1981


Hope College

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Campus Awaits 120th Freshman Class

The president of one of America's leading universities and two businesswomen who have distinguished themselves in their fields will be honored at the fall convocation opening the 1981-82 academic year at Hope College.

Father Theodore Hesburgh, president of the University of Notre Dame since 1952, will deliver a convocation keynote address which will be held Tuesday, Sept. 1 at 7:30 p.m. in Dimnent Memorial Chapel.

The Board of Trustees will confer an honorary Doctor of Humane Letters upon Father Hesburgh and honorary Doctor of Letters degrees upon Peter C. Cook, President of Transnational Motors, Inc. of Grand Rapids; Mich. and John E. Donnelly, Chairman of the Board of Donnelly Motors, Inc. of Holland, Mich.

The College's 120th year will begin Saturday, Aug. 29 with the arrival of freshmen and other new students for orientation.

Father Hesburgh, who is retiring next year as president of Notre Dame, is universally acknowledged as a leading spokesman for private higher education. Tradition is at the heart of public service in controversial arenas from civil rights to the Cambodian crisis, from amnesty to immigration.

Mr. Cook has contributed much to the business, educational and cultural life of Western Michigan, as well as to the work of the Reformed Church in America. He has been a member of the Hope College Board of Trustees since 1974 and among other directorships has served on the board of Butterworth Hospital in Grand Rapids.

In 1974 he and his wife Emajean established an endowed chair at Hope which is awarded to a professor who has an established record of excellence in the Christian scholar. The new research center at Western Theological Seminary in Holland has been named in honor of Mr. and Mrs. Cook.

Mr. Donnelly is internationally recognized for his advocacy of participatory management. He is a highly sought-after speaker on productivity and is a leader in the civic community as well as a business leader, serving as chairman of the board of Aquinas College in Grand Rapids.

Campus facilities will be filled to their capacity during the opening year. The freshman class is expected to number over 600 men and women, and total enrollment is expected to reach 2,464 over 600 men and women. All new students will join for a freshman picnic Saturday night at 7 p.m. in the Dimnent Memorial Chapel.

A new student will participate in three orientations beginning Aug. 29. Formal activities begin with an introductory session for parents at 2 p.m. in Phillips Hall while all new students will gather in Dimnent Memorial Chapel at 3 p.m. There will be a family picnic Saturday night in the Glendale Park area.

Alumni Annual Fund Reaches Goal Again

The Hope College alumni annual fund has surpassed its goal for the sixth consecutive year.

The 1981-82 campaign was the most successful ever as a record 5,163 alumni contributed a record $452,957, according to national chairman John Versteeg, '65 of Kalamazoo, Mich. The campaign goal was $450,000.

Participation by 40 percent of the College's alumni was almost twice the national average of 22 percent for private coeducational colleges.
Trustees Reflect on Their Goals for Hope

Three individuals recently were named to the Hope Board of Trustees, announces Victor W. Eimerle, chairman. The Rev. W. Lee Proctor, director of campus ministry; Dr. Albert J. Nykerk, chairman of the Department of History; and Terry L. Nagelvoort of Wyckoff, Minn., have been elected to two-year terms on the Board of Trustees.

They were named to the Board to help focus on the future and to deal with a variety of issues. They will serve with other Board members as we try to deal with the current problems and shape the future of the College.

We are excited about the College's future. We recognize the importance of making the college years as meaningful and enjoyable as possible. We believe in higher education conducted in an atmosphere which promotes Christian values. Since for most college students this is the first time they are on their own, it is important that they be in a setting which includes people with similar values.

W. Lee Proctor, M.D.
Class of 1963
Chairman of the Board

Terry L. Nagelvoort
Class of 1980

Dr. Albert J. Nykerk
Class of 1963

W. Lee Proctor, M.D.
Class of 1963
Chairman of the Board

Terry L. Nagelvoort
Class of 1980

Dr. Albert J. Nykerk
Class of 1963

Wondering About Hope?

This column is intended to provide a vehicle by which your questions are answered. The column follows the familiar newspaper "action line" format—you are required to provide your name and address when you send in a question, but this personal information will not be printed. The editor reserves the right to select and edit questions for publication. Although all the questions we receive may not be published, you will receive an answer by return of your queries.

Your questions about Hope should be sent to Wondering About Hope, Office of Information Services, Hope College, Holland, Mich. 49423. Remember, your name and address must be included.

Q. Recently I came across this "Hope College Song," also titled "College," in a box of mementos. Do you have any information on it and can you provide a translation of the Latin words?

A. The words of the song were written by the Rev. Horace E. Cocker, who was a professor at Hope in the late 1930s and early 1940s. Apparently the song is the one sung at the College's quarterly celebration in June, 1938, in honor of the University of Michigan, Lawrence University, and the University of Iowa. It was written by Professor Horace E. Cocker and is credited to him. The melody, which apparently was adapted from an old German song, was composed by Professor Albert S. Albert, assistant professor of classics and history, to translate the Latin words. He provided the following:

1. College, college, now we praise thee' with living voices joined, with the praises of all.

2. With love and honors we salute thee, with love and honors we salute thee.

3. College, college, wreathe upon your sons (or children, the Latin allows either)

Test our works
Illumine us always with hope.
We must agree, with Bell's ringing,
"U. S. A.," bells on, let liberty ring.

P. S. A. Wilson, "Missouri Wheel," writes that he cannot find enough words to express his appreciation of all the efforts by the College faculty and staff in making this year's program so successful. He is looking forward to the next year's program with great anticipation.

Second postpaid at Holland, Michigan 49423 and additional offices of entry. Permiss...

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Small Town Schools

A 'Community' Education

by Larry Helder '82

Tucked away in the southeastern corner of Antrim County, 60 miles northeast of Traverse City, are two small towns—Alba and Mancelona. When they’re not working, the residents of this Chain-of-Lakes region can spend their time hiking through the Jordan Valley Wilderness Area, fishing in the 70 odd-cover lakes, more hunting in the spring, golfing at the nearby resorts of Elk Rapids and Schuss Mountain, or participating in local events that involve the community and the schools.

Every May for the past seven years, Dr. Carl Schackow and a group of Hope students have loaded their cars with supplies, and their minds with high expectations, for the journey northward. As potential teachers, these Hope students have signed on for the three-week May term entitled "Rural Education."

"The reason I started the program," stated Dr. Schackow, "was because I had students come into my office and say, 'I've got an interview in a little town called Gopher's Eyebrow, Indiana or Mustang, South Minnesota.' I'd say, 'Hey, that sounds really good—do you know anything about small towns? They'd say, 'No, nothing, I've lived in Bloomfield Hills all my life.' So, I thought it might be good to let students see what a small town is like. That was the essence, the impetus, behind the start of the Rural Education program."

Dr. Schackow chose the two school districts of Alba and Mancelona not only because they were in a rural setting, but also because the two schools seemed "cued in" to accepting college students in the classrooms.

With a missionary zeal and a desire to serve, Hope students "releive" the Mancelona and Alba teachers by providing classroom assistance for the last three weeks of the school year. The students also work with athletic teams, go on field trips with their classes, and attend local churches. Are their efforts appreciated? Ask Mr. John Ficktner, the principal of Mancelona's modern elementary school.

This year I had twice as many requests for Hope students than there were students to fill the requests. On the first day of the school year, I had teachers come up to me and say, 'Don't forget, I didn't have a Hope student last year—how was your summer, John?'

Teachers in both school systems described the program as "super," "terrific," "a real lift at the end of the year." Their excitement was rubbed off on me," said the Mancelona teacher Ms. Daryl Allison Gamble. "My response is to give them the best experience I can, it works both ways."

"Mrs. Jan Korn, another Mancelona elementary teacher added. "I gave Carl a lot of credit for the quality of student teachers he brings to us. They're really a sincere group of workers."

Besides assisting in the classes and involving themselves in community activities, the Hope student teachers are given a chance to discuss their classroom experiences with one another. Crowding themselves into one of the cafes where they stay in the south shore of Lake Michigan, nine miles south of Mancelona, they talk about their feelings and insights concerning teaching, students, and life in a small town.

"You have to realize," Hope student Tim Arnold told the group, "that you are higher education. Students in a small town probably won't continue their education beyond high school. Whatever you teach them is all the education they'll get."

"You really have to give and become involved in the children's lives," stated Jill Dame. The teacher I've assisted (Barbara Baird runs the Special Education class in Alba High School) really relates to the kids. She makes clothes for them; the kids go to her house after school for milk and cookies; she goes to two different church, her own and Alba's, so she can see the kids on Sunday. She's a teacher, friend, and mother to 15 children."

"The school is the hub of a small community," said George Harper. "Everybody in town shows up for the school's athletic events. A lot of other community programs usually take place in the school as well."

Alba and Mancelona are not one room school houses filled with barefooted children, balancing scales on their knees.阿拉 "Little House on the Prairie." Nor are these schools easily compared with the school systems of a large city like Chicago, where the people and resources are very different from those found in a small town. The Alba and Mancelona schools incorporate characteristics of both the city and the one room school. Such a school system, a modern school set in a rural area, places unique demands on its teachers. These are some of the demands Hope students have noted.

Jill Dame: "You need to go beyond the classroom.

George Harper: "You do your best to open the door of the students' minds to things beyond their small community."

Pat Heenstra: "You have to be a multi-purpose person, knowing how to do a lot of different things."

Free Westervelt: "Sometimes, you have to be more creative, because you don't have the facilities or supplies of a larger school district."

Teresa Morency: "You have to be able to tolerate working with a few people over a long period of time."

"Are there any emotional relationships between a student and a teacher in a small school that you are more aware of—and you have to learn to deal with it."

The objective of Dr. Schackow's "Rural Education" program is to give the students a chance to teach in a real classroom situation; he also hopes the experience will make the student aware of other lifestyles.

"Sometimes you get caught in a particular socio-economic set," explained Dr. Schackow. "Many of the people in Alba and Mancelona have values that may not coincide with your average Hope student. A liberal arts education provides the kind of broadening experience that I hope is apparent in this program; as the students are exposed to the values and attitudes of a small community, they learn to confirm their own values and at the same time be more accepting of others."

"Has the program been a success?" For all those directly concerned—the Hope students, the schools, and the children—the answer is a positive, "Yes!" As Mike Murch, Mancelona's superintendent for the last eight years, noted, "The program has been good for us. And I guess it's been good for Hope too, because Carl keeps coming back every year."

Hope student Free Westervelt and her charges
What's Happening at Hope?

Advances in Organic Synthesis
Tuesday, October 27
An all-day symposium open to chemists.
For further information contact Prof. Donald Williams (616)392-5111, ext. 3233.

Arts and Humanities Fair
Friday, October 29
Thirty-one workshops on a rich variety of topics in both the arts and humanities for high school students and teachers. Through first-hand experience participants will come to know and appreciate the nature and the challenge of college work in the Fine and Performing Arts and in the Humanities.
For further information contact Prof. Sandra DeHan (616)392-5111, ext. 3255 or Dean Jack Nyenhuis (616)392-5111, ext. 2180.

Chemistry Department Seminars
Every Friday Afternoon
If you would like to be put on the chemistry department's weekly mailing list write Hope College Chemistry Department, Peale Center, Holland, MI 49423.

Critical Issues Symposium
March 3-4
Theme of the 3rd annual symposium will be Relationships in Transition: The Future of Marriage and the Family.
Energy depletion has been a "critical issue" for the last decade. However, with the apparent changes in the family, one wonders if we are running out of families as quickly as we are running out of oil. Among the keynote speakers during the symposium will be noted authors Leba and John Samson. Watch future issues of News from Hope College for further information.

Curriculum Development for Gifted
Thursday, April 29
A sequel to the conference held October 19. Again led by Nancy Johnson. It will deal specifically with curriculum development for gifted children. Designed for teachers and administrators. For further information contact Prof. Nancy Miller (616)392-5111, ext. 3303.

Eastern Bus Trips
March 2-6 and March 30 to April 3
Each year Hope sponsors bus trips for students from the East Coast who are interested in visiting the campus. The first trip scheduled March 2-6 will leave Wyckoff, N.J., and travel south through New Jersey and Pennsylvania en route to Holland. The second trip scheduled March 30 to April 3 will leave Albany, N.Y. and travel west through New York state en route to Holland. Cost for these trips will be between $85-$100 which includes transportation, housing and meals.
For further information contact Dr. Nancy Miller, (616)392-5111, ext. 3303.

Great Performance Series
Five concerts throughout the 1981-82 school year co-sponsored by the Holland Concert Association and the Hope College Cultural Affairs Committee.
October 20-Polish Chamber Orchestra
November 14-Venezuelan Symphony Orchestra

January 21-22 — Peter Arnold, Classical Marionettes
April 17 — The Scholars, vocal ensemble of London
A fifth event is to be announced.
Season tickets available. For further information contact Mrs. Lillian K. Keating, 1185 Asdmore St., Holland, MI 49423.

Junior Day
Friday, April 24
A special day geared toward the high school sophomore or junior who is just beginning the college search process. Parents are encouraged to attend, too.
Contact Office of Admissions for further information. (616)392-5111, ext. 2400.

Lampen Mathematics Contest
Held in October
The 9th annual Albert E. Lampen Mathematics contest lets high school students test their math skills against problems written by the Hope math faculty. There is a simultaneous workshop for high school math teachers. Participants are guests of Hope College at an afternoon football game.
Contact Hope College Mathematics Department for details on this annual event. (616)392-5111, ext. 3001.

Michigan Junior Classical League
Saturday, November 14
Workshops, seminars and activities for high school students and teachers with an interest in the classics.
For further information contact Prof. Ruth W. Todd (616)392-5111, ext. 3251.

Model United Nations
Friday, March 12
The 16th annual Model United Nations is expected to involve over 500 high school students from Michigan and Indiana high schools. The UN is designed to give high school students the opportunity to take on the roles of professional diplomats with the goal of achieving a particular country's national objectives while at the same time fostering a desired international consensus.
For further information contact the Political Science Department (616)392-5111, ext. 3040.

Motivating the Gifted Child
Monday, October 19
A fall day workshop led by Nancy Johnson, consultant for Good Apple, Inc. and widely recognized as a dynamic, creative motivator of classroom teachers. She will share her insights about educating the gifted and offer suggestions for motivating children of high ability. Intended for teachers, grades K-8, administrators and parents...anyone who wishes to help children move beyond the basics.
For further information contact Prof. Nancy Miller or Prof. Susan Mooy, (616)392-5111, ext. 3000.

Run-Bike-Swim
Saturday, Oct. 10
The fourth annual Run-Bike-Swim, an event designed to appeal to the competitor as well as the recreationalist, will be held in conjunction with Homecoming. Last year more than 500 people participated in the events that ranged from 10,000 meter run to the 400 meter swim. Then there is the triathlon for those who enter the run, bike and swim events.
For further information write Prof. Glenn Van Wieren, Dow Center, Hope College, Holland, MI 49423.

Visitation Days
October 23, November 13, December 4, January 15, February 12, March 5, April 16
This year's campus tours for prospective Hope College students (transfers, high school juniors or seniors) who are interested in attending for the fall of 1982. Students and their parents are invited to spend a day on campus and a chance to talk with Hope College representatives. For further information contact Prof. Nancy Miller (616)392-5111, ext. 3001.

Young Authors' Conference
Thursday, April 15
A conference in which children, grades K-6, share books they have written under the direction of their teachers. The conference is designed to encourage teachers to have children write, to motivate children to write and to demonstrate to children that others write and are interested in what they write. At the conference children participate in a variety of creative imaginative activities. Featured resource person will be author Margz Frank whose most recent book is entitled "If You're Trying to Teach Kids How to Write, You Gotta Have This Book." An afternoon writing workshop for elementary teachers will be led by Marge Frank.
For further information contact Prof. Nancy Miller (616)392-5111, ext. 3003.

Youth Days
Football Youth Day — October 24
Basketball Youth Day — February 6
Youth groups of the Reformed Church are invited to attend. These events are designed more as an activity and do not focus on college enrollment as Visitation Days do. Advance registration is required. Contact Office of Admissions for details.
College Choice: Finding the Right Match

by James R. Bekkering

"How do I decide which college to attend?"

This is a question raised by most college-bound young people about to enter the eleventh and twelfth grades. When advising prospective students on that issue, I encourage them to look earnestly for a good "match" or "fit" as they investigate colleges. This requires that they analyze their own interests and abilities in relation to at least four dimensions associated with college life: 1) academic climate and facilities; 2) social climate; 3) religious climate; 4) the type of community in which the college is located. I wish to address them individually.

Academic Climate

There are two related questions of particular importance inquiring students should address as they seek a college. First, does the college offer top quality opportunity for intensive study and career preparation in the area(s) of interest held by the student? Second, is there more significant because more students fall into this category, will the academic program accommodate students who are unsure concerning academic and career interest and wish to do some exploring? In regard to these questions, it is probable for high school students to seriously consider with the professors the total scope of the academic experiences desired, a narrower technical training or broader educational experience desired, and the college under consideration offer that dimension?

Breadth and depth of the curriculum is another important issue. Although high school students normally are not prepared to critically analyze curricular offerings, they can make some good comparisons by checking course offerings in college catalogs. Another good investigative technique is to inquire of faculty regarding the breadth of specialization offered by various departments and the opportunities for in-depth study, should a particular department be selected for an academic major. Closely tied to this issue are the likelihood of personal interaction with professors and size of classes, dimensions of academic life which vary widely among colleges and universities. High school students should consider carefully their own preferences as they learn about classroom environment and opportunities for in and out of class contacts with professors at the college they are investigating.

Unquestionably, teaching talent, subject matter expertise, and personal values of professors are dominant in determining the quality of the teaching-learning process, where serious students are concerned. Yet, great teachers teach best when they and their students work together in facilities which optimally support that important venture. Facilities of all sorts, from dining halls to recreation facilities to science labs, directly or indirectly affect the learning climate on campus. They deserve close inspection by prospective students and their parents.

Social Climate

This is a personal area, one with much room for individual differences. The best advice one can give regarding what to look for in social climate is, "Know thyself." The social atmosphere of a college is of great importance to some college students; too often it is of no importance at all. Not all colleges emphasize the same social functions. Some young people wish to attend a college where other students have similar desires and attitudes regarding this dimension, others prefer to join a campus community where most people hold a different perspective than their own.

Regardless of one's personal orientation, however, a good perspective can be gained by seeking answers to the following questions:

What are the social climate and facilities? Are there fraternity and sorority involvement? Are there opportunities for extracurricular activities? Are there athletic teams, social clubs, and sororities? Do students have a choice of residence? What is the ratio of students to professors? Are there a variety of cultural activities such as theater, music, and dance? Are there opportunities for students to participate in community service activities? What is the quality of the campus life? Is the campus safe at night? Are there opportunities for students to participate in community service activities? What is the quality of the campus life? Is the campus safe at night? Are there opportunities for students to participate in community service activities?

Religious Climate

In looking for that good fit or match, this aspect of campus life also carries more significance for some students than for others. The range of religious climate on college campuses varies, as well. On some campuses a Christian student would feel comfortable and at home, whereas on others, students will not even be considered for admission unless they publicly profess their commitment to the Christian faith. To gain insight in this area, the college board and Christian student may want to pose the following questions: As a Christian student would I be rejected, tolerated, or warmly accepted by students and staff? Why? What formal and informal Christian activities are available to students? Are there religious requirements on campus? Is there a Christian dimension to the college that will help prepare me to effectively interact and contribute to the secular world I will enter upon graduation? In what ways will my own spiritual growth be challenged?

Some previously church-related colleges have concluded that a liberal education is not compatible with the Christian perspective and have dropped the latter in favor of the former. Public colleges and universities, by the nature of their support, are restricted concerning the religious views they can endorse. Then there are colleges such as Hope that believe the only truly meaningful liberal arts education is grounded in and influenced by the historic Christian faith. Prospective college students should determine if they have strong preferences regarding any aspect of college social climate and then examine the college they are considering with those preferences in mind. A compatible match between student and college on this dimension is more significant for those persons with strong preferences, but is certainly worthy of consideration by all students in the decision making process.

College Town

The importance of the community in which a college is located typically is not felt until the students enroll and live there for a time. However, most students do select a college with the goal of spending at least four years there, during which time they will interact with the town's permanent residents and college public and private services. This prospect legitimately calls for some investigation of the nature of that community by inquiring students and their parents.

Conclusion

Each of the four dimensions I've addressed is important in its own right. However, it is only when they become integrated (particularly the last three) that a college becomes truly distinctive and its overall mission becomes evident. Students should look for the quality experiences they can expect to encounter as a result of this integration, as well as to the contributions they can make to the continuing development of that campus community. Much insight can be gained by talking with college representatives, reading the catalog and other publications, and, if possible, consulting with alumni who live nearby. The greatest benefit of this process is gained by visiting the campus for the purpose of meeting students and staff, and seeing firsthand the facilities available for student use. The goal in this whole process, for both students and the college, should be to develop an image of the institution for prospective students which will be consistent with their actual experiences once enrolled.
Corporate Learning Experience

At first glance, it appeared to be a pack of strips if there ever was one. Musicians, scientists, teachers of German, psychologists, a librarian, a political scientist, and a college librarian all joined together to compete in the tooth-and-claw cat food industry.

Next in the annual competition are short. The cat food businesses were run strictly as management simulations in an attempt to enable a dozen Hope College professors, representing a wide variety of business disciplines, to better understand business (see adjoining story).

The cat food business simulations were part of a unique workshop workshop offered this summer by the department of economics and business administration.

"Business is conducted through human organizations, by which I mean as a very nature, are multi-disciplinary," said Barrett Richardson, program leader and chairman of the department of economics and business administration.

"Whether we be scientists, humanists or social scientists, we can find much to learn and something to contribute to this multi-faced activity called business."

This summer's two-week workshop entitled "The American Corporation and Liberal Learning," was the first program funded by a grant from the Sheldon Calson Davis Foundation of New York City. The proposal for the overall program, "Recognize What Can Business," was developed by Richardson and Sheldon Wettsack, dean for the natural and social sciences.

In addition to running their simulated cat food businesses, this year's 12 participants met weekday mornings for two weeks to discuss their readings (Harvard Business Review and Fortune magazine were major sources), and visit local industries, including Herman Miller, Inc., Haworth, Inc., Squint, Inc., Donnelly Motors, Inc. and the General Electric Company.

In class, workshop participants dealt with questions like: "Are American business managers really 'myopic'?" "What lessons can we learn from Japan?" "What is a quality product, a quality service?" "Government regulation—how effective is it? How do we avoidlosers learn from failures, and vice versa?"

The factory visits expanded on these other topics, allowing the professors to bear and see management and workers in action.

Two examples of interest were Haworth, Inc.'s "Quality Circle" program, developed by former Hope associate professor of German, Alan Bedell, and the simulated "Board of Directors Meeting" that was given to the workshop members at Squint-Pak, Inc. by James F. Brooks, chairman, president and chief executive officer of the company.

The second phase of Dr. Richardson's program will take place during the academic year, 1981-82. Tony Muidenman, assistant professor of business administration, will lead a group of students and faculty to such places as U.S. Steel, (Burrn Harbor), Ford Motor Co. (Dearborn), and the Chicago Mercantile and commodity markets. Also during the 1981-82 academic year, economists will be invited to Hope's campus to further develop student and faculty interest in business.

The last part of the program (summer '82) will provide grants research on a competitive basis to the Hope professors who have participated in the first part of the workshop. Some of the professors have already come forward with ideas for research.

"I want to deal with theories of management," said Dr. Arthur Jonte (professor of philosophy), "to study their operation, how rational are games, and the context out of which these issues are solved.""I think I'd like to get into the area of looking at a new definition of regulatory agencies," commented Carol Guth, Grasso, associate professor of library science. "I'd like to look at the relationship between businesses and regulatory agencies within the context of the industry like Squint-Pak, and how Michigan's returnable container legislation has affected them.

The clear implication is that the business and academy have something to offer each other. Out there in the 'real' world businessmen and women are grappling with the issues which directly affect people's livelihoods and the health of the American economy; communication, intelligence, and a little 'horse sense' are important tools among the workers of a company, and competitively within the market at large.

"Just sitting in a board meeting at Squint-Pak, Inc. is stimulating. From the perspective of the academic world, my feeling is you would gain a sense of reality...I think you would find it enjoyable to contribute to the business world."

"I know of brokers' insights are clearly apparent in the professors who participated in the workshop.

"We're always dealing with people," pointed out Prof. Roger Rohrbach, professor of music. "I'm not sure I can explain all I've learned in the program directly to music. But concerning listening skills and getting people to realize there are problems we face in the classroom, and what business faces too.

"I became involved in the workshop," stated Dr. Jonte, "because it struck me as a natural interest, the fact that I offer a senior seminar in business ethics. I don't like the kind of 'moral ladder' approach. We're dealing with abstraction—it's not reality."

"The relationship between business and academia is a little-complicated region of communication," Dr. Barrett Richardson has tackled this region and is elated with the results. "In over 20 years of my involvement in higher education, this is one of the best meetings I've ever had—if for no other reason than that everyone read the material!"

Management

Purr-principles
(or as the fur flies)

Scene: From Hope's rowing reporter, Larry Holder, in a back alley in the city, ignoring the truth concerning new cat food manufacturers What follows is an interview with Morris the Cat—

the noble representative and embodiment of cats.

Reporter: "Morris, I see you're eating Cat's food."

Morris (yawning): "It's a long story, chump. I may have something to do with my nectar for libraries, but I spent there are other reasons too."

Reporter: "Yes?"

Morris: "Well you see. I have a really bad-back personality. I'm feeding, but it's a bit until the wee hours of the morning, go out on the
town with Long, answer any Saturday nights."

Reporter: "Of course, but what does all this have to do with the computer-stimulated cat food businesses the professors have spent so much time on?"

Morris: "(sentimentally) "It's getting to be just a matter of fact."

Reporter: "Are you a liberal social?"

Morris: "No, but a lot of cat, there was socialism in the workshop who tried to reduce his corporate taxes by spending on advertising at search and development. He was nationalized, I think."

Reporter: "Leading question... Did you know that Dr. Edel came last and was protege of the computer for mismanagement?"

Morris: "(gulp) Those who would be first..."

Reporter: "(still looking for a reply) "Well, why didn't you buy from any other professors?"

Morris: "(putting away the side of his mouth) "It's like this, you see. Cotter Thran, offered me a trip to the Bahamas—first I was all ears, but then I remembered. I have really, didn't go with Williams, even when he offered to take me to some white pwder with my cat food. The language people were out of the questions."

Reporter: "What about Pro. Rosberg? He was the winner of the game, and surely you hate music? You know—nothing to the savage beast and all that."

Morris: "Oh certainly! I have music. Pro. Rosberg—tell you to tell me, I was turned down for a part in the chapel choir—my tenor reputation probably preceded me. Besides, I never side with the dog in anything."

Reporter: "Do you think that Pro. Rosberg would ever look at the stock certificates of Barnes?"

Morris: "(mournfully) "The news was music to my ears. Her precisely what he deserved. Now, if you're ever one, my food is getting cold—and cat food is good for the stomach."

Reporter: "(dejectedly perceiving the noble representative) "It's a cat's life isn't it?"

Morris: "Smiling." It turns out working... Say, don't have to make you say—this stuff..."

Campus Awaits 120th Freshman Class

The college has purchased a $1.1 million Univac 1100 computer to serve the needs of the faculty, students and administration. Installation is expected to be completed by next January. It replaces a Sigma VI computer purchased in 1973.

Work is expected to begin soon on the construction of a $1.6 million student apartment complex along the south side of 16th Street. It is expected to be ready for the 1982-83 school year.

Plains are nearly complete for converting the former Slat furniture factory near the corner of 12th Street and Columbia Avenue into a new art center. The maintenance department has started moving into another portion of the building. Students will have an opportunity to test their plate as on a new food service.

The professors have spent so much time on advertising and research and development. He was nationalized, I think."

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The college has purchased a $1.1 million Univac 1100 computer to serve the needs of the faculty, students and administration. Installation is expected to be completed by next January. It replaces a Sigma VI computer purchased in 1973.

Work is expected to begin soon on the construction of a $1.6 million student apartment complex along the south side of 16th Street. It is expected to be ready for the 1982-83 school year.

Plains are nearly complete for converting the former Slat furniture factory near the corner of 12th Street and Columbia Avenue into a new art center. The maintenance department has started moving into another portion of the building. Students will have an opportunity to test their plate as on a new food service.

FATHER HEISBURGH

MR. COOK

MR. DONNELLY
**Sports Shorts**

Pete Rink ’81 is the first Hope College baseball player to earn Academic All-America honors. The pre-med major from Holland, Mich., led the MIAA in batting last spring while setting several league and Hope records as designated hitter and first baseman.

Rink was the only player from a Michigan school named to the college division honors squad which is selected by members of the College Sports Information Directors Association.

Last spring he was presented the Minor Stengg Award which is given to the Hope student-athlete with exemplary leadership in Christian campus activity while demonstrating athletic ability.

While at Hope he was a member of the College’s pre-med and biology honor societies. In addition he lettered three years in football.

He is presently attending the Michigan State University school of osteopathic medicine.

Tanya Shire has been named to the physical education faculty. Her appointment brings to three the number of fulltime female members on the physical education faculty. In addition to teaching physiology of exercise and biomechanics, Shire will coach volleyball and tennis.

She will share coaching duties with Sander DeHaan of the volleyball program.

Shire has been a member of the faculty at Hope College in New York since 1975. She coached the Hope women’s volleyball, basketball and tennis teams during her tenure there.

She received the B.S. degree from Hope College in 1975 and the master’s degree from the University of New York in 1977.

Women’s cross country will become an intercollegiate sport at Hope this fall. In addition to the 19 number of students offered sports, Hope offers the most of any Michigan Intercollegiate Athletic Association (MIAA) school.

Hope’s men’s cross country team begins its seventh year. Hope’s women’s cross country team begins its eighth year.

Men’s cross country will continue its intercollegiate sport status. In addition to the 19 number of students offered sports, Hope offers the most of any Michigan Intercollegiate Athletic Association (MIAA) school.

The Hope men’s cross country team begins its seventh year. Hope’s women’s cross country team begins its eighth year.

Sports now offered at Hope include cross country, field hockey and volleyball in the fall; basketball and swimming in the spring, and archery, softball, tennis and track in the spring.

Sports offered Hope women’s cross country, field hockey and soccer in the fall; basketball and swimming in the spring, and archery, softball, tennis and track in the spring.

Sports offered Hope men’s cross country, field hockey and soccer in the fall; basketball and swimming in the spring, and archery, softball, tennis and track in the spring.
By Eileen Beyer

"Only the educated are free." — Epictetus

They never host a parent-teacher conference. They never chaperone a school dance. They never treat as a serious offender from the school walls. They work year-round. They are paid well. Their day may or may not begin with a shakedown.

Bill Von Fauset and Dick Mozese, two middle-aged men who once taught at the Michigan Dunes Correctional Facility, are teachers in prisons today. Von Fauset is the former education director at the Michigan Dunes Correctional Facility, a state prison for young men located in a former Catholic boys' school just outside Saginaw, Mich. Von Fauset is a slightly soft-spoken, well-dressed man who once worked as a police officer in the city of Detroit. Mozese is a tall, slender man with a slight bookish look, his glasses perched on the tip of his nose. Mozese teaches reading and writing to residents in the 6th and 7th grade levels.

What makes their teaching situation most difficult is the fact that they are teaching in a prison. The educational system in a prison is different from the educational system in a school. In a prison, the curriculum is designed to meet the needs of the individual prisoner, not the needs of the general population. The teachers must be creative in their teaching methods, using a variety of techniques to help their students learn.

The real difference for me is that these men—my students—are not my friends and will never be," says Von Fauset. "They're afraid of prison officials to get close to us. And even if those restraints were absent, it would be difficult to form friendships. Many have emotional deficits. Moreover, their societal background is so different from the interaction they're expected to carry on with us. We've got our sides drawn up rather clearly, you see. We're part of that collective establishment in their eyes and they're not willing to reveal anything of their own to us as a result. They've had to create their own world, and they're afraid of getting their feet wet in the water." Mozese joined the staff the following year.

"It's really important that we force them to be creative in the application of the material. They're not going to go back to school. They're not going to college. They're not going to get a job. They're not going to do anything that they wouldn't call it creative teaching, but, at the same time, it really tests your inventiveness to get through to these fellows.

The largest majority of Von Fauset's pupils are in the 3rd and 4th grade level. Many have trouble putting words together into sentences and making sense of what they read. Occasionally, a student entre- 

New Form Of Con Artistry

For many of them, con artistry was a way of getting by in the world. Now, separated from...
The Myers Touch Turns Ideas into Print

by Deb Hall ’81

In his essay Notes on Connection, design critic Ralph Rapson observes that “making connections is the basis of poetry, invention, crime detection, and air travel.” After spending several hours talking with David Myers, it becomes evident that his life is based on a series of somewhat unusual connections.

At age 16 Myers was a budding young insurance clerk in his family’s business. He was also the youngest licensed salesman in the state of Washington. (Myers never sold a policy, but up until a few years ago, his father regularly renewed his son’s license.)

At Whitworth College, Myers was a pre-med chemistry major. He took the medical school admission test, but never mailed his med school applications. Instead, he took several psychology courses his senior year and subsequently enrolled at the University of Iowa where he earned a master’s and a doctorate in social psychology. He decided he wanted to teach, and to that end, arrived at Hope College in 1967.

To make a long story short, the insurance clerk, pre-med student, social psychologist, and teacher is now also a writer. And there’s no hesitation in the quick voice that states, “I’ve enjoyed writing as much as anything else in my career.”

During the last five years, Myers has authored two books, The Human Puzzle: Psychological Research and Christian Belief (1978), which will soon appear in a Chinese edition, and The Inflated Self: Human Illusions and the Biblical Call to Hope (1980), which earlier this month appeared in a paperback edition. For the last two years, most of Myers’ energy has been channeled into writing a social psychology textbook for McGraw-Hill, scheduled for production this fall.

Articles based on material from his books and other sources have been published in Psychology Today, Saturday Review, Christian Century, Christianity Today, Science Digest, American Scientist and Today’s Education.

Deb Hall was a News from Hope College writing assistant during her student days and is now employed as a writer at Herman Miller, Inc. of Zeeland, Mich.

It might seem that Myers’ career began by accident. In fact, it was a matter of making the right connections, or being in the right place at the right time. Because of his research on group influence, for which he won the Gordon Allport Intergroup Relations Prize, and about which he has lectured at Yale, Harvard and elsewhere, he was invited to do a series of lectures as part of a faculty development program for eight church-related colleges. As Myers explained it, anyone who is given a challenge like this along with a bundle of money and a year and a half to write the lectures will find a way to write the lectures. That was all the push that was needed.

“I enjoyed writing those and it started a new professional dimension as a writer,” he says.

Although Myers says that social psychologists are primarily involved in research, he has spent less time in the lab since he began writing. “I’ve been more of a science writer,” he says, “taking things that are especially interesting to me and my discipline of social psychology and asking how they connect with everyday concerns, or what they tell us about human nature.”

More precisely, Myers’ main concerns are connecting the findings of social psychological research with biblical and theological ideas about human nature.

Themes prevalent in social psychology—love and hate, conflict and peace, prejudice and conformity, and other topics inherent to human existence—run through his writing with a subtle Christian perspective added. His work is interwoven so that articles evolve out of his books. Just as easily, articles are folded into books, especially the textbook. For example, the article which appears on page 13 of News from the College discusses how people form false beliefs. This is condensed from The Inflated Self, and in turn, will be re-expanded in the textbook. “We do different permutations on the same ideas,” he explains. “If you had to count the number of independent ideas on which I’ve written, there may actually be only a half dozen.

In his desire to make connections between differing disciplines, Myers says he’s become somewhat of an intellectual parasite at Hope College. He quickly reitems the names of a host of faculty members and departments he has frequently called on for information and advice. In on the name of Jack Ridl, assistant professor of English.

When it comes to writing you might say that I’m Eliza Doolittle and Jack is my Henry Higgins,” he says.

The close relationship between the two writers is evident in Myers’ voice and eyes as he searches for the right words to relate the tale of their first co-effort.

Myers wrote a piece that appeared in Human Nature. He was then asked by its editors to write a light article on a related subject. Myers understood what the editors wanted, but didn’t know quite how to create it. On the other side of campus in the English department, Ridl was producing witty memos as well as his own published writing. Myers went to Ridl in hopes of merging the Ridl wit with the Myers content. The resulting piece “Can We All Be Better Than Average?” found its way into Psychology Today.

The association has gone beyond that original purpose as Myers and Ridl have collaborated on several articles. Beyond that, Ridl has become Myers’ right hand on some other compositions, including editing the entire textbook. While leafing through a transcript of the last chapter of the textbook, Myers chuckled and, pointing out many ink smudges in the margins, said that when Ridl gets wound up he can have as many notes in the margins as there are words on the page.

“His sensitivity far exceeds my own,” says Myers. "He can tell me this is going to be a reader kill. After he says it, I can see it, but often I can’t sense it or feel it until he points it out to me. He is so affirming in the way he does it. It’s just very easy to take from him.

The two writers have a rapport that encompasses the bounds of sensitivity. Myers says that much depends on all himself to the other. "That relationship has been very satisfying for me," says Myers. "From what he says I’ve been gratifying for him too.

Myers is still somewhat amused over his new-found career. He says he’s astonished to hear himself say that he loves “sitting at the computer” or “the art of crafting a sentence.” All this is from a person who would have placed being a writer at the top of a ‘least likely to’ list.

English was my worst subject. My wife was an English major in college and to this day she is in the parts of my life that are not written, grammatical construction, and so forth,” he says.

As much as Myers is a writer, he is first of all a teacher and a social psychologist. Not only is his subject matter connected in his published work but his careers are also connected, all three revolving the observations of each other.

As a teacher and a writer, Myers' reach extends outside his classroom. There is a tone of conviction as he states that he definitely doesn't want to teach writing. Grabbing a pile of copies of his articles Myers says, "All the material here is material I have taught first and then written about.

But he doesn’t teach just to serve his writing, in and of itself. Myers believes that teaching is important in his life. "Indeed, you can turn it around and say that writing is really a magnification of my role as a teacher," he says. In fact, Myers quotes a colleague who says that "writing is teaching on a wider scale to a broader audience.

"What I talked about last semester with 75 students may now be read by thousands," he says. "And to think that I do here might potentially be amplified many times over through this textbook. If it succeeds, later editions will become a lifetime activity.

"Now, with this writing, and especially the writing of the textbook, I've read thousands of articles—from A to Z in the discipline," he says. "I think I know my discipline much more comprehensively than I did when I was doing specialized research.

That's not to say that research didn't have its benefits. Some of the connections that have led him into writing are the result of his research. "It's terribly exciting to think that in the last five years things have happened that I never envisioned for myself." The right connections were providentially there and the connections were asking to be made.

"It's a big part of the joy of writing—to come up with something different. The appeal to the parts of that. It's the creativity in writing. Then, pacing and giving the right amount of time, he surmises, 'I think what I do best and not everything I turn to for sure.'"
The Psychology of ESP

This article is adapted from David Meyers' recent book, "The Deluded Self: Human Illusions and the Biological Call to Hope (Seabury). The article appeared in Science Digest, August, 1981, and is reprinted with permission. Dr. Meyers is professor of psychology at Hope College in Michigan. He is a graduate of Wheaton College and holds a Ph.D. degree from the University of Iowa.

by David G. Meyers

Leaving no stone unturned in their search for the child killer, Atlanta police flew in "police psychic" Dorothy Allison last November. Allison was only the most prominent stone in a psychic avalanche. But after she was long gone, after hundreds of other psychic visions had been scrutinized, it remained for police work to go on in a more traditional way.

These psychic failures are reminiscent of an earlier tragic case. After Charles Lindbergh's baby was kidnapped in 1932, two Harvard psychologists invited people to report their dreams concerning the whereabouts of the child. Of the 1,300 reports received, only four anticipated even the three basic facts: death, burial, a wooden area.

Las Vegas casinos skim off only 1.4% of money bet at the crap tables. So a psychic who could best chance die by even three percent would have the same before the game begins. But the casinos continue to operate, showing, as always, the expected return.

Is there, in all the world, a single psychic who can discern the contents of a sealed envelope, move remote objects, read others' minds? If so, a human error, and magic have yet to be discovered.

For nearly 20 years, Harry has been offering $1,000 to anyone who can perform just such a feat. Nearly 200 have attempted, 57 took the test. All failed.

Have laboratory experiments fared better? British psychologist C. E. M. Hansel lycophares the State of the most research psychologists. "After a hundred years of research, not a single individual has been found who can demonstrate ESP to the satisfaction of independent investigators." 1

Even John Beloff, past president of the Parapsychological Association, acknowledges that "no experiment showing the clear existence of the paranormal has been consistently repeated by other investigators in other laboratories."

A Majority Claim

We are familiar with the paranormal because normal? Why do 58 percent of Americans claim they have "personally experienced" ESP?

Vivid anecdotes are more persuasive and memorable than statistical facts. People's minds are swept by dramatic testimonials rather than by dry facts. For example, one recent University of Michigan study found that a single vivid, well-told story will move welfare recipients from factual statistics.

People's belief in ESP is similarly rooted in dramatic stories and experiences. At California State University at Long Beach, Barry Singer and Victor Benassi had someone demonstrate a simple set of tricks designed to simulate ESP. Even when they were forewarned this was a magician who would merely "pretend to read minds and demonstrate psychic abilities," most students were convinced the performer was psychic.

People fail to recognize chance events for what they are. People believe in ESP because they see ordinary events as highly improbable. Ask someone the chances that at 2 people in a group of 10 will have the same birthday. Most will underestimate the correct answer — there will be 2 such people 70 percent of the time.

Given the billions of events in the world each day and the innumerable possible pairings, some coincidences are bound to occur. We all have our favorite "incredible" coincidences. Here's mine: The King James version of the Bible was once scheduled for publication on King James's birthday. Having discovered this, John Beloff and I published a sheet with the words "Hansel" and "Beloff." Our coincidences are bound to occur as well. We all have our favorite "incredible" coincidences. Here's mine: The King James version of the Bible was once scheduled for publication on King James's birthday. Having discovered this, John Beloff and I published a sheet with the words "Hansel" and "Beloff." Our coincidences are bound to occur as well.

The ESP rate proved nearly identical to the chance rate of 20 percent. Nevertheless, students were convinced that ESP was occurring more than 50 percent of the time.

We yearn to believe. Finally, people may believe in ESP because they want to. In the creation story, humanity's fall occurs when human limits are denied rather than accepted. Today, believers in ESP proclaim our potential for god-like omniscience — reading minds, knowing the future. They tempt each of us to deny our finiteness.

Many are also motivated by a yearning for mystery in an age when religious faith has waned and science may seem to deny the existence. Archbishop William Temple once commented that people cease to believe in God, they do not believe nothing, they believe anything.

Pseudomythologies

Fortunately, creation still contains mystery aplenty without our having to invent pseudomythologies. Physicists describe strange, noncausal realities with seemingly contradictory theories. Psychologists are only beginning to fathom the awesome process by which the human brain assembles neural impulses into a visual image. Our minds cannot comprehend how the Universe began from nothing, or alternatively, how it could exist without beginning.

These grand mysteries remind us of our mind's limits. So also does our vulnerability to paranormal belief, even in the face of repaired failures to confirm psychic phenomena. Instead, the belief we can hold with greatest certainty is the crumbling conviction that some of our beliefs contain error. Hence our need, at all times, to check our beliefs against the facts as best we can discern them and to discipline our discredited credulity.

Are YOU a person involved with today's young people?

Surveys of entering Hope freshmen have consistently shown that the most influential aspect of that student's choosing Hope College was the personal contact he or she had with persons who had (or have) an affiliation with Hope College.

Are YOU willing to assist the Hope Office of Admissions?

- as a source of names for prospective students?
- as a host to Hope College recruiter who might visit your geographic area?
- as a distributor of literature about Hope?
- as a sponsor of get-togethers for prospective students and alumni in your area?

Please send us the coupon below so we can tell you ways in which you can help.

[Form for sending the coupon is not visible in the image.]
Alumni Fund Leaders

John Versteeg, Class of 1965, National Chairman
Most New Donors Class of 1983
Janet L. Littger, Class Rep
Total Donors Class of 1990
Antoinette Sikkema, Class Rep
Increased Giving Class of 1992
John Van Etenema, Class Rep

Ed & Diana Hellenko Manssle, Class Reps
(continued from page 1)

Other leaders included: most new donors, Class of 1980 with 82; Jennie Littger, class rep; retiring class rep, Class of 1932 at 75 per-
cent; Harold Veldman, class rep; total number of donors, Class of 1950 with 172; Antoinette Sikkeli, class rep for giving over last year's total, Class of 1951 at $6,963 total of $15,214.

It was another banner year for gifts from alumni celebrating reunions as those classes contributed $77,534 or 27 percent of the total.

Contributions from reunion classes with the previous year's total in parentheses were: Class of 1931, $10,264 ($4,273); Class of 1936, $11,587 ($5,933); Class of 1941, $7,465 ($4,635); Class of 1946, $6,380 ($5,555); Class of 1951, $15,214 ($2,521); Class of 1956, $7,934 ($6,032); Class of 1961, $7,765 ($7,003); and Class of 1965, $9,037 ($8,148).

'79 Grads Give Hope A Passing Grade

Results of a survey of the Class of 1979 regarding their opinions on the value of the educational experience while at Hope have been announced by Darlys Topp, director of Career Planning and Placement.

Perhaps the most positive survey result was that referring to whether or not members of the Class of '79 would recommend Hope to a potential student. Ninety-nine percent of the respondents indicated they would recommend Hope either unconditionally or conditionally.

Approximately half (52%) of the class went on to graduate school, only 5% of whom went to graduate school whereas 5% of the women did. However, 86% of the women were accepted to at least one school and only 79% of the men got into their first choice.

Most respondents felt positive about how Hope had prepared them for graduate school. Respondents who indicated that they were not well prepared were students who had changed from one academic field to another.

Of the 15% respondents (13%) and they were unemployed. Over half (52%) said they had jobs within two months of graduation and only 5% took longer than seven months to attain their goal.

Seventy-five percent of the respondents said they were able to find work related to their Hope College major. Of the remaining 25%, they did not look for jobs related to their major or program of study.

A copy of the survey results may be obtained from the Office of Information Services, Hope College, Holland MI 49423.

Annual Alumni Fund

Class of 1952: John Versteeg, Class Rep
Class of 1953: Antoinette Sikkema, Class Rep
Class of 1954: Harald Veldman, Class Rep
Class of 1955: John Van Etenema, Class Rep
Class of 1956: Doris Van Lente Neekers, Class Rep
Class of 1957: Harald Veldman, Class Rep
Class of 1958: John Van Etenema, Class Rep
Class of 1959: Antoinette Sikkema, Class Rep
Class of 1960: Harald Veldman, Class Rep
Class of 1961: John Van Etenema, Class Rep
Class of 1962: Antoinette Sikkema, Class Rep
Class of 1963: Harald Veldman, Class Rep
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Class of 2010: Antoinette Sikkema, Class Rep
Class of 2011: Harald Veldman, Class Rep
Class of 2012: John Van Etenema, Class Rep
Class of 2013: Antoinette Sikkema, Class Rep
Class of 2014: Harald Veldman, Class Rep
Class of 2015: John Van Etenema, Class Rep

H-People

Fullbright Scholar

An ancient center of learning will be home to Chris Buys '66 and his family in September when he becomes a senior lecturer in psychology at the University of Alexandria in Egypt. Buys has been working on a grant in the psychological research program there, and will now take a 10 month leave of absence from his post as vice chancellor for academic affairs at the University of Houston, Victoria campus.

The Fulbright program is intended to facilitate cultural exchanges to broaden understanding among scholars and to be utilized by fellowship holders for a U.S. professor. Although there are many Fulbright exchanges as there were in 1965, the program has sent 45,000 Americans to foreign countries and brought 85,000 foreign students, teachers and researchers to the U.S. since its inception. Buys is the only American selected for the University of Alexandria this year. American and Egyptian Fulbright committees jointly made the selection.

In Egypt Buys will pursue studies in psychology and anthropology. He has traveled to the British Virgin Islands and Turkey for nautical archaeology research and recently returned from a trip to India and Nepal.

"The Fulbright is one of my dreams," he says, "and I am most anxious to take advantage of the endless opportunities to carry on my research in Egypt, an extremely ancient and important civilization."

He has been studying Arabic on his own for the past few months and will take a two-week language orientation course upon arrival in Alexandria.

Buys was named to his administrative position at the University of Houston, Victoria campus two years ago, after serving as associate professor of psychology there since 1975. He previously taught at Texas A&M University and the University of Texas at El Paso.

Alumni Lead RCA

Two Hope alumni were elected to the top leadership positions of the General Synod of the Reformed Church in America. The Rev. Jack Hascup '53 of Glen Head, Long Island was elected president and Dr. James 1. Cook '68 of Holland, Mich. was named vice president at the Synod's annual session in June.

Hascup is pastor of Brookfield Reformed Church on Long Island and has been active in Hope alumni activities for many years, serving as president of the national Alumni Association from 1976-1978. He received his master of divinity degree from New Brunswick Theological Seminary in 1966. He and his wife, the former Ruth Helen Bloodgood, '54, have a daughter Ruth Anne, 80, a father in Zeeland, Mich.

Cook is professor of New Testament at Western Theological Seminary. He joined the faculty there in 1946. In 1966 he was a participant in a Near-Eastern Archaeological Seminar in Palestine, sponsored by the Institute for Mediterranean Studies. He is a frequent lecturer on Biblical archaeology and other subjects.

He received his master's degree from Michigan State University and earned the doctor of theology degree from Princeton Theological Seminary in 1964. He is married to the former Jean Meansburg '59. They have four grown children.

Distinguished Employee

Daniel P. Ritsema '61, director of bands at Zeeland (Mich.) High School, has been named recipient of the Zeeland Public Schools Foundation Scholarship for Excellence in Education.

H-Club Goes Coed

The alumni H-Club will go coed beginning this fall, members of the organization's board of directors have decided.

The H-Club is comprised of Hope graduates who competed in athletics. Until now the organization has consisted only of men.

Noting that the college gives equal emphasis to all its athletic teams, be they male or female, the H-Club board unanimously approved the change. The board also voted to change its name to include women as officers and directors.

The annual H-Club luncheon will be held Saturday, Oct. 10 in conjunction with Homecoming. Spouses will be encouraged to join H-Club members at the luncheon.

The 1991 MIAA champion Hope cross coun-
New Michigan law requiring that license plates be displayed only on the back of vehicles provided the opportunity for senior Matt Neil of Hastings, Mich. to design an attractive orange and blue Hope College vanity plate. Information on obtaining this plate can be obtained by writing Office of Information.

Beverly Kerlikowske '78 Daane is working for The Media Group, Ltd., in Grand Rapids, Mich. as production coordinator in charge of the production and marketing of Xerox Easel, a full-service advertising agency. Daane's specialty is the Xerox Easel magazine, a national publication about the world of business.Rebecca L. Vickers '78 owns and operates a full-service advertising agency in New York City. Vickers is a member of the American Marketing Association and the Advertising Club of New York.Lee Ann Hinks '78 is department manager for the Shingle Co.

James VanTil '75 was appointed to the Adrian, Mich. Commission on Aging.Martina Campbell '76 is an administrative assistant to the president of the Chicago Bulls. Campbell is a member of the United States Olympic Committee's Medical Advisory Commission and the Special Olympics Foundation's Board of Directors.

Mark Decker '72 is an associate staff member of the Associated Press. Decker is a member of the Gerald R. Ford Presidential Foundation and the Ford Presidential Library in Detroit, Mich.

Marian Lathun '77 is a registered nurse in Nashville, Tenn. Lathun is a member of the American College of Nurse Practitioners.

Muriel N. Early '78 is sales manager at the Hope College Alumni Association. Early is a member of the National Alumni Association and the National Alumni Association of Women.

New Mexico law requiring that license plates be displayed only on the back of vehicles provided the opportunity for senior Matt Neil of Hastings, Mich. to design an attractive orange and blue Hope College vanity plate. Information on obtaining this plate can be obtained by writing Office of Information.
John and Karen DeMeester '75 Bandstra, Mark Ed.
John, March 16, 1981; Midland, Mich.;
Robert 71 and Bette Hacken '75 Kamlet, Kyle,
Denise D. and Mary VanBergen '77 Cuypers,
Sarah June, March 27, 1981; Grand Rapids, Mi
Jim 72 and Joyce Deffeb. Christopher James, April 5, 1981.
Ronny '81 and Betty DeGroot, Ann Arbor,
March 26, 1981.
James 73 and Cyrille Meister '81 Janiun,
Emily Ruth, June 9, 1981, Grand Rapids, Mi
Robert 72 and Bette Hacken '75 Kamlet, Kyle,
July 71, 1981; Detroit, IA.
David and Carol Meister '72 DeVries, Aven, David,
Kathy and Tom Meister, Cypress, Texas,
June 9, 1981; Grand Rapids, Mi
Jack 71 and Mrs. Doug '71 Kimberly Sue, May 14,
John, May 14, 1981; Grand Haven, Mi.
Allfred and Susan Huisman '75 Bakken, Donald Paul
Hermanus, October 16, 1981; Temperance, Las.
John 71 and Karen, September 11, 1981; Novi, Mi.
Janet and Robert '71 Knoopp, Brian, Manual,
February 22, 1981; Madison, MN.
Karih and Fred DeWeaver '71 Snead, Timothy
John, January 27, 1981; Indianapolis, Ind.
Robert 76 and Shelly Kompare, Heather Jane,
March 18, 1981; Durand, MI.
Douglas 78 and Kathy Balbaski '77 Kagstrom
Samantha Elaine, May 13, 1981, Holland, Mi.
John and Margaret '77 Knoopp, Brian, Manual,
May 14, 1981; Grand Rapids, Mi.
Douglas 78 and Piggy McNamara '79 Ludie, Martha
Maria, January 27, 1981; Alpena, Mi.
William 75 and Valerie Mattier '77 Westmont,
Michell 73 and Laura Maxon, Joseph, Byren, April 7.
Joseph 73 and Judy Maxon, Joseph, Byren, April 7,
1981, Holland, Mi.
John and Joe DeWitt '77 McCrae, Nicholas, Snun
April 4, 1981, Holland, Mi.
Dan and Denise Robinson '72 Monney, Kendra Ryan,
June 19, 1981, Athens, GA.
John 74 and Sandy, Thomas, April 7, 1981; Grand Rapids, Mi.
Jim and Linda Krampion '79 Schneider, Barry,
July 17, 1981; Flint, Michigan, March 18, 1981,
Jeffrey and Kenneth Gaylord '72 Reynolds, Adan,
February 21, 1981; Schemetory, Mi.
Marty 75 and Verna Winkler '75 Kuncusa
Joshua 71, March 18, 1981; Grand Rapids, Mi.
Randy 79 and Jean Leineweber '77 Scherder, Cory
Kimberly 71, March 13, 1981; Holland, Mi.
Thomas G. 71 and Julie A. Scherbter, Courtney
Jeanne 8, 1981; Waukegan, OH.
Douglas 45 and Jane Smith '45 Smith, Andrew,
Littleton, CO.
Patricia 77 and Yvonne Klug 78 Kosson, Michael
Ann 77, April 7, 1981; Grand Rapids, Mi.
Paul 71 and Barbara Welby, Emily Louise,
June 5, 1981; Grand Rapids, Mi.
Jeffrey 71 and Beth Ann Koon 72 Kunth, Elizabeth
Mark Thomas, May 14, 1981; Holland, Mi.
William 71 and Barbara Welby, Emily Louise,
June 5, 1981; Grand Rapids, Mi.
Jeffrey 71 and Beth Ann Koon 72 Kunth, Elizabeth
Mark Thomas, May 14, 1981; Holland, Mi.
Larry 71 and Mary Harnk 71 Harnk, Winners,
Sandra 71, September 23, 1981; Eloise, Mi.
Thomas 71 and Leslie Johnson, Justin Thomas, May 20,
1981, Chelsea, Mi.
Sue 71 and John DeWitt '77 Scherder, Michael
Reginald, May 14, 1981; Holland, Mi.
Sue Sharp '80 Anker is working on her master's in
vocational counseling at Grand Rapids, Mich.
Robin Ross '80 is a graduate assistant for
Margaret Kruuk's New Jersey's 7th District
Joan Neumann '80 is writing her master's
in journalism at the University of Michigan
Lena Daniels '80 is beginning to work this fall
under the guidance of Dr. Ronald Mauro for
the Graduate School of Library and Information
Science at the University of Michigan.
Barbara Schaad '80 is working with the
normal education of Wayne County, Ky.
She is currently working on her master's
degree in the College of Education at the
University of Michigan.
Jeffrey L. Bohn '81 is attending Medical School
at the University of Michigan.
Jack VanAndel '80 is a graduate student in
the College of Education at the University of
California.
Lori Wolf '80 Van Andel is a first-year
teacher atius Grant, Mich. and
Mary Beth VanDusen '80 is a graduate at
the University of Michigan.
Sharon Donkersloot '80 is an educational assistant
at Wiesley Theological Seminary, This fall in
Washington, D.C.
John VanAndel '80 is a graduate student at
Wayne State University at University at
Lori Wolf '80 Van Andel is a first-year
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Washington, D.C.
I

Charles Peter Ferriby '76
Alan Lough
Burton Klaus 1980.
J. P. Lough

Jeffrey Holm '81 is attending Ohio State University.

Barbara Heinsohn '81 is attending the U.S. Air Force Academy.

Steven Sy. Hymas '81 is attending Western Theological Seminary.

Judith Janus '81 is attending Law School in Champaign, Ill.

Martin Johnson '81 is attending the University of Iowa.

Larry Kevering '81 is teaching special education in Wisconsin.

Judith Kramer '81 is a part of the Junior Volunteer Corps working as a classroom teacher at St. Michael's Association for special education on the Navajo Reservation in Arizona.

marriages


Charles F. Johnson '81 and Judith E. Gage, May 29, 1981, U.S. Naval Academy, Annapolis, Md.


Douglas R. Utter '81 and Teresa K. Wilmot, May 1, 1981, Alumna's Club of the University of Michigan.

deaths

John G. Dinkeloo

Robert J. Murray

John G. Dinkeloo '40 of Mr. Cornelis, Coyn, a partner in one of America's most distinguished architectural firms and a member of the Hope College Board of Trustees since 1968, died in his sleep June 15, 1981, while on a weekend trip to Frederick, Va., in a private plane that crashed. He was graduated from Hope College in 1941 with a degree in architecture. He was also a member of the Michigan State Bar Association and a director of the American Institute of Architects. He was also a director of the Michigan State Bar Association and a director of the American Institute of Architects. He was also a director of the American Institute of Architects. He was also a director of the American Institute of Architects.

Dinkeloo was a respected engineer who had worked on several major projects, including the construction of the new Michigan State University campus in East Lansing. He was also known for his commitment to education and was a founding member of the Hope College Board of Trustees. He was also active in the community, serving on the boards of several local organizations.

He is survived by his wife, Carol, and his children, John, Janice, and Peter. A memorial service was held at St. John's Episcopal Church in East Lansing. In lieu of flowers, donations may be made to the John G. Dinkeloo Scholarship Fund, Hope College.

Matt Vander Molen '81 is attending the University of Illinois. He is an assistant professor in the Department of Chemical Engineering.

Phyllis Van Vorden '81 is working as a nurse in St. Luke's Hospital, Idaho Falls, Idaho. She is also working on her Master's degree in Nursing.

Paul Veldeman '81 is attending the University of Michigan as an undergraduate in Civil Engineering.

Jeffrey V. Veek '81 is attending Wayne State Law School.

Tom Ver Hal '81 is attending the University of Wisconsin.

Joel W. Walters '81 is attending Trinity Evangelical Divinity School in Deerfield, Ill.

Michael A. Walters '81 is attending the University of Michigan.

Judy B. Ward '81 is a student teaching at Mary B. Wolf School, Col. City, Ind.

Deborah Warner '81 is attending the University of Notre Dame.

Diana Welsch '81 is working on her new family business.

Lynn Winkel '81 is attending Princeton Theological Seminary.

Daniel Arnold '81 is attending the University of Nebraska.

Michael G. Zemmer '81 is attending Western Michigan University.
Four members of the Hope faculty will soon see the fruits of their labor appear in print as the book, *Inflation, Poortalk, and the Gospel* (Judson Press, paper, $4.95) is scheduled for release on Sept. 1.

The book grew out of a year-long collaborative effort by psychologists Thomas Ludwig and David Myers, philosopher Merold Westphal, and economist Robin Klay. Its genesis occurred when Myers, weary of condescending “poortalk” by middle-class folk, pondered how certain principles from psychological research might explain people’s economic frustrations amidst rising affluence. He shared his thoughts with Ludwig and together they organized them into a magazine piece.


To expand the scope of the book beyond the psychology of inflation, Ludwig and Myers enlisted the aid of philosopher Westphal and economist Klay. The foursome met a number of times during the academic year 1978-79 to formulate the book’s organization. Last summer, assisted by a Faculty Development Grant, they drafted chapters in their own areas of expertise, then met together to discuss each chapter page by page, and to edit the manuscript in a more unified style.

The resulting book brings together insights from economics, psychology, philosophy, and biblical theology to answer two questions: (1) What impact does the current economic situation have upon us as individuals and upon our world? (2) How might Christians respond in ways that are both biblically sound and beneficial to themselves and other people?

The first section of the book analyzes the current situation from economic and psychological perspectives. One chapter examines the personal impact of inflation, while another describes the state of the economy and how it got that way. A third chapter describes a number of psychological principles that can combine to make one feel worse than necessary about the economic situation.

Christians who ponder these economic and psychological forces may feel a need for personal and societal action. The second section of the book offers help in choosing responsible and appropriate actions. It identifies biblical guidelines on economic issues, applies these guidelines to attitudes, and explores their implications for behavior.

But what about the future? The authors argue that biblical principles apply both in times of prosperity and in times of economic adversity. The final section of the book spins out optimistic and pessimistic visions of our economic future and discusses ways in which Christians could live responsibly in each of these settings.

"One of the most challenging challenges we faced," explained Ludwig, "was preventing the book from becoming too technical. We wanted the book to be understandable to lay readers. Another challenge was getting all four authors to agree on the wording of every sentence in the book. Having to do so triggered many spirited and stimulating discussions."

But the authors agree that the project was worth the time and effort. They suggest that during this period of history Christians have two reasons to be especially informed and active on economic matters. On the one hand, the economic pressures in society may be working against the biblical norms of justice and charity. On the other hand, Christians may be in a unique position to serve as models of successful adaptation to the new economic realities.

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### FOOTBALL FUN IN '81!!

**Five exciting Hope College home games**

![Image of a football game]

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### ALL IN THE FAMILY PLAN

McDonald's of Holland and Grand Haven will again team up with Hope College to offer a super football ticket special for the entire family. You and all members of your immediate family can attend all Hope home football games by purchasing an *All In The Family* pass for $20. When you do you'll receive from McDonald's a number of coupons worth more than $10 in McDonald's menu items as their way of thanking you for supporting Hope. Is it a savings? Yes! A family of four attending all games would normally pay $35. Add that to the value of the McDonald's coupons and you save more than half the cost of a great entertainment and refreshment package. The bigger your family the greater the savings!

**RESERVED SEASON TICKET**

A prime 50-yard-line seat on the home side will be reserved for the entire season for only $19.50. Your season ticket will also provide one admission to the Community Ox Roast on Sept. 12.

**RESERVED PARKING**

(Available only to season ticket holders)

$5 per car for the entire season. An option available only to season ticket holders. Arrive just before kickoff and avoid a long walk by parking adjacent to the stadium.

**SINGLE GAME TICKETS**

(Available after August 15)

General admission tickets will be on sale in Dow Center office at $2.50 for adults and $1 for students. Single game reserved seats are also available for $3.50 each.

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### 1981 HOME SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Opponent</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 12</td>
<td>Wabash (Community Day)</td>
<td>1:30 p.m.</td>
</tr>
<tr>
<td>Sept. 26</td>
<td>Franklin (Heritage Day)</td>
<td>1:30 p.m.</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>Albion (Homecoming)</td>
<td>2:15 p.m.</td>
</tr>
<tr>
<td>Oct. 24</td>
<td>Kalamazoo (Youth Day)</td>
<td>1:30 p.m.</td>
</tr>
<tr>
<td>Nov. 7</td>
<td>Olivet (Parents Day)</td>
<td>1 p.m.</td>
</tr>
</tbody>
</table>

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### TICKET ORDER FORM

Here is my 1981 Hope College football ticket order:

- **RESERVED season tickets** @ $19.50
- **RESERVED parking passes** @ $5
- **ALL IN THE FAMILY** pass @ $20

We have _______ people in our immediate family.

Name: __________________________

Address: _______________________

City: __________________________ State & Zip: ____________

Telephone: ______________________

Mail order with payment to:

Jane Mason, Hope College Athletic Ticket Manager, Dow Center, Holland, MI 49423

For Further Information call 392-5111, ext. 3270