1970

1970. V23.02. Spring

Alumni Association of Hope College

Follow this and additional works at: https://digitalcommons.hope.edu/alumni_magazine

Part of the Archival Science Commons

Recommended Citation

This Book is brought to you for free and open access by the Hope College Publications at Hope College Digital Commons. It has been accepted for inclusion in Hope College Alumni Magazine by an authorized administrator of Hope College Digital Commons. For more information, please contact digitalcommons@hope.edu.
Environment: Overview to Local View
$500,000 KRESGE GRANT

Hope College has been awarded a $500,000 challenge grant by the Kresge Foundation of Detroit towards the construction of a new science and general education center.

Announcement of the gift was made March 11 by Stanley S. Kresge, Chairman of the Board of Trustees of the Kresge Foundation, to President Calvin Vander Werf.

"The support of the Kresge Foundation continues to assume an important part in the development of Hope College," said President Vander Werf. "Through this grant the foundation has challenged Hope College, its board of trustees, alumni and friends to take a corresponding responsibility for completing the project it is supporting."

The Kresge Foundation in 1960 awarded a $50,000 grant to Hope toward construction of its Physics-Mathematics building and in 1966 presented a $25,000 gift for the DeWitt Cultural Center.

Kresge Foundation was founded by the late Sebastian S. Kresge in 1924. Active as a church man all his life, Mr. Kresge regarded wealth as a means of human betterment. Not given to self-admiration, luxury or exploitation of his workers, he sought by means of the foundation to "leave the world better than he found it."

The proposed science and general education center is part of the Centennial Decade Master Plan adopted by the Hope Board of Trustees in 1966. Already completed are two women's residence halls and under construction are the DeWitt Cultural Center and the Wynnand Weichers addition to the Nykerk Hall of Music.

The proposed science and general education center will total approximately 80,000 square feet at an estimated cost of $4 million.

The College has received a government allocation of $3 million, consisting of a $1 million grant and a $2 million long-term, low interest loan.

The present science hall was erected in 1943 to accommodate a faculty of six and serve a student body of 550. The faculty of the sciences now totals 20 and the student body in 1970-71 is expected to surpass 2,100 men and women.

The new building will house the departments of Biology, Chemistry and Geology. The present building will be converted into classrooms for the humanities and social sciences.

The building will also contain an instructional materials center to be memorialized in honor of the late Drs. J. Harvey Kleinheksel and Gerrit Van Zyl who were endeared to generations of Hope students for their outstanding teaching of the sciences.

A strong exterior of brick with classic modeling will clothe the fireproof building. All floors will be served by an elevator. The facility will be air conditioned.

HOPE HONORS EISELEY

The doctor of humane letters degree will be conferred upon Loren Eiseley on May 11, following a convocation which he will address. Dr. Eiseley is an anthropologist and writer of international distinction. Currently he is Benjamin Franklin Professor of Anthropology and the History of Science at the University of Pennsylvania where he is also curator of Early Man at the university museum.

Dr. Eiseley's distinguished writings include Darwin's Century, recipient of the 1959 Phi Beta Kappa prize; The Firmament of Time, awarded the 1961 John Burroughs Medal; The Immense Journey, The Mind as Nature, and Francis Bacon and the Modern Dilemma.

The Unexpected Universe, Prof. Eiseley's latest book, has been chosen a Notable Book for 1969. Another book, The Invisible Pyramid, is scheduled for publication this fall.

Dr. Eiseley has degrees from the Universities of Nebraska and Pennsylvania; he has taught at the University of Kansas and at Oberlin College as well as at the University of Pennsylvania where he also served as Provost. He is a fellow of numerous learned societies including the American Association for the Advancement of Science.

DISTINGUISHED ALUMNI

The Alumni Board of Directors acted to recognize alumni for contributions to Hope College at the annual Homecoming meeting of the Board in October 1969. The proposal was presented by John Schrier, vice president, and adopted unanimously. Six awards will be made at the first presentation ceremony on May 30.

The proposal provides that any member of the Alumni Association is eligible to receive the Distinguished Alumnus Award. Membership in the association shall be of persons who obtained one semester or more of scholastic credit at Hope College and left in good standing. Current members of the Board of Directors, and of the Board of Trustees of Hope College are ineligible to receive the DAA; also alumni who have received an honorary degree from the College are ineligible.

Awards are presented in recognition of: A. Contributions to Society; B. Interest in the College; C. Financial Assistance to the College.

The awards are to be presented at the annual Alumni Dinner starting May 30, 1970. A Wall plaque will be presented.

Number of awards: A. One award will be given to an alumnus who has been out of the College less than five years; B. Up to six identical awards may be given to those who qualify in any year. No mention will be made of the area of recognition. The executive committee and the secretary will prepare a list of Distinguished Alumni from which the Alumni Directors will choose. A three-fourths vote will be required for an award.

FORUM ON RACISM

by Derryl Stewart '73

Sixty Hope students participated in an eye-opening two-day forum on racism in April. The forum sponsored by The Student Church was held at Marigold Lodge. Chaplains Hillelengs and Williams; Deans De Young, Gerrie, and Sprick were present and participated.

Three young black men from Chicago were brought in as professional resources. Their job was to coordinate and direct the group's activities. Through their leadership there was much interaction between them as in-
Upon our arrival we were split into groups, each one assigned to a different color and given a list of tasks and responsibilities exemplifying various strata of society. The green group more or less had an administrative function in that they were responsible for assigning sleeping quarters and seeing to meals. The yellow group acted more as a judicial body, serving as mediators in the event that conflicts might arise. The red group was given little power and were told that the others would consider them trouble-makers. This caused them to be defensive, feeling similarly close to the black man today. The blue group was the largest, but had little authority. They did exactly as their task sheet directed, never questioning their small amount of power. They were in fact “the silent majority.”

During the later evaluation of this group project by the whole, the consensus was that we were conditioned to accept things without question. It was also pointed out that we were very quick to identify each other by color. For instance at dinner someone would say, “Oh, you’re a red.” Individualism was insignificant and color more important.

Small groups discussed a variety of topics throughout the forum. Some examined the possibilities of bringing in a black admissions counselor, a black coach, more black students, and a mandatory attendance at a forum on racism by every Hope student. In making these suggestions participants also had to ask themselves why they wanted these things.

In other group discussions some admitted not knowing and understanding blacks, while others admitted their fears and ignorance. We examined our places in dealing with racism and discussed the black-white dating issue.

Hopefully, whatever each of us learned will be with us forever. Hopefully, each individual will better be able to understand himself and his attitudes. There was a lot of emotion and a great deal of brutal honesty. It’s like one person was overheard saying, “This really wasn’t a forum on racism. This was a forum on humanism.”

Continued on page 36
Environment: Overview to Local View

Hope's Institute for Environmental Quality kicked off its activities with a joint college and community symposium on May 8 and 9. The IEQ proposes to attack pollution problems in Black River, Lake Macatawa, and Lake Michigan waterway; personnel: Drs. Donald Williams (coordinator), and David Klein, Chemistry; Eldon Greij, Biology; William French, Geology, and their students. This report of the symposium is from the Holland Evening Sentinel.

A series of distinguished scientists explained many of the environmental problems facing the world, nation and area during the opening sessions of “Environment: Overview to Local View” in the Civic Center May 8 and 9.

Emphasis of the free public conference, sponsored by Hope College’s Institute for Environmental Quality, shifted to solutions during the session.

The keynote speaker was Carl Klein, Assistant Secretary of the Interior for water quality and research. Klein cited a VanderJagt-sponsored bill which would substantially expand Federal jurisdiction as the key to strengthening clean water standards enforcement, which he called “a wet noodle at present.”

The scientists who followed Klein to the rostrum were: Dr. Edward Goldberg, marine chemist from Scripps Institute of Oceanography; Dr. Alfred Beeton, zoologist and director of the Center for Great Lakes Studies at the University of Wisconsin, Milwaukee; and Dr. Lloyd Cooke, director of urban affairs for Union Carbide Corp.

Drs. Goldberg and Cooke joined Dr. David Klein, professor of chemistry at Hope, and moderator Dr. William French, assistant professor of geology at the college, on a panel which fielded questions from the audience for an hour and a half during the evening session.

Topics explored at length were: pollution problems posed by automobiles and possible solutions; mercury poisoning, a current problem in the Great Lakes; disposal of dangerous waste materials in deep wells and the resulting problems of poisoning and earthquakes; and the communications gap among scientists and between scientists and the public.

A concern expressed repeatedly was the absence of demand for action by the public until a problem reaches crisis or catastrophe proportions.

Dr. Cooke congratulated the college on its Institute, noting that it fulfills one of the biggest needs established by his American Chemical Society (ACS) subcommittee on environmental quality. Drs. Cooke and VanderWerf are charter members of the ACS committee on chemistry and public affairs, as is Dr. Glenn Seabrig, chairman of the Atomic Energy Commission.

Dr. Goldberg flew to Holland from Rome, where he was doing work for the Food and Agriculture Organization (part of UNESCO). He established the two “givens” of increasing world population and rapidly multiplying per capita use of ma-
terials and energy, then described the three resulting problems: changing weather (citing fewer sunny days in Chicago); the changing composition of communities and organisms (citing the extinction of the falcon and eagle); and the changing physical nature of the planet (here putting part of the blame on "a beaver complex on the part of the Army Corps of Engineers" in reference to that organization's willingness to build dams "whether they're needed or not").

Dr. Beeton discussed the "why" of pollution by explaining the significance of scientific data on population growth, chemical content and fish production in a lake-by-lake progress report on the five great lakes. Dr. Beeton said that Lake Michigan pollution is not nearly as serious as that in Lakes Erie or Ontario, but warned that Lake Michigan pollution is much more irrevocable because its waters take more than a century to move on to other lakes, compared to a five-year period for Lake Erie.

Ninth District U. S. Rep. Guy VanderJagt '53 told a Civic Center gathering Saturday afternoon that the nation should "shift its attention from the heavens above to the good earth below."

Rep. VanderJagt wrapped up the two-day public conference by recalling the achievement of the national goal of a man on the moon in the '60s and urging a national goal of a restored environment by 1980.

The congressman also cautioned that inaction "can give an empty, hollow ring to all our rhetoric about our environment," and concluded the conference with an informal question and answer session.

The May 9 all-day session opened with Dr. John Sheaffer of the University of Chicago's Center for Urban Studies saying, "For planning purposes, the earth is a closed system. We can't throw anything away." Gene Gazlay, assistant director of Michigan's Department of Natural Resources, told the conference that government "has been less vigilant than we should have been in dealing with pollution problems.

A panel moderated by Dr. Donald Williams of Hope's chemistry department followed with a lively discussion of the local situation. Panel members were Dr. Sheaffer; Gazlay; militant conservationist Robert Wesley of Montague; Roger Stroh, director of Holland's department of Environmental Health; Guy Bell, superintendent of Holland's board of Public Works, and William Kennedy, chairman of the Ottawa County Board of Supervisors.

Bell and Stroh defended Holland's plans to add secondary treatment facilities to its present activated-sludge treatment plant. Sheaffer, Wesley and Kennedy argued for a land-spray irrigation sewage treatment system.

Much of the afternoon's session was devoted to the population problem, cited by each of the conference's eight speakers as a major factor in what Gazlay termed "our decaying environment."

Dr. John Hanlon, assistant surgeon general of the Public Health Service, said, "There must be a practical limit to man's number." He called increasing population "the chicken" and resulting pollution "the egg."

Dr. Clifford A. Pease, Jr. of the New York-based Population Council presented a number of solutions to the threat of over-population. He cited the desirability of voluntarism, but noted that many concerned experts say voluntary family planning is "too little, too late."

Drs. Hanlon and Pease participated on a panel with Mrs. Donald Lievens, head of family planning for the Ottawa County Health Department; Kay Hubbard, Hope sophomore, and moderator Dr. Eldon Greij of Hope's biology department.

Discussion also centered around several moral issues; the dispensing of birth control devices to single teen-agers; the differences among physical, moral, intellectual and social maturity; the growing problem of venereal disease, with Dr. Hanlon pointing out that gonorrhea is nearing epidemic proportions in America and that syphilis is again on the rise; and the possibility of increased promiscuity among high school and junior high students if birth control devices were to be made available to them.

Out-of-town speakers were presented with the traditional community gift of wooden shoes.

Don Williams, associate professor of Chemistry, has spoken twice at Argonne National Laboratory detailing the role of small colleges in environmental concerns. One meeting was to the Central States Colleges Association and the other to environmentalists from twenty different small colleges in the Chicago area. Hope College students are already finding new relevance in their studies by becoming actively involved in this world-wide problem. In the words of Dr. Williams, they "teach it, research it, and public information it."

The symposium was financially supported by the following community organizations: AAUW, Chemetron Corporation, Donnelly Mirrors, Inc., Douglas Garden Club, H. J. Heinz Co., Holland
Dr. Klein began studying the mercury pollution problem late in 1968, while on leave at Scripps Institution of Oceanography in San Diego. He presented an invited talk on “Mercury in the Marine Environment” at an environmental symposium in Los Angeles last October, and a paper by the same title will appear soon in “Environmental Science and Technology.”

His involvement with the Great Lakes mercury problem began late in January, when news of the poisoning of a New Mexico family by agricultural mercury chemicals was reported. He wrote to Senator Hart and Governor Milliken, bringing to their attention the facts on mercury pollution which had been found in other countries, but which were ignored in the U. S. Subsequently, due largely to public pressure resulting from coverage of the poisoning story by Huntley-Brinkley, the government announced a partial ban of one of the uses of methylmercury compounds in agriculture.

Announcement of mercury contamination in Lake St. Clair and Lake Erie fish, and discovery of large quantities of waste mercury in the St. Clair River bottom, brought the mercury problem again into the public eye. Extracts of Dr. Klein’s letters to government officials were published by the Grand Rapids Environmental Action Committee, and brought reporters to him. He has appeared on WOOD-TV (Grand Rapids) and on Huntley-Brinkley, presenting general background information on the problem. He has also been contacted by concerned state officials and by officials of two of the industries involved. At the recent Environmental Symposium, he discussed the problem with Mr. Carl Klein, Undersecretary of the Interior for Water Quality and Research.

"Aqua-Lab" presented to Hope by Thermotron

The first sampling of Lake Macatawa taken from the "Aqua-Lab" is passed to keynoter Carl Klein, assistant secretary of the Interior, by William French of the Geology faculty. The "Aqua-Lab" was presented to Hope's IEQ by Thermotron Corp. Charles Conrad, president, witnesses the first sampling.

The "Aqua-Lab" was presented to Hope College Institute for Environmental Quality by Thermotron Corporation of Holland. The official presentation was made to Dr. D. Williams, Hope College, by Charles F. Conrad, president of Thermotron Corp. during a special banquet in connection with the Institute's Environmental Quality Conference.

A product of the Anti-Pollution Technology Division of Thermotron, the portable catamaran provides a floating work station for anti-pollution control studies, bottom sampling and research
control tests. The rear mounted paddle wheel and air cooled engine eliminates contamination of water sampling. Specially molded fiberglass pontoons are foam-filled. The “Aqua-Lab” is virtually unsinkable. The stabiility and minimum draft makes the “Aqua-Lab” ideal for traversing shallow lakes, streams and marshy areas.

The “Aqua-Lab” is completely equipped with night lights, sun shade top, electric starter, battery charger, space for sample containers and instrumentation. Thermotron engineers have over 28 years environmental equipment experience. The unit is designed as the “right arm” of marine research laboratories. The “Aqua-Lab” provides a practical means of obtaining “on site” fluorometry studies of pollution and movement of fluids.

“The Smoke Burner”

by E. D. Dimment

A scientific essay published in THE EXCELSIORA, November 15, 1891. The late E. D. Dimment graduated from Hope Preparatory School 1892; Hope College 1896; was Fifth President of Hope College 1918-1930, President Emeritus 1947; died July 4, 1959.

Ever since steam began to be used universally as a motive power, a problem baffled man. That problem was how to get rid of the smoke, which is the necessary attendant of all fires, both great and small. The furnaces of locomotives, of marine engines, of stationary engines, of our foundries and factories,—all belched forth columns of smoke which made the air impure, darkened the sun, and made city life almost unbearable. The writer remembers having seen in Chicago, on a summer morning about two years ago, what he will describe and what was then a common occurrence in all large cities. The sun, as is its wont on a summer morning in August, rose early in all its magnificence and for two or three hours shone with all its splendor. At about nine o’clock, one noticed that it shone no more but seemed but a dying ember. Rapidly it darkened and at ten o’clock a darkness, rivaling in density the blackness of a starless sky at midnight, enshrouded the city. For two hours this lasted and when at about twelve o’clock, a current arose in the upper atmosphere, the great black cloud slowly lifted.

The cause of that darkness was simply this: the upper air was very heavy, and as the great black column of smoke rose from thousands of smokestacks all over the city they could not penetrate that heavier atmosphere and so get in a current of air and be drawn off. So it remained hanging, increasing in density as it was increased by the ever ascending masses, until it hid even the light of the sun.

Thus many large cities were often inconvenienced and so man was compelled to find a remedy for the ever increasing evil. He knew he could not create a current of air powerful enough to draw off all this smoke so he set to work in another direction.

By repeated experiments and continued observation it had been discovered that the smoke could be burned. Now the question arose, “How can this property of smoke be made use of?” If we can burn the smoke we are rid of it.

Active brains and willing hands set to work and soon their efforts showed signs of fruition. Many contrivances were put before the public. Many of them were, of course, useless; but the greater part performed their duty well.

The following is a brief description of what seems to be the most simple burner: In the front wall of all furnaces to which this burner is attached is a circular opening about three inches in diameter, just above the furnace door. Into this opening an iron pipe is fitted so that one end is flush with the exterior face of the wall. This pipe extends inward to a distance varying with the size of the furnace. In the interior of the furnace it is connected with another pipe which is so placed that the part of the smoke is drawn into it by a draft which is created in the first pipe instead of going to the chimney. This last pipe, called the smoke flue, extends downwards under the grate of the furnace and terminates in a funnel shaped pipe through which it is fed to the fire. When passing through the fire, the greater part of the smoke is consumed.

Even these contrivances do not fully destroy the smoke but only abate it. At times, the light of the sun is still dimmed and the air burdened with quantities of smoke. But these “burners” are daily undergoing improvement and we hope that before long this great problem will be fully solved.
Teacher and student quietly confer amid Kletz confusion.
What Price Dialogue?

Robert Jaehnig '63

is an instructor of English and administrative assistant to the English department chairman at Point Park College in Pittsburgh. He has also taught at Slippery Rock State College, Pennsylvania and State University of New York at New Paltz. Robert and Mary Ann Hogenboom '63 Jaehnig were Peace Corps Volunteers in Sierra Leone 1965-67.

"... no longer is it merely for the old to teach the young the meaning of life, whether individual or collective. It is the young who, by their responses and actions, tell the old whether life as represented by the old and as presented to the young has meaning; and it is the young who carry in them the power to confirm those who confirm them and, joining the issues, to renew and to regenerate, or to reform and to rebel."

Erik H. Erikson
Youth: Change and Challenge (Basic Books, 1963)

Back in the years when America's college generation was popularly characterized as passive, noninvolved, self-centered and materialistic, a young and relatively new professor in the English Department at Hope College sat me down in her office and began asking me questions: where I was from, what I was doing, where I thought I was going and what I wanted. The interview struck me as being apropos of nothing in particular, and my sense of puzzlement made my answers guarded at first. Gradually, suspicion gave way to interest, and then to confidence. I dropped the pat responses that form the student's usual defenses and began to permit myself to range over issues and questions which I was accustomed to entertaining privately. I was flattered and then excited to find a person with a highly-trained mind and wide experience who considered my observations to be not only interesting but important. I left the office with the feeling that I had been initiated into intellectual adulthood and recognized as a contributing member of a community of awareness, the existence of which had altogether escaped my notice.

It is only coincidental that I have since become a college teacher, a possibility I had not considered at the time and which I only began to entertain years later; what is important is that I had been reached in a way that invited reciprocation. Someone had tuned me in and my signals were getting through. The mysterious barrier which usually insulates faculty members and students from one another had been replaced by a relationship free of condescension, suspicion and fear and rich with opportunities for mutual enlightenment. I was encouraged to cultivate relationships with other faculty members, who proved gratifyingly receptive, although in varying degrees.
I suspected then, and I know now, that what was happening between my interlocutors and myself was as necessary to them as it was to me. We were mutually confirming one another in what must be the first step in the establishment of an atmosphere without which education, in the highest sense, can never take place. Interestingly enough, it existed quite without reference to grades, tests, or the other traditional methods of student evaluation. Academically speaking, I never did set Hope College on fire, but I always had the feeling that I was respected by the faculty, both as a student and as an individual.

That was at the beginning of the last decade, and it seems now that my experience partook of the spirit of those buoyant years. This is a different age, with its own prevailing tone. The optimism of the Kennedy era has all but evaporated; replacing it is an ugly mood of reaction and disillusionment. The enthusiasm which launched the Peace Corps, VISTA, the Alliance for Progress, the Civil Rights movement, lunar exploration and the culminating expression of the Nuclear Test Ban Treaty has given way to a national wave of blame-fixing for the Vietnam War, the failure of the War on Poverty, renewed racial antagonism, inflation, and the stunning disclosures of Mylai. The triumph of our lunar expeditions is mocked by the growing awareness of geometrically increasing poisons in our water and air. Beginning with the discovery that our leaders were lying to us about Vietnam, a crisis of mutual confidence has spread to all levels of our public life. Fear and suspicion grow, and a president who promised to "bring us together" cannot or will not arrest the attempts of his own vice-president and attorney general to polarize the nation for purely political purposes.

Inevitably, the malaise has affected our students. In their case, the crisis of confidence takes the form of an abiding cynicism about the "Establishment" in any of its manifestations, and the educational establishment in particular. Their fears are two-pronged: Noting the recent failure of our political and social institutions to deal effectively with the problems of our age, they are haunted by the thought that the education they get will only equip them to repeat today's mistakes; on the other hand, they sense that the educational establishment, belatedly aware of its shortcomings, is less sure of itself, its methods, and its goals than it formerly was, and is in a state of experimental flux. They regard with equal dis- taste the twin prospects of being indoctrinated into an outmoded worldview or serving as guinea pigs for experiments of still-dubious value. Their suspicions will not easily be alleviated, because many standing practices are clearly inadequate to their needs, and yet it is the nature of experimentation that some experiments will fail.

It has occurred to many of the brighter activists that one way to keep from being victimized excessively is to gain control over as many aspects of the educational process as possible. Hence the cries for "rel-

Continued on page 29
1910, 1916
A. R. Veenker ’10 of Santa Monica, California, has notified members of the Class that he would like to convene them on Alumni Day, May 30.

Henrietta Van Zee Barnett ’16 of Rushville, Indiana, has a granddaughter, Dean Ann Barnett, in her second year at Hope and another, Jane, who has been accepted for next year.

1920
The Class will celebrate its Golden Anniversary at a reunion in Phelps Hall at 1 P.M., on Alumni Day, May 30. Chris De Young is chairman for planning. His committee: Emma Reverts, Mary Geegh and Ed Wolters.

1925, 1926
Harry Raterink, Ph.D., ’25 a chemist in the Philadelphia laboratories of Rohm and Haas Company, is retiring under the firm’s pension plan. A chemist in the Organic Synthesis Process and Development Laboratory of the Research Division, Dr. Raterink joined the Philadelphia plant in 1930 following receipt of his Ph.D. from Northwestern University. He is a member of the American Chemical Society, secretary and trustee at the Christ United Presbyterian Church in Drexel Hill and a member of the chemical fraternity, Alpha Chi Sigma. Dr. Raterink and his wife reside on Cornell Avenue in Drexel Hill. They have two daughters and one grandchild.

A new lecture series to bring noted ecologists to Duke University campus will honor the late Henry J. Oosting. An announcement in Dateline Duke, a biweekly newsletter, read “Noted ecologists from this country and abroad will be brought to Duke University for public lectures, under provisions of the newly endowed H. J. Oosting Memorial Lecture Series. The late Dr. Oosting was a Professor of Botany at Duke who devoted his academic career to the training of students in the field of plant ecology. The lectures will be presented annually by recognized leaders in the field of plant ecology, including some of the outstanding scientists who trained under Professor Oosting.”

1932
Lynn Szabo (Mrs. Harrison) Smith, a member of the Hope College Board of Trustees who lives in Greenwich, Connecticut, is a Life Member and Centennial Sponsor of the Metropolitan Museum of Art. Lynn is also a patron of the Metropolitan Opera. Alumni will remember that Mrs. Smith underwrote the 1951 and 1961 Alumni Directories; she has already contributed funds to initiate work on the 1971 Directory.

1935
Dr. and Mrs. G. Donald Albers are organizing the thirty-fifth year reunion for the Class on Alumni Day, May 30. A luncheon at Point West at Macatawa is planned.

Paul Fugazzotto, Ph.D., has recently taken up the post of director of the bureau of laboratories and re-
search for the State Division of Health, Nevada.

1939, 1940

Willard G. De Groot, 39 chairman of the board and chief executive officer, Bateman Eichler, Hill Richards Incorporated (Los Angeles), was nominated in April for a three-year term on the Board of Governors of the New York Stock Exchange.

Quoted from the Stock Exchange news release: "Mr. DeGroot graduated from Hope College in 1939 and obtained his M.B.A. from Northwestern University in 1940. After leaving the U.S. Navy with the rank of Lt. Commander in 1946, he joined the firm of Bateman Eichler. Mr. DeGroot served the firm as Vice President, Executive Vice President and President before attaining his present position as Chairman of the Board and Chief Executive Officer. He is a former chairman of the California General Investment Bankers Association of America, and former Governor of the IBA National Association. He is also a former President of the Bond Club of Los Angeles. Mr. DeGroot is currently a Director of Applied Magnetics Corporation and Farr Company; Trustee of Los Angeles Orthopedic Foundation and Orthopedic Hospital, and a member, Board of Fellows, Claremont University Center."

Martha Morgan Thomas '40 and Carl J. Marcus '40 have arranged for a reunion of the Class at Phelps Hall on Alumni Day, May 30.

1942

Dr. Ray A. Van Ommen was appointed head of the Internal Medicine Department, Cleveland Clinic in February. Dr. Van Ommen received his M.D. from the University of Michigan, joined the Clinic in 1948 as a fellow in internal medicine and in 1951 became a member of the staff. He and his wife, Merry Hadden '45, and their four daughters live in Pepper Pike, Ohio.

Richard Van Strien, Ph.D. has been appointed director of the condensation polymers division of the Whiting, Indiana Laboratories of Amoco Chemical Corp. Dr. Van Strien, a member of the American Chemical Society, received his master and doctor degrees in chemistry from Pennsylvania State College. He and his wife, the former Marion Kelly of Gobles, have three daughters.

Frederick H. Winter was featured in the VIP column of the Grand Rapids Press magazine on February 1. He was cited for being chairman of a new Board of County Institutions stemming from his being a Kent County supervisor.

Mr. Winter is a real estate broker, has an M.B.A. from the University of Michigan. Ray Barnes, columnist, reported that Winter earned his first dollar selling Christmas wreaths and that his boyhood ambition was to be a "business tycoon." A member of all his school and college singing groups, "Bing" is still singing—he heads the Moordyk Singers. With his wife, Betty, he has a daughter and three sons.

1944, 1946, 1947

Vivian Tardiff Cook '44, a Zeeland High School teacher for 13 years, has received a scholarship award from the Herman Miller Co., Zeeland, to spend a portion of the summer in Europe for study and travel. A teacher of English Literature and French, Mrs. Cook will visit France and England. Herman Miller Co. makes the $2,500 award every two years to a selected teacher in the Zeeland public schools with the intent of enabling the recipient to bring back to the classroom and the community an insight into a foreign land and its people.

Wesley Dykstra, Ph.D. '46, Philosophy professor at Alma College, has been elected to a three-year term on the Council of the American Association of University Professors.

Eugene E. van Tamelen, Ph.D. '47, has received the American Chemical Society's award for Creative Work in Synthetic Organic Chemistry sponsored by Synthetic Organic Chemical Manufacturers Association.

1948, 1949

John F. Ter Keurst '48 has been named industrial relations manager at Appleton Coated Paper Company, Appleton, Wisconsin. Mr. Ter Keurst has held positions in this area at American Hoist & Derrick Company, St. Paul, Minnesota, and at Holley Carburetor Company, Warren, Michigan. He has done graduate work in personnel administration and labor law at Wayne State University.

Rev. Donald Butera '48 has taken the position of Associate Executive of the Seattle Presbytery comprised of 42 churches. The Seattle Presbytery is one of five Presbyteries in the state of Washington, and the largest.

Robert C. Froelich '49 has accepted a position as vice president for busi-

Continued on page 32
In the decade between now and then, our colleges and universities must face some large and perplexing issues.

NINETEEN EIGHTY! A few months ago the date had a comforting remoteness about it. It was detached from today's reality; too distant to worry about. But now, with the advent of a new decade, 1980 suddenly has become the next milepost to strive for. Suddenly, for the nation's colleges and universities and those who care about them, 1980 is not so far away after all.
**1980!**  BETWEEN NOW AND THEN, our colleges and universities will have more changes to make, more major issues to confront, more problems to solve, more demands to meet, than in any comparable period in their history. In 1980 they also will have:

- **More students to serve**—an estimated 11.5-million, compared to some 7.5-million today.
- **More professional staff members to employ**—a projected 1.1-million, compared to 785,000 today.
- **Bigger budgets to meet**—an estimated $39-billion in uninfated, 1968-69 dollars, nearly double the number of today.
- **Larger salaries to pay**—$16,532 in 1968-69 dollars for the average full-time faculty member, compared to $11,595 last year.
- **More library books to buy**—half a billion dollars' worth, compared to $200-million last year.
- **New programs that are not yet even in existence**—with an annual cost of $4.7-billion.

Those are careful, well-founded projections, prepared by one of the leading economists of higher education, Howard R. Bowen. Yet they are only one indication of what is becoming more and more evident in every respect, as our colleges and universities look to 1980:

No decade in the history of higher education—not even the eventful one just ended, with its meteoric record of growth—has come close to what the Seventies are shaping up to be.

**1980! BEFORE THEY CAN GET THERE, the colleges and universities will be put to a severe test of their resiliency, resourcefulness, and strength.**

No newspaper reader or television viewer needs to be told why.

Many colleges and universities enter the Seventies with a burdensome inheritance: a legacy of dissatisfaction, unrest, and disorder on their campuses that has no historical parallel. It will be one of the great issues of the new decade.

Last academic year alone, the American Council on Education found that 524 of the country's 2,342 institutions of higher education experienced disruptive campus protests. The consequences ranged from the occupation of buildings at 275 institutions to the death of one or more persons at eight institutions. In the first eight months of 1969, an insurance-industry clearinghouse reported, campus disruptions caused $8.9-million in property damage.

Some types of colleges and universities were harder-hit than others—but no type except private two-year colleges escaped completely. (See the table at left for the American Council on Education's breakdown of disruptive and violent protests, according to the kinds of institution that underwent them.)

Harold Hodgkinson, of the Center for Research and Development in Higher Education at the University of California, studied more than 1,200 campuses and found another significant fact: the bigger an institution's enrollment, the greater the likelihood that disruptions took place. For instance:

- **Of 501 institutions with fewer than 1,000 students, only 14 percent reported that the level of protest had increased on their campuses over the past 10 years.**
Of 32 institutions enrolling between 15,000 and 25,000 students, 75 per cent reported an increase in protests.

Of 9 institutions with more than 25,000 students, all but one reported that protests had increased.

This relationship between enrollments and protests, Mr. Hodgkinson discovered, held true in both the public and the private colleges and universities:

"The public institutions which report an increase in protest have a mean size of almost triple the public institutions that report no change in protest," he found. "The nonsectarian institutions that report increased protest are more than twice the size of the nonsectarian institutions that report no change in protest."

Another key finding: among the faculties at protest-prone institutions, these characteristics were common: "interest in research, lack of interest in teaching, lack of loyalty to the institution, and support of dissident students."

Nor—contrary to popular opinion—were protests confined to one or two parts of the country (imagined by many to be the East and West Coasts). Mr. Hodgkinson found no region in which fewer than 19 per cent of all college and university campuses had been hit by protests.

"It is very clear from our data," he reported, "that, although some areas have had more student protest than others, there is no 'safe' region of the country."
WHAT WILL BE THE PICTURE by the end of the decade? Will campus disruptions continue—and perhaps spread—throughout the Seventies? No questions facing the colleges and universities today are more critical, or more difficult to answer with certainty.

On the dark side are reports from hundreds of high schools to the effect that “the colleges have seen nothing, yet.” The National Association of Secondary School Principals, in a random survey, found that 59 per cent of 1,026 senior and junior high schools had experienced some form of student protest last year. A U.S. Office of Education official termed the high school disorders “usually more precipitous,
spontaneous, and riotlike” than those in the colleges. What such jumblings may presage for the colleges and universities to which many of the high school students are bound, one can only speculate.

Even so, on many campuses, there is a guarded optimism. “I know I may have to eat these words tomorrow,” said a university official who had served with the National Commission on the Causes and Prevention of Violence, “but I think we may have turned the corner.” Others echo his sentiments.

“If anything,” said a dean who almost superstitiously asked that he not be identified by name, “the campuses may be meeting their difficulties with greater success than is society generally—despite the scare headlines.

“The student dissatisfactions are being dealt with, constructively, on many fronts. The unrest appears to be producing less violence and more reasoned searches for remedies—although I still cross my fingers when saying so.”

Some observers see another reason for believing that the more destructive forms of student protest may be on the wane. Large numbers of students, including many campus activists, appear to have been alienated this year by the violent tactics of extreme radicals. And deep divisions have occurred in Students for a Democratic Society, the radical organization that was involved in many earlier campus disruptions.

In 1968, the radicals gained many supporters among moderate students as a result of police methods in breaking up some of their demonstrations. This year, the opposite has occurred. Last fall, for example, the extremely radical “Weatherman” faction of Students for a Democratic Society deliberately set out to provoke a violent police reaction in Chicago by smashing windows and attacking bystanders. To the Weathermen’s disappointment, the police were so restrained that they won the praise of many of their former critics—and not only large numbers of moderate students, but even a number of campus SDS chapters, said they had been “turned off” by the extremists’ violence.

The president of the University of Michigan, Robben Fleming, is among those who see a lessening of student enthusiasm for the extreme-radical approach. “I believe the violence and force will soon pass, because it has so little support within the student body,” he told an interviewer. “There is very little student support for violence of any kind, even when it’s directed at the university.”

At Harvard University, scene of angry student protests a year ago, a visitor found a similar outlook. “Students seem to be moving away from a diffuse discontent and toward a rediscovery of the values of workmanship,” said the master of Eliot House, Alan E. Heimert. “It’s as if they were saying, ‘The revolution isn’t right around the corner, so I’d better find my vocation and develop myself.’”

Bruce Chalmers, master of Winthrop House, saw “a kind of antitoxin in students’ blood” resulting from the 1969 disorders: “The disruptive, emotional intensity, and loss of time and opportunity last year,” he said, “have convinced people that, whatever happens, we must avoid replaying that scenario.”

A student found even more measurable evidence of the new mood: “At Lamont Library last week I had to wait 45 minutes to get a reserve book. Last spring, during final exams, there was no wait at all.”
PARTIALLY UNDERLYING THE CAUTIOUS OPTIMISM of 1980 is a feeling that many colleges and universities—which, having been peaceful places for decades, were unprepared and vulnerable when the first disruptions struck—have learned a lot in a short time.

When they returned to many campuses last fall, students were greeted with what The Chronicle of Higher Education called “a combination of stern warnings against disruptions and conciliatory moves aimed at giving students a greater role in campus governance.”

Codes of discipline had been revised, and special efforts had been made to acquaint students with them. Security forces had been strengthened. Many institutions made it clear that they were willing to seek court injunctions and would call the police if necessary to keep the peace.

Equally important, growing numbers of institutions were recognizing that, behind the stridencies of protest, many student grievances were indeed legitimate. The institutions demonstrated (not merely talked about) a new readiness to introduce reforms. While, in the early days of campus disruptions, some colleges and universities made ad hoc concessions to demonstrators under the threat and reality of violence, more and more now began to take the initiative of reform, themselves.

The chancellor of the State University of New York, Samuel B. Gould, described the challenge:

“America’s institutions of higher learning . . . must do more than make piecemeal concessions to change. They must do more than merely defend themselves.

“They must take the initiative, take it in such a way that there is never a doubt as to what they intend to achieve and how all the components of the institutions will be involved in achieving it. They must call together their keenest minds and their most humane souls to sit and probe and question and plan and discard and replan—until a new concept of the university emerges, one which will fit today’s needs but will have its major thrust toward tomorrow’s.”

IF THEY ARE TO ARRIVE AT THAT DATE in improved condition, however, more and more colleges and universities—and their constituencies—seem to be saying they must work out their reforms in an atmosphere of calm and reason.

Cornell University’s vice-president for public affairs, Steven Muller ( “My temperament has always been more activist than scholarly” ), put it thus before the American Political Science Association:

“The introduction of force into the university violates the very essence of academic freedom, which in its broadest sense is the freedom to inquire, and openly to proclaim and test conclusions resulting from inquiry . . .

“It should be possible within the university to gain attention and to make almost any point and to persuade others by the use of reason. Even if this is not always true, it is possible to accomplish these ends by nonviolent and by noncoercive means.

“Those who choose to employ violence or coercion within the university cannot long remain there without destroying the whole fabric
of the academic environment. Most of those who today believe otherwise are, in fact, pitiable victims of the very degradation of values they are attempting to combat."

Chancellor Gould has observed:

"Among all social institutions today, the university allows more dissent, takes freedom of mind and spirit more seriously, and, under considerable sufferance, labors to create a more ideal environment for free expression and for the free interchange of ideas and emotions than any other institution in the land. . . .

"But when dissent evolves into disruption, the university, also by its very nature, finds itself unable to cope . . . without clouding the real issues beyond hope of rational resolution . . ."

The president of the University of Minnesota, Malcolm Moos, said not long ago:

"The ills of our campuses and our society are too numerous, too serious, and too fateful to cause anyone to believe that serenity is the proper mark of an effective university or an effective intellectual community. Even in calmer times any public college or university worthy of the name has housed relatively vocal individuals and groups of widely diverging political persuasions. . . . The society which tries to get its children taught by fettered and fearful minds is trying not only to destroy its institutions of higher learning, but also to destroy itself. . . .

"[But] . . . violation of the rights or property of other citizens, on or off the campus, is plainly wrong. And it is plainly wrong no matter how high-minded the alleged motivation for such activity. Beyond that, those who claim the right to interfere with the speech, or movement, or safety, or instruction, or property of others on a campus—and claim that right because their hearts are pure or their grievance great—destroy the climate of civility and freedom without which the university simply cannot function as an educating institution."

Can dissent exist in a climate of freedom and civility?
What part should students have in running a college?

THAT "CLIMATE OF CIVILITY AND FREEDOM" appears to be necessary before the colleges and universities can come to grips, successfully, with many of the other major issues that will confront them in the decade. Those issues are large and complex. They touch all parts of the college and university community—faculty, students, administrators, board members, and alumni—and they frequently involve large segments of the public, as well. Many are controversial; some are potentially explosive. Here is a sampling:

- **What is the students' rightful role in the running of a college or university?** Should they be represented on the institution's governing board? On faculty and administrative committees? Should their evaluations of a teacher's performance in the classroom play a part in the advancement of his career?

**Trend:** Although it is just getting under way, there's a definite movement toward giving students a greater voice in the affairs of many colleges and universities. At Wesleyan University, for example, the trustees henceforth will fill the office of chancellor by choosing from the nominees of a student-faculty committee. At a number of institutions, young alumni are being added to the governing boards, to introduce viewpoints that are closer to the students'. Others are adding students to committees or campus-wide governing groups. Teacher evaluations are becoming commonplace.

Not everyone approves the trend. "I am convinced that representation is not the clue to university improvement, indeed that if carried too far it could lead to disaster," said the president of Yale University, Kingman Brewster, Jr. He said he believed most students were "not sufficiently interested in devoting their time and attention to the running of the university to make it likely that 'participatory democracy' will be truly democratic," and that they would "rather have the policies of the university directed by the faculty and administration than by their classmates."

To many observers' surprise, Harold Hodgkinson's survey of student protest, to which this report referred earlier, found that "the hypothesis
that increased student control in institutional policy-making would result in a decrease in student protest is not supported by our data at all. The reverse would seem to be more likely. Some 80 per cent of the 355 institutions where protests had increased over the past 10 years reported that the students' policy-making role had increased, too.

> How can the advantages of higher education be extended to greater numbers of minority-group youths? What if the quality of their pre-college preparation makes it difficult, if not impossible, for many of them to meet the usual entrance requirements? Should colleges modify those requirements and offer remedial courses? Or should they maintain their standards, even if they bar the door to large numbers of disadvantaged persons?

**Trend:** A statement adopted this academic year by the National Association of College Admissions Counselors may contain some clues. At least 10 per cent of a college's student body, it said, should be composed of minority students. At least half of those should be "high-risk" students who, by normal academic criteria, would not be expected to succeed in college. "Each college should eliminate the use of aptitude test scores as a major factor in determining eligibility for admission for minority students," the admissions counselors' statement said.

A great increase in the part played by community and junior colleges is also likely. The Joint Economic Committee of Congress was recently given this projection by Ralph W. Tyler, director emeritus of the Center for Advanced Study in Behavioral Sciences at Stanford, Cal.: "[Two-year colleges] now enroll more than 20 per cent of all students in post-high school institutions, and at the rate these colleges are increasing in number as well as in enrollment, it is safe to predict that 10 years from now 3-million students will be enrolled . . . representing one-third of the total post-high school enrollment and approximately one-half of all first- and second-year students.

"Their importance is due to several factors. They are generally open-door colleges, enrolling nearly all high school graduates or adults who apply. Because the students represent a very wide range of background and previous educational experience, the faculty generally recognizes the need for students to be helped to learn."
What is the future of the predominantly Negro institutions of higher education?

Trend: Shortly after the current academic year began, the presidents of 111 predominantly Negro colleges—"a strategic national resource . . . more important to the national security than those producing the technology for nuclear warfare," said Herman H. Long, president of Talladega College—formed a new organization to advance their institutions' cause. The move was born of a feeling that the colleges were orphans in U.S. higher education, carrying a heavy responsibility for educating Negro students yet receiving less than their fair share of federal funds, state appropriations, and private gifts; losing some of their best faculty members to traditionally white institutions in the rush to establish "black studies" programs; and suffering stiff competition from the white colleges in the recruitment of top Negro high school graduates.

How can colleges and universities, other than those with predominantly black enrollments, best meet the needs and demands of nonwhite students? Should they establish special courses, such as black studies? Hire more nonwhite counselors, faculty members, administrators? Accede to some Negroes' demands for separate dormitory facilities, student unions, and dining-hall menus?

Trend: "The black studies question, like the black revolt as a whole, has raised all the fundamental problems of class power in American life, and the solutions will have to run deep into the structure of the institutions themselves," says a noted scholar in Negro history, Eugene D. Genovese, chairman of the history department at the University of Rochester.

Three schools of thought on black studies now can be discerned in American higher education. One, which includes many older-generation Negro educators, holds black studies courses in contempt. Another, at the opposite extreme, believes that colleges and universities must go to great lengths to atone for past injustices to Negroes. The third, between the first two groups, feels that "some forms of black studies are legitimate intellectual pursuits," in the words of one close observer, "but that generally any such program must fit the university's traditional patterns." The last group, most scholars now believe, is likely to prevail in the coming decade.

As for separatist movements on the campuses, most have run into provisions of the federal Civil Rights Act of 1964, which bars discrimination in housing and eating facilities.

What should be the role of the faculty in governing an institution of higher education? When no crisis is present, do most faculty members really want an active part in governance? Or, except for supervising the academic program, do they prefer to concentrate on their own teaching and research?

Trend: In recent years, observers have noted that many faculty members were more interested in their disciplines—history or physics or medicine—than in the institutions they happened to be working for at the time. This seemed not unnatural, since more and more faculty members were moving from campus to campus and thus had less opportunity than their predecessors to develop a strong loyalty to one institution.
But it often meant that the general, day-to-day running of a college or university was left to administrative staff members, with faculty members devoting themselves to their scholarly subject-matter.

Campus disorders appear to have arrested this trend at some colleges and universities, at least temporarily. Many faculty members—alarmed at the disruptions of classes or feeling closer to the students' cause than to administrators and law officers—rekindled their interest in the institutions' affairs. At other institutions, however, as administrators and trustees responded to student demands by pressing for academic reforms, at least some faculty members have resisted changing their ways. Said the president of the University of Massachusetts, John W. Lederle, not long ago: “Students are beginning to discover that it is not the administration that is the enemy, but sometimes it is the faculty that drags its feet.” Robert Taylor, vice-president of the University of Wisconsin, was more optimistic: student pressures for academic reforms, he said, might “bring the professors back not only to teaching but to commitment to the institution.”
How can the quality of college teaching be improved? In a system in which the top academic degree, the Ph.D., is based largely on a man's or woman's research, must teaching abilities be neglected? In universities that place a strong emphasis on research, how can students be assured of a fair share of the faculty members' interest and attention in the classroom?

Trend: The coming decade is likely to see an intensified search for an answer to the teaching-"versus"-research dilemma. "Typical Ph.D. training is simply not appropriate to the task of undergraduate teaching and, in particular, to lower-division teaching in most colleges in this country," said E. Alden Dunham of the Carnegie Corporation, in a recent book. He recommended a new "teaching degree," putting "a direct focus upon undergraduate education."

Similar proposals are being heard in many quarters. "The spectacular growth of two- and four-year colleges has created the need for teachers who combine professional competence with teaching interests, but who neither desire nor are required to pursue research as a condition of their employment," said Herbert Weisinger, graduate dean at the State University of New York at Stony Brook. He proposed a two-track program for Ph.D. candidates: the traditional one for those aiming to teach at the graduate level, and a new track for students who want to teach undergraduates. The latter would teach for two years in community or four-year colleges in place of writing a research dissertation.

What changes should be made in college and university curricula? To place more emphasis on true learning and less on the attainment of grades, should "Pass" and "Fail" replace the customary grades of A, B, C, D, and F?

Trend: Here, in the academic heart of the colleges and universities, some of the most exciting developments of the coming decade appear certain to take place. "From every quarter," said Michael Brick and Earl J. McGrath in a recent study for the Institute of Higher Education at Teachers College, of Columbia University, "evidence is suggesting
that the 1970's will see vastly different colleges and universities from those of the 1960's. Interdisciplinary studies, honors programs, independent study, undergraduate work abroad, community service projects, work-study programs, and non-Western studies were some of the innovations being planned or under way at hundreds of institutions.

Grading practices are being re-examined on many campuses. So are new approaches to instruction, such as television, teaching machines, language laboratories, comprehensive examinations. New styles in classrooms and libraries are being tried out; students are evaluating faculty members' teaching performance and participating on faculty committees at more than 600 colleges, and plans for such activity are being made at several-score others.

By 1980, the changes should be vast, indeed.

**1980! BETWEEN NOW AND THE BEGINNING OF**

of the next
decade, one great issue may underlie all the others—and all the others may become a part of it.

When flatly stated, this issue sounds innocuous; yet its implications are so great that they can divide faculties, stir students, and raise profound philosophical and practical questions among presidents, trustees, alumni, and legislators:

- **What shall be the nature of a college or university in our society?**

Until recently, almost by definition, a college or university was accepted as a neutral in the world's political and ideological arenas; as dispassionate in a world of passions; as having what one observer called "the unique capacity to walk the razor's edge of being both in and out of the world, and yet simultaneously in a unique relationship with it."

The college or university was expected to revere knowledge, wherever knowledge led. Even though its research and study might provide the means to develop more destructive weapons of war (as well as lifesaving medicines, life-sustaining farming techniques, and life-enhancing intellectual insights), it pursued learning for learning's sake and rarely questioned, or was questioned about, the validity of that process.

The college or university was dedicated to the proposition that there were more than one side to every controversy, and that it would explore them all. The proponents of all sides had a hearing in the academic world's scheme of things, yet the college or university, sheltering and protecting them all, itself would take no stand.

Today the concept that an institution of higher education should be neutral in political and social controversies—regardless of its scholars' personal beliefs—is being challenged both on and off the campuses.

Those who say the colleges and universities should be "politicized" argue that neutrality is undesirable, immoral—and impossible. They say the academic community must be responsible, as Carl E. Schorske, professor of history at the University of California at Berkeley, wrote in *Publications of the Modern Language Association*, for the "implications of its findings for society and mankind. "The scholar's zeal for truth without consequences," said Professor Schorske, has no place on the campus today.

Julian Bond, a Negro member of the Georgia state senate, argued
the point thus, before the annual meeting of the American Council on Education:

"Man still makes war. He still insists that one group subordinate its wishes and desires to that of another. He still insists on gathering material wealth at the expense of his fellows and his environment. Men and nations have grown arrogant, and the struggle of the Twentieth Century has continued.

"And while the struggle has continued, the university has remained aloof, a center for the study of why man behaves as he does, but never a center for the study of how to make man behave in a civilized manner....

"Until the university develops a politics or—in better terms, perhaps, for this gathering—a curriculum and a discipline that stifles war and poverty and racism, until then, the university will be in doubt."

Needless to say, many persons disagree that the college or university should be politicized. The University of Minnesota's President Malcolm Moos stated their case not long ago:

"More difficult than the activism of violence is the activism that seeks to convert universities, as institutions, into political partisans thumping for this or that ideological position. Yet the threat of this form of activism is equally great, in that it carries with it a threat to the unique relationship between the university and external social and political institutions.

"Specifically, universities are uniquely the place where society builds its capacity to gather, organize, and transmit knowledge; to analyze and clarify controverted issues; and to define alternative responses to issues. Ideology is properly an object of study or scholarship. But when it becomes the starting-point of intellect, it threatens the function uniquely cherished by institutions of learning.

"... It is still possible for members of the university community—its faculty, its students, and its administrators—to participate fully and freely as individuals or in social groups with particular political or ideological purposes. The entire concept of academic freedom, as developed on our campuses, presupposes a role for the teacher as teacher, and the scholar as scholar, and the university as a place of teaching and learning which can flourish free from external political or ideological constraints.

"... Every scholar who is also an active and perhaps passionate citizen... knows the pitfalls of ideology, fervor, and a priori truths as the starting-point of inquiry. He knows the need to beware of his own biases in his relations with students, and his need to protect their autonomy of choice as rigorously as he would protect his own."

"Like the individual scholar, the university itself is no longer the dispassionate seeker after truth once it adopts controverted causes which go beyond the duties of scholarship, teaching, and learning. But unlike the individual scholar, the university has no colleague to light the fires of debate on controverted public issues. And unlike the individual scholar, it cannot assert simply a personal choice or judgment when it enters the field of political partisanship, but must seem to assert a corporate judgment which obligates, or impinges upon, or towers over what might be contrary choices by individuals within its community.
"To this extent, it loses its unique identity among our social institutions. And to this extent it diminishes its capacity to protect the climate of freedom which nourishes the efficiency of freedom."

**1980!**

What will the college or university be like, if it survives this tumultuous decade? If it comes to grips with the formidable array of issues that confront it? If it makes the painful decisions that meeting those issues will require?

Along the way, how many of its alumni and alumnae will give it the understanding and support it must have if it is to survive? Even if they do not always agree in detail with its decisions, will they grant it the strength of their belief in its mission and its conscience?

_Illustrations by Jerry Dadds_
What Price Dialogue?

Continued from page 10

evenance” and “student power” which, translated, usually mean student evaluation of teachers, student participation in decisions of hiring and firing, promotion and tenure of faculty members and student initiative in the formulation of curriculum. Hence also the tangential movements for co-educational and/or “open” dormitories, unlimited class cuts, greater freedom of social and political action, and other assorted social and academic realignments.

The more quiescent group of students (the “silent majority?”) show little faith in the ability of their more articulate colleagues to affect the situation for the better. They note, logically enough, that the difficult problems which confront education are unlikely to be solved by the infusion of ideas from people who are younger, less mature, and less disciplined than the professional educators. They are, if anything, more pessimistic about the eventual outcome than either the educators or the activists. Their negative reactions take several forms: some withdraw still further into themselves, adhering stringently to the requirements, ignoring the greater opportunities, seeking only to remain anonymous. Others take frequent changes to mean that no one—including the faculty and administration—knows what academic guidelines and standards are in force—or enforceable—and become extremely combative about those which remain; they treat course requirements lightly, indulge in plagiarism and other forms of cribbing, and argue loudly and at great length that they are being mistreated by faculty members who make the appropriate responses when the inevitable evaluations are issued. (At its worst, this latter practice can lead to a watering-down of academic standards, political pressuring of administrations—particularly in state schools—harrassment of teachers and strained relationships between institutions and surrounding communities arising from misrepresentation and innuendo.)

In the middle of all this stands the faculty member: aware of and sometimes frightened by the cynicism of his charges, uncertain of the validity of his own training for the job that must be done, and yet entrusted with the task of making the four years in college a meaningful and relevant experience for his students. How is he to proceed?

I don’t know, of course, but I do believe that the first step in alleviating the difficulties is the establishment of a relationship with students which is simple enough to distinguish clearly between teacher and student, yet flexible enough to permit the maximum communication between the two roles. In my few years as a teacher, I have observed several different approaches to the problem. For purposes of clarity, I have divided them roughly into three.

1. Pseudo-academic “distance.” Many college faculty members maintain, with some justice, that the need to judge students’ performances fairly requires that they retain the traditional barrier which I have mentioned earlier. Accordingly, they confine their contact with students as much as possible to the classroom, where in the role of pedagogue they deliver their lectures or present their lessons, answer as many questions as time allows, and retire to their homes or offices. If required to schedule
hours at which they are available for student consultation, they do so, but usually in the middle of the morning when most students are in class. Some are available “by appointment only” and thus imply that they should be so imposed upon only in emergencies. They are often heard to complain that to maintain closer relationships with students interferes with their scholarship—the continual production of “articles” by which they enhance their reputations in their fields. I believe these people are involved in a set of serious moral contradictions. If they are not available to present the results of their researches to students on occasions other than the stated times, their scholarship benefits only themselves. Furthermore, they deprive their students of much-needed human connections in an environment that then becomes discouragingly and intimidatingly impersonal. Finally, by their lofty noninvolvement, they personify the apathy that liberal education attempts to portray as abhorrent to the responsible citizen of any community.

2. *The “buddy” system.* Many college teachers—usually not long out of graduate school—maintain relationships with students which go beyond understanding and become identification. They claim, again with much validity, that a college or university is a “community of scholars” and infer from this that they should strive toward an ideal of equality. They insist that students call them by their first names, hold all appointments in student lounges or coffee shops, fraternize almost exclusively with students, espouse all student causes, and conduct all of their classes as “bull sessions,” often to the neglect of subject matter.

Except for the last, I find nothing to condemn in any of these practices singly, or even in some combinations. But I have not met the teacher who can carry them off without involving himself in serious difficulties which ultimately destroy his value as a faculty member. There comes a time—at the end of each term or semester—when every teacher must make judgements. It is difficult to do this in relation to one’s intimates. The role conflicts inherent in such a situation once prompted a faculty colleague of mine to remark, in an article in a school newspaper, that to receive a grade from an instructor at the end of a course is a fatal experience for the student, and that any teacher who issues grades is a murderer. Few of us are satisfied with the grading systems which we are required to use, but such hysteria is not an acceptable frame of mind in which to seek alternatives. Far better to maintain the independence of another colleague, who once sniffed, only half in jest, “I refuse to pander to the ‘Chum Ethic.’”

Over-identification with students does another disservice, in that it tends to involve them in the academic infighting that breaks out occasionally on some campuses and endures unendingly on others. Students are rarely unaware of these intramural faculty squabbles, and there is nothing wrong with student involvement in them, providing it arises from sincere interest in the academic and human issues involved. But faculty proponents of the “buddy system” seem unable to resist the temptation to draw their students into the deliberations in a way that dramatizes their own positions, distorts the issues, and turns an academic disagreement into a political happening.

3. ..........................? I have no name for the third approach I have in mind, because it seems to me to defy labelling. I have described
already, at the beginning of this discourse, and I will add only a few comments.

With respect to the professors to whom I am most indebted, I can say that for all of their accessibility and obvious personal concern for me and other students, there was never any doubt as to their role as teacher and mine as student. Accordingly, there was no sense on my part of any betrayal on occasions when the grades I received were undistinguished. Nor did they pander to me or any other student in exchange for political support, condemn or criticize their own colleagues to students, or assert the superiority of their methods and attitudes to those of other teachers.

And rightly not. For a student body is not properly a constituency or a source of power to be directed toward some end or other. (If this is anybody's business, it is that of the student politicians, most of whom have a singular contempt for the teacher, however well-meaning, who attempts to meddle in it.)

What a student body is is a group of young people, each of whom has complex and contradictory aims and desires, and each of whom is in need of a vision powerful enough to stimulate the desire for internal discipline which will put it in reach.

But let us not idealize them. A rational approach to the problem of "dialogue" demands a proper skepticism on the part of the teacher as well as the student. I have never heard a student activist, however intelligent, complain that he was not being given enough work. Nor have I ever heard him declare that a certain teacher's grades are too high, although this is more often the case than the reverse. Only rarely have I heard student critics of the academy admit that it was in the academy that they developed the intellectual tools with which to criticize. The student has his legitimate grievances and they require immediate adjustment by the teacher and the system as a whole. But "adjustment" ought not to be abdication, and there are problems which the faculty member sees which the student does not see, or, being human, chooses to ignore.

A crisis of confidence between two people or parties cannot be resolved by proceeding upon the basis of assumptions which each knows to be wrong. There is a practical limit, therefore, to the extent to which a teacher and student can permit themselves to regard each other as equals. Something in the teacher's background and experience has qualified him to make certain judgments and requirements which a closer relationship does not obviate or make negotiable. Compromising on these only erodes mutual confidence; it does not enhance it. In helping a student to develop a critical faculty, it makes no sense for a teacher to waive the use of his own.

I will make no sweeping claims for the relevance of my own undergraduate experience at Hope to my present role as a teacher. But of this much I am certain: we can have change, we can have relevance, and there can be open channels of communication without a mutual sacrifice of integrity. A recognition of this fact is vital to the experience of mutual confirmation. I am pleased to be able to say that I learned this while a student at Hope College. So far as I can determine, it is still being taught. I hope so.
Class Notes

Continued from page 12

ness and treasurer at Central College, Pella, Iowa. He resigned his position as director, instructional systems administration, Oakland Community College and assumed his new position as director, institutional systems administration, Oakland Community College. Mr. Froeich was president of the Northville, Michigan, Board of Education at the time of his taking the Central position. He and his wife, Nan Beuker, have three children.

1950, 1951

Charles H. Monroe '50 of Elkhart, Indiana has announced he is a Republican candidate in the May primary for representative to the Indiana State Assembly. Monroe is a graduate of Holland High School, attended Hope and graduated from Tri-State College in Angola, Indiana. He is married and the father of four children.

Oswald H. Ganley, Ph.D. '50, has been appointed (effective February 1) Scientific Attache, the American Embassy, Rome and Bucharest.

Vern J. Schipper '51 has joined the staff of The Sunday School Guide as executive editor. A 49-year old firm, The Sunday School Guide publishes Bible centered materials. Mr. Schipper has an educational representative for Harper & Row Publishers. Prior to that he served the Holland Public Schools. A graduate of Hope, he received the M.A. from Michigan State University. Mr. Schipper is active in community affairs, presently serving as chairman of "Career World's" for the schools of the area and the Chamber of Commerce. Mrs. Schipper is Isla Steur '50, an elementary teacher in Holland. There are three Schipper sons, James Lee '51, Brian Joel '9, and Steven John '4.

Howard S. Claus '51, senior assistant director of Butterworth Hospital in Grand Rapids since 1953, has been appointed administrator of three county medical institutions. The appointment was made by the Kent County Board of Institutions, the governing body of Sunshine Hospital, Kent, Michigan; and Maple Grove Medical Care Facility. In his new position, Mr. Claus, who has an M.S. in Hospital Administration from Columbia University, will eventually be responsible for the administration of programs covering 600 patients. His new position was effective May 1.

The Rev. David Muyskens '51 assumed the pulpit of the United Church of Fayetteville, New York, on February 22. The United Church is an ecumenical church related to both Presbyterian and Baptist Churches. Mr. Muyskens went to Fayetteville from ten years of service with the First Presbyterian Church of Hightstown, New Jersey. He was honored in 1965 with the Jazzes' Distinguished Service Award in Hightstown.

1952, 1953

Carol Crist Fern '52, Fenton, Michigan is now a performing member of the St. Cecilia Society, a federated music club whose active members must audition in order to pass into the "forming circle." Carol auditioned in Flint in February playing the Chopin First Ballade in G minor and Fugue XXI in B flat from Bach's Well-Tempered Clavier. Her piano has a special meaning. "Her father, character of Holly, formerly worked at Grimm's piano factory. While there he personally supervised the work in making her piano and even now he keeps her instrument in top shape."

Other forms of art are Carol's hobbies. She works in ceramics, emboidered, paints, creates colorful collages. She also manages to take care of her husband Dick, son Rick, a junior at Fenton High School; Randy, an 8th grade student; and Elaine, a seventh grader.

Richard E. Huff '52, who joined Lionel D. Edie and Co., investment counselors and economic consultants in June 1969, was elected vice-president in their New York offices in January. He is in the bond department with primary responsibilities in the areas of municipal bonds and U. S. Treasury and agencies securities. Previously Dick had been associated with Standard and Poor's Corporation, Halsey Stuart Co., and Merrill Lynch, Pierce, Fenner and Smith.

William M. Bocks, Ed.D. '52, superintendent of schools in Menominee for the past three years, has signed a three-year contract with the Grand Haven Board of Education and will take over duties as school superintendent July 1. Dr. Bocks was also superintendent of schools in North Muskegon from 1965 to 1965.

Eugene Dale Nyland '53, a graduate of the Indian Vocational Technical Institute, is a programmer at First National Bank of S.W. Michigan at Niles.

1956, 1957

Jerrell Redeker '56, president, First State Bank, Charlevoix, Michigan has been selected for inclusion in the 1970 edition of Outstanding Young Men of America.

Nathan H. VanderWerf '57 was honored in February by the Columbus, Ohio Jaycees as one of their "Ten Outstanding Young Men." He was cited as executive director of the Metropolitan Area Church League, vice president of the United Community Council, member of the Urban Education Board, member of the Columbus Development Commission, member of the Drug Abuse Committee, and national chairman of CANDLE. CANDLE (Communities Aid Nerve Damaged Life Effort) is a new national board for research into causes and cures of nerve damage.

V. Dale Mazam '57 has been named chief industrial engineer of Aero-Motive Mfg. Co., in Kalamazoo. Aero-Motive manufactures reeels for handling electric cable and hose for industry. Mr. Mazam has done work in Industrial Psychology at Michigan State. Prior to joining Aero-Motive, he was chief engineer for R. C. Allen, Inc., Grand Rapids.


1958, 1959

An exhibition of 18 paintings by the late Stanley J. Harrington '58, artist and teacher at Hope College before his death in 1968, was held at Dunn Library on the campus of Simpson College, Indianapolis, Iowa during March.
Richard E. Brown '59 and Larry Ter Molens '59 were selected for inclusion in the 1970 edition of Outstanding Young Men of America. Brown is an associate professor of Government at the College of William and Mary, Williamsburg, Virginia. Ter Molens is executive director of Development, Southern Methodist University, Dallas, Texas.

1960

James Evers is one of four experienced teachers who have initiated the Rockland Project School. This school "grew from the plans of four teachers who believe that because all human beings are uniquely different in style, rate and capacity for learning, they should learn in an environment that truly individualizes instruction. To accomplish this, the teachers planned a learning environment school where the child is released to the responsibility of self direction in an atmosphere of trust and adult guidance."

The Rockland Project School, located at 50 Leber Road in Blauvelt, New York will have four full-time teachers and the help of outside resource people during the 1960-71 school year. The enrollment will be between 40 and 50 students ages 4-15. Tuition is $150 per year plus a voluntary contribution of $100 for the scholarship fund.

Evers, with an M.A.T. from Oberlin, has done graduate work in Media and English; had 8 years secondary school teaching experience; experience in special education; is the author of articles on media and school management; 6 years business experience.

The other teachers are Alice Gerard, B.A. University of New Mexico, M.S. Ed., Bank Street College, graduate work in genetics and anthropology at McGill and Columbia; Joyce Baron, B.S. Hunter College, working on masters in remedial reading, City College; Norman Baron, B.Mus., University of Michigan, M.A. City College.

F. Thomas Smith III, administrator, Allied Agencies Center, Peoria, Illinois was one of forty executives from major health agencies of the nation invited to participate in a con-
ference on "The Future of the Volunteer Health Agency." The conference, in April, was sponsored by, and was held at, the Pennsylvania State University.

Paul Fell, Ph.D., professor of Zoology, Connecticut College, New London, and Rev. Roger Kleinhekel, minister of the Hope Community Church, Sacramento, California, have been selected for inclusion in the 1970 edition of Outstanding Young Men of America.

James A. Engbers became a partner in the law firm Miller-Johnson-Snell & Cummins in August 1969. The firm's offices are in the Old Kent Bldg., Grand Rapids. Jim has been with the firm since 1963.

Andre B. Felix, a quality control engineer with Sanders Associates of Nashua, New Hampshire, was nominated by the Amherst Jaycees for one of the three Outstanding Young Men of the State. Andy was cited for his activity in the Boy Scout program in Amherst and his service as Scoutmaster, his presidency of the Administrative Board of the Methodist Church and his chairmanship of the Christian Education Committee. He has also organized a Couples Club and is on the steering committee of his community's Teen Center. Andy was instrumental in the formation of the Amherst Jaycees and serves as the internal vice president.

1961, 1962

Capt. John F. Brooks, USAF '61, an air operations officer at Rhein- Main AB, Germany, participated in Exercise Arctic Express, a NATO training exercise in Italy. The exercise, during the winter, involved personnel of the United States, Canada, Britain, Italy, and Norway.

Robert F. Klaassen has been named Golf Coach of the Hope College team. Bob completed work for his teaching certificate at Hope in April.

Betty Whitaker Jackson '62, English teacher in Half Hollow Hills High School, Massapequa, New York, was featured in the school's Thunderbird in March. The article described Mrs. Jackson as "an advocate of 'creative teaching.' She tries to relate to the students' interest and claims 'never to teach the same way twice.' To make it more interesting and, hopefully, relevant, Mrs. Jackson combines art, philosophy, and history with the standard literature."

Betty wrote, "I am planning to retire from my teaching job this year. I want to do some creative work on my own for a while—writing, music, painting. I also have some curriculum ideas I'd like to work on—using the humanities approach in teaching literature. I feel the present texts often leave little room for truly inventive and creative teaching. Perhaps I can use my classroom experience to propose more relevant procedures for the 5 day a week required English courses which are often insufferable for today's 'turned-on' youth."

Betty has an M.A. in Humanities from Hofstra. She and her husband, Liv, are very active in Don Baird's ('55) Massapequa Reformed Church. Betty is the choir director—her choirs presented Oliver  to Carvel on Easter, her Youth Choir sings for the monthly Family Worship services; Ev is financial secretary of the Church, on the consistory, delegate to the Long Island Council of Churches, and a tenor soloist in the choir.


1963

Two members of the class have been selected for inclusion in the 1970 edition of Outstanding Young Men of America: Rodger Kobes, Ph.D., is an assistant professor of Chemistry at Wayne State University, Detroit; John J. Piet is a student of Biblical Archaeology in the graduate faculties, Columbia University, as an International Fellow.

Kenneth J. Vinstra has been promoted to chief of Labor Relations and Classifications for Oakland County, Michigan. Ken and his wife Linda Kloosterhouse and their two sons, Andrew and Mark, reside at 7208 Bridge Lake Road, Clarkston, Mich.

Wesley P. Nykamp was appointed chief trial attorney of the Kent County Prosecutor's office in February. Nykamp served as chief appellate attorney in addition to handling trial work prior to his new assignment. A graduate of Wayne State Law School, Nykamp will continue to supervise the appellate division.

Following more than five years in the U.S. Air Force, John S. Mooshe has been named assistant to the group vice president—media of Rollins, Inc., nationwide diversified service organization with headquarters in Atlanta. Mooshe will assist in the administration of the Rollins media division which includes seven AM and two FM radio stations, three TV stations and Rollins Outdoor Advertising. In the USAF, Mooshe's responsibilities included squadron commander, wing executive officer, and general's aide. He attained the rank of captain.

1965

Joan Lowke, in the masters program and an assistant instructor in German at the University of Kansas, will be a Direct Exchange student at the University of Stuttgart for 1970-71. Formerly a teacher of German in Grand Haven, Joan will again take a group of high school students from there to study in Salzburg this summer.

Lt. Paul G. Bast is a member of a U.S. Air Force combat wing that has been awarded the Presidential Unit Citation. Lt. Bast is a tactical fighter pilot with the 31st Tactical Fighter Wing at Tuy Hoa AB, Vietnam. The wing was cited for heroism in military operations from May 1968 to December 1969. The 31st flew more than 500 missions, 144 Super Sabres while participating in 49 separate ground actions in the Republic of Vietnam.

Ellen Hook Pielitz is employed at a Mental Health Center in Asheboro, North Carolina. Her husband David works for Union Carbide Corp.

1966

Douglas J. Cook has been promoted to captain in the U.S. Air Force. Captain Cook is an administrative officer at Ching Chuan Kang AB, Taiwan. He is assigned to the 4220th Air Refueling Squadron, a unit of the Strategic Air Command.

Rev. Apostolos Andritsopoulos is pastor of the Holy Trinity Greek Orthodox Church, Grand Rapids. His name has been changed to: Rev. Aposto Los N. Andrews.

1967

Melvin Andringa is one of four students to exhibit in an unusual media show in March at The University of Iowa Museum of Art. The "Four Intermedia Works," were described as "environmental." Andringa had a game of bingo played to produce each of the ten new drawings which he made by mounting on a master bingo card a brightly colored square or circle card for each number called. These drawings were also shown at the Cedar Rapids Art Center during the winter. Mel says he thinks of bingo as a kind of random generator of ideas readily available and part of the consciousness of every "middle American." Many of his works have involved use of puzzles and games.

Laurie Taylor Rossi teaches English at Elk Grove (Illinois) High School, sponsors the SSA club, and coaches the Ski Racing Team there. Laurie raced slalom with the "Chi
Jan. 1969. Mr. Becker joined the National Guard in January 1970. Upon completion of his National Guard basic training at Fort Campbell, Kentucky, Bruce will return to his position as a systems analyst at Chase Manhattan. He intends to also begin his masters program at New York University's School of Business Administration.

Stanley S. Slingerland, Jr. '69 has been commissioned a second lieutenant in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Texas.

Lt. Slingerland has been assigned to Moody AFB, Georgia for pilot training.

Representing Hope College

N. Jan Wagner '57 at the inauguration of Gordon R. Werkema as president of Trinity Christian College, Palos Heights, Illinois, September 13, 1969.


Rev. Nathan H. VanderWerf '57 at the inauguration of Joel Pritchard Smith as president of Denison University, Granville, Ohio, October 10, 1969.

Norman Hess '63 at the inauguration of George William Hazzard as president of Worcester Polytechnic Institute, Massachusetts, October 17, 1969.

Elizabeth M. Lietké '34 at the inauguration of Gerald C. Walker as president of John F. Pershing College, Beatrice, Nebraska, December 5, 1969.

Cheryl Richardson Peterson '66 at the inauguration of John C. Stevens as president of Abilene Christian College, Texas, February 21.

Winfred Zoerner '24 at the inauguration of Albert Rupert Jonsen as president of the University of San Francisco, February 27.

Verna Van Zyl Post '52 at the inauguration of Eugene W. Wiegman as president of Pacific Lutheran University, Tacoma, Washington, March 16.

David C. Detkners '58 at the inauguration of Arthur Wayne Brown as president of Marygrove College, Detroit, April 8.

Mark '35 and Cornelia Striker '34 Brouwer at the inauguration of Leslie H. Fishel, Jr. as president of Heidelberg College, Tiffin, Ohio, April 18.

Sayera A. Lutz '62 at the inauguration of Adolph Gustof Anderson as the sixth president of Hartwick College, Oneonta, New York, April 29.

Charles Schoeneck, parent of Hope student, at the inauguration of John Edward Corbally, Jr., as Chancellor of Syracuse University, April 30.

Rev. Randall B. Bosch '53 at the inauguration of Harry A. Marmion as the ninth president of Saint Xavier College, Chicago, April 15.

Wesley S. Michaelson '67 at the inauguration of James Edward Cheek as the fifteenth president of Howard University, Washington, D. C., April 25.

Jack Hinken '25 at the inauguration of John J. Wittich as the eleventh president of MacMurray College, Jacksonville, Illinois, April 11.

Dr. Howard H. Hoekje at the Centennial Convocation of the University of Akron, Ohio, May 8.

Marriages


Glen D. Pickard '64 and Carol Carmell, September 13, 1969, Gainesville, Fla.

Robert Robbins '70 and Ruth Ann Huizenga '70, January 24, Fulton, Ill.

Phyliss Vander Schaaf '53 and George Joseph Good, February, Butler, N. J.

Michael D. Koets '69 and Kathy Louise Vande Giessen, February 27, Kalamazoo.

Nelda Mae Prothro '66 and John H. Quigley, March 7, Syracuse, N. Y.

William Kurt Klebe '69 and Judith Mary Munro '69, March 28, Riverdale, Ill.

Mary de Velder '63 and Larry Gene Sullivan, March 28, Ridgewood, N. J.

Ellen M. Hook '65 and David Allen Pietz, January 24, Chicago.

Chris Plasman '68 and Debbie Ridouen, March 14, Holland.

Stanley Yin '57 and Martha Hillriegel, March 28, Penfield, N. Y.

Neil Yost '62 and Roger De Cook, January 17, Holland.

Advanced Degrees

Laurie Taylor Rossi '67, M.A. Language Arts, Northeastern Illinois State College.


Dorothy Spencer '69, M.S.L., Western Michigan U., April 1970.


Thomas V. Schade, M.A. Sociology, Western Michigan U., April 1970.


Births

David '64 and Nancy Wessels '64 Bach, Melissa Ann, January 14, Roxbury, N. Y.

Ronald '65 and Lorna Coons '67 Hilbelink, Todd Ronald, December 6, 1969, Dayton, O.


Ronald '61 and Le Anna Rynbrandt, Ronald Kenneth, December 3, 1969, Kalamazoo.

Thomas '63 and Lois Hoekstra, Wendi Kay, January 28, Kalamazoo.

Chris '66 and Beth Van Kuilen '67 Buys, Matthew Eck, February 1, Boulder, Colo.

Daniel '61 and Yvonne Taylor '66 Ritsema, Jennifer Lynn, February 10, Holland.

Tom '57 and Deanna De Pree, Tod Hopewell, February 14, Holland.

Paul '56 and Janice Blunt '58 Van Fassen, Carl Robert, February 25, Holland.

Jack '32 and Marlies De Witt, Sabina Marie, February 16, Zeeland.

David and Winona Keizer '59 Wilting, Matthew David, March 1, Midland.

William R. and Mary Leestma '66 Biege, Scott Randal, March 5, Santa Ana, Calif.

David '62 and Joan Ten Cate '63 Bonnette, Jean Louise, January 31, Glenview, Ill.


Thomas '63 and Noelle Werge, Eric Michael, September 16, 1969, South Bend, Ind.

Harmen (Harry) '62 and Grace Heeg, Paul Alexander, April 4, Ester, Ontario.

Karl '62 and Ruth Overbeek, adopt-

ed LeAnn, age 5 weeks, March, Flint.

Peter '57 and Beverly Van Voorst '59 Hoek, Steven John, March 8, Grand Rapids.

Jackson '57 and Charlene Ver Steeg, Jackson Dean, Junior, March 1, Des Moines, Iowa.


Dennis and Laurie Taylor '67 Ross, Alison Jean, April 1, Elk Grove, Ill.

John C. '64 and Betty Dietch '65 Stevens, Mark John, March 26, Cincinnati.

Bruce '66 and Vicki Fris '68 Menning, Matthew Patrick, December 16, Holland.

David '62 and Janet Wickers Waanders, Christine Elizabeth, April 22, Princeton, N. J.

at Anchor

Continued from page 3

ONE THOUSAND IN THE PARK

Participants in a peace rally at Centennial Park on May 5 were challenged by Prof. Robert Coughenour; Religion, to open lines of communication with their parents about their concerns.

Holland industrialist John F. Donnelly urged the students to continue hope, courage, and humility in their peaceful demonstrations.

The rally climaxed a day of events at Hope College. Students attended a memorial service in Dimmit Chapel in the morning and a rally in the Pine Grove at noon. Some students bolted classes although classes were not canceled.

The Peace rally was called by a group of students to protest the taking of the war to Cambodia and the death of four Kent State students the previous day.

The rally in Centennial Park followed an orderly march from Hope College along College Avenue to Eighth Street and west to River Avenue and Centennial Park. Marshall, along the quiet March counted about 860 students (Hope's enrollment is 2,000) taking part in the march and estimated another 200 joined the rally.

MEDITATION

Kathy Kading Hynes '71

The seeming paradox in "united in our individualism" becomes a necessary truth. Total Commitment is the new feeling. As the nation's youth (often battling the weary disillusionment of the aged soul), we experience a nearly physical bombardment of forceful stimuli. The road we walk has fewer and fewer forks . . . fewer opportunities for choices.

The four deaths, frightening in themselves, point up a larger reality. This reality is a sympotym of losses . . . of young lives, of adult empathy, of a "nation." Instead, there forms a new nation, a supra-nation rising in stormlike dimension to a voice of united rage. The implications are shattering; there is no unified agreement on direction for action.

Something as ethereal as mere "sensitivity" is now inadequate. Begging for something more, the youth no longer exists as a receptive bundle of undefined thought-sensations. He advocates and practices action; he realizes the body's capacity to hear, respond, and MOVE.

Violence. This chorus to the tune of demand has to be understood, not justified, by history and effectiveness. When no-one listens to smiling faces of peaceful idealists, it's hardly surprising! There's nothing to hear! Noise gets reaction. Confrontation demands action. Maybe this is what it takes to embrace change.

Pride. This country's swelling pride in victory must be popped like a blister which festers. How sweet the victory is! Victory which wins the alienation of the young, loses the breath of boy-men, and which further disintegrates a nation's unity. Sweet victory!

In the chapel, open for thought and prayer, the four flickering candles cast irregular shadows. The intensity of emotion here was enveloped by a certain peace . . . a higher instrument of power. And many muse . . . maybe this is what it takes to embrace change.

In Memoriam

Mrs. Mary E. Yntema, widow of the late Professor Douwe B. Yntema, died on April 6 in Grand Rapids at the age of 103. A native of Green-
Oscar E. Thompson, professor of Biology at Hope College for 36 years, died in a Roseburg, Oregon, hospital on March 25. Born in Augusta, Ohio in 1896, Mr. Thompson received his B.A. degree from Mt. Union College, Alliance, Ohio and his M.A. degree from Cornell University.

Prof. Thompson began his teaching at Hope in 1926 and retired as head of the Biology department in 1962. He retired early because of ill health. Leukemia was given as the cause of death.

A veteran of World War I, Mr. Thompson was a member of First United Methodist Church of Roseburg and of the Augusta, Ohio Masonic Lodge.

His widow Verda Rice, whom he married in 1923, survives him. Other survivors are two daughters, Jean Patterson of Jenison, Michigan; Elizabeth Anne Flunkett of Roseburg; Dr. John Richard Thompson of Hattiesburg, Mississippi, and 13 grandchildren. Mrs. Thompson's address is 2176 S.E. Downey Ave., Roseburg.

Editor's note: When Mr. Thompson retired, he said, "I'll do a little fishing, work in my lilies in the summertime. But Mrs. Thompson and I would like to travel to the Pacific Northwest sometime, and, we plan to go south to the Gulf of Mexico to see our son who is a marine biologist down there." Mr. and Mrs. Thompson lived near their son in Pascagoula, Mississippi for a few years and moved to Roseburg in 1968. In a letter from Mrs. Thompson she wrote, "Oscar had a year and a half here in this lovely state with a lot of sightseeing through the wonderful mountain trails and he had several fishing trips into areas where he enjoyed that sport in the clear, cold mountain streams. He even caught salmon on one occasion in the Pacific."

Rev. Alfred Bentall '29, minister-at-large for Otsego and Delaware counties, New York, died suddenly at his home in Oneonta on February 15.

Mr. Bentall is survived by his wife, Dorothy, and daughter, Mrs. Arnold Biloute of McGraw, New York.

Mr. Bentall was named minister-at-large of the Otsego County Council of Churches in 1951. He took on the added duties of Delaware County Council of Churches several years later.

A native of England, he came to the United States in 1914, and settled with his family near Traverse City, Michigan. He attended Grand Rapids Junior College for a year and transferred to Hope College where he graduated magna cum laude. He prepared for the ministry at New Brunswick Seminary. Later he graduated from the Presbyterian Institute of Industrial Relations, Labor Temple, New York City, and had also done graduate work at Auburn and Union Seminaries.

Prior to his appointment in Oneonta, Mr. Bentall had served Reformed and Presbyterian Churches in New Jersey and New York. He was deeply involved in the promotion of ecumenical relations and in community action services as well as civic organizations.

Editor's note: Mrs. Bentall sent numerous, detailed clippings to the Alumni Office upon request. She wrote, "Al was loved by everyone—was a credit to his God, his country, his family, his College, the denominations and Councils with whom he worked and his community, which in his case covered a wide territory. So far I have received over one thousand personal letters from folks and organizations with whom he came in contact and helped besides the hundreds the Councils have received."

Rev. Francis P. Ihrman, DD '21, retired Presbyterian minister, died of a heart attack in Dousman, Wisconsin, on March 28. Dr. Ihrman had retired in 1969 after 35 years as pastor of First Presbyterian Church of Racine, Wisconsin. He had formerly served churches in New York state and in Detroit, following his graduation from Western Seminary. Dr. Ihrman is survived by his wife, three daughters, Eloise Ekema '51, Kalamazoo; Mrs. James Greetley, Milwaukee, and Mrs. Charles Jacob, Rothschild, Wis.; a son, Rev. Francis Edgar Ihrman '54, Lodi, Wisconsin; two sisters, Hermine '16 and Alice '27 Ihrman, Holland.

Lillian Scott Wing '26 died on January 16 in N. Tonawanda, New York, following an illness of three years. Mrs. Wing is survived by her husband, Donald H. Wing, a retired school superintendent; one daughter Dorothy Lillian Blakeley and two grandchildren.

The Rev. Charles F. Parsons '25 of Lakeland, Florida, died on February 2. After graduating from Princeton Seminary in 1928, Mr. Parsons pastored in the United Presbyterian Church, serving in New York, New Jersey, Pennsylvania, Michigan, and Indiana. He is survived by his wife Beatrice, Lakeland; two sons, John '48, Yonkers, New York and James '52, Montpelier, Ohio.

The Rev. Raymond Schaap '32, retired RCA minister, died on February 10 in Mt. Pleasant, Texas. A graduate of Western Seminary, Mr. Schaap served churches in Indiana, Michigan, and Illinois. He taught in a Bellflower Christian High School, California. Following retirement in 1968, he lived in Holland. Mr. Schaap's survivors are his wife, Alberta; two sons, Clinton and Alvin both of Grand Rapids; a daughter, Mrs. Robert Tinker, Colorado Springs; one brother, the Rev. Theodore Schaap '32, Grand Rapids; one sister, Mrs. Edward Everse, Zeeland.

Dr. Stuart Yntema '18, well known physician, died on March 10 in Saginaw. He was a graduate of Rush Medical College and had practiced medicine in Saginaw since 1922. He was a United States Army veteran who served in World Wars I and II. A fellow of the American College of Physicians, Dr. Yntema was active in numerous professional, charitable and social organizations. His survivors include his wife Jean; a son Stuart H.; a daughter Yvonne Garber '46, and eight grandchildren.

Jennie Pikaart Vruwink '10, widow of the late Rev. Henry A. Vruwink '10, died in Tulsa, Oklahoma on April 23. Mrs. Vruwink had taught American Indians on the reservation at Fort Sill, Okla. prior to her marriage and afterward she and her husband were missionaries near there. Dr. and Mrs. Vruwink served pasto rales in Michigan, New York, and Oklahoma. Survivors include two daughters, Miss Ruth Vruwink, Princeton, New Jersey and Mrs. James Sweeney, Fairfield, Connecticut; a son, Rev. John H. Vruwink, Seattle; eight grandchildren and two great-grandchildren.
Encounter with President Kollen

by Paul G. Fried

Dr. Fried, Professor of History, on sabbatical, is writing a monograph on Hope's late President Gerrit J. Kollen (1893-1911). This article is a sample of the interesting facts resulting from his research. Dr. Fried would be pleased to receive letters, speeches, and/or recollections of Dr. Kollen from alumni and others which would be helpful in this project. At this time Prof. Fried is also planning monographs on other early faculty and alumni, such as, Dr. Nykerk, Dr. Dimnent, and Mrs. Durfee. Memorabilia concerning their lives and work will also be appreciated.

"The election of President Gerrit John Kollen in 1893 marks the beginning of a new and vital era in the history of Hope College."

This brief statement in Dr. Wichers' recent book got me started on a trip back into the past which is fully as exciting as any Perry Mason mystery. It did not take too long to dig up enough information to show that Dr. Kollen had indeed performed near miracles in raising the college endowment, building a strong faculty, establishing new departments, increasing enrollment and adding a new library, a classroom building, a gymnasium, a women's dormitory and an observatory to the campus, which had only had two brick buildings when he assumed the presidency.

How did he accomplish all this in the relatively short period between 1893 and 1911? How did a man like Kollen, who had come to the United States as a boy of eight and who had been raised on a farm in Overisel, gain the friendship and respect of men like Theodore Roosevelt, William Jennings Bryan, Woodrow Wilson and Andrew Carnegie who really had no prior knowledge about Hope College or the small Dutch settlement in Western Michigan?

Reconstructing the past, bringing back to life an era which is almost forgotten, makes the historian something of a detective who has to hunt down clues found in all kinds of places. It is fun reading old Anchors, going through catalogues printed before 1900, using the microfilm edition of the Holland City News, and talking to Dr. Kollen's daughter and other people who remember him. All this, however, falls short of hearing him speak and meeting him in person.

Fortunately, however, Dr. Kollen occasionally recorded his activities and impressions in diaries. Five of these his daughter graciously put at my disposal and they add a great deal of life to the material found in our archives. They tell, for example, of Dr. Kollen's first trip to Europe, in the summer of 1906.

In April of 1906 the Council of Hope College congratulated Dr. Kollen on his "brilliant success" in securing endowment and buildings for the college — Carnegie Gymnasium being just completed and Voorhees Hall was about to be built — and urged the president to go abroad for a vacation during the summer of 1906. They even voted him the sum of $500 to help with the expenses of the trip. And that may well have been the first Hope College sponsored European tour.

Dr. Kollen left New York on June 30 and he returned on September 3rd. The small diary he kept records some of the highlights of the trip. On the second day on ship he comments:

"This evening had a long chat with Dr. Woodrow Wilson of Princeton University".

One of Dr. Kollen's first stops was in Scotland, where he met Andrew Carnegie and had dinner at Skibo Castle. The entry for July 12 reads:

"This morning received the following telegram from Mr. Carnegie: Will send for you at 6:30 to take dinner tonight."

"This evening Mr. Carnegie sent his motor car for me. It was an immense auto. The chauffeur said that it could make 70 miles an hour."

"Arriving at Skibo Castle, the door waiter told me that Mr. Carnegie was waiting, as was his custom of doing, before dinner, and that if I wished I might stroll through the place, visiting the lakes, swimming pool, etc. The bath house is large and perfectly luxurious. It is said to be the finest in the world. King Edward pronounced it so."

"After a little while an attendant in grand uniform, played the bagpipe and some other instruments, and led the way to the magnificent dining hall. Mr. Carnegie, accompanying one of the ladies, followed; then came two other ladies and last Mrs. Carnegie took my arm, and so we marched in to dinner. I was seated at the right of Mrs. Carnegie. The dinner was most sumptuous, and served in grand style."

"After dinner, Mr. Carnegie showed me through the libraries and the drawing rooms. After which all went to the music hall, where there is a grand pipe organ, which was played by a skilled artist. The evening was spent in conversation and listening to some of the sweetest music."

From Britain Dr. Kollen went to the Netherlands where he spent about two weeks and then, together with Professor Nykerk who had been granted a sabbatical for study in Oxford that fall, he embarked on a three-week whirlwind visit to Germany, Switzerland, Italy and France which has got to be the grandfather of our own contemporary "Europe in 21 days" tour. On August 9th he takes a steamer trip up the Rhine, from Koblenz to Bingen. He marvels at what he sees:

"The many castles, all dating from the middle ages, and the bold rocks, and the mountains, terraced with vineyards, which we passed filled one with wonder, admiration and awe. It is a panorama, which once seen, can never be forgotten."

And then he adds:

"It was my birthday — the 63rd." His grandsons would have to hurry, to keep up with him, even today.
Jane Tried Hope

“Hope has much to offer. Those who criticize her now will appreciate her later. Hope’s smallness, her faculty-student relationships. They’re just great.”

This is the conclusion of a senior who wanted to go to a university. Her family persuaded her to ‘try Hope’ for one year. She did. She liked it!

The co-ed is Jane Vander Meulen, a fourth generation Vander Meulen to graduate from Hope. Jane’s great grandfather, the late Johannes Van der Meulen, was a graduate of the Hope Academy in 1855; her grandfather, the late John M. Vander Meulen, was graduated from the Hope College in 1895 and her grandmother Mae Veneklasen Vander Meulen of Holland, in 1904. Jane’s father is Rev. John Vander Meulen ’36, minister of the John Knox Presbyterian Church in Florissant, Missouri. Jane will graduate in June 1970.

Jane discovered two of the books her grandfather Vander Meulen authored in Van Zoeren library. It was a surprise to her. She also was surprised to learn that this grandfather had been one of the speakers at both the 25 and 50 year celebrations of the College.

Jane’s mother is a graduate of Missouri State University as is her older sister. Her mother is head of the English department in the 4200 student senior high school in Florissant. Her sister Mary Martin, whose husband is an engineer in Pennsylvania, achieved fourth grade in Appalachia. A younger sister Claire is a junior in high school.

Teaching is also Jane’s choice of career. She is teaching third grade in Beechwood School in Holland as a practice teacher. She hopes to teach near Holland next year. Her extra curricular interests at Hope have been her Alpha Phi sorority and the Coffee House activities. Jane’s recreational joys are skiing — water and snow. She has an interest in music in the manner of her peers. Her major is language arts — English and Spanish.

Village Square 1970

by Kay Steketee MacKenzie

The first Village Square executives met with those of the 14th annual Village Square to take place on the campus Friday, July 31. This event, a project of the Women’s League for Hope College, netted $13,076 for the College in 1969.

FRONT ROW: L. to r., Mrs. George Albers, initiator of the project in 1957; Mrs. Calvin VanderWerf, special consultant 1970; Mrs. Ted Boeve, general chairman 1970.

TOP ROW: Mrs. Lincoln Sennett, who named the “Village Square” and designed the traditional poster in 1957; Mrs. Roger VanderKolk, 1969 chairman; Mrs. Ben Viel, president of the Women’s League, and Mrs. John Smallegan, first chairman in 1957.

Remember when ... the VILLAGE SQUARE was just a nameless thought presented to the Board of the Women’s League for Hope College? Originally, Jan Albers (Mrs. Fritz) Yonkman wrote home about a similar project carried out by her church in Madison, NJ, and suggested this would be an excellent way for the League to raise money for Hope College—and have fun doing it. Betty (Mrs. George) Albers first presented the idea to the League Board in 1956. But as with most new projects, it took a little while for the idea to get off the ground and it was 1957 before Mrs. Albers was given permission to find a Chairman and proceed with the project. As Betty tells it today, she was given divine guidance in her selection of Evie Van Dam (Mrs. John) Smallegan who was a tremendous chairman. Another significant contribution that first year was Fritzi Jonkman (Mrs. Lincoln) Sennett’s suggestion of the name VILLAGE SQUARE and her artistic design of the colonial signboard which has become the traditional symbol of the festival.

July 31, 1970 will be the 14th annual celebration of the VILLAGE SQUARE. Hours are from 9 to 9 on the Hope campus. Booths will include a Teen Boutique, Holiday Decorations and Candles, Toys, Aprons, Needlework, Plants and Posies, Attic Specials, and such fattening things as homemade breads, bratwurst and Wisconsin cheeses. Don Battjes will be there with his puppets. There will be a chicken barbeque in the evening and Allan C. Vander Laan of Grand Rapids will conduct the auction at 6:30. So come on back to Hope on July 31st and we’ll all REMEMBER WHEN the Village Square was new.
ALUMNI CALENDAR

Alumni Day, Saturday, May 30

Annual Alumni Dinner, Phelps Hall, 6:30 P.M.
Speakers: Chairman De Pree; President VanderWerf

Reunions: Class of 1920, Phelps Hall; Class of 1925, The Castle; Class of 1935 Point West; Class of 1940 Phelps Hall; Class of 1950 Phelps Hall patio; Class of 1960 Phelps Hall; Class of 1965 Phelps Hall

Baccalaureate, Sunday, May 31
Minister: Dr. David Poling, President Christian Herald Association, New York City

Commencement 1970, Monday, June 1
Speaker: Dr. John A. Hannah, Administrator, U. S. Agency for International Development, Department of State, Washington, D. C., former President of Michigan State University
Member, Hope College Board of Trustees

1970 Village Square, Friday, July 31
Muncie Vande Wege Boeve '49, Chairman

Homecoming 1970, Saturday, October 24
Hope vs. Albion