IN THIS ISSUE

1  Ground Breaking

2  27 Hope Men At Dow

7  Five Hope Men Outstanding in 1967

9  Another Basketball Championship

10  Anatomy of A Blanket

12  Moonshooter X, Life with Uncle

29  New Students—Children of Alumni

30  A. J. Muste

33  Class Notes

37  News Review

40  Marriages

   Births

   Advanced Degrees

41  Representing Hope College

   Deaths

The Hope College Alumni Magazine is published four times a year, January, April, July, October. Entered in the Post Office at Holland, Michigan as second class matter under the Act of August 24, 1912.
President VanderWerf, Dr. Olert, and some members of the Central Church committee turn a neat spadeful of ground on March 13. Assisting are A. Dale Stoppels '47, William K. Van't Hof '51, and Gene Campbell '51. Gene Campbell, Hope's Anchorman at Central Church, was instrumental in the decision of the congregation to grant Hope College $25,000 with the proviso that each succeeding consistory and congregation accept the same challenge until a total of $500,000 is reached.

Ground breaking ceremonies were held on March 13 for a new $1 million dormitory to be erected at the southwest corner of Ninth Street and Columbia Avenue, north of Gilmore Hall.

Construction of the new 284 student facility, to be completed by the fall semester, was made possible through a pledge of intention from Central Reformed Church of Grand Rapids. The church pledged $25,000 to Hope for a dormitory with the intention of continuing a like annual gift until a total of $500,000 has been presented to the college.

The new dormitory, second in size only to Kollen Hall which accommodates 300 students, will be different from any other Hope dormitory in that it will follow a cluster concept—a design in which five or six bed rooms feed into a lounge-study area. Each cluster area will accommodate from 9 to 18 students. The ground floor will have a lounge area. Sorority meeting rooms as well as storage and laundry facilities are also planned for the ground floor.

The general contractor for the project is the Austin Company of Cleveland. Several sub-contracts will be awarded to local contractors. All employees are area residents.

Ground Breaking for Cluster Type Living Quarters

Remarks by Dr. Frederick H. Olert '26, minister of Central Reformed Church, at the ground breaking ceremonies.

We are here to make the beginning of this new building a venture rooted in the Christian faith and our Reformed tradition.

Central Church has always had a deep interest in Hope College.

a. On the Crest of Central Church, done in wood and stained glass the anchor of Hope is prominently marked.

b. Dr. John A. Dykstra, minister emeritus of Central Church was for many years the President of the Hope College Board of Trustees.

c. A very large group of Hope College graduates are in the membership of Central Church.

We believe in Christian Education, defined as culture plus conversion. Culture and Christianity are not identical but are intimately related. The Continued on page 32

The new residence hall is to be a part of Hope's $10 million Decade of Development program, a ten-year project to provide adequate facilities for the college as demands for improved quality and quantity grow.
27 Hope Men at Dow

Take an intelligent man, give him a good, solid basic education at Hope College, add perhaps specialized advanced training, put him in a progressive research-minded industrial firm and you have the ingredients for an outstanding scientist.

More than two dozen men have parlayed these elements into successful careers in the chemical industry and are proving valuable catalysts in diverse fields for The Dow Chemical Company and Dow Corning Corporation of Midland. Most of them have remained right in Michigan, although a half-dozen are employed in research divisions, sales offices or manufacturing divisions outside the state.

Most of the men majored in chemistry at Hope and from this background have branched out into new areas of science and business. They range from a registered patent agent to plastics and metals specialists to an expert following the food additives status of plastics and packaging materials, to research in the area of bio-chemical pharmacology and toxicology to manager of the drug regulatory section of a major Dow division.

Take Raymond H. Rigterink, Dr. Russell A. Van Dyke, Dr. Clayton E. Van Hall and Dr. Robert J. Molenaar, for example. All have been rewarded with special research classifications established by Dow to recognize research personnel who have demonstrated outstanding ability in careers of active research rather than in administrative or supervisory work. In addition, Earle L. Kropscott is a plastics specialist in the corporate manufacturing area of Dow.

The careers of these men at Dow go back as far as 1937 but following right behind them are many other promising employees coming up in a new generation. Upon a request from Hope College, the Public Relations Department of the company prepared this story on the 27 Hope men with Dow.
Paul E. Hinkamp '49, Ph.D. is a project leader in the High Pressure Laboratory; Paul Kromann '52, Ph.D. radiation chemistry researcher; Tom Houtman, Jr. '40, M.S. is administrative director of the Chemicals Laboratory in Dow's Midland Division; and Robert Molenaar '53, Ph.D. senior research chemist, recognized for his work in the field of highly reactive metals.

With a Ph.D. in analytical chemistry from Michigan State in 1956, Dr. Van Hall is recognized for outstanding ability in at least two phases of analytical chemistry and more than average knowledge in related fields. He has been recognized for his work on the rapid combustion-infrared method of analysis. The Carbonaceous Analyzer, a commercial instrument made under Dow license, and employing Dr. Van Hall's techniques, was cited by two industrial research magazines as being among the top instrumental developments of 1964.

Dr. Van Dyke has been recognized for his basic research in the area of biochemical pharmacology and toxicology and especially for his work on the metabolism of anesthetics in animals and on enzymatic dechlorination.

In 1967, Dr. Van Dyke and a co-scientist received the Award for Outstanding Research of the Midland Branch of the Scientific Research Society of America for their papers on the subject, "Metabolism of Volatile Anesthetics."

Dr. Van Dyke, Ph.D. biochemistry, University of Illinois 1960, joined Dow in 1961, following a post-doctoral appointment at the University of Colorado.
Dr. Adrian Kammeraad is shown beside stacks of material which was required by the National Institute of Health for the licensing of Dow's Swarz Strain Measles Vaccine, trade-named Li-rugen. Each stack duplicates 13,000 case records and summaries of the field trials conducted for licensing date in one year alone. The NIH requires that the records be filed in triplicate.

Dr. Kammeraad '33, Ph.D. experimental biology, Yale 1940, has been with the Pitman-Moore Division of Dow at Indianapolis since 1956. He is manager of the drug regulatory section. Formerly Dr. Kammeraad taught zoology at Dartmouth College, Anatomy at Louisiana State School of Medicine; was scientific director for Van Patten Pharmaceutical Company, Chicago, after military service in World War II; and director of Research and Product Control for Kremers-Urban Co., Milwaukee.

Other Hope men at Dow are Raymond H. Rigerink '38, M.S. senior research chemist; E. Thomas Niles '56, Ph.D. just appointed a group leader for applied chemistry and engineering in the Scientific Projects Laboratory; R. W. Eshenour '51, M.S. is in animal bioproducts sales in Dayton, Ohio; B. G. Hofmyer '49 is a senior production chemist, assigned to glycol and oxide manufacturing facilities in Dow's Louisiana Division near Baton Rouge.

B. G. Kuiken '63, M.S. has been a salesman in Dow's Buffalo sales office since November 1965; Corwin J. Bredeweg '59, Ph.D. is research chemist in special assignments program; R. A. Bredeweg '63, M.A. joined Dow in 1965 as a chemist in the Analytical Development Lab.; Roger L. Bredeweg '62, M.S. is a research physicist.

Gary W. Dalman '58, Ph.D. is a research chemist in the Benzene Research Lab; T. L. Houtman '63 is a senior laboratory technician, and Henry W. Steffens '61 is an analyst in Business Information Services, development section; Douglas J. Leafstrand, production clerk, Moore Filter Department, Ludington; and P. G. Houtman '41, engineer in the Dowell Division of Dow at Tulsa.
“How would you like to be called ‘Grub Worm’ or ‘Millipede’ -- if your name really was ‘William’ or ‘Peter’?”

By Wilma Bouman
Hope Feature Writer

“Well, that’s what happens in Africa when English-speaking people pronounce African words without paying attention to the pitch of the syllable,” says Dr. William E. Welmers, internationally known linguist who has just spent the first half of his sabbatical leave in Africa, gathering more material for a book he is writing.

“The meaning of an African word undergoes a change when a syllable or short word is pronounced on a high pitch, low pitch, or medium pitch. In one of the mission stations, for instance, there is a boy whose name is ‘Etim’ (pitched high on the first syllable and low on the second syllable), but unobservant missionaries pitch both syllables alike and the name then comes out ‘Millipede,’” he said.

Dr. Welmers, who is Professor of African Languages at the University of California at Los Angeles, is now in Holland where he plans to spend the second half of his sabbatical, completing his book on African language structures and teaching a course in linguistics at Hope College. He is accompanied by his wife Beatrice Fairbanks ’39 and 14-year old son Rick. A daughter, Peg, is a senior at Hope; son, Bruce ’64, is in Los Angeles working on his Ph.D. in Math at UCLA.

Mrs. Welmers, who has also done a lot of work in linguistics, is working on a learner’s dictionary of the Igbo language during their stay in Holland. She is a great-granddaughter of the town’s first homesteader, Isaac Fairbanks.

Dr. Welmers pioneered in the development of modern techniques in foreign language teaching during and after World War II, teaching spoken Chinese for the Armed Forces Institute. Prior to 1960 he was the only person in the United States specializing in teaching African languages.

He has worked on the analysis of some 50 of the 1000 different African languages, and has supervised the language training of hundreds of Peace Corps Volunteers, a task in which Bea ably assists him.

When asked why an American university professor should bother to write a book on African language structure or why his wife should spend her time on a dictionary of Igbo, the Welmers are enthusiastically agreed:

“We love the African people, and one of our deepest concerns is for the work of improving communication, especially that of the Gospel by Christian missionaries.”

Although some work had been done on the major languages of Nigeria and on other African languages, tone, one of the basic parts of African speech, was rarely if ever mentioned before 1930.

“This,” said Dr. Welmers, “is somewhat comparable to writing a book on human anatomy without mentioning the circulation of the blood.”

The Welmers are the first persons to analyze and formulate the tonal structure of a number of African languages, including Igbor and Efik of Nigeria, in such a way that tones can be simply represented in writing. Since the language is accommodated by three pitches, these are shown in brackets after the word and their position (top line, middle line, or bottom line) represents the high, medium, and low pitches.

The Welmers were also the first to prepare practical materials for English-speaking peoples who want to learn the African languages.

Of her linguistic attainments, Bea says, “I began as a guinea-pig, demonstrating that missionaries could use my husband’s lesson materials and really learn an African tone language.”
Like Father; Like Son! William E. Welmers '30, visiting professor at his alma mater this semester, strikes the characteristic pose of his father, the late Thomas E. Welmers '03, affectionately known as "Tossie," professor of Greek and registrar of Hope College from 1920 until his retirement in 1945.

William '36 and Beatrice (Bea) Fairbanks '39 Welmers discuss their African travels with Cornelius Agori Iwe, a Hope pre med student from Benin City, Nigeria.

Millepede when his name really is Etim is akin to calling one of our Williams by the unflattering name of 'Grub Worm'."

"Even stranger meanings are expressed when African words are set to English hymn tunes. The pitch is determined by the music rather than by the pitch inherent in the words, and hymns like 'Precious Name, Oh How Sweet' come out 'Well-cooked Chicken, O How Delicious' when sung in the Jukan tongue," he told his class at Hope College, in illustrating the importance of understanding language structure.

(The linguistics class has become so popular that it has had to move twice to accommodate the students and auditing faculty members. Even the President's wife was found among the interested auditors.)

To learn more about the African languages, one must not go to the large African universities, where English is the campus language, but rather one must go to the villages, the market places, and the farms. This is where the spoken African language is the major means of communication.

Since one of the Welmers' major goals was to make a contribution to missionary language learning, they set up an Efik language center during their four-months stay with the Efik-Ibibio people of Eastern Nigeria (Lutheran—Missouri Synod). Stops were also made among the stations serving the Yoruba tribe of West Africa (Southern Baptist) and the Urhobo tribe in mid-western Nigeria (Southern Baptist).

The dictionary which Mrs. Welmers is preparing is almost one hundred per cent derived from her experience with the spoken language and is primarily intended for use by those wishing to learn Igbo. However, the 5,000,000 Eastern Nigerians who speak and read Igbo will also find it useful because so far none of their dictionaries show tone or pitch markings.

When asked whether the indigenous languages of Africa won't soon die out due to the advanced use of English in the schools—at high school level all education employs the English language—Dr. Welmers believes "hardly any African language will disappear in the next century or so."

"The use of two or three languages is commonplace in Africa and will undoubtedly increase in the future even if another language such as English gains widespread use," he said.

"Another reason we wanted to go back to Africa," said Mrs. Welmers, "was to demonstrate to younger missionaries that the joys and riches of Africa could be theirs if they would only accept Africa on its own terms."

"For too many years," she said, "misguided foreigners coming to Africa harbored the notion, instilled from colonial times, that African customs, habits, food, and implements should somehow be avoided like dysentery and malaria. This is most unfortunate. Take the matter of foods, for instance.

"When in Africa, why should you and I eat tasteless canned pears when we can enjoy sunripened pineapples and papayas at a tenth the cost, or why use bottled sauces for gravy when native palm oil with its delectable flavor is available?"

Continued on page 32
Five Hope Men in Outstanding Young Men of America 1967

Ted Donald De Vries '56, currently completing Ed.D. degree in secondary education at Indiana University as a Doctoral Research Fellow in English, has co-authored numerous articles and two books, and edited several books on education. He has served as a consultant to school systems and publishing companies.

Honors received by Mr. De Vries include a fellowship grant from the Wall Street Journal Newspaper Fund in 1962 for accomplishments in school publicity, publications and public relations. Additional recognition from the Wall Street Journal in 1963 was for work in school publications and public relations; a graduate assistantship from 1963-66 and his current doctoral research fellowship in English from the U.S. Office of Education Program for English, Burris Laboratory School, Ball State University.

Since his graduation from Hope College, Mr. De Vries has taught English continuously full or part-time in Lansing, Illinois, Ball State University and now at Indiana University. His advanced degrees (M.A. Ball State, 1964), and extra curricular work in publicity, publications, and public relations, have been in addition to and part of his teaching. Mr. De Vries plans to return to Ball State as an assistant professor of English.

The De Vries family, now living at Campus View 314 in Bloomington, Indiana, includes Judith MacAlpine De Vries '58 and three children: Alison 10, Jennifer 7, and John 3.

Rev. Nathan H. VanderWerf '57, is the executive director, Inter-Church Board of Metropolitan Affairs and Columbus Area Council of Churches. This is a Protestant and Catholic interdenominational planning and strategy and social action agency in metropolitan Columbus.

Presently a minister of the United Presbyterian Church, Columbus Presbytery, Mr. VanderWerf's ministry has been directed to social problems and a search for solutions. A listing of his associations, boards, staffs, and committees, is somewhat descriptive of his work: Unified field staff, National Council of Churches, Poverty Program; Urban League religious resources committee; Columbus development committee; chairman of Evangelism and Social Witness committee, Columbus Presbytery (82 churches); member of the Ecumenical Commission, Catholic Diocese Columbus; Columbus Poverty Board program committee; Board of Directors of Leadership Training Program for indigenous poor; Board of Trustees, Community Organization Foundation; member, Columbus Council on Alcoholism; commission of concern, County Jail; Ohio Council of Churches, Public Affairs committee; Ecumenical Commission, Episcopal Church, Diocese of Southern Ohio; area council, Synod of Ohio, United Presbyterian Church.

The VanderWerfs live at 1447 Archmere Square, North, Columbus, Ohio 43224. Dorothy Hesselink '57 is Mrs. VanderWerf; there are two sons: Stan 5 and Duane 3.
David C. De Jong '55, M.D. is setting up an experimental pathological department for the United States Army Research Institute of Environmental Medicine in Natick, Mass.

After his graduation from the University of Michigan Medical School in 1959, and his internship at St. Lukes Hospital in Saginaw, Dr. De Jong spent two years at Ft. Greeley, Alaska, in the Army Medical Corps. In Ft. Greeley his work was in general practice caring for the service men at the base and the civilian population of the area, 3,000 people in all.

From 1962 to September 1966, Dr. De Jong was in a pathology residency at Walter Reed Hospital in Washington, D. C. In February, 1965, he received a Freedom Award at Valley Forge for a letter, "My vote: Freedom's Privilege?"

The De Jong family lives at 40 Intervale Road, Sudbury, Mass. 01776. Dorothea Essebaggers '55 is Mrs. De Jong, and the children are Cynthia 10, John 7, and Schuyler 4.

Robert E. Franken '60, Ph.D., assistant professor of Psychology, University of Calgary, Alberta, Canada, has a unique research project currently under way. A pair of eight-month-old raccoons are contributing to a study on complex learning abilities that is being conducted into a new area of research relating to exploratory behavior and learning. The findings from the experiments will be used to formulate tests for use with children. Dr. Franken reports that very little research has been done with raccoons as subjects and few studies have been made with children as subjects.

Dr. Franken has authored, or co-authored, nine articles for professional publications, and has five in preparation; has presented four papers to psychological societies.

While studying for his Ph.D. in Experimental Psychology, which he received in 1965 from Claremont Graduate School, Dr. Franken was a National Institute of Mental Health Fellow, chairman of a Psychology Colloquium, and was nominated for Creative Talent Awards Program. He also taught, during these years, at San Bernardino Valley College; did research on mental retardation at the Pacific State Hospital Center.

During the summer of 1966, Dr. Franken attended the International Congress of Psychology meeting in Moscow. His research to study the relation between exploratory behavior and latent learning is supported by a grant of $8,000 from the National Research Council of Canada. In addition, he has received $450 from the University of Alberta to do some exploratory work on the effects of Strychnine upon memory consolidation in a complex learning task.

William C. Waggoner '58, Ph.D., assistant director of research, Unimed Incorporated, Morristown, N. J., since April 1966, also has his own company, Trans/Data Corporation which manufactures medical electronic equipment.

Dr. Waggoner was a teaching fellow at Michigan State University while studying for his Ph.D. degree which he received in 1963; was a Summer research fellow at the Main Medical Center, department of Cardiology in 1962; has been a member of the American Physiological Society since April 1966.

Author or co-author of 12 published articles in scientific journals, Dr. Waggoner previously was Research Projects Coordinator of Oral Health at Colgate-Palmolive Research Center.

His hobbies are yacht racing with skills in celestial and open-water navigation, snow skiing, and tropical fish. He is currently landscape chairman of the executive board of his local PTA.

William and Joanna McIntyre '57 Waggoner, with their three children, Julianna Carol 7, Richard Edwin 6, Mary Doris 1½, live at 24 Berkshire Drive, Martinsville, N. J. 08836.
Hope College continued to dominate the MIAA in basketball this past season as the Flying Dutchmen captured the school's eighth league championship in 11 years.

Coach Russ De Vette's charges shared the crown with Kalamazoo College after both squads posted 10-2 league records. The Flying Dutchmen finished with a 15-7 overall record.

Junior standout Floyd Brady was named the MIAA's most valuable player. The 6-3 Chicagoan was a unanimous choice for the All-MIAA first team and MVP. He was presented the Randall C. Bosch ('26) award at the winter sports banquet.

Teammate Carl Walters, a senior from Holland, was named to the second team; Gary Rypma, a junior from Grand Rapids, and Jim Klein, a senior from Chicago, were honorable mention picks.

Hope's championship year continued the long success story of veteran coach Russ De Vette. He has coached the Flying Dutchmen to eight championships in 14 years as head coach. During his tenure, Hope teams have won 197 contests against 104 defeats—a winning percentage of .654.

De Vette, a 1947 graduate of Hope, has had only one losing season while coach of the Flying Dutchmen. That was back in 1950-51.

Brady joins an elite group of Hope basketball standouts who have been named the MIAA's most valuable player. Others who have won the honor were De Vette (1947), Don Mulder (1948), Ron Bos (1953), Ray Ritsema (1958 and 1960), Paul Benes (1959), Ekdal Buys (1962), Jim Vander Hill (1963) and Clare Van Wieren (1966).

Brady led the MIAA in scoring, rebounding and shooting and moved up to seventh amongst the all-time Hope scorers. The all-time leading scorer at Hope is Paul Benes, a 1959 graduate, who tallied 1,741 points in four seasons. Brady has 1,292 points in three years.

The Flying Dutchmen will graduate three seniors from the basketball team. Along with Walters and Klein is senior Jim Schoon of Phoenix.

Returning lettermen in 1967-68 will be Cal Beltman, Don Kronemeyer, John Leenhouts and Bruce Van Huis of Holland, Rich Bruggers, Saginaw, Gary Rypma, Grand Rapids, Dave Uitzinger, Muskegon, and Lloyd Scout of Zeeland.

Hope's strong showing in the MIAA basketball race has put the Flying Dutchmen in strong contention for the league's all-sports trophy. After three sports Albion has 28 points, Hope 25, Kalamazoo 22, Olivet 17, Adrian 12, Calvin 12 and Alma 10.

Hope is the defending all-sports champion and has won the crown two of the last three years.
ANATOMY OF A BLANKET
by James Z. Nettinga ’41

There’s a blanket in our house. Now thirty-three years old, it has been in and out of moth balls as it has moved from Michigan to New York, to California to New Jersey. It’s covered the beach sands of both the Atlantic and Pacific Oceans. It’s kept my sons warm on cold winter nights. It saw Army beat Navy twice and watched several Rose Parades on New Year’s Day. Wherever it has gone, to football games, parades and band concerts, it has carried one word in large orange letters on a blanket of blue—HOPE—with an orange football and basketball in the corners.

Utilitarian though it may be in the present, it is a symbol of both a meaningful past and a challenging future. As a symbol of the past, it reminds me of an important moment in the history of the college. One year the agenda of the Board of Trustees contained this item, “Should Hope College sponsor football?” A committee of three was appointed to study the matter. After a thorough discussion, the committee’s recommendation (2-1 vote) to permit football on the campus was adopted by the Board. When the committee chairman, my father, broke the tie vote, little did he realize that some years later he would have two sons playing football. Furthermore, the blanket reminds me of the memory bank full of happy experiences deposited during those four years. For the past three decades they have been gathering interest, which I decided to collect when I was asked to write this statement.

— the Saturday morning ankle taping sessions in fatherly Jack Schouten’s office;
— the inspiration and confidence given us by our beloved coach Bud Hinga on the field, in the classroom and in the community;
— the good fellowship of the trips to and from games;
— team spirit and the sharing of our emotions in victory and defeat.

It would be difficult to measure the value of such emotional experiences as they are symbolized by an old, well used woolen blanket of blue.

They take on new meaning, however, as the blanket becomes a symbol of a dream and its fulfillment—a new Physical Education building on Hope’s campus. It becomes even more important because the college now offers a Physical Education major.

A modern Physical Education building would become a relevant compliment to all the other new buildings. It would complete the trilogy of any complete education—that of service to body, mind and spirit.

First, it would benefit campus life, involving more students in a wider variety of physical activity and stimulate intramural sports. More and more colleges are finding this as an answer to the spectator philosophy of our age where the majority are only concerned with watching the few participate. A student does not have to be highly skilled to compete. At the same time, it involves more students in the total area of sportsmanship which demands honesty, fair play, cooperation, competitive spirit, respect for authority and rules, acceptance of responsibility and respect for others.

Secondly, it would offer new activities which are not part of the school program. Take swimming for example. Such a building would have a swimming pool and no other facility could provide such beneficial services to the greatest number of students. In fact, swimming is more than a sport; it is a necessity and should be required of every student. The life you save could be your own. It is an athletic ability that can be used and enjoyed long after college. Swiming classes with proper instruction would provide summer positions for many students. Furthermore, the community of Holland should take a special interest in such a building. Here is something both the college and the city might develop together for a worthwhile community program. Even though located on the shores of Lake Macatawa and six miles from Lake Michigan there is a great need for an Olympic size swimming pool. Lake Michigan has been an enjoyable spot for many a college student and citizen of Holland, but who ever learns really to swim in Lake Michigan? Swimming is a family sport and can be enjoyed by the oldest or the youngest. This would be only one of the features of such a building and even if it were the only one, it would be worth the investment.
Finally, such a building would enhance the present athletic program of the college. Over a period of many years the college has held to the philosophy that the athletic program is important to the college, but that it is merely one of the means of pursuing its basic objective—the academic and spiritual growth of its students. Special subsidization of athletes and the much publicized “over emphasis” with its related evils have been avoided. This has not prevented the school from operating an effective and successful program among young men who by nature and background want to attend a liberal arts college with a Christian emphasis.

More and more, however, high school young men have been subjected to increased recruiting pressures which cause them to wonder whether Hope College is interested in them. The college cannot single out athletes for special treatment except to counterbalance as much as possible the pressures of secular colleges and universities. It would help all of us who find such potential candidates for the school if we could point to a highly equipped well-rounded physical education program with an up-to-date modern building.

This then is a plea to talk it up among the alumni, stir up some enthusiasm and shake loose a few more dollars for the next great need of the college—a new Physical Educational Building.

I can't break a tie vote like my father did many years ago, but I can cast one vote in favor and remind myself of the vote every time I use the old blue blanket.

The Board of Directors of the Alumni “H” Club adopted this motion unanimously at the March 1 meeting:

“The limitations of the present facilities for physical education and athletics seriously threaten the continuance of the excellent program of the past years and makes expansion and improvement virtually impossible, therefore the “H” Club officially urges that immediate action be taken to initiate detailed planning of a physical education building and to implement first steps in arranging a government grant of funds to assist in the financing of the project.”
MOONSHOOTER X

“Life with Uncle” is the tenth effort of Editorial Projects for Education, known to the members of the American Alumni Council as the “Moonshooter” Report. Hope College has subscribed to these supplements since they appeared in 1958.

This year’s “Life with Uncle” aims to tell alumni about U. S. higher education’s great and growing relationship with the Federal government.

According to the editors, “Alumni tend to misunderstand this relationship—either opposing it totally, or embracing it as if it were the answer to all of higher education’s financial needs . . . an answer, some alumni seem to conclude, which may eliminate the necessity for funds from other sources (including themselves).”

In this impartial report, the editors have “tried to explain the complex campus-government ‘partnership’ fully yet readably.” They have also tried to set down the pro’s and con’s that are most frequently cited by proponents and opponents of the Federal role.

We are pleased to publish this report as we have been to publish the former nine. These reports bring the respective alumni a new understanding of their alma mater, by enabling them to view their institution and its activities against the backdrop of the national picture.

These reports also put a nationwide focus of all alumni attention on the important issues facing most colleges and universities today.

We are certain you will enjoy, and be enlightened by Moonshooter X, “Life with Uncle.”
America's colleges and universities, recipients of billions in Federal funds, have a new relationship:

**Life with Uncle**

What would happen if all the Federal dollars now going to America's colleges and universities were suddenly withdrawn?

The president of one university pondered the question briefly, then replied: "Well, first, there would be this very loud sucking sound."

Indeed there would. It would be heard from Berkeley's gates to Harvard's yard, from Colby, Maine, to Kilgore, Texas. And in its wake would come shock waves that would rock the entire establishment of American higher education.

No institution of higher learning, regardless of its size or remoteness from Washington, can escape the impact of the Federal government's involvement in higher education. Of the 2,200 institutions of higher learning in the United States, about 1,800 participate in one or more Federally supported or sponsored programs. (Even an institution which receives no Federal dollars is affected—for it must compete for faculty, students, and private dollars with the institutions that do receive Federal funds for such things.)

Hence, although hardly anyone seriously believes that Federal spending on the campus is going to stop or even decrease significantly, the possibility, however remote, is enough to send shivers down the nation's academic backbone. Colleges and universities operate on such tight budgets that even a relatively slight ebb in the flow of Federal funds could be serious. The fiscal belt-tightening in Washington, caused by the war in Vietnam and the threat of inflation, has already brought a financial squeeze to some institutions.

A look at what would happen if all Federal dollars were suddenly withdrawn from colleges and universities may be an exercise in the absurd, but it dramatizes the depth of government involvement:

- The nation's undergraduates would lose more than 800,000 scholarships, loans, and work-study grants, amounting to well over $300 million.
- Colleges and universities would lose some $2 billion which now supports research on the campuses. Consequently some 50 per cent of America's science faculty members would be without support for their research. They would lose the summer salaries which they have come to depend on—and, in some cases, they would lose part of their salaries for the other nine months, as well.
- The big government-owned research laboratories which several universities operate under contract would be closed. Although this might end some management headaches for the universities, it would also deprive thousands of scientists and engineers of employment and the institutions of several million dollars in overhead reimbursements and fees.
- The newly established National Foundation for the Arts and Humanities—for which faculties have waited for years—would collapse before its first grants were spent.
- Planned or partially constructed college and university buildings, costing roughly $2.5 billion, would be delayed or abandoned altogether.
- Many of our most eminent universities and medical schools would find their annual budgets sharply reduced—in some cases by more than 50 per cent. And the 68 land-grant institutions would lose Fed-
A partnership of brains, money, and mutual need

eral institutional support which they have been receiving since the nineteenth century.
► Major parts of the anti-poverty program, the new GI Bill, the Peace Corps, and the many other programs which call for spending on the campuses would founder.

THE FEDERAL GOVERNMENT is now the “Big Spender” in the academic world. Last year, Washington spent more money on the nation’s campuses than did the 50 state governments combined. The National Institutes of Health alone spent more on educational and research projects than any one state allocated for higher education. The National Science Foundation, also a Federal agency, awarded more funds to colleges and universities than did all the business corporations in America. And the U.S. Office of Education’s annual expenditure in higher education of $1.2 billion far exceeded all gifts from private foundations and alumni. The $5 billion or so that the Federal government will spend on campuses this year constitutes more than 25 per cent of higher education’s total budget.

About half of the Federal funds now going to academic institutions support research and research-related activities—and, in most cases, the research is in the sciences. Most often an individual scholar, with his institution’s blessing, applies directly to a Federal agency for funds to support his work. A professor of chemistry, for example, might apply to the National Science Foundation for funds to pay for salaries (part of his own, his collaborators’, and his research technicians’), equipment, graduate-student stipends, travel, and anything else he could justify as essential to his work. A panel of his scholarly peers from colleges and universities, assembled by NSF, meets periodically in Washington to evaluate his and other applications. If the panel members approve, the professor usually receives his grant and his college or university receives a percentage of the total amount to meet its overhead costs. (Under several Federal programs, the institution itself can request funds to help construct buildings and grants to strengthen or initiate research programs.)

The other half of the Federal government’s expenditure in higher education is for student aid, for books and equipment, for classroom buildings, laboratories, and dormitories, for overseas projects, and—recently, in modest amounts—for the general strengthening of the institution.

There is almost no Federal agency which does not provide some funds for higher education. And there are few activities on a campus that are not eligible for some kind of government aid.

Clearly our colleges and universities now depend so heavily on Federal funds to help pay for salaries, tuition, research, construction, and operating costs that any significant decline in Federal support would disrupt the whole enterprise of American higher education.

To some educators, this dependence is a threat to the integrity and independence of the colleges and universities. “It is unnerving to know that our system of higher education is highly vulnerable to the whims and fickleness of politics,” says a man who has held high positions both in government and on the campus.

Others minimize the hazards. Public institutions, they point out, have always been vulnerable in this

Every institution, however small or remote, feels the effects of the Federal role in higher education.
sense—yet look how they’ve flourished. Congressmen, in fact, have been conscientious in their approach to Federal support of higher education; the problem is that standards other than those of the universities and colleges could become the determining factors in the nature and direction of Federal support. In any case, the argument runs, all academic institutions depend on the good will of others to provide the support that insures freedom. McGeorge Bundy, before he left the White House to head the Ford Foundation, said flatly: “American higher education is more and not less free and strong because of Federal funds.” Such funds, he argued, actually have enhanced freedom by enlarging the opportunity of institutions to act; they are no more tainted than are dollars from other sources; and the way in which they are allocated is closer to academic tradition than is the case with nearly all other major sources of funds.

The issue of Federal control notwithstanding, Federal support of higher education is taking its place alongside military budgets and farm subsidies as one of the government’s essential activities. All evidence indicates that such is the public’s will. Education has always had a special worth in this country, and each new generation sets the valuation higher. In a recent Gallup Poll on national goals, Americans listed education as having first priority. Governors, state legislators, and Congressmen, ever sensitive to voter attitudes, are finding that the improvement of education is not only a noble issue on which to stand, but a winning one.

The increased Federal interest and support reflect another fact: the government now relies as heavily on the colleges and universities as the institutions do on the government. President Johnson told an audience at Princeton last year that in “almost every field of concern, from economics to national security, the academic community has become a central instrument of public policy in the United States.”

Logan Wilson, president of the American Council on Education (an organization which often speaks in behalf of higher education), agrees. “Our history attests to the vital role which colleges and universities have played in assuring the nation’s security and progress, and our present circumstances magnify rather than diminish the role,” he says. “Since the final responsibility for our collective security and welfare can reside only in the Federal government, a close partnership between government and higher education is essential.”

The partnership indeed exists. As a report of the American Society of Biological Chemists has said, “the condition of mutual dependence be-

DRAWINGS BY DILL COLE
tween the Federal government and institutions of higher learning and research is one of the most profound and significant developments of our time. Directly and indirectly, the partnership has produced enormous benefits. It has played a central role in this country's progress in science and technology—and hence has contributed to our national security, our high standard of living, the lengthening life span, our world leadership. One analysis credits to education 40 per cent of the nation's growth in economic productivity in recent years.

Despite such benefits, some thoughtful observers are concerned about the future development of the government-campus partnership. They are asking how the flood of Federal funds will alter the traditional missions of higher education, the time-honored responsibility of the states, and the flow of private funds to the campuses. They wonder if the give and take between equal partners can continue, when one has the money and the other "only the brains."

Problems already have arisen from the dynamic and complex relationship between Washington and the academic world. How serious and complex such problems can become is illustrated by the current controversy over the concentration of Federal research funds on relatively few campuses and in certain sections of the country.

The problem grew out of World War II, when the government turned to the campuses for desperately needed scientific research. Since many of the best-known and most productive scientists were working in a dozen or so institutions in the Northeast and a few in the Midwest and California, more than half of the Federal research funds were spent there. (Most of the remaining money went to another 50 universities with research and graduate training.)

The wartime emergency obviously justified this concentration of funds. When the war ended, however, the lopsided distribution of Federal research funds did not. In fact, it has continued right up to the present, with 29 institutions receiving more than 50 per cent of Federal research dollars.

To the institutions on the receiving end, the situation seems natural and proper. They are, after all, the strongest and most productive research centers in the nation. The government, they argue, has an obligation to spend the public's money where it will yield the highest return to the nation.

The less-favored institutions recognize this obligation, too. But they maintain that it is equally important to the nation to develop new institutions of high quality—yet, without financial help from Washington, the second- and third-rank institutions will remain just that.

In late 1965 President Johnson, in a memorandum to the heads of Federal departments and agencies, acknowledged the importance of maintaining scientific excellence in the institutions where it now exists. But, he emphasized, Federal research funds should also be used to strengthen and develop new centers of excellence. Last year this "spread the wealth" movement gained momentum, as a number of agencies stepped up their efforts to broaden the distribution of research money. The Department of Defense, for example, one of the bigger purchasers of research, designated $18 million for this academic year to help about 50 widely scattered institutions develop into high-grade research centers. But with economies induced by the war in Vietnam, it is doubtful whether enough money will be available in the near future to end the controversy.

Eventually, Congress may have to act. In so doing, it is almost certain to displease, and perhaps hurt, some institutions. To the pessimist, the situation is a sign of troubled times ahead. To the optimist, it is the democratic process at work.
on research and on the teaching of undergraduates.

Wisconsin's Representative Henry Reuss conducted a Congressional study of the situation. Subsequently he said: "University teaching has become a sort of poor relation to research. I don't quarrel with the goal of excellence in science, but it is pursued at the expense of another important goal—excellence of teaching. Teaching suffers and is going to suffer more."

The problem is not limited to universities. It is having a pronounced effect on the smaller liberal arts colleges, the women's colleges, and the junior colleges—all of which have as their primary function the teaching of undergraduates. To offer a first-rate education, the colleges must attract and retain a first-rate faculty, which in turn attracts good students and financial support. But undergraduate colleges can rarely compete with Federally supported universities in faculty salaries, fellowship awards, research opportunities, and plant and equipment. The president of one of the best undergraduate colleges says: "When we do get a young scholar who skillfully combines research and teaching abilities, the universities lure him from us with the promise of a high salary, light teaching duties, frequent leaves, and almost anything else he may want."

Leland Haworth, whose National Science Foundation distributes more than $300 million annually for research activities and graduate programs on the campuses, disagrees. "I hold little or no brief," he says, "for the allegation that Federal support of research has detracted seriously from undergraduate teaching. I dispute the contention heard in some quarters that certain of our major universities have become giant research factories concentrating on Federally sponsored research projects to the detriment of their educational functions." Most university scholars would probably support Mr. Haworth's contention that teachers who conduct research are generally better teachers, and that the research enterprise has infused science education with new substance and vitality.

To get perspective on the problem, compare university research today with what it was before World War II. A prominent physicist calls the pre-war days "a horse-and-buggy period." In 1930, colleges and universities spent less than $20 million on scientific research, and that came largely from private foundations, corporations, and endowment income. Scholars often built their equipment from ingeniously adapted scraps and spare machine parts. Graduate students considered it compensation enough just to be allowed to participate.

Some three decades and $125 billion later, there is hardly an academic scientist who does not feel pressure to get government funds. The chairman of one leading biology department admits that "if a young scholar doesn't have a grant when he comes here, he had better get one within a year or so or he's out; we have no funds to support his research."

Considering the large amounts of money available for research and graduate training, and recognizing that the publication of research findings is still the primary criterion for academic promotion, it is not surprising that the faculties of most universities spend a substantial part of their energies in those activities.

Federal agencies are looking for ways to ease the problem. The National Science Foundation, for example, has set up a new program which will make grants to undergraduate colleges for the improvement of science instruction.

More help will surely be forthcoming.

The fact that Federal funds have been concentrated in the sciences has also had a pronounced effect on colleges and universities. In many institutions, faculty members in the natural sciences earn more than faculty members in the humanities and social sciences; they have better facilities, more frequent leaves, and generally more influence on the campus.
The government's support of science can also disrupt the academic balance and internal priorities of a college or university. One president explained:

"Our highest-priority construction project was a $3 million building for our humanities departments. Under the Higher Education Facilities Act, we could expect to get a third of this from the Federal government. This would leave $2 million for us to get from private sources.

"But then, under a new government program, the biology and psychology faculty decided to apply to the National Institutes of Health for $1.5 million for new faculty members over a period of five years. These additional faculty people, however, made it necessary for us to go ahead immediately with our plans for a $4 million science building—so we gave it the No. 1 priority and moved the humanities building down the list.

"We could finance half the science building's cost with Federal funds. In addition, the scientists pointed out, they could get several training grants which would provide stipends to graduate students and tuition to our institution.

"You see what this meant? Both needs were valid—those of the humanities and those of the sciences. For $2 million of private money, I could either build a $3 million humanities building or I could build a $4 million science building, get $1.5 million for additional faculty, and pick up a few hundred thousand dollars in training grants. Either-or; not both."

The president could have added that if the scientists had been denied the privilege of applying to NIH, they might well have gone to another institution, taking their research grants with them. On the other hand, under the conditions of the academic marketplace, it was unlikely that the humanities scholars would be able to exercise a similar mobility.

The case also illustrates why academic administrators sometimes complain that Federal support of an individual faculty member's research projects casts their institution in the ineffectual role of a legal middleman, prompting the faculty member to feel a greater loyalty to a Federal agency than to the college or university.

Congress has moved to lessen the disparity between support of the humanities and social sciences on the one hand and support of the physical and biological sciences on the other. It established the National Foundation for the Arts and Humanities—a move which, despite a pitifully small first-year allocation of funds, offers some encouragement. And close observers of the Washington scene predict that the social sciences, which have been receiving some Federal support, are destined to get considerably more in the next few years.

Efforts to cope with such difficult problems must begin with an understanding of the nature and background of the government-campus partnership. But this presents a problem in itself, for one encounters a welter of conflicting statistics, contradictory information, and wide differences of honest opinion. The task is further complicated by the swiftness with which the situation continually changes. And—the ultimate complication—there is almost no uniformity or coordination in the Federal government's numerous programs affecting higher education.

Each of the 50 or so agencies dispensing Federal funds to the colleges and universities is responsible for its own program, and no single Federal agency supervises the entire enterprise. (The creation of the Office of Science and Technology in 1962 represented an attempt to cope with the multiplicity of relationships. But so far there has been little significant improvement.) Even within the two houses of Congress, responsibility for the government's expenditures on the campuses is scattered among several committees.

Not only does the lack of a coordinated Federal program make it difficult to find a clear definition of the government's role in higher education, but it also creates a number of problems both in Washington and on the campuses.

The Bureau of the Budget, for example, has had to
a siren song to teachers

wrestle with several uncoordinated, duplicative Federal science budgets and with different accounting systems. Congress, faced with the almost impossible task of keeping informed about the esoteric world of science in order to legislate intelligently, finds it difficult to control and direct the fast-growing Federal investment in higher education. And the individual government agencies are forced to make policy decisions and to respond to political and other pressures without adequate or consistent guidelines from above.

The colleges and universities, on the other hand, must negotiate the maze of Federal bureaus with consummate skill if they are to get their share of the Federal largesse. If they succeed, they must then cope with mountains of paperwork, disparate systems of accounting, and volumes of regulations that differ from agency to agency. Considering the magnitude of the financial rewards at stake, the institutions have had no choice but to enlarge their administrative staffs accordingly, adding people who can handle the business problems, wrestle with paperwork, manage grants and contracts, and untangle legal snarls. College and university presidents are constantly looking for competent academic administrators to prowl the Federal agencies in search of programs and opportunities in which their institutions can profitably participate.

The latter group of people, whom the press calls "university lobbyists," has been growing in number. At least a dozen institutions now have full-time representatives working in Washington. Many more have members of their administrative and academic staffs shuttling to and from the capital to negotiate Federal grants and contracts, cultivate agency personnel, and try to influence legislation. Still other institutions have enlisted the aid of qualified alumni or trustees who happen to live in Washington.

The lack of a uniform Federal policy prevents the clear statement of national goals that might give direction to the government's investments in higher education. This takes a toll in effectiveness and consistency and tends to produce contradictions and conflicts. The teaching-versus-research controversy is one example.
President Johnson provided another. Last summer, he publicly asked if the country is really getting its money's worth from its support of scientific research. He implied that the time may have come to apply more widely, for the benefit of the nation, the knowledge that Federally sponsored medical research had produced in recent years. A wave of apprehension spread through the medical schools when the President's remarks were reported. The inference to be drawn was that the Federal funds supporting the elaborate research effort, built at the urging of the government, might now be diverted to actual medical care and treatment. Later the Secretary of Health, Education, and Welfare, John W. Gardner, tried to lay a calming hand on the medical scientists' fevered brows by making a strong reaffirmation of the National Institutes of Health's commitment to basic research. But the apprehensiveness remains.

Other events suggest that the 25-year honeymoon of science and the government may be ending. Connecticut's Congressman Emilio Q. Daddario, a man who is not intimidated by the mystique of modern science, has stepped up his campaign to have a greater part of the National Science Foundation budget spent on applied research. And, despite pleas from scientists and NSF administrators, Congress terminated the costly Mohole project, which was designed to gain more fundamental information about the internal structure of the earth.

Some observers feel that because it permits and often causes such conflicts, the diversity in the government's support of higher education is a basic flaw in the partnership. Others, however, believe this diversity, despite its disadvantages, guarantees a margin of independence to colleges and universities that would be jeopardized in a monolithic "super-bureau."

Good or bad, the diversity was probably essential to the development of the partnership between Washington and the academic world. Charles Kidd, executive secretary of the Federal Council for Science and Technology, puts it bluntly when he points out that the system's pluralism has allowed us to avoid dealing "directly with the ideological problem of what the total relationship of the government and universities should be. If we had had to face these ideological and political pressures head-on over the
past few years, the confrontation probably would have wrecked the system."

That confrontation may be coming closer, as Federal allocations to science and education come under sharper scrutiny in Congress and as the partnership enters a new and significant phase.

FEDERAL AID to higher education began with the Ordinance of 1787, which set aside public lands for schools and declared that the "means of education shall forever be encouraged." But the two forces that most shaped American higher education, say many historians, were the land-grant movement of the nineteenth century and the Federal support of scientific research that began in World War II.

The land-grant legislation and related acts of Congress in subsequent years established the American concept of enlisting the resources of higher education to meet pressing national needs. The laws were pragmatic and were designed to improve education and research in the natural sciences, from which agricultural and industrial expansion could proceed. From these laws has evolved the world's greatest system of public higher education.

In this century the Federal involvement grew spasmodically during such periods of crisis as World War I and the depression of the thirties. But it was not until World War II that the relationship began its rapid evolution into the dynamic and intimate partnership that now exists.

Federal agencies and industrial laboratories were ill-prepared in 1940 to supply the research and technology so essential to a full-scale war effort. The government therefore turned to the nation's colleges and universities. Federal funds supported scientific research on the campuses and built huge research facilities to be operated by universities under contract, such as Chicago's Argonne Laboratory and California's laboratory in Los Alamos.

So successful was the new relationship that it continued to flourish after the war. Federal research funds poured onto the campuses from military agencies, the National Institutes of Health, the Atomic Energy Commission, and the National Science Foundation. The amounts of money increased spectacularly. At the beginning of the war the Federal government spent less than $200 million a year for all research and development. By 1950, the Federal "r & d" expenditure totaled $1 billion.

The Soviet Union's launching of Sputnik jolted
Even those campuses which traditionally stand apart from government find it hard to resist Federal aid. The nation and brought a dramatic surge in support of scientific research. President Eisenhower named James R. Killian, Jr., president of Massachusetts Institute of Technology, to be Special Assistant to the President for Science and Technology. The National Aeronautics and Space Administration was established, and the National Defense Education Act of 1958 was passed. Federal spending for scientific research and development increased to $5.8 billion. Of this, $400 million went to colleges and universities.

The 1960's brought a new dimension to the relationship between the Federal government and higher education. Until then, Federal aid was almost synonymous with government support of science, and all Federal dollars allocated to campuses were to meet specific national needs.

There were two important exceptions: the GI Bill after World War II, which crowded the colleges and universities with returning servicemen and spent $19 billion on educational benefits, and the National Defense Education Act, which was the broadest legislation of its kind and the first to be based, at least in part, on the premise that support of education itself is as much in the national interest as support which is based on the colleges' contributions to something as specific as the national defense.

The crucial turning-points were reached in the Kennedy-Johnson years. President Kennedy said: "We pledge ourselves to seek a system of higher edu..."
cation where every young American can be educated, not according to his race or his means, but according to his capacity. Never in the life of this country has the pursuit of that goal become more important or more urgent.” Here was a clear national commitment to universal higher education, a public acknowledgment that higher education is worthy of support for its own sake. The Kennedy and Johnson administrations produced legislation which authorized:

- $1.5 billion in matching funds for new construction on the nation’s campuses.
- $151 million for local communities for the building of junior colleges.
- $432 million for new medical and dental schools and for aid to their students.
- The first large-scale Federal program of undergraduate scholarships, and the first Federal package combining them with loans and jobs to help individual students.
- Grants to strengthen college and university libraries.
- Significant amounts of Federal money for “promising institutions,” in an effort to lift the entire system of higher education.
- The first significant support of the humanities.

In addition, dozens of “Great Society” bills included funds for colleges and universities. And their number is likely to increase in the years ahead.

The full significance of the developments of the past few years will probably not be known for some time. But it is clear that the partnership between the Federal government and higher education has entered a new phase. The question of the Federal government’s total relationship to colleges and universities—avoided for so many years—has still not been squarely faced. But a confrontation may be just around the corner.

The major pitfall, around which Presidents and Congressmen have detoured, is the issue of the separation of state and church. The Constitution of the United States says nothing about the Federal government’s responsibility for education. So the rationale for Federal involvement, up to now, has been the Constitution’s Article I, which grants Congress the power to spend tax money for the common defense and the general welfare of the nation.

So long as Federal support of education was specific in nature and linked to the national defense, the religious issue could be skirted. But as the emphasis moved to providing for the national welfare, the legal grounds became less firm, for the First Amendment to the Constitution says, in part, “Congress shall make no law respecting an establishment of religion. . . ."

So far, for practical and obvious reasons, neither the President nor Congress has met the problem head-on. But the battle has been joined, anyway. Some cases challenging grants to church-related col-

A new phase in government-campus relationships
Is higher education losing control of its destiny?

Legates are now in the courts. And Congress is being pressed to pass legislation that would permit a citizen to challenge, in the Federal courts, the Congressional acts relating to higher education.

Meanwhile, America's 893 church-related colleges are eligible for funds under most Federal programs supporting higher education, and nearly all have received such funds. Most of these institutions would applaud a decision permitting the support to continue.

Some, however, would not. The Southern Baptists and the Seventh Day Adventists, for instance, have opposed Federal aid to the colleges and universities related to their denominations. Furman University, for example, under pressure from the South Carolina Baptist convention, returned a $612,000 Federal grant that it had applied for and received. Many colleges are awaiting the report of a Southern Baptist study group, due this summer.

Such institutions face an agonizing dilemma: stand fast on the principle of separation of church and state and take the financial consequences, or join the majority of colleges and universities and risk Federal influence. Said one delegate to the Southern Baptist Convention: “Those who say we’re going to become second-rate schools unless we take Federal funds see clearly. I’m beginning to see it so clearly it’s almost a nightmarish thing. I’ve moved toward Federal aid reluctantly; I don’t like it.”

Some colleges and universities, while refusing Federal aid in principle, permit some exceptions. Wheaton College, in Illinois, is a hold-out; but it allows some of its professors to accept National Science Foundation research grants. So does Rockford College, in Illinois. Others shun government money, but let their students accept Federal scholarships and loans. The president of one small church-related college, faced with acute financial problems, says simply: “The basic issue for us is survival.”

Recent Federal programs have sharpened the conflict between Washington and the states in fixing the responsibility for education. Traditionally and constitutionally, the responsibility has generally been with the states. But as Federal support has equaled and surpassed the state allocations to higher education, the question of responsibility is less clear.

The great growth in quality and Ph.D. production of many state universities, for instance, is undoubtedly due in large measure to Federal support. Federal dollars pay for most of the scientific research in state universities, make possible higher salaries which attract outstanding scholars, contribute substantially to new buildings, and provide large amounts of student aid. Clark Kerr speaks of the “Federal grant university,” and the University of California (which he used to head) is an apt example: nearly half of its total income comes from Washington.

To most governors and state legislators, the Federal grants are a mixed blessing. Although they have helped raise the quality and capabilities of state institutions, the grants have also raised the pressure on state governments to increase their appropriations for higher education, if for no other reason than to fulfill the matching requirement of many Federal awards. But even funds which are not channeled through the state agencies and do not require the state to provide matching funds can give impetus to increased appropriations for higher education. Federal research grants to individual scholars, for example, may make it necessary for the state to provide more faculty members to get the teaching done.
Last year, 38 states and territories joined the Compact for Education, an interstate organization designed to provide "close and continuing consultation among our several states on all matters of education." The operating arm of the Compact will gather information, conduct research, seek to improve standards, propose policies, "and do such things as may be necessary or incidental to the administration of its authority.

Although not spelled out in the formal language of the document, the Compact is clearly intended to enable the states to present a united front on the future of Federal aid to education.

In typically pragmatic fashion, we Americans want our colleges and universities to serve the public interest. We expect them to train enough doctors, lawyers, and engineers. We expect them to provide answers to immediate problems such as water and air pollution, urban blight, national defense, and disease. As we have done so often in the past, we expect the Federal government to build a creative and democratic system that will accomplish these things.

A faculty planning committee at one university stated in its report: "... A university is now regarded as a symbol for our age, the crucible in which—by some mysterious alchemy—man's long-awaited Utopia will at last be forged."

Some think the Federal role in higher education is growing too rapidly.

As early as 1952, the Association of American Universities' commission on financing higher education warned: "We as a nation should call a halt at this time to the introduction of new programs of direct Federal aid to colleges and universities. . . . Higher education at least needs time to digest what it has already undertaken and to evaluate the full impact of what it is already doing under Federal assistance."

The recommendation went unheeded.

A year or so ago, Representative Edith Green of Oregon, an active architect of major education legislation, echoed this sentiment. The time has come, she said, "to stop, look, and listen," to evaluate the impact of Congressional action on the educational system. It seems safe to predict that Mrs. Green's warning, like that of the university presidents, will fail to halt the growth of Federal spending on the campus. But the note of caution she sounds will be well-taken by many who are increasingly concerned about the impact of the Federal involvement in higher education.

The more pessimistic observers fear direct Federal control of higher education. With the loyalty-oath conflict in mind, they see peril in the requirement that Federally supported colleges and universities demonstrate compliance with civil rights legislation or lose their Federal support. They express alarm at recent agency anti-conflict-of-interest proposals that would require scholars who receive government support to account for all of their other activities.

For most who are concerned, however, the fear is not so much of direct Federal control as of Federal influence on the conduct of American higher education. Their worry is not that the government will deliberately restrict the freedom of the scholar, or directly change an institution of higher learning. Rather, they are afraid the scholar may be tempted to confine his studies to areas where Federal support is known to be available, and that institutions will be unable to resist the lure of Federal dollars.

Before he became Secretary of Health, Education, and Welfare, John W. Gardner said: "When a government agency with money to spend approaches a university, it can usually purchase almost any service it wants. And many institutions still follow the old practice of looking on funds so received as gifts. They not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."

The greatest obstacle to the success of the government-campus partnership may lie in the fact that the partners have different objectives.

The Federal government's support of higher education has been essentially pragmatic. The Federal agencies have a mission to fulfill. To the degree that the colleges and universities can help to fulfill that mission, the agencies provide support.

The Atomic Energy Commission, for example, supports research and related activities in nuclear physics; the National Institutes of Health provide funds for medical research; the Agency for International Development finances overseas programs. Even recent programs which tend to recognize higher education as a national resource in itself are basically presented as efforts to cope with pressing national problems.

The Higher Education Facilities Act, for instance, provides matching funds for the construction of
academic buildings. But the awards under this program are made on the basis of projected increases in enrollment. In the award of National Defense Graduate Fellowships to institutions, enrollment expansion and the initiation of new graduate programs are the main criteria. Under new programs affecting medical and dental schools, much of the Federal money is intended to increase the number of practitioners. Even the National Humanities Endowment, which is the government's attempt to rectify an academic imbalance aggravated by massive Federal support for the sciences, is curiously and pragmatically oriented to fulfill a specific mission, rather than to support the humanities generally because they are worthy in themselves.

Who can dispute the validity of such objectives? Surely not the institutions of higher learning, for they recognize an obligation to serve society by providing trained manpower and by conducting applied research. But colleges and universities have other traditional missions of at least equal importance. Basic research, though it may have no apparent relevance to society's immediate needs, is a primary (and almost exclusive) function of universities. It needs no other justification than the scholar's curiosity. The department of classics is as important in the college as is the department of physics, even though it does not contribute to the national defense. And enrollment expansion is neither an inherent virtue nor a universal goal in higher education; in fact, some institutions can better fulfill their objectives by remaining relatively small and selective.

Colleges and universities believe, for the most

Some people fear that the colleges and universities are in danger of being remade in the Federal image.
When basic objectives differ, whose will prevail?

part, that they themselves are the best judges of what they ought to do, where they would like to go, and what their internal academic priorities are. For this reason the National Association of State Universities and Land-Grant Colleges has advocated that the government increase its institutional (rather than individual project) support in higher education, thus permitting colleges and universities a reasonable latitude in using Federal funds.

Congress, however, considers that it can best determine what the nation's needs are, and how the taxpayer's money ought to be spent. Since there is never enough money to do everything that cries to be done, the choice between allocating Federal funds for cancer research or for classics is not a very difficult one for the nation's political leaders to make.

"The fact is," says one professor, "that we are trying to merge two entirely different systems. The government is the political engine of our democracy and must be responsive to the wishes of the people. But scholarship is not very democratic. You don't vote on the laws of thermodynamics or take a poll on the speed of light. Academic freedom and tenure are not prizes in a popularity contest."

Some observers feel that such a merger cannot be accomplished without causing fundamental changes in colleges and universities. They point to existing academic imbalances, the teaching-versus-research controversy, the changing roles of both professor and student, the growing commitment of colleges and universities to applied research. They fear that the influx of Federal funds into higher education will so transform colleges and universities that the very qualities that made the partnership desirable and productive in the first place will be lost.

The great technological achievements of the past 30 years, for example, would have been impossible without the basic scientific research that preceded them. This research—much of it seemingly irrelevant to society's needs—was conducted in universities, because only there could the scholar find the freedom and support that were essential to his quest. If the growing demand for applied research is met at the expense of basic research, future generations may pay the penalty.

One could argue—and many do—that colleges and universities do not have to accept Federal funds. But, to most of the nation's colleges and universities, the rejection of Federal support is an unacceptable alternative.

For those institutions already dependent upon Federal dollars, it is too late to turn back. Their physical plant, their programs, their personnel are all geared to continuing Federal aid.

And for those institutions which have received only token help from Washington, Federal dollars offer the one real hope of meeting the educational objectives they have set for themselves.

However distasteful the thought may be to those who oppose further Federal involvement in higher education, the fact is that there is no other way of getting the job done—to train the growing number of students, to conduct the basic research necessary to continued scientific progress, and to cope with society's most pressing problems.

Tuition, private contributions, and state allocations together fall far short of meeting the total cost of American higher education. And as costs rise, the gap is likely to widen. Tuition has finally passed the $2,000 mark in several private colleges and universities, and it is rising even in the publicly supported institutions. State governments have increased their appropriations for higher education dramatically, but there are scores of other urgent needs competing for state funds. Gifts from private foundations, cor-
porations, and alumni continue to rise steadily, but the increases are not keeping pace with rising costs.

Hence the continuation and probably the enlargement of the partnership between the Federal government and higher education appears to be inevitable. The real task facing the nation is to make it work.

To that end, colleges and universities may have to become more deeply involved in politics. They will have to determine, more clearly than ever before, just what their objectives are—and what their values are. And they will have to communicate these most effectively to their alumni, their political representatives, the corporate community, the foundations, and the public at large.

If the partnership is to succeed, the Federal government will have to do more than provide funds. Elected officials and administrators face the awesome task of formulating overall educational and research goals, to give direction to the programs of Federal support. They must make more of an effort to understand what makes colleges and universities tick, and to accommodate individual institutional differences.

The taxpaying public, and particularly alumni and alumnæ, will play a crucial role in the evolution of the partnership. The degree of their understanding and support will be reflected in future legislation. And, along with private foundations and corporations, alumni and other friends of higher education bear a special responsibility for providing colleges and universities with financial support. The growing role of the Federal government, says the president of a major oil company, makes corporate contributions to higher education more important than ever before; he feels that private support enables colleges and universities to maintain academic balance and to preserve their freedom and independence. The president of a university agrees: "It is essential that the critical core of our colleges and universities be financed with non-Federal funds."

"What is going on here," says McGeorge Bundy, "is a great adventure in the purpose and performance of a free people." The partnership between higher education and the Federal government, he believes, is an experiment in American democracy.

Essentially, it is an effort to combine the forces of our educational and political systems for the common good. And the partnership is distinctly American—boldly built step by step in full public view, inspired by visionaries, tested and tempered by honest skeptics, forged out of practical political compromise.

Does it involve risks? Of course it does. But what great adventure does not? Is it not by risk-taking that free—and intelligent—people progress?
New Students--Children of Alumni

Seventy of Hope's 525 new students come from families where either the mother or father or both are graduates or former students. Two claim their second generationship through grandparents, the line having skipped a generation as Hope students. These are:

Janet Steininger, granddaughter of Della Baker and the late George Steininger '16; and Laurie Fox, granddaughter of the late Floris Ferwerda '97.

Third generation new students that the editor knows about (she's sure there are others) are: Michael Berry, son of Myra Kleis '45 Berry and grandson of Clarence Kleis '19; Daniel Colenbrander, son of Vera Pennings '45 Colenbrander and grandson of the late Henry Colenbrander; David Dievendord, son of Richard '46 and Maxine Den Herder '44 Dievendord and grandson of the late M. J. Den Herder '13; Linnea Fransen, son of Harry Fransen '40 and granddaughter of the late Oliver Droppers '12; Ruth Oosterhof, daughter of Willis Oosterhof '28 and granddaughter of the late Albert Oosterhof '32; Jane Vander Meulen, daughter of John M. '36 and granddaughter of the late John M. Vander Meulen '91.

Straight second generation freshmen and transfers are: Patricia, daughter of Jack Barendse '48; David, son of William Coons '41; Jean, daughter of Edgar De Graaf '31; James, son of James Den Herder '50; Marc, son of Kenneth Deur '42; Donna, daughter of John E. De Vries '41; Kathleen, daughter of Donald G. De Witt '50; Christine, daughter of John and Elsa De Witt Dinger '50.

Sue, daughter of Peter Elzerman '41; David, son of Floyd Polkert '39; Paula, daughter of Harry and Jeanette Van Beek Frissel '42; Cecile, daughter of the late Gerard Gaillard '33; DeWayne, son of Wayne Hellenga '49; James, son of Harvey Heekstra '46; Claire, daughter of Thomas Houtman '40; Rae, daughter of Raymond '47 and Anne Dethmers '36 Huizenga; Fay, daughter of Ivan Johnson '32.

Robert, son of Henry and Elizabeth Van Buren Kieft '50; Robert, son of Marian Lampen '41 Kow; Richard, son of Margaret Bilkert '41 Lemmer; Carolyn, daughter of J. Douglas '46 and Louisa Becker '48 MacGregor; Keith,

Continued on page 32
An outstanding alumnus, Rev. A. J. Muste, died in New York City on February 11. A memorial Chapel service for Dr. Muste was held on February 22. A much publicized pacifist, Dr. Muste had very recently conferred with Ho Chi Minh in Hanoi. We are printing here most of the obituary from the New York Times. In tribute to his memory we are also presenting a short review of The Essays of A. J. Muste a publication that came off the press a very few months before Mr. Muste’s death. Reprinted from the New York Times, February 13, 1967:

Mr. Muste was one of three clergymen who had what they described as a “very frank, very cordial” two-hour talk in Hanoi with President Ho Chi Minh of North Vietnam just a few weeks ago.

In a half century of pacifist work, Mr. Muste had protested in Moscow’s Red Square against nuclear testing, at the United Nations against the arms race, on the White House lawn against the war in Vietnam and in Times Square against air-raid drills.

**Expelled From Saigon**

Mr. Muste’s vigorous opposition to the war in Vietnam resulted in his speaking, marching and protesting repeatedly against the fighting in the last few years. He was expelled from South Vietnam for demonstrating against the war during a visit to Saigon last April.

Last month Mr. Muste visited North Vietnam with Rabbi Emeritus Abraham L. Feinberg of the Holy Blossom Temple in Toronto and the Right Rev. Abrose Reeves, former Anglican Bishop of Johannesburg, South Africa. They said in Hanoi that the North Vietnamese had “an iron determination to fight for their independence.”

Reinhold Niebuhr of Union Theological Seminary once described Mr. Muste as a perfect innocent and others characterized him as an American Gandhi.

Mr. Muste had a number of disappointments, including his son’s desire to enlist at the age of 17 in the Navy during World War II. It was characteristic of Mr. Muste that he signed the enlistment papers without recriminations.

In 1940, Mr. Muste rose at a Quaker meeting and said, "If I can't love Hitler, I can't love at all." His avowed pacifist statement won him no friends among foes of fascism, but winning friends was not his goal.

"Peaceableness does not mean trying to disturb nothing or glossing over realities," he once observed. "Non-violence is not apathy or cowardice or passivity."

Two incidents in the young manhood of the Rev. Abraham John Muste reflected the life-long principles of pacifism and industrial democracy he stubbornly espoused.

**Resigned as Pastor**

He first came to public notice in April, 1918, when he resigned as pastor of the Central Congregational Church in Newton, Mass., because of his declared opposition to World War I. He said that wars could be avoided and were not in the spirit of Christ.

Apparently less rigid in theological doctrine, he served variously with Dutch Reformed, Congregational, Friends Meeting and Presbyterian groups. In his last church affiliation he was director (1937-40) of the old Presbyterian Labor Temple here.

He was one of the leaders of the strike in the Paterson (N. J.) silk mills in 1931, when he was jailed again, this time for unlawful assembly—picketing.

Dedicated to the proposition that war is an inevitable outgrowth of capitalism, he was a militant pacifist. He insisted that "war does not bring peace, it merely breeds more war."

In 1940 he became executive secretary of the Fellowship of Reconciliation, an inter-faith pacifist organization. He led many “poster day” walks in protests against the observance of Army Day. In 1958 he was national chairman of the Walk for Peace to Washington, in an appeal for the unconditional halt to nuclear weapons tests.

In July, 1959, he was arrested after he attempted to enter a missile construction area at Mead, Neb., an Atlas missile-launching facility. He pleaded guilty to charges of trespassing. His group, Omaha Action, was dedicated to passive resistance.

He announced in 1948 that he would refuse to pay Federal income taxes because they were used to finance armament. The United States Tax Court has yet to rule on the matter.

Mr. Muste was born in Zierikzee, the Netherlands, Jan. 8, 1885. He received his B.A. degree at Hope College in 1905 and his M.A. in 1909. He spent the intervening years doing graduate work at New York University and Columbia.

He attended New Brunswick Theological Seminary and received a Bachelor of Divinity degree at Union Theological Seminary in 1912.

Mr. Muste challenged Communist doctrine in the nineteen-thirties and was on various occasions labeled a Trotskyite. He contended that nations might unite against the Soviet Union but were incapable of eliminating economic warfare against each other.
In 1950 he called for "immediate and unconditional abandonment of a policy to stop Russia." He became a leader in a national Church Peace Mission and of the War Resisters League. He became chairman in 1957 of the New American Forum for Socialist Education, which he said aimed to advance free discussion among all elements related to historic socialist and labor traditions.

Surviving are a daughter, Mrs. John H. Baker of Thornwood, N. Y.; a son, John of Columbus, Ohio; a brother, Cornelius '14, Ormond Beach, Fla. (a daughter Constance Hamilton '41 died in 1966); three sisters and eight grandchildren. His wife, the former Anna Huizenga, died in 1954.


by D. IVAN DYKSTRA, Ph.D.

This is an unusual volume. This is partly because it is about an unusual man. It is partly also because it can convincingly clothe with respect and dignity the kind of person who, in our culture, has not typically elicited respect nor appeared dignified.

This portrayal of A. J. Muste is worked at in three ways. A very brief introduction collects an impressive list of commendatory judgments by people more or less close to him. True, such lists do not prove much; but then they also do not simply say nothing at all. Then there is an autobiographical section of considerable length. Actually this makes an autobiography out of telling how one has failed in the attempt to write an autobiography and what might go into one if one ever got to be written. It is a pity that these autobiographical notes do not carry us beyond the thirties. But they do give something of the happy glow of A. J. The rest is a collection of occasional essays by Muste. But "occasional" cannot mean that they are essays about many different things. Muste was a single-minded devotee. But he manages to remain an interesting devotee. Most of the essays are from his "peace-years," after his ventures into the labor movement. These twenty-five years saw A. J. hammering at his great first love, the dream of peace, but then peace not simply as an absence of war but peace as a way of life. Hope alumni will be pleased to note that his valedictory address of 1965 is also included. This contains some premonition of A. J.'s future: "Character is built by action rather than by thought"; and "in action is the principle of all progress on the part of the race and the ultimate warrant of peace to the individual."

People who knew A. J. will hesitate to try to catch him in a page—or in a volume. But some clear impressions do emerge. They are the impressions of an individual, but this individual happens to have been, more than any other person, the focal point of the peace movement in the past 25 years. The impressions of the person thus easily become transmuted into living principles for a movement—not a peace movement narrowly conceived, but the peace movement as the central ingredient for a new ennobling and humanizing way of life. The movement is not one with which majorities avow agreement. But when men disagree they do, not so much, I judge, because the movement is bad as because it just might be an over-simplified dream—and if the dream is bad it is only because the appeal of it might distract us from what seem to be the "safer and surer" avenues toward wherever it is that we are going.

Among the impressions, most of all, there is Muste's authenticity. He spoke and thought and acted out of the deepest and most spontaneous commitments of his own life. These are hardly the commitments of his social and religious traditions. But church bells which, for most of that tradition, could ring as authentically for war as for peace, have a way of being simplified for Muste into being nothing more than the messengers of peace.

There are heavy overtones of something that begins to grip men in our times from other sources, notably Sartrian, without the Sartrian machinery of thought. To Sartre the truth about man—and his nobility—is his freedom and his freedom is his "being responsible." Muste sees this. "Wherever evil happens I must take its burden on myself, and wherever good can be brought forth I must make myself responsible."

Muste's relation to Christianity also becomes clear through his essays. He is ruthless in his criticism of a Christianity that counsels escape from the responsibilities of providing people with "a better place to live" by insisting on the inwardness of redemption. But conversely, he is dubious of the possibility of long maintaining a significant personal pacifist stance without a personal religious faith. To Muste love is the heart of the Christian faith; but love is more than sentiment. It is translated into the simple precept: "injustice is not necessary for doing anything worth while." But Muste is also convinced that the alternatives to a Christian oriented pacifism are always self-defeating because the roads lead back invariably to some kind of exercise of violence.

Muste is hailed as a clear-headed and perceptive social analyst. But this, too, holds no mystery. However Muste got that way, his social analysis is simply motivated. For one thing he sees everything in terms of what it does to people. But also, he is perceptive in his understanding of the dynamics of society, and sees that these are tainted with forever powerful impulses to power and oppression. So his is the hard search for an alternative that will not be so tainted.

Finally, there is his soberness toward the future. His perceptions about what is going on now prevent him from ever being simply optimistic about where we are headed. So his pacifism is not a starry-eyed other-worldly kind of certainty. Doom lies ahead of us, literally. And his anxious question is who can be the trustees of the remnants after the holocaust. Civilization appears as if it is being forced by its own demonic forces into receivership. But who can receive it? Muste begins with the intuition that this will be only for those who have been purer in heart than the world around them—those who by every honest vision and intent kept their own spirits free from the malaise of violence that brings civilizations down. There is no glee in A. J. over the prospect that his kind of peace-maker might just, in this unexpected way, become the inheritor of the earth. What does carry him back into a calm dignity is the sense of thrill in knowing that, if pieces are going to need to be picked up, there will be some spirits that will be able to pick them up and build again, and better now.
New Students
Continued from page 29
John Bouman '34; Barbara, daughter of Jack '50 and Florence Vandenberq '40 Daniels.
Georgina, daughter of Ezra Gearhart '52; Brenda, daughter of Harms '31 and Vera Holle '34 Bloemers.
Mary, daughter of Lambert Ponstein '33; Joan, daughter of Bernard '29 and Gladys Huizenga '30 De Free (the
editor knows Joan is at least third generation—but how?); Janis, daughter of Jacob Pruikema '37; Gail, daughter of
Adrianna Douma '47 Rutgers; Warren, son of Warren Van Kampen '40; John, son of Frank Van Alslmrg '35;
Jody, daughter of Max De Free '48, and Karen, daughter of Thomas Toonder '50.

Ground Breaking
Continued from page 1
Christian Church of Calvinistic persuasion has always
been strong on Christian Education. The church has for
centuries been the mother of education. It has been said
epigrammatically that no one in Europe talks loudly against
the church but owes to the church that he is able to talk
at all. There is a culture which is utilitarian and super­
fielal but there is also purposeful education best defined
in the dictum: The fear of the Lord is the beginning of
wisdom. There is a sense in which we know nothing—
literally nothing—completely—without God. An ideal
church related college seeks to develop for every student
a well rounded balanced intelligent Christian faith in ad­
dition to the information and skill required for a signif­
cant sense of vocation.
Dostoevsky once wrote to his brother "I want to say to
you that I am a child of this age, a child of unbelief and
skepticism. Yet there is nothing lovelier, deeper, more sym­
pathetic, more rational, more human, more perfect than
the Savior." This is something to think about.
There is nothing lovelier than Christ. That takes in
art and aesthetics.
There is nothing deeper than Christ. That takes in
philosophy and science.
There is nothing more sympathetic than Christ. That
takes in economics and sociology.
There is nothing more rational than Christ. That
embraces anthropology and history.
There is nothing more perfect than Christ. That
takes in all education and all life, in college and out.

"Grub Worm"
Continued from page 6
"On former visits to Africa we had to make quite an
effort to get sour custard-apples, a mouth-watering fruit,
not an apple, that most missionaries and other visitors
didn't bother to taste; now the new missionaries are
raising orchards of them from seed."

"There's one custard-apple tree growing in Los An­
geles," interrupted Dr. Welmers, "and its fruit sells for
50c apiece.

"Unfortunately," he added, "many Africans concluded
that their own foods must be inferior since the foreigner
regarded them unfit. We even met young Africans who
were astonished that we would eat peanuts."

While in Africa the Welmers included a delightful stop
at the home of Bishop and Mrs. Agori Iwe in Benin City,
Nigeria, whose son, Cornelius, is a junior at Hope College.
Cornelius, a pre-medical student, who has not seen his
parents for more than three years, was happy to have
greetings brought directly from home. Cornelius' father
is bishop of the Anglican church in Mid-Western Nigeria.
His mother who for a hobby keeps a flock of a hundred
chickens, has heavyweight layers of import ancestry whose
eggs are the envy of the town. As the indigenous African
chicken is generally small, tough, and scrayny, and lays
small small eggs, the eggs from the Ihe nests of grain-fed hens
are in popular demand.

Nigeria seemed to the Welmers to have become remark­
ably westernized in recent years. In the market center
of Uyo, six new Hondas are displayed at one of the town's
dealers. One merchant alone in the vast market
place receives shipments of scores of new bicycles at a
time. Three small market stalls dealing only in bicycle
parts are as well stocked as is any single hardware store
in Grand Rapids.

The business area of Uyo, similar in size to that of
Zeeland, has at least a dozen small book stores, dealing in
everything from school readers in the local languages to
high school texts on science and Shakespeare to the latest
in paperbacks.

Actually, the Welmers' relatively modern, American­
type living facilities were nothing unusual, and certainly
far from romantic. Their refrigerator ran on kerosene,
since they had electricity only in the evening; their stove
used bottled gas; the water had to be filtered for drinking.
Outside of that, life in Africa today demands no great
sacrifices, say the Welmers.

"Temperatures are warm but rarely uncomfortable.
For much of the year, in the particular areas we have
known, rainfall is heavy and humidity is high.

"Perhaps the major discomfort," said Dr. Welmers,
"is that such fragrances as Chanel No. 5 are obliterated
by Mildew No. 2."

A farewell dinner for the Welmers, given by several
missionaries and Africans, was "hailed by the natives as
the dawn of a new day when people were finally beginning
to understand and accept Africans on their own terms."
The Welmers and missionaries had appeared in colorful
dresses and pounded white yam with a single spoon
instead of with an array of unneeded knives and forks.
CLASS NOTES

1917
Eve Lcenhouts Pclgrivi and a local committee are organizing a reunion to celebrate the 50 year anniversary of the class.

Irwin J. Lubbers, Ph.D., president of the Iowa Association of Private Colleges, has been named by Iowa's Governor Harold Hughes to a seven-man committee, described as a "blue ribbon group," to study the Amish school problem of the state. Others on the committee are an Episcopal bishop, a Methodist bishop, the president of the University of Iowa, a Des Moines attorney member of the school board, a state senator, and a representative.

1920
George Vanderborgh and Son, with another oyster company at Oyster Bay, Long Island, are successfully raising baby oysters in an artificial environment in a desperate effort to maintain the species there in the face of drought conditions, water pollution, and a greatly increased starfish population.

1922
Mike Schuurmans, Dyke and Frieda van Putten, Lillian Van Dyk, and Fern Stillwell are the members of the sponsoring committee planning the forty-fifth anniversary reunion of the class.

1925
John Dethmers, a veteran of more than twenty years on the Supreme Court of Michigan, was elected Chief Justice in early January. Justice Dethmers was the first elected Chief Justice from 1956-62 after the Court abandoned its "rotation" system. He also served a stint as Chief Justice during the period when the position rotated from Judge to Judge. He was elected January 5 to a two-year term under a new rule altering the Chief Justice's term from three to two years.

1927
Jay Wabeke, chairman for the 1967 Class Reunion, and his committee, Garrett and Billie Sprick Winter, and Ruth Van Kersen Hoffmeyer have announced a luncheon at Point West at Macatawa Park, 12 noon the hour, with hospitality at 11:30 A.M.

1929
Clarence Bremer, Ph.D., was recently honored in New York City at a luncheon marking his twenty-fifth anniversary with Oakite Products, Inc. Joining the company as a research chemist, he advanced through the years to his present position of Technical Director, which he has held since 1958. He has been a member of the Oakite Board of Directors since 1955.

Bremer received his M.Sc. in 1931 and his Ph.D. in 1933 from Ohio State University. Before his association with Oakite, he was employed for over eight years by Atlas Chemical Industries of Wilmington, Delaware.

Mrs. Bremer, also Hope '29, is the former Dorothy Stroop. The couple lives in Rutherford, New Jersey, and has two children, both of whom have participated in the Hope Vienna Summer School: Gail in 1960, and James in 1966.

1942
Dr. Blaise Levai has joined the staff of the Joint Commission on Education and Cultivation of the Methodist Board of Missions as an editor of literature. He is serving in the Editorial and Literature Department of the section on communications. The department publishes educational, promotional and administrative materials relating to the mission of the church.

John Visser, Ph.D. was selected president of Kansas State Teachers College, Emporia in January. Formerly executive assistant to the president at Ball State University in Muncie, Indiana, Dr. Visser succeeded Dr. John E. King who resigned in early 1965 to become president of the University of Wyoming.

Dr. Visser, a native of Iowa, received his early education in Grand Rapids; his Ph.D. from the University of Iowa in 1956.

An assistant professor of history at Hope from 1949 to 1957, Dr. Visser also was the varsity basketball coach from 1951 to 1956, and served as dean of men from 1956 until his resignation in 1957, to go to Western Michigan University as assistant registrar. Following one year at Ball State as assistant academic dean he became dean of Grand Rapids Junior College for four years. He has been assistant to the president of Ball State since 1962.

Dr. Visser has been active in educational affairs in both Michigan and Indiana, has served in civic posts and is a member of many professional and civic organizations. He was an Army infantry officer during World War II.

Dr. and Mrs. Visser have moved to 1522 Highland, Emporia 66801, with their four daughters, Betty Jean, Mary Frances, Nancy Ann, and Martha Ellen.

1943
The East-West Center at the University of Hawaii has announced that Everett Kleinvijns, Ph.D., will become deputy chancellor for academic affairs. He will be responsible for integrating all academic activities spanning the Institutes of Advanced Projects, Student Interchange, and Technical Interchange.

1945
Dr. Thomas Beslooper, Minister of The Reformed Church of Closter, New Jersey, was special consultant for the Michigan State University Health and Research
Laboratory project for the school systems in Battle Creek. He conducted seminars with university, high school and secondary school teachers on the theme, "The Nature of Woman and Some Implication for Competition."

1947

Elaine Mecusen De Pree, Harriett Hains Heneveld and Lois Meulendyke Swart, reunion committee, have planned five o'clock appetizers in Phelps Hall Lounge before the 6:30 Alumni Dinner on June 3, to celebrate the 20th anniversary of the class.

1949

Rev. Robert Folkert became minister of the United Congregational Church, Addison, Michigan, on March 1. He and Mrs. Folkert, Genevieve Seeley '51, have been in Richmond for eight years.

Robert Snow has joined Owens-Illinois as a chemist in the Technical Center, Paper Development Laboratory. He and wife, Rita, four sons and one daughter live at 3811 Buell, Toledo, Ohio 43613.

Howard Koop began a brand new job in January as operating Director of the Educational Commission of the States in Denver. This organization was recently formed as a result of Dr. Conant's study of educational needs. The purpose is to up-grade education of all stripes through state action. Original financing comes from Carnegie and Danforth foundations.

1950

Jack Daniels was appointed manager of personnel for Holland-Suco Color Company, a subsidiary of Chemtron Corporation, in February. He will be at the Holland branch.

George Slippers was named special products representative for the Holland Chemical Plant of Parke, Davis & Company in February. He joined Parke Davis in 1952 as a member of the quality control department.

William D. Barense and his partners have announced the formation of a partnership for the general practice of law under the firm name Dobson, Griffin and Barense, at 220 Huron Valley National Bank Building, Ann Arbor, as of February one.

1951

Frank Eugene Butler, an Associate Mathematician at Cornell Aeronautical Laboratory, Cheektowaga, New York, achieved Life Master Rank in the American Contract Bridge League in 1966.

Harold Kooyers has accepted the position of Material Control Manager for Conduction Corp. of Ann Arbor.

1952

William Bocks, Ed.D., is director of the area office for Western Michigan University in Muskegon. The office administers directed teaching, field services and extension courses.

John and Marilyn Veldman Vande Velde with their three children, Mary 10, Alison 8, and Jonathan 6, are living at 3 rue Joanes, Paris. Jack is spending the year at L'ecole Politecque De Francaise, a school started by Napoleon. Jack and Marilyn are singing in a cathedral choir and the children attend a French school.

Richard Huff joined the Municipal Bond Division of Standard & Poor's Corporation in mid-January, after twelve years with the investment banking firm of Halsey, Stewart & Co.

1954

Joseph Fowler of Walden, New York has been elected to a six-year term on the Hope College Board of Trustees by the Particular Synod of New York.

Rev. Raymond J. Vedder has been elected president of the Particular Synod of Albany, RCA, for 1966-67.

Rev. Robert J. Hoekema was honored by the Seikirk Reformed Church on his fifth year as minister of the church. The congregation presented a program "This is Your Life" for the occasion and at the conclusion gave Bob and his wife, Lucille Tyssie '55, a trip to Hawaii.

1955

Alice Gabriels, who is in her 11th year with Monroe County Department of Social Welfare as a caseworker in Public Assistance, has been chosen for course work (possibly towards M.S.W.) given by Syracuse University in Rochester.

Dr. Robert J. Rieke, registrar and director of admissions at Grand Rapids Junior College, is spending the current school year at Miami-Dade Junior College in Miami, Florida, under a fellowship in academic administration by the American Council on Education. He is serving as an intern to the Miami-Dade president.

James D. Van Putten, Ph.D., currently assistant professor of physics at California Institute of Technology, delivered three lectures at Hope in February.

1957

Leonard and Ann Bloodgood Rowell, 150 Hudson Avenue, Red Bank, N. J. 07701 are organizing a reunion for the 10th anniversary of the class.

Theodore D. Anderson joined Wall Colmonoy Corporation, Stainless Processing Division, as Sales and Marketing Manager in October.

Wilbur C. Vander Yacht, M.D., has opened an office in Saline, Michigan, for the practice of Obstetrics and Gynecology.

Elsie Lou Lower Hamrick is teaching second grade in St. Petersburg, Florida, where her husband, Wallace, is Principal of the High School. There are three Hamrick children, Steven 8, Michael 7, and Susan Ann 1.

1958

Peter 2½, and Paul 1, sons of Tom and Barbara Harris; they live at Kwansei Gakuin University, House No. 1, Uegahara Ichiban Cho, Nishinomiya-Shi, Hyogo Ken, Japan. Kwansei Gakuin is a school of about 15,000 students where Tom is a full-time teacher of English in the Department of Commerce, with a teaching load of sixteen hours a week and a total of 600 students. He is also the associate director.
of the Religious Activities Center on campus, and line
coch of the Kwangaku team which won fourteen straight
games to become the Kansai Conference Champs.

Everett J. Niebuhr is assistant professor of chem-
istry at Ferris State College. The author or co-author of
a number of scientific papers, he will present the results
of his most recent investigation at the 153rd National
Meeting of the American Chemical Society in Miami Beach.

His wife, Elaine, who holds her masters degree in
Library Science from the University of Michigan, is head
librarian of the Big Rapids Community Library.

Both Ev and Elaine are active in the newly built
Fellowship Christian Reformed Church of Big Rapids.
Ev is Sunday School superintendent and choir director;
Elaine is the church organist.

1959

Rev. Larry Izenhart joined the staff at Northwestern
College in September in the capacity of part-time in-
structor of Bible. This teaching position is in addition to
his regular pastoral duties at the Matlock, Iowa, Re-
formed Church.

Rev. John and Katherine Anne Meyer moved to Col-
lege Point, L. I., on March one where John has accepted
a call to be minister of the First Reformed Church.

Arthur L. Olson was named Hastings' Man of the
Year when he was presented the Jaycees' Distinguished
Service Award late in January. A resident of Hastings
since 1963, Olson is Barry county juvenile agent working
under the probate court. He had served Ottawa County as
juvenile agent from 1960 to 1963 and was a former pres-
ident of the Michigan Juvenile Officers Association. His
wife is the former Karen Nyhuis '60. The family includes
Kathleen 5, Richard 4, and Robert seven months.

George Worden became director of the Office of In-
formation Services and assistant professor of Speech at
Wichita State University on February 1. Formerly pub-
licity director for the Dallas United Fund, the call came
to the new position in the middle of the "most successful
fund campaign ever ($6 million)." After the campaign,
the opportunity to return to education was accepted. He
and wife, Merry, and daughter, Kathy, have moved to
their new home at 6410 East 14th Street, Wichita.

Rev. Ronald B. Lokhorst was installed as pastor of the
Reformed Church of St. Thomas, the Virgin Islands, in
January.

1960

Dyke Rotschafer became, on February 1, guidance and
evaluation consultant for the California Test Bureau, a
division of McGraw-Hill Book Company. Dyke's service
extends throughout Michigan, Indiana, and Kentucky; his
base is Kalamazoo where he lives at 3621 Edinburgh
Drive. With an M.A. from Western Michigan in Guidance
and Counseling, he has taught for six years, most recently
he was counselor in a Skokie, Illinois school.

Rev. Gary Looman was installed as Assistant Pastor
of Immanuel United Presbyterian Church, Albuquerque,
New Mexico, on February 12. He went to his new position
from the Reformed Church of Matuchen, New Jersey,
which he served as Assistant Pastor. While there he at-
tended Princeton Theological Seminary and received the
Master of Theology degree in June 1965. His field of
specialization was Pastoral Theology.

1961

Thomas Aardema was promoted to Assistant Vice
President by Peoples Savings Association of Benton Har-
bor in January. He formerly managed the data processing
department. He and Mrs. Aardema, Judith De Witt '63, live at 581 Chipewa Road in Benton Harbor.

Arthur and Jean Kemp Bilyeu are living in Paw Paw,
Michigan. Arthur is school psychologist of Van Buren
County Intermediate School District; Jean teaches the
perceptually handicapped in Kalamazoo. In the summer
of 1966 they studied for five weeks at Oxford University,
then toured Europe for seven weeks with a group from
Western Michigan University's Sociology Department.

James Riemersma is working for the American Inter-
national Oil Company, Brownfield, Texas.

Gordon A. Stegink has been appointed to serve as first
director of the $70,000 Computer Center at Dickinson
College, Carlisle, Pennsylvania. He has been teaching
math at Dickinson.

Rev. Donald W. Dykstra was ordained and installed
in the Zion Church of Christ, Norwood, Ohio, in October.
His father, the late Adolphus A. Dykstra, assisted in the
service.

Edward E. Ericson is assistant professor of Literature
at Westmont College, Santa Barbara, California.

1962

Peter L. Wehman began working with the National
Commercial Bank and Trust Co. in Albany, N. Y. in
March 1966.

Army Captain David L. den Ouden
received the Vietnamese Cross of Gallan-
try with Palm in Can Tho, Viet-
nam, in January. He earned it for
his heroism during the 1st Battalion's
resistance to attack from a Viet Cong
regiment. Capt. den Ouden is advisor
to the 1st Battalion, 14th Regiment of
the Vietnamese 9th Division. He en-
tered the Army in January 1965.

Lynne Prakken Carbeck is living in Seville, Spain. Her
husband, Thomas, is a first lieutenant in the Air Force
stationed at Mocon AFB. They have two sons, David
Scott, 3 and Stephen Richard, 2.

Thomas Pleives was commissioned an Army second
lieutenant on graduation from the Engineer Officer Can-
didate School at Ft. Belvoir, Virginia, in January. His
first assignment is as an engineer platoon leader.

Gerald E. Nieuwena and wife Judy (Sinke) are now
living with their two sons, James Harris 4 and Jeffrey
William 2, in Dana Point, California. Gerald graduated
from the University of Michigan Dental School in April
1966 and is now stationed at Camp Pendleton as a Lt.
with the USN.

1963

Darell Jay Schregardus has been employed as a school
psychologist for the high school and elementary school
districts in Glen Ellyn, Illinois, since September. He is also affiliated with Psychological Services, Inc., a private consulting agency. Bougie Hoerner Schregardus is in her second year of teaching German and English at Wheaton Central High School. Address: 1214 N. Main, Wheaton.

First Lieutenant Thomas J. Van Kley, commissioned upon completion of OTS at Lackland AFB, Texas, in 1964, is now on duty at a forward U. S. Air Force combat base in Southeast Asia.

Mary De Velder is administrative assistant to the Director of Summer Session, Columbia University. Her address: 560 Riverside Drive, New York City 10027.

Kenneth Hollemans has been promoted to Administrative Operations Manager, Date Processing Division, IBM, Grand Rapids.

Rev. Lewis R. Scudder, Jr. and his wife Nancy, were commissioned by the Board of World Missions, RCA, at Hope Church in Holland in January. They have left for missionary service in Arabia.

Paul Kleinheksel was appointed an admissions counselor at Hope College in March. He taught high school math and was head of the math department at Three Rivers High School from 1963-66.

David J. Bonnette has been awarded a fellowship in the Mott Inter-University Clinical Preparation program for educational leadership. The fellowship pays a stipend of $8,000. Currently enrolled at the University of Michigan as a full-time graduate student, David will have the opportunity to continue his course work toward the Ph.D. in secondary school administration under the fellowship.

As an intern, David will be assigned to an administrator in the Flint public schools; perhaps several in the course of the school year. He and Joan Ten Cate ’63 Bonnette will be moving to Flint in the fall.

1964

Carol Diephouse Hermanson, after teaching in Hudsonville for two years, is presently teaching English and Social Studies in the Intermediate School of Big Rapids.

Barry and Judy Dirks ’66 Weldon are living in Big Rapids. Barry is teaching at Ferris State College and Judy is teaching second, third and fourth grades in the Reed City system.

Nelson Te Crony is teaching in the Mayville, New York, Central School.

Gloria Heuvelhorst De Kleine works as a medical technologist at Redlands, California, Community Hospital.

Airman Bruce C. DeJee has been selected for technical training at Lowry AFB, Colorado, as a U. S. Air Force aircraft weapons systems specialist, following basic training at Lackland AFB, Texas. His new school is part of the Air Training Command which conducts specialized courses to provide technically trained personnel for the nation's aerospace force.

Douglas J. Walhoord, a member of the class of 1968 at Northwestern University Medical School, was awarded the Frederick H. Rawson scholarship at the annual Founders' Day Convocation of the medical school. This award in the amount of $1100 is given to the student attaining the highest scholastic average during the first two years of medical school.

1965

Lt. James Allen Wiersma received his pilot wings at graduation ceremonies in February which marked the end of 53 weeks of undergraduate pilot training at Vance Air Force Base, Oklahoma.

Lt. Wiersma received the award for overall outstanding performance in the T-38 aircraft as well as the award for outstanding performance in T-38 formation flying for his squadron.

After survival training and eight weeks training in the C-123, Lt. Wiersma will leave for Vietnam on May 10 where he will be stationed at Tan Son Nhat.

Bruce F. Gibbons is teaching history in the Midland Public Schools.

John B. Richardson is President of the Graduate Social Work Club and a member of Phi Alpha, Social Work honorary, at Michigan State University.

William L. Catheart is continuing his studies in the Communications Area of the Department of Speech at Ohio State toward the Ph.D.

1966

Susan E. Rose, now an elementary teacher in Leominster, Massachusetts, is engaged to Lt. Walter H. Naumann, (U.S.N.) graduate of the University of Rochester, 1963, and now serving as Operations Officer, USS NOA (DD-841) based at Mayport, Florida.

Douglas J. Cook has been commissioned a second lieutenant in the U. S. Air Force upon graduation from Officer Training School at Lackland AFB, Texas. Assigned to Davis-Monthan AFB, Arizona, for training and duty, he will be in the Strategic Air Command.

John R. Koch has been assigned to Amarillo AFB, Texas, for training as a personnel officer following his commissioning as a second lieutenant in the U. S. Air Force and graduation from OTS at Lackland AFB, Texas.

Miss Leslie Clark, who is completing work towards a M. Mus. degree in violin at Ball State University, won a Young Artists Contest in Muncie, Indiana. As winner she will appear as violin soloist with the Ball State Symphony Orchestra performing the Tchaikovsky Concerto in its May concert.
NEWS REVIEW

DR. AND MRS. FREDRICK F. YONKMAN (Jan and Fritz) of Madison, New Jersey, have been chosen by the Alumni Board to be co-chairmen for the 1967 Alumni Fund.

"Dr. and Mrs. Yonkman are building a strategic national alumni committee to assist in the management of the campaign." This announcement was made by John Tysse, director of Alumni activities on March 21.

The Alumni Board has proposed a goal of $300,000 for 1967. "As was the case for the 1966 campaign, the three most critical areas of the educational program of the college—faculty compensation, financial aid for students and student research—will be the beneficiaries of the Fund.

Dr. Yonkman is vice president of CIBA Pharmaceutical Co. of Summit, New Jersey. Both Dr. and Mrs. Yonkman graduated from Hope College in 1925.

"We have been greatly honored by Hope College and her Alumni Board of Directors in being asked to act as co-chairmen for our 1967 Alumni Campaign. We accept the task because of our unqualified faith in the loyal alumni group and other friends of Hope College and because of our belief in and conviction of the great work the college is doing with and through its young men and women." In this characteristic way, Jan (Janet Albers) and Fritz responded to the Board's invitation.

JOHN TYSSE '60 has been appointed director of Alumni activities. As such he will administer the Alumni Fund and Class projects and assist with Club and Chapter affairs in the expanded Alumni Program of the second century. Marian Stryker '31 will continue as Alumni secretary and editor.

Mr. Tysse joined the Hope staff in August 1965 in the Admissions department. He was named Centennial Homecoming coordinator in early fall 1966, at which time he joined the development staff.

A native of Coxsackie, New York, Mr. Tysse was employed by the Michigan Department of Corrections as juvenile officer in Muskegon for a year and later served as counselor and probation supervisor. He is a member of the Holland Jaycees and the board of directors of Kandu Industries, a non-profit corporation providing employment opportunities for the mentally retarded.

Mrs. Tysse is Patricia Derks '63. The Tysses with their daughters Karen 4, and Cheryl 3 live at 144 West 12th Street in Holland.

THOMAS L. RENNER, formerly managing editor of the South Haven Tribune and a student at Hope in 1964-65, became staff writer and photographer for the Public Relations department at Hope College in March.

Mr. Renner is a native of Riverdale, Illinois, and prior to entering Hope was employed by The Pointer Publications as photographer and news writer. He joined the South Haven newspaper in 1965 as sports editor and news reporter.

Mrs. Renner is the former Carole De Young, class of 1967. The Renners have a six-months-old daughter, Debra.

STUDENT NEWS

Two Hope seniors have been awarded Woodrow Wilson Fellowships and five received honorable mention.

The two winners are John D. Cox, son of Mr. and Mrs. Eric J. Cox who are missionaries in Thailand, and Paul A. Schaap, son of Mr. and Mrs. Arnold O. Schaap of Edwardsburg.

John's Fellowship is in English. He plans to teach upon the completion of his graduate work. He is a member of Delta Phi Alpha German society, and of the Arcadian fraternity.

Paul was awarded his Fellowship in Chemistry. He plans to teach or to become a research chemist when he completes graduate study. He is a member of the Chemistry Club and the Cosmopolitan fraternity.

Receiving honorable mention were Gerald Auten, Royal Oak, Economics; Robert Donia, Kalamazoo, History; Kenneth Keegstra, Holland, Chemistry; Gordon Kerstange, Bellevue, English; and John Mulder, Chicago, Philosophy.

David Tubergen, Holland senior, won first place in the Young Artist Competition sponsored by the Battle Creek Symphony in January. He is a student of Dr. Morrette Rider.

Ellen Kulp, sophomore from Ridgewood, N. J., has published a poem, written in French in Original Works, The Quarterly Foreign Language Journal. The poem, entitled "La Perte" (Loss) contrasts the private sense of personal loss with the impersonality and apathy of those unconcerned. The poem was the result of an assignment for a special section of Intermediate French for students planning to continue their studies in French. Miss Beulah Kampen '63, instructor in French, was the teacher.

Barbara Timmer, sophomore from Bethesda, Md. (daughter of John N. ‘38 and Barbara Folensbee ‘43...
Timmer) and Gretchen Vander Werf, junior from Holland (daughter of Calvin '37 and Rachel VanderWerf), have been selected to represent Hope College at the third annual Yugoslav Seminar of the Great Lakes Colleges Association to be held in Yugoslavia this summer. Both young women will receive grants from the College to cover transatlantic travel expenses. Expenses of the seminar will be underwritten by the State Department.

David L. Anderson, senior from Scotia, N. Y., has received honorable mention in competition for the 1967 class of Danforth Graduate Fellows. David is a Chemistry major and plans to teach college chemistry. He is a member of Alpha Phi Omega service fraternity and of the honorary German society Delta Phi Alpha.

Miss Sharon Wozniak, junior from Hammond, Ind., and Miss Lynn Koop, sophomore from Hamilton, won first and second places, respectively, in the Peace Oratorical Contest for women in February.

Seven Hope College students have been awarded Viennan Summer School scholarships. They are: Barbara Kotten and Bonnie Timmer, Holland; Louise and Helen Ver Hook, Worthington, O.; Donald Krooeman, Zeeland; Susan Kisters, Harvey, Ill.; and Edward Heucrodt, Muskegon. All are juniors.

At The Fourth Annual Spartan Invitational Debate Tournament in January, Hope's negative team, comprised of Glenn Pontier and Bob Bosmen, won four debates and lost none. Opponents they defeated were from Eastern Michigan University, Albion, Hiram of Ohio, and Northern Michigan. The Hope affirmative team won two of four debates, winning over Central Michigan and Wheaton (Ill.) and losing to Ohio Northern and Michigan State. Affirmative Hope debaters were Glenn Van Noord and Rick Rietveld.

Rein Vanderhill's oil painting was awarded first prize in a juried exhibition in Van Zomeren Library in January. Rein, a Holland senior is the son of Paul '40 and Gertrude Visscher '40 Vanderhill of Holland.

[Continued on page 39]
A Frederick Gardner Cottrell Project Grant for $3,000 from the Research Corporation has been awarded to Dr. Jerry Mohrig for chemical research.

The College has been awarded a $12,500 humanities grant on a proposal submitted by Philip Home, chairman of the Art department, for an inter-disciplinary program in American studies. The grant was awarded by the Great Lakes Colleges Association humanities program.

A $1,500 Shell Assist from Shell Companies Foundation has been received, one-third to be used for institutional use, one-third for general faculty development, and one-third for the joint use of administrative officers of chemistry, mathematics, and physics departments.

A $1,000 restricted grant from the Johnson Wax Foundation was received by the Chemistry department and earmarked for "use or purchase of scientific apparatus, books, or periodicals."

The College was awarded an unrestricted grant of $2,000 by Gulf Oil Corporation. The check was presented to President VanderWerf by Martin Clois, sales supervisor of Wyoming, and Herb Kammeraad, Gulf representative in Holland.

A grant of $9,000 has been received by the College from the U. S. Office of Education for a study to identify the potentially successful among marginal college entrants being made by Dr. Leslie Beach, associate professor of Psychology.

The German department has received a shipment of 30 volumes from the Austrian Cultural Institute in New York City. The director of the Austrian Institute, Dr. William Schlay, is a former director of the Fulbright program in Vienna, and has been a guest at Hope College several times.

A collection of 45 books of German literary works has been given to the German Department at the request of the German Consul General of Detroit. The gift is from the "Institut fur Auslandsbeziehungen" in Stuttgart.

This gift received in January is the third to the German department from the Institut. The first, received three years ago, comprised philosophical works including a complete facsimile edition of the writings of Erasmus of Rotterdam—a 12 volume set written in Latin.

The second and latest gifts consist of books by contemporary writers such as Bergengruen, Bell, Brecht, Schnitzler, and Rachmann. Some of the works were published as recently as 1965 and 1966. Included with the books were records of drama, poetry, prose readings and radio plays.

► CAMPUS GUEST LECTURERS

Dr. Wayne E. Huzen, department of Physics at the University of Michigan, was a visiting lecturer in March.

A widely-published chemist, Dr. Ralph G. Pearson, professor of Chemistry at Northwestern University, presented three lectures in February.

Dr. Erich Heller, professor of German at Northwestern University, addressed an all-college assembly in March on the subject "Yeats and Nietzsche."

Lincoln O. Lynch, associate national director of the Congress on Racial Equality, gave an evening lecture in February.

► The Third Annual Management Institute for executives of small manufacturing business began on March 7 to be held on eight consecutive Tuesday evenings. The institute is sponsored with the cooperation of the Holland Chamber of Commerce; Kenneth Weller directs.

► Hope College in cooperation with the Industrial Council of the Chamber of Commerce directed an eight-week seminar for industrial first-line foremen in February and March. John Tysse coordinated the seminar.

The seminar is part of Hope's accelerated program of providing educational opportunities for Holland area business and industrial people. The purpose of the course is to acquaint the foreman with principles of management and with the foreman's role in the enterprise system.

Lecturers for the seminar were Thomas Bartley, Whirlpool Corporation; Dr. John K. Trocke, Michigan State University; Louis M. Snyder, Whirlpool Corporation; Dr. Kenneth Weller, Hope College; Robert Mills, General Electric Company and Hope President VanderWerf.

► PUBLICATIONS

Margaret Westveer Steffens '31 has been notified that her address to the Illinois Library Association Conference in Indianapolis on November 3, has been published in the February 1967 issue of Library Occurrent, the Indiana State Library quarterly publication.

► HOPE WOMEN

The Sybilline Alumnae officers elected in Spring 1967 are: President, Linna De Leemv Steigenga '65; Vice President, Libby Romaine Hillelgoeds '46; Secretary-Treasurer, Joan Heneveld.

Hope women who attended the AAUW University Women's Forum at the Waldorf-Astoria on February 25 included Patricia Ashwood '65, Mary Jane Dixon '66, Margaret Feldmann Kruisenga '52, Marian Kuyper '37, Lucy Rader Lindsay '34, Maxine Mulder Miller '53, Gail Pennington '63, Ruth Pennington '67, Lynn Szabo Smith '32, Dorothy Troike '66 and Esther Hinkamp '38. Miss Hinkamp was the official Hope representative and coordinator.

► At a special meeting of the Board of Directors, Alumni Association, on January 21, action was taken for the Board to select, with the approval of President Vander Werf, a national general chairman; that the chairman appoint a campaign committee to assist in determining all matters of policy for the 1967 Alumni Fund campaign; Fredrick F. Tonkman '25 was appointed National Chairman.

The Board also approved the Class Agent system as a new adjunct of the fund campaign with class agents soliciting by mail, personal solicitation to be continued in regional areas; all mechanics of the regional campaigns will be left to the National Committee; in areas were community campaigns are conducted, they shall run simultaneously with the local alumni campaigns.

The directors requested administrative approval to properly staff the alumni office to service the 1967 Alumni Fund, and to transfer the alumni records to data processing.
MARRIAGES

Peter I. Wehnau '62 and Jeanne E. Patterson, July 23, 1966, Albany, N. Y.
Anne Geerlings Wylie '64 and Joel Fleischer, December 17, St. Cloud, Minn.
William S. Petz '66 and Barbara Michael, June 25, 1966, Red Hook, N. Y.
Carol Diephouse '64 and John A. Hermanson, June 18, 1966, Muskegon.
Thomas A. Klaasen '61 and Mary Ann Green, December 21, Houston, Texas.
Bruce Goodwin '64 and Linda Nilsson '64, Rochester, N. Y., August, 1966.
Connie Ling '61 and Stephen Kong, December 24, New York.
Laura Ten Kley '62 and Larry Wayne Cameron, January 14, Kitzingen, Germany.
Elbert A. Watrous '64 and Nancy M. Nelson, August 27, 1966, Schenectady, N. Y.
Connie Ling '61 and Stephen Kong, December 24, New York.

BIRTHS

Rev. B. Daniel '59 and Donna Hoogerhyde '56 Hakken, Mary Katherine, October 7, 1966, Muskegon.
Rev. Larry '59 and Joanne Van Lierop '68 Izenbart, David Alan, October 11, 1966, Matlock, Ia.
Gordon '63 and Mary K. Nevenzel '64, Kathryn Joy, November 10, 1966, Grand Rapids.
Richard '65 and Jane Jippinga '65 Bolt, David Richard, January 18, Westmont, Ill.
Rev. Louis and Gertrude Burggraaff '60 Pajman, Paul Theodore, October 11, 1966, Brooklyn, N. Y.
Roger '58 and Ruth Vanden Berg '58 Bour, Carin Rae, January 3, Holland.
Howard '61 and Lizbeth Plaggemars, twin daughters, February 3, Stuttgart, Germany.

Advanced Degrees

Margaret Bundschuh Morrison '64, M.S.W., Smith College, 1966.
Sandra Daviou Biel '64, M.S. Psychological Counseling, Illinois Inst. of Tech., 1967.
Joyce A. Kraak '64, M.A. Guidance and Personnel Services, Western Michigan U., December 1966.
Alan G. Robertson '64, M.A. Psychology, Western Michigan U., December 1966.
Representing Hope College

Rev. Clarence H. Schipper '30 at the inauguration of Orville L. Voth as eighth president of Bethel College, North Newton, Kan., February 5.

Dr. and Mrs. Willis J. Potts at the inauguration of John Van Gaasbeek Elmendorf as president of New College at Sarasota, February 22.

Dr. J. Dyke van Putten '22 at the inauguration of Glenn L. McConagha as president of Blackburn College, Carlinville, Ill., April 22. Dr. van Putten is professor of political science at Hope College and was formerly dean of Blackburn College.


Mr. Rudolph D. Hospers '19 at the Centennial Convocation of Lebanon Valley College at Harrisburg, Pa., April 8.

Georae A. Zioto '19 at the inauguration of Granville Oral Roberts as president of Oral Roberts University, Tulsa, Okla., April 2.

DEATHS

John L. Wiers '61, a student at Western Seminary, died in Butterworth Hospital on December 22. He taught school in Kalamazoo and Grand Rapids and was active in ministerial work with migrant workers in Kent County and Wisconsin. Mr. Wiers is survived by his widow, Dorothy Clute Wiers '62.

Jane Rosema Ferrell and infant daughter, Sara Jane, were killed in an auto accident on U. S. 31 near Hart on August 13, 1966. Surviving are her husband, Michael Ferrell '63 and a 3 year old daughter, Ann Elizabeth, of Spring Lake.

John Mulder '19, a well known Salmon, Idaho, physician, died December 21, 1966. He practiced medicine in Salmon for 25 years before his retirement five years ago.

Andrew Van Liere '39 and his wife, Mary Jean, of Grand Rapids, were killed in an airplane crash on January 4. They were enroute to the funeral of Mrs. Van Liere's father when the crash occurred near Germanton, N. C. Mr. Van Liere was a Federal Aviation Agency examiner and chief flight instructor for the Northern Air Service, Grand Rapids.

Cornelius D. Dosker '19, a retired president of a wood products manufacturing company in Louisville, and a lifelong conservationist, died in Louisville on January 19. Mr. Dosker was scheduled to receive one of the nation's top awards in conservation in Washington on January 23: the "national forest conservationist of the year" from the National Wildlife Federation. His son, Cornelius D. Dosker, Jr. kept the appointment for his father and accepted the $1,000 grant and a statue of a whooping crane.

Mary Elsie Hunt Steketee '09, Mrs. Riekkus Steketee, died in Burlingame, California, her home, on March 1. She is survived by a daughter and a granddaughter.

Henry Post Dutton, class of 1907, died in Philadelphia on February 22 at the age of 81.

Elizabeth Kay Vander Lugt '66, daughter of Dr. and Mrs. William Vander Lugt, was killed in an automobile accident in San Antonio, Texas, on March 3. Elizabeth had started teaching first grade in a San Antonio school in February. She had graduated from Western Michigan University with a degree in social work last June, and was a social worker with the Red Cross in San Antonio until February. Surviving Elizabeth are her parents, and three brothers, Robert W. '58, San Diego, Calif.; Karel '62, Detroit; and William N., a Hope junior.

Doris Jean Vander Borgh Prince '42, wife of George Prince '43, died March 13 in a Detroit hospital. She and her husband had lived in East Lansing for 20 years. Surviving are her husband, a son, Rick, East Lansing; a sister in Calif. and her mother.

Carl E. Bovenkirk '27, vice president of the Bovenkirk's Mens Store, Chicago, died January 19 at Roseland Community Hospital. Mr. Bovenkirk served as a lieutenant commander in the U. S. Navy in World War II. Among his survivors is a brother, Gerrit '30.

Wilamina Schnooburger '22, retired Grand Rapids teacher, died October 25, 1966. She had made her retirement home in South Haven.

Raymond J. Fieldhouse '26, chemical engineer with Stauffer Chemical for 29 years, died on January 18 in Tucson, Ariz. His home was in Chicago Heights, Ill. Among his survivors are a son Wayne '51, Des Moines; and a brother Edward '26, Lansing, Ill.

Chester James La Huis '12 died January 22, in Ft. Lauderdale, Fla., where he had lived for 40 years.

Edward J. De Pree '12, chemical engineer with Monsanto Chemical Co. and later founder of the Chemical Specialties Co. in Zeeland, died at his home in Zeeland on February 10. He had retired ten years ago. Among his survivors are his widow and two daughters: Eleanor Van Houtsma, former art teacher at Hope; Alyce Van Koevener '56, and two sisters, Evelyn De Pree '14 and Charlotte De Pree '13.

Mary Lokker Tappan '15 of Holland, died in Reno, Nevada, where she was visiting her son, Dr. William M. Tappan, Jr. '42. Her survivors include her son and a brother, Clarence A. Lokker '14, Holland and two grandchildren.
The Hope College Centennial Decade Master plan was brought closer to reality on March 21 with the announcement of approval of a $1 million grant from the U. S. Department of Education toward the construction of a new science hall. Approval of the grant Title I of the Higher Education Facilities Act was revealed by U. S. Senator Philip A. Hart in a telegram to President VanderWerf. The new science hall will house chemistry, biology and the new geology departments. It will replace the present science building which was constructed in 1941. This existing hall will serve as a classroom facility for which it is well suited. Hope personnel involved in the grant application included President VanderWerf, Dr. Norman J. Norton, biology; Drs. Irwin J. Brink and David Klein, chemistry; Henry Steffens, vice president and treasurer; Clarence Handlogten, director of business affairs; Larry Ter Molen, acting director of development. (This issue of the magazine, including the supplement “Life with Uncle,” had gone to press before the announcement of this grant.)

1967 COMMENCEMENT DATES
Saturday, June 3, Alumni Day. Dinner, Phelps Hall, 6:30 P.M. Speaker: President VanderWerf
Sunday, June 4, Baccalaureate, Dimnent Chapel, 2:30 P.M.
Monday, June 5, Commencement, Civic Center, 10 A.M.

OTHER IMPORTANT DATES
Thursday, June 8, Chapel Choir Concert, Marble Collegiate Church
   Eve of Sailing to European Concert Tour
Wednesday, June 28, Chapel Choir Concert
   Stuttgart, Germany, Amerika-Haus, Friedrichstrasse 23A
Friday, July 28, HOPE COLLEGE VILLAGE SQUARE
   11th Annual
   Chairman, Mrs. Ben H. Viel, Kalamazoo
Saturday, October 14, HOMECOMING—Hope vs. Adrian