1987

1987. Volume 18, Number 04. February

Hope College

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

Part of the Archival Science Commons

Recommended Citation

http://digitalcommons.hope.edu/news_from_hope_college/71

This Book is brought to you for free and open access by the College Publications at Digital Commons @ Hope College. It has been accepted for inclusion in News from Hope College Archives by an authorized administrator of Digital Commons @ Hope College. For more information, please contact digitalcommons@hope.edu.
John Jacobson appointed 10th president

John H. Jacobson, Jr., a college administrator from New York who has 20 years of experience in higher education leadership, will become the 10th president of Hope College on July 1.

The appointment of Dr. Jacobson as the next chief executive officer of Hope College was announced by the college's Board of Trustees on Friday, Jan. 30 during their winter meeting. An all-college convocation was held in Dimnent Memorial Chapel to introduce the president-elect and his wife, Jeanne, to members of the Hope and Holland communities.

An afternoon reception also gave faculty, staff, and students the opportunity to meet the Jacobsons personally.

Jacobson, presently the provost and vice president for academic affairs at Empire State College, State University of New York (SUNY) in Saratoga Springs, will succeed Gordon J. Van Wylen who will retire June 30 after serving as president since 1972.

Empire State College is a college of arts and sciences in the SUNY system. Founded in 1971, Empire State is an innovator in its approach to higher education. Since its founding, it has established an international reputation by developing college opportunities for students not served by traditional higher education programs. Most of the school's 6,000 students are working adults who are unable to pursue college study by the flexible scheduling the college offers at 43 locations across New York State.

At Empire State, Jacobson has been responsible for the college's academic program and the coordination of planning and day-to-day operations.

"John joined us almost at the beginning," Empire State College President James W. Hall said. "He did an extraordinary job building a faculty and doing all the things that it takes to form a college. His work at Empire State College and the State University of New York is widely respected and admired. All of us are thrilled about his new appointment. But he's not an easy kind of person to replace. He's been my absolute right-hand man.

Jacobson, 53, joined the Empire State faculty in 1972 as dean of the college's center in Rochester, N.Y. He became vice president for academic affairs in 1974 and provost in 1980. On two occasions he served as the acting president of Empire State for a year.

Prior to joining Empire State, Jacobson was a faculty member in philosophy at Hamilton (N.Y.) College and dean of the faculty and vice president for academic affairs at Florida Presbyterian College (now Eckerd College).

Jacobson received a bachelor's degree with high honors in philosophy from Swarthmore (Penn.) College and master's and doctoral degrees in philosophy from Yale University. He is an active member of Christ Community Reformed Church in Clifton Park, N.Y. where he and his wife reside. He currently serves as vice president of the congregation and chair of the finance committee. Jacobson also formerly served as a member of the Board of Theological Education of the Reformed Church in America.

"John Jacobson's commitment to the mission of Hope College is clearly evident from his impressive academic credentials and strong connections with the Reformed Church," said Victor W. Eimicke, chairman of the Hope College Board of Trustees. "His beliefs in fostering the benefits of a Christian, liberal arts education as an active process of learning will enhance the recognized academic excellence of Hope College. The Board of Trustees is confident that he will continue to lead Hope College from strength to strength."

At the all-college convocation, Dr. Eimicke introduced Jacobson as "measuring up exceedingly well" to the qualifications set forth by the Presidential Search Committee.
Expectations
An interview with President-elect John Jacobson

There is no doubt that, historically, strong leadership from inspired presidents has been the key to college success and change. But there is also no doubt that, historically, the role of a college president has not subscribed to a constant definition. Different socio-economic periods in this country have created new circumstances during which different college presidents governed their institutions.

For the Rev. Philip Phelps, the first president of Hope College, his responsibilities were primarily directed toward nurturing a college in its infancy. Hope College was then contained in one building — Van Vleck Hall. And as Van Vleck contained a little bit of everything — classrooms, library, offices, students, faculty — President Phelps, too, had to be a little bit of everything — teacher, librarian, administrator. He set the pace for an institution which would be many different things to many different people.

Six presidents and 80 years later, Dr. Irwin Lubbers was Hope's chief executive during the overcrowded period that followed World War II. As soldiers returned from the War, they also returned to college. Lubbers was given the task to build more college facilities and much of the campus that is Hope College today was his responsibility.

And so, what should president-elect John Jacobson expect his presidency to be like? No one can predict history before it happens, but speculation is almost imminent. At the time news from Hope College talked with Dr. Jacobson, he had only been introduced to the college five hours earlier, so desires to hear of exact blueprinted plans for the college would have been a bit presumptuous.

But, nonetheless, the president-elect, who has been called a very warm and sensitive man with a cool, calm exterior by John Hollembach, executive secretary for the Presidential Search Committee, did have some thoughts about his expectations and the excellence of Hope College.

Q. What qualities does it take to be a college president these days?
A. A college president today has to be a team player and a team builder. You take for example, The Campaign for Hope and other efforts for academic excellence put forth by the College. These have been very successful endeavors. Now, Dr. Van Wylen certainly had a majority share in these endeavors, but it wasn't done by him just going out and knocking on doors alone either. He has a good team of faculty and staff put together. It's not like the Lone Ranger riding into town and just doing it all on his own. Instead, there has been a lot of teamwork here. So, one necessary skill for a college president involves team building.

Q. How, then, would you rate yourself on those qualities?
A. One of the reasons I was confident to become a candidate for this position and confident to accept when offered the presidency was that over the last 20 years, I've had quite a bit of experience. I've actually encountered many of the different kinds of situations that have been in an administrator's world. I've had a lot of experience, then, in forming teams and supporting teamwork. These, I believe, are the strengths that I have and have developed over the years.

Q. You are a graduate of a liberal arts college and have also worked at liberal arts schools. What do you see as the future of the undergraduate, Christian, liberal arts college?
A. Frankly, it is a good future. In recent years, there has been a tendency to think that in order to get a good job one has to study some professional subject. So, some people say that the liberal arts is not a suitable undergraduate curriculum from that standpoint. That's simply not true. I think that it's very important for liberal arts colleges to pay attention to the fact that their students are going to have to have careers, are going to want careers. That has to be recognized. And it's incumbent upon colleges and universities to give undergraduates some advice about how to apply for jobs and what kinds of jobs they might look for. I understand that Hope does this well.

But, I do believe that a liberal arts preparation is, in fact, an excellent preparation for many, many jobs and careers. With a little imagination and hard work, liberal arts graduates will be able to find challenging positions and succeed. A liberal arts education properly presented is very useful.

Q. What are your views on the stated mission of Hope College which is "to offer with recognized excellence, academic programs in liberal arts, in the setting of a residential, undergraduate, co-educational college, and in the context of the Christian faith?"
A. I think that this has been an area that has been dealt with very well in a number of important college documents, especially one called "What We Own Our Institutional Heirs" by Gordon Van Wylen which he wrote after meeting and talking with several faculty and staff members. I believe that there is a very important place for an excellent liberal arts college like Hope with a strong and consciously stated commitment to pursue liberal arts excellence in the context of the Christian faith. No doubt, exactly how this is played out in different locations depends upon local traditions in history.

It is possible and highly desirable, in fact, for an institution with a strong commitment to the Christian faith to seek academic excellence, and I do not mean a kind of elitist position by that. I'm talking about a program, a very well managed and high-level program, for a great range of academic talent. Certainly, providing the necessary stimulation for the most talented students has a high priority, but we must also recognize the fact that there are many people with the ability who can benefit from a college education and should have the chance to do so.

Q. How would you continue to enhance the Christian mission of the college?
A. In a very broad way, it seems to me that Hope College as a Christian institution has always been willing to reach out and be open to the world. It has its own institutional integrity, its own Christian commitment. There has been a history of Hope people going out and doing all kinds of interesting and constructive things in this country and overseas.

The Reformed Church, generally, is a group of people that live in the midst of the world and participate in other institutions of society. It seems to me that Hope College has this character, too. The people here are people who think of themselves as living in the midst of total society while at the same time they have their own religious commitments. And I would not like to offer any characterization whatsoever about other Christian institutions, but it seems to me that there is a very open kind of atmosphere here. I would only continue to encourage that.

Q. Where would you like to see Hope College in five to 10 years?
A. Let me say, first of all, that I believe very strongly in the importance of a certain kind of leadership style, a leadership style that places great emphasis upon dialogue with all of the significant constituencies of the institution. And so, the plans I would hope to evolve for the college would be done in consultation and dialogue with people who are here and other constituencies who may not be here like Board members and alumni.

To that end, I would look toward beginning a very concentrated and indepth kind of strategic planning process rather soon. Out of that I would hope that a very clear perception of mission, goals, and other objectives would form.

I do have some guesses about where Hope would be in five to 10 years. I would think that it is not particularly desirable for this institution to either increase or decrease in size. It seems to me that the present size of this institution is a good one. Hope has attracted a good student body, and I know that some people are concerned with expanding the enrollment from beyond the state of Michigan. The college could recapture its traditional clientele from New York and New Jersey which has decreased in the last generation in response to changes in state financial aid packages.

Q. What, then, would be the major goals you would try to achieve?
A. Many people are concerned here to extend the fame and reputation of the college. As I said this morning at the convocation, I believe Hope College already enjoys a good reputation and is very well known. But it could and should be better known across the country. This is something we can work toward.

Hope College is basically very solid in all
The Rhodes taken: Stid wins scholarship

by Marji Lindner '87

High roads or low roads may have gotten Dan Stid to Scotland, but it's the Rhodes Scholarship that is going to get him to Oxford University in England.

The Hope College senior was awarded an undergraduate's most prestigious and glittering scholarship on Saturday, December 6, after a rigorous application process. Only 32 undergraduate students at American colleges and universities are designated Rhodes scholars each year, and Stid was the only Michigan student chosen from a Michigan college. Stid's fellow Great Lakes district recipients include two students from Yale and one from Stanford.

He is also the first Hope student to receive the honor in more than 70 years. (Previous winners from Hope were Milton J. Hoffman in 1909 and Hessel Yntema in 1912.)

In 1903, the will of Cecil B. Rhodes provided for the overseas scholarships. The British statesman designated part of his estate to the scholarship program named in his honor because of his dream of "bettering the lot of mankind through the diffusion of learning, to the end that they may be united to serve their contemporaries." Rhodes constructed the novel scheme of bringing able students together at Oxford for a time to be trained in the contemplative life of the mind.

In 1986, the Rhodes Committee decided that the first Michigan scholar of the highest qualification to be brought to Oxford, chosen from 1,143 applicants. This August, the Mason, Mich. native will join 179 other Rhodes scholars at the well-known English institution where he will study politics, philosophy, and economics for at least two years, with a possibility for a third. The Rhodes scholarship provides for all educational costs of study at one of Oxford's 35 colleges, as well as travel expenses to and from England. An annual $3,000 stipend is also awarded to the scholars.

A history and political science major who tri-captained Hope's football team last fall, Stid intends to attend law school after his two years at Oxford with the hopes of entering politics in the future.

The son of Peter and Sarah Stid, the Hope student-standout was one of two Michigan college students among the regional finalists. (The other was from Michigan State University.) Two of the twelve Michigan finalists were Hope students. The other Hope nominee was senior chemistry major Timothy Chase of Howard City, Mich.

All reports from his hometown say that the small central Michigan community, and especially relatives, are naturally thrilled. The only one who didn't seem surprised was Stid's grandmother.

"She was the one who first suggested I apply. She's always been my biggest fan," said Stid who grew up on a farm family where his grandfather and father were born. It's a setting that Stid felt led to some of his success.

"It was helpful that the work ethic I received there stayed with me," he said. "It's something I'm thankful for."

But Mason isn't the only place abuzz with rejoicing over Stid's honor. The Hope community is equally thrilled with the young man's achievement. President Gordon J. Van Wylen called it one of the most exciting events to happen in his 15 years at Hope.

"I couldn't even sleep that first night," laughed Van Wylen. "To be selected as a Rhodes scholar is one of the highest academic and personal honors an undergraduate student can receive. We are proud of Dan, not only for his academic achievements, but also for what he is as a person. Dan is a young man of exceptional character, with a quiet strength and a strong personal faith. He truly cares about others."

Dr. Neal Sobania, director of international relations at Hope, said Stid had an above-average GPA, "Dan is a brilliant student whose historical essays have been models of accuracy with a consistency that bespeaks of maturity and self-knowledge that would alone set him apart from his peers, were he not so remarkably gifted in other ways."

Stid's scholastic and extracurricular activities at Hope have been so extensive that attaining his 3.9 grade point average should alone be worthy of recognition. But he has also served as president of the History Club; was selected as the history department's most outstanding student in his freshman and sophomore years; was designated as the political science department's most outstanding student his junior year; has served as a research assistant to both departments; is a member of the national honor society Beta Alpha Psi; and is active in Inter-Varsity Christian Fellowship.

And, of course, there was football. Anyone familiar with Hope College football knows the contributions this four-year letterwinner, 1986 tri-captain, and all-MIAA defensive tackle made to the Flying Dutchmen's defense. Football remained very important to Stid, even after a knee injury that required surgery sidelined him midway through his senior year.

"Dan was an outstanding team member," said head coach Ray Smith. "Even after his injury, he hardly ever missed a practice and never a game. The team looked to him as a great leader."

The dimension of athletic aptitude is just one requirement the Rhodes demands for well-rounded and promising Rhodes judges are looking for more than highbrow bookworms. They select applicants on the basis of "literary and scholastic ability, truthfulness, courage, devotion to duty, sympathy and protection of the weak, kindness, unselfishness, fellowship, exhibition of moral force of character, instincts to lead and take an interest in one's contemporaries, and dedication to physical vigor as shown by fondness for and success in sports."

Even with such seemingly immoral qualities fulfilled, Stid still has one more conditional requirement ahead — he has to be accepted at one of the 35 Oxford colleges.

But, when one is a Rhodes Scholar, that last step to England is merely a formality.
THE CLASS OF 1991: The Hope College admissions office reports a substantial increase in the number of applicants for next fall’s freshman class. As of January 31, 1961, applications had been received, compared to 824 at this time last year and 891 two years ago.

The 1984-85 freshman class was the largest in Hope’s history with 720 enrolled.


In 1981, Klay was a co-author of Inflation, Posttalk, and The Gospel with three other members of the Hope faculty. Drs. Thomas Ludewig, David Myers, and Merold Westphal. Her public talks about that book and about relationships between economics and the Christian faith served as a genesis to Counting the Cost. A book about Christian character, Klay’s book, advocates a different sort of perspective. Society and economic theories are discerned by what it means to meet these challenges with the love of a neighbor and the wisdom of a good steward.

TOP TEXT: Psychology, a new introductory text written by professor Dr. David Myers, is already America’s best-selling new psychology text in more than a decade, announced By McNally & Company Publishers of New York, N.Y.

Foreign translations are currently underway for the year-old book. Although the text was developed with the assistance of more than 100 academic consultants and dozen editors, Myers, the John Dick Werkman professor of psychology, dedicated the book to his Hope College colleagues, whom he says provided the most significant suggestions.

The book exports to a wide audience, not just the values and ideas, but those of the entire Hope psychology department,” Myers said.

Worth Publishers has also recently released “Conversations with David Myers,” a series of video interviews with leading psychologists at Hope. These taped conversations, produced by Dr. Ted Nielsen, the Guy Vanderhall professor of communication at Hope, engage nine nationally prominent experts in brief discussions of research topics such as intelligence, sexuality, sleep, and dreams.

Another Psychology supplement is PsychSim, a software package containing interactive programs written by Dr. Thomas Ludewig, associate professor of psychology. Ludewig’s PsychSim was designed to enhance student learning by simulating psychological processes and demonstrating classic experiments. The program topics represent the main areas of psychology covered in the introductory text. Most of the programs make extensive use of detailed graphics to illustrate psychological processes unfolding over time in a way not possible with text book illustrations.

RESEARCH BOOK: Alfred Knopf Random House has published Research Methods in Psychology, co-authored by Dr. John Shaughnessy, associate professor of psychology at Hope, and Dr. Eugene Zeichmeister of Loyola University in Chicago. The text has already been adopted at over 100 colleges and universities in the nation.

About the author

Dr. Allen Verhey, the author of our opinion piece about medical ethics on page 13, has been a member of the Hope faculty since 1975. Professor of religion, Verhey is the co-editor of the recently-released text, On Moral Medicine: Theological Perspectives in Medical Ethics (Eerdmans, 1989), a collection of essays by leading Christian theologians. He has researched and published numerous works on New Testament ethics, medical ethics, and the Heidelberg Catechism. The author of two other books, The Great Reversal: Ethics and the New Testament (Eerdmans) and Living the Heidelberg: The Heidelberg Catechism and the Moral Life (Christian Reformed Publishing House, 1980), Verhey is also an ordained Christian Reformed minister. He is a graduate of Calvin College and Calvin Seminary and received his Ph.D. from Yale University.

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

There’s been a lot of talk, on campus lately about the Rhodes Scholarship. Everyone is buzzing about the crowning of a new Hope Rhodes scholar.

But ask somebody just what the Rhodes is, and you get an answer like “that thing Dan Stiff got.” (Which is probably what prompted your question in the first place and is not all that helpful.)

But don’t fear, this installment of “Quote, Unquote” will allow you to test your knowledge on Hope’s very own “Rhodes Test.” Ready?

Please answer true or false to the following statements.

1. Being a Rhodes scholar is a big deal. (Answer: True. Being a Rhodes scholar is one of the biggest deals for an undergraduate. Last year, there were 1,143 applicants competing for only 32 awards. But this is just a practice question. You know that.)

2. Rhodes scholars are invited to take classes in Rhodesia. (Answer: False. Rhodes scholars are invited to take classes in Rhodesia.)

3. Rhodes scholars take classes at Oxford University in England. (Answer: False. Rhodes scholars do study at Oxford, but they don’t take classes or attend lectures. Rhodes scholars create their own course of independent study, meeting with an advisor on a formal basis only once a week. They don’t even take tests, but they are given the ultimate challenge at the end of their two- or three-year terms with six-hour final exams. You’re right, that was a trick question.)

4. The qualifications for a Rhodes scholar, as listed on page one, are so god-like that they could never be fulfilled by a mere mortal. (Answer: False. Along with Hope’s own Dan Stiff, who is very god-like, but not mortal, it is probably not the case.)

5. Rhodes scholars do not take three-year terms. (Answer: False. Rhodes scholars do not take three-year terms.)

6. Rhodes scholars do not attend lectures. (Answer: True. Rhodes scholars do not attend lectures.)

7. Rhodes scholars do not take classes in Rhodesia. (Answer: True. Rhodes scholars do not take classes in Rhodesia.)

for his contributions to comparative law.

And, of course, there is Dan Stiff ’87.

Diamonds are forever. Yes, this is a real question. (Answer: True. In 1870, Cecil Rhodes traveled to South Africa looking to improve his health. He found diamonds. By 1888, he controlled the famous Kimberley mines which have yielded over 400 tons of diamonds. While Rhodes frequently irritated his Oxford professors by passing out handfuls of uncut diamonds during lectures, his diamond fortune has allowed over 4,000 students from America and other former British colonies to study at Oxford. Those gems may have changed the world forever.)

Cecil Rhodes was a good student who encouraged others to be like him. (Answer: False. Rhodes was an average student, outstanding only in his discontinuity. It took Rhodes eight years and five returns from South Africa to earn his degree from Oxford.)

So how’d you do? One or two correct? 

The next time someone mentions the Rhodes, you’d better say “Is that great” and try to change the subject.

Three to five? Pretty good.

Six or Seven? Consider applying for the Rhodes yourself.

Marty Lindner

TWO

NEWS FROM HOPE COLLEGE, FEBRUARY 1987
A three-year project for the co-authors, the book provides students with up-to-date explanations of how psychologists pose questions, execute studies, analyze data, and interpret their findings. Shaughnessy and Zechmeister emphasize the problem-solving nature of research. They also teach students how to think critically about everyday issues, from evaluating television commercials to discerning the effectiveness of education programs.

**MATH WORK:**
Harcourt, Brace, and Jovanovich of San Diego, Calif., has announced the publication of College Algebra by Edmond Van Iwaarden, professor of mathematics and chairman of the department.

As part of the publisher's College Outline Series, College Algebra takes the student through very elementary explanations to more difficult problems. The College Outline Series, of which there are currently 32 books, was designed as a tool for students to sharpen their problem-solving skills.

Each chapter covers a unit of material, which are arranged in problem form. Most importantly, through, says Van Iwaarden, "the book gives the student plenty of problems to practice on."

**FEATHERED PAGES:**
A new national circulation, full-color magazine for bird enthusiasts has been launched under the editorship of Eldon Greer, the Edward and Elizabeth Hofmire professor of biology. Entitled Birders' World, the inaugural January/February issue, featuring an article on the workshop's cover, was sent to the magazine's 13,736 subscribers throughout the United States and Canada.

Birders' World is designed for casual birdwatchers as well as serious birders, says Greer, the magazine's editor and publisher. Copies at 100 percent bird-related, featuring articles from expert bird writers and an abundance of color pictures from award-winning photographers.

Each issue — there are six a year — will include a section on the knowledge of bird biology and behavior, and provide updates on endangered species and programs to protect them, as well as contain how-to tips on attracting, feeding, and photographing birds.

In addition, there will be articles about artists who feature birds in their work, a calendar listing bird-related art shows in the U.S., reviews on bird books, and a photo gallery section.

**INTERNATIONAL APPOINTMENTS:**
Two prestigious appointments were awarded to Dr. James Gentile, the Kenneth G. Herrick associate professor of biology and chairperson of the department.

Gentile was appointed to the Task Group of the International Commission for Protection Against Environmental Mutagens and Carcinogens (ICPEMC). ICPEMC is based in the Netherlands and is concerned with global aspects of the effect of mutagens and carcinogens in the environment. The specific work Gentile has been assigned to will prepare an overview on the genetic and carcinogenic effects of certain antiparasitic drugs in humans.

Gentile was also invited to present a series of papers at the First Congress of the Mexican Association on Mutagenesis, Carcinogenesis and Teratogenesis in Mexico City.

In both cases, the Hope biology professor was one of three individuals from the United States invited to participate in these international events.

**KENNEDY MEDAL:**
John Tammi, director of theatre productions and an associate professor in the department, has been honored with a prestigious John F. Kennedy Center Medallion for his long-time, outstanding contributions to college theatre and the American Colleges Theatre Festival (ACTF). Only one Medallion is awarded to Regional III-East (Indiana, Michigan, Ohio) of the ACTF, and it is presented annually to the person who has made extraordinary contributions to the teaching and production of college theatre.

In ACTF's 19-year history, Hope College has been a member of the theatre organization for 17 years. During that time, Tammi was a member of the Executive Board for eight years, the regional chairman for two years, and on the National Committee two years.

As a member of the Region III-East, the most active and largest ACTF region in the country, Hope has sent four plays to the regional competition and one play, Tea and Sympathy in 1983, to the national festival at the Kennedy Center.

The size and activity of the Michigan, Indiana, and Ohio region has much to do with Tammi's work while the regional chairman and executive director for six years, the regional chairman for two years, and on the National Committee two years.

As a member of the Region III-East, the most active and largest ACTF region in the country, Hope has sent four plays to the regional competition and one play, Tea and Sympathy in 1983, to the national festival at the Kennedy Center.

The size and activity of the Michigan, Indiana, and Ohio region has much to do with Tammi's work while the regional chairman and executive director for six years, the regional chairman for two years, and on the National Committee two years.

As a member of the Region III-East, the most active and largest ACTF region in the country, Hope has sent four plays to the regional competition and one play, Tea and Sympathy in 1983, to the national festival at the Kennedy Center.

**Letters**

"Bravo to Dr. Jacob Nynhuis on his article, "Does careerism threaten the liberal arts?" (October, 1986 issue) The liberal arts education embodies and fosters the reality that we come to one another in our differences. And, it is in the tension of these dialogues that real growth take place. Unlike the purely utilitarian education, the liberal arts education is a timeless education that remains relevant in the future."

"Both Barbara (an 85 psychology major) and Richard (a 85 psychology minor) have found our liberal arts degrees to be invaluable. Because of the well-rounded curriculum we experienced and have learned, we have been able to easily enter into dialogue with people from vastly different disciplines, both in our personal and professional encounters."

Richard Den Uyl Jr. '85
Chicago, Ill.

**The road to the Rhodes**

I f miles and hours were comparable units of measure, then Rhodes Scholar Dan Stid could have walked the distance to England in the same amount of time it took him to win the honor.

Okay, that's an exaggeration, but applying for the Rhodes was not an overnight operation; it was a series of strict deadlines over many months for an essay, application and letters of recommendation. And, when these interested the Rhodes committee, the process then became a series of intense interviews.

The road to the Rhodes started last April for Stid. Neal Sobania, director of international education and overseer of the Rhodes application, was appointed the event coordinator. The event coordinator is responsible for identifying the initial candidates, organizing the interview, and coordinating the final selection process.

The event coordinator then sends the listing of initial candidates, which is subsequently narrowed to 50 or less, to the Rhodes Selection Committee. The Rhodes Selection Committee is made up of Rhodes Scholars, Rhodes Fellows, and Rhodes Award winners. The Rhodes Selection Committee then selects the final candidates, who are interviewed by the Rhodes Committee.

The Rhodes Committee then selects the final candidates, who are interviewed by the Rhodes Committee.

"Each time, I have to say, I was surprised when they called my name at the end," confessed Stid. "I felt so I didn't feel confident. I didn't feel like I had done well."

"I think there were a number of factors that contributed to my success. For one, I had written an application essay that was very well-thought-out. I had also had a number of interviews, which were very successful."

The interviews were very challenging and involved in every aspect of my life. They wanted to know about my background, my academic experience, my extracurricular activities, and my future plans.

"I tell you, I was very nervous. I had been rehearsing for the interviews for months. I had practiced every possible question and answer."

"I am very grateful to the Rhodes Committee for awarding me this honor. I will use this opportunity to further my education and to give back to my community."

"I will use this opportunity to further my education and to give back to my community."

"I am very grateful to the Rhodes Committee for awarding me this honor. I will use this opportunity to further my education and to give back to my community."
EVENTS

ACADEMIC CALENDAR

Spring Semester
Thursday, March 5 — Critical Issues Symposium
(classes not in session)
Thursday, March 19 — Spring recess begins, 6 p.m.
Sunday, March 29 — Residence hall open; Noon
Monday, March 30 — Spring recess ends, 8 a.m.
Friday, May 1 — May Day; Classes dismissed at 1:30 p.m.
Mon.-Fri., May 4-8 — Semester examinations
Sunday, May 10 — Baccalaureate and Commencement; Residence halls close at 7 p.m.

TRADITIONAL EVENTS

Critical Issues Symposium — Thursday, March 5
A day-long, intensive study with guest lecturers speaking about South Africa.

Danforth Lecture — Tuesday, Feb. 24: Winants Auditorium in Graves Hall, 3:30 and 8 p.m.
Dr. Lewis B. Smokey, professor of theology and ethics at Fuller Theological Seminary, will address contemporary ethical issues from a Christian perspective.

ADMISSIONS

For details about any admissions event, contact the Admissions Office, Hope College, Holland, Mich., 49423, or call 616-392-5111, ext. 2200.

Visitation Days
For prospective Hope students, including transfers, high school juniors and seniors. Visitation 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, March 13
Friday, April 10

Holland Area Program — Thursday, April 9
This special program is geared particularly for Holland area students who have applied for admission to Hope. The program will give students the opportunity to learn more about “the college in their own backyard.”

Pre-Medicine and Pre-Engineering Day — Thursday, May 14
Special activities for high school juniors interested in becoming medical doctors or engineers.

Exploration '87 — July 12-18 and July 26-Aug. 1
A “mini-college” experience for students who will be juniors and seniors in high school for the fall of 1987.

THE ARTS

Music
Faculty Chamber Music Concert — Sunday, Feb. 22: Wichers Auditorium, 8 p.m.
Junior Recital — Thursday, Feb. 26: Robert Hodgson, pianist; Dimnent Chapel, 8 p.m.
Jazz Night — Monday, March 2: Hope College Jazz Ensemble and Aquinas College Jazz Ensemble; Naas Auditorium, 8 p.m.
Student Recital — Tuesday, March 3: Dimnent Chapel, 8 p.m.
Hope College Orchestra Concert — Friday, March 6; Featuring John Gilbert, violist; Dimnent Chapel, 8 p.m.

*Faculty Chamber Music Concert — Sunday, March 8: Wichers Auditorium, 8 p.m.
*Young Artists Series — Tuesday, March 10: Daniel McKelvey, clarinetist; Dimnent Chapel, 8 p.m.
Junior Recital — Wednesday, March 11: Tim Jarzemowski, pianist; Dimnent Chapel, 8 p.m.
March Festival — Friday, March 13: Festival Recital; Western Seminary Commons, 8 p.m.
Senior Recital — Saturday, March 14: Kyria Boudry, pianist and Lynn Curley, composer; Dimnent Chapel, 8 p.m.

*Faculty Recital — Sunday, March 15: Robert Thompson, trumpet and Thom Gouwens, organist; Dimnent Chapel, 4 p.m.
Student Recital — Monday, March 16: Wichers Auditorium, 7 p.m.

*Great Performance Series — Tuesday, March 17: Carrie Terpsma, pianist; Dimnent Chapel, 8 p.m.


THE ARTS

DePree Gallery Exhibits
Myers Collection of Contemporary Japanese Prints — Feb. 21, March 29
Graduating Senior Show — April 4-5
Gallery hours: Monday through Saturday, 10 a.m. to 9 p.m. Sunday, 1 to 9 p.m. Gallery talks can be scheduled by calling 616-392-5111, ext. 3170.

DePree Center Art Gallery from Feb. 21 to March 29. A variety of mediums, from photo silkscans to etchings to lithographs to wood-cuts, will display the uniqueness of this show. This lithograph, by Wako Shoji, is entitled “Labyrinth and Origami Bird.”
Musical groups to travel on European tours

For the third time in the history of the Hope College Chapel Choir and Symphommine, the two musical groups will be traveling to Europe to perform concert tours.

The Symphomine, conducted by Dr. Robert Ritsema, made its first two European tours in 1976 and 1982, while the Chapel Choir, directed by Prof. Roger Rieberg, toured Europe in 1987 and 1979.

This year's overseas tour will replace the two groups' annual spring concert trip which is usually made to different parts of this country. Last year, for example, the Symphomone traveled to the South, and the Chapel Choir sang in the East.

Leaving May 11, the two groups will fly into Amsterdam, the Netherlands. From there, there will be a parting of ways as the Chapel Choir begins its tour on the main continent in a double-decker bus while the Symphomine will travel to London to start their tour.

Eventually, the two musical groups will play and sing in six different countries: Germany, England, Switzerland, Luxembourg, Liechtenstein, and the Netherlands. They will regroup, though, at the end of their respective tours in Rotterdam, the Netherlands for a joint, May 24th concert.

The 64-member Chapel Choir will give six concerts plus participating in two Sunday church services while in Europe. The Symphomine, consisting of 30 members, will give five concerts and will also be involved in two Sunday church services.

Since the majority of the expenses are being paid by the students, the groups are planning some campus fund-raising events including a talent night. Benefit concerts have also been arranged by the music department and the alumni office.

The two groups will perform joint concerts on Tuesday, April 7 in DeVos Hall in Grand Rapids, Mich., and on Saturday, April 25 in Dimmend Memorial Chapel on the college campus. Both performances will begin at 8 p.m.

"This year, these groups of students will be experiencing and exposed to things older than they've ever seen before," said Rieberg.

"Since they won't be singing or playing every day, they will be taking in such cultural events as visiting the Heidelberg Castle, Westminster Abbey, and most particularly we are looking forward to hearing "Evening" being performed at Kings College in Cambridge, England. And of course, there's the added delight of interacting with people from different cultures."

"About this time of year, the majority within the groups really starts to build as you see them work toward a team effort," added Ritsema. "But this year, you can feel a little more excitement over these trips to Europe."
Hope hand-aid helps the homeless

Freddie and Joyce Crenshaw had wanted a house of their own for quite awhile. Their family of six lived in a matchboxish Kalamazoo apartment barely big enough for three, and it was time for the cramped feeling they'd known for five years to go. But, as always, their savings weren't enough.

Finally, benefited by the support of the Kalamazoo Valley Habitat for Humanity, the Crenshaws have found their spacious haven—a two-story house that has fallen on hard times and will need overhauling repairs. It is not a dream house now, but eventually it will be.

But wrecked-home to dream-home conversion is no small task. That's where Habitat and its volunteers come in, though. And that's how three Hope juniors learned the true spirit of lending a helping hand.

At Kalamazoo's first Habitat project of the new year, Shelley Mowery of Midland, Mich., Cathy Minger of Mendon, Mich., and Deb Lowell of Hastings, Mich., arrived in the southwest Michigan town to begin improving the run-down house. The three volunteers devoted a week of their in-between-semesters break to the yearly mission work that is sponsored by Hope's Ministry of Christ's People, Student Church and Chaplain Gerard Van Heest.

Hope students have a tradition of working with Habitat for Humanity. Each year, during winter break, students of all majors and interests have traveled to different national locations to become short-term missionaries on different projects. Two years ago, MOPC sponsored the rehabilitation of a Chicago Habitat project, and four years ago, working in the land of Habitat's originination, students also helped construct a home in Americus, Georgia.

For the three Hope women who went a relatively short distance to the mission field in Kalamazoo, this was to be a winter project like they've never experienced before. They found a week's worth of physically demanding pounding, pulling, and pushing walls apart, floors up, and ceilings down. Saying this inner-city home needed a complete facelift was somewhat of an understatement.

"It's not surprising that I've never done anything like this before," said Mowery, a nursing major, whose grubby hands illustrated the demands of home repairs. "I've never torn walls down before. Actually, that's kind of fun. Steve (Sernesi, the layman for Kalamazoo's Habitat for Humanity) just gave us a crowbar and we started going at it."

Destruction for production. Feels good. "Some nights were definitely torture nights," said Minger, an elementary education major, who spent a day digging holes in the basement. Floor for ceiling supports and then filling the holes with mixed 80-pound bags of cement. "Actually, I didn't feel tired until 10:00 P.M., when I stopped moving."

"I just love people, and I love helping people," affirmed Lowery, who learned carpentry during the week. "That's what has motivated me to be a nursing major. I'm interested in missions and had been looking for an opportunity into a work project. This was perfect."

The annual Christmas Tree Fund, a collection of donations from Hope students, faculty and staff which is given as a yeulette gift to a deserving cause, totaled over $1,000 last year. For materials needed at the Kalamazoo Habitat for Humanity project, Reformed and other churches in the area also sent volunteers and money to the work site. The three juniors were housed at the home of the Rev. Donald DeYoung '52 of Twin Lakes Reformed Church. DeYoung is a member of the organization's board of directors.

"There were some nights we'd be so dirty, we weren't sure the DeYoungs would want us in their house," said Lowery. "I wouldn't have let me in my own house," added Minger.

The Hope students' mission experience became far more than hard, physical labor, though. Almost every day they were educated in the ways Kalamazoo's poor live and how people are helping make a difference in their lives. One day they ate in the northeast's Soup Kitchen, a lunching drop-in center, housed in a church, for the city's homeless. Later in the week, they spoke with the neighborhood's church pastor, the Rev. Guyron Pilcher, about the rehabilitation efforts in Kalamazoo. They also met with members of the city's Deacon's Conference Center, an area outreach to the city's poor community.

Even though the Crenshaws and Hope students were strangers before the project, the week's work was finished as neighbor helped neighbor, something akin to the days of old-fashioned barn-raising. Eventually the Crenshaws will repay Habitat, a nationwide non-profit organization, for the amount it took to purchase the home and the materials that improved it—all on a no-interest loan. The labor, naturally, was free of charge.

"Sometimes you get down and it seems like you've got it really bad," said a reflective Minger. "But no matter how bad you think you have it, there is always someone out there who is worse off than you."

Memories of the plaster that sprinkled their hair and the floating insulation from the ripped-out walls that tickled their noses will not fade soon. The trio is very anxious to see how the project they helped start will be completed. Since it takes an average of three-to-four-months to finish a Habitat home, Mowery, Lowell, and Minger, plus several other Hope recruits, will return to the Kalamazoo project on Saturdays and during the four-day winter break in February.

"Going down there to do the work really gave us more of a sense of accomplishment than just sending money," reasoned Lowery. "Instead, you knew what was being done, how the money was being spent, because you were the one using it with your own two hands."
Dr. Irwin Brink ‘52 was named dean of the natural sciences in 1982. A professor of chemistry, Brink has been a member of the Hope faculty since 1957.

misunderstanding of what science really is," Brink continues. "Science is a very human endeavor requiring intuition and creativity as well as rigorous involvement of the intellect. Although we work hard at teaching students certain techniques that are needed to master science, much of what we want our students to learn are attitudes and insights that give the full range of the human mind."

Although Hope has gained a reputation for excellence in its science major programs, students majoring in departments outside the natural sciences division have not been neglected.

To illustrate, Brink points to an unusual sequence of four science courses (biology, chemistry, geology, and physics) taught by faculty members for elementary education majors. Each course has a laboratory experience associated with it, and each student who takes the sequence earns 10 credit hours of science credit toward graduation and certification.

Some natural science faculty have also been involved in teaching senior seminar courses in which the ways that science and technology affect how humans live and think are explored. Included in these courses are the study of how the Christian faith and natural science interact with one another.

The institutional yardsticks that measure Hope’s excellence in science education are numerous. Since the 1983-84 academic year, Hope has received over two million dollars from outside agencies toward the funding of instruments and research at the college; students with at least a 3.4 grade point average have been accepted to medical school at a still-impressive 87 percent rate since 1984; one-hundred percent of those students applying to dental school since 1984 have been accepted.

Brink also sees some other strengths growing within this division.

"Our research emphasis has been broadening over the years, involving more faculty and students," he states. "There has also been an increase in the emphasis of internships, particularly in computer science, engineering, and biology. We have very good relationships with a number of industries in the area who are happy to have our students apply for internships."

"Most noticeable, however, has been the large increase in the number of outstanding women students in the sciences in recent years."

Other changes have created challenges in the natural sciences — challenges that Hope and Brink have no control over. "In the past three years, 141 students have conducted full-time research in the natural sciences. That figure easily doubles when you include those who conduct research during the academic year are added."

And, as a result of the collaborative faculty-student research effort, an impressive 34 scientific papers co-authored by Hope faculty and students, were published in scientific journals from 1980 to 1984. At Hope, faculty and students not only study about science, they do it. Most faculty members agree that research and teaching complement one another; since, in a sense, research is what is taught and vice versa.

Yet, while the natural science faculty is committed to giving students hands-on, technical experience, they’re also equally committed to the liberal arts.

"I would define the liberal arts as exploring what it means to be human," says Dr. Irwin Brink, dean of the natural sciences. "Our commitment to the liberal arts needs to be stated, because there is an erroneous tendency for people to think of the liberal arts and the sciences as somewhat distinctly different. But the sciences really are a part of the liberal arts."

"I think of one of the reasons there is a tendency to separate the sciences from the liberal arts is..."
Seven labs and classroom settings

By Eva D. Folkert

Get this. In your aching, awful, ugly times of cold and flu suffering this winter season, just try to remember that a fever is actually good for you. It's true. Here's how Dr. Chris Barney, associate professor of biology, explained it to his "Human Physiology" class.

"Fever is a response the body provides to fight disease," the physiology specialist said. "It appears to act to decrease the growth of bacteria and increase the body's normal defense mechanisms. So fever, particularly if below 102°F, does not appear harmful to an otherwise healthy individual; it may even help fight infection."

Wouldn't it figure. Just when you think you're sick with fever, burning up from a paradoxical cold, wracked by mysterious, miraculous contractions of a human body is actually helping you out.

The human body is, without a doubt, the most complicated piece of organization ever created. This is the task to communicate the how-it-all-works wisdom of such functions as blood pressure, heart rate, body temperature, metabolism, muscle reflex, and the nervous system. But Barney explains the tough topic with a simplified talk-all ease to the one-day-to-be nurses, doctors, physical therapists, and athletic trainers in his class. And while many "Human Physiology" students admit that "this is the toughest course I've ever taken at Hope," most will also claim in the same breath that it's been one of the most enjoyable, too.

"I really like to hear that," says Barney. "When they say it was tough, but they liked it because they learned a lot, then that's meaningful to me. It's easy to hate a hard class or love an easy class, but to still like a tough class, well, that makes me proud of this class and our students."

Barney is a thorough, non-stop fact dispenser in class. With hardly a hesitation in his lectures, his speech flows with a politician's intensity and fluency. No monotone here. Yet, like a politician's speech, there is not much discussion in class, but mostly a digestion of facts. When a student does pipe in with a question, it gives the other speed-writers time to shake off the stiffness in their pencil hand. Heads bob back and forth from blackboard-to-book like a tennis spectator would watch a volley from baseline-to-baseline.

In lab, though, the atmosphere is much more casual and laid-back. So casual, in fact, that the students talk and relate with Barney as though he was their big brother (Although they still address him with a respectable Dr. Barney.)

Using the lab book their professor wrote, "Human Phys"

students study, for example, nutrition (by taking care of their own rat for a week, testing them with the likes of 7-Up meals), muscle function (by experimenting with the muscles of a brain-dead frog), glucose tolerance (by gulping a syrup concoction, then pricking their finger once every thirty minutes for three hours to measure blood sugar content), and biofeedback (by taking a lie detector test).

Barney proudly says, "Many physiology courses don't have labs, so our students get a better lab experience than do most med school students."

Hey, people, listen to this quote which actually came out the mouth of a high-up at NASA. "Gordon Stegink tells his "Business Information Systems" computer science class. "This is one of the best examples of double speak you'll ever see in your life."

"It goes like this: 'The normal process during the countdown is that the countdown proceeds, and during the countdown we get the operational loops and face to face in the firing room to ascertain the facts that project elements that are monitoring the data and that are understanding the situation as we proceed are still in the go direction.'"

"Can you believe one man said all that in one sentence? A 65-word sentence!' Stegink says, arms flailing to accentuate his point.

He's flabbergasted by this display of hideous claptrap, and he wants his students to be, too. In an American society bent on information processing and automated simplicity, (remember when Time magazine made the computer their Machine of the Year in 1982?) Stegink always emphasizes that there are often important things to learn along with being a good computer scientist. Students must be good communicators, too. And so, to some degree, he 'de-techs' them.

"I contend that, in most cases, they can always get the 'nobby' (technical) part by looking things up in a manual or just by asking," says the professor who hopes for teaching his students greater communicative effectiveness. "I'm concerned that people take their communication skills seriously. I want my students to realize that they're always going to have to deal with people, not just their machine, and when you deal with people, different people, you can't look those problems up in a manual."

"This is the most unusual computer course I've ever taken at Hope," states David Baergen, a senior computer science major from Chicago, Ill. "I'm not saying I'm always going to have to deal with people, but it is one of the most unusual computer classes I've ever taken."

And by how exactly does Stegink achieve all these examples of human know-how? He starts with a mythical minion whose computer system could either use some improvement or replacement. Throughout the course of the semester, the students receive letters from Bob Hayes, the vice president (actually Stegink), who tells the computer analysts the needs within his company. Of course, the students must respond to the letters, thus sharpening their writing skills.

And, they must interview three "members" of the company to find the inside scoop on the business' computer needs. Stegink employs fellow faculty members to role-play dreamed-up characters like Frank Slater, the beat-around-the-bush manager of management (theatre professor Michael Grindstaff); the introverted store clerk Angela Hernandez (Jackie Heisel, director of the academic support center); and the dominating, independent manager of advertising Susan Martin who "could do without computers anyway" (psychology professor Jane Dickie). Sifting through the information gathered from these totally different personality types, Stegink's computer analysts propose what would be the best computer system for the minion in their final project.

"It really becomes a half real world, half simulated situation for these students," Stegink says. "'They're obviously not talking to real employees but they are learning to deal with different types of people. Don't get me wrong. We're concerned and deal with the technical side of systems analysis. After all, this is an upper level class. But I guess I'm ultimately trying to stress that there are other equally important things to learn'..."
A math class must have a calculated summation. Quite frankly, Van Iwaarden cleverly refers to it as "number crunching.

In a class more euphemistically known as "Diffy Q," those numbers crunch for a very good reason. Van Iwaarden’s specialty is applied math, making a differential equation relate to the "real" world, helping his students to always see the practical use.

"I want students to see that the things we are doing, albeit abstract at the time, can relate later in a realistic way," says the charismatic professor in his radio-voice that rivals even Paul Harvey. "I want them to see where all this leads. We’re not just doing math for its beauty. They’re doing this math so that in five to 10 years, when they’re on the job or in the laboratory using differential equations, the concepts they learned will come back to them and be helpful.

But just what is a differential equation? The scientific definition sounds, of course, technical. It is an equation which involves an unknown function and derivatives in the function. In plain talk, it’s tells you how fast there is a rate of change in a certain situation. Driving a car is a good example of a differential equation. The speed you are going is the rate of change in the distance to your destination. Acceleration and velocity are the derivatives. So, basically, every time you climb behind the wheel, you are doing a "Diffy Q."

In fact, in almost everything you encounter a differential equation can be applied, says Van Iwaarden. And his book, Ordinary Differential Equations with Numerical Techniques, which is naturally used in "Diffy Q," gives examples and exercises of how a differential equation can determine the rate of change in population growth; in a chemical reaction; in blood sugar content during a glucose infusion; and in a predator-prey ecological system.

And therein lies the basis of Van Iwaarden’s book—showing students how there are numerical applications to many problems in life. The students in his class are scientifically-minded—math, chemistry, and physics majors. In fact, "Differential Equations" is a requirement for these young scientists. Eventually, some of the jobs they’ll take will involve a differential equation that could lead to the solution of some problems in society.

"I love the freedom of teaching in helping students become good scientists," continues Van Iwaarden, an energetic lecturer who tries to make his students understand the how’s and why’s. "I believe I have more influence in the scientific world as a teacher than as a scientist in the private sector because of the number of people I have an impact on who will then go out and be the scientists in industry or wherever. Being a part of education is helping students grow in logic and skill to be effective in those positions. And that’s truly satisfying.

For Van Iwaarden, number-crunching is a beautiful "sound.

For senior David Aldrich, conducting basic physics research with Dr. Ned Rouze is "knowing there’s always something new happening, something new to investigate. We’re not reinventing the wheel."

Aldrich and three other Hope students—senior John Eckert of Benton Harbor, Mich.; sophomore Steve Gottseman of Jenison, Mich., and Rob Handliff of Grandville, Mich.—are working with Rouze on atomic physics projects. More particularly in the study of electron transfer collisions with a helium target in the hopes of determining exactly how hydrogen atoms of various sub-levels of energy are formed. Simply, it’s atom-smashing.

These experiments, then, warrant the foursome’s study of minuscule protons and electrons with unprecedented detail. In fact, the only other school doing such minute research is North Carolina State.

"We do this highly detailed research because we think we understand what happens in this simple collision, but then again, we’re not sure. These kinds of collisions happen all the time in the solar atmosphere, so it’s important to understand them for that reason. But it’s even more important for understanding collisions in general," Rouze adds with lucid enthusiasm for his field of study.

"This research is also revolutionary because to find how hydrogen atoms are formed will mean applying the results to see how other types of atoms are formed," says Aldrich, a Ypsilanti, Mich., native.

While the research is called basic, it is by no means simple. The atomic experiments involve the use of a low-energy proton accelerator, a collision chamber, and a spectrometer used to measure the light polarization emitted during the experiments.

"Besides the obvious benefits of having hands-on experiences in research at Hope, these students are even getting the chance to build the experiment’s equipment,” states Rouze who has been at Hope since 1985. "There are certain skills a good physicist must have, and one of the most important skills is knowing how to put things together.

"So, this also makes students really ready for research when they get to graduate school," continues Rouze, a strong believer in the attributes of undergraduate research. "Their graduate work will be more interesting because they’ll be ready to take on more responsibility since they are already acclimated to the research environment.

"Doing research at Hope is particularly enjoyable," adds Aldrich, "because I get the opportunity to assist in the challenge of getting things to work out right and come together in the lab."

Dr. Mike Silver, assistant professor of chemistry, with sophomore Jim Martin (foreground).

But before these highly-technical, multi-gadgeted pieces of physics apparatus were used, Rouze and crew needed to piece them together. Through grants from the National Science Foundation and Research Corporation, plus what Rouze calls “pragmatic scrounging” from other institutions for unwanted equipment, the physics handyman built his own laboratory. (Hope’s other accelerator, the 2.5 million volt Van de Graaff accelerator, uses too much energy for Rouze’s experimental needs. His low-energy accelerator will give his experiments all the jolt they’ll need — 25,000 volts.)

"Besides the obvious benefits of having hands-on experiences in research at Hope, these students are even getting the chance to build the experiment’s equipment,” says Silver.

But alas, there’s a catch. It’s not so easy to turn carbon dioxide into something useful. Since carbon is found both in oil and the air, converting carbon dioxide into fuel could also mean finding an alternative source of the element to put into fertilizers and plastics "once the earth’s oil supply runs out — no matter if that’s 10 or 200 years from now," says Silver.

Not Dr. Mike Silver, a top-notch chemist and devoted Star Trekker, has his way, technology for the 23rd century could be culminating in his chemistry laboratory soon.

Donned in supposedly white lab coats with the emblem of the U.S.S. Enterprise tagged onto the pen pockets, Silver and seven students — Jim Martin, Eurlnd Larson, Paul Van Dort, Lori Pederson, Dan O’Neill, Ray Zhang, and John Lakanen — have been conducting research to find an alternative source of crude oil — a hot world topic. Of all things, though, Silver and his crew are looking for ways to turn carbon dioxide — of which there is an abundance in the atmosphere — into something useful. Since carbon is found both in oil and the air, converting carbon dioxide into fuel could also mean finding an alternative source of the element to put into fertilizers and plastics "once the earth’s oil supply runs out — no matter if that’s 10 or 200 years from now," says Silver.

But, alas, there’s a catch. It’s not so easy to turn carbon dioxide into something useful. Since carbon is an inert gas, it won’t latch onto another molecule easily to create the reaction which would equate fuel. So, Silver and his students are devising an organometallic catalyst that will. So far, they’ve designed a portion of a catalyst that will attach itself to CO2, but only one-third of the research road has been finished. Not only must the catalytic molecule attach to the carbon, but it also must make a useful by-product, then let go.
Labs and classrooms continued

Continued from page 9

“There is no guarantee that what we’re doing will be successful,” says the mustached Silver in a slightly distinguishable Brooklyn accent. “But that’s part of the beauty of this research. We’re not doing make-shift research here. We’re not just doing an experiment for the sake of using the lab. We’re doing frontline research, research that is brand-new. And that’s exciting because the students, and I, can take pride and a personal ownership in it that we understand better than anyone else at the time.

“To students, chemistry becomes alive through research like this,” he continues. “It’s not just another exercise in a book but real hands-on science. That’s why Hope has more chemistry majors than schools 10 times our size. The research tradition, the one-on-one student-professor interaction, has been here for a long time. So, students come and ask me if they can do research. I don’t have to hang drums to get them into the lab.”

Although it is Silver who invents the ideas for experimentation, his students are not just technicians filling out his orders either. The team effort demands that student-chemists think independently and, eventually, Silver says, “they can even start thinking on their own.” I see them come in and show us what they think. And then, watch them grow in leaps and bounds.”

“Research is relaxing for me,” says junior Lori Pederson of Rockford, Mich., who has been doing research in Silver’s lab since she was a sophomore. “We conduct research they way it would be done at a grad school or in industry. Although, we do have to meet certain deadlines, we still are able to work on our own pace and get the work done when we can.”

The free-spirited humor and camaraderie that exists in the lab has much to do with Silver’s own easy-going philosophy. After all, it was the chemistry prof who attached the Star Trek patches to the lab coats.

Beam them up, Scotty. Warp speed.

Baby Dan isn’t any ordinary child, probably because he’s not real, but his heart is in the right place.

Baby Dan is a medical dummy used in Lynn Fagerman’s psychomotor skill laboratory in the Hope-Calvin nursing program, a lab where Fagerman, an instructor of nursing and specialist in pediatrics, teaches her students certain clinical procedures of anatomical relevance.

The lab is part of the nursing majors’ credit toward clinical work, which must total 15 hours a week on top of theory courses and other electives. This is also the students’ orientation to an acute care setting before they begin their clinical rounds later in the semester. Fagerman and her colleagues teach all these skills during the two-week lab orientation with a repetitious format — a medical type of show-and-tell as each student gets a chance to explain the procedure to a constant audience.

“This is practice and theory,” says Fagerman in her soft yet still authoritative voice. “We don’t teach skills independently of theory. Prior to each lab the students hear a lecture about the procedure they will be practicing. They must know their reasons for performing a procedure isn’t just because the doctor ordered it. It’s also a nurse’s responsibility to know the doctor’s reasons for ordering a certain treatment. If anything goes wrong, they are going to need to know how to follow up and remain aware over time.”

“There is a certain amount of idealism in theory classes,” the nursing professor explains. “You teach the students in an ideal setting, the ideal practice area. But that’s not what they’re going to find when they get done. I always try to make sure they have enough reality with materials so they have a good idea of what medical life will be like when they begin their career.”

In the same way, Fagerman relates realistic situations in her classroom. Earlier, in “Concepts of Nursing,” the pragmatic instructor taught her class about drug side effects, particularly when patients have an allergic reaction. There are times, Fagerman says, when a nurse’s duties also include “translator.”

“Often, if there is an allergic reaction, the patient or the patient’s relative won’t exactly remember what medication he’s on,” she illustrates to her class. “You’ll hear things like, ‘It’s a pink tablet, or maybe it’s white. I’m not sure. Anyway, he’s taking it for this and that.’

“You’re going to get responses like that,” she continues. “And what are you going to do with them? It’s your job to find out what the medication is or at least tell the circumstances to the attending physician.”

In class, too, Fagerman makes a point of building on the previous knowledge the students have learned be it nursing or otherwise.

“I know the courses that they’ve had prior to entering the nursing program — the biology, chemistry, sociology. They were very rigorous. The premed students had the same high expectations for those students as I do. So, I try to build on that knowledge because I don’t want them to think that it was a waste of time. I want them to know that there is reason why a baccalaureate nursing degree is better.”

“To me,” she concludes, “teaching is like using building blocks. Eventually, the skills and theory the students learn become a steady pyramid called nursing.”

Dr. Cotter Tharin, a professor of geology at Hope College, has been studying the social significance of a holy debated geological topic — environmental ethics. Born in the 1960s, no one really thought about environmental ethics,” emphasizes Tharin to his class. “I think it would be fair to say that we stole, raped, and pillaged the land anyway we wanted. But, finally, there was an awakening, and society became more conscious and understood that nature has a right to exist, too.”

This was merely warm-up for Tharin’s students because a pencil race was about to ensue.

“But don’t think that our problems have been solved. Far from it,” he continues, an eyebrow slightly raised a finger point. “Everyone has certain aesthetic values. I mean, what’s more beautiful to people, mangroves (tropical trees) or the seawall that replaces them? What about the swamp versus the condominiums? Which do you think is more beautiful? The swamp? But, do you think developers give one hoot about the ecological system that exists in a swamp? Basically, a swamp will always lose to money, to profit.”

Stand back, Don’del.

Tharin, the pioneer of Hope’s geology department, is simply trying to make sure that his students grasp the simple reality that earth is our only suitable habitat, and so accordingly, we should take care of it. Land use decisions are cumulative and generally forever.

“But don’t think for a minute that environmental problems are the sole possessions of Western industrialized nations, either,” says the fixed-up professor. “Oh, no! The problems are equally severe in underdeveloped nations. But there is one difference. Their problems are the result of poverty, ours are the result of affluence.”

Another general related concern — the problems created by an overpopulated world.

Before Christ’s birth and until around the 18th century, population growth advanced at a reasonable .05 percent each year. Ultimately, it would have taken 1,400 years for the population to double at that rate. But, today, population grows at a rate of 1.7 percent a year. Now, that might not sound like much, but when considering 1.7 percent of 4 billion people, growth like that each year means doubling the earth’s population in 48 years. At the same time, the harvesting of natural resources is up by four percent each year. Both rates must slow down, since, contrary to cornucopian optimism, the world’s resources are not infinite.

Tharin’s reasons for accentuating such revelations to his students, “Environmental Geology” class are essentially motivational.

“I really believe that we’ve not done a good job with the environment, especially since we have the scientific and technological ability. In this course, I want to make sure students understand that their decisions will be very important and why they should go forward with concern and intelligence. I want them to see that, as sure as shooting, they can make an impact. I want them to get angry and think about what’s happening to their world.”

I know most of these students aren’t geology majors, and some aren’t even science majors. But that doesn’t mean that they still can’t be sensitive to the problems they’ll have to live with for the next 50 years.”
Biomedical ethics

A theological perspective on medical care

by Dr. Allen Verhey

Walter Rauschenbusch was one of my heroes of faith, one that in "cloud of witnesses" that surrounds us and encourages us to think and live with integrity before God. Rauschenbusch spent many years of his life in a small Baptist church on the edge of Hell's Kitchen in New York City just before the turn of the century. There he witnessed economic exploitation of the poor immigrants and the tragic consequences of human injustice.

His intelligent and passionate response made him the real founder of the social gospel in this country and its most articulate spokesman to this day. Bioethics was not his concern, but he did write a prayer for doctors and nurses and included it in his little book Prayers for the Social Awakening. This is Rauschenbusch's prayer:

We praise thee, O God, for our friends the doctors and nurses, who seek the healing of our bodies. We bless thee for their gentleness and patience, for their knowledge and skill. We remember the hours of our suffering when they brought relief, and the days of our fear and anguish, at the bedside of our dear ones when they came as ministers of God to save the life thou hadst given.

We rejoice in the tireless daring with which some are now tracking the great slayers of mankind by the white light of science.

Strengthen in their whole profession the consciousness that their calling is holy and that they, too, are disciples of the saving Christ; May they never through the pressure of need or ambition surrender the sense of a divine mission and become hireling, but serve only to bless. Though they deal with the frail body of man, may they have an abiding sense of the eternal value of the life residing in it, that by the call of faith and hope they may summon to their aid the mysterious spirit of man and the powers of His all pervading life. AMEN.

Since Rauschenbusch penned that prayer, of course, some things have changed. The "white light of science" has indeed tracked some of "the great slayers of mankind." God does answer prayers, after all. Developments in medical research and technology have given human persons powers they never had before, powers Rauschenbusch never dreamed of.

Vaccinations and injections of what once were called "miracle drugs," respirators and artificial kidneys, and now artificial hearts have given us a remarkable control over the endings of life. The pill and other birth control devices, in vitro fertilization and other medical advances to conquer infertility, abortion, and neonatal intensive care technology all provide an extraordinary control over the beginnings of life. Indeed, we are even assuming control over the "quality" of the life that is beginning. The abilities to identify carriers of certain genetic diseases and to diagnose certain genetic defects in the fetus provide an astonishing control over our genetic legacy. We may indeed "rejoice" as Rauschenbusch did in his prayer — but we also worry a little, for with the new powers have come new problems — and new causes for new prayers.

The powers are medical powers — but the problems are inevitable moral problems. The "white light of science" has provided us powers, but science does not and cannot tell us how to use them. It does not tell us what ends to seek with the powers gives it or how to use them without violating the human material on which they work.

The new powers have raised new moral problems, but any attempt to deal with them soon confronts some very old questions, fundamental questions about the goods to be sought and done, about the justice of certain ways of seeking them, and about what human beings and human communities are meant to be and to become. Because Christians have some perspective on these fundamental questions, it should be possible also to develop a Christian perspective on some of the novel questions posed by advance medicine. In what follows I propose to take Rauschenbusch's prayer as a kind of text and to ask what light it sheds on one (but only) one of the new powers, the power over the saving Christ, and not has "hiring," the Protestant notion of a "calling" is used to assert that vocations besides religious vocations can honor God and serve his cause. And medicine, by God's grace, can be such a "calling.”

What that means more concretely, of course, depends on a reading of God's cause in the world, the cause which medicine, too, can serve. Christians typically read God's cause first in the gospel, in the proclamation that Jesus of Nazareth has been raised from the dead. There the final triumph of God's cause is disclosed and established. The cause itself, of course, is as old as light and has left its tracings both in creation and in the law.

If God raised Jesus from the dead in triumph over death and evil, then God's cause includes human life and its flourishing. The signs of this purpose are, first, an empty tomb, but also a commandment and a rainbow.

The physician who owns role as a "calling," then will serve life and its flourishing. She will never intend death. She will use her knowledge and her skills to serve that end.

It is integrity we must respect, the faithfulness to one's own identity and character, the exercise of freedom to create a unified life within one's choices — not some neutral and arbitrary autonomy.

The patient's obligation under Christ's lordship is not simply to survive. The law of his being is his own survival. How could it be when the Lord of his being is one who walked steadily and courageously to a cross? His obligation is rather to help, to care, to restore, to reconcile, "to overcome evil with good," to "glorify God in your body." (I Cor. 6:20). Of course, he is not to welcome death, not to practice hospitality towards it, but he need not stand in dread of it either. He is called to live his life, even the dying of it, in ways that serve God and help the victims of this sad world's evil, including those — to be grieved or conscience-stricken at his death. The Christian patient may, then refuse scarce medical treatment that another may live. He may refuse medical treatment which bears no hope of enabling him to be saved, or besides a further burden on his family and on their (and society's) resources. He may refuse medical treatments which render his last days or years less promising to the tasks of reconciliation and forgiveness and joy.

Continued on page 15
alumni alert

by David Van Dyke

1987 will be a busy year, and we are already off and running. Winter Happening 1987-7 has been a tremendous success, with more people attending than ever before. My thanks to faculty members, Allen Verhey, Robert Cline, Herb Martin, Del Michel, Sander DeHaan, Art Jertz, Donald Crockett and John Wilson, Richard Finkenberg and George and Roberta Kraft, and all alumni, parents and friends who attended and made the day a success.

The Alumni Slam Dunk contest at halftime of our Feb. 7 game featured Dan Gustad '85, Todd Gugino '85, Duane Carpenter '84 and Kirby Thomas '79 who entertained the crowd of onlookers. The winner was Dan Gustad, and he received a brand new pair of size 13 Converse high tops.

Next year's jamming contest will be even bigger and better.

With the selection of new officers announced, we have been planning a series of regional events around the country to provide you with an opportunity to meet and talk with us. This will most likely be a series of dinners. The schedule will be published in the next news from Hope.

My thanks to Jenny Liggitt '80 and Kurt Droppe '79 for helping organize a truly successful post-basketball game reception in Kalamazoo on Feb. 14. It was a great game and a great turnout. It's nice to walk into an away game and see more spectators on the visitors side than on the home side.

We have three more alumni events planned in some areas that alumni should take note of. There will be a spring meeting in Washington, D.C. on Wednesday, April 28. This will be held at The Capitol. Keith Brinks '80 has helped put together a dinner in Philadelphia on Saturday, May 2 at the Quaker Meeting House. This will be a fun event for all Hope alums in the Philadelphia area.

Mary Damstra Schroeder '68 has arranged for the Detroit alumni group to have a buffet dinner at the Grosse Point Yacht Club on Sunday, April 12, with special guest, President Gordon J. Van Wylen.

Kevin White also goes to Brian Schipper '83 for his help in arranging the first ever Hope College event in Orlando, Fla. on Feb. 16. We are very excited about starting up this new region. (Especially if we can be there in February."

Robert Block '70 has been appointed principal of Jefferson Middle School in the Desert Sands school district in Indio, Calif.

Jeanne Devette '70 teaches French at Milken (Mich.) High School.

Thomas Henderson '73 has been elected a member of the American Rheumatism Association.

Mary Luckey '70 is an associate professor of chemistry at San Francisco State University.

Robert Peter '70 is flying a L-1011 aircraft for international travel with American Airlines.

Marshall Fodorant '75 was elected associate chairman of the Employment Law Council of the Arizona State Bar.

Bonne Brooks '71 Garbrecht is the 1986-87 president of the Junior League in Battle Creek, Mich.

Jerry Gibbs '77 is a recent freeze-out of the firm of Riegler, Link & Gish of Milwaukee, Mich., after 10 years with the prosecutor's office in Muskegon.

Timothy Warren '76 was awarded a full fellowship to study at Pacific (Mich.) College.

Bruce Jackson '75 has been named president of the Western Michigan Cash Management Association.

Bruce is the manager of cash and investment for Hanover, Ind., in Holland, Mich.

Jill Crot '75 is the director of the funding office for the Michigan Foundation for the Blind.

Larry Knope '76 has been appointed vice-president at Old Kent Bank of Grand Rapids, Mich.

Larry will manage the newly-created consumer credit sales area of the bank.

Terri Smith '76 Lamerich is a Peg Lake receipt for the Finn and Meehan Health Care Center in Detroit.

H. L. Collins '76 Taftbank is an account executive for Credit Financial Planning Corp. in New Haven, Conn.

Dorothy Yanoff is a vice-president of the National Institute of Mental Health Fellowships in geriatric psychiatry at the University of Washington.

Mark Bombard '77 was promoted to team coordinator at South Kent Mental Health Center in Grand Rapids, Mich.

Mary Pyle '77 Bombard leads weekly women's classes at Marquette University in Milwaukee, Wis.

Diane Eldredge '77 is an accounting supervisor at Coherence, Inc., a world leader in laser development and manufacturing.

Rob Gunther '77 was promoted to assistant management representative for Detroit Container Sales in Coral Springs, Fla.

Jane Weiboldt '77 Hendricks is a contract administrator for Wright Patterson Air Force Base Contracting Center in Dayton, Ohio.

Douglas Jones '75 is currently finishing his first semester at Cornell University's Johnstone Graduate School of Management in Ithaca, N.Y. He is a candidate for an M.B.A. degree in accounting in May 1988.

George Johnson '77 is the director of the pediatric infectious disease at the Detroit Medical Center in East Meads, N.Y. George recently completed a pediatric infectious disease fellowship at the University of Rochester.

Arthur Kerle '77 recently performed as a violinist in the Baltimore Symphony Orchestra.

William McVay '77 is an assistant in the Baltimore Symphony Orchestra.

Anni Hill '73 is a counselor for the Baltimore Symphony Orchestra.

John G. Clay '73 is a counselor for the Baltimore Symphony Orchestra.

Vicki Moshkin '73 Tenor Harris has been named the director of the building project at Harvard Medical School.

Kari Hesch '72 Walters was an associate in the University of California, Berkeley.

Thomas Henderson '73 was appointed to a second place in the national tournament for the building project this fall.

Garry Kemper '75 has been promoted to assistant director of the University of California, Berkeley.

Lucie Beugel '74 Kramer is the minister of the Christian Society at the Community Church of Evangeline.

Lucy Iann '75 has been the acting director of the building project for the past nine months.

Timothy Van Dami '74 is a visiting assistant professor for the Graduate School of Interior Design at Pratt Institute in New York City.

Dale Brokaw '75 is a teacher at the Montessori School of Chicago, Ill.

Helen Michelson '75 is the building project supervisor for the Michigan Foundation for the Blind.

Elisabeth Dlvlbren '77 is an assistant director of the University of California, Berkeley.

Eliason '78 will start a fellowship in virology this summer at Harvard Medical School.

Scott Bradley '77 is teaching music in the building project in Livingston, N.J.

Stephen Ellison '78 is the cellist for the L'Orchestre National de Lyon. He is also an American member of the Chicago Symphony Orchestra.

Robert Sarnum '78 is an executive account manager for the newly-formed Corporate Services, Inc. in Somerset, N.J.

Jeffrey Park '78 is the owner of his own architectural firm in Grand Rapids, Mich.

Mary Beth Van Pernis '78 Parker is the manager of the interior design department for Bastian in Grand Rapids, Mich.

Correction: Brian Stafford '77 competed in the U.S. Triathlon Series Championship in Hilton Head, S.C., in November 1986. Over 220,000 tried to qualify for this championship, but only 1,500 were selected. Brian placed 232nd overall, 35th in his age group, and 21st in his age group for competitors from Michigan.

William Van Buren '74 left his job as manager of the Des Moines Register and Tribune to open the office of his own business, Career Services in Boonton, N.J.

Barry Winter '79 is currently chairman of the Third National Bank of the Third National Bank in ankle Kansas City, Mo.

William McVay '77 is the building project manager for the Illinois Department of Public Health's Infant Mortality Reduction Initiative.

John Sloan '77 is an assistant manager for the Baltimore Symphony Orchestra.

Charles Holub '77 is a computer supervisor for the newly-formed Corporate Services, Inc. in Summers, N.S.

John Broadbent '75 is a systems engineer for EDS Detroit, Mich.

Sandy Lee '71 has been appointed to the board of the Five Cities Medical Center Counseling Center in Grand Haven, Mich.

She is also a board member with the Christian Women's Club of Grand Haven.

Herman Miller '78 has been appointed business manager at the Western Theological Seminary in Holland, Mich.

Scott Kiel '79 is the building project manager for the newly-formed Corporate Services, Inc. in Summers, N.S.

Lawrence Mcintosh '79 was elected a vice president on the board of the Board of Directors of the University of Michigan's Student Counseling Center.

When School District of Milwaukee Board of Education met in the newly-created Computer Services, Inc. in Summers, N.S.

Robert ASD '80 is working as a building project manager for the newly-formed Corporate Services, Inc. in Summers, N.S.

Susan Sharp 80 '80 is an attorney in private practice in Phoenix, Ariz.

Robert ASD '80 is working as a building project manager for the newly-formed Corporate Services, Inc. in Summers, N.S.
Kerrin Wilson '80 Nguyen Browning is teaching
bilingual first grade in Houston, Tex., having recently
completed an M.Ed. The University.
Leni Daniels '80 is singing for the outreach program
of The National Portrait Gallery, a branch of the
Smithsonian Institution. She also performs the works
of Gershwin and Porgy & Bess at various venues.
Barbara Schott '81 is a graduate assistant in
psychology at the University of Illinois at Chicago.

Mary Hector '80 Orange is a teacher and program
director of the Learning Ship Program in Seattle, Wash.

Dana Bussena '80 Pierson teaches in a middle
school resource room in Cadillac, Mich.

Thomas Pierson '80 teaches third grade at
Kenwood Elementary School in Cadillac, Mich. Last summer, he ran the Boston Marathon and took
second place in the men's division for these and
several other national security events for First American
National Security.

Jonathan Rieger '80 is a marketing representative
for Contract Resources Group, an independent
manufacturer and representatives for the contract
furniture market in Dallas, Tex.

Barbara Schang '80 Zischka is a social worker in
the obstetrics and gynecology clinic at Baystate Medical
Center. Both works with pregnant teens and medically
high-risk pregnancies.

Earl Beam '81 is the new coordinator of Health
Enhancements and Special Services at Meadville (Mich.)
General Hospital.

SaAn Lentes '81 Braggink is a teacher/director of
Treehouse Pre-School in Byron Center, Mich. Currently,
she is vice president of the Mich. Nursery School
Councilor to the James M. Stephens National Labor Relations
Board in Washington, D.C.

Johanna Rieger '81 is a management mortgage banker for Boston
(Mass.) Five Cents Savings Bank.

Susan Galer '81 received a full fellowship and
assistance to Indiana University in Bloomington. She is
pursuing a doctorate in music in vocal performance
and opera.

David Rygo '81 is a corporate banking officer for Old Kent
Bank of Brighten, Mich.

Toni Poel '81 is a purchasing agent at Herman Miller,
Inc. in Grand Rapids, Mich.

Ross Thorburn '81 is teaching physics at a highschool
in Vassar College in Poughkeepsie, N.Y.

Jane Dickert '81 Fish works as the wellness program
coordinator for Gerber Memorial Hospital in Fremont, Ohio.

Terri Tappin '81 is a writer/producer for WDIV-TV in
Dearborn, Mich.

John Weis '81 works for WBRC Architects; Planners, and
Engineers of Wayne, Mich., as the manager of public
sector projects.

Gaye van den Homberg '81 is the manager of trade
promotions for Kraft, Inc. in Glendale, Wis.

Thomas Weisz '82 is a consulting economist at
Alston & Bird in Atlanta, Ga.

Douglas Deucht '82 entered the Air Force.

Peter Reed '81 is a member of the faculty at the University of
Michigan in Ann Arbor.

Chris Green '82 is a computer programmer/analyst for
Michigan Bell.

Cathleen Batt '82 Hallock is pursuing a master's degree
in organizational theory at Kent State University.

Douglas Klein '82 graduated from the Basic School of the
U.S. Marine in Quantico, Va.

Patrick Koepke '82 is entering October of his last
year at the U.S. Air Force station in Wright-Patterson,
Ohio and is a recipient of the Ohio State University's
Air Force ROTC scholarship.

(following page)

Kerrin Wilson '80

Leni Daniels '80

Mary Hector '80

Dana Bussena '80

Thomas Pierson '80

Jonathan Rieger '80

Barbara Schang '80

Earl Beam '81

SaAn Lentes '81

Susan Galer '81

David Rygo '81

Ross Thorburn '81

Jane Dickert '81

Terri Tappin '81

John Weis '81

Gaye van den Homberg '81

Thomas Weisz '82

Douglas Deucht '82

Peter Reed '81

Chris Green '82

Cathleen Batt '82

Douglas Klein '82

Patrick Koepke '82

(following page)
advanced degrees

Rod Hecetrek '81, master of arts degree in history, University of Wisconsin, Madison.

Melinda Campbell '85, master of social work degree, University of Michigan, Ann Arbor.

Kathleen Stegeman, master of science degree in nursing, Virginia Commonwealth University, Richmond.

Medical College of Virginia, Dec. 1986.

Peter Ferkoly '76, master of science degree in library science, School of Library Science at Columbia University, New York, Jan. 1987.

Gerald Guarini '81, master of music degree in opera and voice, SUNY at Stony Brook, May 1986.

Charles Goggin '73, Ph.D. in political science, Stanford University, June 1986.

Kelly Griffin '85, master of science degree in library science, Kent State University, Dec. 1986.

 Peggy Ham '76, master of science degree in library science, Wayne State University, June 1986.

Christine Ventre '79, master of management degree, Aquinas College, Jan. 1986.


Derek Okon '86, master of divinity degree, University of Michigan, Dec. 1985.

Peter Koepke '82, master of science degree, University of Cincinnati, May 1986.

Peter Kran '50, doctor of ministry degree, Southern Baptist Theological Seminary, Dec. 1986.


Alas Murray '81, master of science degree in design, Pratt Institute, Brooklyn, N.Y., June 1986.

Deb Bussems '80, Parson, master of arts degree in reading, Michigan State University, June 1986.

Ivan Benes '80, master of arts degree in reading, Michigan State University, June 1986.

Zaidi Pyley '69, Ph.D. in musicology, University of Michigan, June 1986.

Elizabeth Robinson '50, master of science degree in library science, Indiana University, May 1986.

Ronald Schut '81, M.D., University of Minnesota, June 1986.


Greg Stewart '82, bachelor of science degree in naval architecture and marine engineering, University of Michigan.


Koos Tomburg '81, Ph.D. in political philosophy, University of Notre Dame, June 1986.

Adelaide Whitehouse '72, master of science degree in writing, University of Minnesota, June 1986.

David Worthington '78, master of music degree in musicology, College of Music, University of Wisconsin, Madison, Aug. 1986.

Eveleth '78, master of music degree in composition, School of Music at the State University of New York at Fredonia, Aug. 1986.

James Williams '73, master of arts degree, secondary school administration, Central Michigan University.

Helene Bosco '31, master of arts degree in reading, Western Michigan University, Aug. 1986.

Joyce Chandler '84, master of science degree in botany, University of Michigan, Aug. 1986.

Catherine Palko '83, master of science degree in zoology, University of Michigan, Aug. 1986.

Alan Young '81, master of art degree in music education, University of Michigan, Aug. 1986.

and voice, science, Kent State University, Aug. 1986.

Cynthia Timmer '77, master of arts degree in architecture and marine engineering, University of Michigan, Aug. 1986.

Suzanne Inwood '79, master of science degree in physics, University of Michigan, Aug. 1986.

Inwood '78, master of science degree in mathematics, University of Michigan, Aug. 1986.

A graduate of the College of Architecture and Engineering, University of Michigan, Aug. 1986.


Surviving her husband, a son, four grandchildren, and three stepchildren.

Surviving her husband, a son, three stepdaughters, and three grandchildren.

Surviving her husband, a son, a stepdaughter, and four grandchildren.

Surviving her husband, a son, two daughters, a son-in-law, and four grandchildren.

Surviving her husband, a son, three daughters, and a granddaughter.

Surviving her husband, a son, three stepdaughters, and two grandchildren.

Surviving her husband, a son, a brother, and three sisters.

Surviving her husband, a son, two daughters, a stepdaughter, and two grandchildren.

Surviving her husband, a son, a stepdaughter, and two grandchildren.

Surviving her husband, a son, a daughter, and two grandchildren.

Surviving her husband, a son, three daughters, and a granddaughter.

Surviving her husband, a son, three daughters, and a granddaughter.

Surviving her husband, a son, a stepdaughter, and two grandchildren.

Surviving her husband, a son, a stepdaughter, and two grandchildren.

Surviving her husband, a son, two daughters, a stepdaughter, and two grandchildren.

Surviving her husband, a son, two daughters, a stepdaughter, and two grandchildren.

Surviving her husband, a son, a stepdaughter, and two grandchildren.

Surviving her husband, a son, a stepdaughter, and two grandchildren.

Surviving her husband, a son, a stepdaughter, and two grandchildren.

Surviving her husband, a son, two daughters, a stepdaughter, and two grandchildren.
The sensory sensation of hearing... again

by Eileen Beyer '70

A pin drop, a tree falls, and this is how we hear it: The sound waves float into the ear canal where they bounce up against the eardrum. The gentle impact causes the drum to vibrate. There's concentration now as the waves pass through the bony passage of the middle ear to the small opening that gives entrance to that house of mysteries, the inner ear. The fluid within the cochlea, an exquisitely delicate shell-shaped organ, picks up the vibration. This agitation tickles some 40,000 hair cells that line the cochlea, causing them to release chemicals. Then there is the culmination, the auditory nerve leading to the brain activates.

"I heard a pin drop," we usually say, never confusing it with a forest's fall.

Perceived by most of us as a smooth continuum, hearing is actually a complicated chain, and the cochlear hair cells are the sensitive links, says John Kemink '71, M.D., assistant professor of surgery and head of otolaryngology (ear, nose and throat medicine) at the University of Michigan Medical Center. It's these hairs that cause sound waves to become translated into nerve impulses, the only thing the brain can translate.

For the past two years, Kemink has been doing research on the cochlear implant surgery that has restored some hearing to nerve-deaf people. He believes that as implant research and development continues, the procedure will provide new understanding of the entire process of hearing and new hope for people who now know only the sound of silence.

Kemink believes that as implant research and development continue, the procedure will provide new understanding of the entire process of hearing and new hope for people who now know only the sound of silence.

The signal processor has also been improved. It's now an internal rather than external device, positioned under the skin and held in place on the skull by magnetism. Kemink says the design of this processor is now almost indistinguishable from that of the human brain.

Cochlear implants are regarded as the most important medical breakthrough in the field of communication disorders. Kemink and his colleagues describe present devices as still crude and experimental compared to what's ahead. But do the implants of today provide any tangible benefit to their recipients?

Kemink believes even minimal hearing is life-enhancing. First, it increases confidence, so outings in a busy city, for instance, are less frightening. He points to a 28-year-old new mother for whom the ability to hear her baby's crying has made a major difference, and to two recent patients, a teenaged girl, who found it unquestionably significant that they were finally able to hear their idol, rock singer Madonna. Second, the device is improving patients' ability to lip-read.

Like nearly all scientists, Kemink and his colleagues have found research dollars ever more scarce in recent years due to general cutbacks and the rise of interest in research for life-threatening diseases such as AIDS and cancer. But Kemink is happy in his work, in part chosen for personal reasons (several relatives have hearing problems), but mostly because of the way opportunities unfolded as he studied medicine at the University of Michigan and California State University-Fullerton.

He joined the U-M faculty in 1981, and just recently was offered the department directorship. He's young for such a senior post; he admits, but he likes working at the level of competency required.

"Ear surgery is technically demanding," he says. "Everything you do is under a microscope, and you have five-hour operations that require constant fine maneuvering. It's extremely delicate work, and I like that and what it requires of me."

He also enjoys, usually at least, the variety of tasks he faces: a combination of administration, patient care and education at various levels - from hundreds of med students packed into a lecture hall, to the intimacy of a fellow surgeon at his side.

Although his days are long, separating him too often from the considerable attraction of his 8-month-old daughter, so far young Dr. Kemink is wearing the yoke and banner of authority and responsibility well.

He believes thoroughly in the importance of his work with cochlear implants, despite the fact that he has been received with some controversy among members of the deaf community who view it as an attack on their value as non-hearing human beings. As the play-billed movie 'Children of a Lesser God' has brought to public consciousness, there is a strong civil-rights sentiment abroad within today's deaf community. Kemink feels it is often misguided.

"Obviously, deaf people have emotions and an ability to get on in the world, and these aren't always recognized. But not to hear is a major handicap in a world in which most people do hear."

Computers, for instance, have afforded deaf people access to many professions. The project toward voice-activated computers, however, could mean another division between hearing and non-hearing, since deaf people often don't speak.

Kemink likes to quote Helen Keller, the American blind-and-deaf author/lecturer, who said not being able to see separates a person from the world of things, not being able to hear separates a person from the world of people.

Kemink believes that's an unfortunate and conquerable obstacle.

Eileen Beyer '70 is the former editor of news from Hope College. She operates her own writing and editing business in Holland, Mich. and is acting editor of employee publications at Steelcase, Inc., in Grand Rapids, Mich.
The first Lady and family

Jeanne Jacobson says her favorite place to be is in a library, and from her scholarly interests, it’s easy to see why.

Mrs. Jacobson (who pronounces her first name, Jan) received a bachelor’s degree in English literature from Swarthmore College in Pennsylvania, a master’s degree in reading education from the State University College of Brockport, N.Y. and a doctorate in educational psychology from the State University of New York (SUNY) in Albany. Currently, Dr. Jacobson is the principal of general studies of the Hebrew Academy of the Capital District and an adjunct professor in the graduate programs of SUNY at Albany and the College of St. Rose.

You can see I bring a good ecumenical background to Hope,” she jokes.

Mrs. Jacobson’s specialty is in education of gifted children, and she also has a strong interest in curriculum development. She has been a past president of the Albany City Area Reading Council and a board member of the Principals’ Center of the Capital District. She is also active in the Reformed Church, serving as an elder for her home church, Christ Community Reformed.

The editor of a monthly magazine on the education of gifted children, her editing skills go beyond this scholarly magazine. In her valuable spare time, Mrs. Jacobson is also a consulting editor for the Drod Review of Mystery, a review magazine of mystery literature which is edited by her son-in-law, Jim Huang.

The Jacobsons have four grown children, all residing in the East. John Jacobson, 30, is the director of steel service for Chase Econometrics in Bala Cynwyd, Penn. A Swarthmore graduate and an executive M.B.A. degree candidate at the Wharton School of the University of Pennsylvania, he is married to Gail Grubelich Jacobson, an executive with Scott Paper Corporation.

Jean Jacobson, 28, is a graduate of Cazenovia (N.Y.) College and the State University at Brockport. She is the recreation director for AIM, Alternatives in Mankind, a Saratoga Springs organization providing home-style residences for formerly institutionalized persons. She is also a trainer of harness racing horses.

Jenni Jacobson Huang, 25, is also a graduate of Swarthmore and is a Ph.D. candidate in virology at Harvard University. She is the associate editor of the Drod Review. She is married to Jim Huang, who besides serving as editor of the magazine, is the manager of a Boston computer software company.

James Jacobson, 23, is a part-time student at Boston University. Interested in communication studies, he is currently working for Serendipity, a restaurant in Faneuil Hall in Boston.

"All the children have been very supportive of John’s decision to come to Hope,” says Mrs. Jacobson. “We will miss the closeness very much. But we'll just have to work with holiday management.”
How to select a college president

by Eva D. Folkert

Since Hope College was chartered in 1866, the United States has had 23 presidents (counting Grover Cleveland twice) as compared to the college's appointment of 10 presidents. We've grown accustomed to many fickle political forces and the hyperbolic campaigning that accompanies a national election before we go to the polls every four years. What we are not used to is the relatively quiet task of finding a new college president since they have remained at the college an average of 13.4 years.

So, just what were the steps that led to the appointment of Dr. John Jacobson? Here's how the Board of Trustees made their decision:

Step 1: Pick a team
At their October meeting in 1985, the Board of Trustees officially began the process of finding a successor for Dr. Gordon Van Wylen by appointing a Presidential Search Committee. Given the responsibility of recommending candidates to the Board, the nine-member committee included members of the Hope community from its various segments. From the Board of Trustees came: chairman of the committee, Max DePree '48 of Zeeland, Mich., the Rev. Jay Weener '49 of Grand Rapids, Mich., and Doris Adams '52 DeYoung of Friesland, Wis.; from the faculty, Jane Harrington Bach '58, associate professor of English, James Gentile, the Kenneth Herrick associate professor of biology, and Dr. Nancy Sonneveldt '62 Miller, dean of the social sciences; from the administration, John Grellet, director of planned giving; from the alumni, Elmer Hargenrider '39 of South Haven, Mich.; and from the student body, Mark McDowell '88 of Clayton, Mich., president of Student Congress.

An executive secretary was also appointed, although this person was not a committee member. Professor emeritus of English John Hollenbach took care of all the logistical work for the committee.

Step 2: Set some standards
After organizing the pattern of the search and preparing a description of the position with background materials for Board action, the committee made an analysis of key tasks facing the college over the next decade. The following qualifications for the presidency then emerged: strong academic credentials, including an earned doctorate; a distinguished record of achievement, preferably in higher education; commitment to the Lordship of Jesus Christ; commitment to undergraduate liberal arts education in a Christian context; demonstrated administrative ability, preferably in higher education; ability to relate to the college's diverse constituencies; including the Reformed Church in America; financial insights; and leadership abilities to articulate and implement effectively the mission of the college.

Step 3: Let the nation know
After stating the key concerns for presidential qualifications, the committee solicited suggestions and nominations from leaders in higher education, business, the church, and other professional areas. Setting the deadline date for application submission at Aug. 1, 1986, the committee advertised in magazines and newspapers and circulated the announcement to foundations, Reformed Church leaders, GLCA colleges, and alumni in higher education, asking for their input for nomination. (In fact, Jacobson's nomination came from the Pastor of his home church.)

More than 75 persons came to the attention of the committee and were invited to declare their interest. Then, of the more than 40 declared candidates, the committee narrowed the field to eight candidates after Aug. 1.

Step 4: Serious paperwork
The committee carefully examined and evaluated all eight candidates vitae according to the qualifications set up in categories on a worksheet. From eight, the final field was narrowed to three candidates: Jacobson; Larry Braskamp, associate chancellor for academic affairs at the University of Illinois; and Dennis Voskuil, associate professor of religion at Hope. Each candidate was brought to campus (except for Voskuil who was already here) for an extensive day-and-a-half long interview process in November 1986. The three met separately with panels from four segments of the Hope community: a 16-member faculty group, a seven-member student group, and a nine-member administrative group.

Each representative meeting with the candidates was asked to write their personal perceptions and judgments. Grellet also went to interview two of the candidates on their home campuses.

Step 5: Go tell it to the Board
On Dec. 5, the Presidential Search Committee brought the Board of Trustees up to date on the process. Not a regular meeting period for the Board, 20 members, more than half, returned to campus to hear about the search progress. Satisfied that things were going well, they were ready to hear the committee's recommendation at their January meeting on the 29th.

Step 6: Send up white smoke
On January 27 and 28, the Presidential Search Committee met behind closed doors to recommend the 10th president of Hope College to the Board. Reviewing all materials submitted to them from faculty, students, and administration, the committee came to the Jacobson conclusion after a day-and-a-half of consultation.

The campus community was impressed by each candidate. Hollenbach said, "The final decision was very difficult. "We had three worthy people who sought to serve Hope College," added DePree.

"Through the entire process, though, we always tried to share our progress and involve people in the search and hear their opinions while still preserving some confidentiality," the executive secretary said.

Step 7: Go tell it to the Board, Part II
Coming to their decision on Jan. 28, the committee made their recommendation to the Board on the 29th. The Jacobson decision was solidified by the Board's agreement, and Hope College had found her next president.

Step 8: The final score
In all, the Presidential Search Committee met 17 times over 15 months to perform the considerable task of helping select the 10th president of Hope College.

Hope's Next Era A legacy of leaders