Is Beethoven pinner or more pinner than Mozart? is strabismus more straining that it's making? Such questions hardly seem the stuff of scholarship, but they were important considerations in a guest lecture recently given at Hope by Nicholas Wolterstorff, professor of philosophy at Calvin College.

The following quotes were there to lend support to Wolterstorff's contention that art forms can indeed express emotional qualities which have nothing to do with the emotional state of the artist experience.

To say that a work is expressive is to mean that there is a strong degree of "fittingness" between the character of the work and an emotion, Wolterstorff said. 

Wolterstorff cited psychological research which indicates that people demonstrate some predictable patterns when making such comparisons and also that people find different cultures that share similar judgments in different contexts. "For instance, differences in meaning and emphasis within a series, so too may be differences between separate series--and the simplest way to specify the closeness or intensity of this is to run a comparison (Is Mozart a pinner or a pinner when compared to Beethoven? How about cream soup on the pinner/pinger question?)

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Finding truth in answers in no small part of learning, but the issue takes a twist when the test question is being asked currently in use at Hope, according to brand-new faculty member John R. Stratton. Textbook author Stanley J. Grossman says that people have problems with a problem with the following advice: "The most direct way is to start out with what we think about back there."

"Never mind the grammatically poor use of the word 'out,' what Grossman seems to be telling us is that the most direct way is to start out with what we think about back there."

From Associate Professor of Religion Dennis Wolf's recently generated assessment of the ministry of one of Hope's most famous alumni, trinity Mountains Into Goldmines: Robert Schuller and the Gospel of Wealth (Wm. B. Eerdmans Publishing Co.).

Schuller's concern has been to animate the realm which have entered between theology and psychology, the church and culture, the church and the secular. Convincing that this "oeconomie plural" under Christian missions, he sought "to synthesize the sacred and the secular." This certainly seems to be a laudable goal, for the church is the Christ of culture. At the same time, however, we must realize that Christ stands above culture. In the end, we must acknowledge that there are tensions, perhaps paradoxes, inherent to the gospel which will always resist resolution.

Students wait to get Hope a chair

Letters

Mep: I point out an error of fact in the October issue of News from Hope College. In your front-page article "DeWitt redo is hit of homecoming," it is the information that Guy Vandergraff "paid particular to the influence of his speech teacher, Neil Van Oostenburg, a 1922 Hope graduate.

Guy's speech teacher was Matthew Van Oostenburg, a 1922 Hope graduate, older brother of Neil Van Oostenburg. Guy was in my speech and dramatic classes the entire four years of his career in Cadillac High School.

Matthew W. Van Oostenburg '22
Cadillac, Mich.

Editor's Note: We stand corrected—apologetic.

Earl Curry must be embarrassed at nauseating to read his own words about the Soviet Union not being silly enough to seek bases from which to export revolution ("Anti-Communist Refugee Falls as Foreign Policy," Oct. issue).

When the Governor-General of Grenada, Sir Paul Scoon, expelled the contents of the Soviet embassy, the other day it included a juggling of North Koreans, Libyans, Bulgarians and Cubans as well as a bunch of Russians.

We would be even sillier than the Soviets if we thought that they had all gathered together in order to build a "tourist airport" unless one is inclined to consider the numerous armed Cubans in Africa as "tourists.""

Human society proceeds from the slave state to feudalism, to capitalism to socialism, and when the whole apparatus of socialism withers away, the worldly paradise of communism dawned upon the pages of history. If Curry wishes to establish the norms of socialist society of the border, then let him first of all seek to have all these people enjoy the experiences of being below feudalism, performing the subsequent stage of capitalism.

Kenneth O'Meara
Holland, Mich.

Have all the periods gone? Or rather, why are they filled in a few weeks ago as I was enjoying the renovated DeWitt Center, I noticed that the old corner stone from Van Raalte Hall had been given a place of prominence. On closer examination I discovered that this inscription was upon the stone read:

A. C. VAN, RAALTE
MEMORIAL HALL

There were periods, or at least hours, in places where I had not expected to see them and some of them were filled with content from the discolored concrete it was clear that fillings were not new.

Immediately two ideas suggested themselves: One was that the original cornerstone had made a mistake. The other was that the cornerstone had been made to the custom of the time but that later generations had attempted to correct the work. If it truly was a mistake, it is hard to imagine that a craftsman who could carve stone doing such a poor job of repair would be very informed. It is possible that some later generation wanted to improve our forebears' monuments. I wonder who did it and whether it was done.

J. D. van Potten Jr.
Professor of Physics

Editor's Note: Reader insights and工商 greetings are welcomed.
Hope good?

How is Hope good?

Let us count the ways

It happens every ten years, with all the cyclical predictability of comets and eclipses, but, unlike them, motivated by no natural inclination.

Even since Hope College received its first full accreditation from the North Central Association of Schools and Colleges in 1912, it has submitted every decade to the sometimes arduous, always time-consuming and knotty, every-time-in-a-lifetime-fascinating process of renewal in order to retain that accreditation.

During the past sixteen months, at least four-score members of the Hope community have been preparing for the three-day campus visit of a team of five evaluators (faculty and administrators at other member institutions) representing the NCA.

Even those Hope faculty and staff members who managed to avoid being named to self-study committees found themselves being asked questions as part of the effort. Thus, for all practical purposes, the entire College faculty and staff plus many students were involved in the process decreed by the NCA as a first step toward reaccreditation.

Most simply stated, the NCA asks institutions to conduct thorough examinations to assess whether they are in fact doing what they say they do or think they do.

"The evaluation team looks to the institution to give us its own sense of mission," says team member Dr. Lewis S. Satter, president of Wabash College. "The evaluation team is empowered to carry out its work based on the institution's sense of who it is. This guards against our imposing our own standards upon the institution we're visiting.

"Our job is simply to see if reality matches with the self-study statement."

In Hope's case, that was no small task given that the self-study took the form of nearly 600 pages of typewritten material supplemented with separate exhibits for further clarification or reference.

Under the direction of Prof. Nancy Miller of the education department, Hope's self-study proved to be extensive and well organized that the NCA is reportedly planning to circulate it among other member institutions as a "how-to-do-it" example.

At worst, a self-study can be little more than an exercise in utterance done for the public-relations purpose of gaining reaccreditation. At best, it can be a springboard for planning and improvement, says Miller. Indeed, Hope's self-study committee made a conscious decision to take the effort beyond the NCA purposes. This action provided a motive for faculty involvement. Previously, faculty had been less than enthused with the notion of going through such strenuous motions simply to win NCA applause.

"It would have been far more simple to do the study simply to satisfy the NCA requirements, but we decided instead that research and discussion would benefit us as an institution and would enable us to move ahead more expeditiously and more elegantly than we had in the early months of the project," notes Miller.

Once we decided we were doing the study for ourselves, people were willing to put great amounts of time into it.

The self-study was worth it if its self-study aspects do not become overlooked," countpoints Associate Professor of Religion Allen Verhey, one of 12 members of the self-study steering committee and chairman of a subcommittee which took responsibility for the section of the report dealing with academic programs.

"There was a time when I feared the self-study would be lost in the shuffle of reaccreditation, but now it appears that won't be so. The departmental self-studies—in which concerns were voiced more generously than in the pain self-study report—have been forwarded to the Academic Affairs Board and the concerns raised are now on that board's agenda.

Verhey estimates he will at least 100 hours in fulfilling his responsibilities for the self-study. It's hard for committee members not to wax fearful about all that is involved in that (which gobbled away at research progress and in at least one case scraped a family holiday), but in Verhey's opinion the involvement of so many people is the best, if not most efficient, way of accomplishing both institutional and NCA goals.

In order to maintain the emphasis on analysis, evaluation and planning, the self-study committee developed five questions which parallel the NCA's evaluative criteria. Section committees addressed these five questions in every phase of College operations:

1) Why do we do it?
2) What is it that we do and do we have the necessary resources?
3) How can we verify the adequacy of what we do?
4) How well do we do it?
5) Can we continue to do it?

The Hope self-study is noteworthy not only for its comprehensiveness but also because each section committee chairperson directed the particular research assigned and took responsibility for writing a section of the report.

"I'm not sure anyone thought a group could write a report," Miller admits. "The procedure worked, however, because of the five-organizational pattern, which resulted in considerable consistency and clarity throughout.

Existing data answered some questions and questionnaires, telephone surveys, group meetings and interviews were used when new data were desirable or necessary. Efforts to insure reliability of information were "in- tense," Miller reports.

Last May all the pieces of the sectional reports were ready to be placed into the whole. For the following months, Miller and her special secretary, Kathy Mervau, worked to get the final report typed, edited and proofread. All told, Miller read the entire report word-for-word at least six times. It was finished one week before the first draft had to be mailed to Trustees for their approval and approval. A more thorough proofreading ensued and on September 1 the final version was submitted to the NCA.

The NCA is the only agency which accredits Hope's total program. Other agencies, approve particular academic programs, such as education, art or music. Hope pays a membership fee to belong to the NCA and also absorbs the costs of filing for reaccreditation, including the travel costs, care and feeding of the visiting NCA team.

 Provost David Marker, coordinator of the self-study, says the actual costs are minimal when compared to the in-kind costs of faculty and staff time. By his most conservative estimate, 5,000 hours went into the self-study.

Marker emphasizes, however, that benefits exceed costs because accreditation is vital for Hope.

Accreditation serves two main functions, according to Marker. First, it provides prospective students with assurance that Hope offers programs of integrity and rigor. Second, accreditation allows for easy transfer of credits for students coming into Hope as well as for students transferring out of Hope.

Registrar Jon Haakenson says accreditation constitutes a "gentleman's agreement" between schools. Although each year there are about a half-dozen instances of transfer of credit from non-NCA-accredited institutions, the process is less slick.

Beyond that, administrators agree with faculty that there's a lot to be gained by the perspectives of objective outsiders. Marker says: "All of us develop certain blind spots if we're only going to continue to look at ourselves."

For instance, one of the concerns the visiting team brought up in its exit interview was that budget surpluses have been allocated on the basis of prior decisions for capital equipment purchases—and thus have been independent of the elaborative, constructive process through which other priorities might be recommended, such as improved salaries, enrollment strengthening or faculty professional development. President Gordon Van Wyk says this point was "well taken" and deserves further attention. Whether or not it would have surfaced without the NCA visit, is, of course, a matter of speculation but the visitors certainly clarified the point and hastened the attention.

Marker, like members of the visiting team, believes that the function of outside assessment is best served by local, independent agencies rather than federal accreditation teams, a possibility which has been discussed in recent years, particularly at the advent of Basic Educational Opportunity Grants (now called Pell Grants) when a centralized accreditation agency was suggested as a means of insuring equitable investment of government dollars.

"I think it's better in any profession or field if critical suggestions for improvement come from one's peers," Marker says. "We are a private institution as opposed to a state-supported institution. I think it's important that an independent association accredit us."

Although the NCA team indicated before leaving campus that they intend to recommend Hope for the maximum, 10-year period of reaccreditation, nothing is certain in finality until the official report is received from the NCA, expected to take 60-90 days. And then the recommendation must be approved through vote by the membership.

Yet, as far as Hope is concerned, the task has been laid to rest or to internal action—Project Chairperson Miller looks forward to the fast-coming day when he'll realize it's been weeks since he's uttered the three initials that seemed for months to be her own personal call letters.

In blissful retrospect, she believes the reaccreditation process was good for the participants and College as a whole.

"Not everyone was eager, but all were responsive. It was successful because people were willing to give the time it took."

NEWS FROM HOPE COLLEGE, DECEMBER 1983

THREE
SCIENTES
Chemistry Department Seminars, weekly, normally Friday afternoons, Peake Science Center, research seminars by academic and industrial scientists. For details, contact Department of Chemistry, (616) 392-5111, ext. 2323.
Biology Department Seminars, weekly, normally Friday afternoons, Peake Science Center, research seminars by academic and industrial scientists. For details, contact Department of Biology, (616) 392-5111, ext. 3212.
Mathematics Department Seminars, weekly, normally Tuesday at 3 p.m., 3001. Field reports and advanced topics presentations by visiting scientists, faculty and students. For details, contact Department of Mathematics, (616) 392-5111, ext. 3001.

ARTS
Grand Rapids Symphony, Jan. 19, 8 p.m. Dimnent Chapel
Guest Recital, String Trio, Peter Spring, Marie Royce, Nancy Yagoda, Feb. 2, 8 p.m., Wichers Auditorium
Senior Recital, Beth Lefever, soprano, Feb. 3, 8 p.m., Wichers Auditorium
Jazz Pianist Marian McPartland*, Feb. 8, 8 p.m., Dimnent Chapel
Guest Recital, Jan Wolf, guitarist, Feb. 9, 8 p.m., Wichers Auditorium

CHRISTMAS VESPERS ON THE AIR
More than 50 radio stations have indicated they will broadcast the 1983 Christmas Vesper service during the holiday season. Contact the station in your area for the day and time.

ADMISSIONS
Bus Trips for prospective students; leaves New York March 20; leaves Detroit and Chicago, Feb. 29.
Visitation Days, Jan. 20, Feb. 10, March 9, April 6; opportunities for high school juniors and seniors plus transfers to experience campus life with ample opportunity to meet students, faculty and staff.
Junior Days, April 13; for high school juniors and seniors and their parents; help in understanding the college search process.
Basketball Youth Day, Feb. 4; church youth groups attend Hope game.
Pre-med and Pre-engineering Day, April 12; advice in pursuing popular academic areas.
Art Visitation Day, April 24; information on pursuing art as academic concentration or career, coincides with opening of major exhibit, "Mexico: Her Art From Past to Present" in mid-March; applications spend a night on campus; discussions on commuting vs. living on campus.

EXPLOREATION, July 30-Aug. 5; a chance to "try on" college for details on all activities, contact Admissions Office, (616) 392-5111, ext. 2200.

SPORTS
Men's basketball, home games:
وز 24, 8 p.m.
Dec. 29—Ottawa, Ill., 8 p.m.
Dec. 30—Grand Valley, 3 p.m.
Jan. 21—Calvin, 3 p.m.
Jan. 22—Alma, 8 p.m.
Feb. 1—Adrian, 8 p.m.

PHOTO AND WATERCOLOR ON PAPER BY JANG-SUP KIM, FROM EXHIBIT "KOREAN DRAWING NOW"
Mother and daughter learn Hope score

by Eva D. Folkert

It is commonplace to find students at Hope who have followed in their parents' footsteps and attended their elders' alma mater. But what is not so unusual is to find both a child and parent attending as full-time students at the same time. Lois (mother) and Karyn (daughter) Kortering have veered away from the norm.

What makes this mother-daughter duo even more special is that they are also musical peers. Both are members of the Hope College Orchestra and each plays the violin. From first appearances one would tend to distinguish the two at different levels of ability—Lois, the knowledgeable, understanding veteran, Karyn, the eager rookie. Lois, who is a youthful 50 years old, has played the violin since age 13 and daughter Karyn, 20, began under her mother's bow at age 9.

"After I started her out on the violin she began to want more lessons that I could give in one day," recalls Lois. "I finally had to hand her over to another teacher." Nowadays, teaching isn't only reserved for the maternal half of the duo. Karyn, a transfer sophomore, is a member of the Symphonette, a select group of Hope musicians, as well as the Orchestra and has proven herself worthy to give her mother aid. Each command the same amount of respect from the others. And now Karyn is helping her mother out in a special way to return the favor of all those years of role-modeling.

Although we don't practice together for orchestra numbers, I am accompanying her on the piano for her student recital, so we do practice for that," states Karyn. "She's got a better sense of rhythm which helps a lot," interrupts Lois.

Personable and cheerful, both Lois and Karyn set forth an air of being best friends rather than mother and daughter. Both are jokers, laughers, apparently happy to be in each other's company. There is no competition, only regard, between them on the violin.

"I play in the first section (melody) and she plays in the second section (harmony) so there's really no comparison or competition," insists Lois.

Karyn lives on campus, and her mother resides in Muskegon, Mich. Besides meeting in orchestra practice three times a week, she two also get together for dinner every Monday night, occasionally go shopping or visit Grandma. When mom is in town," says Karyn.

"It's funny. She always knows where to find me," says Lois. "Whenever I am on campus, she finds me somehow."

"That's just when I need money, Mom," jokes Karyn. "They played their first Hope concert together last month. Although it wasn't the first time the Korterings have performed together (they often do duets or accompany their church choir), it was their first full-handed concert.

"It felt nice to be up there with Karyn," admits Lois. "But as my husband was sitting in the audience reading the program, a man sitting near to him saw both of our names in it. He leaped over and said, 'I see both of your daughters are playing in the orchestra.' My husband just said, 'Lois is my wife.'"

Although Lois is a senior, she didn't begin her term at Hope four years ago. She began in 1978-1979 and now plays in the orchestra, returning to Hope after graduating with a music major and many more than the required number of credit hours.

"Some things have changed but some things have certainly stayed the same," states Lois. "I find I have some of the same teachers I had 25 years ago and exams are still hard to make. One thing that's different is I find out as many members of the orchestra are music majors as they were back in the 50s.'"

"Oh. And another other thing that hasn't changed is that Robert Ritsema is still hanging around Hope." Ritsema, professor of music and conductor of the Orchestra and Symphonette, was also a member of the orchestra which Lois was part of in the 50s. The two of them together again stir up old memories.

"It's nice to have Lois back," states Ritsema. "Besides being her conductor, now I'm also her advisor and that brings about a few chuckles."

As for having the mother-daughter team in his orchestra, Ritsema plays no favorites and likes their attitudes.

"No one would ever know they're mother and daughter by their actions," he states. "They talk to each other just as one student would to another.

"As long as they're doing it together, the violin wasn't enough. Lois is also an accomplished classical guitar player, an instrument which she has studied as part of her music major. Mastering different instruments seems to run in the Kortering family. Daughter Kathie, 22, could play any reed instrument you give her and son David, 17, know his way around the keyboard pretty well.

"I love to see all my children involved in music," concludes Lois. "It's nice to see them like something as much as I do.

"Lois finds it enjoyable that her cohorts in orchestra feel at ease with her, just as any student would with another."

"It's so nice. Everyone calls me Lois just as if there is no age difference. For years I was always 'Mrs. Kortering, to Karyn's friends,'" says Lois. "Now I've got to watch my guard because she's called me Lois a couple of times. To her, I'm always Mom."

"I was just joking," the daughter replies. Lois retaliates with merely a motherly smile.

Karyn and Lois Kortering: musical peers, best friends, daughter & mother

The night of gloves & roses

The Nykerk Cup competition, a 48-year-old annual event in which freshmen and sophomore women compete in song, drama and oration, is still drawing capacity crowds, but this year it attracted criticism as well. Some say Nykerk is too simplistic in its assumptions about women because it requires large numbers of them to dress up and sit still, because it provides lightweight avenues for the display of talents, because it forces competition rather than sisterhood. Others say that a feminist festival. In any case, the show went on as usual, with the class of 87 capturing the cup. Their song was "Jubilation, Celebration!" by Sonya Poorman, their play was an adaptation of George Bernard Shaw's "Pygmalion," their orator was Betsy Hutter of Holland, Mich.
by Eileen Beyer

Each year at least 10 percent of Hope's incoming pre-med students are women, which is significantly less than the national average of 25 percent. Many are undecided about their future careers; some are looking for an alternative to medical school. Jekel, a professor of chemistry and official advisor since 1977 to Hope's pre-medical and pre-dental students, says there is no substitute for good grades in high school and college, and that medical students must have the strong record of good grades and activities that are necessary for admission to medical school.

Hope's strong record in med school admissions is the result of "weeding out" marginal students. Jekel says it's his job to advise students about the medical school admission process. He reviews the student's medical school application and resume, and makes a personal decision on each basis.

"It is a national phenomenon that the best students generally are the ones that become physicians. So students who know that just as well as the med school people do," he notes.

"I think it is unusual in that in most cases I can be supportive in encouraging those who are not necessarily cream-of-the-crop students, because of the overall quality of Hope's academic program."

Jekel says that at Hope it's "not to impossible" for students to pad their programs with so-called "Medicine Muses" electives in order to keep up their cumulative averages. The non-science courses at Hope are just as rigorous as the science courses, he claims, and there is a wide range of these courses.

For students who believe themselves fit for the demands of med school, the Medical College Admission Test (MCAT) is the most important test. Most take the MCAT in the spring of the junior year. It is a six-hour, extremely rigorously examined examination covering biology, chemistry, physics, science problems, reading skills, and quantitative skills. The test is designed to test your ability to do the kinds of problem-solving that physician's are expected to do rather than how much science knowledge one has managed to amass. Therefore, says Jekel, it is entirely possible for a science major (who has taken only introductory science courses) to score well on the test.

MCAT scores range from 1 to 15 and the national mean is 9. For most med schools, 9.5 is the cut-off score and, in this, as in popular culture, a 10 is desirable.

The MCAT is also administered in the fall of each year for late deciders and for those who wish to take the exam because of low scores in the first time around. There are self-improvement courses and workshops that can help people learn to make the test which always is made up of different questions but always tests in the same subjects.

The remainder of Hope's time is spent working with seniors as they choose schools, complete the national application form and the forms of individual institutions, and collect recommendation letters. He writes a cover letter for each application and does simulations of the official, invited interviews that are post-application indications that an interview is expected. The interviews generally focus on students' motivations and personal qualities, although Jekel says there's no a residency in family practice in Johnson City, Tenn. He says he will hold the position before he formally applied for it.

Martin gives no indication of viewing himself as a Pareto. In fact, he maintained a 3.2 GPA at Hope and scored "very good, above average" on the MCAT. "I could have done lots of things—but let's just say I didn't do it to get into medical school. I don't have any desire to be a doctor. This is what I wanted to do."

"I don't know why I didn't make it into U.S. medical schools. I didn't do anything to get there. I don't know what goes on behind the closed doors of med schools."

I think the doctors of med says he may be too rigid, but I really don't know how to set up a better system.

Jekel says that students who didn't make it into med school after taking the MCAT twice and applying to several schools finally gave up and chose another career. This alumna, who requested anonymity, is less than impressed by the guidance he received in pursuing his career and finds it hard to look at the process as wasted. He has now begun an alternative career and is taking classes to enhance his upward mobility in this area.

"I wanted to be a doctor because I saw it as a chance to share some of myself with an other person and to be caring and helpful. I feel good about what I'm doing but I could feel better if I were dealing more directly with people."

Although it is not easy to give up the dream of becoming a doctor, the establishment of a dozen "off-shore medical schools" sometime in the near future may make it easy for those who are interested in how attractive medicine is as a profession.

Although not that many people must not only make the grade in college, but must also be involved in extracurricular activities that people may try for some research and medical observation experiences on top of that. Need not be on track for a career in medicine, but must be a dehumanizing in its deluge of information.

"Students have to learn how to sort out what they need and what they want to know. They have to learn a career that is not so clear. But it is difficult to know how to approach a new career to the profession."

"By and large, I think the educational system does a fairly good job of sorting out those candidates who are most qualified."

Alumni med

"I was never scared for my life, but it was good to get out of there when the bomb started falling."

That's how Steve Rene '83 recalls his feeling that he was in a bomb shelter on October 26 as one of 624 medical students enrolled at St. George's University School of Medicine. A Hope alumna, Abiyomi Ojudu '83, says she was "beautifully" in Grenada but could not be reached for comment on the evacuation experience.

Six hundred and twenty-four students at St. George's True Blue campus, located less than a mile away from Grenada's controversial, Cuban-aided air station. The second campus, which holds 200 students at the True Blue campus were the first students evacuated by helicopter. Each was allowed to take one parent and one personal assistant, with a small kit of clothing, toiletries, and some books, but left behind his bicycle and clothes. Students at the Grand Anse campus had a more dramatic, later departure as they ran to evacuation helicopters to the accompaniment of Cuban and Grenadian gunfire.
There’s not much glamour at the University of Chicago Medical Center on the south side. Like many busy hospitals, it too many people waiting around and few elevators responding to summons. But it’s attached to the university’s Pritzker School of Medicine, one of the best in the country. And being a member of the faculty of that institution—known as Laura Mumford—71 wants to be a doctor, but whenever I talked about it, I was asked, “Do you know how long it takes?” I wasn’t talking about it because I didn’t want to be discouraged.”

She’s never regretted her close-mouthed fortune, although she readily admits she’s learned that medicine can be a somewhat discouraging vocation because it’s so easy for doctors to become overextended.

Mumford’s profession is a case in point, demanding juggling responsibilities as a teacher, a physician at the Medical Center, a staff supervisor in the clinic, a medical consultant, a researcher, a professional who must keep up to date in a field of rapid discovery, and an assistant professor at a university—all with all that implies in terms of meetings, committees and expectations.

“I think of one of the most important qualities of a good physician—compassibility,” she says. “You go through lots of heavy-duty training, but you really feel you’ve had the time truly to make something. It can be frustrating because you’re often put into situations you can’t control. There are lots of spontaneous requirements.

“The medical decision-making involves daily discussions in terms of inpatient information, the necessity of making the best decisions in uncertainty. There are techniques which help immensely, such as decision-analysis, sometimes the medical profession has lifted from businesses. The techniques help you deal systematically with risks and outcomes, probabilities, and the effective use of technology.”

“Endless pressure, pounds of new information, little time to think, less time to relax—all fuse into a brutal schedule that makes doctors especially prone to assembly-line approach. But Mumford has managed to keep her focus on the people she serves—both students and patients.

Last June, Mumford selected the recipient of the Medical Center’s annual Dr. Martin Luther King, Jr., Humanitarian Award. She received the award for her long commitment to the welfare of her patients, which takes her beyond the hospital and into their daily lives. It’s a commitment that also affects her approach to training doctors.

Mumford: “A physician needs a liberal and humane outlook on the problems of the times.” (University of Chicago Medical Center photo)

Last year, for instance, Mumford organized a group of fourth-year medical students who wanted to learn more about the non-medical problems of patients. They visited a public aid office, a social security office, an unemployment office, nursing homes and a public housing unit, all for the purpose of gaining beyond-the-stethoscope savvy.

“The medical school curriculum does not provide students with the experience to view the social aspects of patients’ lives,” Mumford explains. “I have found that these aspects significantly affect patients. Many patients consult with physicians about non-specific complaints that really may be the result of stress of life. Increasing our awareness of what patients are facing outside the hospital helps physicians understand their patients and allows them to provide better care.”

Her insights into the lives of her patients lives have made her less adverse to the notion of house calls. There are instances, she says, where it is far simpler for her to swing by a patient’s residence on her way to some other destination, than it would be for the patient to make the public transportation system a huge city in order to get to the Medical Center’s clinic.

Her outreach attitude is also evident in volunteer work she does with a hospice program for terminally ill patients. She cared for the hospice’s first patient, the medical director of the hospice has said that Mumford “embodied the true spirit of a physician” and that she “always provided expert medical care and is extremely conscientious and devoted to her patients.”

Mumford finds such plaudits vaguely embarrassing.

“When is a physician going beyond the job description? The patient expects the doctor always to be doing that. A physician needs a liberal and humane outlook on the problems of the times, and the courage and ability to try to do something about those problems.”

“I guess my hope is that my patients view me in the same light as the good old country doc at the turn of the century. And I hope that my attitude contributes to the education of my students as a role model to the rigors of this profession—and I think that’s what most physicians try to do.”

Mumford earned her M.D. from Johns Hopkins University and completed her residency in internal medicine there. She then pursued subspecialty training in infectious disease at the University of Chicago Pritzker School of Medicine, and was subsequently offered a position on the faculty there.

In addition to teaching and heading clinical work, she has begun a research program in infectious diseases, joining the cadre of disease detectors who hunt hidden killers. Mumford specializes in infections which strike the highly susceptible nosocomial (hospital-acquired) patients.

Infectious outbreaks such as Legionnaires’ Disease, herpes and the frightening killer Acquired Immune Deficiency Syndrome (AIDS) have generated another strain among the public, but Mumford is confident that most, even AIDS, will be solved by scientists and eventually controlled. At some time, new diseases are sure to become visible, she adds.

“The effort against disease will never end. The diseases just keep changing as the organisms change.”

Learning more about diseases, organisms and human beings is all part of Mumford’s daily business—a business so engrossing that her sense of self appears integrated with the work she does, her practice is her personality.

“I suppose I have given up a lot in terms of life outside of profession, but I don’t consider it too easily. For a person like me, it’s fine—but it could be easily be a sacrifice for others. I have to admit that most of the time I drive home exhausted.”

news_from_hope_college_december_1983

Student among Grenada evacuees

Although Renee sensed no panic among his fellow students, he says the island was “crazy, what you would expect when you’re in the middle of a war.” Students had been under a 24-hour, shut-down curfew since the 1983 invasion, allowed to leave their dormitories only once a week. Renee says in his mind there is no question that President Reagan’s actions in Grenada were justified and he has nothing but praise for the Rangers who executed the mission.

“While they were incredible, they did a great job, they were good people,” he summarizes.

“Medical school personnel informed applicant about the anti-American sentiments of the island’s prime minister, Mumford, professor of medicine, Renee notes. He chose the school with no qualms because he had heard from friends that it was a ‘good school’ among the dozen institutions known as ‘off-shore medical schools,’ established outside the U.S. primarily to attract American students who fail to gain admission to medical schools in the U.S.

After enrollment, Renee found himself caught up in the intensity of day-to-day studies and was unaware of any movement against Bishop until the prime minister was executed by soldiers led by ultra-Marxist General Hudson Austin on Oct. 19.

Renee’s mother, not a news-follower by any means, was oblivious to any potential dangers until Bishop’s murder, at which point she telephoned the State Department to urge U.S. interference to ensure the safety of her son and other students.

After a surge of interviews (resulting in an appearance on ABC’s “Good Morning, America” and a direct quote in Time magazine) and a special Rose Garden reception hosted by the White House, Renee returned to Grenada in February and has resumed medical studies in the United States through a special six-week term at New Jersey College of Medicine and Dentistry. Classes at their old campus were taking place at Long Island University’s Brooklyn Center and at St. Barnabas Medical Center in Livingston, N.J. He intends to return to Grenada if the school is reestablished there and has no reservations about going back.

“I don’t think America is going to go in and spend all that money and then not take care of the place and make it into a democracy,” he said.

Similarly, he has no doubts about the quality of education he is receiving at St. George’s.

“It’s an incredible, very competitive program. All the professors are English-speaking and most have taught in the United States. In addition, there are visiting professors from all over the States. It’s a unique program.”

At the very least, it certainly became so for Renee and others studying on an island of beaches, tourists, nutmegs and, more recently, bloodshed.

seven
All-sports trophy within reach for '83-'84

by Dick Hoekstra

Once again this year, Hope College has taken the lead in the MIAA all-sports trophy race and the tall sports trophies the teams. Paced by championships in soccer and men's cross country, Hope leads second place Albion by 15 points.

Seeking its fifth straight all-sports championship, Hope has accumulated 66 all-sports points, Alma 54, Calvin 53, Albion 45, Adrian 31, Kalamazoo 28 and Olivet 19.

If Hope can retain its lead through the winter and spring sports, Hope will tie with Albion and Kalamazoo for most all-sports trophies won at 13.

It would also tie Hope with Kalamazoo for most years in a row claiming the annual five. Kalamazoo put together its string at five from 1971-72 through 1975-76.

At the end of the year each school will count their best performances in eight men's sports and six women's sports. Points are awarded as follows: 12 for first place, 10 second place, 8 third place, 6 fourth place. Points are divided and tallied for each of the eight men's sports categories.

Other Hope finishes tabulated in the scoring were: men's swimming and diving, third; men's tennis, third; women's track and field, third; volleyball, third; golf, fourth.

SOCCER

The Flying Dutchmen won their second MIAA title this year, beating Albion and then competed for the second straight year in the NCAA Division III post-season tournament.

They won more than 30 games for the seventh straight year, posting a 13-4-2 record overall and 10-1-1 in the league.

Under coach John Kelleher, the Dutchmen are 49-15-6 over the last four seasons.

Hope hosted two Great Lakes regional games at the Holland Municipal Stadium, blanking Mount Union, Ohio, 4-0 on Nov. 9 and then falling to Ohio Wesleyan 1-0 on Nov. 12.

Highlight games from 1983 included a 2-2 tie with Wheaton, Ill., on Sept. 30, a 2-1 victory over Michigan State on Sept. 19, and a record setting 14-2 win at Olivet on Sept. 21 in which sophomore Stefan Schneider of Ann Arbor, Mich., tied a Hope record by scoring four goals.

Receiving all-MIAA honors for an outstanding fourth year in a row was senior Al Crowther of Wheaton, Ill. Crowther, a part of a 12-man defensive team with four goals and six assists, was picked all-conference for the second straight year.

Also on the first team were senior midfielder Dave Hopi of Napa, Calif.; senior back Mark Andrews of Topeka, Kans.; and sophomore Kevin Benkert of Littleton, Colo.

Chosen most improved by his teammates was hold Elinger of Old Saybrook, Conn.

MEN'S CROSS COUNTRY

For the 11th time in 13 years under Coach Bill Vanderbilt, the Flying Dutchmen won the annual MIAA meet and at least a share of the title.


They have set the pace with a 71.8 percent mark in 11 years that has included the following: six league championships, eight conference titles and five years in a row.

The Dutchmen competed in the 1983 NCAA Great Lakes Regional, held at the University of Michigan, where they finished third in the nation with a 79.0 strokes under par. The team is led by senior John Underwood who shot 138 of 20. Junior Paul D'Alessio of Granger, Mich., had the lowest single-round score of 72, which was the overall low.

In 1972, the Dutchmen had defeated 2-1 East Lansing, Mich., and had set the all-time NCAA record of -20. In 1973, the Dutchmen had defeated 2-1 Calif., won the NCAA championship in Columbus, Ohio, and had set the then all-time NCAA record of 80.

In 1974, the Dutchmen had defeated 2-1 Michigan State and had set the all-time NCAA record of 80. In 1975, the Dutchmen had defeated 2-1 Michigan State and had set the all-time NCAA record of 80. In 1976, the Dutchmen had defeated 2-1 Michigan State and had set the all-time NCAA record of 80.

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In 1984, the Dutchmen had defeated 2-1 Michigan State and had set the all-time NCAA record of 80.

VOLLEYBALL

The volleyball team finished in third place in the MIAA behind Alma and Calvin, who tied for the championship.

Coach Mary Shelly's squad was unflappable, finishing 12-3 overall, finishing third in the league standings with Alma.

Alma finished third; and Calvin was selected by most valuable player by the conference.

Also on theHope, Percy was voted MVP and freshman Lynette Kamps of Ripon, Calif., most improved.

GOLF

Coach Doug Peterson's squad started strong but slipped to fourth place in the MIAA at the completion of seven league tournaments.

Hope held second or third place until Kalamazoo passed them by winning the final tournament which they hosted.

Hope won the second round hosted by Albion at Duck Lake Country Club on Sept. 20. Junior Paul DeBoer of Hopeville, Mich., shot a 71 to earn medalist honors. Each of Hope's top five golfers shot below 80 strokes that day.

Defiers went on to shoot a 73 at the Notre Dame Invitational, good for medalist run

Championship.

ACHIEVERS

Under 15th-year coach Maxine DeBruyn, the Hope golfers were named the national and district golfers of the year, finishing seventh in the national standings with a 79.0 strokes average.

Winners: Marty Balk of Rockford, Mich., was selected the team's most improved player.

CHEERLEADERS

Under 15th-year coach Maxine DeBruyn, the Hope golfers were named the national and district golfers of the year, finishing seventh in the national standings with a 79.0 strokes average.

Winners: Marty Balk of Rockford, Mich., was selected the team's most improved player.

FIELD HOCKEY

A 3-1 tie at Adrian in their final MIAA game kept the Flying Dutch from completing a comeback season by successfully defending their 1982 league title.

Instead, Hope finished second in place behind Alma, a team that had defeated 2-1 in a slow-down the week before.

The Flying Dutch started slowly with a 2-5-3 record but rebounded to win seven of their last eight games. They finished 9-5-4 overall and 8-2-2 in the MIAA.

Senior Mary Gaffney of Union Springs, N.Y., was selected all-conference for the second year in a row at the midfielder position. Gaffney had seven goals and an assist for Hope in 1983.

Also on first team were sophomore Pam Gaffney, sister of Mary, goalie Tammy Averett, a junior from Arlington, Va., and an integral part of Hope's end season tournaments; and junior back Michelle Stump of Ann Arbor, Mich., who tied the MIAA in assists with seven.

Walter and Mary Gaffney were chosen co-most valuable players by their teammates, and senior Janet Meyer of Douglas, Mich., the most improved.

WOMEN'S CROSS COUNTRY

Continuing their upward climb, Coach Bill Vanderbilt's Flying Dutch moved up from fourth in 1981 and third in 1982 to second place in the MIAA in 1983.

They did it by breaking off host Calvin at the annual MIAA championships. They had
Art center strokes quint's essential talents

"You now have the tools you so long needed. Use them well. Be responsible for Hope as a place of creativity, a place of quality and a place of excellence." That was the challenge posed to Hope's department of art last year at the dedication of the De Pree Art Center and Gallery by the man who gave his name to the building. Hugh De Pree '38. news from Hope College now revisits the five members of the art department faculty to learn of their extraordinarily productive year.

"In principle, it's probably true that we were previously able to do our jobs on a shoestring," notes one. "But the De Pree Center has become a symbol of support which I think has been terrifically meaningful to us. When we came to sense that the College believed enough in the fine arts to make an investment in them—well, we just had to respond."

Story by Eileen Beyer

BRUCE McCOMBS

Printmaker

Bruce McCombs, a printmaker who etched his reputation in prints of classic cars and other imagery of America's technological past, thinks he'll eventually become nostalgic for current nostalgia.

"I don't know what I'm going to do 50 years from now when I'll be expected to make prints of cars from the 1970s and 1980s. I hate them! They're anonymous. They have names on them instead of great names like 'Roadmaster.' The portraits Marianne Moore used to sit and think up names for the car makers. Now they assign numbers. It's almost as if they're afraid to put names on them because they're sure something bad like a corporation will result."

Although he absolutely loathes at the idea of social comment in his art, McCombs admits to an intrigue with the things of America's material past as opposed to its present: autos, diners, Aeroplanes, billboards, movie houses, family houses, all manner of gadgets and adventitious gimmicks. And it all started in the 1960s with prints of cars.

"As an artist, I liked the traditional car look—the chrome fenders, the classic grill. I was intrigued by the aesthetics."

When I was a kid, everybody knew everybody's car, and you knew people by their cars. Do you remember looking through old photo albums? Everybody had pictures of themselves and their cars. It was a running-board era. Packards and Kaisers and DeSotos. You know the part of the play 'Death of a Salesman' where Willie Lohman talks about his Studebaker? That's great stuff."

It's an intrigue with the images as much as an appreciation of McCombs' technical aplomb that keeps buyers and gallery managers at his door. He's won more than 100 awards in national and regional competitions, he's been included in 10 international exhibitions, he's had more than 20 one-man shows and he's attracted many, many buyers. And his challenges are common to most artists who've managed to become successful: How do one please the audience and maintain the momentum while at the same time feed the creative habit?

"The nostalgia of my work is a dangerous thing because there is such a thin line that separates nostalgia from schmaltz. It's something I have to worry about constantly. After all, I don't want to become another Norman Rockwell."

He says he guards against that by trying to be more eccentric than nostalgic: by looking for off-the-popular-path images that make his work period studies. He also tries for eccentricity in his point of view by dealing with reality in fresh-to-the-eye ways, a habit that harks back to an earlier interest in artistic photography.

McCOMBS: reality from the eccentric viewpoint...

This past year was a breakaway time in the acclaimed printmaker's career as he used a sabbatical leave to explore the medium of watercolors. His efforts were presented in the De Pree Gallery in October. Although his paintings deal with his familiar images of automobiles and city details, the technique's etching-cards of crisp colors and gestural brush strokes required all new responses to these images. It was both a breathing spell and a learning period, and McCombs plans to work more in watercolors.

But for the most part, he's back in his printmaking studio, contained in a converted garage about 60 feet from his home. Printmaking is a long, complicated process and he generally produces about six plates each year. He works nights, after 9 on, with his TV constantly going, usually feeding a string of movies—although McCombs admits that he'll watch anything. Whether one could qualify the TV habit as inspiration-forming is debatable, but it's a nice touch that, like the prints, its picture is black and white.

"It's ten years old, the screen is only about 12 inches, but it's a Sony. Nice design," notes the habitual noise of such things.
ROBERT VICKERS
Painter

Fenings, one often finds Robert Vickers out on his deck, with a spotlight shining into the woods and a stick of graphite and his sketchbook in hand. From the plays of light and shadow of this setting come drawings, some of which are taken to his De Pree Center studio where they inspire oil paintings.

There are many things one could say about the Vickers oeuvre of the past decade or so, but to his many talents: he's a writer, a poet, an educator, and a painter. Wilson says that he's generaly regarded as the highest compliment one can pay an art historian. Meanwhile, in other classes he was drawing towards art history.

Wilson is not intimidated by his minority status in the department and makes his own daily bold, creative statements through his choice of medium. (This collection is attention-getting itself and is made even more so because he's the only one in the department who knows how to meet the knottier challenges of wardrobe.)

In addition to teaching most of Hope's art history courses, Wilson is director of the De Pree Center Art Gallery, which opened last fall with a spangle show, "Dutch Art and Modern Life." This spring on April 14, Mexican independence day, another major show, this time themed by Mexican art, will open. A guest curator, Mary Anne Martin of New York City, will be featured.

Wilson says the show will have sociological significance because of Holland's growing Hispanic population, now estimated at approximately 12 percent. In addition, the scale of Mexican mural art is widely regarded as an influence on abstract expressionism and its public character has influenced many artists working in urban settings. The opening of the show coincides with a statewide Hispanic conference which will be held at Hope.

In general, Wilson is pleased with the Gallery's first-year operations, although he sees the facility as still in early stages of acceptance.

"I have high ideals that I'd like to see happen eventually. I'd like the Gallery to become a community resource that's used casually—by that I mean that it is so thoroughly integrated into people's lives that they stop by for 20 minutes during a break."

At the same time, that high ideal poses a constant challenge.

"Obviously, we have to meet the community's needs with the exhibition program. At the same time, as an educational institution, we feel we need to stretch people. We don't want simply to confirm conventional tastes. We need to bring in works that are not so readily available."

Because the Gallery is attractive and because it was discovered to have very good, though unplanned, acoustical properties, it has become a favorite spot for small, presentations ranging from classical string ensembles to jazz combos. Wilson is happy to see the traffic.

It suits our needs of introducing people to the place. It brings people in—mostly students, but also others from the community—who maybe wouldn't come otherwise. They come in to hear the music and end up discovering the show. And they're then more likely to come back.

"The Gallery has an intimacy. When I've gone down there for music events or poetry readings and I see some of the good art that's up on the walls and I see people sitting on the floor but being attentive, I think. That is the way it's supposed to be. This is exactly the way art and culture are supposed to be transmitted."
result instead from a series of washes and applications of paint so sparse that more ends up on the wall that's used as a brush-out surface than on the canvas itself. (The technique, the artist admits, demands an extraordinary willingness to "waste" paint.)

But the most overwhelming aspect of Vickers' style is in the dream-like abstraction, the sense of atmosphere that seems to hover like light fog, the seduction of shapes that evoke with perspective but always remain apart from linear laws.

One could talk about all these things, but Vickers prefers pedestrian terms: "Like Matisse once said: 'I like to make paintings that the working man can come home to, sit down and relax in front of. I don't get into great, profound meanings. We're already burdened with meanings.'"

That may be Vickers' intent, but in practice his works are more frequently things that working people go to work to—95 percent of his sold paintings now belong to Medicare-impelled corporations and last year he sold to 21 different corporate buyers.

Vickers at 59 is the oldest member of the art department. He has been at Hope since 1969. He's done more than 30 one-man shows, both in America and in Italy, but the one currently at Hope, titled "Vickers," is only his second during his dozen years as a member of the faculty—and the first barely counts because it was hung in Van Zoeren Library, the make-do show-space of earlier years.

All his years of experience have taught him to view his art in the same way one considers a 9-5 profession. "It's very important to keep a regular schedule, not just work when you're inspired, whatever that means. I make it a point to do some drawing or painting every day."

On sabbatical last semester, Vickers was able to paint for long, uninterrupted periods before packing away his palette and taking off for Italy to see once again the masterpieces he discusses in class which inform what he terms his 'deep feeling' for the Renaissance. Vickers did no painting in Europe, but made plenty of drawings which came back to his studio, where a combination of skylights and fluorescent fixtures create conditions he describes as "magnificent," particularly when compared to those of his previous studio in the old Rock building:

"I deal with light in my paintings and I'm doing better work here because of the lighting," he notes.

Another advantage is that the space is well-vented to leave just an atmospheric remembrance of turpentine (applied as a first wash on his canvases), rather than its overpowering, full-strength presence.

Light coming in from the ceiling, classical music, tubes of oil with bypassed-by-Crayola color-names—all make Vickers' studio a pleasant place. It's a large room, well-lit, segmented for times of coffee and cigarettes, for times of standing back.

"I spend a lot of time just looking. I find that contemplation is just as important as the actual application of paint. You can't just come in and throw paint around. You have to let your work marinate. I tried working in spurts once, but it just didn't suit my style. The paint dried too fast."

Vickers says his creativity is sustained by spending time alone, a pastime that's increasingly shunned by most of the world but a terrifyingly important need for this artist: "Isn't time a lot of time? It makes you want to live forever."
DELBERT MICHEL
Painter

It has been a very good year in a stretch of successes for Del Michel, the chairman and veteran faculty member of Hope's department of art who came to the College in 1964. Last month his work made a debut in New York City as part of a major exhibition at the gallery of the American Academy and Institute of Arts and Letters. A group of paintings and drawings was purchased from this exhibition and given to museums across the country under the administration of the Haasam and Speicher Fund. These purchase decisions will be made this month, and Michel admits to crossed fingers.

The work Michel is showing in New York is an abstract acrylic, "Handwritten Trip随时随处, which measures 8 x 14 feet. The show also presents the work of such blue-chip artists as Alex Katz, Ralph George, Agnes Martin, Richard Anuszkiewicz and Leon Golub.

Although Michel says he's often troubled that the art market of the world has become so centralized in New York, he's elated to be a small part of the scene there and believes it's an important step in his career because it means his work is being seen by an all-new audience of critics, curators, museum and gallery directors, arts appreciators.

"Because my work is so large, it can't be easily shipped and so slides are the more logical way to show my work to people who are some distance away. At the same time, the metallic powders which I use on the surface of my paintings don't photograph well. So it's hard for a slide to really represent my work."

But up-close viewers in recent years have had few problems appreciating Michel's painterly techniques. He has exhibited in museums, universities and galleries in 15 states as well as Great Britain, and was selected for a prestigious show of "Best of the State" artists last year at the Detroit Institute of Art. He's won prizes in national competitions, and sales from his studio have been brisk.

Michel believes the space and good lighting of his De Pree Center studio have been conducive to hard work and have changed his style significantly from somewhat rough, sowed images to softer, atmospheric, almost glowing ones. The artist sees his recent works as having more simplicity and subtlety than earlier works, but at the same time being more...
Hope Education Students Get Good Grades

by Chuck Knell

Education in America was bombarded throughout the spring and summer with criticism. From the "fusion at risk" warning of the Carnegie Foundation on Excellence in Education to the $1 million study of high schools by the Carnegie Foundation for the Advancement of Teaching, the messages were clear: changes and improvements must be made.

Many reports all agreed: better qualified people must be drawn into teaching through higher salaries, they must take more liberal arts courses and standards for teacher certification must be raised.

C. Emily Feitstein, who prepared the Carnegie report, said recently in The Chronicle of Higher Education, "The best and brightest (students) are definitely choosing teaching."

That does not seem to be the case at Hope College.

In the spring of 1979 a computer study was initiated by the education department with the registrar's office to compare recent teacher-certificated graduates with a like number of randomly selected non-certificated graduates. The results indicated that in each category the groups were nearly identical. For example, the average Hope College cumulative grade point average of 2.99 certificated seniors was 3.121; for the same number of non-certificated gradu- ate it was 3.056. Other categories covered high school grades and standardized test scores.

Unlike many schools which are drastically changing their teacher-education programs, Hope has felt no compulsion to scramble for improvement. Approximately 80 students complete Hope College's education program annually, and they are trained through a field-theory method, which has undergone little change since it was established in 1929.

The idea behind a field-theory method is that prospective teachers improve each time they apply the things learned in the college classroom to real situations involving school-age children. And because Hope College puts students into a practical situation in the entry-level education course, Educational Psychology, "natural selection" can occur - students unsure about teaching are able to switch their objectives easily while still in the sophomore year.

Dr. James Bultman, dean of the social sciences and professor of education, said the field-theory idea was not originated at Hope, but it was packaged in a workable system by the "pioneering efforts" of Dr. Daniel Paul, professor of education and chairman of the department, and Dr. Lamont Dirks, professor of education recently named dean of students.

In 1967, Paul and Dirks started a "mini-teaching" plan for students in the elementary education program. Students in their junior year spend two weeks in campus classrooms learning the theory behind teaching a particular subject, such as math, and then the following week apply that theory in a local elementary school classroom.

Teams of three or four college students are assigned to a particular class for one hour each day of that week. The elementary class is divided into small groups, and each college student instructs 9-10 children on the subject. The process is repeated in four other subject areas throughout the semester.

Mini-teaching was revived for students seeking a secondary education certificate, those students learning theory and applying it in more concentrated time blocks. Prospective high school teachers learn the theory and methods behind a particular subject matter, such as chemistry or history, during ten weeks on campus and then apply that knowledge two hours daily for five weeks. The small group teaching style remains unchanged.

The field-theory method culminates with 13 weeks of full-time student teaching during the senior year. Paul said that from the time a student enters the education program until graduation, the amount of practical experience will increase threefold - from 25 percent of the course time in Educational Psychology to 75 percent during student teaching.

Laura Bultman, senior language arts composite major from Grand Rapids, Mich., attests that the education faculty "gets you out into the school system as soon as possible - you're seeing, applying and you have hands-on experience.

All students involved in the elementary or secondary teacher education at Hope must complete the college core requirements, and an academic major and minor. It is not possible to major in education at Hope. "Teacher-education students meet the rigorous requirements of academic majors like all other Hope students," Dr. Bultman said in another context.

Associate professor of education Dr. W. Harold Bakker said that teacher education students graduate with more than the required 126 credits. Elementary education students must complete a major of 36 hours in one discipline or a composite major of 36 hours in a combination of disciplines. The department recommends that elementary students take a composite major in either humanities, social studies, science, or a language arts because they will be teaching in a multi-discipline environment.

Elementary students are also required to take a minor of no less than 20 credit hours.

Secondary education students are required to take a 30-hour major and a minor of 20 hours or a composite minor of 24 hours.

Bakker, co-director of certification, said for certification purposes the state of Michigan operates an "approved program approach." That means each institution in Michigan training teachers must design their programs to meet minimum state requirements or face disapproval of certification advocates by the state.

Paul said the placement of 1981-82 certified graduates was 79 percent in the public schools and 20 percent in non-public schools, and he district hired six Hope College certificated graduates since 1981. He added, "I do know that I have a favorable reaction to the quality of personnel we're able to attain from Hope College programs."

NEWS FROM HOPE COLLEGE, DECEMBER 1983
by Glenn Pontier

Truth and love— all else is treason

When have all the flower children gone? Gone to corporations every one? From the new movie "The Big Chill" to this publication's own "class notes," there is evidence aplenty that the counter-culture is mainstreaming. Most have settled down into professions and are raising children, yet many stubbornly adhere to their generation's vision of authenticity, and have never quite given up on the idea that people can change the world.

Glenn Pontier, 68, well known at Hope as an anti-war activist, has written an essay for this publication's "class notes" article about Dan Rutte, 23, a Michigan resident who is being prosecuted for his refusal to register for the Selective Service.

Pontier is managing editor of a community newspaper in Norwalk, N.Y., and president of the local chamber of commerce. He's also a seasonal ranger for the National Park Service, a freelance writer and a professional storyteller. He is married to Laura Stuard, a Rutgers-educated artist. They have a new son.

Ex for war, I call it murder. There you have it plain and flat: I don't want to go no further than my Testament for that.

But war, you say, is a necessary evil. Of course war is murder. Even the soldiers know that. Especially the soldiers know that. And they know it best of all.

But more. War is a lie. It is also hell. And what's more, if we have another "Big One," it will probably destroy the planet—if Jonathan Schell knows what he's talking about.

Now the United States is pouring nuclear missiles into Europe, putting those missiles in Lebanon, Grenada and Central America, and more money than ever into arms. The Soviet Union has armies in Afghanistan. All are good in Poland, and we're trigger happy. The Selective Service drafted me. I was at New Brunswick Theological Seminary.

The jury found me guilty, and I was sentenced to "one year in the custody of the Attorney General." The jury in my general case was the time served. No jury was this easy.

I was already a conscientious objector, but I still didn't cooperate with the war effort at all, and refused to be part of it. I was arrested at New Brunswick Theological Seminary.

The jury found me guilty, and I was sentenced to "one year in the custody of the Attorney General." The jury in my general case was the time served. No jury was this easy.

Prison changed my life. Made me stronger, more gentle. And sadder. I was a prisoner of war for the crime of peace—locked up by men who met the definition of war criminals established at Nuremberg.

The time was 6000 miles away from my land.

We were already a conscientious objector, but we now contributed with the military effort at all, and refused to be part of it. I was arrested at New Brunswick Theological Seminary.

The jury found me guilty, and I was sentenced to "one year in the custody of the Attorney General." The jury in my general case was the time served. No jury was this easy.

So now the draft is on. It's way back in.

And I see that Hope College has a future in people like Dan Rutte, just as it had a past with A. J. Muste.

Listen, the world is on the brink. The threat of nuclear war is real and imminent.

For years, our country's leaders have not been able to provide real security to the country. We are not safe.

But it is war that is the enemy. Small nations are cruelly devastating. A nuclear one could destroy the world, certainly civilization as we know it.

Ronald Reagan, his cabinet, the members of Congress, our military officials— all the problem. The Soviet rulers, a
Seeds of peace, trees of peace: Gandhi’s seasonless teachings

The path to peace that Gandhi teaches, then, is a path of personal strength and single-minded dedication. It has its inception in the ancient Indian practice of “yoga”—the absolute commitment to a higher principle. Gandhi called upon all practitioners of peace to take a vow every morning during a campaign of peace.

“I shall not fear anyone on earth. I shall fear Truth or God alone. I shall bear all together. I shall refrain from violence against all life, persons, and property. I shall submit to no injustice wherever it might be. I shall conquer untruth with untruth. While conquering truth with untruth, hate with love, injustice with justice. I shall put up with all sufferings quite cheerfully and with good word toward all.”

The ramifications of this vow on the way to peace are quite obvious. The person of peace is willing to have violence and harm befall, but will never partake in violence of any form. The way to peace cannot possibly lead to unpeace or violence nor could peace ever proceed from unpeace or violence. Peace leads away from violence, peace conquers violence. This is the essence of the vow. This is the personal strength and dedication that Gandhi incites in his way to peace.

This path, though, calls on the individual to do more than simply vow to be peaceful. Gandhi draws upon other Indian traditions to complete the way to peace. He demands personal sacrifice. This sacrifice can take many forms, including the ultimate sacrifice of death. Death, though, is not the most difficult requirement to be met on this path. Sacrifice calls also for self-denial. The advocate of peace will gladly deny the self those things which are often considered natural rights, such as freedom, family, and fortune, in order to pave the way to peace. The spirit of sacrifice requires self-control as well. There is no place even for “righteous anger” in the very act of peace. One who seeks peace must learn to control all natural impulses including those impulses of hatred and anger.

RESULTS OF PEACE

Inner peace reaps external fruits, and one of these fruits is leadership. Gandhi grew to dislike the adjective “passive” when used in reference to his movement. He maintained the person of peace was not passive, but one actively involved in the spread of peace. Once one knows peace, this person is uniquely qualified to deliver and demonstrate the message of peace. The results of peace are far deeper.

One who has attained inner peace acquires courage to face the world and its challenges. The path to peace is so arduous that once completed, nothing else that is confronted seems fearsome. This courage based on inner peace enables one to stand firmly before the fiercest foe, for the assurance of inner peace and self-satisfaction have already been overcome.

Peace also results in fearlessness. No external fear, no foreign power can ever assail one with the same magnitude as the self and its desires. This fearlessness obviously stems from the courage implanted by inner peace. But it manifests itself more swiftly. The person of peace stands fearless before all attacks, either physical, mental or spiritual. The battle has already been won on all fronts and cannot now be lost.

Power is another result of peace. Gandhi never tired of pointing out that peace, i.e., nonviolence, was the very foundation of the world. Once one has attained peace, this foundation is thus more firmly established. The power of peace stands unassailable, even in the face of all attacks, either physical, mental or spiritual. The battle has already been won on all fronts and cannot now be lost.

Finally, peace results in success. Peace cannot fail because peace is the very essence of all existence and is the result of the power of truth and reality. The success of the person of peace is determined by the personal aspect of peace. If you recall, the person of peace is willing to submit to violence for the purpose of peace. This submission, though, suggests the core of existence in the universe. First, the conscience of the onlook-

RAMIFICATIONS OF PEACE

Several ramifications of Gandhi’s view of peace can be seen in this film from what has preceded. First, it is clear that Gandhi envis-ions real victory to be only in and through peace. There can be no victory through violence or war. War establishes physical superiority; it does not institute peace. Gandhi considers war and violence futile, i.e., without result. He says, “The victory of the weapon is all, but really it is an empty nothing.” As far as Gandhi is concerned, peace cannot result from war anymore than righteousness can result from sin. Peace attained by war is a provisional peace at best. In the final analysis, it is no peace at all.

Gandhi holds from this position because of his view of ends and means. “The end justifies the means” may be an old saw, but Gandhi rejects it outright. The end is determined by the means. The end of peace cannot be attained by the means of war or violence.

What Gandhi argues here is not outrageous or unreasonable. In any other arena save that of war and peace, it is a position readily accepted. Evil cannot bring about good; this is a general maxim of modern thought. Much of Western Christen-

NEWS FROM HOPE COLLEGE, DECEMBER 1983

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Dr. Wilson is assistant professor of religion, having joined the faculty in 1982. He is a specialist in world religions. A graduate of Trinity College, he holds a master’s from Wheaton College and a Ph.D. from the University of Iowa.

By Boyd Wilson, Ph.D.

With the recent popularity of the epic film “Gandhi,” the career of this remarkable little man from India has become quite well-known in America. It would be argued that as much misinformation was disseminated by this movie as accurate in-

formation. I am involved with the image or impression that has been left by the film as well as other vague, popular awareness of this man of peace.

It is, in fact, this image of Gandhi as a “Man of Peace” with which I am presently interested. In the world today, peace is more than a quaint fancy, a novelty—it is a necessity. So it is with more than passing curiosity that we turn to Gandhi for some direction on the road of peace. We look to him for currency and urgency. What can we learn about peace from this modern disciple of peace?

DEFINITION OF PEACE

The logical starting point is the point of definition: what does Gandhi mean when he speaks of peace? Last year, the Critical Issues Symposium on campus dealt with the question of peace. The symposium paper questioned several students with regard to their understanding of the meaning of peace. One student wrote the following:

“Peace: quite simply, is the absence of war. “Gandhi” would not be comfortable with this definition. To be sure, peace is the absence of war, the absence of hatred, the absence of turmoil, the absence of conflict. But peace is not to be so negatively characterized. Peace is a positive state.

Peace for Gandhi, then, is a moral and spiritual order of things. It is the presence of pure humanity; it is the presence of love. War is an aberration, war is a negative state. The positive state of peace does, however, have negative aspects. Peace forbids hatred and ill-will. Peace requites any spirit of antagonism or animosity. Peace burdens those engaged in violence or injury. In a word, peace is non-violence.

It is just this sort of identity that characterizes Gandhi’s thought in general, and his views of peace in specific. Peace is non-violence, non-violence is love; love is truth, truth is God. Gandhi’s simple equations, of course, are immune from the implications for the entirety of Gandhi’s philosophy. Although they are all worthy of our full consideration, it is only the identical relationship of peace and non-violence with which we will deal at this point.

Non-violence is the cornerstone of Gandhi’s entire program. But non-violence is not only the simple avoidance of personal, physical injury of another. Non-violence includes the avoidance of violence or injury in thought, word and deed. An advocate of non-violence would not strike another, nor hate another, nor hate another. Such a person is moved by love and led into service of others. This is peace.

Clearly, Gandhi’s idea of peace is quite personal; it involves the individual first. From the soul of the devotee this peace spreads to all and is known in the world.
The risky business of a pit-player
by Eileen Beyer

His arm is a loose, mustard-colored jacket that makes him look like someone who takes your tickets at the movies. His weapons are a lead pencil, cards that fit into his breast pocket, a voice that's resistant to rasps, and his bare hands. He does six hours of battle each day in a place known simply as 'the pits.'

Dark Walvoord '68 is a survivor of modern commercial warfare, an independent trader at the Chicago Board of Trade on West Jackson Boulevard.

There seems only one word to describe the place: primitive. Forget the computer-run boards and screens that balk the huge room. Forget that most of those who do daily combat here are college-educated. Forget that the ones who have been around for awhile go home in BMWs to luxury condos or lakefront homes in the most swashing of suburbs. Forget the lofty rationales for trading you may have heard—things such as 'transfer of peace-risk change.' Not that those things aren't so. It's just that they don't seem to matter much in the pits.

What matters in the pits is survival: buying, selling, making profits, cutting losses. It's all done with screams and hands that take on the look of claws as the various signals are formed. And it's all kept track of with the pencils and the cards. Simple. From all appearances, it helps to be young.

For Walvoord, who in early 1979 gave up the harmonious life of a school choral conductor for the chaos of a pit-player, 'it's the simple barefacedness of the place that's appealing.'

"It's combat—and it's fantastic because there's so little deceit, so little fantasizing to make it into something other than just that. If you're good here, you make lots of money. When I was teaching, I made an annual salary of $7,428 if I was doing things right as a teacher—and I made an annual salary of $7,428 if I was doing things wrong as a teacher.

"But the only thing that is rewarded down here in the pits is excellence. If you do it wrong, you're not punished and nobody makes fun of you. There's no place for any of that—the marketplace does all the scolding."

But just how does that contemporary catchball 'fight' actually take place in the pits? What's the difference between someone like Walvoord, one of a dozen survivors of the 100 or so hopefuls who earned trading permits two years ago, and the tycoons-turned-taxi-cab-drivers who earned trading permits the pits by trading permits two years ago?

"The word that you hear a lot is discipline," says Walvoord. "What that means is doing what you know you have to do—cutting your losses immediately and forcing yourself to hold on to your winners. That's very hard when it goes against human nature. The temptation is to hold on to your losses, telling yourself you'll come back. It's a natural tendency to believe, but Walvoord doesn't work in the pits..."

The job, Walvoord says, is not as chaotic as it seems. Some traders are brokers who trade for others, others, like Walvoord, are locals who trade for themselves. Some trade commodities—from soybeans to silver; others, like Walvoord, trade financial futures—in his case "Ginnie Mae," contracts on certificates issued by the Government National Mortgage Association. Some trade one contract at a time; others, like Walvoord, trade in lots. Most trade current contracts; others, like Walvoord, are distant-month traders. They get to know who's what, and tend to trade with others of their kind.

"Being there always some structure in the pits, it's just that it changes quickly,' Walvoord instructs.

"Indeed. Things are so noisy, so elbow-to-elbow at the Board of Trade that the observer keeps expecting a principal to come rushing through a door someplace to break up the melee. But contrary to appearances, there is community in the pits, Walvoord says. There are nicknames and small talks and evidences of acquaintance. But intimacy is rare.

"There's not much socializing outside the pit because everyone understands that once inside everyone is acting in one's own best interest. Friendships just wouldn't fit too easily in the system..."

The Chicago Board of Trade: "It's combat and it's fantastic." (Chicago Board of Trade photo)

"The job is Walvoord says, not as chaotic as it seems. Some traders are brokers who trade for others..."

"The job, Walvoord says, is not as chaotic as it seems. Some traders are brokers who trade for others..."
Ronald Kupier '59 is the author of a new book entitled "Cross on the Green," The Log Jam of 1883. Thomas Nowotny '59, Austrian Consul General in New York City since 1976, has returned to Vienna where he will head the department for European affairs in the Foreign Office. His new duties also include a liaison responsibility between his office and the Austrian parliament.

60's

Winfield Burgraff '40, professor of history, is also serving as associate director of the Center for International Programs at the University of Missouri-Columbia. Winfield is also a member of the board of St. Andrew's Lutheran Church.

Gail Friesen '51 Farnham is the elementary supervisor in Northwestern Lehigh School District in Allentown, Pa.

Nancy Guldenschuh '53 Zimmer is the office manager of St. John's Recreation and Youth Services Agency.

Carlos VanDuyne '56 Stier is a missionary in Chapas, Mexico. Carlos was the featured speaker at the second annual Women's Day of the Reformed Church in America.

William Bowne '66 is the director of KAR Laboratories, Inc. in Kalamazoo, Mich.

Barbara Kew '66 Forman is a student at Thomas M. Cooley School of Law in Lansing, Mich. In June Diane Johnson '57 Polansky and Barbara spent a week in San Francisco visiting Jaime and Eric Miller. They were married 25 years ago.

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marriages


Dennis Heengelveld '64 died on May 3, 1983, in Fullerton, Calif., after a two-year bout with cancer. He had been an associate professor at Cal. Fullerton since 1967 and was named the vice-chairman of the English department in 1982. Dr. Heengelveld is survived by his wife, Dr. Meizi Myers.


He attended Hope Preparatory School and Hope College and received his B.A. degree from The University of Michigan. He taught in Iowa for two years before entering McCormick Theological Seminary in Chicago. He served several churches in Illinois before retiring in 1980.

Rev. Janssen is survived by his wife, Berenice, a daughter, Annabell, a son, Jan, two sisters, and five brothers.

births

Richard and Peggy Hertley '77 Bena, Nicole Marie, Sept. 22, 1983.

Steven 72 and Nancy Burke '79 Berry, Merielith Hope, Aug. 31, 1983.


Kenneth '76 and Mary Wicker '79 Cook, Matthew Joy, June 5, 1983.

Marshall and Kim Tyler '82 Evans, Chelsea Susan, July 12, 1983.


Mark 76 and Yvonne DeMure '74 Hoks, Jeffrey Aarons, July 26, 1983.


Walter and Arlene Schaffer '71 Masers, Adrienne Alice, Mar. 5, 1983.

John 74 and Mary Midland '74 Mayo, Andrew Dean, Aug. 4, 1983.


Net 77 and Kristen Pietsch, Matthew Alan, April 25, 1983.

Glen Porter 68 and Laurie Smart, Zaelie Smart, Parents, Sept. 6, 1983.


Michael 78 and Jean Reynolds '79 Skelton, Elizabeth Marie, June 11, 1983.

Dennis 75 and Suzanne Champagne '77 Tellsen, Anne Karthaus, May 7, 1983.

deaths

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The Alumni Association announces

A Winter Happening

Friday & Saturday, February 10-11

FRIDAY, FEBRUARY 10
Premier showing of new Hope College film, DeWitt Center, 8 p.m.

SATURDAY, FEBRUARY 11
9:15 a.m. - Registration, DeWitt Center
9:45 a.m. - Academic Seminars
Freedom - The Vanishing Legacy? by Professor Ion Aghenea, associate professor of romance languages and 1983 recipient of Hope outstanding professor award.

Hands-on Ceramics with Professor William Mayer of the art department.

Facts, Fallacies and the Future: The Truth About Home Computers by Professor Herbert Derksen, chairman of the computer science department.

11:15 a.m. - A Rendezvous with History
The "not-for-prime-time professors" portray offbeat revolutionaries through costume and dialogue, DeWitt Center theatre.

12:30 p.m. - Luncheon, Phelps Hall
1 p.m. - Swimming versus Kalamazoo (men & women), Dow Center
3 p.m. - Men's basketball versus Albion, Holland Civic Center
After Game - Jazz concert and refreshments, Holland Civic Center

Child care service will be available

CONTACT ALUMNI OFFICE
FOR BROCHURE AND REGISTRATION FORM
(616) 392-5111, ext. 2030

NEWS FROM HOPE COLLEGE, DECEMBER 1983
As we celebrate anew the coming of Christ, we extend our best wishes for a season filled with those deeper joys for which we often long. May these be yours as you spend time with family and friends, in your meditation, reading and worship, and as you receive Him anew into your life. To those who welcome students home from college, we extend a special wish for a wonderful time together and a deepening of family ties and love. To those who experienced sorrow and loss this year, may you find renewed hope and peace as you remember the eternal love which has come to us in Christ.

We are grateful for your friendship and love, and appreciate all you have done this year to make Hope such a special place.

Gordon and Margaret Van Wylen
December, 1983