1983

News from Hope College, Volume 15.3: December, 1983

Hope College
Students wait table to get Hope a chair

It wasn't a black-tie affair, you could count the cutlery of each place setting on one hand and about the only unexpected menu item was a passable banana on the dessert plate. But for the 80 Hope students who waited and waiters, it was a most memorable meal.

Student volunteers provided table-tending for a special dinner on Nov. 1 to honor Michigan's North District Rep. R. Voskuil, '53 and to raise funds for the establishment of an endowed professorship at Hope in his name. Among the 1,500 people who showed up for the event was special guest Vice President George Bush, who had just returned from a trip to Lebanon following the attack on U.S. marines stationed there.

According to College officials, the Voskuil endowed chair will be held by a distinguished faculty member, preferably one who has a special interest in overseas, or the interface between politics and religion.

The fund-raiser was held in the fieldhouse of Grand Valley State Colleges because Hope didn't have an auditorium large enough for the Republican contingent.

Hope juniors Gary Koops of Clarksville, Mich., and Kent Sutton of Three Oaks, Mich., plus senior Robert Lemon of Romeo, Mich., organized the student solicitation and served the head table where Mr. and Mrs. Bush, Mr. and Mrs. Voskuil, and President and Mrs. Voskuil had dinner separately at college and local Republican party officials.

The experience afforded the servers opportunity to discover that the vice-president's family of a vice-president's family drinks milk with meals, probably because he preferred decaffeinated coffee and at least on this occasion, it was not a place for vice-presidential costume jewelry, presented by Secret Service personnel on behalf of Mr. Bush.

Koops told us they were able to have the vice-president's attention remarks during which Voskuil's 'May of One of us' speech was given. They were rewarded with a piece of serviette, vice-presidential costume jewelry, presented by Secret Service personnel on behalf of Mr. Bush.

Koops shared with us that when they went backstage, they were able to have the vice-president's attention remarks during which he gushed, "What more of America's need was there than to begin at the end and end at the beginning? What's worse is that he's right," says Koops.

From Associate Professor of Religion Dennis Stoughan's recently published book, "A Realization of the Mind," he noted that people demonstrate some predictability when making such comparisons and also that people from different cultures tend to be the same in so many ways they have a tendency to make a variety of cross-cultural comparisons.

All of which seems to go back to the early days of post-war poetic content that "fits," "is,"" "color,"" and "sounds answer one another."

Finding truth in answers is no small part of learning, but the issue takes a twist with the realization that people are currently in use at Hope, according to brand-new faculty member John K. Stoughan.

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News from Hope College

Volume 55, No. 3, December, 1983

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Letters

Hope, I point out an error of fact in the October issue of News from Hope College. In your front page article "DeWitt reds hit of homecoming..." is the information that Guy Voskuil was "pointed here by the influence of his speech, Mark A. Schrier, and his high school speech teacher, Neil Van Oostenburg, a 1922 Hope graduate."

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

Matthew W. Van Oostenburg '22

Editor's Note: We stand corrected—and apologetic.

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

When the Government-General of Grenada, Sir Paul Scoon, expelled the contents of the Soviet embassy just the other day it included a variety of North Korean, Libyan, Bulgarian and Cuban as well as a bunch of Russians.

We would be even sadder than the Soviets if we thought that they had all gathered together in order to build a "tourist" airport. But we are not inclined to consider the enormous array of Cuba 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 appears in the form of history. If Curry wishes to establish this norm of socialism, what's the point of his book? He has written a book of premature. On closer examination, I discovered that the inscription on the stone read:

A. C. VAN, RAALTE

MEMORIAL HALL.
How is Hope good?

Let us count the ways

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

Ever since Hope College received its first full accreditation from the North Central Association of Schools and Colleges in 1915, it has submitted every decade to that sometimes irksome, always time-consuming and knotty, yet every once-in-a-while-fascinating process of review in order to retain that accreditation.

During the past sixteen months, at least four-member teams 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 at a first step toward reaccreditation.

Most simply stated, the NCA asks institutions to conduct thorough examinations to assess if they in fact do 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. Solfer, president of Wabash College. "The evaluation team is enquired 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 typed 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 so 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 reiteration 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 simpler 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 make ahead more expeditiously and more exactly 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 if its self-study aspects do not become overlooked," counters Associate Professor of Religion Allen Verhey, one of 12 members of the self-study steering committee and chairperson 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 was going to lose its lustre of reaccreditation, but now it appears it won't be so.

The departmental self-studies—in which concerns were voiced more generously than in the campus 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 put at least 100 hours into fulfilling his responsibilities for the self-study, "It's hard for committee members not to wax fearful about all that involved time (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 what we do?
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-question 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 plaited 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 was carried out 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 these actual costs are minimal when compared to the in-kind costs of faculty and staff time. By his most conservative estimate, thousands of 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 Hanse concedes and 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 worth in gaining 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 communicated in its exit interview was that budget surpluses have been allocated on a basis of prior decisions for capital equipment purchases—and thus have been independent of the elaborate, consultative processes through which other priorities might be recommended, such as improved salaries, enrollment strengthening or faculty professional development.

President Gordon Van Wylde says this point is "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 centralizing 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 views 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 a 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 cast 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 she'll realize it's been weeks since she's uttered the three initial notes 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 responsible. It was successful because people were willing to give the time it took."

NEWS FROM HOPE COLLEGE, DECEMBER 1983

THREE
SCiences
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. 3213.

Biology Department Seminars, weekly, normally Friday afternoons, Peake Science Center, research seminars by academic, medical and industrial scientists. For details, contact Department of Biology, (616) 392-5111, ext. 3212.

Mathematics Department Seminars, weekly, normally Tuesdays, 6 p.m., Vander Weide Hall, research reports and advanced topic 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, guitar, Feb. 9, 8 p.m., Wichers Auditorium

Faculty Musicals: Mary Naryg, viola; Gail Warner, cello; Roberta Kraft, harpsichord and piano, Michael Votta, clarinet, Anthony Koehler, piano; Mary Enderlin, flute; Janella Heller, piano; Charles Archibald, piano, Feb. 12, 4 p.m., Wichers Auditorium

Concert, Wind Ensemble, Feb. 13, 8 p.m., Dimnent Chapel

Korean Drawing Now, Feb. 18-23, 10 a.m.-9 p.m., Sun., 1 p.m. - 9 p.m.)

Senior Art Show, March 23-30, 10 a.m.-9 p.m., Sun., 1 p.m. - 9 p.m.)

Great Performance Series, ticket required. Great Performance Series (616) 394-6069; Art Department (616) 392-5111, ext. 3170; Music Department (616) 392-5111, ext. 3110

Christmas Vespers on the Air

Photo and watercolor on paper by Lang-suk Kim, from exhibit "Korean Drawing Now"

Admissions

Visitation Days, Jan. 10, 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 Day, April 2; for high school juniors and seniors, plus parents, help in beginning 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 art exhibit, "Mexico: Her Art from Past to Present."

Holland Area Overnight, mid-March; applicants spend a night on campus; discussions on commuting vs. living on campus.

Exploration Night, 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:

Dec. 5—Concordia, Mich., 8 p.m.
Dec. 8—Kalamazoo, 8 p.m.
Feb. 4—Concordia, Mich., 8 p.m.
Feb. 11—Albion, 8 p.m.
Feb. 22—Oliver, 8 p.m.

Women's basketball, home games:

Jan. 14—Kalamazoo, 8 p.m.
Jan. 17—Albion, 8 p.m.
Jan. 25—Alma, 8 p.m.
Jan. 28—Albright, 1 p.m.
Feb. 15—Calvin, 7 p.m.
Feb. 28—Adrian, 7 p.m.

Other winter sports schedules available from Jane Mason, Dow Center (616) 392-5111, ext. 3270

HUMANITIES

Colloquium, Marc B. Baer, "Theatre as Politics, Politics as Theatre," Feb. 23, 3:15, Lubbers Loft


ACADEMICS AND ANNUAL EVENTS
Winter Happening, Feb. 10 & 11 (see ad, page 19)

Critical Issues Symposium, March 8, "Civil Rights in the United States"

Model United Nations Symposium, March 15-16

Alumni Day, May 5

Baccalaureate and Commencement, May 6

Pinning Ceremony, Hope—Calvin Department of Nursing, May 12, 3 p.m.
Mother and daughter learn Hope score

by Eva D. Folkett

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 as usual is to find both 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 other. And now Karyn is helping her mother out in a special way to return the favor of all these years of role-modeling.

"Although we don't practice together for orchestra numbers, I am accompanying her on the piano for her student rental, 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, the two also go together for dinner every Monday night, occasionally shopping or visiting 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 other or accompany their church choir), it was their first full-fledged 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 next to him saw both of our names in it. He leaned 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 1990-95 and also played in the orchestra then, achieving the esteem of concert master. She left Hope in 1986 to follow her husband to Ann Arbor. Finally, after a total of seven years of school, on and off and at different places (Grand Valley State College and University of Michigan), Lois returned to Hope to graduate 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 take. One thing that's different is I find that as many members of the orchestra are music majors as they were back in the 50's."

"Oh. And one other thing that hasn't changed is that Robert Ritsena is still hanging around Hope."

Ritsena, professor of music and conductor of the Orchestra and Symphonette, was also a member of the orchestra which Lois was part of in the 50's. The two of them together again stir up old memories.

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

As far as having the mother-daughter team in his orchestra, Ritsena plays on 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 if mastering 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, knows his way around the key.

"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 calling me Lois a couple of times. To her, I'm always Mom."

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

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 concerned with the 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 it's feminitist, in the case, the show went on as usual, with the class of 97 capturing the cup. Their song was "Jubilation, Celebration!" by Sonja Poorman, their play was an adaptation of George Bernard Shaw's "Pygmalion," their orator was Betsy Hutter of Holland, Mich.
SIX

NEWS FROM HOPE COLLEGE, DECEMBER 1983

Alumni med

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

That's how Steve Renee '83 recalls his feelings after a mortar attack on October 26 as one of 624 medical students enrolled at St. George's University School of Medicine in Grenada. A Hope alumnus, Abayomi Odubu '90, a student at St. George's, could not reach the evacuation center.

"I felt unsafe," Renee says of his time at St. George's, a Caribbean medical school which was under attack by the U.S. military. Renee, along with 32 other Hope alumnus, was part of a group of students who were evacuated from the school. They were flown to the U.S. and then sent to other medical schools in the U.S. to continue their medical education.

"It was a traumatic experience," Renee says. "But it was also an opportunity to learn about the world and the importance of medicine." Renee is now a fourth-year medical student at the University of Illinois College of Medicine in Chicago.

"I learned to be resilient and to adapt to new situations," Renee says. "And I learned to be a better doctor." Renee is currently working on his residency in internal medicine and hopes to specialize in infectious diseases.

"I am grateful for the experience," Renee says. "It has made me a better person and doctor." Renee is currently working on his residency in internal medicine and hopes to specialize in infectious diseases.
Beyond-the-stethoscope practice

There's not much glamour at the University of Chicago Medical Center on the south side. Like many city hospitals, it has too many people waiting around and too 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 is what Laura Mumford '71 wants to be.

"I know in the fifth grade I wanted to be a doctor, but whenever I talked about it, I was asked 'Do you know how long it takes?' I started talking about it because I didn't want to be discounted.'"

She's never regretted her close-mouthed reticence, although she readily admits she's learned that medicine can be a sometimes-disappointing vocation because it's so easy for doctors to become overencumbered.

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

"I think one of the most important qualities of a good physician is flexibility," she says. "You go through lots of heavy-duty training, but you really feel you've had the time truly to develop that flexibility."

"It can be frustrating because you're so often put into situations you can't control. There are just too many spontaneous requirements...

"I've become very interested in the subject of medical decision-making. Making daily decisions in light of insufficient information, the necessity of making the best decisions in uncertainty. There are techniques which help immensely, such as decision-analysis, something the medical profession has lifted from business. The technique helps you deal systematically with complex medical cases, using outcomes, probabilities, and the effective use of technology."

"Endless pressure, demands of news information, little time to think, less time to relax...all fuse into a brutal schedule that makes doctors easy prey to assembly-line approaches. 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 a letter from a second-year student expressing gratitude for her 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.

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 stresses 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 battles of her patients, her compassion for the victims, 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 use the public transportation system in 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 cares for the hospice's first patient. The medical director of the hospice has said that Mumford "embodies the true spirit of a physician" and that she "provides expert medical care and is extremely conscientious and devoted to her patients."

Mumford finds such plaudits vaguely embarrassing.

"When a physician goes 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 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 counterbalance to the rigors of their program. I think it's very important to do both the technical and human aspects 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 diseases at the University of Chicago Pritzker School of Medicine, and was subsequently offered a position in 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 detectives who hunt hidden killers. Mumford specializes in infections which strike the highly susceptible renal transplant patients."

Infectious outbreaks such as Legionnaires' Disease, hepatitis and the frightening killer Acquired Immune Deficiency Syndrome (AIDS) have generated Andromea-Stress fear among the public, but Mumford is confident that most diseases, even AIDS, will be 'tamed' over time and eventually controlled.

At the same 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 she's almost lost track of other aspects of her personality."

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

"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.

Once enrolled, Renae 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-Communist Gen. Hidinho Austin on Oct. 19.

Renae's mother, a news-follower by son's report, was also 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 after a special Rose Garden reception hosted by the White House, Renae has resumed medical studies in the United States through a special six-week term at New Jersey College of Medicine and Dentistry. Classes for St. George's students have also been arranged at Long Island University's Brooklyn Center and at St. Barnabas Medical Center in Livingston, N.J. It 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 there and spend all that money and then not take care of the people and make it into a democracy," he stated.

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

"It's an incredibly good, 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 Renae and others studying on an island of beaches, tourists, nutmegs and, more recently, bloodshed.

NEWS FROM HOPE COLLEGE, DECEMBER 1983

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 fall sports season has been an excellent one for the Flying Dutchmen. Paced by championships in soccer and men's cross country, Hope leads second place Calvin by seven points.

Seeking its fifth straight all-sports championship, Hope has accumulated 66 all-sports points, with Alma 54, Calvin 52, 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 all-sports crown. Kalamazoo put together its string of five straight from 1971-72 through 1975-76.

At the end of the year each school will count their best performance in eight men's sports and six women's sports. Points are awarded as follows: 12 for first place, 10 for second, 8 for third, etc. In case of a tie the standings are the same.

Other Hope finishes include: 12th in the scoring of junior linebacker John Van Noord, tied for second; volleyball, third; and golf, fourth.

SOCCER

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

They won more than 10 games for the seventh straight year, posting a 13-2-2 record overall and 10-1-1 in the league. Under coach Greg Heeres, the Dutcmen are 49-9-5 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. 19, a 2-1 victory over Michigan State on Sept. 19, and a record setting 12-0 win at Olivet on Sept. 26 at which point sophomore Schmiz Stenman of An Arbor, Mich., tied a Hope record by scoring three goals.

Receiving all-MIAA honors for an outstanding fourth year in a row was senior Daren Crouch of Westland. Crouch led opponents to a 12-9 goal total in 18 games and was chosen Hope's most valuable player.

Junior forward Dayna Beaul of Saginaw, Mich., who finished third in the MIAA scoring race with nine goals and six assists, was picked all-conference for the second straight year.

Also on the first team squad were senior midfielder Mike Bagnoli of Napa, Calif.; junior forward Tim O'Sullivan of Dunmore, Penn.; and sophomore Kevin Driscoll of Langle, Colo. Gaffney was chosen most improved by his teammates and was held Steiner of Old Saybrook, Conn.

MEN'S CROSS COUNTRY

For the 10th time in 15 years under coach Bill Vanderbilt, the Flying Dutchmen won the annual MIAA meet and at least a share of the title.

In 1983, Hope won its first outright championship since 1978 by claiming three of the first four places at the league meet.


Sunderwood was voted the MIAA's MVP for the second time in three years and Hope's MVP for the third straight year.

Taylor, individual GLCA meet winner, was picked Hope's most valuable player by his teammates.

Senior Dave Van Noord of Hudsonville, Mich., established a new record for pass receptions in a season (38). Van Noord was voted Hope's most valuable player by his teammates.


Senior end Greg Heeres of Buchanan, Mich., received the Allen C. Kinney award given annually to the most valuable player on the team.

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 in second place behind Alma, a team they had beaten 2-1 in a showdown 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 6-2-2 in the MIAA.

Senior Matt Gaffney of Union Springs, N.Y., was selected all-conference for the second year in a row at the midfield position.

Gaffney had seven goals and an assist for Hope in 1983.

Also on first team were sophomore Dave Gaffney, sister of Mary; goalie Tommi Atkins, a junior from Arlington, Va.; and an integral part of Hope's midseason turnaround; and junior back Monica Ward of Ann Arbor, Mich., who led the MIAA in assists with seven.

Wife 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 a tie for second place in the MIAA in 1983.

They did it by knocking off host Calvin at the annual MIAA championship. They beat loss to Calvin in a dual meet 22-23 back on Oct. 4, but battled back to edge the Lady Knights 62-58 in the league meet on Nov. 5.

The Flying Dutch won both of their meets, the first meet, and was selected all-MIAA, and was picked Hope's most valuable.

Junior Wendi Schmolink, of Spring Lake, Mich., was chosen most improved by her teammates.

Other highlights of the season included a runaway finish at the Hope Invitational on Oct. 15 and a third place finish at the Great Lakes Regional, at Albion on Nov. 12.

VOLLEYBALL

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

Coach Tanya Sherry's squad wound up 17-13 overall, a game ahead of 1982-16-14, and an identical 8-4 in the league.

Senior Linda Perez of St. Joseph, Mich., was selected co-most valuable player in the conference.

Other highlights of the season included a run-up finish at the Hope Invitational on Sept. 13 and a third place finish at the Great Lakes Regional, at Albion on Nov. 12.

CHEERLEADERS

Under 15th-year coach Maxine Delbruey, the Hope football cheerleaders earned much enjoyment and respect from the sidelines as Dutch men and women with mats and cheers.

Junior Mark Snyder of Westburg, Mich., was chosen to be the team's captain and senior football cheerleading captains Rhonda Hale of Jenison, Mich., and Ken Neal of Wuppertal, J.G., will also serve as basketball cheering captains.
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 territorially 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 numbers across 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 conversation will result."

Although he absolutely chortles 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 adverisement gimmicks. And it all started in the 1960s with prints of cars.

"As an artist, I liked the traditional car look—the teardrop 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 Studebakers and Desotos. You know the part of the play 'Death of a Salesman' where Willy Lohman talks about his Studebaker? That's great stuff."

"It's an intrigue with the images as much as an appreciation of McCombs's technical aplomb that keeps buyers and gallery managers at his door. He's won more than 100 awards in major national and regional competitions, has 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 does 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...
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 listen 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 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... This is the way it's supposed to be. This is exactly the way art and culture are supposed to be transmitted."

ROBERT VICKERS Painter

Evenings, 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.

the habit of contemplation and a willingness to waste paint.

WILSON: shuffling the intuitive and scholarly...

JOHN WILSON

Art historian

Once when John Wilson was a graduate student, come home to Minnesota for a visit, he was asked by one of his Norwegian, farm-stock neighbors what he was up to in the faraway world of university learning.

"I'm studying to become an art historian," the graduate student replied—probably with the touch of self-importance one always attaches to such questions when one is in one's 20s, as opposed to the much of anger that sidles into later responses.

Wilson's guest rocked back and forth a few times, finally sighed and, although not totally convinced, gave in: "Ja, I guess we need those too."

Wilson tells the story to make the point that the art historian is "a funny kind professionally... and he contends that as true in small, liberal arts colleges as in Minnesota farmhouses. The peculiar status results from the fact that generally there's only one art historian per college art department. It also springs from art historians' habits—they must constantly shuffle intuitive and scholarly inclinations. In methodology and scope they are aligned to historians ("Art is about everything—religion, politics, economics as well as aesthetics.") Wilson informs. But they also must be sympathetic with artists' aims and speak the sometimes nonverbal language of the discipline.

Wilson studied studio art in high school because, in his words, "as a badly directed member of the lost generation I thought I might be an architect." Despite his own experience, he argues that one needn't do art to be a good art historian. His studio work did not result in the discovery of any great gifts but did help him learn to see, to develop the makings of "a good eye," which Wilson says is generally 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 necktie. (His collection is attention-getting in itself and is made even more so because he's the only one in the department who chooses to meet the knotty 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 spangled 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 lunch break."

At the same time, that high ideal poses a

an historian with a good eye.

NEWS FROM HOPE COLLEGE, DECEMBER 1983
Our 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 Mediam-impulsed 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 “Volare,” 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.

“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 seminatical 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 Rack building.

“I deal with light in my paintings and I’m doing better work here because of the light,” he notes.

Another advantage is that the space is well-ventilated 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 ceilin, classical music, rags of papers with bypassed-by-Crayola color names—all make Vickers’ studio a pleasant place. It’s a large room, well-lit, well-kept, yet there are times of coffee, cigarettes.

“I spend a lot of time just looking. I find that contemplation is 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 acrylics 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 is increasingly shunned by most of the world but a terrifically important need for this artist’s life time. Lots of time. It makes you want to live forever.”

BILL MAYER
Sculptor, ceramist

Not only is Bill Mayer the most recent and youngest member of the art department faculty, he also works in a material that’s relatively new to the art’s trade—metal, that staple of American industry which has carried a distinctive robustness to 20th-century American sculpture.

With two major commissions earned this year and a show in progress at a Holland manufacturing plant. Mayer has demonstrated that he has reached some cordial agreements with the medium that was unfamiliar to him when he joined the Hope faculty in 1978.

making the abstract accessible.
Mayer will install a piece commissioned at $20,000 at Holland's Herrick Library this summer, and last month he received a commission for a major outdoor sculpture at Macomb County Community College, located in what for him is new territory of recognition, the east side of the state.

His show in Holland at the seating manufacturing plant of Herman Miller, Inc., consists of three outdoor pieces, two indoor pieces, and several maquettes. It will be in place through May and is receiving national exposure through articles in trade publications.

Mayer says he works in metal to vent intellectual impulses and turns to clay when he's feeling more sensual.

But he's made his best marks in aluminum, perhaps because the medium lends itself so well to the linear gracefulness of what Mayer refers to as his "personal images"—the trapezoid and the spiral.

He's found that making art with metal often requires the macho fortitude of a steel worker. There's cutting and welding, fabrication, grinding and modeling, sanding, and, finally, "an epic pain job.

Mayer believes it's often easier for people to gain an appreciation for abstract sculpture than abstract painting because of its physical accessibility.

"You can feel it, you can touch it—it's a little like shaking hands."

Of course, familiarity has also been known to breed contempt. For instance, Mayer's sculpture "Tom Dog II," Hope's first permanent outdoor piece, has been subject to all kinds of spontaneous "embellishments." But Mayer accepts this as an unavoidable outgrowth of the genre of public sculpture.

"Abuse once bothered me, but I've come to realize that it's my job to construct a piece that has the ability to withstand the abuse which humans are prone to doing to anything that's invading their space—and to do that without sacrificing any of the aesthetics of the piece.

Mayer believes it's important for artists to talk about their intentions and methods and for viewers to peek at the end product. For these reasons, he is enthusiastic about his show at the Herman Miller plant.

"The presence of art in the workplace...promotes communication. Just putting the sculpture out there will see it every day will cause communication opinions and arguments and all kinds of things, but it will get words to move."

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 will be purchased from this exhibition and given to museums across the country under the administration of the Hansam 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-trych," which measures 8'x14' feet. The show also presents the work of such blue-chip artists as Alex Katz, Ralph George, Agnis 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 pain-

ters' paintings. 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 year" 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 light of his DeWitt Center studio have been conducive to hard work and have changed his style significantly. He has shifted from something rough, severe 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 complex because they offer the viewer "more layers of visual experience."

In short, he says, they're less likely to be taken in at a glance.

Michel says he tends to work in series. A series stops when he begins to feel he's working out of habit and that his painting is becoming manneristic. He generates new discoveries by working quickly on paper.

He always works in acrylics, he always works fast and his interest in abstract natural forces is always the exploration pivot.

"I keep coming back to this one theme: the energy—the wind, clouds, the sun as it moves across the lake onto the mainland. There's something in that energy that fascinates me."

Michel believes that it's more difficult to be an abstract artist than to be a realist: "It requires more than polished technique; abstraction demands personal insight and experiences. He sees his work as a constant search for the edge between careful, visual structure and spontaneous, emotive statement. His best paintings, and most surely the half-dozen or so that he considers his "landmark paintings," synthesize the two.

Michel is good at talking about his art, and says his enjoys doing that with audiences of the uninitiated. He says, simply, arts appreciation is his soapbox because he truly believes everyone has the capability to communicate with the visual arts. It's all a matter of acclimation.

While he's happy to respond to the "What is it?" brand of questioning, he also believes that artists must touch out to a broader audience: his significant feedback and knowledgeable acclaim or criticism. That's why the New York show is more than an addition to his vita. At the same time, he approaches it with modest, Holland-bound expectations.

"I would like to have the kind of recognition that you get when you show in New York, but achieving that is not a overwhelming desire on my part. I'm much more interested in being able to pursue an honest way of my own interests and in finding an audience that is somehow or another moved by me. It doesn't make any difference to me whether that audience is here or in New York. I'm not painting for the art market as such."
Hope Education Students Get Good Grades

by Chuck Knab

Education in America was bombarded throughout the spring and summer with criticism. From the "nation at risk" warning of the National Commission 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 experts 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.

Emily Feistritzer, who prepared the Carnegie report, said recently in The Chronicle of Higher Education, "The best and brightest (students) are definitely not 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 large number of non-certificated graduates. The results indicated that in each category the graduates were nearly identical. For example, the average Hope College cumulative grade point average of 82 certificated graduates was 3.10; for the same number of non-certificated graduates it was 3.06. 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 50 students complete Hope College's education program annually, and they are trained through a field-theory program, which has undergone little change since it was established in 1962.

The idea behind a field-theory method is that prospective teachers improve each time they apply the things learned in the 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. Laron 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 classroom 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 or five subject areas throughout the semester.

Mini-teaching was revised for students seeking a secondary education certificate, with 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 12 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 Holm, a 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 program at Hope must complete the college core requirements, the education department requirements, and an academic major and minor. It is not possible to major in education. Teacher-education students meet the rigorous requirements of academic majors like any other Hope students," Dr. Bultman (no relation to Laura) said. "In addition, they receive instructions from the department in the art and science of teaching."

Associate professor of education Dr. W. Harold Bakker said most teacher education students graduate with more than the required 126 credits. Elementary education students must complete a major of 30 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, sciences or math or languages 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 20-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 candidates by the state. Hope's program has been approved by the state.

In 1976 the education department added the training of special education teachers to its program. Students in the special education program do not fill the requirements of separate academic majors, but do complete the college core requirements, a major in learning disabilities or emotionally impaired and an academic minor of at least 20 hours.

The special education program, which uses the field-theory method of training, qualifies students for certification in special education for grades kindergarten through 12th, and for certification in regular education for the elementary or secondary grades. A student's minor qualifies for regular teaching.

While suggestions ranging from merit pay for teachers to a longer school year continue, system teachers upward, the importance of improved training seems unchanged but still difficult to teach. Discipline of school children is "crucial," according to Bultman.

"You can't do anything without discipline," concurs Jane Osman, a 1963 graduate of Hope College and Lake teacher at Holland High School. During 17 years of full-time teaching, "I have found that consistency and respect are the keys to discipline, but says that the personality of the teacher must also be reflected in approach.

Bakker said the education faculty tries "certainly to give them (students) the knowledge and approach to teaching and but agrees that discipline must be blended with a prospective teacher's personality."

Dr. Schackow, professor of education, teaches Educational Psychology and has instituted a "mentor" program to introduce college students to a one-on-one teaching situation. Once each week during the semester-long course prospective teachers meet with gifted students from local junior or high schools. Students are divided into study groups and are instructed in teaching the discipline in a particular classroom. The associate professor of education said, "The student will feel the difference in last year's class elected to remain in particular geographic areas, hence lessening chances for finding a job. Many of these are working regularly as substitute teachers, he informs. John Graves, superintendent of Hamilton public schools, said his 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."

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For a copy of the study, contact the education department.
by Glenn Pontier

Ex for war, I call it murder, There you have it plain an' flat: I don't want to go no further Than my Testament for that. - Russell Lowell

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; troops into Lebanon, Grenada, and Central America; and more money than ever into armaments. The Soviets have arms in Afghanistan, an iron hand in Poland, and are trigger happy pilot who just shot down a civilian airplane thinking it was a spy flight.

And like a bad dream from the past, the governent is forcing every second old in the country to prepare for war, by signing up for the draft.

That's how I got involved. Not too long after graduating from Hope College in 1968, the Selective Service drafted me. By that point the War in Vietnam was at full rage, and my neighbor Russ Ball was discharged from the army after being wounded for the third time. I'd had other friends who were injured, and I already hated that war. So did Russ. It was killing Vietnamese and Americans alike. In a place 6000 miles away from my land.

I was already a conscientious objector, but now I could not cooperate 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 army general at the time was John Mitchell. Some justice—we never did time together.

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.

So now the draft is on it's way back in. And I see that Hope College has a future in people like Dan Rutt, 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 our own reason, our 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 ones are cruelly devastating. A nuclear one could end the world, certainly civilization as we know it.

Ronald Reagan, his cabinet, the members of Congress, our military officials—are the problem. The Soviet rulers, a problem on their own, are no solution either. It is not a nuclear weapons freeze we need, but a disarmament. The past months have shown that both sides are profoundly irresponsible. In one terrible sense, we—American and Soviet—cannot live together.

The system does not work. There is no defense to a nuclear war. To continue the tension and not to act is to become our "leaders" are deaf and dumb.

War will stop when people refuse to fight.

If civil authorities pass laws or command anything contrary to the moral order and consequently contrary to the will of God, neither the laws nor the authority of the one who gives it is binding. The conscience of the citizen is God's will.

-Pope John XXIII

It just depends on how you view the world. There is no real reason why this nation could not be a moral leader in the world. Democracy does not have to be exported at the end of a gun (it couldn't be, if language and logic have any meaning), it is indigenous to all peoples. Not even the totalizations in countries like South Africa and Russia can smash the sense of freedom in their citizens.

America has food reserves, scientific genius, common sense, a tradition of egalitarianism, and bountiful resources. It has often been wrong, viciously so to its native American and black populations, yet it has often been right, even inspiring in the Declaration of Independence and the Bill of Rights.

There are various ways to offer hope that a better way is possible. Slavery, footbinding of women, dueling are all social institutions which are unacceptable to the world over. When these activities do occur, they are repugnant to the human community. Individuals or governments who commit them are outlawed.

While our leaders are the problem, they are not the real obstacle which stands in the way of abolishing war. That block is us. Albert Camus once wrote when he stated "All I maintain is that on this planet there are pestilences and there are victims, and it is up to us, as far as possible, not to join forces with the pestilences."

It is possible for us to stop war by refusing to cooperate with it. And by actively resisting it. What is that people used to say about the "good people's" failure to stop the rise of fascism in Germany?

I am register with the Selective Service System when you turn 18. Tell your friends and neighbors—and your sons—"not to obey this evil law. I remember my parents telling me that conscription was considered un-American when they were kids. My Great Grandfather List was forced to serve time in the Dutch navy, and I should be grateful that this country has chosen not to do it.

No one should be forced to do what is right for the government to fight. One of the lies of war is that people want it. When men do not enlist to become soldiers it is because there is no need. And even when they do, it is more often the only job available than it is a desire to kill. Armies and wars exist solely on the pathological souls among us.

Don't help with the war effort. Donate your federal tax bills to the Selective Service, the National Committee for a Sane Nuclear Policy, or a municipal government or to a charity, instead of paying them. Demonstrate on the streets against the arms buildup and U.S. interventions in other countries. Boycott or withdraw investments from companies which make profits from war-related contracts. Participate in non-violent civil disobedience to actually stop the efforts which brings us closer to war. Quit your job with a war authority or the military.

We are not powerless. We control only our own lives. We are each a little piece of the whole, out of which we effect change and stop at home.

I would not alter much in my life given the unlikely possibility that I could do it over. If anything, perhaps I would be a little quicker to follow my instincts. Which is to say, I have more faith.

Nuclear war is a funny thing. It is inspiration and spirit. It is not fact. Each of us struggles in our own way and finds our own meaning. We will not all end up in the same place. God forbid that we did.

But I am a believer in proselytizing. I care more about people's morality than their religion. If you ask me what I think about religion I am happy to tell you, but I have little interest in converting others to my own brand of faith. Love God and do what you will. I leave the business end to the evangelists.

But taking my religion personally is something I have always done. "If they put you on trial for being a Christian, would there be enough evidence to find you guilty?" has been a question central to my life on more than one occasion. I have no answer here—what is meant by the term Christian. Ah, to be free from compulsory chapel.

For me, my faith has grown some over the years, changed a little, but always come back to several themes about love, justice, truth, commitment, liberation, life itself. Some folks understand these things in terms of redemption, salvation, eternal bliss. Probably it comes down to the fact that a man called Jesus made the biggest impact on my life, together with my family. Certainly the people who have influenced me the most have been religious and spiritual individuals like Mohandas Gandhi, Dietrich Bonhoeffer, Martin Luther King, and Dorothy Day.

I got my first job out of a Reform Church minister, in the William Tell tradition. Respect authority but don't bow to it. Your faith is the cornerstone. "I love you on our heart and mind and soul, and your neighbor as yourself." It's simple really, but then it isn't.

Today I expect to see the fulfillment of my hopes. Among them are a good life for my family, a world free from want, a country I can be proud of. In short, I want to redeem the times, and save the planet.

And what about you? Is it too much to risk that your faith can sustain you? Do you need bullets and missiles to protect your faith?

What kind of people have we become that we place our trust in the ways of war? It is insanity and shame. It is ridiculous.

We believe that humanity will acquiesce to the end of the world. Instead, I hold that the world's inhabitants want non-violent solutions to our problems. That people are capable and ready to throw off this fife of violence which has chained the world to the institution of war for too long. My faith joins with Daniel Berrigan's hope.

We say: killing is wrong. Life and community is the only order we recognize. For the sake of that order we risk our liberty, our good name. The time is past when good people may be silent.

When at what point will you say no to war? We have chosen to say with the gift of our liberty, if necessary our lives: that violence stops here. The death stops here. The suppression of truth stops here. War stops here. Redemption then!
Seeds of peace, trees of peace: Gandhi's seasonless teachings

THE WAY TO PEACE

The path to peace that Gandhi teaches, there is a path of personal strength and single-minded dedication. It has its inception in the ancient Indian practice of "yog"—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 my tasks throughout the day. I shall refrain from violence against all life, persons, and property. I shall submit to no injustice wherever it may be. I shall conquer with truth. While conquering, with truth, hate with love, injustice with justice. I shall put up with all suffering quite cheerfully and with good will towards 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 peace 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 inculcates 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. Thus, 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 vocation 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 that 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 than those who have attained inner peace acquire courage to face the world and its challenges. The path to peace is so arduous that once completed, nothing else is as threatened as it is feared. Peace itself is unique in its ability to deliver peace. This courage based on inner peace enables one to stand firmly before the fiercest foe, for the assurance of peace and self-satisfaction have already been overcome.

Peace also results in fearlessness. No external foe, no foreign power can ever assume 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 openly. The person of peace stands fearless before all attacks, either physical, mental or spiritual. The battle has already been won on all of these 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, metaphysical, cosmic power becomes the possession of the disciple of peace. This power could be dangerous in the hands of a selfish, violent, evil person. But this power is beyond the grasp of such a one. The power of the universe is the power of peace and is at the disposal of the person of peace.

Finally, peace results in success. Peace cannot fail because peace is the very essence and fabric of the universe; there is no opposition to the power of truth and reality. The success of the person of peace is dependent upon this fundamental aspect of peace. If you recall, the person of peace is willing to submit to violence for the purpose of peace. This submission, though, outrages the core of existence in the universe. First, the conscience of the onlook-
The risky business of a pit-player

by Eileen Beyer

His armor 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 rasp, and his bare hands. He does six hours of battle each day in a place known simply as 'the pit.'

Dirk 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 blink 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 lakeside homes in the more swashting of suburbs. Forget the lofty rationalities 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 pit is survival: buying, selling, making profits, curing 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. Simply. 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 bare-facedness of the place that's appealing.

"It's combat—and it's fantastic because there's so little deceit, so little furtiveness 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 something 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 catchall "frenzy" 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 tycoon-turned-taxi-drivers or investments counselors or suicide statistics? Just what does it take to be good in the pits?

"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, but you just have to do it."

"I know of nobody here—well, I know of just one—that's stupid. In general, traders are quick-witted and pretty fast. Once the other hand, the ones who don't strike you as very intellectual. They're not well read or into philosophy or religion or politics. In a sense, this is a very blue-collar job—people just come in and do it."

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 "Gin-mie Maes," 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.

"There's 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 no one just doesn't work in the pits..."

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

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The Alumni Office continues to be a busy place following successful fall activities including the visit of the campus by a record number of our alumni for Homecoming. As we move to the Holiday season, the various class leaders have been holding meetings on campus to plan for spring reunions on Alumni Day, May 8. If your class is holding a reunion, you will want to plan the trip to Holland for your reunion. Reunion classes for May are: ’34, ’39, ’44, ’54, ’59, ’64, and ’69. Because the 1940s were unusual times during which many interrupted their educations, the Class of 1946 is having those who entered Hope as freshmen in 1940 to attend their reunion.

Dr. Ivan Dykstra ’53 joined me for visits and to hold meetings with the California alumni during the month of November. The special slide/napkin presentation “Linked to the Anchor” brought Hope closer to West Coast alumni. The first meeting was held on November 6 at a retirement home of ’40 and ’48 Susanna. A farewell evening consisting of dessert and fellowship with alumni from throughout the Sacramento area was highlighted by an evening “jitsu and sake” session with Dr. Dykstra. The following evening, under the leadership of lan Evet ’57, San Francisco area alumni gathered at the San Francisco Restaurant for four blocks from Fisherman’s Wharf. These alumni had no knowledge of fellowship prior to dinner with the presentation of the slide/napkin. There was also an opportunity to share with Dr. Ivan.

Los Angeles alumni and friends were gathered at the Garden Grove Community Church under the leadership of the president of the Los Angeles alumni, Al Ann Venneman, and the alumni board, Chris Oyen ’73. Saturday, November 12, proved the perfect time to spend the Garden Grove facility. The event included a reception and dinner and a time to share in the life and work of the College. At this meeting, Dr. Leon Beth was elected the 1996 President of the Southern California Alumni Association. Plans are underway for their next event. Dr. Harry and Sancy Tippmann Behrens, both of the Class of 1916, attended and were honored at the meeting.

On December 6, President Van Wylen was in Philadelphia at the home of Bob and Lucile Hoeksema where he shared with alumni and friends in the area and presented a slide program. The calendar for spring alumni events is now being considered and meetings will feature the new Hope College film. The film will premiere at the “Winter Happenings” on Friday, February 10, in the DeVries Theatre. Plans now are to show it on campus Saturday, February 11, for three academic seminars in the morning, a luncheon with the participants, and the Hope College Varsity Basketball game at 3 p.m. at the Holland Civic Center. The day will conclude with her chocolate and cookies and a visit by the Hope College Band on the court following the game.

both of us at the Alumni Office along with the members of your Alumni Board extend to you our best wishes for a pleasant Holiday Season and God’s blessing in the New Year.

Vern Schipper, ’72
Associate Director
College Relations for Alumni Affairs

class notes

Class notes and other alumni information sections in Alumni News Hope College are compiled by Mary Gay Graves of the alumni office. Deadline for receiving items for the next issue is Jan. 16.

20’s

In honor of Maurice Visscher ’22, the Minnesota Medical Foundation has established a permanent graduate fellowship in physiology at the University of Minnesota.

Alice Van Hattum ’28 Jones and her husband are still enjoying several weeks at their peaceful island home in Holland. They welcome drop-ins on two week’s run to Door County Wis. in their two Kbyss home on Lake Michigan during the rest of the year.

Frank Meyer ’28 has co-authored a two volume work entitled “The Parishioner.” Since his content, Frank has been a consultant with Donald D. M. Miller in Holland working in the new technology field of scanning on glass used in computer parts.

30’s

Ken Timmes ’38 has retired from the H. J. Heinz Company. He served the food industry for 44 years.

Andrew Nykroem ’39 is a dentist in Rockford, Ill. Andrew and his wife celebrated their 40th wedding anniversary in September.

40’s

Jay Kapenga ’41 has retired after 39 years of service in the Middle East as a missionary of the Presbyterian Church. Since 1967, he has worked in Oman, where he conducted a unique ministry among the traditional Bedouin. Louise Royston ’43 and her husband, Donald, reside at The Church in Brunei, N. J. They are missionaries to the oil workers of the Middle East. The Roystons are specialists in choreography and their work in the field has been recognized with several notable awards.

Jerome Dejong ’44, pastor of Reformed Church in Grand Rapids, Mich., was the featured speaker at the 1965 Midwest Methodist Conference held in Holland, Mich. in October. Jerome received an honorary doctorate of divinity degree from Northwestern College in Orange City, Iowa.

Bill Bennett ’49 is a soprano soloist as a part of the Holland Symphony. Bill took an early retirement at age 62.

Jay Weimer ’49, pastor of Second Reformed Church in Almora, Mich., spoke at the annual Festival of Praise at Memorial Reformed Church in Holland, Mich.

HOPE COLLEGE

FACULTY POSITIONS FOR 1984–1985

ACCOUNTING—MBA a minimum requirement. CPA, CIA, CMA, or Ph.D. desirable.

BIOLOGY—Microbiologist. One or two-year, part-time, job. B.S. or M.S. required. Experience in teaching desired. Opportunity to become a faculty member of the College.

COMPUTER SCIENCE—Tenure-track. A Ph.D. in Computer Science or equivalent experience is required. Duties include teaching undergraduate courses in Computer Science and the supervision of undergraduate research projects and advising undergraduate majors.

EDUCATION—Three-year term appointment with possibility for renewal. Major responsibility in the area of teaching. Both education and experience in the teaching of reading at the lower elementary classroom level are required. A doctorate is preferred.

ENGINEERING—Mechanical Engineer, tenure-track position. Ph.D. strongly preferred. Ability to teach mechanical engineering and direct student research and internships required. Research interests in computer methods of analysis and design desired.

ENGINEERING—Electrical Engineer, tenure-track position. Teaching duties include electrical engineering courses and involvement in a summer research program. Ph.D. is preferred.

ENVIRONMENTAL DESIGN—An associate professor of Architecture is needed. Experience in architectural teaching is required. Demonstrated excellence in teaching is expected.

GERONTOLOGY—An associate professor is needed. Experience in teaching gerontology is required. Demonstrated excellence in teaching is expected.

HISTORY—Tenure-track position. M.A. or Ph.D. required. Ability to teach modern European history is required. Experience in teaching is expected.

LANGUAGE AND LITERATURE—Tenure-track. M.A. or Ph.D. required. Ability to teach British literature is required. Demonstrated excellence in teaching is expected.

MATHEMATICS—An assistant professor of Mathematics is needed. Experience in teaching is expected.

MEDICAL TECHNOLOGY—An assistant professor of Medical Technology is needed. Experience in teaching is expected.

Musical Theater—Ph.D. preferred. Must be qualified to teach musical theater at all levels and post-16th century literature. Demonstrated excellence in teaching is expected. Willingness to use innovative methodologies and scholarly promise are required.

MUSIC VOCAL—A Ph.D. in Music Education is required. Ability to teach advanced undergraduate courses is required. Research and scholarly activity is required. Demonstrated excellence in teaching is expected. Willingness to use innovative methodologies and scholarly promise are required.

NURSING—An assistant professor of Nursing is needed. Experience in teaching is expected. Willingness to use innovative methodologies and scholarly promise are required.

SOCIAL WORK—A Ph.D. is required. Ability to teach advanced undergraduate courses is required. Research and scholarly activity is required. Experience in teaching is expected.

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

SALARY—Dependent upon qualifications and experience.

APPLICATIONS—Submit curriculum vitae to:

Provost David G. Marker
Hope College
Holland, Michigan 49423 (616) 392-5111 Ext. 2080

Tom Newby '60, a student in the Master's in International Programs at the University of Michigan-Detroit, is also serving as associate director of the Center for International Programs at the University of Michigan-Detroit. He is also a member of the Board of Directors of the National Organization for Women in Florida. His new duties include a liaison responsibility between his office and the University's Office of International Relations.

60's

Winfield Buggs of New York, president of the University of Illinois-Chicago, is also serving as associate director of the Center for International Programs at the University of Michigan-Detroit. He is also a member of the Board of Directors of the National Organization for Women in Florida. His new duties include a liaison responsibility between his office and the University's Office of International Relations.

October 18.

John Schalk '56, with Pan American World Airways, was also serving as associate director of the Center for International Programs at the University of Michigan-Detroit. He is also a member of the Board of Directors of the National Organization for Women in Florida. His new duties include a liaison responsibility between his office and the University's Office of International Relations.

70's

Lois Amidon '70 Branch prepares and performs puppet shows with her troupe, Mary Jean and Company. October 18.

Robert Branch '70 is the pastor of the First Congregational Church of Evanston, Ill. October 18.

Robert Knowles '70 is chairman of the screening committee for North Central Evaluation for Plainfield (Ill.) High School. October 18.

Dianne Wyandt '70 is the director of Christian education at Second Reformed Church in Zeeland, Mich. October 18.

Hendrik Verdeckamp '71 is a research associate professor of psychology at Fuller Theological Seminary in California. October 18.

Thomas Georgewas '72 gave an organ concert at the First United Methodist Church in Holland, Mich., as part of their 1973-74 Concert Series. Daniel Dykstra '74 is a captain in the U.S. Marine Corps stationed in Alexandria, Va. October 18.

Justine Emerson '74 is starting a year as volunteer medical worker in Kathmandu with the United Nations in Nepal. October 18.

Rosanne Spangenberg '74 is the director of data processing at West Shore Community College in Southeast, Mich. October 18.

Larry Hagberg '74 worked for Worldwide Bible Translators, translating the New Testament into the Yawo language of northern Mexico. October 18.

Phyllis Kallmeyn '74 is an assistant business manager for Central Evaluation Services in Oakland, Calif. October 18.

John May '74 is a captain in the U.S. Army Dental Corps stationed in Munich, West Germany. October 18.

Arthur Osterberg '74 is the vice president of sales for Presto! House in Plainfield, Ill. October 18.

Samuel Quiting '74 is a software engineer for Verdis Corporation in St. Cloud, Minn. October 18.

Timothy Van Dam '74 traveled in Europe for 20 weeks and is now working in Architectural Design for General Electric in New York City. October 18.

Diana Hollis '74 is a part-time piano instructor at Gordon College in Wenham, Mass. October 18.

Carol Hoeftsta '75 Echonique is a social worker at Bronson Methodist Hospital in Kalamazoo, Mich. October 18.

Kenneth Hoes '75 is on the board of directors of the Landmark (Mich.) Chamber of Commerce. October 18.

Mark Williams '75 is an oil exploration agent for Brenda's Oil Company, Inc., in Zephyrhills, Fla. October 18.

Kim Raker '76 is on the editorial staff of the Journal. October 18.

Lydia Hatter '76 Brown is busy at home with three sons and substitute teaching English at a foreign language with Holland (Mich.) Community Education. October 18.

Ruben Terrell '76 is a junior at the Minneapolis (Tenn.) Theological Seminary. October 18.

Larry Koop '76 is a commercial loan officer at Peoples Bank in Holland, Mich. October 18.

Elizabeth Boessen '77 is attending Fuller Theological Seminary in Pasadena, Calif. October 18.

Mark Brown '77 is teaching computer science at Hope College in Holland, Mich. October 18.

Mini Biz '77 and her husband, Mark, provided a creative worship experience at Fellowship Reformed Church in Holland, Mich., in October. October 18.

Mary Edeleman '77 was installed as the minister of the Word and Sacrament for the First United Presbyterian Church in Bellefonte, Ill., in November. October 18.

Frederick Schlemmer '77 is the M. S. Spanish teacher at Robert E. Lee High School in Alexandria, Va. October 18.

Mark Sentertina '77 is a professor of psychology at the University of Michigan in Caracas, Venezuela. October 18.

John Simon '77 is the director of the master's of divinity program at Fuller Theological Seminary in Pasadena, Calif., and is currently in the master's of divinity program at Fuller Theological Seminary in Pasadena, Calif. October 18.

Larry Jackson '77 was installed as minister of the Second Reformed Church in Grand Haven, Mich. October 18.

Seymour Van Doren '77 is a graduate of the master's of divinity program at Fuller Theological Seminary in Pasadena, Calif. October 18.


John VanCleave '77 is studying Chinese at a Japanese concentration at The University of Michigan. October 18.

Margot Hokens '77 Vyverman '78 is a teacher at Elm Christian School for the Handicapped in Palisades Park, N.J. October 18.

Larry Gober '78 is attending the University of Michigan in Ann Arbor working on a degree in business administration. October 18.

Lori Ralston '78 is a medical student at Yale University. October 18.

Robert Wray '78 is attending the University of Michigan in Ann Arbor working on a degree in business administration. October 18.

Kathy Bailer '78 is attending the University of Michigan in Ann Arbor working on a degree in business administration. October 18.

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Linda Sullivan '78 is attending the University of Michigan in Ann Arbor working on a degree in business administration. October 18.

Nancy Goldscheider '62 Zimmer is the office manager for the Town of Brighton Recreation and Youth Services Agency. October 18.

Carla Vanderheide '65 Stier is a missionary in Chippawa, Ontario. October 18.

William Bouna '66 is the director of KAM Laboratories, Inc. in Kalamazoo, Mich. October 18.

Barbara Kouw '66 Forman is a student at Thomas M. Cooley Law School in Lansing, Mich. October 18.

Diane Johnson '70 Polansky and Barbara spent a week in San Francisco visiting John's parents. October 18.

Justine Emerson '74 is starting a year as volunteer medical worker in Kathmandu with the United Nations in Nepal. October 18.

Rosanne Spangenberg '74 is the director of data processing at West Shore Community College in Southeast, Mich. October 18.

Larry Hagberg '74 worked for Worldwide Bible Translators, translating the New Testament into the Yawo language of northern Mexico. October 18.

Phyllis Kallmeyn '74 is an assistant business manager for Central Evaluation Services in Oakland, Calif. October 18.

John May '74 is a captain in the U.S. Army Dental Corps stationed in Munich, West Germany. October 18.

Arthur Osterberg '74 is the vice president of sales for Presto! House in Plainfield, Ill. October 18.

Samuel Quiting '74 is a software engineer for Verdis Corporation in St. Cloud, Minn. October 18.

Timothy Van Dam '74 traveled in Europe for 20 weeks and is now working in Architectural Design for General Electric in New York City. October 18.

Diana Hollis '74 is a part-time piano instructor at Gordon College in Wenham, Mass. October 18.

Carol Hoeftsta '75 Echonique is a social worker at Bronson Methodist Hospital in Kalamazoo, Mich. October 18.

Kenneth Hoes '75 is on the board of directors of the Landmark (Mich.) Chamber of Commerce. October 18.

Mark Williams '75 is an oil exploration agent for Brenda's Oil Company, Inc., in Zephyrhills, Fla. October 18.

Kim Raker '76 is on the editorial staff of the Journal. October 18.

Lydia Hatter '76 Brown is busy at home with three sons and substitute teaching English at a foreign language with Holland (Mich.) Community Education. October 18.

Ruben Terrell '76 is a junior at the Minneapolis (Tenn.) Theological Seminary. October 18.

Larry Koop '76 is a commercial loan officer at Peoples Bank in Holland, Mich. October 18.

Elizabeth Boessen '77 is attending Fuller Theological Seminary in Pasadena, Calif. October 18.

Mark Brown '77 is teaching computer science at Hope College in Holland, Mich. October 18.

Mini Biz '77 and her husband, Mark, provided a creative worship experience at Fellowship Reformed Church in Holland, Mich., in October. October 18.

Mary Edeleman '77 was installed as the minister of the Word and Sacrament for the First United Presbyterian Church in Bellefonte, Ill., in November. October 18.

Frederick Schlemmer '77 is the M. S. Spanish teacher at Robert E. Lee High School in Alexandria, Va. October 18.

Mark Sentertina '77 is a professor of psychology at the University of Michigan in Caracas, Venezuela. October 18.

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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 Jon Aghaeha,
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 Deshernam, 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
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