News from Hope College, Volume 6.4: November-December, 1975

Hope College
Country Needs

Liberal Arts
Vision: Milliken

Hope College honored Michigan Governor William G. Milliken at a special convocation Nov. 13 in Dimnent Memorial Chapel. Gov. Milliken was presented an Honorary Doctor of Humane Letters degree after delivering an address to the student body, faculty and community guests.

Gov. Milliken was introduced by Dr. Van Wylen as "a man who has been intimately involved in political, public, and who has emerged from them as "a model and inspiration for all."

Gov. Milliken's address focused on the importance of the liberal arts education in preparing young people to deal with and become involved in contemporary political issues.

"The issues we face today as a state and nation are incredibly almost impossible--complex. Never before in the 200-year history of this nation... have the forces that oppose our mutual constitutional system of freedom under law been stronger. Never before has the challenge from government who negate human dignity, who oppose a governmental and economic system based upon individual choice, been so great."

He voiced agreement with British Parliament Member Margaret Thatcher's statement that it is not the job of the politician to offer people salvation. "But nations--and states--have to be governed... It is our (government officials') job to provide education and a handful of large and small decisions necessary to the performance of our constitutional duties," Milliken concluded.

He went on to say that liberal arts colleges are the best places to get this "good judgment," which he said is the best foundation for any career, including a career in government service.

"There is a very great opportunity for young men and women like those in this audience to become involved in the mainstream of national life. We need your vision, your idealism, your good judgment of what this nation should become in its third century."

Milliken said that it would be easy for a young person to become cynical about government today. However, he added: "It was out of this liberal mind that this democratic ideal was born. And it is the responsibility of the liberal-minded mind to understand and preserve that ideal."

He defined the democratic ideals best grasped by the liberal educated mind as: "That we are all created equal. That inhumanity, racism, and abuse of our natural world is wrong. That the only way we can all live together is that each one of us have responsibility to believe in, and work for, the common good."

Milliken concluded by saying that while there are many problems that face the world today, there is only one basic issue: "Will this nation continue to produce the kind of men and women who founded it--men and women of vision, of great idealism, and of great judgment?"

"If the answer is yes--and I think that the answer is yes--then we will continue to solve the problems of the moment, and we will continue to endure. We will continue to prevail in the struggle for human dignity and the human spirit."

Chairman of the Board of Trustees Hugh Essenberg, a 1937 alumnus, delivered the invocation at the start of the convocation.

As I reflect on this past year at Hope College, it strikes me as being a year that has been replete with many solid accomplishments, but little that we would call spectacular. There have been intellectual, spiritual, cultural, social, and athletic achievements, and many evidences of growth in grace and maturity. And even though few of these make the headlines, they are all central to our mission. We express our appreciation and gratitude to each person who has played a part in the life and work of the College this past year, and acknowledge the goodness and grace of God which has made this possible.

The event which we celebrate at Christmas reminds me, in a measure, of this past year. The Incarnation is the most significant event of all time; and even though the immediate events were startling and dramatic, it is characterized much more by simplicity and humility than great fanfare. Yet from this event have come the greatest gift and blessings this world has known.

Our hope for you, as a member of the larger Hope College family, is that in this season and in the year ahead, you will have the joy and peace of Jesus Christ in your personal lives, your homes, and in all of your associations and responsibilities.

President Gordon J. Van Wylen

Love Dispels Stereotypes

In October, 16 young campers met their 16 counselors at Camp Manitouqua in Frankfort, Ill. All campers and counselors were in the 16-22 age bracket. The only difference was that half of this peer group consisted of mentally retarded young people and the other half was made up of Hope College students.

"That Monday was just the beginning of five exciting days," says Vern Eisenberg, a 1969 Hope graduate who is director of the camp. "We were involved in a pilot project that could be meaningful to all participants—campers and counselors."

"The idea seemed feasible. Being a man of action, he immediately wrote Hope and enlisted the help of Dr. Jane Dickie, assistant professor of psychology. She selected 16 her students to participate as counselors in the project.

Although Camp Manitouqua is a church camp, supported by the Reformed churches in the Chicago synod, the five-day camp was an ecumenical venture. Campers came from Illinois and Michigan.

It didn't take campers and counselors long to get acquainted and then began five days of activity and a sharing of friendship.

"One of the main objectives of the camp was to help the retarded experience love," said Eisenberg. "They are loved by their mutual friends, and this is a part of the curriculum."

Michele White, a senior from Clarion, Iowa, remarked, "The incredible thing was the relationship I was able to establish in such a short time. It was a wonderful experience."
Love Dispels Stereotypes

continued from page one

e experience and eliminated a lot of stereotypes and labels. The campers were such wind blowing and giving love. I learned much that I would never learn in books. Retardates are great people. They are alive and enjoy life and deserve it as much as I do.

Included in the five days were a trip to Ringling Brothers Barnum and Bailey circus, shopping at a mall, bowling, and a hayride. Among other activities were nature hikes, softball, volleyball, arts and crafts, and films portraying God's love. Devotions were a part of each day's schedule.

Two area church youth groups came out during the week and presented special programs for the campers.

"The weather was perfect the entire camp period," said Eisenberg. "It was always in the 70's and we didn't have any rain. Campers were enthusiastic. It was a good experience for them to be separated from their parents to learn independence and establish rapport with a peer group."

He added that none of the campers was homesick. "In fact," he said, "it was really amazing how quickly they adjusted. When their parents came to pick them up Friday, there was a reluctance to leave. Many of them wished camp was three weeks instead of one."

In many ways, camp was a stretching experience for the retardates. They were able to test new kinds of behavior. But most rewarding, they found the love they extended was returned.

"This sharing of love between the campground counselor was beautiful," said Eisenberg.

Although the camp was a stretching experience for the retardates, it was also one of enlightenment for the counselors.

"We've all had the opportunity to walk in someone else's shoes to the extent I did during the week of camp," said Rita Hendrick, a senior from Shelby, Mich. "Being a counselor vis a vis a superior experience. Suddenly, I was able to understand mental retardation as well as its effect on parents, relatives, and friends." Miss Hendrick, went on to explain how she felt when she walked hand in hand with her charge at the circus. "People stared and I had the feeling of wanting to escape. But later in the week, I walked hand in hand with her while shopping. Again there were stares but they didn't bother me. Loved this girl. I realized then that people are oblivious to the fact that mentally retarded persons are humans with radiant personalities and feelings. Counselor Bill Moreau, a senior from Naperville, Ill., said, "My respect and admiration for loving and caring parents of the mentally retarded has grown considerably."

"You have touched me and I have grown," is the thought June Johansen, a junior from Constantine, Mich., said, having kept running through her head.

Professor Dickie, who was present at the camp session, said, "People were able to see the strength in other people where traditionally they found weakness."

Eisenberg had great praise for Dave Jenkins, 74 of Zeeland, Mich., program coordinator. "Much of the success of the camp is due to Dave," he said.

What was the reaction of parents of the retardates? Mrs. Charles Genauer of Homewell, Ill., said her son, Larry, 17, came home absolutely delighted with his experience. "I must confess parents need a break, too. It was wonderful to know Larry was well taken care of so I could have a few days of freedom."

Mrs. Melvin Brink of Oak Lawn, Ill., had two children at the camp, a son and daughter, ages 18 and 21. "Thank the good Lord, there are still people who care," she said.

news from Hope College

Vol. 6, No. 4

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CULTURAL CALENDAR

Spring Semester, 1976

JANUARY
15 Senior Recital; Alfred Fedak, organist; Dimnent Chapel, 8:00 P.M.
19 Senior Recital; Richard Carlson, organist; Dimnent Chapel, 8:00 P.M.
22 Music Department Student Recital; Wichers Auditorium, 8:00 P.M.
27 Guest Recital; Diana Walsh, pianist; Dimnent Chapel, 8:00 P.M.
29-30 Church Music Seminar

FEBRUARY
5 Music Department Student Recital; Dimnent Chapel, 7:00 P.M.
6 Senior Recital; Jane Vandenbog, violin and James Wildgen, french horn; Wichers Auditorium, 8:00 P.M.
9 Guest Recital; Paul Hesselink, organist, Dimnent Chapel, 8:30 P.M.
9 Faculty Recital; Stuart Sharp, tenor and Charles Ashbrenner, pianist; Wichers Auditorium, 8:00 P.M.
12 Senior Recital; Ann Netley, soprano and Paul Saxton, pianist; Wichers Auditorium, 8:00 P.M.
12 Faculty Recital; Stuart Sharp, tenor and Charles Ashbrenner, pianist; Wichers Auditorium, 8:00 P.M.
14 RUDOLPH KIRKUSNY, pianist; Dimnent Chapel, 8:00 P.M.
15 Faculty Chamber Music Concert; Wichers Auditorium, 8:00 P.M.
17 Hope College Orchestra Concert; Dimnent Chapel, 8:00 P.M.
26 Senior Recital; Linda Mitchell, violin and Jan Lanau, French horn; Wichers Auditorium, 8:00 P.M.
26-27 "Anything Goes" by Cole Porter; DeWitt Cultural Center M.T., 8:00 P.M.

MARCH
3, 4, 5 "Anything Goes" by Cole Porter; DeWitt Cultural Center M.T., 8:00 P.M.
3 Music Department Student Recital; Wichers Auditorium, 7:00 P.M.
5 Senior Recital; Cheryl Blodgett, piano and Norma O'Brien, pianist; Dimnent Chapel, 8:00 P.M.
9 Guest Recital: Jane Clark, harpsichordist; Wichers Auditorium, 8:00 P.M.
11 Guest Recital; Jane Clark, harpsichordist; Wichers Auditorium, 8:00 P.M.
11 Senior Recital: David Sower, pianist; Dimnent Chapel, 8:00 P.M.
14 Faculty Chamber Music Concert; Wichers Auditorium, 8:00 P.M.
15 Senior Recital; Laura McMullen, clarinet and Forrest Evans, organ; Dimnent Chapel, 8:00 P.M.
18 Music Department Student Recital; Dimnent Chapel, 7:00 P.M.
19 LOTI GUSLAR, pantomime; Civic Center, 8:00 P.M.
20 Guest Recital; Sarah Schenkenohl, solo and Deborah Berman, pianist; Wichers Auditorium, 8:00 P.M.
22 Jazz Concert; Willie Ruff and Dwike Mitchell, Dimnent Chapel, 8:00 P.M.

APRIL
10 Faculty Recital; Anthony Krooker, pianist; Dimnent Chapel, 8:00 P.M.
11 Holy Week Choral Service; Dimnent Chapel, 8:30 P.M.
12 Senior Recital; Johnson Hsu, pianist; Wichers Chapel, 8:00 P.M.
13 Faculty Recital; Gail Warnaar; Alice, Wichers Auditorium, 8:00 P.M.
15 Music Department Student Recital; Wichers Auditorium, 7:00 P.M.
19 Utah Symphony; Civic Center, 8:00 P.M.
22, 23, 24 "Endgame"; DeWitt Cultural Center M.T., 8:00 P.M.
24 Senior Recital; Sarah Herzog, soprano and Holly Fox, pianist; Wichers Auditorium, 8:00 P.M.
25 Concert; Hope College Chapel Choir; Dimnent Chapel, 8:00 P.M.
27 Concert; Hope College Orchestra and Symphony with winner of student auditions; Dimnent Chapel, 8:00 P.M.
28, 29, 30 "Endgame"; DeWitt Cultural Center M.T., 8:00 P.M.
30 Music Department Student Recital; Dimnent Chapel, 7:00 P.M.

MAY
1 Faculty Recital; Deborah Berman, pianist; Dimnent Chapel, 8:00 P.M.
11 "Endgame"; DeWitt Cultural Center M.T., 8:00 P.M.
13, 14, 15 Tulip Time Organ Recitals; Dimnent Chapel. Twenty-minute programs given every hour from 10:00 A.M. to 4:00 P.M. by Hope College graduates and students.

Hope College-Holland Concert Association—Great Performance Series Hope College Theatre Department Production

For further information contact the Hope College Theatre Department 615032-5111, ext. 2248.

Here's How to Apply Your
Flying Dutchman T Shirt Iron-on

1. For best results, apply to material made with at least 50 per cent polyester and 50 per cent cotton. Shirts of 100 per cent cotton do not hold the color after repeated washings.
2. Cut out pattern.
3. Place a protective piece of cloth or bond paper over the ironing board.
4. Slip the tee shirt over the end of the board so that the front (or back) is directly over protective cover.
5. Place the cloths face down on the area of the tee shirt you wish to decorate and pin it to the shirt. Place a sheet of clean thin paper over the cloths.
6. Set the iron on "cotton," allow it to heat up and apply with firm, even pressure over entire surface for 30 seconds. Use a dry iron.
7. Allow to cool at least one minute before removing paper.

LAUNDERING:

No special laundering is required. The colors will melt with the first washing to a slightly faded look. Wash and dry with other permanent press clothes using the proper setting. Do not use chlorine bleach.

If you have never used an iron before, have an adult member of your family apply the heat transfer for you to be sure it comes out just right.

CAUTION:
The Class of 1978 made it a clean sweep as the sophomore women won the annual Nykerk Cup competition in drama, music, and oratory on Nov. 8. The sophomore men had won the Pull tug-of-war in September. The sophomore women sang a rendition of "Because I Love to Teach the Word of Sing, Sing, and I Believe in Music." The sophomore play was an adaptation of "Snow White and the Seven Dwarfs," and the freshmen did an original play called "Kim." Wendy Martin of Kingston, N.Y., and the freshman orator Kim Ressler of Muskegon, Mich.

**Coming Attractions**

**ROSE BOWL PARADE**
January 1
The Holland, Mich., community will have a float entry in the floral parade.

**SECOND SEMESTER**
January 10—New Student Registration
January 12—Classes begin

**LATINO DAY**
January 23
For Latino high school students interested in visiting Hope College.
Contact Office of Admissions, 616-392-5111, ext. 2241

**HIGH SCHOOL SENIOR DAYS**
February 6 & March 22
For high school seniors interested in visiting Hope College.
Contact Office of Admissions, 616-392-5111, ext. 2241

**MODEL UNITED NATIONS**
March 11-12
For high school students.
Contact Jack Holmes, 616-392-5111, ext. 2284

**SPRING VACATION**
March 25—April 5

**ALUMNI DAY**
May 8

**BACCALAUREATE-COMMENCEMENT**
May 9

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

**Basketball**

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*MIAA Game
All home games played at Holland Civic Center.
Jayvee games start at 5:35 p.m. and varsity at 8 p.m.
Three Championships!

Hope enjoyed one of its greatest falls in sports ever claiming three championships while winning better than 75 percent of their contests in men and women's competition.

The football team was ranked sixth in the nation among NCAA Division III teams after posting the school's first undefeated record in history and winning the Michigan Intercollegiate Athletic Association (MIAA) crown for the second time in three years. The cross country team won its third straight MIAA championship and finished 14th in the NCAA Division III national meet.

Hope had the most valuable MIAA performer in three of the fall's four men's sports.

Both the women's field hockey and volleyball team were undefeated against league competition. Nine members of the field hockey team—an all-time Hope high—were selected to compete in the Great Lakes section tournament at Ohio State University. The volleyball team finished third in the Michigan college division tournament.

FOOTBALL

Coach Ray Smith's football team established or tied several all-time school records during an 8-2-1 season. The Dutchmen established several new records including most points (271) and most touchdowns (57). Quarterback Tim Van Heest, a senior from Delmar, N.Y., was elected the league's most valuable player as he led a balanced rushing-passing attack that topped the MIAA in total offense. Van Heest established a record for the fewest passes intercepted (2) in a season.

Kicking specialist Jim Miller, a senior from West Islip, N.Y., established new single season and career field goal and conversion records.

The Dutchmen dominated the all-MIAA football team landing eight players on the honor squad. Van Heest was the unanimous selection as all-league quarterback and MVP after leading the conference in total offense and passing.

Senior defensive end Bob Lee from Pompton Lakes, N.J., and senior defensive tackle Craig Van Tuinen from Grand Rapids, Mich., were afforded all-league honors for the third straight year while junior defensive back Rick McLouth from Whitehall, Mich., earned the recognition for the second season. The three led a Hope defense that was among the nation's top teams in scoring defense, allowing just 7.2 points a game.

Other Hope players receiving all-MIAA honors included offensive end Dave DoSwan, a junior from Wyoming, Mich.; offensive tackle Dewey Thompson, a sophomore from Spring Lake, Mich.; and fullback Bill Blasczak, a sophomore from Kentwood, Mich.

Senior Jim Vander Meer from Kalamazoo, Mich., was named recipient of the Allen C. Kimrey memorial award which is given by the coaching staff on the basis of maximum overall contribution to the team.

CROSS COUNTRY

Senior Stu Scholl from Montague, Mich., led Hope to another outstanding cross country campaign as the Dutchmen extended their undefeated dual meet record to 18 in-a-row, while winning the MIAA championship for the fourth time in five years.

Scholl was selected the most valuable runner in the MIAA for the second straight year despite being upset by teammate Leo Hoekstra, a sophomore from Parchment, Mich., in the league meet. A week later Scholl became only the second Hope cross country runner in history to earn All America honors as he finished 17th among 325 runners in the NCAA Division III meet at Brandeis University, Boston.

Hope's outstanding cross country performance was again a total team effort by coach Bill Vanderbill's harriers. The Dutchmen had five runners among the top 10 finishers in the league meet.

Hoekstra and teammate George Meger, a sophomore from Simsbury, Conn., finished 1-2 in the league meet while Scholl ended fifth, freshman Mark Ongley from North East, Pa., eighth and junior Kim Spaldsby from Lansing, Mich., ninth. Hoekstra, Meger and Scholl were elected to the all-MIAA team.

SOCCER

Injuries to key players diminished Hope's scoring punch at mid-season as coach Glenn Van Wieren's soccer team stumbled to a 5-3-2 record and fourth place finish in the league standings.

Senior Glenn Swier from Grand Haven, Mich., was elected the league's most valuable player for the second straight year. Joining Swier on the all-MIAA team were senior Mahmood Mashhati from Sayman, Iran, sophomore Yuji Takahata from Naka-Ku, Japan and sophomore Brad Kirk from Rockford, Ill.

GOLF

Senior Rick Switzer from Hamilton, Mich., was named to the all-MIAA team for the second straight year as the Dutchmen, under new coach Hal Cutshall, finished third in the standings.

The Dutchmen established several school and home course records en route to a 4-2 dual meet mark.

Switzer finished tied for second in the league tournament, just one stroke behind the medalist, junior Doug Peterson from Holland, Mich., who was seventh in the league meet.
**Country Needs Liberal Arts Vision: Milliken**

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DeVree served as presenter for the awarding of the honorary degree. Dr. Van Wylen read the citation acknowledging Gov. Milliken's leadership to the state, his contributions to national life, his interest in and support of higher education and commitment to excellence in education, and his displaying integrity, compassion, and justice in both private and public activities.

A luncheon was held immediately following the convocation for invited guests, the majority of which were members of the student body. Milliken solicited questions from the Rose. When asked for his views regarding the Marijuana Decriminalization Bill currently in the state legislature, the Michigan governor said: "Personally, I am opposed to decriminalization of marijuana. The State of Michigan has already lowered the penalties for marijuana abuse. I feel that we should have much additional scientific study of marijuana before it is decriminalized. We do not know whether marijuana is harmful or not. The studies are not all conclusive." 

When asked to comment regarding his opinion of what President Ford's response to New York City's financial plight should be, Milliken said: "I think that if the federal government bails out New York City, we are all in deep trouble. New York is in this condition it is in because of its foolishness and fiscal irresponsibility. At the end of the last fiscal year, it is estimated that Michigan will be $300 million in debt. If Ford aids New York City, this action not only raises serious questions about the actions of the Ford administration, but also implies many political ramifications for the rest of the country as well."

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**Admissions Perspective**

**Wanted: Ambassadors**

A recent article on the front page of The Chronicle of Higher Education attracted attention with a headline that read: "Enrollment Increase: Biggest in a Decade." It went on to say that the National Center for Educational Statistics which sampled 500 colleges and universities found a nationwide enrollment increase of 4.7%. Four-year private colleges showed an average increase of 5.5%, while the two-year colleges saw an increase of 1.9%

Hope College was no exception to this general trend, as we found our enrollment this fall at its highest peak ever. Our recruiting efforts found a freshman class of size similar to last year while our transfer numbers increased. We also had a larger returning student body which led to our overall enrollment rise. With these positive trends, one might wonder why we would have to define new ways of securing assistance in recruiting.

At last count there were over 3,000 colleges and universities in the U.S. with a new opening, at a rate of one per week. On the other hand, a college has closed every other week, which left a net increase of 200-300 new colleges or universities per year. While the institutions have been burgeoning the applicant pool has been slowing in growth. In 1977 there will be a decrease from the previous year in the number of high school seniors. This decline will continue until about 1990 when it will bottom out and begin to turn upward again. Around the year 2000 the numbers will again equal something similar to today. What we see, then, is an increase in competition for potential students and a decline in the number of potential applicants.

Applying the theories of supply and demand, the market is being saturated with supply (in this case colleges) and the potential demand from the market place is on its way down (high school senior enrollments). Thus the need to look for other possibilities to improve enrollment.

This year the Admissions Office and Office of College Relations has developed programs designed to elicit recruiting support from alumni throughout the country. To date we have had eight such programs in New Jersey, Long Island, Grand Rapids, Holland, and Washington, D.C., with plans for similar programs in Muskegon, Detroit, and Chicago.

Our effort is designed to draw area alumni together, update them on Hope College, and ask them to undertake a very short and simple task that will enable us to increase our visibility within the geographical area in which the meeting was held. Through these efforts our Admissions staff has been extended from six recruiters to well over 200 personal ambassadors for the college.

This type of exposure has shown positive results with enrollment without being too time consuming for alumni. This effort of "preventative maintenance" on our enrollment should continue to keep Hope on top and we encourage all of the friends and alumni of Hope to join our campaign.

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**FIELD HOCKEY/VOLLEYBALL**

Hope enjoyed its most successful field hockey season in history as the Dutchmen posted a 9-2-2 record and won the WMIAA championship with a 5-0-1 mark.

Named to compete in the Great Lakes regional tournament were seniors Anne Diamire from Bar Mills, Me.; freshman Sue Gebhart from St. Louis, Mo.; sophomore Karen Harper from Glen Cove, N.Y.; senior Jean Lambert from Waterloo, Mich.; senior Sue Berger from Franklin Lakes, N.J.; senior Carol Fret from Huntington, N.Y.; senior Julie Eggbert from Princeton, Va.; and senior Cathy Lee Boursif from Horseheads, N.Y. First-year coach Leslie Swierkoty was selected to coach Michigan's second team in the tournament. Elected co-most valuable on the field hockey team were Diamire and Lambert.

The volleyball team, coached by Sandy Parker, was undefeated in six WMIAA meets and finished third in the Michigan college division tournament. Selected co-most valuable were seniors Sharon Knostra from Wyoming, Mich., and senior Chris White from Buffalo, N.Y.

**Football Season Ends Too Early**

A Michigan Intercollegiate Athletic Association (MIAA) rule prohibiting participation in post-season play in some sports prevented the Flying Dutchmen from accepting an invitation to compete in the WMIAA Division III national football playoffs this fall.

The MIAA has prohibited post-season play in such team sports as football and basketball since 1980 when a controversy arose over former member Hillsdale (Mich.) College.

An attempt to restore participation in post-season play was defeated in a vote of member schools last spring by a single ballot. Hope joined all three other schools in supporting restoration of post-season play, but the league constitution requires a 5-2 plurality.

The NCAA Division III selection committee notified coach Ray Smith that the Dutchmen were a "shoe-in" to receive a bid for the playoff after Hope ended 8-1-1 and ranked 11th nationally, but Smith had to decline consideration because of the league rule.

The situation caused disappointment for the team and fans, but Smith noted: "We can't cry about the past, we just hope we can positively influence things in the future. Now, with the complete support of our athletic department and President Van Wylen, we are doing everything we can to influence post-season play for football and basketball."
Part II: Student Leaders Speak Out

Attitudes Toward Campus Issues

The following article is taken from a taped interview conducted by students to determine their personal attitudes toward Hope. The previous issue of News from Hope College printed the students' opinions and attitudes that were gathered by the survey committee. Here are some additional comments and issues that the students wish to address.

Schellen: I think the religious atmosphere at Hope is trained on religion rather than the people. It's not the atmosphere for me. I can't get into any university or any other college campus, and the students who are there are not experiencing the religious traditions that go on here at Hope, that are vital. Hope is a Utopia, in that sense and also because you can be accepted there as a liberal but if you're something you want to speak verbally about, you can. If we've still come, you may find yourself in another campus. You don't realize how different Hope is if you visit another campus. There I would have come up and asked somebody, "I read this great person, I want to talk to them today, I don't understand it", they would say, "Hey, man, I don't understand."

Schellen: For example, praying in the Kletsch and praying in the cafeteria. I visited Michigan State several times and you never saw that at Hope. If you were to go to Hope, it's like, "Well, gee, that's weird!" But at Hope College, if you don't want to do it, it's fine and dandy.

Dondersen: Commitment to education and the Christian faith begins outside the college. Hope is a witness of action on behalf of world missions and the new Physical Education Center. We might say that this gift is only a small fraction of the whole project, but this is what makes the difference for Dr. Daniel and others who have lost the backing of their church for such serious problems.

We are not only underwritten financially by the Reformed Church, we are also supported by its students. When asked, "How do you feel about Hope College?" many say, "I don't know if it's a place for me." But I think you can underestimate the influence of the Church at Hope. The community that the college is complemented by the commitment of those within the college. From my viewpoint, many administrators and professors feel the same way that I do, especially in Christ. They don't necessarily reflect the Church's, as our patron's, attitude. They are not happy with some of our Church's members. The impact of the Church and those working at the college cannot help but have an impact on students.

Dondersen: I'd like to make a comment on the way the question is worded. I have a real doubt, I do not believe in the Church, I would like to see it worded another way, because without the help of education. Because that is how I see the liberal arts education here, and as enhancing and helping me to deal with how I am going to live the Christian faith in everyday life. But that's the way it often is today; we enhance our education with the Christian faith. And that's why we sometimes have trouble putting them together, because they don't necessarily fit. To try to push them together that way. They are either complementary and mutually work together or they don't, but I think the end result is by saying, "Well, let's just put a little Christianity in here.

Schellen: Yes, but they don't teach Christianity here with a little education. It's more the other way around.

Dondersen: And Christianity isn't a teaching, it's a lifestyle. And consequently, education is a teaching method to gain that lifestyle. You come here to gain an education and hopefully they will adopt a lifestyle and Christian attitude, to grow and live in that.

Dondersen: OK, if you wanted to go to a Bible college, you should have gone to a Bible school.

Schellen: That's not what Hope is.

Dondersen: And not everyone comes here for that reason.

Dondersen: Without a doubt, I came here because I thought I could explore my Christian commitment and put real values on it and find out what it's all about. But if I needed just the study of religion to get through life, then I could have gone to a Bible school.

Dondersen: What I was saying is that we get away from Christianity as a way of life. We get to looking at Christianity as a thing. We can find ourselves in our mind andscopic a bit here and there in your education, and have come out with a religious flavor, not necessarily a Christian way of life, as then, actually what I'm doing is enhancing my way of life with education, I understand that all the kids here have come to that reason. Then the school isn't a position or in the way I'm talking about. I'm talking about how I feel about the relationship between the Church and the college.
The Arts in a Christian Liberal Arts Education

by Prof. George Ralph

It is not a question of what place the fine and performing arts hold in a liberal arts institution, and especially a Christian liberal arts institution. The question is, rather, can a liberal arts institution, and particularly a Christian one, be conceived without the arts receiving prominent attention?

In terms of a liberal education alone—Christianity aside—dance, music, theater, literature, graphic and plastic art are creating traditions in our culture, with extremely ancient histories. And, speaking from the point of view of my own academic division at Hope College, athletic and recreational sport are a part of our performing arts tradition—as was well understood by the Greeks in classical times, when athletic contests, theatrical performances, poetry recitations, and choral concerts were eagerly anticipated and equally well attended.

By definition generally, a number of modern educational theorists, from at least the time of Fichtel in the late eighteenth century, have maintained that the arts are the most crucial component of proper human education.

But I do wish to suggest that the arts are essential in particular to Christianity and the way in which Christianity involves itself in (and "lower") education. Why so? If there is such a thing as an art form, there is no such thing as an art form. Or perhaps this is better put the other way around: if there had been no art forms previously, then the tradition would have made art forms valid and necessary. True, the revelation of God in Christ is understood to exist prior to the Word made flesh. The presence of God in human affairs was given concrete, historical, finite expression in the person of Jesus. And the arts (performed, written, and visual) are the activities which give concrete, finite, in-the-flesh expression to the arts. As the arts have continued, the truth, we have reason to study at least the history of the various art forms.

In proposing that the arts are crucial to a Christian liberal arts education, I would like to give the impression of implying that the sciences or the humanities can be dispensed with. They are central to the Christian and the liberal arts traditions, but for different reasons, and it is not my purpose here to attempt to explore those reasons.

Historical and critical studies of the arts are, as I have suggested, worthwhile, but the way in which they are done, is crucial. But a case could be made for historical and critical studies belonging properly to the disciplines of the humanities. What, then, of the studies which influence the student in experiencing the arts through direct participation? Why offer studio and performance courses at all? At least some of these courses are engaged in, not only art, but art as a vocation?

Make a joyful noise to the Lord, all the earth. Worship the Lord in the beauty of holiness. Let the voice of the son be heard. Make a joyful noise to the Lord, all the earth. Worship the Lord in the beauty of holiness. (Psalm 98:1-2, R.S.V.)

Spontaneity and creativity are demanded by the arts and developed by the arts. These qualities are necessary if we are not to become creatures of captivity, creatures of tradition, creatures of chaos—that is, lifeless people. Chaos does not refer to freedom; chaos is non-active, non-being, lifelessness. At the beginning, according to Genesis, there was nothing but formless chaos. God spoke, and the waters were parted, and life was possible. Ancient peoples believed that the waters could return at any time, destroying life, and we can indeed at any time return to chaos, to a state of non-vitality, non-life. The chaos which Scripture speaks of is a state of formlessness; bondage to tradition, the pathologically incapable to confront new situations, unwilling submersion to the political or economic social establishments. In the beginning, when God encountered the establishment, the forces of stagnation and chaos, in the Pharsees, in the primitive, in the traditional ways are the only ways right. Jesus, a creative artist in the area of social revolution, transcended this kind of retreat into a security which is a state of formlessness. The Sabbath was made for man, and said on one occasion, not for man to keep, but for man to be creative. The creative word be spoken, the creative act performed. Let us not become enslaved to our own legislation.

Dorothy Sayers said that there is no direct analogy between the activity of the creator God and that of the human creator. And she asked, what would it mean to apply only to the artist? What should not be applied as in all aspects of life, and we might add, in all areas of our education? Sayers made another point which I use as the topic for a chapter talk some years ago. I am not sure that I have become very successful at what I myself preached, but I still believe in it, and I will repeat it. Sayers's point is that we tend to approach all life as a series of problems to be solved by some more or less rational process. But life can be engaged, the way in which a scientist engages his subject, as from a point of view or from a point of view, as from a formless mass and endeavor to create from chaos some thing or other or something. We could not have anticipated or imagined many of the new creations. I do not mean that problem-solving has no validity; we employ this method of approach in life. But we have no assurance of our living for which the problem-solving approach is inappropriate or irrelevant. The arts are important in this discussion.

What creative encounter requires—and what the practice of any of the arts requires, and teaches—is openness. The individual student who is willing to enter into the act of creation must be, must dare to be, open, willing to become fully engaged, fully receptive to the environment in which it is done.

This dealing with what is concrete and this openness to the space and the things which persons around us can be called upon to deal with—what we will deal with here—dancing, music, mime, public speaking, singing, playing an instrument, running, jumping, dancing, sculpturing, painting.


Education Department

Changes Chairman

A change in the chairmanship of the education department has been announced by Dr. Larry Greenwalt, dean of the Social Sciences.

Dr. Lemont Dirks has resigned the position of education department chairman after serving in that capacity since 1967 in order to devote additional time to teaching and working more directly with students. He will continue as director of teacher certification and coordinator of the education major.

Appointed chairman for the 1972-76 academic year is Dr. James Bulman, associate professor of education.

Under the leadership of Dr. Dirks, the education department has initiated many new programs including a much-copied integrated arts program and virtual reality work with practical field experiences. The education staff developed from one doctorate and four M.A.s to six doctors and one M.A. during this tenure.

Prof. Dirks has been active in numerous professional and community organizations. He has served as Hope's chief institutional representative to the American Association of Colleges for Teacher Education and as President of the Michigan Association of Teacher Educators.

In 1964 he was named Grand Haven (Mich.) Young Man of the Year and was cited as an outstanding American in 1972. His latest publication is titled "Approach to Topic Work in the Primary School," published in the National Open Education Journal this past spring.

Dr. Bulman, a member of Hope Faculty since 1971 and serving as chairman of the education department during the fall semester of 1973 while Dr. Dirks was on sabbatical leave.
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