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Students Aid Viet Refugee

Nguyen Van Tam, although the name bears some semblance to the many Dutch names found on the Hope College student roster, in fact is a student from Vietnam. Nguyen is the surname, Van a necessary element of the name, having been also given to his wife, and Tam pronounced Tom a first name which is very well known in the American personal nomenclature scheme.

Tam is a Vietnamese refugee who arrived in Michigan five months ago under the sponsorship of the Hope Reformed 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 (22 years of age) and his sister-in-law, Mrs. Tam Cavanaugh, and her sister-in-law, Mrs. Tam戌, fled to Holland.

Tam had just joined the college's Chapel Choir, which has been a constant inspiration to the choir. The choir is made up of community members.

In 1941, Dr. Robert W. Cavanaugh, professor of music and director of the Hope College Chapel Choir for 37 years, died on March 15, 1916, in Holland Hospital after a lingering illness.

President Gordon J. Van Wylen expressed the campus community's sentiments on the loss of this prominently associated member of the faculty. "Professor Cavanaugh had a profound impact on the development of music programs and, more significantly, on the lives of thousands of students." We are grateful for the gifts he left and for his life of faith and service.

Dr. Cavanaugh, known affectionately as 'Prof' among his students, was the senior member of the college faculty and received an emeritus degree in 1948, and at that time, the music department faculty consisted of only Dr. Cavanaugh and the late Mrs. Esther Snow.

In 1941, Dr. Cavanaugh founded the Christmas Vespers service which has since become an annual and memorable tradition, marking the beginning of the Christmas season for the College and the Holland community. Also in 1941, Dr. Cavanaugh composed the Hope College Alma Mater, which stands as a lasting and familiar tribute to his musical abilities and his dedication to Hope. In 1958, he was named an honorary member of the Choir. The Choir, which has brought the choir and the College a national reputation for musical excellence.

Mrs. Mary Tellman, choir tour travel assistant, spoke of the impact Dr. Cavanaugh made on the choir members through his reminiscences of every concert in which the choir participated, and also of his articulate and forceful manner of performance.

Former Hope President Irwin L. Levens, speaking of Dr. Cavanaugh's contributions to the College, said, "Dr. Cavanaugh's love for music was the source of his inspiration. He was a man of integrity, a man of faith, and a man of humor. His music was always full of life, with an emphasis on the beauty of the human voice."

Dr. Cavanaugh served as chairman of the department of music from 1950-69. During this period, his devotion to high standards was instrumental in developing the curriculum for the Bachelor of Music degree. Under his leadership Hope was accepted into full membership of the National Association of Schools of Music in 1969.

Dr. Cavanaugh was born in Holland, Michigan, in 1898, and died on January 1, 1976, in Holland, Michigan.

Architect Retained for Physical Education Center

Hope College has retained Alden-B. Dow Associates, Inc., of Midland, Michigan, 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. It is hoped that funding will be completed to allow construction to begin in 1978.

The facility will be located across from Kirkwood Hall, adjacent to the present 6th and 14th streets, Columbus Avenue and the O. C. railroad tracks.

Alden-B. Dow Associates, Inc., was named in 1933. The firm has provided architectural services for many educational institutions including Albion College, Central Michigan University, Interlochen Center for the Arts, University of Michigan and Wayne State University. A central campus recreation building designed by Dow is currently under construction at the University of Michigan.

The proposed Hope College physical education center will be an activity-oriented facility with emphasis on multiple use of spaces, flexibility and economy.

The building, expected to have a gross area of approximately 80,000 square feet, will have a gymnastic pool, conditioning and exercise areas, a dance studio, handball courts, wrestling and multipurpose room, classrooms and health clinic.

The new center will replace the Carnegie-Schouman 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 SEMINAR**

Hope College has been awarded a $74,000 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 deeper definition to the goals, patterns and procedures of the Senior Seminar requirement of its curriculum.

Hope College instituted the Senior Seminar in 1963 in an effort to provide special opportunity for the student to examine critically his life goals and to act in such a way as to guide his life philosophy.

The Senior Seminar consists of a three-hour block of time taken during the senior year. It is an effort to provide special opportunity for the student to examine critically his life goals and to act in such a way as to guide his life philosophy.

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Measuring Academic Potential

"Students appreciate the fact that Hope give 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."

These are quotes from the directors of two separate programs at Hope College: similar, it is because the programs are similar in function—to help high school graduates, with promise and potential but with weak academic backgrounds, to prepare themselves for regular college-level work. STEP (Summer Trial and Evaluation Program) and FOCUS (Fall Opportunity Continuation Program) both spell out 'a chance' for students with the desire to enter college, but for a variety 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 national-test scores but a low grade-point-average, or vice versa, he or she might be a potential candidate for the program. Or if a student has 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. Some 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 1965. 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 at Hope. 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 to help students understand human behavior and social adjustment. The text is read in any way "watered down," according to Dr. Beach. However, the instructors and STEP staff (Dr. Beach, a Hope psychologist, and students 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 be involved 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 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 enrollment 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 compares very favorably with the percentage of regularly admitted 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 no good when it comes to predicting performance of 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—that's 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 for the first semester of their freshman 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 Gary Demarest, 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 sessions 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 degree 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 the students who have to cut it at Hope," says Demarest. "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."

Coming Attractions

SPRING VACATION
March 25-April 5

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

HOPE COLLEGE THEATRE

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

ALUMNI DAY
May 8

BACCALAURATE-COMMENCEMENT
May 9

MAY TERM
May 10-26

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

JUNE TERM
June 1-18

SUMMER SESSION
June 21-July 30

SUMMER REPETEROIR THEATRE
July 9-Sept. 1
Living 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
FRIENDSHIP

The most valued commodity of Higher Horizons

Higher Horizons is an organization that is now over 28 years old. It began in 1966 when a group of about 40 Hope students banded together to serve a need that they recognized in the Holland community: the need for friendship and support for children. Their efforts were so successful that in 1968 the program was adopted by the Greater Holland United Way. Since then, the program has continued to grow and expand, providing a valuable service to the community. The program is now known as the H.H. Program, and it continues to serve as a social support system for children in need.

The H.H. Program has many benefits for both the children and the volunteers. It provides a chance for children to build self-esteem and confidence in kids, which helps them see themselves as worthwhile people. In addition, kids model their behavior after adults, which is important in providing good examples to other children. These weekly contacts take a variety of forms, such as bowling or ping pong, and the events continue to serve as a social event for children. The children enjoy spending time with Hope students, and they often pick up grooming and fashion tips.

Volunteers also are encouraged to take part in volunteer activities, such as the police and fire departments, Windmill Island, and various factories. "In this way, children are provided with opportunities that they might not otherwise encounter," says Ralph. Group events and activities continue to be held, such as picnics, outings, and parties on special holidays like Christmas and Independence Day. A December roller skating party this year was a big success.

A new development 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 they have had instruction in the arts of moc-who, and some craft activities. An important development in the program has been the formation of volunteer groups. "In the fall, we started a follow-up program which includes communication with volunteers and visits to the children's homes. We are also attempting to spend more time in individual sessions with volunteers. "We've found that the student is hesitant to share his disappointments because he feels he is not meeting expectations. We've found that if we provide some counseling, we can often catch these things before it's too late," says Ralph, who does not feel that this is a significant problem. Every child with a Big Brother or Sister doesn't show immediate benefits from participation in the program, but many do. "This is the magic element in the H.H. Program," says Ralph. "The benefits that children receive are more personal and rewarding than the benefits that adults receive." The H.H. Program has a number of other benefits, including improved academic performance, better interaction with friends and family, or evidence of an unrealized talent. For many others, success may be simply a slightly more open personal-It-sity, or the ability to accept failure and then try again. For some, it may be only a smile that has been slow in coming.

Ralph and Sosa agree that the best way to measure the worth of the program is to continue to be open to those who are involved in it. Ann Renske, a sophomore from Morrison, Ill., says, "I have had in Higher Horizons and it has been great. It has been an opportunity to do something that is worthwhile as a student. I have never known, and in some cases, to re-examine my values and ask why I do what I do. Also, more importantly, it is an opportunity to be a part of something that is going to be remembered as a significant experience." Ralph and Sosa agree that the best way to measure the worth of the program is to continue to be open to those who are involved in it.

Kathy Breuker, Ann's second grade Little Sister, responds, "I think it's a Big Brother because I like the Big Sister. She is nice, and she is my friend." David Smolik, a junior from Berwyn, Ill., says, "It's great to have time away from studying that is useful. To spend time with another person from a less fortunate situation really helps me to appreciate what I have. Seeing that I have so much, the chance to give some time to someone else helps me to grow as a person. We spend so much time in class learning theories, it's refreshing to experience really begin to do something for someone else in the real world. To see my Little Sister accomplish the little things makes it all worthwhile." Travis Kuck, David's 11-year-old Little Brother, adds, "I have a good time at Higher Horizons because it's fun. I like doing puzzles, models, playing sports, going bowling, and just going out for my Big Brother's room. I also like doing my school work with my Big Brother (and helping him with his). I'm getting more friends at school now. They play more games with me."

news from Hope College—March/April, 1976
OPUS
Selections from the student literary magazine

BACK PORCH ROCKER
Wendy Sanders, a senior from Alma, Mich.
Swimming 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 whittles stories
oak-voiced
through the smoke
of a cigarette.
I burrow close to his belly.

THE CLEANSING
Mary R. Field, a freshman from Zeeland, 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 starphire fields.
Or if the sky was clear, then it was right,
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 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 fur boots,
giggling curily at a clumsy umbrella
not even embarrassed
at her health.
Not noticing his.

news from Hope College—March/April, 1976
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 on 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 among the College, the student, and the faculty supervisor. The student will be provided with the opportunity for faculty-supervised independent study. An additional component of the program is the 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. Continued modernization is required to contain with changing societal needs; the proposed program provides the mechanism for revitalization of the chemistry curriculum. The "Process of Discovery" course combines the history of development of 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 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 basic model for student participation in independent chemical investigations. The proposed educational program is a model, applicable to disciplines other than chemistry, whose components can be adapted to numerous phases of disciplinary education.
INTERNATIONAL SPREAD OF SHOCK WAVES continued...

...emitted in mid-February after Lockheed Aircraft Corporation's disclosures of foreign payments... A trouble-shooter immediately appeared in the form of Robert Haack. Haack, a reporter for the

...Foreign Service Institute, of which the author is a member, immediately issued a statement condemning the actions of Lockheed....

THE DAY PROCESSIONS WERE PROLONGED... revisions endorsed the speech which changed the title of the speech, "Bob Haack wrote his own tick...

...the East Coast, and the speech was a "calculated risk" to initiate reform and add that he'd make the same sort of appearance in Europe. Also in 1971, Haack announced that he would resign as the Big Board's president when his contract expired in July, 1972.

BACK TO THE MIDWEST? Hardly. Haack, who looks at least a decade younger than his 55 years, has remained active in the business since and raises wool as a member of the boards of directors of 11 major companies in the U.S. and overseas. But he's a frequent visitor to Hope's campus. A member of the College's board of trustees since 1968, Haack is deeply involved in the life of Hope. When asked once why he gave his time to "this college," he replied, "Hope College is my labor of love."

...allay fears that the March 1 issue of Business Week called his first job..."to convince people that the company is doing all right." While Haack jokes that he knows nothing about building airplanes and he... seems to know what must be done... upon receiving urgent summons from Canada's Defense Minister Richardson only a few hours after accepting the reins of Lockheed. Haack flew to Ottawa to meet with Richardson's top aides... he did not understand what was being said... that the steps Haack proposed to take will make the company viable. That meeting will probably be repeated many times in the coming months, Haack anticipates a great deal, meeting with customers, creditors, suppliers, and attorneys, regarding Lockheed's survival.

Mr. MAcRROsxR

WILLIAM A. DE PREE '30 became the first U.S. ambassador to Morocco on Feb. 18, 1941, after being named president of the New York Stock Exchange and who was appointed president by the National Association of Securities Dealers in 1943. He received his law degree from Harvard Law School in 1931, and served as a justice of the New York State Supreme Court from 1931 to 1932. He was also a professor of law at the University of Michigan from 1932 to 1934.

DePree also served as a member of the Policy Planning Staff of the Department of State. During 1971-72, he was deputy director of the Senior Seminar at the Foreign Service Institute, attending the Institute during 1970-71. He became Deputy Chief of Mission in 1968 in Tientsin and remained there until 1970.

From 1964-1968, he was a political officer in Asia. While at the Department from 1961-1964, he was an intelligence research specialist.

DePree was assigned to the Africa Area Training at Northwestern University in 1960. During 1958-1960, he was an economic officer in Nicosia, after having been a legal officer in Cairo for a year.

A native of Zealand, Mich., DePree attended Hope from 1928-1930, a position which today carries the title of ambassador. DePree became the second Hope alumnus to represent the U.S. to a foreign country. The late Gerald J. Doudna '20 served as U.S. ambassador to the Netherlands from 1928-1930, a position which today carries the title of ambassador.

Since 1972, DePree has been a member of the Policy Planning Staff of the Department of State. During 1971-1972, he was deputy director of the Senior Seminar at the Foreign Service Institute, attending the Institute during 1970-71. He became Deputy Chief of Mission in 1968 in Tientsin and remained there until 1970.

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National Association of Securities Dealers

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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 "Discovery in Chemistry," responded to the aim 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, the program would be a "monumental task."

The proposals submitted for this program have been evaluated by a special group. Their recommendations were reviewed by the Board of Directors. Author, Dr. Michael P. Doyle, professor of chemistry, has been a faculty member at Hope since 1968. He currently serves as project director for "Discovery in Chemistry." He is an innovative educational program to be implemented at Hope College in 1971.

"Discovery in Chemistry" is 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 chemical discovery. It is designed to provide 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 potential at an early 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, J.J. van't 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 1960's. Thus, although the number of active scientists appears to increase exponentially, the number of new ideas 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, can increase their own intellectual efficiency.

"The Discovery Program" is based on the premise that students are rarely presented with the factors underlying the conception of discovery, brought to appreciate the initial significance of discovery, or to recognize the impact of new discoveries. That innovations in fields of scientific inquiry have often exhibited their creative potential at an early age, and that, although 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, recognition 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 each of two successive years during a three-week May Term set aside by Hope for intensive studies in a special topic. Each offering of "The Process of Discovery" will involve the participation of three invited scientists who will present lectures 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 various elements of this program, prepare students for the 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, in 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 foremost among small liberal arts colleges in training eminent chemists (Chem. Tech., 1, 366 (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 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 foster a sense of creative potential.