. . . . Imbalances must be lived with and made the most of, if a level of uniform mediocrity is not to prevail."

The concentration of federal funds in a few institutions—usually the institutions which already are financially and educationally strong—makes sense from the standpoint of the quid pro quo philosophy that motivates the expenditure of most government funds. The strong research-oriented universities, obviously, can deliver the commodity the government wants.

But, consequently, as a recent Carnegie report noted, "federal support is, for many colleges and universities, not yet a decisive or even a highly influential fact of academic life."

Why, some persons ask, should not the government conduct equally well-financed programs in order to improve those colleges and universities which are not strong—and thus raise the quality of U.S. higher education as a whole?
This question is certain to be warmly debated in years to come. Coupled with philosophical support or opposition will be this pressing practical question: can private money, together with state and local government funds, solve higher education's financial problems, without resort to Washington? Next fall, when the great, long-predicted "tidal wave" of students at last reaches the nation's campuses, the time of testing will begin.

6.4 per cent from Gifts and Grants

PRIVATE INSTITUTIONS: 11.6% of their income comes from gifts and grants.

PUBLIC INSTITUTIONS: 2.3% of their income comes from gifts and grants.

As a source of income for U.S. higher education, private gifts and grants are a comparatively small slice on the pie charts: 11.6% for the private colleges and universities, only 2.3% for public.

But, to both types of institution, private gifts and grants have an importance far greater than these percentages suggest.

"For us," says a representative of a public university in the Midwest, "private funds mean the difference between the adequate and the excellent. The university needs private funds to serve purposes for which state funds cannot be used: scholarships, fellowships, student loans, the purchase of rare books and art objects, research seed grants, experimental programs."

"Because the state provides basic needs," says another public university man, "every gift dollar can be used to provide for a margin of excellence."

Says the spokesman for a private liberal arts college: "We must seek gifts and grants as we have never sought them before. They are our one hope of keeping educational quality up, tuition rates down, and the student body democratic. I'll even go so far as to say they are our main hope of keeping the college, as we know it, alive."

From 1954–55 through 1960–61, the independent Council for Financial Aid to Education has made a biennial survey of the country's colleges and universities, to learn how much private aid they received. In four surveys, the institutions answering the council's questionnaires reported they had received more than $2.4 billion in voluntary gifts.

Major private universities received $1,046 million.
Private coeducational colleges received $628 million.
State universities received nearly $320 million.
Professional schools received $171 million.
Private women's colleges received $126 million.
Private men's colleges received $117 million.
Junior colleges received $31 million.
Municipal universities received nearly $16 million.
Over the years covered by the CFAE's surveys, these increases took place:
- Gifts to the private universities went up 95.6%.
- Gifts to private coed colleges went up 82%.
- Gifts to state universities went up 184%.
- Gifts to professional schools went up 134%.

Where did the money come from? Gifts and grants reported to the council came from these sources:
- General welfare foundations gave $653 million.
- Non-alumni donors gave $539.7 million.
- Alumni and alumnae gave $496 million.
- Business corporations gave $345.8 million.
- Religious denominations gave $216 million.
- Non-alumni, non-church groups gave $139 million.
- Other sources gave $66.6 million.

All seven sources increased their contributions over the period.

But the records of past years are only preludes to the voluntary giving of the future, experts feel.

Dr. John A. Pollard, who conducts the surveys of the Council for Financial Aid to Education, estimates conservatively that higher education will require $9 billion per year by 1969-70, for educational and general expenditures, endowment, and plant expansion. This would be 1.3 per cent of an expected $700 billion Gross National Product.

Two billion dollars, Dr. Pollard believes, must come in the form of private gifts and grants. Highlights of his projections:
- **Business corporations** will increase their contributions to higher education at a rate of 16.25 per cent a year. Their 1969-70 total: $508 million.
- **Foundations** will increase their contributions at a rate of 14.5 per cent a year. Their 1969-70 total: $520.7 million.
- **Alumni** will increase their contributions at a rate of 14.5 per cent a year. Their 1969-70 total: $591 million.
- **Non-alumni individuals** will increase their contributions at a rate of 12.6 per cent a year. Their 1969-70 total: $524.6 million.
- **Religious denominations** will increase their contributions at a rate of 12.7 per cent. Their 1969-70 total: $215.6 million.
- **Non-alumni, non-church groups** and other sources will increase their contributions at rates of 4 per cent and 1 per cent, respectively. Their 1969-70 total: $62 million.

"I think we must seriously question whether these estimates are realistic," said a business man, in response to Dr. Pollard's estimate of 1969-70 gifts by corporations. "Corporate funds are not a bottomless pit; the support the corporations give to education is, after all, one of the costs of doing business. . . . It may become more difficult to provide for such support, along with other foreseeable increased costs, in setting product prices. We cannot assume that all this money is going to be available simply because we want it to be. The more fruit you shake from the tree, the more difficult it becomes to find still more."

Coming: a need for $9 billion a year. Impossible?
But others are more optimistic. Says the CFAE:

“Fifteen years ago nobody could safely have predicted the level of voluntary support of higher education in 1962. Its climb has been spectacular. . . .

“So, on the record, it probably is safe to say that the potential of voluntary support of U.S. higher education has only been scratched. The people have developed a quenchless thirst for higher learning and, equally, the means and the will to support its institutions adequately.”

Alumni and Alumnae will have a critical role to play in determining whether the projections turn out to have been sound or unrealistic.

Of basic importance, of course, are their own gifts to their alma maters. The American Alumni Council, in its most recent year’s compilation, reported that alumni support, as measured from the reports of 927 colleges and universities, had totaled $196.7 million—a new record.

Lest this figure cause alumni and alumnae to engage in unrestrained self-congratulations, however, let them consider these words from one of the country’s veteran (and most outspoken) alumni secretaries:

“Of shocking concern is the lack of interest of most of the alumni. . . .

The country over, only about one-fifth on the average pay dues to their alumni associations; only one-fourth on the average contribute to their alumni funds. There are, of course, heartwarming instances where participation reaches 70 and 80 per cent, but they are rare. . . .”

Commenting on these remarks, a fund-raising consultant wrote:

“The fact that about three-fourths of college and university alumni do not contribute anything at all to their alma maters seems to be a strong indication that they lack sufficient feeling of responsibility to support these institutions. There was a day when it could be argued that this support was not forthcoming because the common man simply did not have funds to contribute to universities. While this argument is undoubtedly used today, it carries a rather hollow ring in a nation owning nearly two cars for every family and so many pleasure boats that there is hardly space left for them on available water.”

Alumni support has an importance even beyond the dollars that it yields to higher education. More than 220 business corporations will match their employees’ contributions. And alumni support—particularly the percentage of alumni who make gifts—is frequently used by other prospective donors as a guide to how much they should give.

Most important, alumni and alumnae wear many hats. They are individual citizens, corporate leaders, voters, taxpayers, legislators, union members, church leaders. In every role, they have an effect on college and university destinies. Hence it is alumni and alumnae, more than any other group, who will determine whether the financial health of U.S. higher education will be good or bad in years to come.

What will the verdict be? No reader can escape the responsibility of rendering it.

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. (The editors, of course, speak for themselves and not for their institutions.)

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At the time of his death Dr. Banninga was living in retirement at "Pilgrim Place" in Claremont, California, where Mrs. Banninga still makes her home.

Mr. May and Dr. Powell have begun to order books and to assemble the collection which is presently housed in the Van Zoeren Room of the library.

TUITION HIKE President Calvin A. VanderWerf announced that the Hope College Board of Trustees has authorized a $100 increase in tuition effective September of 1964. This will increase next year's tuition to $950 from $850.

When making the announcement, President VanderWerf stated, "It is our responsibility to students, faculty, alumni and friends of the college to provide educational opportunities and facilities of true merit and quality."

"If we are to maintain our position of leadership among American colleges, we must continue to improve the salaries of our faculty and to offer the best physical facilities available.

"Education costs, like the costs of all of today's services, are constantly rising. It is impossible to offer our students a 'discount' education and expect to provide top quality teachers and first-class facilities."

Dr. VanderWerf emphasized that the decision to raise tuition was made with the greatest reluctance.

He observed that tuition income, even with the projected increase, does not cover the total expense of a student's education. "From non-tuition sources—gifts and grants from alumni, foundations, the Reformed Church and friends—each student, in effect, receives a generous scholarship covering an important part of his educational cost."

The president noted that in order to insure that deserving and qualified students, regardless of economic background, will not be denied educational opportunities at the college, the student financial aid program would be strengthened with additional income from alumni gifts.

"Last year's successful $100,000 alumni campaign, designated for scholarships, faculty salaries, and research, has been a great support to this program."

STUDENTS RECEIVE SCHOLARSHIPS Four Hope College students have each been awarded fellowships of $4,280 for graduate study at the University of Chicago in 1964-65 under the Ford Foundation Cooperative Three Year M.A. Program in the Humanities.

Winners of the fellowships are Hope seniors Nancy Zwart of Kalamazoo; Regina Mueller of North Bergen, New Jersey; Thomas Pool of Union City, New Jersey, son of Gerard '26 and E. Lillian Schmidt '27 Pool; and Linda Walvoord of Glen Rock, New Jersey, daughter of Christian '34 and Marie Verduin '34 Walvoord.
Each fellowship covers the expenses of four quarters of study, including full tuition and a living-costs allocation.

**SHELL GRANTS** Three grants totaling $1,500 designated as Shell Assists, have been received by Hope College from the Shell Companies Foundation. The first $500 grant is for unrestricted institutional use. The second $500 grant is for the personal professional development of individual faculty members. The final grant is designated for use by the chemistry, physics and mathematics department.

**GULF OIL GRANT** Hope College was presented with a cash grant of $726 for unrestricted use from Gulf Oil Corporation by W. D. Barbour, Area Gulf Sales Representative, and Herbert J. Kammeraad of Ottawa Oil Company of Holland, Michigan.

It was one of some 962 awards, totalling $500,000 that Gulf will distribute this year as direct, unrestricted grants to as many Universities and Colleges under its Aid-To-Education Program.

**FACULTY GRANTS** Dr. Irwin J. Brink ’52, associate professor of Chemistry at Hope College has been awarded a $20,420 research grant from the Petroleum Research Fund of the American Chemical Society.

The three-year grant was made to Dr. Brink as a result of his work in the area of very pure chemical substances done last summer at the National Bureau of Standards—also with the help of a Petroleum Research Fund grant.

The project will involve the purification of already existing chemicals and procedures for analyzing the chemicals to determine the extent of their purity will be utilized.

Dr. Brink credited Dr. Edward Wichers ’13, a research chemist and executive for the National Bureau of Standards, Washington, D.C. for his part in obtaining the grant for this research program.

**TWELVE MEMBERS** of the Hope College faculty will be traveling this summer as recipients of $7,000 in summer study grants.

**Dr. James Prins** ’38 and **Dr. Henry ten Hoor** are recipients of $1000 Den Uyl awards. The Den Uyl award is an annual $1,000 grant by Dr. Simon D. Den Uyl, chairman of the board of the Bohn Aluminum Company of Detroit. Because of the similarity of their careers, because they both received their Ed.D. degrees last December and since they both submitted applications for summer grants, Dr. Den Uyl ’19, decided to make two awards of $1,000 for this year only.

Dr. Prins plans to attend the University of London to take a program of Twentieth-Century English literature. Dr. ten Hoor plans to spend eight weeks in study of Elizabethan history, drama and music at Stanford University in California.

**Dr. Eva Van Schaack** ’29, associate professor of biology will travel to England and Scotland where she will read unpublished botany manuscripts, study at Birkenhead College, University of London, and attend the Tenth International Botanical Congress being held at the University of Edinburgh, Scotland, in August.

**Mr. Robert Cecil**, assistant professor of music, will study conducting at the Summer Institute of Orchestral Studies in Carmel, California. Dr. Robert W. Cavenaugh, chairman of the Music Department, plans to attend two choral director’s workshops during the summer months. Miss Jantina Holleman ’51, also of the music department, will travel to the University of Michigan, Michigan State University, Alma College, and the National Music Camp at Interlochen, Michigan in order to develop a music course for the new curriculum.

Mr. William Barlow, assistant professor of history, will study at the Ohio Historical Library, where he hopes to uncover information on the War of 1812 in the Northwest with the ultimate goal of publishing a short volume on the subject.

**Mr. Werner Heine**, professor of German will do research in Michigan on the rapidly changing cultural, economic and political characteristics of the non-industrialized countries and their relationship to the rest of the world.

Mr. Frank Sherburne, professor of Mathematics, will remain in Holland, Michigan, to work on the development of a new course for the mathematics department.

Mr. Daryl Siedentop ’60 of the physical education department will go to Bloomington, Indiana, to attend summer courses at the University of Indiana, and work with professional physical education students.

Dr. Harry Frissel ’42, chairman of the Physics Department, will spend the summer months in making a smooth transition of the department into its new building and in developing a new laboratory program commensurate with the new facilities.

Mrs. Marie Feyt, instructor in Romance Languages, plans to continue her studies of 19th and 20th Century literature either in France or at Michigan State University.

**TWO NEW FACULTY** Two new members have been added to the Hope College faculty for the second semester.

Miss Elizabeth Koch has joined the faculty as Instructor of Biology. She comes to Hope from Evanston, Illinois where she was attending Northwestern University and working on her Ph.D. degrees in Genetics. She received her BS degree from Mount Union College, Alliance, Ohio, and previously taught junior high science and English in the Elyria, Ohio, public schools.

Mr. Stanley Harrington ’58, joined the faculty as Instructor of Art. Mr. Harrington received his Master of Fine Arts degree from the State University of Iowa in 1961. From the fall of 1961 to the summer of 1963 he was chairman of the Art Department for Lake Forest High School, Lake Forest, Illinois. He is married to the former Jane Gouwens ’58 of South Holland, Illinois.

**ARCHIVES UP-TO-DATE** From 1952 to 1954 and again since 1962, Miss Janet B. Mulder ’16, archivist at Hope College, has been accumulating and systematically organizing information pertaining to the 113-year history of the college.

Although the recording of the college’s history and other material have not been completed, many college
students, graduate students, and alumni are already using the Archives for research.

Besides the general history of the college, the Archives contains bound copies of all college and student publications. These include the *Hope College Bulletin, Alumni Magazine, Anchor, Milestone, Opus*, and the *Newsletter.*

Also to be found in the room are the following: five of the eight president's inaugural programs and inaugural addresses, histories of Hope's honorary societies and local fraternities and sororities, honorary and earned degrees of alumni, biographical material of some of the alumni and professors, private collections of letters and scrapbooks, mementoes of alumni, and a partial list of gifts to the college. Miss Mulder has also begun to make a cumulative index of the archival material of the Reformed Church in America.

Should any alumnus have information concerning Dr. Scott's or Dr. Dimnent's inaugural address, or any material pertaining, please notify Miss Janet Mulder, Archives Office. All additions which alumni and friends of the college make to the Archives are carefully cataloged and filed.

**CAMPUS GUESTS** A renowned Swiss economist, Dr. Albert Hanold, executive member of the Board of Directors of the Swiss Institute of International Studies in Zurich was on the campus in March.

Dr. Hanold has served as secretary of the Zurich Stock Exchange and the Zurich Bankers Association and many other Swiss Economic institutions.

**THE DEPUTY DIRECTOR** of the International Labor Organization, David S. Blanchard, was a guest on the campus on March 9 and 10. Mr. Blanchard has been Deputy of the Washington Branch Office of the ILO since 1959. Prior to that time he specialized in maritime labor problems at ILO headquarters in Geneva, Switzerland.

He has travelled throughout the world serving as technical expert at various ILO Conferences and as a representative of the Director-General of the ILO.

**SCIENCE FUND** A committee of the Science Chapter of the Hope College Alumni Association has started a campaign to establish a "Science Fund" of $50,000 which will be used, in part, to match a grant available from the National Science Foundation and to create a new fund, the income of which would be used to purchase special laboratory equipment and to support the libraries of the various Science Departments and, further, to provide for lectures on scientific subjects at Hope College. The solicitation has been limited largely to former science course majors of Hope College but everyone is invited to contribute to this fund. Donations to the "Science Fund" should be thus identified and may be sent to Mr. Henry Steffens, treasurer of Hope College.

**ATHLETICS** Starting with a co-championship Football team for the 1963-64 school year, Hope finished third in cross country and fifth in basketball after winning five and losing seven of the MIAA games. However, Hope's Glenn Van Wieren made the MIAA team as he did last year.

Last year we reported winning both Calvin games; this year we must report that Calvin won these two crucial games! Next year?!?

Prospects for spring sports are very bright and we're still in the running for the All Sports Trophy which we last won in 1955.

*Gordon Brewer '48*, director of athletics, announced the beginnings in soccer and swimming have been accomplished this year, and that it is hoped that these two plus wrestling will become intercollegiate sports by 1964-65.

**HOPE'S ORATORS HONORED** Jacob Ngwa won first place in the 67th annual Men's Oratory Contest of the Michigan Intercollegiate Speech League held March 6, in Detroit, Michigan. Thelma Leenhouts won second place in the 57th annual Women's Oratory contest. The event was held under the auspices of the Detroit Institute of Technology.

A sophomore pre-med student from West Cameroon, Africa, Ngwa won a gold medal and the right to represent the state of Michigan in the annual contests of the Intercollegiate Oratorical Association to be held at Northwestern University in April. Speaking on "Our Common Tradition in Peril," concerning the problem of "apartheid" in South Africa, he won his preliminary round unanimous decision of the judges.

*Thelma Leenhouts*, daughter of Jack '38 and Thelma Kooiker '39 Leenhouts, sophomore from Holland, spoke on "Men of Conscience." She won a silver medal with her second place position.

Three of Michigan's best student speakers won top honors at the annual Michigan Intercollegiate Peace Speech Association Oratory and Extempore Speaking contests held March 20 and 21, at the University of Michigan.

*James Korf*, a Grand Rapids senior, took first place in the Men's oratory division from a field of six contestants. His oration was entitled "And Old Hate Walked on Through Time."

Taking second place honors in the women's oratory division was *Della Rue Kuiper*, a junior from Gary, Indiana. Her title was, "So You're An American, Aren't You?"

In the Men's finals of the Extempore contest senior *Peter Paulsen* of Elmsford, New York took first place speaking on the general topic, "Peace, Poverty and Population."

Korf and Paulsen are now eligible to compete in the National Peace Oratory and Extempore contests.

Students from ten of Michigan's colleges and universities competed in the various contests: Adrian, Calvin, Central Michigan, Detroit Institute of Technology, Eastern Michigan, Olivet, University of Detroit, Wayne State, University of Michigan, and Hope College.
**BIRTHS**


Wayne '58 and Joyce Ver Schure '58 Nyboer, Pamela Joy, August 14, 1963, Holland.

Roger W. '64 and Karen Leffgren '62 Jansma, Martin Theodore, January 18, Mineola, N. Y.

James '56 and Barbara Jeffrey '56 Neefel, John Philip, January 20, Albany, N. Y.

Henry '55 and Mrs. Tan, daughter, January 10, Wilmington, Dela.

Ray '54 and Laura Vedder, Mary Beth, January 21, Riverdale, N. J.

Byron '54 and Marcia Welch '59 Aldrich, Linda Marie, October 2, 1963, Ann Arbor.

William H. '56 and Doris Stoffregen '56 Latham, William Harris III and Lisa Lucille, January 7, Jersey City.

Robert '59 and Mary Whitlock '62 deForest, Donna Jean, December 4, Rochester, N. Y.

Paul '59 and Marilyn Hendrickson '60 Benes, Joy Colleen, April 11, 1960; Brenda Jo, January 25, 1962; Maribeth, December 21, 1963, Haskell, N. J.

Robert J. and Joan Van Wingeren '56 Retsema, Janet Lynn, February 5, Grand Rapids.

James '60 and Marylin Boughton '60 Evers, Carol, January 9, Huntington Sta., N. Y.

William G. '60 and Sharon Smith '61 Hall, Kristin Elizabeth, Tonawanda, N. Y.


John '59 and Ethelanne Swets '60 Ten Pas, Holly Sue, January 11, Muskegon.


Bernard '50 and Donna Hoogerhyde '56 Hakken, Matthew Donald, March 11, Muskegon.

Fred H. '62 and Katherine Ter Reek '60 Allen, Scott Howard, September 12, 1962, Holland.

Charles M. '60 and Donna Staal '62 Coulson, Leslie Ann, February 22, San Bruno, Calif.

Elliott C. and Dorothy Kroontje '59 Ricehill, Elliott Charles, Jr., December 27, Magnolia, Minn.


**WEDDINGS**

Roger A. Potter '60 and Roberta Kelly, January 25, Ann Arbor.

Richard J. Wyma '58 and Janice Hope Dirkse, January 10, Grand Rapids.


Martha Diephuis '61 and Hurshal S. Clark, January 14, South Haven, Mich.

Carol Ann Vander Meer '59 and David A. Bechtel, June 23, 1963, Battle Creek.

Charles J. Wiers '65 and Marsha Kaper '64, January 25, Hamilton, Mich.

Norma Houtman '63 and Anthony Michalkow, February 14, Hilkenbach, Germany.

Shirley Ann Zick '60 and John W. Vanderley, December 21, Holland.

Milton Nieuwsma '63 and Marilee Gordon, February 1, Detroit.

Donald Gallo '60 and Barbara Cantalini, February 22, Stanford, Conn.

Zip—zip—zip: Your zip code please! Will you please mail your particular number to the Alumni Office on a post card. Thanks—thanks—thanks!
**DEATHS**

Leon L. Mulder ’14, purchasing agent for the Hirschey Furniture Company, Eugene, Oregon, died unexpectedly on February 10 at his home in Eugene. Surviving are a son, John C., Grand Rapids; a daughter, Mrs. Robert W. Short, Archibald, Ohio; two sisters, Janet Mulder ’16, Holland and Esther Mulder Mountain ’19, Pontiac.

Ethel C. Luidens ’25, New Brunswick, N. J., died in Roosevelt Hospital at Metuchen, N. J. on February 5. She had been a patient at the hospital for more than three years following a series of strokes. Surviving are a sister, Miss Joy Luidens, Chicago; five brothers, Dr. Anthony Luidens ’12, Holland, Z. Z. Lydens ’17, Grand Rapids, George P. Luidens, Sandusky, O., Dr. Henry J. Luidens ’23, Columbus, O., and Rev. Theodore W. Luidens ’27, Kew Gardens, N. Y.

George E. Glazat ’26 died suddenly of a heart attack at his home in Grand Haven on January 30. A graduate of Southeastern Law School in Washington, D. C., he was attached to the agricultural department of the U. S. Government in Washington for thirty years. He retired seven years ago. He is survived by two sisters, Mrs. Peter Vander Linde and Theora Glazat; one brother, William H. Glazat, all of Grand Haven.

Rev. Gerrit Bosch ’05 died on December 24 at Lakewood, Calif., at the age of 90. Born in the Netherlands, he was orphaned as a child and brought up by an uncle. A graduate of Western Seminary, he served churches at Fulton, Ill.; Lafayette, Ind.; Grand Rapids; Steen and Leota, Minn.; Carmel, Ia. and Colton, S. D. He is survived by his widow, two sons and two daughters.


Rev. Richard J. Vanden Berg ’13, D.D. retired Reformed Church minister, died at his home February 16 following a heart attack. A graduate of Western Seminary, he was well known throughout the Reformed Church which he served with distinction. Central College conferred upon him the doctor of divinity degree. He served churches in Kalamazoo, Chicago, Zeeland, and Pella, Iowa; became business manager of Central College; executive secretary of the Board of North American Missions, RCA. He retired five years ago and has made his home in Holland, since.

Surviving are his widow; one son, Dr. Allison Vanden Berg ’40, Grand Rapids; one daughter, Mrs. Harry Kneer of Long Island, N. Y.; one sister, Mrs. Clarence Holleman ’14, Pomona, Calif.

Arnold C. Van Wyk ’26, former long-time superintendent of schools in Bismark, North Dakota, died at Apple Valley, Calif. on February 16, while attending an automobile dealers’ meeting there. In 1957 he resigned from the superintendency at Santa Maria, Calif., to go into the automobile business in partnership with a brother in Santa Barbara. Mr. Van Wyk is survived by his widow and three children.

Gerald Nykerk, M.D. ’34, medical missionary in Arabia for the Reformed Church since 1941, died of a heart attack on March 20 in Kuwait, Arabia.

When Dr. and Mrs. Nykerk left for Arabia in 1941, they accompanied Dr. and Mrs. Paul Harrison and spent their first term studying with the Harrisons before the Harrisons retired. After that Dr. and Mrs. Nykerk were assigned to medical stations in Bahrain, Muscat and Amarak. Like Dr. Harrison, Dr. Nykerk specialized in eye surgery and only a year ago wrote a moving story of his experiences at a West Pakistan clinic in which he performed 264 cataract operations and 52 eye operations other than cataracts in a nine day period.

In April, 1961, both Dr. and Mrs. Nykerk survived a devastating explosion and fire aboard the British liner Dara which sank in the Persian Gulf just off the coast of Arabia, with a loss of 238 lives. The Nykerks, bound for South India to attend graduation exercises for their two children, were among 500 saved from the blazing ship. It was learned later that the ship had been sabotaged by a plastic bomb in what was believed to be a political plot.

Dr. Nykerk is survived by his wife, Rose; a son, David, a student at Hope College, two daughters, Nancy Nykerk Kleinheksel who is in nurses training at Bryson Hospital in Kalamazoo, and Laila, a high school senior at Kodakanal, South India; his mother, Mrs. James Nykerk; two brothers, Harry and Chester, and a sister, Mrs. Gerald Van Lente, all of Holland.

**Wilson Scholars**

(Continued from Page 2)

Richard T. Brockmeier ’59 received a Wilson to study physics. He chose California Institute of Technology where he received his M.S. and will get his Ph.D. this summer. He received a Danforth Fellowship also.

Charles Lemmen ’60 received a Wilson Scholarship, his major being philosophy. After studying for a year at the University of Leeds, England, he is now in the graduate program in philosophy at Harvard. This year he is teaching Political Philosophy at Boston University.

The recipient in 1961, Richard Jaarsma, got his M.A. in English at Rutgers University and is now completing his Ph.D. requirements.

Four Hope students in the class of 1963 are Wilson Scholars: Mary Peelen, English, at the University of Michigan; Roger Kubes, chemistry, University of Michigan; Paul Lucas, physics, University of Illinois—also a Danforth Fellow; Thomas Werge, English, Cornell University.
CLASS NOTES

1920

The fifth edition of Dr. Chris De Young's college textbook American Education was published in March by McGraw-Hill Book Company of New York City, the publisher of the four previous editions. Since the first edition in 1942 an Italian edition has been published. The book was also adopted by the United States Armed Forces Institute during World War II for a collegiate credit course for men and women in the military camps in the United States and overseas.

1924

Dr. Harry B. Dykstra, who helped to establish the DuPont Company's world-wide patent position in nylon, retired on January 31. Assistant Supervisor of the Patent Division in the Central Research Department at retirement, he had joined the company in 1927.

During his long career with the company, he conducted research in vinyl polymers, acetylene derivatives, neoprene analogs and other fields. Some of his work was under the direction of the late Dr. Wallace Carothers, inventor of nylon.

Through the years, Dr. Dykstra has taken out 25 patents for products and processes as inventor or co-inventor and has written a number of articles published in scientific journals. His contributions to Du Pont's patent position on nylon and related polymers were made as a member of the Patent Division, which he joined in 1936 after nine years as a research chemist. He was promoted to Assistant Supervisor of the Division in 1942.

All of his work has been at the Experiment Station in Wilmington, Delaware.

Dr. Dykstra, who received both his M.S. and his Ph.D. from Ohio State University, says he has "mixed feelings" about retirement, but he "is looking forward to some of the things it will permit him to do." He and Mrs. Dykstra, Ann J. Nemecek of Columbus, Ohio, have two married daughters and six grandchildren.

1929

Frank A. Brokaw, superintendent of schools at Fairport Central School District, New York, since 1951, has been appointed Director of Business Affairs of St. Lawrence University, Canton, New York. His new duties to be assumed on July 1 will be responsibility for new construction and physical facilities.

Mr. Brokaw received his masters degree in Education at Syracuse University and has done advanced work at Cornell University. Mrs. Brokaw is Dorothy Ehle '31. They have a married daughter.

Otto Yntema, Director of Field Services at Western Michigan University, was elected vice-mayor of the city of Kalamazoo on November 5, last. His 8,966 votes were only 91 less than the total polled for Dr. Raymond L. Hightower, Dean of Academic Affairs at Kalamazoo College, who was elected mayor by reason of the highest number of votes.

Roy Bremer, associate professor of sanitary engineering of the University of Detroit, and visiting lecturer of the graduate school of Public Health of the University of Michigan, has received a World Health Organization Fellowship of two months in the Netherlands. The program has been arranged for June and July.

Mr. Bremer proposed a study of conditions in the Rotterdam area pertaining to the treatment of industrial waste, and the management of densely populated river basins. The engineering advisor at the headquarters in Geneva suggested that the Ruhr area in Germany also be studied.

Mr. Bremer plans to reside with a Dutch family in Delft during most of his stay in Europe, the same place he roomed while lecturing at Delft Technological University during the summer of 1962.

David De Witt Bremer, a first year student at Hope College from Southfield, Michigan, is the son of Mr. and Mrs. Roy Bremer.

1930

Arthur M. Van Arendonk, Ph.D., J.D., director of the patent division of Eli Lilly and Company in Indianapolis, has been elected assistant secretary of the company by the Board of Directors.

Dr. Van Arendonk joined the Lilly company as a research chemist in 1934. For three years he worked in pharmacology and for six years in organic chemistry, obtaining five patents. He was then transferred to the legal division as an assistant to the patent attorney and began studying law at the Indianapolis division of the Indiana University School of Law. In 1947 he received his law degree and passed the Indiana state bar examination. He received the doctor of philosophy degree in chemistry from the University of Illinois in 1935.

1931

Robert S. De Bruyn, Zeeland produce buyer and shipper, received the "associate master mucker" award at Farmers' Week ceremonies at Michigan State University in January. The award was for new marketing ideas and long service to agriculture. Mr. De Bruyn established the De Bruyn Produce Co. in Zeeland in 1935. Last year the company shipped 5,000 carlots of vegetables, about 60 per cent originating from Michigan vegetable growers.
1932

Rev. James Carter Dooley retired this year after 41 years in religious and educational work among his people. He reports that "it has been a hard struggle at times, but the pleasure of being able to teach others how to become the American citizen we wish them to be, and to help others find out the way of the cross, has more than compensated for the trials and tribulations I have had to meet and overcome.

"Much progress has been made in Louisiana since I arrived here in August 1932. Yet we have a long way to go before we can hold up our heads with pride and say the job has been well done."

Mr. Dooley is now a missionary in the 8th District Baptist Association. He has 32 churches to preach in during the year. He is devoted to the phase of the work trying hard to develop a strong youth program.

With a masters degree from Texas Southern University in Education, Administration and Supervision, Mr. Dooley is a member of the Louisiana Education Association and local branches; he has served several lodges in administrative offices; he was active with the Boy Scouts for fifteen years. At the time of his retirement he was Associate Pastor of the Shiloh Baptist Church and Assistant Principal of the South Alexandria Elementary School in Alexandria, Louisiana.

Mr. and Mrs. Dooley have three children, sixteen grandchildren and one great grandchild.

1934

Dr. Russell J. Paalman of Grand Rapids, with Mrs. Paalman, left in mid-January to serve for three months at the Arabian Mission. A specialist in obstetrics and gynecology, Dr. Paalman will provide Arabian Mission medical personnel with extra services in his field and will conduct teaching seminars in new procedures in this area of medicine.

The Paalmans are among the first with special appointments under a new R.C.A. Board of World Missions program to keep medical missionaries up-to-date and proficient in a day of rapid medical advance. Under the program, participants are asked to provide their round-trip travel costs. The Board and Mission will assume expenses in the mission.

Dr. Preston Van Kolken of Grand Haven will serve as Director of Medicine for Samoa Islands and American Samoa for two years starting early in May. American Samoa is a United States trust and the medical work is supported by the American and Samoa governments. His staff will be 6 or 7 Polynesian doctors. Mrs. Van Kolken and their son, Stanley, just finishing the 9th grade will accompany him. Their two sons, Robert, a student at Michigan State University, and Richard, at Northwestern University, will remain in this country.

Dr. and Mrs. Van Kolken served as medical missionaries in French Cameroon for five years starting in 1941 under the Presbyterian Church. It has been their plan since to go back to a tropical country after their children were grown. The plan for the Samoan position started two years ago through an article about the work in the American Medical Journal.

The Reunion Committee for the class, under the chairmanship of Beatrice Visser ten Hoor, has found that the majority of the members in the Holland area prefer a reunion at Homecoming in October. Other members of the Committee who made the survey: Mildred Essenburg Vanden Bosch and Ann Jackson Notier.

1936

The Department of Stewardship and Benevolence of the National Council of Churches of Christ in the U.S.A. elected the Rev. Howard G. Teusink chairman of the Department for the next three years. He is the first executive of the Reformed Church in America to be honored with the chairmanship of a major division of the National Council of Churches. He is Executive Secretary of the Stewardship Council of the RCA.

Mr. and Mrs. Teusink, Anna Mae Englesman '30, live in Ridgewood, New Jersey. Their two sons, Paul and Kenneth, are students at Hope College.

1943

Earl G. De Witt of Baton Rouge, Louisiana, has been promoted to Director of Development and Planning of the new Plastics Division of Ethyl Corporation.

A chemistry and mathematics major at Hope, Dr. De Witt received his M.S. and Ph.D. degrees from Ohio State University. He joined Ethyl Corporation in 1949 at the company's Detroit Laboratories and later transferred to Ethyl's Commercial Development Department in Baton Rouge.

He is married to the former Luci Norton of Union Springs, Alabama. They have two children, George, 12 and Daina, 11, and reside at 464 Francis Harriet Drive in Baton Rouge.

1946

An honor bestowed on Dr. Peter van Lierop in December by the Korean government was particularly outstanding because it was the first time this traditional citation on the Declaration of Human Rights Day was given to a "foreigner." In Korea as a missionary of the Presbyterian Church for 14 years, Dr. van Lierop has devoted himself to taking care of orphans and helpless old people through public welfare services.

Professionally, acting dean of the College of Theology of Yonsei University and professor of religious education, the Human Rights Award in Education recognized Dr.

APRIL, 1964
van Lierop's establishment of 120 church day schools, 20 junior high level right after the war; founding of a high school for which he was principal; founding and supporting 6 orphanages; founding and supporting a home for the aged; interceding with Church World Service for tons of grain and other foods during the worst famine in 70 years right after the war; aiding the three to five thousand victims of the Han River flood in 1958; and the founding of a School of Theology at Yonsei University.

Dr. van Lierop's nomination for the award followed recognition by the Korean Bar Association.

1947

Dr. Alfred J. Vande Waa of Zeeland and Mrs. Vande Waa, (Barbara Van Dyke) '49, left early in February for Muscat in the Arabian Gulf area. Having done a great deal of work as an anesthetist, Dr. Vande Waa will instruct technicians at Knox Memorial Hospital in the use of the new anesthetic equipment which was purchased with funds given in memory of the late Mrs. William Van Eenennaam. Dr. and Mrs. Vande Waa are traveling at their own expense and giving their time and labor as a service.

Robert Van Dis, his father, his brother and his cousin, operating the V & A Bootery in Kalamazoo, have built the first new store on the Kalamazoo Mall, that 1959 conversion of narrow crowded Burdick Street into a park-like pedestrian mall.

Tearing down their old building and one next door, the Van Dis men put up an up-to-date shoe store covering 5,700 square feet plus a full basement permitting an inventory of 18,000 pairs of shoes.

Hailed as the biggest and most complete shoe store in Michigan, there was a grand opening celebration in that city in February.

In business since 1928, William Van Dis, Robert's father, took his sons in as partners in 1946 after their discharge from the army in World War II.

Robert was elected president of the Downtown Kalamazoo Association last fall and is treasurer of the Big Brothers of Kalamazoo. He and his wife, Mary Elizabeth Aldrich '45, have two children.

1949

George D. Zuidema, M.D. will become professor and director of the department of surgery at the Johns Hopkins School of Medicine and surgeon-in-chief of the Hopkins Hospital on July 1. He will succeed renowned Dr. Alfred Blalock who has held the post since 1942.

At present Dr. Zuidema is associate professor of surgery at the University of Michigan Medical School where he has been for four years. During these four years he has received a five-year John and Mary Markle Scholarship Award, the highest honor the university can bestow upon a junior faculty member as an outstanding teacher.

A graduate of the Johns Hopkins Medical School in 1953, Dr. Zuidema went to Massachusetts General Hospital in Boston for his residency training. Between 1954 and 1956 he served at Wright-Patterson Air Force Base in Dayton, Ohio, as research physiologist in the acceleration section of the Aerospace Medical Laboratory and then as chief of that section. He returned to Massachusetts General and, in 1959, became a teaching fellow and chief resident surgeon.

Co-author of 3 books and more than 80 articles in professional journals, Dr. Zuidema is assistant editor of the Journal of Surgical Research. He has held consultant positions with the Air Force Aeronautical Medical Laboratory, General Electric Missiles and Space Division and Bendix Systems Division.

He is a member of the honorary societies of Tri Beta at Hope College, Phi Beta Kappa, Alpha Omega Alpha and Sigma Xi at the Hopkins, and Galens Honorary Medical Society at the University of Michigan. He is a fellow of the American College of Surgeons and a diplomat of the American Board of Surgery.

Dr. Milton S. Eisenhower, president of the Hopkins University, and Dr. Russell A. Nelson, president of the Hospital, announced Dr. Zuidema's appointment in February in a joint statement, "... the search by a special faculty committee for the successor of Dr. George Blalock had been long and exhaustive, befitting the significance of the position. After a year and a half, the recommendation of Dr. Zuidema by the committee was unanimously approved.

"Dr. Zuidema is a young surgeon of outstanding capabilities who also is recognized as a talented and stimulating teacher and research scientist."

Mrs. Zuidema, née Joan Houtman of Holland, is a graduate of the Henry Ford Hospital School of Nursing. There are three Zuidema children: Karen, David and Nancy.

Donald Brunstetter has recently affiliated with Sun Shipbuilding and Dry Dock, a subsidiary of Sun Oil Company, in Chester, Pennsylvania. He and Jean Sibley Brunstetter are living at 505 Lawrence Drive, Springfield.

1950

Eugene S. Marcus, formerly supervisor credit services, has been appointed credit manager of the San Francisco Bay Area plant of Ryerson Steel Company.

1951

George P. Murray and wife Barbara Modders '50 with their three children have moved to Port Huene, California—1068-A Guan, where George is stationed with Seabee Battalion No. 9, as Chaplain. He will have two nine-month deployments to the Pacific Islands with this tour of duty. His family will remain on the Port Huene base.

1956

Lawrence H. De Witt, head of the Hiram College department of music since 1962, has been promoted to the rank of assistant professor. In addition to his depart-
mental work, Mr. De Witt, who received the M.M. degree from the University of Michigan in 1962, directs the A Cappella Choir. He is a member of the Michigan Educational Association and the American Guild of Organists.

Nick Pool has opened the Keyboard Shop at 3324 Thompson Street, Muskegon. His shop is equipped to rebuild and refinish pianos. Later this year he plans to retail new pianos also.

After graduation from Hope, Mr. Pool served as chaplain's assistant at Fort Knox, Ky. Following his discharge he worked for a year with John Challis, the harpsichord maker in Detroit. In September 1959 he assumed a position with the Gordon Laughead Piano Company in Grand Haven where he was employed as a factory technician until early 1961. In April of that year he flew to Germany to study for six months at Ludwigsburg, West Germany. He studied piano building and design at the school for musical instrument making under Karl Jung. Following written and oral examinations he remained to build a piano at the small factory of Hermann Briem of Stuttgart, which was later examined by the Handwerkskammer of Stuttgart. He was awarded a Meisterbrief or diploma as a master piano builder.

1958
Richard J. Wyna will receive his Ph.D. in physical chemistry in June from the University of Michigan. He is teaching at Geneva College, Beaver Falls, Pa.

1959
Corwin J. Bredeweg began work in September at the Dow Chemical Co., Midland, as a research chemist in the Special Assignment Program. His wife, Kay, a Registered Physical Therapist from the U. of Kansas, is working at the Midland Hospital.

1960
Donald Gallo teaches English at Bedford Junior High School in Westport, Conn. where he is also advisor to the literary magazine Image and editor of the Westport Education Association newspaper Channel. Mrs. Gallo is an instructor of medical-surgical nursing at the Bridgeport Hospital School of Nursing.

Lorraine Hellenga, instructor in Chemistry at Hope for the past three years, has received a Danforth Teacher Grant. She was one of 50 chosen from 446 applicants provided by deans of accredited colleges and universities in the United States. Selection was made on the basis of academic ability, personal qualities promising success in teaching, religious commitment and inquiry in the candidate's own faith.

Providing a calendar year of graduate study in a university of the candidate's choosing with reappointment offered on a competitive basis, the Danforth Teacher Grants program was established in 1954 to enable men and women already serving as full time faculty members to complete programs of graduate study. The Danforth Foundation was established in 1927 to strengthen higher education through its own programs and through grants to colleges, universities and other educational agencies.

Miss Hellenga received her M.S. from Wayne State University in February 1962; she has attended National Science Foundation summer institute at the Georgia Institute of Technology and at the University of Colorado for the past two summers under grants by the NSF. She is a member of the American Chemical Society and the American Association for Advancement of Science.

1961
William F. Drake is teaching Spanish in Ilion High School, Ilion, New York. He is also Cross Country and Ice Hockey Coach.

K. Don Hoogerhyde has joined Indiana University Press as assistant sales manager. He will assist in the supervision of the marketing program, including sales, promotion, advertising, and publicity. He will also act as Midwest sales representative for Indiana and the university presses of California, Iowa State, Louisiana State, Syracuse, Wayne State and Wesleyan.

Dale L. Akker, a middler at the Conservative Baptist Theological Seminary of Denver, has been asked to direct a pilot program of Daily Bible Reading for Junior and Senior High School Youth of Denver. The six weeks program was started in February. All denominations and representatives of two interdenominational youth agencies, United Christian Youth and Youth for Christ, have joined in the program, which will be evaluated at the close of the pilot project to determine possibility of continuance. Mr. Akker is director of the Denver District of the Christian Endeavor, a sponsor of the new program inspired by the Supreme Court decision ruling out Bible reading in schools.

1962
Thommas H. Leupen, Birmingham, Michigan, has been commissioned a second lieutenant in the United States Air Force upon graduation from Officer Training School, Tinker Air Force Base, Oklahoma.

1963
David Bringedahl has been in Turkey with the Peace Corps since September. He is an English teacher in the small town of Duze, 40 miles from the capital city of Ankara. He was recently visited by Sargeant Shriver, Peace Corps Director. After the visit, Mr. Shriver wrote to David's parents in Muskegon, complimenting David's work especially in his ability to project the American ideals and principles into his everyday assignments.
Calendar of Alumni Events

VIENNA – Summer 1965

Would you like to visit Vienna with fellow alumni next summer? New low excursion rates on jet lines—$300 New York to London—$341 New York to Amsterdam—$427 New York to Vienna roundtrip for 21 days with stopover privileges in a dozen places—Munich-Hamburg-Stuttgart-Brussels-Luxembourg-Amsterdam-Paris-Copenhagen-Glasgow-Dublin-Shannon and others. Spend a portion of the time for a look in depth at Vienna with Hope friends—visit the Vienna Summer School campus—meet students and faculty—spend a day in the Alps—have dinner in a Monastery—enjoy Viennese food—attend concerts—operettas—hydrafoil trip to Budapest on the “Blue Danube”—visit the Imperial Palace—Vienna Woods—briefings on economics—politics—culture—religion—plan now—enjoy next summer! The Alumni Secretary is going to Vienna this year as women’s counselor of the Vienna Summer School—while there she will have in mind the possibility of an alumni session in 1965. Would you like to go? What would you like to see or do there? Is there a remote possibility you might go? Write to Marian A. Stryker, Hope College, now or this summer to Vienna Summer School, Neuer Markt 1, Vienna I, Austria (air mail, please). PLAN TO GO TO VIENNA SUMMER 1965.

Alumni Day Reunions, May 30, 1964

FIFTY YEAR CIRCLE — 5 P.M., Conference Room, Phelps Hall
Class of 1914 — 12 Noon luncheon, Home of Charlotte De Pree, Zeeland
Class of 1919-1920-1921 — 12:30 P.M. luncheon, Phelps Hall
Class of 1924 — 2 P.M., Odessa Cottage, Macatawa Park
Class of 1929 — 1 P.M., Durfee Hall
Class of 1939 — 2 P.M., Rottschafer Cottage, 4325 Lakeshore Drive
Class of 1954 — 1 P.M., Phelps Hall
Class of 1959 — Noon luncheon, Carousel Mountain Resort

Commencement Dates

SATURDAY, MAY 30, Alumni Day — Board of Directors Meeting, Alumni House
ALUMNI DINNER, — Dining Room, Phelps Hall, 6:30 P.M.

SUNDAY, MAY 31, Baccalaureate — Dimnent Memorial Chapel, 2:30 P.M.

MONDAY, JUNE 1, Commencement — Civic Center, 10:00 A.M.

1964 Village Square — Friday, July 31 — Mrs. Albert Beukema, Chairman