Career Planning and Placement improves accessibility

by Heather Mumby

campus editor

The Office of Career Planning and Placement has made some changes in order to make their services more accessible to the students of Hope College.

The media has consistently reported that the job market is getting tougher every year and that college students should have a well-defined plan to begin the job search process before graduating.

Career Planning and Placement has been here to assist in this process in the past and has made it easier to get help by extending office hours, setting up mobile offices and lending their expertise to student organizations. This expertise and assistance has always been offered free of charge to Hope Students.

“The concern is that once a student leaves here, they have a smooth transition from the college experience to the graduate professional level whether they do it through this office or not,” Dale Austin, director of Career Planning and Placement said.

Wednesday, September 1, the office will be open 7 p.m., two hours later than usual. This allows students with tight schedules longer hours to make use of the facilities.

Included in these facilities are a number of computer programs and walk-in hours to help students.

The quest for meaning can be facilitated through a college education, but one cannot solely depend upon it to give them quick answers. Voskuil argued that formal education is a tool with which to search out meaning. “...when all is said and done Hope College does not supply easy answers to the ‘whys’ of human existence and it does not co-erce students to adopt an institutional world view,” Voskuil argued.

In attempting to explain Hope’s unique mission as a Christian liberal arts college, former President Gordon Van Wylen wrote that there must be a balance between corporate commitments and individual expres- sions,” Voskuil said, quoting Van Wylen.

If the college experience is to be worthwhile, there must be intellectual and social values that its members hold in common, even as there must be room for private preferences; a balance must be struck between two powerful tra- ditions—individualism and community.

Duke School of Business conducted a study in which the vast majority of students listed what they wanted out of school as money, power and fame motivations, Voskuil considered disillusioned.

“It is my hope that our ac- cess to college will somehow help you to know that you are of such divine value that you will be- come free to be servants in a selfish world. It is my hope that you will be able to give yourselves away.”

Unfortunately, Voskuil said, people often fail to realize this and wander through their lives as illu- sion.

“Why ask why?”, Voskuil said. “Because the quest is in the ques- tions. Because curiosity is the fuel for the academic journey. Why ask why? Because that is the very nature of human existence. It is that hunger for meaning and purpose. And that, class of 1997, is why you are here.”

by Julie Blair

campus editor

Multicultural director appointed, Yolonda Vega assumes duties

by Julie Blair

campus editor

Vega

Yolonda Vega believes partnerships and involvement are the keys to multi-cultural understanding.

Appointed the director of multi-cultural life in July, Vega says she will focus on bringing the Hope community together with the city of Holland by inviting the community onto the campus and encouraging students to look beyond the campus borders.

As director, she provides students with information and counseling and represents multicultural programs. She also advises the college’s Hispanic Student Organization and the Black Coalition.

“I see myself as a resource person,” Vega said. “My goal is to see that everything is coming together in a manageable way. I am accessible to work with a lot of different groups. A 1988 graduate of Hope, Vega was hired by the Hope College Ad-
misions Office in June of 1990. Her responsibilities have included directing multi-cultural student re-
cruitment, coordinating a program through which faculty call perspec-tive students and visitation programs for multi-cultural high school stu-dents.

She was interim multicultural counselor with the college’s student development office from February to May of 1990. In addition, from June of 1998 to May of 1999 she was an English teacher at Holland West Middle School.

Vega says her skills will carry over easily to her new position as director. As an admissions coun-
selor, she built strong relationships with students, now at Hope, which she will continue to facilitate.

Vega admits she is sometimes frustrated with the homogeneous “bubble” Hope students build for themselves, but blames indifference and misinformation on ignorance and a lack of time to become in-
molved.

“Hope students get very involved with work and there is also room to move outside into the community,” Vega said. “We are here to provide knowledge. We can nurture understanding and growth.”

Career Planning and Placement is in the process of setting up career workshops with campus organiza-
tion leaders which will focus on what the members could take to market their campus in-
vitement and seek careers which might match their skills.

“A degree alone is not going to be sufficient to be successful and competitive in today’s marketplace,” Austin said. “You need to compli-
cate that degree with other critical experiences to insure the greatest odds of a successful job search.”

While many students successfully find jobs after graduation without any assistance from Career Planning and Placement, there are just as many who take advantage of the resources available.

“If every student knew what they needed to do to make that successful transition and would do that, we wouldn’t need to be here,” Konke said.

In addition to these changes, Career Planning and Placement will continue programs which have been successful in the past such as re-
sume writing workshops, individual career counseling and off-campus recruitment programs.

The office of Career Planning and Placement is in the Charles K. Shligh, Jr. Center, located on 11th street next to Public Safety.
New computer aids in visualization for Hope chemistry students

by Tara Stollenmaier

Throughout the use of computers and polarized 3-D glasses chemistry students and professors will now be able to get inside rotating molecules and "see" predicted reactions.

The power of visualization that these new computers offer should lead to easier and clearer understanding. Students and professors of Organic, Inorganic and Physical Chemistry will be using them in class and for research.

"It should really be helpful in visualizing molecules, especially in organic chemistry where 3-di- mensional structures are a key concept," said Richard Blair('94), a chemistry major.

Now professors have a new method to present concepts to their students. In the past they had only calculations to present, but now the numeric data can be understood through the 3-D molecular shapes that can be rotated and expanded on screen to demonstrate accurately the predicted results of experiments.

"Because of the development of powerful visualization tools in recent years, computational chemistry has undergone a key transformation," said Dr. Lauretta M. Eckman, professor of chemistry at Hope. "This year's students find it useful and intuitively appealing to see the results in a much more intuitive fashion. As they say, a picture is worth a thousand words — and they are right in this case," said Dr. William Polik.

Although these computer labs are usually used only in research, Hope will be using them as instructional tools.

This computer program should become a standard for chemists and students. Hope is one of the first four-year colleges to get one, only two or three other colleges have them.

The new Computational Chemistry Laboratory was installed this summer and has already been used by students doing research with acetaldehyde molecules.

The Macintosh Computer lab, in the Chemistry Building, houses 15 Macintosh II DX work stations which are networked from the larger master computer. This new computer system was supported through a $45,812 grant from the National Science Foundation's Instrumentation and Laboratory Improvement program and an equal amount of funding from Hope College.

Furthermore, there is still no per- son of color on the staff of Hope. Neither is there in employment a black faculty member at Hope. It is in the absence of a truly talented black college expressively emphasizes its commitment to an increase in the enrollment of minorities, the numbers, especially for some of the dif- ferent minority groups, still do not reflect this commitment.

Even though African Americans are so underrepresented the admis- sions office has no plans to hire a color of person to vigorously recruit these students. This in spite of the fact that this person would be work- ing on familiar turf having been through the same experiences as these students.

Instead, the recruitment of all minorities is undertaken by one person whose natural disposition one would assume would be to recruit more successfully those of his/her same race, region, or culture. Fur- thermore, this immense respon- sibility and task places unfair expec- tations on this person to successfully recruit all minorities.

At a time when there is a seeming rush to accept the predicament of acts of violence, motivated by racist sentiments across the U.S., it be- comes important that African American students have access to others in office familiar with their struggle and experiences in order to offer them comfort, solace and guidance.

It is thus gravely troubling that the college is devoid of any black staff or faculty members. This in- advertently contributes to the frustra- tions many students of color ex- perience on campus.

Nurtured, groomed and guided by our natural parents since birth it is a struggle opening up to others and expecting them to fully under- stand experiences that they have not experienced themselves. This dis- crepancy forces students of color to live compromised and attenuated lives ultimately as a result.

The college as a Christian insti- tution should be striving to rectify these discrepancies. It should be vigorously moving towards making Hope a more diversified institution, one representative of most cultures. These changes should be influenced by a deep desire to foster a spirit of racial harmony, a spirit of racial unity, a spirit of oneness rooted in a common thread of Christian broth- erhood.

From the viewpoint of the student, it is thus depressingly troubling that African American students still do not experience the spirit of equal treatment and understanding that could be used in the Chinese space program. Chinese officials denied the charges, and promised that actions would be taken in response.

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by Amy Seibert
features editor

"Have you heard the one about the two students who went to Calvii?" asked Scott Sawicki ('95) as he introduced a skit. "They thought there was no Hope."

From the very beginning of Orientation weekend, the main goal of this year's Orientation Assistants (OAs) was to get first year students and their parents to loosen up, relax and laugh. No matter how corny the joke was.

Sawicki was one of the upper-class students involved in a skit called "H.O.P.E.," which was presented to parents of new students. It was a humorous look at various situations that parents may come across over the next year with their own son or daughter. From roommate differences to homesickness to declaring a major, many worries in the minds of moms and dads were put to rest through this skit.

Those questions which were not answered had an opportunity to be discussed during a student-led question and answer panel directly afterward. Even during this unrehearsed session, the students inspired a few rounds of laughter, putting parents at ease.

"H.O.P.E." was very successful last year, so this year they also wanted to do something for students that was humorous and lighthearted to get them to relax and enjoy themselves," explained Kristen Dougal ('96), an Assistant Director (AD). From that idea came "Orange and Blue For You," a new skit created to portray some feelings and events which students might encounter during their first year. It was intended to be an unbiased look at Hope student life.

"We purposely left out some aspects, the Greek system," Douglass said. "I wanted to make [the new students] feel at home, and do fun things with them so they don't have to be concerned with the social aspect of school. Then they'll hopefully be confident enough to concentrate on other more important things. An OA needs to be someone that a new student can count on and trust," said Christine Osborn ('96).

She feels that she can anticipate a majority of the questions and concerns that new students will have because it was only a year ago that she was going through the same things that the class of '97 is now experiencing.

Orientation weekend was designed to raise the awareness of the students' and parents' level of comfort about making the transition from high school to college. Anne Bakker-Geras, Director of Student Activities, and Orientation Directors Sheila Hendrick ('94) and Kendra Grate ('94) made sure to cover every angle in planning the itinerary. From Academics to Greeks, art of "bull spelling," but also to put the program together and train the OAs.

Spelling your name is no easy task.

Richard Frost, Dean of Students, stresses that OAs are meant to provide a sense of belonging, a friendly face, encouragement, support and the sense that things will work out if one gives Hope a chance. "They're willing to do all of that and more because they had good experiences with their OAs and they want to give those same good experiences to others," he said.

"We try to be a friend, make [the new students] feel at home, and do fun things with them so they don't have to be concerned with the social aspect of school. Then they'll hopefully be confident enough to concentrate on other more important things. An OA needs to be someone that a new student can count on and trust," said Christine Osborn ('96). She feels that she can anticipate a majority of the questions and concerns that new students will have because it was only a year ago that she was going through the same things that the class of '97 is now experiencing.

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The focus of the sessions was to teach methods to help new students feel comfortable in a foreign environment. Small group meetings functioned much like the new student groups, OAs learned icebreakers, name games and met other OAs. Like the new students, they colored group pennants, created team cheers and participated in skits.

Many OAs, new students themselves a year ago, remember only too well the intimidating feelings of leaving home and family. They know firsthand the experience can be downright traumatizing.

"I was probably the most scared of everybody," recalled one OA. "When I stood in line for my id, my knees were shaking. When I first met my roommate I had to look down. I could barely stand up because I was so upset. I want to help new students get acquainted with their surroundings as my OAs did for me.

Dispelling myths greatly alleviates fear of the unknown. OAs are assured their new students that no professor will force you to read four books in one night. Greeks don't keep their pledges in oil; messy roommates will pick up their dirty laundry if you ask nicely.

"You are a resource for them and a role model," counseled Bakker-Geras. "Be a friend to them and listen."

But being a good listener is awfully uncomfortable when none's talking. OD Kristen Dougal addressed her OAs to wait out a full in conversation. She stressed that given the opportunity, eventually they will take the lead.

To be a leader takes more than just knowing what to do, it takes motivating others," Grade said.

To do that involves taking some risks. Many OAs said they had a bit of a hassle to "get the group going" and let the new students know it is okay to let loose.

"Getting things started is the biggest challenge," said OD Angie Sney. "You definitely have to be a cheerleader. You have to get their mind off the negative and get them to relax and not be so apprehensive."

"It is a great learning experience for me," OD Kathy Domanski said. "We learned about responsibility and acceptance. It's a good opportunity to role model."
An explanation from the editor...

As the editor, I'd like to welcome all returning and first-year students to another year at Hope College and another year of *The Anchor*. I'm sure the year will be filled with great cultural and campus events, interesting people and captivating sights, as well as the less choiry thoughts of campus crimes and semester-end crunches. As a part of publication, it is my duty to bring you complete coverage of all things and more.

Following the tradition of past editors, I'd like to write a few words about what I see as the purpose and responsibility of *The Anchor*. *The Anchor* is many things to many people. For some, it may be the source for information about what’s going on around campus. For others, it may be nothing more than a source for killing time while eating at Phelps. My wish is that *The Anchor* provides some useful purpose in the lives of it’s readers, no matter how big or small. A college newspaper here to give you more than a summary of what’s going on around campus. We are here to ask the questions you want to ask, but don’t. We are here to present the facts to you and, let you draw your own conclusions about any aspect of this community. “Is this something the community wants or needs to know?” “Am I making this decision for me and the paper, or for you?” We only want very much for this to be a paper that serves its readers with useful and entertaining information that keeps you truly interested. We are open to hearing any suggestions or complaints you may have about *The Anchor*. We’re also very open to talking about the things you LIKE about *The Anchor*. I’m not saying that we’re going to make every change you suggest, but there might be things you notice that escape our attention or that we’re just not aware of.

The only way any changes are going to be made is if someone lets us know there’s a problem. Complain to the editor are encouraged to challenge us to think beyond the parameters of our textbooks, to look at things in ways we’ve never looked at them before. We should take full advantage of this opportunity.

Professors as well should feel it as their responsibility to stimulate independent thinking in our students. They should encourage students to challenge their authority and question why things are taught the way they are. As students, we are not empty canisters waiting to be filled with whatever substance our professors choose to pour down our throats. We have the capability to sort through what is told us and accept or reject concepts we think about what’s being presented to us. It is our instructors.

If you’re taking a class, whether it’s a core class or major called a diploma which tells us we are scholars. It is our responsibility to the editor are encouraged to take an active part in our own learning process instead of being led along the way blindfolded.

A note from Student Congress:

To the Student Body of Hope College:

(Editors note: The following is a letter written by the Student Congress Cabinet members and submitted for publication in *The Anchor.*)

The Student Congress Cabinet would like to extend a warm welcome to the freshman and first-year students in general here at Hope. We welcome you all to the 1993-94 academic year. Congratulations on deciding to join or rejoin the Hope College family.

The cabinet is working hard to retain all of the excitement perpetuated by the cabinet elections in the spring of 1993 which has allowed three new cabinet members to serve this year.

Our responsibility to the Student Body is to represent your needs and desires and take your ideas and transform them into action that will produce first-rate proposals which will in turn improve the quality of Hope College life in every aspect.

We all have our challenges here at Hope, with the Congress cabinet having prepared to accept the title of "scholar" by taking an active part in our own learning process instead of being led along the way blindfolded.

The cabinet hopes that you will join us this year and we encourage people from political and non-political backgrounds as well as student and others from all returning and first year students to come in early on such short notice to help put out this first issue. Let's hope the enthusiasm takes us through the whole school year.

Heather Munday
friend may make you feel better, but they probably don't have the ability to make any real changes on your behalf. We do. So, please drop a line and let us know what you think. We value the opinions of our readers.

We at *The Anchor* are very excited about this year and look forward to bringing you weekly doses of news and information about the campus you call home seven months of the year.

I'd like to take a moment to thank all the members who were able to come in early on such short notice to help put out this first issue. Let's hope the enthusiasm takes us through the whole school year. We value the opinions of our readers.

Eric K. Foster, President
Sincerely,

Editorial

Why ask why?

Why ask why? While we have all heard this Bud Dry slogan a million times, not many of us have ever tried to answer the question.

Dr. Voskuil, in his convocation address Sunday, encouraged us to ask why "because the question drives us to issues of ultimate concern, ultimate meaning," because it's our nature as humans to be curious and search for meaning. This being the first week back to school, it seems an opportune time to examine how this natural quest for meaning is nurtured in the classroom.

Besides preparing us for our intended careers, higher education should challenge us to think beyond the parameters of our textbooks, to look at things in ways we've never looked at them before. We should take full advantage of this opportunity.

Professors as well should feel it as their responsibility to stimulate independent thinking in our students. They should encourage students to challenge their authority and question why things are taught the way they are. As students, we are not empty canisters waiting to be filled with whatever substance our professors choose to pour down our throats. We have the capability to sort through what is told us and accept or reject concepts we think about what's being presented to us. It is our instructors.

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The walk to Phelps for meals is always full of great things—the trees, the sunshine, the squirrels and now a lovely new piece of art work by Dutch artist Cyril Lixenberg.

Cyril Lixenberg's untitled sculpture brightens the wall outside of Phelps. Lixenberg is known for expressing himself in two and three dimensional geometrical forms and playing games with forms, counterforms, circles, triangles, and squares. The sculpture outside of Phelps is no exception to these attributes of Lixenberg's work.

"I did a series a large series of these kind of pieces," said Lixenberg, "they are all experiments with octagonal circles in two and three dimensions."

Lixenberg also explained that the sculptures are made entirely of steel. "They wear extremely well. They will more than likely be the same kind of laughs that one may expect with octagonal circles in two and three dimensions." Lixenberg is known for expressing himself in two and three dimensional geometrical forms and playing games with forms, counterforms, circles, triangles, and squares. The sculpture outside of Phelps is no exception to these attributes of Lixenberg's work.

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It was the brightest spot in the whole room. It was a fluorescent light in the midst of rusty bunk beds and last years saw dust. But this is the good stuff, I thought. Really. It was the one and only Good Stuff Box, that crazy, easy box of we come back togethers given to students after their arrival. I think it's a pretty good thing, the Good Stuff Box. It's a good idea to give people a little something to try, and a little something to compensate for all of the stuff that they may have overlooked in the midst of packing and preparing for school.

The more I think about the Good Stuff Box, the more I wish that somebody had gotten me a Good Stuff List. You know, like a list of good things to know, and to do, and to try during the school year. I did learn most of this stuff on my own before the year was out, but I probably could have saved a lot of time and effort had somebody given me a list of important, yet easy to forget things. Something along the lines of:

"The Good Stuff Box: A Few Good Things to Do"

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"The Good Stuff Box: A Few Good Things to Do"
From the Cheap Seats
Steve Shilling

Speed!
"Speed, you're a wonderful driver." - Trixie

It's Monday, which means only one of two things. It's time to check out your fantasy football players, or it's deadline day.

Today, it's the latter. Yet, I have nothing to write about and only one thing to look forward to: a mouth-pulling. Which is about as fun as getting nailed by Ronnie Left on a crossing route over the middle.

So I'm in the chair, a deck model, probably a '91. The fun is only beginning as the Doc shoots me up with Novocain, making the left side of my face feel like that of one Rocket J. Squirrel. "I'm gonna give you a little gas to help you relax a little." For a split second I thought that I was gonna get a wave from fast ball out over the plate so I could deposit it in the left field bleachers, but I've been here before so I know it's time to play fighter pilot or some such game.

"Yeah, this is the life," I'm thinking after a couple of minutes of that mildly sensation that the gas gives you. "time to break on through to the other side." And I'm gone. Off into a little world of make-believe. There is only one of two things. It's either as gelling nailed by Ronnie Left on a crossing route over the middle. Which is about as fun as getting nailed by Ronnie Left on a crossing route over the middle. Or it's

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