HANDLOGTEN RESIGNS

The resignation of Clarence Handlogten as Executive Vice President of Hope College effective July 31 was announced May 5 by Board of Trustees Chairman Hugh DePree.

Handlogten, a member of the Hope administrative staff since 1966, has accepted an offer to be associated with Howard Slayter of Dallas, Tex., in the development of new business enterprises in the field of ecological products.

Handlogten will continue in a consulting capacity beyond July 31 as requested by the Board of Trustees and President-elect Dr. Gordon J. Van Wylen.

Hope has received national recognition for its financial management during Handlogten's term of service. Since 1966, virtually every segment of the College's operation has been significantly expanded and improved including the size of the student body, employee benefits and salaries, the physical plant, budgeting and forecasting procedures, personnel policies and overall administrative leadership.

Handlogten, a resident of Grand Rapids, joined the Hope staff as business manager. He was appointed treasurer in 1968 and assumed the position of executive vice president last September.

"Mr. Handlogten's contributions to the College have been significant and we will probably never know about many of the things he has done, but we do know that his work here will live on to benefit the College for many years and will serve as a reminder of the excellent leadership we have had," said DePree.

"More than a year ago Mr. Handlogten informed the officers of the Board of his intention to return to private business. He was considering offers from several companies, however he graciously responded to our appeal that he remain for somewhat longer. He accepted the post as executive vice president and in that position, together with Chancellor William Vander Lugt, fulfilled the office of President in a most effective manner," DePree said.

"I am truly sorry to see Mr. Handlogten leave," stated Dr. Van Wylen, "but each man must pursue his own career and I wish for nothing but the best for him even though I know he would have been of considerable help to me in the years ahead at Hope. He has done a truly outstanding job for Hope College and we will miss him for his leadership ability and as a person."

Studies are now under way, according to Mr. DePree, to determine the organizational characteristics that the College should establish and to outline responsibilities so that any desirable personnel changes can be made. It is hoped that in the next two months plans can be completed and necessary steps for implementation can be undertaken.

Handlogten stated that he has truly appreciated his time at Hope College in working with the trustees, faculty, students and staff. "It has been a time of considerable personal development and I am deeply attached to the many things we have done at Hope College; but, more than that, to the people with whom I have worked. I could not ask for more in supportive and warm relationships with the College community and I only wish that the career dimensions which I hope to achieve could be available with this group of individuals."

GIFTS AND GRANTS

The College has been awarded a $14,620 National Science Foundation grant to support undergraduate research in chemistry. Under the direction of Dr. Irwin Brink, research projects will include water pollution analysis and the making of chemicals with possible cancer inhibiting properties. Five Hope students and three students from other private Michigan colleges will participate in the research. This is the eighth consecutive year that the NSF undergraduate research grant in chemistry has been awarded to Hope. During this time 36 Hope chemistry majors and three from other Michigan colleges have participated in the research, all of whom have gone on to graduate work in science or medicine.

The Psychology Department has been awarded a $12,060 NSF grant which will permit six or eight Hope students majoring in psychology to participate in this summer's concentrated research under the direction of Dr. James H. Reymierse. Research projects will include the performance of monkeys in perceptual discrimination, fear in animal learning, comparative analysis of rodents and fish, and others.

A $12,090 undergraduate research grant from the NSF for biology research will be administered by Dr. Ralph Ockerse. Seven Hope students will have an opportunity to do independent research. During the past four years NSF grants have enabled 30 Hope students to do sophisticated research in biology in collaboration with faculty colleagues. Many of the results have been published in professional scientific journals with students as co-authors of the papers. Other data have been presented at state and national meetings of the Michigan Academy of Science, Arts, and Letters; the American Association of Plant Physiologists, and the American Institute of Biological Sciences. Such research projects illustrate the superior teaching effectiveness of placing major responsibility for learning upon the student.

Hope has received a $2,500 assistance grant from the Gulf Oil Foundation for the Data Processing Department.

ALUMNUS CONSULTANT

Henry I. Shaw, Jr., chief historian for the United States Marine Corps, visited the campus in March under the Alumni Consultant-in-Residence program as a guest of the History Department. A Hope graduate of 1949, Shaw was a member of the Michigan National Guard while a student. He received his M.A. from Columbia University. Among his many publications have been several books including Okinawa: Victory in the Pacific, Pearl Harbor to Guadalcanal; Isolation of Rabaul, and Tarawa: A Legend is Born. Chief historian of the Marine Corps since 1962, Shaw has twice been presented the USMC Superior Civilian Service Award.
DEAN DE YOUNG ELECTED

Robert De Young, Dean of Students, has been elected to membership on the committee for Student Concerns of the College Entrance Examination Board's newly created Midwestern Regional Membership.

FACULTY FELLOWSHIP

Dr. Douglas L. Heerema, chairman of the Department of Economics and Business Administration, has been awarded a fellowship by the National Endowment for the Humanities to conduct research on the Industrial Revolution.

Dr. Heerema will conduct his research in England for a seven month period beginning in June. His purpose will be to ascertain the total impact of a significant economic occurrence upon the quality of life in a society.

ALUMNI PUBLICATIONS

Rev. John Schaaf '30 had his book *The Royal Roman Road* published by Baker Book House, Grand Rapids, the first of April. This book is the third in the series of paper books of Layman's Bible Study Series.

HOPE IN PRINT

The Department of Health, Education and Welfare published an article prepared by the Hope Director of Public Information, Thomas Renner. The article was about Dr. Nikola Koljevic, guest professor at Hope during the 1970-71 year. The HEW article was titled "Foreign Curriculum Consultants in Action."

DETOIT ALUMNI CLUB

The Detroit Alumni Club enjoyed a dinner with the touring Chapel Choir on March 25. The dinner preceded the concert in the Grosse Pointe Presbyterian Church, Rev. John Olert '39 minister.

The concert, sponsored by the Detroit Club, was perfectly sung before a filled sanctuary. At the dinner a short meeting was conducted by Club President David Dethmers. Guests from the campus, besides the Choir, were Lee and Joan Wenke '60 and Bill and Karen Stone, Development Department, Marian Stryker, Alumni Secretary.

New officers were elected to fill the expired terms for president and secretary. Preston Maring '33 was elected president; Marian Boeks Woodby '38, re-elected secretary.

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**Hope College Alumni Magazine**

Spring 1972

vol. 25, no. 2

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Cover: A Scene from Hope's Theatre production
A Little Season

Editor—Marian Anderson Stryker
Hope College Alumni Association

President—John C. Schrier '55
Vice President—Harold M. Hakken '41
Secretary—Marian A. Stryker '31

Fund Chairman 1971—Frederick E. Vandenbarg '53

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A metamorphosis is taking place in the Theatre Department at Hope. Until this year, the Department held its productions in a make-shift attic of the 30 year old Science Hall. Besides climbing three flights of stairs and battling with the fumes of chemical experiments, the productions were put on a small scale because of a stage only 17 feet across and an auditorium that accommodated 90 people. The metamorphosis not only affects the physical properties of the Department, but affects the philosophy, curriculum, and future plans of this growing area of experience and learning.

"The most important objective of the theatre experience at Hope College is that faculty train the students for ideas not just technical skills," said chairman Donald Finn. "It is the balance of promoting ideas and expressing these ideas that the Department attempts to achieve."

The starting point for fostering these ideas is found in the curriculum. The faculty stresses the aspect of meeting the individual needs of the student. "It is our task to help the student meet these needs by structuring a program that spans the various disciplines of the college," said Finn. "If the student has a proficiency in a foreign language, he is urged to continue study in order to read foreign plays in the original text, not a translation. A student may be urged to view works through the eyes of a literary scholar as well as a theatrical director."

The Theatre Department has designed the curriculum so that there are no minimum nor maximum hours a student must have to gain a degree, but the student is expected to follow his basic plan. There are, of course, times in which the plan can be altered to better suit the needs of the students. This type of flexibility is combined with courses which provide an in-depth study of acting and production. There are four courses in Theatre literature and history, while most schools only offer one course.

One key to the success of the Theatre Department is its young staff and their previous experience as professionals. George Ralph, chairman of
Donald Finn, acting chairman this year since Ralph is on leave, received his master’s degree from the University of Minnesota and became a faculty member in 1967. John Tammi received his master’s in 1966, also from Minnesota, and joined the faculty in 1968. Michael Grindstaff, Master of Fine Arts degree 1970, Pennsylvania State University, became a faculty member in the same year.

Equally important in the curriculum is the exposure of underclass students to all facets of Theatre production. At many schools, the responsibility of acting, direction and production fall on junior and senior students, leaving the underclassmen to assume menial jobs. At Hope, the underclassmen are initiated into the program as soon as they wish. This winter, an adaptation of Dickens, “A Christmas Carol” was presented in which freshmen played 9 out of the 10 leading roles.

One of the opportunities Hope offers to more serious students is a program of study in New York City. The New York Semester, offered in cooperation with the Great Lakes Colleges Association, gives the student working experience with professionals of the theatre, In this semester, students receive academic credit as well as invaluable experience that goes along with learning.

Hope has also established an artist in-residence program that is designed to bring various professionals to campus. “These artists have made their mark in the profession and have been eager to share their experiences and talents with our students,” said Finn. The program also brings Hope into the mainstream of culture, which before only larger universities and cities could afford. The artists-in-residence program for this year included: Playwright, Frederick Gaines, who wrote “A Little Season;” Charles Buffham, a composer from Grand Rapids Junior College; David Chappel, formerly of Fennville, is a costume designer; repertory actor, Tom V. V. Tammi; Rich Rahn, a well known choreographer, and Jon Cranney, production stage manager and senior member of the acting company at the Tyrone Guthrie Theatre in Minneapolis. Burr Tillstrom of National TV fame (Kukla, Fran and Ollie) spent a week in workshops.
Since Hope provides a place to experiment with new ideas, the Theatre Department feels it will be able to give new playwrights an opportunity to make their works a reality. Frederick Gaines, awarded the Eugene O'Neill Fellowship in playwriting and named a Fulbright Fellow in Writing, was commissioned by the department to develop a new play during his residency this past fall. The performance of the new work, “A Little Season” played to a capacity audience at Hope and was later performed professionally at the Stage II in Grand Rapids.

The move from the inadequate facilities in the attic of the Science Hall was to one of the most versatile educational theatres in the country. The main theatre is designed to give an intimate atmosphere while giving the versatility of two basic stage configurations. The proscenium stage is the most common of stage audience arrangements. The three-quarter round or Elizabethan mode brings the stage out to the middle of the theatre while the front sections of seats move to either side of the auditorium. The ceiling is designed to allow lights to be positioned in almost any location to meet the exact specification of both stage arrangements. The theatre accommodates 494 people.

Since this is the first year in the new DeWitt Student and Cultural Center, there has been success in the productions but not without some new problems. The organization and advertising facets have been increased now that the productions serve the community of Holland as well as the College. “A Christmas Carol,” played to more than 5,000 people, more than could be accommodated in two years in the old theatre.

Shakespeare’s “The Merry Wives of Windsor,” and the musical comedy, “You’re a Good Man Charlie Brown,” were the winter and spring productions presented in Hope’s new theatre.
The Theatre Department is presenting Summer Theatre in the new facilities of the De Witt Center. John Tammi, director of the program, has announced an All-American season of plays in the air conditioned Cultural Center on the Hope campus.

Productions scheduled are *Forty-Five Minutes from Broadway*, by George M. Cohen, June 28 through July 8; *Ah, Wilderness!* by Eugene O'Neill, July 12 through July 22; *Three Men on a Horse*, by John Cecil Holme and George Abbott, July 26 through August 5; *Knickerbocker Holiday*, by Maxwell Anderson, music by Kurt Weill, August 9 through 19.

Billed as a salute to the American Theatre, the Summer Theatre will feature a semi-professional company of between 8 and 12 actors from various parts of the country. In most cases they will be from professional training programs in Michigan, Ohio and Massachusetts. College and area personnel will bolster the company to between 15 and 25.

Director Tammi said it like this “With a vital and talented company of young performers, we will present exciting productions of four great plays from the American state. It will be a grand celebration! Together with our audiences, we will celebrate life, love and everything that makes us human.”
Burr Tillstrom Honored

Burr Tillstrom, renowned puppeteer and a pioneer in the field of educational television, was awarded an honorary doctor of letters degree by Hope College on April 13.

The convocation was held in the theatre of the new De Witt Student and Cultural Center. Following a brief address by Tillstrom, he doffed his academic gown, hood and mortarboard and performed his famous hand ballets. Following the ballets that delighted the capacity audience, his good friends, Kukla and Ollie, both wearing mortarboards, plus other Kuklapolitans put on a show, complete with script befitting the community; comments concerning tulips, Dutch jokes, the Chapel Choir, theatre personnel evoked joyous response from the audience.

The event was significant for Tillstrom for it marked the 25th anniversary that Kukla and Ollie met Fran Allison who could not be present because she was receiving an honorary degree that evening from Coe College, Cedar Rapids, Iowa.

The convocation was spaced midway in the week Tillstrom was conducting a workshop for Hope theatre students as an artist-in-residence.

In his formal remarks, Tillstrom spoke of the need to communicate love and peace on the world’s most powerful medium—television. He defined communication as imparting, making known, transmitting, participating and an interchange of thoughts and opinion, then quoted two verses of favorite Psalms and his feeling for prayer.

“There has never been a performance in 25 years that I haven’t turned to God for my ideas and my fulfillment,” he said.

Dr. Morrette Rider read the citation for the honorary degree which called attention to “creating a world that brings into play every aspect of the human imagination . . . for demonstrating in your work inexhaustible creativeness of human hands and the human voice . . . arousing the spirit of wonder in both young and old . . . personifying in your own person great charm and an unpretentious style of life . . . and faith in human and spiritual resources.”

The Chapel Choir and the string orchestra provided music; Donald Finn presented Tillstrom, Dr. John Hollenbach awarded the degree, James J. Malcolm, now of Boston University but formerly on the Hope theatre faculty gave the invocation; Chaplain William Hillegonds, the benediction.

Malcolm’s Invocation

Our Heavenly Father,
In the Valley of the Shadow where we seem to live.
We see dull gray and dead black in French Connections and Last Picture Shows.
We stumble in time to the violent ticking of Clockwork Orange.
In the dissonance and defeat which we have made, We cannot believe that Thy Creation is good. And yet, Our Father, we know because you made us a promise, That even in this darkness there is light enough. There is forgiveness, renewal, health, and hope and Thy love which will not let us go.

We invoke Thy presence here tonight, O God, because the grace of Burr Tillstrom’s hands point us, not to himself, or even to his art, But to Thee, the Lord of Light in dark places, and to Thy world of warmth and kindness and simple good things where witches and dragons and all dance for Thee.

Though we honor Burr Tillstrom here tonight, we give all praise and glory to Thee. Amen. □
HOPE ESTABLISHES CONTRACT CURRICULUM

The faculty and students of Hope, after a long and intensive study, have agreed that the formal program of core and departmental major requirements that form the general course pattern for a Hope degree may not be the best pattern for all students, according to Dean for Academic Affairs Morrette Rider. In response to this belief, an alternative curricular pattern, known as The Contract Curriculum, has been established allowing the individual student to select alternate procedures for achieving the stated overall educational objectives of the College and his major department in keeping with his unique abilities and goals.

The Contract Curriculum rests on several assumptions. First, there are some students who are not only capable of, but also eager for more self-determination in their education. Second, the current presupposition that students ought to learn broadly at first and then proceed to greater and greater specialization is not necessarily valid for all students. In fact, the inverse of that academic pyramid might be more productive with some students. For some, concentrated studies in the sophomore year in one academic area might be a better approach to the ultimate achievement of the broadened awareness objectives. Because of the new horizons opened by concentration, intensive study may serve as a more effective tool than the present “introduction to—” courses in creating the desire for investigation of other areas. Finally, the Contract Curriculum is not to be considered as an honors program. No minimum grade point average shall be established as a prerequisite for the acceptance into the Contract Curriculum. Present techniques for identifying honor students are not necessarily reliable indicators of success in such a program as we conceive it.

To implement this Contract Curriculum proposal, the following guidelines are recommended:

1. In order to be admitted into the Contract Curriculum program, a student must have completed two semesters of full-time study (minimally 24 hours) at Hope College. However, a student may apply and complete all preliminary steps for admission to the program at any time after the mid-term point of the semester in which he will complete a minimum of 24 semester hours taken at Hope. (Action on his application will be deferred until he has completed the 24 hour requirement.)

It will be the responsibility of the student to provide concrete evidence that he is able and both sufficiently responsible and motivated to pursue such an independent program. (The evidence shall include his past academic record, letters of recommendation, an interview and other appropriate support.) A student entering the Contract Curriculum must accept the contract as his full-time academic program for that semester.

2. The student must seek out one faculty member who will act as his mentor for a period normally not to exceed two semesters. The mentor is to be chosen from a list of faculty members who volunteer to serve with the approval of the Academic Deans' Office. The student and the mentor will propose a contract which outlines the course of study.

3. The writing of the contract is of crucial importance and care must be taken to make it as comprehensive as possible. The contract shall state the educational objectives and means for carrying them out, provide criteria for evaluation, acknowledge educational risks involved, and make provisions for “statements of progress” to the faculty Contract Committee which may include oral examinations and/or the presentation of papers or special projects.

4. The contract shall be submitted to a faculty Contract Committee composed of the Dean for Academic Affairs or the Associate Dean, one faculty member appointed by the Dean who will serve as Chairman of the faculty Contract Committee, and two faculty members selected by the student as his mentor. The faculty Contract Committee will evaluate the contract in light of the stated educational objectives of the College and grant approval based upon additional criteria designed to maximize the possibility of the student's successful completion of the contract.

5. Academic credit for students involved in the Contract Curriculum will be recorded on the student's transcript in any of the three following ways:

   a. As independent study in an existing department;

   b. As an Interdisciplinary Studies course specifically designated to cover contract curriculum programs;

   c. As a course already in existence in the Catalog.

In the last instance, a student may arrange with the instructor to fulfill the objectives of the course on an individualized or independent basis.

Moonshooter XV

As it has since the Moonshooter Reports were first available in 1958, the Alumni Magazine is giving its readers the benefit of Moonshooter XV. This particular report entitled “13 Big Issues for High Education” has been prepared by the editors of Editorial Project for Education for the “institution that is changing with the times... the institution which must have the understanding of its alumni-alumnae public, its donors of funds, as it adapts to the rapidly changing needs of this rapidly changing society.”

This magazine is bold to proclaim that this institution and its alumni qualify for the various facets of this statement. As it has annually, the Magazine is presenting an article in which the theme of the Moonshooter Report is applicable to Hope College.

The foregoing article, “Hope Establishes Contract Curriculum,” reached the editor's desk before she had the opportunity to seek a tie-in article. The fact that the new Contract Curriculum is being established here is evidence that this “institution changes with the times.”

This crediting procedure is not an implicit recommendation that the Contract Curriculum be designed only as a realignment or novel juggling of existing courses. Rather, it is intended to provide a means for recording and assessing the student's effort and, at the same time, translate the student's program into terms meaningful to other institutions who evaluate Hope's transcripts. Any or all of the

Continued on page 27
13 Big Issues for Higher Education

Higher education has entered a new era. Across the country, colleges and universities have been changing rapidly in size, shape, and purpose. And no one can predict where or when the changes will end.

Much of the current debate about higher education is prompted by its success. A century ago, less than 2 per cent of the nation's college-age population actually were enrolled in a college; today, about 35 per cent of the age group are enrolled, and by the turn of the century more than half are expected to be on campus.

The character of higher education also is changing. In 1950, some 2 million students were on campus—about evenly divided between public and private institutions. Today there are 8.5 million students—but three in every four are in public colleges or universities. Higher education today is no longer the elite preserve of scholars or sons of the new aristocracy. It is national in scope and democratic in purpose. Although it still has a long way to go, it increasingly is opening up to serve minorities and student populations that it has never served before.

The character of higher education is changing far beyond the mere increase in public institutions. Many small, private liberal arts or specialized colleges remain in the United States; some are financially weak and struggling to stay alive, others are healthy and growing in national distinction. Increasingly, however, higher education is evolving into larger education, with sophisticated networks of two-year community colleges, four-year colleges, and major universities all combining the traditional purposes of teaching, research, and public service in one system. The 1,500-student campus remains; the 40,000-student campus is appearing in ever-greater numbers.

Such expansion does not come without growing pains. Higher education in this country is losing much of its mystique as it becomes universal. There are no longer references to a "college man." And society, while acknowledging the spreading impact of higher education, is placing new demands on it. Colleges and universities have been the focal point of demands ranging from stopping the war in Southeast Asia to starting low-cost housing at home, from "open admissions" to gay liberation. Crisis management is now a stock item in the tool kit of any capable university administrator.

The campus community simply is not the same—geographically or philosophically—as it was a decade ago. At some schools students sit in the president's office, at others they sit on the board of trustees. Many campuses are swept by tensions of student disaffection, faculty anxieties, and administrative malaise. The wave of disquiet has even crept into the reflective chambers of Phi Beta Kappa, where younger members debate the "relevance" of the scholarly organization.

At a time when all the institutions of society are under attack, it often seems that colleges and universities are in the center of the storm. They are trying to find their way in a new era when, as "the Lord" said in Green Pastures, "everything nailed down is coming loose."

A Special Report
What Is the Role of Higher Education Today?

"Universities have been founded for all manner of reasons: to preserve an old faith, to proselytize a new one, to train skilled workers, to raise the standards of the professions, to expand the frontiers of knowledge, and even to educate the young."—Robert Paul Wolff, The Ideal of the University.

As higher education grows in public visibility and importance, its purpose increasingly is debated and challenged.

It is expected to be all things to all people: A place to educate the young, not only to teach them the great thoughts but also to give them the clues to upward mobility in society and the professions. An ivory tower of scholarship and research where academicians can pursue the Truth however they may perceive it. And a public service center for society, helping to promote the national good by rolling forward new knowledge that will alter the shape of the nation for generations to come.

The role of higher education was not always so broad. In 1852, for example, John Henry Cardinal Newman said that a university should be "an Alma Mater, knowing her children one by one, not a foundry or a mint or a treadmill." In those days a university was expected to provide not mere vocational or technical skills but "a liberal education" for the sons of the elite.

In later years, much of university education in America was built on the German model, with emphasis on graduate study and research. Johns Hopkins, Harvard, Yale, and Stanford followed the German example. Liberal arts colleges looked to Britain for many of their models.

The explosion of science and the congressional passage of the Land-Grant Act also created schools to teach the skills needed for the nation's agricultural and industrial growth.

Colleges and universities started training specialists and forming elective systems. The researcher-teacher emerged with an emphasis on original investigation and a loyalty to worldwide discipline rather than to a single institution. Through the first two-thirds of this century there occurred the triumph of professionalism—what Christopher Jencks and David Riesman call "the academic revolution."

Today it is difficult—if not impossible—for most colleges and universities to recapture Cardinal Newman's idea that they know their children "one by one." The impersonality of the modern campus makes many students, and even some faculty members and administrators, feel that they are like IBM cards, or virtually interchangeable parts of a vast system that will grind on and on—with or without them.

Still, the basic role of a college or university is to teach and, despite the immensity of the numbers of students crowding through their gates, most manage to perform this function.

There is a growing belief, however, that higher education is not as concerned as it might be with "learning;" that the regurgitation of facts received in a one-way lecture is the only requirement for a passing grade.

Faculties and students both are trying to break away from this stereotype—by setting up clusters of small colleges within a large campus, by creating "free" colleges where students determine their own courses, and by using advanced students to "teach" others in informal settings.

There is little question that students do "know" more now than ever before. The sheer weight of knowledge—and the means of transmitting it—is expanding rapidly; freshmen today study elements and debate concepts that had not been discovered when their parents were in school. At the other end of the scale, requirements for advanced degrees are ever-tighter. "The average Ph.D. of 30 years ago couldn't even begin to meet our requirements today," says the dean of a large midwestern graduate school.

The amount of teaching actually done by faculty members varies widely. At large universities, where faculty members are expected to spend much of their time in original research, the teaching load may drop to as few as five or six hours a week; some professors have no teaching obligations at all. At two-year community colleges, by comparison, teachers may spend as much as 18 hours a week in the classroom. At four-year colleges the average usually falls between 9 and 16 hours.

The second major role of higher education is research. Indeed, large universities with cyclotrons, miles of library stacks, underwater laboratories, and Nobel laureates on their faculties are national resources because of their research capabilities. They also can lose much of their independence because of their research obligations.

Few colleges or universities are fully independent today. Almost all receive
money from the federal or state governments. Such funds, often earmarked for specific research projects, can determine the character of the institution. The loss of a research grant can wipe out a large share of a department. The award of another can change the direction of a department almost overnight, adding on faculty members, graduate students, teaching assistants, and ultimately even undergraduates with interests far removed from those held by the pre-grant institution.

There is now a debate on many campuses about the type of research that a university should undertake. Many students, faculty members, and administrators believe that universities should not engage in classified—i.e., secret—research. They argue that a basic objective of scholarly investigation is the spread of knowledge—and that secret research is antithetical to that purpose. Others maintain that universities often have the best minds and facilities to perform research in the national interest.

The third traditional role of higher education is public service, whether defined as serving the national interest through government research or through spreading knowledge about raising agricultural products. Almost all colleges and universities have some type of extension program, taking their faculties and facilities out into communities beyond their gates—leading tutorials in ghettos, setting up community health programs, or creating model day-care centers.

The role of an individual college or university is not established in a vacuum. Today the function of a college may be influenced by mundane matters such as its location (whether it is in an urban center or on a pastoral hillside) and by such unpredictable matters as the interests of its faculty or the fund-raising abilities of its treasurer.

Those influences are far from constant. A college founded in rural isolation, for example, may find itself years later in the midst of a thriving suburb. A college founded to train teachers may be expanded suddenly to full university status within a new state system.

As colleges and universities have moved to center stage in society, their roles have been prescribed more and more by “outsiders,” people usually not included in the traditional academic community. A governor or state legislature, for example, may demand that a public university spend more time and money on teaching or on agricultural research; a state coordinating agency may call for wholesale redistribution of functions among community colleges, four-year colleges, and universities. Or Congress may launch new programs that change the direction of a college.

At such a time there is little for higher education to do but to continue what it has always done: adapt to its changing environment. For colleges and universities are not independent of the society that surrounds them. Their fate and the fate of society are inseparable.

What's the Best Way to Teach - and to Learn?

Over the years, college teaching methods have been slow to change. The lecture, the seminar, and the laboratory were all imported from Europe after the Civil War—and they remain the hallmarks of American higher education to this day.

Some colleges, however, are sweeping the traditions aside as they open up their classrooms—and their curricula—to new ways of teaching and learning. The key to the new style of education is flexibility—letting students themselves set the pace of their learning.

One of the most exciting experiments in the new way of learning is the University Without Walls, a cooperative venture involving more than 1,000 students at 20 colleges. Students in uww do most of their learning off campus, at work, at home, in independent study, or in field experience. They have no fixed curriculum, no fixed time period for earning a degree. They work out their own programs with faculty advisers and learn what they want. Their progress can be evaluated by their advisers and measured by standardized tests.

The students in uww, of course, are hardly run-of-the-mill freshmen. They include several 16-year-olds who haven't finished high school, a 38-year-old mother of three who wants to teach high school English, and a 50-year-old executive of an oil company. Their participation underscores a growing belief in American higher education that learning is an individualized, flexible affair that does not start when someone sits in a certain classroom at a fixed time or stop when a certain birthday is passed.

The uww experiment is financed by the Ford Foundation and the U.S. Office of Education and sponsored by the Union for Experimenting Colleges & Universities. Smaller-scale attempts to launch systems of higher education...
## Higher Education's Soaring Seventies

### Enrollment

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<th>Fall 1979</th>
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<td>2,040,000</td>
<td>2,403,000</td>
</tr>
<tr>
<td>4-year</td>
<td>5,902,000</td>
<td>8,629,000</td>
</tr>
<tr>
<td>2-year</td>
<td>1,397,000</td>
<td>2,446,000</td>
</tr>
<tr>
<td>Men</td>
<td>4,317,000</td>
<td>6,251,000</td>
</tr>
<tr>
<td>Women</td>
<td>2,982,000</td>
<td>4,823,000</td>
</tr>
<tr>
<td>Full-time</td>
<td>5,198,000</td>
<td>7,669,000</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,101,000</td>
<td>3,405,000</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>6,411,000</td>
<td>9,435,000</td>
</tr>
<tr>
<td>Graduate</td>
<td>889,000</td>
<td>1,640,000</td>
</tr>
<tr>
<td>Non-degree-credit</td>
<td>618,000</td>
<td>1,183,000</td>
</tr>
</tbody>
</table>

### Earned Degrees

<table>
<thead>
<tr>
<th>Bachelor's and 1st prof.</th>
<th>1969-70</th>
<th>1979-80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural sciences</td>
<td>176,880</td>
<td>239,130</td>
</tr>
<tr>
<td>Mathematics, statistics</td>
<td>23,740</td>
<td>52,980</td>
</tr>
<tr>
<td>Engineering</td>
<td>41,000</td>
<td>50,410</td>
</tr>
<tr>
<td>Physical sciences</td>
<td>21,050</td>
<td>18,070</td>
</tr>
<tr>
<td>Biological sciences</td>
<td>37,180</td>
<td>62,990</td>
</tr>
<tr>
<td>Agriculture, forestry</td>
<td>11,070</td>
<td>5,390</td>
</tr>
<tr>
<td>Health professions</td>
<td>33,600</td>
<td>41,270</td>
</tr>
<tr>
<td>General science</td>
<td>3,110</td>
<td>3,320</td>
</tr>
<tr>
<td>Social sci., humanities</td>
<td>607,120</td>
<td>893,870</td>
</tr>
<tr>
<td>Fine arts</td>
<td>52,250</td>
<td>77,860</td>
</tr>
<tr>
<td>English, journalism</td>
<td>62,840</td>
<td>116,840</td>
</tr>
<tr>
<td>Foreign languages</td>
<td>27,300</td>
<td>57,150</td>
</tr>
<tr>
<td>Psychology</td>
<td>31,360</td>
<td>60,740</td>
</tr>
<tr>
<td>Social sciences</td>
<td>149,500</td>
<td>273,190</td>
</tr>
<tr>
<td>Education</td>
<td>120,460</td>
<td>114,170</td>
</tr>
<tr>
<td>Library science</td>
<td>1,000</td>
<td>1,580</td>
</tr>
<tr>
<td>Social work</td>
<td>3,330</td>
<td>4,100</td>
</tr>
<tr>
<td>Accounting</td>
<td>20,780</td>
<td>29,780</td>
</tr>
<tr>
<td>Other bus &amp; commerce</td>
<td>81,870</td>
<td>91,920</td>
</tr>
<tr>
<td>Other</td>
<td>60,080</td>
<td>66,540</td>
</tr>
</tbody>
</table>

### Staff

<table>
<thead>
<tr>
<th>Total, professional staff</th>
<th>1969-70</th>
<th>1979-80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional staff</td>
<td>872,000</td>
<td>1,221,000</td>
</tr>
<tr>
<td>Resident degree-credit</td>
<td>700,000</td>
<td>986,000</td>
</tr>
<tr>
<td>Other instruction</td>
<td>578,000</td>
<td>801,000</td>
</tr>
<tr>
<td>Other professional staff</td>
<td>122,000</td>
<td>185,000</td>
</tr>
<tr>
<td>Administration, services</td>
<td>172,000</td>
<td>235,000</td>
</tr>
<tr>
<td>Organized research</td>
<td>91,000</td>
<td>124,000</td>
</tr>
<tr>
<td>Public</td>
<td>80,000</td>
<td>112,000</td>
</tr>
<tr>
<td>Private</td>
<td>589,000</td>
<td>906,000</td>
</tr>
<tr>
<td>4-year</td>
<td>528,400</td>
<td>716,000</td>
</tr>
<tr>
<td>2-year</td>
<td>749,000</td>
<td>1,011,000</td>
</tr>
<tr>
<td></td>
<td>122,400</td>
<td>211,000</td>
</tr>
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</table>

### Expenditures

<table>
<thead>
<tr>
<th>Total expenditures from current funds</th>
<th>1969-70</th>
<th>1979-80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public institutions</td>
<td>13.8</td>
<td>26.8</td>
</tr>
<tr>
<td>Student education</td>
<td>8.6</td>
<td>16.9</td>
</tr>
<tr>
<td>Organized research</td>
<td>1.8</td>
<td>2.9</td>
</tr>
<tr>
<td>Related activities</td>
<td>0.8</td>
<td>1.8</td>
</tr>
<tr>
<td>Auxiliary, student aid</td>
<td>2.6</td>
<td>6.3</td>
</tr>
<tr>
<td>Private institutions</td>
<td>8.0</td>
<td>13.2</td>
</tr>
<tr>
<td>Student education</td>
<td>4.1</td>
<td>6.5</td>
</tr>
<tr>
<td>Organized research</td>
<td>1.7</td>
<td>2.3</td>
</tr>
<tr>
<td>Related activities</td>
<td>0.4</td>
<td>0.6</td>
</tr>
<tr>
<td>Auxiliary, student aid</td>
<td>1.8</td>
<td>3.2</td>
</tr>
<tr>
<td>Capital outlay from current funds</td>
<td>0.5</td>
<td>0.5</td>
</tr>
</tbody>
</table>

### Student Charges

<table>
<thead>
<tr>
<th>All public institutions</th>
<th>1969-70</th>
<th>1979-80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>$1,198</td>
<td>$1,367</td>
</tr>
<tr>
<td>Other 4-year</td>
<td>1,342</td>
<td>1,578</td>
</tr>
<tr>
<td>2-year</td>
<td>1,147</td>
<td>1,380</td>
</tr>
<tr>
<td></td>
<td>957</td>
<td>1,166</td>
</tr>
<tr>
<td>All private institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universities</td>
<td>$2,520</td>
<td>$3,162</td>
</tr>
<tr>
<td>Other 4-year</td>
<td>2,905</td>
<td>3,651</td>
</tr>
<tr>
<td>2-year</td>
<td>2,435</td>
<td>3,118</td>
</tr>
</tbody>
</table>

### Source:

U.S. Office of Education
involveing "external degrees" and "open universities" are sprouting across the country.

The new trend to flexibility started by killing the old notion that all students learn the same way at the same time. With that out of the way, colleges have expanded independent study and replaced many lectures with seminars.

Some colleges have moved to the ultimate in flexibility. New College, in Florida, lets a student write his own course of study, sign a "contract" with a faculty adviser, and then carry it out. Others give credit for work in the field—for time at other universities, traveling, working in urban ghettos or AEC laboratories. Still more are substituting examinations for hours of classroom attendance to determine what a student knows; some 280 students at San Francisco State, for example, eliminated their entire freshman year by passing five exams last fall.

Another trend is the increasing use and availability of technology. At Simon Fraser University in British Columbia, among other institutions, students can drop into a bioscience lab at any time of day, go to a booth, turn on a tape recorder, and be guided through a complicated series of experiments and demonstrations. The student there has complete control of the pace of his instruction; he can stop, replay, or advance the tape whenever he wants. One result of the program: students now spend more time "studying" the course than they did when it was given by the conventional lecture-and-laboratory method.

The computer holds the key to further use of technology in the classroom. The University of Illinois, for example, is starting Project Plato, a centralized computer system that soon will accommodate up to 4,000 users at stations as far as 150 miles from the Champaign-Urbana campus. Each student station, or "terminal," has a keyset and a plasma panel, which looks like a television screen. The student uses the keyset to punch out questions and answers, to set up experiments, and to control his progress. The computer responds to his direc-

tions within one-tenth of a second. Computers are still too expensive an instructional tool for some colleges. Eventually, however, they should make education considerably more open and available than it is today. Instruction can be wired into homes and offices; students can learn where and when they want.

Technology itself, of course, will never replace the traditional forms of education—the face-to-face contact with professors, the give-and-take of seminars, the self-discovery of the laboratory. Technology, however, will augment other forms of formal instruction, widening the range of alternatives, gearing the educational process more to the choice of the student, opening the system to new students.

What are the implications of technology for the colleges themselves? Most of the new technology requires large capital investments; it is still too expensive for hard-pressed institutions. But there may be ways that flexibility can be fiscally efficient and attractive.

Last summer, Howard R. Bowen, chancellor of the Claremont University Center, and Gordon Douglass, professor of economics at Pomona College, issued a report on efficiency in liberal arts instruction. They said that small liberal arts colleges could operate more effectively by diversifying their teaching methods. Their report suggested a plan under which 35 per cent of the teaching at a small college would be done in the conventional way, 25 per cent in large lectures, 15 per cent in independent study, 15 per cent in tutorials, and 10 per cent in machine-assisted study. Bowen and Douglass estimated that such a plan would cost $121 per student per course—compared with $240 per student now.
Should Campuses Get Bigger?

At the University of Illinois in Champaign-Urbana, mid term grades in some courses are posted not by the students' names but by their Social Security numbers. At Ohio State, a single 24-story dormitory houses 1,900 students—more than the total enrollment of Amherst or Swarthmore.

Across the country, colleges and universities are grappling with the problem of size. How big can a campus get before students lose contact with professors or before the flow of ideas becomes thoroughly clogged? How can a large campus be broken into smaller parts so students can feel that they are part of a learning community, not mere cogs in a machine?

Increasingly, parents and students are opting for larger campuses—both because large colleges and universities provide a good education and because they usually are state institutions with lower costs. A few years ago the National Opinion Research Center in Chicago conducted a national survey of the alumni class of 1961 and found that the graduates did not even have "much romanticism" about the advantages of small colleges. Only one-fourth of the respondents thought that a college with fewer than 2,000 students would be desirable for their oldest son—and only one-third thought it would be desirable for their oldest daughter.

Size is only one of several factors involved in choosing a college. Others include cost, distance from home, the availability of special courses, and counseling from relatives and friends. A choice based on these factors leads to a college of a certain size. Choosing a highly specialized field, or one requiring much laboratory research, usually will mean choosing a large school. Trying to save money by living at home might mean attending a public (and large) community college.

Large colleges, of course, have advantages—more books, more distinguished professors, more majors to choose from, more extracurricular activities. They also have longer lines, larger classes, and more demonstrations. Three years ago a study of student life at the University of California at Berkeley (pop. 27,500) by law professor Caleb Foote concluded with the opinion that human relationships there "tend to be remote, fugitive, and vaguely sullen." Students and faculty were so overwhelmed by the impersonality of the university's size, said Foote, that the school failed even to educate students to "respect the value of the intellect itself."

By comparison, relationships at small colleges are almost idyllic. For example, a study of 491 private, four-year nonselective colleges with enrollments under 2,500 found that students and faculty there usually are on familiar terms and tend to be absorbed in class work. "The environment," said the study's authors, Alexander Astin, director of research for the American Council on Education, and Calvin B. T. Lee, chancellor of the University of Maryland campus in Baltimore County, "is cohesive, and the administration is concerned about them as individuals."

The greatest problem is to strike a balance, to make the campus big enough to enjoy the advantages of size but small enough to retain the human qualities. "I guess the trick," says the president of a small liberal arts college, "is to get big enough so people know you are there, and small enough so it's hard for things to get out of hand."

The Carnegie Commission on Higher Education recently studied campus size in relation to institutional efficiency. The optimum efficiency of a college, according to the commission, is when costs per student stop going down with increased enrollment—and when greater size starts to erode the academic environment.

It proposed that the best size for a doctorate-granting institution is 5,000

### Shifting Patterns of College Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>1910</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>1920</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>1930</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>1940</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>1950</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1960</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>1970</td>
<td>75%</td>
<td>25%</td>
</tr>
</tbody>
</table>

In 1950, the two million students on campus were evenly divided between public and private colleges. Today, three out of four students are in public institutions.
to 20,000 full-time students; for a comprehensive college, 5,000 to 10,000 students; for liberal arts colleges, 1,000 to 2,500 students; and for two-year colleges, 2,000 to 5,000 students. The commission also noted that it realized that some institutions would not be able to reach the sizes it suggested.

In an effort to reduce the impact of large size, many colleges have tried to organize their campuses around a series of clusters, houses, or mini-colleges. At the University of California at Santa Cruz, for example, students live and study in 650-student colleges; as the university grows it simply adds on another, virtually self-contained, college. Each college has its own identity and character.

As long as the population continues to grow, and the proportion of young people going to college increases, large schools will get larger and small schools will have trouble staying small. The answer will have to be the creation of more colleges of all kinds.

What Is the “New” Student?

The youth counterculture flowered on the campus long before it spread to the rest of society. The counterculture brought a new sense of community to the campus, a new feeling for a physical dynamic and for the visual world. Academicians spoke of the university’s “new feel,” where students preferred films to books and spoken poetry to written, and where they tried to rearrange things to fit their own time frames.

At first, universities and the new students didn’t seem to mesh. Universities are traditional, reflective institutions often concerned with the past. Many of the new students wanted to look to the future. What happened yesterday was not as “relevant” as what is happening today, or what will happen tomorrow.

Margaret Mead looked at the new students and described them as the young “natives” in a technological world where anyone over 25 was a “foreigner.” As a group, the new class seemed born to the struggle, more willing to challenge the ways of the world—and to try to change them —than their predecessors. And they felt fully capable of acting on their own. “Today students aren’t fighting their parents,” said Edgar Z. Friedenberg, professor of education at D’Alhousie University, “they’re abandoning them.”

On the campus, many presidents and deans were under pressure from the public and alumni to stamp out the counterculture, to restore traditional standards of behavior. By the end of the Sixties, however, most students and faculty members alike had come to believe that off-campus behavior should be beyond a college’s control. A national survey in 1969 found that only 17 per cent of the faculty members interviewed thought that “college officials have the right to regulate student behavior off campus.”

Attempts to regulate behavior on the campus also ran into obstacles. For the past century, college presidents had exercised almost absolute control over discipline on campus. In the last few years, however, the authority of the president has been undercut by new—and more democratic—judicial procedures. “Due process” became a byword on new student and faculty judicial committees. Court decisions construed college attendance as a right that could be denied only after the rights of the accused were protected. The courts thus restrained administrative impulses to take summary disciplinary action.

Partly in response to the demands of the times—and partly in response to court decisions, and partly in response to the recommendations of groups such as the President’s Commission on Campus Unrest, many colleges now are creating entirely new judicial procedures of their own. Students are represented on campus judicial boards or committees; on a few, they form a majority.

At the same time, colleges are turning over to outside police agencies and civil courts the responsibility for regulating the conduct of students as citizens. On few, if any, campuses are students provided sanctuary from society’s laws. For its part, society has developed a far greater tolerance for the counterculture and general student behavior than it once held.

“The trend,” says James A. Perkins, former president of Cornell University and now chairman of the International Council for Educational Development, “is toward recognizing that the student is a citizen first and a student second—not the other way around. He will be treated as an adult, not as a child of an institutional parent.”

That is a trend that more and more students heartily endorse.
Are Students Taking Over?

The greatest struggle on many campuses in the past decade was for the redistribution of power. Trustees were reluctant to give more to the president, the president didn't want to surrender more to the faculty, the faculty felt pushed by the students, and the students—who didn't have much power to begin with—kept demanding more.

Except for the presence of students among the warring factions, struggles for power are as old as universities themselves. The disputes began more than a century ago when boards of trustees wrestled authority from chartering agencies—and continued down the line, only to stop with the faculty.

In the late 1960's, students discovered that they had one power all to themselves: they could disrupt the campus. Enough students at enough campuses employed confrontation politics so effectively that other elements of the college community—the administration and the faculty—took their complaints, and their protests, seriously.

By the end of 1969, a survey of 1,769 colleges found that students actually held seats on decision-making boards or committees at 184 institutions of higher education. They sat on the governing boards of 13 colleges. Otterbein College includes students with full voting power on every committee whose actions affect the lives of students; three are members of the board of trustees. At the University of Kentucky, 17 students sit as voting members of the faculty senate.

On the whole, students appear to have gained influence at many schools without gaining real power. For one thing, they are on campus, usually, for only four years, while faculty members and administrators stay on. For another, they usually constitute a small minority on the committees where they can vote. Frequently they do not have a clear or enthusiastic mandate from their constituency about what they are supposed to do. Except in periods of clear crisis, most students ignore issues of academic reform and simply go their own way.

Even when students do have power, they often act with great restraint. "We have students sitting on our faculty promotion committees," says an administrator at a state college in the Northwest, "and we're discovering that, if anything, they tend to be more conservative than many of the faculty members."

What Is the Best Preparation for a College Teacher?

Ten years ago, the academic community worried that there would not be enough Ph.D.'s to fill the faculties of rapidly growing colleges and universities. Efforts to solve the problem, however, may well have been too successful. Today people talk of a glut of Ph.D.'s—and men and women who have spent years in advanced study often can't find jobs. Or they take jobs for which they are greatly overqualified.

Over the years, about 75 per cent of all Ph.D.'s have joined a college or university faculty, and most still go into higher education. Due to the rapid growth of higher education, however, only 45 per cent of faculty members in the U.S. actually hold that degree; fully one-third of the 491 colleges that were the subject of a recent study do not have a single Ph.D. on their faculty. There is still a need for highly trained academic talent—but most colleges can't afford to expand their staff fast enough to provide jobs for the new talent emerging from graduate schools.

In addition to the problem of training a person for a job that is not available, many academics are wondering if the Ph.D. degree—traditionally the passport to a scholarly life of teaching or research—provides the best training for the jobs that exist.

The training of a Ph.D. prepares him to conduct original research. That ability, however, is needed at colleges and universities only by people with
heavy research commitments or responsibilities. Once they have earned their doctorate, some Ph.D.'s will gravitate toward doing more research than teaching; others will choose to emphasize more teaching. Yet the preparation is the same for both. Moreover, although research can improve a professor's teaching, the qualities that make him a top-flight investigative scholar are not necessarily those required for effective classroom teaching.

Across the country, the demand is growing for an alternative to the Ph.D. One such alternative is the M.Phil., or Master of Philosophy, degree; another is the D.A., or Doctor of Arts. A D.A. candidate would fulfill many of the requirements now expected of a Ph.D., but would attempt to master what is already known about his field rather than conducting his own original research. He also would spend time teaching, under the direction of senior faculty members.

Many colleges and universities have already opened their doors and their classrooms to teachers without formal academic preparation at all. These are the outside experts or specialists who serve briefly as "adjunct" professors on a college faculty to share their knowledge both with students and with their fellow faculty members. Many administrators, arguing that faculties need greater flexibility and less dependence on the official certification of a degree, hope that the use of such outside resources will continue to grow.

How Can Anyone Pay for College?

The costs of sending a son or daughter to college are now astronomical, and they keep going up. The expense of getting a bachelor's degree at a prestigious private university today can surpass $20,000; in a few years it will be even more.

The U.S. Office of Education estimates that average costs for tuition, required fees, room, and board in 1970-71 were $1,336 at a public university and $2,979 at a private university—or 75 per cent more than in 1960.

Some schools, of course, cost much more than the norm. Tuition, room, and board cost $3,905 at Stanford this year; $4,795 at Reed. Harvard charges $4,470—or $400 more than a year ago.

State colleges and universities are less expensive, although their costs keep rising, too. The University of California is charging in-state students $629 in tuition and required fees; the State University of New York, $550. Other charges at public schools, such as room and board, are similar to those at private schools. Total costs at public institutions, therefore, can easily climb to $2,500 a year.

Some colleges and universities are trying new ways to make the pain bearable.

Last fall, for example, Yale started its Tuition Postponement Option, permitting students to borrow $800 directly from the university for college costs. The amount they can borrow will increase by about $300 a year, almost matching anticipated boosts in costs. (Yale now charges $4,400 for tuition, room, and board.)

The Yale plan is open to all students, regardless of family income. A participating student simply agrees to pay back 0.4 per cent of his annual income after graduation, or a minimum of $29 a year, for each $1,000 he borrows. All students who start repayment in a given year will continue paying 0.4 per cent of their income each year until the amount owed by the entire group, plus Yale's cost of borrowing the money and 1 per cent for administrative costs, is paid back. Yale estimates that this probably will take 26 years.

The Yale option works for a student in this way: If he borrows $5,000 and later earns $10,000 a year, he will repay $200 annually. If he earns $50,000, he will repay $1,000. A woman who borrows and then becomes a non-earning housewife will base her repayments on half the total family income.

Many students and parents like the Yale plan. They say it avoids the "in-
Is Academic Freedom in Jeopardy?

If complaints filed with the American Association of University Professors can be taken as an indicator, academic freedom is in an increasingly perilous condition. Last summer the AAUP's "Committee on Academic Freedom and Tenure" reported that it had considered 880 complaints in the 1970-71 school year—a 22 per cent increase from the year before.

Many of the complaints involved alleged violations of academic freedom in the classic sense—sanctions imposed against an individual for utterances or actions disapproved by his institution. It is not surprising that such controversies persist or that the actions of professors, trustees, students, and administrators might come into conflict, particularly in the increasingly politicized modern university.

As the title of the AAUP's committee suggests, academic freedom increasingly has become identified with guarantees of permanent academic employment. That guarantee, known as tenure, is usually forfeited only in cases of severe incompetence or serious infractions of institutional rules.

Because of the requirements of due process, however, disputes over academic freedom and tenure increasingly involve procedural issues. Some fear that as the adjudication process becomes increasingly legalistic, the elements of academic freedom in each case may be defined in ever-narrower terms. Robert B. McKay, dean of the New York University School of Law, warns that colleges should pay close attention to their internal judicial procedures so that outside decisions—less consistent with academic traditions—do not move into a vacuum.

The concept of tenure itself is now under review at many institutions. Many faculty members and administrators realize that abuses of tenure through actions that are not protected by academic freedom threaten the freedom itself. Such an abuse might occur when a professor uses class time to express a personal point of view without affording students an opportunity to study other positions, or when a faculty member fails to meet a class—depriving students of their freedom to learn—in order to engage in political activity.

Because these examples are not clear-cut, they are typical of the academic freedom issue on many campuses. It is also typical for academics to resist regulation of any kind. The President's Commission on Campus Unrest noted that "faculty members, both as members of the academic
community and as professionals, have an obligation to act in a responsible and even exemplary way. Yet faculty members have been reluctant to enforce codes of behavior other than those governing scholarship. They have generally assumed that a minimum of regulation would lead to a maximum of academic freedom."

Political events—often off the campus—have made academic freedom a volatile issue. Occasionally a political figure will claim that a university is too relaxed a community, or that it is the hotbed of revolutionary activity. Institutions of higher learning have been thrust into the political arena, and academic freedom has been abused for political reasons. On some campuses, outside speakers have been prohibited; at others, controversial faculty members have been fired.

### What Is a College Degree Really Worth?

College credentials, says HEW's Newman report on higher education, "are not only a highly prized status symbol, but also the key to many of the well-paying and satisfying jobs in American society."

The problem today is that colleges have been producing graduates faster than the economy can absorb them in challenging jobs. The members of last spring's graduating class found that, for the first time in years, a degree was not an automatic passport to a job and the good life.

Job offers to graduates were on the decline. At Louisiana State University, for example, there were only half as many job offers as the year before; even the recruiters stayed away. At graduate schools, job offers to new Ph.D.'s plummeted 78 per cent, and many might well have asked if all their years of study were worth it.

In the long run, higher education does pay off. Last fall a research team under Stephen B. Withey of the Institute for Social Research at the University of Michigan reported that male college graduates earn $59,000 more in their lifetimes than male high school graduates.

A higher income is only one benefit of a degree. Withey's report also concluded that college graduates hold jobs with fewer risks of accidents, fewer physical demands, more advancement, and "generally more comfort, psychic rewards, stimulation, and satisfactions." The report also found a direct correlation between college attendance, enriched life styles, and satisfactory family adjustments.

The nation's work ethic is changing, however, as are the values of many recent college graduates. To many, the tangible rewards of a job and a degree mean less than the accumulated wisdom and experience of life itself. Sociologist Amitai Etzioni recently commented: "The American college and university system is best at preparing students for a society which is primarily committed to producing commodities, while the society is reorienting towards an increasing concern for the good life."

Even when they can be defined, the nation's manpower needs are changing, too. Last year Dartmouth College's President John G. Kemeny asked, "What do we say to all our students when we realize that a significant fraction of them will end up in a profession that hasn't been invented yet?"

Many educators now are urging employers to place less emphasis on the fact that a job applicant does or does not have a college degree and to give more attention to other qualities. Many also urge a review of the "certification" functions of higher education—where a degree often signifies only that the holder has spent four years at a given institution—so that society can operate more smoothly as a true meritocracy.
Should Everyone Go to College?

Higher education, says Princeton's Professor Fritz Machlup, "is far too high for the average intelligence, much too high for the average interest, and vastly too high for the average patience and perseverance of the people here and anywhere."

Not everyone, of course, would agree with Professor Machlup's assessment of both the institution of higher education in the United States and the ability of the populace to measure up to it. But trying to draw the line in a democracy, specifying who should be admitted to higher education and who should not, is increasingly difficult.

What, for example, are the real qualifications for college? How wide can college and university doors be opened without diluting the academic excellence of the institution? And shouldn't higher education institutions be more concerned with letting students in than with keeping them out?

Public policy in the United States has set higher education apart from elementary and secondary education in size, scope, and purpose. All states have compulsory attendance laws—usually starting with the first grade—requiring all young people to attend public schools long enough so they can learn to read, write, and function as citizens. But compulsory attendance usually stops at the age of 16—and free public education in most states stops at grade 12.

Are 12 years enough? Should everyone have the right to return to school—beyond the 12th-grade level—whenever he wants? Or should "higher" education really be "post-secondary," education, with different types of institutions serving the needs of different people?

Increasingly, the real question is not who goes on to higher education, but who does not go. In 1960, for example, about 50 per cent of all high school graduates in the U.S. moved on to some form of higher education. Today about 60 per cent go to college. By 1980, according to the U.S. Office of Education, about 65 per cent of all high school graduates will continue their education.

Today, the people who do not go on to college usually fall into three categories:

1. Students with financial need. Even a low-cost community college can be too expensive for a young person who must work to support himself and his family.

2. Students who are not "prepared" for college by their elementary and secondary schools. If they do go to college they need compensatory or remedial instruction before they start their regular classes. They also often need special counseling and help during the school year.

3. People beyond the traditional college-going age—from young mothers to retired executives—who want to attend college for many reasons. During the Sixties, most of the efforts to open college doors were focused on racial minorities. To a degree, these efforts were successful. Last year, for example, 470,000 black students were enrolled in U.S. colleges and universities.

The explosive growth of two-year community colleges will continue to open college doors for many students. Most community colleges have lower admissions requirements than four-year schools (many require only high school graduation); they charge relatively low tuition (average tuition at a public community college this year is $300), and most are in urban areas, accessible by public transportation to large numbers of students.

Community colleges will continue to grow. In 1960 there were 663 two-year community colleges in the U.S., with 816,000 students. Today there are 1,100 community colleges—with 2.5 million students. A new community college opens every week.

New patterns of "open admissions" also will open college doors for students who have not been served by higher education before. In a sense, open admissions are a recognition that the traditional criteria for college admissions—where one ranks in high school, and scores on Scholastic Aptitude Tests—were not recognizing students who were bright enough to do well in college but who were poorly prepared in their elementary and secondary schools.

In the fall of 1970, the City University of New York started an open admissions program, admitting all graduates of New York high schools who applied and then giving them special help when they were on campus. There was a relatively high attrition rate over the year; 30 per cent of the "open admissions" freshmen did not return the next year, compared with 20 per cent of the "regular" freshmen. Even so, many university officials were pleased with the results, preferring to describe the class as "70 per cent full" rather than as "30 per cent empty."

The lesson is that, as higher education becomes more available, more young people will take advantage of it. Open admissions and other more democratic forms of admissions should not only make for a greater meritocracy on campus, but also lead to a better-educated society.
"They are sick of preparing for life—they want to live."—S. I. Hayakawa.

No one knows how many, but certainly some of the 8.5 million students now on campus are there for the wrong reasons. Some are there under pressure (if not outright duress) from parents, peers, and high school counselors; others are there to stay out of the armed forces or the job market. Almost all, even the most highly motivated, are vulnerable to pressures from parents who view college attendance as a major stepping-stone toward the good life.

One result of these pressures is that college teachers are often forced to play to captive audiences—students who would rather be someplace else. Walk into almost any large lecture in the country and you'll see students doodling, daydreaming, and nodding; they come alive again when the final bell rings. Many are bored by the specific class—but many more are bored by college itself.

Acknowledging the problem, the Assembly on University Goals and Governance has proposed that new kinds of institutions be established "to appeal to those who are not very much taken with the academic environment." Other proposals call for periods of national service for many young men and women between the ages of 18 and 26, and for greater flexibility in college attendance.

Steven Muller, president of the Johns Hopkins University, proposes a four-part national service program, consisting of:

- A national day-care system, staffed by national service personnel.
- A national neighborhood-preservation system, including security, cleanup, and social services.
- A national health corps, providing para-medical services to homes and communities.
- An elementary school teacher corps using high school graduates as teacher aides.

President Muller also proposes that two years of such non-military service be compulsory for all young peo-
ple. The advantages of mandatory national service, he said, would range from reducing enrollment pressures on colleges to giving students more time to sort out what they want to do with their lives.

The Carnegie Commission on Higher Education has suggested at least a consideration of national service plans and proposes that colleges make provisions for students to "stop out" at certain well-defined junctures to embark on periods of national service, employment, travel, or other activities.

The commission also advocates reducing the time required to earn a bachelor's degree from four years to three, and awarding credit by examination, instead of measuring how much a student knows by determining how much time he has sat in a particular class.

Some of these ideas are being studied. Institutions such as Harvard, Princeton, Claremont Men's College, New York University, and the entire California State College System are considering the possibility of three-year degree programs. Others, such as Goddard, Syracuse, and the University of South Florida, require students to spend only brief periods of time on the campus itself to earn a degree.

**MAJOR TREND in American higher education today is toward greater flexibility.** Last year two foundations—the Ford Foundation and the Carnegie Corporation of New York—provided $2.5-million to help start a highly flexible series of experiments in New York State, including:

- A program of "external degrees," offering bachelors' and associates' degrees to students who pass college-level exams, even if they have not been formally enrolled at a college.
- A new, non-residential college drawing on the resources of the state university's 72 campuses but maintaining its own faculty to help students in independent study at home or at other schools.
- A "university without walls" including 20 institutions but with no fixed curriculum or time required for degrees; outside specialists will form a strong "adjunct" faculty.

These and other alternatives are designed to "open up" the present system of higher education, removing many of the time, financial, geographic, and age barriers to higher education. They should make it easier for students to go to college when they want, to stop when they want, and to resume when they want. A bored junior can leave the campus and work or study elsewhere; a mother can study at home or at institutions nearby; a businessman can take courses at night or on weekends.

The alternatives emphasize that higher education is not limited to a college campus or to the ages of 18 to 24, but that it can be a lifetime pursuit, part of our national spirit. The impact of these changes could be enormous, not only for the present system of higher education, but for the country itself.
With All Their Successes, Why Are Colleges So Broke?

In a recent echo of an all-too-common plea, the presidents of six institutions in New York warned that private colleges were on the verge of financial collapse and needed more money from the state. The presidents were not crying wolf. The Carnegie Commission on Higher Education reports that fully two-thirds of the nation's 2,729 colleges and universities are already in financial difficulty or are headed for it. "Higher education," says Earl Cheit, author of the Carnegie report, "has come upon hard times."

At most schools the faculty has already felt the squeeze. Last spring the American Association of University Professors reported that the average rise in faculty salaries last year had failed to keep pace with the cost of living.

The real problem with college finance is that costs keep rising while income does not. It is compounded by the fact that the gap keeps growing between what a student pays for his education and what it costs to educate him.

The problems are great for public colleges and universities, and for private institutions they are even greater. About one-fourth of all private colleges are eating up their capital, just to stay in business.

As the Association of American Colleges warns, this is a potentially disastrous practice. As its capital shrinks, an institution then loses both income on its endowment and capital growth of it. The association sees little hope of a reprieve in the immediate future. "Most colleges in the red are staying in the red and many are getting redder," it says, "while colleges in the black are generally growing grayer."

Many of the traditional methods of saving money don't seem to work in higher education. Most colleges can't cut costs without excluding some students or eliminating some classes and programs. There is little "fat" in the average budget; when a college is forced to trim it usually diminishes many of the programs it has started in the past few years, such as scholarships or counseling services for low-income students.

Most colleges and universities have tried to raise money by increasing tuition—but this, as we have seen, is approaching its upper limits. Private institutions already have priced themselves out of the range of many students. Trying to set tuition any higher is like crossing a swamp with no way to know where the last solid ground is—or when more students will flee to less expensive public colleges. The competitive situation for private colleges is particularly acute because, as one president puts it, public colleges offer low-cost, high-quality education "just down the street."

The problem is worse this year than ever before. The total number of freshmen in four-year colleges has actually declined. Colleges across the country have room for 110,000 more freshmen, with most of the empty seats found in private schools. The decline in enrollment comes at a particularly bad time: many colleges are just completing large—and expensive—building programs that they started in the booming sixties. Public colleges are not immune from the academic depression. They receive about 53 per cent of their income from state and local governments, and many are suffering from a taxpayers' revolt. Some state legislatures are cutting back on funds for higher education; others are dictating ways money can be saved.

Public colleges are under pressure to raise tuition, but many administrators fear this might lose students at the cost of raising dollars. Tuition at public colleges and universities is relatively low, when compared with private colleges, but it still has doubled in the last decade. The National Association of State Universities and Land-Grant Colleges warns that if it keeps going up it could lead to a "serious erosion of the principle of low tuition, which has been basic to the whole concept of public higher education in the United States."

Most college administrators, therefore, are looking to the federal government for help. The Carnegie Commission estimates that the federal government now pays about one-fifth of all higher education expenditures in the U.S.—or $4 billion a year. The Commission says this must increase to about $13 billion in five years if the nation's colleges and universities are going to be in good health. It is only problematical whether such an increase will occur.
Alumni may return to the campus for reunions, fund-raising dinners, or occasional visits, but often their closest contact with their alma mater is the plea for money that comes in the mail.

When student unrest erupted a few years ago, however, college administrators quickly realized that alumni could make their opinions felt. Thousands of telegrams and letters flowed across the desks of presidents and deans in the wake of sit-ins and demonstrations; some alumni withheld money even though they had given before, or made their unhappiness known in other ways.

In the campus preoccupation with internal power struggles, alumni and alumnae usually have been bystanders. They are rarely involved in day-to-day life of the campus; unlike students, faculty members, and administrators, they are not present to exert an immediate influence in the struggles that often paralyze a school.

Many colleges now are searching for new ways to involve their alumni, particularly those who feel estranged from the contemporary campus by a growing gulf of manners, morals, and concerns. The impact of alumni, however, will grow as their numbers grow. It probably will be channeled into the following areas:

As voting citizens: Alumni will have an increasing influence as voters, as more and more of the questions affecting higher education are decided by elected officials. Even private institutions will receive more financial support from state and federal sources in the next few years. Congressmen and legislatures will, through government loans, grants, and institutional aid, make more and more decisions about who can attend college and where. In the 1980's, colleges and universities may value their alumni as much for their votes as for their dollars.

As donors: No matter how much more they receive from tuition or from governments, America's colleges and universities will not have enough unfettered money to do all the things they want to do. Contributions are still the best means of giving them a chance to experiment, to perform with extraordinary quality, and to attract new kinds of students.

As parents: Alumni will have vast influence over the education of their children. By encouraging new approaches to teaching—and by encouraging their children to take advantage of them—alumni can help broaden the structure of higher education. They can give their sons and daughters additional opportunities to appraise their future careers and make more efficient and intelligent use of college and university resources.

As employers: Alumni influence the qualifications that are demanded for entry into many jobs. They can help eliminate some of the current educational overkill now demanded for many occupations, and they can provide on-the-job apprenticeships and other opportunities for employees moving up in the system.

As members of a changing society: Alumni can develop tolerance and understanding for change in their own colleges, and prepare themselves for new opportunities in society.

As partisans of their colleges: They can increase their effectiveness by remaining alert to the changes in higher education, placing the changes at their own college in the context of broad structural changes in colleges across the nation.

As educated men and women: They should hold on to their faith in learning as a hope of civilization, and their faith in colleges and universities for nurturing that hope.

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, INC., a nonprofit organization informally associated with the American Alumni Council. The trustees, it should be noted, act in this capacity for themselves and not for their institutions, and not all the editors necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission.

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12. A Director of the Contract Curriculum Program will be appointed by the Academic Dean. The Director's duties will include the drawing together of materials helpful as resources to students, mentors and Contract Committee members in carrying out their respective roles; and he shall assume leadership in an ongoing evaluation of the program.

ACADEMIC PROMOTIONS

Dean Rider announced in March the promotion of a number of faculty members to advanced academic ranks with the start of the 1972-1973 contract year. The procedure used in selecting faculty members for promotion follows a thorough evaluation process and requires approval of the Faculty Status Committee and the College administration.

In the Department of Art, Delbert Michel, a member of the Hope faculty since 1964, has been promoted to Associate Professor of Art. Mr. Michel is a graduate of DePauw University and holds his master of Fine Arts Degree from the State University of Iowa.

In the Department of Biology, Dr. Allen Brady and Dr. Ralph Ockerse have both been promoted to the rank of Professor. Dr. Ockerse joined the Hope faculty in 1966 after completing his undergraduate work in the Netherlands and Baldwin Wallace College. He holds the Ph.D. from Yale University. Dr. Brady joined the faculty in the same year, holding degrees from the University of Houston and his doctorate from Harvard University.

Dr. Sheldon Wettack has been promoted to Professor of Chemistry. After a number of years teaching in the public schools, Dr. Wettack came to Hope in 1967. He holds his doctorate from the University of Texas and his other degrees from San Jose State College in California.

Dr. John Hopkins, chairman of the Department of Communication, has been promoted to Associate Professor in that Department. Prior to joining the Hope faculty in 1969, Dr. Hopkins was graduated from Marietta College in Ohio and received his Ph.D. from Ohio University.

James Henderson, who has been on leave during the current year for doctoral study at Northern Illinois University, will return in September as Assistant Professor of Economics. He holds degrees from Beloit College and Northern Illinois, and came to Hope in 1967.

In the Department of Education, Dr. James Bultman and Dr. Nancy Sonneveldt Miller have been promoted to the rank of Associate Professor of Education. Dr. Bultman recently received his Doctor of Education degree from Western Michigan University, and is a Hope graduate. Prior to coming to Hope in 1968, he served for many years on the faculty and administration of the Portage Public Schools. Dr. Miller is also a Hope graduate, has her master's degree from the University of Michigan and her Ph.D. from Michigan State University.

R. Dirk Jellema and Peter Schakel have been promoted to the rank of Associate Professor of English. Mr. Jellema is a graduate of Calvin College and holds a Master of Fine Arts from the University of Oregon. He has been a member of the Hope faculty since 1964. Dr. Schakel came to Hope in 1969 from the faculty of the University of Nebraska. He is a graduate of Central College, holds his master's degree from Southern Illinois University and his doctorate from the University of Wisconsin.

In the Department of Foreign Languages, Nancy Wheeler has been promoted to the rank of Assistant Professor of Classical Languages. Mrs. Wheeler joined the Hope faculty in 1968, after graduating from Indiana University and completing two master's degrees, one at Indiana University and the other at the University of Michigan.

Dr. Earl Curry has been promoted to the rank of Associate Professor of History, and in the same Department, G. Larry Penrose has been promoted to Assistant Professor of History. Dr. Curry has been a member of the Hope faculty since 1968, is a graduate of Iowa State University, and holds his master's and Ph.D. degrees from the University of Minnesota. Mr. Penrose is a graduate of Portland State College, has his master's from Indiana where he is currently completing work towards his doctorate.

Charles Aschbrenner has been promoted to the rank of Associate Professor of Music. He is a graduate of the University of Illinois and holds a master's from Yale University. He joined the Hope faculty in 1963.

William Vanderbilt has been promoted to Associate Professor of Physical Education. Dr. Vanderbilt recently received his Ph.D. from the University of Utah, is a graduate of Hope, and holds a master's from the University of Michigan. After teaching in the public schools in the State of Wisconsin, he joined the Hope faculty in 1967.

In the Department of Physics, Dr. Richard Brockmeier and Dr. David Marker have been promoted to the
rank of Professor of Physics. Dr. Marker, who also serves as Director of the Computation Center at Hope College, is a graduate of Grinnell College in Iowa, received his master's and Ph.D. degrees from Pennsylvania State University, and came to Hope in 1965. Dr. Brockmeier is a Hope graduate who received his master's and Ph.D. degrees from California Institute of Technology. He returned to the Hope faculty in 1966.

Dr. James Zoetewey, Chairman of the Department of Political Science, has been promoted to the rank of Associate Professor in that Department. Dr. Zoetewey is a Calvin College graduate and has his master's and Ph.D. degrees from the University of Colorado. He has been a member of the Hope faculty in the Department of Political Science since 1966.

Dr. James Reynierse in the Department of Psychology has been promoted to the rank of Professor and Dr. James Mottif in the same Department has been named Associate Professor. Dr. Reynierse is a graduate of Calvin College, and holds his master's and Ph.D. degrees from Michigan State University. Dr. Motiff is a graduate of St. Norbert College and received his master's and Ph.D. from the University of South Dakota.

Reverend Lambert Ponstein, a member of the faculty of the Department of Religion at Hope since 1952, has been promoted to the rank of Professor of Religion. Reverend Ponstein is a graduate of Hope and Western Theological Seminary and holds a master's degree from Oberlin College.

Two promotions have been made to the professional staff of Van Zoeren Library. Mr. Lee Lebbin, Director of Libraries at Hope College, has been promoted to the rank of Associate Professor of Library Science and Mr. Robert Grant, Humanities Librarian, has been named Assistant Professor of Library Science. Mr. Lebbin is a graduate of Hope, taught on the Mathematics faculty at Lawrence University and Western Michigan University. He holds two master's degrees, one in Mathematics and one in Library Science, from the University of Michigan and Case Western Reserve University. Mr. Grant was a member of the staff of the University of Windsor, is a graduate of Wheaton College, holds a M.S. in Library Science from Western Reserve University and M.A. from the University of Windsor.

A recent study reveals that members of the Hope faculty hold degrees from 66 different colleges and universities in the United States and abroad.

OUTSTANDING YEAR FOR FORENSICS

Hope Forensics, under Director M. Harold Mikel, have had an outstanding year. At the Pi Kappa Delta competition in Gatlinburg, Tennessee, Hope brought home the large sweepstakes trophy representing the best of 40 schools from 11 states. The stars were Karen Kent in Interpretation; Paul Bach in Extemp and Discussion; Chad Busk and Paul Christenson, After Dinner Speaking and Debate; Molly Gates, Persuasion; Joan Lautenschlegel, Extemp, Persuasion and Discussion.

Hope's debaters won trophies at the University of Michigan, Kellogg Community College and De Pauw University. The debaters, all sophomores, were Paul Bach, Joan Lautenschlegel, Chad Busk, and Paul Christenson. Hope outdistanced colleges from four states to take Sweepstakes Trophy at Kellogg Community College. Firsts were won by Paul Bach, Extemp, Impromptu, Speech Criticism; Gary Vanderven, TV Announcing; Karen Kent, Interpretation. Molly Gates and Gary Vanderven were judged Superior in Persuasion; Mark McLean and Jim McFarland, Superior in TV, and Jim Henn, Excellent in Interpretation.

In State Oratory, Hope was the only small college to make the finals; Gary Vanderven won a second and Molly Gates made the finals. Joan Lautenschlegel is the new Women's State Champion in Extemp.

All but two of these outstanding forensic students are sophomores; Karen Kent is a senior, Molly Gates, a junior.

MIKLE/HOPE FORENSICS

At the close of an exceptional year in Hope forensics, top honors were won by sophomore Paul Bach's being selected the national extemporaneous champion at the Tournament of Finalists meet at DePaul University in late April, it is fitting to "interview" the Director of Forensics.

M. Harold Mikel, associate professor of communication as well as director of forensics, has expressed his philosophy behind the successful year, "the success of Hope's forensic program is based on one paramount idea, 'Experience', the testing ground on which a person can find his strengths and weaknesses."

Mr. Mikel's areas of specialization in forensics are debate, oral interpretation, and public speaking. He believes in giving "anyone a chance" to become more proficient in mastering the art of the English language. "I am not a coach who wants only to win, I am a guide who wants everyone to develop a greater proficiency in the language and help find the individual self," said Mikel.

Today, Mr. Mikel has 55 students from various departments who are involved in one or more areas of the forensics program. Unlike most schools, there is not a small group that does most of the competition work. Each of the students is encouraged to sample the various fields of forensics and the students are allowed to concentrate on their area of preference.

Mr. Mikel not only concentrates on the campus forensic activities, but is quite active in helping high school students as well. In early May high school forensic students from 39 schools in Michigan, who had previously won district contests, were on campus for final evaluations; last year Mr. Mikel judged over 240 debate contests and this year the count is 220. "Hope has become the center for high school judging in Western Michigan," Mikel said. "This effort gives students the opportunity for performance and judging is a type of public relations which will benefit Hope as well."

In keeping with his idea of "developing the individual," Mr. Mikel believes that participation in the forensics program has an "application for life." His evidence is the number of lawyers, ministers, and teachers that are in those fields and succeeding because of formal training in forensics. This training helps the student organize thoughts and teaches the ability to express them; this experience helps him develop his individual self.

Advanced Degrees

David R. Nash '64, MBA, U. of Nebraska/Omaha, 1971.
The Rev. Eldred C. Kuizenga '18 retired from his many pastorates in the Presbyterian Church in 1965. Since that time, however, he has served seven churches as interim pastor. In addition he has served as chaplain on the Statendam of the Holland American Line on four long cruises. On the cruises, Mr. Kuizenga conducts the Protestant religious services for the ship and does the pastoral work. In this capacity, he and his wife Elizabeth have been to Mexico, Canada, Canal Zone, the Caribbean Islands, South America, Europe, the Orient and the South Pacific. Between tours the Kuizengas live at 5566 Calle Ocho, Carpinteria, Calif.

Mr. Kuizenga's army experiences "would fill a volume" for he served a number of famous American divisions. During World War I he served in Intelligence Department and the Gas Warfare Division of the U. S. Army. During World War II he served with the Army and Navy YMCA and USO. He was director of several of the largest USO which had a paid staff and hundreds of volunteer workers. While stationed in Northern New York State he did considerable work with the Canadian R.A.F. He took an R.A.F. Glee Club on tour of American Camp Hospitals and churches. Later, he took a Canadian Musical Comedy on a tour of American camps. After this he took a group of officers of the American Army on a tour of Canadian Camps. This was to acquaint them with their branch of service in the Canadian Army to eliminate misunderstanding and confusion when they were in battle as allies. He was thanked by a member of Parliament for the work he did with the Armed Forces of the British Empire.

Mr. Kuizenga's church service included 16 years as pastor of the historic Rockaway Presbyterian Church, Rockaway, N. J. He also served churches in Michigan, New York, Kansas, New Mexico and California.

The Kuizengas have five children, three daughters and two sons. Ann Kuizenga Emery attended Hope two years with the class of 1962. She is a graduate of San Jose State, California. Except for David who is a graduate of Princeton, the other children are graduates of California Universities.

Bernard J. '19 and Louise Weaver '20 Mulder observed their golden wedding day on May 31, 1971, with children, grandchildren (14) and great grands (2).

1920's

Elsie Peets Cook '27 has been honored for her exceptional interest and work in the Landscape Design facet of the Federated Garden Clubs of Michigan. The Michigan Landscape Critics Council, which Mrs. Cook helped to organize, has donated a new award in Landscape Design in her name to the National Council. Starting this year, the best garden club landscaping project (approved by a landscape architect) in the United States will receive the Elsie M. Cook Landscape Design Award on an annual basis. The award will consist of $25 and a certificate to a member club which has made the most significant contribution in providing, planning and planting for one of the following completed projects: commercial property, church, hospital, library, civic center, park, waterfront, other. The first award will be presented at the 1973 National Council of Garden Clubs Convention in Washington, D. C.

Mrs. Cook, an ardent and long-time member of the Holland Garden Club, served as first chairman of the Landscape Design Study Courses at the University of Michigan 1959-1962 and again in 1970 and 1971 when the courses were taken off the campus in Ann Arbor and then out-state to the Conservation School at Higgins Lake.

Mrs. Cook has contributed generously to the Foundation Scholarship Program in Landscape Architecture and Environmental Education with funds raised by presenting slide programs throughout Michigan. Thru The Garden Gate, a publication of the Federated Garden Clubs of Michigan, March-April issue, reported that "No other member of the Federation has contributed as much to the study and appreciation of good landscape design. The Landscape Critics Council is privileged to have worked with Elsie M. Cook and is grateful for her leadership."

Elsie and her husband Carl S. Cook, M.D. '26 live in Holland. Dr. Cook retired last year from the practice of obstetrics and gynecology in Holland after 35 years in medicine. The Cooks spent the winter in Tropic Isles Mobile Home Park on Terra Ceia Bay, Palmetto, Florida.

Gerrit Rezabek '29, now serving the Litchville and North Marion churches of North Dakota, planned to retire at the end of March after almost forty years in the ministry.

1930's

Jack '32 and Richard A. '31P De Witt received Distinguished Service to Agriculture awards from Michigan State University during Farmers' Week festivities in March at MSU. They were honored at a special luncheon at the Kellogg Center.

Raymond H. Rigterink '38 has been named a research scientist, The Dow Chemical Company's highest research classification. He was honored for his outstanding scientific contributions to the agricultural business of the company. Among his major contributions have been the invention of clodipol, the active ingredient in Cydon cockicide, a material now widely used by the poultry industry for the prevention of disease. He also synthesized chloropyrifos, the active ingredient in Durban insecticide, and fospirate, a compound that is being evaluated for several insecticidal and acaricidal uses. He is widely recognized for his proficiency in synthetic organic chemistry, especially in the area of heterocyclic compounds and their application to agricultural chemical problems. He is listed as an inventor on 47 U. S. patents and an author of 81 significant company reports.

Lloyd G. Chapman '35, who started a program of vocational education for the disabled and disadvantaged with a dream in 1946, has seen his vision become a success. He took much more than the dream however, it took years of hard, tough work and effort with an irrepressible dedication to the cause, together with his philosophy of serving students on an individual basis and learning by doing.

After receiving an M.A. from the University of Michigan in 1938, Lloyd served as head of Guidance and Counseling in Birmingham Public Schools until 1944. He went to Pine Lake in Plainwell, Michigan in 1945 as a counselor at the Michigan Veteran's Vocational School. When he became director in 1954, the facility was known as the Michigan Rehabilitation Institute. Now named the State Technical Institute and Rehabilitation Center. As such it has been acclaimed "A Giant Step Forward" by the Michigan Department of Education. When Lloyd went to Pine Lake more than 25 years ago, there were
15 students and 6 staff members, one building and cabins for living. In 1972 there are 413 students 98 staff members, a dormitory, administration building and more huge shops. Greater evidence of its success than this physical growth is the statistic that 95% of the 7300 graduates are employed. For a long time Chapman's was the only center of this kind in the nation, and even now there are only three or four others.

Lloyd and Lois DeFree '34 Chapman live at the school. Their son Robert and their daughter Marilyn are married and have followed their father in the social aspect of their careers. Robert is a casework operations supervisor for the Division of Vocational Rehabilitation; Marilyn Broekema teaches psychiatric occupational therapy at Wayne State University. The Chapmans have four grandchildren. Lois taught school in Delton; retired last year.

Harold F. Leestma '39, co-pastor and minister of evangelism at the Garden Grove Community Church, Garden Grove, Calif., has won the award given by Decision Magazine for the best evangelistic sermon preached in 1971. The sermon was a challenge to young people to commit their lives to Jesus Christ, delivered in the form of a latter-day message from Pontius Pilate. Rev. and Mrs. Leestma, the former Lois Voorhorst, will be guests of Billy Graham during his Northern Ohio Crusade in July.

Orville C. Beattie '39 was elected to the Board of Trustees of Garrett Theological Seminary. He is chairman of the Board of A. S. Hansen, Inc., Actuaries and Consultants, one of the largest firms of its type in the country, with offices in 13 major cities serving U. S. corporations and governmental bodies on both a national and international basis. He is also director of ASC Tabulating Corporation. He holds leadership positions in several civic organizations, including vice president and member of the Board of Trustees of the Lake Bluff/Chicago Homes for Children and member of the Board of Trustees of the Brain Research Foundation. Mr. Beattie is a Fellow of the Conference of Actuaries in Public Practice and serves on its Board of Directors. Recently he was elected vice president of the Conference. A member of the American Academy of Actuaries, he has authored several articles for professional journals and has appeared as an expert witness for hearings in Washington, D. C., on Social Security legislation.

Ralph Mow '40 was the subject of an issue called "Pages from the President's Notebook" honoring twenty-five years of faithful and able service to Northwestern College. He began his teaching career at Northwestern in 1947 where he has served as Dean of Men, acting chairman of the Science Division and professor of mathematics. A fixture on Northwestern's athletic committee since 1950, his duties have included serving as official timekeeper for all basketball and football home games and as faculty representative to the Tri-State Conference. He serves as president of the conference. His three children are Jim, a lieutenant in the U. S. Navy; Sandi, a graduate student at the University of Wyoming, and Ed, a senior at Northwestern.

Norman L. Rutgers '43 has joined Lear Siegler, Inc., as director of market development, heating and air conditioning products. Assistant to the president and director of consumer affairs for Lennox Industries for the past four years, Rutgers will be primarily concerned with product lines of LSI's Home Division, Holland, Mich., and will maintain offices at Home in Holland. However, his market development activities will also include three other LSI climate-control divisions: Mammoth, in Minneapolis; Siegler, Centralia, Ill.; and Krueger, Tucson. In addition, Rutgers will work with the company's housing divisions, particularly the Cuckler Building Systems Division.

Rutgers spent 16 years with Lennox, joining the firm in 1956 as market manager, schools. His first assignment was to research the educational market and assist in the development of the first Lennox school heating and air conditioning system. He was promoted to director of training in 1963 and developed the marketing and sales program for the firm's multi-zone rooftop equipment. As assistant to the president and director of consumer affairs, an appointment he received in 1968, he directed and developed new markets for commercial and residential heating and air conditioning products. Formerly Rutgers also spent 10 years with Honeywell, becoming manager of the sales branch in Des Moines, Ia. He has a BS degree in mechanical engineering from Armour Institute.

An active participant in industry affairs, Rutgers is first vice president of the School Facilities Council, a national organization of educators, architects, and industrialists; on the board of directors of the Producers Council, a national organization of building-product manufacturers; a consultant to the U. S. Department of Health, Education and Welfare; and a member of the U. S. Department of Commerce Panel on Housing Technology.

He is also a member of the Advisory Committee to the U. S. Department of Housing and Urban Development; chairman of the Council of Educational Facility Planning, National Committee on Community and School Relations; member of the Advisory committee. Industrialized Building Exposition and Congress (INBEX); and a member of the American Society of Heating, Refrigeration and Air Conditioning Engineers.

Rutgers is currently preparing a section for the System Building Handbook to be published this year by McGraw-Hill Publishing Co.

Lear Siegler, headquartered in Santa Monica, Calif., is a diversified company engaged in real estate development and housing components, electronics and communications, vehicle components and assemblies, and industrial equipment. Sales in fiscal 1971 were approximately $511 million. Climate control sales were $85 million, or 17% of total sales.


Edwin G. Ratering '47 is the new manager of vehicular noise control, a new department at General Motors.

Richard L. Hoebeke '47 has been promoted to plant engineer at Eastman Kodak Processing Lab in Dallas.

Joyce Muienberg Bender '47 is working at the Batavia Veteran's Administration Hospital again as a floor night nurse. All three of her children are in college. Paul is a pre-law student at Albany State, Dan is in electrical engineering (but is thinking of changing to computer science) at Syracuse University, and Laurie is in general studies at Geneseo Community College in Batavia.

1950's

Anne Jansma Zwemer '50 returned to India for 3 months in February. Following is an excerpt from an article published in The Church Herald."

"... Among others, important in India, one was left incomplete when we returned to the United States. A family in 1970. This was the writing of a small textbook, a book of ethics specifically for nurses in India. Although I had promised to do this, I was unable to accomplish the task while we were there, I have written more than half of this book here at home during the past year, sending the script on to South India as I completed each chapter in simple English. Nurses
there have had the script mimeographed and distributed to nursing schools for use in the teaching programs. Translation of the chapters into other languages has been begun by an organization in Mid-India so the material can be used throughout the country. Completion of the book is challenging and compelling, but should be done there for the sake of accuracy and details.

William K. Van't Hof '51 was elected vice president and trustee of the Michigan Heart Association for the year of 1972.

Ron Appeldorn '53 was named Hamilton's new varsity football coach by the Hamilton Board of Education. He won 7 varsity letters at Holland, 8 at Hillsdale and 3 at Hope.

Dr. Hans Veening '53, associate professor of chemistry at Bucknell University, has been awarded a National Institute of Health Special Research Fellowship and will spend the 1972-73 academic year at the Oak Ridge National Laboratories in Tennessee. Dr. Veening will be working in the Biochemical Separations and Analysis Section at Oak Ridge. His research project will involve a thorough study of the chromatographic operating conditions for high pressure ion exchange separations of biochemically active compounds found in human body fluids. Evaluation of the kinds and quantities of these constituents is very important in the area of clinical analyses. Recent medical research, for example, has indicated that hundreds of these compounds found in body fluids may be related to various physiological functions. Professor Veening's project could result in the development of useful clinical methodologies and techniques.

John J. Witte '54 has been selected for "Who's Who in the South and Southwest" (by Marquis Who's Who, Inc.). For the past 10 years, he has been at the Center for Disease Control in Atlanta, Georgia. Since August 1970, he is directing the Center's Immunization Branch, having responsibility for research and surveillance activities related to immunizable diseases, and directing a Federal grant-in-aid program to States for immunization activities. While at the Center for Disease Control, he has authored (or co-authored) more than 40 scientific publications, has served on the Public Health Service Advisory Committee on Immunization Practices and the American Academy of Pediatrics Committee on the Control of Infectious Diseases and taught pediatrics and preventive medicine at the Emory University Medical School. Memberships include the American College of Preventive Medicine, American Public Health Association, Georgia Pediatrics Society, and the American Medical Association.

William P. Siderius '55 has been elected to the position of vice president and treasurer by the board of directors of CF Industries, Inc. CF Industries, with headquarters in Chicago, is a major manufacturer and distributor of chemical plant food materials and is owned by eighteen regional farm supply cooperatives in the United States and Canada.

Lt. Cmndr. Robert W. Vander Lugt '58 has received the Navy Achievement Medal for duty with the staff of Commander Submarine Force, U. S. Pacific Fleet. On the Judge Advocate General's Corps, U. S. Navy, Commander Vander Lugt was cited for his outstanding and highly professional manner in the performance of his demanding duties. He completely revamped the Submarine Force legal assistance program and developed and established a drug education program within the Submarine Force, Pacific.

Paul But! '59 of General Telephone Co. will be leaving for Liberia on June 24 as a member of a team of 11 on a 20 months assignment to provide technical assistance to the Liberian Telecommunications authority.

1960

Jan E. Leestma, M.D. is an assistant professor at Northwestern Medical School. He has an appointment in both the Neuro-Physiology and Pathology departments, and is chief of the Neuro-Pathology Department. His wife, Louise Marsile '61 does volunteer work in the political arena of Chicago and is still getting settled after their 8th move! Their children Katrina, 6, and Johanna, 4, go to Francis Parker School.

1962

Betty Whicker Jackson, Claverack, N. Y. is a full-time teacher again, teaching 8th graders at Hudson Middle School, where her husband also teaches.

David Wyckoff has been chosen "Man of the Year" by Somerville Area Jaycees. Following are excerpts of an article published in the Somerville Messenger Gazette. " . . . There are four children of his own ranging in age from 3 to 10 years. There are also three foster children ranging from five to 16 years. There is also a father-in-law and a woman. In addition there is an ever changing number of youths, teen-agers or over, who for lack of any better name, Wyckoff calls 'street kids'. They come and they go. They all have problems . . . with parents, with police, with themselves . . . Most of the kids come through the efforts of the Somerville Area Ministerial Association with whom Wyckoff and his wife, Kerry, have been working for some time. The group is sponsored by the Somerset County Chaplaincy Council of which Wyckoff is director. Every Monday night the Wyckoffs meet with members of the Chaplaincy Council, other advisers, and the youths for counseling and sensitivity work. Most of the kids are on parole or probation."

" . . . The Man of the Year is active as choir director, church school teacher, youth adviser, deacon, and elder of the Neshanic Reformed Church, and is also president of the Classis of Raritan of the Reformed Church in America."

" . . . Each evening additional youths congregate at his home to visit friends who live there, or to seek advice from him and his wife. Weekends they are always crowded and holidays are fantastic."

Last Thanksgiving they cooked five ducks. Wyckoff personally does all the grocery shopping with bills running about $120 a week. He claims his wife should be named Woman of the Year for her efforts in the household.

" . . . During the day Wyckoff handles matters associated with his business as a licensed agent and broker for general insurance. He is also president of the Somerset County Association of Independent Insurance Agents. He is a member of the Jail Study Committee for Somerset County Jail, a member of the committee for the development of the Martin Luther King Youth Center, and a member of the Hillsborough Bi-Centennial Committee. He is also chairman of the Somerset County Mental Health Board. He was appointed in 1970 by Governor Cahill to the Somerset County Board of Taxation and reappointed for a three year term in May 1971. Wyckoff has been active politically, presently serving as vice chairman of the Somerset County Republican Executive Committee. He is a committee man for the Hillsborough Republican Executive Committee and served as campaign manager for Webster Todd when he ran for state Assembly. In addition to receiving various insurance sales awards, he is listed in "Who's Who in American Politics" and in the 1971 edition of "Community Leaders of America."

1963

Abba Antar Bahret is presently free-lance writing (some photog-
raphy too) for national magazines and an educational tape cassette company. She loves writing and finds it especially exciting to do a whole series of articles for some publication as she presently is for Conde Nast's Bride's Magazine (on career-women, a new concept of marriage, psychological intimacy, etc.) together with her husband she has done some children's musicals and they plan on many others. As she wrote the Alumni Office, they couldn't have a more ideal situation for enthusiastic try-out casts, theater or albums as her husband is music director and teacher for elementary children in a community in Westchester. He is a composer who studied and taught at Juilliard, and is very involved now in the British Open Corridor concept of teaching.

David J. Fugazzotto is presently chief pediatric resident at The Children's Mercy Hospital, Kansas City, Mo. He and his wife, Paulline and their infant daughter, Dana Helene, will move to Birmingham, Ala., after he finishes his residency in August. There, he will enter into a group practice with other pediatricians.

1964

John Dryhurst, curator, The Saint-Gaudens National Historic Site, Cornish, N. H., participated in the 19th Century American Sculpture Symposium in April. The symposium was sponsored by the Delaware Chapter of the Victorian Society in America and the Department of Art History, University of Delaware.

Alfred Grams and his wife Karin as well as their two children, Elona and Marco, are going to leave Brook Park, Minn. and following a time of vacation, will move to Kitchener, Canada, where Al has accepted the call of the Central Baptist Church to become its pastor in June.

David R. Nash after completing five years of active duty as captain in the U. S. Air Force and receiving his MBA from the University of Nebraska is now supervisor for Personnel Information Systems at the First National Bank in Chicago.

Robert R. Roatges is the new assistant administrator in charge of Fiscal Affairs at Phoenix Baptist Hospital, Phoenix, Ariz. His responsibilities are budgeting and expenditure control throughout the hospital, in addition to supervision of accounting, business office, and purchasing departments, employing about 40 persons. He has been with Phoenix Baptist Hospital for two years. He is a member of the Arizona chapter, Hospital Financial Management Association. He and his wife Sue Faris '66 have three children, Shelley, Danny, and Wendy.

1965

Andre B. and Gretchen Ver Meulen N'60 Felix are now living in the greater Phoenix area, where Andy is a technical writer for Motorola.

Thomas V. Schade, Ph.D. is assistant professor of Sociology at Moorhead State College, Moorhead, Minn.

1966

David V. Renkes has taken a position as assistant plant superintendent with Ethan Allen Corp., Midwest Plant, located in Morrison, Ill. Ethan Allen is formerly Baumritter Corp., New York City. He assumed this position following separation from the U. S. Air Force in mid-November.

John R. Koch, who has been in the U. S. Air Force for the past four and one-half years, was a captain at the time he received his discharge during last year. He is now attending the graduate school at Florida Atlantic University, Boca Raton, working toward his MBA. His wife, Elizabeth Conklin '68, who was graduated from the University of Miami in 1969, is teaching first grade in the Dade County Public School system.

1967

Dick and Donelle Diggle de Vlaeming and infant son, Leonard Andrew, moved to Hamilton, Ont., where Dick is working with Van Someren-Van Wyck Ltd.

Dennis L. Mulder is graduating from Western Seminary on May 22 and will assume the post of minister of Christian Education and Evangelism Hope Reformed Church, Kalama-zoo.

1968

John R. Query is a member of a strategic air command wing at Wurtsmith AFB, which has earned the U. S. Air Force Outstanding Unit Award. Lieutenant Query is an aircraft maintenance officer with the 379th Bomb Wing which received the award for exceptionally meritorious service from July 1, 1970 to June 30, 1971. Personnel of the 379th were cited for outstanding performance in simulated emergency war order exercises, for global support in deployment of tactical units and for conducting all training programs required by the wing. Lieutenant Query will wear a distinctive service ribbon to mark his affiliation with the unit. He was commissioned in 1971 upon completion of Officer Training School at Lackland, A.F.B., Tex.

This photo was taken at Bob and Mary Damstra Schroeder's apartment in the Washington, D. C. area recently. Front Row: Bob and Mary, Mary Hakken Mulder '66, Linda Patterson Miller; back row, Bob Donia '67, Keith Taylor, Wes Michaelson '67, John Mulder '67 and Randall Miller '67.

At the time of the get-together, Bob Schroeder was in the Army assigned to White House communications; Keith and Bob Donia were involved in Washington research, they are now studying at the University of Michigan; Wes is aide to Senator Hatfield, and Randall is teaching at Wesley College in Dover, Dela. John Mulder is studying at Princeton; Mary Mulder and Linda are teaching.

Among the interesting assignments Schroeder had during his year-plus at the White House (he flew 300,000 miles with the presidential party) were 10 days in Madrid; he was in Paris when de Gaulle died; in Peru with Mrs. Nixon, and in Alaska when the President met the Emperor of Japan there. Bob and Mary and infant son are living in the Detroit area now; Bob has completed his service tour.

Glenn Looman, MAT has been teaching at Oberlin for the past three years. He will start teaching at Lake Ridge Academy, North Ridgeville, Ohio in the fall of '72. He and Wendy Penning Looman were married in June 1968. Wendy has been attending the University of Akron.

William J. Taylor has received the Bronze Star Medal for meritorious service while engaged in military operations. Lieutenant Taylor, a weapons controller, was cited for his outstanding duty performance at Ubon Royal Thai AFB, Thailand. He was honored in ceremonies at Hancock Field, N. Y. where he serves with a unit of the Aerospace Defense Command, which protects the U. S. against hostile aircraft and missiles. The lieutenant was commissioned in 1969 through Officer Training School, Lackland AFB, Tex.
Ann Slaughter Penrose is working in the Law department at Amway Corp., Ada, as an administrative assistant. Aside from this she is doing free-lance modeling and has made several promotional films. Active in the Grand Rapids Civic Theatre, she has had leading roles in "Witl Until Dark," "Cactus Flower," "Private Ear," "You Know I Can't Hear You When the Water's Running," "Life with Father," and "Ten Little Indians."

Donald Berger was promoted to terminal manager for CF Air Freight's Newark Air Terminal. CF Air Freight is a division of Consolidated Freightways, the largest motor carrier in its class in the U. S. Don has been with CF since it originated the Air Freight division two years ago and has played an instrumental role in developing the Chicago and Indianapolis terminals.

Delcene Fuller resides in Syracuse, N. Y. and teaches Social Studies at Fabius Junior High School. This summer she plans to take additional courses toward her master's degree in history at Syracuse University.

1970

Brian C. Gibson is presently employed by Allegany County Resource Development Committee on a work-training program for rural poor as a counselor.

Thomas R. Muratee has been working for Muir Drugs Co. in Grand Rapids for over two years. His wife, Carol Riegert '71 is teaching elementary school for the Kenowa Hills School District.

Allen Pedersen recently became president of the World Building Maintenance Company. He is engaged to Pat De Boer '71. He is also beginning night study at Northwestern University for an MBA.

1971

Barbara Ann Ferguson is teaching fifth grade at a Fort Lewis post school in Washington.

William Chandler is now living and working in Rochester where he is teaching music to first through third graders in an inner city school. He and Barbara Traas plan to marry July 1.

Jack Doorlag has been working this year at the Holland City Mission. The job has had its interesting moments and has provided him with much educational value. It has also increased his desire for the inner city ministry.

Jonathan A. Fuller is working for Fairleigh Dickenson Lab, an Oceanographic lab in St. Croix, V. I. He is a conscientious objector to violence and chose this position as an alternative service. Although this job has not yet been approved by the State Board of Ohio, he is hoping to hear from them soon.

Terry L. Gardner is presently studying at Princeton for a master of divinity degree.

Robert Grahmann is attending the New Brunswick Seminary.

Christine Thea Hansen Silva is teaching third grade in Edison, N. J. She and her husband have one daughter, Tia Marie.

Gary Johnson accepted a position as assistant plant manager—quality supervisor, with Borden in their feed supplement plant, Hampshire, Ill. He and his wife Deborah have a daughter, Kristen Leigh.

Susan Klander Madden is teaching Biology and Health at East Detroit High School and plans to begin on her master's this summer. Her husband Edward is working as a salesman. They have a German Shepherd puppy.

Elizabeth Mannes has been teaching kindergarten in South Holland. While working at Camp Manitoqua, Frankfort, Ill., she met Greg Hooghein, a Central College graduate. They plan to be married in June.

James Mattison is doing cancer research at Rockland, N. Y. State Hospital. This fall he will start graduate work at the State University of New York.

Merry Beth Morford is living with her parents in Fultonville, N. Y. and working in a local office. She plans to be married in August.

Richard Patmos is engaged to Margaret Murray who will graduate from Hope this June. Her parents are George '51 and Barbara Modders '50 Murray. Mr. Murray is a chaplain and commander in the U. S. Navy and will be stationed in Scotland until August.

Elizabeth H. Noise is teaching and rehearsing for a small part in Grand Haven's Community Theater production 'Plaza Suite' which will be staged the end of April.

Roy W. Mc Niven recently completed nine weeks of advanced individual infantry training at Ft. Polk, La. During the course, he received guerrilla training and lived under simulated Vietnam conditions for five days, fighting off night attacks and conducting raids on 'enemy' villages. He was taught methods of removing booby traps, setting ambushes and avoiding enemy ambushes. Other specialized training included small unit tactics, map reading, land mine warfare, communications, and firing the M-16 rifle, M-60 machine gun and the 3.5 inch rock launcher.

Velma 'Tish' Price is on the staff with 'Campus Life/Youth for Christ' in the Holland and Zeeland area—she loves it!

Judith Roos wrote to the Alumni Office: "... This year I've been working in Jersey City at Greenville Reformed Church—in the AIM program. It's really been a good year. I like the East very much. My plans for next year are tentative but I'm seriously thinking of going into some kind of counseling work. One area I've looked into is nursing—probably psychiatric nursing. If I do go back to school for more training, it will most likely be on the East coast. It's always good to hear from Hope...

Carol S. Rynbrandt is in the process of completing her M.A. in Dance and Physical Education, New York University, with a tentative Fall '72 graduation date.

Arlene E. Scheffel is currently teaching vocal music and music appreciation to sixth, seventh, and eighth graders at Charles W. Lewis Middle School located in Blackwood, N. J. She plans to begin on a master's degree program in September.

Judith Sikkema Holezinger is teaching Science to seventh and eighth graders at Fulton Junior High, Fulton, Ill.

Marcia J. Tieszi is teaching second grade at Lincoln School, South Haven.

Anne J. Ver Plank is working on a master's degree at the State University, Oswego, N. Y.

Linda Ward is working on her master's at George Peabody University in Nashville, Tenn.

Patricia White is working with Navigators—University of Connecticut and teaching seventh and eighth grade French in Mansfield, Ct. She and Robert G. Grahmann are engaged to be married in August.

James and Kathy Wilhelm Maatman are living in Saranac, where Kathy is teaching fifth grade and James is teaching English and Math in the High School. They both have been involved with coaching. Kathy had varsity girls basketball and James had junior varsity football and junior high basketball.
In Memoriam

Miss Nettie R. DeJong '06, missionary of the Presbyterian Church to China for 32 years, died on March 22, 1972 in Holland where she had made her home since her retirement. Her survivors include two sisters, Mrs. P. E. Hinkamp '07 of Holland, and Mrs. A. J. Te Paske '11, Morrison, Illinois.

Rev. Herbert E. Van Vranken '14, Reformed Church missionary to India for 43 years, died on March 22, 1972 at Kirkside, an R.C.A. retirement home in Roxbury, New York. He is survived by a daughter, Marjorie Watelet '46 of Kinshasa (Leopoldville), Republic of Zaire, Africa; a brother, Fred Van Vranken, Holland Patent, New York; a grandson, Paul Watelet, Kinshasa.

Dorothy Trompen Poppen '14, wife of Rev. Henry Poppen '14, of Garden Grove, California, died of injuries received in an auto accident on April 3, 1972. Dr. and Mrs. Poppen were missionaries of the RCA in Amoy, China for 33 years, 1918-1951; later serving the Amoy-speaking people in Singapore from 1956-1959. Upon their return from Singapore, they joined the staff of the Garden Grove Community Church as ministers to the elderly. Survivors of Mrs. Poppen are her husband and children, all of California; a daughter, Anna Ruth Wiersema '45, Anaheim; two sons, Dr. Kenneth Poppen '42, Chico, and Albert W. Poppen '52, Simi; two sisters, Sarah Trompen Beltman '16, Sedona, Arizona; and Margaret Trompen Beuker '24, Marshall, Michigan.

Olive Barnaby Paasma, class of 1909, widow of the late Henry K. Paasma '10, died in Grand Rapids, Michigan on March 1, 1972. A former teacher, Mrs. Paasma was living at Porter Hills Presbyterian Village since retirement. Surviving are a daughter, Mrs. George Petrides, Williamston, Michigan; a son, Theodore K. Paasma, Washington, D.C.; five grandchildren, one great grandson; a sister, Blanch Barnaby, Grand Rapids.

Lawrence R. Weber '51 of Holland died of a heart attack on March 4, 1972. A veteran of World War II and the Korean Conflict, Mr. Weber taught in Christian Schools in Zeeland and in Florida. He was an accountant at Holland Rusk Co. at the time of his death. Surviving are his wife Betty Venuhuizen '49; one son, George; two daughters, Mary and Ruth, both at home; one brother, Ralph Weber, Bloomfield, New Jersey.

Marriages


Paul R. Handy '64 and Debra Hotchkiss, March 11, 1972, Lansing, Mich.

Paul Brownback and Lynn De Young '66, March 18, 1972, South Holland, Ill.

Jerry Zwart '67 and Mary Rynbrandt '69, March 25, 1972, Byron Center, Mich.

Theodore J. Hochuli, Jr. and Marion Greiner '67, November 20, 1971, Bellerose, N. Y.

Stephen R. Wing '71 and Martha A. Jenkins '71, August 7, 1971, West Copake, N. Y.

Ron Wewerka and Millicent Koe- man '67, March 18, 1972, Hamilton.

Greg Dahlke and Lorrie Berrevoets '71, January 21, 1972, Grand Rapids.

Births

John '68 and Judith Burnett '68 Allan, Jennifer Lynne and Robert Lawrence, December 13, 1971, Misawa, Japan.

Thomas '68 and Joyce Nelson '67 Bast, Christopher Paul, March 27, 1972, Holland.

Winfield A. and Mary Bosch '62 Boerckel, David Scott, March 12, 1972, West Islip, N. Y.

Jay and Joanne Visscher '64 Chris- tensen, Bruce Jay, February 4, 1972, Northridge, Calif.

Darrell and Ardith Brower '60 Da Foe, Chad Matthew, March 20, 1972, Williamston.

David '63 and Pauline Fugazzotto, Dana Helene, December 17, 1971, Lawrence, Kans.

Alfred '64 and Karin Grams, El- ona, April 10, 1969; Marceo, July 19, 1970, Minneapolis.

Richard '64 and Martha Faulk '63 Huyler, Eric Duane, January 26, 1972, Somerville, N. J.

Gary '71 and Deborah Johnson, Kristin Leigh, August 31, 1971, Hol- land.

Myron '59 and Mary Kaufman, Ruth Ann, September 14, 1971, Perry, N. Y.

William and Ellen Whitaker '65 Kirk, James Alanson, February 14, 1972, Stuyvesant, N. Y.


Joseph '64 and Mary Mayne, Joseph Reid, March 8, 1972, Evanston, Ill.

Timothy '65 and Mary Bridger '65 Miner, adopted Rachel Anne, December 1971, Grand Rapids.


Amzie '65 and Elizabeth Parcell, William Christopher, January 28, 1972, Cortland, N. Y.

Thurman '54 and Marilyn Lum '58 Rynbrandt, John Chadwick, March 14, 1972, Grand Haven.

Robert '68 and Mary Damstra '68 Schroeder, Jeremy Winfield, November 16, 1971, Washington, D. C.


Thomas and Sharon Schaar '63 Vaalburg, Randall Thomas, March 15, 1972, Ann Arbor.


W. Ross '63 and Judith Loveys '63 Westhuis, Todd Bruce, December 3, 1968; adopted Elizabeth Jean, September 18, 1970.

Representing Hope College

Harry M. Hakken '41 at the inaugura- tion of Donald Charles Kleckner as president of Chapman College, April 7, 1972.

Earl Nettles '63 at the inaugura- tion of Pope Alexander Duncan as president of Georgia Southern Col- lege, Statesboro, April 5, 1972.

Duane and Shirley Doyle Voskuil '60 at the inauguration of Thomas J. Clifford as eighth president of the University of North Dakota, April 14, 1972.

Allen and Carol Witter Miedema '66 at the inauguration of James Archibald Hargraves as president of Shaw University, Raleigh, North Carolina, April 8, 1972.

Gift to Art Gallery

Mrs. Laura Markert, head resident of Durfee Hall for eight years, now retired, presented a brass rubbing of Abbot John Estney (1498) for the Art Gallery in the new De Witt Cen- ter. The rubbing was made by Mrs. Markert's nephew, Lawrence W. Hampton, and his wife while they were visiting in England. The brass is considered among the most magni-
Dr. Zuidema Honored

Dr. George D. Zuidema, director of the Department of Surgery, Johns Hopkins University School of Medicine, and surgeon-in-chief of its hospital, is the cover story subject in the February 21 issue of MODERN MEDICINE.

Dr. Zuidema, selected by the national medical journal's editors as their "Contemporary" for the issue, has been at the Baltimore school since 1964. Previously he spent four years at the University of Michigan as associate professor of surgery. Born and raised in Holland, Michigan, where he graduated summa cum laude from Hope College in 1948, Dr. Zuidema received his M.D. degree at Johns Hopkins in 1953. Awards he has received during his career include the Markle Scholarship in Academic Medicine (1961-66) and the Henry Russell Award (1963) to the University of Michigan's "most outstanding teacher."

The 43-year-old surgeon currently serves as chairman of a study sponsored by the American Surgical Association and the American College of Surgeons on the delivery, distribution and quality of surgical care. He also is chairman of the training grants committee of the National Institute for General Medical Sciences, and last year became a member of the Institute of Medicine.

Dr. Zuidema helped found and served as president of the Baltimore Academy of Surgery and the Association for Academic Surgery. He is a past president of The Johns Hopkins Medical Society, a consultant at five hospitals in the Baltimore-Washington area, an editor of the JOURNAL OF SURGICAL RESEARCH, and a member of three other surgical journals' editorial boards.

Other organizations of which Dr. Zuidema is a member include the Aerospace Medical Association, Society for Surgery of the Alimentary Tract, International Cardiovascular Society, and Society of Medical Consultants to the Armed Forces.

Worship in Hindu Style

Lemuel Patole '63, seated, conducted a Christian puja or worship in Hindu style for the staff of the American Bible Society at Bible House, New York City. The puja was in conjunction with his art exhibition "The Gospel Through Eastern Eyes" shown there through March. Standing from left to right are Dr. James Z.Nettinga '34, Executive Secretary of national distribution for A.B.S., Dr. Genevieve Boyce, and Rev. John J. Piet '63.

The Donald Battjes Puppets

Donald Battjes '68 and his puppets will again be a feature of the Village Square on July 28. This has become a very popular and looked forward to "booth" for children (and adults). Don has a new program for his puppets: Spotlight Cabaret which features music and characters of the 20s and 30s, such as "If You Knew Suzy" 1925, "Smoke Gets in Your Eyes" 1933, "Tea for Two" 1925. "Parade of the Wooden Soldiers" 1927 and several others.

significant in Westminster Abbey. Mrs. Markert and Chancellor Vander Lugt exchanged comments on the beauty of the framed rubbing.
New Alumni Directory off the Press

The new Alumni Directory edited by Marian Stryker is off the press! The 342 page directory contains the names of 14,800 living alumni in alphabetical and geographical order as well as a class section of all graduates and active former students. A highlight of the directory is the Chronological Memoranda section which records the academic personnel and physical property of the College. Directories have been mailed to persons who reserved a copy in advance. A limited number of unreserved copies are available and may be obtained by sending $2 to the Hope College Alumni House, 112 East 12th Street, Holland, Mich. 49423.