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Graduates Challenged to be Builders

The temptation is to want to arrest time, forgetting that to become instilled is to be able to sleep. . . Remember that no beautiful moment has it all, just as no ugly moment is the last word on life. What you know now is what a foundation is in a building. . . Life is too short to be little, so resolve now to make it big.

Finally Hillegonds urged that the gift of wonder never be allowed to erode. He told graduates as they grew older that "nothing can be completely wonderful as long as it remains too sensible.

Reminding that the grandeur of life lies in a fine finish, Hillegonds said: "Listen too much you can. See as much as you can. Touch as much as you can. Take time to smell the roses and take a lot of pictures.

Also during commencement exercises Willard C. Wichers ’52, longtime community ambassador, was presented an honorary Doctor of Humane Letters degree. (see picture on page 5 )

Dr. Victor W. Eimicke, chairman of the Hope College Board of Trustees, presented Wichers with a man whose life is "an exceptional record of service in promoting the welfare of his community, his church, his college, his native and ancestral homeland, the United States of America and the Netherlands—and the world of historical scholarship and preservation."

Wichers, presently Netherlands Council for Press and Cultural Affairs, has been employed by the Ministry of Foreign Affairs as the government of the Netherlands since 1942. He has served on the College’s Board of Trustees since 1949 and held the post of Board of Trustees since 1968. He has been active on Holland’s Tulip Time Festival committee, the Historical Cultural Commission, the Council of the Arts, the Holland Harbor Lighthouse Foundation, the Board of Appeals and the Planning Commission.


Knecht challenged the graduating seniors to adopt as their watchword, "Remember Jesus Christ.

"Jesus Christ is the hub and center of all truth. Remembrance of him restores a person continued on page 2"

Hope Hosts General Synod

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.

General sessions of the Synod will be held in the gymnasium of the College’s new Dow Health and Physical Education Center.

The Rev. Harvey Hoeptner, a 1945 Hope graduate, is president of General Synod.

It marks the ninth time in the 351-year-history of the Reformed Church in America that General Synod has been held in Holland. The Synod was held last June.

Events of significance to Hope College have occurred at previous General Synod meetings in Holland. In 1939 delegates participated in the dedication service of Dimnart Memorial Chapel. The 1966 General Synod, coinciding with the centennial celebration of the College, held events in the Holland and Zeeland Classes will host a visitor’s day June 14. An estimated 1,000 Reformed Church women are expected to attend the day, which has a theme, "A Woman’s Worth.”

Four Alumni Honored for Service

The presentation of Distinguished Alumnus/Alumna Awards highlighted the annual Hope College Alumni Day dinner on May 12. Owen J. Kroeze ’49, Ph.D. of Columbus, Ohio, is the 49th Koop of Hamilton, Mich., and the late Rev. Howard G. Teunis of 1936 received the Alumnus Association’s highest honor.

Kroeze, professor for academic affairs at the University of Missouri-Columbia, was honored for his significant contributions to higher education as a teacher and biochemical research scientist.

Dr. Kroeze joined the faculty of the University of Missouri-Columbia in 1952 and in 1968 he was named chairman of the department of biochemistry 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 granting agency 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 symposia in Tokyo, Moscow and Berlin.

His research interest is the biosynthesis of proteins and peptides and he has published numerous articles on these subjects in scientific journals.

Kroeze has directed thesis research for 10 Ph.D. and seven M.S. degrees. He received his M.S. and Ph.D. in biochemistry from the University of Illinois and continued postdoctoral study as a fellow at the universities of Illinois and Minnesota.

Kroeze has been active in Trinity Presbyterian Church as a member of the Session for 12 years and has served as president of the Synod meetings. In 1970 and 1974 he represented Missouri Presbyterian 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 continued on page 2
Four Alumni Honored for Service

continued from page 1

Development.
He is married to the former Jo Anne Mosser, '49. They have three children, John, '77, Robert and Barbara, who is a Hope senior next fall.

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

Mr. Kroop is a Christmas tree and dahlia grower. He was once the world's largest dahlia grower and his farm has been featured on national and international television and in various publications. He is a member of the American Newspaper Publishers Association and the Michigan Grown Products Association.

The Kroops have 20 years of experience in the nursery business. They have been instrumental in the growth of the nursery industry in Michigan. They have also been active in community affairs, serving on various boards and committees.

Mr. Kroop is a member of the Michigan Nurserymen's Association, the Michigan Horticultural Society, and the Michigan Agriculture and Horticultural Association. He is also a member of the Michigan College of Horticulture, the Michigan State Horticultural Society, and the Michigan State Horticultural Society, Inc.

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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 1948-49 school year to reduce city traffic to ease congestion on streets. In April the Holland city council voted 3-2 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 a hot air balloon, band concert and picnic.

Dykstra Outstanding Hope Educator

Dr. Ivan Dykstra, professor of philosophy at Hope for over three decades, has been named the Ho-loc-Cole 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 abilities to inspire a thirst for learning among students and for the degree to which he demonstrates his personal and professional characteristics of the Hope educator.

Dr. Dykstra has become synonymous with the liberal arts education process as he has

Requiem for Philosophy 113

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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 Alumni awards.

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

ten Hour Reflects on 33 Years as Teacher

By Kathy Keefer

a sophomore from Dexter, Mich.

Upon first meeting this fascinating and friendly silver-haired man, 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 Henry 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 as a young boy, seeing a Shakespeare play at the Carnegie gymnasium, wherein Julius Caesar was costumed (economically 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, De Graaf, professor emeritus, invited him to teach at Hope. De Graaf 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 not without a wince), he described his initiation: five freshmen in composition classes in a row, each with at least 25 or 30 students...and I am used to it as the "Baptism of Fire."

He hastened to emphasize the majority of his work here has been pleasurable. "There aren't many jobs in which you can spend your working hours doing the things you'd most like to 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, "I can reach 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 this and that. Also, the general quality of the students is such that the great majority are serious about their studies—there's something here that they're a reachable bunch."

When asked about his most rewarding experiences, ten Hoor grew a little quiet, and showed the first signs of sentimental about retiring. "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 eyes—remarkable, the kind of warmth and concern they showed.

"Most Hope students are good, genuine people." The smiling eyes twinkled mischievously as he revealed, "Sotto voice, I'm perfectly willing to turn the world over to them."

Ten Hoor also believes that students have changed over the years. "In the '60s, the school was filled with veterans on the GI Bill—most kids had pretty firm notions about why they were here and what to do after they were out. They were older, serious and wanted to get on with it. As these students graduated, a more normal atmosphere returned, as emphasis on playtime, fraternities and sororities, etc., arose.

Later, in the '70s, there was a great deal of turmoil as students had to cope with the Vietnam war, minority rights. It was an unhealthy time; no one was mixed in with all the passion."

The general characteristic exemplified by students of the '70s is: "They're much smarter— they're listening 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 sophomoric.

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. Nor will the most important thing you can do be rich, do something else!" Professing to always maintaining an old-fashioned philosophy of teaching, he holds this ideal purpose of a teacher: "I think he is 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 not a second's hesitation reached for a desk drawer for a list of projects: "I'm writing another book, about Dostoevsky's characters, and I'd like to do more on this."

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 the 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 the student may choose to enter.

Most of the domestic off-campus 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.

Typically, internships are not paid, but they provide the student with valuable work experience and practical training. In many cases, students can earn academic credit for completed internships. 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 internships are supervised by professionals in the field. (See accompanying stories on two Hope interns' job 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 Top, director of career planning and development. "This difficulty is easily expressed in a Capstone class, where you can't get a job without relevant experience and you can't get relevant experience without a job."

Top describes internships as "a lot like the best of both worlds" in that they enable students to chalk up experience while gaining knowledge about a profession without the immediate liability of college work.

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

"At Hope College, liberal arts have 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 never been a focus on the preparation of young men and women for work, particularly work in the service vocations—teaching the ministry, research and medicine. That thread has always existed within our liberal arts tradition."

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 a student gain self-confidence. Second, internships have resulted in several times in permanent job offers for our students or strong letters of recommendation for their files."

Deshen says that although students do pick up new knowledge from internships, their biggest value is that they give opportunities to apply what has already been learned. There's a difference between learning experiences and career experiences. Further, student-mentors, who help them gain a sense of the professional life, are critical. They help them understand what it's like to work as a professional.

Although internships are particularly abundant in the social sciences, perhaps because this division contains the primary 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 "teacher training" 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 within 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 political science department. Zoetewey acknowledges that the strength of the department's Washington, D.C., Honors Program has similarly diminished student interest in local internships. However, the department doesn't want to see this option completely swallowed up by the Washington experience. Recently, political science students have interned in the Holland City Manager's office and with a local attorney. Several are presently seeking and receiving internships in Lansing.

"Students should take the initiative in arranging an internship," Zoetewey says. "They should do their homework and be prepared to market themselves."

Joe MacDowell, chairman of a department of communication, points out the need for internships, which provide students with an opportunity to apply what they've learned in a classroom setting. "In today's world, there is little room for theory. Students need to be able to apply what they've learned," says MacDowell.

Jennifer Nielsen, a senior communication major from Elkhart, Ind., wanted to take a class that wasn't offered this semester. She needed the class before she left for an internship in Chicago next fall. So she and her advisor, Prof. Ted Nielsen, set up an internship at WYTV, a Holland radio station.

Jennifer works Tuesdays and Thursdays from 10-30 a.m. to 5:30 p.m. She writes and produces feature stories for the "News Magazine" segment broadcast daily. She also samples news from the surrounding area and decides what stories will be broadcast on the 15-minute noon news show. Jennifer enjoys three credits that internships provide, which she feels are not just "junk jobs." "I feel satisfied," says Jennifer. "I know how to do the job...it's not work!"

"I feel satisfied," says Jennifer. "I know how to do the job...it's not work!"

Jennifer explained that by doing a local internship she's preparing herself for an off-campus broadcast internship. "I'll be a sophomore in Lansing this fall. She will be doing a Chicago internship because her local internship has given her a taste of real professional situations. The positive factor in the off-campus program is that her internship is not just a job but a career development."

Jennifer says that she is happy to have the experience of living in a new city and in touch with the "real world," which is different from the classroom. "I feel satisfied," says Jennifer. "I know how to do the job...it's not work!"

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DR. ANTHONY KOOPER,
professor of music, is giving lectures and
class presentations on American music at several
universities and conservatories in Yugoslavia
during May and June.

Arrangements for a tour were developed
through the Embassy in Belgrade and the U.S. Information Service.

Dr. Kooper is lecturing on various aspects of
musical education and musical in America. His programs include works by
American composers, both for piano solo and works with violin. He is joined by Yugoslav
violinist Ferenc Sijaric, who appeared in discos
recital with Dr. Kooper in the U.S. last summer.

RUSS DEVETTE, professor of physics,
was named chairman of the NCAA Division III Basketball Commit-
tee. Devette, who served on the committee
since its inception in 1974, will direct the 1980
Division III NCAA basketball tournament. Last year 299 Division III colleges across the country
were eligible for the tournament.

STEVEN KUBACKI, a Hope Coll-
lege student reported missing and feared
drowned in Lake Michigan since Feb 20, 1978
returned safely to his home in South Deer-
field, Mass., on May 5, 1979, according to
police officials.

A senior German major who was within
nine hours of graduating, Kubacki disappeared
during Winter recess (Feb. 17-19, 1978). His cross-country skis and a backpack
were found along the Lake Michigan
shoreline south of Holland. Painted 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
told how he went to press. He is reported by police
officials and his family to have suffered a memory
loss during the nearly 15 months he was
missing.

Hope College during the 1978 Con-
mencement exercises awarded the Kubacki
family a Bachelor of Arts degree in abeyance.

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DIANE E. MURRAY, technical ser-
vice librarian at Hope College, will partici-
pate in the American Library Association
resources and technical services division pre-
conference in Dallas, Texas, in June.

Miss Murray, one of the students working
in the Dunes library, praised Ms. Juth-
Gavasso's efforts to build the collection and
train residents to manage the library. In re-
ceiving the award, Miss. 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 com-
munity.

A book by professor EARL CURRY

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
calibrated for their quality and significance by
Prof. Frank Freidel of Harvard University, a
leading authority on the presidencies of
Hoover, Roosevelt and Franklin D. Roosevelt.

CURRY is a specialist in both recent
American history and Latin American his-
tory. 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 twen-
tieth century.

DOROTHY WILEY DELONG
was honored with a Distinguished Service Award during Dance V, this year's Hope dance
concert. The dedication was made to Mrs.
Delong, in recognition of her pioneer efforts
every year in fostering dance instruction within the Hol-
land, Mich., community.

In the late 1940s Mrs. Delong accepted an
invitation to introduce ballet dancing to
Holland area youngsters in conjunction with
after-school activity programs. Although initial
resistance came from some segments of the com-
mittee, Mrs. Delong persevered and soon
achieved in drawing appreciative audiences to
the programs and rental of her students. She
later operated a private dance studio while
continuing her involvement with the public
school. For a number of years, Mrs. Delong
has served as an elder in coordinating Holland's Tulp
Time Dutch Dancers.

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 hum-
manity which can—and should—be en-
lightened.

Although she has been teaching from
1968, Mrs. Delong maintains a lively interest in dance and has given her sup-
port to area programs of dance instruction,
including that of Hope College.

ANTHONY KOOPER
Tours Yugoslavia

RUSS DEVETTE
Runs National Tourney

CAROL JUTH-GAVASSO
Honored by Prison

HUBERT WELLER
Teaching Technique Recognized

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 Naperville, Ill., Stacy Bitts
of Marshall, Mich., Edna Culler of Weslaco,
Tex., Janet Lawrence of Schenectady, N.Y.,
Jennifer Lippert of Kalamazoo, Mich., and Lori
Wilk of Cleveland, Ohio. The American frater-
nity (3.123) and Kappa Chi sorority (3.183)
were declared winners of the annual scholar-
ship trophy.

BRUCE HIMEBAUGH, director
of financial aid, has been elected to the midwest-
er region governance committee of the Col-
lege Scholarship Service Division of the Col-
lege Board.

The College Board is a non-profit education
association serving students, schools and col-
leges through programs designed to expand
educational opportunity. The midwestern re-
gion consists of 13 states.

SPANCOM, a computer-assisted instruc-
tional program in Spanish developed by Pro-
fessor HUBERT P. WELLER, has
been accepted for national distribution by
CONDUIT, a source of quality computer-
rated instructional materials for higher edu-
cation.

SPANCOM addresses problems experi-
enced by the vast majority of beginning stu-
dents of Spanish—problems linked to the verb
and object grammar. The program is a series
of 26 interactive drills in Spanish verbs and singular object pronouns in any of 12
tense-moods.

A distinct advantage of SPANCOM is that its
drills go beyond the right-or-wrong ap-
proach and respond to the actual problems 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 case there are approximately 40
possible comments and hints.

SPANCOM was developed with partial
support from the Great Lakes Colleges Asso-
ciation Lilly Faculty Development program and
the Hope College Mellon Summer Grant pro-
gram. SPANCOM has been used in Hope
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 Kiffel. 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, as the Student Congress at Hope College is an "us" government. As Dave Vanderwel, associate dean for student affairs, the community is in charge. The Student Congress, as founded in the 1960s by now-retired English professor John Holleb, is run by students, faculty, and administration together on decision-making boards.

College community government is broken down into the Campus Life Board (CLB: four students, four faculty members), the Academic Affairs Board (AAB: four students, eight faculty, one administrator), and the Administration Board (ABB: four students, four faculty, five administrators).

College government is also Student Congress (S.C.), a government created and operated by students, and it is made up of appointed and congress-elect students. Faculty board members are nominated and elected by faculty and student congress. Half of the faculty board members are subject to re-election every spring.

Administrators are appointed, according to the function of the Board.

The concept of campus government as stated in the faculty handbook is to "embolden a sense of participation, belonging, and responsible communication and cooperation among all areas of the community in the ordering of its internal affairs."

According to Vanderwel, hope was innovated in going students and equal voice in decisions affecting College policies.

"The institution benefits because more people contribute ideas," said Vanderwel. "There is more validity in decisions that are made by a greater part of the community rather than by an isolated group.

Vanderwel agreed that the impact of student presence on boards depends on the will of students to speak their mind.

"We have to keep the administration board and the Academic Affairs Board, and the Academic Affairs Board is the one where the students have to have a say," said Vanderwel.

"The trouble with having them on decision-making committees is that they tend to be cowed by the administrators, whereas students and administrators carry votes against faculty, and we all know that the faculty are the repositories of wisdom," he continued.

"On the whole, I like having students on committees, and I can name four or five of them who've been so good at their committee work that they have become housekeeping, faculty, or administration.

"Student opinions are valuable," said Jon Schmidt, S.C. vice-president of the AAB. "Everyone's view is involved.

Last year the AAB approved the new core curriculum and is presently discussing whether or not to initiate a special education program. The CLB is presently discussing plans for population and facility housing quotas. In the past, the CLB has dealt with other issues, such as the construction of new dormitories.

From an administrative standpoint, it is crucial that the perspective of the student is known. According to Hope president Gordon Van Wylen, the College needs to know what facilities and equipment are needed to best serve the students. The board provides meaningful ways for administrators to interact with students.

"We have to serve students," said Van Wylen, "to know what students are thinking, to know where they are going."

Van Wylen explained that the administration has always had an open-door policy, but recognizes that students won't always go to an administrator and that students do have a voice through the S.C.

"Student Congress is a governing body separate from the community government boards. The student body elects executive officers, a president and two vice presidents each spring. Elected officers run for elections for Congress members the following fall. Student Congress members represent dorms, cottage and off-campus students."

Leenheers believes the function of the S.C. is to serve as a liaison between the students and the administration. Concerns of the student body are determined through the efforts of the S.C. task forces. In many cases the executive officers take concerns and proposed solutions to the administration for consideration.

"The administration is surprisingly open—if we can show a major student concern," explained Leenheers. "They are willing to meet and listen to us. But we go to our own people and they have their plan. We both think we're right, so we usually compromise."

S.C. is kept up-to-date on progress made during the community government board meetings. Student board representatives present a report to the congress discussing problems that should be given to a specific subcommittee or board. In this way the board can focus its attention on the areas that need the most attention.

"The students are sitting in on Congress discussions and want to get involved," said Leenheers. "They want to know what's going on."

The people involved in community government are involved in the campus beyond just classes. They are an eager kind of people, said Vanderwel, and are anxious to be involved and want to do something where they can contribute.
One of the specific changes wrought by the 1978–79 revision of Hope's core curriculum was the disappearance of Philosophy 113 (in recent years, Interdisciplinary Studies 113) and the introduction of philosophy courses within the core, in the natural heritage segment of the core. Throughout its 15-year history, Philosophy 113 had been taught by longtime Hope Professor of Philosophy Dr. John Dykstra. Recently, Dr. Dykstra authored what he titles a "requiem" for 113. The account provides a fascinating look at 113's gestation period as well as an overview of curriculum revision at Hope College during the past quarter century. Excerpts of Dr. Dykstra's account are printed below. Complete copies of the history are available, if requested, through the Office of College Relations.

Dr. Dykstra's account begins with the 1950s, when then-new Dean John Hollenbach's direction, the faculty engaged in a deliberate move to revise the core. The project, Dykstra writes, resulted in a consensus document so sound that after several years President Lubbers, judging it to be too disruptive of the school's progress, without forewarning, at a monthly faculty meeting announced the termination of the study and of the committee.

We pick up with Dr. Dykstra's account after several 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 in its first term. Still, in the reissue of the issue there was no happy. I think, of the spirit of "Lubbers is gone now and we can now go back to our early mistakes." Maybe there were just too many important issues of many kinds, all more or less deeply 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, for no other reason than that it was a novel experience, and we had to adjust from a mentality for which President Lubbers was so sympathetic with the office that if had seemed he would have to endure forever. But how does one go about giving expression 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 the English 113 students should "do something" for the new President (Vander Weel), prepare a "gift" in honor of his coming. The 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 pay for it. Into that climate, however, there quickly came the clarification, it was not a "money-gift" that the provost 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 -- I think 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 spirit de corps, of unity. But since there was only one thing thinkable on which the faculty lacked unity, there was only one way in which a demonstration of unity could actually 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? Or so.

So, suddenly, what we had seemingly end- lessly babbled about became reality.

But the euphoria accompanying that great event barely lasted through the night. We discovered that it was one thing to examine 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 of the past two decades. Some labels which stood for some profound obscurrences and various options. But armed with the facts that, after all, we had voted for the new curriculum, it was possible to sneak past the douring aims and read them as if they stood for firm and transparent commitments, so we did go 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 was not quite what had been bumbled 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 Year" was envisaged, too.

I must admit that I could associate fabulous educational images with that. Who could fail to be deeply moved by the sublimity of the speech classroom which had churned out endless reports on "How I Spent My Vacation," should it now ring with the profoundness of philosophical exposition? The self- fantasied, however, was not long for this world. The English people quickly cooled to the idea, taking their cuts chiefly from Ed Savoy'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 rumbled out of the picture even more quickly, inspired mainly by Bill Scheter'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 quench our easily fired zeal. And, even I, for whom there was nothing in my temperament or experience to incline me to the kind of intellectual integrity 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 intractable, even 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 to use that first year of the new curriculum to get down what each would put into the projected joint course by having each develop in 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 instinct, not all of which I was aware of at the time. As time went on and I had learned to reflect on "how 113 got this way" the instincts 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 fit into a particular niche in a larger coherence called "Liberal Arts," only within the last couple of years or so to realize that my own thinking about 113 tended to stray more clearly from the notion of Liberal Arts, and by way of articulating that arrived at the picture of 113.

Now it is necessary to be told that 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 is not, by direct intention at least, calculated to achieve specific vocational or disciplinary competence. But what then is what goes into the 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 advancement 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 unsteady about letting that be settled simply on the basis of a long but unexamined tradition? A couple of answers is natural and so have been, unwittingly or otherwise, applied. The core will always have to have relevance to dimensions of the human process that are "common" to persons regardless of their discipline or professional self-definitions. Obviously that would mean that the core should foster the basic common competencies at hand.

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Core Curriculum Recognizes Students' Academic Needs

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

In 1986 the Hope College curriculum program was adapted and had built into its flexibility, although it lacked a bit in clarity. The decades since the turn of the century have seen an increased appreciation of this one sentence core statement. The 1976-79 catalog devoted more than five pages to the core statement. A minimum of 61 academic hours is now required to complete the core in the case of students whose high school preparation has been weak.

To meet the length of its statement, more students express general satisfaction with Hope's core and an understanding of the whys of various courses. To place the major component in a faculty sector that is a greater awareness that the core went in effect in 1972, the current academic year.

Time has not yet allowed for the determination of major-faculty objectives. However, the core objectives established repeatedly are the need to revise the Cultural Heritage element.

Administration of the Cultural Heritage component was carried out with a faculty task force appointed in the spring of 1976. Thus, the new core, for a time at least, has successfully absorbed most old grievances.

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

"Administration of the Cultural Heritage component was carried out with a faculty task force appointed in the spring of 1976. Thus, the new core, for a time at least, has successfully absorbed most old grievances."

The task force set three objectives for its work in the preceding spring: to increase the core to meet the needs of students who would be living and working in the decades ahead; to ensure that each element could be simply stated and easily understood by both faculty advisors and students; and to ensure that each element be included in the core curriculum, with special attention being given to the Cultural Heritage block.

The task force set out its work by addressing itself to three primary questions regarding the philosophy of education, the objectives of the curriculum, the course pattern of the core, and the student's proposed revision, which emerged into a core statement. This statement was subsequently revised by the Academic Affairs Board for inclusion in the current core.

The pattern of the revised curriculum, according to Marker, doesn't differ greatly from the previous core. The enrollment of the new core is somewhat simpler, a considerably more liberal policy has been established, and each component is set forth with a description and justification.

"We believe that at Hope College, for our students, this curriculum represents the best opportunity to the general population.

But what if liberal arts education does not secure for the acquisition of skills, maximum but simply, but wants to acquire knowledge? That suggests that a core curriculum is not just a list of that body of knowledge which everyone should have. Just what is to be included in that is the question on which core curriculum proposals keep segundo.

But there is yet another way of getting at what is the core should contain (besides basic intellectual competence), by asking what, if anything, we would find wrong with purely professional education in its present form. There is more than one answer. For, narrowly professional education fails because the issues of the student's inalienable interests and commitments into which we specially cultivated disciplines do. Many disciplines have contributed, therefore, to the unbalancing of a given curricular order. But the other, and increasingly apparent and increasingly painful issue of professional education is that beyond a certain level of sophistication, any discipline becomes so technical that it is insurable only to the expert in it. A certain improvisation occurs, and physicians can talk of education, this is where we must look for it.

All that I have written here would be misleading were not to conclude with an expression of honest enthusiasm for the new core curriculum which displaces 113; its rationale is, though very different, equally valid. The relevant judgment on the core can be made only to that part identified as the "cultural heritage." Where that lies, I think, into our general pattern of thought about philosophy of liberal arts education is at the point of wanting to include "common body of knowledge." What we have at least in common, regardless of our special professional orientation, is a cultural heritage. The nice part about talking about "heritage" is that, however, that it has a way of insistently breaking through our efforts to compartmentalize, that is, a body of knowledge. "Heritage move, and confrontation with heritage always forces us to confront the rhythms of the spirit or the straight lines of the tale or the forms, the likeness of their movement.

So, certainly without complaint or regret, and without sadness save as I now turn from something that I have lived with intensively for a long time, I say "adieu to 113. It was a delight to philosophers to philosophers. What will the other-the basic skills part of Liberal Arts look like if it takes its cue that it must be a corrective to that?

That career yields awe inspiring but deadly unendurable image of what interdisciplinary Studies should aim at: the erasure of boundaries, among the sciences, arts, or between the intellectual pursuits of philosophy, the value pursuits of the arts, or between philosophy and religion, and maybe between "value sciences" and "fact sciences," or between even art and science. There can be no gain in a process which ends in confusing everything with everything else.

113," as a contribution to specifically "liberal arts," was intelligible as beginning with the same cue: the deadly intervention of the discipline or the kind of thing that by, in a much exalted way of saying it, making a land-locked physicist intelligible to an equally land-locked chemist or economist or psychologist or artist, it aimed at rending all the special preserves of the disciplines in their relation to ordinary common sense, and thus to render all our identifiable intellectual pursuits intelligible to everyone, rather than having to find some body of knowledge outside the disciplines to serve as our common cultural coin. I cannot presume to know very much about what goes on in academic programs around the country. But if one were to look for the reason for being of something like 113 in that respect in which it could claim to be a novel attack on a very complex problem in philosophy.
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 participating in the international educational scene. This renewed 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 draft response prepared in March of this year by the Great Lakes Colleges Association, which also acts as a spokesman for Hope College, contains the following statement:

"The significant challenge for our colleges and for American education generally is to provide an international educational perspective for Americans who do not have an opportunity themselves to go abroad. The distinction between what used to be either 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 educational programs which will enlarge the student's view and enhance an understanding of the interdependent qualities of the world today and tomorrow."

The problem is put 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 almost unbelievable lack of student preparation 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 Philips as first president of Hope College in 1866, Dr. Isaac Wyckoff spelled out one of the challenges facing the young nation then. Hope College must teach the languages of the world. This is a shrinking world, and we must learn to bear one another's speech. 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 liberal arts 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 visit Europe and direct encounters overseas or through contact with students from abroad. Young Gerrit Kolen, who at age 16 went to work on his alma mater some 30 years later, recorded in his diary that he spent an educational and enjoyable summer in Europe in 1865. And in 1869 the first student from Hope College to go to Holland was his brother, helping those who stayed at home to catch some glimpses of the mysterious Orient. From that time until today the relationship between Hope College and Meiji Gakuin University which is still growing more than a century later.

Generally, however, it was not until after the end of the Second World War that, both at Hope College and at other institutions, the idea of international education began to be used more in reference to student exchanges than to curricular offerings on campus. True, the millions of returning GI's who had fought in Europe and Asia who flooded back to the American campus between 1945 and 1949 demanded more courses dealing with world affairs, foreign cultures and less "peace" courses. But they also wanted to go abroad again, as students this time rather than as soldiers. With the help of the GI Bill and Fulbright grants, study abroad now became an option for more and more American students.

By the early 1950's former troop transports had been turned into student ships taking students to Europe and Asia. Dr. Hope, chairman of the English Department at Hope College, was a prominent group of students from Japan who went to Hope for the past fourteen years and played a key role in pioneering the joint U.S.-Japanese Seminars begun by the GLCA with State Department support.

Moreover, the prefacing of the languages spoken in the host culture and the fact that many students find the teaching may be as just as archaic, when offered in London or Paris, as they are in the American student campus. In the case of the Michigan Association of Foreign Students, Dean Richard Sullivan of Michigan State University, who has helped many more study abroad programs, but increases in the degree to which our students are sensitized to the dangers implications of a local or regional national approach in a world where food, energy, disease, water resources, poverty, injustice, etc., are issues are increasingly seen as global imperatives of global interdependence."

Relating his comments to the problems of higher education, a whole. Dr. Sullivan went on to say:

"I am not saying that institutions are losing ground in this critical area. Instead of fostering global consciousness, their collective efforts are generating a dangerous and emotional nationalism which threatens to produce barbarians in an age that cries for civilization."

Certainly a fair number of those students who go abroad return to us as "civilized savages". But their impact on the very large number of students who have not had the opportunity to go abroad—or have not chosen to take advantage of it—is not very significant. All too frequently returnees find that the very few professors or fellow students are interested in finding out what insights they may have gained abroad and that there is little chance for them to apply what they have learned even when they are back on the home campus.

It is clear that the present study abroad programs are not, by themselves, adequate to the challenges inherent in the changing conditions facing American education as it tries to help students understand the world of today and prepare them for the world tomorrow. What then can we at Hope do to prepare students for the shrinking world to which Dr. Wyckoff made reference 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 us in the right direction.

1) Individual departments need to offer more courses 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 separate major in International Studies clearly represents a move in this direction.

2) Certain courses, the teaching 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-fashioned approach of treating language as a mere skill. Hopefully, the integrated "Language and Culture" approach scheduled to be inaugurated in September 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.

3) The relationship 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-fashioned approach of treating language as a mere skill. Hopefully, the integrated "Language and Culture" approach scheduled to be inaugurated in September 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, Oliver 53 and Adrian 33.

The Flying Dutchmen won championships in football and cross country.

BASEBALL

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

Junior pitchers Gary Hutchins of Flint, Mich., and Rick Zoulack of Shelby, Mich., paced the Hope batters. Hutchins topped the team in hitting with a .316 average, including four homers while Zoulack batted .296 behind a team-high 20 RBIs and five homers. Zoulack led the MIAA in RBIs (20) while teammate John VandeGraaf, a senior from the Fon du Lac, Wis., was runnerup with 11.

Junior rightfielder Kevin Watson of St. Louis, Minn., had a perfect .500 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 good to Hope as the Flying Dutchmen finished runner-up with an excellent 8-2 record.

The team went on to finish third in the Michigan small college all-stars softball team—junior pitcher Sandy Parlor of Watervliet, Mich., sophomore centerfielder Faye Berents of Hamilton, Mich., and sophomore third baseman Nancy Nisberg of Royal Oak, Mich.—was a stellar performer on the mound, completing each of the nine games she started while posting a 1.74 ERA.

Freshman first baseman Deb File of Grand Rapids, Mich., finished fourth in the MIAA in batting (.391) while freshman Ann Hartney, a freshman outfielder from East Grand Rapids, Mich., was sixth at .385.

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

MEN'S TRACK

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

Three all-conference Hope records were established during the season. Sophomore Scott Van der Meulen of Holland, Mich., broke the six-year-old distance with a 14.0-second record of 14.0 by a margin of 1.7.

The other two marks were improvements of performances recorded by the same athletes in 1977. Senior Jeff Cordice of Dumpster, Ill., improved his own discus record with a throw of 136.5 feet while senior Steve Hult of Holland, Mich., clipped one tenth of a second off his own 800-yard (half mile) record at 1:35.0.

Hult and freshman Dave Vischer of Dessin, Mich., were gold medal winners at MIAA Field Day. Hult set his school record in the 800 where Vischer was champion in the mile run (4:18.1).

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

Hope was host to the 86th annual MIAA Field Day. During opening ceremonies an award was presented to Dr. Walter De Velder 29 on the occasion of his 50th class reunion.

De Velder held the Hope College javelin award record 1930-1952 and was a member of Hope's first MIAA champion track team in 1929. He was presented a commemorative plaque by Gordon Brewer, director of men's and women's track and field.

WOMEN'S TRACK

Hope finished third 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 800 where Vischer was champion in the mile run (4:18.1).

Health Dynamics Endures 'Shake Down'

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

The Health Dynamics Program was initiated as a pilot approach to physical and health education for freshmen in the sciences. It included a classroom component for learning and discussing health and fitness issues and lectures, a laboratory component to determine current levels of fitness and health, a personal interview to explain the meaning and significance of the 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 a nutshell, we were interested in increasing awareness about how exercise affects our lives and other lifestyle factors such as diet and stress on our ability to function and stay healthy and avoid disease.

The soundness of this idea was generally well accepted by the students. Of course they find it a bit difficult to relate all of the ideas to themselves because they are so young and are enjoying the absolute peak of their own health. They may think that they have 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 retested all the students for fitness and health status. Some who had been diligently coming to the Dow Center for regular exercise noticed an improvement in their cardiovascular fitness. On the other hand, those who had been visiting the ice cream machine after lunch noticed a decreased percentage of fat when they were weighed underwater. Thus what may appear

-meaningfully the same experience may be just around the corner. The laboratory measures speak for themselves. It has become obvious that the existence of the Health Dynamics Program has had an impact on the campus. Some have been very positively influenced and have become involved in their own health and fitness in ways that they never expected. Some have been disappointed that their expectations of the program were not met. And some have been quite surprised.

Others have been disappointed that the program was not more popular. Most of the students, however, are probably secretly disappointed or dissatisfied. They do not believe that the program was more important than were anticipated. Many of these variables were unknown at the outset of the year.

The final test of the impact of the program is yet to come. When these students settle into residential community life, will they live differently because they experienced something called "Health Dynamics" while they were at Hope College? This is what we are really shooting for in the program. It is our desire that all of our efforts help fulfill that long range objective.

FIELD DAY, winning the discus with a throw of 194 ft. Earlier in the season Williams set a school record in the discus.

Freshmen sprinters Deb Bussem of Parthenon, Mich., and Nancy Highander of Kalamazoo, Mich., set new school records in the dashes. Bussem and Highander are holders of the 100-yard dash mark while Bussem set a school mark in the 220-yard dash.

Another school record was established in the 440-yard relay by De Velder, Dolan, Senior Barbara Ingham of Galien, Mich., and freshman Karen Constan of Midland.

MEN'S TENNIS

Freshman Tom De Weer of Zeeland, Mich., became the first Hope tennis player in a decade to be invited to the NCAA Division III national tournament.

De Weer posted an excellent 15-3 singles record in the second flight as Hope enjoyed its 4th winning campaign in 21 years. Under veteran coach Lawrence (Doc) Green.

Hope had an overall 9-7 record, including five wins in seven matches against Southern Michigan opponents.

The team's two MIAA dual meet victories gave Green a milestone win in league competition during his coaching career.

WOMEN'S TENNIS

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

The record, the team posted a fine 8-4 overall dual meet record including an exciting 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 would be seeded, the squad voted not to participate. The dispute could not be settled before the tournament began, causing the entire team to default.

The team was also one of the best in the MIAA. The leading player was a 40-year-old mother of six, Pat Lafontaine, playing tennis competitively for the first time, posted an 8-4 singles record in the fifth flight and was considered one of the best players with doubles partners to win seven of nine matches.

ARCHERY

Hope finished third in the MIAA archery race while setting a league record for the highest team school in a dual meet.

The Flying Dutchmen were 5-3 MIAA dual meets as senior Robin Militov of Merriville, Ind., finished second in the season-endling league tournament.

Hope handed champion Alma its only dual meet loss of the year with a league record Columbia round score of 1,608.

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

HOME

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 and 10-feet 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 tour throughout the U.S. One Sunday in March he attended services at the Episcopal Church of the Resurrection in Biscayne Park, and stayed for a second service. Afterward he met Father Clifford Horvath and asked him to “do something” for the parish hall. The first section of a semicircular configuration was completed.

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

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

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

The first panel depicts the crucifixion. Christ, portrayed in a bathing suit, is surrounded by clouds signifying the gloom of the tomb. The next section depicts the resurrection. An orange background is a symbol of Christ’s presence in the world and a white sun represents his Spirit. 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 death.

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 railroad clubs, manufacturers, bars and private homes in Michigan and Illinois. His business, Petro Graphic Design and Painting, is based in Ludington, Mich.

class notes

10th

Lambersia Hekhuys ’33 has been produced professionally last April when an auditorium in the new Farmington College of Liberal Arts and Sciences Building on the Maine State University campus was dedicated to his memory. Lambersia went to West Virginia in 1926 and headed the department of religion and philosophy. He served as dean of the college from 1929-1955. His widow, Jennifer Immel ’33, Hekhuys was present at the dedication ceremony.

20th

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

25th

R. Bubbers ’25 is a part of a third generation Hope family. The daughter of granddaughter Kim Bubbers in the fall of 1979 will mark the beginning of the fourth generation.

30th

John B. Hekhuysen ’75 was recently admitted to Lehigh University for heart problems.

40th

Lein Mandl ’32 and afterward were surgery at Butterworth Hospital in Grand Rapids, Mich., to replace her hip. Lein is a retired RCA missionary who served in India.

Howard C. Schade ’32 inspired author Tom Dowling with the story of his early days in the ministry told over the radio program “Dowling” shown one of the stories in the December 1978 issue of These Times. Schade has written two heart attacks and is showing signs of improvement at Peninsula Hospital, Clearwater, Fla.

45th

In 1928 Louis Vechten ’23 played, “My Son, the Mayor,” for high school and amateur fields. It will be published by the Eldridge Publishing Co. of Denver, Ohio in September.

50th

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

Randal Dekker ’47 presented a review of the life of Thomas Paine at the Zelick (Mich.) Public Library in November. The presentation included a dramatization of the trial of Thomas Paine with Randy as his defense attorney. Randy has practiced law in Zelick and is presently president of the Michigan Bar Association.

Bob Van Drie ’47 was featured in a Kalamazoo, Mich., newspaper sports column. Bob reminisced about his high school’s basketball tournament in March, 1940 and his college basketball career as a member of the Hope College Blue Knights along with Russ DeVette ’47 and Don Mulder ’48.

50th

John E. Timmel ’49 was honored at the dedication ceremony of John E. Timmel Hall of Oakland Community College in Farmington Hills, Mich. John was Oakland’s first president (1966-1968), a law firm in the Detroit area, and the president for government affairs at the Washington-based American Association of Community and Junior Colleges.

International Education Volumes Draw State Department Praise

Agnes Tyse’s publisher describes her retirement project as "a whooper" and "a marvelous piece of work." Mr. Tyse says the compiling of such a bibliography has been a topic of consideration since about 1920 at the University of Michigan. Agnes Tyse ’28 took on the 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.

Tyse says the compiling of such a bibliography has been a topic of consideration since about 1920 at the University of Michigan. Agnes Tyse ’28 took on the project of a lifetime: compiling a three-volume, comprehensive bibliography on U.S. international educational exchange.

"An enormous amount has been published in these areas and a definitive bibliography is long overdue," says Tyse.

Nonetheless, her bibliography covers a lot of ground. Volume I, published in 1974, deals with periods and contains almost 6000 entries. Volume II, just out the press this spring, is in two parts and has references to periodical articles in over 700 journals. Many of the entries are annotated. Volume III, when completed, will include monographic publications—books, essays, in collections, and government documents. The latter category, Tyse 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 of a bibliography on Russian science and technology, published in 1959.

Alumni Happenings

by Mary Kempker

SPRING! It firmly arrived. Another Commencement, Alumni Day, Class Reunions, all part of Hope’s past. Four hundred and twenty-four bright 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 Prelinger, senior class representative on the Alumni Board.

The Alumni House faculty is continuing. The living room furniture is being restored. We are grateful for a gift of two antique chests from the Van Hulekshare estate. 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 at Hope wish 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 summer is beautiful!
Comelia Veegel '80 is the organizer and chair of the event. Her previous position was as the director of development for Sterling Insurance Services in Michigan. She is also the executive director of the Grand Rapids City Commissioner's Office for Women's Development.

LaVerne '53 and Lorraine VanDres '50 will discuss their experiences as women in aviation. They will share their stories and insights into the challenges and opportunities faced by women in this field.

Robert W. Nelson is an unlicensed candidate seeking election in his third term as first assistant county commissioner in Grand Rapids, Michigan. He is a member of the Grand Rapids City Commission.

Billi Estell '92 wrote a play, playing the Christian who is currently a detective. The play is set in a gymnasium where residents attend an evening service. The storyline explores the Christian's journey to faith and the impact of faith on society.

L. James Harvey '52 was promoted to senior vice president of Mrs. May's American Express. He has been involved in the company's management and strategic planning, and has a strong background in marketing and sales.

Peter J. Brandt '52 will discuss his recent work on the St. Mary's Seminary Board of Directors and his involvement in the formation of the Rochester Seminary.

John A. Thomson '53 was appointed to the newly established Bernard R. King Research Professor of Surgery at the University of Michigan. He is a leader in the field of cardiovascular surgery and has made significant contributions to the understanding of heart diseases.

John R. Jewell '60 was awarded an honorary degree in recognition of his contributions to the community. The award ceremony was held at the Grand Rapids Community College.

The Rev. Edward E. Brown '62 will deliver his farewell address at the General Program Council of the RCA to begin a new RCA Church Growth Commission.

The Rev. Gordon Dorsey '62 and family were the subject of a story in the Rock Island County (N.)"
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 educational outreach by training Hope students to meet the growing demand for graduates who can serve abroad as teachers of English.
6) Since the discussions revolved around real concern about not only education but the nation—namely, that it is to say the whole community—meeting them should not be regarded as the task of the college 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 government groups and a wide range of people interconnected on a reasonably informed level. Business executives, alumni from various professions, members of government groups and a wide range of people interconnected on a reasonably informed level.
7) The discussions focused on real concern about not only education but the nation—namely, that it is to say the whole community—meeting them should not be regarded as the task of the college 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 government groups and a wide range of people interconnected on a reasonably informed level.

DIANE E. DUNTA '73 of the National Trust for Historic Preservation in Washington, D.C., recently visited Hope College under the Alumni-in-Residence program as a guest of the history department.

Chris Lukeman '73 has accepted a position as a research assistant at the University of California in Santa Barbara.

Garry P. Kemper '74 accepted a position as director of marketing for the University of Michigan, North Campus.

Mykal A. Jones '74 was named to the board of directors of the University of Michigan Foundation of Alumnae.

David DeCock '75, a reporter for the "Chronicle" newspaper in Amherst, Mass., accepted a position in the news division of the Boston Globe.

R. Arthur Payne '78, a former editor of the "Chronicle," will receive an endowed professorship at the University of Pennsylvania's School of Journalism.

Barbara Thomas '77, a student and graduate assistant at Ohio State University, accepted a position as assistant professor of English.

Laurel Shiftlett '77, a McNamar, accepted a position as assistant professor of English.

Deborah Babcock '76 was named to the position of Research Assistant in the Department of Psychology.

Diane S. Winger '77, a Distinguished Service Award to the University of Oregon, accepted a position as a research assistant in the Department of Psychology.

John Boyd '76 is in the teaching training program at Steelcase, Inc., Grand Rapids, Mich.

Janet L. Cross '76 accepted a job with World Wide Advertising in Philadelphia. She is responsible for writing advertisements and promotional events for the company.

Sally Jo Meador '74 will begin her third year of medical school in July at the University of Kentucky.

David Smith '77 is a student at Louisiana State University and an industrial hygienist at Unilever Chemical Co.

John K. Vaden '77 is an assistant professor of Music at Kenyon College, Gambier, Ohio.

Wayne A. Van Dyke '78 is a math and physical education teacher at Hillandale High School in Allen Park, Mich.

Wayne also coaches the varsity basketball team and is an assistant varsity football coach.

James L. Poppom '76, a former Peace Corps volunteer, died in Macau, China, on August 10, 1975. He was 22 years old at the time of his death.

Dr. Poppom, who was born in Minnesota, served in the Peace Corps from 1972 to 1973 and was a volunteer in Macau, China, at the time of his death.

Dr. Poppom is survived by his wife, Nancy, his daughter, Elizabeth, and a son, John.

Umeshki Tanda '32 died on Sept. 21, 1978. He was a member of the Class of 1932 and an active member of the alumni association.

Dr. Tanda was a former president of the alumni association and served as president of the alumni association from 1971 to 1973.

Dr. Tanda is survived by his wife, Nancy, a daughter, Elizabeth, and a son, John.

The Reverend Edwin Boona '27 died in Canton, Ohio, on Dec. 11, 1978. He was a former pastor of the Community Church of Canton. He was 78 years old at the time of his death.

Dr. Boona was a former pastor of the Community Church of Canton and served as pastor of the church from 1950 to 1954.

Dr. Boona is survived by his wife, Agnes, and a son, Thomas.
The 1979 Hope Summer Theatre presents an exciting adventure in "repertory" with:

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A new musical review by Richard Maltby, Jr. and David Shire
This marvelous review sings to everyone who is in love, about to be in love, or wishes they were in love.
OPENS IN THE REPERTORY JULY 27

TWELFTH NIGHT
A comedy by William Shakespeare
The most popular of Shakespeare's romantic comedies, full of wit, poetry, and memorable characters.
OPENS IN THE REPERTORY AUGUST 3

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