1990

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Tradition

Few events better signify the advent of fall than the Pull—students past summer’s easy pace and settled into the semester’s routine either cheer or strain at the rope, the canopy of leaves shrouding the banks of the Black River shows just a hint of color, and the new bite in the air suggests the cooler winter weather about to follow.

This year, the crisp autumn atmosphere was supplemented by the rain-soaked earth and half-flooded pits that added grit to a grueling three-hour battle of wills that ended with a narrow, seven-foot sophomore victory.

A chilly rain that fell steadily throughout the day turned the banks of the Black River into a muddy morass and proved too much for the freshman class, which lost its anchorman less than 30 minutes into the conflict and fought the remainder of the battle armed with a substitute pulled from the middle of the team and tied hastily into the anchor pit. And although the freshmen staged a valiant comeback effort, they were unable to overcome the sophomores’ strength.

This year’s Pull—the 93rd—marked the 35th time since 1934 that the sophomores have defeated the freshmen, suggesting that the freshmen class had not only the sophomores’ numeric superiority but also their experience to overcome.

While the sophomores’ two-to-one win-loss ratio might prove telling statistically, for the competitors the information is probably irrelevant. When the 94th Pull begins on some mid-September Friday in 1991, each class will be convinced that its heart, its desire, its training will earn victory, regardless of the statisticians’ facts.
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Contributing Artists: Roger Grandia, Brad Williams '72

The International Education Center was dedicated as the Paul G. Fried International Center in honor of Dr. Fried, professor emeritus of history, on Saturday, Sept. 22.

ENROLLMENT RECORD: Despite a nationwide decline in the number of graduating high school seniors, Hope College has a record number of students enrolled this year, according to Jon Huisken, dean for academic services and registrar.

For the first time in its history, Hope has more than 2,800 students, with 2,813 currently enrolled at the college, breaking the previous record, which was set during the 1988-89 academic year when the college had 2,781 students.

According to Gary Camp '78, director of admissions, the pool of high school seniors available to become college freshmen had declined nationwide. For example, the high school class of 1990, compared to the class of 1989, was 10 percent smaller in Michigan, 14-15 percent smaller in the Midwest, and down by 16-20 percent in the Northeast. Camp noted that decreases are expected each year through 1994, when the number of available students will begin to climb gradually.

"The demographic decline is real," Camp said. "And when you consider that Hope during that same period has increased its enrollment, that really says a lot about the kind of institution that Hope is and the way it's being perceived by the public."

According to Huisken, retention of current Hope students—students who did not transfer away from Hope—played a significant role in keeping the college's enrollment high. Huisken attributed the college's high retention rate to both the college's faculty and the accuracy of the Hope admissions office's depiction of life at Hope.

"I think that a lot of the credit goes to the academic program—with what happens both in the classroom and in research," Huisken said. "The students really get to know faculty well."

The number of students attending college for the first time is 616, compared to 619 a year ago. Students transferring to Hope from other colleges and universities total 120, compared to 98 in 1989. There are 78 students enrolled in the campus programs compared to 64 last year.

(see "CAMPUS" on page three)

Notice of Nondiscrimination
Hope College is committed to the concept of equal rights, equal opportunities, and equal protection under the law.

Hope College admits students of any race, color, national or ethnic origin, sex, creed or handicap to all the rights, privileges, programs and activities generally accorded or made available to students at Hope College, including the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. With regard to employment, the College complies with all legal requirements prohibiting discrimination in employment.

On the Cover
For Hope College alumni and students, the Pull is as much a part of fall as the first day of classes: brightly-colored leaves and football games. And for a 93-year-old tradition, the Pull has aged well, remaining a serious "affair of honor" for the competitors, who are not afraid to give their all—even their hair—for the team.

Pictured at the lower left are sophomore anchor James Donk Jr. of Holland and senior guard Kelly Lewis of Worthington, Ohio. At the upper right, sophomore Stewart Neugler of Spencer, Iowa strains at the rope while another team keeps the score. Of the dual events, Mass.—provides guidance.

Quote, unquote is an eclectic sampling of things said at and about Hope College.

We are confronted with a level of hope, unprecedented in recent decades of history, when we look to the phenomena of freedom and democracy taking place in central and eastern Europe. Yet, on another part of our globe, hope is fading fast as the specter of armed confrontation increases.

"As students in the context of this challenging, complex world environment, you will be the task of educating yourselves, so that the knowledge you acquire can be used to make the future fulfill all that today's hopes suggest. As faculty, you will be the task of demonstrating to you that the wisdom necessary for meeting the challenges of the future comes from combining what we know in an intellectual way with a far more subtle understanding of the human condition."

And together, we share the task of not letting the negative conditions of war and power mongering deflect us from pursuing the kind of hope which are rooted not in economic or geopolitical realities, but in fundamental human and moral realities.

"And now here you are at Hope College in the year 1990, poised to begin your future anew. I cannot think of a more fitting name for a college in the decade of the '90s—a decade in which the hope for a better life is stirring in the hearts of countless peoples across the globe."

"Hope, in my view, is an affirmation of the future: it is a passion for the future. There is a wonderful quote which captures for me what hope is and means. It's from Teitlans de Chardin, a priest and noted paleontologist. It's from his book Building the Earth and it goes like this:"

"The three aspirations which are characteristic of a faith in the future, a passion for the future, a passion for the universal, and a passion for the individual..."

"Now it may sound strange to talk about a passion for the future. We tend to associate the word passion with base, human emotions, but I believe that it will take a passionate dedication to the possible, to the potential, and even to the improbable in order to achieve all that we anticipate and aspire to hold open to us— as individual persons, as a college, as a country and as a world community."

"Chardin tells us that a faith in the future also entails a passion for the universal. Entering a liberal arts college, you pass through portals which open into an arena of universals, of ideas."

"Now we may approach the learning of ideas with skepticism or reverence, but regardless of attitude, college is a time for passionate engagement with ideas—be they practical or theoretical, concrete or abstract, all-formulated or articulated with unadulterated clarity."

"Lastly, faith in the future expresses itself by a passion for the individual. What is distinctive about a good liberal arts and sciences college is its capacity to create the conditions for the realization of the hopes which students hold dear, whether these are hopes for preparation for a specific career, hopes for finding out who and what they are, or hopes for coming to conclusions about the values which will guide their lives."

"It takes a special kind of place and a special kind of people to create an environment in which the individual can feel safe to explore his or her own personality, to develop the range and variety of talents possessed, and to feel recognized in his or her own right. As a good liberal arts college, Hope College is such a place and its faculty and staff are such people."

"It is through the kind of faith in the future of which Chardin speaks and our commitment to the values of a liberal education that our passion for the individual is actualized and the potentials of each individual student are fulfilled. In the last analysis, it is a liberal education which underpins our passion for the future, informs our passion for the universal and guides our passion for the individual."

"That, in closing, I have but one aspiration to express to each and every member of the college community—may the academic year now commencing hold countless opportunities for you to fulfill your faith in the future with the values of a liberal arts college and together enjoy the joy of our passion for the future. You are a special kind of individual, each and every one of you."

Excerpts from "Hope: A Passion for the Future," the address delivered by Dr. Carol J. Guardo, president of the Great Lakes Colleges Association, during the college's opening convocation on Tuesday, Aug. 28 in Dimnent Memorial Chapel. The college is currently in its 129th academic year.
CAMPUS
(continued from page two)
The enrollment by class, with last year’s class in parentheses, is: freshmen, 761 (742); sophomores, 653 (687); juniors, 608 (871); seniors, 579 (517); and special students, 212 (213).

The student body is comprised of 1,597 women and 1,216 men from 40 states and territories as well as from 34 foreign countries.

The largest student representation comes from Michigan with 2,001 students, followed by Illinois, 1,611; New York, 641; Ohio, 631; Indiana, 471; Wisconsin, 411; New Jersey, 391; Minnesota, 181; Florida, 131; and California and Iowa, 10 each.

Foreign countries represented in the student body include Austria, Bahamas, Bahrain, Cambodia, Canada, Chile, China, Colombia, Costa Rica, Denmark, Ethiopia, France, Germany, Ghana, Great Britain, Hong Kong, Hungary, India, Indonesia, Jamaica, Japan, Korea, Laos, Malawi, Netherlands, Philippines, Poland, Singapore, Spain, Sri Lanka, Taiwan, Tanzania, Uganda and Vietnam.

GALLERY GIFT: The ability of the DePree Art Center gallery to maintain an exhibition program of increased quality and scope, according to Dr. Jack Wilson, professor of art history and director of the gallery, has been enhanced through a major gift from Hugh DePree ’38, whose name the art center bears.

DePree, retired chairman of the Hope College Board of Trustees and former chief executive of Herman Miller, Inc of Zeeland, Mich., was honored for his gift at a gallery reception on Thursday, Sept. 22.

Both the reception and the gallery’s show at the time, “Hope Collects,” were intended to honor all donors to the gallery through the years, according to Dr. Jack Wilson, professor of art history and director of the gallery.

The Patrons for the Arts at Hope College have consistently supported the gallery’s exhibition program and individual donors have contributed significantly to the college’s permanent collection.

In addition to DePree, individual donors present at the reception included Maurice Kawashima of New York City, who recently gave the gallery’s 20th century Japanese ceramics, and Orville C. Beattie of Chicago, Ill., who has through the years given many works of art.

Dr. Wilson noted that DePree’s gift is unique in that it was given specifically to the gallery to assist in its operation.

“We’ve never been given a gift like this — so singular — so it’s a special gift, and it’s doubly special because it comes from Hugh DePree, who, of course, has given his name to the gallery,” Dr. Wilson said. “We will continue to honor it by using it well.”

Dr. Wilson explained that DePree’s gift will aid the gallery in acquiring its exhibits.

UNUSUAL GIFT: William C. Van Faassen ’70 of Boston, Mass., earned his recent donation to the college in a rather unusual way.

He won it as a member of the four-man team that won the Sprint Classic Golf Tournament at La Quinta Golf Resort in Palm Springs, Calif., in May. Van Faassen received $10,000 from US Sprint for the donation to charity. He chose to give half the money to Hope College and half to a Detroit area children’s organization.

He has asked that his gift to Hope be used to maintain the college’s golf course in the form of a special course for young golfers.

The college has given a grant for the maintenance of the course, which is located in the middle of the golf tournament.

FACULTY KUDOS:
Mary Vlieger ’75 Dr. DePree, adjunct assistant professor of mathematics at Hope, attended a special meeting for kindergarten through third grade math specialists at the National Council of Teachers of Mathematics (NCTM) Headquarters Office in Reston, Va. on Friday and Saturday, Sept. 14-15.

The meeting was part of a program that aims at strengthening mathematics leadership in individual schools by developing mathematics specialists who will work to coordinate instructional efforts within school districts and help them implement a comprehensive, high-quality instructional program from primary-grade students. In its third year, the program is funded by the Exxon Education Foundation.

Professor DePree is currently coordinator of a two-year project at Hope funded through the Exxon Education Foundation and designed to emphasize curriculum development in experimental, hands-on math instruction for kindergarten through third-grade students.

Greg Murray, assistant professor of biology, received $10,000 from the National Science Foundation (NSF) to support a project that examines the growth of plants that thrive in an array of tropical forests that have been cleared.

Dr. Murray’s research has emphasized natural clearings, such as those in the forest where trees have died and fallen, creating a window of sun in the jungle canopy, in which the plants can thrive. He noted, however, that the clear-cutting of tropical forests as pasture or agricultural land has created large tracts of land ideally suited to the plants who have the capacity to survive in fast-growing, short-lived “pioneer” plants.

Once the seeds fall from birds or bats, they lie dormant until an appropriate clearing is created. The seeds can, and often must, wait patiently for several years before such an opening forms — but they must also survive natural predators such as rodents and ants that feed upon them.

According to Dr. Murray, understanding the circumstances under which such seeds survive the predators and how their survival in turn creates the plants upon which the seed-dispersing birds eventually feed again — can lead to an understanding of how the growth of the larger tropical forest trees takes place.

Ludwig earns national award
Thomas Ludwig, associate professor of psychology, won the Best Psychology Software Award in the 1990 EDUCOM/NCRPTAL Higher Education Software Awards competition for his entry “PsychSIM II: Interactive Graphics Simulations for Psychology.”

Dr. Ludwig was one of only nine winners to receive a “Best” designation in the international competition, which also recognized 14 “Distinguished” winners. For his achievement, Dr. Ludwig also received a $1,000 award at the opening ceremony of EDUCOM ’90, a conference held in Atlanta, Ga. this month.

“PsychSIM” is a set of 16 interactive programs that engage the student as an experimenter, as subject and as pupil. The software set, designed to be compatible with the introductory textbook Psychology by Hope faculty member David Myers, is currently the most widely used such material in the country.

The EDUCOM/NCRPTAL competition was established in 1987 to improve the use of computers in educating undergraduate college students in the liberal arts by setting standards for educationally sound software and its use, recognizing and encouraging developers, and promoting the use of award-winning software in the college classroom. The awards program is created to bring some order to the proliferation of computer software that continuously appear, especially in the area of human psychology and behavior.

The winners present new ways to teach accounting, engineering, humanities, foreign languages, writing, chemistry, mathematics, physics, social sciences and law, and they include innovative ways to teach laboratory courses and large classes. According to NCRPTAL (National Center for Research to Improve Postsecondary Teaching and Learning), the trend in this year’s winners is software that is primarily used for students from active learners.
ACADEMIC CALENDAR 1990-91

Fall Semester (1990)
- Nov. 2-4: Friday-Sunday—Parents’ Weekend
- Nov. 22: Thursday—Thanksgiving Recess begins at 8 a.m.
- Nov. 26: Monday—Thanksgiving Recess ends at 8 a.m.
- Dec. 7: Friday—Last day of classes
- Dec. 10-14: Monday-Friday—Semester examinations
- Dec. 14: Friday—Residence halls close at 5 p.m.

Spring Semester (1991)
- Jan. 6: Sunday—Residence halls open at noon
- Jan. 7: Monday—Registration for new students
- Jan. 8: Tuesday—Classes begin at 8 a.m.
- Feb. 8: Friday—Winter Recess begins at 6 p.m.
- Feb. 13: Wednesday—Winter Recess ends at 8 a.m.
- March 7: Thursday—Critical Issues Symposium
- March 14: Thursday—Spring Recess begins at 6 p.m.
- March 25: Monday—Spring Recess ends at 8 a.m.
- April 27: Friday—May Day; classes dismissed at 12:30 p.m.
- May 4: Saturday—Alumni Day
- May 5: Sunday—Baccalaureate and Commencement

INSTANT INFORMATION

Hope Sports Hotline: (616) 394-7888
Activities Information: (616) 394-7863

THE ARTS

Great Performance Series—Tuesday, Oct. 30: Orpheus Chamber Orchestra, Dimnent Memorial Chapel, 8 p.m.
Wind Ensemble and Orchestra Concert—Thursday, Nov. 2: Dimnent Memorial Chapel, 8 p.m.
Faculty Chamber Music Concert—Sunday, Nov. 4: Wichers Auditorium, 4 p.m.
Great Performance Series—Friday and Saturday, Nov. 16-17: Mini Garrard Dance Company, DeWitt Theatre, 8 p.m.
Faculty Chamber Music Concert—Tuesday, Nov. 18: Wichers Auditorium, 4 p.m.
Hope College Jazz Ensemble Concert—Monday, Nov. 25: Kresge Auditorium, 8 p.m.
Christmas Vespers—Saturday, Dec. 1 and Sunday, Dec. 2: Dimnent Memorial Chapel, 8 p.m. on Saturday and 2:40 and 8 p.m. on Sunday. Public sale of tickets will be Saturday, Nov. 17.
Hope College Orchestra Holiday Concert—Wednesday, Dec. 5: DeWitt Center Kletz, 11:30 a.m.
Student Recital—Thursday, Dec. 6: Dimnent Memorial Chapel, 7 p.m.
Christmas Madrigal Dinner—Friday, Dec. 7: Maas Auditorium, 7 p.m. Tickets will be available beginning Friday, Nov. 30 in the music department office, and cost $8.50 for adults, $4.75 for children and $2.50 for Hope students with a meal plan.

DEPREE GALLERY

Days of Saints and Souls: The Day of the Dead—through Dec. 2
A show celebrating, with Mexican art and sculpture, All Souls Day/All Saints Day (Nov. 1 and 2), and the Day of the Dead
Juried Student Show—Dec. 1-15
An assortment of works from current Hope students.
Gallery hours: Monday through Friday, 9 a.m. to 9 p.m.; Saturday 10 a.m. to 9 p.m.; Sunday 1 to 9 p.m.

ADMISSIONS

Visit Days
For prospective Hope students, including transfers, high school juniors and seniors. Visitations are intended to show students and their parents their typical day in the life of a Hope student. There will be ample opportunities to meet students, faculty and staff. Contact Peggy Hallacy for details.
- Friday, Nov. 9, 1990—Friday, Feb. 15, 1991
- Friday, Nov. 30, 1990—Friday, March 1, 1991
- Friday, Jan. 25, 1991—Friday, March 29, 1991
For further information about any Admissions Office event, call (616) 394-7850 or write: Office of Admissions, Hope College, Holland, MI 49423.

TRADITIONAL EVENTS

Nykerk Cup—Saturday, Nov. 3
Parents’ Weekend—Friday-Sunday, Nov. 2-4
Vespers—Saturday-Sunday, Dec. 1-2
Village Square—Wednesday, June 26

MEN’S BASKETBALL

Head Coach: Glenn Van Wieren
- Fri.-Sat., Nov. 16-17: at Grand Rapids Baptist Tour
- Tues., Nov. 20: CONCORDIA, MICH.; 8 p.m.
- Tues., Nov. 27: at Concordia, Illinois; 8 p.m.
- Sat.-Sun., Dec. 7-8: at Aquinas Tournament
- Fri.-Sat., Dec. 21-22: RUSS DEVETTE HOLIDAY TOURNAMENT
- Fri.-Sat., Dec. 28-29: Mose Hole Classic, Wooster, Ohio
- Fri.-Sat., Jan. 4-5: at Kean College, N.J. Tournament
- Wed., Jan. 9: *ALBION, 8 p.m.
- Sat., Jan. 12: *at Olivet, 3 p.m.
- Sat., Jan. 19: *at Alma, 3 p.m.
- Sat., Jan. 26: *KALAMAZOO, 3 p.m.
- Sat., Jan. 30: *at Calvin, 8 p.m.
- Sat., Feb. 2: *at Albion, 3 p.m.
- Wed., Feb. 6: *OLIVET, 3 p.m.
- Sat., Feb. 9: *AQUINAS, 3 p.m.
- Wed., Feb. 13: *ALMA, 8 p.m.
- Sat., Feb. 16: *at Adrian, 3 p.m.
- Wed., Feb. 20: *at Kalamazoo, 8 p.m.
- Sat., Feb. 23: *CALVIN, 3 p.m.

*MAA Game

GRAND RAPIDS BAPTIST TOURNAMENT—Concordia, Wis.; Grand Rapids Baptist, Hope; North Central, Ill.
AQUINAS TOURNAMENT—Aquinas, Grand Valley, Hope; Oregon Lake St. Mary
RUSS DEVETTE HOLIDAY TOURNAMENT—Central, Iowa; Grand Rapids Baptist, Hope; Holy Cross, Ohio
MOORE HOLE TOURNAMENT—Capital, Ohio; Hope; Trinity, Ill.; Wooster, Ohio
KEAN TOURNAMENT—Hope; Hunter, N.Y.; Jersey City, N.J.; Kean, N.J.

WOMEN’S BASKETBALL

Head Coach: Sue Wise
- Tues., Nov. 20: at Madonna, 7 p.m.
- Fri.-Sat., Nov. 23-24: *HOPE CLASSIC
- Tues., Nov. 27: at St. Mary’s, Ind., 6 p.m.
- Fri.-Sat., Nov. 30-Dec. 1: at Oakland, 7 p.m.
- Wed., Dec. 5: at St. Mary’s, Ind., 1 p.m.
- Sat., Dec. 8: at U-Mich. Dearborn, 3 p.m.
- Sat., Dec. 29: *OLIVET, 3 p.m.
- Sat., Jan. 19: *ALMA, 3 p.m.
- Wed., Jan. 23: *at Adrian, 3 p.m.
- Sat., Jan. 26: *at Kalamazoo, 3 p.m.
- Wed., Jan. 30: *CALVIN, 8 p.m.
- Sat., Feb. 2: *ALBION, 3 p.m.
- Wed., Feb. 6: *at Olivet, 8 p.m.
- Sat., Feb. 9: *at St. Mary’s, Ind., 1 p.m.
- Wed., Feb. 13: *at Alma, 8 p.m.
- Sat., Feb. 16: *ADRIAN, 3 p.m.
- Wed., Feb. 20: *KALAMAZOO, 8 p.m.
- Sat., Feb. 23: *at Calvin, 3 p.m.

*MAA Game

+ Games played at the Holland Civic Center. All other home games will be played at the Dow Center on the Hope College campus.

Hope Classic — First round games: Indiana Wesleyan vs. Trinity Christian, Ill.; Hope vs. Houghton, N.Y.
North Central Tournament — Baldwin-Wallace, Ohio; Hope; North Central, Ill.; Washington, Mo.

SWIMMING

Head Coach: John Patnott
- Saturday, Nov. 17: at Wheaton, Ill., 1 p.m.
- Saturday, Dec. 1-2: MIAA Relays at Calvin, 1 p.m.
- Friday, Dec. 7-8: GRAND VALLEY, 5 p.m.
- Tuesday, Jan. 8: *CALVIN, 5 p.m.
- Friday, Jan. 11: *GRAND RAPIDS J.C., 5 p.m.
- Saturday, Jan. 12: *at Adrian, 1 p.m.
- Fri.-Sat., Jan. 18-19: at University of Indianapolis Invitational
- Saturday, Jan. 19: *OLIVET (women only), 1 p.m.
- Friday, Jan. 25: *at Alma, 6 p.m.
- Saturday, Jan. 26: *LAKE FOREST, 2 p.m.
- Saturday, Feb. 2: *ALBION, 1 p.m.
- Wednesday, Feb. 6: *at Kalamazoo, 6 p.m.
- Saturday, Feb. 9: *DEPAUW, 1 p.m.
- Thurs.-Sat., Feb. 21-23: *MIAA Championships at Calvin
- Thurs.-Sat., March 7-9: *NCAAW Men’s Championships

*MAA Dual Meet Home meets are held in Kresge Natatorium of the Dow Center on the campus of Hope College

THE NUTCRACKER: A Play

Dec 7-22, DeWitt Main Theatre

A new and exciting Christmas production presented jointly by the Hope Summer Repertory and College Theatres. Adapted from the famous E.T.A. Hoffman fairy tale, this play by David Hammond is filled with spectacle and mystery, beauty and excitement – a tender story of childhood for the entire family can enjoy.

Tickets cost $8 for adults, $5 for seniors and children, and may be reserved by calling the theatre ticket office at (616) 394-7890
Faculty Profile

Division and dean share service emphasis

by Greg Olgers '87

S
ome
coincidences, if traced back far enough, will be found to have been inevitable.
And perhaps it was inevitable that the departments of sociology and social work, education and economics and business administration would find themselves housed together in the campus' newest facility—recently renovated Van Zoeren Hall. However, the departments' present geographic proximity is too tidy for mere coincidence, and there must also be more to it than the designers' plans.

Van Zoeren Hall conveniently became vacant just when the economics and business administration and education departments had houses in houses that were too small, and when sociology was eager to move from the basement of Graves Hall into the campus mainstream. The proper circumstances at the proper time. A Jungian synchronicity.

How appropriate, then, that the departments' dean—Nancy Sonneveldt '62 Miller—found her place in the college's administration despite the future that she had started planning even as a child. Or perhaps it was because of those plans. Perhaps they made it inevitable.

And, inevitable or not, coincidence or not, the route that led her to her current role at Hope helped her prepare for it. "I wanted to be a teacher for a long time," noted Dr. Miller, dean for the social sciences and professor of education at Hope. "I was always the one that played 'school' with the children and the little kids at family gatherings."

"And I always liked school, I always enjoyed reading and literature, so it was just a natural coming together of those interests," Dr. Miller said.

Consequently, Dr. Miller obtained her teaching certification at Hope and joined the Wyoming (Mich.) Public School system following graduation in 1962. Although she enjoyed her three years with the district, the experience left her somewhat unsatisfied, so she resumed her education, earning her doctorate in English.

Shortly thereafter, she obtained a position at Hope, her background leading her towards teaching responsibilities with two departments: English and education. Although the move worked out well (she has been at Hope since 1968), it was not what she had intended years before.

"Somehow, college teaching just had a lot of appeal, which it had not had when I left here," Dr. Miller said. "It never, ever occurred to me—not even once—that I would ever come back here."

Part of what brought Dr. Miller back to Hope was her experience as a student. "I think the fact that my own undergraduate experience here was so positive gave it some appeal," Dr. Miller said. "I valued the kind of experience that Hope College gives, I valued the religious dimension—and I appreciated what I had received from that."

As a member of the Hope faculty, Dr. Miller also had something to give back to the college. Her experiences teaching children, for example, not only gave her insights valuable in the education courses she taught but also helped her teaching itself.

"I felt that my training as an elementary teacher was put to good use in college teaching because I was probably a more deliberate, more self-conscious teacher in the right sense of the word," Dr. Miller said. "And I had training in pedagogy, which I think really helped. That's something that we work very hard to provide for our beginning teachers because most of them never had that."

In addition, as dean for the social sciences Dr. Miller is also responsible for several programs that link the college with local school systems—programs that involve educating both teachers and students. The Kellogg Science Education Program, which premiered last fall, trains both Hope students and current area teachers in science education methods. The CASA (Children's After School Achievement) program helps elementary and junior high students after school, and Hope College Upward Bound works with high-school level children. PATH (Program for the Academically Talented at Hope) challenges gifted seventh, eighth...

Miller said, "Normally there's a field experience or a component that our students can benefit from by being directly involved."

Dr. Miller's commitment to helping the community through such mutually beneficial college programs follows her own commitment to service. She has worked with the local schools, serving, for example, on the board of trustees of the Holland Christian Schools. Dr. Miller also serves with Christ Memorial Church in Holland, where she has been involved in the education program, vice president of constituency and chair of search committees.

She has also balanced her professional and community commitments with the needs of her family. Following the births of her three children, she assumed a reduced teaching load so that she would have more time for them and husband Philip Miller '65. It was when children Christopher, Derek and Mindy were older that she was asked—and felt able—to become dean in 1985.

Dr. Miller's division is an amalgamation of seemingly disparate departments and programs. In addition to the Kellogg, PATH, CASA and Upward Bound programs, the division contains the departments of education, sociology and social work, economics and business administration, psychology, physical education and communication.

Despite the differences, Dr. Miller believes she has identified a quality common to the division's elements. Probably the greatest common denominator—and I struggled for a while to figure out how you can even describe the social sciences—is simply the fact that in all the departments we have a strong emphasis upon the human dimension of learning," Dr. Miller said. "So we tend to have more of the internships, more of the field experiences."

The education, sociology and social work, economics and business administration departments' moves last year into Van Zoeren Hall have also helped develop a sense of divisional identity. "Having three departments here in one building certainly does help," Dr. Miller said. "Just to be focused over here and to have people recognize that this is the building that houses social sciences has been important."

The new facilities have also facilitated the development of new directions for the division, adding new dimensions to not only the departments but also Dr. Miller's work as dean. For example, the new Carl Frost Center for Social Science Research is expanding the extent to which sociology students can become involved in research, and the sociology department is also hoping to add social work accreditation.

Such additions tie in with strong student interest in the division's departments. Dr. Miller believes that the departments' emphasis on people and service, which parallels the character of the college, is partially responsible.

"I think the kind of students that come to Hope College are students who are interested in being of service," Dr. Miller said. "And even if it's not the college's Christian dimension that they're looking for, it's still values oriented."

But she also admits she hopes there's even more to it.

"And of course I'd like to think it's because we do things so well, too," Dr. Miller said.
GLCA conferees explore multi-cultural transformation

"In the very process of becoming a man in the service of transformation our community will also be in the process of becoming fundamentally more human."

-Dr. David Abalos

"The dominant group, due to the very logic of power, had to define people of color as such, and power became what it is scarce and therefore it cannot be shared but instead increasingly leads to the use of deformatonal violence to preserve for the dominant class.

"Now let us turn to the creation of alternatives, strategies of transformation. What are the stories of transformation in which we can get engaged?"

"We live in dangerous times as James Baldwin has said to us, and like Casey, the preacher, in The Grapes of Wrath, and Baby Suggs in Beloved, who both lost the calling to preach, you and I have to reclaim the spirit. Like Gandhi, Martin Luther King Jr., we must discover our history as men of color, our manhood, our manhood, our being as a way of life.

"Number six is to reject guilt and to create a fundamentally more just and compassionate society which means to shape our daily choices in the way of life and transformation. We do not want whites to be guilty; we want them to change.

"Number seven, all of us as men of color must redefine aggressiveness. The redefined meaning of macho and aggressiveness is to move decisively to protect our humanity and that of all others.

"Number eight is to reject and struggle against, with all the means at our disposal, the sickness of drugs, AIDS, and of alcohol and the mistreatment of our children and women. I know that it is a difficult task, but we have to struggle against it.

"Finally, our sixth strategy, we cannot accept the argument that men and women have to settle for less by continuing the kind of power struggles and patriarchal relationships that permeate our society. As men of color, we have to learn and to continue to remind ourselves that men are not our possessions, that women do not belong to us and that women are a face of the sacred. We need women in order to become who we are, and they need us to be who we are, and they need us to

SELFHOOD, OUR PRIESTHOOD.

"When a man of color, while in the process of searching for his identity and vocation, comes to recognize that his own quest coincides with the needs of his community, at the point where these meet, at that intersection, we come to realize what his life task is about; this is the moment of our ordination as guides to our communities. In the very process of becoming a man in the service of transformation our community will also be in the process of becoming fundamentally more human."

-Excerpts from "Men of Color in the Service of Transformation" by Dr. David Abalos, one of two keynote speakers at the GLCA conference on multi-culturalism hosted by Hope in September. The conference, titled "Multi-Culturalism Transforming the 21st Century: Overcoming Challenges and Preparing for the Future," explored how colleges and universities can prepare themselves and students for a multi-cultural world, and provided discussion and information on trends and the future of multicultural education at the GLCA schools. More than 150 representatives of the GLCA, the Associated Colleges of the Midwest (ACM) and other institutions attended.
Alumni Profile

Hearing gift enables giving

by Greg Olgers '87

A collectibles go, music boxes may not seem particularly exotic, but for Ruth Oosterhof '71 of Muskegon, Mich., new to the hobby, they have a special significance. Four years ago she couldn't hear them.

Born with a progressive hearing loss, Oosterhof found herself sinking gradually into a world of complete silence. Five years ago, she could hear only if spoken to directly, and then she relied more on her lip-reading ability than her ears.

In 1987, however, all that changed when she received a cochlear implant that restored her hearing. And the operation did more than merely return sound to her. It ended not only the isolation caused by her deafness, but also the despair and bitterness she felt because of its limitations.

"The difficult times were very difficult, but Oosterhof now values them for what she has gained as a result. "All I can say is that my life has been extremely rich, and it's been extremely rich because of the bad times," she said. "The good times are great, but it's the bad times that make the good times so great."

"It's the loss of hearing that has brought the miracle of the implant," she said. "To be able to listen to the birds and be able to hear it like someone hearing for the first time—there's no way to measure the value of that."

Although she already had a moderate hearing loss when a student at Hope, Oosterhof chose to earn a music major, concentrating on the violin and hoping eventually to teach. "At that time I was not very realistic about my hearing problem," she said.

By the time she was a senior, she realized that her disability would prevent her from teaching music. Determined to use her music training in any capacity possible, she earned a graduate degree in library science—but discovered later she did not enjoy university library work. At the same time, her hearing deteriorated so much that she was no longer able to play the violin at all.

She lapsed into a period of intense depression, and then tried another tack. "I took more courses at Hope, in education thinking that if I didn't like university libraries maybe I would like children's libraries—I kept grasping at straws based on my background," she said.

As her coursework progressed, Oosterhof decided that she might be able to use her background and work with children with physical disabilities. The only position she could find, however, involved children with mental disabilities, and although she did not want to work with such children, she needed employment and took the job.

It was a fateful decision.

"Within two weeks I had fallen in love with the area," she said. "All my desire not to have any contact with it had to do with the fact that I had not been as close to it."

Having found something she not only could do but enjoyed doing—and most importantly felt value in doing—Oosterhof pursued her new career. Then her hearing difficulties threatened again. She knew that without hearing she could not react to the needs of the children in the classroom—especially dangerous if a medical emergency arose. In addition, the hearing aids she wore placed her in constant pain, and the stress of trying to communicate left her overwhelmed and exhausted.

Faced again with the limitations imposed by her disability, and unable to continue in a life of seemingly perpetual disappointment, Oosterhof resolved to learn more about the cochlear implant procedure. She attended the Self Help for Hearing Impaired People convention in Palo Alto, Calif., where she encountered past implant recipients.

"The things that really impressed me were that they were doing things that I wanted to do and I couldn't do—and that's what made me seek out the implant," Oosterhof said. "As a matter of fact, I talked to one of them thinking she was a hearing person, and when I asked to be introduced to somebody who had an implant that was who I was introduced to."

She discovered that she was an excellent candidate for the procedure, which is undertaken only after the potential recipient has undergone a variety of physical and psychological tests. The search then began for a suitable specialist—and ended, ironically, with Dr. Richard Miyamoto of Indianapolis, Ind.

"It turned out that Dr. Miyamoto was a student of Mrs. Morrette Rider (spouse of Dr. Morrette Rider, former professor of music and academic dean from 1947-75)," she said. "I studied from Mrs. Rider all of my childhood, and apparently Dr. Miyamoto and I were even possibly in the same room when we were kids because we were both studying by the same teacher."

Miyamoto's wife, furthermore, was a Hope alumna: Cynthia Vander Burgh '66 Miyamoto.

"I felt like I was at home because of those contacts, and I figured if Dr. Miyamoto could please Mrs. Rider, he definitely could do my implant adequately," she said.

The operation went well, and although the results were at first alarming—"squawking parrots that didn't make any sense whatsoever"—her brain eventually learned to interpret the implant's electrical impulses.

Grateful for the gift of sound, Oosterhof is committed to helping others. She has immersed herself in her work as a teacher of severely multiply impaired children at Wesley School in the Muskegon Intermediate School District, helping not only her students but their parents as well.

A licensed foster care provider, she occasionally serves as an "aunt" for special needs children when their parents need a respite. Current foster son Bradley, a Down's Syndrome child, has been living with her since March.

Oosterhof also helps others learn about the cochlear implant procedure. She now attends the Self Help conventions to assist those with the same needs that guided her to Palo Alto, and she writes and speaks about the difference the implant made for her.

"My life is nothing like it was when I was back in college," she said. "The focus is completely different, and the hearing had a lot to do with it—and the implant has really broadened it considerably."

Despite the changes, Oosterhof retains an interest in music. Nearly two years ago she returned to campus to borrow a violin from Robert Riseman '57, professor of music, and test her ability with the instrument. She could hear the different notes, but she didn't have an accurate sense of tone—although her ability to hear music has since improved, and she is considering trying again.

She also plays the piano, listens to tapes regularly and attends musical events at Hope. In a way she gives herself through the college's events—the violin she donated when she lost her hearing is still used by members of the orchestra.

She stresses, though, that her perspective on music has changed completely since her graduation in 1971. "I'm not the musician I was back then," she said.

"My life is these kids and their parents and the work I do now."

"People talk about doors being shut," she said. "I think there was a reason that the door was shut on my music—I don't think that was where I was supposed to be."

"If I feel that it was a kind of a leading from God to direct me to where I should have gone in the first place," she said. "And I was just a very slow learner."

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A cochlear implant has done more than restore Ruth Oosterhof '71's hearing. It has filled her with purpose, working with developmentally disabled children such as her foster son, Bradley.

"I think there was a reason that the door was shut on my music... I feel that it was a kind of a leading from God to direct me to where I should have gone in the first place."

—Ruth Oosterhof '71
Family ties

by Greg Olgers '87

Although freshman Debbie Dykstra was free to attend the college of her choice, with more than 70 alumni relatives she had a lot of family history pulling her toward Hope College.

Rounding out her family tree is a bewildering assortment of grandparents, great-grandparents, uncles and aunts, great-uncles and great-aunts, and first, second, third, fourth and fifth cousins. In addition, both of her parents are alumni and her brother Dirk is currently a senior.

Living in nearby Kentwood and having many Hope relatives in the Holland area, Debbie had countless opportunities to visit and hear about Hope College. And with a family line that includes great-uncles like D. Ivan Dykstra '35, perhaps her ultimate college choice was inevitable.

Debbie's mother, Jane Van Tatenhove '63 Dykstra, remembers well from her own childhood the powerful effect her family tree had on her college choice.

"When I was growing up my cousins came from New York and were at Hope and were at home a great deal," she said. "And my aunts and my uncle had gone to Hope. I guess it did have an influence, with people constantly at my house who were going to Hope."

Joni's experiences can be echoed by many generational alumni and students, "I think it was very influential," said Dr. Donald Luidens, an associate professor of sociology and chairperson of the sociology department at Hope. "So Hope College was representative of American colleges for us—when we came to know other colleges and universities, this was still something of home base for us."

Gary Camp '78, director of admissions at Hope, sees how important the family connections are to prospective students, and as a Hope generation student himself he lived the experience. "Every Christmas holiday was sitting around and telling Hope College stories," he said. "Growing up in that kind of environment you just develop the good feelings about Hope College, so when you start thinking about college maybe you've never visited Hope, but you already feel like you know the place."

It's probably that sense of knowing, beyond (or at least in addition to) a sense of family tradition, that is central to Hope's powerful inter-generational draw. Relatives who have attended Hope are in the unique position of understanding intimately both the character of the institution and the needs of their progeny.

"A family member that went to Hope, who knows what the Hope experience is all about, also knows their child or grandchild will, and they're able to say 'Hey, based on what I know about Hope and what I know about you, you really ought to check this place out,'" Camp said.

A study Camp conducted concerning admissions for the fall of 1989 revealed that about 31 percent of the freshman class was actually attended Hope because someone else submitted the students' names—often a parent, grandparent, aunt or uncle, sometimes a pastor or a family friend. The survey figure does not include applicants who added themselves to the mailing list as a result of family influence, but does suggest that family members and friends are fairly adept at matching students with the college.

And Debbie Dykstra believes it was the nature of Hope, rather than her family connections, that was the most important in her choice to enroll. In fact, she admits that her extensive Hope heritage sometimes gave her pause—that there were times she was resolved not to attend the "family" alma mater.

However, the more she thought about what Hope had to offer, and the more she thought about what she desired in college, the more she realized her family had the right idea.

"I know the place, it is small and it has the English department that I wanted," she said. "And I conceded defeat, so to speak."

Her big brother Dirk also initially had reservations about attending the Hope College family legend. "Because I had heard so much about itself, I didn't want to come here at first," he said. It seemed like everyone went there, and I wanted to try to break out of the mold a little bit."

"But then I visited other schools, and visited here as a prospective student, and found out 'Yes, I really did like the school,'" he said.

In his time at Hope, Dirk, a third-generation student himself he lived in former Hope students—like Kasandra and Kendra Blanks to tudents to talk to parents who are on the faculty who have children who go here, and uniformly they say they're pleased that all the rhetoric that they and others give about Hope College and its caring attitude toward students is in fact true," he said. "They find that Hope really does respond to the needs of their children."

That the college is what it purports to be would please Camp and the other members of the admissions staff. "We want the experience that students have at Hope to be consistent with the impressions that they form prior to getting here," Camp said. And that, the college is what it purports to be is a fact of which this year's 66 generation students and their families already seem to be aware.

"If Hope didn't do a good job, why would people keep going?" asked Jane Van Tatenhove '63 Dykstra. "If Hope didn't have a reputation as being a good school, then I don't think all those people would continue to go to the school."

"I really think that hearing how good something is, and how pleased people are with it, makes you think 'Well, I'd like to repeat this experience,'" she said.
1990 Generation Students

by Janet Mielke '84 Pinkham

Over the past week, the start of the fall semester is probably the most exciting of the year. So far this fall, we've watched new students settle into life away from home, seen returning students catch-up on summer's events and previewed this year's Community Day picnic on Windmill Island, cheered the Dutchmen on to victory at the first home game of the season, watched the sophomores defeat the freshmen in the Fall, and celebrated Homecoming with the return of alumni and friends to campus.

This year's Homecoming celebration boasted plenty of Hope spirit, although the weekend celebrated the new tradition was still the focus. The Class of 1990 marked their 100-year anniversary, while the Classes of '85 and '80 celebrated their 5- and 10-Year reunions respectively.

Saturday's H-Club luncheon marked the presentation of the group's first Hope for Humanity award, recognizing a Hope athlete who has demonstrated life-long commitment and service to others in his/her career. H-Club Honored "Bunky" Japaing for his years of dedicated service as Hope College sports equipment manager, driver and friend. The entire weekend was one big family reunion. Not only did old friends meet again, but students were able to observe these reunions first-hand. They saw the deepness of the Hope bond cut across the years as alumni laughed and reminisced.

However, while October is known for Homecoming, it also marks National Volunteer Week. As you may already be aware, volunteers play an integral role in the Alumni Relations office here at Hope, from planning class reunions to assisting with regional alumni events. Not only do I owe a great deal of gratitude and credit to the Alumni Association Board of Directors, but to many volunteers nationwide.

During 1989-'90, these individuals made it possible for the alumni office to host more than 37 events involving more than 5,000 people around the college. This number reflects the hard work and dedication. They have made it possible for Hope College to enjoy an alumni regional event participation rate nearly 10 percent higher than the nation's average for institutions of higher education. My sincere thanks go out to each of you for your contributions.

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Homecoming '90

If writing about emotions, one could probably pen the same words about Homecoming each October with little fear that they would become somehow less true with the passage of time. Although a few specific events change, the sentiment underlying those events remains largely the same.

It is that very sameness of sentiment, however, which keeps Homecoming from becoming stale or repetitive. As the Cosmopolitan actives and alumni celebrated 100 years of brotherhood, as members of the classes of 1980 and 1985 met anew, and as a loyal home crowd watched the Homecoming game (the beginning of which was heralded by the descent of a Dutch-costumed parachutist from the heavens), the joy of seeing classmates, other friends and the college was real, and just as intense, as it was for those who returned in previous years. And will be again for those who return next year.
Twice a doubles champion

For Thelma Kooker '39 Leenhouts, history repeated itself recently. On Aug. 18, as captain she led her Holland (Mich.) Tennis Club 3-0 tennis team to its second consecutive Western States Tennis Association Championship in an USTA-Velovo sponsored event. It was the second tennis championship in 51 years for Leenhouts, who as a Hope senior in June of 1939 won the doubles championship for the Intergalactic Athletic Association (WMIA) doubles championship. Leenhouts' 1939 victory was part of an intergalactic “Play Day” tennis tournament in which representatives of colleges from Hope, Kalamazoo, Albion, Alma and Olivet. Holland dominated the event and Leenhouts and partner Liseh Brock '42 Van Ark won the final match. In contributing to her team’s victory this summer, she was also a doubles player, and with her partner earned a season match record of 14-2. The competition is not unlike our current tennis event but based on intergalactic ability levels, and based on players against half age.

For her achievement in August she received a plaque, which she will keep for the rest of her 1939 memory. “We did receive individual medals for our victory, but I promptly lost mine,” she said. “I hope to hold onto my State of Michigan Championship plaque a little longer. A doubles championship is too long to wait again.”

Leenhouts is a retired teacher. She and her husband, Jack Leenhouts '38, have four children, three of whom went to Hope. They reside on Leenhouts '66, John Leenhouts '69 and Jim Leenhouts ‘73.
NEWS FROM HOPE COLLEGE, OCTOBER 1990


Reunion years feature special class giving and participation goals. Many alumni donors make larger gifts. Others make their first-ever gift to Hope during a reunion year.

How to make it as easy as possible for you to give this year. A recent letter outlined the "Giving Maxie" concept of multiple contributions over a period of months.

IF YOU WOULD LIKE A SET OF ENVELOPES FOR YOUR USE, RETURN YOUR RESPONSE CARD TODAY — OR CALL 616-394-2852

The "Giving Maxie" program is available to all Hope Alumni, Parents and Friends.

Making giving even easier...
no content available
William Anderson
Vice President for Business and Finance

"It takes a lot of resources to provide a quality education for more than 2,800 students. Without the support of loyal alumni, we would be unable to assist more than 1,500 students with scholarships and grants, as well as maintain an outstanding faculty and beautiful campus."

Jeff Cordes ’80
Dallas, Texas

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**YOUR GIFT IS IMPORTANT**

I give to Hope’s Alumni Fund each year because my contributions are an investment in the minds and lives of students...our future leaders.

I’m proud of Hope College, and I want to help build its bright future.

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When contacted by phone or mail, please respond with a gift to the Alumni Fund. Our goal of $1,130,000 and 50% participation can only be reached with your help.

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**s/ychopy to**

The family of Naiman Brandt, who died on Monday, July 18, 1990, before her birth.

Surviving are her parents, Jan and Mary Oenken, ’67

The family of Paul C. Gauger, who died on Sunday, Jan. 7, 1990. He was a member of the 1924 class.

The family of Paul A. Visscher, who died on Sunday, July 7, 1990. He was a member of the 1916 class.

Claude W. Wolterink, ’52

Surviving are...
Foreign languages help students prepare for a shrinking world

by Michael J. Thome '92

The world we all live in is becoming a smaller place. As communications have improved, as the presence of foreign musicians and traders in the American marketplace has increased, and as world-wide events, like the tearing down of the Berlin Wall, have occurred with global ramifications, our neighbors are no longer those who live in our backyards, but are also those who live half-way around the world.

"You can no longer talk about isolationism in terms of the world," said Dr. Judy Motiff, professor of French and chairperson of the department of modern and classical languages at Hope.

"For the past 10 to 15 years we've talked about this so-called 'global village,' but most people thought it was rhetoric. It's not," Dr. Motiff said. "It's a reality."

Our changing world calls for changing responses to it. At the college's department of modern and classical languages, that changing response has been, and is, taking shape in the form of new offerings for its students and a variety of services for the Holland community.

Along with course offerings in the modern languages of German, French and Spanish, and the classical languages of Greek and Latin, Hope's language department also includes offerings in Russian and Japanese.

Dr. Sander De Haan, associate professor of German at Hope, teaches the two-semester Russian course every other academic year, alternating annually between Russian and Dutch. Dr. De Haan said that although the course presently runs for only one year at a time, it provides students with a "solid beginning" in the language, a beginning that has led a number of his Russian students to pursue their Russian studies even further.

"With each class, we've had people who and she has had her advanced class at her house for an authentic Japanese meal. All of this was done to give her student's flavor of the Oriental culture which Jansen noted is "so different from Western cultures."

Both Dr. De Haan and Professor Jansen have noticed a growing interest in the two languages and, according to Dr. De Haan, the future of the two programs at Hope looks promising. He said the language department members talked in the spring about expanding course offerings and that "the department went on record as saying, "We want to expand Russian. We want to expand Japanese."

"I'm fairly confident that within the next five years we'll see a staff person appointed whose primary responsibility is Russian," Dr. De Haan said.

Professor Jansen said that although Japanese at Hope is still in its "experimental stage," creating a Japanese minor only through cooperation that we will arrive at the solutions...In business, we need to be able to communicate with as well as understand other cultures...and in politics, language is crucial."

In giving "intelectual" reasons why one world study language, Dr. Motiff said, "I hesitate to put everything in an applicative framework. I think there ought to be a good philosophical basis for what we do...rather than just responding with knee-jerk to market conditions..."

"Language and in of itself is an interesting study," Dr. Motiff said. "I think the study of a second language shows an awareness of humankind's inter-relatedness. It provides for greater intellectual strength. It provides you with a totally different body of knowledge, as well as another way of perceiving reality, and it provides you with a diversity of thought, manner, and different problem-solving skills."

Knowledge of the benefits of knowing a second language has spread through society, reaching the state and federal government. Last year, for example, the State of Michigan awarded more than two million dollars in Foreign Language Challenge Grants to improve foreign language education. In addition, many elementary schools have included foreign language study as a part of their students' education.

The elementary schools in the West Ottawa school district and Jefferson Elementary School in Holland all have co-curricular foreign language programs. According to Dr. Motiff, this is extremely advantageous for the young students.

"If you want people to be proficient in a language, you've got to start early," she said.

A number of Hope students in French, German, Spanish and Japanese serve as teachers for these co-curricular programs. Language students at Hope have also worked with Holland's community education to help others gain the knowledge and benefits which come with knowing another language.

Hope College has also proven itself a worthy resource for other parts of the Holland community in this small global villages.

Dr. Motiff said that 20 years ago, Hope never received a request for translation. "Now we regularly, two or three times a week, receive requests for translations," she said.

Dr. Motiff said that students and people in the languages department have done translations and interpretations for many local companies, including media, advertising, and banking companies.

"In the way Hope College serves as a resource for its community," Dr. Motiff said, "a community that is growing into a world that seems to be getting smaller."

SIXTEEN

NEWS FROM HOPE COLLEGE, OCTOBER 1990

The variety of languages taught at Hope includes Russian—a program the department of modern and classical languages hopes to expand.