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IN THIS ISSUE

1 Hope's Centennial Launched at Convocation for HRH The Prince of the Netherlands

2 Prince Bernhard's Address

3 President VanderWerf's Response

5 New Hope for the Humanities by Lee H. Wenke and William J. Helder

8 In re Moonshooter VIII

9 The Plight of the Humanities 1965 Editorial Supplement

25 News Review

28 Class Notes

32 Advanced Degrees, Births, Marriages, Representing Hope College

33 Deaths

1965 MIAA Basketball Champions

Cover: President VanderWerf and friend, His Royal Highness The Prince of the Netherlands.

The Hope College Alumni Magazine is published four times a year, January, April, July, October. Entered in the Post Office at Holland, Michigan as second class matter under the Act of August 24, 1912.
His Royal Highness
The Prince of the Netherlands
Launches Hope’s Centennial

Good weather (one newsman described it as “delft blue skies”) and good spirit graced Saturday, April 10, the day Prince Bernhard paid his third visit to Hope College. On a whirlwind trip to the United States, he made but three planned stops.

One of the Prince’s major appearances was at a Special Convocation in Dimnent Memorial Chapel at eleven o’clock in the morning at which he addressed 1500 invited guests following a colorful academic procession.

President VanderWerf, in introducing the Prince, said, “How fortunate we are that history will record that His Royal Highness, The Prince of the Netherlands, came to our campus to open the celebration of the Centennial Year of Hope College.”

Following the hour-long convocation, a luncheon in honor of the Prince was given in Phelps Hall. Guests included faculty, civic and business representatives, and officers of student organizations. The 16 voice Motet Choir, directed by Prof. James Tallis, presented a group of Dutch and English songs, to honor His Royal Highness.

At the close of the luncheon Governor George Romney “called for the Prince” by entering Phelps Dining Room, greeting those at the Prince’s table, many of the student waitresses and waiters, and others. These two distinguished guests then went on to Windmill Island, where the Prince dedicated the 200 year old Windmill De Zwaan imported from the Netherlands for the new Holland city park.

When the royal guest arrived at Muskegon Airport in the morning, many Hope men were among those in the reception committee: Mayor Nelson Bosman ’31, President VanderWerf ’37, Judge Cornelius vander Meulen ’00, Henry Steffens ’30, George Heeringa ’36, L. C. Dalman ’28, Ekdal Buys ’37, and Seymour Padnos ’43. Willard C. Wichers ’31 director of The Netherlands Midwest Information Service engineered the entire visit of His Royal Highness.

Immediately upon the arrival of the Prince’s delegation at Hope College, they were welcomed on behalf of the students by Betty Lou Dietch, vice-president of the Student Senate, who presented to the Prince an Anchor tie tack. This greeting was followed by a press conference in Winants Auditorium of Graves Hall attended by some 20 representatives of wire services, radio and television networks, foreign correspondents and representatives of local media.

It was Prince Bernhard’s third visit to Holland. In 1941 he accompanied the then Princess Juliana when she received an honorary doctor of laws degree from Hope College. In 1952 he accompanied Queen Juliana on her state visit to the United States which included Grand Rapids and Holland.

Other appearances during his five day visit in April, included a stop at the University of Michigan where the Prince was awarded an honorary doctor of civil laws degree, and addressed a convocation honoring the top ranking scholars of the University.
"Where understanding grows, friendship flourishes. And where friendship reigns, peace is not far away!"

International Understanding - Individual Responsibility

Prince Bernhard pressed the duty of everyone strongly in his Convocation Address in Dimnent Memorial Chapel. His closing paragraph challenged all to "understand." "Every responsible human being in this whole wide world has the inescapable duty to apply actively his willingness to understand and appreciate his fellow-beings.

"Our combined efforts in this field will provide a tower of strength to the statesmen who seek to achieve peace. We hope that they will, at the same time, grow into insurmountable obstacles to the evil minds who want war. Where understanding grows, friendship flourishes. And where friendship reigns, peace is not far away!"

Making a case for more than pleasant diplomatic relations, political activity, military posture and foreign aid, the speaker reasoned "It is obvious from the steady deterioration of international relations, that pleasant historical memories are not always sufficient to cement friendly relations. Nor do deeds of largess appear to be promoting good will.

"The conference room or the paradeground are not the most favorable surroundings for fostering a broader and deeper understanding among human beings. To obtain this kind of understanding the nations should also operate outside the narrow channels of diplomacy and venture into the mainstream of human relations.

"We should not plunge into this mainstream, however, before we have conditioned our minds to the process of understanding others. I stress the responsibilities of our Universities and Colleges in the free world. In these institutions the minds of those destined for true authority are nurtured, formed and matured.

"From these institutes of learning come many of the men and women who establish the foundation of your society, who fill the great assemblies and senates of the States and those of the Congress. In the august halls or in the small seminar rooms of these colleges questions are discussed and ideas are put forward; ideas and questions which influence the views of statesmen and ultimately the decisions ruling the destiny of all.

"How fortunate you are to be able to draw not only on the learning of the generations before you but also on the wisdom collected from the sages of every land represented in your society. I cannot imagine a wider field of learning, a greater scope for the inquisitive mind.

"Here you will come to realize that each answer to each question is a choice. Here you will learn that no problem has one answer. Here you will have to learn that only those who are aware that there is a choice may be called responsible men.
"This is the education that transcends the boundaries of the various scholarly and scientific pursuits in which our world is so busily involved. An education which eventually will show mankind the way to universal peace.

"Man must climb out of the miniature and parochial world which he is inclined to build around him. He should then rid himself of the shallow outlook of prejudice and the silly notion of superiority. Only then will he be ready to expose himself with any result to foreign people and alien cultures . . . successfully explore the basic human factors which are containing the secret of peaceful coexistence.

"There is nothing forbidding in exploring the way other people are living, in opening one's mind to the outlooks, the ideas and ideals, and the attitudes of others.

"In our world of shrinking distances there are easy and excellent opportunities for effective direct contacts with people: fast ships, faster airplanes, waves of radio and television now spanning the earth in a fraction of a second and bouncing off artificial planets with great ease, numerous exchange programs of students and professors in operation all over the world, and lecturers continuously explaining their countries to foreign audiences.

"You see, we are not lacking in opportunities to get closer to other people and their civilizations. And we should not be found failing to avail ourselves of these opportunities."

"We know that the smaller the world, the bigger the people who inhabit it must be if we are to survive."

President Vander Werf's Response to Prince Bernhard's Address

Just 100 years ago on the occasion of the inauguration of Dr. Philip Phelps, the first president of Hope College, Dr. Isaac Wyckoff, spelled out the directions for this new college. "First, Hope College must teach the languages of the world. This is a shrinking world, and we must learn to be at home in it."

Even in its founding years, Hope College was vitally concerned about international education. During the century that followed, as the United States has gradually moved to a position of world leadership, the international dimension of the College program has also broadened, especially in the period since World War II.

The Hope College Vienna Summer and Semester Program was inaugurated in 1955. The number of foreign students on our campus has increased to today's 48 from 21 different countries. Through the Great Lakes Colleges Association, increasing emphasis is being placed on international education, particularly in the area of the non-Western Studies.
Hope's Centennial

The Geneva Fund, an endowment established in 1962 by a friend of Hope College for the purpose of promoting International Understanding and World Peace, is providing scholarships to college students from countries outside the United States, particularly those from developing areas of the world, who show promise of becoming leaders in their respective lands. This gift was designated "Geneva Fund" in recognition of the significant contributions men have made there, both in religious and political fields, towards the achievement of international peace and justice.

Prince Bernhard's visit and address on this occasion, as we enter our second century of service, underscore further the significance of this dimension of our education.

We are pleased on this occasion to announce that in our determination to strengthen and enlarge still further the program of international education for students, faculty, and the citizens of Holland, Hope College is establishing a center for International Education. Director of the Center will be Dr. Paul G. Fried, chairman of the department of history. The program of the Center will include coordination of the many study and research opportunities for students and faculty. The Center will be concerned with extending fruitful interchange of ideas between our visitors from abroad and the students of Hope and residents of the Holland community.

It will take leadership in bringing together members of the College and community for lectures and seminars on international affairs. Finally, the Center will pioneer in new programs of international exchange and administer special grants to promote them.

It is our happy privilege to announce on this memorable occasion that a special fund has been established in honor of our guest, His Royal Highness, The Prince of the Netherlands, to promote international exchange of both students and faculty, to be designated with his permission, the Prince Bernhard Scholarship Fund. It is designed to bring young scholar-teachers to the Hope campus from the Netherlands, and to offer students and faculty from Hope College the coveted opportunity to study in the Netherlands. The first Prince Bernhard scholars will be announced at Commencement in June.


New Hope for the Humanities

“Millions for defense but not one cent for tribute!” was the congressional watchword in 1796. In the late 1950's and early 1960's it might have been: “Millions for the National Defense Education Act but not one cent for the humanities.”

Events of recent months, however, are shaping new hope for the humanities. Last October President Johnson signed legislation extending and expanding NDEA. It now authorizes $32.75 million yearly for teacher-training institutes, not only in science, mathematics, and foreign languages, but also in English, reading, history, geography, and civics. An additional $90 million was authorized by Congress for acquisition of instructional equipment in these areas.

Recent legislation, publication of the Report of the Commission on the Humanities, and innovations in the classroom all are hopeful signs that the humanities are beginning to receive more than occasional lip service.

ULTIMATE QUESTIONS OF LIFE

The gap between our technological capabilities and the dimensions of our value system is so great that man is incapable of controlling forces he creates. In this decade man will have the capability of reaching the moon. Yet, if the present world situation is any indication, he shows little promise of being able to decide what to do with it once he reaches his destination. Again and again throughout history, man has built up civilizations only to lose control of the forces that he set in motion. The result has been these forces ultimately have turned on him to destroy him.

When a society achieves technological and scientific knowledge, what is to be done with it? How are the energies of a civilization to be directed? Toward what end, toward what goals shall man devote and direct his life?

These questions cannot be answered by science or technology, for science and technology deal with reality, or the “is” of our circumstances. These questions must be dealt with by the humanities and the social sciences, for they properly deal with the “ought” and tell us what we should do. Educators must do more than passively dispense knowledge. In an attempt to alleviate the gap between our ability to create and our ability to control, scholars have suggested that we need a new approach in the social sciences. This involves, among other things, a more extensive infusion of the humanities into the social science curriculum.

Publication of the Report of the Commission on the Humanities and recent legislation for the humanities point to a serious revival of interest in this area. The combined efforts of the American Council of Learned Societies, the Council of Graduate Schools in the United States, and the United Chapters of Phi Beta Kappa have produced a volume which should be required reading for every person associated with the instructional program whether in the classroom or at the administrative level.

In the report's introduction a concise and powerful case is made for the humanities in America

... there are “too many teachers in particular sciences who are ignorant of the other sciences and the humanities, too many mathematicians ignorant of the users of their subject, too many humanists illiterate in science and mathematics. ... We need at least some teachers who can recognize the common factors in education, the common concepts transferable from one field to another, and who will give the student some clues in this respect.”

Theodore O. Yntema ’21
to paraphrase, these are the needs which
the commission sees the humanities filling:

1) Since it is the humanities which deal with
those things which make us human, it is through
the humanities that we can come to some understand­
ning of the enduring values of justice, freedom,
virtue, beauty, and truth and thus join ourselves to the heritage of our nation and mankind.

2) Democracy demands wisdom of the average
man. To know the best that has been thought and
said in former times can make us wiser than we
might otherwise be. In this respect the humanities
serve not only America but the world.

3) It is by way of the humanities that we best
come to understand cultures other than our own,
and they ours. Many of the thoughts and ideas
and experiences of man can only be known
through the fine arts. As Kenneth Seollon put it
in a recent *Saturday Review* article, the arts are
a "super-channel" of communication. Surely this
should be a major weapon against the belief held
by certain elements in other countries (and in
our own as well) that America is a nation of
materialists.

4) Because of our position of world leadership,
our goals must be in keeping with our responsi­
bilities. If we discourage the creative, ignore the
beautiful, and show little concern for man's ultimate destiny—in short, continue to ignore the humanities—then we have no moral right to expect
anyone to follow our leadership.

5) Finally, we are being faced with the ever-
increasing challenge of increased leisure time.
When people find nothing of value within them­selves, they turn to valueless amusements, and
their society becomes proportionately valueless.
The humanities can supply the answer to man’s
questions and to his need for self-expression.

MAN AT THE CENTER

The humanities encompass the ideas of man as
they are expressed in all ways, not only politics
and economics, but painting, drama, music, liter­
ture, architecture, sculpture, religion, and philos­
ophy. They examine man in relationship to his
environment and, in the manner of the 16th cen­
tury humanities, place man at the center of what
is being taught. The humanities approach does
not merely dwell on the written political, eco­
nomic, and military records of man as was so

often true of the traditionally taught social sci­
ences. Rather, the humanities approach to the
social sciences attempts to explore all areas of
human experience and to convey to students the
meanings and interrelationships of these varied
facets of experience. A nodding acquaintance
with the arts is not sufficient to understand man.
One must examine in depth the products of man's
creativity as they emerge from the various peri­
ods of his existence.

In terms of the curriculum, the humanities
approach is an attempt to reverse the trend
toward the fragmenting of subject matter which
has resulted in over-specialization on the part of
the teachers, and, in many cases, total confusion
on the part of public school students. The hu­
manities approach is an attempt to integrate and
to help students see relationships which exist
among various areas of human endeavor.

The humanities approach to the social sciences
offers numerous advantages over the traditional
approach to the teaching of history or the social
sciences. For example, in American history the
Great Depression is often taught merely as an
economic system which failed, and we are some­
times guilty of using charts, graphs, and statis­
tics to relate only the economic aspects of this period. But the Depression was more than this. It was and is a human tragedy, and nowhere is this presented with more dramatic impact than in John Steinbeck's *Grapes of Wrath*. We do not suggest that there is anything startlingly new about using literature to supplement history. Good teachers have been doing that for many years. Yet, even as simple a practice as this is too often overlooked by social studies teachers.

During the past year Lansing's Everett high school adopted a program in team teaching stressing the humanities approach in American history. It is based on a very simple philosophy. In each unit the member of the teaching team designing that unit attempts to present not only political, economic, and military history as accurately as possible but in addition, and even more importantly, man's expressions which are conveyed in philosophy and the arts. Resource people from the departments of art, music, literature, and, perhaps most important, the library, give assistance in planning and presentation of these units.

Students were exposed not only to the political and economic make-up of various historical periods but also to the cultural characteristics. To ignore these facets of our country's development is to sever our students from a significant portion of our American heritage and to render what little is conveyed relatively sterile.

It is not enough simply to add a separate humanities course in the high school where only a comparatively small group of students would examine the arts of the world from Egypt to the present. These creative expressions are valuable to all students. They should not be denied to the dull or to those who are slow or retarded. All can and should have a better understanding of man and his place in the universe through this approach.

The most important contributions that can be made are to help students think through their attitudes and values in relation to society and to help them relate these attitudes to the past and to the present.

The humanities approach has a great deal of merit. Lansing is proceeding with deliberate speed to orient the staff, to select new materials, and to redesign curriculum to provide for greater correlation of literature, history, art, music, and drama. We recommend it for your serious consideration.

William Helder teaches at C. W. Otto junior high school in Lansing. He has his M.A. and is completing his work for the Ph.D. in Education at Michigan State University. He is married to his classmate Lenare Fasce; they have 3 children and continue their work in Little Theatre.

Lee Wenke teaches at Lansing's Everett high school where he is also Academic Advisor for the program he started, "State and Local Government Seminar" patterned after Hope's *Washington Seminar* which he attended. He is doing graduate work at M.S.U. as is his wife, Joan Schroeder '60. Curtis Lee is their toddler son.
And now it is April 1965, time for Moonshooter VIII. As is our custom we present a report by Editorial Projects for Education, a non-profit organization associated with the American Alumni Council, each April. This year the subject chosen is The Plight of the Humanities.

As is the custom, the editor likes to tie the yearly subject with the situation at Hope College. This year she was trying to decide how this tie should best be handled, since it is a natural for Hope College to speak to this subject inasmuch as Hope's program is liberal arts with the leaven of Christian emphasis. Just about the time this decision had to be made, Miss Metta Ross, retired history professor, called and told the editor she had just seen an article in the March issue of the Michigan Education Journal by two young Hope men, William Helder '54 and Lee Wenke '60. The title of the article, she said, was further interesting for our alumni, "New Hope for the Humanities." The editor flew to the library, and found this piece which is almost an answer to the supplement. It is with pride in the work and published article of these two alumni, that we are reprinting it, with but few revisions made by them, here.

The timeliness of the supplement subject is evident in the fact that a total of 81 Representatives and 29 Senators have introduced bills in Congress to give Federal support to the humanities, similar to that given to science through the National Science Foundation. And President Johnson, in his State of the Union message, asked Congress to set up a National Arts Foundation.

Two million alumni of 194 universities and colleges in the United States and Canada will be reading this supplement, according to the editors. At least the orders were for that number. The biggest single order was for 72,000 copies, the smallest, 500. Hope College ordered 8,500.
THE PLIGHT OF THE HUMANITIES

A SPECIAL REPORT
Amidst great material well-being, our culture stands in danger of losing its very soul.
With the greatest economic prosperity ever known by Man;
With scientific accomplishments unparalleled in human history;
With a technology whose machines and methods continually revolutionize our way of life:
We are neglecting, and stand in serious danger of losing, our culture's very soul.

This is the considered judgment of men and women at colleges and universities throughout the United States—men and women whose life's work it is to study our culture and its "soul." They are scholars and teachers of the humanities: history, languages, literature, the arts, philosophy, the history and comparison of law and religion. Their concern is Man and men—today, tomorrow, throughout history. Their scholarship and wisdom are devoted to assessing where we humans are, in relation to where we have come from—and where we may be going, in light of where we are and have been.

Today, examining Western Man and men, many of them are profoundly troubled by what they see: an evident disregard, or at best a deep devaluation, of the things that refine and dignify and give meaning and heart to our humanity.

How is it now with us?" asks a group of distinguished historians. Their answer: "Without really intending it, we are on our way to becoming a dehumanized society."

A group of specialists in Asian studies, reaching essentially the same conclusion, offers an explanation:
"It is a truism that we are a nation of activists, problem-solvers, inventors, would-be makers of better mousetraps. . . . The humanities in the age of super-science and super-technology have an increasingly difficult struggle for existence."

"Soberly," reports a committee of the American Historical Association, "we must say that in American society, for many generations past, the prevailing concern has been for the conquest of nature, the production of material goods, and the development of a viable system of democratic government. Hence we have stressed the sciences, the application of science through engineering, and the application of engineering or quantitative methods to the economic and political problems of a prospering republic."
The stress, the historians note, has become even more intense in recent years. Nuclear fission, the Communist threat, the upheavals in Africa and Asia, and the invasion of space have caused our concern with "practical" things to be "enormously reinforced."

Says a blue-ribbon "Commission on the Humanities," established as a result of the growing sense of unease about the non-scientific aspects of human life:

"The result has often been that our social, moral, and aesthetic development lagged behind our material advance....

"The state of the humanities today creates a crisis for national leadership."

The crisis, which extends into every home, into every life, into every section of our society, is best observed in our colleges and universities. As both mirrors and creators of our civilization's attitudes, the colleges and universities not only reflect what is happening throughout society, but often indicate what is likely to come.

Today, on many campuses, science and engineering are in the ascendancy. As if in consequence, important parts of the humanities appear to be on the wane.

Scientists and engineers are likely to command the best job offers, the best salaries. Scholars in the humanities are likely to receive lesser rewards.

Scientists and engineers are likely to be given financial grants and contracts for their research—by government agencies, by foundations, by industry. Scholars in the humanities are likely to look in vain for such support.

Scientists and engineers are likely to find many of the best-qualified students clamoring to join their ranks. Those in the humanities, more often than not, must watch helplessly as the talent goes next door.

Scientists and engineers are likely to get new buildings, expensive equipment, well-stocked and up-to-the-minute libraries. Scholars in the humanities, even allowing for their more modest requirements of physical facilities, often wind up with second-best.

Quite naturally, such conspicuous contrasts have created jealousies. And they have driven some persons in the humanities (and some in the sciences, as well) to these conclusions:

1) The sciences and the humanities are in mortal competition. As science thrives, the humanities must languish—and vice versa.

2) There are only so many physical facilities, so much money, and so much research and teaching equipment to go around. Science gets its at the expense of the humanities. The humanities' lot will be improved only if the sciences' lot is cut back.

To others, both in science and in the humanities, such assertions sound like nonsense. Our society, they say, can well afford to give generous support to both science and the humanities. (Whether or not it will, they admit, is another question.)

A committee advising the President of the United States on the needs of science said in 1960:

"... We repudiate emphatically any notion that science research and scientific education are the only kinds of learning that matter to America. ... Obviously a high civilization must not limit its efforts to science alone. Even in the interests of science itself, it is essential to give full value and support to the other great branches of Man's artistic, literary, and scholarly activity. The advancement of science must not be accomplished by the impoverishment of anything else...."

The Commission on the Humanities has said:

"Science is far more than a tool for adding to our security and comfort. It embraces in its broadest sense all efforts to achieve valid and coherent views of reality; as such, it extends the boundaries of experience and adds new dimensions to human character. If the interdependence of science and the humanities were more generally understood, men would be more likely to become masters of their technology and not its unthinking servants."

None of which is to deny the existence of differences between science and the humanities, some of which are due to a lack of communication but others of which come from deep-seated misgivings that the scholars in one vineyard may have about the work and philosophies of scholars in the other. Differences or no, however, there is little doubt that, if Americans should choose to give equal importance to both science and the humanities, there are enough material resources in the U.S. to endow both, amply.

Thus far, however, Americans have not so chosen. Our culture is the poorer for it.
Mankind is nothing without individual men.

"Composite man, cross-section man, organization man, status-seeking man are not here. It is still one of the merits of the humanities that they see man with all his virtues and weaknesses, including his first, middle, and last names."

DON CAMERON ALLEN
WHY SHOULD an educated but practical American take the vitality of the humanities as his personal concern? What possible reason is there for the business or professional man, say, to trouble himself with the present predicament of such esoteric fields as philosophy, exotic literatures, history, and art? In answer, some quote Hamlet:

What is a man
If his chief good and market of his time
Be but to sleep and feed? a beast, no more.

Others, concerned with the effects of science and technology upon the race, may cite Lewis Mumford:

"... It is now plain that only by restoring the human personality to the center of our scheme of thought can mechanization and automation be brought back into the services of life. Until this happens in education, there is not a single advance in science, from the release of nuclear energy to the isolation of DNA in genetic inheritance, that may not, because of our literally absent-minded automation in applying it, bring on disastrous consequences to the human race."

Says Adlai Stevenson:

"To survive this revolution [of science and technology], education, not wealth and weapons, is our best hope—that largeness of vision and generosity of spirit which spring from contact with the best minds and treasures of our civilization."

THE COMMISSION on the Humanities cites five reasons, among others, why America's need of the humanities is great:

"1) All men require that a vision be held before them, an ideal toward which they may strive. Americans need such a vision today as never before in their history. It is both the dignity and the duty of humanists to offer their fellow-countrymen whatever understanding can be attained by fallible humanity of such enduring values as justice, freedom, virtue, beauty, and truth. Only thus do we join ourselves to the heritage of our nation and our human kind.

"2) Democracy demands wisdom of the average man. Without the exercise of wisdom free institutions
and personal liberty are inevitably imperiled. To know the best that has been thought and said in former times can make us wiser than we otherwise might be, and in this respect the humanities are not merely our, but the world’s, best hope.

"3) . . . [Many men] find it hard to fathom the motives of a country which will spend billions on its outward defense and at the same time do little to maintain the creative and imaginative abilities of its own people. The arts have an unparalleled capability for crossing the national barriers imposed by language and contrasting customs. The recently increased American encouragement of the performing arts is to be welcomed, and will be welcomed everywhere as a sign that Americans accept their cultural responsibilities, especially if it serves to prompt a corresponding increase in support for the visual and the liberal arts. It is by way of the humanities that we best come to understand cultures other than our own, and they best to understand ours.

"4) World leadership of the kind which has come upon the United States cannot rest solely upon superior force, vast wealth, or preponderant technology. Only the elevation of its goals and the excellence of its conduct entitle one nation to ask others to follow its lead. These are things of the spirit. If we appear to discourage creativity, to demean the fanciful and the beautiful, to have no concern for man’s ultimate destiny—if, in short, we ignore the humanities—then both our goals and our efforts to attain them will be measured with suspicion.

"5) A novel and serious challenge to Americans is posed by the remarkable increase in their leisure time. The forty-hour week and the likelihood of a shorter one, the greater life-expectancy and the earlier ages of retirement, have combined to make the blessing of leisure a source of personal and community concern. ‘What shall I do with my spare time’ all-too-quickly becomes the question ‘Who am I? What shall I make of my life?’ When men and women find nothing within themselves but emptiness they turn to trivial and narcotic amusements, and the society of which they are a part becomes socially delinquent and potentially unstable. The humanities are the immemorial answer to man’s questioning and to his need for self-expression; they are uniquely equipped to fill the ‘abyss of leisure.’ ”

The arguments are persuasive. But, aside from the scholars themselves (who are already convinced), is anybody listening? Is anybody stirred enough to do something about “saving” the humanities before it is too late?

“Assuming it considers the matter at all,” says Dean George C. Branam, “the population as a whole sees [the death of the liberal arts tradition] only as the overdue departure of a pet dinosaur.

“It is not uncommon for educated men, after expressing their overwhelming belief in liberal education, to advocate sacrificing the meager portion found in most curricula to get in more subjects related to the technical job training which is now the principal goal . . .

“The respect they profess, however honestly they proclaim it, is in the final analysis superficial and false: they must squeeze in one more math course for the engineer, one more course in comparative anatomy for the pre-medical student, one more accounting course for the business major. The business man does not have to know anything about a Beethoven symphony; the doctor doesn’t have to comprehend a line of Shakespeare; the engineer will perform his job well enough without ever having heard of Machiavelli. The unspoken assumption is that the proper function of education is job training and that alone.”

Job training, of course, is one thing the humanities rarely provide, except for the handful of students who will go on to become teachers of the humanities themselves. Rather, as a committee of schoolmen has put it, “they are fields of study which hold values for all human beings regardless of their abilities, interests, or means of livelihood. These studies hold such values for all men precisely because they are focused upon universal qualities rather than upon specific and measurable ends. . . . [They] help man to find a purpose, endow him with the ability to criticize intelligently and therefore to improve his own society, and establish for the individual his sense of identity with other men both in his own country and in the world at large.”

Is this reason enough for educated Americans to give the humanities their urgently needed support?
The humanities: "Our lives are..."
the substance they are made of.”

...the national use of our environment and our material accomplishments.”

...the national aesthetic and beauty or lack of it...
“A million-dollar project without a million dollars”

The crisis in the humanities involves people, facilities, and money. The greatest of these, many believe, is money. With more funds, the other parts of the humanities’ problem would not be impossible to solve. Without more, they may well be.

More money would help attract more bright students into the humanities. Today the lack of funds is turning many of today’s most talented young people into more lucrative fields. “Students are no different from other people in that they can quickly observe where the money is available, and draw the logical conclusion as to which activities their society considers important,” the Commission on the Humanities observes. A dean puts it bluntly: “The bright student, as well as a white rat, knows a reward when he sees one.”

More money would strengthen college and university faculties. In many areas, more faculty members are needed urgently. The American Philosophical Association, for example, reports: “...Teaching demands will increase enormously in the years immediately to come. The result is: (1) the quality of humanistic teaching is now in serious danger of deteriorating; (2) qualified teachers are attracted to other endeavors; and (3) the progress of research and creative work within the humanistic disciplines falls far behind that of the sciences.”

More money would permit the establishment of new scholarships, fellowships, and loans to students. More money would stimulate travel and hence strengthen research. “Even those of us who have access to good libraries on our own campuses must travel far afield for many materials essential to scholarship,” say members of the Modern Language Association.

More money would finance the publication of long-overdue collections of literary works. Collections of Whitman, Hawthorne, and Melville, for example, are “officially under way [but] face both scholarly and financial problems.” The same is true of translations of foreign literature. Taking Russian authors as an example, the Modern Language Association notes: “The major novels and other works of Turgenev, Gogol, Dostoevsky, Tolstoy, and Chekhov are readily available, but many of the translations are inferior and most editions lack notes and adequate introduc-
ties. ... There are more than half a dozen transla-
tions of Crime and Punishment. ... but there is no
English edition of Dostoevsky’s critical articles, and
none of his complete published letters. [Other] writers
of outstanding importance. ... have been treated
only in a desultory fashion.”

More money would enable historians to enter areas
now covered only adequately. “Additional, more
substantial, or more immediate help,” historians say,
is needed for studies of Asia, Russia, Central Europe,
the Middle East, and North Africa; for work in intel-
lectual history; for studying the history of our West-
ern tradition “with its roots in ancient, classical,
Christian, and medieval history”; and for “renewed
emphasis on the history of Western Europe and
America.” “As modest in their talents as in their
public position,” a committee of the American His-
torical Association says, “our historians too often
have shown themselves timid and pedestrian in ap-
proach, dull and unimaginative in their writing. Yet
these are vices that stem from public indifference.”

More money would enable some scholars, now en-
gaged in “applied” research in order to get funds, to
undertake “pure” research, where they might be far
more valuable to themselves and to society. An ex-
ample, from the field of linguistics: Money has been
available in substantial quantities for research related
to foreign-language teaching, to the development of
language-translation machines, or to military com-
munications. “The results are predictable,” says a
report of the Linguistics Society of America. “On
the one hand, the linguist is tempted into subterfuge—
dressing up a problem of basic research to make it
look like applied research. Or, on the other hand, he
is tempted into applied research for which he is not
really ready, because the basic research which must
lie behind it has not yet been done.”

More money would greatly stimulate work in ar-
chaeology. “The lessons of Man’s past are humbling
ones,” Professor William Foxwell Albright, one of
the world’s leading Biblical archaeologists, has said.
“They are also useful ones. For if anything is clear,
it is that we cannot dismiss any part of our human
story as irrelevant to the future of mankind.” But,
reports the Archaeological Institute of America, “the
knowledge of valuable ancient remains is often per-
manently lost to us for the lack of as little as $5,000.”
Money: that is the great need. But where will it come from?

Science and technology, in America, owe much of their present financial strength—and, hence, the means behind their spectacular accomplishments—to the Federal government. Since World War II, billions of dollars have flowed from Washington to the nation's laboratories, including those on many a college and university campus.

The humanities have received relatively few such dollars, most of them earmarked for foreign language projects and area studies. One Congressional report showed that virtually all Federal grants for academic facilities and equipment were spent for science; 87 percent of Federal funds for graduate fellowships went to science and engineering; by far the bulk of Federal support of faculty members (more than $60 million) went to science; and most of the Federal money for curriculum strengthening was spent on science. Of $1.126 billion in Federal funds for basic research in 1962, it was calculated that 66 percent went to the physical sciences, 29 percent to the life sciences, 3 percent to the psychological sciences, 2 percent to the social sciences, and 1 percent to "other" fields. (The figures total 101 percent because fractions are rounded out.)

The funds—particularly those for research—were appropriated on the basis of a clearcut quid pro quo: in return for its money, the government would get research results plainly contributing to the national welfare, particularly health and defense.

With a few exceptions, activities covered by the humanities have not been considered by Congress to contribute sufficiently to "the national welfare" to qualify for such Federal support.

It is on precisely this point—that the humanities are indeed essential to the national welfare—that persons and organizations active in the humanities are now basing a strong appeal for Federal support.

The appeal is centered in a report of the Commission on the Humanities, produced by a group of distinguished scholars and non-scholars under the chairmanship of Barnaby C. Keeney, the president of Brown University, and endorsed by organization after organization of humanities specialists.

"Traditionally our government has entered areas where there were overt difficulties or where an opportunity had opened for exceptional achievement," the report states. "The humanities fit both categories, for the potential achievements are enormous while the troubles stemming from inadequate support are comparatively great. The problems are of nationwide scope and interest. Upon the humanities depend the national ethic and morality, the national aesthetic and beauty or the lack of it, the national use of our environment and our material accomplishments..."

"The stakes are so high and the issues of such magnitude that the humanities must have substantial help both from the Federal government and from other sources."

The commission's recommendation: "the establishment of a National Humanities Foundation to parallel the National Science Foundation, which is so successfully carrying out the public responsibilities entrusted to it."

Such a proposal raises important questions for Congress and for all Americans.

Is Federal aid, for example, truly necessary? Cannot private sources, along with the states and municipalities which already support much of American higher education, carry the burden? The advocates of Federal support point, in reply, to the present state of the humanities. Apparently such sources of support, alone, have not been adequate.

Will Federal aid lead inevitably to Federal control? "There are those who think that the danger of

"Until they want to, it won't be done."

Barnaby C. Keeney (opposite page), university president and scholar in the humanities, chairs the Commission on the Humanities, which has recommended the establishment of a Federally financed National Humanities Foundation. Will this lead to Federal interference? Says President Keeney: "When the people of the U.S. want to control teaching and scholarship in the humanities, they will do it regardless of whether there is Federal aid. Until they want to, it won't be done."
Federal control is greater in the humanities and the arts than in the sciences, presumably because politics will bow to objective facts but not to values and taste,” acknowledges Frederick Burkhardt, president of the American Council of Learned Societies, one of the sponsors of the Commission on the Humanities and an endorser of its recommendation. “The plain fact is that there is always a danger of external control or interference in education and research, on both the Federal and local levels, in both the public and private sectors. The establishment of institutions and procedures that reduce or eliminate such interference is one of the great achievements of the democratic system of government and way of life.”

Say the committeemen of the American Historical Association: “A government which gives no support at all to humane values may be careless of its own destiny, but that government which gives too much support (and policy direction) may be more dangerous still. Inescapably, we must somehow increase the prestige of the humanities and the flow of funds. At the same time, however grave this need, we must safeguard the independence, the originality, and the freedom of expression of those individuals and those groups and those institutions which are concerned with liberal learning.”

Fearing a serious erosion of such independence, some persons in higher education flatly oppose Federal support, and refuse it when it is offered.

Whether or not Washington does assume a role in financing the humanities, through a National Humanities Foundation or otherwise, this much is certain: the humanities, if they are to regain strength in this country, must have greater understanding, backing, and support. More funds from private sources are a necessity, even if (perhaps especially if) Federal money becomes available. A diversity of sources of funds can be the humanities’ best insurance against control by any one.

Happily, the humanities are one sector of higher education in which private gifts—even modest gifts—can still achieve notable results. Few Americans are wealthy enough to endow a cyclotron, but there are many who could, if they would, endow a research fellowship or help build a library collection in the humanities.

In both public and private institutions, in both small colleges and large universities, the need is urgent. Beyond the campuses, it affects every phase of the national life.

This is the fateful question:

Do we Americans, amidst our material well-being, have the wisdom, the vision, and the determination to save our culture’s very soul?
THE ONE HUNDREDTH CLASS to be graduated from Hope College, the class of 1965, was honored by the Alumni Board of the Alumni Association on March 13 in Phelps Hall. The dinner was attended by 170 of the 280 some members of the class. Lamont Dirkse, Association President, presided at the program which featured a speech entitled "The Distinction of Being a Hope Alumnus" by President VanderWerf. James Boerenga, 1965 Class President made remarks, and Robert J. Prins '54, Vice President of the Association, spoke "On Being a Hope Alumnus." Dinner music was provided by the College Stage Band.

Traditionally, the Alumni Dinner on the Saturday before Commencement has been the occasion for honoring the graduating class. The Alumni Board acted at its Homecoming meeting to inaugurate a special program for the class only in March, before the confusing rush of "last things." The results justified the theory behind it, for the occasion seemed to be greatly appreciated and enjoyed by those who could be present.

HOPE SENIOR, Roger Abel, of Jenison, Michigan, has won a Danforth Graduate Fellowship for advanced study for the Ph.D. degree in the field of Chemistry. He will study at the California Institute of Technology at Pasadena, and has received during his college career a significant National Science Foundation Fellowship.

Woodrow Wilson Fellowships have been awarded to seniors: Carol S. Timkovich, Lansing, Illinois; James A. Boerenga, Oak Park, Illinois; and Mary Lou Gouwens from South Holland, Illinois. Honorable mention recipients: Ronald A. Mulder, Grand Rapids; Paul K. Hesselink, son of Kenneth '38 and Lenore Banninga '44 Hesselink, Cleveland; Pamela Dykstra, daughter of J. Dean Dykstra '40, Schenectady; and James P. Ronda of Evergreen Park, Illinois.

THE UNIVERSITY OF CHICAGO, in co-operation with the Ford Foundation Three Year Masters Program in the Humanities, has awarded $4500 to six Hope College seniors, for graduate study during the next academic year. Recipients of the fellowships include two Michigan students, Paul G. Bost of Grand Rapids, and Marion L. Hoekstra of Kalamazoo. Four others, Mary Lou Gouwens, South Holland, Illinois; Larry J. Heaverkamp, Hanover, Indiana; Carol S. Timkovich, Lansing, Illinois and Paul K. Hesselink of Cleveland, Ohio, also received awards. Hope College ranked second out of thirty-seven participating colleges, in the highest number of awards for one school.

THE MICHIGAN ACADEMY OF SCIENCE, Arts and Letters selected Hope senior, Alan F. Chesney, to receive an "award of excellence" for scholarly writing and research on the topic, "The Supreme Court and American Race Relations." A $50 cash award was presented and recognition of Chesney's achievement took place at the University of Michigan in March.

Geneva Scholarships, announced by President VanderWerf at the Prince Bernhard Convocation, have been in effect since the gift established the Fund in 1962. Gibson Dollah from Nigeria, a science major, has been a Geneva Scholarship student since the fall of 1962. He is now completing his junior year. The 1963-64 students attending Hope under Geneva Scholarships were, besides Gibson, Daniel Chan, Hong Kong, pre-med; James Lee, Hong Kong, pre-med; Mohammad Nazari, Iran, science; Helen Tan, Singapore, biology; Bertha Magan, Peru, science.

This year, Gibson and Victor Bitar, Syria, pre-med, have had such scholarships.

HOPE STUDENTS who were winners in men and women's oratory, and men's extempore speaking, during the Michigan Inter-collegiate Speech League contests, at Detroit University, in March, are: Jacob Nguse, Toro, the third consecutive year, placed first in men's oratory; Delta Rae Kuyper placed third in Women's Oratory, and Richard Sivets was awarded second place in men's extempore speaking.

ANCHOR NEWS EDITOR, sophomore John Mulder (son of John '28 and Nella De Haan '33 Mulder) has been awarded a $500 summer internship grant for journalism training by the Newspaper Fund, Inc. of Princeton, New Jersey. He will be employed by the Wall Street Journal in its Cleveland branch.

ROLLAND SWANK, mathematics major and senior student, has been awarded a $2200 Graduate Assistantship by Michigan State University for 1965-66.

HERE'S THAT BEAUTIFUL DODGE SPORTSMAN WAGON presented to Hope College in January by the Chrysler Corporation. There is no doubt as to Dr. Vander Werf's pleasure in accepting the keys from John D. Leary, Vice President-Administration.
In a unique program and luncheon held at the Chrysler Corporation headquarters in Detroit, each of the member colleges of the Michigan Colleges Foundation were given a gift of vehicles. This gift of vehicles is in addition to annual financial support given to the Foundation by the Chrysler Corporation Fund.

Mr. F. W. Misch, Vice President-Finance, said the gift of the vehicles was made in recognition of the significant contribution the private colleges in Michigan are making to higher education. The vehicles will be used by the colleges to meet a variety of campus needs.

► AT THE ANNUAL ALL COLLEGE SING held at the Civic Center on March 20, Delta Phi sorority and Phi Tau Nu fraternity won firsts; Kappa Delta Chi and Chi Phi Sigma received Honorable Mention.

► THE HOPE COLLEGE CHAPEL CHOIR, comprised of 64 voices, under the direction of Dr. Robert W. Cavannaugh, toured the midwest during spring vacation. Concerts were performed in churches in Wisconsin, Illinois, Iowa and Michigan. Mrs. Lucille Ottigoby, director of Gilmore Hall, accompanied the Choir.

► HOPE COLLEGE was host to the District High School Debate Tournament in February. Three rounds of debate were held by the participating schools: Coopersville, Grand Haven, Grand Rapids Creston, Grandville, Holland Christian, Holland West Ottawa, Muskegon Catholic Central, Otsego, Ravenna, Wyoming Godwin Heights, Wyoming Rogers, Wyoming Park and Zeeland.

► THE HOPE COLLEGE SYMPHONETTE concluded its 11th annual two-week spring concert tour on April 2. During the past 10 years the Symphonette has traveled 40,000 miles through 34 states to present more than 200 concerts in nearly 150 different communities from coast to coast.

Since its founding the group has been under the direction of Dr. Morrette Rider of the music faculty. Following a long established custom, a member of the music faculty is asked to travel with the group as soloist. This year Robert Cecil, hornist, performed the Fourth Concerto for Horn and Orchestra by Mozart.

During the 1965 tour the Symphonette appeared in Michigan, Ontario, New York, New Jersey and New Hampshire.

► ROBERT J. PRINS '54, appointed Assistant to President VanderWerf, began his duties on March 1. With a ten year career at Michigan Bell Telephone Company in Detroit, Mr. Prins is past president of the Exchange Club Council of metropolitan Detroit, and field captain of the United Fund Campaign, Attorneys Division in Detroit.

At the Telephone Company, Mr. Prins served as traffic engineer, staff supervisor for PBX and TWX methods and commercial manager.

Hope alumni will remember that Robert Prins was chairman of the Alumni Fund in Detroit in 1963, and directed the 1964 Fund as vice-president of the Board.

His family consists of his wife, the former Ruth John of Holland, and six children.

In his new position, Mr. Prins will coordinate Admissions, Alumni and Church relations.

► USING BORROWED TENTS and camping equipment, 14 biology students, accompanied by two biology faculty members and a recruit from the mathematics staff spent their spring vacation collecting and studying in Florida. Admittedly part of the collecting involved sun tans and some of the study was of new songs, around a campfire, but the staff considered the trip eminently worthwhile as an educational experience. A variety of specimens were collected and returned to the Biology Department's teaching museum. It will be several weeks before all of these plants and animals are identified and cataloged.

The eleven day trip while officially sponsored by the Biology Department, was financed wholly by $40 contributions from the participants. Plans are already underway for next year's trip. On several occasions the recent trip was almost called off when promised tents and other gear failed to materialize. It is hoped that at least some equipment can be obtained by the Biology Department so that next year's trip can be even better.

The students on the 1965 trip were: Dick Bolt, Bob Edwards, Donna Engelsman, Patricia Gabhey, K. B. Jap, John Koepp, Martha Lootens, Loren Meengs, Fred Shanboltzer, Susan Shauger, Jim Stegen, Joan Van Slageren, Steve Wessling, John Wornuth.

The staff accompanying the group were: Dr. Allen Brady, Dr. P. G. Crook, and Mr. John Van Iwaarden.

► DR. DAVID O. POWELL, assistant professor of history, read a paper at the annual meeting of the Michigan Academy of Science, Arts, and Letters at Ann Arbor in March. The paper was entitled, "The Union Party of 1936: A Study of its Organizational and Financial Problems," and was presented to the History and Political Science Section members of the Academy.

► DR. HUBERT WELLER, of the Spanish department, and five Hope students participated in discussions concerning Latin America at Notre Dame University in April. The students were: Jaime Zeas, junior from Ecuador; Inara Bandza, senior from Grand Haven who spent a semester in Bogota, Colombia; Connie Chappell, sophomore, Spanish major from South Haven who will study in Bogota in her junior year; Mary Esther, sophomore of the Philippines, and Kathryn Jansaen, junior from Zeeland.

► DR. KENNETH WELLER, professor of economics and business has accepted an appointment to teach at the Inter-American University of Puerto Rico for the summer quarter, June 12-Sept 1. He will teach courses in Economics, Finance and Accounting in a graduate program in Business Administration which is administered by the University for the Air Force at Raney Air Base near Aguadilla, Puerto Rico. Dr. Weller's wife Shirley Gess '50 and two sons will accompany him.

► DR. ROBERT DE HAAN, currently on leave with the Great Lakes Colleges Association Programmed Learning Project, will become chairman of the Department of Education at Hope College effective September 1. Having
another year on the GLCA Project he will be splitting his time between the Project and Hope. During this period he plans to lay the groundwork and integrate himself into the department.

Dr. De Haan received his A.B. degree in 1947 from Calvin College, majoring in Education and Chemistry. The University of Chicago awarded him a doctorate degree in Psychology and Group Dynamics in 1951. He taught at the University of Chicago in 1952 and served on the faculty of the Committee on Human Development from 1951-56, as a research associate and consultant to the Quincy Youth Development Commission. Dr. De Haan is an avid publisher of articles concerned primarily with the development of youth and their education.

**HISTORY MAJORS, NOTICE!** Dr. Paul G. Fried, chairman of the History department, has been trying very hard to complete his file of history majors. He has a quite complete list for the past 10 years, but would like names and addresses of those of earlier years also. He has just published a History Department newsletter which has been mailed to those in his file. Anyone interested in this Newsletter may have a copy by writing to Dr. Fried.

**THE RELIGION DEPARTMENT'S** experiment with the development of a Religion major has proved itself and has been endorsed by graduates of the program. With the number of majors increasing yearly because of the course development, some students have also engaged in seminar study programs and archaeological “digs” in the Near East. It is expected that students from various ethnic backgrounds will be attracted to Hope's campus by this program. Course offerings in non-Western areas are now being intensified. An increasing number of non-religion majors are taking courses from the department on a purely elective basis. A survey has revealed that nearly 35% of Hope graduates have taken more than the required number of credit hours in the Religion department.

To add to the success of the experiment, Hope has an adequate Religion faculty to give depth and breadth to the courses. Hope will have five full-time staff members in this field in the fall. Currently Dr. Henry Voogd is chairman of the department which includes Dr. Bastian Kruihoffs, Prof. Lambert Ponstein, and Dr. Arthur Jentz. Few colleges the size of Hope have such a complete Religion staff to offer the Religion major.

**A MANAGEMENT INSTITUTE for Executives of Small Manufacturing Businesses** was given on the Hope campus over a six week period of March and April.

Presented by the Hope College department of economics and business administration in cooperation with the Holland Chamber of Commerce and U. S. Business Administration, the weekly sessions were designed to bring executives up to date on developments and to increase managerial skill.

Dr. Kenneth Weller '48 and Dr. Adrien Klaassen of the Hope faculty lectured and arranged the program.

**THE SPRING PRODUCTION** of Hope's Little Theater in late April will be Tartuffe by Moliere. The play will be presented on a peninsula type stage with the audience seated on three sides. It will be directed by Mr. James Malcolm with Mr. Robert Wegter arranging the scenery and furnishings.

**CONGRESSMAN CHARLES GOODELL** of Jamestown, New York, spoke at Hope College in February, sponsored by the student Republican Club. It was natural for him to greet the students from his district: Lynne Townsend (left), senior, Rhinebeck; Bruce Neckers, senior, Clymer, and Nancy Rajsky, sophomore, Coxsackie.

**TWO MORE THIRD GENERATION STUDENTS** have been “discovered” on the campus. Norma, a sophomore, and Willard, Jr., a senior, are children of Willard '37 and Marjorie Van Westenburg '38 Rens of Waupun, Wisconsin. Their grandfather, the late Rev. Isaac Van Westenburg, was a graduate with the class of 1909.

**THE SHELL COMPANIES FOUNDATION** has selected Hope College for an Assist in the amount of $1500. Under the Shell program the gift is divided three ways: $500 for unrestricted institutional use determined by the president; $500 for general faculty development; $500 for new activities of individual faculty members.

**DURING THE 75TH ANNIVERSARY** of the Arabian Mission, a number of Hope graduates got together in the home of one of the missionaries for a Hope breakfast. The
meeting was held in Bahrain in February. Those who attended: Wells '25 and Beth Thoms, Jeannette Veldman '26, John Butryn '36, Jay '41 and Margaret Kapenga, Ann De Young '42, Louise Essenburg Holler '42, Harvey Staal '43, Alfred Penning '48, Dorothy Weisz '57, Robert '58 and Marjorie Vander Aarde, W. Leonard Lee '61, and Rose Nykert.

DURING THE SPRING RECESS seven Hope College students and three faculty members spent a week on the campus of Talladega College in preparation for the forthcoming student exchange between Hope and Talladega. The students were chosen through interviews given by several faculty and student leaders of the project. Faculty leaders who accompanied the students were Dr. Jentz of

CLASS NOTES

1915

Dr. John F. Veltman, who served in both World War I and World War II in combat duty, the latter as a physician, is at present with The Veterans Administration at Knoxville, Tennessee. He believes he is one of two Hope graduates who served their country in two World Wars. In 1956, Dr. Veltman left Winterset, Iowa where he had been a physician for 31 years following his graduation from Northwestern University Medical School.

1916

Dr. Adrian H. Scholten is quite sure that he is a pioneer in the crusade against smoking. He recalls that when he was a Prep School and Hope College student working for the late Dr. Abraham Leenhouts as his “Boy Friday” before World War I, he called cigarettes coffin nails and had a gold leaf sign made for the waiting room saying “Do Not Smoke.” Dr. Leenhouts said he could have added please, but after hanging in his waiting room 50 years, he sent the sign on to Dr. Scholten at his present address, 32 Deering Street, Portland, Maine, to replace his less expensive “No Smoking” signs.

While a patient for two and a half years prior to 1925, in army and veterans hospitals, Dr. Scholten saw many associates and good friends die of lung cancer.

For five years before 1938 he took smoking histories on all cases diagnosed cancer of the lungs, while studying at the Barnard Free Skin and Cancer Hospital at St. Louis and at the New York Skin and Cancer Hospital.

“I was forced to conclude . . . that everyone who smokes at all should have a fear of lung cancer, heart disease, and cancer of the lip, throat, mouth, larynx, epiglottis, and esophagus,” writes Dr. Scholten.

Dr. Scholten, 73, and now retired, is distressed that in spite of overwhelming evidence to the contrary, people still think that they can afford to smoke, and will not abandon “this exceedingly dangerous habit.”

“In trying to discourage smoking and prevent lifelong addiction to this bad habit, I have often felt like a lamb bleating in the face of a North Dakota Blizzard.”

1918

Dr. Willis J. Potts, internationally known children’s surgeon, and Mrs. Potts (Henrietta Neerken ’16) will make a special trip to Chicago on June 2, from their retirement home in Sarasota, Florida.

They have been invited to be the guests of honor at a dinner the Women’s Council of the Chicago Heart Association is to give in the Crystal Ballroom of the Sheraton-Blackstone hotel. Guests will pay tribute to this man whose pioneer work on “blue” babies led to his saving more than 700 children’s lives. At dinner, there will be a formal announcement that the Congenital Heart Disease Research and Training Center, founded in 1957, will be renamed for Dr. Potts.

Dr. Potts received the honorary Doctor of Science degree from Hope College at commencement 1964.

1921

Theodore O. Yntema will retire from the Ford Motor Company in April upon reaching the age of 65. He has served the company as Vice-President and Director.

In March he was appointed Professorial Lecturer in the Graduate School of Business of the University of Chicago. Dr. Yntema is a Trustee and alumnus of the University, and a former member of the faculty of the Graduate School of Business. His new appointment is effective in the Autumn.

1924

Mr. and Mrs. John W. Verheiden of Racine, Wisconsin, entertained the Chapel Choir at dinner in the University Club, Milwaukee. The 65 voice Choir, on tour
through the Midwest during the spring vacation, made tape recordings for two Milwaukee television stations for rebroadcast over the Good Friday-Easter week end.

**1925**

Calling all members of the class of 1925! You are being "paged" by means of our Alumni Publication with the information that our Fortieth Reunion Luncheon will be held at "The Castle" on Saturday, June 5. It seems that our leaders are succeeding in making each Commencement Season a more happy and a more meaningful event than the last. By your presence at our 25 Reunion-Luncheon, at the Alumni Banquet in Phelps Hall at 6:30 p.m., at the Baccalaureate at 2:30 p.m. on Sunday, and, we hope, at the Commencement at 10 a.m. on Monday, June 7th you can be not just an admiring observer but an active participant in this great and good week-end. "All Systems are GO!"

See you at The Castle, mid-day, June 5. J. M. Hogenboom, Chairman.

**1926**

Adrian N. Langius was honored in March with the "Distinguished Service Award—1961" by the Michigan Association of the Professions. The award, given for the third time, is given to the one member of MAP who has made the outstanding contribution to his professional field during the year. The citation included, "Mr. Langius has demonstrated his virtuosity by not only conceiving some outstanding architectural triumphs—a great new Capitol Development Area in Lansing—but also administering a major building program as Director of the Building Division, Department of Administration, for the State."

Previous recipients of this award were Minoru Yamazaki and Justice John R. Dethmers '25.

Mr. Langius has been honored on several occasions previously and will have the honorary degree, Doctor of Laws, conferred upon him by Northern Michigan University in June.

Among his other awards: In 1948 he was made Architect of the Year by the architectural profession; in 1953 he was elevated to Fellow and Member of the College of Fellows in the American Institute of Architects; in 1955 he received the Gold Medal of the Detroit Chapter of the American Institute of Architects, being the first recipient of this highest award to other than a Detroit Chapter member.

In addition, he has served the profession in Michigan in almost every capacity, i.e., President of the Michigan Society of Architects, President of the Western Michigan Chapter, A.I.A. and many other offices. Currently he is Director, Michigan Region and member of the Board of Directors of the American Institute of Architects.

**1930**

*Dr. Berndine Siebers De Valois* presented a series of lectures to women students at Hope this spring on the subject of marriage preparation, entitled, "Are You Fit To Be Tied." The lectures were sponsored and arranged by the Association of Women Students.

**1931**

At the annual meeting of the Home Furnace Company in March, Clarence J. Becker was elected president. Vice President and treasurer of the company since 1938, Mr. Becker succeeds Vernon D. Ten Cate '27 who was elected chairman of the board after fifteen years as company president. Other officers elected include Hope men Clarence Klaasen '29, Vice President; Arthur C. Becker '38, Secretary-Treasurer; Andrew Dalman '34, Vice President-General Manager. John W. De Vries '11 and J. Douglas MacGregor '46 are members of the Board of Directors.

Home Furnace, now in its 49th year, is one of Holland's oldest industries. The annual report showed an approximate 60 per cent increase in sales last year, an extensive building program and, in addition, the company has leased the former Holland Transplanter Company buildings to house the engineering staff and manufacturing facilities for air conditioning equipment.

The Miller Division of the company is a primary supplier of mobile home furnaces and air conditioning equipment. Besides the Miller Division there are several other divisions manufacturing a complete line of residential comfort products.

Mr. Clarence Becker, the new president, went to Harvard Business School after graduation from Hope, where he received his M.B.A. degree. He has been with the Home Furnace Company since he completed his work at Harvard. Active in municipal affairs, he is serving his 19th year on the Holland Hospital Board, and continues to be a Director of the Ottawa Savings and Loan. He and his wife, Betty Smith '31, have two sons and two daughters. A son, George, is married, lives in Holland, and works at the Home company. A daughter, Barbara, Mrs. Douglas Meyers, teaches in the Detroit area. Betsy will be married in June. She, too, is a teacher. "Buzz" is in the Navy.

In the picture Clarence is accepting the award for the "Best Commercial Display" trophy at the National Mobile Home and Travel Trailer Show in Louisville. Arthur Becker, left, Andrew Dalman, center.

**1932**

Dr. Everett T. Welmers, Assistant for Technical Operations, Manned Systems Division, Aerospace Corporation, in March was presented the Air Training Command Award of Merit by Lt. Gen. William W. Monyer, ATC commander, in recognition of meritorious service to ATC as a member of its advisory board. The board, comprised of outstanding civilian leaders, was organized in 1953 to advise the ATC commander on policy matters pertaining
to the command's training mission for the Air Force. The award ceremony was conducted at Headquarters ATC, Randolph AFB, Texas.

1947

The New York Times, a February issue, carried the story that Esther Boygart had been named employment manager of Lord and Taylor, effective March 1. Formerly an interviewer, since 1947, she will be responsible for staff employment and will recruit personnel for executive training.

1949

Ted Flaherty wrote, "We here at Ferris Girls' School are thrilled at the fact we will be up-graded to a 4-year college as of April 1, 1965. (That's when the school starts in Japan.) At first we will have only two majors offered—Japanese Literature and English Literature.

"This will make our fourth school here on the one campus. We have Jr. High, Sr. High, Jr. College (Domestic Sc. and Music) and then the new College of Literature."

Cdr. John C. Robbins, MC, USN of the Naval Air Station Hospital, Lemoore, California, was installed as a Fellow of the American College of Obstetricians and Gynecologists at its annual meeting in San Francisco.

Russell Van Kampen has been elected a Vice President of Bankers Life and Casualty Company, underwriters of the nationally known White Cross Plan of insurance. Starting with the company as an agent in 1950, he was promoted to District Manager the following year, Branch Manager at St. Cloud, Minnesota in 1956, Agency Director in 1958 and Director of Sales in 1960.

A native of Muskegon, Mr. Van Kampen completed his work for a bachelor of commercial science degree at Drake University. He and his wife, Dolores Nelson '50, and their two sons and daughter live at 203 S. Lancaster, Mount Prospect, Illinois.

Deaxis Shoemaker is associate editor of Crossroads magazine in the adult curriculum of the United Presbyterian Church, USA.

1950

Chaplain Dean K. Veltman, with his wife Mary Coffey Veltman '51, and their four children, Carol, John, James and Cathy are stationed with the U. S. Navy at Mayport, Florida. He has recently returned from a tour of duty in the Mediterranean in Naples, Italy on the Destroyer Tender U. S. Yellowstone with the Sixth Fleet. In 1962 he was chosen by the Navy to attend Harvard University for a year. The program was designed to help further and maintain theological standards necessary to American Servicemen wherever they may be in the world.

1954

Herman D. Nienhuis, M.D., Doctor's Park, 1344 Creston Park Drive, Janesville, Wisconsin, was installed as a Fellow of the American College of Obstetricians and Gynecologists at its annual meeting in San Francisco in April.

Dr. Richard Pross, formerly of Otsego, was named director of Student Health Services at Western Michigan University by the Board of Trustees in February. A graduate of Michigan Medical School, he served his internship at Bronson Hospital, Kalamazoo, and spent a year in an internal medicine residency there. He was a general practitioner in Otsego from 1950 to 1964.

Victor Nuovo has been awarded a Ford Foundation Faculty Fellowship to attend the Inter-University Rotating South Asian Summer School to be held at the University of Wisconsin. There he will study Sanskrit and Indian culture.

Since September 1962, he has been a member of the Department of Religion of Middlebury College, at the present time being an Assistant Professor. Dr. Nuovo received his Ph.D. from Columbia University last year (in the joint program on Religion with Union Seminary). His dissertation subject was, "Calvin's Theology: A Study of its Sources in Classical Antiquity."

The Nuovo family includes Mrs. Nuovo, nee Betty Anne Stagg, Bucknell '53, and their two sons, Victor Emmanuel, aged 6, and Thomas Christopher. 2. Address: 66 Shannon Street, Middlebury, Vermont.

1955

Donald Vandertoll, M.D. received his Masters degree in Surgery from the University of Minnesota in December last. He has also been certified as a Diplomat of the American Board of Surgery, as well as being elected to Marquis Who's Who, publishers of the Directory of Medical Specialists.

David De Jong, M.D. received a Freedom Award at Valley Forge on February 22. His citation was for a letter: "My Vote: Freedom's Privilege?"

1956

Lyle Vander Werff who has been serving on special assignment with the Board of World Missions since 1961 in Kuwait, Arabian Gulf, joined the Religion and Bible department at Hope this semester. He has his Th.M. in Biblical Theology from Western Seminary and plans to enter doctoral studies this fall.

Lyle's wife, Phyllis Lovins '60 and his son, David, 4 years old, have served with him at the Clover Hill Reformed Church of Flemington, New Jersey, before they were sent "to survey the needs and to develop the Church life and ministry among the international community in the emerging Arabian Gulf." In 1962 an English-speaking congregation was organized, which gathers Christians from 16 nationalities.

Ted DeVries is currently a doctoral research fellow on a Project English study (U. S. Office of Education) and a part-time instructor in English, Burris Laboratory School, at Ball State University, Muncie, Indiana.

He is the co-editor of a monthly column ("This World of English") in the ENGLISH JOURNAL, editor of the INDIANA SCHOOL PUBLIC RELATIONS NEWSLETTER, and co-author of an article ("Burris Laboratory School") in the HOOSIER SCHOOLMASTER, a publication of the Indiana State Department of Public Instruction, April, 1965.

He will edit the materials concerning "Workshop for Improving Instruction for the Deaf," Ball State Univer-

In 1962, he won a fellowship grant from the WALL STREET JOURNAL for accomplishments in school publicity, publications, and public relations. He received additional recognition from the WALL STREET JOURNAL in 1963 for work in school publicity and publications.

Ted, his wife, Judy, and their three children (Alison 8, Jennifer 5, and John 1) are currently residing at 112 North Calvert, Muncie, Indiana.

1957

Elizabeth Burnett Jeltes, who teaches Latin II and III in Kentwood High School, Grand Rapids, received a letter from President Johnson in February thanking her for a scroll sent him by her students.

One of Mrs. Jeltes' students suggested that the Latin students translate the President's inauguration address in Latin. Mrs. Jeltes was so pleased with the suggestion that she decided with the classes to produce it in typical Roman fashion on a scroll.

Further, the students, on a copy of the address, blacked out all the words that are derived from Latin. Only about half of the words were left which demonstrated the great dependence English is on Latin. They sent a letter to the President asking why the National Defense Education act does not include Latin in aid for languages. A letter from the Department of Health, Education, and Welfare to Mrs. Jeltes points out, "The fact that the languages spoken in the world today are given special assistance under the act does not mean, however, that students and teachers of Latin cannot benefit from NDEA."

Nathan Vander Werf is serving as Planning Chairman for the first Columbus (Ohio) area interfaith Conference of Religion and Race to be held in October. He is also singing with the Columbus Symphony Orchestra Chorus and is one of the soloists for the Good Friday Bach St. Matthew presentation.

George A. Pelgrin has been transferred to the Tokyo office of the American President Lines. He has formerly been in the company offices in Honolulu.

1958

Janet Baird Weisiger, contralto soloist at the Wyckoff Reformed Church, appeared at the New Jersey Pavilion of the World's Fair on September 26 by special invitation. She opened the Bergen County Day festivities with the singing of the National Anthem and she also sang a medley from the "Sound of Music" later in the program.

William C. Waggoner collaborated with two other scientists, C. V. Nelson, and P. R. Gastonguay, in research at the Cardiology Research Laboratory, Maine Medical Center. Their work was published in the American Journal of Physiology in November, 1964, under the title "High-fidelity electrocardiograms of normal rabbits."

The Courier-News of Plainfield, New Jersey, in its January 10 issue, selected Dr. Waggoner of the Colgate-Palmolive Research Center, as typical of the young scientists brought into the area by the New Jersey research community. There are 650 industrial research groups in the state. These organizations employ about 18 per cent of all scientists in the United States.

A P R I L, 1965
BIRTHS

Dale '60 and Darlene Heeres, Kevin Dale, October 29, 1962; Mark Walter, May 23, 1964, Muskegon.

Judson and Marjorie Fenton ’51 Davis, Elizabeth Anne, October 1, 1962, Flint.


Richard ’54 and Janet Baird ’58 Weisiger, Beth Janet, February 7, 1964, Oakland, N. J.


Robert ’63 and Sandra Bovenkerk ’64 Gordon, Susan Elizabeth, June 6, 1964, Holland.

Richard ’56 and Betsy Ortquist, Bruce Richard, November 23, Springfield, O.

Robert ’47 and Arvella Schuller, Carol Lynn, December 4, 1964, Santa Ana, Calif.

Robert ’44 and Janet Bogart ’45 Wolbrink, James Andrus, December 8, 1964, Holland.

Ralph ’64 and Peggy Jackson, Steven Andrew, February 11, West Lansing.

Roger ’60 and Roberta Potter, John Michael, February 12, Great Lakes, Ill.


James Jon ’61 and Sharon Crossman ’61 Bolthouse, Jon Mark, February 16, Muskegon.

James ’60 and Mrs. Vande Poel, Eric James, February 21, Holland.

Randall ’57 and Judith Rynm ’57 Baar, Sarah Jane, February 21, Zeeland.

Don ’59 and Miriam Klaaren ’60 De Jongh, Matthew, March 6, Detroit.

Carl ’59 and Sandra Dressel ’59 Ver Beek, Todd, March 11, Grand Rapids.

Myron ’55 and Marlene Denekas, Craig Norman, December 28, 1964, St. Joseph.

Robert ’54 and Lucille Tysse ’55 Hoeksema, James Wyane, February 27, Niskayuna, N. Y.

Roger ’57 and Marilyn Campbell ’59 Roelofs, Linda Suzanne, March 6, Grand Rapids.

Jack ’54 and Merilyn Kalee, Douglas James, October 5, 1964, Jenison.

David and Charlene De Vette ’58 Borgeson, Maria Sue, October 5, 1964, Sacramento.


Floyd and Sandra Piersma ’63 Jousma, Michelle Dawn, December 12, 1964, Holland.

Dr. Bernard ’55 and Thelma Stremler, Susan Jane, March 15, Birmingham.


Advanced Degrees

Dale W. Heeres ’60 M.D., Wayne State U. College of Medicine, June 1963.

Glenn A. Blocker ’52, Specialist in Education Diploma, Teaching of Science and Mathematics, Western Michigan U., January 1965.


Frederick J. Vande Vusse ’61, M.S. Wildlife Mgt., Iowa State U., June 1964.

Paul A. Huizenga ’60, M.S., Biology, U. of Michigan, August 1964.


Virginia Mortensen ’63 M.A., Theatre and Speech, Bowling Green University, August 1964.

MARRIAGES

Louise Garter ’64 and James Staple ’65, January 16, Holland.

Rev. Harvey Van Farowe ’57 and June E. Brink, December 30, 1964, Holland.

Dr. Hubert Weller (faculty) and Nancy Miller, January 27, Grand Rapids.

Virginia Mortensen ’83 and H. Alan Lyttle, December 12, 1964, ParishIPPANY, N. J.

Representing Hope College

Dr. Everett T. Welmers ’32 at the inauguration of Mark Hubert Curtis as president of Scripps College, Claremont, Calif., February 25.

Dr. Francis Hopper ’37 at the dedication of the new chemistry building at MacMurray College, Jacksonville, Ill., March 20.
Esther Hinkamp '38 at the inauguration of Jacob I. Hartstein as the first president of Kingsborough Community College of the University of New York, Brooklyn, March 25.

Sherwood Price '35 at the inauguration of Raymond Lloyd Smith as president of Michigan Technological University, Houghton, April 9.

Norma Damstra Bylenga '57 at the inauguration of Gordon Williams Blackwell as president of Furman University, Greenville, S. C., April 20.

DEATHS

The Rev. John H. Straks '00, a minister of the Reformed Church for over sixty years, died on January 24 in Ashton, Iowa. A graduate of Western Seminary he served churches in New York, Wisconsin and Iowa. He is survived by four children, thirteen grandchildren and two sisters.

Capt. Edgar James Dibble, USN, assistant Chief of Staff for operations, plans and logistics, Staff of Commandant, Third Naval District, died on February 3, at the U. S. Naval Hospital, St. Albans, New York. He was a member of the Hope College class of 1941.

A Naval Aviator since 1942, Capt. Dibble had served with distinction since, receiving the Distinguished Flying Cross, Air Medal, Navy Unit Citation, and the Asiatic-Pacific Campaign Medal with four stars. His death resulted from a fall in his home on January 30.

He is survived by his wife, the former Charleen Mc Cormick, of Holland, and four children.

Rendert H. Muller '22, retired president of the Standard Grocer Co., died at Holland Hospital on February 6. He is survived by a sister, Miss Dena Muller, and a brother, John Muller, both of Holland.


Ida Danhof Yntema '12, wife of Dr. Hessel E. Yntema '12, died February 26 in an Ann Arbor hospital. A native of Grand Haven, she attended the University of Michigan following her graduation from Hope College. She had lived in Ann Arbor since 1933. She was a member of the Faculty Woman's Club of the University of Michigan and of the Mayflower Society. Surviving besides her husband are one daughter, two sons, and a sister.

Gerald F. Bolhuis '29 died unexpectedly at his home in Holland on April 8. He was president and manager of the Bolhuis Lumber and Manufacturing Company in Holland, where he had lived all his life. A member of the American Legion Band for 17 years, fire chief of the Park Township fire station for 10 years, he and Mrs. Bolhuis were serving as co-chairmen of the committee for exchange students of the Youth for Understanding program. He was an active member of Third Reformed Church.

1965 MIAA BASKETBALL CHAMPIONS

Front row, left to right: Dean Overman, Don Kroncmeyer, Carl Walters, John Simons, Dennis Weener, Chris Boys; back row: Clare Van Wieren, Jerry Zwart, Jim Klein, Bill Plotter, Roy Anker, Dutch Poppink, Floyd Brady, Coach De Vette.

With a 10-2 season record, Hope's team cinched the Championship at the Calvin game on February 24. Don Kroncmeyer, playing in his first Hope-Calvin basketball game, sank a free throw after the buzzer of a double overtime to give Hope a 104-102 win over Calvin and its 15th MIAA championship.

The Anchor reported, "If you could afford to stay at Hope College for the rest of your life, you'd never see another game like this year's Calvin Game."

As for next year, Coach De Vette will have all of his team back with the exception of co-captain Dean Overman, the lone senior on this year's club.

"It will be fun next year," De Vette quipped.

De Vette's teams won outright crowns in 1962-63, 57-58, 58-59, 59-60. His 56-57 team shared the title with Albion and the 61-62, shared with Kalamazoo.

Hope, under coach John Visser '42, won outright titles in 51-52 and 52-53, but the 1953 title was decided in a playoff with Kalamazoo.

Other recent Hope championships were won by the late Milton Hinga. Championships included 1933-34 with Albion; 1936-37, 39-40, 42-43; 1945-46 and 1946-47 with Albion. De Vette was a member of the 1942-43 and 46-47 championship teams.

Van Wieren and Brady were named to all MIAA first and second teams, respectively.

Surviving are his wife, Julia Van Tamelen Bolhuis, one daughter, Mrs. Richard Raabe of Allen Park; two sons, Jack K. Bolhuis '59 and Tom G., a student at Hope College; six grandchildren; three sisters, Ruth Cook '31, Marjorie Vande Water, both of Holland; Evelyn Dalman '34, Greenville; two brothers, Dee J., Hollywood, Calif., and Frank, Holland.
Hope's 50th Class, graduated in 1915, will celebrate on June 5.

SCHEDULE OF CLASS REUNIONS, ALUMNI DAY, JUNE 5

FIFTY YEAR CIRCLE 4 to 6 P.M. PARTY, Conference Room, Phelps Hall
CLASS OF 1915 12:30 P.M. Luncheon, Point West, Macatawa Inn
CLASS OF 1920 2:00 P.M. Coffee, Durfee Hall
CLASS OF 1925 Noon Luncheon, The Castle
CLASS OF 1930 1:00 P.M. Luncheon, Phelps Hall
CLASS OF 1935 1:00 P.M. Luncheon, Point West, Macatawa
CLASS OF 1940 5:00 P.M. Punch Party, Phelps Hall Lounge
CLASS OF 1950 Punch Party, 5:30 P.M. Phelps Hall Terrace
CLASS OF 1955 1:00 P.M. Luncheon, Phelps Hall
CLASS OF 1960 1:00 Luncheon, Point West, Macatawa Inn

COMMENCEMENT DATES
SATURDAY, JUNE 5, ALUMNI DAY—Board of Directors Meeting, Alumni House. Alumni Dinner, Phelps Hall, 6:30 P.M.
SUNDAY, JUNE 6, BACCALAUREATE—Dimnent Memorial Chapel, 2:30 P.M.

MONDAY, JUNE 7, 100TH COMMENCEMENT—Civic Center, 10:00 A.M.
1965 VILLAGE SQUARE—Friday, July 30—Mrs. Robert Hughes, Chairman