IN THIS ISSUE

1  A Distinguished Alumnus Speaks
2  The Search for Truth, Edward Wichers '13
6  View from the Campus
7  A Glimpse of the Fine Arts Festival
8  News Review
10  Moonshooter IX
11  To Keep Pace with America
    1966 Editorial Supplement
28  Weddings
29  Class Notes
36  Births
37  Deaths

WEBSTER defines a Collage as “An agglomeration of fragments... pasted together and transposed... into an artistic composition of incongruous effect.” Mr. Killmaster’s work is such, relating to Hope College, signifying Change which is the theme of this issue of the Alumni Magazine.
Edward Wichers, Ph.D., who has received many honors for his work in chemistry, spoke to the assembly on February 15 in Dimnent Chapel.

Dr. Wichers, a graduate of Hope College in 1913, holds the Ph.D. from the University of Illinois (1917) and the Honorary Doctor of Science degree from Hope College in 1941. He was for many years Chief of the Chemistry Division of the National Bureau of Standards. He retired as Associate Director of the Bureau in 1962. Since that time, he has been on special assignments for the National Academy of Sciences.

Among his recognitions for outstanding work, Dr. Wichers was the recipient of the Hillebrand Award, Chemical Society of Washington in 1938; and in 1951 received the Exceptional Service Award, United States Department of Commerce.

He has been President of the Section of Inorganic Chemistry, International Union of Pure and Applied Chemistry; President, International Commission on Atomic Weights; President, Chemical Society of Washington; Vice President, Washington Academy of Sciences; and Councilor, American Chemical Society. Sixty of his articles have been published in various scientific journals.

In the introductory remarks of his lecture to students, faculty and townspeople in February, Dr. Wichers spoke of his college days at Hope. He also paid tribute to his Alma Mater after a lifetime in high position. A few quotations follow.

"When I entered Hope in 1909, the college, then as now, was growing. But the scale of growth was somewhat different. Our freshman class of 42 was the largest up to that time, and the total college enrollment of 115 also was a new high."

"The resources of the college were very limited, but this too can be seen better in retrospect. Understandably, most of the instruction in science courses had to be provided by faculty members who had not had full professional training in the respective disciplines. But in some instances, dedication and enthusiasm compensated for this lack. An example was provided by Dr. John Van Zoeren, who is known to all of you as the donor of the Van Zoeren library. Van Zoeren, the undergraduate instructor in chemistry, induced me to take the course in qualitative analysis, though I had but a mild interest in it. In chemistry, Van Zoeren was what is known in the field of sports as a "natural." He also had enthusiasm and some pedagogical instincts. By the time I finished the course I knew that chemistry was for me."

"In spite of its limitations, Hope was a good college for me, and, I think, for many others. Among the things that made it so was, first of all, the high esteem in which learning was held — learning of any kind, learning for its own sake, not as a tool. This was a climate in which a boy from a farm or a village could be conditioned to aspire to an intellectual life."

"There was something else in the climate of the college than the esteem for learning, the stimulus to broad intellectual interests, and the emphasis on effective communication — something deeply pervasive. This was the idea that man is a responsible being, that he does not exist merely to satisfy his own desires or to gain his own ends, whatever they may be in terms of wealth or power or mere pleasure. Rather, that the mysterious creative power that endowed him with an intellect and with the spiritual capacity to perceive beauty, to appreciate greatness, and to apprehend, in some degree, the eternal verities requires him to create and to build. In one way or another this concept was kept always before us."

"..."I am confident that this is equally true today... I feel sure that the intellectual fare is richer and better balanced now. This is to be expected from the growth in numbers and resources and from the extensive cultural diffusion that has occurred. ...the world's intellectual environment has changed greatly in the past century, and even in the past fifty years, largely because of the rapid acceleration of the study of the natural sciences. When we consider the growth of science we are likely to think first of its material accomplishments, which have revolutionized our civilization. Marvelous as these accomplishments are, we shall, rather, consider today the effects of science on our modes of thought."

A Distinguished Alumnus

Speaks to Change
The systematic accumulation of knowledge by scientific methods as we know them today began only a few hundred years ago. Before that time the modes of thought that we identify with philosophy, theology, and the related disciplines that we can call collectively the humanities, governed the whole of the intellectual domain. Reasoning was deductive. Truth resided in a limited number of broad generalizations from which more detailed ideas were deduced by logical processes. In this way the creeds and codes that governed human belief and behavior were developed. By their very nature these modes of thought were authoritarian. Questions, whether sincere or skeptical, were likely to get a two-word answer — "ipse dixit," which can be freely translated as "the boss said so." Observations of natural phenomena were limited. Generalizations about them were forced into the pattern of deductive thought. There was no other way. But in the course of time certain scholars began to see that there was, after all, another way. That was to observe nature carefully, to compile and classify the results of these observations, and then to reason inductively about underlying generalizations.

It does not matter whether we associate the beginnings of this new approach to knowledge with Aristotle, or Roger Bacon, or that interesting Italian, Galileo. Its recorded history is at best brief, and its beginnings faltering. Aristotle is regarded as one of the founders of observational science but if a Physics I student were to use in a test his views about falling bodies, he would flunk it. Aristotle held that heavy bodies fall faster than light ones. Since a simple experiment would have shown that this is not true, it seems likely that Aristotle never made such a trial but derived his conclusion by deduction from some established philosophical principle. Aristotle’s reputation was good enough so that his idea about falling bodies was not challenged for about 1500 years. Then Galileo, at the University of Pisa, performed the necessary simple experiment. There are two versions of what he did. One has it that he rolled balls of different weights down an inclined plane. I prefer the other one, which is simpler and more dramatic. It says that he dropped stones of various sizes from the Tower of Pisa. All the stones reached the ground together. We might reasonably suppose that this observation got Galileo a promotion, or at least an honorary degree. Instead he found it prudent to leave the University of Pisa because his superiors were not about to have their ancient dogma questioned by some screwball who threw rocks from the top of a tower. The experiment, although simple, was not trivial. The physical laws derived from it apply precisely to today’s missiles and man-made satellites.

Galileo moved on to the University of Padua. When he there expounded the Copernican astronomy, he began a long feud with the authorities of the Church which makes interesting reading but is too involved to be reported here. Apparently he was just as willing to argue theology as science, with the outcome that he was forced to recant his heretical views, not of theology but of astronomy.

Galileo made many sound scientific observations on a variety of physical phenomena. From such beginnings the pursuit of knowledge derived from observation followed by inductive reasoning grew at a rapidly increasing rate. The results won increasing respect both because of their practical usefulness and because they often challenged successfully the authority that had been claimed so long by the older intellectual disciplines. I think it will be worth while to explore some characteristics of this new mode of thought that account for its growth and the esteem it enjoys in today’s intellectual world.

One of those characteristics is the scientist’s
"Science knows that truth is elusive but that it can be progressively approached . . . . . that to main-
tain a progressive approach to truth it must constantly be reviewing, correcting, and refining its
observations and its generalizations. Confidence in science is based on the internal authority derived
from this process."

awareness that truth is elusive. Aristotle, al-
though primarily a philosopher, theologian, and
logician, also made observations of natural phe-
omena. I think it likely that the words from
which I took the title for today's discussion were
written as a result of reflection on this area of his
varied interests. The quotation is as follows:
"The search for truth is in one way hard and in
another easy. For it is evident that no one can
hit it exactly nor miss it wholly. But each adds
a little to our knowledge of Nature." Then he
added what sounds like an afterthought — "and
from all the facts assembled there arises a certain
grandeur."

The intellectual stature of Aristotle can well be
judged by this declaration, made when observa-
tional science was in its infancy. Today the hum-
bliest practitioner of science knows that he can
add some little fragment to the total knowledge.
He can also be confident that in so doing he will
contribute something to the "resulting grandeur."
But even the most eminent scientist knows that
he cannot master the knowledge of Nature. Hu-
mility before this inescapable limit to his attain-
ment is characteristic of our greatest scientists.

Even the scientist who is engaged, not in expli-
oring new scientific territory, but in resurvey-
ning and remapping territory already opened
knows that it is never quite possible to achieve
the desired completeness and accuracy of obser-
vation or measurement. The best he can hope for
is to approach the truth more closely than the
man before him has done. In the great gen-
eralizations of science the elusiveness of truth is
even more apparent. Within the past fifty years
two of the most fundamental ideas of science have
been found not merely inexact but false. One of
these led to the belief that more detailed observa-
tions were all that was needed to make all physical
phenomena completely predictable. The universe
was thought to be completely deterministic—the
outcome of any future event is already deter-
mimed by what has gone before. When the logical
consequences of this idea were carried over into
the domain of philosophy they came into head-on
conflict with theological ideas about the attributes
of God and man's freedom of choice. Science has
since revised its views but not under the compul-
sion of external authority. Sophisticated observa-
tions on atomic phenomena, which led to the
formulation of Heisenberg's uncertainty prin-
ciple, showed that a deterministic view of the
physical world is not always valid.

Another basic generalization which has been
discarded is that the physical world is constituted
of the separate and distinct domains of matter
and energy. Along came the now familiar equa-
tion $e=mc^2$ and innumerable observations to con-
firm its validity. Matter and energy are now
known to be interconvertible. Thus, what were
thought to be distinct domains are, instead, sep-
ate aspects of physical reality.

The foregoing examples could be supplemented
by many other events in the history of science.
Together they demonstrate the pattern of thought
that accounts so largely for the vitality of science
and its great contributions to the intellectual cli-
mate of our time.

I believe the attitudes that science has found
useful in its search for truth can be usefully ap-
piled to other fields of learning. Of course there
cannot be a complete analogy. Dealing with in-
tangible reality is different and clearly more dif-
ficult than dealing with the tangible world. In
some fields, such as formal religion, there is a
strong tendency to rely on thinking of an earlier
time and to freeze it into dogma. Creeds become
sacred and are too often confused with faith.
There is a vast difference between the two. Faith
is a vital motivating force in men's lives, not to be confined by standardized words. Creeds are efforts to catalog the elements of belief, which is a highly personal matter. As thought and language change they may become mere incantations. One of my favorite hymns is the one that begins, "Faith of our fathers, living still." It is hard to imagine a hymn whose first line would be "Creeds of our fathers, living still." After all, creeds are not for singing, but faith is.

But to return to the problem that is more familiar, I want to cite the example of the Protestant Reformation, whose great heritage most of us share. Once in a while a great event of that kind occurs in human affairs, but often it is followed by a trend in which the radical new idea that characterized it gradually becomes embalmed in a new authoritarian pattern. Why could not the great intellectual and spiritual forces that produced the Reformation have been kept vigorously active by a continuing self-critical review and refinement of doctrines in the light of growing knowledge?

The reasons are doubtless complex but one certainly can be seen in the comfort and security that the vast majority of people find in an authority whose validity they do not wish, or know how, to question. But this is not a proper attitude for leaders. In the domain of religion I fear there are many leaders who could be usefully engaged in exploring new areas of spirituality with a contemporary understanding of a living faith, but who instead busy themselves in fighting rear-guard actions in defense of dogmas that have outlived their usefulness.

Another pair of words, seldom used in a common context, may be more nearly synonymous than is commonly supposed. The words are revelation and discovery. The former is used in the context of religion, the latter in the context of science. We say that Einstein discovered the principle of relativity. But it is not necessarily irrelevant to think that Einstein experienced a revelation of truth made possible by a sensitive and prepared mind. Did Darwin's conclusions about biological evolution constitute discovery or was there here also a revelation of truth to a mind prepared to receive it. An example of another kind can be found in the Biblical account of Elijah's successful challenge to the priest of Baal and the slaughter of the priests that followed his victory. This is a scene of terrible violence in defense of religion—a scene that has been often repeated—even in the history of the Christian Church. But the account does not end there. It continues with Elijah's withdrawal into the wilderness, where he spent forty days, presumably to think things over. Then he went on to a sacred mountain in the hope of finding God. Here he witnessed, in succession, three violent natural disturbances. First there was a great wind storm, then an earthquake, and finally a fire. The record of this sequence of events contains each time, like a majestic antiphonal response, "But the Lord was not in the wind," "But the Lord was not in the earthquake," "But the Lord was not in the fire." And then, finally came "a still, small voice" which brought the answer to Elijah's weeks of thinking. Shall we call this revelation or could we call it discovery by an attuned mind!

In this discussion about the possible usefulness of the thought modes of science in other intellectual areas I have not meant to imply that the two domains are identical—only that they are related. Especially we must recognize that what is truth in one domain cannot be untruth in the other. This axiom has not had universal acceptance. The apparent conflicts between science and religion have sometimes been dealt with by the device of the compartmentalized mind, which supposedly can accommodate itself to two kinds of truth by keeping them strictly separate. But it is impossible to conceive of a philosophy in which truth is not whole and inseparable. If this is so there must be an alternative to the compartmentalized mind. This alternative is to examine the problem by whatever modes of thought are most appropriate to it, without assuming that one or another mode has superior authority.

In dealing with apparent conflicts between science and religion we are still a long way from general acceptance of such an objective approach. When resolved, such conflicts usually have followed a common course. The first reaction when science has questioned a religious dogma is one of antagonism and the suspicion, if not the outright charge, of heresy. Etymologically, heresy only means a difference of opinion, but the word has strong emotional overtones when the difference of opinion involves a dispute with constituted authority. In our days constituted authority often seeks to preserve conformity through social pressure. While not as bad as the earlier use of the dungeon and the stake, this form of control nevertheless can cause a great deal of unhappiness and mischief. In view of the history of repeated de-
feats in such encounters, caution in charging heresy would seem to be prudent.

If, in the course of time, the new ideas win general acceptance, hostility subsides and is likely to be followed by a reluctant acquiescence, more or less in the attitude that after all the question doesn't matter very much. But if the new idea stands critical examination and has human significance there should be a third phase— that of full acceptance and, when appropriate, incorporation into the body of religious belief. This happened long ago with the change from the Ptolemaic to the Copernican astronomy. It was heresy first, then it was something that concerned only long-haired professors, but long since it has brought new meaning to the familiar words, "The heavens declare the glory of God, and the firmament showeth His handiwork."

About a hundred years ago Darwin and others advanced the hypothesis of biological evolution to account for the observed relationships among living species and between them and the fossil remains of extinct species. Inevitably the human species became involved. It was obvious that the new ideas raised questions about the generally held views of the creation of the world and the origin of man. The immediate reaction of religious authorities was to brand these ideas as dangerous heresy. This position seems still to be held in some quarters but in many parts of the Christian Church, perhaps in most, the second stage— acquiescence— has been reached. Meanwhile biologists and other scientists no longer regard the idea as hypothesis and have begun to extend it to include the evolution of living organisms from inanimate matter. Perhaps we should recall in this connection that the earliest statement of the concept of the evolutionary origin of man appears in the first chapter of Genesis, where it is said that man was formed from the dust of the earth and that he became a living soul.

If the biologists' views about the evolutionary history of man represent truth they clearly have very great significance for our understanding of the nature of man. When this significance is fully appreciated we can hope to see this particular conflict between science and religion pass into its third phase. If it is true that creation was not an event, but a process, a process in which man has emerged not merely as a biological species but as a being possessed of a spiritual identity, we have a most stimulating prospect for strengthening and revitalizing the Christian faith. Here we have new evidence of plan and purpose in creation. And when we get used to the idea of process rather than event, we can change our thinking of the creative process as something completed to a process that is designed to continue into the future. If, looking backward, we see the evidence of a long upward progression it would be illogical to assume that all this has come to an end. This would be an illusion caused by the vast difference between the time scale we are used to and the much larger time scale of evolution. We can think of a period of time long enough to cover all recorded history as represented by no more than a single frame of a motion picture. We know that a great deal of film has been unreeled but we may confidently expect that there is a great deal of the picture still to come. There is not time here to elaborate on the ethical, moral, and religious implications of the evolutionary hypothesis of the origin of man, but they deserve thoughtful study by all who believe that religion must provide the dominant motivating and guiding forces in human affairs. Some cherished doctrines may have to be modified, but as has happened so often in the past, they will yield to new ones that will prove to have richer meaning. This is part of the pattern of change and growth that seems to be inherent in the plan of creation.

In these latter paragraphs I have tried to point out significant differences in the intellectual climate in which this college must now operate from those that prevailed during its earlier years. I believe the college must not only accommodate itself to this new climate but that it must contribute to the exploration and exploitation of all that is new and good as well as all that is old and good. This is essential if the college is to continue to be a significant influence in our contemporary society. I know of no institution better qualified than the Christian college, with its dual emphasis on the concerns of the human mind and the human spirit, to press the search for truth in both domains. Indeed it may be the chief instrument for an integration of the two domains in which knowledge, long divided into the sacred and the secular, becomes whole.

More than a hundred years ago Tennyson wrote some lines that appear on the John B. Nykerk Memorial Plaque in this building. They state in beautiful, unforgettable words the essential goal of Christian college education.

Let knowledge grow from more to more
But more of reverence in us dwell
That mind and soul, according well
May yield one harmony as before, but vaster.
There is a strange paradox in Albertus Van Raalte’s phrase “anchor of hope.” Hope looks for progress, even change—a future greater than the past. But an anchor is designed to prevent movement, to maintain the status quo. I have never known as well as I do now, 30 years after my graduation, just what Dr. Van Raalte meant.

About all that was missing last week was the raccoon coat. My wife and I were the old grads back on campus cheering, hamming it up, trying to recapture (with astonishing success) the routine and the romance of college days. To be sure, I was also there as a university professor and a senior specialist in an unusual academic field, African languages. I was supposed to give something of my life and thoughts to Hope. But what made the week one of the high points in my life is what Hope gave to me.

It is not the new building or the tripled enrollment that is most impressive. It would have been a disappointment if Hope had just stood still for 30 years, but that kind of growth is to be found everywhere. New courses in the curriculum like Statistics and Anthropology, even new fields of study such as Art and Drama, are to be expected.

Progress in research has been gratifying and commendable, but hardly surprising. I’d like to see faculty salaries raised and the Student Union built, but all colleges and universities have problems of that sort. I’m inordinately proud that my Alma Mater is still outstanding among educational institutions in this country; but even that was no news.

The real impact of our week back on campus came from people: administrators and faculty, including old friends and new blood, but especially from the students.

It’s true that there were scholars and musicians, comedians and artists, athletes and beauties, thirty years ago as well as now. And there were loafers, drifters, and even a few cheaters, now as well as in our day.

There is also disagreement, dispute, discontent, and crusading—as there should be. But I feel an amazingly greater maturity, wisdom, and sophistication—far deeper awareness of the world around him and his possible role in it—in today’s undergraduate than among my classmates three decades ago.

And above all, I see in Hope’s student body a sureness of purpose; a confidence of conviction, that stands in sharp contrast with the cynicism and insecurity of so many college students today. It’s far from smugness, far from naivete. It’s an anchor. And the anchor is hope.

In 30 years, and in a century, Hope has experienced and has stimulated an enormous amount of change—change in four critical years in the lives of thousands of young people, change in the culture and outlook of the community, change in the scholarly and social and religious life of the whole world.

There is just one thing about Hope that must never change or move, and that is hope itself.

A very specific kind of hope—hope in God. There may be some counterfeit “hopes” around too, but Hope’s motto has an undiminished strength on campus. It is this anchor, I believe, that imparts to Hope the qualities of greatness of which so many visitors have remarked I’m proud that it is my anchor, too.

Dr. William E. Welmers, Professor of African Languages and head of the foreign language program of the Peace Corps at the University of California at Los Angeles, visited Hope’s campus in January for a convocation address and classroom lectures. He also was invited to contribute A View from the Campus for the Holland Evening Sentinel. An alumnus of Hope of the class of 1936, Dr. Welmers pioneered in the development of modern techniques, in foreign language teaching. Because of his research in linguistics, he was consultant on spoken Chinese for the Armed Forces Institute during the war. He holds the Th.B. and Th.M. from Westminster Theological Seminary, and the Ph.D. from the University of Pennsylvania.
A glimpse of the Fine Arts Festival

The Centennial Year Fine Arts Festival in late March pointed up "The Persistent Vitality of Dutch Culture." Music, drama, literature, architecture, films, and painting by Dutch artists were presented in abundance and discussed in depth.

Representative of the Festival program was the opening of the art exhibit in Van Zoeren Library. Miss Tina Ferringa, first secretary for Press and Cultural Affairs of the Netherlands Embassy at Washington, D. C., one of the very few women diplomats in the Netherlands Foreign Service, opened the exhibit with the following remarks. (Miss Ferringa is seen in the picture second from the left, front row.)

By tradition Holland has always been a nation of painters and I feel proud that today in this other Holland four compatriots of mine are continuing this tradition.

It is, when one comes to think of it, rather curious and intriguing that we have excelled in this particular form of art throughout the centuries. Something in the Dutch character must account for it and it would be quite interesting to go deeper into this question. To do so, however, would involve a lengthy discussion that would take us well beyond the scope of my topic.

Apart from this inborn quality, certain external factors must have strengthened the aptitude for painting in the Dutch. The Dutch landscape is neither flamboyant nor strikingly beautiful but it has a special charm and the earth bespeaks the deep affinity between the land and its people.

The winter is harsh and dark, with strong winds lashing at the bare trees but with the arrival of spring a gentle sweetness and soft beauty comes over the land. And all the time there is the spectacle of those low, everchanging skies through which filters the light, silvery, soft and radiant.

But artistic creation does not merely spring from inclination or the impact of nature. One of the problems that has occupied art-historians, sociologists and philosophers for a long time is the relation between the structure and character of a society and the art forms they produce; the constant reaction, the mysterious interflow of inspiration, stimulus and vitality between the group and the individual and the individual and the group.

I should like to say a little more about this a bit later.

Let me first touch upon an equally interesting subject. The vastly growing interest in the arts today and why this should be. It may be argued that this is the natural result of the vast changes that our Society has undergone and by which art has become accessible to all segments of the public. There is however, much more to it.

Man, caught in a tremendous, almost frightening development of science and technology is, often unconsciously, groping and seeking for balance. For something to free himself of the menacing rigidity and mechanization of our lives. It is in this search for the preservation of our soul and sanity that the artist plays a vital role. The value of art consists not in its power of becoming a part of every day life but in its power to take us out of it. And as, throughout the ages, men and women have gone to temples and churches in search of an ecstasy and liberation incompatible with and remote from the preoccupations and activities of labouring humanity, so they may go to the temples of art to experience emotions that are of another world.

It is not even necessary that we flock to big museums and clamour for the greatest art for in our midst there is a wealth of living art, sincere, spontaneous and sensitive which will fill a spiritual need and provoke aesthetic emotion. When we can find and stimulate this art—and here I am coming back to the point I mentioned before—when society can contribute to this flow of inspiration and vitality between the group and the individual, our world will have grown spiritually richer.

What gladdens me is that by the presence of their works in this exhibition, four Dutch artists have become part of this process of mutual inspiration.
NEWS REVIEW

» VANDER WERF ADDRESSES TOP CHEMISTS

Dr. Calvin Vander Werf, President, was the after-dinner speaker at the first Middle Atlantic regional meeting of the American Chemical Society on February 6 in Philadelphia.

In his speech, Dr. Vander Werf emphasized the role of liberal arts colleges in training chemists and other scientists urgently needed in the next 20 years. "The nation's liberal arts colleges, where half of today's Ph.D. scientists received their undergraduate training, face a crisis in continuing their critical role as suppliers of scientific manpower," said Dr. Vander Werf. He said the crisis in the liberal arts college is to a large degree economic, pointing to the fact that schools are unable to compete with the salary scales offered by industry for their scientists and are unable to find room in their budgets for the expensive advanced tools of research including instruments and libraries. Though the prospect is bleak, abstraction of the liberal arts college's role would reduce the nation's pool of scientists.

Dr. Vander Werf said the education of first-rate scientists who can bridge the gulf between science and the humanities may be the most crucial educational function of today, and the ideal climate for a wedding of these two cultures is the liberal arts college.

» VANDER LUGT IS APPOINTED TO NEW POST

Dr. William Vander Lugt, currently Dean of the Faculty, has been appointed to a newly created post of Distinguished Professor-at-Large, effective in September. As Distinguished Professor-at-Large, Dr. Vander Lugt will be free to develop broad, integrative, interdisciplinary courses which cut across the usual departmental barriers. "He will be given time to lead the faculty in serious thought to the purpose of direction of Christian liberal arts education and in translating that thought into a dynamic educational program," said President Vander Werf.

» 1966 GRADUATES HONORED

The Hope College Alumni Association honored the 101st graduating class at a dinner on Saturday, March 12. President Vander Werf spoke on "The Distinction of Being a Hope Alumnus." Hugh De Pree '38, member of the Board of Trustees, contrasted the impersonal air found on most campuses across the country with that of the attitudes prevailing at Hope. Remarks were made by Senior Class President Robert Edwards of Riverview, Illinois. Alumni President, Floyd Folkert '39, presided. The guests were entertained by the Hope College Stage Band.

» HOPE STUDENTS ADOPT VIETNAMESE VILLAGE

Hope students have started a campaign to provide financial aid to the hamlet of Le Loi in South Vietnam. The hamlet is new, a community forged from the land by refugees from Viet Cong terrorism. The hamlet is not eligible for government aid because the villagers, pressed by the coming rainy season, felt they could not wait for official approval to settle. Hope students learned of the hamlet's plight through U.S. officials of the Vietnam Hamlet Adoption Program, and set up a program to help the villagers, who have built their own houses and dug wells and done all they could without tools or money. Contributions to the HOPE-HOLLAND-HAMLET fund, as the campaign has been named, have reached the $6,000 mark and continue to flow in as the fund rises toward its goal of $10,000. The door-to-door canvass of Holland on February 12 raised $3,200, as 250 student volunteers combed the community. Plans to initiate the aid to the village will be developed and put into operation through W. Don Me Cleary of the U.S. Overseas Mission, who will utilize the funds contributed to purchase building materials which the villagers will use themselves to relieve many of their pressing needs, such as the primary school and the health clinic. The hamlet was selected in cooperation with the Michigan State People-to-People Association, whose field representative in Vietnam is Mr. Me Cleary. According to Mr. Me Cleary, Le Loi has a population of 2,500, broken down into 350 family units with 375 school children. It is a new hamlet of bamboo-thatched huts located in the Southeastern region of Long Khanh province, east of Saigon. The inhabitants are refugees from two other villages which were overrun by the Viet Cong in March 1966.

» CAMPUS GUEST LECTURERS

Dr. James Mullenberg '20, Theologian-in-Residence this semester, is giving a series of Centennial Lectures in Dimnent Chapel. The topics he has chosen are "What It Means to be Human," March 29; "The Biblical Understanding of Man and History," April 14; "The Biblical Understanding of Man and Community," April 28; "The Biblical Understanding of Father and Son," May 5; and "The Biblical Understanding of Destiny," May 19.

One of thirty-two scholars who collaborated on the Revised Standard Version of the Bible, Dr. Mullenberg was invited to Hope as a feature of the Centennial-Year celebration.

Dr. Chad Walsh, writer, educator, and clergyman, came to Hope's campus on February 21 to give the invocation address entitled "The Changing Religious Mood on the Campus" and a lecture on "How Poems Get Born." Dr. Walsh is the author of 17 books on literary criticism and history, social and religious questions, about poetry, and collections of his poems. He is chairman of the English department of Beloit College, was ordained a priest in the Episcopal church in 1948, and is associate rector of St. Paul's in Beloit.
Dr. S. Douglas Cornell, first president of Mackinac College, which will open on the Island next fall, spoke at an all-college assembly on March 10 on "Education for Responsible Leadership." He discussed opportunities and problems created by science and technology with its accompanying leadership demands.

Dr. Morrette Rider, Director of Instrumental Music, lectured March 16 on "Music, Man's Commentary on Fact and Feeling." His talk was part of Hope's Centennial Lecture Series on Education.

Frere Jacques, from the Protestant religious community of Taize, France, visited the college in March. The Brother led chapel services and Vespers in addition to leading discussions for the Young Life group and informal meetings in Kollen and Phelps Halls. He came to Hope from the University of Wisconsin, where he is working with the college chaplains, both Protestant and Roman Catholic.

Professor Clifford V. Heer, of Ohio State University's Department of Physics, was a visiting lecturer at Hope in March. He gave talks on "Masers" and "The Electric Field and Potential Distribution as Represented by Image Charges, and Solution to the Laplace Equation, using Legendre Polynomials." Dr. Heer has served as consultant to the Space Technology Laboratory for six years.

GRANTS

The National Science Foundation has announced that Hope College has been selected for an undergraduate research program in chemistry. A grant from the foundation for $8,400 will be used for research by six undergraduate students, who will be selected by Prof. Jerry R. Mohrig of the chemistry department.

Donald Clelland, Instructor in Sociology, is sharing in a grant of $18,165 in connection with the War on Poverty with three Calvin College professors. Prof. Clelland will be directly responsible for administering $5,875 in the testing program. The purpose of the grant is for evaluation of a self-help neighborhood organization project in the Sheldon complex in Grand Rapids.

FACULTY ACTIVITIES

Dr. John Read, Kettering intern in chemistry, attended a conference of interns of the Great Lakes Colleges Association in March. Dr. Read is from Nottingham, England.

Dr. Clarence De Graaf, Chairman of the Department of English, presided at the annual spring meeting of the Michigan College English Association in March at Michigan State University. Representing Hope in discussions of modern literary criticism and the teaching of fiction and contemporary poetry were Mrs. Zoe Murray, Dirk Jelllma, and Stuart Wilson. Special recognition was given Dr. De Graaf for his contribution as president of the MCEA as he handed over the task to the newly elected Dr. Vern Wagner of Wayne State University.

Drs. Philip Crook, Norman Rideck, Miss Barbara Clarke, and Paul Van Faassen represented Hope at the Western Michigan Area College Biology Teachers Annual Meeting in March.

Drs. Ezra Gearhart, Associate Professor of German, and Hubert Weller, Assistant Professor of Spanish, attended the Modern Languages Conference at the University of Chicago in February.

Awards of summer grants have been made to: Edward Brand, Associate Professor of English; Donald Clelland, Instructor in Sociology; Philip Crook, Professor of Biology and Chairman of the Department; Robert De Haan, Professor of Psychology and Chairman of the Department of Education; Russell De Vette, Associate Professor of Physical Education; Ezra Gearhart, Associate Professor of German and Chairman of the Department; Earl Hall, Associate Professor of Sociology and Chairman of the Department; Anthony Kooiker, Professor of Music Theory and Piano; Gerhart Megow, Associate Professor of German; John Mueller, Associate Professor of English; Norman Norton, Assistant Professor of Biology; Morrette Rider (Den Uyl Award), Professor of Music Theory and Instrument; Jean Savage, Associate Professor of English; William Schrier, Professor of Speech and Chairman of the Department; and Kenneth Weller, Associate Professor of Economics and Business.

David Clark, Instructor in History, was elected the Holland Junior Chamber of Commerce Man of the Year 1965. Mr. Clark feels that his election was largely on the basis of his work in Higher Horizons.

The work of Delbert Michel, Instructor in Art, was represented in Nebraska Wesleyan University's Great Plains Art Exhibit in Lincoln, Nebraska, which opened February 18 and continued through March 5.

A paper entitled "Some Proton-Proton Bremsstrahlung Calculations," co-authored by David Marker, Assistant Professor of Physics, and Peter Signell of the physics staff at Michigan State University, was presented at the Williamsburg Conference on Intermediate Energy Physics at Williamsburg, Virginia in February.

Governor George Romney has appointed Dr. Morrette Rider, Professor of Music Theory and Instrument, to the State Council for the Arts and named him chairman of the council's Arts Music Committee. As chairman, Dr. Rider will head a 17-member committee consisting of educators and professional musicians from all over the state. This group will administer a state-wide program of musical events and seminars beginning this year. The program also includes establishment of a central library of scores and recordings of music by Michigan composers and various publications including a directory of Michigan composers and their works.

Dr. Norman W. Rieck, Associate Professor of Biology and premedical advisor, attended a conference in March on Premedical-Medical Education which was sponsored by the University of Illinois College of Medicine.

Sixteen Hope College faculty promotions were announced March 28 by Dean Vander Lugt. Promoted from associate professor to full professor were Ezra Gearhart in German, Irvin Brink in chemistry, Alvin Vanderbush in political science, and Kenneth Weller in economics. Promoted to associate professors were William Barlow in history and Joan Mueller in English. Instructors promoted to assistant professor were Charles Ashbrenner in music, Ronald Beery in physics, David Clark in history, Donald Clelland in sociology, Roger Davis in music, Eldon Greif in biology, James Malcolm in speech, Joyce Morrison in music, Daryl Siedentop in physical education and Paul Van Faassen in biology.

Dr. John W. Hollembach, on leave from the vice-presidency of Hope College for a year to be visiting professor at the University of Beirut, Lebanon, gave several lectures on American Literature in March at the University of
April 1966 brings us Moonshooter IX. Hope College has subscribed to the Moonshooter supplements since they appeared in 1958. This year’s report, prepared by Editorial Projects for Education, a non-profit organization associated with the American Alumni Council, has been titled “To Keep Pace With America.”

It is a candid look at the changes occurring at virtually every college and university in the country — changes that are necessary if our institutions are to continue to serve, and to lead, in a changing society, according to the editors.

In selecting the topic for this report, the editors felt it was important for colleges and universities to come to grips with an odd but urgent problem in alumni relations:

While alumni are well aware of the fast-changing nature of the rest of our society (they themselves play a leading part in bringing those changes about), many alumni tend to think in terms of an UNCHANGING alma mater — and often are disappointed, even hostile, when they learn that the old campus has changed.

Why? Because they haven’t understood why, along with the rest of America, their alma mater has HAD to change . . . to keep pace. This Moonshooter report tells them this, in graphic terms.

The editor of the Alumni Magazine has seen a parallel of sorts between the stately, mature exposition on a progressive approach to truth by Dr. Edward Wichers published in this magazine, and the excited, immediate demand for change described in the 1966 Moonshooter.

Indeed, the editor wishes to emphasize that this supplement applies to Hope College as well as to any other college or university. Maybe even more so. All of the headlines could certainly have been written for Hope: i.e., Today’s Hope College: busy faculty, serious students, and hard courses; New responsibilities are transforming once-quiet Hope campus; Hope education’s patterns are changing; so are its leaders; The Push to do research: Does it affect teaching? The Hope alumni lament: We don’t recognize the place. Please read it with these substituted headlines in mind. Over two million alumni of 200 universities and colleges in the United States and Canada will be reading the supplement.
No memory of Alma Mater older than a year or so is likely to bear much resemblance to today’s college or university. Which, in our fast-moving society, is precisely as it should be, if higher education is . . .

To Keep Pace with America

W

hat on earth is going on, there?

Across the land, alumni and alumnae are asking that question about their alma maters. Most of America’s colleges and universities are changing rapidly, and some of them drastically. Alumni and alumnae, taught for years to be loyal to good old Siwash and to be sentimental about its history and traditions, are puzzled or outraged.

And they are not the only ones making anguished responses to the new developments on the nation’s campuses.

From a student in Texas: “The professors care less and less about teaching. They don’t grade our papers or exams any more, and they turn over the discussion sections of their classes to graduate students. Why can’t we have mind-to-mind combat?”

From a university administrator in Michigan: “The faculty and students treat this place more like a bus terminal every year. They come and go as they never did before.”

From a professor at a college in Pennsylvania: “The present crop of students? They’re the brightest ever. They’re also the most arrogant, cynical, disrespectful, ungrateful, and intense group I’ve taught in 30 years.”

From a student in Ohio: “The whole bit on this campus now is about ‘the needs of society,’ ‘the needs of the international situation,’ ‘the needs of the IBM system.’ What about my needs?”

From the dean of a college in Massachusetts: “Everything historic and sacred, everything built by 2,000 years of civilization, suddenly seems old hat. Wisdom now consists in being up-to-the-minute.”

From a professor in New Jersey: “So help me, I only have time to read about 10 books a year, now. I’m always behind.”

From a professor at a college for women in Virginia: “What’s happening to good manners? And good taste? And decent dress? Are we entering a new age of the slob?”

From a trustee of a university in Rhode Island: “They all want us to care for and support our institution, when they themselves don’t give a hoot.”

From an alumnus of a college in California: “No one seems to have time for friendship, good humor, and fun, now. The students don’t even sing, any more. Why, most of them don’t know the college songs.”

What is happening at America’s colleges and universities to cause such comments?
It began around 1950—silently, unnoticed. The signs were little ones, seemingly unconnected. Suddenly the number of books published began to soar. That year Congress established a National Science Foundation to promote scientific progress through education and basic research. College enrollments, swollen by returned war veterans with G.I. Bill benefits, refused to return to "normal"; instead, they began to rise sharply. Industry began to expand its research facilities significantly, raiding the colleges and graduate schools for brainy talent. Faculty salaries, at their lowest since the 1930's in terms of real income, began to inch up at the leading colleges. China, the most populous nation in the world, fell to the Communists, only a short time after several Eastern European nations were seized by Communist coups d'etat; and, aided by support from several philanthropic foundations, there was a rush to study Communism, military problems and weapons, the Orient, and underdeveloped countries.

Now, 15 years later, we have begun to comprehend what started then. The United States, locked in a Cold War that may drag on for half a century, has entered a new era of rapid and unrelenting change. The nation continues to enjoy many of the benefits of peace, but it is forced to adopt much of the urgency and pressure of wartime. To meet the bold challenges from outside, Americans have had to transform many of their nation's habits and institutions.

The biggest change has been in the rate of change itself.

Life has always changed. But never in the history of the world has it changed with such rapidity as it does now. Scientist J. Robert Oppenheimer recently observed: "One thing that is new is the prevalence of newness, the changing scale and scope of change itself, so that the world alters as we walk in it, so that the years of a man's life measure not some small growth or rearrangement or modification of what he learned in childhood, but a great upheaval."

Psychiatrist Erik Erikson has put it thus: "Today, men over 50 owe their identity as individuals, as citizens, and as professional workers to a period when change had a different quality and when a dominant view of the world was one of a one-way extension into a future of prosperity, progress, and reason. If they rebelled, they did so against details of this firm trend and often only for the sake of what they thought were even firmer ones. They learned to respond to the periodic challenge of war and revolution by reasserting the interrupted trend toward normalcy. What has changed in the meantime is, above all, the character of change itself."

This new pace of change, which is not likely to slow down soon, has begun to affect every facet of American life. In our vocabulary, people now speak of being "on the move," of "running around," and of "go. go. go." In our politics, we are witnessing a major realignment of the two-party system. Editor Max Ways of Fortune magazine has said, "Most American political and social issues today arise out of a concern over the pace and quality of change." In our morality, many are becoming more "cool" or uncommitted. If life changes swiftly, many think it wise not to get too attached or devoted to any particular set of beliefs or hierarchy of values.
Of all American institutions, that which is most profoundly affected by the new tempo of radical change is the school. And, although all levels of schooling are feeling the pressure to change, those probably feeling it the most are our colleges and universities.

At the heart of America's shift to a new life of constant change is a revolution in the role and nature of higher education. Increasingly, all of us live in a society shaped by our colleges and universities.

From the campuses has come the expertise to travel to the moon, to crack the genetic code, and to develop computers that calculate as fast as light. From the campuses has come new information about Africa's resources, Latin-American economics, and Oriental politics. In the past 15 years, college and university scholars have produced a dozen or more accurate translations of the Bible, more than were produced in the past 15 centuries. University researchers have helped virtually to wipe out three of the nation's worst diseases: malaria, tuberculosis, and polio. The chief work in art and music, outside of a few large cities, is now being done in our colleges and universities. And profound concern for the U.S. racial situation, for U.S. foreign policy, for the problems of increasing urbanism, and for new religious forms is now being expressed by students and professors inside the academies of higher learning.

As American colleges and universities have been instrumental in creating a new world of whirlwind change, so have they themselves been subjected to unprecedented pressures to change. They are different places from what they were 15 years ago—in some cases almost unrecognizably different. The faculties are busier, the students more serious, and the courses harder. The campuses gleam with new buildings. While the shady-grove and paneled-library colleges used to spend nearly all of their time teaching the young, they have now been burdened with an array of new duties.

Clark Kerr, president of the University of California, has put the new situation succinctly: "The university has become a prime instrument of national purpose. This is new. This is the essence of the transformation now engulfing our universities."

The colleges have always assisted the national purpose by helping to produce better clergymen, farmers, lawyers, businessmen, doctors, and teachers. Through athletics, through religious and moral guidance, and through fairly demanding academic work, particularly in history and literature, the colleges have helped to keep a sizable portion of the men who have ruled America rugged, reasonably upright and public-spirited, and informed and sensible. The problem of an effete, selfish, or ignorant upper class that plagues certain other nations has largely been avoided in the United States.

But never before have the colleges and universities been expected to fulfill so many dreams and projects of the American people. Will we outdistance the Russians in the space race? It depends on the caliber
of scientists and engineers that our universities produce. Will we find a cure for cancer, for arthritis, for the common cold? It depends upon the faculties and the graduates of our medical schools. Will we stop the Chinese drive for world dominion? It depends heavily on the political experts the universities turn out and on the military weapons that university research helps develop. Will we be able to maintain our high standard of living and to avoid depressions? It depends upon whether the universities can supply business and government with inventive, imaginative, farsighted persons and ideas. Will we be able to keep human values alive in our machine-filled world? Look to college philosophers and poets. Everyone, it seems—from the impoverished but aspiring Negro to the mother who wants her children to be emotionally healthy—sees the college and the university as a deliverer, today.

Thus it is no exaggeration to say that colleges and universities have become one of our greatest resources in the cold war, and one of our greatest assets in the uncertain peace. America's schools have taken a new place at the center of society. Ernest Sirluck, dean of graduate studies at the University of Toronto, has said: "The calamities of recent history have undermined the prestige and authority of what used to be the great central institutions of society. . . . Many people have turned to the universities . . . in the hope of finding, through them, a renewed or substitute authority in life."

The new pressures to serve the nation in an ever-expanding variety of ways have wrought a stunning transformation in most American colleges and universities.

For one thing, they look different, compared with 15 years ago. Since 1950, American colleges and universities have spent about $16.5 billion on new buildings. One third of the entire higher education plant in the United States is less than 15 years old. More than 180 completely new campuses are now being built or planned. Scarcely a college has not added at least one building to its plant; most have added three, four, or more. (Science buildings, libraries, and dormitories have been the most desperately needed additions.) Their architecture and placement have moved some alumni and students to howls of protest, and others to expressions of awe and delight.

The new construction is required largely because of the startling growth in the number of young people wanting to go to college. In 1950, there were about 2.2 million undergraduates, or roughly 18 percent of all Americans between 18 and 21 years of age. This academic year, 1965-66, there are about 5.4 million undergraduates—a whopping 30 percent of the 18-21 age group. * The total number of college students in the United States has more than doubled in a mere decade and a half.

As two officials of the American Council on Education pointed out, not long ago: "It is apparent that a permanent revolution in collegiate patterns has occurred, and that higher education has become and will continue to be the common training ground for American adult life, rather than the province of a small, select portion of society."

Of today's 5.4 million undergraduates, one in every five attends a kind of college that barely existed before World War II—the junior, or community, college. Such colleges now comprise nearly one third of America's 2,200 institutions of higher education. In California, where community colleges have become an integral part of the higher education scene, 84 of every 100 freshmen and sophomores last year were enrolled in this kind of institution. By 1975, estimates the U.S. Office of Education, one in every two students, nationally, will attend a two-year college.

Graduate schools are growing almost as fast.

The percentage is sometimes quoted as being much higher because it is assumed that nearly all undergraduates are in the 18-21 bracket. Actually only 68 percent of all college students are in that age category. Three percent are under 18; 29 percent are over 21.
Higher education's patterns are changing; so are its leaders

While only 11 percent of America's college graduates went on to graduate work in 1950, about 25 percent will do so after their commencement in 1966. At one institution, over 85 percent of the recipients of bachelor's degrees now continue their education at graduate and professional schools. Some institutions, once regarded primarily as undergraduate schools, now have more graduate students than undergraduates. Across America, another phenomenon has occurred: numerous state colleges have added graduate schools and become universities.

There are also dramatic shifts taking place among the various kinds of colleges. It is often forgotten that 877, or 40 percent, of America's colleges and universities are related, in one way or another, with religious denominations (Protestant, 484; Catholic, 366; others, 27). But the percentage of the nation's students that the church-related institutions enroll has been dropping fast; last year they had 950,000 undergraduates, or only 18 percent of the total. Sixty-nine of the church-related colleges have fewer than 100 students. Twenty percent lack accreditation, and another 30 percent are considered to be academically marginal. Partially this is because they have been unable to find adequate financial support. A Danforth Foundation commission on church colleges and universities noted last spring: "The irresponsibility of American churches in providing for their institutions is deplorable. The average contribution of churches to their colleges is only 12.8 percent of their operating budgets."

Church-related colleges have had to contend with a growing secularization in American life, with the increasing difficulty of locating scholars with a religious commitment, and with bad planning from their sponsoring church groups. About planning, the Danforth Commission report observed: "No one can justify the operation of four Presbyterian colleges in Iowa, three Methodist colleges in Indiana, five United Presbyterian institutions in Missouri, nine Methodist colleges in North Carolina (including two brand new ones), and three Roman Catholic colleges for women in Milwaukee."

Another important shift among the colleges is the changing position of private institutions, as public institutions grow in size and number at a much faster rate. In 1950, 50 percent of all students were enrolled in private colleges; this year, the private colleges' share is only 33 percent. By 1975, fewer than 25 percent of all students are expected to be
by, but 15 years ago there were roughly 120,000 Negroes in college, 70 percent of them in predominantly Negro institutions; last year, according to Whitney Young, Jr., executive director of the National Urban League, there were 220,000 Negroes in college, but only 40 percent at predominantly Negro institutions.

The remarkable growth in the number of students going to college and the shifting patterns of college attendance have had great impact on the administrators of the colleges and universities. They have become, at many institutions, a new breed of men.

Not too long ago, many college and university presidents taught a course or two, wrote important papers on higher education as well as articles and books in their fields of scholarship, knew most of the faculty intimately, attended alumni reunions, and spoke with heartiness and wit at student dinners, Rotary meetings, and football rallies. Now many presidents are preoccupied with planning their schools' growth and with the crushing job of finding the funds to make such growth possible.

Many a college or university president today is, above all else, a fund-raiser. If he is head of a private institution, he spends great amounts of time searching for individual and corporate donors; if he leads a public institution, he adds the task of legislative relations, for it is from the legislature that the bulk of his financial support must come.

With much of the rest of his time, he is involved in economic planning, architectural design, personnel recruitment for his faculty and staff, and curriculum changes. (Curriculums have been changing almost as substantially as the physical facilities, because the explosion in knowledge has been as sizable as the explosion in college admissions. Whole new fields such as biophysics and mathematical economics have sprung up; traditional fields have expanded to include new topics such as comparative ethnic music and the history of film; and topics that once were touched on lightly, such as Oriental studies or oceanography, now require extended treatment.)

To cope with his vastly enlarged duties, the mod-

enrolled in the non-public colleges and universities.

Other changes are evident: More and more students prefer urban colleges and universities to rural ones; now, for example, with more than 400,000 students in her colleges and universities, America's greatest college town is metropolitan New York. Coeducation is gaining in relation to the all-men's and the all-women's colleges. And many predominantly Negro colleges have begun to worry about their future. The best Negro students are sought after by many leading colleges and universities, and each year more and more Negroes enroll at integrated institutions. Precise figures are hard to come

T
Many professors are research-minded specialists

eren college or university president has often had to
double or triple his administrative staff since 1950.
Positions that never existed before at most institu-
tions, such as campus architects, computer pro-
grammers, government liaison officials, and deans
of financial aid, have sprung up. The number of
institutions holding membership in the American
College Public Relations Association, to cite only
one example, has risen from 591 in 1950 to more
than 1,000 this year—including nearly 3,000 indi-
vidual workers in the public relations and fund-
raising field.

A whole new profession, that of the college "de-
velopment officer," has virtually been created in
the past 15 years to help the president, who is usu-
ally a transplanted scholar, with the twin problems
of institutional growth and fund-raising. According
to Eldredge Hiller, executive director of the Ameri-
can Association of Fund-Raising Counsel, "In 1950
very few colleges and universities, except those in
the Ivy League and scattered wealthy institutions,
had directors or vice presidents of development.
Now there are very few institutions of higher learn-
ing that do not." In addition, many schools that
have been faced with the necessity of special de-
velopment projects or huge capital campaigns have
sought expertise and temporary personnel from out-
side development consultants. The number of major
firms in this field has increased from 10 to 26 since
1950, and virtually every firm's staff has grown
dramatically over the years.

Many alumni, faculty members, and students
who have watched the president's suite of offices
expand have decried the "growing bureaucracy." What
was once "old President Doe" is now "The
Administration," assailed on all sides as a driving,
impersonal, remote organization whose purposes
and procedures are largely alien to the traditional
world of academe.

No doubt there is some truth to such charges. In
their pursuit of dollars to raise faculty salaries and
to pay for better facilities, a number of top officials
at America's colleges and universities have had
insufficient time for educational problems, and some
have been more concerned with business efficiency
than with producing intelligent, sensible human
beings. However, no one has yet suggested how
"prexy" can be his old, sweet, leisurely, scholarly
self and also a dynamic, farsighted administrator
who can successfully meet the new challenges of
unprecedented, radical, and constant change.

One president in the Midwest recently said: "The
engineering faculty wants a nuclear reactor. The
arts faculty needs a new theater. The students want
new dormitories and a bigger psychiatric consulting
office. The alumni want a better faculty and a new
gymnasium. And they all expect me to produce
these out of a single office with one secretary and a
small filing cabinet, while maintaining friendly con-
tacts with them all. I need a magic lantern."

Another president, at a small college in New
England, said: "The faculty and students claim
they don't see much of me any more. Some have
come vituperative and others have wondered if I
really still care about them and the learning process.
I was a teacher for 18 years. I miss them—and my
scholarly work—terribly."

The role and pace of the professors have
changed almost as much as the administrators', if
not more, in the new period of rapid growth and
radical change.

For the most part, scholars are no longer regarded
as ivory-tower dreamers, divorced from society.
They are now important, even indispensable, men
and women, holding keys to international security,
-economic growth, better health, and cultural ex-
cellence. For the first time in decades, most of their
salaries are approaching respectability. (The na-
tional average of faculty salaries has risen from
$5,311 in 1950 to $9,317 in 1965, according to a
survey conducted by the American Association of
University Professors.) The best of them are pur-
sued by business, government, and other colleges.
They travel frequently to speak at national con-
ferences on modern music or contemporary urban
problems, and to international conferences on particle physics or literature.

In the classroom, they are seldom the professors of the past: the witty, cultured gentlemen and ladies—or tedious pedants—who know Greek, Latin, French, literature, art, music, and history fairly well. They are now earnest, expert specialists who know algebraic geometry or international monetary economics—and not much more than that—exceedingly well. Sensing America's needs, a growing number of them are attracted to research, and many prefer it to teaching. And those who are not attracted are often pushed by an academic "rating system" which, in effect, gives its highest rewards and promotions to people who conduct research and write about the results they achieve. "Publish or perish" is the professors' succinct, if somewhat overstated, way of describing how the system operates.

Since many of the scholars—and especially the youngest instructors—are more dedicated and "focused" than their predecessors of yesteryear, the allegiance of professors has to a large degree shifted from their college and university to their academic discipline. A radio-astronomer first, a Siwash professor second, might be a fair way of putting it.

There is much talk about giving control of the universities back to the faculties, but there are strong indications that, when the opportunity is offered, the faculty members don't want it. Academic decision-making involves committee work, elaborate investigations, and lengthy deliberations—time away from their laboratories and books. Besides, many professors fully expect to move soon, to another college or to industry or government, so why bother about the curriculum or rules of student conduct? Then, too, some of them plead an inability to take part in broad decision-making since they are expert in only one limited area. "I'm a geologist," said one professor in the West. "What would I know about admissions policies or student demonstrations?"

Professors have had to narrow their scholarly interests chiefly because knowledge has advanced to a point where it is no longer possible to master more than a tiny portion of it. Physicist Randall Whaley, who is now chancellor of the University of Missouri at Kansas City, has observed: "There is about 100 times as much to know now as was available in 1900. By the year 2000, there will be over 1,000 times as much." (Since 1950 the number of scholarly periodicals has increased from 45,000 to
95,000. In science alone, 55,000 journals, 60,000 books, and 100,000 research monographs are published annually.) In such a situation, fragmentation seems inevitable.

Probably the most frequently heard cry about professors nowadays, even at the smaller colleges, is that they are so research-happy that they neglect teaching. "Our present universities have ceased to be schools," one graduate student complained in the Harvard Educational Review last spring. Similar charges have stirred pulses at American colleges and universities coast to coast, for the past few years.

No one can dispute the assertion that research has grown. The fact is, it has been getting more and more attention since the end of the Nineteenth Century, when several of America's leading universities tried to break away from the English college tradition of training clergymen and gentlemen, primarily through the classics, and to move toward the German university tradition of rigorous scholarship and scientific inquiry. But research has proceeded at runaway speed since 1950, when the Federal Government, for military, political, economic, and public-health reasons, decided to support scientific and technological research in a major way. In 1951 the Federal Government spent $295 million in the colleges and universities for research and development. By 1965 that figure had grown to $1.7 billion. During the same period, private philanthropic foundations also increased their support substantially.

At bottom, the new emphasis on research is due to the university's becoming "a prime instrument of national purpose," one of the nation's chief means of maintaining supremacy in a long-haul cold war. The emphasis is not likely to be lessened. And more and more colleges and universities will feel its effects.

But what about education—the teaching of young people—that has traditionally been the basic aim of our institutions of higher learning?

Many scholars contend, as one university president put it, that "current research commitments are far more of a positive aid than a detriment to teaching," because they keep teachers vital and at the forefront of knowledge. "No one engaged in research in his field is going to read decade-old lecture notes to his class, as many of the so-called 'great professors' of yesterday did," said a teacher at a university in Wisconsin.

Others, however, see grave problems resulting from the great emphasis on research. For one thing, they argue, research causes professors to spend less time with students. It also introduces a disturbing note of competitiveness among the faculty. One physicist has put it this way:

"I think my professional field of physics is getting too hectic, too overcrowded; there is too much pressure for my taste... Research is done under tremendous pressure because there are so many people after the same problem that one cannot afford to relax. If you are working on something which 10 other groups are working on at the same time, and you take a week's vacation, the others beat you and publish first. So it is a mad race."

Heavy research, others argue, may cause professors to concentrate narrowly on their discipline and to see their students largely in relation to it alone. Numerous observers have pointed to the professors' shift to more demanding instruction, but also to their more technical, pedantic teaching. They say the emphasis in teaching may be moving from broad understanding to factual knowledge, from community and world problems to each discipline's tasks, from the releasing of young people's minds to the cramming of their minds with the stuff of each subject. A professor in Louisiana has said, "In modern college teaching there is much more of the 'how' than the 'why.' Values and fundamentals are too interdisciplinary."

And, say the critics, research focuses attention on the new, on the frontiers of knowledge, and tends to forget the history of a subject or the tradition of intellectual inquiry. This has wrought havoc with liberal arts education, which seeks to introduce young people to the modes, the achievements, the
consequences, and the difficulties of intellectual inquiry in Western civilization. Professor Maure Goldschmidt, of Oregon’s Reed College, has said:

"The job of a liberal arts college is to pass on the heritage, not to push the frontiers. Once you get into the competitive research market, the demands become incompatible with good teaching."

Another professor, at a university in Florida, has said:

"Our colleges are supposed to train intelligent citizens who will use knowledge wisely, not just intellectual drones. To do this, the colleges must convey to students a sense of where we’ve come from, where we are now, and where we are going—as well as what it all means—and not just inform them of the current problems of research in each field."
Somewhat despairingly, Professor Jacques Barzun recently wrote:

"Nowadays the only true believers in the liberal arts tradition are the men of business. They really prefer general intelligence, literacy, and adaptability. They know, in the first place, that the conditions of their work change so rapidly that no college courses can prepare for them. And they also know how often men in mid-career suddenly feel that their work is not enough to sustain their spirits."

Many college and university teachers readily admit that they may have neglected, more than they should, the main job of educating the young. But they just as readily point out that their role is changing, that the rate of accumulation of knowledge is accelerating madly, and that they are extremely busy and divided individuals. They also note that it is through research that more money, glory, prestige, and promotions are best attained in their profession.

For some scholars, research is also where the highest excitement and promise in education are to be found. "With knowledge increasing so rapidly, research is the only way to assure a teacher that he is keeping ahead, that he is aware of the really new and important things in his field, that he can be an effective teacher of the next generation," says one advocate of research-cum-instruction. And, for some, research is the best way they know to serve the nation. "Aren't new ideas, more information, and new discoveries most important to the United States if we are to remain free and prosperous?" asks a professor in the Southwest. "We're in a protracted war with nations that have sworn to bury us."

The students, of course, are perplexed by the new academic scene.

They arrive at college having read the catalogues and brochures with their decade-old paragraphs about "the importance of each individual" and "the many student-faculty relationships"—and having heard from alumni some rosy stories about the leisurely, friendly, pre-war days at Quadrangle U. On some campuses, the reality almost lives up to the expectations. But on others, the students are
The students react to “the system” with fierce independence
dismayed to discover that they are treated as merely parts of another class (unless they are geniuses, star athletes, or troublemakers), and that the faculty and deans are extremely busy. For administrators, faculty, and alumni, at least, accommodating to the new world of radical change has been an evolutionary process, to which they have had a chance to adjust somewhat gradually; to the students, arriving fresh each year, it comes as a severe shock.

Forced to look after themselves and gather broad understanding outside of their classes, they form their own community life, with their own values and methods of self-discovery. Piqued by apparent adult indifference and cut off from regular contacts with grown-up dilemmas, they tend to become more outspoken, more irresponsible, more independent. Since the amount of financial aid for students has tripled since 1950, and since the current condition of American society is one of affluence, many students can be independent in expensive ways: twist parties in Florida, exotic cars, and huge record collections. They tend to become more sophisticated about those things that they are left to deal with on their own: travel, religion, recreation, sex, politics.

Partly as a reaction to what they consider to be adult dedication to narrow, selfish pursuits, and partly in imitation of their professors, they have become more international-minded and socially conscious. Possibly one in 10 students in some colleges works off-campus in community service projects—tutoring the poor, fixing up slum dwellings, or singing and acting for local charities. To the consternation of many adults, some students have become a force for social change, far away from their colleges, through the Peace Corps in Bolivia or a picket line in another state. Pressured to be brighter than any previous generation, they fight to
feel as useful as any previous generation. A student from Iowa said: “I don’t want to study, study, study, just to fill a hole in some government or industrial bureaucracy.”

The students want to work out a new style of academic life, just as administrators and faculty members are doing; but they don’t know quite how, as yet. They are burying the rah-rah stuff, but what is to take its place? They protest vociferously against whatever they don’t like, but they have no program of reform. Restless, an increasing number of them change colleges at least once during their undergraduate careers. They are like the two characters in Jack Kerouac’s On the Road. “We got to go and never stop till we get there,” says one. “Where are we going, man?” asks the other. “I don’t know, but we gotta go,” is the answer.

As with any group in swift transition, the students are often painfully confused and contradictory. A Newsweek poll last year that asked students whom they admired most found that many said “Nobody” or gave names like Y. A. Tittle or Joan Baez. It is no longer rare to find students on some campuses dressed in an Ivy League button-down shirt, farmer’s dungarees, a French beret, and a Roman beard—all at once. They argue against large bureaucracies, but most turn to the industrial giants, not to smaller companies or their own business ventures,
The alumni lament: We don’t recognize the place

when they look for jobs after graduation. They are critical of religion, but they desperately seek people, courses, and experiences that can reveal some meaning to them. An instructor at a university in Connecticut says: “The chapel is fairly empty, but the religion courses are bulging with students.”

Caught in the rapids of powerful change, and left with only their own resources to deal with the rush, the students tend to feel helpless—often too much so. Sociologist David Riesman has noted: “The students know that there are many decisions out of their conceivable control, decisions upon which their lives and fortunes truly depend. But... this truth, this insight, is over-generalized, and, being believed, it becomes more and more ‘true.’” Many students, as a result, have become grumblers and cynics, and some have preferred to withdraw into private pads or into early marriages. However, there are indications that some students are learning how to be effective—if only, so far, through the largely negative methods of disruption.

I

If the faculties and the students are perplexed and groping, the alumni of many American colleges and universities are positively dazed. Everything they have revered for years seems to be crumbling: college spirit, fraternities, good manners, freshman customs, colorful lectures, singing, humor magazines and reliable student newspapers, long talks and walks with professors, daily chapel, dinners by candlelight in formal dress, reunions that are fun. As one alumnus in Tennessee said, “They keep asking me to give money to a place I no longer recognize.” Assaulted by many such remarks, one development officer in Massachusetts countered: “Look, alumni have seen America and the world change. When the old-timers went to school there were no television sets, few cars and fewer airplanes, no nuclear weapons, and no Red China. Why should colleges alone stand still? It’s partly our fault, though. We traded too long on sentiment rather than information, allegiance, and purpose.”

What some alumni are beginning to realize is that they themselves are changing rapidly. Owing to the recent expansion of enrollments, nearly one half of all alumni and alumnae now are persons who have been graduated since 1950, when the period of accelerated change began. At a number of colleges, the song-and-revels homecomings have been turned into seminars and discussions about space travel or African politics. And at some institutions, alumni councils are being asked to advise on and, in some cases, to help determine parts of college policy.

Dean David B. Truman, of New York’s Columbia College, recently contended that alumni are going to have to learn to play an entirely new role vis-à-vis their alma maters. The increasingly mobile life of most scholars, many administrators, and a growing number of students, said the dean, means that, if anyone is to continue to have a deep concern for the whole life and future of each institution, “that focus increasingly must come from somewhere outside the once-collegial body of the faculty”—namely, from the alumni.

However, even many alumni are finding it harder to develop strong attachments to one college or university. Consider the person who goes to, say, Davidson College in North Carolina, gets a law degree from the University of Virginia, marries a girl who was graduated from Wellesley, and settles in Albuquerque, New Mexico, where he pays taxes to help support the state university. (He pays Federal taxes, too, part of which goes, through Government grants and contracts, to finance work at hundreds of other colleges and universities.)

Probably the hardest thing of all for many alumni—indeed, for people of all loyalties—to be reconciled to is that we live in a new era of radical change, a new time when almost nothing stands still for very long, and when continual change is the normal pattern of development. It is a terrible fact to face openly, for it requires that whole chunks of our traditional way of thinking and behaving be revised.

Take the standard chore of defining the purpose of any particular college or university. Actually,
some colleges and universities are now discarding the whole idea of statements of purpose, regarding their main task as one of remaining open-ended to accommodate the rapid changes. "There is no single 'end' to be discovered," says California's Clark Kerr. Many administrators and professors agree. But American higher education is sufficiently vast and varied to house many—especially those at small colleges or church-related institutions—who differ with this view.

What alumni and alumnae will have to find, as will everyone connected with higher education, are some new norms, some novel patterns of behavior by which to navigate in this new, constantly innovating society.

For the alumni and alumnae, then, there must be an ever-fresh outlook. They must resist the inclination to howl at every departure that their alma mater makes from the good old days. They need to see their alma mater and its role in a new light. To remind professors about their obligations to teach students in a stimulating and broadening manner may be a continuing task for alumni; but to ask the faculty to return to pre-1950 habits of leisurely teaching and counseling will be no service to the new academic world.

In order to maintain its greatness, to keep ahead, America must innovate. To innovate, it must conduct research. Hence, research is here to stay. And so is the new seriousness of purpose and the intensity of academic work that today is so widespread on the campuses.

Alumni could become a greater force for keeping alive at our universities and colleges a sense of joy, a knowledge of Western traditions and values, a quest for meaning, and a respect for individual persons, especially young persons, against the mounting pressures for sheer work, new findings, mere facts, and bureaucratic depersonalization. In a period of radical change, they could press for some enduring values amidst the flux. In a period focused on the new, they could remind the colleges of the virtues of teaching about the past.

But they can do this only if they recognize the existence of rapid change as a new factor in the life of the nation's colleges; if they ask, "How and what kind of change?" and not, "Why change?"

"It isn't easy," said an alumnus from Utah. "It's like asking a farm boy to get used to riding an escalator all day long."

One long-time observer, the editor of a distinguished alumni magazine, has put it this way:

"We—all of us—need an entirely new concept of higher education. Continuous, rapid change is now inevitable and normal. If we recognize that our colleges from now on will be perpetually changing, but not in inexorable patterns, we shall be able to control the direction of change more intelligently. And we can learn to accept our colleges on a wholly new basis as centers of our loyalty and affection."

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.

Naturally, in a report of such length and scope, not all statements necessarily reflect the views of all the persons involved, or of their institutions. Copyright © 1966 by Editorial Projects for Education, Inc. All rights reserved; no part may be reproduced without the express permission of the editors. Printed in U.S.A.

DENVOR BEAI
Carnegie Institute of Technology

DAVID A. BURR
The University of Oklahoma

DAN ENDERSBY
Stanford University

MARALYN O. GILLESPIE
Sweet Briar College

CHARLES M. HIRSHEN
American Alumni Council

GEORGE C. MILLER
Columbia University

ALAN W. MACTCARTHY
The University of Michigan

JOHN L. MATILL
Massachusetts Institute of Technology

ERNEST METZLER
The University of Oregon

RUSSELL C. LIN
University of Colorado

JOHN W. FAYON
Wesleyan University

GORDON GOWATNEY
Executive Editor

ROBERT L. PAYTON
Washington University

ROBERT II. RHODES
The University of Pennsylvania

STANLEY SAPLIN
New York University

VERNE A. STADEMAN
The University of California

FREDRICK A. STIGLITZ
Phillips Academy, Andover

FRANK L. TAYLOR
The Ohio State University

CHARLES L. WHITAKER
Dartmouth College

DOROTHY P. WILLIAMS
Smith College

RONALD A. WOHL
The Johns Hopkins University

ELIZABETH BOND WOOD
Sweet Briar College

GINGERSO WORTHINGTON
Brown University

JOHN A. GROWE
Associate Editor
Ljubljana and other Yugoslav universities—Zagreb and Belgrade, arranged by the United States Embassy.

**MANAGEMENT INSTITUTE HELD**

The Department of Economics and Business Administration presented a Management Institute for Executives of Small Manufacturing Businesses during the month of March and the first part of April. Public reaction to the Institute was so favorable that several applicants could not be accommodated. Dr. Kenneth Weller, Associate Professor of Economics and Business, was the coordinator of the Institute.

**HOPE STUDENT WINS SYMPHONY CONTEST**

Leslie Clark, of Murray, Kentucky, a senior violin major at Hope, was declared winner of the Young Artist Contest of the Kalamazoo Symphony Orchestra March 13 as a result of competitive performances held on March 12. As winner, she appeared as featured soloist playing the Beethoven Violin Concerto with the Kalamazoo Symphony Orchestra in its concert of March 27.

**SNOW QUEEN**

Aurita L. Axend, senior from the Philippines, represented the college in the intercollegiate Snow Queen competition at the winter carnival of Northern Michigan University at Marquette in February.

**SPRING VACATION TRIPS**

Twenty students and two Hope faculty members made a biology field trip to northern Florida during the spring break to study advanced biology in birds, plants, reptiles, and amphibians in that area. Eldon Greij is a bird specialist and Paul Van Faassen is a plant specialist; both have done work with reptiles and amphibians. The group lived in tents during the trip and camped several days in Torreya State Park near Tallahassee on the Apalachicola River. They also spent some time on the Gulf Coast just east of Pensacola.

The Student Senate offered three trips to students during the week of spring vacation, from April 1 to April 11. The purpose of one trip was cultural—students visited New York to attend plays, see art exhibits, or tour museums. Another trip, scheduled for Alabama, gave students an opportunity to observe civil rights problems. A third trip to the mountains of Kentucky offered an opportunity to see War-on-Poverty programs in action.

**INTERNATIONAL CENTER**

Plans have been approved for an expanded exchange between Yugoslavia and the Great Lakes Colleges Association, of which Hope is a member. Hope students will be going to Yugoslavia for the second time this coming summer, attending the East/West seminar at the University of Ljubljana. Selected are Neal Sobania of Downers Grove, Illinois, Keith Taylor of Mc Bain, Michigan, and Robert Donia of Kalamazoo, Michigan. Sobania and Taylor are sophomores and Donia is a junior. Donia, who attended the seminar last year, will act as administrative assistant to the seminar staff.

Eight Yugoslav students, as well as 35 Japanese students, will be on Hope's campus this summer. Mr. Werner W. Heine, Associate Director of the Summer Program, is making the arrangements for the international students.

Seven Hope College students have been awarded Vienna Summer School scholarships. They are: Marsha Hendricks, Grand Rapids; Randall Miller, Chicago; Marla Oosse, Grand Rapids; Robert Schwegler, Kenmore, New York; Ted Van Dam, Paramount, California; Charles Walvoord, Muskegon; and Ruth Ziemann, Milwaukee.

**HOPE COEDS IN MISS HOLLAND CONTEST**

Susan Margaretta Dampman, 20, junior from Teaneck, N. J., captured the 1966 Miss Holland title on March 26 in the Civic Center along with the Miss Congeniality and talent trophies. Freshmen Patricia Ann Slaughter, 18, from Charlotte, and Linda Leah Nelson, 18, from Northville, were first and second runners-up, respectively. Miss Dampman, who was crowned by sophomore Linda Patterson, Miss Holland 1965, will compete in the Miss Michigan pageant in Muskegon in June.

**HOPE SYMPHONY PRESENTS YOUNG PEOPLES CONCERT**

A total of 1,300 fifth and sixth graders attended two performances of the third annual Young Peoples Concert March 25, sponsored by members of the Junior Welfare League. Under the direction of Dr. Morrette Rider, the Hope College Symphony Orchestra fascinated the children with Le Roy Anderson's "Phantom Regiment," "The Orchestra Song," and several other selections. The main attraction was the narrated "Carnival of Animals" by Saint-Saëns.

**STUDENT RECOGNIZED FOR PAPERS**

Robert Werge of New Jersey, John Cox of Pennsylvania, and Patricia Gabbe of New York have been honored by the Michigan Academy of Science, Arts and Letters. Werge, history senior, and Cox, English junior, will receive $50 each for papers submitted in a statewide contest of which there are seven Academy winners. Miss Gabbe's paper on the study of pollen and spores, while not a contest entry, was read during an Academy session on April 2. Her paper is of significance because there is no meaningful paper on extensive flora of that used in her research. It will be published in a French scientific journal. Miss Gabbe has an assistantship to graduate school for advanced research work in biology.

**SYMPHONETTE MADE 12TH SPRING CONCERT TOUR**

The Hope College Symphonette, under the direction of Dr. Morrette Rider, made its 12th annual extended concert tour in April. The tour included concerts at St. Augustine, Palm Springs, Dearfield Beach, Miami Beach, Venice, Bradenton, Clearwater, and Orlando, Florida, and Brewton, Alabama. The symphonette also appeared at Indianapolis and Lafayette, Indiana, and gave four concerts in Kentucky—in Lexington, Berea, Me Kee, and Aunville. The musicians have traveled through 35 states and presented 200 concerts, receiving wide acclaim in newspapers and periodicals.

**HOPE SENIOR AWARDED FORD FELLOWSHIP**

Miss Jeanne Frissel, senior from Holland, has received a fellowship from the Ford Foundation for the three year Master of Arts in the Humanities program at the University of Chicago. The full-year grant is for $4,080. She is the daughter of Harvy '42 and Jeanette Van Beek '42 Frissel.

**HOPE GRADUATE TAKES POST AT HOPE**

Glenn Van Wieren '64 of Holland, presently supervisor of the elementary physical education program in the Grand Haven public schools, has accepted a post on the Hope physical education staff. He has been hired for next...
year to take the place of Daryl Siedentop '60, who will be attending the University of Indiana to obtain an advanced degree. Siedentop is expected to return to Hope in the fall of 1967. In addition to teaching physical education classes, Van Wieren will coach the junior varsity basketball team and the cross country team.

► SUMMER SCHOOL PROGRAM

Dr. Phillip Van Egl, Director of Hope College Summer School 1966, has announced the offering of 36 courses in a wide range of subjects, 11 of these new or differently presented. Included in the course offerings, June 20 to July 29, will be landscape painting, creative writing, European novel, group dynamics, elementary French, German, and Spanish, conversational Dutch, Russian, Japanese, and Mandarin Chinese, "From Thought to Theme," an adventure in composition, a history course on "Soviet Russia Since 1917," a philosophy course, "Man's Self-Image in Today's World."
The Summer Program will also include a Summer Festival of Music and Films, from June 20 to July 30. Popular artists visiting the campus during the Festival will be Ella Fitzgerald, June 28; Jim Kweskin's and his Jug Band, July 5; Kay Britten, July 7; Back Porch Majority, July 12; Rock 'N' Roll Mixer, July 19; and the Four Freshmen, July 26. Films to be shown are "About Shakespeare," June 29; Richard III, July 6; "Midsummer Night's Dream," July 14; and "Throne of Blood," the Japanese version of Macbeth, July 20. Classical music offered will be a duo recital by Joan and James Tallis, June 23; Dr. Anthony Koehler Recital, June 30; Chicago Symphony String Quartet, July 13; Baroque Trio, July 21; and Dr. Alexander Tchercpnin Recital, July 27.

► HOPE ATHLETES NAMED ALL-MIAA

Senior Clare Van Wieren and sophomore Floyd Brady, Hope College basketball players were named to the 1966 all-MIAA first team selected by the MIAA coaches. Floyd Brady is from Chicago and Clare Van Wieren is from Holland. Senior Roy Anker, from South Holland, Illinois, was selected for the second team, and junior Carl Walters of Holland was given honorable mention.

► HOPE HAS WILSON WINNER

Alan G. Cole, Senior mathematics major, has been awarded a Woodrow Wilson Fellowship. "It is a very high honor for both student and school." reported the Foundation, "to be one of the 1,408 seniors selected from 11,000 nominated students." Cole, who is from Fremont, Michigan, plans to go into college teaching following graduate school. Other Hope students named to the Honorable Mention List are: Darlene Bentz, Albany, N. Y.; and Richard W. Wepfer, South Haven; both in mathematics; Elga Rusins, New Brunswick, N. J., and Richard M. Wolters, Bethesda, Md., in philosophy; and John A. Elfring, Holland, in comparative literature.

► HOPE BREAKFAST IN ATLANTIC CITY

An annual get together at breakfast of Hope men and women who attend the Conference for School Administrators in Atlantic City each February, has become a "high light" of the trip, according to Robert J. Henkes '29 who assisted in making the arrangements this year. Always held at the Claridge Hotel it affords a kletzing time and place for superintendents, principals, board members, exhibitors and their guests who are interested in Hope College.

At the 1966 event 47 people attended. Julian Schipper '28 chairman the meeting and Larry Ter Molen, Hope's eastern representative, talked to the group about the college. Those who signed the register this year—as they signed it, follow: Albert H. Meyer, Napierville, Ill.; Mr. and Mrs. James O. Lamb '50, Holland; Neal Hooeze '39, Zeeland; Mr. and Mrs. Peter '53 Roos, Holland; Mr. and Mrs. Lloyd '50 Van Raalte, Holland; Mr. and Mrs. Glenn Nykerv '51, Jenison, Mich.; Gus Van Eerden '42, Muskegon; Fred '28, Grace and Jeff Jippinga, Haslett, Mich.; Robert Vandenberg '39, Reading; William Luyendyk, Muskegon; Farris E. Hoving '34, Muskegon; William 39 and Loma Poppink, Muskegon; Harvey Lugten '54, Byron Center; Vern Boss '49, East Syracuse, N. Y.; Edwin L. Taylor, Grandville; Clarence J. Tyson '34, Cedar Springs; Virgil R. Reid '29, Grandville; Paul W. Holleman '35, Grandville; Tony Whitefeet '40, Holland; Howard W. Kummer, Holland; R. J. Henkes '23, Grand Rapids; Mr. and Mrs. Jerry Van Wieren, Holland; Mr. and Mrs. Ray '40 Lokers, Hamilton; Marvin Overweg '48, Hudsonville; R. J. Bann '42, Grand Rapids; Mr. and Mrs. Richard '56 Ten Haken, Tiskeroga, N. Y.; Lynne '51 and Don '48 Harnan, Holland; Everett W. Monk '53, Mount Holly, N. J.; E. H. Heneved '39, Grand Rapids; A. Tolar '28, Rochester, N. Y.; N. P. Cupter '22, Milwaukee; F. E. Vandenberg '39, New York City; Larry Ter Molen '59, Bogota, N. J.; Mr. and Mrs. Schipper, Zeeland.

► WINNERS IN ORATORICAL CONTESTS

Sophomore Glenn Pontier of Clifton, New Jersey, was winner of first place in the men's division of the state oratorical contest held April 2 at Eastern Michigan University. Senior Gretchen Steffen, Holland, took second place in the women's division, with her speech "The Law of the Land."

Mr. Pontier, who spoke on "A Plea for Understanding," will participate in the Michigan Intercollge Oratorical Contest May 6 in Detroit. Twenty-two states will be involved in this competition. In this year's contest, Hope was the only small liberal arts college entering the final competition; all other finalists were from the state universities.

WEDDINGS

Koichi Takase (on campus 1961-62) and Teruko Fujii, March 3, Tokyo.
Rev. John W. Mongin '55 and Alice Victoria Palmer '64, February 19, Staten Island, N. Y.
Betty Lou Dieich and John Stevens '64, February 19, Wayne, N. J.
James A. Boersma '62 and Sue Bentall '64, June 13, 1964, Grand Rapids.
Rosalind Scholten '47 and Edward R. Gainsberg, February 26, Trenton, N. J.
Joanne Hornbacker '62 and Neil Tolly, August 14, Rogers City, Mich.
Robert H. Miller '64 and Frances A. Osborn '65, August 14, Plainfield, N. J.
Charles E. Meming '65 and Nina Bossenbrook '65, September, Hastings-on-Hudson, N. Y.
James Flagg '65 and Barbara Steegstra, February 4, Pompano Beach, Fla.
Prep 13
Clarence Jalving, President of the Peoples State Bank of Holland for 12 years, retired at the close of 1965. A top executive of the bank for 33 years, he will retain his financial interests in the bank and continue as a member of the board.

Mr. Jalving became associated with the bank in 1932 when he was named receiver. He was among those most instrumental in reorganizing the bank in 1933 when he was appointed vice president and cashier.

Among Mr. Jalving’s numerous community activities have been his work in the formation of the Holland Economics Development Corp. and its first vice president. He also served as president of the Holland Chamber of Commerce and as a member of the Hospital Board. He is a past national president of SPEBSQSA (barbershop quartets). He began his banking career in 1918, serving as teller at the former Holland City State Bank for six years. He served as assistant cashier of banks in Zeeland and Buchanan before working with the State Banking Department.

Mr. and Mrs. Jalving live at 933 South Shore Drive in Holland. They are the parents of several Hope alumni: Donald ’49, Gertrude Jalving Kammeraad ’43, Howard ’50, Jack ’41, Louis ’38 and Marvin ’49. Mrs. Jalving has served the Hope College Women’s League as president and in many other capacities.

1907
Rev. Joseph R. Sizzo, D.D. sets out to inspire people to find the answers to their perplexing questions concerning doubt and purpose, in his new book, STILL WE CAN HOPE, published by Abingdon Press April 11.

Throughout the book, according to the publisher, Dr. Sizzo takes a positive approach to each question — Why don’t the good people always win? Has life a purpose? Do I have a right to doubt? And others—offering both hope and assurance. No matter how black things may seem, his assurance is always, “still we can hope.”

It will be remembered that Dr. Sizzo’s dynamic preaching and leadership led to his selection in 1953 as one of the “Twelve Great American Preachers” by Life Magazine. Later, in 1958, he was chosen “Clergy Churchman of the Year” by the Religious Heritage of America. Dr. Sizzo is now director of the university chapel and Milbank Professor of Religion, The George Washington University.

1934
Leon O. Winslstrom, Ph.D. will be honored on May 17 when he will be awarded the 1966 Jacob F. Schoellkopf Medal “in recognition of his original contributions in the development of low pressure catalytic hydrogenation process.”

Research Supervisor, National Aniline Division of Allied Chemical Corporation, Buffalo, Mr. Winslstrom is being cited for his activities for outstanding research in processes for the development of other products basic in the production of a variety of synthetic plastic materials.
After his graduation from Hope College, Mr. Winstrom went on to do graduate work in chemistry at Carnegie Institute of Technology. He obtained his M.S. in 1938 and his doctorate in 1938. The same year he started working at National Aniline. Following several promotions he became Research Supervisor in 1959. He holds 11 U. S. patents.

A member of Sigma Xi honorary, American Chemical Society, AAAS and the Catalysis Club, he is at present a member of the planning committee of the Western New York Section of the A.C.S.

He resides at 448 Linden Avenue, East Aurora, New York, with his wife Mary and three young adult children. His other interests are gardening, 35 mm slide photography, and foreign languages.

The Rev. Dr. James Z. Nettinga, left, Executive Secretary of the American Bible Society and Director of the 150th Anniversary of the Society, took part in the presentation of the Society's 750-millionth copy of Scriptures to President Johnson in Washington. Senator Claiborne Pell, of Rhode Island, a vice-president of the society, made the presentation.

The presentation was the first formal ceremony to mark 1955 as the "Year of the Bible" in honor of the society's anniversary.

The Bible presented to President Johnson was a family-library edition, King James Version, bound in red goatskin, hand-sown with its pages edged in gold.

The President in accepting the Bible said, "The time is not far off when some future President will be standing here to receive the one billionth copy of this Book. Let us pray that by then the world will be genuinely at peace, and peopled by men of goodwill."

1937

Rev. Allen B. Cook, formerly Chaplain at Hope College, has been called and has accepted the ministry to the Williamsville, New York, Reformed Church.

1938

Peter Veltman, Ph.D., has been appointed dean of Wheaton College. Formerly chairman of the department of education, Dr. Veltman will now be responsible for the administration of the academic program of the college; nomination and administration of teaching and academic administrative personnel; assembling and reporting the annual academic budget; planning the long-range academic program; and supervision of institutional research.

Sylvia Huxtable Tweedle has received an exceptional honor. In February she was given the first annual Oregon award by the Executive Audio Rehabilitation Society, a national group aimed at rehabilitating the hard-of-hearing.

William F. Wallace, national president of the organization, went to Portland from Dallas to personally make the presentation in recognition of Mrs. Tweedle's outstanding work, known far beyond Oregon, with severely handicapped small children.

In the last five years alone some 250 deaf pre-school children have benefited from Mrs. Tweedle's ability, patience and training. She works with from 35 to 40 every year in the Portland Center for Hearing and Speech.

1939

Willard G. DeGroot would become chairman of the board and chief executive officer of Bateman Eichler, Hill Richards, Inc., Los Angeles, one of California's largest investment securities firms, under a proposed consolidation just announced.

Announcement of the planned merger—expected to take effect April 15—was made by DeGroot, now president of Bateman-Eichler & Bingham, Inc., and officials of Hill Richards, Inc., both of which are 30-year-old, California-based brokerage firms. The new organization would have 14 branch offices in California.

DeGroot, prominent in the investment securities field on the West Coast since 1946, has been a member of the board of governors and was president of the California Group of the Investment Bankers Association of America in 1961. He was president of the Bond Club of Los Angeles in 1954. He also is a trustee of Claremont Graduate School & University Center and the Los Angeles Orthopedic Hospital.

1942

August Van Eerden, business manager of Muskegon County Community College, has been granted the Educational Specialist diploma of Michigan State University. He began work on his Ed.S. degree in 1959 after leaving the Muskegon Public School system, where he was assistant business manager, to accept the business manager's post of St. Joseph Public Schools. Much of his work toward the degree was completed at the Benton Harbor Extension Center of MSU and included a summer's residency on campus.

A comparatively new degree, Mr. Van Eerden's is one of the first to be awarded in the Muskegon area. It ranks between the master's degree and the doctorate. Mr. Van Eerden took the training with particular emphasis on school business management and business affairs of a community college.

1943

Rev. Calvin De Vries of the First Presbyterian Church of Danville, Illinois, was honored, on February 24, by the Anti-Defamation League of B'nai B'rith for his "continued efforts to promote better human relations in Danville."

Nationally, this brotherhood award is given about once a year. The last to receive it was United Nations Am-
bassador Arthur J. Goldberg. Another previous winner was President John F. Kennedy.

A plaque was presented to Mr. De Vries on behalf of the Anti-Defamation League in a "standing room only" Congregation Israel Synagogue. At the presentation it was stated "It is a great and rare occasion and requirements are very demanding. Permission must be granted from our national organization. Only about one of these awards is granted in the entire country during a year."

"We give this to a man who truly shows shining leadership, selfless devotion, sound guidance; one who has made brotherhood more than the name of a week."

Eulogized by Rabbi, Priest and Protestant ministers, the Rev. Mr. De Vries was praised for "fulfilling words of the Scriptures;" for hitching his wagon to a star of brotherhood, "turning one man to another and teaching men and women to tear down the walls of ill feeling;" "... it is fitting on Ash Wednesday that we ... honor a man who has changed quite completely intolerance in our community;" "This is a true man of God who practices what he preaches."

Among other recognitions which have come to the Rev. Mr. De Vries, he was selected to be on the original drafting committee of the "Confession of 1967" for the Presbyterian Church. He was one of three pastors of the committee which numbered 15.

It will be remembered that Mrs. De Vries, Janet Clark, wrote the story of their experiences in integrating a Presbyterian Church in Washington for the October 1959 Alumni Magazine.

1947

Dr. Preston J. Stegenga, President of Northwestern College in Orange City, Iowa, has recently been appointed by the United States Department of State in Washington to serve as the Chief of the American delegation at the University of Liberia in Monrovia, West Africa. Dr. Stegenga's specific assignment in this important international post will be to serve as the administrative director of the Cornell University project sponsored in Liberia by the Agency for International Development program of the American Department of State. Dr. Stegenga's appointment involves direct administrative consultation with the Liberian Minister of Education, and the President of the University of Liberia.

The University of Liberia has a faculty of approximately 150 members including a number of American professors. There also are several international staff members who are assigned by the United Nations to the University staff. The University of Liberia is organized into a Liberal Arts College, College of Education, College of Law, Forestry College, School of Agriculture, Extension Service, and School of Business.

The Northwestern College Board of Trustees has recently accepted Dr. Stegenga's resignation effective at the conclusion of the current academic semester. Dr. Stegenga has served as President of Northwestern College for the past eleven years. During his presidency, Northwestern has developed from an Academy—Junior College level into the present four-year accredited baccalaureate-degree granting college. There have been numerous campus facil-
Presently serving as regional education officer for the United States State Department supervising embassy schools in Europe and the Near East, Dr. Brieve left on February 25 for his 5th supervisory tour of 6 weeks. On this final tour he will visit Turkey, Lebanon, Syria, Yugoslavia, Russia, Poland, Hungary, Germany, Sweden, Netherlands, Great Britain, France, Italy and Portugal.

In his new position, Dr. Brieve will act as liaison between the United States Government and the Foundation, and also represent the latter to colleges, public schools, universities, and the general public.

The new I.D.E.A. was created for the purpose of improving elementary and secondary schools by assisting them to bridge the gap between the new and old in education, and is based on the premise that while education must be quality-centered and academically sound, it must also be innovative.

Dr. and Mrs. Brieve, formerly Joyce Baker, and children Betsy, 6, and Tommy, 3, will move to Dayton in June.

Casper J. Ultee, Ph.D., was the lecturer at the Berkshire Sub-Section meeting of the American Chemical Society in February at Pittsfield, Massachusetts. His subject: Lasers: Fundamentals and Chemical Significance.

Dr. Ultee is employed by United Aircraft Corporation, Hartford, Connecticut, and has worked principally in spectroscopy. He has his Ph.D. in physical chemistry from Purdue University (1954).

Julia Smith Henkel, Ph.D., chairman of the Language and Literature Division and associate professor of English and Christian Education at Malone College, is spending this year, 1965 and 1966, on leave from Malone for a year of study and research abroad. Her husband is chairman of the Social Science Division and professor of history and philosophy at Malone. Both are on leave. Dr. "Julie" is the recipient of a Delta Kappa Gamma Scholarship for this year.

The Henkels spent the first semester at Oxford; they are now living in Soestdijk, the Netherlands. This is only a mile from the palace of Queen Juliana. They are also near Deventer which is the world's richest repository of sources on the Brethren of the Common Life; also near the University of Utrecht. Both are teaching a few evenings a week at the American airbase seven miles away under the University of Maryland's Overseas Program.

Philip A. Frederickson, Ed.D. has been appointed dean of instruction at St. Petersburg Junior College in Clearwater, Florida. His work will be with a new campus being developed because of rapid enrollment in the junior college. The enrollment jumped from 904 in 1954 to 6,208 in 1964.

Dr. Frederickson previously served as dean of student affairs at the college. Earlier he taught music for several years in junior and senior high schools in Florida.

Mrs. Frederickson, formerly Ann Walters, and their children, Sara and Tom, as well as Dr. Frederickson, are active in the Presbyterian Church in Clearwater. They live at 1360 Irving Avenue.

1951

Rev. David P. Miyakomas, minister of the First Presbyterian Church of Hightstown, New Jersey, received the distinguished service award of the Jaycees in January.

Mr. Miyakomas is active in many civic, social and religious organizations in Hightstown. He was the first chairman of the Hightstown human relations council when it was organized five years ago. He is also a member of the study group of the Princeton United Fund, and a director of the family service agencies in Hightstown and Princeton.

Among his other activities, Mr. Miyakomas is a member of the Hightstown High School civilian advisory group, and a director of the borough YMCA.

1952

An excerpt from Mary Olert Boyd's Christmas letter makes it evident that her husband has been learning to fly a private plane during the past year. Her husband, Joe, received his pilot's license in February of 1966, and has accumulated 169 hours of flying time. Mary has not yet received her license but is working on it. They seem to like it so well that they have made flying a family sport. In fact their two sons have now covered more miles in an airplane, according to Mary, than they have in a car.

Formerly with the Dyersburg, Tennessee, Housing Authority, Joe reduced his responsibilities in this area and on June 1st opened an office in Dyersburg. One of the highlights of his return to private practice was his admittance to practice before the U.S. Supreme Court in Washington in October.

Mary was re-elected president of the Dyersburg Woman's Club of 120 members, and continues as a part time reporter for the Memphis Press-Scimitar. The Boyds have been teaching the Married Young People's Sunday School Class at their church.

Richard J. Kruizenga, Ph.D., has been appointed manager of the General Economics department of Standard Oil Company (New Jersey), effective April 1. Coordinator of corporate and investment analysis in the Economics and Planning department of Humble Oil & Refining Company since 1956. Mr. Kruizenga joined Jersey in 1957 as an economist and was named head of the Economics Policy Group in 1961, and later that year moved to Houston as a general economist for Humble, Jersey's principal domestic affiliate.

In 1962, Mr. Kruizenga returned to Jersey as head of the Economics Policy Group. He was appointed senior economic advisor for Humble in 1963, and later that year was named acting coordinator of economics for the company. From September 1964 until December 1965, he was coordinator of Long Range Planning in Humble's Economic and Planning Department.

A native of Spring Lake, Mr. Kruizenga received a Ph.D. in economics from Massachusetts Institute of Technology in 1956. He was an instructor at M.I.T. before joining Jersey. He is married to Margaret Feldmann '52 and has three children.

Fredrick A. Yonkman has been named secretary and general counsel for Dunn and Bradstreet Group Companies. For the past year, Mr. Yonkman has been secretary and general counsel for The Reuben H. Donnelley Corporation, one of the Dunn and Bradstreet Group.
1953

State Senator Guy Vander Jagt (R—Cadillac) has announced that he is a candidate for Congress from the 9th District, consisting of Counties Benzie, Grand Traverse, Lake, Leelanau, Manistee, Mason, Muskegon, Newaygo, Oceana, Ottawa, and Wexford.

Vander Jagt’s revelation came at a Lansing press conference in February as he withdrew himself from consideration for the Republican nomination for the United States Senate.

The emergence of Senator Vander Jagt into statewide prominence occurred at a meeting of Republican leaders in St. Clair on February 5, when party leaders tapped the freshman Senator as one of three preferred candidates for nomination to the United States Senate from a list of 22 hopefuls.

Senator Vander Jagt was one of the few freshmen senators ever to serve on the powerful Appropriations Committee. He was the overwhelming selection of the Capitol Press Corp as “The most effective freshman senator.”

An honor graduate of Hope College, Yale Divinity School, and the University of Michigan Law School, Guy is remembered at Hope as President of the Student Senate, Community Ambassador of Holland, and Michigan Debate Champion three consecutive years. In addition he was the National Oratorical Champion in 1952 and was undefeated in four years of intercollegiate Extemporaneous Speaking. Holland Rotary and Cadillac Rotary nominated him for a Rotary Foundation Fellowship on which he studied for one year at the University of Bonn, Germany.

In 1956 Senator Vander Jagt was selected by the Michigan Junior Chamber of Commerce as “One of the Five Most Outstanding Young Men in Michigan.”

He served as news director of WWTV in Cadillac. He has also served as minister of the Presbyterian Church of Tustin and Congregational Church of Cadillac and continues to make frequent guest minister appearances.

Associated with the Grand Rapids law firm of Warner, Novacek and Judd, Senator Vander Jagt entered politics in 1964 when he defeated an incumbent representative and an incumbent senator in the newly formed 36th Senatorial District, where he is now serving.

Hans Veening, Ph.D., assistant professor of chemistry at Bucknell University, has been awarded a 12-month National Science Foundation—Science Faculty Fellowship for the academic year 1956-67.

Dr. Veening will spend the year at the University of Amsterdam’s Laboratory for Analytical Chemistry where he will be associated with Professor J. F. K. Huber, authority in the area of gas chromatography. He will do research in gas chromatography of metal chelates.

Dr. Veening holds a master of science and a Ph.D. degree from Purdue University.

1954

Donald F. Klaasen assumed a new position of Business Manager for the University of Michigan Dearborn Campus the first of February. Formerly Assistant Director and Business Manager of the University Press in Ann Arbor, Mr. Klaasen was acclaimed an “ideal man for the position” by Dr. Stirton, vice-president of the University of Michigan and head of the Dearborn Campus.

Mr. Klaasen joined the University staff in 1958 as an assistant auditor in the internal audit department. He served as an auditor at Touche, Niven, Bailey and Smart, Grand Rapids, from 1955 to 1957 and as an instructor at Hope College from 1957 to 1958.

Mrs. Klaasen is Constance Ferguson ’53, who holds a master’s degree from the University of Michigan, but currently is concentrating her time in the rearing of a son and three daughters.

Mrs. Klaasen explained a bit more informally some of Mr. Klaasen’s responsibilities in a letter to the Alumni Secretary: “Don finds his new position very exciting as he is in charge of all non-academic functions of the campus and all finances, including academic. One of his most exciting immediate projects is the renovation of FairLane, Henry Ford’s mansion, as a conference center. Dearborn Campus is situated on the Fair Lane estate, the house and 212 acres having been donated to the U-M by the Ford family. The school has upperclassmen and graduate students in literature, science, and the arts, business administration, and engineering. It is adjacent to Henry Ford J. C., which takes care of the freshmen and sophomores.”

1955

Jerold P. Veldman, M.D., and Lois Tornga ’56 Veldman with their three children, left the United States in February for India where they will be missionaries for the United Presbyterian Church, USA.

Commissioned by the Presbyterian Church in December in New York, they have been assigned to Miraj Medical Center, Maharashtra State, India. Dr. Veldman will be practicing pediatrics in the hospital and instructing at the state medical school in Miraj.

Following his internship at Detroit Receiving Hospital, Dr. Veldman spent two years with the U. S. Air Force, then did his pediatric work at Baylor Medical School in Houston, Texas. He was associated with the Department of Pediatrics at the University of Michigan, where he received his M.D. degree, last year.

The Veldmans completed missionary orientation training at Drew University and Stony Point, New York.

1956

Carlton B. Failor, Jr. has been selected for inclusion in the 1956 edition of Outstanding Young Men of America. Nominated by the North Shore Jaycee Chapter, his selection was made by a 13 man national board of editors for publication.

Division Manager, The Prudential Insurance Company in Milwaukee, being his vocation, Mr. Failor’s nomination included his Certificate of Merit for his and his associates’ outstanding production and high standard of insurance service in 1964 and 1965, also his rating in 1965 as in the top 20% of over 500 divisions of the Prudential Insurance Company.

His civic activities cited were his participation in the United Fund Campaign, March of Dimes, Campaign for...
the Milwaukee Music Hall, the YMCA Youth Program Committee, the North Shore Junior Chamber of Commerce, his membership in the First Reformed Church and his being an active member of the United States Naval Reserve Program. Mr. Failor was a Commissioned Officer in the U. S. Navy from 1956 to 1959. His affiliation with the Prudential Insurance Company began in January 1960.

Outstanding Young Men of America is an annual biographical compilation of approximately 10,000 young men of outstanding rank throughout the country. Nominees for the book are most often proposed by Jaycee Chapters and College Alumni Associations. President Lyndon B. Johnson will write the foreword for the 1966 edition.

1966

When organization is completed there will be about 10 denominations of this area including the Catholic Diocese of Columbus. Research staff and consultants will try to help the Church plan for tomorrow.

This is a denominationally based (rather than local church) planning and strategy Board which will center on questions about the Mission of the Church in Metropolitan Columbus. When organization is completed there will be about 10 denominations of this area including the Catholic Diocese of Columbus. Research staff and consultants will try to help the Church plan for tomorrow.

Larry Siedentop became a “Research Fellow” at Nuffield College, Oxford University, England, on the first of October 1965. He achieved this coveted status by competing with 60 applicants in the spring of 1965. One of five men chosen for appointments for a period of three years, the work is equivalent to that of an associate professor in the United States except that he is free to do research and writing or whatever his interest is and is not required to teach, although he can and probably does some teaching and some lecturing.

Following this appointment, Mr. Siedentop’s parents received a letter from a Doctor Plumonat who has been a visiting professor at Harvard and Indiana Universities, telling them that the competition was keen and they should consider it a fine victory for Larry to be one of the winners. He also told them that Larry has developed a very distinctive and interesting style of writing and that the chapters of his book that he used for submission to the judges in the competition were partly responsible for his being chosen.

Charles E. Lindahl is working toward his Ph.D. in Musicology at the Eastman School of Music, Rochester, New York. (It was erroneously reported in the January Magazine that he would study at New York University). For this reason he has left his position as Director of Bands and Chairman of the Music Department at Harlan High School, Chicago.

Mr. Lindahl is married to the former Patricia Dunphy of Chicago, a former Chicago school teacher who has a B.A. from Loyola University and a M.Ed. from the University of Illinois, 1962. The two Lindahl children are Kristan, 3, and Soren, less than a year old.

James Buys has taken a position as director of youth work with the YMCA in Lima, Ohio.

1957

Nathan Vander Werf, since February 15, has been serving in a new capacity in Columbus, Ohio, as the Executive Director of the Inter-Church Board for Metropolitan Affairs.

This is a denominationally based (rather than local church) planning and strategy Board which will center on questions about the Mission of the Church in Metropolitan Columbus. When organization is completed there will be about 10 denominations of this area including the Catholic Diocese of Columbus. Research staff and consultants will try to help the Church plan for tomorrow.

Larry Siedentop became a “Research Fellow” at Nuffield College, Oxford University, England, on the first of October 1965. He achieved this coveted status by competing with 60 applicants in the spring of 1965. One of five men chosen for appointments for a period of three years, the work is equivalent to that of an associate professor in the United States except that he is free to do research and writing or whatever his interest is and is not required to teach, although he can and probably does some teaching and some lecturing.

Following this appointment, Mr. Siedentop’s parents received a letter from a Doctor Plumonat who has been a visiting professor at Harvard and Indiana Universities, telling them that the competition was keen and they should consider it a fine victory for Larry to be one of the winners. He also told them that Larry has developed a very distinctive and interesting style of writing and that the chapters of his book that he used for submission to the judges in the competition were partly responsible for his being chosen.

Charles E. Lindahl is working toward his Ph.D. in Musicology at the Eastman School of Music, Rochester, New York. (It was erroneously reported in the January Magazine that he would study at New York University). For this reason he has left his position as Director of Bands and Chairman of the Music Department at Harlan High School, Chicago.

Mr. Lindahl is married to the former Patricia Dunphy of Chicago, a former Chicago school teacher who has a B.A. from Loyola University and a M.Ed. from the University of Illinois, 1962. The two Lindahl children are Kristan, 3, and Soren, less than a year old.

James Buys has taken a position as director of youth work with the YMCA in Lima, Ohio.

1958

William Waggoner became president of his own company, Trans-Data Corp., Berkshire Drive, Martinsville, New Jersey, in late January. His new company designs and manufactures physiological instrumentation.

Richard J. Wyma, Ph.D., assistant professor of chemistry at Geneva College, Beaver Falls, Pennsylvania, is one of three authors who collaborated in the writing of an article published in the 1965 edition of an international chemistry journal.

The article, written by Sister Mary Fleming, a graduate student at the University of Michigan, Dr. Robert C. Taylor, a member of the chemistry staff at the university, and Dr. Wyma, is entitled “Vibrational Spectra and Assignments for (Ch3) 2 NPF2.”


The article is part of Dr. Wyma’s doctoral thesis. He received his Ph.D. from the University of Michigan in December 1964.

Dr. Wyma and his wife, the former Janice Dirks, of Zeeland, and their 18 month old son, Bruce Richard, live at 211 Darlington Road, Beaver Falls, Pa. Mrs. Wyma teaches an Adult Education class in Sociology at Geneva College. She is a graduate of Calvin and received her M.A. in Social Work from the University of Michigan.

1959

Kenneth Scudder and Kathryn Karth ‘60 Scudder are currently employed by the Southgate Community School System. Kenneth is working on his Specialist Degree in Reading at Eastern Michigan University.

1960

Rowland and Judith Von Dyke Van Es and two children ages 4 and 1½ left the United States on March 5 for a five year assignment with the General Assembly Presbyterian Church of Formosa. Their work for the first two years will be the study of Taiwanese in Taipei. Their future work will probably be teaching in a seminary.

Rowland finished his work at Pittsburgh Theological Seminary for the Th.M. degree in Biblical Studies before leaving; both have been through the Mission Orientation Program at Stony Point, New York. Rowland’s thesis for his degree was entitled, “Wisdom Literature and its Place in Old Testament Theology.” Address: Rev. and Mrs. Rowland Van Es, 942 Chung Shan North Road, Taipei, Taiwan.

Roger Potter, M.D. has completed training at the Submarine training center in Connecticut and has been assigned to Honolulu. A Lieutenant in the United States Navy, he has been assigned to the USS Grant. His tour of duty is for two years.

William H. Huirregtse, a predoctoral fellow of the U. S. Public Health Service during his last year in residence at the University of Arizona, is now a USPHS postdoctoral research fellow at the University of Washington, Seattle. His association is with the Department of Zoology. He and his wife, Rhoda, and their two sons are residing at 3990 Union Bay Circle, Seattle, 98105.

Jack Houwendorn has been appointed Dean of Men at Kellogg Community College in Battle Creek.
Albert H. Nicolai has been awarded a graduate assistantship by the University of Oklahoma for the 1966-67 school year. He is currently enrolled at the University of Oklahoma in a program leading to the Ph.D. degree in English.

1964

Ralph Jackson accepted a job with Mobil Oil Co. in Detroit as a financial analyst following the receipt of his M.B.A. from Michigan State in September.

Douglas J. Walvoord received a $1,000 scholarship for the 1965-66 school year. The award was made by the Northwestern University School of Medicine on the basis of academic qualifications. The scholarship was made available by Chas. Pfizer and Co.

The Alumni Office has had several calls reporting that Don and Ann Knudsen Mitchell were seen on Super Market Sweepstakes, a TV program, in March. Word received here included the fact that they won "hundreds of dollars" worth of groceries and that they mentioned in the interview that they had met at Hope College. Their new address: 1937 S. Delaware, Allentown, Pa. 18103.

Robert H. Miller is living in Knoxville, Tennessee, where he is working on a M.S. degree in the field of plant physiology at the University of Tennessee. He has been granted a graduate assistantship by the university and expects to complete his work by the end of the summer. His wife Frances Osborn '65 is currently taking graduate work in library science at night and teaching 7th and 8th grade English and history during the day.

Leslie Van Beveren was sworn in as chief of police of Holland on April 4. He succeeds Jacob Van Hoff '29 who retired as he marked his 39th year with the Holland police department, 25 years as police chief, on that date.

Mr. Van Beveren, a native of Chicago, started work as a special policeman with the local department in the spring of 1963. He became the department's first juvenile officer in December 1964, when the position was created by the City Council.

After spending four years with the U. S. Marine Corps which included service in the Mediterranean and Caribbean areas, Mr. Van Beveren took a position as administrator in the engineering department of General Motors in La Grange, Illinois, in 1952 and was employed there for 8 years. He attended Chicago Teachers College for one semester in 1960, then entered Hope College in February 1961.

The new police chief is married and has three children, ages 12, 9, and 7. The family lives at 104 Birchwood Drive.

1965

Henry De Jonge has been selected to sing with the Roger Wagner Chorale of 85 voices. A graduate student in marine biology at Long Beach State College in California, Henry was tapped for a place in the Master Chorale when a scout by chance heard him sing at a wedding. The Master Chorale gives concert tours throughout the United States, Europe, the Middle East and Russia.

The new affiliation with the Chorale has not yet interrupted Henry's course at Long Beach State. He and Ellen Kuiper '64 De Jonge live at 502 Walnut, Apt. 7, Long Beach.

Susan Bea Taylor has accepted a position as social worker for the Kankakee State Hospital, Kankakee, Illinois.

Vienna Summer School

(News of participants in the Vienna Summer School, during the ten years of its sessions, who did not attend Hope College—195 students from 100 other colleges and universities have participated in the VSS.)

Ann Weiberg graduated in February from Bucknell University. She plans to be married on April 2 to Richard Eastlake.
BIRTHS


Wallace and Ann Tell ’60 Osland, Susan Grace, October 13, 1965, Spring Valley, Minn.

Dr. F. Phillip ’55 and Miriam Gemmill ’53 Van Eyl, Paul Marinus, adopted, January 28, Holland.

Carl ’60 and Mary Jane Adams ’60 Poit, James Carl Poit, November 9, 1965, Lapeer.

Dr. David ’57 and Elena Bylsma ’58 Van Eenennaam, Kate Elizabeth, January 29, Ann Arbor.

Dr. William H. ’55 and Joan Kiliar ’65 Heydorn, Katherine, February 14, Cortemadera, Calif.

Dr. James Dyke ’55 and Sharon van Putten, a son, February 13, Pasadena, Calif.


John ’64 and Barbara Vanderwest Crozier, John Bryant, February 19, E. Lansing.

Karl E. ’56 and Jean Albers ’58 Vander Laan, Susan Beth, February 20, Grand Rapids.

Frank W. and Ingeborg Bauer ’64 Knight, Michael Frank, January, Madison, Wis.

Stanley ’60 and Rhea Sybesma, David Scott, October 5, 1965; Sara Jane, July 20, 1962, Spirit Lake, Iowa.

James A. ’62 and Sue Bentall ’64 Boersma, Rebecca, January 17, Kalamazoo.

Rev. Harvey ’57 and Mrs. Van Farowe, Valerie Faith, February 28, Chatham, Ontario.

Thomas ’60 and Evelyn Moore, Jennifer Margaret, February 26, Alexandria, Va.

William ’60 and Sandra Vander Berg ’63 Elsinge, Shawn Michael, February 12, Holland.

Roger ’62 and Carole Kissela ’64 Achterhof, Kristin Joy, October 1, 1965, Duluth, Minn.


Dr. Roger ’60 and Roberta Potter, Harry Graham, February 17, Groton, Conn.


James and Sara Van De Poel ’62 Van Heeken, Matthew James, July 13, 1965, Grand Rapids.

Kenneth ’59 and Kathryn Kurth ’60 Steudder, Jan Marie, December 13, 1965, Southgate.

John and Roberta Boniel ’59 Lydon, Bradford James, December 14, 1965, Ridgewood, N. J.


Frederick W. III and Carolyn Robinson ’52 Ward, adopted Jeffrey Norris, February 25, Anchorage, Alaska.

Rev. Jack H. ’61 and Donna Burggraaf ’63 Millard, Alan Clyde, March 12, Groversville, N. Y.

Rev. Ralph ’61 and Eva Schuiling ’52 Ludwig, Forreston, Ill., announce the arrival of Bethany Faith, born May 30, 1965 in Seoul, Korea. Bethany came to the Lud-

Representing Hope College

Frederick J. Vande Vusse ’61 at the inauguration of William Robert Parks as eleventh president of Iowa State University, Ames, March 22.

Paul Wackerbarth ’64 at the inauguration of Alan Carson Rankin as seventh president of Indiana State University, Terre Haute, April 14.

Mary Hunter Schmidt ’58 at the inauguration of Arthur L. Schultz as president of Albright College, April 23.

Dr. Judson Van Wyk ’43 at the inauguration of James Edward Cheek as president of Shaw University, Raleigh, N. C., on April 16.

Nancy Schwarz Nieboer ’64 at the inauguration of Wilbert Edwin Locklin as ninth president of Springfield College, Massachusetts, April 30.

Dr. Peter Cooper ’29 at the inauguration of John David Alexander, Jr., as sixteenth president of Southwestern at Memphis, May 3.

Dr. Fredrick Yonkman ’25 at the Two Hundredth Anniversary of the Founding of Rutgers University, September 22, 1966.
DEATHS

Prof. Yntema Renowned for Legal Scholarship
(From the Ann Arbor News, February 22, 1966)

Hessel E. Yntema, 76, professor-emeritus of law at the University of Michigan, who died yesterday at St. Joseph Mercy Hospital, was internationally known for his scholarly contributions in the field of comparative law.

His death was the result of injuries suffered October 28 in a traffic accident in this city. City police said Prof. Yntema’s car left the road and hit a tree.

Considered one of Michigan’s most distinguished legal scholars, Prof. Yntema had continued his writing and research after his retirement in 1961.

He was the founder and editor-in-chief since 1951 of the American Journal of Comparative Law. He had been a member of law school faculties at Columbia, Johns Hopkins, Yale and the U-M, was vice president of the International Academy of Comparative Law and president of the law faculty at International University of Comparative Sciences in Luxembourg.

Regarded by his colleagues as one of this country’s outstanding authorities on Roman and civil law, international and comparative law, he was widely known for his contribution to legal education.

Prof. Yntema, who had received an honorary Doctor of Laws degree from the University of Stockholm, was graduated from Hope College, the U-M, (MA and Ph.D.), Oxford University where he was a Rhodes Scholar, and Harvard University, where he received the Doctor of Juridical Science degree.

On his 70th birthday, he was presented a copy of a new volume on “Twentieth Century Comparative and Conflicts Law” written in his honor by colleagues from 15 countries across the globe. The volume recognized his work initiating The American Journal of Comparative Law, sponsored by 20 leading law schools.

He had been appointed Legion Lex Visiting Distinguished Professor at the University of Southern California Law School in the spring of 1960-61.

Prof. Yntema has acted as consultant to the Treasury Department, 1934-38; director of the Codification Board of the Department of Justice, 1937-39; member of the Permanent Committee of Habana of the State Department, 1940; and member of the Committee on Practice of the Treasury Department, 1942-52. He served as vice president of the American Association for the Comparative Study of Law, of the American Foreign Law Association, and of the International Academy of Comparative Law. He had been the American representative to the International Committee of Comparative Law since 1956, a member of the Executive Council of the International Institute for the Unification of Private Law and of the Centro Argentino de Altos Estudios Juridicos of Argentina. He was an honorary member of the Gesellschaft fur Rechtvergleichung, Germany, and the Louisiana State Law Institute.

Prof. Yntema first joined the U-M faculty in 1917 as instructor of political science, holding that position until 1920. He was at Columbia University from 1920, leaving as professor in 1928 to teach at Johns Hopkins University.

He returned to the U-M as visiting professor of law in 1933, was appointed to the faculty in 1934. He was named director of research in inter-American law in 1942, and research professor of comparative law in 1948.

Acting Law Dean Charles Joiner said:

“Hessel Yntema was probably the world’s most distinguished comparative legal scholar. His distinction has circled the globe . . . .” He added that Prof. Yntema was “a challenging teacher as well as a creative scholar.” . . .

“He probably has been honored more than any other member of the law faculty. His colleagues will miss him.”

The late Prof. Yntema was a graduate of Hope in 1912. He was the son of Douwe, professor of chemistry and physics at Hope College from 1893 until 1917. All of his brothers and a sister survive him, as does his mother, Mary E. Yntema of Holland and Grand Rapids. His wife, the former Ida Dankof ‘12, died a year ago. His immediate survivors are a daughter, Mrs. Mary Emile North, Waterloo, Ill.; two sons, Hessel E., Jr., McLean, Va., and Dankof B. Yntema ‘46, Atlanta, Ga.; seven grandchildren; four brothers, Leonard ‘14, Wadsworth, Ill.; Theodore ‘21, Bloomfield Hills; Chester ‘28, Syracuse, N. Y.; Dwight ‘26, Holland; and a sister, Clara E. Yntema ‘16, Holland and Grand Rapids.

Raymond J. Kuiper ‘26, owner and president of the Dutch Boy Co. for 41 years, died unexpectedly in Hagers-town, Maryland, on January 26, while on a trip with Mrs. Kuiper. Mrs. Kuiper, a son, Robert J. Kuiper ‘50, and a daughter, Elizabeth Kole, all of Holland, survive.

Theodore A. Hidding ‘27, owner of the Hidding Heating Co. in Schenectady, New York, for the past 10 years, died unexpectedly at his home on January 27. His survivors include his wife, a daughter Judith Mae Bishop, and a granddaughter, Robin Bishop, Evanston, Ill.; a sister-in-law, Mrs. Henry Hidding of Holland.

George E. De Kruif, Prep ’08, Hope’s first physical director and coach, died in an Oak Park, Illinois, Hospital on February 14.

Joining the staff of the Oak Park YMCA in 1909, Mr. De Kruif was a referee for the Illinois high school basketball championships, the Illinois and Detroit athletic clubs and many others. He engaged in such activities while studying at Rush Medical School until an injury made it necessary for him to leave his medical studies.

Before his retirement he was vice-president of Acme Metal Products for 15 years, and before that was vice-president of National Theatre Supply Co.

While a student at the Hope Preparatory School, Mr. De Kruif made his home with the late Dr. and Mrs. Abraham Leenhouts. During his term of service at Hope College as coach, he developed several championship basketball teams.

Ruth Vandern Berg Holleman ’14, wife of Dr. Clarence H. Holleman ’14, Pomona, California, died unexpectedly at her home on March 5. Dr. and Mrs. Holleman served as medical missionaries in China from 1919 to 1950. After a short period of time in California, 1950 to 1957, they were recalled to Taipei, Taiwan, to take charge of Mackay Memorial Hospital where they served until 1960.

Mrs. Holleman is survived by Dr. Holleman, a daughter Ruth Holleman March ’47, Berkeley, Calif.; a daughter-in-law in Grand Rapids, widow of the late Robert L. Hol­leman ’46; and seven grandchildren.

As we go to press, word has arrived of the death of Cecil C. Hill ’28, on March 4, of a heart attack.
THE YEAR 1866 WAS EVENTFUL. The Charter of Hope College as a four-year College was approved by the State of Michigan. On July 12th, 1866 Rev. Philip Phelps was installed as the first President of Hope.

THE YEAR 1916 WAS EVENTFUL. The graduating class staged "THE PAGEANT OF HOPE" whose sensational success produced over two thousand dollars to provide the CLASS OF 1916 MEMORIAL ROSE WINDOW in Dimnent Chapel.

The first Hope College orator ever to win the State and Regional and National Award, George Steiniger, won for Hope.

THE YEAR 1966 IS EVENTFUL. THE CLASS OF 1916 meets at 1:00 P.M. Saturday, June 4th, 1966 for Luncheon at Tara and will indulge in a "Talk-Fest" all afternoon at the Pelgrim's at 1425 South Shore Drive. The class will appear as a group at the Alumni Dinner and be received into the "50 year Circle" of Hope Alumni.

(by George A. Pelgrim '16)