proposed academic-science center
ENVIRONMENTAL QUALITY RECEIVES GIFT

The Hope College Institute for Environmental Quality has been presented a gift of research equipment by John Powers, president of the American Powdered Metals Co., of New Haven, Conn., in memory of the late Robert Horner, a longtime resort owner in Holland and former professor of economics at Hope. In the picture Mrs. Horner views the gift with Dr. William French of the Geology department.

The instruments, a dissolved oxygen meter, dual channel recorder and a telemeterometer, reflect the long concern Mr. Horner had for environmental problems.

The equipment, which was manufactured by the Yellow Springs Instrument Company, of Yellow Springs, Ohio, was made available by Mr. Powers, a longtime friend, whose family has summered for the last 15 years with Mr. and Mrs. Horner.

The equipment will be used primarily on the college's research vessel, Infinity H.

DIRECTOR OF ADMISSIONS

Thomas D. La Baugh of Grand Rapids has been appointed director of admissions and David Vander Weel of Holland has been appointed assistant director of admissions with primary responsibilities for对学生's Robert De Young.

La Baugh was previously employed as a consultant for management services by Touch Ross and Company in Grand Rapids. He is a 1964 graduate of Kenyon College and has an M.B.A. degree from Central Michigan University. He was formerly an assistant coordinator of student financial aid at Central Michigan University and has received special training beyond the master's degree in management analysis and financial aid programs.

Vander Weel is a 1967 graduate of Hope College and will receive his B.D. degree from Western Theological Seminary in June. In 1969-70 he served as an intern from Western Theological Seminary as assistant to the dean of student affairs at Hope College where he had broad exposure to student personnel work.

SUMMER STUDY GRANTS

Eighteen members of the Hope faculty have been awarded summer study grants for research and study projects. Sixteen faculty members have been awarded grants from the Matthew J. and Anne C. Wilson Trust Fund. Two special grants were also awarded. Dr. Arthur Jentz, associate professor of Philosophy, has been designated recipient of the Simon D. Den Uyl Award, which is a $1,000 grant presented to a teacher who has shown marked distinction in his teaching and who presents a study proposal of considerable scope. The award is presented annually by Simon D. Den Uyl, Chairman of the Board of the Bohn Aluminum and Brass Company. Dr. Jentz plans research in the field of ethics related to his course offerings at the College. His work will make use of consultations with leading philosophers in the field, and will lead to the writing of manuscripts dealing with the works of Hans Reichenbach and Paul Roubizek.

Dr. Peter Schakel, assistant professor of English, has been presented the Julia Reimold Faculty Award, which is a $500 grant awarded to the faculty member whose proposal most closely fulfills the interests of O. S. and Julia Reimold in language, literature and history. Dr. Schakel will undertake research on unexplored areas of Erasmus and Dryden. His research will be conducted partly in Holland and partly at Cambridge.

Wilson Trust Fund recipients include:

- Dr. Norman Rieck, associate professor of Biology, will continue his research in a glacial pond in Carroll County, N. H., involving collection and dissection of fish and water animals.
- Dr. John Hopkins, chairman of the department of communication, will conduct a research project analyzing, synthesizing and interpreting research of media and comparative media effects in the field of mass communications.
- Dr. James Motiff, assistant professor of Psychology and Kenneth Sebens, assistant professor of Sociology, will participate in an urban studies program in Yugoslavia with supplemental funding from the Great Lakes Colleges Association. They will devote the entire summer to research projects in their own disciplines related to the continuing urbanization of Yugoslavia along with some twelve other faculty members from GLCA.
- Dr. Norman Norton, chairman of the department of Biology, has received a grant for the continuation of his research in the Middle Devonian period of marine deposits in Iowa, Ohio and Northern Michigan.
- Dr. Sheldon Wetstach, associate professor of Chemistry, will travel to Cambridge, England, to participate in a conference on molecular energy transfer.
- Prof. John Whittle of the Mathematics department will continue graduate study in statistics and computer sciences at the University of Kentucky.
- Dr. John Van Iwaarden, associate professor of Mathematics, will participate in studies in linear and multilinear algebra for college teachers of mathematics to be held at the University of California at Santa Barbara in cooperation with the National Science Foundation.
- Dr. James Seeser and Dr. James Twes of the department of Physics will work jointly in summer research to develop the positive ion capability of the College's nuclear physics laboratory. The project will be carried out at Anchor
Dr. William French has received a grant to continue research with the Hope College oceanographic research vessel in the Manitou Passage of Northern Lake Michigan. Several students will participate with Dr. French in the research project which will be concerned with short term changes in the near shore lake bottom and in prevailing currents of the passage in order to provide data for continuing research.

Mrs. Gisela Strand, instructor in German, will undertake research in Berlin on the papers of Eduard Strucken in order to determine the scope of the Aztec and Mayan artifacts in the Museum in Berlin, leading to research papers in the area.

Roger Davis of the Music department will begin work on the preparation of an organ study method for beginning organ students, involving research, travel and investigation.

Dr. Robert Elder from the department of Political Science will begin research attempting to relate lessons learned from the study of attitudinal change in traditional societies to the problem of attitude change within poverty culture in the United States, working at Michigan State University and the University of Michigan.

Dr. David Marker, associate professor of Physics, will spend a 12 week period in residence at Michigan State University working in the production of cartridge film loops to aid in the teaching of advanced undergraduate physics courses. A pilot version of the first film has been produced and a second is now in process.

Dr. Anthony Kooiker, professor of Music, will begin work on a piano proficiency workbook related to the teaching methods now employed at Hope College. The work will be conducted in Holland, at the Eastman School of Music and at Northwestern University.

Dr. Robert Reinking, assistant professor of Geology, has been awarded a grant from the Shell Oil Company Fund to undertake research in the

Continued on page 35
Hope Honored with Phi Beta Kappa Chapter

The Zeta chapter of the national honorary fraternity Phi Beta Kappa was installed on the Hope campus on Friday, February 13, 1971. Dr. William Frankena, professor of Philosophy at the University of Michigan, made the presentation. The seven members of Hope's faculty who are Phi Beta Kappas, selected as undergraduates to be members of the PBK chapter on their respective campuses, were technically awarded the charter. These professors have been seeking the charter for eleven years.

Dr. David Marker, associate professor of Physics is chairman of the committee comprising Dr. Joan Mueller, professor of English; Dr. David Klein, professor of Chemistry; Brooks Wheeler, assistant professor of Classical Languages; Nancy Wheeler, lecturer in Classics; Dr. Robert E. Elder, Jr., assistant professor of Political Science; and Dr. Francis G. Pike, associate professor of English.

Hope is one of 164 colleges and universities in the United States to have a Phi Beta Kappa fraternity.

Former president Calvin A. VanderWerf was honored at the ceremony by being named the first alumni member of the new Zeta chapter. Dr. Klein, secretary, presented the symbolic Phi Beta Kappa key to Dr. VanderWerf. Dr. and Mrs. VanderWerf came to Holland from their home in Ft. Collins, Colorado especially for the occasion. Mrs. VanderWerf is a PBK of Ohio State University.

Dr. Calvin VanderWerf, the first alumnus honored with membership in Hope's new Zeta chapter of Phi Beta Kappa, signs the brand new register, following chapter installation ceremonies on February 13, 1971. Dr. Klein, right, is secretary of the Chapter.
Toward Greener Groves of Academe

Dr. Joan Mueller

professor of English at Hope since 1960 and one of the seven members of the faculty who sought a Phi Beta Kappa chapter for the campus, was selected to give the first Phi Beta Kappa lecture for the new Zeta chapter. This lecture was delivered at the dinner at Point West celebrating the installation of the chapter on February 13, 1971.

the olive plantation sacred to Academus became the site of the first Athenian university in the 4th century B.C. — its trees symbolize the ideal of seekers after light

Greek legend has it that when the Dioscuri, Castor and Polydeuces, successfully rescued their kidnap-prone little sister Helen from Theseus, it was on a tip from a gentleman who consequently achieved veneration amongst Athenians and ambiguous immortality through these long intervening centuries. His name was Academus, and sometime in the early years of the 4th century B.C. the olive plantation sacred to him became the site of the first Athenian university, of which Plato was the first president. Indeed it is from Plato that those groves come to our imagination, peopled with the questioning voices of Socrates and his students who, whether or not they strolled in the shade of those particular trees in the search for Truth, are inextricably bound to the tradition begun there. For those trees have come to symbolize the ideal served by those who profess themselves seekers after the light.

"The olive grove of Academe," John Milton wrote two thousand years later, "where the Attic bird/Trills her thick-warb'd notes the summer long," sheltered the Platonic Academy for three centuries before Sulla, on his way to becoming one of the first Roman organization men, cut them down during his seige of Athens. But they grew again, Horace tells us; the woods of Academus, with Plato buried nearby, revived to live not only literally, but eponymously, giving to the inquiring mind "a local habitation and a name." The groves of Academe have, in their figurative existence, with their own Sullas, have had their rich years and their lean, known florescence and blight, been tended well and ill. It is this durable yet vulnerable nature of fruitful academia that I would like to examine briefly, and I think appropriately, on the occasion of what we deem a high achievement, a harvest time of sorts, in our part of the wood. This would seem to be a moment of "greening" in our grove. I should like to consider with you whether in fact this is true.

the Athenian Academy was founded in a time of ferment and left its legacy to the pursuit of understanding

A body of historical evidence suggests that academic life is inseparable from the life of the culture and that its quality takes from and gives to the world of which it is a part. The
Athenian Academy was founded in a time of ferment, inheriting its appetite for Truth from Periclean and Socratic impetus and leaving its own legacy to the pursuit of understanding. Two millennia later, as Constantinople fell to the Turks, the libraries of Byzantium, inestimably rich in the treasures of the past, were emptied of their scholars and suffered impoverishment, while Europe, rousing from long years of a feudal-ecclesiastical order which had shaped its life, grew rich in inspiration and creative productivity as Venice opened its doors to the refugees from Constantinople. The florescence we call the Renaissance took nourishment in such events and sent its branches flowering throughout the Old World. Movable type, literacy, New Learning in religion, new schools for the sons of craftsmen, new colonies intellectually as well as geographically—such were the academic fruits of that cultural upheaval. The American Experiment, itself a Renaissance effect, bore its autumnal fruit in 1776 in violent political revolution, and that same year saw the foundation of Phi Beta Kappa in the ordered Georgian precincts of the College of William and Mary. The pointing hand and stars of its symbolic key have always suggested to me a motto that might well have been taken by the society, *ad astra per aspera,* for surely that historical moment shouted its “Montjoie” as crusading Roland had, aspiring to the stars, pursuing the vision of political and humane excellence and prizing the reflective, independent life of the inquiring mind. Years later, as the American nation sought in still other intellectual ferment its own identity, Ralph Waldo Emerson, in what is perhaps the most famous of all Phi Beta Kappa addresses, called encouragement to his American academic fellows to find their own voice, to become not man imitating, not man coerced by the past, but man thinking, man free to trust himself, to do, as some say, his own thing.

Academia is a cultural mirror which takes on and gives back an image of the larger world around it

If, as it would appear from examples like these, academia is a cultural mirror which takes on and gives back—and not always without change—an image of the larger world around it, then, we might ask, what cultural model might we expect to find reflected in today’s academic glass?

Just over twenty years ago, David Riesman, in *The Lonely Crowd,* called our cultural attention to an increasing tendency among Americans to be “outer directed,” with an accompanying alienation from the inner self. Five years later, William Whyte affirmed the Riesman thesis in describing the phenomenon of the organization man whose values and behavior are shaped not by individual or traditional national ideals, but by impersonal, institutional demands. To the accumulating evidence of recent years have been added other impressive studies, such as two by *Fortune* editor Charles Silberman who, in his 1964 *Crisis in Black and White,* cogently analyzed the systematic alienation of a major segment of the American populace, and last year, in *Crisis in the Classroom,* gave us a nightmare picture of American education’s equally systematic dehumanization of our children as organizational efficiency rather than learning effectiveness is sought at the expense of personhood.

If we should doubt, in spite of this research evidence, the phenomenon of an entrenched technocracy which gives priority to system and not souls, to corporate power and not people power, we might reread Joseph Heller’s *Catch 22,* or go see 2001: *A Space Odyssey* again, or place a few phone calls—you will surely get at least one Kafkaesquely irrelevant recorded message—or try to effect change in your taxes, your environment, your war, or your government.
Young Americans by the thousands understand, perhaps chiefly in a kind of visceral way, the frustration, the sense of helplessness and futility, the nightmare quality of a world shaped by these phenomena, and recently they have been given—and we, too, if we care to listen—an intellectual (and therefore respectable) explanation of the contemporary American predicament by Yale Law School professor (and therefore respectable) Charles Reich in his recent and widely acclaimed *The Greening of America*. I have taken the liberty to borrow from his diagnostic vocabulary for my clarification of the present state of academia.

The deceptive belief that the joy of life is found in power, success, rewards has deprived us of the search for self through dread, awe, mystery, failure.

We in the hallowed groves have for the better part of the present century been caught up in a consciousness which has increasingly dominated our culture, the consciousness of the Corporate State. The earlier humanistic and passionate consciousness that produced the American Dream, the Revolutionary War, Phi Beta Kappa, the American Constitution, and Emerson's self-reliant man and nation—what Reich calls Consciousness I—has, while many Americans took no notice, given way to a technocratic and legalistic consciousness reflected throughout our society, and, for our purposes more importantly, throughout academia. When in the Preface to his *Leaves of Grass* of 1855 Walt Whitman called for an American spokesman of independence, vigour, and originality commensurate with the magnificence of the American landscape and its people, he believed in the continuing relevance of Emerson's "Trust thyself!" But in our time we have heard fewer and fewer hearts "vibrate to that iron string!" Consciousness II hearts, quite to the contrary of Thoreau's injunction, do in fact "knock under and go with the stream." Few "different drummers" can be heard, to say nothing of stepped to! In Consciousness II academia can be found the essential and deceptive belief of the Consciousness II culture: in Reich's words, that the richness, the satisfactions, the joy of life are to be found in power, success, status, acceptance, popularity, achievements, rewards, excellence, and the rational, competent mind. It wants nothing to do with dread, awe, wonder, mystery, accidents, failure, helplessness, magic. It has been deprived of the search for self that only these experiences make possible. And it has produced a society that is the image of its own alienation and impoverishment (*Greening of America*, p. 85).

The academic manifestations of Consciousness II—the Corporate State configuration—are everywhere to be found, but nowhere so clearly as in the seemingly inescapable concept of which the word *grade* is the chief sign. The child of our Consciousness II meritocracy, even before he enters grade school, has been graded by pediatrician, parents, relatives, neighbors: he is an early walker (A), slow talker (D), highly coordinated (A+), cooperative (super A+), but sometimes stubborn (D), nonetheless attractive (B) and mostly agreeable (B+) creature (imponderable; how do you deal with creatureliness?). In no time his "performance skills" become a matter of public record and concern: he reads too slowly, or too much, or too erratically, or too questioningly. Or perhaps it is his arithmetic that doesn't measure up to "his grade." And for all this he is literally graded, from K through 12 and beyond. Then too there are the psychological and social "norms" to be matched against, and once more graded.

The child is graded from K through 12... sent to a graded college to be graded by instructors who are graded.
Then by another whole battery of further grading devices he is sent to a graded college or university (see the various publications, some of which use letter grades!), there again to be graded by instructors who are themselves graded. Measurable (that is, quantitative) components of the instructor’s existence, as with his student, determine his grade, rank, status, tenure, salary: for instance, student ratio, years of service, number of committees, publications, speeches, conferences, grants. When students complain that they must have such and such a grade or lose their “scholarship,” they are saying nothing very different from the instructor who needs such and such publication—never mind the quality—to get his promotion. Degree is of course just another way of saying grade, and we all know how indispensable degrees are—not merely to get jobs, but to get recognition, respect, rewards. Who has not thought with relief, after the dehumanizing experiences of many degree programs, that now at least that grade has been passed. Quietly, if at all, he wonders if it will all have been worth it, after all.

As does the larger technocratic society, Consciousness II academia believes not only in grades but systems. Indeed grading is one such system, and there are many others. There is the system, often arbitrarily initiated and more often arbitrarily perpetuated, of requirements—stipulations with which the person must comply or be “failed.” And often, to satisfy the system of requirements, one must systematically suppress objections to procedure, challenges to the validity of form or content. Sometimes in academia we ponder quizzically the passivity, indifference, and uninterestedness of students (and sometimes of faculty), but how could we expect other? Student and teacher are caught and shaped by the same system that conditions one to play by the rules of the game that really counts—the graded, system game, the one in which you do what is expected of you for the cookie reward. That, as is said futilely, is how the cookie crumbles. And if the expectations are sometimes different (though rarely), how is one to act? The half-lit world of J. Alfred Prufrock’s London limbo provides an apt image for our creature cum graded-systems player: he exists, somewhere between life and death, “like a patient etherized upon a table.” In such a world, the theme becomes: “It isn’t how you play the game, it’s if you win!” Questions of decency and fairness—old-fashioned principles—are not only left unanswered, but often unasked.

Other systems—whether tenure, committee, departmental, etc.—effectively encourage compliance, blandness, and depersonalization. Not that they were originally intended to accomplish those ends, but in the insidious alignment of academic direction and form with that of the meritocracy at large, these are in fact the characteristic results. Hierarchy, order, smoothness of operation, system, efficiency have primacy at the expense of individual concern for equity, humane personal growth, creative eccentricity, and effective liberating education.

There are other Consciousness II attitudes dominant in contemporary academia. There is, for instance, the one I call Pharisaical: for the sake of system, we live by a book of rules, the letter of which (no matter how unclear or unexamined) is chiefly prized. The philosophical spirit which gave rise to the letter takes account of exceptions, is personal, untidy, protean, irregular, and, of course, hard to measure, systematize, and defend or justify. Harking to the letter is simple. Thus exceptions and irregularities become anathema and can be reasonably dismissed. Exceptions set clumsy precedents that jeopardize the system, throw the grading, regularizing mechanism out of whack. Thus however shallowly, hypocritically, or mechanically the letter is followed, it is followed because it is the legalistic heart of the operation.

Then, too, there is what Reich calls the New Property—the status-orientation of individuals
and institutions that ultimately cares more for appearance and recognition based upon appearance than for substantial, but often disturbing reality. We consciously and unconsciously manipulate what we really know of the facts in order to win institutional favor by sundry accreditation (grading) organizations such as NCATE, AA UW, AAUP, and Phi Beta Kappa. We pay service of sorts to their sometimes high purposes and ideals, but in fact, in most of academia, these ideals are served shabbily; our eyes look away from the vision they offer because we know that an honest accounting would mean a loss of status. Administrators are thus often led to time-serving, statistic-wielding, games-playing, and buck-passing. And faculty members hide behind their titles, degrees, tenure, bibliographies, standards of correctness, and departmentalism. One is led to wonder whether academia, like Faust in search of power, has sold its soul for the pleasure of instant acceptability.

have academicians abdicated inner reality? has academia become the enemy of Truth itself? have men become the tools of their tools?

Other questions remain, but at least these must be asked: have we, as academicians, because of enforced role-playing and subjection to outside standards, abdicated our inner reality, our personhood, in favor of a Marcusian one-dimensionality which relieves us of our lonely and vulnerable individuality? Will it (or can it now) be said that academia has become the enemy, not merely because of forced compliance, inequity, and violation of humaneness, but because it has made itself the enemy of Truth itself? When will we attend again to Thoreau's warning assertion that "men have become the tools of their tools?" In recent years collegiate protesters have repeated the warning in their outcries against the multiversity, the Establishment, the System. But how much have we in establishment academia heard, how much have we taken seriously? If any, where is the evidence of our thoughtful responsiveness or accountability? I think we must ask in American academia (and that includes all institutions with chapters of Phi Beta Kappa, this one not excepted), when last we took a hard look at our consciousness. That unexamined life that Socrates said is not worth living is not worthier in these respectable groves.

In five years Phi Beta Kappa will celebrate, with our nation, the two hundredth anniversary of its founding. As a nation we have much—and little—to celebrate. We have endured, but how authentically have we prevailed? The fierce pride and love of freedom that led settlers to found communities and colleges like ours survive in the rhetoric of our stated purposes, but everywhere in our culture men are in chains. Has Phi Beta Kappa become simply another link in our consciousness II bondage, or will it be, here and elsewhere, part of the renewed revolutionary spirit from which it took its origins and give root to greener academic groves with new and liberating fruit? With Socrates I am tempted to say: "The hour of departure has arrived, and we go our ways." Now, as part of the tradition of Phi Beta Kappa, is it to die, or to live? "Which is better God only knows."
Class Notes

1919

A new book by Marion Gosselin, *Treasury of Story Talks for all occasions* was published by Baker Book House, Grand Rapids, in February.

Rudolph Hospers Harrisburg, Pa., attorney, reported to the alumni office that his wife, Sarah Anna, died on March 18. Mr. and Mrs. Hospers attended the 50th anniversary of the class in 1969.

1920's

Gertrude Pieters Visscher '21 testified in February before the Stennis Armed Services Committee in her capacity as Minnesota state chairman of the International Women's League for Peace and Freedom. She advocated an end to the draft and favored an all-volunteer army. Her husband, Dr. Maurice B. Visscher '22 is now Regent's Professor of Physiology Emeritus, University of Minnesota. Last summer he curtailed his activities for health reasons but continues as president of the National Society for Medical Research. He is also on the national board of SANE (citizens' organization for a SANE World) and is very active in the peace movement in the Minneapolis-St. Paul area.

Jeanette Vander Ploeg '21 was honored in December when the Session of Stone Church of Willow Glen, San Jose, Calif. voted that the Stone Church Library be named the Jeanette Vander Ploeg Library "in recognition of Jeannette's enthusiasm, devotion, and professional ability which made the library possible." Miss Vander Ploeg received her M.A. degree in Librarianship from the University of Illinois Library School and was associate professor in the department of Library Science at San Jose State College from 1929 to 1969.

Jeanette assumed the duties of church librarian in 1969 with but few books and very small space. She built the collection to its present "ideal number" of 1,500 books, and managed to get a proper library with adequate space in 1965. Jeanette says that "books, picture file, map file, film strip and record files now make up the library collection," the Jeanette Vander Ploeg Library, that is. Jeanette lives at 1061 Hazelwood Avenue in San Jose.

The Michigan Historical Collection of the University of Michigan has announced the acquisition of the papers of former Michigan State Su-
preme Court Justice John K. Dethmers '25. Since graduating from the U-M Law School in 1927, Dethmers has held a variety of political and judicial positions.

Before leaving the Supreme Court in December, Dethmers gave a large portion of his personal papers to the U-M Michigan Historical Collection. The Dethmers' Collection totals 11 linear feet of manuscript materials covering the period from 1929 to 1970. The papers contain material on all phases of Dethmer's career, particularly his years on the Supreme Court and his tenure as chairman of the Republican State Central Committee.

Included, for example, are those files concerned with the monthly conferences of the state Supreme Court justices and also some records relating to proposed rule changes in Michigan's court system.

The sociology researcher will find of special interest the papers pertaining to the investigation of the Jackson State Prison undertaken in 1945 and 1946 when Dethmers was attorney general.

While Republican Party chairman, he corresponded with many of Michigan's most important party leaders, including former Governor Chase S. Osborn, Congressman Earl C. Misch and Senator Arthur H. Vanden­berg.

Evelyn Van Eenennaam '26 has been a year of travel. We visited several communities in the south and southwest with a view to a retirement home. We spent the holidays in Ibadan, Nigeria where a son-in-law is a plant pathologist with the International Institute of Tropical Agriculture.

"South Africa is a wonderful country to visit, a safari is exciting. The Dutch Reformed church in Johannesburg is very Dutch—no English services. Apartheid is a problem we were happy to leave there. We prefer to concentrate on problems at home, rather than areas abroad where we have limited background and understanding."

Editor's note: One of the best letters the alumni office has received this year was one from Derwin Huenink dated March 31 which read: "I have just returned from an extensive trip and read in the Winter 1971 edition of the Alumni Magazine that I died last September. I think this is an error." Needless to say, an embarrassed office sent an apology, expressed delight that he was so much alive, and asked forgiveness. Forgiveness was received from Derwin, by return mail. Thank you Derwin!

1930's
Nelson Bosman '31, who stepped down this year after 10 years as mayor of Holland, was honored on April 16 with "Mayor Bosman Appreciation Day." Over 500 citizens of Holland greeted Nelson during a day-long coffee at Hotel Warm Friend. Others sent telephone calls, greetings, tulips, letters, orchids, telegrams, wooden shoes. The day was a fitting recognition of Nelson's quarter cen-

Herald P. Leestma '39, Co-Pastor and Minister of Evangelism of the Garden Grove Community Church, a walk-in, drive-in sanctuary in Garden Grove, California, recently received the George Washington Honor Medal Award from the Freedoms Foundation at Valley Forge for his sermon, "The Foundations Are Strong."

Internationally known, this dynamic, warmhearted evangelist assures his listeners, "God loves you," as he travels extensively, preaching in many countries—a shining example of his favorite theme, "Live Your Faith, Light the World." He is much in demand as a seminar leader and speaker at pastors' conferences and retreats. On May 4, he delivered the keynote address to the Triennial in Cleveland, Ohio and on Sunday, February 14 was invited to preach at St. Paul's Angelican Church in Sydney, Australia. In the fall of 1966 he traveled to Berlin, Germany as a delegate to the World Congress on Evangelism and in 1968 led a seminar at the U.S. Congress on Evangelism in Minneapolis, Minnesota and also at the R.C.A. Festival of Evangelism in Detroit.

The Christ-centered messages of Reverend Leestma reach out to thousands over a fresh, inspirational religious broadcast, UP-LIPT. The author of AN EARTH-LING'S WALK WITH GOD, he has just completed a new manuscript, LISTENING TO THE WIND, which will be published in the fall of 1971. He has written numerous articles and a delightful booklet of sentence sermons with illustrations entitled, "Finding New Life."

In his present position he enlists and trains lay people in a program of evangelism outreach which includes visitation of unchurched people in homes and hospitals, and through community projects. During 1970 sixty-five percent of the 750 persons joining the membership of the church came by confession of faith. All persons are prepared for membership in the classes taught by Reverend Leestma.

A native of Michigan, he previously served as organizing minister of the Laketon Bethel Reformed Church in Muskegon, Garfield Park Reformed Church in Grand Rapids, and was the first pastor of the Trinity Reformed Church in Munster, Indiana. He assumed his present pastorate at Garden Grove Community Church in 1962.

Reverend Leestma has served on many boards and agencies of the Reformed Church as Vice-President of the Board of World Mission, member of the Executive Committee of the Board of Trustees of Hope College, member of the Board of Pensions, R.C.A. He is vice-president of the Institute for Successful Church Leadership at Garden Grove Community Church and was recently appointed to the State Task Force for the California Commission on Aging.

Reverend and Mrs. Leestma (Lois Voorhorst '39) have four children: David, a graduate of the U.S. Naval Academy; Peter, with the U.S. Air Force serving in Okinawa; Mary, a graduate of Hope College in 1966; Mark, a high school basketball star.
and the role of sport in today's culture for discussions on the history of sport.

The University of Alberta at Banff, New Jersey, was one of the Lecturers for "The Second World Symposium Technologists. United States and Canada convened Scholars from Europe, Asia, The French, Dr. Krum was formerly technical director of Sterwin Chemicals since 1969 when he joined Rochester, N. Y. Assistant research director of marketing-transportation in Flavor and Extract Manufacturers of 40 undergraduate faculty members of its founding until this day, Hope is applicable, timely, and profound. I Kappa lecture, published in this issue, states that, in fact this seems to be a day when Hope can "cash in" on its philosophy that has been its keel and has kept it on the map throughout its history: Hope College has as its mission the education of whole persons as this phrase is given meaning through the Christian faith. This has not changed."

This statement by Dr. DeMeester and the following which seemed to fall in place is the reaction he anticipates Hope alumni will have to the article: "Because of Hope's fiscally sound condition in 1971; because of the character and background of Hope's students; because of the dedication of Hope's faculty; and, because of the fact that Hope has strength gained through struggle from the day of its founding until this day, Hope alumni have faith and confidence in the future of their College."

As a commentary on education in general, Dr. Joan Mueller's Phi Beta Kappa lecture, published in this issue, is applicable, timely, and profound.

Continued on page 29
Five years ago the idea would have been absurd. Today it is an urgently relevant question... one that is uppermost in the minds of campus officials. For institutions that depend upon public confidence and support for their financial welfare, their freedom, and their continued existence, it is perhaps the ultimate question:

Are Americans Losing Faith in their Colleges?

A SPECIAL REPORT
I am writing to explain my resignation from the Alumni Schools Committee and the regional committee of the Capital Campaign.

I can no longer make a meaningful contribution to these programs. To be effective, I must be totally committed. Unfortunately, as a result of changes at Z University over the past few years, I can no longer conscientiously recommend the university to students and parents. And I cannot with enthusiasm ask my fellow alumni to make financial contributions when I personally have decided to withhold my support.

Like many alumni and alumnae, I have been increasingly concerned over the manner in which the university has permitted the student body to take over the “running of the store.” Even worse, our colleges and universities seem willing to have them take over the country. I am not anti-youth, but I do not believe that there is something magical about being 18 or 20 years old that gives students all the correct answers and an inherent right to impose their views about everything on the rest of us. The faculty has clearly demonstrated that it is unwilling or unable to exercise moral leadership and, indeed, has often guided the students into actions that are irresponsible at best and dangerous at worst.

The university, it seems, is easily intimidated by the students into supporting strikes, canceling classes, disregarding academic standards, and repressing individuals and groups who speak for the so-called “establishment.” By failing to take a stand and to discipline those who violate campus rules, you have encouraged an atmosphere in which laws, traditions, and basic moral values are held in contempt by growing numbers of our young people.

I fear for the existence of Z University as a forum for the free discussion of ideas. A great chorus of anti-establishment rhetoric has issued from a vocal left-wing group on the campus, supported by ultra-liberals on the faculty. I am afraid the university has abandoned its role of educator, to become a champion of partisan politics. And this bodes ill for our democratic society.

All of this may sound like the rantings of a hard-hat conservative. But it is the measure of the situation on the campus that one who has always been rather liberal politically can sound like a reactionary when he takes issue with the radical students of today.

Sincerely,
Alumnus Y

Dear Alumnus Y:

I am very sorry to lose the services and support of an alumnus who has worked so hard and so successfully for Z University. I am equally sorry that you seem to have lost confidence in the university. An institution of higher education depends on its alumni and alumnae for understanding and support even in the quiet times. In troubled days like these, there is nowhere else to turn.

I won’t try to persuade you to accept any assignment or even to continue your financial support. But I do feel compelled to comment on your loss of faith in the university.

Your concern obviously centers on such perplexing and basic questions as the rights and responsibilities of students and faculty, the problems of campus governance, and the danger of politicizing the university. We certainly share your concerns. It is tempting to long for the good old days when problems
were not so complex. But in fact these are serious problems to which there are no easy answers. We wrestle with them every day.

You are certainly right to be worried about the existence of this university (and all campuses) as a forum for the free discussion of ideas. There are many who would use the American college or university in a political struggle to advance their own political ideas. Even well-meaning students would do so, because they do not understand the dangers of such action. Those of us charged with the responsibility must fight with all our wit and strength to prevent that from happening.

I do not think we can win by using force or repression. Rather, we must continue to work with students to convince them that their efforts to politicize the university can destroy it, and this would be terribly costly to society as a whole. When and if the line must be drawn, then we will draw it and deal with the consequences. But we will do everything we can to avoid actions that will limit our options and bring about the violence and polarization that have crippled some great institutions.

It is clear to me that the colleges and universities in America are, to a very considerable degree, reflecting the problems and divisions of the larger society. That can be unpleasant and painful, but it is in some ways a proper and very useful role for a college or university to play.

Consider, if you will, society's other institutions. Can you think of any that are not in similar turmoil? The church, the public schools, the courts, the city halls, the political parties, the family—all of these institutions are also feeling the profound pressures of change, and all are struggling to adapt to problems and needs that no society has ever faced before. If we as citizens and members of these institutions respond simply by withdrawing from them or repudiating them, then I fear not only for the future of our institutions but for the future of our nation. Disraeli once said, "Individuals may form communities, but only institutions can make a nation."

This university is indeed involved in the controversy which engulfs America and from which progress and constructive change will one day come. Our students and faculty are indeed concerned and vocal about the rights of their fellow citizens, about the war, about the environment, about the values of our society. If it were otherwise, our alumni and alumnae would certainly be justified in refusing to support us.

Very simply, Mr. Y, the current generation of young people will one day run this nation. They are here and cannot be traded in for a quieter, more polite, more docile group. Nor should anyone want to trade them in. This university cannot abandon them, or isolate them, or reject them. Our mission is to work with these young people, to sensitize them, humanize them, educate them, liberate them from their ignorances and prejudices. We owe that to the students, but even more to the country and to our alumni and alumnae. The course is uncharted, to be sure; it will be uncomfortable at times and somewhat hazardous in spots; but it is the only course a great university can follow.

I'm sorry you won't be on board. Sincerely,

President X
THE LETTERS on the preceding two pages typify a problem of growing seriousness for U.S. colleges and universities: More and more Americans—alumni, parents, politicians, and the general public—are dissatisfied with the way things have been going on the nation’s campuses.

“For the first time in history,” says Roger A. Freeman, former special assistant to President Nixon, “it appears that the profound faith of the American people in their educational institutions has been shaken, and their belief in the wisdom of our educational leaders and in the soundness of their goals or practices has turned to doubt and even to outright disapproval.”

The people’s faith has been shaken by many things: campus violence, student protest, permissiveness, a lack of strict discipline, politicization of the campus, the rejection of values and mores long-cherished by the larger society. Complicating the problem is a clash of life-styles between the generations which has raised a deafening static and made communication extremely difficult between students and their off-campus elders. (At one meeting not long ago, an angry alumnus turned on a student and shouted, “I just can’t hear you. Your hair is in my ears.”)

How many people are disenchanted, how strongly they feel, and how they will act to express their discontent is not yet clear. But there is little doubt about the feelings and actions of many political leaders at all levels of government. Vice President Spiro T. Agnew spoke for many of them:

“When one looks back across the history of the last decade—at the smoking ruins of a score of college buildings, at the outbreaks of illegal and violent protests and disorders on hundreds of college campuses, at the regular harassment and interruption and shouting down of speakers, at the totalitarian spirit evident among thousands of students and hundreds of their off-campus elders, at the decline of genuine academic freedom to speak and teach and learn—that record hardly warrants a roaring vote of confidence in the academic community that presided over the disaster.”

Many state legislatures are indicating by their actions that they share the Vice President’s views. Thirty-two states have passed laws to establish or tighten campus regulations against disruption and to punish student and faculty offenders and, in some cases, the institutions themselves. A number of states have added restrictive amendments to appropriations bills, thus using budget allocations as leverage to bring colleges and universities into line.

The public has clearly indicated displeasure with higher education

The chancellor of California’s state college system described the trend last fall:

“When I recently asked a legislator, ‘... Why did the legislature take what appears to me, and to most faculty and administrators in the state college system, to be punitive action in denying [a] cost-of-living increase to professors?’—he replied, ‘Because it was the public’s will.’

“We find ourselves confronted with a situation unlike that of any previous year. The ‘public,’ through the legislature, has clearly indicated displeasure with higher education. ... We must face the fact that the public mood, as reflected in the legislature, has taken a substantial turn against higher education overall.”

A similar mood prevails in Washington. Federal support of higher education has slowed. Congressmen who have been friendly to higher education in the past openly admit that they face growing resistance to their efforts to provide funds for new and existing programs. Rep. Edith Green, chairman of the House of Representatives subcommittee that has jurisdiction over bills affecting colleges and universities, observed during the last session, “It would be most unwise to try to bring to the floor this year a bill on higher education, because the climate is so unfavorable.”

If this apparent loss of faith persists, America’s institutions of higher education will be in deep trouble. Even with the full confidence of the American people, most of the nation’s colleges and universities would be experiencing financial difficulties. Without the public’s confidence, it is now evident that large numbers of those institutions simply cannot survive.

Three years ago, the editors of this report published a special article on the financial outlook of American higher education at that time. The article began: “We are facing what might easily become a crisis in the financing of American higher education.” And it concluded: “Unless the American people—especially the college and university alumni—can come alive to the
reality of higher education's impending crisis, then the problems of today will become the disasters of tomorrow.”

Tomorrow has arrived. And the situation is darker than we, or anyone else, anticipated—darkened by the loss of public confidence at the very time when, given the best of conditions, higher education would have needed the support of the American people as never before in its history.

If the financial situation was gloomy in 1968, it is desperate on most campuses today. The costs of higher education, already on the rise, have risen even faster with the surging inflation of the past several years. As a result of economic conditions and the growing reluctance of individual and organizational contributors, income is lagging even farther behind costs than before, and the budgetary deficits of three years ago are even larger and more widespread.

This situation has led to an unprecedented flood of appeals and alarms from the academic community.

► James M. Hester, president of New York University and head of a White House task force on higher education, states that “virtually every public and private institution in the country is facing severe financial pressures.”

► A. R. Chamberlain, president of Colorado State University, sees financing as “the most serious problem—even more serious than student dissent—that higher education will face in the 1970’s.” Many state legislators are angry, and the budgets of dozens of publicly supported colleges and universities are feeling the effects of their wrath.

► The smaller and less affluent colleges—with few financial reserves to tide them over a period of public disaffection—may be in the direst straits. “We are dying unless we can get some help,” the president of Lake-land College, appearing in behalf of small liberal arts institutions, told a congressional committee. He added: “A slow death as we are experiencing goes practically unnoticed. This is part of our problem; nobody will even notice until after it happens.”

(People noticed, perhaps, the demise of 21 institutions reported in the 1969-70 Office of Education Directory, or that of several others which have decided to go out of business since the directory was published.)

► Preliminary figures from a study of financial problems at the 900 member institutions of the Association of American Colleges indicate that an alarming number of colleges are going into the red. William W. Jellema, the association’s research director, estimates that about one-fourth of all private liberal arts colleges in the nation are now drawing on their endowments in one way or another to meet operating expenses.

► At least half of the 70 private colleges and universities in Illinois are operating at a loss. A special commission created to study their fiscal problems warned that deficits “threaten the solvency, the quality, the vitality—even the survival—of some institutions.” The lieutenant governor of Illinois predicts that one-third of the nation’s private colleges may go out of existence by the end of the decade, unless state governments provide financial assistance.

► Predominantly black colleges and universities are feeling the pinch. The former president of one such institution put the problem in these terms: “If all the black students at Harvard, M.I.T., Brandeis, and the main campus of the University of Virginia were suddenly to drop out of college, there would be headlines all over the country. But the number of black students who will drop out of my school this year is equal to the number of black students at those four schools, and nothing will be said about it. We could keep most of them for another $500 apiece, but we don’t have it.”

Even the “rich” institutions are in trouble. At Yale University, President Kingman Brewster noted that if the present shrinkage of funds were to continue for another year, Yale “would either have to abandon the quality of what we are doing, or abandon great discernible areas of activity, or abandon the effort to be accessible on the merits of talent, not of wealth, or of race, or of inheritance.” As the current academic year began, Yale announced that its projected deficit might well be larger than anticipated and therefore a freeze on hiring would be in effect until further notice—no new positions and no replacements for vacancies. The rest of the Ivy League faces similar problems.

Retrenchment has become a household word in campus administrative offices and board rooms everywhere. It is heard at every type of college and university—large and small, public and

Photographs by Erich Hartmann, Magnum
private—and in every part of the country. For example:

- One morning several months ago, the trustees of a member-institution of the prestigious Association of American Universities spent several hours discussing the eventual necessity of scaling down to a small-college operation.
- Saint Louis University has closed its school of dentistry and is phasing out its school of engineering.
- Tufts University has eliminated its school of theology.
- Case Western Reserve University has terminated its graduate physical therapy program.
- A large university in the South has been forced to phase out six Ph.D. programs.
- Huston-Tillotson College has cut back on its athletic program, reduced the number of course offerings, and eliminated several faculty positions.
- Reed College has taken steps to cut the size of its student body and to raise the student-faculty ratio.
- A high-priced nuclear reactor at an Eastern state university stands idle for lack of research support and operational funds.

The Rev. Theodore M. Hesburgh, president of the University of Notre Dame, sums it up this way: "In the 25 years that I have been associated with the university . . . I can think of no period more difficult than the present. Never before has the university taken on more tasks, and been asked to undertake many more, while the sources of support, both public and private, both moral and financial, seem to be drying up."

The financial situation is nowhere more urgent than in the medical schools. Forty-three of the country's 107 medical schools are in such severe financial straits that they are getting "disaster grants" from the federal government this year.

Dr. John Cooper, president of the Association of American Medical Colleges, warns that "the whole financial structure of our medical schools is gravely threatened." He blames cuts in federal funding (which provides more than 50 per cent of many medical school budgets) as well as inflation and reductions in Medicaid to hospitals.

Cutbacks in federal programs have also begun to erode the quality and effectiveness of academic science. Prominent scientists, who are not given to overdramatizing the facts, have issued urgent warnings.

Jerome Wiesner, provost of M.I.T. and former Presidential science adviser, said: "Cutbacks now in scientific research may cost the nation its leadership in science and technology, and its economic well-being in the decades ahead."

Teams of scientists and technicians, painstakingly organized over the years, are now being scattered. Training and educational programs that provided the country with scientific manpower are faltering, and some have been forced to shut down.

Philip Handler, president of the National Academy of Sciences, has said: "Our national apparatus for the conduct of research and scholarship is not yet dismantled, but it is falling into shambles." The universities are the backbone of that apparatus. When support of the universities weakens, science weakens.

What all this adds up to is a crisis of unprecedented proportions for higher education—"the greatest financial crisis it has ever had," in the words of Clark Kerr, chairman of the authoritative Carnegie Commission on Higher Education.

Dr. Kerr's commission recently determined that two in every three U.S. colleges and universities were facing financial "hard times." Some 540 institutions, the commission estimated, were already "in financial difficulty"; another 1,000 were found to be "headed for financial trouble."

"Serious enough to be called a depression," was the estimate of Earl F. Cheit, professor of business administration at the University of California, who studied higher education institutions of all types for the Carnegie Commission and concluded that almost all colleges and universities eventually may be in financial difficulty. (In the course of his study, Mr. Cheit found that most college presidents believed that the loss of public confidence in higher education was, in large measure, at the root of much of the trouble.)

Alarms about higher education's financial plight have been raised regularly over the years, simply because financial hardship has always been a fact of life for colleges and universities. In the past, the warnings and admonitions have produced at least enough response to provide some monetary relief and to forestall disaster. But the problem has grown steadily worse in recent years, and educators are pessimistic about the federal government's, or the state legislatures', or the alumni's coming to the rescue this time. In fact, the turmoil on the campuses and the growing antagonism toward the academic community could result in the situation becoming even worse.
The basic fiscal problem of colleges and universities is rather simple. They are nonprofit institutions which depend for their income on tuition and fees, interest on endowment, private gifts, and government grants. Tuition and fees do not cover the cost of education, particularly of graduate education, so the difference must be made up from the other sources. For private institutions, that means endowment income and gifts and grants. For state institutions, it generally means legislative appropriations, with relatively small amounts coming from endowment or private gifts.

In recent years, both costs and income have gone up, but the former have risen considerably faster than the latter. The widening gap between income and expenditures would have been enough in itself to bring colleges and universities to the brink of financial crisis. Reductions in funding, particularly by the government, have pushed the institutions over the brink.

Federal support for higher education multiplied nearly fivefold from 1960 to 1971, but the rate has slackened sharply in the past three years. And the future is not very promising. The president of a Washington-based educational association said bluntly: "In Washington, there is a singular lack of enthusiasm for supporting higher education generally or private higher education in particular."

Highly placed Administration officials have pointed out that colleges and universities have received a great deal of federal money, but that the nation has many urgent problems and other high priorities that are competing for the tax dollar. It cannot be assumed, they add, that higher education will continue to receive such a substantial share of federal aid.

Recent actions make the point even more dramatically:

- The number of federally supported first-year graduate fellowships will be nearly 62 per cent lower in 1971-72 than in 1967-68.
- The National Science Foundation has announced that it will not continue to make grants for campus computer operations. The foundation reports that—when inflation is considered—federal funds for research at colleges and universities declined 11 per cent between fiscal 1967 and 1970.
- The Higher Education Facilities Act of 1963, which helped to pay for much of the construction on campuses during the past seven years, is being phased out. In 1967 the outlay was $700-million; last year President Nixon requested no funds for construction. Instead he proposed an interest subsidy to prompt institutions to borrow construction money from private sources. But a survey of state higher education commissions indicated that in most states fewer than 25 per cent of the institutions could borrow money on reasonable repayment terms in today's financial market. Six states reported that none of their private institutions could borrow money on reasonable terms.
- The federal government froze direct loans for academic facilities in 1968. On June 30, 1969, the Office of Education had $223-million in applications for loans not approved and $582-million in grants not approved. Since then only $70-million has been made available for construction.
- The National Aeronautics and Space Administration has reduced its obligations to universities from $130-million in 1969 to $80-million in 1971.

"Losing federal support," says a university research scientist, "is almost worse than never having received it." Since much of higher education's expansion during the '60's was financed with federal funds, the withdrawal of federal assistance leaves the institutions with huge commitments and insufficient resources to meet them—commitments to faculty, to students, to programs.

The provost of a university in the Northeast notes wistfully: "A decade ago, we thought we were entering a golden age for higher education. Now we have discovered that it was only gold-plated."

Much the same can be said about state funds for public higher education. The 50 states appropriated $7-billion for 1970-71, nearly $1-billion more than in any previous year and five times as much as in 1959-60. But a great part of this increase went for new facilities and new institutions to accommodate expanding enrollments, rather than for support of existing institutions that were struggling to maintain their regular programs. Since public institutions are not permitted to operate with fiscal deficits, the danger is that they will be forced to operate with quality deficits.

"Austerity operations are becoming a fact of life for
a growing number of institutions," says the National Association of State Universities and Land-Grant Colleges.

Many public institutions found their budgets cut this year or their requests for capital funds denied or reduced. Colorado State University's capital construction request for this year was cut from $11.4-million to $2.6-million in the face of projected enrollment increases of 3,600 juniors and seniors.

As state support has started to level off, public institutions have begun to raise tuition—a move that many feel is contrary to the basic philosophy of public higher education. The University of California is imposing a tuition charge for the first time in its history. The University of Illinois has boosted tuition by 60 per cent. Between 1959 and 1969, tuition and required fees doubled at public institutions.

Tuition in public institutions still does not approach tuition in private colleges and universities, which is now nearing $3,000 in many places. At these levels, private institutions are having increasing difficulty attracting applicants from middle-income families. Many small liberal arts colleges, which depend on tuition for as much as 80 per cent of their income, are losing students to less expensive public institutions. Consequently, many smaller private colleges reported vacancies in their entering classes last fall—an indication that they may be pricing themselves out of the market.

Private giving is not likely to take up the slack; quite the contrary. The tax reform laws, recent declines in corporate profits, pressures to redirect resources to such pressing problems as environmental pollution, and the mounting unrest on the campuses have all combined to slow the pace of private giving to colleges and universities.

The Commission on Foundations and Private Philanthropy concluded that "private giving is simply not keeping pace with the needs of charitable organizations." The commission predicted a multibillion-dollar deficit in these organizations by 1975.

Colleges and universities have been working harder in their fund-raising efforts to overcome the effects of campus unrest and an ailing economy. Generally, they have been holding the line. An Associated Press survey of some 100 colleges throughout the country showed that most schools were meeting fund-drive goals—including some which experienced serious student disruption. Although the dollar amount of contributions has risen somewhat at most schools, the number of contributors has declined.

The consequences may go well beyond the campuses

"That is the scary part of it," commented one development officer. "We can always call on good friends for the few big gifts we need to reach the annual goal, but attrition in the number of donors will cause serious problems over the long run."

All of this quite obviously bodes ill for our colleges and universities. Some of them may have to close their doors. Others will have to retrench—a painful process that can wipe out quality gains that have taken years to accomplish. Students may find themselves paying more and getting less, and faculty may find themselves working harder and earning less. In short, a continuation of the fiscal crisis can do serious damage to the entire higher educational establishment.

But the negative consequences will go well beyond the campus. "What happens to American higher education will ultimately happen to America," in the words of one observer. Examples:

► Much of the nation's technological progress has been solidly based on the scientific effort of the universities. To the degree that the universities are weakened, the country's scientific advancement will be slowed.

► The United States needs 50,000 more medical doctors and 150,000 more medical technicians right now. Yet the cutback in federal funds is leading to retrenchment in medical schools, and some 17 are threatened with closing.

► For two decades U.S. presidents and Congress have been proclaiming as a national goal the education of every young person to the limit of his ability. Some 8.5-million students are now enrolled in our colleges and universities, with 12-million projected by 1980. The Carnegie Commission on Higher Education recommends the creation of between 230 and 280 new community colleges in the next decade and an additional 50 urban four-year colleges to serve metropolitan areas. Yet federal programs to aid in campus construction are being phased out, states are cutting back on
capital expenditures, student aid programs are being reduced, and colleges are being forced to close their doors.

Governmental rulings are now clearly directed to integrating black Americans into the larger society and creating equal educational opportunities for them and for the nation's poor. Many colleges and universities have enlisted in that cause and have been recruiting minority-group students. This is a costly venture, for the poor require almost complete scholarship support in order to matriculate in a college. Now, the shortage of funds is hampering the effort.

An emergent national goal in the 1970's will be the cleaning of the environment and the restoration of the country's urban centers as safe, healthy, and sane places to live. With this in mind, the National Science Foundation has shifted the emphasis in some of its major programs toward the environmental and social sciences. But institutions which face major retrenchment to offset growing deficits will be seriously constrained in their efforts to help solve these pressing social problems.

“The tragedy,” says the president of a large state university, “is that the society is rejecting us when we need it most—and I might add when it most needs us.”

The public’s loss of confidence in the colleges and universities threatens not only their financial welfare, but their freedom as well. Sensing the public’s growing dissatisfaction with the campuses, state legislators and federal officials have been taking actions which strike directly at the autonomy and independence of the nation’s educational institutions.

Trustees and regents have also begun to tighten controls on colleges and universities. A number of presidents have been fired, frequently for not dealing more harshly with student and faculty disrupters.

“We are in a crossfire,” a university president points out. “Radical students and faculty are trying to capture our universities, and they are willing to destroy our freedom in the effort. Authorities, on the other hand, would sacrifice our freedom and autonomy to get at the radicals.”

The dilemma for college and university officials is a particularly painful one. If they do not find effective ways to deal with the radicals—to halt campus violence and resist efforts to politicize the institutions—outside forces will exert more and more control. On the other hand, if administrators yield to outside pressures and crack down on radicals, they are likely to radicalize moderate students and damage academic freedom and individual rights in the process.

McGeorge Bundy, president of the Ford Foundation, summed it up this way:

“To the degree that violence subsides and the university community as such is kept separate from political conflict, the danger of attack upon the freedom of the university from the outside will be reduced. No institution which depends upon society for its resources will be allowed—as an institution—to choose sides in the general contests of the democratic process, and violence by the privileged is an uncommonly unpopular phenomenon. If it be true, as I believe, that both politics and violence must be restrained in the academic world for reasons that are intrinsic to the nature of the university, it is also true that when violence spreads and the university is politicized, society as a whole turns hostile—and in a prolonged contest with society as a whole, the university is not a likely winner.”

Freedom would be the first casualty—the freedom to teach, the freedom to learn, the freedom to dissent, and the freedom of the academy to govern itself. Truth, objectivity, vitality, and knowledge would fall victim in quick succession. Were this to happen, society as a whole would suffer, for autonomous colleges and universities are indispensable to society’s own self-renewal, its own cultural and intellectual advancement, and its own material well-being.

Samuel Gould, former chancellor of the State University of New York, once told his legislature something that is especially relevant today: “A society that cannot trust its universities,” he said, “cannot trust itself.”

“The crisis on American campuses has no parallel in the history of this nation. It has its roots in divisions of American society as deep as any since the Civil War. The divisions are reflected in violent acts and harsh rhetoric and in the enmity of those Americans who see themselves
as occupying opposing camps. Campus unrest reflects and increases a more profound crisis in the nation as a whole.”

Thus did the President’s Commission on Campus Unrest begin its somber “call to the American people” last fall. Only greater tolerance and greater understanding on the part of all citizens, the commission declared, can heal the divisions.

If a major disaster for higher education and for society is to be averted, moderate Americans in every segment of society must make their voices heard and their influence felt. That effort must begin on the campuses, for the primary responsibility to increase understanding lies with the academic community.

Polls and studies have made it abundantly clear that the overwhelming majority of faculty members, students, and administrators are moderate people who reject violence as a means of changing either society or the university. These people have been largely silent and inactive; in the vacuum they have left, an impassioned and committed minority has sought to impose its views on the university and the society. The moderate majority must begin to use its collective power to re-establish the campus as a place of reason and free expression where violence will not be tolerated and harsh rhetoric is scorned.

The majority must also rethink and restate—clearly and forcefully—the purpose of our colleges and universities. It has become clear in recent years that too few Americans—both on and off the campus—understand the nature of colleges and universities, how they function, how they are governed, why they must be centers for criticism and controversy, and why they must always be free.

Only such a moderate consensus will be effective in restraining and neutralizing extremists at either end of the political spectrum. The goal is not to stifle dissent or resist reform. Rather, the goal is to preserve colleges and universities as institutions where peaceful dissent and orderly change can flourish. Violence in the name of reform inevitably results in either repression or a new orthodoxy.

Polls and studies show that most alumni are also moderate people, that they support most of the campus reform that has occurred in recent years, that they share many of the concerns over social problems expressed by activist students, and that they sympathize with college officials in their difficult task of preserving freedom and order on the campus.

“What is surprising,” notes a college alumni relations officer, “is not that some alumni are withdrawing their support, but that so many have continued to support us right through the crises and the turmoil.” He went on to point out that only one of four alumni and alumnae, on the average, contributes to his or her alma mater.

“Wouldn’t it be something,” he mused, “if the ones we never hear from rallied round us now.” Wouldn’t it indeed!

Alumni and alumnae, by virtue of their own educational experience and their relationship to colleges and universities, have a special role to play in helping to restore public confidence in higher education. They can make a special effort to inform themselves and to understand, and they can share their information and understanding with their fellow citizens. Too many Americans, influenced by mass-media coverage which invariably focuses on the turmoil, are ready to believe the worst about higher education, are willing to sanction the punishment of all colleges and universities in order to retaliate against the disruptive minority. Too many Americans have already forgotten the great positive contributions that colleges and universities have made to this nation during the past three decades. Here is where the alumni and alumnae can make a contribution as important as a monetary gift. They can seek to cool passions and to restore perspective. They can challenge and correct misinformation and misconceptions. They can restore the public confidence.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, the trustees of Editorial Projects for Education; CHARLES M. HELMAKEN, American Alumni Council; GEORGE C. KELLER, State University of New York; JACK R. MA GUERE, the University of Texas; JOHN E. MATTILL, Massachusetts Institute of Technology; KEN METZLER, the University of Oregon; JOHN W. PATON, Wesleyan University; ROBERT E. KENNEBROOK, the University of Wisconsin Foundation; ROBERT M. RHODES, the University of Pennsylvania; STANLEY SAPLIN, VERNE A. SMITH, Carnegie Commission on Higher Education; FREDERIC A. STOTT, Phillips Academy (Andover); FRANK J. TAYLOR, the Ohio State University; CHARLES E. WIDEMAYER, Dartmouth College; DOROTHY F. WILLIAMS, Simmons College; RONALD A. WOLFE, Brown University; ELIZABETH BOND WOOD, Sweet Briar College; CHESLEY WORTHINGTON.
1950, 51, 52

Larry Masse ’50 has been with the REA Express Company, New York City, for two years and is now vice president, industrial relations. Larry wrote, "REA is the old Railway Express Company (135 years young), which had been owned and dominated by the railroads until the new management group bought it two years ago, and we are rebuilding it from the ground up. It is a major task since we employ some 20,000 people and operate in all 50 states."

Debra, daughter of Rev. John Staal ’51 and Mrs. Staal, Belmont, Iowa, is a freshman at Hope. Through error she was not listed in the Winter issue, Debra was on the Dean’s List for the first semester.

David, son of Howard and Lucille Rickes Claus ’51 is a freshman at Hope this year. Through an error, this was not included in the Winter issue. Tom Claus, another son, will be a student at Hope next year also.

Lavinia (Daiggy) Hoogeveen ’52 wrote the alumni secretary from Okinawa: “Well, I made it! Dean of Women of Kubasaki High School here. We have 2000 students this year and I’m in charge of girls’ attendance and discipline. The dress code is not my big worry. Drugs and run-away girls are. Seems that the dress code was a worry thing back 20 years ago too. Hold the line!” Daisy sent an issue of the high school paper Typhoon in which she was quoted in an article entitled “Office Relaxes, Girls get Pants.”

1953

Phyllis Vander Schaaf Good and her husband George Good of Butler, New Jersey are exhibiting in Shop No. 21 of the new Antiques Center of America, Inc., 415 East 53rd Street, New York City, which opened last year. The Center features 100 antique shops under one roof. Goods’ Antiques features art nouveau, art deco, collectors’ items, and continental and oriental antiques. The Goods also exhibit at major antique shows such as the National Antique Show at Madison Square Garden each February.

1954, 55

Don Piersma ’54, basketball coach at Holland High School, was selected the area Coach of the Year by the Sentinel’s sports staff. Don coached the Dutch to their best record in his nine years at the helm—14-8.

George M. Awaiz, M.D., ’55 F.R.C.S., has accepted appointment on the staff of the Cleveland Clinic. A specialist in gynecology and obstetrics, Dr. Awaiz was installed as a Fellow of the American College of Obstetricians and Gynecologists at its annual meeting, May 3-6, in San Francisco.

1957

Rev. Leonard G. Rowell, minister of education at Red Bank, N. J., United Methodist church, has been named program counselor for the Southern N. J. Conference, effective in June. In his new position Mr. Rowell will be responsible for promoting effective education among the more than 400 congregations comprising the conference. With the B.D. degree from Drew University and the master of religious education diploma from Union Seminary, Mr. Rowell’s interest in young people has led to increasing responsibilities for directing teaching in training schools. Ann Bloodgood Rowell, certified director of music is chairman of the music committee in the Conference Board of Education. The Rowells have two children. Headquarters and residence of the program counselor are in Cherry Hill.

Warren W. Kane, a Commerce Department budget officer for 13 years, has joined the staff of Senator Norris Cotton, R-N.H. as legislative assistant. Senator Cotton, who oversees a major portion of federal spending by way of his committee assignments, said the appointment of Kane “brings to my office valuable and much welcomed experience in reviewing the federal budget.” Before joining the senator’s staff, Warren was budget officer for the regional development programs of the Commerce Department, a $39 million operation. A Congressional Fellow of the American Political Science Association in 1968, Warren is active in his Arlington, Virginia community, currently serving as treasurer of the Forest United Methodist Church, also of Cub Scout Pack 148. He was president of the Barcroft Elementary School PTA. He and his wife Ellen have two children, Susan and Eric.

George Pelgrim, Jr., has been appointed regional sales manager, Atlantic Division for American President Lines. In this position he will be responsible for marketing activities in 13 states on the eastern seaboard for the San Francisco based steamship company. APL is a leading steamship operator serving all major American ports to the Orient and around the world. It has just moved its offices to the new World Trade Center, New York. George has served the line aboard ship in San Francisco, Honolulu, Tokyo, and the Republic of Singapore prior to his assignment in New York. He and his family reside at 683 Cornelia St., Boonton, N. J.

1958

Jane Gouwens Harrington, a member of the English faculty at Hope for the past two years, has received a graduate fellowship for women from the Danforth Foundation. She plans to enter the University of Notre Dame in the fall and work toward her Ph.D. in English.

Blaine E. Timmer joined the Stickcraft Division of AMF in January. A graduate of the U. S. Naval Academy and a veteran of ten years in production management at Chris-Craft, Blaine will be assigned to the new Sanford, Florida facility as plant manager. Mr. Timmer is a third generation seaman following his grandfather who served 25 years in the Coast Guard before retirement and his father Blaine senior who spent almost as much time in the Coast Guard before joining Chris-Craft as purchasing agent for the Roamer Division.

Eugene TeHeunisse is spending this year as a visiting scholar at The Graduate Theological Union in Berkeley, California. On a postdoctoral fellowship from the Danforth Foundation, Gene is doing his work on the religious dimensions of liberal arts education. He is on sabbatical leave
from Connecticut College, New Lon-
den, where he is assistant professor of Philosophy. His family Anita Van Lento '57, Gregg and Laura are with him and they are enjoying the ex-
ploration of California in their spare time.

STANLEY HARRINGTON MEMORIAL FUND

After the death of Stanley Harrington in 1968, his col-
leagues in the Hope College Art Department cooperated with his family in establishing a memorial fund to be used for the purchase of an outstanding art work for the permanent Harrington Memo-
rial Collection. Recently, after a hard look at the art market and a reconsideration of needs in the department, Mrs. Harrington and the art faculty have agreed that the fund would be more realistically, more helpfully used as the basis for an annual art scholar-
ship.

For an art student, the cost of materials can be prohibitive, es-
pecially in studio work. Mrs. Harrington, aware of that prob-
lem in her husband's career and the careers of his students, has asked that the income of the memorial fund be awarded every September to a promising art student for the purchase of ma-
terials and supplies. The art de-
partment has agreed, and is of-
fering the award for the first time this spring.

Both the Harrington family and the art faculty have been pleased by the way that friends and alumni have continued to contribute to the fund. At pres-
ent, its income is about seventy dollars a year, but with further donations it could grow to one hundred dollars a year—an ade-
quate, meaningful sign of en-
couragement to a talented stu-
dent.

While a memorial scholarship may not outwardly be as impres-
sive as a Rembrandt print or a DeKooning drawing, it will tan-
gibly reflect—for generations of students—the concerned, percep-
tive spirit that Stanley Harring-
ton brought to the teaching of art at Hope College.

1959

For the past year Alumni director-at-large Donald W. Scott, CLU, has served as an elder and trustee of the Somerset Presbyterian Church. His duties included the chairmanship of the 1971 Stewardship Commitment Program. Don reports that he in-
volved 101 members out of a total membership of 375 in the planning and execution of the program and in-
creased the total pledged by 20%. Don is employed by the Equitable Life Assurance Society of the United States as Assistant Director, Equity Compliance. His office is in New York City. His wife Connie Kregar '61 has been active in the music program of Somerset Presbyterian Church. She has been soprano soloist in perform-
ances of Handel's "Messiah" and Vi-
valdi's "Gloria." Connie has recently been named one of the two 1971 gen-
eral Chairman of the Church's annual Bazaar. Connie and Don reside at 7 lilac lane, Somerset, New Jersey with their two sons Jeffrey age 6 and Brian age 3.

H. Paul Harr is an electronics engineer in the division of Honeywell, Lima, Ohio. Branch man-
gger for the Lima plant, Paul flies his Cessna 210 for the company.

BARBARA MONROE PAGE, Fair-
banks, Alaska, was named one of America's 1970 Outstanding Young Women. Barbara started teaching in An-
chorage, Alaska when her husband was serving as an officer in the U.S. Air Force. After their return to the Hillsdale area, she taught chemistry at Hillsdale High from 1963 to 1965, since then she has taught Chemistry at Fair-
banks' Lathrop High School and has been chairman of the science department since 1969.

Among her civic activities and achievements, Barbara lists mem-
bership in the National Education Association since 1961 and a del-

gate to its national convention in 1968; memberships in Delta Kappa Gamma, Beta Beta, Beta, National Science Teachers' Association, con-
vention delegate 1970; Fairbanks Nordic Ski Club officer; U. S. Ski Association Alaska Division, cross-
country competitor 1970, and Fair-
banks Boating Association.

A church worker, Mrs. Page is a member of the United Presby-

terian Church where she fills in as organist, pianist, or flute soloist. She has sung in the choir since 1961 and her interest in young people is shown in her work as youth fellowship advisor for 7 years, a member of the Christian Education Committee since 1967, and a Sunday School teacher. Dur-
ing 1970 she learned to speak Es-
kimo and became a lay worker in the Eskimo church congregation and Sunday school. Barbara's pro-
fessional affiliations include Alaska Education Association, member of the state Professional Rights and Responsibilities Commission, North Star Education Association.

Honors that Mrs. Page has re-
ceived are University of Alaska annual Eqinox 27-mile Marathon, first place 1969 and 1970; Alaska Cross-Country Ski Team, Inter-

Barbara wrote the Alumni Office on April 12 that, "We have snow level with our window sills and can't see the fence around our yard. Cross country skiing is still in full swing." She said her hus-
band has his master's degree (1965) from Bowling Green State University in Health and Physical Education. "We felt God's call to Alaska and have been here since the summer of 1965. Bill taught on TV and now teaches elementary physical education. He is very ac-

tive in our community and was named one of the Jay Cees 10 Out-
standing Young Men a couple of years ago.

"My husband and I cross coun-
try ski in the winter and start run-
ing as soon as the snow melts. We start at 2 1/2 miles a day and work up to 9 miles a day and then finally 17 miles two or three times a week with shorter distances oth-
er days. We run to keep physically fit. Entering races is just a bonus. We like living in Fairbanks, floods and earthquakes notwithstanding. Life is full and fun."
Captain Juel J. Karr, Jr., USAF, has received his second through 10th awards of the Air Medal at McGuire AFB, N. J. Decorated for his outstanding airmanship and courage on successful and important missions under hazardous conditions, Capt. Karr previously served in Cam Ranh Bay AB, Vietnam. He now serves at McGuire as a Starlifter cargo-troop carrier pilot with a unit of the Military Airlift Command.

Thomas L. McCarthy has been appointed general manager of the Gillette Company in Germany. Tom, with an MBA from Indiana University in 1961, has been located in Germany since January 1969, first as marketing manager of Gillette Germany and most recently as marketing director of Braun A. G., a Gillette subsidiary. He, his wife and two children, Steven 12 and Kevin 7, live in Wiesbaden but will be moving to Berlin this summer.

Jerry Hendrickson, dean of men at Davenport College, Grand Rapids, was awarded one of 12 officiating positions for the state high school basketball finals. In his ninth year of calling games, Jerry also officiated the Class B district finals at East Christain and the Class A regional finals at Kalamazoo.

Douglas C. Neckers, Ph.D., associate professor of chemistry at Hope, was named a Sloan Research Fellow by the Alfred P. Sloan Foundation in March. One of 77 young scientists selected from 500 nominees for their outstanding research potential on the basis of nominations by senior colleagues familiar with their work, Dr. Neckers is a chemistry major from a Michigan college or university and is one of just two fellows from private liberal arts colleges in the United States. He and the other Sloan Fellows will receive an average of $8,750 a year over a two year period beginning in September. Dr. Neckers said he will use a high proportion of his grant for stipends for student research assistants. His field of research is photochemistry—the study of the effect of light on chemical reactions; he plans to use some of the funds to try to relate his research to medicinal and biographical research.

Leo H. Wenke has been selected to participate in the Educational Management Program of the Harvard Business School. The program, sponsored by the Alfred P. Sloan Foundation of New York, is designed to give management training to college administrators.

Wallace Oland, husband of Ann Tell, was listed in the 1970 edition of Outstanding Young Men of America. The Olands live in Spring Valley, Minn.

1961


Robert L. Holt is living in South Africa where he is an associate with Datamation Systems, A.G. as a senior systems analyst. Address P. O. Box 41495, Craighall, Johannesburg.

Richard J. Jaarsma, Ph.D. has been named assistant editor of Literature and Psychology. Founded in 1949, Literature and Psychology is one of the foremost journals dealing with scholarly and critical approaches to literature in terms of depth psychology and now has subscribers in 32 countries. Dr. Jaarsma is presently associated professor of English at the William Paterson College of New Jersey. Besides his teaching and editorial duties, he publishes regularly in scholarly journals.

Captain Charles A. Smith, USAF, has graduated from the Air Forces' advanced training course for communications-electronics officers at Keesler AFB, Miss.

Dale Jones, northwest coordinator for Friends of the Earth, a new international conservation organization founded in 1969, was featured in a February article in The Evening Star of Washington, D. C. Dale was described as one of the anti-SST leaders in the controversy over super-sonic aircraft. Jones said he sees a major problem at stake in this controversy: "The time has ended in the United States, and I hope the world, when private citizens have to prove that government-sponsored projects are harmful to the environment. It should be the other way around—the government should prove to the people that projects which it sponsors are not harmful to the environment..." Mr. Jones said about his job: "Working as a full-time conservationist representing a citizens' group concerned about the quality of our environment is a big responsibility." He went on to say that Friends of the Earth, although new, is particularly exciting because of its international concerns. "We have sister organizations in England, France, Switzerland, Germany, Italy, and Sweden. It is our goal to establish an international citizens' lobby that will have a strong impact on world-wide environmental problems." Jones, his wife Barbara and infant daughter Amy Elizabeth live in Seattle.

1962

Ren. Carl Bexes was also an Outstanding Young Man of America in 1970. Nominated by a minister of the United Presbyterian Church, Carl was described by that minister as one who is "performing in a top quality manner in his work as Chaplain- Director for the Jackson County Council of Churches. His contribution to the entire community is appreciated by so many. In these parts we think that Carl is great."

William Harms, Ph.D. is a professor of English at Dickinson College, Carlisle, Pa. Bill received his Ph.D. in Comparative Literature from the University of Indiana in April. Both he and his wife, Joan, have master's degrees in Comparative Literature from Michigan State. Joan also has a masters in Social Science from MSU.

1963

Stephen and Mary Harkins are teaching in the Chemistry department of Bemidji State College, Bemidji, Minnesota. Stephen is assistant professor of organic chemistry in which he has a Ph.D. from Wayne State; Mary is assistant professor of inorganic chemistry in which she received her Ph.D. from the University of Hawaii in December last.

Robert Serum has been elected to serve as president of the Graduate Student Association at the University of Alabama. He has also been chosen to serve on the Graduate Council. A teacher in Hudsonville schools, former president of the faculty and of the Hudsonville Education Association, Robert is a graduate teaching assistant in the department of English at the university. He is a candidate for the Ph.D. and plans to do research and teaching at the university level.

Susan Atkinson Clark was appointed assistant professor at Southern
A hope alumna was the first councilwoman to be elected in the 113 year history of Rochester, Minnesota, city government. Carol Sikkeema Kamper was "completely surprised" by her election on March 9.

The northwest Rochester homemaker with a master's degree in political science defeated her opponent 711 to 535. "It just happened that 7 and 11 are my lucky numbers." Though this will be her first political office, Mrs. Kamper is no stranger to public service life. Her father was president of his high school's student council. The Reuben Kamper's three-year-old son is named Jan H. Nyboer, M.D.

Carol campaigned at almost every door in her ward from 5 to 8 evenings and on weekends for several weeks prior to the election. "My husband (Reuben Kamper '62, a human factors engineer with IBM) was my most ardent supporter. If I came home discouraged, he'd help me keep struggling."

Connecticut State College in New Haven in December. Sue wrote, "It is an interesting job and the young people are so alert, it requires involvement with these kids. I'm in the education department and work with student teachers and the schools. My field is clinical social work and I expect to return to this in a few years." Sue and her husband Albert are advisors to the youth of their Congregational Church in Orange, Conn.

1964

William E. DeYoung has been promoted at South Holland (I11.) Trust and Savings Bank to the position vice president and comptroller.

James Lucas, assistant professor of music at Washington and Jefferson College, Washington, Pa., and an English teacher at W & J have written two operas: "Lao-Tzu Crosses the Frontier" and "Babel." Both compositions had premier performances on their campus in March. Composer of the music for the operas, Jim brought the W & J Choir which he directs to the Hope campus in mid-March. "Babel was one of the most selections on the program presented in Dimnent Chapel. Jim also plays the guitar and banjo and frequently entertains at campus church and coffee houses in the Pittsburgh area.

James L. Wiegren, M.D., is currently working at the Kaiser Clinic in Los Angeles. On September 1 he will begin a 3-year residency in dermatology in a Los Angeles hospital. Following his internship at Alameda Hospital, Oakland, Calif., Jim joined the Navy, spent 4 months in Vietnam, 8 months in Okinawa and some time in Korea. He concluded his tour of service with 3 months in a Seattle hospital.

Dale Wyngarden was appointed planning specialist for the city of Holland in early March. Formerly housing director in the department of Environmental Health, Dale will continue to work out of that department in his new position as executive secretary of the Holland Planning Commission.

Jan H. Nyboer, M.D., a flight surgeon at the Naval Aerospace Medical Institute in Pensacola, Florida, was one of the 1076 runners officially entered in the Boston Marathon in April. He finished in the middle of runners with a time of three hours and 28 minutes. Jan said "It was a challenge I had to meet. Just finishing the 26 mile, 340 yard race is a great feat. If you finish the race in less than three and one-half hours you qualify as a finisher and get a certificate and a bowl of stew." Sponsored by the Boston Athletic Association, the Marathon was 76 years old this year.

Linda Walvoord Girard has been awarded a fellowship in research on Education of the Deaf at the University of Illinois.

1965, 66

Bruce Masselein, M.D., has been honored with the opportunity to work and study under Mr. John Alexander Williams in Birmingham, England beginning in July. One surgical resident at the University of Kentucky Medical Center is sent each year to train with Mr. Williams in Birmingham General Hospital.

Bruce and Carla Riedma wrote, "we are busy renewing passports and getting a new one for I Ise, our 18-month-old. We will be traveling around the British Isles on weekends and during our month's vacation hope to return to Vienna and perhaps to Egypt where Bruce was Community Ambassador. A special invitation is extended to those visiting Europe next year to call on us. We can be contacted through the hospital."

Captain Douglas J. Cook received the U. S. Air Force Commendation Medal at Whitehaven AFP, Mo. for meritorious service as an administrative officer. He is assigned to a unit of the Strategic Air Command.

1967

John Heilman has joined the Community Mental Health Services staff as a psychiatric social worker. He will be doing case work in Holland, Grand Haven and Hudsonville. John has studied at Northeastern University, Boston, and is doing graduate work at the University of Michigan. He was previously employed by the social services departments of Muskegon and Ottawa Counties.

Jack W. Hill, Jr., lieutenant (jg) United States Navy, was awarded the joint service Commendation Medal for "meritorious service in the performance of his duties from December 1969 to December 1970." Lt. Hill served as a Naval Intelligence Analyst at the United Nations Command in Korea.

1968

Prof. Vanderbusch received this letter dated February 22 from William Mills.

Since graduation I've been in the Army. After graduating from OCS (Artillery) I spent a year at Ft. Sill, Okla. In July '70, I was assigned to Vietnam. During my first 3 months in this never, never land I was as-
Tom Roberts is currently at Purdue University working towards a Ph.D. in counseling and working at the Warsaw Valley Mental Health Center; Jim Slager is also in the counseling program at Purdue. After graduation from Hope, Tom entered DePauw University and obtained his M.A. there in Experimental Psychology while under a teaching assistantship.

Barbara Timmer MacQueen, a graduate fellow in U. S. History at the University of North Carolina-Greensboro, was invited to be an instructor in History on the faculty of a new college at the university. Opened this year under the name A Residential College at UNCG, it consists of approximately 110 freshmen and 20 sophomores and upper classmen who live and study together for two years. The curriculum is interdisciplinary and attempts to minimize the usual divisions of course content. The new college is also established to attempt to promote unity between its student body and the world beyond the university and to instill in its students a greater understanding of the world and a greater sense of responsibility toward it. The faculty numbers ten; eight Ph.D.'s, one M.A., and Barbara who expects to complete her M.A. in June.

Richard A. Vandenberg received the outstanding infantry trainee award in competition with 782 men in his cycle at Fort Polk, La. Pfc. Vandenberg was presented a trophy by the area Chamber of Commerce. Outstanding trainees are nominated by their company commanders and are examined by a panel of three officers.

William G. Currie has been named east coast sales representative for Universal Forest Products, Inc. of Grand Rapids. Universal, a leading material supplier to factory-manufactured housing industry and related fields, specializes in sales of lumber, plywood and particle board. Currie's work will be based in Pennsylvania upon its establishing residence in the Harrisburg-Lancaster area with his wife Janice DeBoer '70.

Jack M. Van Wieren has graduated from Keesler AFB, Miss. Air Force radio equipment repairman course. Airman First Class Van Wieren has been assigned to Wright-Patterson AFB, Ohio for duty with the Strategic Air Command.

John Midawatine was graduated from the nuclear weapons/electronics school, Sandia Base, Albuquerque in February. He is now assigned to the Sencion Army Depot, Romulus, New York.

Richard and Barbara Shidmore '70 Mezelek are living in Allendale. Barbara is teaching English in Jenison High School, Richard teaches in the junior high at St. Francis de Sales School in Muskegon.

Bruce and Priscilla Ikenbe Ronda wrote this letter to the alumni office from their home, 69 Clark, New Haven, Conn., April 5, 1971.

We wish to register our strong disapproval at the appearance of the Chapel Choir at the White House and our embarrassment at the naive and uncritical article that described that appearance.

"Despite Mr. Cavanaugh's insistence that the choir 'sang only to the greater glory of God,' it is apparent from his own introductory paragraph that the publicity potential of the visit was actually a powerful stimulus in making the arrangements. The documented activities of Hope P. R. men and alumni representatives suggest that Mr. Cavanaugh is either being naive or coy in refusing to recognize publicity as a motive in organizing the trip to Washington.

"The question of motive notwithstanding, the moral question of the appearance of the choir remains. Mr. Cavanaugh attempts to avoid the issue altogether in recounting his advice to the choir that no 'negative' issues such as 'politics, separation of church and state, etc., should enter in.' It is highly unlikely that anything that has to do with Richard Nixon and the White House can so facilely be separated from politics. Mr. Nixon has consistently sought religious leaders as a legitimizing factor for his administration and its actions. The Sunday morning breakfasts featuring such administration religious spokesmen as Billy Graham, are engineered by a president who recognizes the political benefits of religion. The Hope Choir has contributed its own stamp of approval upon an administration characterized by hypocrisy, deceit, ruthlessness, and institutional and military violence of the first order. If this endorsement is to honor the prophetic and critical tradition of Christianity, it would have sung 'Woe to those who trust in chariots.'

"The college and its choir have, in short, been co-opted by a president whose priorities of war and peace would lead an Isaiah to vend his garments. Such are the temptations of public relations."

1969

James Robertson is employed as budget director at Swedish Covenant Hospital, Chicago. He and his wife Mary live in suburban Des Plaines with their infant daughter Carolyn Dawn.
Advanced Degrees

William Harnas '62, Ph.D. Comparative Literature, U. of Indiana, April 1971.
Edwin C. Wynne '64, M.A. Teaching of Math, Western Michigan U., April 1971.
Sandra Lee Champion '69, MSW, Western Michigan U., April 1971.
Harvey D. Stremler '68, MSW, Western Michigan U., April 1971.

James Bookins '66 at the inauguration of Harold Philip Hamilton as president of Central Methodist College, Fayette, Missouri, April 26.
Barbara Tinnin MacQueen '69 at the inauguration of F. George Shipman as president of Livingston College, Salisbury, North Carolina, April 30.
Ronald Stockhoff '60 at the Fiftieth Anniversary and the inauguration of Alfonso Ralph Miele as president of The College of Saint Rose, Albany, New York, March 19.

Marriages

Tom Roberts '69 and Cheryl Lynne Wolff, Summer 1970, Crown Point, Ind.
Gary Dean Frens '69 and Janice Clair Pelon, December 26, 1970, Holland.
Rev. Henry C. Eldersma and Elizabeth E. Hook '70, January 1, Morris, Ill.
Thomas J. Piewes '62 and Elizabeth M. Hall, February 20, Airlington, Va.
William F. Kelly and Jill Ann Leach '70, February 13, Bridgeport.
Peter J. Struk '70 and Karen E. Eklin '72, December 19, 1970, Oak Lawn, Ill.
Keith E. Langston and Judith A. Bell '67, May 9, 1970, Kalamazoo.
Larry Arthur Staenell and Joyce Ann Medema '70, April 12, Holland.
Dennis De Witt '68 and Mary Kuper Elzinga '63, April 30, Holland.

Births

Bruce '66 and Ruth Sytsma '66 Lubbers, Mark Benjamin, January 24, Muskegon.
Donald '61 and Karen Dykstra, Gretchen Elise, October 12, 1970, New Brunswick, N. J.
Robert '68 and Penny Klebe, Karen Marie, January 20, Glens Falls, N. Y.
William O. and Frances Frye '65 Nostrand, Clifford Adam, August 12, 1970, Western Springs, Ill.
David '60 and Jan Smits, Jon Marc, November 30, 1970, Zeeland.
Lance '62 and Marcia Spaan '63 Evert, Jason David, January 22, Grand Rapids.
Harvey and Betty Smith '65 Ter Haar, Thomas Ralph, February 21, Grand Rapids.

Representing

Ruth Dekker '38 at the inauguration of Merlyn Winfield Northfelt as president of Garrett Theological Seminary, Evanston, Illinois, March 8.
Earl W. Nettlle '63 at the inauguration of George Andrew Christenberry as president of Augustana College, Georgia, March 28.
Johan Mulder '29 at the inauguration of Ellis L. Phillips, Jr. as president of Ithaca College, New York, April 7.

Walter and Helen Hungerman '59 Koepke, Jeffrey Walter, June 20, 1969, Jill Marie, January 1, 1971, Mount Clemens.
Frederick '66 and Susan Short '66 Strong, Laura Elizabeth, April 19, 1970, Birmingham.
Vernon '64 and Carla Vande Bunte '65 Stek, Shane Michael, March 7, Zeeland.
William Allan and Ellen Whitaker '65 Kirk, William Allan, Jr., August 6, 1969, Stuyvesant, N. Y.
M. Bradley '67 and Ellen Folkert '67 Klow, Jennifer Lauren, April 2, 1970, South Haven.
Albert M. and Susan Atkinson '63 Clark, David Miles, October 9, 1970, Orange, Conn.
John and Ruth Kleinheksel '68 Stanley, Nathan Glenn, January 28, Ludhiana, India.
Glen A. '64 and Judith Stetsman '62 Terbeck, Mark Howard, December 18, 1970, Birmingham.
William '61 and Pamela Drake, Dieter William, December 6, 1970, Albany, N. Y.
George '65 and Marcia Pylman '65 Bruce, Steven David, March 23, Palo Alto, Calif.
Stephen '69 and Pamela Reynolds '68 Vander Wee, Christopher J., March 24, Grand Rapids.
Newton and Valerie Swart '67 Powelli, Christie-Ann Marie, December 30, 1970, West Nyack, N. Y.
Harold '68 and Gini Fraser '69 Lay, Kimberly Barbara, April 17, Holland.
at Anchor

Continued from page 3

Wallrock Alteration in the Silverton Mining District of Colorado under additional funding from outside corporations.

ORGAN RECITALS
The dedication recital for Hope's new Dutch classic tracker organ on Saturday, May 8 in Dimnent Memorial Chapel was an exciting event. The instrument, built in the Netherlands by Peijs and van Leeuwen organ builders of Alkmaar, was constructed in the Chapel gallery by artisans from the Netherlands.

Chancellor Vander Lugt announced at the recital that the organ was a gift from Mr. and Mrs. Edske Hekman of Grand Rapids who wished to dedicate the gift to the "glory of God with grateful thanks to Hope College for providing our daughter Rosemary (Mrs. David Good of Philadelphia, class of 1966) with a priceless education."

Professor Roger Davis, of the Music department, played the recital to a large and appreciative audience. His program included baroque, romantic, and modern compositions. A dedication litany was offered before the recital by Chaplain William Hillegonds.

The following week, May 13, 14, and 15, a series of recitals featuring the gallery and the Skinner organs, were played by Hope graduates. Alumni invited to the campus to play twenty minute recitals on the hour from ten in the morning to four in the afternoon as features of the Thursday, Friday and Saturday of Holland's Tulip Time were: Kenneth Bruggers '67, presently teaching at the Red Bliv Mission School in Byerly, Ky.; Paul Hesselin '62, now assistant professor of Music at Longwood College, Farmville, Va.; Dienne Hymans '70, a graduate student at Michigan State University; Cheryl Richardson Peterson '66 and her husband Jay, both pursuing doctoral study at the University of Illinois; Phyllis Thompson '70, teacher in the Grand Haven schools; Gwynne Bailey Vanderwall '70, elementary music consultant with the Grand Rapids schools; Carl Van Noord '69, graduate student in Music at Yale; and Kenneth Nienhuis, studying at Southern Methodist University, Dallas.

Two students, Glenn Pride, a junior from Nashville, Tenn., and Dean VanderSchaaf, a senior from Huia, Iowa, also played in Tulip Time recitals.

ECOLOGY ASSISTS
A biological study of Lake Macatawa this summer has been assured with the receipt of a grant from the Holland Garden Club. The money will be used for part of a stipend for Hope College students and to purchase a boat with sufficient stability to permit the handling of sampling gear.

Additional funds have been received from the National Science Foundation (COSIP) and the Hope College Institute for Environmental Quality (IEQ). This project, under the direction of Dr. Elden Greij of the Biology department, will involve three students majoring in biology—Steve Baker of Holland; Tim Snow of St. Louis, Mo.; and Sarah Humphrey of Columbia, S. C.

The Institute for Environmental Quality has received a $5,000 grant from the W. K. Kellogg foundation under their College Resources for Environmental Studies Program.

The grant funds will be used over a three year period for the purchase of instructional resources, for the library and classroom, which aid understanding of environmental problems, economic and social as well as scientific.

STAFF APPOINTMENTS
Two appointments in the area of student personnel services have been announced by Dean of Students Robert De Young.

Miss Nona Kipp has been appointed an associate dean of student affairs. Miss Kipp will replace Miss Jeanette Sprik, a member of the Hope staff since 1968, who plans to pursue postgraduate study in the area of counseling at Michigan State University.

Gary Denarest III has been appointed the college's first fulltime director of counseling services. Dr. Robert Brown of the college's Psychology faculty played an instrumental role in developing the student counseling services, but the position has grown to a full time responsibility and Dr. Brown wishes to devote his attention to teaching, research and writing.

John Jackson has been appointed director of student activities with the responsibility for managing the college's new DeWitt Cultural Center.

Dean DeYoung announced that Philip Rauwerdink, who coordinated the college's Cultural Affairs Series since its inception three years ago, has accepted an appointment as assistant manager of the Fine Arts Council and director of the Cultural Extension program at the University of Massachusetts.

ENGLISH CHAIRMAN
Dr. Charles Huttar, professor of English and a member of the faculty since 1966, has been appointed chairman of the department beginning in September.

Dr. John Hollenbach, chairman of the department since his return to the campus from the American University in Beirut, has expressed his desire to return to a full time teaching and research position within the Department. Dr. Hollenbach has been a member of the faculty since 1945 and for many years served as Vice President for Academic Affairs. In addition to his appointment to the American University in Beirut, he served on the administration of the American University in Cairo for two years.

Dr. Huttar is a graduate of Wheaton College. He holds his master's and Ph.D. degrees from Northwestern University. Before joining the Hope faculty, he served as chairman of the English department at Gordon College in Massachusetts.

INTERNATIONAL STUDENTS
Hope will conduct for the 7th consecutive year a special summer session for International Students. Some forty students from Japan will arrive in Holland July 17 to begin a five-week program.

CAMPUS SPEAKER
The Rev. Jesse Jackson, National director of Operation Breadbasket in Chicago, presented a public lecture Tuesday, May 4, in Dimnent Memorial Chapel. The lecture, "Poverty, Black Power, and the Third World," was sponsored by the Cultural Affairs committee.
In Memoriam

Dr. Wynand Wichers '09, president of Hope from 1931 to 1945, died on March 28, 1971, in Bronson Hospital, Kalamazoo. When he left the presidency of Hope, Dr. Wichers became vice president of Western Michigan University. He retired from that position in 1958.

Dr. Wichers' affiliation with Hope spanned sixty years. He entered the Preparatory School in 1901, graduated from the College in 1909, joined the Hope staff as an instructor of History and was named professor of History in 1912. He left the college to become cashier of the First State Bank, in Kalamazoo, in 1918 and returned as president in 1931.

During his years in Holland Dr. Wichers was active in civic affairs, serving two terms on the Board of Education, was president twice of the Chamber of Commerce, was a member of the Library Board and the first chairman of the Zoning Board.

Always active in the Reformed Church, he served the Third Reformed Church in many capacities and continued his devotion at Second Reformed Church in Kalamazoo. He served the Reformed Church in America in many offices through the years and was elected president of General Synod in 1937, the first and only layman to be elected to that high office of the church.

Dr. Wichers was a spokesman for the Netherlands tradition on many occasions and was honored in 1956 and knighted into the Netherlands Order of Orange-Nassau, in 1947 his rank was raised to officer in this order.

On the occasion of the centennial of Hope College in 1966, the board of trustees invited Dr. Wichers to write the history which was published in 1968 titled A Century of Hope.

The addition to Hope's music hall was named the Wynand Wichers Hall of Music at the 1970 Homecoming celebration.

Dr. Wichers' survivors are his wife, the former Alyda De Free '09; a daughter Dorothy '44, Mrs. George C. Claver, Granby, Mass.; a son Dr. William, schools before going to Flint where she retired in 1969. Surviving are a son, Charles E. Morton, and a daughter, Mrs. James E. Whitwam '15, both of Detroit.

Aida Oxner Morton '18 died on February 19, 1971 in Hurley Hospital, Flint, Michigan. She was a former teacher of Music in the Hastings and Detroit areas and taught organ at Hope where she retired in 1969. Surviving are her husband, Gary Byker, Hudsonville and Anthony Stamm, Kalamazoo.

A memorial service honoring the former president was held in the auditorium of Wichers Hall of Music on March 31. Chaplain William Hillebrandt, president, Dr. William Vander Lugt and Dr. Clarence DeGraff paid tribute to the life and work of this devoted Hope man. "Miss Joyce Morrison, soprano and Mr. Roger Davis, organist, provided music.

The Michigan Senate adopted a resolution of memorial to the late Dr. Wynand Wichers on April 21. The resolution was introduced by Senators Gary Byker, Hudsonville and Anthony Stamm, Kalamazoo.

Aida Oxner Morton '18 died on February 19, 1971 in Hurley Hospital, Flint, Michigan. She was a former teacher of Music in the Hastings and Detroit areas and taught organ at Hope where she retired in 1969. Surviving are a son, Charles E. Morton, and a sister, Mrs. James E. Whitwam '15, both of Detroit.

Marie Lamberth Liedke, class of 1934, died at her home in Beatrice, Nebraska on May 24, 1970. A retired teacher for 24 years in Beatrice schools, Mrs. Liedke was active in many educational associations and in church and community activities. She is survived by her husband Fritz and a brother.

Sharon Crawford Brookstra '50, wife of Lt. William R. Brookstra '50, died in a Honolulu hospital February 19, 1971 of respiratory failure. The Brookstras were living in Hawaii where Lt. Brookstra was assigned to the Naval base as a supply officer. Mrs. Brookstra was a member of the Episcopal Church and the Navy Wives organization. Besides her husband and parents, Mr. and Mrs. Donald Crawford of Holland, Mrs. Brookstra is survived by a son Michael Crawford and a daughter Laura McBride, and a sister, Mrs. James Brown of Holland.

George P. Lidens 'Lydene', class of 1927, died in Sandusky, Ohio on February 20, 1971. Among his survivors are his wife Kathryn, a son Paul Lydene '60, Washington, D. C., and a daughter Nancy Root, Hudson, Ohio.

Rev. Henry Huememull '09, died in the Lynden Christian Rest Home, Lynden, Washington on March 22 at the age of 86. Central College conferred upon him the D.D. degree in 1927. Dr. Huemannull had served churches in Iowa, South Dakota, and Illinois; he also served on various boards and agencies of the Reformed Church. Dr. Huemannull was the author of a book of devotions entitled Light and Comfort.

Heber C. Benjamin, class of 1912, assistant rector of Christ Episcopal Church of Bradenton, Fla., died April 5, 1971. After becoming a priest in 1919, Mr. Benjamin served churches in Michigan, Kansas, and Colorado before becoming rector of St. John's Episcopal Church in Plushing, N. Y. in 1934, where he served until his retirement in 1957. Among his survivors are his wife Florence, and three daughters.

Preston J. Van Kolken, M.D. '34, physician in Grand Haven since 1948, died after a long illness on April 2, 1971. Dr. Van Kolken served as a medical missionary in Africa before settling in Grand Haven. Survivors are his wife Dorothy; three sons Robert of Fremont; Richard of Grand Rapids, and Stanley, East Lansing.

Cornelius W. Bloom, class of 1914, died in Holland on April 16. He was one of the founders of the Chemical Specialties Co. of Zeeland and its first president. Following the sale of the company, Mr. Bloom was active in a management consultant and engineering firm in Chicago which he helped organize. He is survived by his wife Buena.

Rev. Harold C. DeWindt '33, pastor of the Kirk in the Hills Presbyterian Church for 17 years, died April 17 following a short illness. Mr. De Windt served churches in Pennsylvania and New York before going to the Kirk in Bloomfield Hills in 1953. He built this church from a congregation of 400 that met in a private home to a congregation of 1,800 that now meets in a Gothic edifice patterned after Scotland's famed Melrose Abbey. Among his survivors are his wife Esther and a son David of Bloomfield Hills.

William Wolfinger '27, a member of the Ferris State College faculty in the areas of English and philosophy for 20 years, died in Big Rapids on February 1, 1971. He had retired in June from his teaching position and was given the title of associate professor emeritus. Mr. Wolfinger had been a professional musician before he became a teacher; prior to joining the Ferris faculty he had taught at Michigan Technological University.
During his tenure at Ferris he was a frequent contributor to literary magazines. Mr. Wolflinger is survived by his wife, Dorothy.

Willis M. Oosterhof '28 died February 27, 1971, in Lansing. He was assistant to the administrator of the Michigan Department of Social Services at the time of his death. He had been affiliated with the department since 1934. Mr. Oosterhof had a master's degree from the University of Michigan and was listed in Who's Who in the Midwest. Surviving are his wife Sena; three daughters, Elizabeth Brown '60, Albuquerque; Grace Lebbin '62, and Ruth '71, Holland; and a son Albert C. Oosterhof '66, Lawrence, Kans.

Paul de Kruijff, noted author, bacteriologist, medical science writer and roving editor, died at his home Wake Robin in Holland on February 28, 1971. Dr. de Kruijff was a graduate of the Hope Prep School in 1908.

William Westrate, M.D. '11, long-time Holland physician died while he and Mrs. Westrate were visiting neighbors, Dr. and Mrs. John Van Zoeren, on March 16. A graduate of Michigan Medical School in 1916, Dr. Westrate started his practice in Holland following distinguished service with the Medical Corps during World War I. In 1966 Dr. Westrate was honored for 50 years with the Michigan State Medical Society. Among his survivors are his wife Elle, two sons, Dr. William Westrate '47, and Dr. Warren Westrate, Holland; two daughters, Yvonne Logan, Webster Groves, Mo. and Barbara Melgaard, Bay City.

Mrs. Jeannette Boeskool of Grand Rapids, house mother for the Arcadian Fraternity from 1950 to 1960, was killed in an auto accident near Coopersville on May 25, 1970. She is survived by her sons, Donald '51, Grand Rapids; Jack '51, Coopersville, and Willis '53, E. Grand Rapids.

Dora Albers Mulder F06, Holland resident and ardent church woman, died on February 11, 1971. She is survived by daughter Dorothy May Mulder of Holland.

Dr. Frederic Russell Steggerda '16, a former missionary of the Reformed Church in the Gray Hawk area of Kentucky who later graduated from medical school, died at her home in Spring Valley, N. Y. on March 31, 1971.

George Schol, class of 1926, a Michigan educator, died in Lansing on January 16, 1971.

Dr. William F. Beswick '29, neurosurgeon in Buffalo for 32 years and an associate clinical professor of neurosurgery at the State University of Buffalo Medical School, died on May 12 in Deaconess Hospital. After receiving his M.D. from the University of Chicago Medical School in 1924, Dr. Beswick completed an internship and assistant residency at Albert Billings Memorial Hospital in Chicago, and a four year residency at Strong Memorial Hospital in Rochester. Dr. Beswick entered the Army Medical Corps in World War II, served with the 23rd General Hospital in Italy and France and was on his way to the Pacific when the war ended. He was a lieutenant colonel at the time of his discharge. He was married to Phyllis De Jong '30, a son William F. Jr., of the Army Special Forces, a daughter Valley Massey and a grandson of Buffalo.

As we go to press word is received of the death of Dr. Dirk E. Stiegemann '21, physician and surgeon of North Hollywood, California on April 9, 1971; also, the death of Rev. George Schadling, class of 1908, in Tarpon Springs, Florida, on May 16, 1971.

Help Wanted

Many of our graduates this year have found challenging positions and opportunities; however, the current employment situation has made it imperative that we do all we possibly can to help all of our seniors. Perhaps you know of a particular immediate job opportunity or anticipate some openings in the near future. Why not let the Dean of Students know about these and he may be able to help you and one of our graduates at the same time. Hope graduates have many talents. A chemistry major may be excellent for technical sales. That history major may be that potential insurance executive. An elementary teacher may be the person to coordinate your office procedures. Your cooperation will be appreciated.

Freshmen Similar

New information on Hope students is contained in several recent studies by the Office of Educational Research. An American Council on Education survey administered last fall to the entering freshman class was simultaneously to about one-quarter million freshmen at other American colleges indicated strong similarities between Hope freshmen and the national sample. Compared with the national sample from all types of colleges, Hope freshmen were, however, more likely to be Caucasian, have grown up in a small town, have college educated parents, have fathers in business professions, have estimated family income above $10,000, have earned high grades in high school, and to be planning on graduate study. Their attitudes were similar on most social issues to students elsewhere, although on some national issues (e.g., school desegregation, the ABM, tax incentives for birth control), Hope freshmen tended to be more liberal. They also appear less materialistic in values than the national sample that it is important to be well off financially, succeed in business, be an expert in finance, and derive monetary benefit from college. The latter finding is interesting since some have noted a tendency for Hope graduates to enter service oriented professions. Apparently, one reason for this is that the college attracts students planning service oriented careers.

A personality inventory administered to freshmen by the Counseling Center in the fall of 1969 and again in 1970 indicates the two classes were nearly identical in the personality traits measured by the test. The personality profiles of both classes showed the same small differences when compared with a national sample of freshmen. A recent study of student attrition indicates that about 40% of freshmen entering Hope College during the mid-60's did not stay to graduate from Hope. The average attrition rate for four-year American colleges is about 50%, so Hope has not suffered a comparatively high rate of student attrition. A survey of 72 students who reported they might leave the college and an analysis of 60 students who actually have left since 1967 indicates their reasons for leaving have not been primarily financial or academic but rather personal and social.

Dr. David Myers and his student colleagues in the Psychology department have produced 15 educational research reports during the last two years. Next year James Snook of the Sociology department will become the part-time Director of Educational Research.
"Teaching by Terror"
reprinted from The Anchor with permission
by Drake Van Beek

For many students, taking one of Alvin Vanderbush's courses has become an unofficial requirement for those who want to participate fully in the "Hope College experience." Vanderbush, chairman of the political science department, is viewed by these students as being a particularly demanding and rewarding professor.

PART OF THE Vanderbush mystique comes from what one student called the "teaching by terror technique." Another student said, "He scares me; but I love him." She added, "He's a bulldog on the outside, but a little puppy on the inside."

A senior political science major described the results of Vanderbush's teaching methods this way: "He makes you feel ashamed and foolish if you don't know the material. I think he's just fantastic!"

VANDERBUSH HIMSELF often likens the process of education to athletics. Education, he says, is like a cross country race, a long grind where the emphasis rests on discipline. "The student, like the athlete, must put it up. If he does, he acquires the discipline that will benefit him after graduation, regardless of what he does," Vanderbush says.

What this philosophy implies for his classes is regular attendance and a good deal of preparedness. Vanderbush proudly points to the high level of success exhibited by Hope grads who continue their education. For Vanderbush, that success stems largely from having developed regular work habits, habits which permit Hope students to compete with "the best of them."

VANDERBUSH attributes his emphasis on work to the "Protestant Puritan ethic" under which he grew up. Both his respect for discipline and his "would-be-athlete" aspirations (he coached high school football for over 13 years) are revealed when he cites men like Vince Lombardi and Paul Brown as being successful because of their demanding natures.

In essence, teaching itself, Vanderbush identifies the two primary roles of the professor as motivator and involver. "It's human nature to be lazy: somebody has to put the heat on them," he says. "Teachers have to provide motivation. I involve the students," he added. "Just lecturing isn't particularly effective. If it was just information I wanted, I could send you to a book."

WHEN QUESTIONED about the changes which he has witnessed at Hope, he attributes them primarily to growth. This is to say, when the student body expanded, certain changes were inevitable. "There is a big difference between a school of 1000 students and one of 2000," he says.

In regard to teaching methods, Vanderbush states. He attributes the increased student body fractionalization was a natural by-product of growth, he feels.

THE CHANGING NATURE of the student body is also identified as contributing to a new environment at Hope. "Formerly most students were here because this is the place where they wanted to come. Some students are here today because of Hope's lower tuition in relation to comparable schools." Consequently "we have more students who are hostile to what Hope stands for."

The fact that the student body engages in less activities as a whole also diminishes a sense of community, Vanderbush states. He attributes the lack of comprehensive student body activity to the expanding number of extracurricular activities which have not been made available to the student during the years. More opportunities make the student more prone to go his own way, he added.

IN RESPECT TO matters beyond Hope's campus, Vanderbush feels the major deficiency in American politics is the inability to assess responsibility for the actions which have been taken. "Party responsibility should be increased. Many of the problems could be eliminated if our political system could insure that the President was of the same party as the majority in Congress," he says.

When asked about the potential threat from the extreme right, Vanderbush replies, "With our present system, if we can't solve our problems, we cannot assume that it can't happen here." (i.e. another Germany)

Having taught at Hope since 1945, Vanderbush acknowledges that retirement is near. He plans on traveling, both throughout the state and the Southwest after retiring. He admits that his wife has converted him to hobbies he will probably continue to pursue, among them antique and rock collecting.

Blue Key Bookstore

Anticipation of the opening of De Witt Cultural Center in September is pervasive on the campus. This will be a Hope dream of at least fifty years come true.
He has prepared and had molded the bronze Hope Centennial medallion; has Hope Christmas cards and campus postcards printed; designs and sells the official Hope ring which is available to the alumni for any year regardless of how far back; imprints binders and folios; has bronze seals, pins, and awards manufactured.

Although souvenirs are but a small part of the business, alumni and visitors appreciate being able to get a Hope pin, charm, tie tack, pennant, or book ends, mugs, and other identified items. Hope sweat shirts and jackets have been sold and sent to all parts of the U. S. and to Germany and Japan.

Of course the two books relative to Hope's history, Century of Hope by the late Wynnand Wichers and Anchor of Hope by Preston Stegenga are featured in the bookstore. Mr. Wade has assisted in the publishing of several academic books.

The manager is excited over the items he will be able to add in his new store: popular paperback titles will be increased from the 2,000 now on the shelves, and there will be room to display them properly. Classical records will be a big item, as will a complete line of pens, paper, stationery supplies, greeting cards, slide rulers, file cabinets, typewriters. It will also have one of the finest small college art departments in the country, in fact this store will carry more unusual items and a larger variety of practical items than most retail art stores. And, for the first time, says Duff, "we will be able to carry a good line of trade books. Bibes and children's books the year around instead of only at Christmas time." Academic caps, gowns, and hoods may be ordered and they will be dispensed as needed at commencement and convocation times from this store. The custom of buying back used textbooks from the students, which now amounts to $10,000, a year will be continued.

Mr. Wade is going to be one of the most enthusiastic occupants of De Witt Center. No one can doubt his sincerity when he says, "I feel deeply grateful to Jack and Richard De Witt for their help in making this cultural center possible, to Mr. Handlogten for allotting the space for live bookstore and to Mr. Boersma for his detailed supervision of the building process. I am personally grateful for this long overdue adequate College store to fill the need of the College community.

I am also sincerely appreciative of countless contributions from supporters in the church, alumni and student body. To the best of my ability I will try to make it one of the best small college bookstores in books and items carried, service and appearance."

### A Valentine for Norma

Norma Baughman, retired vocal music teacher, was honored with a grand valentine party, given by Tony Kooiker and Roger and Carol Davis.

In collusion with his friend Paul Fried, Dr. Kooiker and Dr. Fried took Norma and Esther Snow to dinner at Point West on Saturday, February 13. For an after dinner chat, they stopped in at Tony's house on 12th Street. After wraps were doffed and pleasantries were begun, former students and friends—45 of them, began coming down from upstairs, and up from downstairs. Only Norma could express such ecstatic surprise and delight through confusion and babellement. Guests who responded to the invitation with their presence came from Chicago, Muskegon, Holland, Grand Rapids and other spots in a 60 mile radius. Those who couldn't be there personally had a part in the affair through letters, cards, and contributions to the toast.

Tony Kooiker announced that the party was to observe and celebrate the 80th year of this popular and revered Hope teacher. No one could believe it, but all were delighted to participate. Roger and Carol prepared and served an appropriate and to quote Norma, "a delicious evening repast."

Though Norma retired in 1962, she has continued to teach in her South Shore Drive home, generally 20 to 30 students a season. Her students are youth from Holland and West Ottawa high schools, and mature church soloists who come from as far as Muskegon for her lessons.

Tony, Roger and Carol were saying loud and clear that she is, has been, and will be a sweetheart at any age.

### 1971 Village Square

Mrs. Richard Vandervelde the "dame" in charge of the Attic Special booth for the 1971 Village Square, has her attie well stored already with specials. The Faculty Dames have worked this booth all the 14 years of this annual gala Hope day.

The 15th Village Square will be held on FRIDAY, JULY 30. It will include many of the annual booths: imports, baked goods, dad's and lad's, teen boutique, Wisconsin cheeses and sausages, book store items. New features of the 1971 event will be a performance by the Japanese students who will be studying on campus, demonstrations of craft processing, Art department exhibit and sales, plus live music by wandering musicians.

For the children: a Ferris wheel, popcorn wagon, and the Don Battjes Puppets.

Mrs. Arnold Sommeveelt of Grand Rapids is the 1971 chairman.