Graduates Challenged to be Builders

Hope College will host the annual meeting of the General Synod of the Reformed Church in America (RCA) from June 10-15. The Synod will open Sunday, June 10 with an evening outdoor community worship service in the new City of Holland Municipal Stadium. The service is open to all members of the RCA.

The Rev. Harvey Hoeckstra, a 1945 Hope graduate, is President of General Synod. It marks the 50th time in the 351-year history of the Reformed Church in America that General Synod has been held in Holland. The next Synod will be held in 2004.

Events of significance to Hope College have occurred at previous General Synod meetings in Holland. In 1937 delegates participated in the dedication service of Dimnent Memorial Chapel. The 1966 General Synod met with the centennial celebration of the College. The Reformed Women of the Holland and Zeeland Classes will host a visiters day June 14. An estimated 4,000 Reformers Church women are expected to visit the day which has a theme, "A Woman's Worth..."

Hope College Alumni/Alumna Awards highlighted the annual Hope College Alumni Day dinner on May 12. Owen J. Koepe, 49, Ph.D., of Columbia, Mo., and at 1975, was named chairman of the department of biochemistry and in 1973 was promoted to his present post.

He is a three-time winner of the University's student-selected Medical School Outstanding Basic Science Teacher Award and in 1972 was chosen for the Faculty Alumni Award. He has held numerous University committee posts and served on several research grant advisory boards, including those at the National Science Foundation and the National Institute of Health.

During the past two years he represented the University on trips to Iraq, the Peoples Republic of China, Korea and Japan for the purpose of establishing exchange programs for students and faculty. During his career he has served as speaker at international symposiums in Tokyo, Moscow and Berlin.

Proteins are the primary building blocks of life and are essential for the function of all living organisms. Therefore, understanding the processes by which proteins are synthesized and modified is crucial to the study of biochemistry.

Dr. Koepe's research interest is the biosynthesis of proteins and peptidyl and he has published numerous articles on these subjects in scientific journals.

He received his M.S. and Ph.D. in biochemistry from the University of Illinois and continued post doctoral study as a fellow at the universities of Illinois and Minnesota. Koepe has been active in Trinity Presbyterian Church as a member of the Session for 12 years and as a representative at Presbytery and Synod meetings. In 1970 and 1974 he represented Missouri Presbytery at the General Assembly of the Presbyterian Church in the U.S. and in 1974 he chaired the General Assembly Committee on Justice and Human Rights.

The chemistry department grant ($12,000) was used to support research in the areas of organic and inorganic chemistry. The biology department grant ($19,000) was used to support research in the areas of biochemistry, cell biology, and molecular biology.

Koepe has directed thesis research for 10 M.S. and five Ph.D. degrees. He has received a number of research grants from the National Institutes of Health and the National Science Foundation.

Koepe has served as a consultant to a number of organizations, including the National Institutes of Health, the National Science Foundation, and the National Institutes of Education.

The College of Education and Humanities department grant ($11,000) was used to support research in the areas of education, humanities, and social sciences. The College of Arts and Sciences department grant ($18,000) was used to support research in the areas of arts and sciences.

Koepe has received numerous awards for his research, including the Outstanding Basic Science Teacher Award and the Faculty Alumni Award. He has also served as a member of the editorial board of the Journal of Molecular Biology.

He is a member of the American Chemical Society, the American Society for Biochemistry and Molecular Biology, and the American Society for Cell Biology.

The College of Business and Economics department grant ($10,000) was used to support research in the areas of business and economics. The College of Humanities and Social Sciences department grant ($17,000) was used to support research in the areas of humanities and social sciences.

Koepe has also received a number of honors for his teaching, including the Outstanding Student Teacher Award and the Faculty Alumni Award. He has also served as a member of the editorial board of the Journal of Molecular Biology.

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Four Alumni Honored for Service

continued from page 1

Development.

He married to the former Jo Anne Mohrner 49. They have three children, John, 22, Robert and Barbara, who will be a Hope senior next fall.

Mr. and Mrs. Koop were honored for their faithful support of Hope College and their contributions to a church and community.

Mr. Koop is a Christmas tree and dahlia grower. He was once the world's largest dahlia grower and his farm has been featured on cereal boxes of the Kellogg Co. in recent years. He has had unusual success growing blue spruce trees on a mass scale and his farm has been visited by agricultural scientists from Michigan State University.

The Koops are founding members of Hamilton's Haven Reformed Church where they have been youth club sponsors and Harvey has served as elder.

Mrs. Koop has held leadership positions in Reformed Church Women on the local, Synodical and national levels. She is immediate past presiding elder of the Grand Rapids Synod of the Christian Reformed Church, and has worked on every Village Square sponsored by the League during the past 22 years. She will serve as 1980 Village Square chairwoman.

The Koops have donated their time and energy to many church and civic ventures, including buying foreign students and working in the local hospital.

Mr. Koop serves as a director of Ottawa Savings and Loan Association and Young Mission.

He is a former Class Representative and one year sent a blue spruce to each of his classmates who participated in the Hope Annual Fund.

The Koops have been supportive of a variety of Hope activities and all four of their children are Hope graduates: Mary Lynn Koop '69, Mary Koop '69, Barbara Koop '73, Ann Koop '73 and Jan Koop '73 Bormodye.

The late Rev. Howard G. Teusink '36 was honored for service to the church and interested support of Hope College. He was selected to receive the award at a short time before his death on Oct. 24, 1978. Paul Teusink '64 received the puchoush award on behalf of his father at the Alumni Day ceremonies.

At the time of his death Teusink was serving in his 20th year as an associate minister of New York City's Marble Collegiate Church.

He was a graduate of Western Theological Seminary and during the early years of his career he served churches in West Olive and Kalamazoo, Mich. and Sheldon, Iowa.

He had extensive youth work and in 1973 was named director of Young People's Work for the RCA. In 1976, he took on the post of executive secretary of the RCA Stewardship Council and held the position for the following 12 years. During this time he authored numerous articles on stewardship for various denominational publications and was editor of S.A.L.T., a biweekly stewardship information and news outlet.

He completed study programs at Church Executive Development School and the Academy of Fund Raising Sciences and also served on the benevolence division of the National Council of Churches of Christ in the U.S.A.

Teusink served as a local member of Central and Northwest Christian Colleges and the RCA Board of Domestic Missions. He was president of the Synod of New York during 1975-76 and was a member of the organizing committee and the first president of Temple U, the RCA broadcasting arm.

For 12 years Teusink held a position with Great Atlantic & Pacific Tea Co.

He was married since 1940 to the former Anna May Engelman '30. The couple had two sons, John Paul Teusink '64 M.D., a staff psychiatrist at Menorah Clinic in Topeka, Kan. and Kenneth Glenn Teusink '67, vice president of Houston's Bank of the Southwest.

NSF Grant Tribute

To Science Programs

continued from page 1

ing in such areas as neuroscience, organic synthesis, laser spectroscopy, nanotechnology, and environmental chemistry. The director of the chemistry program is Dr. Rodney Broyer, associate professor of chemistry.

The physics department grant (89-797) supports the work of five students. The physics projects are centered around Hope's 2.25 MeV Van de Graaf Accelerator Laboratory, and will also involve studies of basic nuclear structure and properties, including the nuclei of elements thought to be important in outer space. The Hope physicists will also initiate development of a technique for using the accelerator to analyze the chemical composition of environmental samples. The director of the physics project is Dr. James Toews, associate professor of physics.

Do I want to go to college? What is it really like? Can I make the grade?

Get the answers at this Hope College on-campus program

Exploration '79

Explore the possibilities of a college education through classroom experiences, extra-curricular activities, and free time. You will live in college housing, participate in a college schedule and learn from college professors. Gain a greater knowledge of yourself, your goals, and your abilities, and you will be better prepared to make a decision about college in the future.

Exploration '79, for high school students who have completed their sophomore or junior year, begins Sunday evening, July 22, and continues through Saturday, July 28.

Morning classes are offered in various academic areas, career planning for campus life, and college admissions. Free time allows for trips to Lake Michigan, Christian Fellowship, and use of Hope's new physical education center.

COST: Tuition, board, room for the week: $95.00.
TRAVEL: Special arrangements being planned.

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News from Hope College

2
Hope students during the past school year enjoyed crossing 12th street from the dormitory complex without dodging oncoming vehicular traffic. However, the future of the crossed road was in doubt as summer approached. Street was closed on temporary basis during 1976-77 school year to allow city officials time to carefully inspect traffic patterns. In April the Holland city council voted 5-4 to permanently close the road, but city attorney ruled that six affirmative votes were needed to comply with city charter stipulations for closing a street issue was still unsettled at press time. Photo shows May Day celebration on closed 12th Street which included launching of hot air balloon, band concert and picnic.

Dykstra Outstanding Hope Educator

D. Ivan Dykstra, professor of philosophy at Hope for over three decades, has been named the Hope College Outstanding Professor-Educator for 1979.

Dr. Dykstra was chosen by a vote of members of the graduating class. The recipient of the H.O.P.E. is determined by his/her abilities to inspire a thirst for learning among students and for the degree to which he/she personifies the personal and professional characteristics of the Hope educator.

Dr. Dykstra has become synonymous with the liberal arts education process as he has taught literally thousands of Hope students the College's basic philosophy course. The Introduction to Liberal Studies 113. He has taught the course from his own textbook.

The Human Enterprise

He joined the Hope faculty in 1947, serving first as professor of Greek. He was appointed professor of philosophy in 1959, serving as chairman of the philosophy department until 1977.

A 1935 Hope graduate, Dr. Dykstra was honored by his fellow alumni in 1970 by receiving one of the first Distinguished Alumnus awards.

Dr. Dykstra and his wife Kathryn have two sons, Brian of Wooster, Ohio and Darrell of Macon, Ill. Brian teaches music at the College of Wooster and Darrell teaches history at Western Illinois University.

ten Hoor Reflects on 33 Years as Teacher

By Kathy Keefer

a sophomore from Dexter, Mich.

Upon first meeting this fascinating and friendly professor of English, it is immediately evident how he has established the reputation of being easily one of the most popular English professors on campus. If you have not met this man, you're missing something—and ten Hoor, professor of English, at age 65 is retiring this year. After 33 years at Hope, he is one of four professors who joined the faculty in 1946. And for 33 years students have really enjoyed him (if not the subject matter).

His historical ties with Hope have early origins: a native Hollander, his first experience here was in a young boy, seeing a Shakespeare play at the Carnegie gymnasium, wherein Julius Caesar was costumed (personally enough) in a cheer robe.

After ten Hoor received his B.A. from Calvin College, his M.A. and Ed.D. in English at the University of Michigan, and taught Latin (his minor) at a Tennessee military school, DeGraaf, professor emeritus, invited him to teach at Hope. DeGraaf had been ten Hoor's own Jr. high school teacher and principal.

His first semester here was the worst experience of his career. Remembering with a chuckle and without a wince, he described his initiation: five freshmen composition classes in a row, each with at least 20 or 30 students... and finally referred to it as the "Baptism of Fire."

He has tried to emphasize that the majority of his work here has been pleasurable. "There aren't many jobs in which you can spend your working hours doing things you'd rather do in your off hours." His favorite classes are World Lit. and Shakespeare.

"The best part about teaching at Hope in particular, according to ten Hoor, "is reaching with lots of people who have the same philosophy of life and religious convictions as I do. I've had relative academic freedom as a teacher—no one ever said 'You have to teach this and not that.' Also, the general quality of the students body is such that the great majority are serious about their studies—there's a reachable bunch."

When asked about his most rewarding experience, ten Hoor grew a little quiet, and showed the first signs of sentimental about retiring. "The most moving thing was when I had a heart attack a few years ago, and many students wrote and sent messages and came to stand beside my bed with a tear in their eyeremarkable, the kind of warmth and concern they showed."

"Most Hope students are good, genuine people. They're empathetic, they're sensitive to the people around them."

Ten Hoor also believes that students have changed over the years. In the 60's, the school was filled with veterans on the GI bill—most kids had sympathy about the war. But they were older, serious and wanted to get on with it. They graduated from a more normal atmosphere returned, as emphasis on playtime, fraternities and sororities, etc., as well.

Later, in the 70's, there was a great deal of turmoil as students had to cope with the Vietnam war, minorities rights. It was an unhealthy time. Now we're in with all the passion!"

The general characteristic exemplified by students of the 70's is, "They're much smarter—they're learning to people who know a little about what education can do and some good ways to achieve it. They know you don't get far with all that abstract!"

Ten Hoor's words of wisdom to future professors and education majors: "You won't make much money. You might not even get a job right out of your heart, but you can do something else!" Professors, to always maintaining an old-fashioned philosophy of teaching, he held this ideal purpose of a teacher: "I think he has a living example of how the culture of the past can influence the culture of the present, and even that of the future—he should carry the message in a lively, interesting way."

With the inevitable question—Are you looking forward to your retirement—he beamed a definite "YES," and with one second's hesitation reached into a desk drawer for a list of intended projects: translating some things about the Dutch colonies, woodcarving (a favorite hobby at which he is extremely talented), and travel plans for Oregon, New England, and Europe.

"We would people like to talk about the past," he smiled. Well, this is one old person with an interesting history to recall, and a beautiful future to anticipate besides.
‘Local’ Internships Offer Career Direction

At Hope College, as at colleges and universities across the country, students have been leaving campus to learn. The term internship—once used exclusively by medical profession—is undergoing generalization. On today’s campuses, internships are defined as practical learning experiences in the workplace world of almost any profession which interests the student.

Most of the domestic off-campus semester programs available to Hope students are built around an internship experience. For those students who desire to remain on campus, however, a less intensive experience is arranged through local internship programs. Typical internships extend one hour and 45 minutes per week on the job and earn three hours of academic credit. Local internships are coordinated by a faculty member within the department of one’s major. Actual supervision and grading is done by an on-site professional.

Although occasionally a student has been placed in an internship which involves little more than errand-running and busy work, these instances have become rare. Better communication between College and business regarding expectations has resulted in clearly defined job descriptions and, in some cases, written contracts. Most student interns accomplish independent projects or work with professionals in substantive tasks. (See adjoining stories on two Hope intern assignments.)

The growth of internships seems to lie in a heightened sense of career direction among students and a complementary awareness of the need for some preprofessional experience at the undergraduate level. “So many recent college graduates feel the world of employment has slammed the door in their faces,” says Dar Topp, director of campus planning and development. “This difficulty is easily expressed in a Capstone seminar: ‘I can’t get a job without relevant experience and you can’t get relevant experience without a job.’

Topp describes internships as “a lot like the best of real jobs,” in that they enable students to chalk up experience while gaining knowledge about a profession without the kind of responsibility that is not always available in the classroom.

Hope College Provost David Marker says internships are “immensely valuable,” although he acknowledges that the notion of preprofessional experience is “quite foreign” to the classical definition of liberal arts education.

However, at Hope College liberal arts has never been defined strictly in the pure, classical sense of providing broad knowledge and cultivating skills of reasoning and expression, says Marker.

“Throughout Hope’s history, there has been some focus on the preparation of young men and women for work, particularly in the service vocations—but teaching, ministry, research and music. That thread has always existed with our liberal arts thread.”

If further justification for internships is needed, Marker notes that they allow students to learn by doing—and that has proven to be the most successful pedagogical device in history.

At Hope local internships within the sciences generally occur on campus in the form of student-faculty research. Recently introduced programs in environmental health sciences and engineering include plans to incorporate local industrial internships into their format.

The computer science department has a particularly strong commitment to the value of internships, and they are the only department to require an internship of their majors.

“Internships are a very vital part of our program,” says Dr. Herbert Deschen, computer science department chairman. “We feel internships help students gain self-confidence. Second, internships have resulted in several times in permanent job offers for our students or strings of letters of recommendation for their files.”

Dershem says that although students do pick up new knowledge from internships, the biggest value in that they give opportunities to what has already been learned. There’s a difference between learning and real experience.

She also notes the importance of “hands on” work for students who are not career-minded.

Hope internships are particularly abundant in the social sciences, perhaps because this division contains the professional internship source—the department of education. Student teaching has long been accepted as a necessary component in the would-be teacher’s education and recent years have witnessed the addition of “mini-teaching” experiences during the sophomore or junior year.

In terms of numbers, the department of business administration and economics has the largest local internship program, placing approximately 25 students each semester through its management internship program. Internships are also popular among sociology and psychology students who find many opportunities in Holland and Ottawa County “helping” agencies.

The need for practical experience is something you can’t get away from in this day and age,” says Dr. James Zoetewey, chairman of the department of political science.

“Acknowledges that the strength of the department’s Washington, D.C., Honors Program is that it provides the student interested in local internships. However, the department doesn’t want to see this option completely swallowed up by the Washington scene.

Recently, political science students have interned in the Holland City Manager’s office and with a local attorney. Several are presently seeking summer internships in Lansing.

Joe MacDonell, chairman of the department of communication, points out the need for interdisciplinary cooperation. Before beginning an internship, a student should learn the backgrounds of the business and also have some instruction on possible pitfalls. Students, he says, must be made aware of “little elements” and come to realize that “they bear the responsibility for being alert.”

The communication department in recent years has moved away from May and June internships to full-semester assignments. “An intern needs to have significant blocks of time in the organization,” says MacDonell.

“Or he or she has to be there long enough to see the system.”

Local internships in humanities or art-related fields are not as prevalent as they are in the sciences and social sciences. Jacob E. Nyenhuis, dean for the humanities and arts, says that while internships are endorsed as valuable experiences for arts and humanities students, there is simply a scarcity of local placement possibilities. Students in these fields are better served by off-campus programs in New York or Chicago.

Nyenhuis also mentions that some students who have interned for credit have received experience that is as good or better than they would have received in an on-campus seminar.

Jennifer Nielsen, a senior communication major from Elmhurst, Ill., wanted to take a class that wasn’t offered this semester. She needed the class before she left for her internship in Chicago next fall.

So she and her advisor, Prof. Ted Nielsen, set up an internship at WYTC, a Holland radio station.

“I work Tuesdays and Thursdays from 10:30 a.m. to 2:00 p.m. She writes and produces feature stories for the ‘News Magazine’ segments broadcast daily. She also samples news from the other stations and decides what stories will be broadcast on the 15-minute noon news show. Jennifer has three credits that are required courses. But she required two additional value experiences and impressions of her work.

“My first minute-four second production takes an hour and 15 minutes to do. I felt dumb,” said Jennifer. “I knew how to do it, but I just wasn’t working.

‘The last production took a half hour. By improving my time, I began to think I was getting somewhere.

Jennifer explained that by doing a local internship she’s preparing herself for an off-campus internship in the fall. She’s not a student at Chicago State College but her local internship has given her grasp on real life professional situations. The positive factor of the off-campus program, she says, is that you can leave the internship and become a student again.

You’re still taking classes then. But in the campus, the classroom. You’re not suddenly dropped into the real world where they say, come on, take it away."

Another advantage for Jennifer is that a local internship places her in the same environment of campus living—a residence hall, dining hall, and food service—with a taste of professional life.

“An on-campus program gives me something to look forward to,” Jennifer said. “It’s not as scary as another campus internship because you’re not really on your own.”

In the missing years of the senior internship program, the students who have taken advantage of the campus internships have been well served by the internship opportunities available.

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led authorities to believe that since DR. Devette, a Hope College student reported missing and feared drowned in Lake Michigan since Feb. 20, 1978, returned safely to his home in South Deerfield, Mass., on May 5, 1978, according to police officials. A senior German major who was within nine hours of graduating, Kubacki disappeared during Winter Reces (Feb. 17-19, 1974). His cross country skis and a backpack were found along the Lake Michigan shoreline south of Holland. Footprints leading from the shore onto mountains of ice led authorities to believe that Kubacki might have fallen into the lake and drowned. He was the subject of an extensive search by police, the Coast Guard and a private detective hired by his family. The circumstances surrounding Kubacki's return remained a puzzle as news from Hope went to press. He is reported by police officials and his family to have suffered a memory lapse during the nearly 15 months he was missing.

Hope College during the 1978 Commencement exercise awarded the Kubacki family a Bachelor of Arts degree in absentia.

RUSS DEVETTE, professor of physical education, has been named chairman of the NCAA Division III Basketball Committee. Devette, who served on the committee since its inception in 1974, will direct the 1980 Division III men's basketball tournament. Last year, 299 Division III colleges across the country were eligible for the tournament.

DR. SANG H. LEE, associate professor of religion, was one of the 15 college and university professors from all parts of the country invited to participate in the African Humanities Institute at the University of California, Los Angeles, from April 2 to June 8. The institute's aim is to provide the means for extending present knowledge of the Afro-American humanities into the undergraduate system by preparing teachers for new approaches to unfamiliar geographic regions. Dr. Lee, whose specialization is in Christian theology, also teaches Asian religions at Hope, and will do special reading and research in African religions while on the UCLA campus.

GORDON BREWER, director of men's athletics, is serving on two committees of the National Collegiate Athletic Association (NCAA). Brewer was appointed to a seven-member committee which determines recipients of the NCAA's prestigious postgraduate scholarship awards. He was also re-appointed to a third term on the Division III steering committee. This eight-member committee receives NCAA governance proposals from Division III member schools and presents them during the organization's annual convention.

A book by professor EARL CURRY entitled "Hoover's Diplomatic Policy and the Origins of the Good Neighbor Policy," has been published by Garland Press. Curry's book is one of 20 distinguished scholarly monographs that Garland Press is presenting in its Modern American History Series. All the works in this series have been chosen for the quality and significance by Prof. Frank Freidel of Harvard University, a leading authority on the presidencies of Herbert Hoover and Franklin D. Roosevelt. Curry's book is a special in both recent American history and Latin American history. He is the author of an article on the Republican Convention of 1860. He is currently working on a book dealing with the decline of liberalism in the late twentieth century.

TERRI WHITNEY, a vocal performance major from Grand Rapids, Mich., was awarded honorable mention in the sopranos' division of the National Association of Teachers of Singing state auditions. She is a student of Professor Joyce Morrison. Over 100 singers from the University of Michigan and college teachers participated in the competition.

CAROL L. JUTH-GAVASSO, assistant professor of library science was recently presented an award from the Michigan Library Association for her contributions to the prison library at the Michigan Dunes Correctional Facility in Saginaw, Mich. In 1979, one of the residents working in the Dunes library, praised Ms. Juth-Gavasso's efforts to build the collection and train residents to manage the library. In receiving the award, Ms. Juth-Gavasso stated that the award actually should be presented to the community as a whole, because the library is only a reflection of donations of time, money and materials from the Holland community.

DOROTHY WILEY DELONG was presented a Distinguished Service Award during Dance V, this year's Hope dance concert. The award was presented to Mrs. DeLong, in recognition of her pioneer efforts in establishing dance instruction within the Holland, Mich., community. In the late 1940s Mrs. DeLong accepted an invitation to introduce ballroom dancing to Holland area youngsters in conjunction with a local school activity program. Despite initial protest from some segments of the community, Mrs. DeLong persevered and soon succeeded in drawing appreciative audiences to the programs and recitals of her students. She later operated a private dance studio while continuing her involvement with the public schools. For a number of years, Mrs. DeLong also had a part in coordinating Holland's Tulip Time Dance Dances.

Throughout her career, Mrs. DeLong found her chief reward in watching young people discover and develop in dance. She firmly believes that dance is a form of human expression which can — and should — be enjoyed by all. Although she retired from teaching in 1968, Mrs. DeLong maintains a lively interest in dance and has given her support and area programs of dance instruction, including that of Hope College.

JEANNE MOORE, a junior from Lincoln Park, N.J., is delighted at being crowned Hope's 1978 May Day Queen. She accepts crown from 1977 queen Kathy Button. Other members of the court, all juniors, were Sally Berger of Napa Valley, Ill., Stacy Burris of Marshall, Mich., Edna Culler of Weslaco, Texas, Janet Lawrence of Schenectady, N.Y., Jenni Liggert of Kalamazoo, Mich., and Lori Wolf of Cleveland, Ohio. The Amurian fraternity (3-123) and Kappa Chi sorority (3-183) were declared winners of the annual scholastic trophy.

BRUCE HIMEBAUGH, director of financial aid, has been elected to the midwestern region governance committee of the College Scholarship Service Division of the College Board. The College Board is a nonprofit educational association serving students, schools and colleges through programs designed to expand educational opportunity. The midwestern region consists of 13 states.

SPANCOM, a computer-assisted instructional program in Spanish developed by Professor HUBERT P. WELLER, has been accepted for national distribution by CONDUIT, a source of quality computer-related instructional materials for higher education.

SPANCOM addresses problems experienced by the vast majority of beginning students of Spanish—problems linked to the verb and object grammar. The program is a series of 26 interactive drills in writing Spanish verbs and single object pronouns in any of 12 tense-moods.

A distinct advantage of SPANCOM is that its drills go beyond the right-or-wrong approach and respond to the actual problem a student is experiencing. If a student makes an error in a drill, the program proceeds to an ordered series of segmental or morphological scans and checks to determine the position or nature of the error. If a student is still unsure, he or she may request a hint. In most of the drills, for each cue there are approximately 40 possible comments and hints.

SPANCOM was developed with partial support from the Great Lakes Libraries Association Library Development Program and the Hope College Millenium Grant Program. SPANCOM has been used in Hope College classes for the past three years.
Dance V

Dance V, the fifth annual Hope student dance concert, this year featured two guest artists from the Joffrey Ballet School in New York City.

Dance professionals Patricia Brown and Luis M. Perez joined Hope students on stage to present jazz, tap, modern and contemporary pieces. Choreographers were Profs. Maxine DeBruyn, Rich Rahn and Ed Riffel.

Nearly three-dozen Hope students this year auditioned for the 12-member company. The dance concert drew near-capacity crowds during the three nights of performance.
Self-Governance Works Well

Government for the people and by the people works on a national and college level, and in the decision-making process at Hope College. The governing body at Hope College is an "us" government, according to Dave Vanderwel, associate dean for student affairs. The community participation is at an all-time high, as evidenced by a recent meeting of the Academic Affairs Board (AAB; four students, four faculty, one administrator). The AAB is responsible for faculty, staff, and student activities on campus. The AAB meets weekly to discuss faculty and student issues, and to ensure that the faculty and students have a voice in the decision-making process.

The College government is broken down into the Campus Life Boards (CLB; four students, four faculty members, and one administrator) and the Academic Affairs Board (AAB; four students, four faculty, one administrator). The AAB and CLB are responsible for faculty, staff, and student activities on campus. The AAB meets weekly to discuss faculty and student issues, and to ensure that the faculty and students have a voice in the decision-making process.

According to Vanderwel, Hope was innovative in going students and faculty, and faculty and students have a voice in the decision-making process. The CLB is present discussing plans and projects with the administration. The CLB is always open for discussion, and it is a place where students and faculty have a voice in the decision-making process. The CLB is present discussing plans and projects with the administration. The CLB is always open for discussion, and it is a place where students and faculty have a voice in the decision-making process. The CLB is present discussing plans and projects with the administration. The CLB is always open for discussion, and it is a place where students and faculty have a voice in the decision-making process.
Requiem for Philosop

One of the specific changes wrought by the 1978-79 revision of Hope's core curriculum was the discontinuance of Philosophy 113 (in recent years, Interdisciplinary Studies 113) and the introduction of philosophy courses within the mainstream natural heritage segment of the core. Throughout its 15 year history, Philosophy 113 had been taught by longtime Hope Professor of Philosophy Dr. Don D. Dykstra. Recently Dr. Dykstra authored what he titled "a requiem" for 113. The account provides a fascinating look at 113's gestation period as well as an honest view of curriculum revision at Hope College during the past quarter century. Examples of Dr. Dykstra's account are printed below.

We pick up with Dr. Dykstra's account after several more years have passed:

...I am not sure just when the issue of core revision began brewing again, or how. It had to be sometime after President Lubbers left office to assume his responsibilities with the newly created Iowa College Foundation, such was his standing among the faculty that no one would have had the temerity to resurrect an issue which he had deadened off limits. Still, in the reticence of the issue there was nothing. I think, of the spirit of Lubbers is gone now and we can go back to our earlier mischiefs. Maybe there were just too many important issues of many kinds, all more or less tightly wrapped up in the core curriculum study, to permit that study to be forever suppressed.

But, as I recall, that is not the way it got back on the agenda. The real story was very very different. With President Lubbers' retirement, we, of course, faced the prospect of a new President. This was in a way an exciting event to contemplate, if for no other reason than that it was a novel experience, and we had to adjust from a mentality for which President Lubbers was synonymous with the office that it had seemed he would have to endure forever. But how does one go about giving expressions to the excitement of a new President?

Somewhere along the way (and I think I remember just from whom it came) there was a suggestion that, if we do "something" for the new President (Vander Well), prepare "a gift" in honor of his coming. That got a mixed reception, obviously. Everyone was in favor of "a gift," but that created some anxieties about how much we might have to shell out of our own pockets to look for it. Into that climate, however, there quickly came the clarification, it was not a "money-gift" that the proposer had in mind, but something "far more important than anything money could buy." In the sudden relief at knowing that our wallets were safe, we would have gone along with any proposal, no matter how large. One thing led to another, and what finally emerged was the proposal that our "gift" to the new President should consist in a display of faculty esteppe de corps, of unity. But since there was only one thinkable thing on which the faculty lacked unity, there was only one way in which a demonstration of unity could occur—approving the "new" core curriculum. So it was dusted off, brought to a vote and passed without debate or dissent. After all, who could vote against "a gift" to the new President, especially as long as it did not mean money out of one's pocket?...so we did, suddenly, what we had seemingly endlessly haggled about became a reality.

But the euphoria accompanying that great event barely lasted through the night. We discovered that it is one thing to conceive the skeleton of a curriculum, it is another to translate that into the realities of an educational process. The latter was rendered even more difficult because in part the skeleton bore some labels which stood for some profound obscurities and contested options. But armed with the fact that, after all, we had voted for the new curriculum, it was possible to sneak past the fingering issues and read them as if they stood for firm and transparent commitments, so we did get on with the business.

But while the now-approved curriculum had presumably been gathering dust, some mysterious alchemy had taken place and what we confronted the morning after voting was not quite what had been dreamt a couple of years earlier. That specifically had a bearing on "113." There had been talk earlier that there probably could be some connection between the English 113 and the Philosophy 113. But now that emerged as having to be a specifically inter-disciplinary freshman program. Not only that but somehow "Freshman Speech" was embroiled, too.

I must admit that I could associate fabulous educational images with that. Who could fail to be deeply moved by the sublime thought that the speech classrooms which had churned out endless reports on "How I Spent My Vacation" should now ring with the profundities of philosophical expositions? The blissful fantasy, however, was not long for this world. The English people quickly cooled to the idea, taking their cues chiefly from Ed Savage's expressions of deeply wounded professional pride ("all my life I work hard to become a teacher of literature and what do I get? They make me teach philosophy.") The speech people may have turned out of the picture even more quickly, inspired no doubt by Bill Scherer's pronouncements of humility, real or theatrical. ("The teaching of philosophy, I, at least, must leave to better men than I.") That, however, did not quash our cloudy dean. And, even I, for whom there was nothing in my temperament or experience to incite me to the kind of inscrutability of my teaching that would be involved, wanted to give his concept every chance, not merely to be supportive of him but because I was sure the idea had merit.

With the best will in the world, however, the problems involved proved to be pretty insurmountable, even apart from the problem of drumming up enthusiasm from those who would have to make it work. In the meantime, the calendar was moving along, and there was at least an understanding that the curriculum which had been voted in would be operational in the fall of 1984. At some point it was decided that there was no way of proceeding other than for Philosophy and English and History to engage in the first year of the new curriculum to see down what each would put into the projected joint course by having each develop its half of the course separately...the merger never occurred—Editor's note.

I must admit that in its formative early years, 113 was shaped largely by a bundle of instincts, none of which I was aware of at the time. As time went on and I had leisure to reflect on how 113 got this way, the instinct acquired articulation. But for a long time I was thinking about 113 from the perspective of its being a philosophy course, which I was able to treat in a particular niche of a larger coherence called "Liberal Arts." Only within the past couple of years do I come to see my own thinking about 113 reconstituted and re-formed more clearly from the notion of Liberal Arts, and by way of articulating that arrived at the picture of 113.

Now let us try to tell the notion of "Liberal Arts" education is one of the most elusive of all notions in which educational philosophy becomes involved. We all assume that Liberal Arts is what it is not by direct intention at least, calculated to achieve specific vocational or disciplinary competence. But what is it that goes into the idea of Liberal Arts, and what determines what goes into the core? For possibly the most, at least the longest-lasting, part of our experience with Liberal Arts, we have been able to ride along on the traditions that came into being a long time ago when the sole concern of the university was the education (the induction into the "life of culture") of those whom the fortunes of life had liberated from having to work for a living. But what happens once you become untenant about letting that be defined simply on the basis of a long but unexamined tradition? A couple of answers are natural and so have been, unaccountably or otherwise, applied. The core will always have to have relevance to dimensions of the human process that are "constant" to persons regardless of their discipline or professional self-definitions. Obviously that would mean that the core should foster the basic common competencies at the three Rs. This was the overt commitment of "the general education" movement in the fifties, though this allowed itself to become an impoverished image by its emphasis on attaining the "minimum necessary" skills rather than the "maximum possible" ones. But in that way, general education was a philosophy of education particularly
Core Curriculum Recognizes Students' Academic Needs

"These courses will be taught which are usually taught in colleges of this kind."

In 1861 the Hope College curriculum program was simply stated and had built in flexibility, although it lacked a bit in clarity.

The decades since the turn of the century have seen a remarkable expansion of this single sentence core statement. The 1979 catalog devotes more than five pages to this core statement. A maximum of 61 academic hours is still required to complete the core requirement in most cases when high school preparation has been weak. Yet to make the point of its statement, these courses express general satisfaction with Hope's core and an understanding of the role that core has in the major components of the faculty sector as they provide a greater awareness that the core went in effect at the beginning of the current academic year. This has not yet allowed for a determination of major-faculty objectives. In the spring of 1976, the core, for a time or two, has successfully absorbed most old grievances.

The move to review the core was brought about largely because of widely accepted recognition of the need to revise the Cultural Heritage component.

"Administration of the Cultural Heritage component of the core had become intractable," says Marker. "The objectives were stated in such broad terms that technically it was almost any course offered at the College had fulfilled the requirement. The Academic Affairs Board decided to declare a moratorium on adding any new course to the list of those which would satisfy this requirement and instituted a review of the entire core, with special attention being given to the Cultural Heritage block."

The task force set three objectives for its work in the planning stage: to determine the core would meet the needs of students who would be living and working in the decades to come; to ensure that each component be addressed and justified as a legitimate and necessary component of a liberal arts education; the task force appointed in the spring of 1976. Thus, the new core, for a time or two, has successfully absorbed most old grievances.

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Changing International Education Trends

by Paul G. Fried

Within the last year or two academic institutions and the government have shown an increased awareness that American students need to be given greater opportunities for gaining international perspective as part of their undergraduate education. This newfound interest in international education led to the establishment of a Presidential Commission on Foreign Language and International Studies which is currently conducting hearings in Washington and elsewhere. The death of the late Professor Franklin D. Wyckhoff, who was an active participant in the first Commission's work, is a loss which cries for civilized mourning.

The significant challenge for our colleges and for American education generally is to provide an international educational experience for students who do not have an opportunity themselves to go abroad. The distinction between what used to be a national or an international question is increasingly blurred. This change cannot help but change the meaning of the words "international" and "domestic," as they have been used to describe educational experiences. We must move toward education for all students which includes a global perspective. This means curricular programs which will enlarge the student's view and enhance an understanding of the interdependent nature of the world today and tomorrow.

The passage is set less diplomatically and more bluntly in an article which appeared in Change in October 1978.

"One of the tragedies for American schooling—and thus for the nation—is the abysmally low level of student generation for a world in which an adequate global understanding by all citizens may be the only road toward saving the world as we now know it.

At Hope College, concern about giving students an international education certainly is nothing new. Speaking at the inauguration of Dr. Philip Phillips as the president of Hope College in 1966, Dr. Isaac Wyckhoff spelled out one of the challenges facing the young nation: 'Hope College must teach the languages of the world. This is a shrinking world, and we must learn to be at home in it. Like other colleges, Hope initially tried to meet this challenge mainly by offering courses in foreign languages and cultures and by adding a few courses on international affairs to the curriculum or on selected areas of the world.

Even in the earliest years of Hope College there were a few students who were fortunate enough to study abroad. Hope College and direct contact with a larger world by direct contact with a larger world by direct contacts with students from abroad. Young Gift Kolins, who returned to write his book about his studies in the Netherlands some 30 years later, records in his diary that he spent an educational and enjoyable semester in Europe in 1865. And in 1896 the first student from Hope College to study in Holland was John Van Der Burgh. In 1925, Hope students were international in the world of today and tomorrow. What can we do at Hope to do for students for the shrinking world to which Dr. Wyckhoff referred when the College was established? There is no single and no simple answer. It seems to me, however, that several avenues which we have, in fact, been exploring recently, may point in the right direction.

1) Individual departments need to offer programs, which are international in focus or include materials in courses currently given which give added emphasis to international issues. The recent recommendation for the establishment of a complete major in International Studies clearly represents a move in that direction. The necessity of the languages of the world is more important today than it was in 1866. But students and faculty have come to reject the old approach of teaching language as a mere skill. Hopefully, the "Language and Culture" approach, scheduled to be adopted this year by the pilot project with the support of the National Endowment for the Humanities, will provide a challenging model for similar innovations in this area.

2) The college also needs to do more to make foreign language study programs, which are international in focus or include materials in courses currently given which give added emphasis to international issues. The recent recommendation for the establishment of a complete major in International Studies clearly represents a move in that direction. The necessity of the languages of the world is more important today than it was in 1866. But students and faculty have come to reject the old approach of teaching language as a mere skill. Hopefully, the "Language and Culture" approach, scheduled to be adopted this year by the pilot project with the support of the National Endowment for the Humanities, will provide a challenging model for similar innovations in this area.

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Hope Runnerup in All-Sports Race

Hope finished second in the seven-team MIAA all-sports race during the 1978-79 school year.

Albion College won the all-sports honor for the second straight year with 78 points followed by Hope with 65, Kalamazoo 61, Alma 58, Calvin 54, Ohio 53 and Adrian 33.

The Flying Dutchmen won championships in football and cross country.

BASEBALL

The Flying Dutchmen just missed a winning season (13-14) while finishing in a tie for third place in the MIAA.

Junior hurlers Gary Hutchins of Flint, Mifflin and Rick Zolk of Shelly, Mich., paced the Hope battery. Hutchins topped the team in hitting with a .316 average while four hurlers, while Zolk faced 296 behind a team high 20 RBIs and five homers. Zolk led the MIAA in RBIs (20) while teammate John VandenSteeg, a senior, was in the top ten in the nation in batting average.

The team's two most valuable pieces included Mark Wise of Lake Wiss., who was runnerup with 11. Junior righthander Kevin Watson of St. Louis, Mich., had a perfect 50-1 pitching record while sophomore Tom VanderStel of Grand Rapids, Mich., had a nifty 1.31 earned run average against MIAA opponents.

SOFTBALL

The inaugural MIAA softball season was far too good to Hope as the team finished runnerup with an excellent 8-2 record.

The team went off to finish third in the Michigan small colleges women's softball team—junior pitcher Scotter of Harbor Springs, Mich., freshman catcher Faye Baren of Hamilton, Mich., and sophomore third baseman Nancy McDonald of Bruce Township, Mich.—were stellar performers on the mound, each completing over 50 percent of their opponents' innings.

Freeman freshman Deb Fiel of Grand Rapids, Mich., finished fourth in the MIAA in batting (.391) while teammate Ann Hartley was the first overall pitcher from East Grand Rapids, Mich., sixth at .385.

Health Dynamics Endures 'Shake Down'

The previous three issues of News from Hope College have contained portions of the daily journal of a freshman enrolled in Hope's Health Dynamics Program by Richard Peterson, director of the new program, offers his perspective on the past year.

The Health Dynamics Program was initiated as a pilot project to physical and health education for enrollees in the program. It included a classroom component for learning and discussing health and fitness issues and factors, a laboratory component to determine current levels of fitness and health, a personal interview to explain the meaning and significance of these laboratory measures, and an activity component to experience exercise as well as to learn new skills as a basis for becoming involved in a physically active lifestyle. In the initial year, we were interested in increasing awareness about how exercise and other lifestyle factors such as diet and stress can affect health and longevity, and we are interested in the future.

The soundness of this idea was generally well accepted by the students. Of course they find it a bit difficult to believe that thinking about health and fitness can be fun. This is what most people are interested in themselves because they are too young and are enjoying the absolute peak of their own health. They may be aware of the importance of good health and do not notice an effect. A very personal experience for them, however, came in the last couple of weeks of the year. We retained all the students for fitness and health status. Some, who had been diligently coming to the Dow Center for regular exercise, noticed an improved level of fitness.

Field was an outstanding defensive player, committing only one error in handling 95 chances at first base.

MEN'S TRACK

Relaying on its best team depth in several years, the men's track squad finished third in the MIAA standings.

Three all-time Hope records were established during the season. Sophomore Scot Van Der Meulen of Holland, Mich., broke the six-year-old record of Bruce Becken's 74 with a throw of 88' 7/8".

The other two marks were improvements of performances recorded by the same athletes. In 1977, Senior Jeff Corse of Orangeville, Ill., improved his own discus record with a throw of 139' 5" while senior Steve Hull of Holland, Mich., clipped one foot of his own 800-yard (half mile) record at 1:55.0.

Hult and freshman Dave Voscher of DeWitt, Mich., were gold medal winners at MIAA Field Day. Hult set his school record in the triple jump that Van der Meulen was champion in the mile run (4:18.3).

Hult and freshman Mark Northrup of Grand Haven, Mich., were elected to the all-MIAA track team.

Hope was host to the 88th annual MIAA Field Day. During opening ceremonies an award was presented to Dr. Walter DeWelder on the occasion of his 50th class reunion. Dr. DeWelder had held the Hope College javelin record from 1929 to 1967 and was a member of Hope's first MIAA champion track team in 1929. He was presented a commemorative plaque by Gordon Breuer, director of men's and women's track.

WOMEN'S TRACK

Hope finished last in the MIAA women's track race, losing only to champion Calvin in dual meet competition.

Freshman Sue Williams of Ann Arbor was the team's only gold medal winner at MIAA Field Day. Hult set his school record in the triple jump that Van der Meulen was champion in the mile run (4:18.3).

Hope finished second in the MIAA track meet.

For the record, the team posted a fine 8-4-2 overall dual meet record including an excellent 5-1 mark against league opponents.

The team was considered a contender for the MIAA championship, but prior to the start of the season-ending tourney, in a dispute over how Hope players were seeded, the squad had to withdraw. The dispute could not be settled before the tournament began, causing the entire team to default.

The team was also interested in the final voting. The leading player was a 40-year-old mother of five, Pat Lafontaine, playing tennis competitively for the first time, posted an 8-4-2 record in the fifth flight and with doubles partners to win seven of nine matches.

MEN'S TENNIS

The 1979 women's tennis season will go into the annals as one of the most unique in Hope sports history.

In the record, the team posted a fine 8-4-2 overall dual meet record including an excellent 5-1 mark against league opponents.

The women's tennis team was considered a contender for the MIAA championship, but prior to the start of the season-ending tourney, in a dispute over how Hope players were seeded, the squad had to withdraw. The dispute could not be settled before the tournament began, causing the entire team to default.

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ARCHERY

Hope handed champion Alfa its only dual meet loss of the year with a league record Columbus round score of 1,408.

Cheer the MIAA Champion Flying Dutchmen at Holland's New Municipal Stadium

HOME
Sept. 15 - Wabash, Ind.
Sept. 29 - Oliver Nazarene
Oct. 13 - Adrian
Oct. 20 - Alma (HC)
Nov. 3 - Olivet

SEASON TICKETS FOR CHOICE 50-YARD LINE SEATS AVAILABLE AFTER JULY 1.
First, the good news

Now for the bad news

Donor participation in the current Alumni Annual Fund is behind last year. With two months left in the campaign we are 13 donors behind last year's pace and 803 behind the goal of 5,200 for '78-'79.

Hope alumni have gained a national reputation for outstanding support of their alma mater. Last year 40 percent of all alumni contributed to the annual fund.

It's not too late.

The current campaign will close its books June 30. Write your check now and send it to Alumni Annual Fund, Hope College, Holland MI 49423.

Your gift will help keep the good news coming.

Many thanks!
Supergraphic by ’78 Grad Adorns Florida Church

When Paul Petry ’78 parked his camper in Biscayne Park, Fla., he didn’t plan on staying long or leaving anything behind. However, his mark remains in the unforgettable form of a bold, 42-feet long high supergraphic in brilliant colors depicting the resurrection of Christ.

The Miami area was Petry’s first stop on what he calls his “extended orientation to life.” A stop throughout the U.S. One Sunday in March he attended services at the Episcopal Church of the Epiphany in Biscayne Park—where he said he’d do “something” to the parish hall, the section in a semiconfidential configuration.

Father Humphrey says his reaction was one of nervousness but interest as well. He gave the go-ahead. It turned out to be a good decision.

“He has imparted a bold message that speaks more than words,” said Humphrey in evaluating Petry’s final product.

A devout Episcopalian, Petry charged the church only the cost of paint. He worked on the project for 10 hours a day during a four-day stretch.

The first panel depicts the crucifixion of Christ, portrayed in swirling clouds signifying the gloom of the day. The second panel depicts the resurrection. An orange background is a symbol of Christ’s presence in the world and a white sun represents his victory. A rainbow extends across the fourth and fifth panels to reveal Christ’s promise of life to humanity. The final white section represents Christ’s victory over the world.

A self-employed artist, Petry made news at Hope last spring when he organized a show of his graphics, which employed a trucking theme. He has since created supergraphics for racquetball clubs, manufacturers, bars and private houses in Michigan and Illinois.

His business, Print Design & Painting, is based in Ludington, Mich.

Alumni Happenings

by Mary Kempker

SPRING! It finally arrived. Another Commencement, Alumni Day, Class Reunions, are all part of Hope’s past. Four hundred-twenty-four bright expectant graduates have joined the ranks of the more than 14,000 member Hope Alumni Association.

The new graduates were welcomed into the Alumni Association at the annual Alumni Dinner on May 12 by Steve Prediger, senior class representative on the Alumni Board.

The Alumni House is the scene of much activity during the course of a year. In addition to overnight guests many college functions are held in the downstairs rooms such as scholarship luncheons. There are times when the recipients and the donors of scholarships have a chance to spend some time together. Departments entertain their distinguished guests in the house. We invite you to stop and look around.

If you are returning to Holland this summer and will need overnight lodging, there is a limited amount of space in our dormitories. Please contact the Alumni Office if you have need of this service.

With the approach of summer—a beautiful time in Holland—we Hope with you a happy, relaxed time. We hope you will have time to enjoy! If your vacation will be spent in Western Michigan, stop and see us. Hope’s campus is beautiful.

International Education Volumes Draw State Department Praise

Agnes Tyson’s publisher describes her retirement project as “a whimper” and a “marvelous piece of work.” A spokesman from the U.S. Department of State’s education and cultural affairs bureau predicts it will be “among the most valuable books we have in our library.”

In 1970, the year she retired as head of the Graduate Library Reference Department of the University of Michigan, Agnes Tyson took on a project of a lifetime: compiling a three-volume, comprehensive bibliography on U.S. international educational exchange.

International Education: The American Experience deals with headings on the introduction of western education into Asia and Africa by American missionaries, the Peace Corps, American students and teachers abroad, college and university programs of educational assistance, the training of foreign nationals through technical assistance programs, exchanges in the field of medical education, and school systems established in foreign countries, and other subjects under the broad heading of international education. The bibliography is published by Scarecrow Press Inc. of Metuchen, N.J.

Tyson says the compiling of such a bibliography became a topic for consideration at the U.S. Institute of International Education in 1945. Budget and staff limitations combined with a rapidly increasing pool of pertinent publications made the project feasible at that time.

“Over the years, however, I retained an interest in making such a compilation,” says Tyson. “I thought it was an area that had not been sufficiently explored. I thought it would make a good retirement project which could make a minor contribution.”

The project, carried out from an assigned care free in the U.M. Library, has developed an even larger scope than originally intended.

“An enormous amount has been published in these areas, and a definitive bibliography is a necessity. It’s quite out of the question,” Tyson notes.

Nonetheless, her bibliography covers a lot of ground. Volume I, published in 1974, deals with doctoral dissertations and some master’s theses and has approximately 5500 entries. Volume II, just off the press this spring, is in two parts and has references to periodical articles in over 700 journals. Many of the items have annotations. Volume III, when completed, will include monographic publications—books, essays in collections, and government documents. The latter category, Tyson contends, contains a wealth of largely ignored information.

She holds a master’s degree in library science from the University of Michigan and was a past commissioner on a bibliography on Russian science and technology, published in 1959.

class notes

10's

Lambertus Helckhaai ’33 was honored posthumously last April when an auditorium in the new Fairmont College of Liberal Arts and Sciences Building at Michigan State University was dedicated to his memory. Lambertus was to Victoria in 1926 and headed the department of religion and philosophy. He served as dean of the college from 1929-1935. His widow, Jennifer Immid, ‘33 Helckhaai is present at the dedication ceremony.

Marie W. Danhof ’20 is convalescing at Grand Valley Nursing Center after surgery performed in December.

O. L. Lubbers ’24 is a third generation Hope family. The entrance of Kim Lubbers in the fall of 1939 will mark the beginning of the fourth generation.

Joshua Hegenboom ’75 was recently admitted to LeGrand Hospital for heart problems.

60's

Lois Mandille ’32 and husband are practicing at Butler-warehouse in Grand Rapids, Mich., to replace her husband. Lois is a retired RCA missionary who served in India.

Howard C. Schaefer ’32 inspired author Tom Dowling to write stories of his early days in the ministry told in recent Dowling wrote one of the stories in the December 1978 issue of These Times. The story is titled "The Last Refuge." Dowling is now serving at Peace Hospital, Clearwater, Fla.

John H. Immid ’47 has 157 plays, "My Song is the Mayan," for high school and amateur festivals. It will be published by the Eldridge Publishing Co. of Franklin, Ohio in September.

Laurel J. Vanlooven ’39 was honored at an awards banquet for 25 years of service to education at Michigan State University. Hope College student Charles Bell entertained with a solo. Laurel was the former superintendent of the Brethren Township school district.

40's

The Rev. Dr. Jerome De Jong ’41 accepted a call to Bethany Reformed Church of Grand Rapids.

Ruth De Young ’41, Potts retired from teaching to take up full-time writing. Ruth’s first novel, `Last Raincheck will be published in June by Mason Books, Inc. She is now working on a second novel.

The Rev. Dr. John Miller ’42 accepted a call to First Reformed Church of Omaha, Ind. Muncie, Ind.

The Rev. Leonard Dykstra ’43 accepted his call to First Reformed Church of Chicago, Ill. Muncie, Ind.

The Rev. Russ DeVette ’43 is director of Church Growth Resources in Huntington, Ind.

The Rev. Harvey C. Minor ’44 is pastor of First Reformed Church in Zellwood, Fl.

Robert J. Danhof ’47 has been named for a judging position in the U.S. Circuit Court of Appeals in Cincinnati. The appointment is being considered by the President, Carter.

Randall Dekker ’47 presented a review of the life of Thomas Paine at the Zintel (Mich.) Public Library in March. The presentation included a dramatization of the trial of Thomas Paine by Randy as his defense attorney. Randy has practiced law in Zintel and is presently president of First Michigan Bank and Trust Co.

Robert V. Davis ’47 was featured in a Kalamazoo, Mich., newspaper article column. Bob related about his high school basketball tournament in March 1946 and his college basketball career as a member of the Hope College Blaze, along with Russ DeVette ’47 and Don Muehler ’48.

John E. Timm 19 was honored at the dedication ceremony of John E. Timm Hall of Oakland Community College in Farmington Hills, Mich. John was Oakland’s first President (1961-1966). John was named the President of University of Texas at Dallas, vice president for government affairs at the Washington-based American Association of Community and Junior Colleges.

50's

The Rev. Harvey Calbeck ’50 accepted a call to First Reformed Church of Omaha, Ind. Muncie, Ind.

The Rev. Leonard Dykstra ’50 accepted his call to First Reformed Church of Chicago, Ill. Muncie, Ind.

The Rev. Russ DeVette ’53 accepted a call to First Reformed Church of Chicago, Ill. Muncie, Ind.
Changing International Education Trends
continued from page 10

natural opportunity to increase the percentage of foreign students whom we try to attract to Hope College. To do this we may have to consider offering special programs designed to meet their particular educational needs.

5) An increase in the foreign student population of the college would probably require that we give additional emphasis to developing a more comprehensive program of teaching "English as a Second Language." This would, at the same time, strengthen our reputation for training hope students to meet the growing demand for graduates who can serve abroad as teachers of English.

6) Since the discussions are currently centered only on education and culture, it is easy to say the whole community—meeting them should not be regarded as the task of the colleges alone. Rather, we need to cooperate with business and industry, public and private organizations and individuals of all walks of life. Business executives, alumni from various professions, members of minority groups and a wide range of people interested in bringing together as "senior citizens" have talents and experiences which could add significantly to the kind of international exposure and global understanding we must have if we are to provide for our students.

Undoubtedly many other recommendations could be added to the few sketched out here if we are serious about addressing these issues. As Dr. Luhans used to say: "At Hope College I don't have problems, we have opportunities." I am certain that the changing trends in international education represent both challenges and opportunities. How well we will be able to deal with them will ultimately depend on whether we can cooperate with the government in a global perspective for our students and if we are willing to consider other adequately and reorganize our individual and institutional priorities accordingly.

class notes

Newly entitled "New Life Shelters as an Older Man." The family lives in the 120 North avenue of Tupper, the music school that George is pastor.

Frank Weible. S.O. 69, suffered three heart attacks March 1, 1979, at the Covenant Hospital, Seattle, N.J. Tupper is pastor of South Branch Reformed Church.

Dr. Nancy A. Nieder was an education program specialist for post-secondary programs at the University of Wisconsin. In 1974, she was the communications coordinator for the 79th Annual Convention of the Associated Press.

The Rev. Barry Schreiber, 30, a missionary to the Pequot tribe in Michigan, has been appointed pastor of the New London Reformed Church. He is a graduate of the American Bible College in Pequot Village, Conn.

Roger Rozeboom, 30, has been appointed as the new director of the department of psychology and human performance at the University of California, Los Angeles.

The Rev. Dan W. Matthews was named the new president of the St. John's University, New London. He is a graduate of the University of Michigan and has served as the executive secretary of the St. John's University Alumni Association.

The Rev. David D. Matthews received the 1979 Community Distinguished Service Award from the Students in Higher Education. He is the executive secretary of the St. John's University Alumni Association.

The Rev. Mark Niewierna, 32, a candidate to be the minister of his church in Milwaukee, Wis., has been appointed as the new director of the department of psychology and human performance at the University of Wisconsin. He is a graduate of the University of Michigan and has served as the executive secretary of the St. John's University Alumni Association.

Bill Van Aiken, 30, teaches fourth and fifth grade at the Westside Elementary School in Milwaukee, Wis. He is a graduate of the University of Wisconsin and has served as the executive secretary of the St. John's University Alumni Association.

F. Barry Schreiber, 30, worked with the Center for Advanced Public Policy Studies in the Netherlands in March, where he served as a consultant in the area of technological policy.

Linda A. Thompson, 32, Van Aiken's teacher from high school in Holland, Mich., has been appointed as the new director of the department of psychology and human performance at the University of Wisconsin. She is a graduate of the University of Michigan and has served as the executive secretary of the St. John's University Alumni Association.

Marge Elizabeth Berets, 30, was enrolled in the graduate program of the Catholic University of England, England, and a daughter, Elizabeth, was called in.

Richard Hine, 32, is the director of the training program for the U.S. Marine Corps.


Janet L. Cross, 32, a job with World Wide Advertising in New York, is responsible for writing advertisements and promotional events for the company.

Sally Jo Meade, 32, will begin her third year of medical school in July at the University of Kentucky.

David Schm, 32, a student at the University of Arizona and an industrial hygienist at the University of Arizona, will begin his second year of medical school in July at the University of Kentucky.

The Rev. E. V. Boos, 32, a member of the Atlanta Reformed Church, has been appointed as the new director of the department of psychology and human performance at the University of Wisconsin. He is a graduate of the University of Michigan and has served as the executive secretary of the St. John's University Alumni Association.

Barbara Ann Buys, 32, was named the new director of the department of psychology and human performance at the University of Wisconsin. She is a graduate of the University of Michigan and has served as the executive secretary of the St. John's University Alumni Association.

The Rev. Gerrit Van Poperen, 32, a missionary to the Pequot tribe in Michigan, has been appointed pastor of the New London Reformed Church. He is a graduate of the University of Michigan and has served as the executive secretary of the St. John's University Alumni Association.

Dr. Vander Kolk, 32, was named the new director of the department of psychology and human performance at the University of Wisconsin. He is a graduate of the University of Michigan and has served as the executive secretary of the St. John's University Alumni Association.

Brenda T. Tippett, 32, a junior chemist for the U.S. Department of Commerce, has been appointed as the new director of the department of psychology and human performance at the University of Wisconsin. She is a graduate of the University of Michigan and has served as the executive secretary of the St. John's University Alumni Association.

The Rev. John W. Kline, 32, a missionary to the Pequot tribe in Michigan, has been appointed pastor of the New London Reformed Church. He is a graduate of the University of Michigan and has served as the executive secretary of the St. John's University Alumni Association.

Wayne A. Van Dyke, 32, a youth and family education teacher at the University of Southern California, will begin the third year of medical school in July at the University of Kentucky.

Robert R. Smith, 32, a student at the University of Arizona and an industrial hygienist at the University of Arizona, will begin the third year of medical school in July at the University of Kentucky.

The Rev. E. V. Boos, 32, a missionary to the Pequot tribe in Michigan, has been appointed pastor of the New London Reformed Church. He is a graduate of the University of Michigan and has served as the executive secretary of the St. John's University Alumni Association.

Barbara Ann Buys, 32, was named the new director of the department of psychology and human performance at the University of Wisconsin. She is a graduate of the University of Michigan and has served as the executive secretary of the St. John's University Alumni Association.

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