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May it was Mom’s college scrapbook. Maybe it was Dad’s oversized football jersey that became the coveted family tights or 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 kindergarteners, and 50 percent remember Hope hints as elementary students.

Those stories became real on Junior Days, Nykerk nights, bus trips, and at Explorations, 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 as 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, 53 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.
ENROLLMENT UP: Hope College enrollment for the 1986-87 school year has risen slightly from the year ago, 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 fall of 1984. Last year’s student body totaled 2,522, with 2,289 degree-seeking students.

Despite an unusual 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 383 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 in parentheses, are: freshmen 737 (689), sophomores 604 (629), juniors 517 (444), seniors 444 (527), and special students 243 (273).

The student body comprises 1,128 men and 1,417 women from 35 states and 26 foreign countries.

SEARCH STILL ON: The work of the Presidential Search Committee is nearing the stage of intensive analysis of the qualifications of candidates who have been solicited for the presidency of Hope College since the retirement of President J. Van Wylen in 1987.

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 PRESENTED: Partridge Record Co. of Ann Arbor, the Netherlands, has recently released a new album by pianist Anthony Kook, professor of music at Hope. Dr. Kook’s first solo album includes "Easy Pieces" by Sergei Rachmaninoff and "Suite Bergamasque & Reverie" by Claude Debussy.

About the author

Provost Jacob E. Nyenhuis, the author of our story on liberal education and careerism on page 12, has held his present post since 1981. Dr. Nyenhuis came to Hope in 1973 as dean of the arts and humanities and professor of classics. He still maintains an active interest in the humanities as a past president of the National Federation of State Humanities Councils, and recently served as a reviewer for the National Endowment for the Humanities. As for the classics, Nyenhuis is currently researching a book on myth and the creative process. He and his wife, Leena, have four daughters, three of whom are Hope alumnae.

On the cover: This year’s new generation students mug for the camera at Hope’s most recognizable symbol, the anchor.

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

Kooker is a graduate of Northwestern University, and he holds a master’s degree and doctorate from the University of Rochester. He has been at Hope since 1980.

BASKETBALL BOOK: A comprehensive book of 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 DeVette and Dr. William DePree, has recently been released by American Publisher of Boston, Mass.

The primary focus of the book is providing a comprehensive source for either undergraduate 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.

DeVette was on the Hope faculty since 1948. During his tenure, he served as the head coach of the basketball team for 25 years, winning nine MIAA championships.

Vanderbilt came to the Hope staff in 1967 and was a team captain and team leader in men’s basketball. Under DeVette, he played on the Flying Dutchmen and under DeVette. Known for his success as a cross country coach, Vanderbilt has guided
GETTING WALLIED 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 that 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, someone 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 Irwin Lubbers. It was in 1947, I believe, he 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: "boy, do I remember the 2.4.3's 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 it 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" — a favorite of the years. I produced "The Secret Garden," and "Hamlet," among others. The director was Doug Cameron '50. Yes, Dave Karsten was also involved in several years. 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 June 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 it is almost a social obligation to attend productions now-a-days. Those four flights of stairs discouraged many 40 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 the members 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 the ground. It seemed like they had just had a deep religious experience. It was wonderful.

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

E.S. (Avie) Avon
Former Hope Professor of Speech
Eliis, 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 era 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. We 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.
GOTTA DANCE: The Alvin Ailey Repertory Ensemble of New York, N.Y. will be the second performance in this year’s Great Performance Series. The dance group will be on the Hope campus Thursday and Friday, Nov. 6-7.

SEMINARS AND COLLOQUIA

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

Student Presentations—Tuesday, Nov. 25; Lubbers Hall, room 101, 2:20, 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 150, 2:30 p.m. Seminars on a variety of topics are presented by visiting professionals. For details, contact the biology department, (616) 392-5111, ext. 3212.

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

Communication Colloquium—Fridays, 3:30 p.m. Visiting professionals speak on different communication skills and mass 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, VanderWeit 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. 3081.

ADMISSIONS

For details on any admissions program, contact the Admissions Office, Hope College, Holland, Mich., 49420, (616) 392-5111, ext. 2200.

Visit Day

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. Special opportunities to meet students and faculty, 10 a.m. to 3 p.m., Hope College, Holland.

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 11 minute, 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, Ch. 3
- Cablevision-Oak Park, Ch. 21
- Cablevision-Evanston, Ch. 37
- Comcast Cable Television, Ch. 6 (Ch. 10 in Addison)
- Comcast Cablevision, Ch. 58
- Metrovision, 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 has 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 way that college football was intended to be 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. Diving in college archives, flipping through old yearbooks and college newspapers, compiling mountains of statistical information, 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 osteopath and an architect, but then a love for the game-action photos on the 1880s teams — the days when football was played by the "blue," "maize and blue," "yellow," "orange," and "magenta" teams — has kept them busily occupied. Today, Harburn and his father, who has a 20-year association with the college, are working on a project to update the book.

"It was a great way to spend the summer," Harburn adds. "I've spent a lot of time sifting through old newspapers, compiling statistics, and reading about the history of the college."

Missing links abound. 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, 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. Additional 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. Paring 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 other in future big-time powerhouses like Michigan and Notre Dame, usually being soundly defeated. (In 1902, Michigan clobbered Albion 88-0.)

"The fun part was seeing these 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 spare equipment. Reading some of the accounts of the early games, I saw in some ways how college football hasn't changed."

When the book was published, Harburn was once again feeling 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 administration to make decisions that another person must implement and live with."

How important is it to be able 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. Those 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 Zee Library which will eventually house the departments of education, computer science, and nursing as well as provide additional space for the mathematics, physics, and computer science departments. Also, Van Wylen mentioned the college's interest in 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."

"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 will be for the top one 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 stressed that "this is not my swan song. That will come when this year is over and not as we begin it."

NEWS FROM HOPE COLLEGE, OCTOBER 1986
Cheerleaders gain notoriety

by Marji Lindner '87

Cheerleading. A bunch of crazy women screaming "Rah-rah-ree, 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 or more precariously balanced cheerleaders who are themselves providing support to the entire 14-person structure, he 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 "a" 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," 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 when while chanting "almost, you know other MIAA school, will fall," the girl in the middle pyramid is flushed into the air, does a speech 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 to not watch."

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 "Nyk" coach, various Greek affiliations, and seven Pull members, moral girls, and coaches.

"We worked around Pull practices," say senior co-captains and 89 Pull and moral coaches Scott Voet of Grandville, Mich, and Kim Baxter of Hastings, Mich. "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 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 has always been a co-ed squad.

"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 to 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 mounts," she says, "so everyone has a sense of ownership. And during try-outs, I rely on my experienced cheerleaders to help 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 mastered the skill, the timing might be off. One time I counted wrong, moved too soon and Toni Ferdinand (a sophomore from Fond Du Lac, Wis.) 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."
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 Homcoming and the fall Board of Trustees meeting.

Over 200 people attended the celebration in the Maas Center Auditorium. The keys to the building were presented by Joseph Vlietstra, of Vlietstra Construction Co., to Victor W. Eimicke, 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 '87 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 DeVree 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 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 Lagenjans, 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 $500,000 from over 15,500 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 Brink '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 Lake, Fla.
1922 Matthew V. VandenBrink Cadillac, Mich.
1924 H. P. Vanden Zee Zee, Mich.
1925 Martha Gableick Neenah, Wisc.
1927 Ralph L. Muller Muskegon, Mich.
1928 Clarissa Poppin Yager Holland, Mich.
1931 Janet Kollen Schreuder Holland, Mich.
1932 Lawrence DeCook Grand Rapids, Mich.
1933 Evelyn Wiera Monroe Figueroa, Mich.
1934 James Z. Nettinga Encinitas, Calif.
1935 Allan Munz Darlington, Wisc.
1937 Jane Eldridge Breen Holland, Mich.
1940 Grace Toren Chicago, Ill.
1941 Theodore Zandstra Holland, Mich.
1942 John Maassen Garden Grove, Calif.
1943 Florence Dykema Morgan Clinton, N.Y.
1945 Rose Smith Maatman Holland, Mich.
1946 Helga Sawitchky Lucius (Spike) Phoenix, Ariz.
1948 Lucile Yongman Holland Allegan, Mich.
1949 Donald Rinkas Grandville, Mich.
1950 Charles W. Link Calkins, N.Y.
1951 Alicia VanZoeren Hermance Schenectady, N.Y.
1952 Ruth Koepp DeYoung Wampum, Wisc.
1953 Randall B. Bosch Bayville, N.Y.
1958 Virginia VanderBorgh DeVries West, Lisa, Ore.
1960 Carol Rylance MacGregor Houston, Tex.
1961 George Boerigter Manitouw, Wis.
1962 Betty Whitaker Jackson Randolph, N.J.
1976 Nancy Pickel Hendricks Homosqua, Japan
1980 Carol Rylance Naperville, Ill.
1982 Kay Neeve Brown Colts Neck, N.J.

"This year's Annual Fund drive will be a great challenge with the Campaign for Hope also in progress, and this is the largest Annual Alumni Fund goal we've ever set," said Kathy Karle, assistant director of college advancement for the Alumni Fund. "But a tremendous incentive exists this year. The Tax Reform Act of 1986 presents an opportunity for many people to take advantage of giving to Hope College that in all likelihood will not exist next year. We hope our alumni will not forget the Annual Fund drive and help continue the tradition of an outstanding alumni giving record."
Homecoming highlights

Clockwise: A special 1986 theme, "Thanks for the Memories," put the Homecoming spotlight on President and Mrs. Van Wylen, who were readmitted as freshman 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 who optimal 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 says 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. But as part of that concern for people and an involvement in human factors, our division has a commitment to teaching specific skills 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 colleges as well."

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 careen 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 the commitment to liberal arts learning, many interdisciplinary ventures take place in the social sciences. As one example of cooperative 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 Heiser, associate professor of economics, and Stephen Hemmaway, professor of English, joined forces in presenting a paper entitled "Satire and Strategy: A Modest Proposal for Preventing Rising Labor Costs from Destroying the International Competitiveness of American Firms and Increasing Their Profitability" at the Hartwick (N.Y.) Humanities in Management Institute Symposium, and the biology and economics and business administration departments are co-sponsoring the visit of an environmental economist to campus.

A strong reason for off campus internships and studies is also one of the social sciences' strengths. "When I think of all of our programs in this community, country, 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 and 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 many experiences.

Recently, Miller has noticed new emphases in 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 extensive for several years, it is still increasing rapidly. "Computers are not only more accessible by faculty and students, but the use has become more diverse. Computers are an integral part in many courses."

As for career counselling in the social sciences, Miller assures her own advisees 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 breath in the 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 but the future may depend on 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 whether here at Hope or at some other time in the future."

NEWS FROM HOPE COLLEGE, OCTOBER 1986
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 the students' understanding is not basic. Different styles of teaching might mean using various visual helpers or some 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 class periods of Carl Schakow's "Educational Psychology" are spent playing the Name Game. It's nothing akin to The Name Game song of the 60s that puts popular rhyming gibberish together: "Donna, Donna, bo honna, bonana fana to fonna, tee frino monna... Donna!"

No. Not at all. Schakow's version of the Name Game is based on repetition, repetition, repetition. [Repeat that.] It's a repetition of names that begins with the first person in the room, then 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 lady in the middle of the room.

She looks to the front and begins: "That's Beth Doborsky, Diane Vos, Dave Planina, Brenda Swanson, uh... let's see... oh, yeah, Mike Norhaus, Missy Fleming, Ted Van Belse..." 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 slipped in," jokes Schakow. The class laughs. He tells often in Prof. Schakow's class.

The next student begins the exercise and introduces herself. Then the next, and the next, and the next, and the ne [Stop that].

The Name Game is more than just a tool Schakow uses to make his class more personable, though. He is also teaching his students that, contrary to what they might think, repetition is necessary and thought 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 why 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 fumbling but often remembering.

While the Name Game is being played Schakow helps reduce the anxiety that some students might feel from this on-the-spot memory work. No one wants to forget others' names, especially if they're seated next to you and have just been introduced.

So he proceeds, he jokes, he points and recognizes a job well done. He makes the situation light, ("She'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. Schakow begins to lecture on the difference between artistic and scientific teachers. And as the definition for the artistic teacher is told, anyone can see Schakow 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 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 remodeling your room. The text is your homework, too.

"Deep down, the philosophy you must always have 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 know it, Professor Schakow.

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 acknowledgment. Soon, they will discover what it all means. There's no sense 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, chugging away. "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 (pause) trillion (pause). "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 the federal income? What gets most of that 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 deficit is 200 billion dollars. But the federal debt, for all years combined, is two trillion dollars. Now you can see why interest payments are the government's third largest expenditure. Paying interest on two trillion dollars is a lot of bucks."

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

"And where does the federal government get its income? Well, the main source by far, and nothing 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 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 revived. Gentenaar always addresses the topic with a pluralized point of view. "What if we saw the price was $200?" he asks. "How would we react when the quantity is increased. He seldom uses the first-person narrative."

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 Erin Erickson's Eight Ages of Human Development to discuss the intimacy vs. isolation sequence with her "Developmental Psychology" class — a stage 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-fulfilling friendships."

Hit the nail 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 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.]

What really caused the Civil War? Slavery and discrimination? Yes, to a great extent. But Roger Nemeth contends it was also something more subtle in his "Urban Sociology" class.

"I would argue that the Civil War was the result of the tensions between a rural South and an urban North," he told his class. "The Civil War was caused by a lack of growth and a failing economy in the southern states. The South was remaining rural, and 80 percent of the nation's economy was generated by trade in the North's cities. Come on. The South was mad. They hated cities. The notion that cities are a source of evil goes back to the South's anti-urban bias."

"And if anything ended with the Civil War — because discrimination certainly did not — it was this notion of a rural utopia."

Before beginning contemporary metropolitan issues, Nemeth always gives his "Urban Soc." classes a historical overview because the "attitudes and architecture of American cities didn't just happen. They evolved over 200 years."

And Nemeth has revealed that the early southern cities evolved slower. In the colonial era, only five cities comprised urban America: The North had New Amsterdam (NYC), Boston and Philadelphia; the South had Charleston and Newport. But as the northern cities grew up, the southern cities remained stagnant. Thirty-nine cities emerged in the North over 60 years (1790-1850) because of trade. There was no growth in the South. Hence, the Civil War.

Big cities have always seemed to carry a social stigma. Unless you live in one, the sociology of class and social status seem abstract. Since Holland doesn't offer big-city ambiguitv, Nemeth takes his students on a field trip — Chicago-style. For a day and a night, his students, with a sociologist's perspective, observe the unique qualities of metro life in the Windy City — mass transit, segregated housing, ethnic mini-towns.

An energetic lecturer, Nemeth isn't a stand-behind-the-podium type of guy. His lectures incorporate too many elements for him to be a passable reporter. Colonial America shows city development; an overhead projector displays city census reports; and the chalkboard has the evening's lecture outline spelled out. "Just look at what happened after the Civil War between 1870 and 1890," he says, pointing to some figures on the overhead projector. "The United States experienced an urban explosion. The number of people living in cities grew by 500 percent. By 1920, 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 for 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 two hands 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."

Everyone assumes the television networks are all-powerful and have a strong hold on their affiliated stations," Ted Nielsen told his "Introduction to Mass Media" class. "But the affiliated stations are the ones with the licenses. So they are responsible for the material that gets aired, no matter what it comes from. Even though they contract with the networks for prime-time, day-time and news shows, stations still have the freedom to say 'no' to any network programming.'"

That, folks, is called pre-emption. And it's unusual when a network show gets pre-empted. It's even more unusual if it happens during prime-time hours. But as Nielsen, who has strong roots in television production at the station in Grand Rapids, Mich, has done just that — prime-time pre-emption.

"This station decided two Saturday evening shows weren't good enough to air," Nielsen continued. "They decided to do some quality control. So they bumped the Lucy Show and the Ellen Burysta Show and inserted two independently-produced and distributed sitcoms. [That's media lingo for situation comedies.]

Management is going to look great if this works because now they'll get 100 percent of the advertising revenue." He laughs at his contagious chuckle. [Take that Big Brother.] But isn't pre-emption really a nicer word for censorship?

"Well, yes and no. I suppose there is some 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?

Niemer, 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. Nielsen 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?

"That's what news is — an exaggeration of the unusual. I suppose the newspapers could not have printed pictures of wounded people and ruined buildings but would have thoroughly told us the news? People have a right to know.

"To live in a democracy, people need to be intelligent consumers of the 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 pervade higher education. The authors of a recent book, 
Careerism and Intellectualism Among College Students (Katchadorian and Boli), follow that preface 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 chairpersons 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 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 can see that since at least 6,000 B.C., "education has always had a central vocational purpose." The conflict between utilitarian and liberal education goes far back as the late 5th 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 have to remind you, in the year of Harvard's 350th anniversary, that Harvard was established for the purpose of training Calwvist ministers. And less than a century later, Yale was founded for two purposes: to combat the growing liberalism at Harvard and to train Calvinst ministers.

Or 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 moral and religious habits appropriate to a cultivated gentleman; whatever his vocation; and to maintain, through education 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 pose is: "How serious is the problem?" To answer this question I turn to the study of Katchadorian and Boli.

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 1987, the commonly endorsed goal was developing a meaningful philosophy of life (63 percent). Second was "becoming 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 well-off financially (58 percent). The drop in concern with developing a philosophy of life is 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?

Davis D. Winter and his associates conducted research aimed at measuring the value of a liberal arts education, which led to an article entitled "Business Leadership and the Liberal Arts. The following were among the measurable benefits of the liberal arts:

1. "The liberal arts seniors were better able to bring the confusion and complexity typical of everyday life under cognitive control.

2. "Seniors at the liberal arts colleges, carefully compared to the other students, showed significantly higher scores in both maturity and self-definition.

3. "A third characteristic, motivation for leadership, also appeared to increase as a result of liberal arts education."

In May, the Wall Street Journal published an article entitled "Liberal Arts Graduates' Prospects in the Job Market Grow Brighter." The article predicted a 20 percent surge in hiring of new liberal arts graduates, but only an overall rise of less than one percent of new college graduates. One of the reasons given was that "liberal arts graduates can take a variety of thought—from social to economic to political—and apply not a fixed formula but critical analysis to them."

And, a recent headline in the Minneapolis Star and Tribune read: "The Generalissimo Returns to Favor in the MBA-Heavy Business Arena."

All this sounds like good news for us at Hope. But if we go out and try to sell people—parents of prospective students, for example—on the idea that the liberal arts are a good preparation for business or will lead to a more prosperous and more successful career, are we not selling the liberal arts short?

I do not doubt that a liberal arts education is good preparation for a career. But liberal arts are more and less than that. More, because they prepare one for all of life; less, since they may not necessarily provide an entry-level skill in some areas.

My final question is an attempt to put the issue of careers into a larger theological perspective. Should we at Hope affirm the importance of work within society and within the created order? Or put another way, if we have a proper theology of work, will we not keep education for a career and education for life in the right balance?

As a liberal arts college offering education within the context of the Christian faith, we have an ideal opportunity to contribute a distinctive view of the liberal arts and careers.

The following is only a brief sketch of a theology of work. It should begin from the Genesis account of creation. I understand the account of creation not only to reveal God's creator but also to ground all human activity in the being and creativity of God. By describing God's pattern of work working six days and resting on the seventh — the writer of Genesis is laying the foundation for the human pattern of work codified for Israel in the Fourth Commandment.

Further, the creation of humans in God's image implies that humans not only are meant to work, to participate in God's creativity, but also are intended to find pleasure in his created universe and its inhabitants.

When the humans were told, "Be fruitful and increase in number, fill the earth and subdue it" (Gen. 1:28), they were still in a state of perfection. And Adam was put into the Garden of Eden "to work it and take care of it" (Gen. 2:15). In short, work did not result from the Fall into sin, but was an essential expression of humanness.

After the Fall, however, work is no longer described as pleasurable and satisfying, but as "painful toil" (Gen. 3:17), and Adam is told, "By the sweat of thy brow you will eat your food" (Gen. 3:19).

But the Bible, obviously, does not end with the Fall. The account of the coming of Christ reassures us that God has given us a second chance. But although Christ heals the broken hearted and God's work by the fall, he does not put us back into the Garden of Eden. There is still pain in work, but pleasure and satisfaction are restored to us.

A proper theology of work should also address such topics as the relations between earning a living and producing wealth, between productivity and profit, between work for one's own benefit and work for the benefit of others, between work and leisure.

Finally, then, an answer to the question asked by the title of this article lies in this powerful assertion by a famous philosopher, Alfred North Whitehead, "The uniqueness between a technical and liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical; that is, no education which does not impart both technique and intellectual vision."
Champion of life

by Eva D. Folkert

Joni Van der Ven '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 soft, and it glowed with brilliant whiteness. She hadn't a worry in the world. No worries. No responsibilities. No fear. It was blissful, divine. It was heaven. Wasn't it?

This world felt too good to last, 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 thought of the two jobs she had been working to support herself and her son, Bryan, who had been reared 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 really laying in the snow at the bottom of a 200-foot ravine, very badly injured, feeling an unbelievable fire burning her internally. The gentle trail she was skiing along on a Vermont mountainside had turned into the most difficult, 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 over the cliff.

There was no sensation of falling. The earth came to an end. 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, she heard some backbones crunch and grind. 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 onto consciousness. She started concentrating on objects around her. She noticed her skis were still on, and she was grasping 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 in a backboard and immobilize me. That really hurt. I fought them because all I wanted to do was roll forward. They had me lying there, and I had to cut my spinal cord in half. But they pulled me back. I screamed. Please guys, just do it this way. But they wouldn't listen. They were so great. It is so hard to do something like that when someone is really hurt and saying 'If you'd just do it my way, I'd be okay'.

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

In 1973, 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 get me. I was 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 have ever thought this badly broken woman would survive, recover, and eventually become one of America's most decorated 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, a 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, on a major road, had been a hospital technician there since 1966. In Greenwich, the patient road to a long recovery would begin. The first step was fitting the now fraculose, 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. It looked like something from the Middle Ages," she said.

Joni lived in the brace for several months, finally leaving it for the first time on September 1972. Then, eight months after the accident, she had to make a decision: she would either have to submit to risky back surgery at 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.

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 a finer swimming technique.

Some pain started to subside and eventually, the 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 girl's are 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 jostling pain running up her spine. The next morning 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-and-yellow reasons for running, she entered the New York City Marathon and finished in the top three. If you want to see her close-up, you'll find her in the sidebar on page 20.
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 '26 and Fern Cortesville '38 Joechel; Anne Roos, daughter of Robert Roos, '52, granddaughter of Arthur '24 and Ruth Dalman '30 Roos; Sheri Waterloo, daughter of Mary Scherpense '55 Waterloo, granddaughter of Lester Scherpense '29.

Back row, left to right: Kristin 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 toting "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 former president Ken Shoeemaker of Grand Rapids, the fraternity’s corresponding secretary.

Planning began last spring, after Shoeemaker received over 100 postcards expressing interest in the idea. He and other alumni like College Chaplain and Arcadian charter member Gerald 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 Nevedal, 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, Shoeemaker said, was the Friday night literary reading featuring speaker Harold DesAutels '47, the founding president of the Arcadians, who flew in from Phoenix, Ariz. “Everyone totally enjoyed his presence,” Shoeemaker 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 sometimes called Tri-Alpha, had existed on campus during the war, but with the end of the war, Tri-Alpha disbanded, and the old fraternities — Knebuckerboocher, Emersinon, Cosmopolitan and Fraternal — began organizing.

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 Gussema, Margaret Vandenberg Buckley, Kim Buckley, Jim Schmidt, Rich Wheeler, Jeff Maatman.

Row 2: Jan Laman Evans, Forrest Evans, Karen Biwer-Davis, Karen Boch, Linda Mitchell Rockwell, Ginny Dick Diederich, Michael Vandenberg, Meri Shima Morse, Laurel Rieke Hoxie, Susan VonHouten.


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, Carl Nykerg, Carol Fret Ritcheske.

Class of '81 Reunion


golf reunion

The 1961 golf team held a 50th reunion on four Holland area golf courses this summer as they met at 7:00 p.m. to play golf in two flights. Those returning from the reunion included:

- Coach Bill Osterneck
- Bob Klasen '61
- Jan Winkema '62
- Bill Vandervelden III '62
- Ed Van Dam '63
- Dean Overman '65
- Jim Thompson '65

Susan Stiever '65 is employed by Buckland-Shelburne Regional School as a teacher in Shelburne Falls, Mass. She is a member of the staff at the Oakdale Country Club in Wilton, N.H.

Donald Vanderbeck '66 completed a one-year clinical pastoral education residency at Glendale Grace Hospital in Detroit, Mich. He is currently the staff chaplain at Sinissippi Lutheran Church in McHenry, Ill.

Steve Larkin '67 has been promoted to executive vice president of the Petroleum Equipment Suppliers Association in Houston, Tex.

Nancy Anstine '88 has been named executive director of the University of Wisconsin-Madison, Marshfield-Wood County.

Wallace Stoepker '63 is a member of the University of Wisconsin-Milwaukee Alumni Association and currently serves as the executive director of the Alumni Association. He is also a member of the Board of Trustees at the University of Wisconsin-Milwaukee.

Lois Church '65 is the pastor of the Union Church in State University Dental School. She has been recognized for her contributions to the community.

Editorial: Our congratulations to the 50th reunion of the 1961 golf team.
Champion

continued from page 13

25 of her age group.

During the summer of 1983, she competed in five more triathlons, winning all of them. An age group win and age group course record at the President's Triathlon in Dallas, Tx, qualified her for the Super Bowl of triathlons—the Ironman. It was during this time that Joni first met Edward Daniels, who became her coach. Joni familiarized herself with the Hawaiian course, arriving a week before the competition. He taught her the techniques to maximize her performance and to recover from a half-day’s grueling race. She knew she would need to make some strategic adjustments.

"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 a path for me. I don't understand, but it was there." Joni finished the Ironman in 12:03.26, then a world record for the women’s 40-and-over age group.

The morning after the competition, Joni anxiously awaited the finisher’s board. While trying to find her place among the 1,000 competitors, she heard a woman next to her agonize, "Oh, dam." "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 it. Who is Joni Dunn?" the woman asked.

"At the time, I was told none of you would know me." 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 group course records in all of them. She broke the world record at the Cape Cod Endurance Triathlon—National Endurance Race, posting a 1:47:53 time. (At this year’s Ironman, she reduced her time to 11 hours, 30 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 the unknown competitor at the finisher’s board, many people want to know just where Joni Dunn came from.

Are you a snowbird?

Do you leave your permanent residence for a few months each year for another location? If so, please send us your name, new address, and phone number (optional), so we may keep in touch with you during your temporary stay elsewhere. We would love to hear from you.

NEWS FROM HOPE COLLEGE, OCTOBER 1986

NINETEEN
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:
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