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78 years teaching 88 keys

by Julie G. Ridi '82

"W"e represent a kind of generation, a pre-war generation. We came into the music department when it wasn't really a department at all," remembers Jantina Hollemann, professor of music, and her Hope career and the concurrent career of colleague, Anthony Kooiker. "We've seen the Nykerk building and its addition built. We were on the ground floor of the development of a department and curriculum that were undreamed of at the time we came.

"When you accept a position teaching away from a musical center," says Kooiker, "the first thing you try to do is help develop the area musically, by bringing in performers from the outside, but also by developing artists from within the college and community."

Both left musical cities to come to Hope College in the late '40s. Hollemann from Columbia University in New York City and Kooiker from Eastman School of Music at the University of Rochester, N.Y. Both were lured from these cultural centers by former president Irvin Lubscher, and both retire this year. Their careers at Hope represent 78 years in music education.

They came to help build a solid department for Hope, and in doing so, played an important part in developing a musical culture for the college and community. Their influence and efforts have provided some of the cornerstones of today's music department including the popular Christmas Vespers program and the College Chorus.

Hollemann's mother disconnected the telephone and turned off the electricity to pay for piano lessons. Even then she shared the lessons with her twin brother, taking them one year, the next. The piano was a prize her mother won in a jingle-writing contest. Her expression softens when she talks about her childhood in the "terrible dust-bowl of South Dakota." Before 1932, when the depression hit hard, her family had been well-to-do farmers. But fortunately, the dust-bowl years didn't destroy the Hollemans. "Mother was very creative, and father was so well read; he read voraciously and had a great sense of humor," she says, of the time when her remarkable family worked together to stay emotionally and spiritually on top of the Great Depression.

Hollemann has carried that dauntless cheerfulness into every classroom at Hope, working to pass it on to her students, many of whom have become music teachers themselves. Hollemann came to Hope in 1946 as an instructor in music education and piano. Her background in elementary and secondary education continues to feed her enthusiasm for the profession.

During her 41 years in the music department, she has shaped the music education curriculum, created a church music curriculum, begun the choral conducting course (now a requirement for vocal music majors) and founded and managed the music education curriculum library.

A strong proponent of the liberal arts tradition, she altered the concept of the Introduction to Music course to make it more accessible to the entire student body, fighting the "conservatory attitude" that she saw her department slipping into during those early years. Hollemann founded the College Chorus in 1952 as a response to the number of talented students who were disappointed by the limited places available in the Chapel Choir. Her influence in the design of the 1970 Nykerk Hall renovation is a tangible example of the creative imagination that has marked the pages of her career.

Hollemann and Kooiker worked together to form Christmas Vespers as it is known today. When they came to Hope, the Christmas Vespers program was a patriotic event in memory of the first Vespers held on Pearl Harbor Day, Dec. 7, 1941. At the time, there was very little cohesion in the nature of the program. Hollemann and Kooiker became advisors in 1950, turning the service program around to the ceremonial, high-service music that makes Christmas Vespers an annual highlight for the college.

Kooiker's home provides an instant and accurate impression of this familiar Hope personality. At first glance it is quite formal; impeccably ordered, well-decorated, bright. A Mason and Hamlin piano sits prestigiously in the sitting-room that is reached through a stained glass and oak foyer. And yet, it is an absolutely comfortable home, accessible, sunny, somehow familiar.

And that is Anthony Kooiker. His first love is performance, and his other first love is people. He is at once formal and familiar, the combination has made him popular with his audiences and students.

Kooiker came to Hope in 1950 with four years of teaching experience at Central College, where he first met Dr. Lubscher. After Central, he spent three years accompanying the eminent American violinist, Albert Spalding, before Lubscher lured him away to build Hope's theory and piano departments. And build he did, for he had a strong personal foundation of performance experience that included appearances at Town Hall and Carnegie Hall and several recordings with Spalding for Remington Records. In 1986, Kooiker made his first solo recording on the Partridge label from the Netherlands.

He began building the Hope program by presenting frequent solo recitals, bringing in young American artists to perform, and encouraging student and faculty recitals. Kooiker has worked to introduce various periods and styles of music to his audiences.

Last year, Pennsylvania State University Press reprinted his 1968 collection of Restoration period harpsichord music, Meloditeria. Kooiker's dual dedication to performance and teaching led to his chairmanship of the Board of Certification for Piano Teachers of the Michigan Music Teachers Association (MMTA). He presented several lectures at MMTA's conventions and Piano Forums throughout the state and edited the association's Handbook for Piano Teachers. In 1979, the U.S. Information Service and the American Embassy in Sarajevo invited Kooiker to give lecture-recitals in American music at seven music academies in Yugoslavia. He also toured the Netherlands in 1985, a tour that resulted in an invitation to make his album.

His students have run the gamut from the career performer to the dedicated amateur, and his love for them does not discriminate.

"I feel very fortunate in having a fairly large number of students with whom I'm still actively concerned — with their careers, families, hopes. If it weren't for these friends I made while I taught here, I'd be much less happy."

Retirement? For these two, you must define your terms. They'll no longer conduct classes at Hope, but they are far from lessening their responsibilities. Hollemann plans to increase her involvement with her church and the American Association of University Women, filling in the few hours left by taking organ lessons, learning another language, or possibly teaching courses in church music education at Western Theological Seminary.

"It's time to retire, you want to retire while you're still healthy enough to make some other creative endeavors." And Kooiker's retirement from his performance career is still far from over. More time means an opportunity to explore a long-time fascination with American composers of the late 19th and early 20th centuries.

"I'm free now to perform more and practice at leisure. And I hope to continue to make more recordings."

Hollemann and Kooiker's individual and combined influences on the college community will be remembered, enjoyed, built upon, and missed.
FORD TO VISIT: A special convocation will be held honoring America's 38th president, Gerald R. Ford, at Hope College on Friday, April 24 in Dimnent Memorial Chapel, according to Hope College President Gordon J. Van Wylen. An honorary Doctor of Laws degree will be conferred upon the former president at the 9:45 a.m. event. Although the college convocation is being held at a special time, it will retain its traditional setting with the Hope College Chapel Choir singing an anthem, and professors will march in academic regalia.

During his day on campus, Ford will also visit with students and faculty. Ford has visited the Hope campus on several occasions. In 1971, when he was a Congressman from Michigan's Fifth District, Ford was the keynote speaker at the dedication of the DeWitt Center. In 1977, as former U.S. President, he returned to campus to give lectures as part of a three-day tour of Western Michigan colleges sponsored by the American Enterprise Institute. "It is a great privilege to have President Ford visit our campus and award him an honorary degree," said Dr. Van Wylen. "While we are seeking to honor him and recognize his distinguished record of service as Congressman, Vice President, and President of the United States, we in turn will also be honored by his presence with us. It is particularly significant that he began his career in Congress as the Representative from Ottawa and Kent counties, and thus was our Representative, President Ford's visit will be a memorable day for Hope College."

ALUM AWARDS: Alumni Day on Saturday, May 9 will be highlighted with five Distinguished Alumni Award presentations. Receiving the 1987 honors will be Phyllis Brink '58 of Sudbury, Mass.; Randall Dekker '47 of Zeeland, Mich.; Dr. Eugene Jekel '52 of Holland, Mich.; The Rev. James Nevel '56 of Wappingers Falls, N.Y.; and Jerald Redeker '56 of Holland.

Barbara J. Smith, assistant director of the alumni association, commented on the selection of alumni: "This year's honorees have demonstrated an exceptional range of talent and commitment in their diverse careers. From business and education to the arts and community service, these individuals exemplify the spirit of excellence that characterizes Hope College."

"We are meeting here today at a time when the struggle in South Africa has reached a critical stage, indeed. At a time when the racist regime in South Africa is trying to expand and is looking for an outlet in South Africa to exploit. Apartheid isn't growing. The power of the Soviet Union is expanding. We have to pick between the two evils. . . . But what some so-called conservatives fail to recognize, in this conservative's opinion, is that the system of apartheid is based on — that is, that all aspects of people's lives should be regulated by the state because 'the state knows what is best,' that the state has a right to practice social engineering to advance what it sees as society's goals whether that goal be to bring world peace to the communist sense of the word or to protect the privileges of a white minority in South Africa . . . . It's easy to emphasize the role of race in the history of apartheid. It is a clear factor, but the fact that we're obsessed with race is the reason why we're here today talking about the dehumanization of black South Africans and not the dehumanization of white East Europeans who labor under Soviet systems."

— Duncan Sellars, executive director of The Congressional Caucus Foundation

JERRY REDER '56 (left) & RANDALL DEKKER '47

James Nevel currently serves the New Hackensack Reformed Church in Wappingers Falls, N.Y. Dekker and Redeker are being honored as leaders in their businesses, communities and Hope College. Dekker is the chairman of First Michigan Bank while Redeker is the president and chairman of Old Kent Bank of Holland, two competing banking businesses.
in West Michigan. Although they have split
loyalties in the work place, the two
businessmen teamed up as co-chairpersons of
the Holland/Zeeland community drive for
The Campaign for Hope.

FACULTY PROMOTIONS: During
their winter meeting, the Hope College
Board of Trustees approved the promotion of
several faculty members.

Six members of the faculty were granted
promotion to the rank of Associate
Professor. Those professors, with the year
they started at Hope in parentheses, include:
Dr. David Carothers, mathematics (1981);
William Japinga, business administration
(1981); Dr. Neal Sobania, international
education and history (1981); Gordon
Steigink, computer science (1981); Dr. John
Slaughter, mathematics (1983), and Antonio

Promoted to the rank of Professor were:
Dr. Robert Cline, economics (1975); Dr. James
Gentile, biology (1976); Dr. Jack Holmes,
political science (1969); Dr. Cynthia Kiehnen,
nursing (1983); Dr. Robert Palma, religion
(1966); and Nancy Taylor, English (1966).

PETROVICH MEMORIAL: A
scholarship has been established in memory
of the late Michael B. Petrovich, a member
of the Hope College history faculty until his
untimely death last summer.

The scholarship will go to a student who
plans to study abroad with significant
time spent in Yugoslavia and who, without the
aid of the scholarship, might otherwise be
unable to afford a foreign experience, according
to G. Larry Penrose, chairman of the college's
history department.

The scholarship is the result of a
tremendous response from Dr. Petrovich's
students, friends and colleagues to the
department's decision to establish an endowed
fund in memory of the late Russian and East
European specialist, according to Penrose.
While the amount of the award varies
generally according to the rate of return each
year, Penrose says that the fund is large enough
to insure a scholarship of at least $1,000.

"We recognize the scholarship as a
continuing institutional commitment to
international understanding," according to Dr.
Petrovich's decision to establish the endowed
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EVENTS

ACADEMIC CALENDAR

End of Spring Semester
Friday, May 1 — May Day; Classes dismissed at 12:30 p.m.
Mon. - Fri., May 4-8 — Semester examinations
Sunday, May 10 — Baccalaureate and Commencement;
Residence halls close at 7 p.m.

May Term
Monday, May 11 — Registration and payment of fees at 8:30-11 a.m. in the DeWitt Center Lobby; Classes begin at 1 p.m.
Monday, May 25 — Classes not in session for Memorial Day
Friday, May 29 — May Term ends

JUNE TERM
Monday, June 1 — Registration and payment of fees at 8:30-10 a.m. in the DeWitt Center Lobby; Classes begin at 1 p.m.
Friday, June 19 — June Term ends

Summer Session
Monday, June 22 — Registration and payment of fees at 8:30-10 a.m. in the DeWitt Center Lobby; Classes begin at 1 p.m.
Friday, July 3 — Classes not in session for 4th of July Holiday
Friday, July 31 — Summer Session ends

TRADITIONAL EVENTS

Baccalaureate Service — Sunday, May 10, 11 a.m.
Dimnent Memorial Chapel
Commencement — Sunday, May 10, 3 p.m.; Holland Municipal Stadium (in case of rain, Holland Civic Center by ticket only)

SPECIAL EVENTS

Special Convocation — Friday, April 24. Former president Gerald R. Ford will be conferred an honorary Doctor of Law degree at 9:45 a.m. in Dimnent Memorial Chapel

Daniloff Visit — Monday, April 27. The U.S. News and World Report diplomatic editor, Nicholas Daniloff, who became famous during his period of Soviet detention, will address two classes (History and Political Science) and a luncheon on Hope's campus.

Summer Sports Camps
For more information, phone (616) 392-5111, ext. 3270 (Joyce)

Boys Basketball School — June 22-July 3, two hours per day, 5th-12th grades.
Girls Basketball Camp — June 15-19 all day, 7th-12th grades.
Swimming Instruction — June 8-18 & June 22, July 2. One hour per day, 1st-6th grade.

ADMISSIONS

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

Junior Day — Friday, April 24
A day designed specifically for high school juniors and their parents to help them begin the college search process

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

Explotation '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 July 12-18 program will be for those students who have an interest in the sciences. The July 26-Aug. 1 program is open for all academic areas. For those students who are undecided, either Explotation would be valuable.

THE ARTS

Music
Bob Thompson Jazz Quartet — Monday, April 20; Wickers Auditorium, 8 p.m.
Hope College Chamber Concert — Tuesday, April 21; Wickers Auditorium, 8 p.m.
Student Recital — Thursday, April 23; Dimnent Memorial Chapel, 7 p.m.
Senior Recital — Friday, April 24; Thomas Folkert, baritone; Wickers Auditorium, 8 p.m.
Hope College Chapel Choir Concert — Sunday, April 26; Dimnent Memorial Chapel, 8:30 p.m.
Hope College Orchestra Concert — Tuesday, April 28; Featuring the winners of the Concerto Contest; Dimnent Memorial Chapel, 8 p.m.
Opera Workshop Performance — Fri.-Sat., May 1-2; Wickers Auditorium, 8 p.m.

DePree Center Gallery Exhibits
Graduating Senior Show — through May 5.
The Michigan Experience — May 13-June 14. This show, on loan from Michigan State University, commemorates Michigan's 150th anniversary with art about Michigan by Michigan artists.

Theatre
Agnes of God — April 24, 25, 29, 30, May 11, 2. A psychological thriller about a psychiatrist's intensely personal attempt to rediscover her faith in the miracle of Sister Agnes.
Tickets can be obtained by calling 616-392-1440 or by visiting the Hope College ticket office in the DeWitt Center Lobby; Adults, $9; senior citizens, $8; students, $2.

ALUMNI AND FRIENDS

Regional Events
Dallas — Tuesday, April 21; Airport Marriott
Houston — Thursday, April 23, Hobby Airport Hilton
Washington, D.C. — Wednesday, April 29; The Capitol
Philadelphia — Saturday, May 2; Quaker Meeting House
Grand Rapids — Tuesday, May 5; 28th St. Marriote
Hope College Village Square — Friday, June 26; Hand-crafted items, food and entertainment highlight this annual campus-wide bazaar; 7 a.m.-3:30 p.m.

SPRING SPORTS

Baseball
Fri., April 17 — DEPA UW, 1 p.m.
Sat., April 18 — ROSE-HULMAN, 1 p.m.
Wed., April 22 — + at Grand Rapids JC, 3 p.m.
Sat., April 25 — *at Olivet, 1 p.m.
Wed., April 29 — *KALAMAZOO, 1 p.m.
Sat., May 2 — * at Alma, 1 p.m.
*GLCA Game (doubleheader) • Doubleheader
Home games played at Eckdal J. Bays Athletic Fields located at 13th St. and Fairbanks Ave.

Softball
Sat., April 18 — ALBION, 1 p.m.
Fri.-Sat., April 24-25 — at Whitewater, Wisc.
Invitational, 11 a.m.
Thurs.-Sat., April 30-May 2 — MIAA Tournament at Alma, 3 p.m.

*GLCA Game (doubleheaders)
Home games played at Van Langen Field located at 3rd St. and Pine Ave.

Men's Track
Sat., April 18 — * at Albion, 12:30 p.m.
Wed., April 22 — *CALVIN, 2:30 p.m.
Sat., April 25 — * at Alma, 12:30 p.m.
Thurs.-Fri., April 30-May 1 — MIAA Meet at Alma, 4 p.m & 10 a.m.
Fri., May 8 — Last Chance Meet at North Central, Ill., 5 p.m.
*MIAA Meet
Home meets are held at Eckdal J. Bays Athletic Fields located at 13th St. and Fairbanks Ave.

Men's Tennis
Fri.-Sat., April 17-18 — GLCA Tournament at Denison, Ohio
Sat., April 25 — *Hope at Olivet, 11 a.m.
Wed., April 29 — KALAMAZOO, 3 p.m.
Sat., May 2 — * at Alma, 1 p.m.
Thurs.-Fri., May 7-8 — MIAA Tournament at Kalamazoo

*MIAA Meet
Home meets played at 13th Street and Columbus Ave.

Women's Tennis
Sat. April 18 — * at Adrian, 12 p.m.
Wed., April 22 — *KALAMAZOO, 3 p.m.
Sat., April 25 — ALBION, 11 a.m.
Thurs.-Sat., April 30-May 2 — MIAA Tournament at Kalamazoo

*MIAA Meet
Home meets played at 13th Street and Columbus Ave.

"Lake Scene" by James Pascio will be on display in "The Michigan Experience," an art exhibit in the DePree Center Art Gallery. Commemorating Michigan's Sesquicentennial, the show highlights state history and artists.
Still on a championship roll

Winning the Michigan Intercollegiate Athletic Association (MIAA) all-sports banner has become a Hope College tradition in recent years. This year, athletics on Hope's 17 varsity teams are bidding to win the all-sports award for an eighth consecutive time.

But we are hardly doing it in a routine manner!!

Already, Hope teams have captured seven league championships, including three out of the four sports in the recently completed winter season.

At the end of the winter season Hope had amassed 102 all-sports points, followed by Calvin with 81, Alma 61, Albion 56, Kalamazoo 49, Adrian 47, and Olivet 26.

The winter sports season would make a spectacular highlights film all by itself.

* The men's basketball team was ranked fourth in the nation in NCAA Division III and captured the MIAA championship in a season highlighted by a pair of victories over arch-rival Calvin. Plus, they competed in the NCAA tournament for the fifth time in six years.

* The women's basketball team enjoyed its most successful season ever in the MIAA, finishing second with a 9-3 record.

* The women's swimming team captured the MIAA crown for the eighth year in-a-row.

* Sophomore Shelly Russell set national records, winning two events at the NCAA Division III championships.

* The men's swimming team successfully defended their MIAA crown. Senior Rob Peel also captured a national title at the NCAA Division III Championships.

* "This has been one of the most rewarding seasons in my coaching career," voiced Glenn Van Wieren who in a decade as men's basketball coach has built one of America's most successful small college programs.

Without a senior on the roster, the Flying Dutchmen were picked in a pre-season poll of coaches to finish second in the MIAA race behind defending champion Calvin. Instead, the Dutchmen defeated the Knights twice enroute to winning the MIAA crown for the sixth time in seven years, posting an overall regular season record of 21-3, including 11-1 in the MIAA.

Capturing on team depth which allowed 10 players to see regular action throughout the year, the Dutchmen twice won six games in-a-row and concluded the regular season with an eight game winning streak.

Their championship performance resulted in a berth in the NCAA Division III Great Lakes Regional tournament along with Calvin and Ohio Athletic Conference rivals.

Otterbein and Wittenberg. Several thousand Hope fans had the special opportunity of seeing their Dutchmen in action since the tournament was held in Grand Rapids, Mich. on Calvin's campus. Otterbein defeated the Dutchmen 95-80 in a first-round game. In the consolation game, a 92-90 overtime Calvin victory was recorded in the season's third meeting of the teams.

Junior center Matt Strong of Muskegon, Mich., was voted the MIAA's most valuable player marking the fourth time in the last six years that the honor has gone to a Hope player. Strong led a balanced Hope scoring attack at 17.9 points per game while shooting 63% from the floor. He was also voted to the Great Lakes all-region second team.

Junior Tim Knauder of Grand Rapids, Mich. was voted to the all-MIAA second team. Sophomore Tim Van Liere of Portage, Mich. was voted the team's most improved player.

The women's basketball team is building upon its own tradition. The Flying Dutch this year enjoyed their most successful season ever against MIAA opponents enroute to a school record fourth consecutive winning campaign.

Coach Terri McFarland's squad posted a 16-10 overall record and earned sole possession of second place in the MIAA standings by winning nine of 12 games. In two seasons under coach McFarland, the Flying Dutch have posted a 33-16 overall record and 17-7 mark in the MIAA.

Like the men's team, the Flying Dutch are also future-oriented as this year's squad had only one senior.

Junior forward Dee Ann Knoll of Grand Rapids, Mich. was voted to the all-MIAA first team while junior guard Sue Bokema of Hudsonville, Mich. earned second team honors. Both players have already established career records. Knoll for the most rebounds (351) and Bokema for assists (365).

Sharing the honor as the team's most improved players were junior Kris Smith of Palos Heights, Ill. and freshman Kristy Wolf of Holland, Mich. Senior Jaqueta Sauder of Zeeland, Mich. was named recipient of the Barbara Ellen Gearing Memorial award for maximum overall contribution to the team.

Hope College crowned its first woman NCAA national champion in, not one, but two events as the Flying Dutch had another banner year under Coach John Patnot.

Sophomore Shelly Russell of Battle Creek, Mich. set NCAA Division III records in winning the 500-yard freestyle and 1,650-yard freestyle races at the national championship meet in Canton, Ohio.

In the 500-yard freestyle she became the first woman in Division III history to swim the event in under five minutes (4:59.52) and her time in the 1,650-yard freestyle (17:05.40) was 16 seconds faster than the old national mark.

The team had all-America performances in five events at nationals. Junior Jennifer Staley of Flushing, Mich. gained all-America honors in two events, finishing third in the 500-yard freestyle and fourth in the 200-yard freestyle. Staley, who is also an Academic All-American and was voted Hope's most inspirational swimmer by her teammates, has been a NCAA All-American in 11 events during her career.

Russell and Staley joined freshmen Kirsten Van Overen of Kentwood, Mich. and Mary Lynn Massey of Plymouth, Mich. in all-America relay performances by finishing fifth at nationals in the 800-yard freestyle relay and sixth in the 400-yard freestyle relay. Russell was voted the MIAA's most valuable female swimmer as she was a trisiple winner at the league meet, all in record times.

She was joined on the all-MIAA team by Staley and Van Overen and teammates Maritha Capp, a sophomore from Birmingham, Mich., Julia Carlson, a senior from Bridgeport, Mich., and Karla Koops, a junior from Holland, Mich.

In 1986, when the Flying Dutchmen dethroned perennial swim team Kalamazoo College from their MIAA throne, the swimming turn-around was viewed by some as an upset.

But when Coach John Patnot's swimmers duplicated the feat this year, there was no doubt in anyone's mind that the Dutchmen have arrived as a swimming force.

The team utilized their depth to nip the Hornets in the championship meet. Hope trailed Kalamazoo by eight points with just three events remaining when junior Dirk Van Overen of Grand Haven, Mich. gained first place in an upset in the 200-yard butterfly. That set the stage for the Dutchmen to take command of the meet as Hope swimmers had the most exciting as the top five swimmers finished less than one second apart. Hope junior Todd Van Appledorn of Ann Arbor, Mich. and sophomore Kirt Van Overen of Kentwood, Mich. finished one-two for the Dutchmen while sophomore Geoff Greeneisen of Ann Arbor, Mich. was fourth, allowing Hope to outscore Kalamazoo 44-20 in the event and build an insurmountable lead.

Peel, who was a triple winner in the league meet, was voted the MIAA's most valuable swimmer. He was league champion in the 100-yard freestyle four years in-a-row.

The Spring Lake native was also a national champion in the 50-yard freestyle event as he used come-from-behind style to win by three one-hundredths of a second. Peel then finished third in both the 100-yard and 200-yard freestyle events to culminate a brilliant career over which he earned NCAA All-America honors 10 times in national competition.

Joining Peel on the all-MIAA team were Van Appledorn, Van Overen and Van Putten. Junior Tim Sullivan of Ann Arbor was voted the most inspirational swimmer.
When you're hot, you sweat, lose water, then get thirsty. That seems like an obvious natural progression. You'd expect it to happen that way; that's thermal dehydration.

And, it would also seem like a basic progression, but alas, the human body never does anything in a simplistic way.

So just what are the physiological steps that cause us to be thirsty? How does the loss of water lead to thirst?

Well, Hope College senior Christine Morrison knows the answers to those questions, and for her research investigation into thermal dehydration, the Madison Heights native was awarded second place in the highest prize given to an undergraduate student researcher in biology — the Frank G. Brooks Award for Excellence in Research sponsored by Tri-Beta, the national honorary undergraduate society in biology. Morrison recently traveled to New Orleans, La. to present her paper entitled "The Effects of Opiate Antagonists on Water Intake of Rats Following Thermal Dehydration" at the Tri-Beta Biennial National Convention.

"Receiving an honor like the Frank G. Brooks Award really reflects the overall quality of a good biology student because the award involves more than just science," said Dr. James Gentile, the Kenneth A. Herrick professor of biology and chairperson of the department. "The student-researcher must also be a good communicator and writer, plus have an authoritative presence. This is a very big honor for Chris because the best colleges and universities across the country send their brightest biology majors."

Morrison told about her findings in thermal dehydration to three judges and a small audience through a 10-minute presentation, complete with a slide show explaining her methods. The senior biology major is the fourth Hope student over the last six years to give a winning presentation at the biennial Tri-Beta meetings.

Under the direction of Dr. Chris Barney, associate professor of biology, Morrison began her award-winning work last May for a summer research project — in fact, her first research project. Using laboratory rats, she began to determine whether a certain chemical in the brain is responsible for a person's — an animal's — thirst. And, Barney had a hunch that that chemical has something to do with a cerebral chemical called endorphins, a little known substance that was discovered only 15 years ago.

"Endorphins act like morphine," said Barney, a physiology expert. "They're the body's own pain-killers. When you're stressed, sick or injured the body tells the brain to make endorphins. But, besides being involved in pain-killing, we decided to see if they were involved in other things, too.

So, Barney asked Morrison to answer this question: "Are these endorphines involved in the kind of thirst created by thermal dehydration?"

By placing laboratory rats in heat chambers for extended periods of time, Morrison watched the little rodents become thermally dehydrated. (By the way, rats don't sweat like humans or pant like dogs when they're overheated. Instead, they do a not-so-elegant thing called saliva-spreading, licking their little paws and covering their bodies with the moisture.)

Then, to find whether endorphins were causing their thirst after water loss, Morrison would inject the rodents, after they were exposed to the heat, with a chemical called endorphin, a substance that blocks the effects of endorphins. Following the injection, she would then measure the rats' water intake and output.

By giving the rats a drug that blocks the action of endorphins in their brains, the rodents were not supposed to drink as much. And they didn't. The experiment was a success.

"The most satisfying thing about conducting research like this is knowing that no one else knows about the results but you, your professor and a few lab partners," said the thoughtful, but ever affable Morrison. "For instance, in most biology labs, you're just repeating experiments to demonstrate theories and principles. But in research, you're discovering things that are totally new. When I showed my findings to Dr. Barney, he was so excited. He kept saying, 'Isn't this great?' We're the only people who know about this. There is a neat sense of ownership when you do research here."

Upon graduation this May, Morrison plans to attend either medical school or graduate school in a Ph.D. program in physiology.

**Exploration '87**

Explore the possibilities of a college education through classroom experiences, extracurricular activities, and free time. You will live in college housing on a college schedule and learn from college professors. Gaining a greater knowledge of yourself and your abilities, you will be better prepared to make a decision about college in the future.

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SIX - NEWS FROM HOPE COLLEGE, APRIL 1987
The humanities offers so much to a liberal arts education. Humanities disciplines provide us with the riches of the ages, the ability to learn how to live life."

The speaker is Dr. Elton J. Bruins, dean for the arts and humanities. As the dean and a professor of religion, Bruins sees the humanities division as the heartbeat of the liberal arts body. And while his perception may seem a little biased because of his humanities background and beliefs, Bruins does have some statistical facts to back him up. Of the 57 required credit hours a Hope student must take to fulfill core curriculum, over half of those (32) are humanities courses.

"Just in core courses alone, the faculty members from each of our departments meet all of Hope's students, as the broad, basic work we teach as core is the learning which the entire college then builds upon," Bruins says.

From philosophy's Plato to religion's Calvin, from English grammar to foreign language vocabulary, and from political science's Capitol Hill to history's Bunker Hill, the essential liberal base of learning starts with the humanities disciplines - the reading, writing, and organizing rationale which are common characteristics within the humanities disciplines. The growth, then, of those skills leads to success in other liberal arts disciplines. "This matter of writing across the curriculum, is particularly true in the humanities division," the dean says.

Another common quality shared between humanities departments is the ardent belief in the foreign language component, Bruins adds. In past years, the foreign language requirement has not been as strong at Hope like it was 10 to 15 years ago when many colleges wanted to outfit it. And those colleges and universities which succumbed to that temptation ruined their language department, the dean says.

Ours, on the other hand, has remained very strong," he says. "Now we're planning to start Dutch and Japanese courses on a full-time basis in addition to Latin, Greek, French, German, Spanish, and Russian."

All humanities faculty, down to the last professor, are deeply concerned with a foreign language requirement. And that belief simply has to do with the fact that, for a Ph.D., in the humanities, you are required to study two foreign languages. So it is routine for all of us to have two languages under our belts just from our advanced degrees.

While the humanities faculty is convinced of the benefits of learning to speak a foreign language, it is also clear that they strongly believe in study overseas. The Vienna Summer School, directed by Dr. Stephen H. Seymour, professor of English, has been a mainstay of the international education program for years. The late Michael Petrovich saw a need for students to touch the soil where history was made so he started the Yugoslavian-Mediterranean May Term. Religion professors Barry Bandstra and Wayne Boulton conduct tours of Israel and Scotland respectively to teach students about the role religion plays in different cultures.

Back home at Hope, though, the completion of the new Gordon J. and Margaret D. Van Wylde Library will have the greatest influence on the education of humanities students. While the entire campus is anticipating the highly-touted building's arrival, Bruins notes that the three biggest users of library resources are the English, religion, and art departments.

An established humanities strength, Bruins notes, has been excellent teaching. Since 1965, when the Hope Outstanding Professor-Educator (H.O.P.E.) Award was originated, 11 humanities professors have won the honor over 21 years.

"We have a strong teaching faculty which is attributed to what I call 'owning the covenant,'" Bruins says. "That is, they make a true commitment to the goals and purposes of the college and that makes a great deal of difference because there has to be an overall commitment to our goals and purposes as a college and not just to individual departments."

"We still depend on traditional teaching, caring teaching, with solid lectures and a lot of writing and reading. It's how to do those things interestingly and creatively that's the challenge. There are not many ways to do those things entirely new in terms of instruction. But our professors, all of Hope's professors, can pride themselves on being good teachers and scholars."

While careerism has been the catch-word for students in the 80s, Bruins says he doesn't necessarily feel that that mind-set has hurt his division. True, humanities majors may not lead to vocational outlets immediately out of college, but it's the long-term possibilities for those students that give the dean cause for little worry and much enthusiasm.

"We just have to keep selling the benefits of the humanities and a liberal arts education," he explains. "And it's not such a hard sell either because we hear again and again that many companies want students who can think, read, and write. Well, that's at the heart of the work of the humanities. So that doesn't bother me. We have sufficient self-esteem that we don't gauge our value by the number of majors we have in a given department."

I hear Mar DePree (president of the Herman Miller Inc. and a member of Hope's Board of Trustees) say, 'We want people who can read, write, and think, and we'll go from there.' A humanities major, then, enriches your life and what you can do. It makes your life rich all of your life."

Dr. Elton Bruins '30 has been the dean of the arts and humanities since 1984. He joined the Hope College faculty in 1965.
Six classrooms in the humanities

by Eva D. Folkert

At the surface, classroom situations can seem fairly basic. The professor teaches, the students listen, and the subject is the common ground in between. But the process of transferring a professor's thoughts into the students' understanding is not basic. Different styles of teaching create different modes toward understanding.

In this section of our series on the academic divisions, a classroom from each department will be highlighted, featuring several professors and some subjects within the division.

In Dr. Gisela Strand's "German II" class, spoken German words flow like a Rhine (a river).

"Wo ist der Rhein fluss, Peter? (where is the Rhine River?)," Strand asks, singling out a student who will come to the front of the room to locate the West German waterway on a huge map.

"Der Rhein ist hier im westen von Deutschland," junior Peter Schultz answers correctly, pointing to the river's locale.

"Ja," Strand confirms. "Und alle zusammen." The students chorus the answer again together, then one more time (Noch mal!).

Don't believe for one minute that this is rote learning, though. It is, actually, an exercise more along the lines of "comprehend, then comment."

"I use the map exercise (in which every student singly participates), not only to make students talk in German obviously, but also because it brings in a vital cultural component," said Strand in her ever-elegant German accent. "I don't think we can talk about Germany if they don't know were the cities and rivers are. Berlin, for example, is in the news so much that one ought to know where it is."

"With the map, too, I like to show comparison between West Germany and the United States — to show how densely populated this small country is and how much room we have here. After all, you could put all of West Germany into Michigan and still have plenty of room left over."

"In fact, the German professor's other techniques for mandatory dialoguing vary. A Strand favorite, though, is a flashcard exercise which has students explaining their way out of a certain predicament.

A flashcard example, "You don't have your homework done. Explain this to your teacher.

"For this one, I always have a few good laughs," she chuckles.

Consistently enthusiastic about teaching her native tongue, Strand talks about her discipline with such open excitement that it would seem like a Germanic orchestra should be playing to back up her point.

And, the svelte professor isn't always-speak-German-in-my-classroom disciplinarian. Either. If a student is in dire need of a certain word or grammatical structure he has not learned or mastered yet, Strand will allow the use of English. But if a student does speak English when Strand feels he could have used German, then the professor just pretends not to understand.

"Wir bitte! Ich kann kein Englisch verstehen," she'll retort. (Excuse me, I can't understand English.)

Catching the sarcastic drift, the student will re-respond in the German vernacular, usually in a more simplistic way than was spoken in English.

"I don't set down a lot of rules about only speaking German in class because I want them to try to speak German even if it's not perfect," says Strand. "I'll correct them when they're wrong, then they may even remember it because you use that particular verb ending or noun article. The initiation is what's important. Perfection can come later."

"If I had one wish, I would wish that I could take my students to Germany for a month one year. We could accomplish so much more in a month there. How it would open doors for them to other cultures and literatures, other mentalities, other people who see the world through different eyes."

The study of an obscure Pygmy tribe from Zaire in West Africa has students in Dr. Wayne Boultion's "Religion and Society" class comprehending a wider ecumenism.

After all, one wouldn't immediately think that studying the Forest People, a hunting and gathering group who worship groves of trees and believe in no afterlife, could possibly be of any religious topic.

But, think again, because in Boultion's course, examining the role religion plays in different societies is more than just sticking with Christianity, Buddhism, Hinduism, Shintoism, and any other familiar religious 'ism' you can think of. From an unusually entertaining anthropological book written by Colin Tumbliton, Boultion's students learn that these primitive Forest People have lessons they can teach the civilized world, even if they are so far removed from "real" society.

"We look at the rubric of religion," Boultion says, explaining the breadth of his course's syllabus. "Religion has developed, evolved over time in four stages: primitive, archaic, historic, and modern. So, the reason for including the Forest People is because it's an excellent book that stresses the peculiar religiosity together with the warm humanity of these people. I use it as an example of where civilization and religious impulses started so we then can understand how far we've progressed (or regressed) from that point."

An animated lecturer, Boultion does something more to hold interest besides depending on his lively teaching style. He always assures, indeed generates, class discussions with such loaded questions as: "How, then, are the Forest People alike and unlike our own society?"

"Ready, set, the conversation starts."

"Their way of solving disputes, you know, fights over some wrong doing emphasis a lot more cooperation than we do," said sophomore Tom Boelman.

"Yeah, that's right. What do we always say? Watch out for number one," the professor asks then answers his own question.

"You can bet your bottom dollar we're more individualistic."

"But, similarly, they're like typically religious people, too. They're always worrying about two things at once," Boultion tells his class as his hands talk too, emphasizing his point. "They're worried about their relationship with their neighbor and they're also worried about their relationship with external powers — in this case, the forest."

"You know you're in a religion class when we start talking about guilt and sin," he jokes.

And the discussion continues. Boultion often acts as moderator when student debates with student. He is forever trying to broaden, refine, and deepen his students' personal experience with religion through class participation, especially when his class began discussing the arguable proposition of secularization, which "will be debated long after I'm in the grave."

"I teach a number of courses here including one called 'Christian Love.' The title of that course sums up what I aim for in class."

"Boultion says of his own teaching philosophy. "I think there's something special about Christian education — a love for students and what they're learning. I hope that students would come out of my courses with the same feeling — it doesn't matter if they're Christians or not. But when they're in a Christian class or a class led by a Christian teacher, I would hope students would feel an approach that goes beyond academics, that enriches academics. It's not a diversion. And it's not a secondary thing. As a matter of fact, Christian teaching makes the whole educational process more meaningful, more substantial, and hopefully, not less fun."

Have you ever wondered what it is that makes William Shakespeare so great? Hundreds of Shakespearean scholars have asked and answered that question for years. Lauded through the ages since England's Elizabethan era, Shakespeare rapidly rose to popularity and fame because his grand range of plays appealed to a wide scale of taste.

Though never a king, courtier or governor, Shakespeare wrote with credibility about Henry VIII, Richard II, and Julius Caesar, though never a stand-up comedian, he made us laugh at the merchants of Venice and the
merry wives of Windsor, though never an adolescent guidance counselor, he made us cry for Romeo and Juliet.

How did this playwright extraordinary know about so many different people and circumstances?

"The matter is that he was an extraordinarily gifted and imaginative playwright," says Dr. John Cox, who teaches the course called "Shakespeare's Plays." A novelist has the same gift, and that is the ability to work his way inside the skin of somebody, even though he has never been there himself. Keen observation is what makes characters believable.

"My own hunch is that Shakespeare's art has a great deal to do with social reality." (In fact, Cox is working on a book that argues this.) So Shakespeare's own social status becomes evident in those terms. Not that he's confined in his ability to understand kings and beggars, but because the way in which he put a play together, over against what was being required of a playwright who wanted to be socially acceptable in that time, is where we can really say something about Shakespeare the man. Shakespeare didn't do what was socially most acceptable and that's what's interesting.

Of Shakespeare's 36 plays, Cox's students read 16 in chronological written order to reveal the Elizabethan playwright's growth as a dramatist. Halfway through their spring semester, the 30-plus Shakespeare enthusiasts, who take the course as an elective since it is neither a core or English major requirement, delve into a lesser-known dark comedy entitled "Measure for Measure."

The title clearly echoes the Gospels, Cox tells his class on the play's day of introduction. "Matthew 5:21 paraphrases, 'love your neighbor as yourself.'" But whereas Jesus says, 'judge for you will be judged in the same way.' Of course, this suggests that Shakespeare is going to get into some pretty heavy stuff, and he does.

While "Measure for Measure" has been called a "black and white" comedy, it is perhaps better to be qualified as the blackest comedy Shakespeare ever wrote, notes Cox, because the play deals with so many moral problems that it would seem hard to believe it could be purely comic.

"This must be remembered," the bearded but youthful-looking prof reminds his class, "that Shakespeare's comedies follow the same pattern—his characters confront problems in the beginning but the problems are resolved in the end. The same goes for his tragedies. He follows a pattern there, too—his characters begin in a state of relative well-being but end with problems that overwhelm them to the point of death."

"We talked in class about what comedy actually is," Cox says later. "Most of the students said that comedy tends to make us laugh or use farce and word-play. But what I was pointing out is that every one of those characteristics can be found in Shakespeare's tragedies, too. Hamlet loves to play with words and there's a reason for everything in every Shakespearean tragedy. So comedy in Shakespeare's hands is an extraordinarily resilient genre. In a world that has the kind of toughness and realism that 'Measure for Measure' has, but still with a world that makes us feel that everything is all right in the end, well, that's a pretty remarkable kind of comedy."

It is appropriate that William Shakespeare can pull that off so well.

... "Moral judgments, Kant says, are not impulsive. They have a basis in our reason: Morality, then, becomes an internal matter. It requires us to investigate motives. When you simply choose to do right because it is right, it is in your willpower. But if you act out of your needs or desires, then your action loses whatever positive moral value it might have had and may even be immoral. Our duty tells us what we ought to do even though it may be opposed to our wants and needs."

"Sounds like pretty heavy stuff, doesn't it? It's actually quite simple, though, says Dr. Anthony "Nick" Perovich, professor of Modern Philosophy and the purveyor of the above morality lesson originally created by the 18th-century German philosopher, Immanuel Kant. With an even more terse summary, Perovich restates his lesson: 'It's not just doing right that matters, but doing right for the right reason that counts,' he says to his class. 'If you do something because of your wants and desires, then what you've done just doesn't have any moral value. There might not be anything wrong with it, but it's just not moral.'

"The issues that matter most in life—who we are and what we should be, comparable to national discussion," Perovich says later of his subject's importance. 'It's not just a matter of arbitrary choice—doing whatever you like or behaving however you feel—but these issues are topics that reasonable people can make progress on by thinking about them. Although the thinking that students are required to do in these areas can be difficult and challenging, what I want to come away with is the conviction that they can do it, too, that they can enter into moral philosophical projects and come to their own reasonable conclusions that are well thought out for themselves.'

Even though the young modern philosophy expert has phrased his Kant lesson with crystal clarity, he clarifies his point one step further with a theatrical illustration, a situation from the operetta, "The Pirates of Penzance"—"an example so good that I can't resist it." Who would ever believe Gilbert & Sullivan and Immanuel Kant think alike?

"In this philosophical parallel," Perovich tells of Frederick, the hero of the story, who, because of his nearly-deaf nanny, was shipped off to be an apprentice to pirates, instead of pilots. After 21 years of journeyship with his sea bosses (the normal contract for an apprentice), Frederick, thinking his contract has expired, leaves the corrupted crew. But, alas, there's a catch. It seems that the contract called for Frederick to serve the pirates until his 21st birthday, and since the poor chap was born on February 29th in a leap year, he is theoretically supposed to stay with the bad band for another 16 birthdays.

Now, here comes Perovich's point: instead of acting out of his desire to justifiably get into a technologically-dominated college weekly, Frederick honors the contract, acts out of his duty, does right for the right reason, makes a moral judgment, and returns as a member of the swashbuckling tribe.

Of course, the philosophy professor tells this adventure with zealous dramatics, complete with a rendition of "Rattlin' in the night and sound to be sure," but you get the point and so do the students.

An avid film fan, Perovich uses examples like Frederick because they occur to him more naturally. "But I also use them," he says, "because it's one of the areas where I'm familiar with and what the students are familiar with is more likely to occur. When I talk about a movie I know most students have seen or heard about, them all of a sudden everybody knows what I'm talking about. There is a common vocabulary everybody can relate to."

It's not bad for a bit of cultural enlightenment, either.

... "Taking Dr. G. Larry Penrose's "History of the Soviet Union" course means discarding any ideological blinders that might steer one's contemporary perceptions of the U.S.S.R. toward stereotypical misconceptions. It means finding the elusive familiarity with the nation that shares superpower status with the United States.

Quite simply, the students in this class learn that the Soviet Union today is the result of a historical process," says Penrose in the same bold voice that commands attention in class. "It is not the evil empire, it is not the anti-Christ; and it is not satanic. Everything about the Soviet Union, though, cannot be explained in terms of history. But, at least there is that. It is very clear that there were thousands of sincere, dedicated people on both sides who were responsible for the generation of this nation."

An example: Vladimir Ilyich Lenin—the main man on the revolutionary scene in 1917, one of those sincere, dedicated persons Penrose talked about who helped shape the present Soviet state.

"He was a man with a tenacious mind and a top-notch chess player," Penrose tells his class, flavoring their understanding of the Russian revolutionary's personality. "He led, caused, indeed, forced the revolution of October 1917. People in the Russian Social Democratic Labor party needed Lenin's personality. It was almost prophetic. He was so absolutely persuaded that everything he thought was right that it never occurred to anyone to question his leadership in Petrograd. That is, in addition to the fact that he was on the spot and making philosophical contributions, his personality was such that the party could not imagine operating without him."

Penrose elevates his students' knowledge of Soviet historical processes with the same ease he uses when he paces his Lubbers Hall classroom. The occasionally-bespectacled (he uses his glasses only when he has to see his notes) and pipe-smoking professor makes easy transitions to any aspect of Russian history, always within Soviet humanity. In the class before his talk about Lenin, Penrose expounded upon the fiery descent of the czarist government and the long-sought-after ascent of Bolshevik reign. Later, he'll make light of some reeling statistics about Soviet participation in World War II, namely that the Soviets lost 20 million lives in WWII—65 times more than the United States — and another 25 million Soviet lives were not born because of the war. "World War II did tremendous damage..."
Academic excellence: Cliche or vision

by Dr. Merold Westphal

Colleges like Hope are in the habit of taking a lot about academic excellence. Even at the level of just talking, that's the easy part. The hard part is saying what we mean. What follows is an attempt to do just that.

Sometimes we move almost immediately to talking about how successful we have been in getting our students into the most prestigious graduate and professional schools or corporations. This is unfortunate, even and perhaps especially where that record is impressive. For while such a record may or may note be a measure of academic excellence, it is surely not a sufficient one, of what we mean by academic excellence, at least in the liberal arts tradition. To move immediately from the mention of academic excellence to our placement record may be to create in the minds of our students, their parents, and even the college itself, illusion and finally a false impression that we have defined academic excellence when we have not.

Thus while verbally honoring the liberal arts tradition, we reinforce our own society's reduction of education to the acquiring of marketable skills. And then we bemoan the fact that we do not find in our students that love of learning which we would like to see.

Consider this way of speaking, as unfortunate, I believe, as it is familiar. A friend of mine recently spoke to me about students taking courses in math, physics, and the liberal arts. A mutual friend of this friend and mine once referred to these as the "ancillary disciplines." Why he chooses to teach at a liberal arts college while holding a view so diametrically opposed to its ideals I do not know.

What concerns me here, however, is not the view of this second friend, an enemy of the liberal arts, but the view of the first friend, a friend of that tradition. For I believe that we must free ourselves from the view that the burden of liberal education belongs with certain disciplines. Just as I resist the suggestion that my own discipline, philosophy, is an "ancillary" one, so I resist the suggestion that mine is one of those few which, by virtue of their subject matter, render education liberal.

In place of both these views, I want to suggest a holistic vision of the entire enterprise in terms of which we can view it as truly liberating. I turn to the ancient Greeks for help.

Our concept of excellence comes from their concept of virtue (aretē), especially as developed by Plato and Aristotle. In everyday Greek, everything which had its corresponding virtue. Both artificers and artisans were "virtuous" if they performed their special task. It would be a virtuous balcony point that could write through butter and a virtuous computer programmer who could write programs quickly and without bugs.

Plato and Aristotle transformed this quotidian usage into a concept of excellence which is absolutely fundamental to the liberal arts tradition by asking the question, "What is the task we have as simply human beings, regardless of vocational and other reference, and what would it be to perform this task well?" The concept of human reason, with which they answered this question, is the foundation of classical humanism, just as the concept of creation in the image of God is the foundation of biblical humanism. (A distinctively Christian approach to liberal education would have at its foundation a conception of our common human task which begins with the concept of imago dei and works its way through such concepts as covenant and kingdom to the crucial concept of imitatio Christi. Reflection on the educational implications of these concepts is a permanent task for schools like Hope.)

Against the background of these two traditions, our concept of excellence has its foundation in a concept of a generic, shared human identity (singular) and task (singular) which goes beyond many differential identities and tasks, in particular our vocational identities (plural) and tasks (plural). What is at issue is not simply better doctors or better managers or even better philosophers, but better human beings.

We move a step closer to the concept of academic excellence we want with Aristotle's distinction between moral virtue (excellence in action and feeling) and intellectual virtue (excellence in thinking). Because Aristotle's holistic account of intellectual virtue is so much richer than modern theories of rationality, it provides a helpful framework for thinking about the nature of liberal arts education.

At its core, Aristotle is a theory of three intellectual virtues, three ways in which thinking is excellent. One is purely theoretical, the other two involve, as we would say, practical or applied knowledge. Although these are not their usual names, our discussion will be helped if we call them contemplation, moral know-how, and technical know-how.

Aristotle includes pure theory or contemplation in his account of human excellence. We fulfill our common human task and are experimental research in the natural or social sciences is contemplation when its underlying motive is the sheer joy of discovery or delight in understanding. The same is true for the "production" and "consumption" of art. The understanding we gain from art and science, religion and philosophy can be valued as a means to some end other than itself. But when it is valued for its own sake, it is contemplation.

The other modes of intellectual virtue for Aristotle are moral know-how (phronēsis) and technical know-how (techne). Both deal with knowledge which leads directly to action, whose value is in the behavior which it informs. But the two forms of know-how are as sharply distinguished from each other as are from contemplation.

Consider my college friend, Diorem. We took philosophy and geology together.

For him, we might say, philosophy was a liberal arts course, while geology was his vocational training.

But for me, philosophy was my vocational training and geology was my liberal arts component that semester.

For me, geology was, in the Aristotelian sense, contemplation.

Aristotle distinguishes between two kinds of (non-intellectual) behavior. Acting (praxis) involves activity which is its own end, which is valued for its own sake. Making (poiesis) is a means to an end. It is valued for its result, something it produced but which could, at least in principle, be produced otherwise. The child who jumps up and down for sheer joy is acting. The jogger who dutifully runs in order to lose weight or reduce the risk of heart attack is making. If there were a harmless pill that produced the same result, the jogger, at least the one I have in mind, would quickly trade in the running for the pill. The activity of running is valued only for what it results in quite different from itself.

Correspondingly, for Aristotle, moral know-how (phronēsis) is the knowledge which shapes acting or doing (praxis). Technical know-how (techne) is the knowledge which guides making (poiesis).

It is, of course, important not to identify moral know-how with moral virtue. My ability to make sound moral judgments always exceeds my practice of the virtues. But while moral know-how is not a sufficient condition of moral virtue, it is a necessary condition. The practice of virtue depends on the knowledge of right and wrong.

Finally, there is technical know-how, instrumental reason or the ability to find the most effective means for achieving ends. This definition makes it clear that the selection of our ends is not the task of technical know-how. And since that task cannot belong to contemplative reason, which is not the guide of either making or doing, the choice of ends will either be subjective and sub-rational or it will belong to moral know-how.

The latter is obviously Aristotle's position. A crucial division of labor results. It is the task of moral know-how to decide what ends we should seek and what means we legitimate in their pursuit. It is the task of technical know-how or instrumental reason to discover what means are most effective in the pursuit of our ends, subject to the dual moral constraints on the choice of our ends and of the means by which we may rightly pursue them. The production of goods and services is guided by moral values before it is guided by the market. Marketable skills are subordinated to moral commitments.

In our own language, technical know-how is the vocational component in Aristotle's theory of education. In today's marketplace, there is relatively little demand for contemplative wisdom or for moral know-how. The acquiring of marketable skills falls all but entirely within the domain of technical know-how.

This brings us to a crucial point, for liberal education is so often contrasted with vocational education. It is such a contrast which leads us to speak of students taking courses in physics, math, and the liberal arts, since the vocational marketplace is more interested in people with training in physics and math than in those who have studied literature or art history.

continued on page 14
december
sacrament
in
the
moonless
winter
night
I
watch
pure
white
snow
fly
down
to
bury
my
car

A Child's Gift
morning sunshine yellows
a spray of tiny flamed Dandy-lions
arranged ever so carefully

into a dust covered Coke bottle

early dew loosens its grip
drips off the sun trickling down fuzzed glass
revealing a crystal vase

A breeze is heard just teasing the tops of trees, not bothering to mix with the soup near the ground. My neck is itchy

Thumbing
I hide the sun behind my thumb when the heat gets so bad I can't stand another ray. The kind of day when the pavement evaporates and the air wraps around me like a soggy noodle. Weedy road shoulders hum static from the bugs screaming in the heat. A breeze is heard from the sweat and dust scraping my sunbit skin. The sky's as blue as a swimming pool that I'd pay to plunge into right now. Another car roars by, tears the air and sends a cool flap of it across my face. That's all though. No brakelights. What do they think I'm doing?—Hiding the sun behind my thumb.

A breeze is heard just teasing the tops of trees, not bothering to mix with the soup near the ground. My neck is itchy

A breeze is heard just teasing the tops of trees, not bothering to mix with the soup near the ground. My neck is itchy

Dreamscape
#1
Peeling potatoes in the old house, not my house—but my kitchen
within someone’s old house where my house should be With a worn peeler that fits my hand like the choppsticks
in Lee Ching’s restaurant where I met a swarthy man with overgrown eyebrows and a pulsing upper lip whose voice chimed like the midnight clocktower and the late train screamed potato skins.

#2
I stand at a lake’s edge naked, trying to decide

what to wear as they urge me to hurry;
But I can’t decide and they leave without me and I run to catch them but the sun is already staining the horizon like a paper towel dipped in raspberry tea and huge sheets blow across the beach like a giant’s napkins; I catch one and finally decide to wear . . .

#3
Here is the door, the door that every so often will be left unlocked by someone quite irresponsible or very responsible, knowing full well I will stand in the doorway and dare not open though it compels me to place my hand on the knob I cannot turn. Here is the door and now I must open the door open the door Open The Door! I am strangled by bright lights and raucous, tinny music, I stumble into the lights, fall to my knees, weep shade trees and sleep.

#4
Sunlight filters between the leaves of the table I lie under, where I hide from Indians who want to be shot by a cowboy’s capgun And when they find me I run away in the closet cook sunsetriders and beans.
**Pioneer pastors plant new churches**

by Marji Lindner '87

...And they continued to meet in the temple courts, or in their homes, or in the schools, or in the zoo, or wherever else Reformed Church in America pastors starting new churches could find places to gather.

The RCA is not usually known for aggressive evangelical practices, but establishing new churches without a "church building" is almost making a home without a house. Still, most RCA pastors must start that way — without a traditional church building, finding a place to meet until sufficient funds are raised to start a structure, always remembering the lyrics to a children's Sunday School song, "a church is not a building, a church is the people."

Beginning a new church, though, is an arduous task that is dependent upon a variety of factors — timing, location, funding, staff, and marketing tactics like mass mailings, newspaper advertising, door-to-door knocking, and even placing flyers on car windshields.

From 1970 to 1978, the RCA organized an average of five congregations per year. Since 1979, that average has jumped to 10 per year. Now, the plan for growth approved by the 1986 General Synod calls for another 100 churches to be planted in the next decade. Currently, RCA Hope alums are working for the RCA Church Development project called "On the Way."

Three of those Hope grads are the Rev. Steve Norden '74 of the New Hope Reformed Church in Canton, Ohio, the Rev. Harvey Heneveld '69 of Christ Community Church in Canton, Mich., and the Rev. John (Jack) Buten '66 of The Reformed Church of Plano, Tex. All are also Western Theological Seminary grads.

For Norden, starting a new church was "the professional dream of a lifetime"; for Buten, the position was one he felt he was supposed to accept, even though he wasn't sure he was ready to take the risks involved; for Heneveld, planning a new church and watching it grow seemed like an intriguing adventure.

In 1978, when Jack Buten received his call to start one of three new congregations proposed in the RCA's "Dallas Project," he and his wife, Linda Deurwaarder '68, were very content with theirpastorate in Clynor, N.Y. Moving from Clynor, "a place where time changes nothing," to one of Dallas' most rapidly growing suburbs was a little scary since the RCA was a relative unknown in the area.

"But I was surprised at the openness in Plano," said Buten, "especially since we moved right as the Jim-Jones-thing was coming out and everyone, everywhere, was a bit skeptical of religious groups they'd never heard of."

"Our first contacts were neighbors we met through our children. We asked them if they were involved in churches of their own, because it was never our intention to draw people who were already established in another congregation. But if they weren't, we invited them to meet informally in our home." The pastor and interested members met in the Buten's home on 2813 Locoh Haven Dr. for five Sundays, and then the small group moved to an elementary school where they stayed for four years. It was there that they began building a community.

"One of the advantages of starting a new church," said Buten, "is the sense of ownership for the congregation. This is not something that has been handed down from their parents, but something each person is responsible for building. For some, it's a brand new excitement; for others, a religious awakening. Most of the congregation, at least in the beginning, had some memory of church experiences but had been away from the church anywhere from five to 25 years. But when we finally decided it was time for a building of our own, we got an education in stewardship."

But, quite literally, it paid off. Today, the 900 members of The Reformed Church of Plano meet in a very spacious building of their own.

"It wasn't always easy," says Buten. "But I feel like the Dallas Project has been instrumental in spreading awareness of the RCA. As for myself, it's been the best years for my faith."

Steven Norden, while just as confident that he and his wife, Jean Bowen '75, made the right decision to begin new church, has yet to feel the sense of establishment Buten does. Still, in five years, Norden and New Hope Reformed are off to a good start as 125 members meet in a local elementary school.

The Nordens took the somewhat risky step toward beginning a new church when they left Second Reformed Church in Kalamazoo, Mich. When they got to Dallas, they invited neighbors and made numerous phone calls since that marketing tactic had proven successful in Texas.

"In fact, we patterned ourselves after the Dallas model," claims Norden. "You might say Jack Buten has taught me everything I know."

One thing Buten didn't teach him, and Norden gets full credit for, is establishing Zoo Day. Every June, New Hope holds a Sunday service in the Columbus Zoo amphitheatre, and everyone who attends gets free admission to see the animals later. Still, Dallas is not Plano. On the positive side, the RCA was not a total stranger to the area. Both Norden and Buten did their internships at an RCA church 20 miles from Dallas. But, on the negative side, Dallas, also a growing community, has been preyed upon heavily by solicitors of all kinds.

"When you try to go door-to-door here," reports Norden, "people will call their neighbors and warn them you're coming."

I remember watching my father trying to start a church in Japan, just sluggin' it out day after day for nine years. If you told me, when I was a freshman at Hope, that I'd be doing the same thing, I would have said you were nuts. Crazy or not, Norden is currently in the process of purchasing property for his congregation's eventual church home. For many times we hear people say that they would like to come to our church but just wouldn't feel comfortable worshiping in a gym," says Norden. "The people want a place of their own."

Harvey Heneveld knows the feeling. Norden is having right now. After nine years of meeting in the Canton High School cafeteria, Heneveld and the 85 members of Christ Community Church are finally moving to the chance to fulfill that desire of having "a place of our own."

When Heneveld and his wife, Elaine Fokker '68, left their stable pastorate at Mason County (Mich.) Reformed Church for the southern suburb of Detroit, they realized there was no guarantee for success.

"But you have to dare to take risks," says Heneveld. "And you have to be willing to know who you are. When you stumble and fall and scrabble to get back up, you must still hang in there and not panic. You have to have a stable outlook, and then risk starting a new church, because it will be a roller coaster ride, even good, but only in the end."

One of Heneveld's first priorities several years ago was to buy land for the future site of his church as soon as enough money was available. Today, that land is prime choice, situated near a growing urban area, and developers are now hankering over that lot and wishing they had the foresight Heneveld possessed.

The erection of the Modern Community Church began last fall, and should be completed by mid-May. It has been an affirmation of the volunteer spirit. Heneveld explains: "It's also been a real ecumenical experience. It's been awesome to see the willingness of people to lend a hand and feel they're doing something specific for the Lord."

Fortunately, or providentially, for this pioneer pastor, he had worked his way through college and seminary as an employee for a builder. "So, I kind of know what has to be done." Some weeks he works on his church for 40 hours, plus maintains his pastoral duties.

"It's been a long haul," Heneveld reminisces. "We've gone through some very difficult times together and that has welded us together as a church. Those who couldn't hack it aren't with us anymore. There's a dwindling process when you start a new church. It's just not meant for some people. So, those who are with us today are highly committed.

Now, we're genuinely excited about the building because I think it will be a confirmation of our life together. In a sense, it's like a new couple starting a family."

**FINDING FIRM FOUNDATIONS: From left to right, the Rev. Steve Norden '74, the Rev. Harvey Heneveld '69, and the Rev. Jack Buten '66 are pioneering pastors founding new churches for the Reformed Church in America.**
ALUMNI NEWS

alumni alert

by David Van Dyke '84

With spring here, the campus is turning green and another school year is coming to a close. The Alumni Association will sponsor the Senior Dinner on the evening of Wednesday, April 29. This event will begin with a reception at 6 p.m., followed by dinner and a dance. The tradition began last year, and it provides one last opportunity for the senior class to get together as a group before graduation. Alumni Association President, Steve Norden '74, will be a guest, and he will speak at the dinner along with Roderick Scholten Dan Stid '87 and biology professor Dr. Don Cronkite.

Jeff Cordes '80, Alumni Board member, is planning two alumni events in Texas. Tuesday, April 21 is the date of the Dallas event, and it will be held at the Dallas Airport Marriott. Houston will be the site of our Thursday, April 23 alumni event which will be held at the Hobby Airport Hilton.

Sue Edema '71, Alumni Board member from Grand Rapids, is planning a reunion dinner for Gordon and Margaret Van Wylen on Tuesday, May 5 in Grand Rapids. The dinner will be held at the Marriott on 29th Street and should be a wonderful evening for all the Grand Rapids Alumni. If you wish to attend and haven't received any information please call the Alumni Office.

Dr. Herbert "Tom" Thomas '70 is planning an alumni event in Denver on Tuesday, May 12 at the Fairmont Hotel. The date of an alumni reception in St. Louis is Thursday, May 14. Chuck and Cheryl Miller '71 Hill are helping things along there. (Maybe a nice evening at the Bowling Hall of Fame). Advancement Officer Kathy Karle '75 and I look forward to attending these regional events.

The Alumni Association will be honoring Philip A. Burke '58, Buruma, Dr. Eugene Jekel '52, Randall Dekker '47, Jerry Redeker '56 and the Rev. James Neveil '56 as this year's recipients of the Distinguished Alumni Award. These will be presented at the Alumni Dinner on Alumni Day, Saturday, May 9. Each one is deserving of this award, and it is our privilege to present them the highest honor our Alumni Board can give.

This summer we hope to add a second Golf Outing, most likely in the Grand Rapids area. The Golf Outing is getting so large that we feel we will need to hold two events. Hopefully, the first will be in the Grand Rapids area sometime in June and the second will be in Holland in August.

The classes of 1927, 1937, 1942, 1947, 1952, 1962, 1967, and 1972 will be celebrating their reunions soon. Each class is planning events on Friday evening also. On Saturday, Dr. Elton Brooks '50 will be giving his historical campus tour. The Hope College Jazz Band will provide the music at the Saturday registration dinner from 6-9 at the Alumni Center. Each class will have a luncheon and program. We hope having our alumni return to campus wherever they are in the area, and we look forward to a great weekend.

class notes

News and information for class notes, marriages, births, advanced degrees and deaths. Please send news for Hope College by Ed. A. Folkert of the Office of Public Relations. The deadline for the next issue is May 8.

30's

Willard Wichters '31 was recently honored as the founder of the Netherlands Museum in Holland, Mich., on the museum's 50th anniversary.

Edwin Luidens '30 helped prepare a new noisy situation reviewing separated family between South and North Korea for the National Council of the Churches of Christ (NCCC) in the U.S.A., which made an official appeal with church and government leaders on that Asian peninsula. Edwin is presently the director of East Asia and Pacific missions for the NCCC, acting as a liaison between American and Asian churches.

Eileen Mease '37 DeFrees teaches armchair travel and news classes for senior citizens for Zeeland Mich. Community Education.

Robert Schultz '47 is writing a new weekly column for Auditors Mentor Syndrome entitled, "Ask An律师."

50's

Harold Knoyser '51 is the material manager for Aeroquip Corp. in Jackson, Mich.

Harold Mano '56 has been promoted to vice president and general manager of TNT Holland (Mich.) Motor Express. Harold has worked for the trucking company since graduating from Hope.

Marilyn Liddey '57 Tinner is planning a parent seminar for the Home School Society in Zeeland, Mich. She received a "Parenting in the Eighties" self-study course and her course and wasospace Student in Michigan Community Mental Health Agency.

Louis Cravotta '56 has been named a special assistant for the city of Detroit and School Board Community Relations. He has been a special assistant to the director of the Curriculum Division. Louis received his degree in education from Eastern Michigan University.

Janet Rood '57 Wetscher is the director of the educational program at the Christian Health Care Center in Wyckoff, N.J. She is the director of the pre-professional program for the Los Angeles Department of Public Schools.

Bruce Bowers '59 has been promoted to the position of executive director for the Michigan Rural Agricultural Society. Bruce was a science teacher in the Rural Agricultural Society for 20 years.

60's

Warren VanderVliet '60 has recently been appointed to the College Board of Directors. He is a member of the Board of Directors of the Detroit Jewish Community Center.

John Crozier '61 has been named president of the Grand Rapids (Mich.) City Middle School. John was a member of the departmental principal for the Grand Rapids Public Schools.

Janet Bois '60 Shoup is a founder of the storytelling group, "Storytellers United." The group is a member of the Michigan's United, a national storytelling group, and is a member of the Michigan's United, a national storytelling group.

Mark Swoya '64 is the group vice president of the Imaging Systems Division of DuPont Co., the largest company in the United States. There are eight group vice presidents at DuPont, and they are responsible for various parts of the company's operations including photographic films, chemical and computer-generated systems for graphics, art, print, architecture, and engineering systems.

Peter Theune '65 is the director of the school at Grand Valley State University in Michigan. He has a strong background in educational administration and has taught at several universities.

Jean Hanssen '73 is an analytical chemist for Harleton Laboratories in Madison, Wis.

Esther Lathkhuizen '74 is an artist in residence at the Art Institute in Grand Rapids, Mich.

Deb Kosm '73 Kiekhauser is the head athletic trainer at Hope College in Holland, Mich.

Linda Lange '74 is currently a doctoral candidate at the University of Michigan in the educational psychology program. She is teaching a students in introductory psychology, and has a research interest in intelligence testing.

Jim McFarlin '74 is a music critic and entertainment writer for the Detroit News. Jim has interviewed and written about many major entertainers such as Lionel Richie, Eddie Murphy, and others who have written a book, "My Name is David," and appeared in "People Magazine." Bill Cosby, Paul Reiser, and Steve Martin have written books about their experiences in the entertainment industry.

Bruce Jackson '75 was named president of the Western Michigan Club (Mich.) Alumni Association. Bruce is a member of the Alumni Board and1975 is to be named the Michigan Alumni Association President. Bruce is a member of the Alumni Board and the Michigan Alumni Association President. Bruce is a member of the Alumni Board and the Michigan Alumni Association President.

Mark Lange '76 co-owns a private doctor's practice with his father in Muskegon, Mich.

Joseph Pencovich '77 was installed as the new pastor of First Congregational Church of the United Church of Christ in St. Louis, Mo., in January.

Ralph Raynor '71 is a new assistant professor of mathematics at the University of California, Los Angeles.

Mark Kuebel '78 is working with a youth mission in Europe called Light to the Nations.

Debra VanAndel '79 has been named director of the Western Michigan Women's Studies Program, which is the first in the state of Michigan. Debra is an administrative assistant to the director of the program, a position that she has held for the past two years.

Dale Rice '74 is a new research associate for Battelle's Pacific Northwest Laboratory.

Steve McCullough '74 is a new research associate for Battelle's Pacific Northwest Laboratory.

YOUR CLAIM FOR THE

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ANNUAL FUND

by June 30 . . . the last day to have your donation credited to Hope's 1986-87 Annual Fund.

*GREAT NEWS! We have received a $50,000 challenge from an anonymous donor. ALL NEW and INCREASED gifts, regardless of the amount, will be matched dollar for dollar. Our average alumni gift in 1985-86 was $112. With this year's challenge, that would mean a total of $224 for Hope!

*REUNION CLASSES: Remember, this is your year to make a S-T-R-E-T-C-H gift. Your new or increased gift will also be matched dollar for dollar. Help put your class over the top with 100% participation!

Don't delay! Stake your claim today! Please send your check to: Annual Fund, Hope College, Holland, Michigan 49423.
Six classrooms in the humanities continued from page 9 to the gene pool alone,” Penrose confirmed.

The history professor, who spent a year in the Soviet Union in 1979 for his doctoral dissertation research, also adds a small foreign language component to this class, teaching his students a few Russian words he feels they need to know. Norwood taunts ([poplars], alnus rubra, (peanut commar), and sycamore (freedom).

“We all think about the Soviets with our own contemporary biases,” notes Penrose. “But there are many historical reasons why our biases got that way. Generally speaking, there is a good measure of apprehension, if not fear, about the Soviet Union. But the Soviet people have the same fears and apprehensions. After all, there will always be a fascination that comes from wanting to know more about the people who threaten you so much.”

I t seems that the American public bears the most about their Congressional representatives during the campaign season when that of mud-slinging worms is reopened, or when House and Senate members agree to give themselves a salary increase. These two happenings would seem like familiar perceptions, though, only because they’re highly visible media stirs.

But how many of us really know about our Congressman’s total duties?

Dr. James Zoetewey lets his Legislative Process class know that there is much more to being a Congressman than the average hometown newspaper-toting American thinks. They really do more than ask for and spend money.

Dealing with Congress as a contemporary political institution and a product of historical development, Zoetewey tells of PACs and impact; of media coverage and budget passages; of bill-making and campaigning; of the President-to-Congress relationship and sub-committee memberships; and of demographics.

While the U.S. Constitution makes certain demographic criteria for would-be candidates, like age, citizenship, and residence, Zoetewey cites a few other common characteristics shared by the representatives in the 100th Congress.

Nearly half of our Congressional trio are women. Many of them are lawyers before they were elected to public post (not too surprising; many are wealthy (we knew that); and most are white, Protestant men (ditto).

As far as governmental duties are concerned, most Congressional delegates also have similarities on their views of job description.

“In 1977, the House Commission on Administrative Review asked 150 representatives to list what they thought were their major duties and functions,” Zoetewey lectures. “Eighty-seven percent said their first duty was to be a legislator, to gain information and expertise on the issues. Then, 79 percent said one of their major functions was to be a constituency representative, to represent and relate certain interests from his or her district. A few even said that their first priority was to get reelected again, but they’re the exception.”

So, Capitol Hill colleagues look upon their duties in a variety of ways. “But the big question,” asks what do we do if we want to serve the American public, to estimate from our representatives?” the mellow political science professor says later after class, leaning against the arm of his office chair, conveying the same casual, conversational manner for which he lectures. “I guess I expect my Congressman to be a person who is supposed to represent me, is supposed to speak on my behalf. I elect my representative to take his best judgment on matters that affect the great interests of the district. “As for my students, I want them to be aware that they’re responsible voting citizens, too. And so, I don’t only want them to know what Congress does and how a bill becomes a law, but I also want them to remain current on the issues. And Congress is dealing with right now. The decisions that Congress makes today will affect them in the future.”

Academic excellence Cliche or vision continued from page 10

But we must be careful. Some people have been able to market their skills in literature and artistry. Consider my college friend, Doreen. We took philosophy and geology together. For her, we might say, philosophy was the liberal arts course, while geology was her vocational training. For upward graduation he went off to the Sunbelt to find oil. But for me, philosophy was my vocational training and geology was my liberal arts component that semester. For me, geology was, in the Aristotelian sense, contemplation.

We might, I say, speak this way. But Aristotle suggests a different and, I think, better way of speaking. We will still distinguish vocational and liberal education, but no longer as mutually exclusive pieces of the educational pie. Rather, vocational education will be, as expected, the education that seeks to produce the technical know-how needed for healing sick people, producing and marketing products, teaching students, etc. It will consist fundamentally in the attaining of marketable skills.

Liberal education, by contrast, will be the holistic project that harmonizes all three of Aristotle’s intellectual virtues. It will be the alternative to vocational education, but the whole that includes vocational education as a part. As a part of this larger whole, the vocational component will be transformed. The acquisition of marketable skills will be integrated with serious reflection, to the extent that we sought to seek, including their relative priority, and about what means are legitimate in their pursuit. This will serve as a reminder that education is not only designed to make us marketable but also to contribute to our moral development, the whole. The dialogue between technical know-how and moral know-how will take place in the context of deliberately cultivated contemplative sensitivity.

It is now possible to answer two questions at once. First, what do we mean by academic excellence? Second, how do vocationally oriented programs such as business administration, education, and nursing relate to a liberal arts program?

When we speak of academic excellence we mean an educational enterprise which a) aspires to cultivate all three intellectual virtues, b) does a good job of developing each of them, and c) integrates them into a harmonious whole. Academic excellence involves comprehensive vision, multi-faceted achievement (not just the gaining of marketable skills), and the ability to make a coherent whole out of the various facets. Vocationally oriented programs can become the tail that wags the educational dog for those involved in them. But they need not. The vocational component in each student’s program can be presented and understood as an essential but not primary element in a larger whole whose goal is to make the student, not just employable, but as fully human as possible.

It becomes immediately clear why the prestigious placement of our students is not merely a matter of academic performance. It says little or nothing at all about the vision which aspires to cultivate all of the intellectual virtues, about the degree to which contemplation and moral knowledge are developed, or about the dedication with which these vocationally oriented programs are cogently integrated with the learning of vocational skills.

Whenever we succumb to the temptation to define our academic excellence in terms of placement, we announce to the world that in spite of our expressed commitment to the liberal arts we really don’t know how to be more than a vocational school. We tell the public that we are giving them what they want, even though our announced mission is to provide something better than that. Perhaps we serve best when we do not automatically identify what the age demands with what the age needs.
He received a master of science degree from the University of Utah in 1976. He was in the service during World War II and the Korean conflict and was decorated with the Purple Heart and two Bronze Stars. After retirement from the service, he taught in the high school at Dugway Army Proving Grounds, Utah.

Surviving are his wife, Eleonore; two sons: five grandchildren; a brother; and two sisters.


During the 1960s, he had been chief of out-patient services at the University of Illinois College of Medicine in the department of psychiatry and biomedical staff at Presbyterian-St. Luke’s and Evanston Hospitals.

But was formerly a professor of psychiatry at Eastern Virginia Medical School and had been in private practice in Virginia Beach.

Having graduated from Case Western Reserve Medical School and the West Point Institute for Psychoanalysis, he was the staff psychiatrist at the Newton Memorial Hospital Mental Health Center in Newton, N.J. at the time of his death.

Surviving are his wife, Ruth Ann, three children and seven grandchildren.

Shirley Hungerink ’59 Personna died Tuesday, March 10 in Holland, Mich. following a short illness. She taught in elementary schools in Holland and Essex, Ohio.

A Greek Orthodox priest, Apostolos served for 45 years, was decorated for 10 years and was surviving as the chaplain and the executive director of the Israel Ministries.

A Greek Orthodox priest, Apostolos served for 45 years, was decorated for 10 years and was surviving as the chaplain and the executive director of the Israel Ministries.

Friday, May 8

Registration classes begin on the front lawn of the DeWitt Center. Refreshments will be served and the Hope College Jazz Group will provide entertainment. 

Reunion luncheons begin.

A historical campus tour led by Dean Elton Bruins ’50 will begin at the DeWitt Center Presidents’ Home Open House.

50-Year Circle Ceremony will be held in the Maas Center Auditorium. Awarding certificates and pins to 1937 class members will be George Dourou ’37, president.

A pre-dinner reception will be held on the Phelps Hall Lawn. The Alumni Dinner will be held in the Phelps Hall Dining Room. The program will honor the 1987 Distinguished Alumni Award winners and members of the class of 1937.

(Tickets are available for the Alumni Dinner from the Office of Public Relations, Hope College, Holland, MI 49423, or call (616) 392-9111, ext. 2030.)

Sunday, May 10

Baccalaureate, Dimnent Chapel (Admission by ticket only)

Commencement, Holland Municipal Stadium (Holland Civic Center, in case of rain)
I by Richard Rodgers, Oscar Hammerstein II, Howard Lindsay, Russell Crouse
JUNE 19 - AUGUST 29
The most popular musical of our time! Make your reservations early for the perfect family entertainment with favorites including "Climb Every Mountain," "Do Re Mi," "My Favorite Things.

by Thornton Wilder
JULY 5 - AUGUST 28
A classic American farce set in charming old New York! Dolly Levi plays matchmaker for wealthy Thomas Vanderjagth with hilarious results.

by Larry Dale
JULY 17 - AUGUST 22
A zany new comedy! Laughs abound when a ridiculously shy Englishman pays a visit to our country's Deep South in this award-winning hit!

by Molly Newman and Barbara Damashek
JULY 24 - AUGUST 26
A stirring new musical! Toe-tapping song and dances, and the joys and sorrows of American pioneer women. This uplifting show is breaking attendance records across the country.

Hope Summer Repertory Theatre
SCHEDULE OF PERFORMANCES
EVENINGS: MONDAY THROUGH SATURDAY, 8 P.M.
AUGUST MATINEES: TUESDAYS AND THURSDAYS, 2 P.M.
STUDIO PERFORMANCES: 8 P.M.

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2) PICK THE DATES YOU PLAN TO ATTEND:
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   - Quilters

3) DON'T MISS OUR NEW STUDIO PRODUCTION:
   Billy Bishop Goes To War
   (Note: Season Coupons do not include admission to this production.)

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6) GIVE US YOUR ADDRESS WE'LL MAIL YOUR COUPONS/TICKETS TO YOU:
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   Holland, Michigan 49423