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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 problems 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 impossibly—complex.... Never before in the 200-year history of this nation— have the forces that oppose our constitutional system of freedom under law been stronger. Never before has the challenge from governments that neglect 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 a politician to offer people salvation. "But nations—and states—have to be governed. It is our (government officials’) job to provide solutions."

He went on to state 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 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 the liberal educated mind that the democratic ideal was born. And it is the responsibility of the liberal educated mind to understand and preserve that ideal."

He defined the democratic ideals best grasped by the liberal educated mind as being: "That we are all created equal. That humanity, 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 a 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 Doerenberg as the following:

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 Manitou for one of the first programs of the season. The only difference was that half of the camp 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 many 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—counselors and campers."

He explained that camp experiences are available for younger retardards, but when they reach the age of 16, opportunities are limited. "Last summer, during our regular camping season, we discussed this with some of our counselors. One, majoring in special education at Hope College, said it would be excellent field experience for special education majors."

Having a sister who is mentally retarded, Eisenberg knew what such a camping experience would mean to her. 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 of her students to participate as counselors in the camp.

Although Camp Manitou 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 retardates experience love," said Eisenberg. "They are loved by their parents but it’s so important to be loved by a peer group."

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

continue from page one

experience and eliminated a lot of stereotypes and labels. The campers were taught to give and take and be generous. I learned much from this experience and enjoyed life and was rewarded in turn.

Included in the five days were a trip to Ringling Brothers Baroun 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 families-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 the campers had 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 camp director and counselor was beautiful, said Eisenberg.

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

"You've had the opportunity to walk in someone else's shoes to the extent I did during the week of camp," said Rita Hendrickson, a senior from Michigan. "Being a counselor was a super experience. Suddenly, I was able to understand mental retardation as well as its effect on parents, relatives, and friends."

Miss Hendrickson went on to explain how she felt when she walked 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. I loved this girl. I realized then that people are oblivious to the fact that mentally retarded persons are humans with radiantly personalities and feelings."

Counselor Bill Moreau, a senior from Naperville, Ill., said, "I respect and admire the love and caring parents of the mentally retarded have grown considerably."

"You have touched me and I have grown," is the thought of June Johnson, a junior from Conant, Mich., said. She's kept running through her head.

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

Eisenberg had great praise for Dave Jenson 74 of Detroit, Mich., student 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 Gresser of Homewood, Ill., said her son, Larry, 17, came home absolutely delighted with his experience. "I insist 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

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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, 7:00 P.M.
27 Guest Recital: Diana Walsh, pianist; Dimnent Chapel, 8:00 P.M.
29-30 Church Music Seminar

FEBRUARY
3 Music Department Student Recital; Wichers Auditorium, 7:00 P.M.
6 Senior Recital: Jane Vandenborg, violin; and James Wilgerm, French horn; Wichers Auditorium, 8:00 P.M.
9 Guest Recital: Paul Heslinl, organist, Dimnent Chapel, 8:30 P.M.
13 Faculty Recital: Stuart Sharp, tenor, and Charles Ashburner, pianist; Wichers Auditorium, 8:00 P.M.
12 Senior Recital: Ann Nehery, soprano and Paul Saxton, pianist; Wichers Auditorium, 8:00 P.M.
14 ROBERT FORKUSKY, 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 Luan, 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
13-14, 15 "Anything Goes" by Cole Porter; DeWitt Cultural Center M.T., 8:00 P.M.
14 Music Department Student Recital; Wichers Auditorium, 7:00 P.M.
16 Senior Recital: Cheryl Blodgett, piano and Norma O'Brien, pianist; Dimnent Chapel, 8:00 P.M.
16 Guest Recital: Jane Clark, harpsichord/director; Wichers Auditorium, 8:00 P.M.
17 Guest Recital: Jane Clark, harpsichord/director; Wichers Auditorium, 8:00 P.M.
18 Music Department Student Recital; Wichers Auditorium, 7:00 P.M.
19 ROBERT FORKUSKY, pianist; Dimnent Chapel, 8:00 P.M.
19 LOTTI GUSLAR, pianist; Civic Center, 8:00 P.M.
20 Guest Recital: Sarah Schenkman, voice and Deborah Berman, piano; Wichers Auditorium, 8:00 P.M.
22 Jazz Concert: Willie Ruff and Dwayne Mitchell, Dimnent Chapel, 8:00 P.M.

APRIL
11 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 Har, pianist; Wichers Chapel, 8:00 P.M.
13 Faculty Recital: Gail Warrick, soprano, Wichers Auditorium, 8:00 P.M.
13 Music Department Student Recital; Wichers Auditorium, 7:00 P.M.
19 UTAH SYMPHONY: Civic Center, 8:00 P.M.
20, 21, 22 "Endgame"; DeWitt Cultural Center M.T., 8:00 P.M.
24 Concert: Hope College Concert Choir, Dimnent Chapel, 8:00 P.M.
24 Concert: Hope College Orchestra and Symphonette with performers of student auditions; Wichers Auditorium, 8:00 P.M.
28, 29, 30 "Endgame"; DeWitt Cultural Center M.T., 8:00 P.M.
29 Music Department Student Recital; Wichers Chapel, 7:00 P.M.

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

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 colors after repeated washings.

2. Lay out pattern.

3. Place a protective piece of cloth or bonded paper over the ironing board.

4. Slip the shirt over the end of the board so that the front (or back) is directly over protective cover.

5. Place the color side down on the area of the tee shirt you wish to decorate and pin it to the shirt. Place a clean sheet of thin paper over the cotton.

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. Allow to cool for at least one minute before removing paper.

7. The colors will melt in the first washing to a slightly faded look. Wash and dry with other permanent press clothes using the proper settings. Do not use chlorine bleach.

LAUNDERING:

No special laundering is required. The colors will melt in the first washing to a slightly faded look. Wash and dry with other permanent press clothes using the proper settings. 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.
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 in September had won the Pull tug-of-war. The sophomore women sang a rendition of Because entitled To the Class of 78 while the freshmen presented a musical collage based on the songs Music Alone Shall Live, Make Your Own Kind of Music, I'd Like to Teach the World to 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. The Love Clinic. Sophomore erator was Wendy Martin of Kingston, N.Y. and the freshman erator Kim Rager of Munseon, Mich.

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Three Championships!

Hope enjoyed one of its greatest fails in sports ever claiming three championships while winning better than 75 per cent 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 alltime 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.

Hope holds a healthy 10 point lead in the MIAA all-sports race after fall competition. The all-sports race is an accumulation of the finishes in the league's 10 sports. Hope had 38 points after fall action followed by Albion and Kalamazoo with 28 each, Alma 22, Calvin 20, Olivet 18 and Adrian 14.

FOOTBALL
Coach Ray Smith's football team established or tied seven alltime school records enroute to an 8-1-1 record.
The Dutchmen established several new records including most points (271) and most touchdowns (39).
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 squads. 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 Port Clinton, Ohio; 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 Mclaughlin from Whitehall, Mich., earned the recognition for the second season. The fifth 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 DeGraw, a junior from Wyoming, Mich.; offensive tackle Dewey Thompson, a sophomore from Spring Lake, Mich.; and fullback Bill Blouqueiere, a sophomore from Kentwood, Mich.
Senior Jim Vander Meer from Kalamazoo, Mich., was named recipient of the Allen C. Kinney 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 Monticello, 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 Lea Heekstra, 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 37th 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 Vanderbilts' harriers. The Dutchmen had five runners among the top 10 finishers in the league meet.
Heekstra and teammate George Meyer, 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 Spalding from Lansing, Mich., ninth. Heekstra, Meyer and Scholl were elected to the all-MIAA team.

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 Cutsall, finished third in the standings.
The Dutchmen established several school and home course records enroute 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
continued from page one

Del'Tree 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 the condition it is in because of its foolishness and fiscal irresponsibility. At the end of this fiscal year, it's estimated that Michigan will be $300 million in debt. If Ford aids New York City, this action will only raise serious questions about the actions of the Ford administration, but also implies many political ramifications for the rest of the country as well."

Admissions Perspective
Wanted: Ambassadors
by Thomas D. LaBaugh, Director of Admissions

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 5.7%, four-year private colleges showed an average increase of 5.7%, while the two-year colleges saw an increase of 19%.

Hope College was no exception to this general trend, as we found our enrollment this fall at its highest peak ever. Our recruiting effort found a freshman class of a 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 led to a net increase of 20-30 new colleges or universities per year. While the institutions have been marketing 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). This is 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 solicit 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.
Part II: Student Leaders Speak Out Attitudes Toward Campus Issues

The following article is taken from a taped interview and describes some of the personal attitudes and behavior of Hope College students. The interview was conducted by the author.

Q. What are some of the most important things that college students should be aware of in their daily lives?

A. There are some important things that college students should be aware of in their daily lives. These include:

1. The importance of good health.
2. The importance of good relationships.
3. The importance of good work ethics.
4. The importance of good study habits.
5. The importance of good manners.
6. The importance of good communication skills.
7. The importance of good time management.
8. The importance of good leadership skills.

Q. How do you feel about the influence of the university on your personal life?

A. I feel that the university has a great influence on my personal life. The university has helped me to develop my skills and knowledge. It has also helped me to develop my personal qualities. The university has helped me to become a better person.

Q. What are some of the main things that you do during your free time?

A. During my free time, I do some of the following things:

1. Read books.
2. Watch movies.
3. Listen to music.
4. Play sports.
5. Go to the gym.
6. Go to the library.
7. Go to the art gallery.
8. Go to the museum.
9. Go to the theater.
10. Go to the concert.

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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 have in a liberal arts institution, and especially a Christian liberal arts institution. The question, rather, is whether they can have 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 continuing traditions in our culture, with extremely ancient histories. And, speaking from the point of view of my own academic division at Hope College, athletics and recreational sport are a part of our performing arts tradition—as was well understood by the Greeks in classical times, when athletic games, theatrical performances, poetry recitals, and choral concerts were eagerly anticipated and equally well attended.

But there is a division generally—of a number of modern educational theorists—from at least the time of chiliasm in the eighteen-thirties, have maintained that the arts are the most crucial component of proper human education. And I do wish to suggest that the arts are essential even in particular to Christianity and the way in which Christianity involves itself in higher (and lower) education. Why so? If there is nothing as an art form, there is no such thing as an invention. Perhaps it is better to use the other way around: if there had been no art forms previously, then the new invention would have made art forms both valid and necessary. True, the revelation of God in Christ is understood to be the new way of life, the New Life, 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 (conformed, written, and visual) are likewise those activities which give concrete, finite, the-flesh expression to the religious experience at times, as their best, have been vehicles for revelation, not only reflecting the human condition but also illuminating the meaning and purpose of the human condition. Religious art has continued to incarnate truth (that is, it gives concrete form) and because the arts have continued to incarnate the truth, we have good reason for studying at least the history of the various art forms.

In proposing that the arts are crucial to a Christian liberal arts education, I would not 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 questions.

Historical and critical studies of the arts are, as I have suggested, worthwhile endeavors in an institution such as ours. But a case could be made for historical and critical studies belonging properly to the disciplines of the humanities. When, then, it is claimed that the student is experiencing the arts through direct participation? Why offer studio and performance? Is there something to be learned by not studying to be an artist vocationally?

Sincerity and creativity are demanded by the arts and by the developments of the arts. These qualities are most important. But if we are not to become creatures of dream, of dead tradition, creatures of chaos—this is the human condition. People live. Chaos does not refer to frenzied energy, but it is a non-constructive, non-being, lifelessness, the void. In the beginning, according to Genesis, there was no form. And in the chaos, God spoke, and the waters parted, and life was possible. Ancient people believed that the waters could return to any time, destroying life, and we can in any time return to chaos, to a state of non-vitality, of non-life. The chaos which was, in a sense, a suitable form of an active form, of a form of bonding to tradition, the pathologi-cally inability to confront new situations, is a form which is not a constructive form of tradition, or the political, or the economic, or the social establishment. We encounter the establishment, the forces of stagnation and chaos, in the Pharaohs, in our systems, in the world. Of course, traditional ways are the only right ways. Jesus, a creative artist in the area of social science, had to embody this kind of rejection into a social construct which is a kind of chaos. The Sabbath was made for man, said Jesus on one occasion, not man for the Sabbath. Let the waters of the creative word be spoken, the creative act performed. Let us not become enslaved to our cultural and religious legalisms.

Dorothy Sayers said that there is a direct analogy between the activity of the creator God and that of the human creature. And she asked, why is it that we can apply only to the "artistic"? Why should not spontaneous and creativity be found in all aspects of a life?—and, we might add, in all of our education?

Sayers made another point which I used as the topic for a chaplain's talk some years ago. I do not know if I have become very successful at what I myself preached, but I still believe it, and I will repeat it. Sayers' point is that we need to approach all life as a series of problems, not the more or less rational form. But life can be engaged, she argued, as a series of creative acts, acts of creation. This can be done by some, not the formless mass, in order to open up a little room, to create a new creation. I do not mean that problem-solving has no validity; we employ this mechanism all the time. But whereas acts of our living for which the problem-solving approach is inappropriate or irrelevant. The arts can contribute to the truth.

What creative encounter requires—what the practice of any of the arts requires, and teaches—is openness. The individual sometimes is lost in the arts in the sense that one must dare to be, to open, willing to become fully engaged, fully receptive to the expanding of what one knows. This dealing with what is concrete and this openness to the space and the things we wish to touch, and the persons around us characterize whatever one wishes to do. Whether dancing, dance, mime, public speaking, singing, playing an instrument, running, jumping, painting, sculpturing, painting.

printmaking, composing, lighting or scenic design, costume designing, poetry or story or script writing, and why not explorations in the science laboratory? To acquire the technique is not enough. We must be open, willing to be revealed, willing to be known, and passionate. We can play new piano with utmost technical skill; but without this personal passion and commitment, no one will be moved by the sound produced. This does not mean that we should disdain rigorous training in our particular discipline, and simply wait for the "inspiration" to come to us. Art does not work that way. At least, in the history of the arts, it has been so rare that we had better not count on it. The inspiration and the openness more often came through the training, the perfection, of technical skills. But the skills alone will not make the artist.

The open relationship is a personal relationship—as our God is a personally relating God. The artist cannot relate impersonally to the subject or the material with which he is working. He must interact with it, interact in terms of his own unique personality. And, again, why the artist? Why not the historian, the political scientist, the economist, the communications expert? Surely we employ all of the objective means of analysis which are a part of our discipline. But do we and when? There are not also a passionate, personal, caring commitment in our work? As the dancer relates to space, the sculptor to objects, the actor to persons—does not and cannot the human scientist relate to the physical environment and the social scientist to the society? Are we to be in our chosen fields machines, or persons—persons who feel a responsibility for whatever we are handling?

Unless you are as little children, you cannot enter into the kingdom of heaven. This saying can be interpreted in several ways. I suppose the artist might tend to understand the "unless" clause in this fashion: unless we can perceive and respond to our circumstances in the way that the small child does—encountering each leaf, each blade of grass, each inanimate object, each living creature with a sense of awe and wonder, a sense of intense respect and curiosity and interest, a sense of the uniqueness of a potential relationship. Finally, through experience in the arts, we can come to an awareness of the fact that we are not self-sufficient and, conversely, that we are not to rely entirely on our own resources. An acquaintance of mine, a young professional, who had been with the New York Actors Studio, claimed that for every role he played he had to find from his own life the moment of experience to correspond to those of the character; if his past did not provide these experiences, he was unable to do the role. One evening he played a零件y young lebanon, and his portrayal was superb. So I thought that I had him, and I called him on it. You're not yourself at all by the age of that character, 11, he replied, to be in this way he believed he had to rely on his own experiences, but his own immediate experiences, sensations, feelings, memories. It was as though he believed he had to rely on connection with any part of the tangible or intangible world outside himself. The arts, it seems to me, demonstrate that this is not the case.

Education Department Changes Chairman

A change in the chairmanship of the education department has been announced by Dr. Lars Granberg, Dean for the Social Sciences.

Dr. Lamont Dirks has resigned the post of director of the department, after serving in that capacity since 1967 in order to devote additional time to teaching and working more directly with students. He will continue his duties pending certification.

Appointed chairman for the 1975-76 academic year is Dr. James Bultman, associate professor of education.

Under the leadership of Dr. Dirks, the education department has initiated many new programs including a much-sought-after integrated academic work with practical field experiences, the education development staffed from several departments and four M.A. instructors 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 educator in America in 1972. His latest publica-
tion was entitled "An Approach to Topic Work in the Primary School:" the National Open Education Journal this past spring.

Dr. Bultman, a member of Hope Faculty since 1975, was appointed chairman of the education department during the fall semester of 1975 while Dr. Dirks was on sabbatical leave.
news from Hope College

Office of College Relations

Holland, MI 49423

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