1986

News from Hope College, Volume 18.2: October, 1986

Hope College

Follow this and additional works at: https://digitalcommons.hope.edu/news_from_hope_college

Part of the Archival Science Commons

Recommended Citation
https://digitalcommons.hope.edu/news_from_hope_college/69

This Book is brought to you for free and open access by the Hope College Publications at Hope College Digital Commons. It has been accepted for inclusion in News from Hope College by an authorized administrator of Hope College Digital Commons. For more information, please contact digitalcommons@hope.edu.
by Marji Lindner '87

Maybe it was Mom's college scrapbook. Maybe it was Dad's oversized football jersey that became the coveted family nightshirt. Or maybe it was that big orange letter 'H' that kept popping up on sweaters and plaques.

Whatever it was, something made the 40 new class of '90 second generation students consider their parents' alma mater.

For most of them, Hope has been essentially a household word. According to the 54 students who returned an alumni office survey, 35 percent remember hearing stories of Hope when they were as young as kindergartners, and 50 percent remember Hope hints as elementary students.

Those stories became real on Junior Days, Nykerk nights, bus trips, and at Orientation, sporting events, and theatre productions. Many family-tied freshmen responded their affirmative by saying, "I felt this was the one school where I truly belonged," or "I decided that this was what I wanted in a college."

This fall's second generation students represent the states of Washington, New York, Maryland, and Pennsylvania, as well cities all over Michigan.

And they listed many of the same reasons for selecting Hope as do first generation students: Hope's high academic standards, job placement record, church affiliation, Christian environment, size, location, specific departments and majors (i.e., "Hope is the only RCA college that has a classics major"), sports, financial aid, student/teacher ratio and relationship, and the liberal arts approach to education.

The most frequently named influence, though, was parents, of course. Thirty-eight percent of the respondents said their parents had a large amount of influence on their decision to attend, 33 percent indicated some, and only six percent stated that their parents had not influenced their decision in any way.

But "influenced" does not appear to mean "helped select." Fifty percent of the "some influence" respondents specifically stressed that, "While my parents supported my interest in attending Hope, they really wanted me to make my own decision."

Being a second generation must have advantages and disadvantages. On the one hand, alumni's kids don't have to go into some elaborate description to convince Mom and Dad that it is important that they come stand in a swamp and watch "some tug-of-war game." On the other hand, surprises like "Meetcha in the middle" aren't surprises anymore, which must detract slightly from the wonder of one's first Nykerk.

And about away-from-home independence. It's attainable with just a little extra effort. Pauly Housenga, head resident of Dykstra Hall, facilitated second generation daughter Heather's independence by forbidding her to return home (downstairs) before fall break. Housenga even went so far as to mail Heather's raincoat through campus mail.

But, despite the few drawbacks, this year's surveys certainly suggest that our new second generation students are pleased with their decision. There's just something special about going to Mom and Dad's school; something sort of, well, family.

Inside This Issue

Rah-rah-ree? Hardly!
Cheerleading is a respected varsity sport at Hope page 6

Homecoming hoopla
Reunions, football, parades, and a lot more memories pages 8 & 15

Academic series
A close-up look at the social sciences pages 9-12

Champion of life
Joni Dunn '64 recovers to win page 13
ENROLLMENT: Hope College enrollment for the 1986-87 school year has risen slightly from last year, according to Registrar Jon Huiskens. The number of students is 2,545 this year, of which 2,302 are degree-seeking. This year's total enrollment is only five fewer than the record-setting 2,550 in the fall of 1984. Last year's student body totaled 2,522 with 2,299 degree-seeking students.

Despite an unusually large graduating class last spring, Hope has been able to maintain its goal of stable enrollment.

The number of students attending college for the first time numbers 583 while students transferring to Hope from other colleges or universities totals 96. There are 45 students studying in off-campus programs.

The enrollment by class, with last year's enrollments in parentheses, are: freshmen 737 (689), sophomores 604 (629), juniors 517 (444), seniors 441 (527), and special students 243 (233).

The student body comprises 1,128 men and 1,411 women from 53 states and 26 foreign countries.

SEARCH STILL ON: The work of the Presidential Search Committee is reaching the stage of intensive analysis of the qualifications of candidates who have requested consideration to become the next president of Hope College. Upon the retirement of Dr. Gordon J. Van Wylen in 1987.

This earlier this year, the committee solicited suggestions and nominations of potential candidates from leaders in higher education, business, the church, and other professional areas. More than 75 persons came to the attention of the committee and were invited to declare their interest.

ALBUM PRESSURED: Partridge Record Co. of Amsterdam, the Netherlands has recently released a new album by pianist Anthony Koolker, professor of music at Hope. Dr. Koolker's first solo album includes Petr Eben's Mass for Solo Pianist by Sergei Rachmaninoff and Suite Bergamasque & Reverie by Claude Debussy.

Quote, Unquote is an eclectic sampling of things being said at or about Hope.

The challenges of tomorrow should be met with preparation and a commitment to constantly strive to make a difference in society, the superintendent of the Chicago public schools stated at the 125th Hope College Fall Convocation Tuesday, Sept. 2 in Dimnent Memorial Chapel.

Dr. Manford Byrd Jr. told his audience that commitment to knowledge, knowledge, and service is required of men and women to make a positive impact on society. It is required to turn obstacles into opportunities. And if we have prepared ourselves well, we can meet whatever obstacles and challenges that stand beyond.

Introspectively entitling his address, "What Stands Beyond," Byrd encouraged the college community to use their talents and skills to help create a better life for all. At a time when careerism has crowded many young minds, he challenged his listeners to become-people of men and women, not necessarily celebrities or wealthy men and women. He told them to work to become, not to acquire. "Men and women who are truly great are characterized by more profound qualities. They light candles rather than curse the darkness. They take the path of the most resistance, the road only traveled by the courageous and strong." Evoking the words of Robert Frost's poem, "The Road Not Taken," Byrd explained that a person's destiny is largely in one's own hand. He noted that William Jennings Bryan said it best when he wrote "destiny is not a matter of chance, it is a matter of choice, it is not a thing to be waited for, it is a thing to achieve."

Concluding his remarks, Byrd illustrated that people are called to be artists every day of their lives, "to take new ideas and fresh approaches to fashion a new and bright world on the canvas of life."

"What stands beyond. Your commitment. If we enumerate the problems that beset us, it's often easy for us to despair. 'I'm only one.' But we ought to declare, 'I am one. I can do everything, but I can do something. And that that I can do, I ought to do. And that that I ought to do, by the grace of God, I will do.'"

Also during the convocation, an honorary Doctor of Letters degree was conferred upon Byrd and an honorary Doctor of Laws degree was awarded to L. Homer Surbeck, a retired attorney from Atherton, Calif. Surbeck led a distinguished law career, graduating first in his class in Yale Law School, serving as law secretary to Chief Justice William Howard Taft and becoming a member of a Wall Street law firm, working in New York for 50 years.

A concert tour by Koikker in the Netherlands last summer was followed by an invitation to make the solo recording. Koikker had made two previous recordings with the eminent violonist Albert Spalding. He was Spalding's accompanist for four years.

Koikker is a graduate of Northwestern University, and he holds a master's degree and doctorate from the University of Rochester (Eastman School of Music). He has been at Hope since 1950.

BASKETBALL BOOK: A comprehensive book on basketball coaching history and techniques has been co-authored by two Hope College physical education professors: Coaching Basketball: The Complete Book from Beginning to Championship Play. Written by Russell DeWette and Dr. William DeWitte, the book has recently been released by American Press of Boston, Mass.

The primary focus of the book is providing a comprehensive source for either under-graduate or graduate basketball coaching theory classes. The text is also meant for coaches and players at any level of competition.

The 254-page text was a collaborative project that took two years to complete. It is illustrated extensively with drawings by Tim Arnold '83 and photos of the 1984 Hope College men's and women's basketball teams. DeWitte has been on the Hope faculty since 1948. During his tenure, he served as the head coach of the basketball team for 25 years, winning nine MIAC championships.

Vanderbilt came to the Hope staff in 1967 and was a team captain and team most valuable player for the Flying Dutchmen under DeVette. Known for his success as a cross country coach, Vanderbilt has guided
The Hope men's team to 13 MIAA championships in the last 15 years, and last year, the Hope women's team won their first league cross country championship and NCAA Regional championship.

Russell DeViere  Dr. William Vanderbilt

GRANT AWARDED: Hope College has been awarded a grant from the National Institutes of Health to sponsor the research efforts of high school students with faculty in the departments of biology, chemistry and psychology.

This is the second year the Minority High School Summer Research Apprenticeship Program (MRAP) has been on the Hope campus. The MRAP award to Hope College is a highly competitive honor and the local students involved in the program are three of only 1,000 nationwide, according to Dr. James Gentile, associate professor of biology.

PHYSICS GRANT: Dr. Peter Jolivet, associate professor of physics, is the recipient of a three-year, $81,140 grant by the National Science Foundation for his work entitled "Charge Symmetry Breaking and Other Immediate Energy Nuclear Physics Experiments.

Jolivet's experimentation is aimed at finding the definition of the nuclear force in an atom. The experimental work for this research will take place at the Indiana University Cyclotron Facility Bloomington, Ind. While there, Jolivet will scatter an atom's neutrons and protons to determine whether part of the nuclear force depends upon the electrical charge of the particles.

A member of the Hope faculty since 1976, Jolivet holds a B.S. and Ph.D. degrees from the University of Wisconsin and a M.S. from Purdue University.

SERIES GRANT: The GTE Foundation of Stanford, Conn. has awarded Dr. John Cox, associate professor of English, a $4,000 grant to direct a literature series entitled "The Human Face of Medicine."

"The purpose of the program will be to broaden student and community awareness of what is often called 'human factors' in medical practice," said Cox. "Students specializing in premedical studies and nursing will be obvious beneficiaries of this program, but it is designed to raise the consciousness of the community as a whole. The large question of how to think ethically as well as scientifically in medical practice has been ignored too often.

NEW FACULTY: Several appointments to the faculty have been announced by Provost Jacob E. Yenhuiss. They include: James B. Allen, assistant professor of psychology; Warren H. Bandor, visiting instructor in nursing; Lawrence Bragho, associate professor of theatre; John H. Fiedler, intern in English; C. Kendrick Gibson, professor of business administration; John H. Gilbert, assistant professor of music; Nikola Jakovic, Fulbright-Hays visiting professor of comparative literature and foreign curriculum consultant.

Also: Dean Kreps, visiting instructor of physical education, recreation and athletics; James V. Lowe, assistant professor of classics; William Moreau, visiting professor of education; Kathy Wanne-Murray, assistant professor of biology; K. Gregory Murray, assistant professor of biology; Elizabeth S. Rygh, visiting assistant professor of communication, and Robert F. Thompson, assistant professor of music.

GETTING WALLED IN: The Gordon J. and Margaret D. Van Wylen Library is quickly growing up on College Avenue between 10th Street and Graves Place. Pioneer Construction, of Grand Rapids, Mich., hopes to have the library enclosed by December so interior work can begin during the winter months. So far, the construction company has finished the ground level and the first floor.

Letters

I was pleasantly surprised to see in the "Thanks for the Memories" (ad), the scene from a 1964 Theatre Production. The 1964 date made me sure the play must have been produced in the Little Theatre, which was located on the 4th floor of the "Science Building" — now Lubbers Hall. I have checked with Dr. David P. Karsten, 1964 director. He has identified the picture as a scene from the Oct. 1 production of "Mad Woman of Chaillot," which he directed and staged in the 4th Floor Little Theatre. He comments: "and how we got those two sets on that stage remains a miracle."

My surprise is due in part to the fact that this untitled picture is the first reminder of that theatre I've seen in several years. One time, in a short article, some director called that theatre "inadequate." A few lines of history seem in order.

Theatre, as Hope College knows it today, began in 1946, a product of the forward-looking vision of President Erwin Lubbers. It was in 1947, I believe, I found a little money and suggested a small theatre be created "in any available space." His challenge was met by a large number of students in Palette & Masque. They were strong believers in the proposition that theatre belongs in the program of any liberal arts college, Hope College in particular. Dave Karsten was one. All or most could echo his comment. 38 years later, "I do remember the 2.4 x 3.5 space we carried up that stairwell. The 'available space,' however inadequate, turned out to be that 4th floor. Of course, as compared with DeWitt, it was inadequate — but not as compared with the void it replaced. It was inadequate in the sense that it could not meet the needs of the progressive program of Hope College theatre as it was to become. What could and did do was to transform available space into a small-scale theatre which gave dedicated students a chance to learn and practice every skill needed to produce quality plays.

The theatre was completed in December 1948. It opened in January 1949 with "The Late Christopher Bean." — student directed. In every respect it was an all-student show. The director was Doug Cameron. Yes, Dave Karsten was also involved in several ways. A major high point was the April 1949 production of "Everyman." That put an end most of the significant opposition all, including President Lubbers, had to endure in those years. The first cycle of theatre at Hope ended in 1950.

One more name belongs in this story...

Metta Ross. She is properly recognized as "The Founder of Palette & Masque." The students in the early years, described briefly here, recognized her as the "pioneer." She was always entitled to complimentary admission to any and all productions.

It is wonderful that theatre has come so far at Hope College. I've been told in the last year, the almost social obligation to attend productions now-a-days. Those four flights of stairs discouraged many years ago. The theatre only seated 60 and not all seats were filled for all three productions offered. There was at least one full house, the first night of "Everyman." We had invited all of the city's clergymen of the area to be our guests. I believe Irwin was the first to suggest that. When the lights came slowly up at the end, there wasn't a sound. Everyone got up as quietly as possible. None spoke until they were at least one full house, the first night of "Everyman." We had invited all of the city's clergymen of the area to be our guests. I believe Irwin was the first to suggest that. When the lights came slowly up at the end, there wasn't a sound. Everyone got up as quietly as possible. None spoke until they were most of the way down to the ground. It seemed like they had just had a deep religious experience. It was wonderful.

Thanks for the support in "Thanks for the Memories" — even though few could know its significance.

E.S. (Avie) Avion
Former Hope Professor of Speech
Elvis, Mo.

Thanks for running the piece by Doug Holm ("The tribulations of a campus cause") in the June '86 issue) on the apartheid protest at Hope. It was very gratifying to me as a Vietnam war protestor to see that Hope still has students concerned enough about peace and justice to act, educate, and involve others in confronting the issues of our times. I too planted crosses in the Pine Grove during the 1969-70 year, (my freshman year) trying to shake some people out of their apathy.

Joe Courter '73
Gainesville, Fla.
EVENTS

THE ARTS

Music

Faculty Chamber Music Concert — Sunday, Nov. 2; Wickers Auditorium, 4 p.m.

Guest Theatre Presentation — Monday, Nov. 3; Theatre Roundabout Ltd., DeWitt Theatre, 8 p.m.

Guest Recital — Wednesday, Nov. 5; Morton Estrin, pianist, Dimnent Chapel, 8 p.m.

*Great Performance Series — Thursday & Friday, Nov. 6-7; Alvin Alley Repertory Ensemble; DeWitt Theatre, 8 p.m.

Student Recital — Thursday, Nov. 13; Dimnent Chapel, 7 p.m.

Senior Recital — Saturday, Nov. 15; Sara DeRoo, pianist, Wickers Auditorium, 8 p.m.

Guest Recital — Monday, Nov. 17; Verlehr Trio; Dimnent Chapel, 8 p.m.

Hope College Wind Ensemble Concert — Thursday, Nov. 20; Dimnent Chapel, 8 p.m.

Faculty Chamber Music Concert — Sunday, Nov. 23; Wickers Auditorium, 4 p.m.

Hope College Jazz Ensemble Concert — Tuesday, Dec. 2; DeWitt Klezr, 8 p.m.

**Christmas Vespers — Saturday & Sunday, Dec. 6-7; Dimnent Chapel, (Sat.) 8 p.m.; (Sun.) 2, 4, 8, 10 p.m.

Guest Recital — Monday, Dec. 8; Glenda Maurisse, mezzo-soprano; Wickers Auditorium, 8 p.m.

**Young Artist Series — Tuesday, Dec. 9; Maurice Sklar, violinist; Dimnent Chapel, 8 p.m.

Hope College Chamber Ensemble Concert — Thursday, Dec. 11; Wickers Auditorium, 8 p.m.

Mandrag Christmas Dinner — Friday, Dec. 12; Mass Auditorium, 7 p.m.

Senior Recital — Saturday, Dec. 13; Janet Knutsen, pianist; Dimnent Chapel, 8 p.m.

*HOPE COLLEGE GREAT PERFORMANCE SERIES call (616) 394-6969 (Office of Public Relations for ticket information or reservations. Tickets prices: adults $5, seniors $3. Tickets can be obtained at the door upon availability.

**VESPER TICKET INFORMATION can be obtained by calling the Office of Public Relations at (616) 392-5111, ext. 300.

**HOPE COLLEGE YOUNG ARTIST SERIES call (616) 394-6969 (Office of Public Relations for ticket information or reservations. Tickets prices: adults $5, seniors $3, students $2, children $1. Tickets can be obtained at the door upon availability.

DePree Gallery Exhibits

German Expressionist Sculpture Show — Oct. 26 through Nov. 23; (On loan from the Detroit Institute of Arts)

Juried Student Show — Dec. 3 through Dec. 19

Gallery hours. Monday through Thursday, 10 a.m. to 9 p.m.; Thursday, 10 a.m. to 10 p.m.; Gallery tours can be scheduled by calling (616) 392-5111, ext. 3170. Admission is free.

Theatre


Bus Stop — Dec. 3, 5, 6, 11-13 A heart-warming romance about weary travelers stranded in a roadside diner by William Inge; DeWitt Theatre, 8 p.m.

Hope theatre tickets are available by calling (616) 392-1449 two weeks prior to the performance. Adults $5, seniors $4, students $3. Ticket office located in the DeWitt Center foyer. Hours: 10 a.m. to 5 p.m. daily except Sunday.

ACADEMIC CALENDAR

Fall Semester

Nov. 27-29 — Thanksgiving recess begins, 8 a.m.
Dec. 1 Monday — Thanksgiving recess ends, 8 a.m.
Dec. 12 Friday — Last Day of Classes
Dec. 15-19 Mon.-Fri. — Semester Examinations
Dec. 19 Friday — Residence Halls Close, 7 p.m.

Jan. 12 Monday — Registration for New Students, 2-4 p.m.
Jan. 13 Tuesday — Classes Begin, 8 a.m.
Jan. 22, 28 — Mid-term Examinations
Feb. 11, 13, 28 — Reading weeks; Recess Begins, 6 p.m.
Feb. 18, 19, 21 — Winter Recess Begins, 6 p.m.
March 15, 16, 17, 18 — Spring Break, 6 p.m.
March 20, 21, 22 — Spring Recess Begins, 6 p.m.
March 29, 30, 31, Apr. 1 — Spring Break, 6 p.m.
Apr. 14 Monday — Classes Dismissed, 12:30 p.m.

SEMINARS AND COLLOQUIA

Arts and Humanities Colloquium — The Details and Ridicule by Prof. James Herrick; Thursday, Oct. 30; Lubarers Hall, room 101, 3:15 p.m.

Student Presentations — Tuesday, Nov. 25; Lubarers Hall, room 101 & 220, 3:15 p.m.

Arts Symposiums — Fridays, Cook Auditorium, DePree Art Center, 4:30 p.m. Visiting professors address their expertise in art. For more information, call the art department, (616) 392-5111, ext. 3170.

Biology Seminars — Fridays, Peale 650, 2:30 p.m.

Seminars on various topics are presented by visiting professionals. For details, contact the biology department, (616) 392-5111, ext. 3212.

Chemistry Seminars — Friday afternoons. Research seminars by visiting chemists and chemical engineers. For details, contact the chemistry department, (616) 392-5111, ext. 3213.

Communication Colloquium — Fridays, 3:30 p.m. Visiting professionals speak about different communication skills and media issues. For details, contact the communication department, (616) 392-5111, ext. 3080.

Geology Seminars — Fridays, Peale 44, 3:30 p.m. Seminars on different topics in the earth sciences by visiting scientists. Normally twice a month. For details, contact the geology department, (616) 392-5111, ext. 3225.

Mathematics Seminars — Thursdays, VanderWerf Hall, 3 p.m. Research reports and advanced topic presentations by visiting scientists, faculty, and students. For details, contact the math department, (616) 392-5111, ext. 3001.

ADMISSIONS

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

Visit Days

For prospective Hope students, including transfers, high school juniors and seniors. Visit days are intended to show students and their parents a typical day in the life of a Hope student. Ample opportunities to meet students, faculty and staff.

Friday, Nov. 7 — Friday, Dec. 5
Friday, Feb. 20 — Friday, April 10
Friday, Nov. 21 — Friday, Jan. 23

New Jersey Plane Trip — Nov. 13-15

Cost includes round trip airfare from Newark to Holland, housing with a current Hope student, meals, activity pass, entertainment. Nice first hand opportunity to experience Hope campus life.

Midwestern College Review

The Hope College videotape for prospective students will be televised in the Chicago and northern Illinois area on a new one-hour cable television series called "Midwestern College Review." The one-hour, 20 second Hope video can be seen at approximately 7:25 p.m. during the five Sundays in November on the following stations:

American Cablevision Systems Ch. 3
Cablenet Ch. 3
Cablevision-Oak Park Ch. 21
Cablevision-Evanston Ch. 11
Cablevision-Elmhurst Ch. 11
Cablevision-Wheaton Ch. 37
Metrovion Ch. 4
U.S. Cable of Lake County Ch. 3
United Cable of Northern Illinois Ch. 21
United Cable of Northern Indiana Ch. 19
Hope alumnus writes MIAA football book

by Doug Holm '86

The two "coaches" sat quietly in their first-floor Kollen Hall room, pondering strategies. Instead of pacing the sidelines as his quarterback barked out signals, Orlando Blazer Head Coach Todd Harburn '78 decided upon a play, rolled the dice and looked at statistical cards for the outcome.

A biology major and a defensive back on the Hope College football team, Harburn had helped organize the board-game league in 1976, his junior year. Although today his old board game is probably gathering dust in some closet, football continues to have a strong hold on Harburn, who has earned a D.O. degree from the Chicago College of Osteopathic Medicine. Presently in his fourth and final year of orthopedic surgery residency at Lansing General Hospital, he just co-authored a book on the history of football in the Michigan Intercollegiate Athletic Association (MIAA) with his father, Gerald.

"I really feel that the MIAA has a story to tell," he says. "The philosophy of these schools toward academics and athletics is really the only way that college football was organized and played. It's very commendable that they have been playing over 90 years of organized football and have kept it in perspective."

Released over two months ago at the annual MIAA Press Day, MIAA Football: The Illustrated Gridiron History of the Michigan Intercollegiate Athletic Association is the culmination of six years of research during Harburn's spare time. Digging in college archives, flipping through old yearbooks and college newspapers, compiling mountains of statistics, Harburn and his father have pieced together a football history of the MIAA — the oldest active athletic conference in the country.

Quite an interesting hobby for an orthopedist and an architect, but then a love for the game runs deep in their family. An all-MIAA defensive back his senior year, Harburn played football at Hope for four years. His brother, Todd, played at Alma College in the late 70s, while his father suited up during high school before attending the University of Michigan. The Harburns is clearly a family affair also.

Not only were the father-son team involved in all aspects of the project, but Mrs. Harburn also assisted in some research. Todd appears in the game-action photo on the dust cover, which is really trimmed in, of course. Hope's orange and blue.

"I thought it should be maize and blue," says Gerald, but I lost out."

Featuring team photographs from nearly every MIAA champion since football was added as a league sport in 1984, the book also includes a short text, yearly scores for each college as well as their all-MIAA players, and newspaper highlights — from the March 1988 Olivet College Echo (the month the league was founded) to the November 1985 Lansing State Journal. It also contains photos of current MIAA stadiums and action pictures from all eras. Long-time Albin football coach Morley Fraser wrote its foreword. Printed by Book-Crafters, Inc. of Chelsea, Mich., the 180-page book was privately published by the Harburs, who ordered a first printing of 2,000 copies.

"I didn't do this to make money," Harburn adds, "I did it because it's a nice tribute to the league and the people — past, present, and future — who love MIAA football."

Missing links abounded. In the league's infancy, less attention was paid to the game, making it difficult for father and son to compile basic information like game scores. At times, their only sources were student and city newspapers. They would read carefully, adding up the score if no final result was listed. Sometimes, if the home team lost, no scoring account was given at all. An opposite point system in the early days complicated the problem. And then, all the information had to be confirmed by another source.

Printing a historical piece that would be used as a reference, they were naturally concerned about committing errors.

The Harburns' hard work has paid off. Their book documents the early football era well. Pacing through the book, one finds photos from the 1880s — before football became a league sport — as well as each school's records in those years. After spending all those hours in the archives, Harburn has developed an interest in that era.

In those days, MIAA colleges would sometimes take the field against each future big-time powerhouse like Michigan and Notre Dame, usually being soundly defeated. (1902, Michigan clobbered Albion 88-0.)

"The fun part was seeing those old pictures. I'm fascinated by them," Harburn says. "It was also interesting to read the history — how the players went on weekend trips, how rough it was, the crowds, and the sparse equipment. Reading some of the accounts of the early games, I saw in some ways how college football hasn't changed."

While the book was published, Harburn once again feels the MIAA beckoning him, but in a different way. Next year he plans to open a practice in Alma and double as the team physician for Alma College. There he can continue to watch the history of MIAA football unfold from the sidelines.

"I did it because it's a nice tribute to the league and the people — past, present, and future — who love MIAA football."

Van Wylen expresses his hopes for the future

In his final year as president of Hope College, Dr. Gordon J. Van Wylen will be conducting many last-time events as the head of the college. On Aug. 28, one of those "lasts" included his final State of the College address, delivered to Hope faculty and administration.

Van Wylen commented on the current state of the college, the change of the presidency, and, mostly, devoted 14 pages of the 28-page address to his thoughts regarding the future of Hope College:

"I am eager that the college not lose any significant momentum during this period (the change of presidents)," he said. "I will certainly do my best in this regard, though I do sense within the somewhat hesitation to make decisions that another person must implement and live with."

However, I thought it might be helpful if I took this opportunity to outline my thinking on a number of areas.

On the size of the college. "For some time our goal has been to remain at our present size in enrollment. While this could be interpreted as a decision simply to retain the status quo, there are several factors which make this a reasonable decision. These reasons are: namely, maintaining a good student-to-faculty ratio and optimum use of facilities as well as retaining a sense of community and personal nature that are the hallmark of the college.

On facilities: While Van Wylen admits a good deal of his energies have been directed to campus development, the Hope campus has become a more attractive one. There are a few needs and potential projects, though, that still require some attention. The first is the renovation of the first and second floors of Van Zoeren Library which will eventually house the departments of education, computer sciences, and nursing as well as provide additional space for the mathematics, physics, and computer science departments. Also, Van Wylen mentioned eventually acquiring an apartment building on the corner of College Ave. and 10th St. for the admissions headquarters which are now located in two cottages on 10th St."

On academics: "Academically, the college is exceptionally strong, and I sense a creative, dynamic spirit that bodes well for continued academic vitality."

And to encourage that vitality, the college will begin to address the subject of an Honors Program at Hope. The first part of the program would be for the top one or two percent of students and would be designed to prepare them to compete for Marshall, Rhodes and other comparable scholarships. The second part would be a general Honors Program that would be more traditional and would provide challenges and opportunities for approximately the top ten percent of the class.

Concluding his remarks on his thoughts for the future and beginning his personal observations, Van Wylen jokingly stated that "This is not my swan song. That will come when this year is over and not as we begin it."
Cheerleaders gain notoriety

by Marji Lindner '87

Cheerleading. A bunch of crazy women screaming "Rah-rah, kick the referee," flailing their arms like drowning victims and always blocking your view of the most crucial play of the game, right? Well, not anymore. At least not at Hope.

Cheerleading at Hope is impressive mounts and dazzling gymnastics. It requires the skill and coordination of an athlete's body, combined with the grace and synchronization of a dance artist.

"Not that we have to dance to look good," says 18-year cheerleading coach and well-known Hope dance professor Maxine DeBruyn. But many of the cheerleaders do take dance classes to increase their flexibility and control.

Control is the key. When a cheerleader is supporting three other precariously balanced cheerleaders who are themselves providing support to the entire 14-person structure, she had better have more consistent control than any give-it-all-you've-got, one-shot, Mr. Universe type. And Hope's cheerleaders do. Even the women display incredibly strong stomach muscles.

"How strong?" you ask. Try to balance stomach-down on the arm of your sofa and make your body look like the letter "u" for a fair idea. Oh, and close your eyes and pretend that you are being held six feet in the air to get the real feeling.

One of the toughest mounts this year is "conquer." Four practices after it was first attempted, it looked good. On the mats in the Dow Center, while chanting "Hope will conquer all," the cheerleaders construct a central pyramid of two men supporting one woman and side pyramids consisting of two men supporting two women. The first woman stands on the men's knees, and the second on the shoulders of the first woman. Plus each pyramid has one man to help the top girls up.

The dramatic part is that while chanting "Alaska (some other MIAA school) will fall," the girl in the middle pyramid flips into the air, does a spread eagle (staying airborne long enough to allow the man who put her up there time to perform a forward dive roll underneath her) and lands in the arms of the other two men.

Meanwhile, on the sides, the bottom girl dives rolls out, allowing the girl standing on her shoulders to fall into the arms of the two supporting men.

Senior Lynn Curley from Wayland, Mass., compares it to a "three-ring circus where no one knows where to look next.

But these entertainers have not dropped everything to run away and join the circus. Most are involved in other activities besides cheerleading. This year's squad boasts members of the tennis and track teams, Fellowship of Christian Athletes leadership, a Nykert coach, various Greek affiliations, and seven Pull members, morale girls, and coaches.


"Sometimes we practiced (cheerleading) in the evening. And sometimes we practiced at seven in the morning."

For what? "It's a challenge," says junior Denise Fouts from Buchanan, Mich., "and I love to get the crowd involved."

"It definitely is a challenge," echoes junior Mike Haverdink from Hudsonville, Mich. "Before I tried out I had my doubts. I was a little uncomfortable with the idea of being a male cheerleader, but now that I know how hard it is, I just keep working to make myself stronger and better. And stereotypes are changing. I remember this one time we were playing Kalamazoo, (an exclusively female squad) and they were giving us a really hard time. But when Jeff Harden (a member of last year's squad) did one of his triple flips on the mini-tramp, they shut right up."

(The sad news for all is that Hope's mini-tramp will get its first rest in 15 years this season, due to insurance regulations.)

Hope has been a pioneer in changing the MIAA cheerleaders' image. DeBruyn's contract to coach the squad 18 years ago was contingent on the establishment of a co-ed squad right from the start. While a few of the five other existing MIAA squads have included men on different occasions, Hope certainly has not been influenced by their indecision.

"We are comparable to any Big Ten school where squad members are given athletic scholarships to cheer," says DeBruyn. (Hope does not give any athletic scholarships.)

But the time commitment is just as involved at Hope. Some members attended National Cheerleading workshops in Tennessee during the summer months. Everyone helps with the high school clinics in January and February to raise money for shoes and uniforms. (While cheerleading is finally gaining recognition as a sport and we're definitely a team," says Curley — varsity athletic funding has been slow in coming.) Plus, cheerleading has the longest season, an August to March schedule.

"This year, we might even take a day off rest between seasons (basketball and football)," says DeBruyn.

But, not only does DeBruyn work her squad. She works with them.

"We all practice together to create chants and moves," she says, "so everyone has a sense of ownership. And during try-outs, I rely on my experienced cheerleaders to help me pick the new members. I work closely with the guys. Try-outs are especially hard on them because they have to do all the lifting."

"Every girl feels heavy at first," says Haverdink, "but you have to give them all a fair chance."

Even though try-outs are hard on the existing squad, they are held twice a year.

This allows new students to be tempted by the football squad into trying out for the basketball squad. It also provides an opportunity for them to see what they're getting into before they're looking at the court from 15 feet above.

There's always more students trying out for basketball, too. Forty women and 10 men are not uncommon. Of course, some drop out as practice sessions conflict with study time and other activities, and DeBruyn makes two cuts.

This year's squad is unique in that DeBruyn has gone to seven men and seven women, rather than six and eight which used to be the norm. Crowds will see more "doubles" and less of the big mounts, but the big mounts will still be exciting.

"One of the advantages of having such a young squad this year (mostly sophomores) is a real willingness to try new things," says Baxter. "It's a fun squad."

"Yes, attitudes are so important," replies DeBruyn.

Sometimes there's one person or pair who just can't get a certain lift right. So they practice with someone else's partner who does have it right, and then they try again, and again, hugging when they finally get it right.

"One of the hardest things is timing," says Curley, "especially with two new people. Sometimes it gets so discouraging because even when we have master the skill, the timing might be off. One time I counted wrong, moved too soon and Toni Ferdinand (a sophomore from Fond Du Lac, Wise) fell off." That's why mounts are always built carefully, one layer at a time while a few members of the squad spot for any mishaps. Finally, it's ready for a game. And then it doesn't matter how many times it has collapsed, or how long it took to perfect. No one would guess because it all looks sooo easy.

I GOT HER UP THERE

I'LL GET HER DOWN: What football and basketball crowds see when the Hope cheerleaders perform on the field or court might look easy but, as with any team sport, it takes hours of practice. Here, Mike Haverdink practices a "lift" with Denise Fouts in the Dow Center (left) then they perform it to perfection as Haverdink is ready to catch Fouts at a Hope football game (right).
Campaign for Hope

New Maas Center dedicated

Dedication of the new Maas Student and Conference Center was held Thursday, Oct. 9 during a dinner honoring its donors and Steering Committee for The Campaign for Hope. The celebration was held in conjunction with Homecoming and the full Board of Trustees meeting.

Over 200 people attended the celebration in the Maas Center Auditorium. The keys to the building were presented by Joseph Vlister, of Vlister Construction Co., to Victor W. Eimeke, the chairman of the Board of Trustees.

As part of the Campaign for Hope, the Maas Center was donated to the college by Leonard and Marjorie Maas of Grandville and their sons, Thomas ’78 and Steven ’81. Leonard is a Hope trustee, and Marjorie is an active participant in the Hope College Women’s League.

The building was designed by James Van Hekken of Design Plus, P.C. of Grand Rapids. Design Plus has also been the architect for several other Hope buildings in recent years, including College East Apartments, the DePree Art Center and Gallery, and the renovation of Voorhees Hall.

The air-conditioned building, built at a cost of $1.1 million, features a cathedral ceiling and skylights in the central hallway. It contains a conference room and auditorium with over 4,800 square feet of meeting space. The auditorium can accommodate 300 people while the conference room can serve 65, and both rooms are equipped with state-of-the-art audio-visual equipment. The outdoor architectural style complements nearby Phelps Hall.

On behalf of the student organizations, Susan Langemans, director of student activities, explained that this facility will make a great impact on the overall quality of student activities. “If we believe student activities are essential to our students’ education, then we truly have reason to be excited about this new facility because its primary function will be student participation and involvement.”

The Maas Center will serve many college and community functions. Its flexible design will allow for summer conferences, symposia, concerts, banquets, meetings and other student activities.

A very challenging year for the Annual Alumni Fund

The 1986-87 Annual Alumni Fund Campaign hopes to raise an ambitious $800,000 from over 15,500 Hope alumni. Approximately 100 alumni are involved in the Alumni Fund drive, that helps support daily operating expenses and ongoing programs at Hope.

Last year’s campaign, under the leadership of Phyllis Biss ’58 Bursa, totaled $696,766, the second highest amount ever given by Hope alumni, falling just $4,682 short of the record contributed in 1984-85. This was a remarkable accomplishment because many alumni who contributed to The Campaign for Hope sustained or increased their Annual Fund support at the same time.

1986-87 Class Representatives

1920

George H. VanderBorgh

Lakehead, Fla.

1921

Harold E. Veldman

Grand Rapids, Mich.

1922

Matthew W. VanOostenburg

Cadillac, Mich.

1923

Bert Brower

Grand Haven, Mich.

1924

Isla Prum VanZalenham

Holland, Mich.

1925

Martha Gabbard Becknell

Singer Island, Fla.

1926

Ted and Kay Wilson Vandenberg

Zeeland, Mich.

1927

Ralph L. Mullen

Muskegon, Mich.

1928

Clarissa Popen Yager

Holland, Mich.

1929

Dink Mau

Grand Rapids, Mich.

1930

H. Sidney Heersma

Kalamazoo, Mich.

1931

Janet Kollen Schreuder

Holland, Mich.

1932

Lawrence DeCook

Grand Rapids, Mich.

1933

Evelyn Wierda Monroe

Frisco, Mich.

1934

James Z. Settina

Encinitas, Calif.

1935

Lucille Franks Bulman

Fennville, Mich.

1936

Sandra VanKoevering Hildebrand

Lansing, Mich.

1937

Jane Goble Brenn

Holland, Mich.

1938

Paul W. Holsemann

Grandville, Mich.

1939

Cornelius J. Stoketek

Holland, Mich.

1940

Grace Toren

Chicago, Ill.

1941

Theodore Sandula

Holland, Mich.

1942

John Maassen

Garden Grove, Calif.

1943

Florence Dykema Morgan

Clinton, N.Y.

1944

Vernon L. Boersma

Holland, Mich.

1945

Rose Schaar Maatman

Holland, Mich.

1946

Helga Szwartczyk Lucius (Spike)

Phoenix, Ariz.

1947

Lois TerBieck Cleaver

Grand Rapids, Mich.

1948

Lucile Yontken Holland

Allegan, Mich.

1949

Donald Rinkaus

Grandville, Mich.

1950

Charles W. Link

Canton, N.Y.

1951

Alice VanZooren Hermance

Schenectady, N.Y.

1952

Ruth Kroepp DeYoung

Wapum, Wis.

1953

Randall B. Bosch

Bayville, N.Y.

1954

Richard K. Weisgerber

Wyckoff, N.J.

1955

Lucille VanHouten Schroeder

Grand Rapids, Mich.

1956

Vern Hoffmann

Grand Rapids, Mich.

1957

Carl L. DeVries

Grandville, Mich.

1958

Virginia VanderBorgh DeVries

West, Linn, Ore.

1959

David E. Vanderveen

Eaton Rapids, Mich.

1960

Carol Rylance MacGregor

Houston, Tex.

1961

George Boerger

Manitowoc, Wis.

1962

Betsy Whitaker Jackson

Kalamazoo, Mich.

1963

Paul A. Kleinhans

Grand Rapids, Mich.

1964

Linda Walsh Goerlitz

Barrington, Ill.

1965

Sally Steketee Tegel

Grand Rapids, Mich.

1966

James and Rebecca Brookstra

Herkimer, N.Y.

1967

J. Stephen Larkin

Houston, Tex.

1968

Daniel Krueger

Grand Rapids, Mich.

1969

Cheryl and Karla Otting

Dyer, Ind.

1970

C. M. Rinkus

Grand Rapids, Mich.

1971

Johnny Johnson Brown

Holland, Mich.

1972

Richard K. Weisgerber

Wyckoff, N.J.

1973

Nancy Pickrell Hendricks

Homage, Japan

1974

Ruth W. VanHouten

Holland, Mich.

1975

Deborah Maxwell Cornell

East Grand Rapids, Mich.

1976

Nancy Pickrell Hendricks

Homage, Japan

1977

Susan Dirks Carlson

Holland, Mich.

1978

Scott and Meryl Saylor Pontier

Highland Park, N.J.

1979

James and Rebecca Brookstra

Herkimer, N.Y.

1980

Carol Mowrey

Ann Arbor, Mich.

1981

Bill VanEys Godin

Grand Rapids, Mich.

1982

Kay Neveu Brown

Colts Neck, N.J.

1983

Ken Anderson


1984

Jeffrey W. Beswick

Ann Arbor, Mich.

1985

James Bos

Holland, Mich.

1986

Karen Becker Bos

Holland, Mich.

1987

Thelma VanHoutten

Holland, Mich.

1988

James and Rebecca Brookstra

Herkimer, N.Y.

1989

Bill and Helen VanVliet

Grand Rapids, Mich.

1990

James and Rebecca Brookstra

Herkimer, N.Y.

1991

Bill VanEys Godin

Grand Rapids, Mich.

1992

Kay Neveu Brown

Colts Neck, N.J.

1993

John Anderson


1994

Jeffrey W. Beswick

Ann Arbor, Mich.

1995

James Bos

Holland, Mich.

1996

Karen Becker Bos

Holland, Mich.

1997

Thelma VanHoutten

Holland, Mich.

1998

James and Rebecca Brookstra

Herkimer, N.Y.

1999

Bill VanEys Godin

Grand Rapids, Mich.

2000

Kay Neveu Brown

Colts Neck, N.J.

2001

John Anderson


2002

Jeffrey W. Beswick

Ann Arbor, Mich.

2003

James Bos

Holland, Mich.

2004

Karen Becker Bos

Holland, Mich.
Clockwise: A special 1986 theme, “Thanks for the Memories,” put the Homecoming spotlight on President and Mrs. Van Wylen, who were readmitted as freshmen by Mark McDowell — complete with tropical jams; Dr. D. Ivan Dykstra was brought back to the classroom for an alumni luncheon; the Flying Dutchmen overpowered Alma on the gridiron, 35-7, as Ken Trumble (26) scored two touchdowns; members of the Delta Phi sorority whooped it up at the parade; William Kuyper ’61, a member of the New York Philharmonic, played at the Alumni Symphonette concert; and royalty was crowned at halftime — king Jon Beyer of Allegan, Mich. and queen Janice Day of Mason, Mich.
First in a series

the Social Sciences

Each issue of News from Hope College this year will provide an up-to-date look at one of the four academic divisions of Hope College. This issue focuses on the social sciences.

The following is taken from an interview with Dr. Nancy Miller, dean of the social sciences and professor of education.

What is the common characteristic that unifies the departments within the social sciences? Dr. Miller answers without hesitation that an emphasis on the human element is a central thread which weaves the six departments of her division together.

"It is particularly true in the social sciences that there is a concern for people and an emphasis on being of service," says Miller. "The social sciences concentrate on the ways in which people interact with each other. As part of that concern for people and an involvement in human factors, our division has a commitment to using scientific methods in research and scholarship to gain a better understanding of humanity."

But although the social sciences are characterized by the study of how people interact, communicate, behave, and learn, there can be an uneasy clarification of the departments that comprise the division. For example, political science was once a social science at Hope; now, it is a department in the humanities. Physical education, once a member of the performing and fine arts division, is now a social science. The switch for these two departments occurred in 1978.

"The social sciences are a conglomerate to some extent," Miller says. "There is no clear definition at times, and social science divisions may be comprised of different departments at other schools.

As with the other divisions, one of the social sciences' main emphases is a commitment to excellence in teaching the undergraduate. "No matter what else faculty do and how well they do it, their first priority is teaching. Students are our first concern," says Miller. "And the other things, like research, while very important, will enhance their teaching. And I think, moreover, the faculty members are people who care about the academic and personal lives of their students."

Another emphasis, Miller adds, is a good balance between liberal arts and career preparation within her division. Although there are those who feel there is no place for career orientation in a liberal arts program, there is also the realization that students want to leave college prepared for their futures. Some can't afford anything else, and some can't look at it any other way. But an equilibrium is worked out between the two, and careerism is never a stressed focal point. (See story on page 12.)

"The faculty not only express their commitment to the liberal arts, but I think they demonstrate it as well — in their own interests and orientations, their interdisciplinary effort, and their support of the mission and goals of the college. There is no dichotomy at all between the two. One reason this division is strong and its graduates both broadly-educated for life and marketable is the liberal arts context within which a number of us, faculty, administration, and students, live and work."

And with the commitment to liberal arts learning, many interdisciplinary ventures take place in the social sciences. As one example of collaborative programs between disciplines, Miller cites a diversity of projects in the economic and business administration department. This year, for example, "Principles of Economics" and "Cultural Anthropology" of sociology have been combined for a paired course (a new concept in core curriculum interdisciplinary study); James Heasler, associate professor of economics, and Stephen Hemmery of the History of the Social Sciences; Miller cites a diversity of projects in the economic and business administration department. This year, for example, "Principles of Economics" and "Cultural Anthropology" of sociology have been combined for a paired course (a new concept in core curriculum interdisciplinary study); James Heasler, associate professor of economics, and Stephen Hemmery of the History of the Social Sciences, are co-sponsoring the visit of an environmental economist to campus.

A strong response to off-campus internships and study is also one of the social sciences' strengths. "I think I am one of all our programs in this community, county, and overseas, it's obvious that our faculty and students have a tremendous impact on the quality of life and the effective functioning of schools, businesses, social service agencies, and churches in the Holland community and elsewhere."

Some off-campus programs include the Philadelphia Urban Semester, Vienna Summer School, London May Term, Rural Education May Term in northern Michigan, the Rio Grande Valley, the Chicago Metropolitan Semester as well as a number of other programs in the Holland community. These programs are available to other students as well, although social science students take particular advantage of their many experiences.

Recently, Miller has noticed new emphases in her division. A strong trend toward more research and scholarship has been evident in the social sciences during the last few years. Also, even though computer use has been extensively for several years, it is still increasing rapidly. "Computers are not only more accessible by faculty and students, but the uses have become more diverse, Computers are an integral part in many courses."

As for career counseling in the social sciences, Miller assures her own students that they will never regret their liberal arts background or their orientation toward a profession of helping others. "Most of all, I would encourage students to get a breadth in the liberal curricular choices as well as depth in their majors," she concludes.

"I would tell them to cultivate an interest in the arts, sports and humanities because they are preparing for a life that will be more than a profession. And what they are preparing for now may be distant, and we need to know what they will be doing eventually."

(Studies show that a majority of students change their career goals at least once during their college years.) "I think students should get a sampling of all kinds of things. And most of all, I would advise them to be open to opportunities that may arise while they are at Hope or at some other time in the future."


ECON. & BUS. AD.

PHYS. ED.

SOCIETY

COMMUNICATION

EDUCATION

PHYSICAL EDUCATION, RECREATION, & ATHLETICS

PSYCHOLOGY

SOCIOLOGY

Each issue of News from Hope College this year will provide an up-to-date look at one of the four academic divisions of Hope College. This issue focuses on the social sciences.

The following is taken from an interview with Dr. Nancy Miller, dean of the social sciences and professor of education.

What is the common characteristic that unifies the departments within the social sciences? Dr. Miller answers without hesitation that an emphasis on the human element is a central thread which weaves the six departments of her division together.

"It is particularly true in the social sciences that there is a concern for people and an emphasis on being of service," says Miller. "The social sciences concentrate on the ways in which people interact with each other. As part of that concern for people and an involvement in human factors, our division has a commitment to using scientific methods in research and scholarship to gain a better understanding of humanity."

But although the social sciences are characterized by the study of how people interact, communicate, behave, and learn, there can be an uneasy clarification of the departments that comprise the division. For example, political science was once a social science at Hope; now, it is a department in the humanities. Physical education, once a member of the performing and fine arts division, is now a social science. The switch for these two departments occurred in 1978.

"The social sciences are a conglomerate to some extent," Miller says. "There is no clear definition at times, and social science divisions may be comprised of different departments at other schools.

As with the other divisions, one of the social sciences' main emphases is a commitment to excellence in teaching the undergraduate. "No matter what else faculty do and how well they do it, their first priority is teaching. Students are our first concern," says Miller. "And the other things, like research, while very important, will enhance their teaching. And I think, moreover, the faculty members are people who care about the academic and personal lives of their students."

Another emphasis, Miller adds, is a good balance between liberal arts and career preparation within her division. Although there are those who feel there is no place for career orientation in a liberal arts program, there is also the realization that students want to leave college prepared for their futures. Some can't afford anything else, and some can't look at it any other way. But an equilibrium is worked out between the two, and careerism is never a stressed focal point. (See story on page 12.)

"The faculty not only express their commitment to the liberal arts, but I think they demonstrate it as well — in their own interests and orientations, their interdisciplinary effort, and their support of the mission and goals of the college. There is no dichotomy at all between the two. One reason this division is strong and its graduates both broadly-educated for life and marketable is the liberal arts context within which a number of us, faculty, administration, and students, live and work."

And with the commitment to liberal arts learning, many interdisciplinary ventures take place in the social sciences. As one example of collaborative programs between disciplines, Miller cites a diversity of projects in the economic and business administration department. This year, for example, "Principles of Economics" and "Cultural Anthropology" of sociology have been combined for a paired course (a new concept in core curriculum interdisciplinary study); James Heasler, associate professor of economics, and Stephen Hemmery of the History of the Social Sciences, are co-sponsoring the visit of an environmental economist to campus.

A strong response to off-campus internships and study is also one of the social sciences' strengths. "I think I am one of all our programs in this community, county, and overseas, it's obvious that our faculty and students have a tremendous impact on the quality of life and the effective functioning of schools, businesses, social service agencies, and churches in the Holland community and elsewhere."

Some off-campus programs include the Philadelphia Urban Semester, Vienna Summer School, London May Term, Rural Education May Term in northern Michigan, the Rio Grande Valley, the Chicago Metropolitan Semester as well as a number of other programs in the Holland community. These programs are available to other students as well, although social science students take particular advantage of their many experiences.

Recently, Miller has noticed new emphases in her division. A strong trend toward more research and scholarship has been evident in the social sciences during the last few years. Also, even though computer use has been extensively for several years, it is still increasing rapidly. "Computers are not only more accessible by faculty and students, but the uses have become more diverse, Computers are an integral part in many courses."

As for career counseling in the social sciences, Miller assures her own students that they will never regret their liberal arts background or their orientation toward a profession of helping others. "Most of all, I would encourage students to get a breadth in the liberal curricular choices as well as depth in their majors," she concludes.

"I would tell them to cultivate an interest in the arts, sports and humanities because they are preparing for a life that will be more than a profession. And what they are preparing for now may be distant, and we need to know what they will be doing eventually."

(Studies show that a majority of students change their career goals at least once during their college years.) "I think students should get a sampling of all kinds of things. And most of all, I would advise them to be open to opportunities that may arise while they are at Hope or at some other time in the future."

NEWS FROM HOPE COLLEGE, OCTOBER 1986

NINE
Six classrooms in the social sciences

by Eva D. Folkert

On the surface, the classroom situation seems to be fairly basic. The professor teaches, students listen, and the subject is the common ground in between. But the process of transferring a professor's thoughts into students' understanding is not basic. Different styles of teaching might mean using various visual material or issuing a subtle manipulation of words. Whatever the medium, the message gets across. In this section of our series on the academic divisions, a classroom from each department will be featured, highlighting the styles of teaching and subjects within the division.

At the beginning of the semester, two classes periods of Carl Shakow's, "Educational Psychology" are spent playing the Name Game. It's nothing akin to The Name Game song of the 60s that puts popular rhythm gibberish together. "Donna, donna, bonna, fonna, te fonna, noonna, noonna... Donna! No. Not at all. Shakow's version of the Name Game is based on repetition, repetition, repetition. (Stop that.) It's a recitation of names that begins with the first person in the front row to the last in the back. "Okay, we got to the third row last time. Will you start us off?" he says pointing to a young lad in the middle of the row.

She looks to the front and begins: "That's Beth Dohorsky, Diane Vos, Dave Planinga, Brenda Swanson, uh... let's see, oh, yeah, Mike Northaus, Missy Fleming, Terri Van Beleis..." She continues accounting at least 15 more names, and when she comes to her own, she introduces herself: "And I'm Christi VanderMolen."

"Another Italian slippin' in," jokes Shakow. He laughs often in Prof. Shakow's class. The next student begins the exercise and introduces herself. Then the next, and the next, and the next, and the next... (Stop that). The Name Game is more than just a tool Shakow uses to make his class more personable, though. He is also teaching his students that, contrary to what they might think, repetition is effective and has its benefits in classroom teaching.

"Doesn't it surprise you how much you can retain in a short period of time?" he asks. "But do you think this exercise was totally visual?" So much of our learning is multi-sensory."

He calls two students to the front to play the Name Game — with their backs to the class. Semi-blindfolded, they recall the sequence of names that has been said for them several times before, occasionally flubbing but often remembering.

While the Name Game is being played, Shakow helps reduce the anxiety that some students might feel from this on-the-spot memory work. No one wants to forget other students' names, especially if they're seated right next to you and have just been introduced. So he jokes, he points, and recognizes a job well done. He makes the situation light, ("He's so happy you got her name right") but not made light of ("psychological closure is an important commodity.")

The game ends. About 40 students have been identified, with names put to faces all will see for the rest of the semester. Shakow begins to lecture on the difference between artistic and scientific teachers. And as the definition for the artistic teacher is told, anyone can see Shakow fits the mold.

"Some people feel teaching is an art form. An art form? What is that?"

A couple students answer: "Creativity."

"Spontaneity."

"So you would say that an artistic teacher has a feeling for active teaching, for sharing knowledge instead of just giving it away. Yeah. The key word here is making your students feel a sense of ownership, buddy; that the knowledge is theirs, and you've shared it with them."

If you're a scientific teacher, and you're reciting the textbook in class, your kids will be remodel your room. The text is your homework, too.

"Deep down, the philosophy you must have about the subject is to meet your students' needs. It sounds so simple, but it's hard to do. But you really can't put anything over on kids. Your best teachers cared about you, and you knew it.

"Yeah, they knew it, Professor Shakow."

The chalkboard is full of equations, symbols, letters, graphs, all left from the class period before. As students enter Robert Gentenaar's, "Principles of Economics" classroom, they look at the abundance of white chalk against green slate with a kind of casual acknowledgement. Soon, they will discover what it all means. There's no need in paying close attention now. By the end of their class, the board will look like that again. Then they'll understand.

The professor erases his masterpiece and begins anew.

"Let's review the federal budget before we start talking about today's topic. Gentenaar starts, class is ready to fly. "First of all, the federal budget was never meant to be exact."

"He grins, seeming to know he's told a gross understatement. "This year's federal spending equals one trillion dollars."

"He says one trillion with a very deliberate tone. One trillion dollars."

"But this year's federal income is only 800 billion dollars which means the United States government has a 200 billion dollar deficit."

"He looks serious now.

"What do you think is the distribution of that deficit?"

"One trillion dollars."

"Many students answer an unequivocal, "National defense."

"It would seem so, but national defense does not get the most money. Most federal spending goes to income maintenance programs, things like welfare and social security. Defense spending is second, and interest payments on the federal debt is third."

"Deficit, debt, what's the difference?"

"The government owes money. Everybody knows that."

"There is a real big difference between the federal debt and deficit. This year's debt is 200 billion dollars less than the deficit."

"It's hard to imagine how much trillions dollars really is, but just remember, two trillion has 12 zeros after the two."

"And where does the federal government get it? Well, the main source far, and the thing else comes close, is personal income tax. At the state level, sales tax, provides the largest income. And local governments get their money from property taxes."

"The students can understand one simple illustration and conclusion to these facts: the American people pay tons of taxes."

"Gentenaar erases the board again. By the end of class, he has used his felt eraser several times. With so much information to give, he wastes no time, and board space, giving it.

"The main topic for the day, though, was demand, as in supply and demand. The professor's masterpiece of graphs, equations, and words is revised. Gentenaar always addresses the topic with a pluralized point of view. "What if we saw the price was $200 and you had to adjust when the quantity is increased?"

"He seldom uses the first-person narrative."

"I try to get students involved in the economic process themselves," he says of his teaching philosophy. "And if I'm talking and thinking with them, and not to them, they start to feel they're part of the economic situation."

"One of the most satisfying things for me is having students tell me they read the Wall Street Journal and understand it. Then I feel they are starting to get a better understanding of this country and our world. Economics can be a new way of thinking and looking at life.

A television picture has been put on pause. Halting the videotape makes the screen flicker with snow and flipping horizontal lines, but Jane Dickie has stopped the video portrayal of Eric Erickson's Eight Ages of Human Development to discuss the intimacy vs. isolation sequence with her "Developmental Psychology" class - a stage which young adults should understand well.

The cleverly-crafted film, with more sophisticated cartoon characters than the Looney-Tunes, reveals the humorous and
serious, but very realistic, aspects of falling in love; of making new friends; of learning to attain an element of trust — from one's self and others. Trust is an important word here.

"This is the first time in a young person's life when he or she begins to have a sense of autonomy, an adventure of being away from home. This is their time to try out a different identity and a new independence," Dickie says, the television softly buzzing behind her, waiting to go onto the next sequence. "Also, this is a time when they begin to develop serious relationships and self-relationships."

Hit the nail dead on the head. There wasn't a student in that class who couldn't relate to Dickie's facts about friend-finding and relationship-building commitments — who couldn't relate to growing up. Some may have tried to deny it. One student played a imaginary violin on her arm. [Melodrama in the works. But, she knew; that is life.

The film was by no means a "how to."

[How to behave, how to live.] No film can totally dictate a person's lifestyle. It was, though, a lesson in consciousness, of relating intellectual, emotional, social and personality developments during one's lifetime. [Be aware, be sensitive.]

examples that pertain to their own lives. And sometimes that's done with activities, like this film, during class time.

Dickie also uses other in-class experiences. Later in the semester, she borrowed children, ages three through 10, and they sit in on her class for students to observe as they display the world development of young.

"I want my students to leave any psychology class with a sense that human beings are worth understanding. I would like them to be able to develop a lifetime of sensitivity for themselves and others."

If they did, Dickie's next sequence was about sensitivity in the next stage. Dickie flicks the television back on. The snow leaves; a picture appears. Erickson's next sequence: The age of generativity vs. stagnation; the age of caring, producing, creating; the age of careers (working for a living) and family (changing diapers).

... ...

Dickie, assistant professor of sociology.

America was an urban country. For the first time in its history, a majority of American people lived in the cities — 51 percent. [Urban sprawl had struck.]

"But where were all these people coming from? And why were they going to the cities?" he asked.

"I was all taken by the newspaper this summer with the Statue of Liberty celebration. They were coming from Europe," a student answers.

"Yeah. And many people were leaving the farm too because automation had entered farming. If you had a tenant and could work 16-hours a day, then you had a job in a city. There was no such thing as unemployment in the cities during those days." [The Great American dream was born.]

"There is a uniqueness about American cities that too many people tend to generalize," Nemeth says of his subject matter. "Eastern cities are different than western cities, north different from the south. But they all tell a story of how this country grew up.

... ...


donna Eaton, assistant professor of physical education.

"The inability to make a commitment leads people to protect themselves with masks — like the cartoon characters did — to hide what they really feel and believe," Dickie says, recalling a vignette. "When we begin to pull down our facades and share our feelings, we begin to work out a level of equality in our relationships. And instead of looking out for your own pleasure, you begin to want to meet other people's needs."

Before she starts her lecture on any part of the film, Dickie enjoys discussion with her students. "What things did you see happening here?" she asks. Like Gentenaar's use of the chalkboard, Dickie uses discussion as much as she can.

"I want my students to be actively processing their thoughts without always writing everything down," she says. "So I like to involve them in their learning by giving them an element of censorship since the station has decided not to air the show. But the reasons behind the pre-emption are not because of a concern over obscene words or scenes but a concern for quality and their audience.

And what about newspapers? Are they all-powerful too? As in the 60s, does America still feel the print industry is part of the Establishment?

Niemel, who is ever on top of current local and national media issues, doesn't feel newspapers have the power everyone — the American people and the newspapers themselves — believe they have. Research has found that most people read what they already believe and aren't usually swayed by what a newspaper editorial might want to persuade them to think. Niemel contends that what we do with the information is up to us: We are reading filters.

But what about the way, for example, the American press handled terrorism overseas? Wasn't it blown out of proportion?

"But that's what news is — an exaggeration of the unusual. I suppose the newspapers could have printed pictures of wounded people and broken buildings but would that thoroughly tell us the news? People have a right to know.

"To live in a democracy, people need to be intelligent consumers of news. They need to be wary of what they read. I want my students to remember that they should seek more than one source of information."

"Some people feel if they just watch the news every night, they'll be well-informed, continued on page 17..."
Does careerism threaten the liberal arts?

by Dr. Jacob E. Nyenhuis

There is widespread and mounting concern among educators that careerism and consumerism predominate in higher education. The authors of a recent book, Careerism and Intellectualism Among College Students (Katchadourian and Bolli), follow that prefatory statement with a question. They ask, "Who would have thought that over a mere decade or so, careerism would replace radicalism as the central concern of educators?" And then they declare, "The college student of today is, in some ways, the answer to the prayers of teachers and parents of yesterday..."

Meanwhile, the chairman of the board of CBS, Inc. declared, just a month before he lost his job due to the Paley-Tisch takeover, "liberal arts graduates are back in demand in corporate suites, and it's a trend that is sure to bring rewards to companies that realize the practical value of a liberal education." And the new chairman of the National Endowment for the Humanities, Dr. Lynne V. Cheney, wrote in the Sept. 1 Newsweek's "My Turn" about the value of the liberal arts to American corporations. She lists a number of successful Americans in the highest levels of both government and industry who majored in a liberal arts discipline. Citing a Fortune magazine report that "38 percent of today's CEOs majored in the liberal arts," she further notes that "nine of the top 13 executives at IBM were liberal arts majors."

At the faculty conference prior to the opening of the new academic year, I posed several questions for our faculty on the subject of liberal arts and careers.

First, are we really facing a new problem or simply the revival of an old one? If we put the issue of careerism in historical perspective, we discover that since at least 6,000 B.C. "education has always had a central vocational purpose." The conflict between utilitarian and liberal education goes back at least as far as the late 4th century B.C., when the Sophists and Plato's academy pursued competing goals. And in the history of our own country, the debate has continued for nearly two centuries.

I hardly need to remind you, in the year of Harvard's 350th anniversary, that Harvard was founded for the purpose of training Calvinist ministers. And less than a century later, Yale was founded for two purposes: to combat the growing liberalism at Harvard and to train Calvinist ministers.

As the Commission on the Humanities stated in its 1980 report, The Humanities in American Life, "The early American college had three basic aims: to train young men for the clergy or political leadership; to develop the mental discipline and moral and religious habits appropriate to a cultivated gentleman, whatever his vocation; and to maintain, through induction into the traditions of classical culture, a small elite of the educated in a predominantly agricultural society."

Certainly, the same description would fit the beginnings of Hope College.

The second question I would pose is: How serious is the problem? To answer this question I turn to the study of Katchadourian and Bolli.

Statistics from several national data bases, including the American Council on Education's (ACE) annual surveys of incoming freshmen and a series of Carnegie studies, reveal the following:

"Among all freshmen entering college in 1967, the commonly endorsed goal was developing a meaningful philosophy of life (33 percent). Second was an authority in my field (68 percent), followed by "helping others in difficulty" and "keeping up with political affairs."

"A decade later, much had changed. The most important goal now is becoming an authority in one's field (75 percent). Developing a philosophy of life had fallen to third place, and it was no more important than raising a family (59 percent) and being very well off financially (58 percent). The drop in concern with developing a philosophy of life was enormous — some 23 points — while being well off financially increased by 15 points."

"By 1983 these trends had become even more accentuated. Developing a philosophy of life was down to just over half its 1967 level and had become only the seventh most important goal. Becoming an authority in one's field and being well off were the most important goals (endorsed by 72 percent and 69 percent of freshmen respectively), followed by raising a family."

"Third, do we ourselves contribute to the problem by trying to sell the advantages of a liberal arts education to students and their parents?"

Statistics from several national data bases, including the American Council on Education's (ACE) annual surveys of incoming freshmen and a series of Carnegie studies, reveal the following:

"Among all freshmen entering college in 1967, the commonly endorsed goal was developing a meaningful philosophy of life (33 percent). Second was an authority in my field (68 percent), followed by "helping others in difficulty" and "keeping up with political affairs."

"A decade later, much had changed. The most important goal now is becoming an authority in one's field (75 percent). Developing a philosophy of life had fallen to third place, and it was no more important than raising a family (59 percent) and being very well off financially (58 percent). The drop in concern with developing a philosophy of life was enormous — some 23 points — while being well off financially increased by 15 points."

"By 1983 these trends had become even more accentuated. Developing a philosophy of life was down to just over half its 1967 level and had become only the seventh most important goal. Becoming an authority in one's field and being well off were the most important goals (endorsed by 72 percent and 69 percent of freshmen respectively), followed by raising a family."

"Third, do we ourselves contribute to the problem by trying to sell the advantages of a liberal arts education to students and their parents?"

"Statistics from several national data bases, including the American Council on Education's (ACE) annual surveys of incoming freshmen and a series of Carnegie studies, reveal the following:

"Among all freshmen entering college in 1967, the commonly endorsed goal was developing a meaningful philosophy of life (33 percent). Second was an authority in my field (68 percent), followed by "helping others in difficulty" and "keeping up with political affairs."

"A decade later, much had changed. The most important goal now is becoming an authority in one's field (75 percent). Developing a philosophy of life had fallen to third place, and it was no more important than raising a family (59 percent) and being very well off financially (58 percent). The drop in concern with developing a philosophy of life was enormous — some 23 points — while being well off financially increased by 15 points."

"By 1983 these trends had become even more accentuated. Developing a philosophy of life was down to just over half its 1967 level and had become only the seventh most important goal. Becoming an authority in one's field and being well off were the most important goals (endorsed by 72 percent and 69 percent of freshmen respectively), followed by raising a family."

"Third, do we ourselves contribute to the problem by trying to sell the advantages of a liberal arts education to students and their parents?"

Statistics from several national data bases, including the American Council on Education's (ACE) annual surveys of incoming freshmen and a series of Carnegie studies, reveal the following:

"Among all freshmen entering college in 1967, the commonly endorsed goal was developing a meaningful philosophy of life (33 percent). Second was an authority in my field (68 percent), followed by "helping others in difficulty" and "keeping up with political affairs."

"A decade later, much had changed. The most important goal now is becoming an authority in one's field (75 percent). Developing a philosophy of life had fallen to third place, and it was no more important than raising a family (59 percent) and being very well off financially (58 percent). The drop in concern with developing a philosophy of life was enormous — some 23 points — while being well off financially increased by 15 points."

"By 1983 these trends had become even more accentuated. Developing a philosophy of life was down to just over half its 1967 level and had become only the seventh most important goal. Becoming an authority in one's field and being well off were the most important goals (endorsed by 72 percent and 69 percent of freshmen respectively), followed by raising a family."

"Third, do we ourselves contribute to the problem by trying to sell the advantages of a liberal arts education to students and their parents?"
Champion of life

by Eva D. Folkert

Joni Van der Veen '64 Dunn had never been in a place like it before. It was certainly not like the place she had just left. The air seemed light and so, and it glowed with brilliant whiteness. She hadn't a worry in the world. No worries. No responsibilities. No feeling. It was blissful, divine. It was heaven. Wasn't it?

This world felt too good to leave, Joni thought. Her entire life was there in that light place. She saw her childhood home in Lafayette, Ind. She remembered her days at Hope. She forgot about those two jobs she had been working to support herself and her son, Bryan, who she had been raising alone since 1970.

But Bryan. What about Bryan? Who would take care of him? She worried and decided it was time to go. She felt her body physically walk away and leave the euphoric place. In that instant, she opened her eyes.

When Joni awoke, she found she was still laying in the snow at the bottom of a 200-foot ravine, very badly injured, feeling an unbelievable fire burning internally. The gentle trail she was skiing along on a Vermont mountain turned her into the most fierce, dangerous run of her life. The white, powdery snow she was accustomed to became white, slick ice. Her skis shattered on top of the hard surface as she tried to make a sharp right turn, and Joni lost control, flying into the air. There was no sensation of falling. The earth came to me. I wanted to be in that position. I just wanted to be down on the ground," she recalls of the traumatic day in January 1972. "I saw a tree coming right toward me. I wanted to hit it because I knew it would stop me. It just looked like I could fall forever if I didn't."

Falling head on for the tree, Joni quickly jerked her body so her backside would take the impact. With the quick motion of the turn, her head hit the back of the car and she was thrown back. When she struck the tree, she heard more.

Now, out of her euphoric state, laying motionless on the ground, Joni knew she had to hang on to consciousness. She started congratulating on objects around her. She noticed her skis were still on, and she was grabbing her poles. She saw blood in the snow and wondered where she was cut. She spotted her hat. "I don't want to lose that hat," she thought. She reached for it and realized she could move her arms.

Joni credits the rescue team with saving her from a fate of paralysis. "They had to get me on a backboard and immobilize me. That really hurt. I fought them because I wanted to be Roman's and forced the backboard. If they had let me curl at the waist, I would have cut my spinal cord in half. But they pulled me back. I screamed. Please guys, just do this way. But they wouldn't listen. They were so great. It's so hard to do something like that when someone is really hurt and saying 'If you'll just do it my way, I'd be okay'"

She was rushed to a small local hospital – Grace Cottage, a clinic-home of sorts. In a semi-comatose state, she heard the doctors discussing her x-rays. "You'd better call your parents. She isn't going to make it through the night," one said. "There's absolutely nothing we can do."

The diagnosis was terrible. Three fractures in her neck, six in her thoracic spine, and four more in her lower back. A fractured skull. Several fractured and broken ribs. A collapsed lung. And a lot of internal bleeding.

Although they thought she was too drugged to understand, Joni heard the doctors. Then, with all the odds stacked against her, she made a deal with herself.

"I was determined to get better. I was going to beat this thing. I wasn't going to let it do me in. I was just going to keep one thought: Get better every day, and eventually, get up and walk out of here."

The human body is a curiously complicated thing. Who would ever have thought this badly broken woman would survive, recover, and eventually become one of America's most durable triathletes, a competitor in swimming, biking, and running. Thirteen years after her near-fatal accident, no odds-maker would have bet Joni could set a world's record in the Hawaiian Ironman Competition: 2.4-mile swim, 112-mile bicycle, and 26.2-mile run – the pinnacle of triathlons.

After three weeks in Grace Cottage, sandbags packed around her and a metal halo clamped to her skull, Joni was transferred to Greenwich Hospital in Connecticut. Home. A hospital at Hope; she had been a lab technician there since 1966. In Greenwich, the patient road to a long recovery would begin. The first step was fitting the new, 110-pound woman with a full-body brace that extended from the top of her head to the top of her thighs.

"When I first saw the brace, I was terrified. I looked like something from the Middle Ages," she said.

Joni lived in the brace for several months, finding a spinal cord structure in September 1972. Then, eight months after the accident, she had to make a decision: She would either have to submit to a risky back surgery at the Columbia Presbyterian Hospital in New York City or live in the brace for the rest of her life.

Her odds weren't good. The operation could kill her, paralyze her, or make her well, leaving her more functional, but still in pain. Ally lead to paralysis at an older age. Today, Joni stands as strong as a soldier, and the 44-year-old athlete looks like a 22-year-old college student.

For the first time since the accident, though, Joni started to feel sorry for herself and asked the sympathetic question, "why me?"

"I had a really hard time accepting the whole thing and was very depressed. I would see myself in a mirror and hate the way I looked. I was/aged at over an all-time low. I was happy to be alive and still, but there were a lot of problems and the pain."

Unrelenting pain that lasted for three years. Six months after the operation, Joni had stopped her cortisone injections. After learning she was depending on people to help her, she decided she wasn't going to rely on drugs too.

As the pain persisted, Joni remembered her father's advice to try swimming, an exercise that would relieve some pain and bring muscle-tone back. Easy enough. But her only swimming stroke was a very crude style.

"And I wasn't going to admit that to anybody either."

Finally getting up courage, she joined the local YWCA in 1974. Still not admitting that she couldn't swim, Joni would get into the slowest lane and watch the other swimmers underwater through her goggles. Imitating their movements, she taught herself finer swimming techniques.

Some pain started to subside and eventually, she self-taught swimmer worked her distance up to a half-mile. As the swimming took away some physical pain, she met a young doctor at Columbia Presbyterian who relieved some emotional hardship. In 1975, she married Dr. Vaughn Dunn.

Leaving her night job at the hospital after her marriage, Joni began teaching science and coaching seventh-grade field hockey at a local private school. Her back still gave her some pain, and Joni regretted not being able to run laps with the girls who pleaded with her to jog along. But a bright blue pair of Nike sneakers changed all that.

"I bought them only because I liked their colors," she laughs at the reason for her introduction to running. "I thought my goals were just going to love this."

Those shoes turned out to be the future competitor's godsend. The construction of the shoes' sole gave some relief to Joni's back, and she found she could run without jolting pain rising up her spine. The next afternoon she ran laps at practice. A few months later, she was jogging three miles a day. In 1978, she competed in her first 10-kilometer race. And, in 1979, a year and a half after she found her blue-yellow reasons for running, she entered the New York City Marathon and finished in the top ---Continued on page 19---

NEWS FROM HOPE COLLEGE, OCTOBER 1986
1986 Third Generation Students

Front row, left to right: Bruce VanderKolk, son of Roger '58 and Joan Pyle '55 VanderKolk, grandson of Metta Kemme '27 Pyle; Mark VanGenderen, son of Kurt '63 and Beverly Joechel '62 VanGenderen, grandson of Stanley '36 and Fern Cortezville '38 Joechel; Anne Roos, daughter of Robert Roos '52, granddaughter of Arthur '24 and Ruth Dalman '30 Roos; Sheri Waterloo, daughter of Mary Scherpenisse '65 Waterloo, granddaughter of Lester Scherpenisse '29. Back row, left to right: Kristen Benes, daughter of Paul '59 and Marilyn Henderickson '60 Benes, granddaughter of Alberta Kingma '31 Benes; Amy Von Ins, daughter of Karl Von Ins '60, granddaughter of Margaret Repic '33 Von Ins Kibby; Tom Stryker, son of John '60 and Mary Van Koevering '60 Stryker, grandson of John '32 and Marian Anderson '31 Stryker; Elizabeth Becker, daughter of George Becker '58, granddaughter of Clarence '31 and Elizabeth Smith '31 Becker. Missing: Andrew Hakken, son of B. Daniel '50 and Donna Hoogerhyde '56 Hakken, grandson of Bernard Hakken '20 and Elda Van Putten '18.

Mud Bowl Pull

The record rainfall that hit West Michigan in September had a sloppy effect on the 89th annual Pull. The tug-of-war was postponed for a day, waiting for a fierce thunderstorm to subside, and when the pulling commenced on Saturday, Sept. 27, the classes of '89 and '90 had the dubious honor of tagging “in the worst conditions I’ve seen in 20 years,” said Tom Renner, director of public relations.

Time ran out for the freshmen, though, as the Pull was whistled to a halt after the three-hour time limit and the sophomores named the victors; they pulled five more feet of rope.
Arkies celebrate 40th anniversary

The Arcadian Fraternity celebrated its 40th anniversary during Homecoming weekend Oct. 10-12 with a variety of activities and celebration events. The fraternity's first reunion, it was the result of efforts by active members on campus.

“We thought it would be a little special for the alumni to know we were still interested in them enough to put this together,” said senior Kevin Shoemaker of Grand Rapids, the fraternity’s corresponding secretary.

Planning began last spring, after Shoemaker received over 100 postcards expressing interest in the idea. He and other alumni like College Chaplain and Arcadian charter member Gerard Van Heest arranged the schedule of events which included a pre-game cook-out; a dinner banquet and dance; and Sunday morning Chapel service led by fellow fraternity alum, the Rev. James Nevald, also president of the General Synod of the Reformed Church in America.

Although the more formal 50-year reunion is still 10 years down the road, Van Heest says that the 125 alumni treated this celebration like it was the 100th.

“It was much more casual,” he says, “and what's interesting is that the actives did it for the alumni. They bore the burden for fund-raising and planning.”

One of the highlights of the festivities, Shoemaker said, was the Friday night literary meeting featuring speaker Harold DesAutels '47, the founding president of the Arcadians, who flew in from Phoenix, Ariz. “Everyone totally enjoyed his presence,” Shoemaker laughed.

Relative babies among Hope College fraternities, the Arcadians were organized in the fall of 1946 when male enrollment doubled as a result of the returning World War II veterans. Only one fraternity, a group called Tri-Alpha, had existed on campus during the war, but with the end of the war, Tri-Alpha disbanded, and the old fraternities —Knickbecker, Emersonian, Cosmopolitan and Fraternal —began reorganizing. Several men who had never been a part of those old fraternities, however, decided not to divide amongst the existing frats. They began their own. Choosing the Greek letters Chi Phi Sigma because they presented service, love, and wisdom, the group called itself the Arcadians. By the end of their first year, it had doubled in size, admitting a pledge class of 45.

Today, the fraternity numbers 58 active members.
Class of '76 Reunion
Row 1: Michael Atchley, Kathy Brinks Waterstone, Jane Van Dyke, Cindy Clair, Kathy Curtis Korstange, Lenann Williams, Margaret Byl, Ann Neher, Alison Wear, Herman, JoAnn Whitefleet Smith, Tom Foye, Barb Smith Bussema, Margaret Vandenberg, Buckley, Kim Buckley, Jim Schmidt, Rich Wheeler, Jeff Maatman.
Row 3: Kay Moore, Telma, David James, Nancy Tramp Boll, Dale Rennemls, Renato Donato, Jr., David Kieffer, Helen Dingwall Zylstra, Lisa Pifer Martin, Becky Norden.
Row 5: Steven Alkema, Tom Page, Gordon Alderink, Joanne VanOss, Holly Fox, Suzanne Hoyt Klok, Dave Dais, Pat Russell Dingum, Sue Rockhoff.
Row 6: George Morgan, Nancy Bule Halversen, Richard Swier, Glenn Swier, Pat Mayskens, Joan Klasing Kennedy, Mark McCullough, Betsy Endin.
Left Ledge: Dan Van Pernis, Kurt Richardson, Gary Nieuwsma, Bill Weller, Jon Soderstrom, Kathy Kolenko Balkema.
Right Ledge: Susan Boers Smith, Rick Smith, Chris White Navarra, Dirk Bloemendaal, Jerry Boose, Carol Nykerk, Carol Fret Ritcheske.

Class of '81 Reunion
Row 1: Charla Brouwer, Nancy Dirkse DeWitt, Susan Ward Langejans, Nancy Ritchie, Ronda Granger Russ, Susan Miller DenHered, Phyllis Van Tubergen Nykamp, Sheryl VanDyke Pastoor, Joan Dykema, Mimi Hall, Beth Harvey Sperda, Susan Marie Chan, Terri Whitney Shaffer, Kim Middleton, Debra Kunz Khorany, Pat Hull Ruggiero, Nancy Torven Hammar, Marilyn Johnson Aardema, Mary Burton, Jane DeYoung Slette.
Row 2: Douglas Buck II, Denny Griffin, Stephen LeFevre, Mark Laman, Craig Morford, Kris DeFree, Barbara Inaume DeFree, Rebecca Goldberg Myster, Nancy TenHave Bekias, Greg Bekias, Pamela Schmidt, Lori Kunzie Sadler, Deborah Blair, Debra Clark Burg, Mazwieh Maughian Hattar, Karen Perry Leren, Lori Fox Them, Sue Weaver VanDop, Marianne Dykema Griffin.
Row 4: Van Rathban, Scott DeWitt, Craig VanArendonk, Glenn Bussies, Tim Jasperse, John Webster, Karen Nattress Hornecker, Ken Hornecker, Mary DeYoung, Barbara Herpich, Kris Lesak Wallowski, Jennifer Wallgren, Jan Kloppeens Werner, Brad Cook, Gaye van den Hombergh, Sarah DeWitt, Neil Knutsen.


**golf reunion**

The 1961 golf team held a 50th reunion on April 15 at a golf course in Holland where they reunited to play golf. Those returning included:

- Coach Bill Oosterink
- Rob Klasen '61
- Jim Wrenn '61
- Bill VanDerveldt III '62
- Ed Van Dam '63
- Dean Overman '62
- Jim Thompson '63

**Classrooms continued from page 11**

Television is just a standard tool. People need to read news. Magazines have also lost the entire picture. Each source obviously does things better, but to really be on top of things, you can't rely on one media element.

**F**

Fat. Who needs it? In an American society, obesity is so obvious we're starved, fatigued, depressed and down-right detestable. But, as Donna Eaton told her Health Dynamics class, it is not always better.

"Each one of our body frames is meant to hold a specific percentage of fat," she told her class, "a Health College requirement for freshmen. If a person has very little body fat, then it could be unhealthy because the body uses fat for fuel. It's hard to imagine little fat being unhealthy, but it is. Of course, you don't want too much either." Not only is fat a tough subject to talk about, but each student in a Health Dynamics class has to own up to how much comprises their weight. Briefly thought. They are then weighed on a scale, placed into a vat of water to see if they're healthy or not. The weight loss is then recorded. It's hard to imagine little fat being unhealthy, but it is. Of course, you don't want too much either. Not only is fat a tough subject to talk about, but each student in a Health Dynamics class has to own up to how much comprises their weight. Briefly thought. They are then weighed on a scale, placed into a vat of water to see if they're healthy or not. The weight loss is then recorded. It's hard to imagine little fat being unhealthy, but it is. Of course, you don't want too much either.

Not only is fat a tough subject to talk about, but each student in a Health Dynamics class has to own up to how much comprises their weight. Briefly thought. They are then weighed on a scale, placed into a vat of water to see if they're healthy or not. The weight loss is then recorded. It's hard to imagine little fat being unhealthy, but it is. Of course, you don't want too much either.

Not only is fat a tough subject to talk about, but each student in a Health Dynamics class has to own up to how much comprises their weight. Briefly thought. They are then weighed on a scale, placed into a vat of water to see if they're healthy or not. The weight loss is then recorded. It's hard to imagine little fat being unhealthy, but it is. Of course, you don't want too much either.

Not only is fat a tough subject to talk about, but each student in a Health Dynamics class has to own up to how much comprises their weight. Briefly thought. They are then weighed on a scale, placed into a vat of water to see if they're healthy or not. The weight loss is then recorded. It's hard to imagine little fat being unhealthy, but it is. Of course, you don't want too much either.
Remember Hope When Planning Your Estate

We can help you find out more about the advantages of planning your estate.

Please send me in confidence and without obligation:

☐ How to Write a Will That Works — 40 Answers to Questions Often Asked About Wills
☐ Information about establishing an Endowed Scholarship Fund
☐ New 1986 Tax Law — This special brochure outlines the new law in simple English. It talks about new opportunities, smart year-end tax moves — including charitable gifts — and warns of pitfalls. It also explains the continuing tax benefits for outright and deferred charitable gifts.

Name
Address
City, State, Zip

Telephone

Write or call today:
John H. Geller, Director of Planned Giving, Hope College, Holland, MI 49423, (616) 392-5111, ext. 2040

EIGHTEEN

NEWS FROM HOPE COLLEGE, OCTOBER 1986
Champion
continued from page 13
25 of her age group.

Concentrating on running, she forgot about swimming. She saw her body begin to transform into the typical runner's build. Doug's muscles grew so fat. For the first time since her operation, she looked like the way she looked. But in 1983, she experienced six stress fractures in eighteen months.

"I was disappointed. I loved to run, and I was concerned. I had never been in better shape in my whole life. I didn't know what was going to do."

So she went back to swimming. And when the fractures healed, she ran again, but this time she continued to swim, too. Now she started competing in triathlon competitions.

When she saw her first triathlon — the Ironman Competition in Kona Hawaii on television in 1982, she wondered why anybody would subject their bodies to something like this. She saw Judy Mos, the women's winner, cross the finish line and was in awe of her mental strength. She also watched a man from her hometown, Mark McIntyre, finished sixth.

In the spring of 1983, Joni applied for her first triathlon. She picked up an application for a 25 mile bike race, 10-kilometer run, and mile swim Tampa Bay triathlon at her local sports store and decided to compete "only because my parents lived near the shore and I fell in love with the ocean, nobody else knew how to do it."

"Well, I got down there and they marked my arms with my number, and I just felt so proud. Then the darn thing started and I was incredibly nervous. I started to swim and within eight or nine strokes, my goggles got knocked off. There were arms and legs all over me. So I just stopped."

"I'm doggy-paddling for all I'm worth, then I realized I am not deep enough and could touch bottom. I thought, "This is ridiculous. How does anyone do this?"

In the meantime the whole field has left me. I turned around and looked at the shore. Then I thought, "You came down here to do this thing, you've been through so many terrible things in your life, what's one more? Just try to get through this swim. Something said I couldn't do it. I'd never quit anything before."

Joni only finished the swim ("walking myself in the water through every stroke"), she finished the race and won her age division. Not bad for her first attempt at a brand-new sport.

Mary Lysaght '85, master of arts degree in theology, University of Notre Dame, Aug. 1986.

John McMillan '84, master of economics degree, University of Chicago, May 1986.

Sara VanAntwerp '82, M.D., College of Human Medicine at Michigan State University, May 1986.

Nancy Nuyenye '80, J.D., Washburn University, May 1986.

David Peter '81, M.D., University of Pittsburgh, May 1986.


Susan Shuger '75, J.D., Western New England School of Law, May 1986.


Cynthia Socall '81, master of business administration degree, University of Wisconsin-Madison, May 1986.

Annie Coyle '75, Stuart, master of arts degree, Central Michigan University, May 1986.

Merri Swarva '82, D.D.S., Marquette University, May 1986.

Timothy Taylor '82, J.D., University of the Pacific McGeorge School of Law, May 1986.

During the summer of 1983, she competed in five more triathlons, winning them all. An age group win and age group course record at the President's Triathlon in Dallas, TX qualified her for the Super Bowl of triathlon — the Ironman. Joni realized that her coach, Joni familiarized herself with the Hawaii course, arriving a week before the competition. He taught her what to eat, what to drink, and what to give it everything, then take it easy.

As Joni would be competing for about half of a day, she would need to know some extra strategy.

"The race started and, for the first time since and before the Ironman, I did the swim without a single person touching me. It was like there was just a path for me. I don't understand, but it was there."

Joni finished the Ironman at 12:03.26, then a world record for the women's 40-and-over age group.

The morning after the competition, Joni anxiously concentrated on the finisher's board. While trying to find her place among over 1,000 competitors, she heard a woman next to her agonize, "Oh, damn."

"What's wrong?" Joni asked.

"Oh, I thought I finished second behind Barbara Faye (the favorite in the 40-and-over age group), but I finished third. Some lady named Joni Dunn won. Who is Joni Dunn?" the woman asked.

"At ______ well ______ that's me."

"Where in the world did you come from?"

Joni could have said, "Take a seat, it's a long story."

And this year, she is telling it. Joni has entered and won 11 triathlons in her age group, setting age course records in all of them. She broke her old world record at the Cape Cod Endurance Triathlon — National Endurance Race, posting a 1:17:53 time. (At this age Ironman, she hopes to reduce her time to 11 hours, 40 minutes.)

Since her miraculous recovery and determined victory at the Ironman last year, her notoriety has ranged from appearances on the syndicated PM Magazine and People Are Talking features in McCall's, the New York Times, Reader's Digest, Family Circle, and most recently, a United Artist producer has approached her about making her story into a made-for-television movie.

Like any unknowing competitor at the finisher's board, many people want to know just where Joni Dunn came from.
This year, have a Hope College Christmas from the Hope-Geneva Bookstore.

And if you can’t get to the bookstore, write or call us for a copy of our catalog:
Mail Order Dept.
Hope-Geneva Bookstore
Hope College
Holland, Mich. 49423
(616) 392-5111, ext. 2143