

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 living up to its name—up 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 Trust of Philadelphia, Mich., which gave $10,000. In addition, Hope has received a $31,000 grant for the purchase of word processing equipment.

"When we have 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 Veer Hall of Physics and Mathematics, is now relocated in Center Hall. The former kitchen and dining areas of the dormitory have been completely remodeled for the new function.

Two of 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 online 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 1975, 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 multiple mini-computer system offers advantages of maximum flexibility and increased "up time," since in the event of mechanical difficulties one computer can provide back-up 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 a dramatic way of shifting 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 more than a 40 percent increase in student use of the computer. Faculty use has also increased, encompassing both research and computer-assisted instruction. Academic use is now 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 percent 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 Dasher 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 viable 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 computers 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 about 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. 25. 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 lot 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 by 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 his 16 years as a NASA astronaut have "reefected 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," he said. "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 gained 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. This 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 offers 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 spiritual 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. ... As Americans, we 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 fellow commander, Colonel Borman, for "bringing the Bible into space." By reading portions of Genesis as he and his crew processed unknown visions.

Lousma concluded by stressing that evidence of God can easily be found in the inner space of one's person, as well as in the outer space of the universe. God solves problems, gives direction, plans lives, answers prayer and gives peace and happiness—but He must "make transactions" with man in order to see these effects, Lousma stressed.

The visiting astronaut presented Hope with a framed montage which included photographs of Columbia's third landing plus a crown emblem and American flag which were unboarded during that mission. His visit also included a show of footage he personally filmed while in space aboard the Columbia.

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 Division I, II and NAIA Division II colleges and universities throughout the country. He is a native of Zeeland, Mich.; Brinks was starting center for 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 named first team center on the Great Lakes All-academic football team. A math major, he carries a 3.9 GPA.

This season, Brinks developed an offensive line that led the Dutchmen to a new MIAA offensive record of over 400 yards per game. One of Hope's four seniors, he was a member of three MIAA championship teams. Hope posted an 18-1-1 league record during his four years. He becomes the fifth Hope football player to receive All-American honors. Previous recipients were Larry TerMolen, offensive tackle in 1968; Ron Posthumus, defensive tackle in 1973; Craig Green, defensive tackle in 1979; and Paul Damion, tight end in 1980.

FACULTY POSITIONS FOR 1983-1984

ACCOUNTING—Rank open. MBA a minimum requirement. CPA and Ph.D. desirable. Tenure track position. Teaching includes basic and advanced courses in accounting.

BIOLOGY—Assistant Professor, Botanical; tenure track. Ph.D. required, post-doctoral experience desired. Should show promise of developing a vigorous grant-supported research program involving undergraduates.


COMMUNICATION—Rank open. Ph.D. required. Strong general background in contemporary communication theory. Capable of directing communication skills.

COMPUTER SCIENCE—Rank open. Master's degree required, experience and further study desired. 10-12 credit teaching per semester plus major's research and graduate projects. Outside consulting encouraged.

DANCE—Rank open. Master's degree required, experience in Jazz and Jazz essential, Folk and Square optional.

ECONOMICS—Rank open. Ph.D. required. TENURE track position. Teaching includes basic and advanced courses in economics.

FRENCH—Assistant Professor, tenure track. Ph.D. required. Must be qualified to teach at all levels and post-16th century literature. Demonstrated success in teaching French, willing to use innovative methodology, and scholarly promise are required.

GERMANY—(Propositional position) Rank open. Ph.D. required. Must be qualified to teach at all levels and 18th-19th century literature. Preference given to candidates who also speak German.

HISTORY—Assistant professor, tenure track. Ph.D. required. Modern European with strong preparation in German, French or German history. Quantitative skills desirable.

MATHEMATICS—Rank open. Ph.D. required. Must be qualified to teach at all levels and 18th-19th century literature. Preference given to candidates who also speak German.


RELIGION—Rank open. Ph.D. required. Consideration given to candidates with significant theological tradition is important. Old Testament Studies.

GENERAL REQUIREMENTS—Commitment to quality undergraduate teaching and to the character and goals of the College.

RANK AND SALARY—Dependent upon qualifications and experience.


ADVERTISED EXCEPT TO FACULTY
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. His beard is always even, voice is never raised, and a passion for learning and culture, tasteful in dress, neatly beard, and mustache.

But contrary to 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. Indeed, a nation without a reverence for its cultural heritage is a nation without a soul," Nyenhuis states last March while testifying before the U.S. House subcommittee regarding the National Endowment for the Humanities.

His appearance was his first 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 risen during the last few years. While testifying Nyenhuis also managed to get in the good word that he represents the humanities.

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 director of humanities in 1975, he found himself in a charge of a division which, although far from death, had begun to dwindle.

Nyenhuis early appreciated that the humanities faculty was in general disparate, facing the challenge of the Cold War in foreign studies, in 1975. The divisional 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 marbles from which the Liberal arts were originally carved, have little recourse but wait for the chips to begin to fall.

Nyenhuis provided motivating leadership and a voice for the division's concerns. A key in the revitalization which ensued was a refutation of the mistaken notion that no money was available for humanities studies. Two successive grants in 1975 and 1976 from the Michigan Council for the Humanities were used as a public test in which Nyenhuis provided humanistic perspectives on topics of public interest—aging and the status of Holland's Hispanic minority. These programs went a long way toward reassuring the humanities' sense of self-respect, Nyenhuis believes.

With the division in the mood for future grant-seeking, Nyenhuis focused attention on the academic core that had been funded during his tenure at Calvin College. Having a degree in English, he interested in the academic future of the college and focused on programs in which humanities faculty was involved.

The summer of 1981 was a landmark for Hope's humanities, as the division's professor—more than 20 percent of the total humanities faculty—were awarded NEH summer study grants. Nyenhuis takes special pride in the fact that the proposals behind the grants were all self-initiated by the professors. But as evidence of a widespread confidence, the humanities and arts studies may have their risks in today's economy, they also have their rewards.

Overall, the grant dollars from humanities and arts agencies brought to Hope since Nyenhuis came in 1975 average nearly $60,000 per year and include the recent spade of grants to support the exhibit of contemporary Dutch art which inaugurated Hope's De Pree Art Gallery and a new collection of music which recognizes the needs and roles of artists and humanities. This is most evident in more equalized budgeting. This year, for example, the music department has top priority, and so that the College's musical instruments can be upgraded.

That dollars and outcomes have been simply proved during Nyenhuis' tenure. But he also shows that academic vitality can come cheap. For instance, an annual humanities colloquium series which was founded at his encouragement is now supplemented by colloquia within various individual departments. Another development has been the faculty-wide annual Colloquium on Classic Texts, organized by a group of humanities professors with an interest in, interdisciplinary discussion and learning. One more new tradition is the Arts and Humanities Fair which brings hundreds of high school students to campus in the hope of enticing them to pursue such studies at Hope.

In many respects, the arts and humanities studies have turned to the top of the academic year in that they come to faculty recruitment. Because supply in those fields greatly exceeds demand, Hope has been able to attract some truly outstanding people to its ranks and to do with relatively little fear that they may be lured away by lucrative offers from business and industry, a practice which now plagues the sciences and social sciences.

But a lingering problem is that of attracting students and being able to provide reasonable assurance that their studies will lead to "appropriate" positions. Success in this effort has been uneven from department to department, from year to year. Although the humanities have gained much in prestige and have risen to a status of self-respect, Nyenhuis, while recognizing the pressures students and faculty deadlines. Also, teaching has long held an idea, that a student has a personal interest in a subject even if the students aren't immediately there where it will be worth the investment of obtaining additional education in the field. Even if that student realizes the intention of becoming a history professor, I believe that the additional understanding and deeper background justifies the choice. At the same time I realize that this is very much in the mood of individual students.

While most of the student turn-off is a result of economic reasons, some may be a backlash of opinions recently made not only the traditional values but also the challenges to traditional values. Interestingly, there are people who challenge the idea that someone is challenging an idea, that doesn't mean that the challenge is right. But many than to say that the traditional values is right, many than to say that the traditional values is right. We have to evaluate and learn to discriminate among the arguments that are offered. I think the College can provide moral leadership and intellectual leadership, but the College also has the responsibility to perpetuate the intellectual and moral traditions of society—not to do so blindly, but critically and constructively.

"Stoking the humanities' image on state and national levels is of course, time-consuming, intensifying what Nyenhuis regards as an administrator's biggest challenge—the tycoon of the urgent." Yet Nyenhuis teaches a Greek class each semester—partly for enjoyment. ("I personally can't understand why everyone doesn't love Greek as I do," he notes with still a touch of bewilderment, partly because he thinks it makes him a better teacher by keeping him in touch with the rhythms of the academic year."

Nyenhuis is a true believer in the intention of becoming a history professor. I believe that the additional understanding and deeper background justifies the choice. At the same time I realize that this is very much in the mood of individual students.

And about every other year he and his wife Lee manage to accompany Hope students to Greece for May and June Terms. These trips continue to inspire and inform.

"To get a sense of the physical environment in which the Greek culture arose is truly awesome and to be in the settings where Christianity began to spread throughout Europe is to put you in touch with the world in a new and very special way," he notes.

Like many travelers, Nyenhuis has picked up photography as a hobby. Woodworking projects at home have provided a sense of tangible accomplishment and keep him in touch with a family heritage of cabinet-making.

But between these pleasures, there are many drives to the state capital Lansing and plenty of planes to board for Minneapolis, headquarters for the Federation of State Humanities Councils, and Washington, D.C., where the future of humanities funding rests.

"The humanities aren't a sacred cow," he states. "But neither are we going to become a sacrificial lamb.

particularly not with leaders such as Dean Nyenhuis around.
What's Happening at Hope?

The Arts

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

February
4 4th Annual College Nordic Choir, Weston Noble, conductor, Dimmitt Chapel, 8 p.m.
11 Senior Recital: Michael Schmucker, pianist; Dimmitt Chapel, 8 p.m.
12 Senior Recital: Thomas Bartole, pianist; Dimmitt Chapel, 8 p.m.
13 Faculty Chamber Music Concert, Wickers Aud., 4 p.m.
14 Wind Ensemble Concert, Dimmitt Chapel, 8 p.m.
16 Master Class: Central Michigan Music Faculty Members; Wickers Aud., 3-30 p.m.
16 Guest Recital: Michigan Music Faculty Members; Wickers Aud., 8 p.m.
17 Music Department Student Recital; Dimmitt Chapel, 7 p.m.
25 Faculty Recital: Michael Vostor Jr., clarinetist; Wickers Aud., 8 p.m.
26 Senior Recital: Sheryl Bar, mezzo-soprano; Wickers Aud., 8 p.m.

Christmas Vespers on the Air

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

Arizona
KASA-Phoenix

Connecticut
WDBS-Middletown

Florida
WWRB-Orlando

Georgia
WRAF-Atlanta

Illinois
WBTN-Hoffman Estates

Indiana
WVUE-Fort Wayne

Louisiana
WAFN-New Orleans

Michigan
WZLC-Holland

Ohio
WQRR-Cleveland

New Jersey
WXRK-Toms River

North Dakota
KEY-Aberdeen

South Carolina
WMTX-Columbia

Tennessee
WSBM-Jefferson City

Texas
WACD-Paris

Virginia
WEMI-Harrisonburg

West Virginia
WSCJ-Charleston

Wisconsin
WTCS-Eau Claire

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, P.O. 913, Holland, MI 49423.

Critical Issues Symposium

March 2-3

The theme of the fourth annual symposium will be Avenue to 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 Hurburn.

Great Performance Series

Tickets available at the door for events to be held in Dimmitt Chapel. Tickets for the John Houseman program will go on sale during February. For further information call 616-394-6996.

Thursday, Jan. 27, Dimmitt Chapel, 8 p.m.
Pianist Jean-Yves Thibaudet of France. Just 20 years of age, Thibaudet has received rave reviews across Europe and this country. He was a winner of the 1981 Young Concert Artists International Auditions and in the past year has presented recitals in Japan, Italy and Romania.

Friday & Saturday,
March 11-12, DeWitt Center, 8 p.m.
Academy Award winning actor John Houseman has enjoyed careers as a producer, author, director, educator and actor. Most recently he has starred in the role of Professor Rokish in the film Classic.

Wednesday, April 20, Dimmitt Chapel, 8 p.m.
The Endellion String Quartet of England was formed in 1979. They were an immediate success at the International String Quartet Competition by placing second among 20 quartets from around the world.

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 20-23 in Florida (Lakeland, Clearwater and Sarasota areas).

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

Playbill

The theater 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

Rodgers and Hammerstein’s “Cinderella,” an enchanting musical filled with moonlight, 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 children 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 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 serene 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 whom I label "naive pessimists." Armed with plenty of pop-psychology, they argue that nothing of importance changes with old 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 slip-ups 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 capabilities. 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 fogies" in government and to condemn the fact that the "old fuddy-duddy" is still making the decisions 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 the same general pattern as the 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!

Taken 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 some have less realistic expectations about their colleagues' abilities. However, two other factors may be equally important and may have a different set of stored information to draw upon. Since older people have had more time to become accustomed to a career, 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 "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 sharply with age.

Unfortunately, the data could not support such a sweeping generalization. The longitudinal studies did not show an increase on all IQ tasks, but only on a subset of the tasks. For example, tests of vocabulary ability ("define the word belfry") and general world-knowledge ("what is the capital city of France?") did show genuine increases with age. But tests involving rapid, flexible thinking (such as solving pencil mazes or matching unfamiliar shapes) or perceptual-motor skills (such as assembly geometric puzzles) showed clear decreases with age, even in the longitudinal studies.

So the controversy continues, with the two sides sharply divided. One group of gerontologists holds that some decline in general intelligence is a natural part of aging. Others argue that little or no intellectual decline occurs in normal aging. In fact, some increases may be expected. A third group of researchers have proposed a compromise theory that may help explain the contradictory findings. This theory, based on the work of psychologist John Horn, holds that humans possess two quite different types of intellectual processes, and that these two types of intelligence are 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. In contrast, fluid intelligence is probably less affected by age, but it may be affected by other factors such as experience or environment.

Thus it appears that intelligence both increases and decreases with age, more precisely, that certain types of intellectual abilities increase, while other aspects of intelligence 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 any time!
X Years After Title IX

On June 23, 1972, Title IX of the Education Amendment was passed. The statute bars sex bias in federally assisted education programs or colleges. Much of the attention Title IX has attracted during the last 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 athletics in Hope College, like many other places, have turned a corner. The athletic department, under the guidance of Dean of Women and Athletics, Dr. Irwin, has made significant strides in ensuring equal opportunities for both men and women.

The athletic department has received $1 million for improvements to the gymnasium and campus facilities, which will create a more competitive environment for both men's and women's teams. The funding will also allow for the hiring of additional staff, including coaches and athletic trainers.

The athletic department has also begun to implement changes in its coaching evaluation forms. The forms have been revised to include questions related to gender equality, and the department is working with both male and female coaches to ensure that these changes are implemented effectively.

The athletic department has also taken steps to improve the physical education center. The center has been expanded to include new equipment and facilities, which will allow for increased opportunities for both men and women to participate in physical activity.

Overall, the athletic department has made significant strides in ensuring equal opportunities for both men and women. With continued support and commitment, the athletic department will continue to strive for gender equality in all aspects of campus life.

Darlys Topp, director of career planning and placement, says that there are still many women at Hope primarily to attend "the Mrs. degree" and Lynn Kennedy, director of the Academic Scholars Center and advisor to athletes, believes that women's organizations agree that many Hope women students envision traditional roles for themselves.

"My own impression is that faculty attitudes have changed more than student attitudes," notes Kennedy. "Many of our students come from conservative backgrounds and don't foster feminism. But through exposure to higher levels of people, they are beginning to look more critically at themselves, their college and the culture of Title IX." The observations of Janet Swim, a senior from Holland, Michigan and president of the women's Issues Organization, mesh with those of Kennedy and Topp. Swim indicates that Title IX may have promoted a false sense of security.

"Many students still believe that women are already liberated and that raising issues is putting things out of perspective," Swim notes.

But the women's Issues Organization has gained momentum this year, blessed with an operating budget as an official campus organization as well as some strong student leadership. True, the women's Issues Organization numbers only about 25, but there was no such group a few years ago. And there was no Committee on the Status of Women. There was no director of women's athletics. Single-sex organizations, such as Mortar Board and the H-C Club, went unchallenged. Title IX has charged all that. And from the viewpoint of the Committee on the Status of Women, whose continuing task is to monitor sexual equality at Hope, it's not time to lay off the reforming zeal engendered with the status passage 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 gender issues has been accompanied by increased resistance, that the initial "locker-room" types of Title IX issues were easier to work through than the more basic issues of sexual equality.

"As people begin to look at the issue seriously, some—for 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."

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 current political climate, 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. It's a role that's not even likely to be recognized for their achievements in the traditional female realm."

"But I think we need to ask ourselves. Are we as 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 us work extremely hard, but are probably needed 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 wonder how I ever managed to get around, expressed Robert Tanis, an independent businessman and a paraplegic, who graduated from Hope with an English major in 1972. "I have to be careful: it's a major obstacle and I'm not sure I could do it over again," he said.

However, all the major obstacles Tanis encountered are in the process of being removed. For the past four years, Hope College has made tremendous effort in campus improvement for the disabled students. By the end of this year, it will have become a "barrier-free" environment for the mobility-impaired and also "reasonable accommodations" for the visually-impaired.

There are five students on campus who are mobility-impaired. Others are less conspicuous—visually 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 in Van Raalte Hall. Everyday I would have to grab three or four people to help hoist my chair up three flights of stairs," explained Tanis.

If Van Raalte was still standing today, it would be equipped in much the same manner. The only existing building that has been completed is the ramp at Van Raalte Hall.

The addition of new ramps to old buildings has been a steady process and includes the recent completion of this year's new ramp at Van Raalte Hall. An additional ramp has also been placed on the east side of the DeWitt Center to provide accessibility to the community-at-large.

"As of right now, 95 percent of all academic buildings are accessible," said Bill Anderson, president for business and finance. "Approximately $200,000 has been spent on the removal of barriers in other buildings and $300,000 on new buildings.

The changes that have been done at Hope have been fantastic," exclaimed Tanis. "Aesthetically speaking and for all practical purposes, the campus is really beautiful now."

The recent renovation of DeWitt Hall and the conversion of outside sidewalks to a simple deckle would have made Tanis's life easier. The sidewalk now runs from the main entrance to the smooth-sailing route across the campus.

"Going to and from classes by the way of the street was really time-consuming and the winter was a real bummer, but now—the sidewalks are so smooth!"

Living accommodations have also improved. First, as a commuting student and later living on campus, Tanis had no choice but to live in first-floor dorms on Phelps Hall. "Most students have done it without my friends," he said.

Now, the new College East apartment complex offers mobility-improving facilities and there is accessibility by means of elevators to rooms in Durfee, Voorhees and Phelps Halls.

We have a variety of dorm accommodations to provide the handicapped a more normal living experience of their choice," explained Anderson.

Phelps Hall has provided Jeanne Seigner, a sophomore from Milwaukee, Wisc., with all the "comforts" of dorm living, including a loft. Seigner, mobility-impaired by muscular dystrophy, travels to and from her classes with the aid of an electric wheelchair. She does, however, walk in and around the dorm. "Wheelchair is for convenience and to save time."

"I also have a van that I bought from a disabled man that is equipped with everything from from basic tools to outboard motors and an electric lift that reaches the ground."

The van has a standard pedal system. "I did not have a Van Wagon with hand controls but I wanted to be able to drive other people's cars so I bought the van," she said. "I use the van a lot to run around town. Because of the many barriers that have been removed, I really have no problem getting around."

Seigner's major is psychology and sociology and for the past two years she has been involved with juvenile delinquents. One of the new campus improvements that will aid the disabled will be the installation of an elevator and a restroom in Dimnent Chapel. The Board of Trustees recently approved the plan for the $65,000 project and a custom-built elevator should be completed in six months.

Within the last few years, Hope has also improved "reasonable accommodations" for the visually and hearing-impaired. Jon Huisken, registrar, provides assistance to the disabled students with early registration problems, and places orders for taped standard text books for visually-impaired. These text books are ordered six to eight weeks before each semester's start from the Library for the Blind and Physically Handicapped in Lansing, Mich. Huisken also supplies the disabled with paid, student readers and note-takers, and serves as a "middle man" between the professors and students in setting up accommodations for testing and difficult homework assignments.

Melinda Campbell, a sophomore from North Muskegon, Mich., has a disability— but the only thing that gives it away is her Apollo EVA (Electronic Visual Aid) enlarger sitting on a table in her dorm room. Campbell is legally blind, the result of a rare retinal disease.

"The only thing I miss is cutting up in bed with a good book; it's a little difficult to take the enlarger to bed," explained Campbell. The Apollo enlarger rests on an extra table along the dorm room wall. "It takes me three hours to read a 20-page chapter."

The EVA's unique applications have been developed to go beyond just the reading of ink print. Some of these include typing, solving, drafting and even examining living things. With printed materials, a camera moves underneath each line and the white background can be reversed to white letters.

"The machine costs approximately $2,000 and I'm so glad that my parents could afford to get me one," Campbell expressed.

Most of her "reading," both homework and also leisure reading, is done through tapes.

"It's amazing the assortment of books they have at the Library for the Blind and Physically Handicapped. They range from really love novels to mysteries," she explained. "Professional readers make the tapes with a lot of emotion and voice differences for each character."

"The tapes can be delivered to your home in one week and selections are made through a monthly magazine. It's a great service and it's free! My hearing awareness has really increased since I started using the taped text books, and so have my grades."

Campbell's future ambitions lean toward rehabilitation counseling.

"My goal has always been to open a center for the blind and visually-impaired. I want to help the disabled seek new directions in their lives according to their individual needs. Whether it be through tape books, readers, enlargers or just by experimentation."

"Implementing barrier removal and reasonable access is in the process of being changed (at Hope) and now the barriers from the mind also need to be removed," expressed Darly Topp, director of career planning and placement and resource coordinator for students with disabilities. Mobility-impaired herself, Topp's time is spent serving the needs of the handicapped by providing emotional and social support and advising and assisting them in matters of barrier removal. She also informs the community-at-large on how to effectively incorporate disabled students as full participants in campus life.

"I really think one of the most serious problems of the disabled are not the disabilities themselves but the attitudes toward them. We want to be treated like everyone else within an environment and environment will not be a burden."

"The label of a 'disabled person' needs to be deemphasized while the label of 'person' emphasized."

"Until we start to handle handicaps openly, the handicaps will be looked upon as a shady part of our lives," said Don Luken, assistant professor of sociology who recently became hearing-impaired.

"Getting a hearing aid at the age of 15 raised a lot of questions as to who I am and if I should perceive of myself as a little old man," he explained. "For me, my disability was easier to handle than some because mine is not so apparent."

"I want it to be because of me as an individual and not because of my white cane.

"Sue Watters, a freshman from Grand Rapids, Mich., has a handicapped that is not easily concealed. "I don't want to be known as the 'blind girl,'" explained Watters.

"When people ask if they know 'Sue,' I want to be because of me as an individual and not because of a white cane.

Watters has always had the secret desire to go to Japan and this May her dream will come true as she spends May Term under Professor Luken's direction with a group of Hope students in Japan. "One glorious week of that trip will be spent in the resort area of Kyoto, Tokyo, living with Japanese families and learning their culture," she said. "I can't wait! Nothing is going to stop me from going—with the exception of the $3,000 bill."

"As far as I'm concerned, I'm ready to get on the plane."

In December, special classes will begin instructing the May Term students in the fundamentals of the Japanese language. "We will learn to say things like— 'please thank you' and 'where is the nearest McDonalds?'" said Watters.

"What I really want to do is go back and study in Japan, and her blindness will not be a burden."

"My blindness is not the affliction. But one's attitude can become the affliction," she emphasized.

She and Hope's other disabled students get a clean bill of health on that score.
Students Working: Cause for Alarm

College life is usually envisioned 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 will be left with their No-Daze boxes that a campus is no utopia, nevertheless frequently evoke the term "the real world" to describe post-mortem childhood 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 pocketing the rewards less. Increasingly, working is viewed as an important part of financing one's education, rather than simply a means of assuring 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 dollars?

From the viewpoint of Hope's financial aid office, most students have very positive attitudes toward such jobs. Phyllis Kleder, Hope's student employment counselor, has placed approximately 1,100 students on 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 19 hours per week and earning $1,000 per year. The limitations are there to ensure 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, interestingly, 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 by much. Most salaries hover at or just above the minimum-wage bottom line.

Thus, many students take a pay-cut when they leave their summer jobs and pick up work at Hope. But on-campus jobs are in high demand. They're convenient and demand no transportation. Moreover, student-vacation schedules pose no hassle and most of the "boos" are sympathetic to occasional needs to exam or interview 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 less homesick. Moreover, jobs make friends. Students meet other students and students show that most student employees spend more time with their job supervisors, many of whom are professors, than with any other student on campus.

Obviously, the employee-supervisor relationship carries weight and can be very important to the student's development.

Hooyman notes.

Rather than hindering studies, jobs seem to help sometimes, says Hooyman, because they provide a change of pace from the eat, class-study humdrum. National studies indicate that having a part-time job does not detract to academic performance.

For some students, such as those who are job-starved, earning a part-time job or even a campus job is a necessity that has more impact than for others. Some students spend more time with their job supervisors, many of whom are professors, than with any other student on campus.

"The real world" is often viewed as a place where one's college education can be put to good use. But is it? And if so, what are the \"real-world\" experiences that students are gaining during their college years?

College students working on campus. Studies show that the student who has shown a good record in college enjoys an edge over the student who hasn't worked—and that edge holds for those applying to 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 jobseekers has all but disappeared this year because those kinds of openings have dried up.

The overall number of students registered with Davis' office shows no increase 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 60 per cent of our placements were in domestic jobs; the majority was in manufacturing, etc. Now, about 50 per cent of our jobs are domestic—things like house-cleaning, babysitting, 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 nine Hope 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 just get to adapt. It's exciting, and, fortunately, they forgive me if I make mistakes.

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

"I know what kind of accompanying there is to do in the real world, but I do consider sometimes teaching piano or accompanying choirs. Holland Hall's got a lot of cutting-edge activities here. With all my experience, I probably 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 semester, in addition to her accompanying work, she also spends a few hours each week tending the telephone of 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 Conner believes that the best way to get a job is to go out and create one of your

Mary Cassel getting down to the nut-grating.

"Deb Eggebeen and her paying keyboard."

Grand 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-business owner, Conner certainly knew the center-line of the job. And, because he was already working as a College bus driver, Conner had an "in" with a very good potential customer.

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

For almost two years, Conner and his older brother have been tending the two diesel coaches which provide service to Hope athletes, touring musical groups, professors and students on field trips, excursions, students off for recreation, excursions in search of a Saturday shopping adventure, etc., or even for the newly formed Conner Coach Service.

"Deb Eggebeen and her paying keyboard."
**Frosh Input**

“I can make anything with ice cream you can tie!” Amy Cook’s only previous experience—as pharmacy soda jerk and cashier—seemed unlikely qualification for her on-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 poster ad slapped on her dorm door the first week of school. With math and sciences 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 triumph for me to get a job in the Computer Center. People are always sort of sort of, I tell them about my job and even I 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 done instantly—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—workers only have to arrange for a replacement if they find that an advantage. She works anywhere from 4-8 hours each week, and believes her job has helped manage her time.

“II hate to put things off. Working’s made me use my time to get things done. She pockers her coffers for spending money, and particularly for freshmen, the latter always seems underestimated to the former.

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

**Slower Sailing**

Finding a job has proved much problem for Dave Medendorp, a senior from Lanark, Ill. Usually, only 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 which led to a full-time summer job at Hol-lan-d’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 paycheck 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 without also being someone’s employee. The same, he thinks would he want a job even if money weren’t a prime motivator.

“With the kinds of jobs you usually get while you’re in school, working gives you a chance to reflect. You have a chance to get away, to go off-campus. I 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 it clear that he can’t afford to be a dabbler. He’s avoided a professional position which would lock him into a single task. Real estate management, purchasing, sales—all are possibilities, as long as they’re with smaller companies where extensive specialization is precluded.

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

“I’ve never had much, so I’ve always had to use what I’ve got. But that practice has generated a world of advice. ‘Don’t carry any more money than you absolutely need. It’s in your pocket, you tend to spend it.’

He believes it’s important for working students to make time for recreation, which reduces stress and helps keep him on track.
Sports

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 early in the race for the title, matching the fourth fall season which saw no first-place finisher in any of the six MIAA standings.

The nationally ranked football team and the field hockey team, behind their best record in history (11-3), claimed MIAA championships.

The soccer and women's cross-country teams finished second overall, as did the golf and women's cross-country teams.

The all-sports standings based on finishes in both men's and women's sports, found Hope with 10 points, Calvin 8, Alma 7, Albion 4, Kalamazoo 3, Adrian 2, and Olivet 0 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 of the MIAA's record for total offense in a season in claiming their sixth league crown since 1973.

Hope scored a school-record 295 points, averaging 32.8 points per game to their opponents 9.7. In the MIAA Hope outscores its league rivals 170-21, posting shutouts in three of five conference encounters.

Hope averaged a league-record 412 yards per game total offense. They also established a school record on total offense, becoming the first Hope team in the sport's 78-year history to average over 400 yards per game.

Other team school records for a season were first downs, 382, yards rushing, 382, yards passing, 382, points scored, 382, and touchdowns, 21.

The Dutchmen were also outstanding defensively. Their opponents averaged only 27 yards per rushing play and opponents had only 24 points scored on them.

maximum overall contribution to the team. Brinks was also voted to the Great Lakes All-Academic football team.

The Dutchmen were unbeaten at home (4-0) as they averaged over 4,000 fans per game in Holland Municipal Stadium, a new record.

The perfect season again added to the Dutchmen's three veccies tied the school record established by the teams of 1958, 1959, 1974, 1975, and 1978.

The 1983 season opens September 10 at home against Olivet Nazarene College, an Illinois team that went 6-3 last fall. Other home games will be Oct. 1 against Kalamazoo, Oct. 2 against Alma, Oct. 15 against Kalamazoo, and Oct. 29 against Alma.

Field hockey - The Dutchmen led the field hockey team to its best record and first MIAA championship ever. Hope established a new MIAA record for most goals scored in a league season as they outscored the opposition 38-4.

Senior Mary Lou Ireland of Neshwa, N.H., Hope's and the MIAA's most valuable player and two-time leading scorer, led the league in points with 33. Senior Polly Tammens of broken, Most, was third with 27 points, while junior Mary Gaffney of Union Springs, N.Y., was fifth with 17.

Ireland established a new MIAA record for the most career assists with 42. Tammens, Ireland, and Gaffney were selected to the all-MIAA first team. Junior Genny of Fraser, Mich., sophomore Melanie Wise of Ann Arbor, Mich., and senior Paty Gaffney of Union Springs, N.Y., were selected to the all-MIAA second team.

Hope won their last eight games in a row, and, earlier in the year, claimed the GLCA tournament championship held at Earlham College.

Senior Annette Vandenbush of Metrohaan Mich., was chosen as most improved, and Mary Gaffney was selected captain for 1985.

SOCCER

The Flying Dutchmen were honored this fall with a first-ever berth in the NCAA Division III Tournament. Despite the loss to tough Ohio Wesleyan in the first round, the season was a great one.

Hope maintained its winning tradition by winning more than ten games for the sixth straight season. They were 11-5-2 overall and 9-2-1 in the MIAA, good for second place behind Calvin.

The Dutchmen tied powerhouse Wisconsin-Parkside for the Aurora, Ill., Tournament title, and defeated some very tough opponents like Grinnell, Ind., and Calvin.

Sophomore Dayna Bro of Saginaw, Mich., was third in the MIAA with 13 points (eight goals, three assists), and senior Todd Kamstra of Farming, Mich., was fourth with 17 goals, five assists.

Three-time all-MIAA standout Kamstra and junior Al Croutes of Western, Ill., were selected to the first team by their teammates. Senior and senior Tom Park of East Lansing, Mich., were also selected to all-MIAA first team.

Freshmen Kevin Benham of Denver, Colo., and Doug Bonzar of Napier, Calif., were selected to second team all-MIAA.

Senior Tom Kohl of Bloomfield Hills, Mich., was voted the team's most-improved player.

Croters, junior Kevin Redman of Flint, Mich., and sophomore Mike Brown of Saginaw were voted tri-captains of the 1985 squad.

MEN'S CROSS COUNTRY

For the first time since 1972, the Flying Dutchmen were not MIAA champions, finishing second to Calvin. However, the season had many bright spots.

The team won the Hope Invitational for the third straight year, and the second straight year, claiming the GLCA championship title at Wooster, Ohio.

They also finished second for the third straight year, and a very respectable fourth behind North Central, DePaul and Northwestern at the Carthage, Wis. Invitational.

Senior Mark Southwell of Parma, Mich., junior Steve Underwood of East Lansing, Mich., and junior Brian Taylor of McLean, Mich., were selected all-MIAA. Underwood was selected for the third time in four years. Southwell and Underwood were elected co-captains of the NCAA Division III nationals by winning the regional for the second time in three years.

Junior Scott Vanderwolf, a senior from Parkside, Mich., a senior from the University of Toledo, and junior Al Crothers, senior from the University of Toledo, were selected as co-captains of the 1985 squad.
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 place in the league with a 78.9 strokes per round average through seven rounds. Sophomore Paul DeBoer of Zeeland, Mich., finished fifth 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.

Stevens, an all-MIAA golf selection, was elected the team's most valuable golfer, while DeBoer and junior Tom Boher of Wyoming, Mich., were voted the most improved.

Boher was selected captain for the 1983 season.

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 Aliaza.

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 I Jr. regionals.

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

Deb Heydenburg, a sophomore from Lincoln, Calif., was voted most improved while Wendy Schoenmaker, a junior from Spring Lake, Mich., and Carla Johnson, a junior from Essexville, Calif., were selected co-captains of the 1983 team.

VOLLEYBALL

Hope finished third in the MIAA race this fall. The injury-ridden Flying Dutch finished with an 8-4 MIAA record.

Junior Linda Percy of St. Joseph, Mich., was selected to the all-MIAA first team, and sophomore Anne Hendrickson of Plymouth, Mich., was named to the all-MIAA second team. This marks the first year that women have been awarded all-MIAA honors individually.

Percy was 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 for men.

Michael Landsis has been appointed head coach 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.

Jamie Hosford is the new wrestling coach. He succeeds James Delcourt who was appointed head football coach at Allendale (Mich.) High School.

Landsis, a former Holland (Mich.) High swimming 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.

He 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 1974-78 and the Holland Community summer swimming team from 1975-76.

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

He was the wrestling coach in Creston High School the past five years. He continues to coach in the Grand Rapids public school system. His teams won the league championship twice and over the last five seasons posted a 2-6-4 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.

NET ACTION—Junior Cathy Fox (15) and sophomore Anne Hendrickson (12) go up for a block as first team all-league selection Linda Percy (7) looks on.
Treble With a Cause

by Eileen Beyer

A Lady-in-waiting in "Madama Butterfly" is one of many supporting roles sung by Gene Marie Callahan[far left] since she joined Chicago's Lyric Opera Center for American Artists two years ago.

"When I can do something with my voice in opera, I feel I've got part of myself to the universe and said, 'Thank you for being 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 certainly proven she can do something with her voice. Review of her performances are usually used with such comments as "full voiced," "generous," and "simply beautiful." This past year there was music for Callahan's own ears when she got word that she was one of 10 finalists—out of 2,500 hopefuls—for the international opera houses.

"I feel the same," she says, "just something might go wrong."

This year Callahan is moving to New York City and in the spring of 1979 was ready to audition for what was then the Lyric Opera School in Chicago.

"The man that heard me sing said: "Oh, you have a lovely voice, but you need to go home and lose 20 pounds,"" Callahan recalls.

"He was gracious—what I really needed was to lose 80 pounds."

Back in Jersey City, she clipped her mouth to nothing and kept up singing. When she returned to Chicago the following spring for auditions, she was 60 pounds lighter. No one remembered her.

"I went home and decided, "OK, I'll clean up my act, forget about opera, go to grad school for a master's and become a regular person."

But on that day was so sick that I couldn't sing. I couldn't even have sung bass-baritone. So I never sang in the finals," she recalls.

Although she "slipped in" through less than normal procedures, she's been spared the sight of Callahan's "danger" of the crowd.

"But probably the most weighty demand for Callahan is that she can never forget her voice and that she has a part of the degree of the term. She may not carry a briefcase, but she is always carrying her voice."

"All of us opera singers have to be very careful about the way we live because we are our instruments. That does make you want to be myopic."

"But after all the requirements, Callahan claims she's never been happier. Sometime after moving to Chicago, she went through singing training, an experience which she said transformed her life and improved her craft."

"I had given myself into a hole as far as seeing, sensing, understanding, not being afraid, being afraid. I had lived in the way I had desired to do with it and, as a result, my life as a performer was suffering. Simply must be able to have your head in this business and your emotions under control."

There are too many demands put on you to expect miracles of yourself if you're not at all pulled together. It's hard not to get involved in the roles you're learning, and if you're going through an emotional or physical crisis, it's very hard to work."

"The competition in this business is so strong, such an integral part of opera, that you've not very confident, you might as well forget it."

For Callahan, the self and the song are inseparable. "You can have a beautiful voice, but if you can't find that perfect bit of sparkle that comes from your soul, your voice might just as well just sit down."

Through opera-loving does not come easily for many Americans and there is still not a single opera house in the country able to find enough adequate support for your-round performances. Callahan observes that opera appreciation is on the rise.

"There are trying times economically, and in such times the arts seem to flourish. Also people are becoming very aware of historical preservation—and some famous old buildings in America happen to be opera houses."

"I am 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 that in the last day of the stage, Opera, she says, is an art form that has a larger value.

"There's an element that surpasses the essential quality of the words, what's happening."

With the sound of a person's voice and an orchestra swooshing to the air, there's a sense of people that even though they haven't the slightest idea what's going on.

"To me, it's the soul of the opera—to watch yourself fill up with goosebumps because of the sounds."

Callahan is also spectacular says the young performer. "A form of entertainment that touches the visual and auditory senses as the same time for a kind of double whisker.

"And it has something for everyone."

"If you're in a good mood and want to be entertained, there are lots of comedy operas."

"Like opera, you never get your eyes closed."

"As an actor and take a look at the opera scene and take a good look at the role itself."

"There are several sides to every role, every element of art, every element of human emotion."

Learning to love opera came easily for Callahan than learning to see herself as a professional in the field. Only her exceptional showing in the Opera America competition last December was she able to come to terms with the degree of her talent, which she hastens to inform, is first of all God-given, not the product of her years of leaping up and down the scales. The Lyric Opera Center for American Artists is an apprentice program, the beginning point of a career which eventually could take one of two directions: either joining an American regional company or improving with a European house.

"Either would provide good premise to her eventual goal of singing major roles in a major international opera house.

"In the mean time, she's singing plenty of minor roles and working towards with some of America's best performers in opera at one of the country's major houses."

From her recent vantage point, Callahan is glad she went to opera school at that time, says she was presented with music more as an education than career.

"I'm glad I went to a place where it was safe for me to grow a little bit, especially for me to do my singing, to learn about my voice."

"Although while in college, I didn't see myself in opera, I knew I could sing loud and that's half of what it takes.

"And the other half? You have to be able to sing soft too—they pay a lot of money for a soft voice."
Alum Returns What Hope Gave Him

Who says volunteerism is dead?

Net Tom Houman '40, retired Dow Chemical Company executive from Midland, Mich., who came back to Hope and this summer donated his 40 years of professional experience to students.

"I always had a warm spot for Hope and I felt I should return something of what I had been given," is his simple explanation.

Houman spent Dow as a research scientist six years ago earning his master's degree from Louisiana State University. Eight years later he rose to research management and in 1962 became director of its chemical laboratory. Particularly pertinent to Hope students were Houman's last five years at Dow as manager of employee relations. In this post he was responsible for 1,000 employees, handling hiring, salary matters, personnel planning, initiation programs and the development of new employees.

Houman's expertise was channeled on campus through the Career Center. He gave several addresses on campus beyond the Career Center. He gave several addresses on campus. He also met with groups of students, clubs and other organizations.

Houman says his main message to Hope students was that a good education alone doesn't lead to success. "Students need to know that there's more to life than the technical aspects. They need to know their other skills and they must learn to use them.

"Successful people, Houman claims, know how to set goals and priorities and they possess abundant 'people skills.'

"Young job-seekers must learn to supplement their educations with 'uptake skills' relating to people-playing roles and asking questions and finding out answers," he advises.

"We stressed at the Beijing Olympics that Hazlitt had that year at Dow because they had lost their habit of examining things, of extending their learning beyond their education.

"Houman's own experience at Dow began not with a tie and briefcase at the personnel office, but with a meeting on a back porch, arranged by that proverbial foot-in-the-door, "a friend of a friend of a friend." He was working at Altman in the state at the time. Unlike today's job candidates who are jetted from coast to coast, Houman hustled to Michigan to negotiate a career using his expertise. He's since worked in each of the 1,350 countries as a strategic consultant to Hope's alums, to set up programs at Hope and to promote the campus.

"I've been impressed that not all that much has changed. Hop's core, which were the birthplace of many of our musical heritage. But that path is as yet undefined. I believe the real attraction of volunteering for me is that one is a performing musician-a re-creative interpreter with a whole world of symphonic music to explore, yet one also gains the very special joy of creating with other people."

European Study Tours Available this Summer

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

The competition required a long journey for Rens who for the past four years has been working in Sydney, Australia. As a high school teacher, then as a state school music consultant and more recently also as conductor of several orchestras, Rens graduated from Hope with a degree in piano performance plus teacher certification. She recalls vividly the one opportunity she had to conduct the University of Michigan Wind Ensemble.

"Something definite clicked at that moment," she recalls, "but the idea of actually pursuing a career in the field never occurred to me."

Opportunities to actually learn about conducting come through Rens' teaching in Australia which she took up after earning a master's degree in piano at the University of Arizona. Australian music education differs from the American system, Rens points out, in that it is more geared to academic study and practical, creative classroom experiences rather than large-group performance.

"The student is in the senior year prepare for exhaustive, state-wide exams. They study music history and harmony at a level of at least first-year college or beyond. Bands, orchestras, choirs, musical productions, etc., are all extra-curricular activities but are nonetheless thriving in many schools. It was my work with school orchestras and bands and numerous open auditions and auditions that really inspired my approach to conducting.

Following were conducting experiences for Rens which were the birthplace of much of our musical heritage. "I feel that was really my apprenticeship period," she says. "If anything can go wrong to test a conductor's adaptability and nerves, it will be an amateur show," Rens informs.

Next she began working with several orchestras and ensembles. Highlights of these include a 21-day program in Europe. She conducted the Liebenau Academy of Performing Arts in Austria, the National Academy of the Arts in Switzerland, the Schola Cantorum in Prague, Czechoslovakia; the Dresden, Leipzig, Wittenberg and Trier in East Germany; the Nuremberg, Wurfen, Speyer, Konstanz and Augsburg in west Germany; and Frankfurt's Hessische Hochschule für Musik in Frankfort. Rens also conducted with the University of Vienna's music festival and the Rens' teaching in Germany has eased her path forward. "If anything can go wrong to test a conductor's adaptability and nerves, it will be an amateur show," Rens informs.

After Rens graduated from her teaching post, the past two years Rens has been musical director of a new but thriving community orchestra and also conductor of a youth orchestra. She plans to spend next year in Europe.

"As a musician, I feel it is a great thing to perform in the classics, as the birthplace of much of our musical heritage. But that path is as yet undefined. I believe the real attraction of conducting for me is that one is a performing musician-a re-creative interpreter with a whole world of symphonic music to explore, yet one also gains the very special joy of creating with other people."

School Boards Head

Harvey Scholten '34 of Grand Haven, Mich., has been elected president of the Michigan Association of School Boards.

Scholten, an attorney with the firm Scholten, Fant & Marquis, has served the Ottawa Area Intermediate School District for 35 years, as president for the past six years.

Committed to the cause of local control of school districts, Scholten believes that funding of public education is at a critical stage.

"Ways must be found for the State to commit its resources in a regular and ongoing manner to ensure an adequate financial support of public education," he stated.

A graduate of the University of Michigan, Scholten has practiced law for 45 years. He is a member of the Ottawa County Bar Association and the Michigan and American Bar Associations, and has been active in civic and business concerns in Grand Haven.
Donald Hoffman '82, a pastoral counselor and conflict management specialist at the Psychology and Grand Rapids' Christian Counseling Center, was appointed to the Creative Growth committee in Holland.

Raymond Mullen '82, vice president and president of Michigan State College Corporation, a Rochester-based regional background center, announced his resignation.

Mary VanSant '82 of Sante Fe, N.M., was appointed to the full committee of the Presbyterian Reformed Church in Grand Rapids, Mich.

Robert Winter '80, director of the Institute of Religion and Social Change, was appointed to the full committee of the Presbyterian Reformed Church in Grand Rapids, Mich.

Kempker and Marge Graves have been named president of the Presbyterian Reformed Church in Grand Rapids, Mich.

Robert Winter '80, director of the Institute of Religion and Social Change, was appointed to the full committee of the Presbyterian Reformed Church in Grand Rapids, Mich.

Randy Dell'Orso '82, a winter pastor of the Colonel Reformed Church in Rijswijk, The Netherlands, has been appointed to the full committee of the Presbyterian Reformed Church in Grand Rapids, Mich.

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New Teaching Rule

The State Board of Education has approved the adoption of a new teaching rule which becomes effective July 1, 1982. The new certification policy also affects candidates who are working on their initial certification. Candidates whose programs are currently incomplete may continue to work toward these certificates under the existing rules. Candidates applying for elementary-level continuing certificates have completed six semester hours in the methods of teaching and teaching. Applicants for continuing certificates at the secondary level must have completed three semester hours in methods of teaching.

The new rule states that those who completed these requirements prior to receiving provisional certification need not repeat the courses again.

Further information is available from LaMont Derke, Education Department, Hope College, Holland, Mich. 49423, (616) 395-7400.
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 fissure moved since it was coated casually into position by a fifteen-ton crane and crew of iron workers under the direction of Stuart Luckman, a Minnesota sculptor. Luckman's twenty-foot sculpture was selected from the work of 591 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 done by a group of professionals selected by the committee: Clement Meadmore, a New York sculptor of international reputation; William Gilmore, an architect from Midland, Mich.; Corine Robbins, 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 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 limbs." Roots in the past provide a foundation for change, and it is these roots which form consistent underlying artistic concerns, and which provide direction to variety.

One recurring characteristic of Luckman's sculpture is an interest in what he dubs "situations." These are not highly charged dramatic situations but more often familiar: a ladder, a chair, a broom and an old fishing pole, that you see used as a barrier 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 shifting 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 as if the pieces were cleaved from large gemstones. We are given no clues 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 one slice of bread, there is no sense of knowing 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 scale is lost; space is inhabited 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 heady "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 boast noble sentience 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 16th and 17th centuries: the stepped facade of Voorhees Hall is one example as are checkerboard tiled floors of Dimnent Memorial Chapel. Dutch painters since Vermeer have emphasized the vertical-horizonal 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 Schoenbooven 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. show recently in our own DePree Art Center Gallery. This all ought to be taken as informative but superficial to the enjoyment of art. Luckman probably didn't "design in" these Dutch hallmarks.

The intuitive mental process by which artists work is one in which periods of fermentation are punctuated by deliberate choices: digging around. The use of vaguely Dutch imagery is more likely a result of certain intuitive strokes than design criteria.

Keep in mind that what we have is a sculpture, not a monument (the great Washington, and not a statue (our lady of liberty on Stone). A sculpture fulfills its commemorative duty on a different level: it must be more than a souvenir. Luckman puts it this way: "Do you commemorate the living or the dead?" Van Raalte's ideals are liberating influence of real education on the individual—be it religious, scientific, or aesthetic understanding; it's an idea that is still kicking and worth commemorating. To have such a relevant, challenging and evocative reminder of that idea is liberating in itself. Like all good art, this piece is something more than a symbol. It can change our minds.