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Today's TV Is More Boring Than Shocking: Tillstrom

"As a TV viewer, I find this year I'm bored—not even disturbed or shocked, but just bored," said Burr Tillstrom, creator of "Kukla, Fran and Ollie" and teaching associate in theatre at Hope.

"In the business of TV, each network wants the largest audience at all hours of the day so it can charge the maximum for commercial time. This leads to the lowest common denominator approach to broadcasting," said Newton Minow, former chairman of the Federal Communication Commission, who shocked the public in 1961 by labeling television programming "a vast wasteland."

The occasion which brought the two experts together was Minow's two-day visit to Hope. Minow and Tillstrom echoed each other's claims that television has great potential but is sorely in need of improvement.

Tillstrom said he believes it's part of human nature to be fascinated with horror and another's misfortune. "But I see no reason to encourage this the way TV does, just as I see no reason to encourage pornography or tratelatice. I think taste is an important thing—it's not snobbish, it has to do with improving."

Minow added that the industry seems to waste its efforts trying to deny various levels of TV-induced harm, rather than focusing on the more positive side of how the medium might be used to help people.

The former co-chairman of the League of Women Voters committee that coordinated the television debates, Minow said that the public broadcasting system must not become totally dependent on government funding.

"When Mary went somewhere, we didn't see her leave her apartment, go out into the street, get into her car and then speed across town until she got where she was going. We only saw her closing her apartment door."

Tillstrom mentioned a Christmas special he had just finished taping with The Carpenters musical duo.

"It was a fine show, but everything was preconstructed. Ollie can lip-sing better than I can."

Minow added: "When it began, the whole point of TV was to take you away to something was happening. Now TV has become a big film projector."

Hope Alumnus Honored As Outstanding Educator

Richard F. Welch 59 has been named the recipient of a 1977 American Chemical Society (ACS) Central Regional Award for outstanding high school chemistry teaching and exceptional contributions to science education. Welch, a member of the Detroit (Mich.) High School faculty, was one of only seven high school teachers to be honored in the country this year with an ACS regional award.

In 1968 Welch was named the first recipient of the Michigan Outstanding Chemistry Award sponsored by the Michigan Chemical Council and Manufacturing Chemists Association.

In 1973 Welch received a Hope College Distinguished Alumnus Award; citing him as an outstanding teacher of chemistry. He has been influential in bringing quality students to Hope, including Presidential Scholars Michael Walters and Ross Thornburg, both freshmen. Welch's son Jeff, also a Presidential Scholar, is a Hope sophomore.

Welch is a member of the Detroit Section of the ACS and serves on its Educational Committee. He was a charter member, the first vice president and the third president of the Michigan Science Teacher's Association. He is also a member of the Michigan Educational Association, the Michigan Federation of Teachers, and the School Science and Mathematics Association.

He holds the M.A. degree from Western Michigan University and has continued his education with graduate courses in physics and chemistry. He has also been a participant and chairman of many workshops for science teachers, and has regularly attended National Science Foundation institutes.

Each issue of News from Hope College this year is providing you with an in-depth, up-to-date look at one of the four academic divisions of Hope College. This issue focuses on the Humanities Division, beginning on page 7.
Elrodge Cleaver Describes Conversion to Christianity

Elrodge Cleaver, former Black Panther militant converted to Christianity, told Hope students he was "glad the Lord didn't write into his Scripture that everyone but Eldridge Cleaver is not Christian."

Cleaver was on campus for two days in mid-October for a series of classroom presentations and a public lecture under the auspices of the chaplain's office.

Free on $100,000 bond for charges of attempted murder stemming from a 1968 shootout between Black Panthers and members of the Oakland police force, Cleaver said that the biggest change in his life is his attitude toward people.

"Since becoming a Christian, I haven't met one person that I don't love," he said.

In his public lecture "Then, Now, and What Happened," Cleaver traced his life story for a near-capacity audience in Dimnent Chapel. Born in Arkansas the grandson of two ministers, Cleaver said it was predicted he too would become a preacher. The family moved to California when Cleaver was 12 years old and he said within a few years, "the jailhouse had a revolving door for me."

In 1965 while serving a 10-year sentence in Folsom Prison, the high school dropout began writing his now-famous Soul on Fire.

"I wrote the book out of desperation and the knowledge that my life had to change or I would die in prison."

After his release in 1966, Cleaver turned from criminal activities to black struggles and became minister of information for the Black Panther party. After the 1968 Oakland shootout, he was ordered to San Quentin Prison on charges of parole violation.

"I was given 60 days to decide whether to pack a small bag and go to prison, or to pack a bigger bag and go farther away."

Cleaver chose to flee the country and spent seven years in exile in Cuba, Algeria and France. He said he became disillusioned with other governments, and what he had once called "the American nightmare" began to evolve for him into the American dream.

Cleaver described to the Hope audience his dramatic conversion which took place in southern France while watching a full moon.

"He said he saw his own face and the face of his former heroes—Mao Tse-tung, Malcolm X, Karl Marx and Fidel Castro—pass across the face of the moon. These faces were replaced by that of Jesus, said Cleaver, and he began restiting the 23rd Psalm and the Lord's Prayer."

The next morning he began to make arrangements to return to the U.S. and surrender to authorities. After arriving home on Nov. 18, 1975, he spent his first nine months in prison before his $100,000 bond was arraigned by conservative philanthropist Arthur DeMoss.

Cleaver said he now has two pros in his life—"my family and the work I have been given to share with my life with others."

He has been touring campuses and appeared on Robert Schuller's "Hour of Power" television program. Cleaver's second book Soul on Fire is scheduled to be off the press in February.

Oak Ridge Tab Combines Liberal Arts with Research

The following story on the Oak Ridge Science Semester is second in a series of articles from Hope College on domestic, off-campus study opportunities for Hope students.

In the Cumberland foothills, 40 miles from the Great Smoky Mountains, students and experts work side by side at Oak Ridge National Laboratories exploring areas of current scientific interest and uncertainty.

The Great Lakes Colleges Association's Oak Ridge Science Semester offers Hope students opportunities for research and study in all the major branches of chemistry, physics, biology, and more recently computer science and the social sciences—all in the setting of one of the world's major research centers.

This semester three Hope computer science students—Douglas Green, a senior from Palos Verdes Estates, Calif., Donald Bondy, a junior from Holland, Mich., and Sandra Burke, a senior from Addison, Mich.—are among the 25 GLCA students at Oak Ridge. Dr. Herbert L. Denning, associate professor of mathematics, and computer science, is also at ORNL as this year's director of the GLCA program.

Each of the selected students spends 40 hours per week in research as an assistant to an Oak Ridge scientist. The student also receives a living allowance, and G. L. A. professors accompany students to Oak Ridge and participate in an interdisciplinary seminar led by ORNL scientists. Toward the end of the semester, students present 30 to 40 individual oral reports to the GLCA group and ORNL research supervisors.

As Dr. Robert Scholz, director of the Oak Ridge program, notes, the students are given the opportunity to engage in intensive scientific research while carrying a liberal arts, strongly oriented to ethical issues involved in scientific experimentation, and are able to test the validity of the liberal arts principle in a research environment.

This semester Dale Rees is conducting a computer simulation of statistical cluster analyses of water samples, for the purpose of determining where high concentrations of uranium might be found.

Sandra Burke has been reprogramming a computer simulation of cryogenics in two dimensions. Ultimately, the simulation will be expanded to three dimensions, affording valuable information on effects of cold probes that aren't visible from the surgeon's viewpoint.

David Bondy has been writing a computer simulation program for a separation scheme of cesium and uranium that would be more efficient than the traditional membrane-separation scheme.

The Oak Ridge Science Semester program began in 1970. The Oak Ridge National Laboratories were established in 1943 for the purpose of extracting plutonium from spent reactor sludge. When the Atomic Energy Act passed in 1946 and the Atomic Energy Commission was formed, ORNL became responsible for nuclear energy research.

Since 1974 ORNL has been responsible to the Energy Research and Development Administration and has grown into a huge, multidisciplinary and multipurpose institution.

The Oak Ridge participant earns 15 hours of academic credit, 3 for research, and 6 each for the interdisciplinary seminar and the senior level course.

Texts and publications may be obtained from Dr. David Klein, professor of chemistry and Hope coordinator of the Oak Ridge Semester. Tuition is out of state; students are encouraged to check with their own room and board.

No One Loses Nykirk

Sophomore Jennifer Nielsen of Elkhart, Ind., wrote her observations on Nykirk for campus radio station WTAG prior to this year's event which was won by the freshmen.

At my very first Nykirk meeting last year, the洛克es explained Nykirk in two ways. One was the clinical definition—Nykirk is competition between freshmen and sopho- mores in songs, drama and oration. The other reaction was emotional, and as freshmen, we really didn't understand.

"It feels like a mixture of hope, fear,ной, on, and some strange undefinable tingling that happens in the warm-up room five minutes before curtain. It's when you realize "this is it." Three weeks of practice and more from morale guys behind the navy shirt has been ignored, the sweater taken out of the plastic bag from the cleaners. Dark shoes have been polished, borrowed or polished. And soon brought her white shoes to you last right, drapery dropped gracefully from drapery."

I remember understanding song, squeezing the hand I was holding on each side and taking a deep breath. And I remember smiling—smiling till my jaw ached. Then it was over. The sopho-
mores won. But I remember what had been said at rehearsals: "No one loses Nykirk. When we lose, we lose with class."
Why Hope?
National Merit Freshmen Give Reasons

This year there are approximately 3700 National Merit Scholars in the United States. Seventeen of these exceptional freshmen are enrolled at Hope College. That means there are more National Merit freshmen attending Hope than any other private college in Michigan. Comparing Hope’s number of National Merit Scholars with that of other colleges and universities with enrollments of less than 2000, Hope ranks among the top 20.

Why Hope? News from Hope College recently asked several of the College’s National Merit freshmen that question.

Elizabeth Northrop of Madison, Wis., says she chose Hope because “I liked the beautiful campus, the friendly people, and Hope’s good science department.”

She was acquainted with Hope while vacationing on Lake Michigan. Having grown up in a nearby town, Elizabeth saw the relative smallness of Hope impressed her.

Hope was the only school to which she applied. She was initially planning on premedical study, but says she’s now open to some other possibilities, including psychology or English.

Scott DeWitt of Sterling, Ill., grew up being familiar with Hope. His father, Warren, is an alumnus from the class of 1933 and his brother Mark and sister Gal are also Hope graduates. Until two years ago, the DeWitt family lived in nearby Grand Rapids. He says he visited several other liberal arts schools, but settled on Hope because “it’s a good school and I liked the campus.”

He says his first impression of Hope was “it was empty”—not surprising since he arrived a week before his classmates for football practice.

Scott isn’t yet decided on a major. “Liberal arts is really good for me because it gives me a taste of everything until I know what I want to do. A wide range of courses gives me the variety needed of what other people think. It’s a good basis for a decision.”

His toughest classes this semester are Introduction to Liberal Studies and Differential Equations. But Scott says he likes them both. The defensive end football player is taking vocal lessons and hopes to become a part of the College Chorus. He’s also playing intramural basketball.

Scott thinks students don’t have to make a choice between activities and good grades. “Good grades, for me, aren’t a matter of time. I can study just as long and my brain stops and

Marianne Dykema

then I know it’s time to do something else for a while.”

Marianne Dykema, a fourth generation Hopean from Spring Lake, Mich., says she chose Hope for “lots of reasons.”

Taking a deep breath, she proceeds to list them: Hope’s affiliation with the Reformed Church in America, its strong science division, that “it’s just a good school, period,” its smallness, its commitment to the liberal arts principle, and her familiarity with Hope through the chain of parents, grandparents and great-grandparents.

“I really liked the idea that Hope wasn’t what I’d call an overly religious school but that here you could be a Christian without people thinking you’re strange.”

Marianne has been especially impressed this semester with the professor-student contact at Hope. She relishes the experience of a friend attending a state university whose first hour class consists of 500 students listening to a taped presentation, and contrasts this with “the really nice people” at Hope. She says Hope professors know students’ names and are always happy to give extra help if the

student asks. She also found it a pleasant surprise that her advisor entertained his advisor’s in his home. “It showed he really cares about us.”

Marianne was also impressed with the Nykerk Cup competition between freshman and sophomore women. “Our class is big enough so that everyone doesn’t know everyone else but small enough to get together and do something like Nykerk—there’s nothing else like it.”

Cal Folkert of Holland, Mich., jokingly says he picked Hope “so my mother can be my house mother.” The son of Jay Folkert ’39, professor of mathematics at Hope, Cal says linear algebra is his easiest course this semester. He’s considering a major in mathematics or one of the other sciences.

Cal thinks SAT national test scores have declined in recent years because “high school students don’t seem to have the discipline and work hard enough to know that I’ve been told they need to have.”

Cindy Van Ark of Grand Rapids, Mich., is considering a career in engineering at a health field, but at this point remains undecided. She chose Hope because of her familiarity with the College (her father, Bernard, is a 1966 graduate), because of Hope’s affiliation with

the Reformed Church in America, and because she was looking for a small school.

Hope梓 Powder’ Puff football player hopes to be active in intramural football play at Hope. She thinks students can be active on the campus and keep up their GPA if they “just get organized.”

Cindy says most women students no longer think in terms of becoming a homemaker or having a career—they either plan to do both or plan for a career to which they can return.

Phil VanderHaar of Orange City, Iowa, is a third generation Hopean who chose Hope for its “good record in graduate school admissions.”

He sent inquiries to several other small liberal arts colleges before applying to Hope.

Phil says the amount of reading required in his Hope classes required a period of adjustment. “I knew a lot of studying would be involved in my classes when I came, but I guess I wasn’t really prepared for the degree.”

He’s considering a career in law and the possible major in history, and affirms the value of the liberal arts: “I want to learn about many things. I’m still basically undecided otherwise. Liberal arts gives me a chance to explore.”
Time to Support... Time to Shine

Prof. Cecil and orchestra in the pit.

"It's the pits" is a slang way of saying "it's a drag," which used to be a slang way of saying "it may be good for you but you won't like it." That's how some musicians feel about the "pit"—short for orchestra pit—that low place between the audience and the stage where they rarely see anything and no one ever sees them.

But without the "pit-player" (not to be confused with bit-player who at least is up in the light), Hope's theatre could not have done the last production of the musical "Carnival." The musicians were down there in a cramped, crowded space for late night technical rehearsals, performances, and other events such as dress rehearsals and performances. By Kevin Kelley

3-D Designs Test Campus Imagination

By Kevin Kelley

The Apocalypse? Refugees from an H. G. Wells novel? Or perhaps scenes from an early Sesame Street? Not quite, but these are all quite understandable reactions to the creatures in the photos. In its latest effort to bring art to the people, Hope's Arts Department placed those unlikely objects of art in oft-frequented spots about campus.

The figures were created by the 3-Dimensional Design class, under the supervision of Delbert Michel, associate professor of art. According to Michel, the project was inspired by a desire to create something which demanded to be seen. The students wanted to confront the campus community with something new, and they placed strategically, so that the people who would be "bumped into" would get used to taking in the artwork.

The objective of 3-dimensional design is to learn to design environmental space in order to communicate to the people who use it. In other words, to work with contrasts in the given environment, which affect people in their space, which affect their spirit. According to Michel, most people are indifferent to art. He stated, "They don't realize the impact that architecture and the presence of art, or lack of it, can have on their mood and outlook in general."

Referring to the figures placed around campus, he said that 3-D design can be as much an event, as the creation of a particular piece of art. "A reaction of the people is as important to the artist as the actual creation of the work," he stated. "The arts must try to relate to the person on the street. An artist must try to reach the public, on his own terms. That's important."

When asked if there were plans for future events such as this, Michel said that he is hopeful more can be done to put art where the people are. "I have become acutely aware of the need on our campus for more art to be made accessible to the students, and the community as a whole," he said. "Even to the point of placing art in the center of traffic flow. We should do everything possible to make the space which we use interesting and pleasing."
Recitals Show Faculty in Action

By Barbara Dee Folsom-Timmer '43

Members of the Hope College faculty and the greater Holland community are indeed fortunate to have a superb college music department in their midst. That statement has been heard many times in connection with the various cultural and academic offerings constantly available. One very special facet which deserves much recognition and appreciation is the Hope College Faculty Chamber Concerts.

Under the expert, quiet, behind-the-scenes guidance and coordination of Professor Jean Conway, this series has been available to the general public and the college community for the past nine years. Each of the five concerts is held on a Sunday afternoon in the Wichers Auditorium on campus and lasts approximately one hour. After attending just one of these concerts, being present as ALL of them becomes a compulsion.

They are special in a number of ways. The performances are wellلامinated in a variety of instrumental and vocal combinations, i.e., organ and trumpet, soprano (unaccompanied), violin and double bass, not to mention a large choral work and a large chamber group (a small orchestral) composed of faculty, community, people, and students. Professor Conway begins to organize these concerts and complete the schedule just as school opens in the fall. As Dr. Stuart Stephen, chairman of the department, says, "Joan carries on a crusade for performers and plans to develop more than enough to fill the schedule."

The faculty music concerts are unique in this area. Rehearsal time is difficult to schedule. Participants can be heard practicing on a Saturday night, the only time any of them can arrange during a busy week.

In addition to delighting the audiences, these concerts are very valuable in other ways. They are beneficial for the faculty in keeping up their performance level; these students are able to display excellence in action, and the particularly competent students are occasionally invited to perform with their teachers. These concerts demonstrate the willingness of the members of the music faculty to go far beyond the professional requirements of their teaching responsibilities.

Anyone interested in pursuing a musical education at Hope College will be interested to know that Hope offers the Bachelor of Music Degree in both Performance and Music Education. Hope also offers the Bachelor of Arts Degree in Music with an emphasis in music history or theory.

Many students with majors outside the field of music maintain an active interest in a wide variety of vocal and instrumental ensembles such as the Hope College Band, the Symphonette, and Choir. Private instruction is available to all students regardless of their academic major. In fact, many fine students in the sciences and humanities are attracted to Hope College because of this unique opportunity for high-quality private music instruction.

EDITOR'S NOTE: Future Faculty Chamber Concerts will be held Feb. 12, March 12, and April 19. Each begins at 4 p.m. in Wichers Auditorium.

Vespers on the Air

Over 50 radio stations throughout the country will broadcast one hour of this year's Christmas Vespers. You should consult the station in your area for date and time. Stations that have queried Hope College of their intentions to broadcast the program are as of Dec. 5:

**MICHIGAN**
- Adrian — WLEN
- Alpena — WJOY
- Battle Creek — WDFY
- Bay City — WZCD
- Benton Harbor — WAYS
- Big Rapids — WMYR
- Bloomfield Hills — WUDE
- Coldwater — WTTM
- Colon — WTVB/WANG
- Detroit — WXYZ
- Grand Rapids — WOOD
- Jackson — WMLB
- Lansing — WJRT
- Ludington — WMLK
- Muskegon — WMLK
- Newaygo — WMLK
- Pontiac — WZRE
- Saginaw — WMLK
- Sault Ste. Marie — WVIR
- St. Ignace — WMLK
- St. Joseph — WSNW
- South Haven — WSNW
- Traverse City — WHTC
- Westland — WMU
- West Branch — WMLK

**WEST VIRGINIA**
- Berkeley Springs — WVIR
- Charleston — WSNW
- Huntington — WSNW

**MISSOURI**
- St. Louis — KKLH

**NEW YORK**
- Buffalo — WNYE
- Syracuse — WNKI

**VIRGINIA**
- Richmond — WWIN

**OHIO**
- Columbus — WGC

**OREGON**
- Eugene — WAXJ

**FLORIDA**
- Miami — WKNR

Anthony Kooker, harpsichord; Mary Barlow, soprano; Helen Darrow, flute

**Arts Calendar**

**JULY**

19 Music Department Student Recital; Wichers Aud., 7 p.m.
24 Guest Recital: Larry Moses, clarinettist and Linda Moses, marimbist, Wichers Aud., 8 p.m.
27 Don Redlich Dance Co. Civic Center, 8 p.m.

**FEBRUARY**

2 Student Recital; Dimnent Chapel, 7 p.m.
3 Senior Recital: Joan VanderKool, Alto & Daniel Smith, pianist; Wichers Aud., 8 p.m.
10 Michael Newman, guitarist; Dimnent Chapel, 8 p.m.
11 Senior Recital: Gaye Lakes, pianist & Marianne Walk, violoncellist, Wichers Aud., 8 p.m.
12 Faculty Chamber Music Concert; Wichers Aud., 4 p.m.
19 Guest Recital: Nicholas Kyrarson, English concert organist; Dimnent Chapel, 8 p.m.
23 Math. Church. Related Colleges Chamber Choir Festival, Dimnent Chapel, 8 p.m.
24 Senior Recital: Douglas VanDerglis, pianist; Dimnent Chapel, 8 p.m.
25, 26, 27 "Life With Father"; DeWitt Center, 8 p.m.
25 Senior Recital: Stephen Elkan, cellist; Wichers Aud., 8 p.m.
26 Delta Oratorio Society, Wichers Aud., 8 p.m.
27 Faculty Recital: Linda Brauer, violoncellist & Joan Conway, pianist, Wichers Aud., 8 p.m.
28 Senior Recital: Jean Poppen, soprano and Rachel Hunter, pianist; Wichers Aud., 8 p.m.

**MARCH**

1, 3, 4 "Life With Father"; DeWitt Center, 8 p.m.
2 Student Recital; Wichers Aud., 7 p.m.
3 Workshop: Daniel Adin, pianist; Wichers Aud., 2 to 5 p.m.
7 Young Concert Artists, Daniel Adin, pianist; Dimnent Chapel, 8 p.m.
11 Senior Recital: Kathryn Mason, pianist; Dimnent Chapel, 8 p.m.
12 Hope College Orchestra Concert; Dimnent Chapel, 8 p.m.
13 Hope College Band: Klett Concert; DeWitt Center, 8 p.m.
15 Senior Recital: Sandra Ritchie, violinist and Laurie Dunn, pianist, Wichers Aud., 8 p.m.
16 Faculty Chamber Music Concert; Wichers Aud., 4 p.m.
17 Workshop: Daniel Phillips, violoncellist; Wichers Aud., 2 to 5 p.m.
19 Daniel Phillips, pianist; Dimnent Chapel, 8 p.m.
16 Senior Recital: Lynn Berry, soprano & William Ashby, tenor; Dimnent Chapel, 8 p.m.
17 Senior Recital: Debra Clewson, pianist and Holly Warren, soprano; Wichers Aud., 8 p.m.
19 Faculty Recital: Anthony Kooker, pianist; Dimnent Chapel, 3 p.m.
21 Senior Recital: Scott Bradley, trombonist; Dimnent Chapel, 8 p.m.

**APRIL**

8 Senior Recital: Lyle Pyle, clarinettist and Jody McKenna, soprano; Wichers Aud., 8 p.m.
9 Faculty Chamber Music Recital; Wichers Aud., 4 p.m.
11 Student Chamber Music Concert; Wichers Aud., 8 p.m.
15 Michigan Opera Theatre: Madame Butterfly; Holland High School Aud.
17 Concert: Symphonette & Wind Ensemble; Dimnent Chapel, 8 p.m.
20 Senior Recital: Gary Oberg, tenor and Noel Wing, trombonist; Wichers Aud., 8 p.m.
21 Senior Recital: Lynn Owen, soprano and student string quartet; Wichers Aud., 8 p.m.
22 Detroit Symphony Concert: Holland Civic Center, 8 p.m.
27, 28, 29 "The Runner Stumbles"; DeWitt Center, 8 p.m.
27 Student Recital; Dimnent Chapel, 7 p.m.
28 Senior Recital; Randy Weener, French horn and Paul Vandenbout, trumpeter; Wichers Aud., 8 p.m.
30 Music Department Concert: Hope College Band and Holland High School Band; Holland High School Aud., 3 p.m.
30 Hope College Choir Concert; Dimnent Chapel, 8:30 p.m.

**MAY**

2 Concerto Concert: Hope College Orchestra and Symphonette with winners of student auditions; Dimnent Chapel, 8 p.m.
4, 5, 6 "The Runner Stumbles"; DeWitt Center, 8 p.m.
5 Senior Recital: Anne Boven, soprano, Wichers Aud., 9 p.m.
18, 19, 20 Tulip Time Organ Recitals: Dimnent Chapel; Twenty minute programs given every hour from 10 a.m. to 6 p.m.
Christmas from Hope College

A. HOPE COLLEGE CHAPEL CHOIR VOLUME 8 - STEREO $4.00
B. HOPE COLLEGE CHAPEL CHOIR CHRISTMAS VESPERS $4.00
C. 20 OZ. CERAMIC MUG WITH GOLD SEAL BLACK $6.00
   NAVY $6.00
D. COFFEE MUG WHITE WITH GOLD SEAL $2.00
E. ZIP HOODED SWEATSHIRT NAVY W/ ORANGE (S, M, L, XL)
   CHILDREN'S SIZES HEATHER BLUE (S, M, L) $12.00 & $10.50
F. CRESLAN SWEATSHIRT NAVY W/ ORANGE & ORANGE W/ NAVY
   (S, M, L, XL) $25.00
G. BLUE SWEATSHIRT W/ WHITE FLOCKED SEAL (S, M, L, XL) $7.00
H. CLASSIC COTTON TEE SHIRT
   WHITE W/ NAVY TRIM (S, M, L, XL) $4
I. COTTON GYM SHORTS WHITE WITH NAVY & NAVY W/ ORANGE (S, M, L, XL)
   $4.00

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Another change of emphasis is in terms of the core curriculum. Our division, virtually universally, agreed that there should be a revision of the humanities component of the core curriculum. We endorsed a proposal that gives students a broader perspective, a broader historical basis for cultural history. We are asking students to approach cultural history from a perspective not beginning 100 years ago, or at the beginning of the American nation, but going back to our cultural roots and giving students some insight into the evolution of the society, some insight into the distinctive features of the Greeks, the Hebrews, the Romans and—more modern times—of the French, the English, the German, the Italian, the Latin, and the many forms of the arts and the language tradition through history. So we are trying to give students a broader perspective on history, literature, and philosophy, and we want them to choose from among these sequences of courses.

Q. What are the unifying characteristics of the departments within your division?

A. The humanities division includes English, foreign languages, history, philosophy, art history, and religion. There is a coherence in the division because all of the departments within the division are concerned with the intellectual traditions of mankind, are concerned with the nature of man and human kind, and questions such as, who are we as human beings, what is our relationship to other human beings, what is our relationship to God. And the literature—English literature and foreign languages—are the same questions; they are raised about the nature of reality, about what is distinctive about us as human beings, about how to live with ambiguity and uncertainty. We are asked to do that. We are asked to do that in different ways, but we come at them from different perspectives. In dealing with history, for example, we are concerned with society with the political and social systems of human kind, but with implications, the underlying philosophies of people, the distinctions of various civilizations, why is it that civilizations like that of the Greeks and Hebrews have had such a significant position within Western tradition, why it is that in a certain period in one country, one people, rose to such high levels of achievement.

Q. Describe your division's strengths.

A. As in any division, finally, the strengths lie in the faculty, and I think we have substantial strength in our faculty as it is presently constituted. But as we recruit new faculty, we seek faculty who will help us to achieve even greater strengths in the respective departments and across the division.

Q. What makes for a strong faculty member?

A. When I am looking for a faculty member, I am looking for somebody who has the intellectual and the academic preparation to provide a solid foundation to build upon, and who has the dynamism to be able to communicate what he or she knows. The ideal is someone who is an effective teacher, intellectually alive, is able to communicate the joy of learning and the fascination of study in the humanities and the sciences. In general, everybody who has depth in his or her specific field, but also sufficient breadth so that he or she does not display tunnel vision in his or her discipline.

I am certainly looking for people who have a desire to maintain vitality in their professional fields. In many instances, they are looked to research projects and publications. The primary objective in a liberal arts college is always to have to be effective teaching in the classroom, and research and publication should be an extension of the teaching that is going on, in the classroom, not a substitute for it.

Finally, I am looking for people who embody qualities of character and Christian faith. We are consistent along with outstanding professional qualifications, since they would be able to serve our nation to maintain a distinctiveness as an undergraduate residential college striving for excellence in the context of the Christian faith. These are the kinds of people that we are seeking to attract as faculty.

Q. What do you see as the major challenges your division will face during the next five years?

A. One of the major challenges will certainly be in the area of language. The demarcation of the major role that language has played, do, play, and should play in the historical tradition, the liberal arts tradition. That is one of the challenges and one that we will meet with some very exciting proposals. I will mention at least two of those briefly. One is a plan to inaugurating the intensive language program in French beginning next semester, following the model of the Dartmouth Intensive Language Program. Another is development of an integrated program in languages and cultures, for which we are applying for a grant. If we get it and get the other grant which we have pending for the support of the Dartmouth program, it will be well on our way toward achieving one of these goals that we have set for our division.

There has been a specific decline over the past 25 years in schools requiring language study as part of their curriculum and there has been a significant decline in the number of students studying languages. In fact, the situation has gotten to such a point that there are now plans for the appointment of both a Presidential Commission on the Intensive Language Program and a role of languages in American life. Three or four weeks ago, I attended a conference at Georgetown University which dealt with this very subject and we had speakers there from various governmental agencies, universities, and colleges from around the country who were assembled there because they perceived that this is an area that should have a great deal of attention and that we should pool our best resources for meeting the challenge.

Our country is signatory to the Helsinki agreement of 1975, which includes a statement on the communication in languages. It commits our nation and other nations to an increased emphasis on the importance of languages and the learning of languages in medium of other countries. One of our opportunities here at Hope College is for making a small contribution within the context of a much larger effort to increase the visibility, the effectiveness and appreciation of foreign languages as a part of educational efforts.

But it's a tough goal. I have been well aware throughout my professional career that the art of languages is not only one to which a large majority of people would come looking automatically. The history of our nation has been somewhat different from the history of other nations, which is a reflection of the decline of that particular element of the short history of our country as a world power, and partly a reflection of one, which somewhat cast us in the role of being able to communicate with us and should learn our language rather than making an effort to learn the language of other people in order to understand them. Another challenge certainly will be to provide a kind of leadership in the humanities for the students who are seeking to make a significant role for the humanities within education, to help to maintain a balance between a strong career orientation, which is a very legitimate goal, and the need for having a breadth of perspective to build on in pursuing a career and having a means of enriching our life by keeping up with the best that has been written, composed, performed and painted and sculpted in our tradition.

If we become more technocrats then we will have gone a long way toward becoming an impoverished society, but if we help our students to be at the very best technocrats with some moral understanding, if we enable our people who go into business to do so with an appreciation for the human dimension rather than only the balance sheets, we will have made an important contribution to the preparation of students.

But we have to recognize that a significant challenge is going to be the preparation for a career, the preparation to get the proper training in order to enable one to get into the best graduate schools and the best professional schools, to balance the two desires in such a way that we don't shortchange the persons who want to pursue a career professionally and at the same time don't shortchange them intellectually and spiritually. We are concerned. I think at Hope College more than the issue of values and fundamental ethical issues than some institutions are, and I think this is very positive contribution to education and students.

Q. What career counselling would you give to a student planning to major in the area of the humanities?

A. Well, the advice that I often give to students planning to major in humanities is that they should not think in too narrow terms of what they can do as a major in (continued on page 9)
The big challenge facing the department is to interest students in the study of foreign languages and to maintain that interest long enough to get to a level of competence in a specific language.

The number of English majors going on to graduate school has declined sharply during the course of the past decade. Today more majors are interested in teaching at the elementary or secondary level, or in entering careers such as business, the ministry, or law. "More and more frequently, we hear that graduate schools and businesses are looking to hire college graduates whose educational background is broad. That means they want to hire people who have a firm understanding of language," says the department's chairman of the English department.

The department is reformed and maintains Hope's liberal arts emphasis. "It is not enough to major in English," says the chairman, "we want to help students develop the skills necessary to succeed in their future careers.

The English department has a strong tradition of producing excellent students in a variety of fields. Some of these students have gone on to become successful professionals in various fields, including law, medicine, and business.

The department is committed to providing a comprehensive program that will prepare students for a variety of careers. We believe that the study of foreign languages is a fundamental ingredient in our total program.

The English department is proud of its tradition of excellence and is committed to maintaining a strong program that will continue to meet the needs of our students in the future.
Curry says that the history department's chief strength is its faculty. "It's a department of well-educated, disciplined historians who bring their collective knowledge of the growth of culture and the profound political and economic changes that have occurred over the past 2000 years to bear upon the complexities and disturbing events of the contemporary world."

Curry says history shares with other humanities the challenge of bringing to students a broad acquaintance with a past that sheds light on the present.

"The task of the historian is more complicated because he cannot focus on only one vehicle by which the experiences of the past have been conveyed, such as literature, philosophy or religion," the historian says. "The historian must survey all of these plus economics and the other social sciences, account for the impact of the natural sciences and try to explain the relationships between these and how they have influenced the course of events. It is a formidable task."

Hofstra is fortunate to have on its faculty historians whose qualifications have equipped them to meet this challenge.

### PHILOSOPHY

**Special events include a series of roundtable discussions in which students will present papers on philosophical topics ranging from the nature of reality to the ethics of war and peace.**

"The program is designed for students who are interested in the academic disciplines of philosophy, psychology, and sociology. It is an excellent foundation for those who plan to go on to graduate study in the M.C.E. in Christian education, or to pursue graduate work in the M.C.E. in Christian education." [1]

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Who Says Humanities and Science Don’t Mix

This year Senior David Vander Velde is typing up loose ends around a rather unusual academic package—a double major in English and science. Contrast the rarity of his double major and the purposes of a liberal arts education, it remains true that rarely does the twin meet on such a personal basis.

But recently Vander Velde has announced that he’s “leaning heavily toward” graduate school in English. What prompts the inclination toward a degree in contemporary science to venture into the highly competitive and professionally perilous path of a literature scholar?

“Love it,” says Vander Velde with a simple but elemental style.

He was interested about getting through graduate school and finding himself with a Ph.D., but no position in which to directly apply that knowledge.

“That’s a real possibility which everyone recognizes and tells me about. But I’m ever going to live dangerously; it’s going to be now.

Even the extracurricular activities of the Grand Rapids, Mich. native appear perfectly balanced. He’s been doing chemical research since his sophomore year with Dr. Donald Weller of Hope College. In the same year he’s been an assistant in Dr. William Donald’s freshmen writing classes. He holds what he speaks confidently as the “excellent rank” of assistant editor of Opus, the student literary magazine of Chem Club. And then, for variety (?), he hosts a weekly show on campus radio WITAS.

Vander Velde says he’s being an assistant in grade school when he says, he was interested in everything.” He read a fair amount of science and “picked up a good deal of trivia,” much of which still serves me in good stead.

At high school, due to no particular impetus other than his own promptings, he began reading literature, starting with the most accessible 20th century American novels and then working “backwards and outward” into the literature of other periods and other countries.

He wants to be a professional writer. His “I could be anything in the world” wish is to become a novelist. But he’s also interested in journalism and has been told there’s a need for people who can write about science intelligently and, at the same time, not bore their readers.

Vander Velde says while there may be a professional-level tension between the sciences and the humanities at Hope, it doesn’t exist on a personal level.

“I guess I listened to you who’re talking to. But I get along well with faculty in both areas. I see them as being friends and having a lot in common. Although they’re in different fields, they have many of the same goals.

Has he felt pressured to declare his ultimate graduate school in what allegiance? “People in both departments are very careful not to pull people around. In fact, in English if they like you they’ll tell you to think twice before applying to grad school.”

English Department Chairman R. Dink Jelks says that a good student wants to go to grad school, the department first makes certain that the student has a clear picture of the competition and the possibilities available to a person with a Ph.D. in English. If the student still wants to go to grad school, the department does its best to assist and encourage.

Is American society becoming too technical?”

“I’ve found that those who know the most about technology are the surest of it. As if anyone should feel good about something, it should be the most basically involved in it.

Beyond that, given the tendency of America society to run toward material wealth, there’s not much choice. If you want to continually raise the standard of living, you have to keep increasing the technology. And therefore, to what the value of the humanities?

To me, art is fundamental, for a life that is more fulfilling, more,”

Weller says, “I’m a little weird in that respect. There certainly isn’t an universal belief.”

How does it feel to be well-rounded? “I don’t think of myself as being well-rounded. I’ve gotten a good glimpse of all the things I don’t know anything about. Even in Helen Keller’s autobiography, there are thousands of good books that I haven’t read and probably never will.”

Pepe’ Offers Computer Spanish Tutoring

“This is a terrific way to learn Spanish.”

Weller remarks, “It is a very easy way to learn and it doesn’t become a habit.”

By and large, Pepe is a fairly popular student, who has, with his love of literature, been able to hold his own in a classroom environment. Pepe is the personification of SPANC, a computer assisted instructional program in Spanish. SPANC provides 25 instructional computer drills in the writing of Spanish verbs and object pronouns in any of 12 tense-moods.

This program was developed by Dr. Hubert P. Weller, professor of Spanish and undertaken with partial support from the Great Lakes Science Foundation, the Lilly Faculty Development program and the Hope College Mellon Summer Grant program. The materials developed by Dr. Weller are written in their second year of experimental use in Hope Spanish courses.

Weller describes a program such as SPANC as being “very easy” to learn in a school of Hope’s size. He thinks computer assisted instruction isn’t more common because most people don’t realize that a computer can be a useful tool as well as a new information source.

Weller applied for the GLCA grant in the fall of 1971. He wrote the proposal on a typewriter without much knowledge of computers, assuming he could write the drill and someone else could do the programming. When he began work on the program the following summer, he realized how little instructional material was available for developing such a program. 

Weller told the compiler to develop the program on his own, he enrolled in a Hope College computer-assisted course in computer programming. It was his first direct encounter with computer assisted learning and Weller says he’s “hooked.”

Weller views SPANC as “another resource we need at their disposal” in learning to overcome some of the knotty problems presented by Spanish verbs, of which there are up to 60 forms in the simple tense alone.

“I wanted the drills to be interactive and to respond as much as possible to the actual problems being learned, I wanted to go beyond the machine approach where a student simply gets a ‘wrong, wrong’ answer, try again, machine.

In SPANC if a student makes an error, the program proceeds to a carefully designed series of drill and feedback statements which help the student in the recognition or nature of the error. If the student is still unsure of the answer, he may request a hint. In most cases for each of the 60 possible comments and hints a student could receive.

SPANC is further personalized by its feature of referring to students by their first names after the first run. Students are congratulated for correct answers and gently chided for errors. Opportunity is available for students to make comments at the end of a drill.

A second computer assisted instruction program, SPANISH, is also ready for operation. Weller reports SPANISH was developed by students Kenneth Schmidt 75 and John Susik 76, who worked with Weller during the summer of 1976. SPANISH is also an interactive program but serves a different purpose. It’s more of a question-answer principle than SPANC, SPANISH, Weller notes, is adaptable for use by any discipline using computer assisted instruction to compose their own exercises interactively at a terminal.

Weller is a member of the Hope faculty since 1962 and served as chairman of the department of foreign languages and literature from 1970-76. He has given presentations on SPANC at the Midwest Conference on the Computer in Undergraduate Curricula at Binghamton, N.Y., and to the National Association of Teachers of Spanish in Application to Learning, held on Nov. 4 in Dearborn, Mich.

Center Enhances Language Program

A new Learning and Resource Center in Graves Hall offers students of foreign languages ready access to materials to supplement their knowledge of language and culture. The LRC is also being used by small classes for film and videotape presentations, and for conversations. It is a comfortable and pleasingly furnished facility.

“We in the foreign languages department have tried this reason to provide a purpose room to serve students and teachers on an individual and class basis,” says Judith Vickery assistant professor of French and coordinator of the LRC project.

“We needed ways to reinforce both the value and the cultural aspects of a language.”

The LRC encourages students to exchange media from other countries. There is an ample supply of books, magazines and newspapers. A short wave radio allows students to tune into foreign news broadcasts.

Slide and videotape presentations of cultural activities are available for individual as well as classroom use. The LRC has been charged with two sound tracks—one in English and the other in a foreign language—providing adaptability for use by students at various levels of language proficiency.

The video equipment is used to tape dialogues, readings and other student presentations. Ms. Vickery points out that the videotape equipment frees the teacher from distracting note-taking during the actual performance, and it also involves the student in the evaluation process.

“Videotaping permits the instructor to deal immediately with the problems a student is having without interrupting the student’s presentation.”

The LRC is also intended to serve as a study room.

“Because almost all of Graves Hall is used for the department of foreign languages, we are pleased to be able to provide students with a place to work between classes or to browse for a few minutes before a class begins,” says Miss. Vickery.

As coordinator of the LRC project, she also served as the room’s able interior decorator.

“The atmosphere in which an individual works is most important to his productivity and efficiency. We strove to make this room both attractive and serviceable.”

The impetus for the LRC was provided by a gift in 1971 consisting of a portion of the personal library of the late Linda Palmer, a member of the French department faculty from 1964-69. Bequests were received from the estates of Nelly Meyer, teacher of French and music at Hope from 1895-99, and of Robert Melka assistant professor of history from 1970 until his death in December 1971.

Furnishings were provided by a bequest from the Rev. and Mrs. Peter Vanderklooster of Grand Rapids in memory of their daughter Julie who graduated as a French major in 1970.

The equipment was purchased through a Title VI Federal grant.

Next semester the audio and language lab which adjoins the LRC will be renovated to improve efficiency and effectiveness. Glass and front doors facing the console will enable the teacher to maintain eye contact with the class and additional stations will improve teacher-student interaction possibilities.
Can I Afford Hope? We Think So!

During the past ten years the fixed cost of a Hope College education has increased 215%, but the total financial aid received by Hope students has increased 421%.

It is estimated that in 1974-75 over $9 billion in financial aid was available to help students in our country. Hope College will coordinate over $3 million dollars of financial aid during the current academic year. The eligibility criteria for aid programs is broader than ever before and most families should not automatically assume that they will have to pay the full cost of public education for their child. Choosing a college is a difficult task for many families and financial considerations certainly must be factored into the decision-making process. Rumors and myths abound about the scope of financial aid. A free booklet entitled "Meeting College Costs" is readily available through your high school counseling office and can also be obtained by writing to the Hope College Financial Aid Office. This is an excellent source of information and can be used to make a preliminary determination of the nature of aid eligibility.

Get all the facts before you act because aid programs may be an answer to your financial concern for financing a Hope College education.

The application process has been rather complicated in the past due to a proliferation of state and federal programs. However, in 1978-79 a new application process has been adopted on a national scale and "red tape" will be greatly reduced.

A single form, Federal Aid Form (FAF), will be required to apply for aid in 1978-79. This single form can be used to apply for Michigan scholarships, federal Basic Grant and all forms of Hope College aid. The form is sent to the central office of the College Scholarship Service where it is analyzed and mailed to those agencies or schools requested by the student. The form can be completed after January 1, 1978.

The Hope College deadline for freshmen is March 1, but Michigan residents are strongly advised to file the form by January 15 in order to insure consideration for state aid. Transfers students and returning upperclassmen need to file for FAF by May 1. Michigan students should file by March 15 to assure consideration for state aid. Students currently receiving aid must also file a new FAF and should pick up the form at the Hope College Financial Aid Office. Late applicants cannot be guaranteed assistance.

### IMPORTANT COLLEGE PLANNING DATES

<table>
<thead>
<tr>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUNIOR Talk with your High School Counselor. about college</td>
<td>JUNIOR Gather information about colleges and universities that sound interesting</td>
<td>JUNIOR Narrow down your choice</td>
<td>JUNIOR Make plans to visit campus</td>
</tr>
<tr>
<td>SENIOR Register for ACT Test to be given in October</td>
<td>SENIOR Last ACT Test for Seniors for eligibility for Michigan Competitive Scholarship. Register for ACT Test given in November</td>
<td>SENIOR ACT Test</td>
<td>SENIOR Register for ACT Test to be given in February</td>
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<tr>
<td>JANUARY</td>
<td>FEBRUARY</td>
<td>MARCH</td>
<td>APRIL</td>
</tr>
<tr>
<td>SENIOR Best time to file for BEOG.</td>
<td>JUNIOR Register for ACT Test to be given in April</td>
<td>Register for ACT Test to be given in June</td>
<td>JUNIOR ACT test (Recommended test date for juniors)</td>
</tr>
<tr>
<td>MAY</td>
<td>JUNE</td>
<td>JULY</td>
<td>AUGUST/SEPTEMBER</td>
</tr>
<tr>
<td>JUNIOR ACT Test (Recommended test date for juniors)</td>
<td>SENIOR Initial Tuition Grant recipients announced</td>
<td>SENIOR Tuition Grant recipients announced</td>
<td>SENIOR College Classes Start</td>
</tr>
</tbody>
</table>

Additional Tuition Grant recipients announced (if funds are available)

## Financial Aid For Michigan Students

The Michigan Legislature has established four financial aid programs for college students in need of assistance.

They are the Competitive State Scholarship, Tuition Grant and Guaranteed Loan programs. In the last decade, these programs have provided students with more than 79,000 scholarships and grants worth more than $817 million and more than $29,430 loans totaling over $127 million.

Following is a brief summary of each of the programs:

### State Scholarships

State scholarships of up to $1200 are awarded annually to approximately 6,000 freshman students who score high on the American College Test (ACT). These scholarships are available to meet the financial need of students. Students in good standing may renew the scholarship for each undergraduate year.

To apply for a State Scholarship, students must:
- Take the ACT at a designated time and place and have their scores released to the Michigan Competitive Scholarship Program.
- Be a U.S. citizen or have declared their intention to become one.
- Have been a continuous resident of Michigan for twelve months before enrollment.
- Be recommended by their high school.

### Tuition Grants

The Tuition Grant program provides assistance up to $1200 per year only to qualifying students planning to attend one of the 40 eligible independent Michigan colleges or universities, including the 36 AICUM member institutions.

Tuition Grants are available to entering freshmen, transfer students, upperclassmen and graduate students for a maximum of four years of undergraduate studies and three years of graduate school. Tuition Grants are not available to students enrolled in programs leading to a degree in theology, divinity or religious education or to students who have taken vows or otherwise pledged themselves to a religious vocation. The Grants are renewable each year for students in good standing.

Students planning to attend an independent school and wishing to apply for a Tuition Grant, must:
- Obtain a Tuition Grant Application from their high school counselor.
- Submit the application to the Michigan Department of Education.
- Be a U.S. citizen or have declared their intention to become one.
- Have been a continuous resident of Michigan for twelve months before enrollment.
- Be recommended by their high school.
- Be able to demonstrate financial need.

### WHAT ARE MY CHANCES OF RECEIVING AID?

Profile of 1978-79 Hope College Aid Applicants

<table>
<thead>
<tr>
<th>Parent Income</th>
<th>Number Applicants</th>
<th>% With Need</th>
<th>Average Need</th>
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<tbody>
<tr>
<td>0 - 2,999</td>
<td>29</td>
<td>100.0</td>
<td>4,556</td>
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<tr>
<td>3,000 - 5,999</td>
<td>61</td>
<td>100.0</td>
<td>4,276</td>
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<td>6,000 - 7,999</td>
<td>36</td>
<td>100.0</td>
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<tr>
<td>7,500 - 9,999</td>
<td>49</td>
<td>100.0</td>
<td>4,096</td>
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<tr>
<td>9,000 - 11,999</td>
<td>194</td>
<td>99.0</td>
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<td>12,000 - 14,999</td>
<td>227</td>
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<td>30.7</td>
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<tr>
<td>35,000 - 39,999</td>
<td>26</td>
<td>3.8</td>
<td>570</td>
</tr>
</tbody>
</table>
Winners All!

Hope maintained its winning reputation in fall sports once again this year as no team finished worse than second in Michigan Intercollegiate Athletic Association (MIAA) competition.

The soccer team won the MIAA championship outright while the cross country team shared first place with Calvin. The football team finished second while the golf squad tied for runner-up honors. The field hockey squad had an excellent season while the volleyball team finished third in the WMIAA.

The Dutchmen took a commanding lead in the MIAA all-sports race after fall competition. Hope has 13 points followed by Albion with 10, Calvin 9, Adrian 8, Alma 7 and Olivet 5. Hope is bidding for its first MIAA all-sports championship since 1966-67.

FOOTBALL

The football team finished as the second highest scoring squad in the college's history en route to a 6-3 overall record. The winning season was the sixth straight for the Dutchmen, tying the previous college record for consecutive campaigns above the 500 mark. The Hope team of Alvin Vanderbush had six straight winning seasons from 1946-51.

Senior quarterback Mark Boyle of East Grand Rapids, Mich., established a school record for career touchdown passes (18) while freshman Greg Bekko of Whitehall, Mich., set a new single season mark for extra point kicking accuracy behind a perfect 21 for 22.

The team's final win of the season marked the 50th for coach Ray Smith. His teams in eight years have posted an excellent 50-20-2 record, a winning percentage of 71.5.

Hope ended the season with a four game winning streak after snapping a mid-season slump that saw the team lose three straight. A highlight of the campaign was the 23-18 victory over Walsh College of Indiana. It was the only loss of the season for the Hossiers who went on to finish second in the NCAC Division III national championship.

FIELD HOCKEY

The field hockey team posted an excellent 8-3-1 overall record and second place finish (5-3) in the WMIAA under first year coach Anne Dimitre '76.

Karen Hartje, a senior from Glen Cove, N.Y., and Sue Gebhart, a junior from St. Louis, Mo., were named to the Great Lakes all-star first team for the third straight year. Together they provided the bulk of the team's offensive attack with Hartje scoring 13 goals and Gebhart adding seven.

Hartje was selected by her teammates as the most valuable player while Wendy Knobloch, a sophomore from Silver Spring, Md., was chosen most improved.

SOCCER

The highest scoring Hope soccer team in history powered the Dutchmen to the MIAA championship and a school record 12-3.

It was the first league soccer championship for coach Glenn Van Wieren '66 who has been rebuilding the program since taking over in 1973.

The team won nine of 10 league games and were 12-3, including a first-time victory over Michigan State University (2-1). The team out-scored its opponents 49-18, also a school record.

Free Hope players were named to the all-MIAA team. They were sophomore Jim DeJuliis of Albany, N.Y., junior John Clough of St. Louis, Mo., junior Juan Ramirez of Holland, Mich., sophomore Gary Hutchins of Flint, Mich., and junior Renze Hockema of Holland. Mich. Hutchins was the most valuable player by his teammates.

GOLF

The golf team was forced to be an MIAA bridesmaid for the second year in a row. Adrian won its first MIAA golf title ever while the Dutchmen shared second place with Albion.

Under first year coach Doug Peterson '77, the Dutchmen posted a 4-2 league dual meet record.

Sophomore Lou Carleo of Kentwood, Mich., was named to the all-league team after finishing runnerup in the conference tournament. Carleo was also medalist in the Purdue-Calumet University tournament for the second year in a row.

VOLLEYBALL

Both the junior varsity and varsity volleyball teams finished third in the WMIAA tournament. The varsity went on to finish fifth in the state tournament.

Senior Sharon Kozuura of Wyoming, Mich., was named most valuable player for the third consecutive year while Jean Wilkening, a sophomore from Grand Rapids, Mich., was selected most improved.
Presidency...Uganda...the Press

President Turns
Professor

Several hundred Hope College students had an unusual teacher on Oct. 4. Former U.S. President Gerald R. Ford stepped out of his limousine and into the classroom, giving political science and business students the unique opportunity of asking questions of a man who less than a year earlier had been directly affecting the course of U.S. history.

Ford's reception at Hope was warm and enthusiastic. Students lined the Pine Grove sidewalk to shake Ford's hand and wish him well as the official entourage proceeded from the President's House to a Wichers Hall lecture room.

Ford's visit to Hope was part of a three-day tour of Western Michigan colleges sponsored by the American Enterprise Institute. Rather than delivering a public lecture, the former President chose to conduct two informal sessions with less than 200 students in each.

Participants fed questions to Ford at a steady pace. Ford decided to focus on a stage and podium and simply stood before students to answer their questions.

Ford told Hope students he makes a compromise must be made between the issues of clean air versus profitable plant operation, that the Panama Canal Treaty should be ratified, that he subscribes to President Carter's belief that an energy crisis is the "moral equivalent of war" and that there has been too much public diplomacy since Carter took office.

Students were generally impressed with the thoroughness of Ford's responses, one said: "The media never let us know how intelligent he was."

Ugandans' Plight

Americans could help bring about the demise of President Iko Amin by boycotting Ugandan coffee and by putting Amin's diplomatic representative in Washington said. Uganda Freedom Union Spokesman Godfrey Binaisla in a lecture at Hope during the College's Black Awareness Week in early November. Binaisla is a former Ugandan lawyer who fled his homeland almost two years ago. He was recently admitted to the New York Bar Association.

Binaisla said if the U.S. would employ isolation measures against Amin it could "help to create a situation where Uganda may be able to bring about changes themselves."

Ford cited Uganda's century-long Christian tradition and its people's "very conservative, authority-abiding" nature as reasons Amin has not thus far been internally overthrown.

Discussing his long-time acquaintance with Amin, Binaisla said: "The comical side of his nature hides the viciousness with which he deals with any threats to his power."

Binaisla claimed that 200,000 Ugandans have been murdered by Amin and that "there's not a single educated Ugandan who hasn't lost someone they love."

Binaisla himself was told by Amin he would be shot in public as a traitor for looking after Israeli construction interests after relationships had been severed with the nation. Although Binaisla managed to convince the President of his loyalty, he was certain he should attempt escape as soon as possible.

The opportunity came when registrations began to dwindle for a 1975 conference of British Commonwealth lawyers scheduled to be held in Uganda. Amin asked Binaisla what could be done to insure that the conference, which was expected to bring $2 million into the country, would be a success. Binaisla offered to go to London to promote the event.

"So I left Uganda in first-class style in broad daylight with a one-month allowance in my pocket. And I never went back."

Binaisla's wife and seven children were smuggled into Kenya. The family was just recently reunited in America. "I'm thankful to be alive," he said but added that he hopes to someday return to Uganda.

"Before Amin, Uganda was a flourishing country with a highly viable economy...I miss it."

Press Freedom at Stake

"Americans don't fully know what's going on when we talk about protecting sources. They think it means stop big money or just some horrible reporter getting attention," said former CBS newsmen Daniel Schorr in his public lecture at Hope College on Nov. 7.

"When a reporter is forced to reveal his sources, sources will dry up for every reporter and we'll have no more leaks—and then we will go back to having Watergates."

Schorr ended a 33-year career with CBS last fall when he resigned following a controversy over his leaking the secret Pike Committee Report on CIA and FBI abuses. He obtained the document through a confidential source. The day before its scheduled release, the House of Representatives voted to suppress the report.

"But as I see it, when information reaches me, it's out," said Schorr.

He soon realized that he had "the only copy of that report in the free world" and approached CBS for publication. When they declined, Schorr had the Pike Report published in The Village Voice.

A massive House investigation into leaks to the press followed and Schorr was subpoenaed and asked nine times to identify the person who had provided him with the Pike Report. Finally, Schorr said that the House committee found it didn't have enough votes on the floor to support a contempt charge and the matter was dropped.

Meanwhile, Schorr had been suspended from his position with CBS. "When you work for a large corporation, they deeply resent your acting as an individual," he said.

Recently described by Newsweek as "something of a martyred defender of the First Amendment faith," Schorr told his audience that freedom of the press is "not so much a reporter's right to write, but a public's right to know."

The 61-year-old veteran reporter has been lecturing and writing since his forced retirement. His book Clearing the Air will be released this year.

Homecoming in February

That's Right!

Your Alumni Board felt that a year is too long to wait between Homecoming celebrations.

"Do something about it!" they implored.

"Why not celebrate again in February?" asked alumni director Vern Schipper.

"Why not?" reacted the directors.

So alumni friends here it comes, ready or not. Homecoming in February! It isn't meant to replace the traditional fall Homecoming festivities, but it's just another good reason for Hope alumni and friends to join together for fun and frolic.

SATURDAY, FEBRUARY 11

- Club meetings, forums & luncheons
- Basketball vs. Olivet, 3 p.m.
- Alumni cheerleaders
- Post-game jazz concert and reception
- Buffet dinner
Richard Tiede 17, M.D., Luzerne, Ill., is an assistant professor of pathology at Johns Hopkins University and a medical resident. He spent a year in Romania with the Medical Mission Board.

The Rev. Anton A. Scherer, 25, is retiring in Morrison, Ill. He has taught at a number of colleges over the years and is currently a professor of religion at St. Norbert College.

The Rev. Calvin Maleffy, 46, of the University of Iowa, Iowa City, has been named a visiting professor at the University of Georgia.

Marilyn Reed '64, a member of the University of Michigan's Department of Education, has been appointed assistant professor of educational psychology.

Elementary schools in the Port Washington, Wis., school district have been closed due to budget problems.

Sharon B. Devore, 34, of the University of Wisconsin, Madison, has been appointed an assistant professor of education.

Dr. Stephen R. Timmons, 43, of the University of California, Berkeley, has been appointed an associate professor of education.

The Rev. James J. O'Brien, 40, of the University of Notre Dame, has been appointed an associate professor of philosophy.

The Rev. John T. Sullivan, 40, of the University of Notre Dame, has been appointed an associate professor of theology.

The Rev. Joseph J. O'Brien, 40, of the University of Notre Dame, has been appointed an associate professor of philosophy.

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Robert Ambrose 76 is system-wide bend director at the University of Wisconsin-Madison community school system.

Nancy Tempp 76 Boel is teaching 3rd grade at Patrick Henry School in Fremont, Ohio.

Ronald 76 and Dawn Erickson 72 Brown are living in West Lafayette, Ind., where Fan is studying for her degree in chemical engineering and Dawn is working as a teaching aide in the Lafayette school system.

Stefan Fraifeldt 75 of Chicago has accepted a position in Beijing, China. He was employed at the University of Chicago.

Mark 77 and Lydia Hutter 76 Brown are living in Anna, Ohio, where Mark is studying toward his master’s degree in electrical engineering and Lydia toward her master’s in German at the University of Michigan.

Elizabeth Elliott 77 is studying toward her master’s degree in family studies at Michigan State University.

The Rev. Dr. John R. Zueiten 77 of Oregon, Ohio, has accepted a position at St. Mary’s Hospital, Toledo, Ohio. He will serve as associate director of the Hockstein School of Music, Toledo, Ohio.

The Rev. Dr. John R. Zueiten 77 is the pastor of the University Lutheran Church, Detroit, Michigan. He was employed at the University of Michigan for three months.

Mr. Stephens formerly served as an associate research chemist with Miles Laboratories, Inc. in Illinois.

Thomas Van Zande 77 died on Sept. 19, 1977 in St. Paul, Minn.

Mr. Van Zande formerly served as an assistant regional supervisor of plant control with the U.S. Department of Agriculture.

Harold A. Lubbers 77 died on Nov. 19, 1977 in Honesdale, Pa. He was 76.

Debra Reid 77 of the University of Michigan and her husband, Lawrence, are living in Birmingham, Mich., where Mr. Reid is employed by the University of Michigan.

Mr. Lubbers was employed by the University of Michigan for three months.

The Alumni Office provides "Career Corner," a want ad service for alumni seeking employment.

Alumni who are available for permanent jobs are invited to submit up to 50-word ads describing their qualifications. These ads will be printed anonymously and without charge in "News from Hope College" and "The Hope College Magazine."
Against the pattern of routine come shocks
Of miracles we’d thought were past, absurd—
Those speaking asses, waterspouting rocks
Are things we rather wish had not occurred:

The patient shepherds circling their flocks,
Called to see the child no father fathered,
Might understandably have been excused
(t heir sensibilities and ours infused)
If they had said they’d rather not be bothered.

But here again the miracle of birth,
The fatherhood of son, the living word:
Among us lives. In birth we find his death,
In death discover birth, and every breath
Of every creature signals through the earth

His presence. This is the consequential hour,
This earth the place we keep; and in it lies
Our work, his love made real. We see his power,
God with us in the Christ-crossed skies.

R. Dirk Jellema

R. Dirk Jellema was awarded second place in the poetry category in the 1976 Evangelical Press Association awards competition for his Christmas poem, "God With Us."

Jellema, who serves as chairman of the English department, has been a member of the Hope faculty since 1964. He has been responsible for introducing into the curriculum courses in advanced creative writing and modern poetry.