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Students Aid Viet Refugee

Nguyen Van Tam. Although the name bears some semblance to the many Dutch heritage names appearing on Hope's student roster, its owner is in fact a student from Vietnam. Nguyen is the surname, Van a必要填人意，full name being Nguyen Van Tam. The name was pronounced by those familiar with the American personal nomenclature scheme.

Tam is a Vietnamese refugee who arrived in Michigan five months ago under the sponsorship of the Hope Refounded Church of South Haven. He enrolled at Hope last January. After two months of American student life, he is favorably impressed with Hope and the American system of higher education.

In Vietnam, Tam was a student in the Faculty of Law at the University of Saigon. When word of approaching the North Vietnamese invasion reached Saigon, Tam and his brother and sister-in-law immediately tookboat on the Saigon River. They were taken to Singapore, where they stayed for about 12 days in the Philippines, the family group flew to Guam and from there to Pennsylvania, where they remained for three months before coming to South Haven.

Tam and the other members of his family who escaped were unable to get word to their parents before their departure. Tam does not know his parents' present situation in Saigon, and, they, of course, have no idea where his family group. The other three members of Tam's family in America recently moved to Minnesota.

The main difference that he notes between his student life in Saigon and that at Hope is the opportunity to do other things than study. "In Vietnam, we had to study, he says. "In the US, you don't need to study, and then you go into the army. So you study.

Tam finds his volleyball class a welcome variation to his academic life.

"University students can't play volleyball in Vietnam. You play in high school, but after you enter the university, you have no time to play."

Tam enjoys badminton and badminton, as well, and likes watching the Dutchman in action.

Tam is also impressed by the diversity of friends he's made at Hope. "In Vietnam, students lived at home. The dorm was only for students out of-state. The university had many facilities, and each one was separate. You only knew the students who were studying the same thing you were studying. I only knew law students.

"I've met many friends here at Hope," he continues. "Students know each other even when they study different things. And at Hope, students come from many countries and all.

Tam also notes that in Vietnam one couldn't talk privately with his teachers. "A teacher there is very busy, a very important person," he says. "Here, if you have a problem, you talk to the teacher and he helps you. That is much better."

Tam is taking courses in American history, English, and political science, as well as his physical education course. He says: "There's one problem around his set-to-be-completed mastery of the English Language. Although Tam studied English in high school, he says he forgot more than he realized. Another problem centers around the fact that a Vietnamese teacher taught him pronunciation. "I got to America and pronunciation is still a problem."

Tam is working on his English through the American Studies Center on campus. "I have trouble reading my textbooks," he says, "but I can't read a book without the teacher taking it in lecture. I hope by next semester, I can do better."

Although it is still difficult for Tam to adjust to the American, "There is much work and no play, etc." he is learning about many of the pleasures of American student life.

He says he likes the small-town quality of Holland. He enjoys American TV, although he still finds it he's a little fast-paced. Probably one of the best indications that Tam is easing into what he calls "the very different customs of Americans," is the fact that when asked about American food, he replies with grin: "The Big Mac is very good."

Tam lives on campus in Mandeville Cottage. "It's a small, good group," he says. The 1975 Christmas Fund, sponsored by Hope's Ministry of Christ's people, provides his room and board. Tam is working eight hours per week at a Sago Food Service.

Tam says he came to America because he loves freedom and peace. "Now I try to adapt to the American life that is my new country and my new life."

He expresses appreciation to the people at Hope who have helped him adjust to this new life. "Many people have been very kind to me-my teachers, students, my roommate, Wylie (junior Stephen Van Wylen, son of Hope's president), and many others. It is easier to say, Thank you everyone, thank you Hope College."

Hope College has retained Alden-B. Dow Associates, Inc. of Midland, Mich., as architects for the college's proposed physical education center. President Gordon J. Van Wylen has announced.

President Van Wylen also reported that $2.5 million in pledges and gifts have been received for the new building which is expected to cost $3.2 million. He said that funding will be completed to allow construction to begin this year.

The facility will be located across the street from Hope's main library and will be approximately 200 feet long. It will have two gymnasiums, a swimming pool, a track, a multipurpose room, and a student lounge.

The new center will replace Carnegie-Schouten gymnasium which was built in 1906 when the college had an enrollment of 400 students. Enrollment at Hope this year is 2,775.
The Campus Scene

GRANT FOCUSES ON SENIOR STUDENTS

Hope College has been awarded a $79,130 grant by the Lilly Endowment, Inc. of Indianapolis, Ind., for faculty development in interdisciplinary teaching, according to President Van Wylen.

The grant will allow the college to give clearer direction to the goals, patterns, and procedures of the Senior Seminar requirement of its curriculum.

Hope College instituted the Senior Seminar in 1953 in an effort to provide special opportunities for the student to explore critically the life goals and to articulate and test a life philosophy.

The Senior Seminar consists of a three-semester-hour core course that is taken during the senior year by some of the representative seniors. The course is organized around the study of Christian and Contemporary Culture, Studies in Conflict and Peacekeeping, Science and Value in the Social Sciences, Ethics and Philosophy, Religion and Psychology.

"Faculties are prepared for teaching Seminar as a complex of human needs," said Test Proctor David Lattimer. "The goals are to develop effective and rational thinking, to develop the ability to articulate and test a life philosophy, to develop the ability to engage in critical thinking and to engage in critical thinking."}

The grant will allow Hope to undertake a two-year project aimed at bringing campuswid e opportunities to all students in the senior year. The project will include special seminars in 1976 and 1977, in which visiting teachers will introduce current problems and issues in an interdisciplinary perspective. During the work-

STUDENT TEACHERS GO TO THE NETHERLANDS

Six Hope students are among 19 Michigan students participating in a student teaching experience in the Netherlands this spring.

The program is sponsored by the Michigan Intercollegiate Consortium for Overseas Student Teaching.

The students who have been assigned to three of the American overseas schools in the Netherlands. They will spend at least one term in classroom teaching in their major area or grade level, with the possibility of doing a seminar. During the winter semester, they will participate in spring classes in the region.

The Mortar Board Board of Trustees, a faculty-student organization on the Hope College campus, will extend membership to all and men and women students who are "willing and able to work hard, because the Mortar Board Board is looking for men and women students who are willing and able to work hard, because the Mortar Board Board is looking for men and women students who are willing and able to work hard, because the Mortar Board Board is looking for men and women students who are willing and able to work hard, because the Mortar Board Board is looking for men and women students who are willing and able to work hard, because the Mortar Board Board is looking for men and women students who are willing and able to work hard, because the Mortar Board Board is looking for men and women students who are willing and able to work hard, because the Mortar Board Board is looking for men and women students who are willing and able to work hard, because the Mortar Board Board is looking for men and women students who are willing and able to work hard, because the Mortar Board Board is looking for men and women students who are willing and able to work hard, because

CENTRAL AFRICA WINNERS

Winners will be announced in the spring of the academic year.

The Hope College Concerto/Aria competition will be held on the campus of Hope College on Saturday, April 27.

Winners of the competition will be announced by the Hope College Concerts and Orchestras. The winners will be announced at a public recital on Saturday, April 27.

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Measuring Academic Potential

"Students appreciate the fact that Hope gives them a chance."

"The most exciting thing is to see what happens to students who have gained self-confidence and an image of worth and success. They graduate and enter professions. Several have continued successfully in graduate study, and for a few 'stars' this includes Ph.D. work. All because they were given a chance at a critical point in their lives."

These are quotes from the directors of two separate programs that hope they are similar. It is because the programs are similar in function—to help high school graduates, with promise and potential but with weak academic backgrounds, prepare themselves for regular college-level work. STEP (Summer Trial and Evaluation Program) and FOCUS (Fall Opportunity to Continue Upward Scholastically) both spell out 'a chance' for students who have the desire to enter college, but a set of reasons do not meet the minimum requirements for admission.

Students are referred to the programs through the Office of Admissions, on the basis of data collected from their application materials. For example, if a student shows high potential but a low grade-point-average, or vice versa, he or she might be a potential candidate for the program. Of course, students have done well in some courses but poorly in others; he or she might be a candidate. Personal circumstances of applicants are also considered valid criteria. Students are recommended for participation via a Hope admissions counselor, a pastor, or a high school counselor.

STEP has been in operation and under the direction of Professor of Psychology Les Beach since 1969. It was initially supported by a grant from the U.S. Office of Education. It is a six-week summer program, which occurs concurrently with the regular summer school session, thus allowing STEP participants to experience Hope in a less-than-isolated setting, and providing opportunities for interpersonal relationships, social activities, and personal growth.

STEP participants enroll in two regular college-level courses, if they choose their value in preparing the student for the college experience. A freshman English course emphasizes the development of writing and reading-study skills. An introductory psychology course aims at understanding human behavior and social adjustment. Each class has any way "watered down," according to Dr. Beach. However, the instructors and STEP staff (Dr. Beach, his wife, and students in the dorm and student tutors) attempt to give maximum support and guidance to the students. Successful completion of both courses provides seven hours of college credit and is a necessary, though not sole, requirement toward the student's admission to Hope.

Providing this opportunity for a student to test his or her abilities in typical college course work is an elementary and crucial function of STEP. An equally important function of the program is to provide opportunities to gain the knowledge, attitudes, and habits conducive to achieving success and satisfaction in college. Special attention is given to personal adjustment and growth. Tutorial help is extended, as are the full range of resources from the Counseling Center and the Academic Skills Center. Personal assistance is extended to help each participant come to a better understanding of potentials so that he or she can plan concretely for the future. Dr. Beach adds that this might not necessarily mean enrolling at Hope. However, the majority (approximately 90%) of STEP participants do successfully complete the program and are admitted to Hope in the fall. Moreover, the proportion of STEP students who graduate comparisons very favorably with the percentage of regular college students, according to recent studies conducted by STEP personnel.

"The usual predictors of college success, such as SAT or ACT scores and high school grades, have been shown in our studies to simply be good when they come to predicting academic success among marginal students. But these students' performance in STEP has been shown to be a very good indicator of how well they'll do in college," says Dr. Beach.

"I think that's because the usual predictors don't get at things like personality, motivations, and attitudes—the things that make a person a person. Our studies indicate that it's the person that makes the difference."

FOCUS, a program in operation for the past two years, is designed to accomplish goals similar to those of STEP. The main difference between the two programs is that FOCUS participants are admitted on a trial basis in the first semester of the academic year. The course load is again reduced, although FOCUS participants carry a load more comparable to that of a regularly admitted student. Again, a freshman English and an introductory psychology course are required. Participants also enroll in two additional courses related to their area of interest.

"FOCUS is a program of service to the student," says Director Garry Domasert, head of the Center for Counseling, Career Planning, and Placement. "These services—the Academic Skills Center, the Counseling Center, and tutorial help—are the same that are available to any student enrolled at Hope. However, in FOCUS, they're given more emphasis and concentration. Attendance at a weekly group session is recommended, but not mandatory. The emphasis at these meetings is on goal setting, self-assessment, career planning, and the elimination of self-defeating behavior."

This year, 14 out of 20 FOCUS participants successfully completed the semester and were enrolled on a regular college basis with the beginning of the second semester. FOCUS is designed so that the participants are competing with everyone else in regular college courses. They start out with lower grades, but they learn what they have to cope with to cut it at Hope," says Dr. DeWan. "For most of the FOCUS kids, their personal development is further behind than their intellectual development. We work on personal and interpersonal development so that academic skills can be better learned."

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Coming Attractions

SPRING VACATION
March 25-April 5

CHAPEL CHOIR
Annual Home Concert
April 25
Dinant Chapel, 8:30 p.m.

HOPE COLLEGE THEATRE
presents
ENDGAME
April 22-24, April 28-May 1
8:00 P.M.
DENITT CULTURAL CENTER
12th ST. AT COLUMBIA AVE.
HOLLAND, MICHIGAN 49423
CALL 392-6200

ALUMNI DAY
May 8

BACCALAUREATE-COMMENCEMENT
May 9

MAY TERM
May 18-26

TULIP TIME
May 12-15
Holland's internationally famous festival

JUNE TERM
June 1-18

SUMMER SESSION
June 21-July 30

SUMMER REPERTORY THEATRE
July 9-Sept. 8
Legend on the Roof
Arsenic and Old Lace
Dames at Sea
Ol Mice and Men

1976-77 ACADEMIC YEAR
August 21, Residence Halls Open and Freshman Orientation Begins
August 24, Registration
August 25, Classes Begin

1976 FOOTBALL SCHEDULE
September 11, at DePauw, Ind. September 18, at Wabash, Ind. September 25, Indiana Central October 2, Olivet October 9, at Kalamazoo October 16, Alma—Homecoming October 23, at Adrian October 30, Albion November 6, Valparaiso—Parents' Day
Higher Horizons is an organization that is now over 20 years old. It began when a group of about 40 Hope College students banded together to serve a need they recognized in the Holland community—kids without friends and attended to bring out the best in children who were living in broken homes caused by divorce, separation, or incarceration. The effort of these students resulted in the formal organization of Higher Horizons in 1966 and the appointment of its first director, Bruce Breakey, who served in this capacity until 1974.

Two years ago, H.H. became an agency of the Greater Holland United Way. Under the administration of support and direction of the Child and Family Services of Holland, although the financial relationship between Hope College and Higher Horizons was severed, this organizational change remains headquartered. More importantly, H.H. continues to be largely dependent on Hope students to provide the backbone of its function—to communicate with, understand, encourage, and attempt to fulfill children of the community in a way no other institutional or welfare service can. Hope students involved in H.H. continue to pledge themselves to a "Little Brother" or a "Little Sister," on a one-to-one basis and attempt to be "someone who cares" to children who need concern, a "near peer."

According to Marty Sosa, program coordinator of H.H., the program has over 200 matches, with 80 per cent of the Big Brothers and Sisters coming from the ranks of Hope students.

John Rolph, director, emphasizes the benefits of the H.H. program and participation: "The program has become an integral part of many students' lives. They feel the social, academic, and personal growth that the program has provided. As a part of the program, students have the opportunity to learn how to communicate with, understand, encourage, and attempt to fulfill children of the community in a way no other institutional or welfare service can. Hope students involved in H.H. continue to pledge themselves to a "Little Brother" or a "Little Sister," on a one-to-one basis and attempt to be "someone who cares" to children who need concern, a "near peer."

"Our relationship with the College is terrific," he continues. "As I see, it is a tremendous feeling of good will and an excellent working relationship with the College administration."

He cites in particular the free office space the College provides, the use of classroom space for volunteer training and educational activities, free tickets for little brothers and sisters into College athletic events, use of the campus mail service, and the ability to purchase use of the College's secretarial services when the need arises.

Sosa and Rolph both speak of the value of having one "old timer" in the office, a person who has been involved in the program since its initial status as a student organization of the College. Libby Hillgen, wife of Hope Chaplain, William Hillgen, continued to serve as a social worker for the program. "Libby is vital," says Rolph. "She has a mind like a computer when it comes to remembering names and facts about children and their families. But her biggest asset is the fact that she's concerned about others and is a super good listener. These qualities enable her to function very effectively as a counselor, helping Hope volunteers understand and work through problems or misunderstandings they may encounter in their relationships with the children.

The heart of the H.H. Program continues to be the consistent weekly contact between the College student and the child. According to Rolph, "Friendship is the most valuable commodity. It allows kids the freedom to be themselves and gives them a good feeling to know that someone really cares. Friendship is conducive to building self-esteem and confidence in kids. It helps them see themselves as worthwhile people. In addition, kids model their behavior after adults that they esteem and are able to provide that good example."

These weekly contacts take a variety of forms. It may be bowling or ping pong, at the DeVine Cultural Center, the Holland Community Swimming Pool allows for swimming with a little brother or an older sibling, accompanied by volunteer counter parts. It may be baseball, ice skating, or just a walk through a park. Once a month, volunteers may pick up a pass for their little brother or sister to be shared at McDonald's or a party that's been slavished to children. Many little sisters enjoy spending time with Hope in the dorms, where they often pick up grooming and fashion tips.

Volunteers are also encouraged to take tours of community sites, such as the police and fire departments, Windmill Island, and various factories. "This way, children are provided with experiences that they might not otherwise encounter," says Rolph.

Group events and activities continue to be highlights. Picnics, outings, and parties on special holidays afford fellowship and interaction. A December roller skating party this year was a big success.

A new development in the program is the introduction of craft sessions. This year, children and Hope students have had the occasion to learn how to make Indian jewelry and candles, and have had instruction in the arts of mosaic, tile, painting, and string art.

An important development in the program has been the formation of training sessions for volunteers. A follow-up program which includes communications with volunteers and visits to the program directors so that they can spend more time in individual sessions with volunteers. "We've found that the student is hesitant to share his disappointment because he feels he is not meeting his expectations. We've found that if we provide some counseling, we can often catch these things before it's too late. Obviously, every match is not successful, every child with a Big Brother or Sister doesn't show immediate benefits from participation in the program, every volunteer isn't able to establish the desired friendship with his little brother or sister. But most of them do. This is the magic element in the H.H. Program.

Rolph says that he sometimes feels H.H. needs to establish an evaluation program which would result in a statement, backed by empirical evidence, that what we're doing is good. Yet even if staffing and funding allowed for such an evaluation, Rolph says that it would be too difficult to do a successful relationship for each child is made evident in a host of ways. The most easily perceived include improvements in academic performances, better interaction with friends and family, or evidence of an unrealized talent. For many others, success may be simply a slightly more open personality, or the ability to accept failure and then try again. For some, it may be a smile that has been slow in coming.

Rolph and Sosa agree that the best way to measure the worth of the program continues to be to listen to those who are involved in it.

Ann Renske, a sophomore from Morrison, Ill., says, "The experience I have had in Higher Horizons has been great. It has been an opportunity to see a side of life I might have never known, and, in some cases, to re-examine my values and ask myself if I believe in it. Also, and more importantly, it is an opportunity to be a friend who is concerned about my Little Sister's life and to involve her in some new and different experiences."

Kathy Breuker, Ann's second-grade Little Sister, responds, "I like being a Big Sister because she takes me out. I like her because she is nice, and is my friend, and she is my Big Sister."
OPUS
Selections from the student literary magazine

BACK PORCH ROCKER
Wendy Sanders, a senior from Alma, Mich.

Switching forward and back
like a dog’s tail,
my throat lurching from my mouth
and everything
upside down.
Grandpa smells like fresh-sawn lumber
and his fingers rasp my neck.
He whistles stories
oak-voiced,
through the smoke of a cigarette.
I burrow close to his belly.

THE CLEANSING
Miss Fagerstrom, a senior from Mt. Pleasant, Mich.

For fourteen days our world’s been torn and wrung
By cold uncheerful winds, and damp and fog:
And brooding clouds to cover up the sun
Of every gray and black, a chilling fog
Has mired the sun’s bright endless sapphire fields.
Or if the sky was clear, then it was night,
And every star poured down a cold so steel
We trembled, as if frightened by the sight.
But now it’s warm; the air so bright and sweet
Every mark on the gray stone chapel tower
That rises from across two sundial streets
Is hard, scrubbed haze that misted summer.
The Lord lashed this fair world with wind and storm
May he lash me, may I be so reborn.

UNTITLED
Kerry G. Wiessman, a junior from Wayne, N.J.

He limped,
with cane to his left
and eyes glaring at blurred rainbows
glimmering through hard rain.
He did not try
to clear tired eyes,
feeling ice seep through worn goloshes
to his long crimped toes.
She waddled
wearing high fur boots,
giggling curly at a clumsy umbrella
not even embarrassed
at her health.
Not noticing his.

POEM (BLUES #26)
Lois Maassen, a sophomore from Fremont, Mich.

child-man, aching to be born
walking cat-kicking down the barn—
will you be my dreamer?
keep the key to sunsets for me?
I lose it always,
dropped into crayoned caverns,
holes of chalk.
you live the earth,
dreaming of little girls
with ribbons in their hair,
blue ribbons, yes, and those
summers that burn with pollen
and laughter
and the tea of roots found in dark
secret places.

UNTITLED
Mary J. Pyle, a junior from Zeeland, Mich.

When in golden days of crimson leaves—
Brilliant, spent, and dry the ferns and bowers—
Summer’s love to me no longer cleaves,
While chilling streams clear their stagnant waters,
And, like life blood red leaves drip from trees
Splattering the ground that raps and cracks,
Crimp from nightly frost and drying breeze,
Cold wind frees my heart from passion’s shackles.
Around me nature cycles seeming death
and leaves the summer like a dry cocoon
Then hope kisses softly my cheek, like breath
Gives life to one awakening from a swoon,
And breaks my restless flaming fever.
Green still the lawn, green always the fir.
April 7 *Alma, 3 p.m.
April 10 *Albion, 1 p.m.
April 12 *Adrian, 3 p.m.
April 14 *Olivet, 1 p.m.
April 17 *Olivet, 1 p.m.
April 20 *Adrian, 3 p.m.
April 22 *Alma, 3 p.m.
April 24 *Alma, 3 p.m.
April 27 *Kalamazoo, 3:30 p.m.
May 1 MIAA Field Day at Kalamazoo, 4 p.m.

MEN'S TENNIS

MIAA Relays at Calvin, 11 a.m.
April 7 *Alma, 3:30 p.m.
April 10 *Albion, 1:30 p.m.
April 14 *Kalamazoo, 3:30 p.m.
April 17 *Grand Rapids, 3:30 p.m.
April 20 *Aquinas, 3:30 p.m.
April 22 *Kalamazoo, 3:30 p.m.
April 24 *Alma, 3:30 p.m.
April 26 *Aquinas, 3:30 p.m.
April 28 *Alma, 3:30 p.m.
May 1 MIAA Tournament at Calvin, 9 a.m.

TRACK

April 7 *Alma, 3:30 p.m.
April 10 *Albion, 1:30 p.m.
April 14 *Olivet, 1:30 p.m.
April 17 *Grand Rapids, 1:30 p.m.
April 20 *Aquinas, 1:30 p.m.
April 27 *Kalamazoo, 3:30 p.m.
May 1 MIAA Field Day at Kalamazoo, 10 a.m.

WOMEN'S TENNIS

MIAA Relays at Calvin, 11 a.m.
April 7 *Alma, 3:30 p.m.
April 10 *Albion, 1:30 p.m.
April 14 *Kalamazoo, 3:30 p.m.
April 17 *Aquinas, 3:30 p.m.
April 20 *Aquinas, 3:30 p.m.
April 27 *Kalamazoo, 3:30 p.m.
May 1 MIAA Tournament at Kalamazoo, 12 a.m.

SIXTEEN TEAM TENNIS

April 7 *Alma, 3 p.m.
April 9 at Grand Valley, 2 p.m.
April 10 *Albion, 1 p.m.
April 14 Grand Rapids J.C., 2 p.m.
April 16 Ferris, 3:30 p.m.
April 17 *Olivet, 1 p.m.
April 20 *Adrian, 2 p.m.
April 21 *Calvin, 1 p.m.
April 24 *Kalamazoo, 2 p.m.
May 1 at Aquinas, 1 p.m.

The Process of Discovery

continued from page 5
install the methodology or the philosophy for creativity in science. Students are apprenticed to faculty until they have demonstrated their ability to solve the problems suggested by the faculty.

The creative scholar requires a freedom to search for solutions to problems, a freedom from external controls, and a freedom of expression. The Discovery Program will provide the opportunity for creative work by selected young chemists in an environment free of the usual academic concerns experienced by senior-year chemistry majors.

Students chosen for the Discovery Program will be required to complete the full-year program through the mechanism of a contract arrangement. The Contract Curriculum, instituted three years ago at Hope, provides a student with the opportunity for faculty supervised independent study. Allowing the student freedom for an extensive program, this institutional mechanism offers the flexibility required for the proposed "Discovery Program."

In addition to the benefits to the participants, the "Discovery in Chemistry" program is expected to be of long-standing value to the chemistry department. Content modernization is required to meet changing societal needs; the proposed program provides the means for reevaluation of the chemistry curriculum. The "Process of Discovery" course combines the history of development of the scientific ideas with the fundamental and often diverse philosophies of participation in chemistry, by analysis of the achievements from the proposed course, judgments can be made regarding the instruction of chemistry. The "Discovery Program" is designed to examine the proposed approach of the "Discovery," through conceptual design of the problem followed by the investigative search, and completed with an expansion of the original problem to include its impact on society, as a beneficial course for student participation in independent chemical investigations. The proposed educational system is a model, applicable to disciplines other than chemistry, whose components can be adapted to numerous phases of disciplinary education.

May Term Offers Innovation

May Term 1976 (May 10-28) offers Hope students and area residents the chance for educational diversity in an intensive, three-week course in a course format. As in years past, the 1976 May term schedule offers both regular and innovative topics.

The chance to learn while traveling highlights many of this year's offerings. Biology students will have the opportunity to do field studies in southern Florida, learning first-hand the differences between tropical and temperate plants. Or, a student may do field studies closer to the College's home base, by electing a course focusing on Michigan's upper and lower peninsula, which includes a five-day camping trip.

An introductory geology course will take place in Colorado, and is designed to acquaint both majors and non-majors with geologic features and processes as they can be observed in the field.

Psychology students may participate in a workshop course, "Studies in Helping," which takes place on Lake Michigan's Beaver Island. This innovative course will deal with the principles and skills of helping response and other human reactions.

Political Science students enrolling in "State and Local Government in Chicago, Grand Haven, and Lansing" will have a full travel schedule, visiting each of these three cities to meet with government officials and to visit public agencies.

Other courses will take students overseas. The business administration department has arranged a course in England.

"The business administration department has arranged a course in England. Principles of Management." The classical, behavioral and quantitative schools of management thought will be examined in businesses and non-business organizations.

Psychology students may study comparative urban design and planning in Paris, London, and Amsterdam, with an emphasis on the effect of urban design on human behavior.

Campus-based courses also offer unusual learning possibilities. The communication department is offering a course which will study current TV documentaries.

"Contemporary Mexican Theatre" will study and analyze this art form, with instruction and discussion taking place entirely in the Spanish language.

"Computer Uses of the Computer" includes visits to area businesses to supplement classroom studies in computer languages and auditing of computer operations. Those interested in "The New Yorkers" may enroll in an English department course which will focus on the writers (including Thurber) but also on the magazine's style of development and the period.

A complete listing of this year's May Term courses and other details are available from Director Dr. Donald Williams, Hope College, Holland, MI 49423 (616-329-5111).
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with a similar display of will, Haack built a
recreation room in his home and then turned to his wife and said, "OK, I've shown you can do it. But I don't plan on ever picking up a hammer again." His family reports that the couple is working well.
In April 1964, Haack became president of the National Association of Securities Dealers in Washington, D.C. In 1964, Securities and Exchange Commission Special Study had charged that the N.A.S.D. (primarily a watchdog agency to police wrongdoing in the securities business outside the stock exchange) had "fallen short of its potential as a self-regulatory agency." However, after Haack took office, a Wall Street writer was quoted in the New York Times as describing Haack as "a breath of fresh air in a dank hall." Under Haack's leadership, several reforms were initiated which upgraded the N.A.S.D.'s functioning.
Haack became an instant celebrity on April 25, 1967, when he was named president of the New York Stock Exchange. Haack soon demonstrated that he intended to go beyond the traditional duties of the office. On Nov. 17, 1970, he delivered a precedent-setting speech to the Economists Club of New York, in which he suggested, among other things, that the Exchange consider abolishing its system of fixed sales commissions in favor of freely competitive charges. The controversial address gave Haack the title, "The Big Board's Stand-Up President." Though many members of the exchange supported him, he faced strong resistance from some members, such as Haack's "advice to the school, "You have taken me for a fool."
That meeting will probably be repeated many times in the coming months, Haack anticipates traveling a good deal, meeting with customers, creditors, and suppliers to allay fears regarding Lockheed's survival.
"I seem to have gotten myself into a bit of a onomatopoeia," he told the Office of College Relations over the telephone in a voice, nonetheless, ringing with that unmistakable Haack confidence.

Mr. Ambassador
Willard A. DePreé '30 became the first U.S. ambassador to Mozambique on April 18, 1941. For DePreé, the ceremony ended a year-long anticipation of the event. Red-tape procedures were pending, and DePreé was said to be "a bit of a perfectionist." He was an active participant in the Mozambique business community, a member of its Chamber of Commerce, and an officer of the Mozambique Academy of Science. DePreé was a graduate of the University of Chicago and holds a master's degree from the London School of Economics. He is married to the former Elizabeth Saltz, and they have two children, a son, 12, and a daughter, 14.
From 1964-1968, he was a political officer in Africa. While at the Department from 1964-1969, he was an intelligence research specialist.
DePreé was appointed to the African Area Training at Northwestern University in 1960. In 1958, he was an economist in the Central African nation of the United Nations. In 1953, he was a visiting scholar at the University of Vienna. In 1951, he was a teaching fellow at the University of Michigan. He has taught in the U.S. Army from 1951-1953.
He is married to the former Elizabeth Saltz, a native of Switzerland. They have six children.

Alumni Day '76
Saturday, May 8

An opportunity to renew old acquaintances, honor fellow classmates for distinguished service and hear President Van Wylen's "State of the College" address.

SCHEDULE OF EVENTS

11 a.m.-1 p.m. Coffee and Registration
1-3 p.m. Class Reunions & Buffet
CLASS ROOM NO.
Fifty Year Circle Music Building - Snow Auditorium
1925
1926
1931
1933
1941
1947
1954
1961
1968
5:00 p.m. Annual Alumni Dinner
6:00 p.m. announcement of Distinguished Alumni Awards for 1976

Deaths
Dr. William C. Huyser '05 died on Feb. 27, 1976, in Kalamazoo, Mich. He was 69 years old.
Mrs. E. H. Huyser, a native of Beacon, N.Y., was a member of the Kalamazoo Academy of Medicine and the Kalamazoo Medical Society. Dr. Huyser was a graduate of the University of Chicago and the University of Michigan. He is survived by his wife, Mrs. Mabel Boe, and two children, Miss Clara Huyser and three nieces.
Dr. Henry D. Holkeboer '30 died on Feb. 16, 1976, at Kent Community Hospital in Grand Rapids, Mich. He was 77.
Mr. B. D. Holkeboer was a native of Illinois. He received his medical degree from Northwestern University Medical School. He served his internship at Butterworth Hospital in Grand Rapids.
Between his graduation from Hope and his entering medical school, he taught for two years at Grand Rapids Christian and Chicago Christian
High School. He was a private practice in Grand Rapids in 1929. During his professional years, he delivered more than 3,500 babies. He retired in 1960.
He was a member of the Butterworth Hospital staff and the visiting staff of the Grand Rapids Medical Center. He was also a member of the American and Kent County Medical Societies. Dr. Holkeboer is survived by his wife, Mrs. E. H. Huyser, and two daughters, Misses Janet, 14, and Janette, 11.
Elizabeth Reperkus '20 Koepe died on Feb. 2, 1976, in Beaver Dam, Wis., following an extended illness. She was 80 years old.
Mrs. Koepe, the wife of the late Rev. Edwin Koepe, was born in Cedar Grove, Wis. She attended Hope College before entering the ministry field for the Reformed Church in America. The Koepe's served in China until 1951, when they were deported by the Communist Chinese. She returned to Holland and served for a number of years as a missionary worker in Hope.
She is survived by two sons, Roger '47 and Owen '69, a daughter, Ruth '52, and two grandchildren.
Franklin Wiedra '34 died on Jan. 18, 1976, in Grand Rapids, Mich., following a lingering illness. He was 63.
Prior to his illness, he was employed by the Grand Rapids Public Schools and the Michigan Board of Education. He was a member of the American Federation of Teachers and the Michigan Education Association. He is survived by his wife, Audrey, three sons, two daughters, a grandson, and two grandsons, including Maurice Wiedra '31.
The Process of Discovery

by Dr. Michael P. Doyle

When the Camille and Henry Dreyfus Foundation of New York requested innovative proposals for their newly created "Innovation in Education in Chemistry" grant program, the Hope College chemistry department responded with a unique proposal. The Hope College proposal, entitled "The Discovery Program," was selected for the aims of the Dreyfus Foundation grant program which were "to broaden the intellectual awareness of students majoring in chemistry and closely related science fields, and to initiate changes in the emphasis or organization of the educational system so as to enable students to meet professional and social responsibilities more adequately."

To meet these goals and the high standards of the Dreyfus Foundation was a monumental task. There was, therefore, a genuine sense of accomplishment, pride, and recognition in the chemistry department and throughout the campus when we received the announcement from Dr. Michael P. Doyle, executive director of the Dreyfus Foundation:

"The proposals submitted for this program have been evaluated by a special group. Their recommendations were reviewed by The Board of Directors who have approved grants to the institutions shown in the attachment. Your proposal is included in this list of awards. A check in the amount of $27,740 is enclosed."

Hope was one of only 14 academic institutions to receive an Innovation in Education in Chemistry grant award. Only four liberal arts colleges, including Hope, were recipients of these grants.

"The Discovery Program," a two-year educational program directed towards increasing the ability of chemistry students to recognize and utilize creative discoveries and towards stimulating innovative contributions by potentially creative undergraduate students. This program consists of an intensive course for chemistry students, entitled "The Process of Discovery," which examines the process of scientific discovery and discovery, and an individually designed curriculum, "The Discovery Program," which provides a one-year period of self-directed study and research to nurture the creative abilities of selected students.

Innovators in fields of scientific inquiry have often exhibited their creative potential at a young age, J.D. Watson and F. Crick in their elegant proposal of the double helix structure for DNA, R.B. Woodward in his early fascination with symmetry control of chemical reactions, Louis Pasteur, H. van Hoff and J.A. Leffler in their basic contributions to the structural theory of organic chemistry, exemplify those individuals whose insight and extraordinary abilities were evidenced while they were novices in their respective fields. The innovators of science have directed the course of scientific inquiry, they have devised revolutionary approaches to complex problems and created the methods and techniques needed to solve these problems.

Society continues to produce relatively few truly innovative and productive scientists in spite of the rapid growth in the number of active scientists, particularly since the late 1950s. Although the total number of active scientists appears to increase exponentially, the number of leaders in science increases at a much slower rate. The future holds the promise of an adequate pool of well-trained competent scientists, but also manifests an increasing need for more creative, more perceptive scientists who can see in new directions and stimulate others to follow.

Clearly, only a very small number of our students have the potential to become innovators in science, but most students can profit from explicit study of scientific discovery. At a minimum, they can learn to recognize and encourage creative ideas in others and, by adopting the techniques of others, they can increase their own intellectual efficiency.

The "Discovery Program" is based on the premise that students are rarely presented with the factors underlying the concept of discovery, brought to appreciate the initial significance of discovery, and to recognize the aspect of new discoveries, that innovators in fields of scientific inquiry have often exhibited their creative potential at an early age, and that, although the formal educational process may stimulate a creative student, seldom does it offer the opportunity for such an individual to be creative.

The course "The Process of Discovery" will examine the processes of conception, acceptance, and impact of discoveries in chemistry through the experiences of well-known innovative scientists who have demonstrated their creative abilities, or who have recognized creative potential. This course will be offered during May Term, and may be taken for credit as a special topic. Each offering of "The Process of Discovery" will involve the participation of a number of invited scientists who will speak about and lead discussions on their own involvement with chemical discovery, on how such discoveries are made, and on how these discoveries have made an impact on chemistry and society. Dr. Donald Williams, professor of chemistry, will coordinate the diverse elements of this program, prepare students through readings and discussions for the invited scientists, analyze their approaches to discovery, and provide a philosophical context for this course through the theme of "creativity."

The "Discovery Program" will involve a maximum of four students, each for one year or the process of innovative discovery. Each student will be selected by the chemistry faculty from junior-year chemistry majors on the basis of demonstrated motivation and apparent creative potential. The program will be initiated with the May Term course, "The Process of Discovery," and will terminate at graduation.

Hope College has a long-standing tradition of producing competent scholars in chemistry, and has had the distinction of being among the few liberal arts colleges in training eminent chemists (Chem. Tech., 1, 336 (1971)). Although the relative number of students with the apparent ability to initiate creative discoveries has been small, their numbers have not diminished. These students are easily recognized early in their careers.

Current educational programs do not generally offer students the environment or the opportunity for creative work by young chemists. Due to the encompassing nature of the field, the recent advances in instrumental methods, and the massive amount of information produced annually, a student is considered to be trained adequately for a professional career only after gaining a maximum familiarity with chemical knowledge. Such a program trains competent chemists who can apply innovative discoveries to particular problems but does not..."