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news from Hope College, December 1984
freshmen and sophomore women in song, drama and oration. Because of scheduling problems at the Holland Civic Center, this year’s event was not part of Parents Weekend. The Student Activities Office reports that neither event suffered an attendance drop because of the switch, but plans are again to combine the events next year. For more on Nykerk, see page 9.

The next Hope College Village Square will be held earlier in the summer than in past years, according to an announcement by the Women’s League for Hope College, sponsors of the event.

The 29th annual Village Square has been set for Friday, June 28, on the Hope campus. In the past Village Square has been on the first Friday in August.

The date was changed to better serve the hundreds of volunteers who prepare items and goods for the Square and work on the day of the event, which each year draws several thousand people to the campus.

Yuan Xiangwan, vice-president of Nanjing University in the People’s Republic of China, one of China’s oldest and most prestigious universities, visited Hope on Nov. 12. He was accompanied by Mrs. Shang Zhen and Mrs. Huang Chengfang, both members of the Office of Foreign Affairs.

The Nanjing University delegation is visiting the United States at the invitation of the Council on International Educational Exchange and a consortium of universities and colleges which sponsor Chinese language and area studies programs in Nanjing. The visit of the Nanjing delegation was part of Hope’s special programs to internationalize the curriculum under sponsorship of the Exxon Educational Foundation.

Susan Sternberg, a junior from Holland, Mich., has been designated the first recipient of the Edmund B. Tweddle Scholarship.

The endowed scholarship, awarded to a student majoring in business or finance was created by Mrs. Margaret A. Tweddle in memory of her husband, the late Edmund B. Tweddle, founder of Tweddle Litho Company of St. Clair Shores, Mich.

Marc Baer, assistant professor of history, was an invited speaker at two panel discussions at a seminar this fall at Amherst College. The seminar, entitled “Quantification, Computers, and Teaching History,” was sponsored by the American Historical Association and supported by a grant from the Exxon Education Foundation. Baer’s talks addressed possibilities for using the computer as an instructional tool at liberal arts colleges.

Roger Davis, associate professor of music, has completed the Organist’s Manual, to be published this spring by Faber Music Company in Great Britain as well as W.W. Norton in this country.

Paul G. Fried, who recently retired as professor of history and director of international education, was invited by Meiji Gakuin University to visit Japan during November. Meiji Gakuin University this year celebrated the completion of 20 years of an exchange program with Hope College by establishing a new Center for International Cooperation in Education.

Fried discussed the program of the new Center and addressed the students about topics in development in European history since the end of the sixteenth century. The final day of his official visit, Fried joined three Japanese educators and administrators for an international symposium devoted to the topic “Global Education for Global Citizens.”

Anne Larsen, associate professor of French, had papers accepted this fall at the Sixteenth Century Studies Conference (St. Louis, Mo.) and the GLCA Women’s Studies Conference (Rochester, Ind.). Her topics dealt with the work of the French humanist scholar Catherine des Roches.

Bruce McCombs, associate professor of art, currently has a one-man exhibition of his prints at The American Center in Belgrade, Yugoslavia.

This exhibition will travel over the next six months to other cities throughout Yugoslavia. The exhibition is sponsored by the American Embassy in Belgrade.

Bill Meyer, assistant professor of art, recently installed a large-scale commissioned sculpture at Herrick Public Library in Holland, Mich.

Delbert Michel, professor of art, has illustrated a book authored by his wife, Sally Michel, titled “This Inheritance: Holland, Michigan—the Early Years” (River Road Publishers), the book is a popular history focusing on people’s stories and documentary photos to tell about the early struggles to establish a community in America.

Jack Ridi, associate professor of English, is author of a poem which has been selected as one of the best poems of 1984 and will be published in Anthology of Magazine Verse & Yearbook of American Poetry. The poem, “Prayer on a Morning, My Car Wouldn’t Start,” was first published in Laurel Review. In addition, three works have been nominated for this year’s Pushcart Prize.

Ridi’s first volume of poems, The Same Ghost, will be published in December by Dawn Valley Press.

CLAASY FAMILY: Barbara and Gerald Vanderbilt of North Tarrytown, N.Y., have four children enrolled at Hope and they are spread out over all four classes. The family was honored during Parents Weekend in November. Pictured with their parents are Paul, a junior (rear), and [1., to r.] Jennifer, a sophomore; Laurie, a freshman, and Wendy, a senior.
Wall-to-wall studious cramp Van Zoeren's style

Imagine my surprise (and pleasure) to read in Cairo, and now in Luxor, that Hope beat Kalamafoo, 45-0. Sadly the Record in Bergen County, N.J., never carries Hope scores to my surprise to read about Hope in international editions of USA newspapers. Editors do recognize good news.

We’re fascinated with this wonderful, ancient land while visiting our daughter and her family who are on a short assignment to Cairo.

Bud ‘48 and Bea Van Heest ‘53 Van Eck writing from Luxor, Egypt.

Letters

I enjoyed the Oct./Nov. news from Hope College and this time the article on the Terrier reunion. In the article you apparently quoted my son Cal, and in the quote there is an error. My brother, Everett, called “Dutch,” graduated in 1931 and not in 1936. You also credit me with being the doctor who operated on JFK after the assassination attempt. In order to clear the record... I was always in education and retired here at Sault Ste. Marie as superintendent of schools in 1975...

Bill Poppink ‘37

We are all disappointed that Hope College was not chosen for the football playoffs.

editor’s note: The late James Poppink ‘26 was the surgeon who operated on President Kennedy, as well as several other world leaders.

(addressed to Prof. Donald Luidens)

“Knock, knock” (Aug. issue) opened several doors of memory and thought.

Your witty, and I’m sure accurate description of the front any institution must give to the community and to its peers makes one wonder what we’re thinking of most of the time.

Yet, you betray yourself. What really interests us is what is happening inside. Hence, your selection of Graves (as Hope’s best front) — and as a close run-up to Dimmitt Chapel. The heritage of Hope is Graves; the heritage of its faculty and students is Dimmitt.

Who am I to make these profound observations? Not even a former student! But my mother (Koda Heitland ‘22) studied as a young girl from the isolation of South Dakota in the old library, and taught English there from 23–26.

My grandfather, Dick Meens, moved his family to Holland in the 1890s to ply his craft as a mason. He helped to construct the pillars (in front of Graves Hall) and was in charge of all masonry work on Dimmitt Chapel when it was constructed.

The Dutch, as you know, are often astute and silent, a very cold front indeed. But their historically hard-fought devotion to God, and their determination for improvement is the inside of the Dutch. Dimmitt was the pride of my grandfather (and his children) — for they always pointed out to his grandchildren; it was his statement and contribution to his new home. America. And a statement it is, of Hope.

Dick Z. Meens
Canoga Park, Calif.

Hope’s plans to build a new library are well timed, say members of the Van Zoeren Library staff. Their report is that this year, because of Hope’s record enrollment of 2,590, the need for more library space is acutely felt.

Although students can still be assured of finding a seat in the 24-year-old Van Zoeren, librarians advise that securing a secluded spot for concentrated study can be difficult, particularly during the library’s “rush hour” — 7:30–8:30 p.m.

David Jensen, director of the libraries, says that use of the library frequently creates near-capacity crowds in the three-level structure. The library staff this year has counted as many as 335 library-users in the facility at once. Jensen points out that although he’s always happy to see the library used, the crowded conditions of Van Zoeren pose a threat to serious study and diminish the effectiveness of the library as the focal point of the academic community.

Most agree with Elton J. Bruns, dean for the arts and humanities and chairperson of the College’s Library Planning Committee, who says a library should be “a sanctuary for diligent, intensive, undistracted study, reflection and writing.” Van Zoeren does not always fulfill this definition.

Looking at Van Zoeren from the street, it’s hard to believe that the facility is outdated. It was ultra-modern in design in 1960 when it was constructed, and, unlike most of the campus’ most historic structures, it has maintained a distinctly contemporary look.

So why do College administrators want to replace one of the newest buildings on the block?

The response is one word: space. In 1960 Van Zoeren had more of it than needed for its collection of 50,000 volumes and Hope’s student body of 1,500.

In the years since, however, the library collection has quadrupled and enrollment has grown to 2,500. To house the growing collection, the original seating capacity of 600 has been reduced to 250.

Areas of the library formerly used for meetings, classes and film-viewing are now used to hold stacks of books. Reference materials now occupy space used in the past for study carrels.

Studies show that Hope ranks near the bottom of comparable colleges in the amount of space available for library work and study. The average amount of collegiate library floor space is 37 square feet per student. Hope presently offers only 17.

To lessen the impact of the crowding in Van Zoeren, the College has created new study areas in residence halls. These present merely temporary solutions to the problem, however.

Although Hope expects no enrollment growth in coming years, the ratios between books, enrollment and seating spaces are unlikely to maintain even their present less-than-satisfactory levels. New computer technologies are now available (and many more promised) which make it easier and faster to use and manage library resources. These technologies require space.

In addition, Van Zoeren was built without sophisticated temperature and humidity controls, now deemed vital for the long-term preservation of books and other holdings. According to President Gordon J. Van Wylen, the construction of a new library with these controls provides opportunity to develop a modest but well designed facility for the archival and special collections which the College has acquired over the years. This resource will also enhance the College’s ability to acquire more such materials.

All these concerns resulted two years ago in a thorough investigation of Hope’s library situation. Faculty, staff and students have been involved in the process and last year the College consulted with architects for an in-depth appraisal of the College’s library system. As a result of these studies, the Boston firm of Shepley, Bulfinch, Richardson and Abbott was engaged to design a new facility. The architects are now preparing working drawings of their plan and the College hopes to bid the project this spring.

Although Van Zoeren has been deemed past its prime as a library, it will remain part of the campus. Present plans are to convert it into an academic building and to use its lower level as an archives which will be connected to the new library.

NEWS FROM HOPE COLLEGE, DECEMBER 1984
Christmas Vespers on the Air
More than 50 radio stations have indicated they will rebroadcast the 1984 Christmas Vespers service during the holiday season. Contact the station in your area for the day and time.

ARIZONA
Phoenix—KASA

CONNECTICUT
Middletown—WHIS

ILLINOIS
Champaign—WGLD* Chicago—WMRE Glen Ellyn—WDCB Wheaton—WETN

INDIANA
Gary—WCEV New Albany—WBOB

IOWA
Clinton—KZAO Des Moines—KDMI Sioux Center—KDCR Sioux Center—KSDV Sioux City—KTIC Waterloo—KNWS

MICHIGAN

Academic Calendar
Spring Semester (1985)
Jan. 6 Residence Halls Open, Noon
Jan. 7 Registration for New Students
Jan. 8 Classes Begin, 8 a.m.
Feb. 15 Winter Recess Begins, 8 p.m.
Feb. 20 Winter Recess Ends, 8 a.m.
March 7 Critical Issues Symposium (classes not in session)
March 21 Spring Recess Begins, 6 p.m.
April 1 Residence Halls Open, Noon
April 2 Spring Recess Ends, 8 p.m.
April 5 Good Friday: Classes Dismissed at 12:30 p.m.
April 26 May Day: Classes Dismissed at 12:30 p.m.
April 29-May 3 Semester Examinations
May 4 Alumni Day
May 5 Baccalaureate and Commencement
May Term (1985) May 6-26
June Term (1985) May 28-June 15
Summer Session (1985) June 17-26

Traditional Events
Critical Issues Symposium, March 7
Guest authors explore issues related to the theme of world hunger. Classes not in session.

Admissions
For details contact the Admissions Office, Hope College, Holland, Mich. 49423, (616) 392-5111, ext. 2200

Chicago and Detroit Area Bus Trip, Feb. 7-9
High school juniors and seniors have opportunities to come to Hope to experience campus life.

New York Bus Trip, March 13-16
Bus leaves Wappingers Falls, N.Y. and picks up riders along New York Thruway. Students attend classes, academic seminars and stay with current Hope students. Fee of $599 covers transportation, food, lodging and entertainment.

Visit Days, Jan. 16, Feb. 8, March 8 and April 12
High school juniors and seniors plus transfers can experience campus life with ample opportunities to meet students, faculty and staff.

Junior Day, April 19
Designed specifically for juniors and their parents as they begin the college search.

Exploration '85, July 28-Aug. 3
"Try on" college by attending special classes, living in dorms and attending activities.

Sports
Men's Basketball, Home Games
Dec. 8-Nazareth, 8 p.m.
Jan. 12-Aquinas, 8 p.m.
Jan. 14-Kalamazoo, 8 p.m.
Jan. 26-Alma, 3 p.m.
Jan. 30-Oliver, 3 p.m.
Feb. 2-Adrian, 3 p.m.
Feb. 13-Albion, 8 p.m.
Feb. 16-Calvin, 3 p.m.

Men's Basketball, Dutchman Classic
Dec. 28-at Calvin
Hope vs. Northwestern, Ia., 6 p.m.
Calvin vs. Central, Ia., 3 p.m.
Dec. 29-at Hope
Calvin vs. Northwestern, Ia., 1 p.m.
Hope vs. Central, Ia., 3 p.m.

Schedules for other winter sports available from Department of Physical Education and Recreation, Dow Center, Hope College, Holland, Mich. 49423 (616) 392-5111, ext. 3270.

Humanities
Colloquium, Jan. 30, 3:15 p.m., Lubbers Hall Loft

Colloquium, Feb. 21, 3:15 p.m., Lubbers Hall Loft
"Northern Ireland: Terrorism or Revolutionary Violence?" Earl Curry, professor of history.

Sciences
Biologv Department Seminars, Fridays, 2:30 p.m., Peale 050
Seminars on a variety of topics are presented by visiting professionals. For details, contact the Biology Department, (616) 392-5111, ext. 3212.

Chemistry Department Seminars, Friday afternoons
Research seminars by academic and industrial scientists. For details, contact the Chemistry Department, (616) 392-5111, ext. 3213.

Mathematics Department Seminars, normally Tuesdays
For details, contact the Department of Mathematics, (616) 392-5111, ext. 3001.

Community & College
Village Square, June 28
A new format in early summer will spark this year's fundraising buzz sponsored by the Women's League for Hope College. A breakfast beginning at 7:00 a.m. and a silent auction are being introduced to complement the traditional booths offering homemade crafts and eats.

Arts
Thru Dec. 15, "Beyond Rusk" (student invitational), De Pree Art Center.
Jan. 11-Feb. 10, "European Landscapes from the Detroit Institute of Art," De Pree Art Center.
Jan. 17, "MARCHING ALONG WITH SOUSA," pops concert by the Grand Rapids Symphony with guest conductor Keith Brinn.
Jan. 20, Faculty Chamber Music Concert (Jean Conway, piano), Wickers Auditorium, 8 p.m.
Jan. 27, BEN HOLT, BARITONE, Dimnent Memorial Chapel.
Jan. 25, Senior Recital, Laura Majchrzak, soprano, Wickers Auditorium, 8 p.m.
Jan. 31, Student Recital, Wickers Auditorium, 8 p.m.
Feb. 1, MADAME LI CHI-FANG, Chinese pianist, International Year Concert, Dimnent Chapel, 8 p.m.
Feb. 2, Senior Recital, Dan Friedly, oboist, Wickers Auditorium, 8 p.m.
Feb. 3, Faculty Chamber Music Concert (James Bekkering, trumpet; Anthony Kooker, piano and harpsichord; Stuart Sharp, tenor; Larry Malfooy, guitar; Robert Ristema, cello; Janetta Holleman, piano; Tom Langejans, percussion; Roberta Kraft, harpsichord), Wickers Auditorium, 8 p.m.
Feb. 7, Guest Recital, Rudi Rus, pianist, Dimnent Chapel, 8 p.m.
Feb. 11, Senior Recital, Theodore Edel, pianist, Dimnent Chapel, 8 p.m.
Feb. 12, Concert, Wind Ensemble/Jazz Ensemble, Dimnent Chapel, 8 p.m.
Feb. 14, Concert, St. Olaf College Choir, Dimnent Chapel, 8 p.m.

Sports
Men's Basketball, Home Games
Dec. 8—Nazareth, 8 p.m.
Jan. 12—Aquinas, 8 p.m.
Jan. 14—Kalamazoo, 8 p.m.
Jan. 26—Alma, 3 p.m.
Jan. 30—Oliver, 3 p.m.
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Hope vs. Central, Ia., 3 p.m.

Schedules for other winter sports available from Department of Physical Education and Recreation, Dow Center, Hope College, Holland, Mich. 49423 (616) 392-5111, ext. 3270.

* TICKETS REQUIRED—all other events are free of charge.

Hope College Great Performance Series
Hope Music Department: (616) 392-5111, ext. 3130
Hope Art Department: (616) 392-5111, ext. 3170

Gallery Hours: Mon.-Sat. 10 a.m.-9 p.m., Sun. 1-9 p.m.
Many people are surprised to learn that only 30 percent of Hope's student body is connected to the Reformed Church in America. Because the College's affiliation with the RCA is longstanding and healthy, most assume that Reformed Church young people have majority status within Hope's 2,550-member student body.

Even more people are even more surprised to learn that the second largest denominational representation among Hope students is claimed not by a Protestant group, but instead by the Roman Catholic Church. The 243 Catholic students currently enrolled represent nearly 10 percent of Hope's student body and they exemplify an increasing number of Catholics who in recent years have chosen to do their undergraduate work at Hope.

The diversity that these Catholics add to the mix of Protestant denominations represented at Hope is considered by administrators and other administrators to be one of the College's strengths. It is consistently emphasized in Hope promotional literature that the College offers a Christian dimension that is taken seriously enough to be conducive to spiritual growth in students, but at the same time is not a restrictive, one-way approach to faith and values.

If one need not be Reformed to fit in at Hope, College administrators stand firm on the conviction that Hope best serves students with diversity, which is central to education and life. Catholic students, with their Church's longtime commitment to parochial education, have no quarrel with that basic approach and this may in part explain their huge attraction to Hope, some administrators believe.

The current president of Hope's two-year-old Union of Catholic students (UCS) agrees. Derick Smink, senior from Holland, Mich., whose personal situation is highly unusual, in that he adopted Catholicism while attending Hope, says he doesn't think it's a possible nay down why Catholic students choose Hope.

"I think they probably came here for the academics," he speculates. "They're not here for the church; they're here for school."

Chaplain Gerry Van Heest agrees. "I feel as though a lot of them come here for the sciences," he says. "But there's also a freedom here that Catholic students may not experience at Roman Catholic schools, I think."

"They like the religious structure of Hope. They feel comfortable here."

Accompanying Jim Bergman, Hope's dean of admissions, the College makes no "special overtures" to attract students from churches other than the Reformed Church in America. Hope is not "doughnut-shaped" by parents; students, faculty, and the chaplain's office that the needs of Hope's Catholic students are not being met.

Van Heest also stresses the importance of the social aspect of UCS. Previous to the formation of the group, he claims, Catholic students were "hiding a part of who they were." UCS lets these students know that they are not "alone, adrift in a sea of Dutch Calvinists."

"UCS gives a sense of identity to Catholics at Hope," he explains, "and our hope is that it will open up dialogue with non-Catholic students."

Joth-Cavaggio, assistant professor of library science and faculty advisor to UCS, describes how at Hope many Catholic students encounter biblical questions about the foundations of their faith for the first time. "The primary thing in the Protestant church has traditionally been the Bible," she remarks, "while in the Catholic church it has been the sacraments. So Catholics are often unable to respond to the questions Protestant students ask."

Joth-Cavaggio believes that one of UCS's most important functions is to help Catholic students learn about their faith. To that end, UCS provides opportunities at its biweekly meetings for students to talk with both Catholic priests and Protestant ministers and listen to them discuss the Christian faith.

In addition, UCS encourages Catholic students to become involved in other Christian organizations on campus, tries to strengthen student involvement in local Catholic parishes, and provides social activities for Hope's students.

Williamston, Mich., asked for, "Love spread throughout families, friends and relatives—basically all over." David Burgen, a sophomore from Columbus, Ohio, had a related request: "We can solve all the other problems but we could just have world peace."

To have her heart's desire didn't stump Laurie Yates, a freshman from Waterford, Mich., for long. "You know what I really want? A one way ticket to NASA— I would love to go and stay forever!"

Jane Houting, sophomore from Holland had a more realistic trip in mind. "Any place warm, like Hawaii, because I hate the cold."

Senior Marnie Marsters of Bloomfield, N.J., simply wants a house with a fireplace and the complete works of John Steinbeck to keep her warm.

Not all Hopeites of course, managed to keep their minds off money amid the bustle of the season. But few wanted money for its own sake or for the sake of a flimsy, large-scale new accessory.

"I'm flat broke, so I would settle for enough money to pay for my college education and then some to buy some Christmas gifts," said Sandy Borene, a sophomore from Ada, Mich. "Wouldn't it be nice to have a Christmas gift more help others if I could be healthy for the rest of my life," said Marita Wood, a senior from Rochester, N.Y.

"I would wish to have is to sleep three hours a night because when I'm sleeping, I feel like I'm wasting my time," replied junior Chris Peterson of Charlotte, N.C. "I would have more money to accomplish more and help others if I could be healthy for the rest of my life," said Marita Wood, a senior from Rochester, N.Y.
The 1984 football season was literally a perfect experience at Hope College.

For the first time in 80 seasons the Flying Dutchmen went through nine game schedule unscathed.

En route, they claimed the Michigan Intercollegiate Athletic Association (MIAA) championship, finished as the eighth-ranked team among all NCAA Division III football teams and totalled more than 30 national conference and school records.

With its perfect gridiron Hope became the first Michigan college or university in history to have unbeaten teams in the same year in both basketball and football. The Flying Dutchmenagers last winter were 22-0 in the regular season.

The MIAA championship was the seventh in 15 years under coach Ray Smith, a record for the nation's oldest collegiate athletic conference. Smith's teams have posted a 98-34-3 record in becoming Michigan's most successful small college football program.

"This season was fun," said Smith in the understatement of the year. "As a player or a coach, I have never been associated with a team that went unbeaten and untied. The only regret I have are that the season is over.

This team was rooted in 22 seniors who were part of three MIAA championship squads in their careers. They pleased the home folks by winning 16 in a row in Holland Municipal Stadium and over four seasons posted a 29-7 overall record.

The only disappointment was the team's failure to qualify for this year's NCAA Division III playoffs. Hope was one of four teams in the MIAA's north region to finish undefeated and bid were extended to just two of them.

Much of the attention this season was on senior quarterback Greg Heeres of Grand Rapids, Mich., who will go into the NCAA Division III records as the most proficient passer in small college football history. Voted the all-MIAA quarterback three years in a row, Heeres set a national record as the most proficient small college passer in history as he completed 55 percent of his pass attempts enroute to firing 53 touchdown passes and amassing over 5,000 yards. His national record in his pass efficiency was determined by the ratio of pass attempts to completions, yardage, interceptions and touchdowns. He also set a national record for the highest percentage of passes that resulted in touchdowns.

The 1984 team ended as the highest scoring in Hope history at 40.0 points per game. They also set a single season record for total offense at 4,353 yards a game.

So respected was Hope's attack that the entire offensive backfield was voted to the all-MIAA first team.

Among notable offensive accomplishments during the season were the 97-yard touchdown run in the MIAA title game against Alma by senior tailback Tom Van Heest and the school record five touchdowns in one game by senior fullback Mike Sturm.

Eleven Dutchmen were voted to the all-MIAA team and another six received second team recognition, resulting in recognition of nearly three-quarters of the starters.

Heeres was the unanimous choice as the league's most valuable offensive player. Joining him on the MIAA honor squad for the third year in a row were senior offensive guard Jim Behrenwald of Clarksville, Mich., and senior defensive tackle Thurland Cole of Hope.


Other post-season recognition included all-academic honors in the Great Lakes region for Allen and Jecmen.

Dave Morren, a senior linebacker from Grand Rapids, was voted recipient of the Allen C. Kinney award which is given by the coaching staff to the player for maximum overall contribution to the football program.


The 1984 football season was literally a perfect experience at Hope College.

For the sixth consecutive year, Hope's fall sports competitions have propelled the Flying Dutchmen into first place in the Michigan Intercollegiate Athletic Association (MIAA) all-sports race.

Hope has gone on to win the award for the past five years and a sixth straight would establish an MIAA record.

Through fall sports Hope totaled 35 all-sports points, followed by Albion and Calvin with 26 each, Alma 39, Kalamazoo 37, Olivet 28 and Adrian 24.

Hope finishes the fall sports competition the first in football, tied for second in both men's and women's cross country as well as in field hockey, third in golf, fourth in soccer and sixth in volleyball.

CROSS-COUNTRY: A tradition maintained

Nearly as predictable as Hope's great beginning in the MIAA all-sports race is the season-ending kick of the men's cross-country team.

The Flying Dutchmen ran away with the league meet to win the team title. Hope had finished second in the dual meet standings, but for the fifth time in eight seasons won the league meet to gain a share of the title with Calvin.

Over the past 14 years the Hope men under coach Bill Vanderbilt have won outright or shared 12 MIAA titles.

Sophomore Lindsey Dood of East Lansing, Mich., was selected the co-most valuable runner in the MIAA after he and Adrian freshman Steve Hubbard ended in a dead-heat in the five mile conference run. It marked the first time since 1930 that runners tied for first place in the league run.

Dood went on to be the only MIAA runner to qualify for the NCAA Division III nationals where he finished 47th out of 182 runners.

Joining Dood on the all-MIAA team were teammates Scott VandeVonde, a senior from Parchment, Mich., and Randy Johnson, a freshman from Grand Rapids, Mich., who was also voted the team's most improved runner.

The Flying Dutch cross-country team overcame the season-long adversity of injuries to finish second in the conference meet and seasonal standings as well as fourth in the NCAA Great Lakes Regional.

Voted to the all-MIAA team were seniors Sue DeSanctis of Calvin, M. J., and freshman Ann Griffith of Big Rapids, Mich. Senior Shelly Hedges of Whitehall, Mich., was voted the most improved runner.

FIELD HOCKEY: Great goal-stoppers

The Flying Dutch set a single season record for fewest goals scored by an opponent enroute to posting a 10-5-4 overall record under first-year coach Carol Henson.

The team held 11 opponents scoreless be-
A perfectly good coach

by Doug Holm

Football fans see him every autumn Saturday afternoon roaming the sidelines decked out in orange and blue and sporting a Hope College sweatshirt. Students occasionally see him dining with prospective Hope athletes at the Phelps Hall cafeteria. Most people know him. In 13 seasons as head football coach, he has rolled up some impressive numbers: 100 victories and seven Michigan Intercollegiate Athletic Association championships. And to put icing on the cake, this last year he coached Hope to its first undefeated season in the College's history.

Statistics and numbers, however, don't tell us much about the man who has become Hope's most successful football coach. As a youth growing up in Riverside, Calif., in the mid-fifties, Ray Smith played high school football, captaining the school's junior varsity.

"In those days," he remembers, "it was a status-symbol to be an athlete. That isn't the same image that is conveyed today, but then if you were an athlete, you were somebody."

At high school, he probably was important to be somebody. Riverside's high school student body numbered about 3,200 for three grades, so a student could easily feel lost. Smith had to be large, he had three football teams for three grades, to be one of the 50 on the varsity squad must have been an honor.

Smith played fullback for his school's single-wing offense and linebacker on defense. (It was the era where players went both ways.) Later on, when he attended UCLA, he played both fullback and defensive halfback. That style of football was interesting, Smith says.

"If you were on the first team you might play nine or ten minutes each quarter, then the second unit played five minutes to give you a rest. Therefore, you'd come back in the next quarter."

In high school, Smith liked defense best, but, as he went through college, offense became his favorite. That's why when you reflect on playing both ways, I think I understand both sides of the ball better," he says. "If I were growing up today, I could very well just learn offense in high school and college.

After four years at UCLA, Smith went north of the border to play for the Saskatchew-


dan Rough Riders in the Canadian Football League. He had been drafted by the Min-

neapolis-St. Paul franchise of the fledgling American Football League, but chose Canada instead.

"I thought there was stability in the Canadian league, and believe it or not, the time the Canadian dollar was worth a significant amount more than the American dollar."

Also influencing his decision was the fact that the Canadian league was the one that had the best scheduling in the NFL. Smith's decision paid off.

After four years, Smith was in the NFL in the fall and the CFL in the spring.

"If I'd had my druthers, I preferred not to play on Sunday."

Smith spent three years at Saskatchewan playing fullback and some defensive halfback. Despite the differences between it and the American game, he adjusted and enjoyed his stay there.

"It was three years to travel in Canada, we went from Montreal to Vancouver and some places in between."

According to his decision, he spent three years in Canada, returned to the United States, and then moved to California. Smith has been coaching for 35 years, and during that time, he has coached baseball, football, and basketball.

In 1984, Smith was named Coach of the Year by the National Football Foundation and College Hall of Fame. He has been inducted into the Hope College Hall of Fame and the Michigan Football Hall of Fame. Smith has been named the Michigan State Coach of the Year five times, and the Michigan Coach of the Year three times.

Smith has been married for 55 years, and he has four children and seven grandchildren. He is a member of the Hope College Athletic Hall of Fame and the Michigan Football Hall of Fame. He is also a member of the United States Olympic Committee and the National Football Foundation and College Hall of Fame.

Smith has been inducted into the Hope College Athletic Hall of Fame and the Michigan Football Hall of Fame. He is also a member of the United States Olympic Committee and the National Football Foundation and College Hall of Fame.

"I would say when I was younger I thought about leaving, but now it would be emotionally difficult thing to let Hope College.
Looks like we made it?...

by Peter J. Schakel

What does Nineteen Eighty-Four say to 1984? Should we rejoice because 1984 has not turned out to be what George Orwell described? Or wasn't the book intended to predict what this year would be like? It would seem worthwhile to pause, at the end of 1984, and examine Nineteen Eighty-Four. Reflection on what it says to us now will show that it will in no way become obsolete on January 1, 1985.

Thirty-six years ago an English essayist and novelist, Eric Blair (better known by then as George Orwell), described the country Oceania in the year 1984. Oceania, made up of present-day Britain, America, and Australasia, is one of three superpowers which have dominated the world since the mid-twentieth century. The other two are Eurasia (Europe and the U.S.S.R.) and Eastasia (China, Japan, and the rest of the Far East). Each is a totalitarian state, and each has developed its own version of a language (Newspeak in Oceania) which makes it impossible for its users to convey unorthodox opinions or ideas.

Life in Oceania, as Nineteen Eighty-Four describes it, is grim. There is no privacy, day or night, at home or at work. Except the laboring classes (the proles, or proletarians), who are not considered a threat to the state, are observed by two-way telephones keyboards everywhere proclaim BIG BROTHER IS WATCHING YOU. The three slogans of the Party are only slightly less visible: "War is Peace," "Freedom is Slavery," and "Ignorance is Truth."

The novel tells the story of Winston Smith, a minor bureaucrat in the Ministry of Truth. Winston's job is to rewrite old newspaper stories to conform with current Party versions of what occurred, for "who controls the past controls the future; who controls the present controls the past." Newspeak and Doublespeak (the ability to accept an idea and its opposite simultaneously) prevent readers from noticing the changes.

But Winston never learned Doublespeak. He is the last man whom the Party does not control mentally: he can still raise questions and think critically and commit such Thought-crimes as "Down with Big Brother." He begins a love affair with Julia, a co-worker in his building. This is another offense against the Party, which uses the Junior Anti-Sex League to advocate celibacy and which prefers that all procreation be through artificial insemination.

Winston and Julia eventually are arrested by the Thought Police, who, if it turns out, have long bed them under surveillance as possible rebels. They are taken to the Ministry of Love: Winston is tortured and finally taken to Room 101. Here he is confronted with his worst fear—rats. As the door to the cage of these vermin is pushed near his face, he begins to think torture be inflicted instead on Julia. His spirit and integrity broken, he finds that he "loves Big Brother."

To understand Nineteen Eighty-Four, one must dismiss several misconceptions. First, Orwell was not prophesying what the year 1984 would actually be like. In a memo he wrote shortly after publication of the book, Orwell specified that he was describing a possible scenario, given tendencies he saw in society at the time, but not suggesting that it might actually come to pass. There was nothing specific about the year 1984. Orwell simply wanted a time that seemed distant yet within reach. The manuscript of the book shows that he tried 1980 and 1982 before he settled on 1984, by transposing two digits of the year in which he was writing—1948.

Nor was Orwell attacking socialism or defending conservatism or capitalism. Orwell was a Democratic Socialist, and to the end of his life he hoped for a socialist revolution in England which would establish economic and social equality across the classes. But he differentiated sharply between socialism and totalitarianism. It was the latter he attacked. His specific target was Stalinism: Communist Russia provided the model for Oceania—not because it was godless or socialist, but because Orwell believed the Party had betrayed the socialist revolution which had brought it to power. (The story of how the Russian revolution was betrayed is told in Orwell's allegorical tale Animal Farm—one should note that it condemns the betrayal, but not the revolution.)

Finally, the darkness of Nineteen Eighty-Four must not be dismissed as the work of a defeated man, knowing himself to be near death, pouring out his pessimism and bitterness in what he knew would be his final work. If the book is dark, that must be attributed to the situation being described, not to Orwell's condition. He was seriously ill with tuberculosis at the time he wrote Nineteen Eighty-Four, but he was optimistic that he would recover and be able to continue writing; he told several people he had another novel in mind and was eager to begin it.

What, then, is Nineteen Eighty-Four about? It is a warning, or series of warnings. Some of them, such as his warnings about the corruption of language, especially political language, are often given attention—and deservedly so, when we find the Pentagon referring to combat as "violence processing" and to civilian casualties in nuclear war as "collateral damage." But I want to discuss here three less familiar warnings which also continue to be meaningful long after Orwell issued them.

First is a warning against totalitarianism as an internal threat. Oceania did not become totalitarian by being conquered by the Soviet Union. Orwell did not fear a takeover by external forces or philosophies, the threat he feared was internal. Seeing in his society tendencies toward totalitarianism, he warns us what is in store if such tendencies are not resisted actively. Orwell vividly pictures what life under a totalitarian regime is like. People who have lived in Soviet bloc countries attest to the accuracy with which Orwell captures the details and tone of their existence.

Second, Orwell warns against the effects of constant growth in military spending. In Oceania such spending is used to control the lower classes. The Party found that raising the standard of living for the masses also raised their expectations and demands: soon they began to ask why the rich were so privileged and to seek greater equality. Oceania found, in an economy based on military production, the ideal solution: because military goods are manufactured to be destroyed or replaced by more advanced models, there is a constant demand for more employment for the masses, without increasing the supply of consumer goods or raising the standard of living, which leaves the masses dissatisfied.

Through its descriptions and explanations, Nineteen Eighty-Four might well invite us to look closely at recent trends and policies in our own country. Figures show that in the United States in recent years, partly as a result of an emphasis on military spending, the gap between rich and poor—which had been widening—is now increasing, while the quality of life and the political influence of the lower half of the population is decreasing. In Oceania control of the masses by economic policies is deliberate. Orwell, given his deep fear of governmental power, might challenge us to ask: is there may be a similar intent in the United States—perhaps less conscious and sinister, but accepted by a wide swath of the middle and upper classes who resent high taxes and extensive social programs.

The third, and after all, the most frightening and utopian fears associated with military power. In the fictional 1984, the three superpowers are continually on a war footing: each, however, is sufficiently well defended that the others, even the other two together, cannot conquer it. Therefore, although the deal of rhetoric is directed against the evil nature of and the atrocities committed by the others, they do not actually engage in war against each other. But each uses the threat of attack by the other to incite fear in the people and to demand from them sacrifices to support military expenditures. Rather than fight each other, the powers engage in skirmishes with small, downtrodden countries outside the superpower blocks. The skirmishes distract the masses from thinking about the bleak economic conditions they endure and give them fervent pride in their country's achievements, especially as they celebrate a magnificent victory.

Again recent parallels in the U.S. are striking: a war against a tiny country, Grenada; victory celebrated with patriotic fervor; military success used as grounds for military expansion to ensure further successes; the use of the Olympic Games to intensify patriotic feeling and emphasis on Victory and National Superiority. Orwell would grossly wrong to cite these as evidence of totalitarian tendencies in the United States; yet Orwell would be disturbed to find that national and international policies are even close to those he warned about.

One could well call Nineteen Eighty-Four Orwell's "philosophy of a society in crisis." The book is prophecy as proclamation and warning rather than prophecy as prediction. And that warning, though meant for the 1940s, speaks also to the 1980s. Orwell himself summed up the message well: "Something like NINETEEN EIGHTY-FOUR could happen. . . . Don't let it happen. It depends on you."
A sample of alumni achievements in the visual and literary arts selected through juried competition sponsored by the Alumni Association and the art department of Hope College and presented to the public in the DePree Center Gallery, Oct. 18–Nov. 30.

Passages by Todd Engle
August, Cooling Trend

The man on the screen says we are losing two minutes of sun each day now and that this makes a difference.

I don’t believe him in the long day’s heat. Here in the middle land we hear so many prophecies.

Five months he says and nights won’t rise above thirteen in the lake regions.
He forecasts in one breath the last regatta, the first frost.
What does he know of last things when

when oak leaves even now in the full brunt of sun have spotted brown;
goutweed’s white trim rusted all July;
mornings in June peonies bent down in the cold weight of dew.

I could try
his words tomorrow, sit in broad morning firm between the chains of the porch swing as on a ferris wheel, suspended for hours, even all day, to watch how we pass by degrees through the green dizziness of the long peak—whether the stomach can tell before the eye the first edge of the curving fall.

Linda Walvoord Girard '64
Barrington, Ill.

"Poetry draws on many kinds of knowledge, so the cross-pollinating and the excellence in many areas at Hope is important for potential writers or artists. The mid-sixties were a rich time at Hope for the arts and humanities. There were many good artists and writers among students and a great English department."

Primate by Esther Luttikhuizen '73
Grand Rapids, Mich.

"My work is very personal in its content. I rely upon the traditional woman’s skill of sewing in constructing the figures and objects I paint, and on my thoughts and dreams as subject."

Rural Mexico by Becky Denham Wernlund '77
Alsip, Ill.

"Compositions and correct line drawings are the basics to a watercolor painting and I feel the free flow of the watercolor paint allows me to express myself in a fuller spectrum."
Morning
alabaster white
fresh newly dumped snow drifts sit motionless on the open prairie
smoke gray
a weathered barn ages, housing only rodents
steel blue
the backdrop with white cumulus clouds hanging aloft
translucent yellow
crisp air parallels the cracks of sunlight reaching the distant woodridge
midnight blue
billows of human breath encircle their own silhouettes on the hilltop
blueish white
fluffy pathways divide the sky with the distant roar of aircraft engines
burnt brown
muddied heifers coax one another to the barn
crystal clear
nearly, growing icicles strain earthward shimmering with a wet glaze
sandy brown
a barnyard easement circles past the vintage farmhouse
mixed camel
the shifty barks at the entering car full of strangers
golden yellow
bordering fields display acres of winter wheat reigning over the land
spot black
birds fly overhead in search of seeds and grout
rust red
decaying fence posts rot with rusted barbs alongside a half buried and partially preserved field plow

David T. Driscoll ’81
Ann Arbor, Mich.
"With combinations of select words I try to recapture the feeling or actual mood which I had experienced during a particular occasion and to play up the emotional."

Ice Capades
North of New York City ice where Islander aspiring adolescents check romancing couples to the boards and wind waist high double bladers to their seats
North of the high sticking city of Madison Square Garden and Stanley Cup dynasties and seven figure contracts full of fringe endorsements—beer, panty hose, candidates—North of fans who flash the syndicated cameras and columnists whose grammar never clears the blue line North.

The Taconic Parkway like shoulder pads power plays the city in its place, and there the rink is open to the air.
Where center ice is pyloned off for figure skating aspirants—
young ladies. all legs, laughing as their budding bodies ply bladed ballet to Tchaikovsky on tape.
Circling while their locomotive chop chop chop of unlaced skates cross over and over, criss cross the pylons and press their presence on the girls, the boys skate close as a bolt, lick past little ones and leave romancing couples to themselves.
They pocket hands, hunker down, tighten their circle until the rink seems more a race track of banked turns pulling speed into its center.
Then leveling out it throws off skaters like sparks, slowing to the outside while rising from a crouch.
Their hands fall from pockets into a prescient dance of stick handling past imagined defenses
Until at each net end they in their turn gather, laugh, glancing to the center ice for returning glances and a hoped for face off of rink circling romance.

Richard Thayer ’77
Stanford, Calif.
"I continue underground as a poet and entertain dreams still of being arrested for civil disobedience."
Solitude

Pauses lengthen over coffee too cold to finish.
We close our conversations with the last yawn making its way around the room and let out the cat as we head for our cars.

The street has the pavement and night its deserted intersections.

I go home to sit in the dark and listen to the resonant silence, to disregard the accumulated voices of day threatening to continue talking in my mind and disrupt the midnight solitude.

The soul has itself and night the trail of cat paws.

Janet Lootens '81
Ann Arbor, Mich.

"I leave intentional gaps for the reader. I like to give the reader sufficient details so that he/she can create a concrete image in his/her mind, but I try not to encroach upon the reader's experience of the poem. I initiate a situation or a moment to think about, and invite the reader to fill in the gaps with his/her own thoughts and experiences."

Survivor

The dream slides away, and teases me with glimpses of destruction as fear slithers down my arms to rest in my joints.

I reach across the bed to cold, clean sheets and discover, for the first and thousandth time, that hollow pain.

The dog still questions my rising at this hour, but he no longer follows me down to the kitchen and the cabinet, the bottle and the glass.

Beverly Greer Langeveld '71
Lanesboro, Mass.

"I like to think of myself primarily as a storyteller, whether I'm writing stories, essays or poems. I find poetry the hardest genre and use it mainly to discipline myself. A story can survive the choice of a wrong word, but a poem can't. Likewise, through the proper choice of words, the story told by the poem can speak to a universal audience but be different for each individual."
We Are Controlled

We are controlled by what we do not know,
The obscure cells that blink within the brain.
The wild dark eye of the wary crow.

The tingling seed that lets the child grow
Is washed away by generation's rain,
We are controlled by what we do not know.

Mingling lovers know what they must do,
At dawn they hear outside the window pane
The cold bleak cough of the waiting crow.

Soldiers shed red blood upon the snow
And stare in fascination at the stain.
They are controlled by what they do not know.

Old men remember their father's death, and how
He moaned and muttered but never could explain
The long dark flight of the weary crow.

The looking-glass is old and now can show
The stubborn lines that reappear again,
We are controlled by what we do not know.
The wild dark eye of the wary crow.

Gordon Korstange '67
Portland, Conn.

Passing an Asphalt Brick House

I pass a place where I run
Of brown asphalt brick
Put neatly on its acres
Perhaps three
With wagon wheels halved
To mark the entrance
And welcoming as if oblivious
To keep out signs
On nearby trees
An old pear orchard
Manicured and bearing still
I think
The place in its simplicistic drab
Is many things
I've thought in running
The poor just as the rich
Would have them
With their few dollars
And love
Invested wisely
In soap and simple tools
Scrubbing the face of adversity
And making do
With hoes
And those next door
Exasperated
Pulling at their cord
The mower will not start
Another week
The grass will grow wild and
Unkempt except where it is matted
By the tub
Thrown out last spring
Or rusty bikes
The kids have left

And I hear you praise
The woman in the scarf
Walking to collect the mail
Outside the wheels
And the man bending
to feed the dog
Content except
When children steal his pears
And feel
You're certain
That they wake
To long-cooked oatmeal and
dress quickly
To see if grass encroached
Upon the walk
Or weeds have sprung
Last night
Between the carrots

While I run angry
Past that order
And the signs
Seeing what
I'm sure
You and others missed
And sometimes plot to go again
At sundown
With pails of paint
To splash against the wheels
And brick
And show you
The absurdity
Until I make my turn
And pass again
Tired this time and
Uncertain
Knowing I will
Let it be

Lynne Adams Deur '63
Grand Haven, Mich.

"My poems reflect the times I am bursing with an
Idea that can't go to my usual audience (children)
And give me freedom to write without regard to
Publication or sale potential. Still ... I am in-
creasingly aware that the poems go through much
The same processes as a chapter for fourth graders.
And I have come to see the two types of writing as
Complimentary."
The Great Depression

There you lie with your second husband in the Pioneer Cemetery in North Judson, Indiana, while the wild cactus blooms yellow around the cheap stone. Somebody else inherited the rings, and the taffeta skirts with their secret whisperings.

I inherit the perfume whose scent I do not know.

You were born a few miles away in a farmhouse near English Lake, and you covered the territory, selling cakes and strawberry pies, selling soap and spot removers. You could have left me a few hints about yourself, tucked between the pages of your Larkin catalogue.

Such an extravagant pioneer you were, throwing away husbands and leftover roasts gone cold, and although I cover the same territory, riding high on my way to the fair with a wagon-load of antiques, I would be afraid to throw away the smallest piece of bric-a-brac.

What is that inner poverty that comes with being born in the Depression, while you lived through it so easily, spilling perfume that still erodes the valuable family furniture?

I was your first granddaughter. I loved you as much as my mother would allow.

What are you finally going to give me? A piece of your heart?

Stories from the Great Depression? I need something from you to settle my own fears and accounts.

Tell me about when the banks crashed and people were killing themselves, and how you picked that time to open a dress shop. How did you save yourself from ruin—or did you?

Why did Charlie Miller love you for forty years and your daughter hate you, even as she cleaned your house every Friday?

Julie Herrick White '56
South Bend, Ind.

"As for the Hope experience, two things will always stand out: Dr. Fried's summer school in Vienna and Dr. Dykstra's 'Introduction to Philosophy' to which I came as a very scared freshman and heard him ask: 'Miss Herrick, what are you, mind or matter?' I didn't know the answer—but I'd like him to know that I'm still working on it."
At the Heart of the Peach, A Stone

To the one who conquers ... I will give a white stone, with a new name written on the stone which no one knows except the one who receives it.

Revelation 2:17

Only the bill collectors call her Ilethia. No one else has ever really called her Ilethia, not even on the day she was born. The story, as she told it to me herself, is that the nurse who labored with her mother held up the newborn baby girl, and when she had washed the womb from her declared, “Why look at the peach fuzz all over this child’s body!” But you can’t put “Peaches” on a birth certificate.

You can’t put “Peaches” on a computer-cut answer sheet either. If you were to put such a lush nickname in those letter cells, one letter per cell: first name last, last name first, leave an empty cell between, the computer would spit it out, would spit “Peaches” right out, for it has an appetite for official names only—birth certificate names, social security names, respectable names. The computer that will score her General Educational Development Examination for a high school equivalency diploma in the District of Columbia is no exception.

Computers and bill collectors expect her to be Ilethia and expect the payment due. Anyone who has come near enough to know her, however, expects her to be Peaches, wants her to be Peaches.

From kindergarten on her school teachers abandoned Ilethia—the name on the official registration list from the front office—after the first day of class. It was a hard name to say in a hurry, in a reprimand, and useless, anyway, since the girl didn’t recognize herself by it. Soon neither did her teachers. She was Peaches: innocent often enough and blessed with enough of a blush to seem innocent when she wasn’t.

When she hadn’t memorized her times tables or her spelling words, when she’d lost her homework assignment for the fifth straight time or found herself pregnant for the first—it all seemed somehow forgivable. So when she dropped out of the tenth grade people were sorry and thought it a shame, but what could they say? What could you say to a girl named “Peaches”?

And what could she hear? She was Peaches to herself as well as to them. She didn’t want to resist the beat of music in the street. Just to drink a little wine and dance and laugh her affectionate laugh did nobody any harm and the soul a lot of good. And Mama could always be coaxed into watching the new baby anyway, and then a second, and a third.

But somewhere just shy of twenty-five a voice that Peaches somehow recognized as distantly related to her own began to pester her. It began as a whisper, one she sure hadn’t asked for but wouldn’t go away. Then the whisper was a voice that couldn’t be ignored: “It’s time to get serious, girl.” It was Ilethia inside.

She was still Peaches—abundantly, loveably Peaches. But she began to do a few things differently, trying to placate the nagging Ilethia inside.

One was to agree to try to study, to pick up where she’d left off ten years ago in tenth grade and get her high school diploma the hard way: to prepare for and take a six-hour test for which she had to have immediately available, on hand and ready to deliver, the knowledge, in five separate subject areas, that comes over four years to kids in school, and comes with few strings attached.

By the time she got to me she’d tried three different adult schools. Peaches couldn’t sit still in any of them. But Ilethia wouldn’t let her give up.

So she came to study with me in a little school called The Academy of Hope. For months we heaved through an instructional manual twice the size of the D.C. city phone book preparing for The Test.

“Do not open your test booklets until you are so instructed. For this section of the examination you will have exactly ninety minutes. You are to use a number two pencil only. Mark only on the answer sheet, and make no marks outside the boxes.

Anyone found looking at another’s answer sheet will be automatically expelled. When you are finished, put your pencils down. At the signal, the watch will be started. You may then turn the page. Good luck. Begin.”

If Peaches fails, then what?

If she gets over it’ll be close—inches, a breath. We both know that. Or maybe only I know that. Now, waiting for the results and looking back, I think I probably didn’t give Ilethia enough help. The Test and its computer demand that she be Ilethia—disciplined, responsible, respectable. But she has been Peaches to me—a girl with such a grin, an only half-innocent, caught-in-the-act blush and grin, a grin that dissolves the reason for the reprimand. Irriscibly Peaches, and I wanted her to be. Ilethia was altogether too familiar to me.

So I understood when it was one hundred degrees on the street and too hot to concentrate, too hot for her to do anything but help the kids open the fire hydrant. It became easier and easier to understand. Shouldn’t making potato salad for a cousin’s wedding come before memorizing rules about comma usage? It wasn’t long before she had me scooping ice cream in the backyard for her baby girl’s birthday party when I had come to explain reciprocals.

If she fails it may be because Peaches thought she could do it without Ilethia. And I helped her...
Ilethia could have used the help because whatever strength she was mustering those days went to plating three heads of hair, cooking three meals, and washing clothes. It went to making sure that Mama got her medicine, taking pains to please a social worker and her bureaucratic. When Ilethia could finally sit down to study everyone else was asleep, the snoring of her brother just back from jail and asleep on the sofa was so loud that the directions for "Concentrating to Comprehend" seemed like a bad joke. What was the point, after all? At ten o'clock there wasn't enough Ilethia left in Peaches to remind her. And I was no help either. The Peaches in me had been set free.

So if she fails her General Educational Development Test for a high school equivalency diploma in the District of Columbia, is it because God is a bill collector who calls and asks for Ilethia, who says, "I'm sorry, it's just not enough to fulfill your obligation, there's still payment due?" Or if she passes, does it mean that God is one of the rest of us who've gotten close enough to Peaches that irresistible blush-and-grip that we can't seem to help but say, "It's ok if you weren't really prepared, we had such fun."

No, neither. God is the One who comes and whispers a new and secret name, neither a respectable "Ilethia" nor an impressive "Peaches," but something in-between, or rather, beyond. The best of both and more. His whisper inscribes this new name on the white stone at the heart of the Peaches. And perhaps in these months together we have heard it first sound.
Nykerk talks feminism

Giving recognition to women's rightful place in a coeducational setting—
that was one of the motives prompting the establishment in 1936 of the
Nykerk Cup Competition, which has become an annual interclass rivalry
involving freshmen and sophomore women in song, drama and oration.

Just one year away from Nykerk's jubilee year, organizers selected the
theme "A Woman/A Person" for this year's orations.

Although in recent years Nykerk has drawn more than 600 freshmen and
sophomore participants, the oration component of the competition has
remained solitary, with one woman representing each class.

Editions of this year's orations are presented for the contemporary
and specifically Hopeian alayies they present of a discussion that has
 spanned the 20th century in America: What does women's liberation really
mean for individuals and their society?

The freshman orator, Shelly Krause of Porter, Ind., was coached by
Juniors Chris Peterson of Charlotte, N.C., and Kirsti Stroom of Saguinaw, Mich. The
sophomore orator was Andrea Smith of East Grand Rapids, Mich., who was
coached by M. Beth Archer of Marengo, Ill., and Jeanine Baisch of Saline, Mich.

A Woman/A Person:
Alive and Striving
by Shelly Krause

In my life I've had some people tell me that a woman should be very feminine, re-
main at home, and bear and bring up children. Another side of society, namely Gillian
Steenheim and others, have said that a woman must be strong, aggressive, and fight
for every little thing: just being a housewife is made out to be a land of crime.

In order for a woman to discover the per-
son she was not created to be, she must find
herself. How does she go about this, you may
ask. Well, there are no clear-cut solutions and I'm certainly no professional on the
subject, but I think that she may begin to find herself through her relationship with God, by
then searching and finding peace within her own soul as to what she wants, and finally by
establishing her concept of herself in her relationship with others.

The Bible (Isaiah 48 verse 17) says that
God is teaching us for our own advantage and
leading us in the way we must go.... Through God, a woman knows that
she will be accepted in the role she has
chosen for herself. Therefore, since a woman is ac-
cepted by God she is freely able to discover
her role as a woman. The restrictions that
God puts upon her have been lifted, and she
no longer has to place its acceptance as a
first priority. She has the assurance that God is
leading her along a certain path. If she
remains close to him, he will guide her in her
decisions. She does not have to rely on
other's ultimatums.

Also, once we have made a decision we
know that God won't condemn us for it—
he has helped us make it. This knowledge pro-
vides us with a peace which in turn allows us to
make the right choice to our everyday lives and
situations.

Another aspect of womanhood is that of
the relationship of a woman to herself. She
must come to know herself. How do you
love yourself? Have you ever just stood and stared into a mirror for awhile? If so, is that image a true reflec-
tion of you as you are, or is it masked behind distorted vision? Are you able to look honestly at the
reflection, at yourself? To find
out our true identity as women, this honesty is
essential because through this self exami-
ation we will find the peace which God gives us in dealing with our own self concepts.
We must remember that in this process the

concepts we have of ourselves will probably

change many times during our lives as we
learn to handle different situations. Many

times a woman reaching maturity may be
confused as to the roles she should play and
what type of a person she should be. I
believe we have to realign our strengths
and weaknesses as people and deal with them.

To me, a woman is a person when she can
accept her self-concept even though she
doesn't necessarily understand why she feels a
certain way—that too will come in time.

The last and probably most difficult step in
a woman's becoming the person she is
intended to be is applying her self-concept in
her interactions with others. One thing we
need to remember as individuals is that others
can hold our hands for only so long. There
comes a time when we all must put our feet
down and stand up for the ideals we have set
for ourselves. Although others may disagree
with what we are in, the long run they
may learn to respect us for having stood our
ground and remaining true to ourselves. Now
I'm not saying that we should rebel against
others just to do our own thing, but... if
we continually take advice from everyone else
we will be living borrowed pieces of other
people's lives.

Now we all know this and deep down we
often remind ourselves of it. The real chal-
lenge comes, for men as well as women, in
applying this to our own lives. Have we
followed the right path in finding our true

selves? If we fail to take action and develop
our own character, how can we expect fulfill-
mint in our roles? Also remember if we want
others to respect our decisions we must be
willing to respect theirs in turn. It's a give-
and-take situation.

The road to self identity is not an easy one,
but with God's direction, believing in our
inner selves, and standing firm in the face of
opposition from others, can be traveled.
There are a number of women in our history
who have accomplished this task. Consider
Joni Eker who was physically damaged after
a tragic accident. Instead of letting this be
the end of life, this brave woman would
rather travel to God and followed the purpose
and path that He directed her towards. Harriet
Tubman—whose beliefs about freedom for
the slaves was deeply rooted in her own charac-
ter that she was willing to die for

those ideals. Susan B. Anthony—who had
the courage to stand up against the opposition
of men and help pave the way for many of the
rights we have as women today. These
women and many others knew who they
were. They were able to realize the person
they were created to be.

A Woman/A Person:
Searching for One's self
by Andrea L. Smith

Charge accounts; eating ice cream; orchids;
grey pin stripes; laughter; Mozart; car pools;
红茶; a leather brief case; birthday parties;
starfish shirt collars.

All of these things have a place in a woman's
life. She has all sorts of opportunities
open to her in her personal, professional, and
social roles. These opportunities may range
from having children and packing lunches
to traveling in Europe and hiking in the
mountains. The choices a woman makes in each
area of her life will inevitably be unlike the
choices of any other woman. She has a
unique combination and must make her
own decisions in every situation... By allowing
another to make her decisions, she not only
loses control, but she gives it to someone
else.

Historically women were not allowed to
make their own decisions. Their roles were
strictly defined and enforced. Recently, how-
ever, the pendulum has swung dramatically
to the other extreme. Not only has society ban-
thished women's conventional roles, but it has
raised androgyny to such a height that now a
woman may feel inhibited from desiring a
personal life.

In making good decisions, it is essential
that a woman not only realize her goals but
also know who she is and where she has
been. It is the responsibility of each woman
to discover this for herself. Barbara
Eihenreich, in her book The Hearts of Men,
describes this process. "In the path to
(self awareness) you become a lonely
hunter, making his way through uncharted
territory." Venturing into this territory is a
painful process of questioning and revelation.
This process may reveal areas of the woman
she had always considered acceptable but un-
der scrutiny she finds they are not and lays
them aside. Gently she must convince herself
that she has the potential to make her own
decisions based on the knowledge of herself.

Here is where women may falter. A
woman can know herself and make a positive
decision, but if she does not take steps to
obtain the goal, she is no better off than if she
had not taken inventory at all. A woman may
want to be a photographer, but if she does
not save money for a camera, read books
on the subject, or talk to experts in the field,

she will never reach her goal.

Only through action can a woman deter-
mine whether she is satisfied and complete or
disappointed and empty in her decisions. A
woman who enjoys writing must take the
time to sit down at the typewriter at least
one or even once a week. If she does not, she
will always have that dissatisfaction and unex-
pressed part of herself. But a woman who
works toward self satisfaction by making time
to write each day is fulfilled. Fulfillment is the
source in a woman that makes her strong,
capable, and able to express herself through
decision in action. This is the common de-

finition of fulfillment.

Being fulfilled is not a fixed end.... A
woman's fulfillment is forever developing
and can only be defined by the degree and quality
of its presence throughout her life. As we
follow our ambitions we are strengthened and
encouraged by our fulfillment to continue
acting on our decisions.

The fulfilled woman has found a sense of
well being that is unattainable and unex-

plicable. She has felt the pain of self-discovery,
arrived herself with strength and choice, and
has begun to be the orchestrator of her own
life. She gies, takes, open doors, and can be
who she wants when she wants. This woman

has learned that to live is a privilege, and

that to be her unique self is her

responsibility.

Roisa Parks was a woman who fulfilled
herself by unashamedly enacting a small deci-
sion. Her refusal to give up her seat to a
white person in 1955 is simply a choice she
had to make in her day-to-day living. Even
though this has become an historical event,

it serves as an example to women today that

they, too, must fulfill themselves in their
daily lives.

It is unfortunate that society places women

in categories and even more unfortunate that
women are influenced by this. We somehow

lose the notion that we cannot be a woman and
an man at the same time. Not so.

We do not perform one act as a woman and
another as a person; we do not choose a
husband as a woman and a career as a person.
We get a job and marry as a woman, a person...

Driving the stick shift without jerking: getting

a Ph.D.; baking chocolate cookies; making
plane reservations; finding a bargain; candle-
night suppers; decorating the Christmas
tree: your own office: having the best garden
on the block. It feels good; it feels alive.
Historical stand-ins elongate views of womanhood

What does history have to offer on the discussion of the role of women in society? That was the theme chosen for this year's "Rendezvous with History," an event which in recent years has become annual under the organization, direction and research of Michael Petrovich, associate professor of history.

The Rendezvouz is generally staged as part of the Arts & Humanities Fair, an annual event bringing hundreds of area high school students to campus for presentations within their areas of academic interest. The intent of the Rendezvouz is to help students understand the ideas of the past by bringing some of its notables back to life by way of artful and witty impersonations by members of the Hope faculty. The prevalent notions of various centuries collide in lively and largely impromptu discussions as the characters share a single stage for a single hour.

This year's Rendezvouz will have a repeat performance as part of Winter Homecoming (see p. 14).

Petrovich believes that the format works well with today's students, whose attention spans have been conditioned by television and who like to connect entertainment with learning. For these students in particular, and for most people in general, spoken words are more easily remembered than written words, he says.

"If students can visualize a person, they can remember that person's ideas. What we do with the Rendezvouz is bring to life personas who are otherwise seen as very dead on the pages of history."

Excerpts from this year's event indicate that history can indeed be very much up to date, and at the same time they confuse the issue of just how long a way the feminist of the 1980s has actually come.

"History reminds us how long the struggle of woman's emancipation has been—within the family, within society and within the state," Petrovich sums.

"We ourselves succeeded to the throne at 18, an age at which, as the writer Thomas Carlyle put it, no girl could be expected to choose her own bonnet. Our bonnet was a crown, heavy indeed for the frailty of woman..."

"It is true that much was accomplished during our reign and yet had it not been for the wise counsel of men, we should not have endured... Most prominently, our dear husband Albert, my Prince Consort and my angel, taught me to govern my temper as he did my realm... In time I did nothing without his approval. Politics were of little real interest to me and indeed I became every day more convinced that we women—if we are to be good women, amiable, domestic and feminine—are not fitted to reign."

Kathleen Verdun, assistant professor of English, as Victoria (1837–1901), the queen of England who ruled with a high sense of duty, transparent honesty and massive simplicity.

Portraits by Louis Schakel

"If we only had love, ah if we only had love... Selfishness seems to be in vogue here..."

"What does the word utopia mean to you? You trace its roots to 'no place' and 'no place.' You comment on how it's an imaginary domain, a place that's too ideal and very impractical. And yet, if one has no hopes of changing things then why live at all?"

"In my Utopia I was arguing for social, economic and religious reforms... Women shared in education with men, in clothing and the like. Everybody had equal responsibilities with food and government and religion..."

"I also believed in the family. I did not want to abolish marriage. In fact, monogamy was one of the prime requisites of my utopia..."

Stephen Hemenway, associate professor of English, as Sir Thomas More (1478–1535), the English saint best remembered for his Utopia, a speculative political essay contrasting an ideal society with the evils of the existing ones.

"Good government comes from the King, for it was to be so: God gave to kings the power to rule men and society on earth. The power coming from God has to be absolute, for God's power cannot be divided, not in his world nor in the world of the men he creates..."

"The place of the citizen in my state was clearly defined and the state of law in France made it very clear in not allowing women to ascend to the throne: women's proper place in society was that of service to their men... Has anything been so secure since?"

Earl Curry, professor of history, as Louis XIV (1643–1715), the "Sun King" of France who symbolized man's attitude of superiority toward women.

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Earl Curry, professor of history, as Louis XIV (1643–1715), the "Sun King" of France who symbolized man's attitude of superiority toward women.
"Athens invented democracy—the rule of the people, and what a mess! There aren't any standards anymore and no one knows what to look to... What this city needs is order, organization and justice. ... What we need are rulers who are educated, who are experts, who know how a state ought to function.

It is commonly assumed that the rulership of the state ought to belong only to men... There is no reason why a woman can't rule. Leadership is determined by ability. If that means that the state should come before family and the home, then I say so be it... because above all it is justice that must be served.

Arthur fend, professor of philosophy, as Plato (427–347 B.C.), the Greek philosopher who set the tone to the dialogue of the place and role of women in society.

I was born to a mother in New York who had 18 pregnancies and seven miscarriages. She died at the age of 49. ... After I finished my education I became a nurse midwife on the lower east side of Manhattan. Those were the days when if women didn't die from their pregnancies, they died from their attempts to induce abortions. ... I swore I would find out the secret so I could tell the women of the world how to avoid having so many children.

That was my crusade... Will the human race ever be free if its mothers are slaves?

Raben Klay, associate professor of economics, as Margaret Sanger (1879–1966), the American family-planning pioneer who became a leading advocate of birth control in the United States.

Maybe the most important thing in my life occurred in 1921 when my husband and I went to Palestine. We lived in a kibbutz... and it wasn't long before I became quite active in political and social movements.

As prime minister I was known as a very strong Zionist, a social-political activist, a person who cared very much for Israel.

Sharon Mahood, associate professor of communication, as Golda Meir (1898–1978), the Israeli prime minister who became the symbol of woman's struggle for political emancipation.

I hear talk about how women ought to be helped into carriages and lifted over mud puddles and given the best place everywhere. Well, nobody ever helped me into a carriage, nobody ever helped me over mud puddles and I never got into a best place anywhere—and isn't a woman?

Some say women shouldn't have the same rights as men because Christ wasn't born a woman. Ha! Where did Christ come from? From God and from a woman. Man had nothing to do with it!

Erika Bluestone, a senior from Lansing, Mich., as Sojourner Truth (1795–1883), a black woman and former slave who, although illiterate, became the leading spokeswoman for the feminist cause in the early years of the American woman's movement.

Late did I know when I left Germany at age 15 that I, the little princess, would never see my homeland again. But at the border I knew that it was going to be me who would bring greatness to Russia.

I had some difficult tasks to achieve first. ... Among them, I had to get married to Peter. He was such an imbecile! If I had a loving husband, I would have been a model wife.

When my husband finally died, I knew I would fulfill my destiny and bring greatness to Russia. I invited the greatest philosophers from France... and founded schools, including schools for girls because, after all, I was a poetess and a playwright and wanted all girls to be able to read what I wrote.

Gisela Strind, associate professor of German, as Catherine the Great (1722–1796), the German-born empress of Russia who ruled the immense, backward, forbidding country with elemental energy and intellectual curiosity.
Masters of Hope talk of old times

An unusual alumni reunion took place recently on campus when three West Michigan residents who hold master's degrees from Hope College convened to share memories of a short-lived and mostly unknown chapter in Hope's history.

Raymond Japias of Grandville, James Ten-Brink of Muskegon and Hartger Winter of Allegan are three of the 12 individuals who were awarded master's degrees from Hope during the years 1932–1935, according to archives records. Two other recipients are still alive—John G. Mulder of Mountain Home, Ariz., and Otto Yntema of North Port, Fla.

The master's program apparently was launched as a response to demands for greater diversity and practicality in the curriculum. It was an easy extension of the convictions of President Edward Dimnent (1918–1931), who advocated education as preparation for useful service. And, obviously, with the Great Depression threatening the College's financial security and the Prep School on the decline, it was sensible for administrators to create additional sources of income.

Hope Catalogs of these years advertise a full scope of master's programs, including the fields of business administration, biology, chemistry, education, English, German, French, American history, math and philosophy. In actual practice, however, degrees were awarded only in education and history. The program was under the supervision of long-time professor of education Egbert E. Winter and he taught many of the classes.

All three master's recipients who met at Hope voiced satisfaction with the graduate work offered to them by the College and all used their degrees as stepping stones to successful careers.

Japias, a Class of 1928 Hope graduate who earned his master's in education, taught for eight years before turning his attention to investments and becoming a partner in Peninsula Securities of Grand Rapids. Mich. Ten-Brink, also a 1928 graduate, earned his master's in education and served the Michigan county of Muskegon for more than 32 years, retiring as Area Intermediate School District Superintendent in 1967. During his long career he was instrumental in organizing a county health department and library, special education programs and several professional organizations. Winter, a 1927 Hope graduate who earned his master's degree in history, taught for 23 years in Allegan schools, retiring as a high school science teacher in 1954.

The three were all holding teaching jobs while earning their advanced degrees. Classes convened one evening each week and on Saturdays. They say they appreciated the practical thrust of their academic work, with their actual classroom problems often serving as a foil for discussion.

Although the master's program never developed according to expansive plan, Hope has not totally abandoned the awarding of graduate credits. Registrar Jon Husken reports that the College is authorized by the North Central Association to offer up to 20 semester hours of graduate credit per calendar year and in recent years has come close to filling that limit. The primary reason Hope has developed its graduate-credit offerings to this degree, says Husken, is to meet the needs of elementary and secondary teachers who must earn additional hours of credit beyond the bachelor's degree for certification.
alumni beat

by Vern Schipper '51
Associate Director of College Relations for Alumni Affairs

During the fall months I've spent considerable time working with Hope College alumni in 31 areas of the United States. It has been a rewarding task, and one that serves as a reminder of our commitment to the college. Our efforts are successful because of the support received from alumni who have dedicated their time and resources to the college. We are grateful for their continued support.

The program I'll be discussing today is the "Alumni in the Classroom," a program that was created last year to encourage alumni to spend time with students in the classroom. The goal is to provide alumni with an opportunity to share their experiences and knowledge with students.

The program has been well-received by both alumni and students. Many alumni have shared their stories and insights, providing students with a unique perspective on the world. Students have also responded positively to the program, finding the experiences to be both informative and inspiring.

The "Alumni in the Classroom" program is a great way to connect alumni with students and to give students the opportunity to learn from their experiences. I hope that everyone who joins us today will find the program to be a rewarding and memorable experience.

Thank you for your attention. I look forward to hearing from you after the program.

Regional Alumni Leaders

The Hope College Alumni Association is pleased to announce the following Regional Alumni Leaders for the 2023-2024 academic year:

**Great Lakes Region**
- **Chair:** Fred Zeidler
- **Co-Chairs:** John Moore and Robert Johnson

**Midwest Region**
- **Chair:** pants Zeidler
- **Co-Chairs:** John Moore and Robert Johnson

**Mid-Atlantic Region**
- **Chair:** pants Zeidler
- **Co-Chairs:** John Moore and Robert Johnson

**South Region**
- **Chair:** pants Zeidler
- **Co-Chairs:** John Moore and Robert Johnson

**Western Region**
- **Chair:** pants Zeidler
- **Co-Chairs:** John Moore and Robert Johnson

We are looking forward to working with these dedicated alumni leaders to strengthen our alumni network and provide opportunities for engagement and giving.

Class notes

Class notes and alumni information sections in news from Hope College are compiled by Marjory Geesey of the Office of College Relations. Deadlines for receiving items for the next issue is January 15.

Wendell Miles '38, chief judge of the U.S. District Court of the Western District of Michigan, spoke at the Holland (Mich.) Area Chamber of Commerce. He was a member of the Class of 1938.

Gerald Koster '60, serving as interim minister since his retirement, was elected at the First Reformed Church at Hastings-on-Hudson, N.Y. Koster is a member of the Class of 1960.

Elroy Boynton '41, a member of the Class of 1941, has been appointed the chairman of the Board of Trustees at the University of Michigan. He graduated from Hope College in 1941.

Vernon Meurink '42 is still living in Michigan, serving as a member of the Classical Music Society of Grand Rapids. He is a member of the Class of 1942.

Edward D. Zeidler '60, associate professor of biology at the University of Michigan, has been elected chairman of the Board of Trustees at the University of Michigan. He graduated from Hope College in 1960.

Chairman and director of the annual membership drive, Danil was also responsible for raising funds for the Republican Party in the recent primary elections.

John Van Hoeve '43 and his wife had a beautiful wedding trip to Europe in a 60th anniversary gift for their two children.


Thomas Bolteopp '45 recently assisted Norman Kline, M.D. in the preparation of a lecture, "MEntractis unofficially For Psychoanalytic Therapy," and participated in a panel discussion on the subject. The discussion included a review of the biblical story of Adam and Eve and its implications for the religious and psychoanalytic understanding of the human psyche.

Paul Fried '46, professor emeritus of Hope College, is still consultant for historical and cultural supervision at the International Art Collections, a new art gallery in Holland, Mich.

Eugene R. H. '47 has retired after 38 years in education. He is now working on a book, "The History of Education," and continuing his work as a consultant for museums and school districts for Grand Haven (Mich.) Public Schools. Eugene is now doing volunteer work for Lake County and CRWC in disaster response.

John Moon '47 has received the outstanding technical achievement award for 1984 from the Atlantic Richfield Company.

Alfred '47 Heath is the school physician and lab technician in the elementary school at the St. Ambrose (Kent) Evangelical Graduate School of Theology.

Pate '48 and LeRoy Rameau '50 are retired from their positions with a left, right, and two years as vice-president of Sigma Corporation.

John Pontier '48 is the past president of the United States Reformed Church in North America. He is now a full-time employee of Sigma Corporation.

Jay Wrenn '49, senior pastor of First Reformed Church, 1594 Grand River Ave., has been appointed the pastor of First Reformed Church at Elkhart, Mich., in the 50th anniversary of his ordination.


Bob Prinkey '59, president for development at McKeen College, is scheduled to attend a meeting in Washington, D.C., to discuss plans for the future of the college.

Arie Brouwer '56 has been elected as the new president of the National Council of Churches.

John De Haan '57 is the executive director of the National Council of Churches.

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A WINTER HAPPENING
Saturday, Feb. 2
9:00 a.m. Registration, De Witt Center

9:30 a.m. Seminars

Soviets/U.S. Relations: Knowing “The Enemy” and Responding
Dr. G. Larry Penrose, associate professor of history

China—Halfway Through the 80’s
Anthony B. Muiderman, associate professor of business administration

Facts About Fat or Why It’s Hard to Lose Weight
Dr. Christopher C. Bane, assistant professor of biology

11:00 a.m. A Rendezvous with History, “Great Women of the Past”
Our “not-for-prime-time” professors portray well-known historically influential people through costumes and dialogue

12:30 p.m. Luncheon, De Witt Center Klez

1:00 p.m. Swimming vs. Alma, Dow Center

3:00 p.m. Men’s Basketball vs. Adrian, Civic Center
(Jazz concert after the game)

3:00 p.m. Women’s Basketball vs. Adrian, Dow Center

Child care available by reservation

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

William Koh ’70 is an educator/photo-journalist in Albuquerque, N.M.
Rick Ardani ‘70 is an artist, photographer and printmaker, exhibiting his art in the fifth annual National Art Exhibition in Washington, D.C. in September.

Tara Culver ’71 Davis has received an American Council on Education Fellowship as an education intern at Brigham Young University.

Glenn Low ’71 is the Coordinator of Habitat for Humanity in Holland, Mich.

Revan Keister ’71 was with a group doing an intensive fact-finding tour of India with the United Nations.

Frances Rinkus ‘72 Newell is a housemother and teaches piano lessons in Mexico City.

Lynda Farrar ’73 is teaching freshman composition part-time at Hope College.

Richard Smith ’73 is an intern in English at Hope College.

Marty Roskamp ’71 Bergie Jr., Eli, passed away this year.

Joseph Maxson ’73 is a quality control manager for Broten Dickinson Consumer Products, a medical supplies manufacturer.

Douglas Scott ’73 represents Hope College at the inauguration of the new president of Mclntosh College in St. Paul, Minn.

Jerry Wormwester ’72 is the senior account executive with Mortgage Guaranty Insurance Corporation in Jackson, Mich.

Dave Rice ’74 plans to return to the U.S. in July, 1984 after finishing four years in the Middle East at the University of Michigan. He has been stationed in Cyprus since August, 1983.

Thomas Claus ’75 is the assistant controller at Mantaro Distributors, Inc., in Rapid City, Mich.

Constance Dunville ’75 Montanaro is the assistant secretary, banquet manager of Franklin and Kingdon’s Private Dining Room in Princeton, N.J.

Gail Gordon ’75 is in her eighth year of teaching and coaching at Western High School in Grand Rapids, Mich. One of her 1984 volleyball teams won the district championship.

Art Van Beek ’75 is a young professional pianist living in the Netherlands.

Tony Froner ’75 Wagman is a marketing manager at First Reformed Church, Muskegon, Mich.

Betsy Endin ’76 is the Saginaw-Douglas (Mich.) district librarian.

Richard Switzer ’76 is a staff member of the National Institute for Engaging Junior High Students in the Arts.

Paul Timmer ’76 is the vice consul in the American Embassy in Beijing working with the University of Michigan.

Donald Kasten ’77 is a family practice physician at the Kalamazoo Medical Group in Kalamazoo, Mich.

David Baker ’77 is the animation producer at Kalamazoo (Mich.) Writing and Video Co.

Warren Berren ’77 is the employee relations manager at Reckitt & Colman, Inc., in Zeeland, Mich.

Paula Van Dieden ’77 Drum is a senior systems analyst in University Park, Ill.

Arthur Kerle ’77 is a family dentist in Grand Rapids, Mich.

Jim Otis ’76 is doing a family practice residency at Howell, Mich.

Mary Mulder ’77 has started a business as a costume, puppet and prop maker in New York City.

Barry Neely ’77 is a dentist in North East, Pa.

Richard Nolen-Hoekema ’77 is a research structural geologist/physical geographer with Cities Services Oil and Gas Corp. in Tulsa, Okla.

Jennifer Yeoman ’77 Reece is a high school science teacher in Grosse Pointe, Mich.

Carolyn Walburn ’77 Metzler has left the Society of St. Margaret in Boston, Mass., and after several years of teaching, has moved to the University of Michigan.

Todd Harbin ’78 is in the second year of an obstetrics fellowship residency at Michigan State University Hospital.

Barbara Farnham ’78 Kort writes non-fiction and poetry and has been published in a number of magazines. One of Barbara’s poems appeared in the September-October ’83 issue of Michigan Natural Resources Information.

Kevin Kort ’78 is president and senior partner of Kowalski & Kort, P.C. law firm in Traverse City, Mich.

Robert Laning ’78 hopes to become a prison chaplain soon.
December 31 is the last day to contribute to the Hope College Annual Fund and have your donation credited for tax purposes to this year.

Remember, your gift entitles you to a limited edition stereo recording of Christmas Vespers.

Send your gift today.

NEWS FROM HOPE COLLEGE, DECEMBER 1984

FACULTY POSITIONS FOR 1985-1986

ACCOUNTING: Master's degree required, Accounting certification(s) and/or Ph.D. desirable. Teaching includes basic and advanced courses in accounting. (Anthony Muijerman, Economics and Business Administration Dept.)

BIOLOGY: Molecular biologist. Assistant Professor. Ph.D. required. Post-doctoral experience preferred. Teaching, research, and service responsibilities include general introductory biology, upper-level course. Will be expected to develop vigorous grant-supported research program involving undergraduates. (Paul Van Faassen)

BUSINESS ADMINISTRATION: Ph.D. required. Teaching includes courses in Management, Marketing, or Human Resources Management. Distinguished candidates are eligible for appointment to endowed professorship. (Antony Muijerman, Economics and Business Administration Dept.)

CHEMISTRY: Organic chemist. Ph.D. required. Must conduct a vigorous grant-supported research program involving undergraduates. Applicants for a senior-level appointment must have an exceptional record of accomplishment in teaching and research. (William Mungall)

COMPUTER SCIENCE: Ph.D. preferred. 10-12 credits of teaching per semester at all levels plus supervision of upper class majors’ projects. Outside consulting encouraged. (Charles Boulton)

ENGINEERING: Mechanical Engineer. Ph.D. strongly preferred. Ability to teach mechanical engineering and design, and advanced courses in programming, and six to eight teaching credits per semester. (James H. Muiderman, Physics Dept.)

MATHEMATICS: Ph.D. required. Ability to teach advanced undergraduate courses required. Research and scholarly activity involving undergraduates encouraged. (John Van Leerdam)

NURSING:

Available January, 1985—One-half time appointment to teach Junior level students in Nursing or Children. Position can remain one-half time or in full, 1985, 1986, for teaching, to be full time. (Lois E. Zellmer)


Available immediately—Teacher-Practitioner, two positions appointed jointly by clinical education center, Butterworth Hospital, and Hope College Department of Nursing. Should have clinical practice experience. (Lois E. Zellmer)

Requirements: Master’s degree in Nursing including clinical preparation and two years clinical practice experience. Doctoral degree preferred. Experience in teaching desired. (Lois E. Zellmer)

PHYSICS: Experimental Physicist. Ph.D. required. Post-doctoral experience preferred. Must teach lower and upper level undergraduate courses and conduct research with graduate student participation. A major portion of the research must be conducted at the level appropriate to that of the graduate student. (James H. Muiderman, Physics Dept.)


SPECIAL EDUCATION: Ph.D. required. Preference given to candidates with certifications in special education and experience teaching students with disabilities. (James H. Muiderman, Physics Dept.)

THEATRE: Director/Teacher. Assistant Professor, M.F.A. required. Professional experience highly desirable. Teaching acting (all levels, directing, and theatre history; directing at least one main-stage production each year. (Lois E. Zellmer)

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

RANKS: Assistant Professor. Rank open, unless specified. All are tenure-track positions. Salary dependent upon qualifications and experience.

DESCRIPTION: Hope College is a coeducational, undergraduate, residential liberal arts college affiliated with the Reformed Church in America. It offers graduate degrees in 111 fields of study. Hope College is an equal opportunity employer.


AN EQUAL OPPORTUNITY EMPLOYER
Reflection can be a rewarding dimension of our celebrations in this splendid time of year. The passing of the seasons reminds us that time is indeed an ever rolling stream and that life is transient. Yet, this season, when we celebrate God's great invasion into history through the event we call the Incarnation, is a powerful reminder that eternal purpose and everlasting joy can be an integral part of our lives, and that in Christ we have an authentic basis for hope. May you experience this in abundance as you celebrate anew, with family and friends, God's grace and gifts so definitively given in Jesus Christ.

To all alumni, parents and friends we extend, on behalf of the entire College community, our sincere thanks for your part in the life and work of Hope during this past year, and our best wishes for purposeful living and abundant joys in the year ahead.

Gordon and Margaret Van Wylen
December, 1984