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Hope College
CHRISTMAS GREETINGS FROM HOPE COLLEGE

In this Christmas Season we turn from the pressures of daily life, and the tensions and difficulties that seem always to abound in the world, to those things which endure and make for peace. In doing so, we seek to be renewed in the Source of these good gifts—the God who created us and visited us in the Event we call the Incarnation, and thereby brought Life and Immortality into focus. Our prayer is that we may each experience this renewal in our individual situations and needs, and know something of what St. Paul had in mind when he wrote these words to his friends:

"May your spiritual experience become richer as you see more and more fully God's great secret, Christ Himself! For it is in Him, and in Him alone, that you will find all the treasures of wisdom and knowledge."

This has been a good year for Hope College. To all who have been a part of our life as a college—students and parents, alumni and friends, faculty and staff—we extend our gratitude and thanks.

WHO'S WHERE IN ALUMNI—A new edition of the alumni directory is on the press! Jim Fouts (left), production superintendent at House of Printers, Grand Rapids, Mich., reviews directory proofs with alumni director Vern Schipper. The directory will be given free to those contributing to the 1982-83 Annual Fund Drive. The first directories were mailed to alumni donors early in December.

New Computers Enhance Programs

Hope's Computer Center is in the process of moving up to its name—still building a new reputation.

The College is in the final stages of moving its computer facilities from the west edge of campus to expanded quarters in the center of campus. In addition to a new location at the College's Hall, the Computer Center is acquiring new computers as part of a plan to strengthen Hope's computer science program and expand use of the computer throughout the College.

Funding for the improvement program has been received from The Pew Memorial Trust of Philadelphia, Pa., which gave $200,000, and the Stelwise Foundation of Grand Rapids, Mich., which gave $10,000. In addition, Hope has received a $20,000 grant for the purchase of word-processing equipment.

"When the move is fully implemented, we will be at the forefront among liberal arts colleges in overall computer resources and utilization," says President Gordon J. Van Wyk.

The Computer Center, formerly in Vander Werf Hall of Physics and Mathematics, is now relocated in Durfee Hall. The former kitchen and dining areas of this dormitory have been completely remodeled for the new function.

Two of the three Digital Equipment Corporation VAX 11/750 computers have been installed in the new location. The third computer will arrive later this year.

Computer power will be spread throughout campus via terminal clusters in dormitories and academic buildings, plus two or three terminal centers which will offer printers and at-hall computer consultants.

The purchase of the Digital equipment is the final step in a study which began in 1978 when it became apparent that the Xerox Sigma 6, purchased in 1973, would soon be inadequate. The College will sell the Sigma 6 when the new computers have been totally phased in by the spring of 1984.

The digital mini-computer system offers advantages of maximum flexibility and increased "up time," since in the event of mechanical difficulties one computer can provide backup for another, reports George Weber, acting director of the Computer Center.

Moreover, says Weber, the Digital system is popular at other colleges and universities, and in choosing at the College has increased its attractiveness to prospective faculty members by offering easy "program portability" for their research projects.

The move of the Computer Center illustrates in a dramatic way a shift in computer use at Hope since the first data processing equipment was purchased in 1966. Then the computer was used primarily by the physics, and mathematics departments, and hence was logically located in their campus quarters.

During the past 16 years, however, computer functions have expanded to serve virtually every area of campus, and the Center's off-track location became less and less practical.

This semester alone, Weber reports, there has been a more than 40 per cent increase in student use of the computer. Faculty use has also increased, encompassing both research and computer-assisted instruction. Academic use is no longer confined to the sciences. Use has particularly increased by the foreign languages department and the business administration and economics department.

Hope's computer science department, established in 1974, has increased at a 20 per cent annual rate and presently two-thirds of the student body is taking at least one course in computer science. Thanks to the work of Prof. Herbert Dershon and his colleagues, Hope's computer science department is nationally recognized and used as a model by other liberal arts colleges.

Weber reports that the computer has absorbed many business functions in recent years and its use as a record-keeper was made vivid in 1980 when a fire destroyed the College's administrative center. The College plans to expand use of the new system to include individual office management and word processing needs.

Hope's new hardware and the Computer Center staff will be able to serve the campus community far more efficiently in the new central location, says Weber. The new Center also offers more roomy, pleasant quarters. A special feature is a viewing window, which allows the staff to demonstrate the computer to visitors without having to talk above the hum of their operation.

Weber predicts the new system will have longevity in an industry characterized by "things turning around every two years."

"We will now be able to realize developments faster than when we were tied to a main-frame computer," he states.
God's Presence Felt by Astronaut

Space travel presents opportunities to learn more about God, astronaut Jack Lousma said during a special visit to Hope on Oct. 29. Born in Grand Rapids, Mich., Lousma has logged more than 2,600 hours in space flights, first as a pilot for Skylab in 1973 and more recently as commander of the third orbital flight of the space shuttle Columbia.

Cited as one of "a brave and adventurous-"some band of 20th century explorers, Lousma was awarded an honorary Doctor of Science degree during a formal convocation. He is the second NASA astronaut to be honored at Hope. On February 19, 1970, Colonel Frank Borman, commander of the first mission to circle the moon, visited Hope and received an honorary degree.

A committed Christian, Lousma said 16 years as a NASA astronaut have "reinforced and reaffirmed" his beliefs.

"It's impossible for me to view the creation around us without a distinct feeling that it had to be created by a master engineer. There's no room for chance, no room for some of the theories that are widely held today.

He observed that space travel has sometimes been regarded as "tampering" with God's sphere, but his own opinion is that God has provided humans with the intelligence, curiosity and opportunities for space travel in order that they can learn more about him and affirm his existence.

The earth's smallness is a lasting impression Lousma gleaned from his 59 days in space. At the moon, he said, an astronaut can hold up a thumb in the window of his spacecraft and totally block out vision of the earth. That perspective, Lousma said, has served to deepen his love of God, who directs the universe's vastness and, at the same time, focuses on individual human lives. Space travel affords the chance to see earth as it was created, without the boundaries nations have devised as separations, Lousma noted.

While soaring in space, he said, he was struck by the disparity between humans' technological sophistication which has resulted in space exploration and their emotional, psychological and political undertakings which permit continuation of world hunger and wars.

"We in America have such a high standard of living that we fail to appreciate what's going on in the world. We've been protected on our shores by the oceans. We have good food and medical attention—all the advantages of a high society. ... We as Americans have to forget some of our little, trivial problems and project ourselves out to other people to make this globe a better place.

"To me, the world is so small, it's unbelievable that we've divided into all these different languages and cultures and standards of living."

Space travel enabled Lousma to "see the Bible in a new light," he said, because he became newly aware of all its references to the universe beyond earth as part of God's creation. He applauded his predecessor and former colleague, Colonel Borman, for "bringing the Bible into space," by reading portions of Genesis as he and crew preserved unknown visions.

Lousma concluded by stressing that evidence of God can be found in the immense size of the universe and the emptiness of space around it. "Godosite says, "there are no limits to the ways God can work."

Senior Is Grid All-American

Senior Kurt Brinks has been named to the Kodak All-American college division football team by the American Football Coaches Association. Brinks is the only Michigan player on the team which is comprised of athletes from NCAA Divi- sions II and III; NAIA Division II colleges and universities throughout the country.

A native of Zeeland, Mich., Brinks was starting center of the Dutchmen for three seasons. He was voted to Michigan Intercollegiate Athletic Association (MIAA) all-conference team as both a junior and a senior.

Kurt epitomizes the Hope student athlete," said coach Ray Smith. "He is an excellent leader, an outstanding athlete and a fine student.

Brinks was also voted the first team center on the Great Lakes All-Academic football team. A math major, he carries a 3.9 GPA.

This year he developed an offensive line that led the Dutchmen to their first NCAA Division III championship. Hope posted a 10-1-1 league record during his four years.

He becomes the fifth Hope football player to receive All-American honors. Previous recipients were Larry Turekier, offensive tackle in 1986; Ron Bythum, defensive tackle in 1973; Craig Groendyk, offensive tackle in 1979; and Paul Damion, tight end in 1980.

FACULTY POSITIONS FOR 1983-1984

ACCOUNTING—Rank open. MBA a mini- mum requirement. CPA and Ph.D. desirable. Tenure track position. Teaching includes basic and advanced courses in accounting.迪奥戈—Assistant Professor, tenure track. Ph.D. required. Must be qualified to teach advanced courses and have at least one year of teaching experience. Demonstrated excellence in teaching and willingness to participate in teaching and community service. Applicants must be qualified to teach at the level of the position.

FRENCH—Assistant Professor, tenure track. Ph.D. required. Must be qualified to teach advanced courses and have at least one year of teaching experience. Demonstrated excellence in teaching and willingness to participate in teaching and community service. Applicants must be qualified to teach at the level of the position.

GERMAN—Assistant Professor, tenure track. Ph.D. required. Must be qualified to teach advanced courses and have at least one year of teaching experience. Demonstrated excellence in teaching and willingness to participate in teaching and community service. Applicants must be qualified to teach at the level of the position.

HISTORY—Assistant Professor, tenure track. Ph.D. required. Must be qualified to teach advanced courses and have at least one year of teaching experience. Demonstrated excellence in teaching and willingness to participate in teaching and community service. Applicants must be qualified to teach at the level of the position.

MACROECONOMICS—Assistant Professor, tenure track. Ph.D. required. Must be qualified to teach advanced courses and have at least one year of teaching experience. Demonstrated excellence in teaching and willingness to participate in teaching and community service. Applicants must be qualified to teach at the level of the position.

MATHEMATICS—Assistant Professor, tenure track. Ph.D. required. Must be qualified to teach advanced courses and have at least one year of teaching experience. Demonstrated excellence in teaching and willingness to participate in teaching and community service. Applicants must be qualified to teach at the level of the position.

PHYSICS—Assistant Professor, tenure track. Ph.D. required. Must be qualified to teach advanced courses and have at least one year of teaching experience. Demonstrated excellence in teaching and willingness to participate in teaching and community service. Applicants must be qualified to teach at the level of the position.

RELIGION—Assistant Professor, tenure track. Ph.D. required. Must be qualified to teach advanced courses and have at least one year of teaching experience. Demonstrated excellence in teaching and willingness to participate in teaching and community service. Applicants must be qualified to teach at the level of the position.
The Dean Who Puts Up His Dukes

by Eileen Beyer

From all appearances, Dr. Jacob Nyenhuis, Hope's dean for the arts and humanities, is the perfect scholar/gentleman. Graceful in manner, always even voiced, often associated with learning and culture, tasteful in dress, neatly bearded and moustached. But contrary appearances, Nyenhuis is one who knows how to fight a good fight. Since coming to Hope in 1975, he has taken on wider and wider arenas for his defense of the arts and humanities. His methods, however, are always more reasonable than rowdy and his appeal is directed to what he considers to be a basic American quality—natural thoughtfulness.

"I am confident that no one would argue that the preservation of our cultural heritage is less important than our national defense, and that a impoverished nation is not worth defending," Nyenhuis stated last March while testifying to a U.S. House subcommittee regarding the National Endowment for the Humanities. His appearance was his sixty-ninth as both chairman of the Michigan Council for the Humanities and president of the National Federation of State Humanities Councils, posts to which he's been reappointed for the last few years. While testifying Nyenhuis also managed to get in the good word that he represented well.

Nyenhuis' articulate endorsement of the NEH to members of Congress was well-grounded in his experiences during his seven years at Hope. When he arrived to fill the newly created position of dean for humanities (in 1975 there were four deans, each representing an academic division), he found himself in charge of a division which, although far from death's door, had begun to rotate toward self-liquidation. Nyenhuis early apprehended that the humanities faculty was in general dispirited, fearing that the shadow of Peale Science Center was destined to loom larger and larger over the other divisions of the College. Generous funding from the National Science Foundation during the 1960s and 1970s had helped build a very strong program in the natural sciences, while the humanities, the marble from which the library was originally hewn, were in serious trouble because of little revenue but high costs. Nyenhuis put this to rest after a time-consuming, time-consuming, time-consuming business. Arts and humanities studies may have their risks in today's economy, but they also have their rewards, according to Nyenhuis.

Nyenhuis believes that students need to be flexible; he says, and to come to realize that the jobs they have been insurance salesmen and newspaper carriers and lawyers have their own worth and their own dignity. "We are not a sacred cow, but neither are we going to become a sacrificial lamb." The humanities aren't a sacred cow, but neither are we going to become a sacrificial lamb.

Humanities and arts studies may have their risks in today's economy, but they also have their rewards.

The humanities aren't a sacred cow, but neither are we going to become a sacrificial lamb.
What's Happening at Hope?

The Arts

January
20 Music Department Student Recital; Wichers Aud., 7 p.m.
26 Workshop: Jean-Yves, pianist; Wichers Aud., 3:30 p.m.
27 Jean-Yves, pianist, Young Concert Artist, Dimmit Chapel, 8 p.m.

February
4 Luther College Nordic Choir, Weston Noble, conductor; Dimmit Chapel, 8 p.m.
11 Senior Recital: Michael Schmucker, pianist; Dimmit Chapel, 8 p.m.
12 Senior Recital: Thomas Barthel, pianist; Dimmit Chapel, 8 p.m.
13 Faculty Chamber Music Concert; Wichers Aud., 4 p.m.
14 Wind Ensemble Concert; Dimmit Chapel, 8 p.m.
16 Master Class: Central Michigan Music Faculty Members; Wichers Aud., 3:30 p.m.
18 Guest Recital: Upper Peninsula Music Faculty Members; Wichers Aud., 8 p.m.
17 Music Department Student Recital; Dimmit Chapel, 7 p.m.
22 Recital: Michael Votta Jr., clarinettist; Wichers Aud., 8 p.m.
25 Senior Recital: Sheryl Baar, mezzo-soprano; Wichers Aud., 8 p.m.

Christmas Vespers on the Air

More than 60 radio stations have indicated they will re-broadcast the 1981 Christmas Vespers service during the holiday season. Contact the station in your area for the day and time.

Arizona
KASA — Phoenix

Connecticut
WJSU — Middletown

Florida
WWRC — Cocoa

Georgia
WRF — Tifton Falls

Illinois
WENL — Wheaton

Indiana
WVCR — Evansville

North Dakota
WNRD — Minot

New Mexico
KQAM — Socorro Center

Michican
WATL — Detroit

Ohio
WCLD — Columbus

New Jersey
WKEL — Pompton Lakes

North Dakota
KEYA — Belcourt

South Carolina
WMSC — Columbia

Tennessee
WSL — Jefferson City

Vacation
WGBH — Boston

Virginia
WEMW — Harrisonburg

West Virginia
WSWC — South Charleston

Wisconsin
WKWT — Sheboygan

Chemistry Department Seminars

Weekly, normally Friday Afternoon

An extensive program of research seminars by academic and industrial scientists. If you would like to receive notification of these topical seminars write Hope College Chemistry Department, Poole Science Center, Holland, MI 49423.

Critical Issues Symposium

March 2–3

The theme of the fourth annual symposium will be Peace. Focus sessions will include topics such as the Control of Arms, International Arms Sales, Economic Development, Pacifism, The Family as Peace-Makers and Why Do We Fight? Among the speakers will be Kenneth Boulding and Ambassador Davidson Hebburn.

Great Performance Series

Tickets available at the door for events to be held in Dimmit Chapel. Tickets for the John Houseman program will go on sale during February.

Friday & Saturday, March 12–13, DeWitt Center, 8 p.m.

Regional Meetings

The Alumni Office sponsors a series of nationwide regional meetings for alumni, parents and friends during the year. A new slide-tape program about the college will be shown at meetings scheduled during January and February.


February 20–21 in Florida (Lakeland, Clearwater and Sarasota areas).

For further information contact the Alumni Office (616) 392-5111, ext. 2600.

Playbill

The theatre department presents four productions during the school year in the DeWitt Student and Cultural Center. The box office opens approximately two weeks before each show.

For information and reservations call (616) 392-1449.

Friday & Saturday, Feb. 25–26

Wednesday thru Saturday, March 2–5

Matinees on Feb. 26 & March 5

Playwrights and Hammerson’s “Cinderella,” an enchanting musical filled with magic and dance.

Visitation Days

January 14, February 25, March 11, April 8

Designated days for Hope College students (transfers, high school juniors or seniors) who are interested in enrolling for the fall of 1983. Students and their parents are invited to spend a day on campus meeting with students, faculty and staff. Registration begins at 8:45 a.m. at Phelps Hall.

Contact Office of Admissions for further information (616) 392-5111, ext. 2200.

Young Authors’ Conference

Thursday, April 21

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/imagnative activities. Featured resource person will be author Phyllis Reynolds.

For further information contact Prof. Nancy Miller (616) 392-5111, ext. 3030.
Can 'Old Dogs' Learn New Tricks?

by Thomas E. Ludwig

Should we expect words of wisdom or sly gibberish from our elders? The popularity of the play-turned-movie "On Golden Pond" and the age of the man currently occupying the Oval Office have contributed to a lively discussion of the issue of aging and intelligence. Changes in retirement laws and schemes to save our Social Security system have intensified the debate about the capacities of those over 65.

On the one hand, we find those who label "naive pessimists." Aged with plenty of pop-psychology, they argue that nothing of importance changes with age, that the later years of life are the "Golden Years," filled with tranquility and contentment. More important, say the optimists, the Golden Years offer boundless possibilities for creative, productive work and play. When the optimists are challenged with instances of forgetfulness, mental confusion, or poor job performance in those of advancing age, they attribute these slips to "bad attitudes" or society's expectations, rather than to any changes intrinsic to the aging process itself.

On the other side are those whom I label "unrealistic pessimists," a group more numerous than the optimists. The pessimists see old age as a period of total disaster marked by the gradual loss of all intellectual capacities. This group is responsible for the widely held belief that some form of mandatory retirement is necessary to protect the rest of us from the folly of aging workers. Proponents of this view tend to joke about the "old foggies" in government and to liken the idea that the "old fuddy-duddy" is still making the decision for the company.

Early research generally supported the more pessimistic view. In the 1930s, 40s, and 50s most investigators employed the "cross-sectional" research strategy, in which people of various ages were given intelligence tests at the same point in time. When the performance of the different age groups was compared, the picture that emerged resembled the trajectory of a stone tossed into the air, coinciding with the common sense notion that what goes up must come down. Intelligence test scores increased throughout childhood, leveled off in the early twenties, and then began a steady decline after age 30 or 35.

These findings were indirectly supported by research on the quality of work produced across the life-span. Analyses of the age at which people from all walks of life made their most significant accomplishments showed a general pattern across IQ studies. The likelihood of creative, productive achievements increased in the later teens and twenties, reached a peak in the early thirties, and then steadily declined. In two of the fields studied, mathematics and poetry, the peak period of creative output seemed to occur in the early twenties!

Tied together, this early research presented a dismal view of the relationship between age and intelligence. Unfortunately, this view held sway during the period when many corporations were establishing their policies concerning mandatory retirement and retirement pensions. Companies became convinced that reinforcing mandatory retirement and/or making early retirement more attractive would benefit the company by removing the older, less intelligent workers to make room for younger, more able employees.

But not all researchers were persuaded by the pessimistic data. In the 1950s and 60s a number of studies began to employ the "longitudinal" research strategy, in which the same group of individuals was tested several times over a period of years. A different pattern of performance emerged. Even though some individuals did show a decline with age, for most people IQ scores held steady or even increased with age!

Even gerontological researchers are afraid of growing old, so it should come as no surprise that many support the view that intelligence is affected by age in different ways. Crystallized intelligence is basically the use of stored information. This set of abilities is presumably enhanced by formal education and influenced by the experience of living in a particular culture. Because old cultures may be equally intelligent but may have a different set of stored information to draw upon. Since older people have had more time to become acculturated, it is reasonable to predict that crystallized intelligence would increase with age as well as with education.

In contrast, fluid intelligence is presumed to be culture-free, and is much less associated with verbal ability or stored knowledge. Fluid intelligence is based on the total efficiency of the central nervous system, the raw "brain power" that permits rapid flexible thinking and quick adaptation to unfamiliar tasks and surroundings. Since the brain undergoes a small but noticeable decline in physiological efficiency each decade after age twenty, it is reasonable to predict that fluid intelligence scores would drop with age or any medical condition that might interfere with the functional efficiency of the brain. A number of studies have indeed found that performance on tasks of crystallized intelligence holds steady or increases with age, while fluid intelligence test scores drop sharply as people move into middle and later adulthood.

Although the interpretation is disputed, the findings seem to be reliable. Thus it appears that intelligence both increases and decreases with age; more precisely, that certain types of intellectual abilities increase, while other aspects of intellectual decrease. Old dogs are not dumb dogs; they're just smart in different ways than young dogs. What this means is that you can feel fairly comfortable challenging your grandpa to a race in solving Rubik's Cube. But watch out at the Scrabble board—that old dog stands a good chance of out-smarting you every time!
X Years After Title IX

On June 23, 1972, Title IX of the Education Amendments was enacted. The statute bars sex bias in federally assisted education programs or colleges. Much of the attention Title IX has attracted during the past decade has focused on its application to intercollegiate athletics, but its impact has touched all aspects of campus life.

In fact, 10 years after Title IX, it appears that administrators at Hope College were probably no more discriminatory than other areas of campus life. Annie E. Irwin, who became the College's third athletic director in 1976, points out that women's athletics have increased and now includes basketball, field hockey, softball, swimming, tennis, track and volleyball. The number of competitive sports available to women has been increased and now includes basketball, field hockey, softball, swimming, tennis, track and volleyball. It's Irwin's impression that there has been no intentional discrimination against women within Hope's athletic program.

"In the past, female athletes just weren't aware of what they could do. That's just the way things were. It's not that the men were trying to hide advantages or suppress women's sports. It's just that no one had the overview to realize the discrepancies."

Hope's pre-Title IX "horror stories"—things like women athletes being expected to launder their own uniforms while men had that service provided—must be interpreted in light of the facilities available at that time, Irwin says.

"Our real horror story is that all we had was Carnegie Gym and everyone was trying to use it at the same time."

A new physical education center on the drawing boards when Irwin arrived in 1976, it was easy to build sexual equality into the plans. The Health and Physical Education Center opened in 1978, equal accommodations for athletes of both sexes became a reality.

"Yet, even within the Title IX-blessed walls of Dow, little matters still linger. Just a few weeks ago, for example, Irwin distributed coaching evaluation forms as usual, but this year a student pointed out that the forms refer only to coaches on the women's program."

"Forms are easily reprinted. A larger, less easily solved matter is that of adding more women to the faculty and coaching staff. Irwin acknowledges that "it is pretty farfetched to think that we'll find a woman qualified to coach a sport like football."

"It's going to be hard to equalize our department, but I hope we'll continue to weigh this factor as an issue as we try to hire the best person for any available opening.

Irwin says that Title IX absorbed all her attention during her first three years at Hope, but is no longer an issue in her mind. She's not even threatened by district and College image-building. Not all of the committee's recommendations have been translated into policy changes."

Dickie says. "I think there is still a question about whether—we actually budgeting to ensure that we're encouraging women to be the best that they can be? Some of my colleagues say, "Don't you care about encouraging men?" Of course I do. But I believe that our budgets already do that."

"I think we have a pretty farfetched situation today. When we look at the issue of equality, we're going to be facing the same problems as 10 years ago."

Jane Dickie, who notes with some humor that many think of her as Hope's "token feminist" (in fact she arrived at Hope in 1972, along with Title IX) believes that the greater awareness of both men and women's athletics has been accompanied by increased resistance, that the initial "lockeroom" types of Title IX issues were easier to work through than the more basic issue of sexual equality. "As people begin to look at the issue seriously, some—very important reasons within their own understanding—are questioning what it means for women to be equal."

"Questions are being asked such as 'Are we going to ruin our families if women gain equality? I understand that. I think that anytime you talk about changes, it's threatening to those we have already served."

But Dickie maintains that Hope as a community has a special mandate to thoughtfully confront all issues related to sexual equality. "Traditionally within the mainline church...the emphasis has not been to encourage women to make choices, it's been to keep them in traditional roles. Within our constituency, we have a large number of people committed to the Christian faith, and I think that's one reason why our women are not likely to achieve in the traditional male sense of achievement."

"With Title IX we now have a mandate to be in the forefront and I think that's very exciting."

"I think we need to seek our own answers. Are we a Christian college really contributing to the status quo? Or are we interpreting the Good News as a liberating influence in all our lives."

"Many of our students have been reared even more in a Christian college than anywhere..."
Imagine heading to class on a typical day at Hope College. Picture a confining dense mob of students, streaming continuously like ants to various academic buildings. Above the constant chatter and muffled footsteps, the students are jostling books, backpacks and other assorted paraphernalia. To many students, heading to class is a simple routine, to others—a challenge.

As I think back to my days at Hope College, I often forget how much energy I managed to get around,' expressed Robert Tanis, an independent businessman and a paraplegic, who graduated from Hope with an English major in 1972. "I thought it was a major obstacle and I'm not sure I could do it over again." he said.

However, all the major obstacles Tanis confronted are in the process of being removed. For the past four years, Hope College has made tremendous effort in campus improvement for the disabled, including the installation of a "barrier-free" environment for the mobility-impaired and also "reasonable accommodations" for the hearing-impaired.

There are five students on campus who are mobility-impaired. Others are less conspicuous—seeing, visually-impaired, or hearing-impaired. However these numbers do not include the students who do not need or want any type of assistance.

When I was a student at Hope, I had two classes on the third floor of Vander Hoost Hall. Everyday I would have to grab three or four people to help me carry my four or five flights of stairs," explained Tanis.

If Vander Hoost were still standing today, it would be equipped in much the same manner as the buildings that are under construction on campus today. The addition of new ramps to old buildings has been a steady process and includes the recent completion of a ramp to Hope Hall. An additional ramp has also been placed on the east side of the DeVine Center to provide accessibility to the campus gym.

"As of right now, 95 per cent of all academic buildings are accessible," said Bill Anderson, vice president for business and finance. "Approximately two per cent have been set aside for the use of students with disabilities and 15,000 square feet on new buildings will be set aside.

The change has not been done at Hope as a matter of compassion, said Tanis. "We are doing things for practical reasons. It's the only way that we can compete with other colleges."

"Our students are also being trained to deal with these problems," he added. "We are preparing them to live in the real world."
Students Working: Cause for Alarm

College life is usually envied as far removed from the 9-to-5 rhythm which moves most of America's adult population. Students themselves, although knowing in their heart of hearts that they are the beneficiaries of their No-Daze boxes that a campus is no utopia, nevertheless frequently evoke the term "the real world" to describe post-marshmallow existence.

But lately, as costs and loans go up and grants struggle to stay put, some "real world" work pays its way into student schedules. It's not that working one's way through school is anything new. It's just that nowadays more students seem to be wanting the jobs more and padding the returns less. Increasingly, working is viewed as an important part of financing one's education rather than simply a means of ensuring that the right signature is on the back of one's blue jeans and the proper center of status covering one's heart.

Are jobs regarded as necessary evils? Is working a threat to their academic and social lives? Is anything being gained other than deficit?

From the viewpoint of Hope's financial aid office, most students have very poor, positive attitudes toward their jobs. Phyllis Kelder, Hooyman, student employment counselor, has placed approximately 1,100 students in off-campus, part-time jobs this year. Salaries come from either Hope College or Uncle Sam's College Work-Study Program. Students whose campus jobs are written into their financial aid packages are limited to working 13 hours per week and earning $1,000 per year. The limitations are there to insure that the in-demand financial aid resources are shared equitably. The on-campus earning power of students who don't need the jobs to complete financial aid packages is considerably less than $500 per year—and, increasingly, priority in handing out the jobs is being given to students who need the earnings to meet college costs. The pay for on-campus jobs varies depending on the nature of the work—but not very much. Most salaries hover at or just above the minimum-wage bottom line.

Thus, many students take only when they leave their summer jobs and pick up work at Hope. But on-campus jobs are in high demand! Students are excellent and demand a transportation. Moreover, students—vacation schedules pose no hassle and most of the "boxes" are sympathetic to occasional needs to earn an exam instead of showing up for work.

Campus jobs offer the additional benefit of helping incorporate students into campus life. Hooyman claims: Student-employees see themselves as attached to a larger whole and get a different view of the campus—and apparently that helps them feel more comfortable. Jobs make friends. Students meet other students and study groups that most student-employees spend more time with their job supervisors, many of whom are professors, than with any other off-campus.

Obviously, the employee-supervisor relationship carries with it an understanding of the importance to the student's development.

Hooyman notes:

Rather than hounding students, jobs seem to help sometimes, says Hooyman, because they provide a chance of pace from the rush—class/student/humdrum. National studies indicate that having a part-time job is no detriment to academic performance.

For some students, such as those who are labor-intensive in camp, off-campus jobs tie in directly with vocational goals, offering the added plus of professional experience. But what good is "spider feeder" or "dishwasher" or "babysitter of the telepreaching during lunch hour" to the resume of a college graduate?

You'd be surprised, says Rick Davis, who directs the Michigan Employment Security.

Getting a good part-time job in college is to get a job is to go out and create one of your own．

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The study shows that the student who has shown a good track record in college enjoys an edge over the student who hasn't worked—and that edge holds for those applying for graduate schools as well as those applying for professional positions. Davis says it's performance, not the nature of the job, that's considered to be an indicator.

Davis sees Hope students who have been unable to get on-campus jobs as well as those who want to supplement on-campus earnings. In the past, students used state-funded service to locate jobs that were higher paying than those on campus—but that category of job seeker has all but disappeared this year because those kinds of openings have dried up.

The overall number of students registered with Davis' office shows a decrease over last year, but he's seeing a different attitude.

"Students are much less choosy about the jobs they'll take. They aren't as likely to consider some jobs beneath them. Last year, less than 10% of our placements were in domestic jobs; the majority were in manufacturing or with downtown merchants. This year, about 50% of our jobs are domestic—things like house-cleaning, baby-sitting, yard work. Students are not only taking these jobs, but they're accepting very low pay in some instances.

Reality has broken the bubble of the students' world!"

Ebony and Ivory Earnings

Work is play for Deb Eggebeen, a senior from Huntington, N.Y., who is a paid piano accompanist, helping Hope's voice students get through their weekly lessons.

Although she's played the piano since she was seven years old, Eggebeen says she still gets nervous every time she faces a new piece of music.

"It scares me to death. But I enjoy the challenge. This is the only job I've had in a long time that keeps me on my toes. The singers select their music by looking at it for the voice part—they don't look to see if it has five sharps or seven flats for the accompanist. I've just got to adapt it. It's exciting, and unfortunately, they forgive me all my mistakes.

A biology major and music minor, Eggebeen values all the keyboard experience she's gaining, although her career goals are undecided.

"I don't know what kind of accompanying there is to do in the real world, but I do consider sometimes teaching piano or accompanying a church choir. I've been directing a choir. With all my experience, I could probably even teach voice lessons by now," she says, with humor.

Eggebeen has known several campus jobs during her years at Hope and this summer, in addition to her accompanying work, she also spends a few hours each week tending the telephone for the philosophy department. It's a casual job, she says, and she enjoys the contact with professors and students. A fringe benefit is that a New York Times occasionally gets tossed her way with the friendly injunction: "Read it!"

Her advice to students is to seek out your own best job.

"Get to know professors so that if they have a need, they'll think of you. And if you have a special talent or skill, let it be known."

Easy Driver

John Conser believes the best way to get a job is to go out and create one of your own. 

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Gran Rapids, Mich., and now a Holland resident, did just that when deregulation opened up the bus industry. A former bus-line employee and the son of a bus-businessman, Conser certainly knew the center-line of the job. And, because he was already working as a College bus driver, Conser had an "in," with a very good potential customer.

Hope College liked Conser's proposal and agreed to leave the driving—and the maintenance, scheduling, staffing and record-keeping—to the newly formed Conser Coach Service.

For almost two years, Conser and his older brother have been the two diesel coaches which provide service to Hope athletes, touring musical groups, professors and students on field trips, excursions, students off for recreation, secretaries in search of a Saturday shopping adventure, or even to downtown merchants.

They also provide Hope and other customers with smaller buses.

Because the diesel coaches are both of 20-years vintage, Conser says it takes a lot of time to keep them together and keep them going. He works a lot with the Focus and the occasionalitty of the cars, the buses. But he's got a lot of mileage behind him and estimates he sometimes puts close to 60 hours a week into his bus business.

For many students, that would mean instant academic disaster—Conser admits that he would probably fare better in grades without his buses. But you have to put put them on the table," he points out, and so far he's maintaining respectable standing. "Fortunately, I'm a very good test-taker. That helps."

Mary Cassel getting down to the necessities.

Dave Medenborough at the decks.

Deb Eggebeen and her piano keyboard.

Committed to excellence. Pursuing excellence. Contributing to excellence.
Action!

John Conner, ready to go.

Clean Sweep

Over the years, Mary Cassell has learned during her years of working while going to school that there is such a thing as a free lunch—provided you work for the campus food service.

The senior from Niagara Falls, N.Y., who has worked during her entire Hope career in the dishwashing room, also knows the hazardous tension that builds in direct correlation to the number of trays piling up on—falling off of—the conveyer belt. “I always try to keep a sense of humor,” Cassell wisely notes.

Cleaning up has become somewhat her specialty. She’s worked summers as a janitor, housekeeping, chambermaid and house painter. This fall, she expanded her repertoire to include a weekly housecleaning job acquired through the Off-Campus Jobs office operating at Hope. Despite all her previous experiences (like saying that she’s learned many tricks of the cleaning trade—things like ‘efficient body mechanics’ and a keen eye for grime), Cassell’s housecleaning job is low-paying, says Off-Campus Jobs director Rick Davis who was surprised to see it. Cassell responds that the job fits her limited time requirements and she’s glad to have it, even though she wishes she were earning more.

“My choice was limited. I wanted extra money for spending—and I wanted a weekend job. This was the only one available at that time. So I said ‘Nothing is better than that.”

I went to go for it.

I wanted this type of job because while I’m cleaning I can think. It gets me away from college, out of my house, away from everything. I like being in a family home for awhile’.

Cassell will graduate this year with a double major after just a 3½-year college career. She’s hoping to secure an internship in West Michigan next semester so she can stick around for the pomp and circumstance of May commencement. She’s headed toward missionary service or some other kind of social-change profession and believes all her jobs have been worthwhile.

“I’ve learned how to separate my personal self from a job... And on the job itself. I’ve learned to do that because I’ve been preparing me for what I want to do because all the different kinds of things that I’ve done have really prepared me for what I want to do because all the different kinds of experience and stuff that I’ve had in those jobs.”


even though she wishes she were earning more.

Frosh Input

“I can make anything, with ice cream you can make anything!” Amy Cook’s only previous experience—to work as a fellow student—seemed unlikely qualification for her off-campus job as a student computer operator. But after only a few months, she’s fast becoming one of the whiz kids of the campus-jobs set.

A freshman from Montague, Mich., Cook got her job by answering a postcard slapped on her dorm door the first week of school. With math and science her high-school forte, she plans to become an engineer. As a result of her job, she’s beginning to consider a specialization in computer engineering. She’s impressed with the opportunities her job has offered for learning the ins and outs of computer operation.

“I really felt it was sort of a trial for me to get a job in the Computer Center. People are always sort of awed when I tell them about my job and even sometimes can’t believe all the power for getting things done an operator has in one little finger.”

But operators know that nothing can be instantaneous; there are procedures which must be followed.

“Sometimes people get impatient if they have to wait more than five minutes to get a print-out. They don’t realize that there’s a lot of work involved with every request.”

Because the Computer Center, like the campus food service, employs many students, there’s built-in flexibility in hours—a worker only has to arrange for a replacement. Cook finds that an advantage. She works anywhere from 4 to 6 hours each week, and believes her job has helped manage her time.

“I have a lot of free time. I tend to put things off. Working has made me use my time to get things done.”

She pokes her earnings for spending money, and particularly for freshman, the latter always seems unobtainable to the former.

“Watch your money,” she advises. “It slips fast. There’s always that extra shirt or a poster or something else that you think you have to have.”

Slower Sailing

Finding a job has posed more problem for Dave Medendorp, a senior from Lanark, Ill. Usually, one thing leads to another—when he transferred to Hope last year, for example, he took a job at a furniture company which led to some home carpentry work which led to a full-time summer job at Holland’s Anchorage Marina which led to his present part-time job as maintenance worker there.

But because he has assumed almost total responsibility for financing his education, Medendorp has sometimes been forced to slow the pace of his educational progress to give his pocketbook’s edge a chance to catch up. It’s been six years since he started college. Because he began working in high school, he says he can only guess what it would be like to be a student with without also being someone’s employee. But he thinks he would want a job even if money weren’t the prime motivator.

“With the kinds of jobs you typically get while you’re in school, working gives you a chance to reflect. You have a chance to get away, to get off-campus. Like that aspect.”

A business and communication major, Medendorp says he’s open in his career plans. But all his odd jobs over the years have made him realize that he enjoys variety. He’s had a professional position which would lock him into a single task. Real estate management, purchasing, sales—all are possibilities. As they’re with smaller companies where extensive specialization is precluded.

Although he’s working his way through school, Medendorp says he’s had little opportunity to practice money management.

“I’ve never had much. So I’ve always had to do a job.”

That practice has generated a world of advice. “Don’t carry any more money than you absolutely need. If it’s in your pocket, you tend to spend it.”

He believes it’s important for working students to make time for relaxation, and that time is a useful tool—by which reduces stress.
10

Fall Sports Great!

by Dick Hoekstra '84

Hope is aiming for its fourth consecutive Michigan Intercollegiate Athletic Association (MIAA) all-sports championship.

The College fields an impressive 19-point lead in the race for the trophy thanks to an excellent fall sports season which saw the team finish second in the standings of any of the seven MIAA races.

The nationally ranked football team and the field hockey team, behind their best record in history (3-0-3), claimed MIAA championships. The soccer and men's cross country teams finished second while the golf, women's cross country, and volleyball teams were third.

The all-sports standings, based on finishes in both men's and women's sports, found Hope with 66 points, Calvin 89, Alma 17, Alpena 43, Kalamazoo 31, Adrian 26, and Olivet 24 after fall competition.

FOOTBALL

The MIAA champion Flying Dutchmen will go into the record books as the school's most potent offensive football team in history.

The nationally ranked (11th in the Division III final poll) Dutchmen captured their second straight league championship with a perfect 5-0 record. Overall, the Dutchmen were 8-1 with the only loss coming in the season opener at Wabash which went unbeaten in 10 games.

The Dutchmen established 14 school records, tied two more and broke the MIAA record for total offense in a season, finishing with a 1,024-yard total. The overall Dutchmen offense averaged 202 yards per game.

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GOLF
Hope won the first round of the MIAA tournaments, hosted at Clearbrook Country Club, to take an early lead in the league race for the title. The Flying Dutchmen eventually slipped to third place, an improvement from last season.
Senior Craig Stevens of Plymouth, Mich., finished third in the league with a 78.9 strokes per round average through seven rounds. Sophomore Paul DeBoer of Zeeland, Mich., finished third with an 80.4 average. DeBoer was a co-medalist at the fifth round of MIAA golf tournaments, as he shot a 75 at Tecumseh Country Club near Adrian.

WOMEN'S CROSS COUNTRY
The Flying Dutch really established themselves as a force to be reckoned with in the MIAA this season. They finished the dual meet portion of the season tied for first place with Adrian and Alma. They registered a 4-1 overall dual record, 3-1 in the MIAA, a great improvement over 1981's 0-3. They took third place in the conference meet.

Hope also claimed third place at the NCAA Division III regionals.

All-MIAA selection Diane Boughton of Three Rivers, Mich., and all-MIAA freshman Deb Heydenburg of Jenison, Mich., were elected co-most valuable runners.

Deborah Shy, a sophomore from Lancaster, Calif., was voted most improved while Wendy Schoenholz, a junior from Spring Lake, Mich., and Carla Johnson, a junior from Essexdell, Calif., were selected co-captains of the 1983 team.

VOLLEYBALL
Hope finished third in the MIAA race this fall. The injury-riddled Flying Dutch finished with an 8-2 MIAA record.
Junior Linda Percy of St. Joseph, Mich., was selected to the all-MIAA first team, and sophomore Anne Hendrickson was selected to the all-MIAA second team. This marks the first year that women have been awarded all-MIAA honors individually.

Percy was voted the team's most valuable player as well as captain of the 1983 team. Sophomore Kathy Kroeker of Tony, Mich., was chosen as the most improved player by her teammates.

New Coaches Are Named
Two coaching appointments of winter sports teams have been announced by Ray Smith, director of athletics.

Michael Landis has been appointed head of both the men's and women's swimming teams as well as director of aquatic activities. He replaces John Patrick who was granted a leave of absence in order to pursue doctoral studies.
Joe Hosford is the new wrestling coach. He succeeds James DelBianco, who was appointed head football coach at Allendale (Mich.) High School.
Landis, a former Holland (Mich.) High swimmimg standout, served for five years as an instructor, coach, and supervisor at the Holland Community Pool. There he taught life-saving and swimming lessons to all ages.

Landis earned a bachelor of science degree from the University of Wisconsin at Stevens Point, where he was a member of the varsity swimming team. He also received a master's degree in physical education from Utah State University.

In 1979-80, he was men's swimming coach at Calvin College. Previously, he coached the Holland Junior High School boys swimming team from 1971-74 and the Holland Community swimmer swimming team from 1973-76.

Hosford was a college All-American in two sports and successful high school varsity coach in Grand Rapids, Mich.

He was the wrestling coach at Creston High School the past five years. He continues to teach in the Grand Rapids public school system. His teams won the league championship twice and over five seasons posted a 26-4 dual meet record in the city league.

Hosford earned 12 letters in five sports at Grand Valley State Colleges. He earned All-American recognition twice in football at fullback and four times in wrestling.
Treble With a Cause

by Eileen Beyer

"When I can do something with my voice in opera, I feel I've given part of myself to the universe and said: Thank you for letting me be alive." I feel that I'm giving back some of the gifts that have been given to me."

Gene Marie Callahan, a soprano with Chicago's Lyric Opera Center for American Artists, has a special appreciation for Italian opera. For Callahan, it's the only art form that has "a larger than itself quality."

"There's an element that surpasses the essential quality of the words; what's happening is a test of the words, a test of the visual and auditory senses at the same time for a kind of double whammy."

Callahan was among those who found opera "rather boring, always done in those foreign languages you can't understand, taking too long and costing too much." But she's come to appreciate her craft from both sides of the stage. Opera, she says, is an art form that has "a larger than itself quality."

"There's an element that surpasses the essential quality of the words; what's happening is a test of the words, a test of the visual and auditory senses at the same time for a kind of double whammy."
Nonetheless thriving in many schools. So it is
with my work with school orchestras and
bands, and numerous opera and musicals
that really inspired my approach to
conducting.

Following were conducting experiences
in Sydney, Australia, where I worked
under the baton of Maestro Tonio Neri,
in the tour of the world famous Opera
House.

The Student Concert Platform at
Indiana State University, where I
was a member of the orchestra,
conducting several performances
of renowned opera and musicals
in the program.

However, the opportunity to
actually learn about conducting
came from some mentors and
collectors who provided the
framework for my development.

The time I spent with the late
Maestro Tonio Neri was
invaluable, and the experience
will always remain a part of my
musical journey.

Edith Rens '71 was a finalist in the
National Conducting Competition held in
August under the sponsorship of the Symphony
School of American Music.

The competition required a long
journey for Rens who had spent many
years working in Sydney, Australia, first as
a school teacher, then as a school music
consultant and more recently as a conductor
of several orchestras.

Rens graduated from Hope with a degree
in music and piano performance and
teacher certification. She recalls with
vivid recollection the opportunity she
had to conduct the orchestra during a
program of coursework. "Something
definitely clicked at that moment," she
recalls, "but the idea of actually pursuing
a career in music was not something
doesn't suit me."

Opportunities to actually learn about
conducting came through Rens' teaching in
Australia which she took after receiving her
master's degree in piano at the University
of Arizona. Australian music education
differs significantly from the American system.
In Australia, it is more geared to academic
study and practical, creative classroom
experiences rather than large-group
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The tournament was a unique
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The 2020-21 season will
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National Conducting Finalist

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European Study Tours
Available this Summer

This summer Hope College will offer special
study tours in Europe for students and
friends. The history department will com-
memorate the 500th anniversary of Martin
Luther's birth with a study tour under the
leadership of Dr. Paul Fried, professor of
history and director of the international
Education Program, and the Hope Summer
School. Other study tours on "Backgrounds of English
Literature, The Land and the Culture" will be
offered through the English department.

The tour will visit major cities associated
with the Reformation including Prague,
Czechoslovakia; Brussels, Belgium; Antwerp,
Wittenberg; Switzerland; and the
Pilgrim Fathers' journey. The tour will
include visits to the places where Martin
Luther and other reformers lived and worked.

The tour will also include visits to
London, Paris, Rome, and other
European cities. The program will
include daily excursions to famous
monuments and historic sites.

The tour will conclude with a stay in
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worked.
D. Ivan Writes About B. D.

Ivan Dykstra '35, professor emeritus of philosophy, has authored a biography of his father which he titles B. D.

The book, published as part of the History of Hope College series, offers a fascinating examination of the Rev. B. D. Dykstra: "he did live as part of that time in a room on the dormitory floor, Vleek Hall. There was a room equipped with its own little pot-bellied stove but the student was responsible for providing their own wood to keep the stove going, I have no information as to how this was generally managed but for my father, I mean spending a good part of his weekends scavenging for firewood, going out as far as a place called Pine Creek, which is still a good four miles out of the campus. Even so, and to conserve his energy and fuel, he generally wrapped himself in blankets and fall asleep at his studies."

Copies of B. D. are available through the Hope College Bookstore.

D. Ivan

class notes

Class notes and other alumni information is available from News from Hope College. For more information, contact Mary Rempe, 366, Hope College, Holland, Mich. 49423. 

40s

Harold Colenbrand '31 is serving the Central Church in Highland Park, Ill., full-time as pastor of the church. Harold has been a senior minister since 1965. He is the third generation of the Colenbrand family to serve as pastor of the church.

41s

Martha and Leon Rehage '29 received a memorial contribution from the Rev. John E. Rehage to establish the Leona Rehage Memorial Scholarship at Hope College.

42s

Donald Hoffman '32, a pastoral counselor and conflict management specialist at the Psychology and Counseling Center at the University of Alaska, will be giving a seminar on "Managing Conflict in the Workplace" at the Creative Growth meeting in Holland, Mich.

Raymond Miller '32 is vice president and president of the Hope College Corporation, a Rochester-based regional bank holding company.

Mary VanLinden '32 retired from the army in September. Mary was a colonel who worked in special operations and served as a medical officer in the Army.

Cornelius Veelstra '32 is the pastor of the Reformed Church in Grand Rapids, Mich.

Lucile Tysse '35 and Velma Agans '35, both from Hope College, are the recipients of the Temple University (Phila.) president's award.


Raymond Dejager '35 is a writer of the Colcord Reformed Church in Richmond, Va.

Casimir Hofman '35, pastor of the Rev. Thomas and Cornelia Episcopal Church in Greensboro, W. Va., is named "First of the Year" for 1983 in the Episcopal Diocese of Western Virginia.

43s

Ron Bree '60 was awarded the Michigan Association of Reformers Community Service Award for work he did in the community. Ron is the founder and president of the organization.

Ronald L. Rose '60 is vice president for development at the University of Michigan. Ron is also a member of the Board of Governors of the University of Michigan Foundation.

Bruce VanderMeel '60 is a director for Shell Oil Company based in Seneca, N.Y.

44s

William Burgford '60 is a professor and associate director of the Center for International Programs, University of Missouri-Columbia. William is also active in anti-nuclear war and peace-oriented organizations.

45s

Louis Harvey '53 is a pastor in Welland, Ontario, Canada.

46s


Don and Nancy Miller '58, Benji, October 15, 1979, Battle Creek, Mich.


47s

Jennifer Lynn '71 was married to James William Fancy '79 and Kathleen Sue '77 in a call to the Office of the Joint Committee.

Kris Watz '76 worked closely with Tom and Carol Jones '76 and also a call to the Office of the Joint Committee.

48s

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New Teaching Rule

The State Board of Education has approved the adoption of a new teaching rule that becomes effective July 1, 1985. The new rule regarding the certification of elementary-level continuing certificate holders has completed six state teachers in the methods of teaching English. Applicants for continuing certificates at the secondary level must complete three semester hours in methods of teaching reading.

Further information is available from La- mont Drake, Education Department, Hope College, Holland, Mich. 49423 (616).
New Sculpture More than a Symbol

by Mark Holmes '83
reprinted from the anchor

There is a "big shiny thing" at the west end of the college's new Van Raalte Commons, formerly 12th Street. While it may be a bit threatening, initially, a flash is moved since it was coaxed casually into position by a fifteen-ton crane and crew of four iron workers under the direction of Stuart Luckman, a Minnesotan sculptor. Luckman's twenty-foot sculpture was selected from the work of 50 artists from the Great Lakes region. The commission is a commemorative work for Hope's founder, Albertus C. Van Raalte.

The installation of the piece on Oct. 23 marked the end of a process which began over a year ago with the formation of a faculty-administration committee to oversee the selection of a commemorative sculpture. The actual jurying was by a group of professionals selected by the committee: Clement Meadmore, a New York sculptor of international repute; William Gilmour, an architect from Midland, Mich.; Conno Robins, a New York Art critic; and John Wilson, professor of art history at Hope. The primary criterion for the selection of a work was that it be "good" sculpture. Although the piece is intended to fulfill a commemorative function, the aesthetic validity ought not to be contingent on specific symbolic references, the judges decided.

This is Luckman's third major commissioned work. Last year he completed a large piece for the University of Minnesota; this piece is in some ways similar to our own; the two bear a family resemblance, which, if examined even briefly, may prove enlightening. This is, in fact, one trait of a matured artistic sensibility: as Mr. Luckman is fond of saying, "You have roots and you have limits." Roots in the past provide a foundation for change, and it is these roots which form consistent underlying artistic concerns, which provide direction to variety.

One recurring characteristic of Luckman's sculptures is an interest in what he dubs "situations." These are not highly charged dramatic situations but more often familiar. "Like a ladder, a chair, a broom and an old fishing pole, that you see used as a bar- scour for a newly blacktopped driveway." Both Hope's new sculpture and Luckman's Minnesota piece might be seen as this sort of sculptural situation, in which objects rest casually against each other, mass flowing with gravity. These are sculptures which monumentalize the improvisational moment.

Luckman makes use of the characteristic quality of stainless steel to allow variations in the surface—a chiseling effect by which the light defines forms if the pieces were cleared from large gobs. We are given no clue to the actual density of the object because, unlike paint on a car which provides a skin or a termination to the form, the marks in the steel are ambiguous. More like looking at a slice of bread, there is an awareness that you're not looking at the end of a whole loaf.

Evening light falling into the box-like openings is captured and transformed into something like T.V.- sized chunks of apricot jelly. All sense of surface is lost; space is inhabitable by the substance of light. If ever one is in need of a specific symbolic reference to justify this sculpture here it is A Platonic's heyday "light the form-giver" illumination ought to mean something to the illuminated.

On a similar note (the symbolic), it is of some interest that the piece turns its "front" side toward the community. It seems to slide into place, like a kid learning to skate, clumsily enough to remain vulnerable, elegant enough to bear noble witness to the man and ideals by which the college was founded.

Certain features of the sculpture might be measured as references to specific traditions in Dutch art and architecture. An emphasis on perpendicular relationships has been one trait of Dutch buildings in the 18th and 19th centuries: the stepped facade of Voorhees Hall is one example as are checkerboard tiled floors of Durnett Memorial Chapel. Dutch painters since van Meegeren have emphasized the vertical-horizental relationship, a trend which epitomized with Mondrian. More recently, some contemporary Dutch artists have shared Mr. Luckman's interest with light as a sculptural material. The painter-sculptor Schoonhoven is one example. In fact, we said an outstanding opportunity to put these observations to the test with the sculpture Stuart Luckman compares maquette and his final creation.