News from Hope College, Volume 11.5: April, 1980

Hope College

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115th Graduating Class Numbers 400

The 115th Hope College graduating class will be honored the weekend of May 10-11 as the college community celebrates Alumni Day, Baccalaureate and Commencement.

Approximately 400 seniors are eligible to receive the bachelor of arts degree, according to the Registrar’s Office.

Commencement will be held at the Holland Civic Center 3 p.m., Sunday, May 17. Baccalaureate will be held Sunday morning beginning at 11 a.m. in Davenport Chapel.

The Hon. Wendell A. Miles, Chief U.S. District Judge for the Western District of Michigan and a 1938 Hope College graduate, will be the Commencement speaker.

The Board of Trustees will also confer an honorary Doctor of Laws degree upon Judge Miles.

The Miles family has had a long association with Hope College. Wendell’s father, the late Fred T. Miles, then State Circuit Judge of the 26th Judicial Circuit, received an honorary Doctor of Laws degree in 1938. A daughter, Michele Kopinski of Ann Arbor, graduated from Hope in 1972. Two other children, Lorraine, now of Troy, Mich., and Thomas of Ann Arbor, attended Hope.

Miles was an instructor in the Hope College business administration department from 1948-51, serving as employing attorney for Ottawa County. He was United States District Attorney for Western Michigan from 1953-61 and was elected as a special assistant district attorney for the City of Grand Rapids and the Grand Rapids Board of Education from 1961-70. He was appointed Circuit Judge for Ottawa and Allegan counties in Michigan before receiving the federal appointment in 1974. He became chief judge of the U.S. Western District in Dec. 1979.

Miles also serves as vice chairman of the Michigan Higher Education Facilities Commission and the Higher Education Facilities Authority.

He received the honorary Doctor of Laws degree from Detroit College of Law in June 1979.

He has been invited to teach a course in American Constitutional History at Hope during the 1980-81 academic year.

The Baccalaureate preacher will be Dr. Dennis N. Voskuil, assistant professor of religion at Hope.

Prof. Voskuil has been a member of the Hope faculty since 1977. An ordained minister of the Reformed Church in America, he received the B.S. degree from the University of Wisconsin in 1966, the B.D. degree from Western Theological Seminary, and the Ph.D. degree in the study of religion from Harvard.

He was pastor of the Trinity Reformed Church of Holland, Mich., before joining the Hope faculty.

Eight alumni classes and members of the Fifty-Year Circle will participate in the annual Alumni Day activities Saturday, May 10.


The Fifty-Year Circle is comprised of alumni who graduated more than 50 years ago. Members of the classes of 1970 and 1975 will hold their reunions next fall at Homecoming.

A schedule of reunion events appears on page 13 of News from Hope College.

Highlight of Alumni Day will be dedication at 5 p.m. Saturday of the newly renovated Van Vleck Hall. The women’s residence hall is the oldest building on the Hope campus and was recently renovated at a cost of $600,000.

Alumni will also hold their annual banquet Saturday evening in the enlarged Phelps Hall dining room. Punch will be served at 5 p.m. with dinner to follow at 6 p.m.

Distinguished Alumni Awards will be presented to four people during the banquet. The recipients will be featured on page 3 of News from Hope College.

All alumni and friends of the college are invited to attend the dedication and banquet.

Margaret Van Wylen Is State’s Mother of the Year

Margaret F. Van Wylen, wife of Hope College President Gordon J. Van Wylen, has been honored as Michigan’s Mother of the Year.

Announcement of the honor was made April 17 during ceremonies at Grove Pointe Farms, Michigan.

The Mother of the Year program is sponsored by the American Mothers Committee, Inc., to develop and strengthen the moral and spiritual foundations of the family and home, to give guidance of Mother’s Day a spiritual quality and to recognize the important role of Mother in the home, community, nation and world.

Organized in 1926 as a part of the Golden Rule Foundation, the organization is non-profit and interfaith.

Mrs. Van Wylen for the year Mrs. Van Wylen has been nominated as National Mother of the Year.

Mrs. Van Wylen, who holds the M.D. degree from the University of Michigan Medical School, was nominated for the honor by Pine Rest Rest Home, Grand Raps, Mich., where she is completing a residency in psychiatry through Michigan State University.

Dr. Robert J. Baker, executive director of Pine Rest Rest Home, made several observations of Mrs. Van Wylen in his letter of nomination.

She has the ability to listen sympathetically, question wisely, and respect what need not or should not be said. She has genuine compassion for people, and yet can be firm when necessary. Though she is a disciplined person who uses her time carefully, she is spontaneous with the time she gives to others. She is intelligent and well read, and still relates very well with all persons of educational, cultural and social backgrounds. She is person who knows herself, her strengths and weaknesses, and is not afraid to acknowledge the latter.

Mrs. Van Wylen is a quiet, gracious leader. She is creative in her thinking, works very well in developing group plans that have broad consensus, and is always willing to assume a leadership role.

“Her first responsibility has always been her home and family. She has maintained a fine home with very limited outside help. She always keeps the house clean and does the cooking herself. She is careful when it comes to budgeting, and has always kept the current financial records for the family.

“The quality of family life has always been more important to her than physical facilities and finances. Her home has been characterized by close interpersonal relationships and the development of a supportive, caring environment. At the root of this is a strong Christian commitment. Mrs. Van Wylen has always practiced a vital, personal devotional life, as well as involvement in her church and the larger Christian community. She has not hesitated to reach out and counsel her children, but her personal example has been of primary significance.”

Margaret De Witt Van Wylen was born in Grand Haven, Mich., the daughter of Dr. and Mrs. De Witt De Witt, the fourth of six children.

After graduation from Grand Haven High School in 1942, she attended Duke University where she took a pre-medical course with plans to study medicine. She received a bachelor of arts degree from the University of Pennsylvania in 1946 and a medical degree from the University of Michigan in 1950.

She then entered the internship and residency programs at Michigan Gen Hospital and Children’s Hospital of Michigan, and finished her training at Pine Rest Rest Home.

After graduation from Hope College, Van Wylen was appointed Circuit Judge for Ottawa and Allegan counties in Michigan before receiving the federal appointment in 1974.

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Attrition Study: Close Look at the Tie that Binds

Predicting the state of affairs for the 1980s became a popular pastime as the decade of the 1970s drew to a close. As institutions of higher education both individually and collectively cleaned off their crystal balls, one trend shone forth with unmitigated clarity: there were going to be fewer college-age students in the years ahead (23% fewer by 1997, according to a Carnegie Council study).

An automatic reaction-projection was the shoring up of admissions programs and staffs.

However, recruiting new students is only part of the enrollment challenge, as Hope experienced in 1979 when it conducted its first formal study of how many entering students stay on to become matriculating seniors. During the decade since, a yearly counterpoint figure, the student attrition rate, has become an important input in the college's undergraduate enrollment management program.

These student retention and attrition rates—very important to colleges and universities which, like Hope, rely heavily upon income from students for operating funds (last fiscal year, 76.4% of Hope’s operating funds came from this source). And, in the next few years as the first nibbles of the enrollment crunch are felt, attrition and retention figures will likely take on even greater importance.

In an attempt to aggressively address attrition and all other enrollment-related matters, a new task force was recently formed at Hope.

The five-member group has set as one of its first tasks the securing of more accurate information on why students leave Hope.
Farewell Staffers

On May 11, the News from Hope College staff will be cut by more than 60 percent, announces Tom Renner, editor. A massive budget cut? No, Commencement—the day that our five senior staff members will pack up their cameras and notebooks and leave behind an office that will suddenly seem too small and a Work-To-Be-Done basket that will quickly seem too full.

Graduating staff members are Debra Hall, writing assistant, of Naperville, Ill.; N. Stephen Denton, photographer; George Baumann of Dearborn, Mich.; Douglas Congdon of Holland, Mich., and Paul Hartje of Glen Rose, N.Y.

News from Hope has a longstanding tradition of utilizing the talents of students on a part-time basis. In recent years, two of our student staff members—photographer George Baumann (aged 77) and Andy Loree '78—have gone on to careers in photojournalism.

Deb Hall has worked as a reporter for three years, and at various times assumed responsibilities for sports statistics, class notes, and feature writing. She feels she has learned "to be more articulate as a writer" and also claims to have learned to type "really well." (Editor's note: Her typing has improved, but truth in journalism demands we leave it at that.) Particularly during this past year, Deb has accepted major assignments in conducting interviews and writing full-length feature articles. She plans to stay in Western Michigan and hopes for a career in public relations.

Five years ago, Duc Nguyen, a refugee from Vietnam, arrived in the U.S. "All I had was hope," he recalls. "I didn't know what my life would be." The eldest of seven children, Duc had begun working at the age of 12. Because his family was poor, school was out of the question for him. A cousin taught him the photography trade, and Duc began to practice what he thought would be his lifelong vocation. At the age of 18, he was drafted into the Vietnam Marine Corps and served as a photographer for 2½ years. After the fall of Saigon in 1975, he escaped, leaving his family behind. He was sponsored by the First Lutheran Church of Muskegon and began the difficult task of learning English. In 1977 he enrolled in Muskegon Community College, transferring to Hope 1½ years later. He has been the News from Hope darkroom technician throughout most of his Hope career.

Duc has applied to graduate school and also has received a proposal from a Grand Rapids film company he plans to call for a career in international marketing, and he hopes to eventually return to the classroom as a teacher.

Our trio of senior photographers proved to be a formidable force, especially when unexpected photo opportunities cropped up. George, Doug and Paul were room-mates and, at least one of the three always seemed to be available from the darkroom.

Paul, who has been on our staff for three years, says he thinks his work has brought him to "a lot more comfortable around people in general." His least favorite assignment was the "Pull." Every year he was shooting on the side that lost. Losers don't like having their picture taken.

He plans to go back East, hoping to land a job in finance or auditing.

George and Doug came aboard the News from Hope staff a year ago. They consider photography a hobby, but both feel they've expanded their capabilities this past year by learning to take a variety of demanding photos, such as fast-motion sports shots and unusual theatrical productions.

George is entering the University of Michigan School of Engineering in May. Doug will pursue a master's and eventually a Ph.D. in medical physics.

Faculty Development Programs Praised

Hope College's faculty development program has recently received national attention in two publications. A report to the National Association of American Colleges by Dr. Mark R. Markle, Hope's chief planning officer, "Effective Approaches to Faculty Development," was published in the November 1980 issue of the Forum. The report discusses strategies for improving faculty development programs and emphasizes the importance of involving faculty members in the planning and implementation of these programs.

In addition, the report notes that while a small group of faculty development programs like Hope's is common among colleges, it is especially noteworthy at Hope because of the careful planning that has gone into the program, its clear guidelines, and the reporting of project results back to the entire faculty. A committee of five senior faculty members, chaired by Dr. Markle, administers the faculty development program. The goal of the committee is the principal goal of Hope's program, Markle says.

"We expect our faculty to remain active as scholars or artists—not to end in "twil," but because it keeps them current and vital as teachers. Often they involve students in their scholarly work, which has proven to be a powerful pedagogical technique, particularly in the sciences."

An important component of Hope's faculty development program has traditionally been a group of five grants to faculty members which were awarded annually to faculty members over a period of years. The grants were designed to encourage "new thinking, new experiences, and new ways of looking at things." Markle says the program at Hope has been well received. Another grant that has been fruitful for faculty members has been the "facilities" grants, which have allowed faculty members to come more skilled in writing proposals for funding, and, as a result, have higher success rates in obtaining funds from outside sources.

The program has been influential in attracting new faculty.

According to Markle, the overall effects of the faculty development program have been "so far-reaching and so valuable that it is virtually impossible to contemplate the program's future without considering its current level." However, with the expiration of the Mellon and Lilly grants, a growing scarcity of outside funds available (or program maintenance costs), and the growing need for faculty development, the program will have to evolve in the coming years to ensure its success.

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The Hope College Faculty Development Program was designed to serve as the "capstone course in the core curriculum," Markle says. In the senior seminar, the student is asked to integrate what was learned in one's major discipline with a broader human view as transmitted by the program.

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Honor Four Alumni for Service

The presentation of Distinguished Alumni Alumni Awards will highlight the annual Hope College Alumni Day dinner on Saturday, May 10 at 5 p.m. in the newly-enabled Phelps Hall dining room.

George Horkstra ‘49, M.D., of Kalamazoo, Mich., is this year’s recipient of the Distinguished Alumni Award. He is a resident of the Board of Directors of the Evangelical Hospital Chaplaincy, Kalamazoo Division, and a family physician at Kalamazoo Christian and Parishes in the schools. Horkstra has been the hope's Kalamazoo area alumni representative for prospective students since 1974.

He is married to the former Dorothy Moorely ’56 and the father of four sons: Louis ’78, James ’80, William ’82, and Richard, age 7.

Barbara ‘43 and Norman ‘38 Timmer 1966-1977

Tenn and Norman Timmer have been active supporters of Hope College. In 1966, they established the Hope College Alumni Fund. They have made significant contributions to the College and to the community. They have been active in the planning and execution of the College's annual state-wide tour of Hope College.

In 1971, they established the Timmer Scholarship Fund, which has provided financial support to undergraduate students at Hope College. The Timmers have also been active in the College's fundraising efforts.

Maurice Visscher ’22

Maurice Visscher was the church's education chairman in 1970. He was a member of the Board of Directors of the Midwest Bible Institute, where he served from 1965 to 1967. He has been active in the local community as a member of the Kalamazoo Board of Education. He is a member of the Board of Trustees of the Christian High School Foundation.

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D. Ivan Dykstra Approaches Last Philosophy Lecture

D. Ivan Dykstra, professor of philosophy and Hope's senior-most faculty member, will retire at the end of the current academic year in May. Dykstra has served on the Hope faculty for over three decades and has been one of the most prominent faculty representatives.

Mertol Westphal, chairman of the philosophy department, voiced the sentiments of many when, during the Winter Homecoming luncheon, he pointed out that "although Dykstra will have successors, he will never be replaced." Another colleague, Professor Emeritus of English John Hollembach, describes Dykstra as "already one of Hope's living legacies."

Dykstra joined the Hope faculty in 1947, serving first as assistant professor of English. He was appointed professor of philosophy in 1950 and chaired the department until 1977. Throughout his career at Hope, Dykstra has been an articulate proponent of the liberal arts education process. During the years 1964-1979, thousands of Hope freshmen came under his tutelage in one of the College's two required courses on human nature—Philosophy 113. Dykstra has stated that his philosophy was always intended to be a "life-long philosophy," and that he would continue to teach the course even if he were no longer able to attend to his students in person.

Hope Students Receive Summer Research Grant

Hope College students have been awarded a $15,354 National Science Foundation (NSF) grant to underwrite a summer research project on the neglected disease "swimmers itch." The project, which is unique in that it is designed to provide training in the field of biology to undergraduate students, is being supervised by Harvey Blankespoo, associate professor of biology at Hope, who has become a leader in the study of the disease. Blankespoo will serve as a faculty advisor to the students.

The research proposal was written by Chris Campbell, a senior from Arlington, Va. The problem is that the solution to the problem of swimmers' itch requires research beyond the scope of a single discipline," said Campbell. "The research team will consist of students majoring in biology, chemistry, psychology, mathematics, and public health."

"We hope our research will lead to a quicker solution of this problem that has been found in the tourism industry in Michigan," said Campbell. "This industry is having enough hardships because of the energy crisis that it doesn't need the added burden of giving another bad experience to swimmers."

Dykstra, who has been a full-time professor at Hope College since 1950, will serve as his successor and continue the course. He has been active in the College's alumni association and has served as its president. He is widely recognized for his contributions to the field of philosophy and has been awarded numerous honors and recognitions over the years.

The grant funds will cover the costs of travel, equipment, and supplies needed for the project. The students involved in the project will be selected through a competitive process and will be provided with stipends to cover their expenses.

For more information, contact Harvey Blankespoo at (616) 331-2500.
College Admissions Is No 'Game'

by Philip A. Fredrickson
Dean for Admissions

Richard Moll has written a book entitled, 
Playing the Private College Admissions Game
(Times Books, New York, N.Y.) and even though it was only copyrighted in 1978, it already had a second printing. The book is an attempt to share inside talk on private college admissions with outsiders, essentially, a how-to book.

Even though Hope does not do all of the things that Moll suggests in his book, there is much for a young person (high school age) and parents to glean from this book. It does give some of the basics as to what a high school student should do before an application is submitted to an institution and then some pointers on the essentials of the "essay" as a part of the application as well as the interview with an admissions officer. The book has chapters on candidates looking at the colleges, the colleges looking at the candidates, and then why colleges and students must live in harmony.

Does Hope play the game? Does Hope look like all the other colleges? Does it do things differently? There is no question that any college in existence, public or private, is involved in the recruiting of students. Many are follow-the-leader types, waiting to see what works well for others. A few are cutting edge, trying to lead the way to increase the pool of applicants in a new declining college-age population. You can take a guess who they are, but the pool will not survive to the end of the century because of many mitigating circumstances. Where does Hope fit in all of that? Is it typical, or atypical? Is it a contrast to what Moll is saying in his book?

Mr. Moll's recommendations to young people are:
1. It's never too early to talk candidly about your future plans and get advice from career counselors. Unless you are a person with unusual talent and experience, it is likely that you need help defining your career path.
2. Write letters to colleges that interest you. Include your resume, information about your grades, and why you think you would fit in well.
3. Study the materials sent. Hope agreements and supplemental materials are informative and not entertaining.
4. Talk with hometown friends or the institution. They have valuable insights and can provide guidance.
5. Visit the campus. This is your first contact with the college. Hope offers some of the best "recruiters" on the campus visitation program.

Admissions with Richard Moll has written: "The essay—specifically, the essay—should be a reflection of your true self. It should be written in your own words, and it should be done in your own time. The essay should be a reflection of your intellectual curiosity, your ability to think critically, and your capacity to express yourself clearly and coherently.

Even the most seasoned essay writer has trouble coming up with a topic for a college essay. The essay is a chance to show what you are made of, what you have accomplished, and what you will be able to do in the future.

1. Essay topics should be meaningful. They should be topics that you care about. They should be topics that you have thought about and discussed with others. They should be topics that you have researched and have a personal connection with. They should be topics that are interesting and have a lot of potential for depth.

2. Essay topics should be specific. They should be specific enough to allow you to write a focused essay. They should be specific enough to allow you to write a coherent essay. They should be specific enough to allow you to write a meaningful essay.

3. Essay topics should be relevant. They should be relevant to the college that you are applying to. They should be relevant to the program that you are applying to. They should be relevant to the major that you are applying to.

4. Essay topics should be personal. They should be personal to you. They should be personal to your background. They should be personal to your experiences.

5. Essay topics should be well thought out. They should be well thought out. They should be well thought out. They should be well thought out.

6. Essay topics should be unique. They should be unique. They should be unique. They should be unique.

7. Essay topics should be original. They should be original. They should be original. They should be original.

8. Essay topics should be creative. They should be creative. They should be creative. They should be creative.

9. Essay topics should be interesting. They should be interesting. They should be interesting. They should be interesting.

10. Essay topics should be well written. They should be well written. They should be well written. They should be well written.
Alumnae who were residents of Voorhees Hall during their undergraduate years are spearheading a campaign to raise funds for restoring the building as a residence hall for women.

The Board of Trustees last fall voted to restore Voorhees. The building has not been used as a residence hall since early 1969 when it was deemed unsafe by the state fire marshal.

Marian Anderson Stryker '31 is heading a group of alumnae who have been working with college officials in planning the restoration and campaign to raise the necessary funds.

The campaign, to be known as "Revitalize Voorhees," was launched this month. A solicitation of all alumni will occur during May.

College officials report that approximately $190,000 has already been contributed or pledged toward the project. The College recently received a $100,000 gift toward the project from the Herrick Foundation of Tecumseh, Mich.

Each time that the Herrick Foundation has given a gift to the College, it has come when we vitally needed it in order to initiate an important project for the development of our campus," said President Gordon Van Wylen.

He noted that the Herrick Foundation gave strategic gifts toward construction of the Dow Health and Physical Education Center and enlargement of the Phelps Hall dining room.

The building has already taken on a fresh look with the installation of new windows. Restoration will begin in earnest after the end of the school year when academic departments currently using the building can be relocated. The project is expected to be completed by the spring of 1981.

Voorhees was constructed in 1907 at a cost of $40,183. Its renovation is expected to cost $1.2 million.

It will be the second major renovation of a building of historical importance to the College. Van Vleck Hall, the oldest building on campus, was renovated last year as a residence hall for women.
A Configuration of Peace

Is comprehensive peace in the Middle East the objective or the obstacle?
Was Camp David a step toward or away from peace?
Is the violence of the Palestine Liberation Organization a last resort or a premise?
Can the U.S. maintain a steadfast alliance to Israel while also developing relationships with other Middle East countries?

Hope students and faculty were exposed to these and other crucial issues from several perspectives during the first all-campus Critical Issues Symposium on Thursday, March 13. Three major speakers presented lectures on the general theme, “The Configuration of Peace in the Middle East,” and a variety of workshops in the morning and afternoon addressed specific aspects of the issues. Classes were cancelled for the day.

The Critical Issues Symposium fulfilled a goal Hope University President Gordon Van Wylen has held for a number of years. This goal called for the exploration of an issue as a total College community. The first Critical Issues Symposium was planned by a student-faculty-administration committee.

A follow-up questionnaire sent to a randomly selected sampling of the campus community indicated that over 60% of those who responded had participated in some aspect of the Critical Issues Symposium.

No clear-cut configuration of peace emerged from the day, according to questionnaire results. “I got ideas about the wide gap between the two sides and the tremendous amount of work yet to be done,” commented one respondent. Several thought the issue was too big for the format. “People have spent their lives studying this area, and don’t understand it... How can we contribute to real understanding of the problem in such a short time?” asked one participant.

On the positive side, however, an overwhelming majority (nearly 80%) said they felt they had gained a better understanding of the Middle East as a result of the symposium and almost half said their opinions about the Middle East had been changed during the course of the day. Many responded favorably to the idea of making a Critical Issues Symposium an annual campus event.

The event was sponsored by Hope College with support from the Student Congress, the Michigan Council for the Humanities, and the Louis and Helen Ploem Education Fund of Holland.

Morris Draper

While Israeli-Arab peace is desirable, it is “no panacea for the U.S.,” said Morris Draper. The U.S. must place primary importance on “preventing further conflict and crisis.”

Responding to Arabism defeats U.S. interests, he claimed, and the U.S. must continue to recognize the role of the region and that some countries are clearly adversaries to U.S. interests.

Rosenbaum condemned the Palestine Liberation Organization as “incapable of making peace with Israel.” He endorsed the Camp David approach of “pragmatism, give-and-take and reconciliation” as the means to peace and stressed the importance of open negotiations.

The American View

A comprehensive peace is the only means of assuring Israel’s security and containing the threat of Soviet encroachment in the Middle East, said the Honorable Clovis Maksoud, Permanent Observer to the United Nations for the Arab League and the prime conveyer of the Arab viewpoint in the U.S.

Tensions in the region are often misunderstood as conflicts exclusively involving territory and/or matters of religious faith. The Arab-Israeli conflict, however, is one of values. Maksoud said — the Arabs seek to assess what unites them with others, while Israel seeks separation.

The Arab-Palestinian View

Integration versus alienation — this is the conflict which constitutes the roots of tension in the Middle East, said the Honorable Clovis Maksoud, Permanent Observer to the United Nations for the Arab League and the prime conveyer of the Arab viewpoint in the U.S.

Tensions in the region are often misunderstood as conflicts exclusively involving territory and/or matters of religious faith. The Arab-Israeli conflict, however, is one of values. Maksoud said — the Arabs seek to assess what unites them with others, while Israel seeks separation.

Israel is guilty of manipulating for its own advantage a collective guilt which Western Europe and the U.S. bear in response to the loss of Jews under Nazi Germany. Maksoud said. Israel insulates itself from criticism, he continued, by indicating to the West that past crimes against the Jews will not be brought up provided no questions are asked about current Israeli actions. This unsavory agreement has made it hard for Palestinians and the U.S. to “get on the same wave length,” he said.

Maksoud vehemently denounced recent Israeli settlements, particularly in East Jerusalem, claiming that the historical, cultural and spiritual associations of the Jewish people do not give them the right to politically take over territory.

THE ISRAELI VIEW

The U.S. must accept as reality that “comprehensive peace in the Middle East is at this time unattainable,” said Aaron Rosenbaum, Director of Research for the American Israel Public Affairs Committee, the only registered lobbying group which works on behalf of legislation and other congressional action affecting Israel.

Speaking on behalf of the American-Jewish community, Rosenbaum said that a comprehensive peace would not achieve stability in the Middle East nor would it end ongoing conflicts in the region, such as that occurring in the U.S. for its recent turnabout on United Nations Security Council Resolution 466 which condemned Israeli settlements. He likened U.S. foreign policy in this instance to “an elephant in a china shop.”

The Camp David Peace Treaty, Maksoud said, was “a step away from peace” and Egypt’s President Sadat’s signing of it was an act of “wishful thinking replacing factual assessments.” The concept of autonomy, he said, is “an administrative formula which negates the nationhood of a nation.

A peace which legitimizes injustice is a vulnerable peace.”

Maksoud justified the Palestine Liberation Organization as a group which uses violence as “an option of the last resort” and said that liberation movements throughout the past and recent history have been denounced as “terrorists” by their opponents.

Maksoud, who worked closely with U.N. Secretary General Kurt Waldheim in choosing members of the recently-recreated U.N. Commission to Iran, said his “gut feeling” was that the Iranian situation is “not hopeless.”

He received rousing applause from his Hope audience when he noted the need for U.S. patience.

“The U.S. must recognize the fundamental difference between a big power and a great power. A big power is eager to use force. A great power shows rational restraint in the face of the most provocative acts.”

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THE AMERICAN VIEW

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Maksoud vehemently denounced recent Israeli settlements, particularly in East Jerusalem, claiming that the historical, cultural and spiritual associations of the Jewish people do not give them the right to politically take over territory.

THE ARAB-PALESTINIAN VIEW

Integration versus alienation — this is the conflict which constitutes the roots of tension in the Middle East, said the Honorable Clovis Maksoud, Permanent Observer to the United Nations for the Arab League and the prime conveyer of the Arab viewpoint in the U.S.

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Cold War Freezes Prof's Research

By Debra Hall '80

In 1917, Larry Penrose was "just a normal kid" living on a farm miles away from the hustle and bustle of city life. He spent his morning and nights engaging in farming activities. Then, his father, an agricultural specialist, returned home and asked his family if they’d like to go to a farm school. He couldn’t find an opportunity to pursue his interests, but his father believed that it was worth the effort. He moved to Tennessee for two years.

During that time, Penrose attended and graduated from the American Christian School.

While there, he couldn’t help but become interested in Eastern languages. He was particularly drawn to the idea of learning about the Middle Eastern empires. He was intrigued by the thought of learning about the Great East.

After graduation, he decided to enroll in the Army, as the Army Language School, and later transferred to Portland State University, which at that time had the only undergraduate Middle East area studies program in the U.S. He ended up studying Arabic while maintaining his interest in Middle Eastern history.

Penrose notes that one of the great ironies of American higher education is that the most prominent professors of the subject were not native to the region. He states, "In graduate school, I decided to focus on that area and do Turkic studies."

He earned his master's from Indiana University in 1966. While he was there, he discovered that he had an interest in Turkic studies and decided to pursue this area.

"There’s a certain amount of literature that a master’s level in the Middle East, Russian, and East European studies is not so readily available. It is not as easily accessible as some more traditional fields.

I suppose my highest goal, which is rarely achieved in a master’s class, is to assist them in learning how to do research properly, to develop a research proposal, and to extract it from meaningful conclusions," he said.

His presence in the classroom commands attention. Rarely staying behind a podium, his lectures flow like the smooth words he takes across the front of the board. He is the type of professor who is always ready to help, a rare find in academia.

Penrose notes that the purpose of teaching courses is to establish a critical text of the Khan's book, which is "an original" on the basis of many manuscripts. His main purpose is to decide whether the Khan's historical information is reliable.

For Penrose, the rewards in spending endless hours are the moments of insight and understanding that may come just when he feels he can't go on any further.

"That's where the fun is," he said. "That's where the reward is."

The Penroses spent their forty-one years in the Soviet Union, China, Turkey, and the United States. Penrose worked in libraries and archives at various institutions, including the Institute of Oriental Studies.

His research involved spending hours in the archives reading Turkic manuscripts, particularly a book written by a 17th-century Persian. The manuscript contains unique information about the history, folklore, and straight story.

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We're Proud of our Divers

Sophomore Deanna Palladino was league diving champ.

The first women's Michigan Intercollegiate Athletic Association championship ever won by Hope College team highlighted a successful winter sports season.

Hope also maintained its lead in the MIAA's all-sports race which honors the member school for the best cumulative performance in all of the league's 10 sports for men. Hope hasn't won the MIAA all-sports award since 1987-88.

The Flying Dutch captured the MIAA women's swimming and diving championship in only their second year of intercollegiate competition. The women also had six qualifiers in eight events for the Division III national swimming and diving championships of the Association of Intercollegiate Athletics for Women.

The men's basketball team also had the campus and Holland community buzzing as it was a contender for the MIAA championship right up until the finish line. The men finished seven points behind the NWC for the school record.

Qualifiers for the MIAA national meet were Bethards in the 200 yard individual medley, sophomore Lynn Rule of Lincolns of Hope, and Palladino in three meter diving. Schellenberg and Stone as the 200 yard freestyle and VanWater in the 1000 yard freestyle. Both the 400 and 800 yard freestyle relay teams also met national qualifying standards.

The team voted not to give individual honors at the end of the season in recognition of the team effort in winning the MIAA championship.

MEN'S BASKETBALL

Hope enjoyed its most successful season in more than a decade, finishing runner-up in the MIAA standings while posting a 16-6 overall record.

Coach Glenn Van Wieren's Dutchmen were outstanding in the stretch, winning 12 of their last 13 games including a record 10 in a row at one point.

The season's turning point was actually a loss, as the Dutchmen bowed to Calvin 66-56 right after the holiday break.

Things tilted adversely as the Dutchmen thrilled the home town and gained the respect of crowds on the road with several key victories including a convincing 65-57 triumph over Calvin in the return match at the Civic Center before an occasion capacity audience. The win snapped a string of 12 consecutive losses to the Knights.

Another key game was a first-ever Winter Homecoming victory over Albion 59-53 before a near capacity crowd.

Junior guard Scott Benson of Kalamazoo, Mich., earned all-MIAA first team honors while sophomore forward Matt Neil of Hastings, Mich., was named to the second team.

Benson finished third in scoring in the MIAA with an 18.0 points per game average. Sophomore guard Rick Reece of Maple City, Mich., led the MIAA in free throw shooting at 85% while Neil was fourth in field goal percentage at 56%.

Benson was elected the team's most valuable player while Reece was voted most improved. Benson and junior John Stanton of Kalamazoo, Mich., were elected co-captains for 80-81.

Mike Letterby, a newcomer from Kentwood, Mich., was voted most valuable player on the Jayvee basketball team while Mike Howley, a freshman from Farmington Hills, Mich., and Paul Lubbers, a freshman from Sheboygan, Wis., were elected co-most improved.

WOMEN'S BASKETBALL

Hope finished in a tie for fourth in the MIAA standings and posted an overall 7-12 record. Body of Proof of Midland, Mich., and Karen Hansen of Harrisonburg, Va., both sophomore guards, finished among the league's top scorers with 18.6 and 18.5 scoring averages respectively.

Senior center Anne Mulder of St. Petersburg, Fla., established a MIAA single game rebounding record with 24 in a 65-45 victory over Olivet. She was among the league leaders in rebounds with an average 11.6 per game.

Foy was elected the team's most valuable player while freshman Margie Deckard of Midland, Mich., was voted most improved. Foy and sophomore Faye Berens of Hamilton, Mich., were elected co-captains for 80-81.

Mulder was selected recipient of the Barbara George Memorial Award which is given annually by the women's basketball coaching staff on the basis of maximum overall contribution to the team. Miss Gearing was a 1978 Hope graduate who died in an automobile accident in 1979.

MEN'S SWIMMING

A young Hope team improved its position in MIAA competition, moving to third in the final standings. Like the women, Hope has an intercollegiate swimming program for men for only two years. The team had been fifth a year ago.

Freshman Mike Schmuckler of Kalamazoo, Mich., was the MIAA champion in the 200 yard breaststroke while junior Pat Nelson of Holland, Mich., was the only Hope swimmer to be voted to the all-MIAA team.

Nelson was elected the team's most valuable member while Tim Jasper, a junior from East Grand Rapids, Mich., was voted most inspirational.

WRESTLING

A lack of depth was again the nemesis for Hope's wrestlers who failed to win an MIAA dual meet.

Coach John Estockett's worst dual meet was against Calvin with 43-17, the only league opponent to defeat Hope.

The team's most notable dual meet was a 56-21 victory over Calvin in the 1978-79 dual meet.

Another key game was the 50th anniversary of the Hope College men's basketball team's first ever win in the MIAA championship.

The team also finished runner-up in the MIAA standings with an overall 16-6 record.

The season's turning point was actually a loss, as the Dutchmen bowed to Calvin 66-56 right after the holiday break.
No Sweat at Hope

A few weeks before Christmas, Title IX again dominated higher education news when the Department of Health, Education and Welfare issued a new "policy interpretation" to clarify the responsibilities entailed in providing equal opportunities in intercollegiate athletics. The guidelines were prepared to give higher education more specifics on how to comply with Title IX, the federal sex discrimination statute enacted by Congress as part of the Education Amendments of 1972.

Although Title IX has been a pressing issue on many campuses, Hope Director of Women's Athletics Anne Irwin says there is no controversy on Hope's campus about the new guidelines.

"Obviously, Title IX is causing problems at big universities," Irwin stated. "At a smaller school, like Hope, compliance isn't such a big issue because of the nature of our school. Because we don't have separate men's and women's physical education departments but instead have them together in one department, women's programs aren't isolated. We're really working together.

One of the key requirements of the new policy interpretation is that colleges and universities must provide 'proportionate' and 'equal' scholarships for their men and women's programs. Since Hope offers no athletic scholarships to men or women, this requirement—a burning issue for some institutions—does not apply. The new guidelines further require that 'equivalent' benefits and opportunities in sports be offered, and that the institution effectively identify and accommodate the athletic interests and abilities of both male and female students. Irwin indicated that Hope is already in compliance in these areas.

"We're in really good shape as regards our women's athletics program. To the best of my knowledge, our programs are equal. That's been due to the Hope administration's willingness to make it happen. I would say that we're in better shape than any other school in our league (the MIAA).

"I'm told that the budget for women's sports programs has more than doubled since she took on the new position of athletic director for women in 1976. She pointed out that since Hope women's athletics had such a catchup up to do in recent years, some of their equipment—practice outfits, for example—is never used and in better shape than that used by men.

"I'm informed that the physical education department is presently reworking its course descriptions. In the future, courses will be described solely in terms of content, with no designation of applicability to one sex over the other. Therefore, the currently-offered 'Coaching Men' will be announced simply as 'Techniques of Coaching Track, Cross Country, Wrestling and Other Sports.' Similarly, courses now suggested for women will be available to anyone interested in their content, only area of concern as regards equal treatment of the sexes at Hope. She hastened to add that the imbalance of men and women faculty members is a campus-wide problem (women have made up approximately 15% of the total faculty in recent years). She hopes the situation will be improved not only in her department, but across campus as well.

"Is there any problem with a man coaching a women's team, such as John Patnott did this year with Hope's championship women's swimming team?

"John's done a great job," says Irwin. "But I think that if it's possible to give a woman's coaching job to a woman, it should be done."

Soccer Program Draws Praise

Hope College was included in a feature article in the January-February issue of Soccer World as an institution that helps student-athletes maximize their college experience, both academically as well as athletically.

The magazine, which had a circulation of approximately 20,000, highlighted the programs of 27 U.S. and Canadian colleges and universities.

Author Robert Campbell said he picked colleges that help students get the most out of their college experience academically as well as athletically.

Hope was one of five Midwestern colleges mentioned and the only institution from Michigan.

Hope offers 18 intercollegiate sports for men and women. The college is a member of the Michigan Intercollegiate Athletic Association (MIAA), the National Collegiate Athletic As-
An exhibition of paintings entitled "Hanging Around," by Delbert Michel, associate professor of art, recently on display throughout the college campus.

The large abstract paintings were hung in the Dew Physical Education and Health Center, the DeWitt Student and Cultural Center, Phelps Hall, Graves Hall, Peale Science Center, Physics-Math Building, and the Van Zanten Library.

The paintings were created by Michel during a recent sabbatical leave. "The exhibition is a statement of his art and the relationship between art and life, the subjectivity of the artist. It is an attempt to create a balanced atmosphere for the viewer to experience," said Michel.

IF THE FRAME FITS...

Michel’s paintings, spread across campus, have prompted mixed reactions. Senior Jerry Welch of Monroe, Mich., decided to try stepping into a picture frame and seeing the world as art sees it.

I hang just outside Phelps Cafeteria, across from the men’s room. Kind of an eerie niche for so spiritual a creature as I.

I said I was to be the creation—an abstract landscape—of one Delbert Michel. Del thinks that he brought me into being. That’s what Del thinks.

Here comes someone new. He looks to be in a hurry. He walks, almost runs, right by me, barely catching sight of me out of the corner of his eye, and decides he hasn’t the time to stop and enjoy me. Today young fellow comes for three meals; never misses a one. And every time, he decides he hasn’t the time to spend with me. He throws his books up on the coat rack, ripped off his jacket, pulled his I.D. out of his wallet, disappeared into the cafeteria.

Last week I heard the great maestro conduct the analysis of some pretentious genius who tried to ‘understand’ me. I’m really nothing more than the sum of colors and lines for people to discover and explore. Anyway, this genius had evidently been reading some art history or aesthetics. He insisted to his friend that I represented, repeated his very words, “The tragic condition of modern man: the moral confusion of Angel, the spiritual chaos that pervades his heart and negates his innermost being. Nietzsche’s Death of God without Nietzsche’s sense of possibility and freedom.”

My paint nearly ran at these words. A student steps in front of me, looks. His eyes, dull and unseeing, move haphazardly over my surface. I feel cold. “Junk,” he mutters. He walks away.

The “condition of modern man” critic saw only his own ideas. This person saw nothing at all. I don’t know what is worse.

Here comes someone else. She has sympathy. I can tell by the look in her eyes. Wonderful! She delights in my colors, moves along my brush strokes, senses my energy, explores my space. She lives in my world. Communion.

That, by the way, is why I’m here: to commune with. And that, also by the way, is why Del is an artist, and why I brought him into being.

1 Art that I Am.

Pulitzer Composer, Alumnus

Lead March Festival ‘80

Pulitzer Prize winning composer Norman Dello Joio highlighted an ambitious Holland arts festival which involved Hope College students and faculty. The festival, held March 12-15, was sponsored by the Holland Community College. College orchestras performed 50 shows as part of the festival.

Dello Joio conducted concerts and rehearsals with Hope faculty, giving them the exciting and valuable experience of his personal involvement. Much of his most frequently performed music was written for band, and the Hope Concert Band has performed many of these works in past years.

As part of March Festival ‘80, the Concert Band, the Orchestra and the Collegium Musicum performed Dello Joio’s works in concert and had the privilege of performing under the direction of this talented composer-conductor of national significance.

Highlighting the concert was the performance of Dello Joio’s “The Mystic Trumpet.”

New York Philharmonic Orchestra

Dello Joio is considered a giant in contemporary music as one who gives us an uncommon faith in “the public that listens.”

Many composers seem to change attitudes according to what is fashionable and seemingly stylish, he has observed. “So much of the time the result has been, for me, far removed from what anyone can possibly digest from the air alone. I think there is a growing return to the idea that you take the trouble to put notes on paper in order to communicate with someone.”

Born in New York City in 1913, Dello Joio is descended from three generations of Italian church organists. At 14 he was an organist and choir director. He attended Juilliard Graduate School, then Yale. He has become a distinguished teacher at the School for the Arts, Boston University.

He has composed in all forms—symphonic, choral, chamber, dance and opera. His extensive work for television includes the Emmy

Arts Calendar

April

18 Hope College Band Concert; DeWitt Cultural Center, 8 P.M.
19 Music Department Senior Recital; Twyla Taylor, flutist & Woodwind Quintet; Wichers Auditorium, 8 P.M.
20 Concert; Hope College Chapel Choir; Dimnent Chapel, 8 P.M.
21-22 Dance VI; DeWitt Cultural Center, 8 P.M.
23-24 Music Department Faculty Recital; Larry Malerbus, guitarist; Wichers Auditorium, 8 P.M.
25 Music Department Senior Recital; Leslie Daniels, soprano; Dimnent Chapel, 8 P.M.
26 Concert; Hope College Band & Holland High School Band; Holland High Auditorium, 3 P.M.
27 “Requiem” by Gabriel Fauré; Dimnent Chapel, 8:00 P.M.

May

1 Concert: Hope College Orchestra; with winners of student auditions; Dimnent Chapel, 8 P.M.
2 Opera Workshop Series; DeWitt Cultural Center, 8 P.M.
3 Opera Workshop Series; DeWitt Cultural Center, 8 P.M.

For further information contact Hope College 610-392-5111
Upward Bound Taps Student Potential

Upward Bound, a U.S. Government-Hope College sponsored program began in the 1960's, is seeking a new image for the 80's on the Hope campus and in the Holland community. Al Gonzales, newly-appointed director, emphasizes that the program, which is designed to become a low-income student's academic skills and aspirations, must not be based on a strictly "do for" philosophy. Gonzales stresses instead the notion of "mutual responsibility."

"As we a program assume certain responsibilities of providing the necessary tools, resources and staff toward personal, academic, and general needs of the student," he says. "On the other hand, the student accepts the responsibility of participating in all program activities, demonstrating measurable academic achievement, and respecting the rights and opinions of others.

This mutual responsibility is meant that on occasion Gonzales has rejected a student recommended to Upward Bound or dismissed a student already enrolled in the program.

"The student doesn't earn any high school credits by participating in Upward Bound during the regular school year (some credits may be earned in the summer sessions) in a sense, it's just added work," Gonzales notes. "Some students are readily accepted, but we don't need this. The first question we ask the student, is: Why do you want to be in Upward Bound? It's very important for us to find out what the student wants from the program."

Upward Bound programs were designed to reach low-income high school students who have academic potential but lack the means and motivation to further their education. Upward Bound is designed to afford the student the opportunity to participate in a program where they can gain experience in a multi-ethnic setting.

The Hope teachers are certified and experienced in the teaching of a wide range of students. During the academic year, approximately 70-125 grade 9-12th grade Upward Bound students gather two evenings each week on the Hope campus. Students are tested to determine their personal and educational needs. Approximately 50% of the students are served by a team of counselors, and 50% are served by a team of counselors and tutors. The counseling team is coordinated by counselor Betty Vandersande.

Happy Birthday Granny!

A banner reading "Happy Birthday Granny!" stretched across a wall in the Saga Food Services dining room at Hope College recently while an unknown chef was handing out pieces of her birthday cake.

"Granny" — as everyone at Hope College knows her, due to handing out her 80th birthday cake for a year — did in fact do something special for the food service employees planned an early surprise party.

Granny — who spotted the decorations but never gave them her for her was so thrilled that she started cutting the huge birthday cake, which is such a surprise that she didn't know of her going to do it." Granny beamed, in her food service uniform.

Granny and her birthday cake were described as being the center of the dining room in Phillips Hall.

Granny willed, "Half of them (students) can't say what they want, just call me "Granny." Her name really is Elizabeth Smith. Not only are mostly the students unaware of Granny's name, but many of them did not know that she was celebrating her 80th birthday.

Granny began her job at Saga Food Services on March 5, 1969. She recalls getting the job, "I applied for the job, I was interviewed, and I was hired."

Approximately 85% of the students who have participated in Hope's program successfully complete high school and go on to some form of higher education. This figure is approximately 4% higher than the national average.

Upward Bound is without question a success. In terms of numbers alone, we have a success rate of 85% of the students who have participated in Hope's program successfully. One student is a small portion of the larger picture that is Upward Bound providing the necessary tools, resources and staff toward personal, academic, and general needs of the student. On the other hand, the student accepts the responsibility of participating in all program activities, demonstrating measurable academic achievement, and respecting the rights and opinions of others.

In all, 35 students were served by the program during last year. They ranged in grades from 9th through 12th. They ranged in age from 15 to 18 years old. The program is designed to be a full-day program, offering students the opportunity to participate in a program where they can gain experience in a multi-ethnic setting.

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Mrs. Van Wylen is Mother of the Year

In 1957, Margaret returned to medicine and began her internship on a one-day-per-week basis. This gave her time for study and family responsibilities. In December 1957, she completed the requirements for a one-year internship and received her medical license. She then began a residency in pediatrics at Pine Rest, a hospital for children. It was during this time that she came to understand the importance of education in medicine, particularly the role of female medical students in the workforce. Although the opportunities for women in medicine were limited at the time, Mrs. Van Wylen had made her decision to pursue a career in medicine and became an inspiration to many young women.

Summer at the Dow Center

Basketball School (Boys and Girls), July 14-25, 9 a.m.-12 noon. Cost $20.

Soccer School (Boys and Girls), July 14-17, 3-6 p.m. Cost $12.


Dance Workshop, July 18-19, 11 a.m.-7 p.m. Cost $10.

Fitness for Adult Women, Three two-week sessions: June 8-12, June 15-19, July 6-10. Cost $12.

Tennis Workshop, July 4-8, 2-6 p.m. Cost $10.

For detailed brochure and registration form write to Prof. George Kraft, Dow Center.
Anatomy of a Class Reunion

Revised Alumni Association Constitution

REVISED CONSTITUTION
Proposed by The Alumni Board for Presentation at the Spring 1980 Meeting Of The HOPE COLLEGE ALUMNI ASSOCIATION
_items in italics represent changes_

ARTICLE I - Name & Object

Section 1. The name of the association shall be the HOPE COLLEGE ALUMNI ASSOCIATION. (section 2. The object of the Association shall be to promote the welfare of Hope College and to encourage the interest of the alumni in the College.)

ARTICLE II - Members

Section 1. Any graduate or former student of Hope College who has earned ten hours of college credit, or who has been affiliated with Hope College as a member of a social fraternity, shall be a member of the Association.

Section 2. Any person to whom the Association has conferred the honor of membership shall be an honorary member of the Association.

Section 3. Membership in the Association shall not confer upon the payment of dues.

ARTICLE III - Officers

Section 1. The officers of the Association shall consist of a president, a vice president, a secretary, and a treasurer.

The president and vice president shall be chosen by the Board of Directors from among the members of the Board of Directors.

The secretary shall serve for a term of two years and shall immediately succeed themselves in the same office.

The secretary of the Association shall be appointed by the Board of Directors.

Section 4. The treasurer of the Association shall be appointed by the Board of Directors.

ARTICLE IV - Directors

Section 1. The Board of Directors shall consist of the following:

ARTICLE V - Meetings

Section 1. The Alumni Association shall meet annually on Alumni Day in the spring, normally in conjunction with the Alumni Banquet. The President of the Alumni Association shall set the annual meeting and any special meetings.

Section 2. The Board of Directors may meet at any time and must meet during Commencement Week, prior to the annual meeting of the Alumni Association.

ARTICLE VI - Amendments

This Constitution may be amended at the annual meeting of the members of the Association by a two-thirds favorable vote of those members present in person or by a two-thirds favorable vote of those members present in person or by absent votes sent to the President. The amended Constitution shall be approved by the Board of Directors and then published in the Alumni Magazine not later than thirty days prior to the annual meeting.

ARTICLE VII - Official Organ

The News From Hope College or other periodic publication of general circulation shall be the official organ of the Hope College Alumni Association.

Barbara R. Muckley, Ed.D., higher and secondary education, Columbus, Ohio, President.

James S. Johnson, Ph.D., University of Wisconsin, President-elect.

John T. Popandopoulus, Ph.D., University of Pennsylvania.

James S. Johnson, M.A., Journalism, University of Missouri.

Diane E. Sherry, Ph.D., University of Tennessee.

Alma M. Traut, Jr., M.D., Thomas A. Cooley Law School.

Diane E. Sherry, Ph.D., University of Tennessee.

Revised Alumni Association Constitution

Section 2. The powers and duties of the Board of Directors shall be to manage and direct the affairs of the Association as follows:

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Section 2. The Board of Directors may meet at any time and must meet during Commencement Week, prior to the annual meeting of the Alumni Association.

ARTICLE VI - Amendments

This Constitution may be amended at the annual meeting of the members of the Association by a two-thirds favorable vote of those members present in person or by absent votes sent to the President. The amended Constitution shall be approved by the Board of Directors and then published in the Alumni Magazine not later than thirty days prior to the annual meeting.

ARTICLE VII - Official Organ

The News From Hope College or other periodic publication of general circulation shall be the official organ of the Hope College Alumni Association.

Barbara R. Muckley, Ed.D., higher and secondary education, Columbus, Ohio, President.

James S. Johnson, Ph.D., University of Wisconsin, President-elect.

John T. Popandopoulus, Ph.D., University of Pennsylvania.

James S. Johnson, M.A., Journalism, University of Missouri.

Diane E. Sherry, Ph.D., University of Tennessee.

Alma M. Traut, Jr., M.D., Thomas A. Cooley Law School.

Diane E. Sherry, Ph.D., University of Tennessee.

Revised Alumni Association Constitution

Section 2. The powers and duties of the Board of Directors shall be to manage and direct the affairs of the Association as follows:

ARTICLE II - Membership

Section 1. Any graduate or former student of Hope College who has earned ten hours of college credit, or who has been affiliated with Hope College as a member of a social fraternity, shall be a member of the Association.

Section 2. Any person to whom the Association has conferred the honor of membership shall be an honorary member of the Association.

Section 3. Membership in the Association shall not confer upon the payment of dues.

ARTICLE III - Officers

Section 1. The officers of the Association shall consist of a president, a vice president, a secretary, and a treasurer.

The president shall serve for a term of three years, the term to be set up in such a manner as to retire one-third of the Board of Directors each year.

The secretary shall serve for a term of two years and shall immediately succeed themselves in the same office.

The treasurer of the Association shall be appointed by the Board of Directors.

Section 4. The treasurer of the Association shall be appointed by the Board of Directors.

ARTICLE IV - Directors

Section 1. The Board of Directors shall consist of the following:

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class notes

Adrianna Hammelker '14 Boomer is secretary for the South Holland Jr. Senior Citizen Club. She was inducted into Mayor Daley's "Hall of Fame" and was honored with "This is Your Life." Lucille Vander Werf '76 Vanek Jensen wrote two books of poems entitled Lines for Living. It was published by a group of friends as a tribute to her life. Raymond Gormezz '23 was named a Paul Harris Fellow by Rotary International in appreciation for tangible and significant assistance for better understanding and friendship among peoples of the world. Eva Tussey '39 MacEgney's portrait was featured in an article on the arts in the Janus Valvula in the Grand Rapids, Mich. Press. John Butler '36, RCA Secretary for World Ministries, spent time in the Algerian Gulf reviewing emergency evacuation procedures with missionaries.

George Good '36 was featured in Man's World magazine as the new helicopter for the nation's yacht makers. Good is president and chief executive officer of Benjamin Yacht in Miami.

J. Robert '41 and Mollie Webber '42 Swart have been ordered by the Kenyan government to leave Kenya. The government can no longer guarantee their safety.

Joseph Dulset '14 is a graduate president of the First Michigan Bank in Zeeland, Mich. Larry Caskey '53 is the Nigerian Ambassador to Poland.

Robert Queisenberry '75 was recognized as one of Ohio's "87 most educational leaders" by the Ohio Senate in a resolution introduced by state Senator Donald Lukens.

James Krueter '66 is a sales representative for Naco Chemicals in Hillside, Ill. Tom Huyer '66 is a controller for International Paper, Inc.

Mary Alice Marosy '69 is working in the electronics industry in a unit of the Albany Veterans Administration Medical Center. She is involved with the Hudson-Mohawk Industrial Council, an organization interested in the preservation of historical industries and residences.

Patricia Wiehmann '76 is an audio officer for First Michigan Bank in Zeeland, Mich.

Susan Klauer '71, Maddison in Teaching Biology at Chippewa Valley High S.J. in Mt. Clemens, Mich. John Hoffeiter '74 has accepted a post-doctoral position in medium energy nuclear physics research in Switzerland.

Mark McLean '74 is a partner in Intermedia, a public relations company in Honolulu. They are located in Evanston, Ill.

Larry Madsen '77 is the chief accountant of "The Meeting," a youth charter company and hotel on the island of Torola, British Virgin Islands.

Patrick Shelley '74 is the minister of the First Congregational Church in Spenser, Iowa.


Susan North '76 is working as a research assistant in the University of Wisconsin, Madison.

Jeff Riemersma '74 is an assistant professor in Granite County, Mich.

Ralph Lebo '74 is employed by Exchange Securities Transfer (Chicago).

Jonathan Rich '63 is editor for Vance Publishing Co. in Owosso, Michigan, Kalamazoo, Eileen Bijkerk '75 is working for KLM Airlines in New York City.

Greg Caskey '77 is working on his Ph.D. in physics at the University of Wisconsin, Madison.

Barbara Przybysz '77 is working for the employee benefits department of the Minnesota Alumni Co.

Claude Rice '77 is working in the employee benefits department of the Minneapolis Alumni Co.

Larry Madsen '77 is working on his Ph.D. degree in commercial art at Los Angeles Trade Technical College.

Robert Eldenakamp '74 is a Health Care accounting coordinator for Service Master Industries in Delaware, Ohio.

Bill Cornett '78 is working at the Kalamazoo College, a member of the Fine Arts Department in the Education Department.

Carole Petrie '77 is working in her second year of a Ph.D. program in School Psychology at Syracuse University.

Lyman Baalhouse '79 is working toward a Ph.D. in Pre-Kindergarten and Kindergarten at the University of Wisconsin-Madison.

Joy Dulset '79 is an administrative assistant for CESA #10 Project People, a public educational officials in 38 school systems in the Southwestern Wisconsin.

Laura Earle '79 is a youth director at Portage, Mich., Congregational Church.

Dave Johnson '79 is an area staff person for Young Life in Boston Harbor-St. Joseph, Mich.

backlog

100 years ago... 1865—Charles Scott D.D., was named professor of Zoology of the College, after serving as acting president for two years.

20 years ago... 1984—Tom of Hope's 92 College students graduated.

June 25, 1884—Laura Alice Boyd, professor of German for 34 years, retired in 1935. Hope College received the largest gift in its history to date, $16,619 from the Merit Medical Foundation for the advancement of education in the new school.

Spring, 1980—Tom of Hope's 92 College students graduated.

10 years ago... 1974—The first Distinguished Alumni Awards were presented at the annual Alumni Dinner. Recognized were Joseph Van Ekeren '54, Prof. Vincent L. Dykstra '53, Episcopal Diocesan Dean '87, Community Volunteer and Lucille V. Vander Werf '35, Brooklyn, N.Y., Television Volunteer and Lucille Vander Werf '35, and Dr. Robert Caskey '77, a member of the V. A. Medical Center.

March 21, 1974—The President Calvin Vander Werf announced his resignation.

The Reverend Karl F. Bottemann '51 died on Dec. 22, 1979 in San Anselmo, Calif. He received his B.A. in Philosophy from the University of Michigan. He held the B.D. degree in theology from the University of Chicago. He was a University Church minister. Among his survivors are his wife, Dorothy and two children.

Leona Hansen '61 Seymour died from cancer in Farmington, S.D. on Feb. 20, 1980. She was an elementary school teacher. She was survived by her husband, Donald, and two sons, David and Jonathan, and a daughter, Karin.

Evergreen Kuyper '23 Delong died on Feb. 2, 1980 in Arizona. He served as a missionary to Arabia for several years. He is survived by her husband, Ernst, 22, and sons, Keith, 29, and Edward.

Gertrude Leuschenkamp '30 died on March 18, 1980 in Grand Rapids, Mich. She was a retired school teacher. Among her survivors are a nephew and several cousins.

Duane A. Vander Yacht '40 died recently in Kalamazoo, Mich. He was a self-employed consultant. Among his survivors are a brother, Wilbur '57, and a sister, Virginia Smith.

Pearl Pauckner '24 Voldman died on March 6, 1980 in Grand Rapids, Mich. She was a school teacher. Among her surviving relatives are a nephew and several cousins.

The Chronicle of Higher Education, a newspaper of the American Council of Education, is a publication of the American Council on Education. It is a listed document that has been sent by mail to subscribers. The Chronicle is a publication of the American Council on Education. It is a listed document that has been sent by mail to subscribers.

I am a job hunting and would like to have the following want ad appear in the next Hope College publication:

*No more than 50 words*  
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We need your help. Hope's fiscal year ends June 30, 1980. The goal for the Alumni Fund is $375,000. We were able to reach last year's goal with your help. Can we count on you this year?

Please send your check today. Annual Fund, Hope College, Holland, MI 49423
Communicating Meaning

by Starla J. Drum

Judging from the responses of students in my classes as well as other adults with whom I have talked both formally and informally, there seems to be little question as to the importance of "effective communication." There does, however, seem to be considerable question as to what constitutes effective communication.

In fact, there is little agreement regarding even an acceptable definition of communication. I could entertain you with illustrations of some of the definitions of communication which I have collected from students, strangers, and well-appointed experts over the years. This, however, would only perpetuate current myth and create unnecessary confusion.

The explanation of communication which has come to be most useful for me was offered by Dean Barnlund in his 1962 article, "Toward A Meaning-Centered Philosophy of Communication." Barnlund describes communication as "the process of creating meaning." I would add to his definition that communication is the process of creating a shared meaning; that is, a meaning understood and agreed upon by both the speaker and the listener.

Barnlund's concept of communication is a very humanistic one which goes beyond the message-centered theory of communication as the transmission of information. The message-centered theory of communication emphasizes the importance of the effective arrangement of materials and assumes that a well-constructed message is the guarantee of successful communication. This message-centered view of communication is still alive and well. It is also still largely ineffective in bridging the gap of misunderstanding between persons. The ineffectiveness of communication may be largely attributed to its narrow perspective. For when a breakdown in communication occurs adherents to this philosophy have only two real alternatives: to rearrange the words in the message or to repeat the message louder.

Barnlund's meaning-centered philosophy of communication also goes beyond the speaker-centered concept of communication as the process of transferring ideas from one person to another.

Sometimes I behave as though this concept of communication were accurate because it simplifies my job. For if communication is simply the transfer of ideas I may assume that if my students have heard my ideas then they are "got them," and my task as a teacher is complete. The fallacy in this speaker-centered concept of communication is that it places the listener in the passive role of message receiver and assumes that what the listener has received has been understood as the sender intended it to be understood. Furthermore, if a person within earshot is assumed to be receiving any message aimed in his or her general direction we have all experienced the breakdowns in communication which result from communicating as though these assumptions were true. "Being in the presence of another person does not mean that one is necessarily listening, and listening is no guarantee that one is accurately understanding what the other actually means." The reason this is so, according to communication scholar David Berlo, is that "communication does not consist of the transmission of meaning. Meanings are not transmitted, nor transferred. Only messages are transmitted, and meanings are not in the message, they are in the message user." To put it another way, the meaning which a message has for the message sender may not be the same as the meaning which a message has for the message receiver, because meanings are in persons, not in messages.

This concept of a "meaning-centered" philosophy of communication is enlightening, but it is not particularly encouraging. It provides an explanation for the fact that we are frequently not heard, let alone understood, but it does not suggest how to correct this frustrating situation. To improve communication it is necessary to go from there to practical and determine the implications which a meaning-centered philosophy of communication has for communication behavior.

To begin with, if we cannot correctly assume that other persons attribute the same meanings to our messages that we do, it is silly to continue to behave as if they do. When I choose to believe that my students understand what I mean in each of my lectures then I am deciding to pretend that something is true because it is convenient. This is poor teaching and poor communicating (although I still believe that way on occasion). The only way I can be sure that my students attribute the same meanings to my messages that I do is to ask them. This is not a profound solution but it is practical one. If I ask students to tell me what they think I have said in their own words then I have a much better idea if my meaning has been accurately recreated by the students. If it has, then I can create a message made up of different words which might better enable the students to create for themselves the meaning which I intended. Once again I need to ask the students to describe in their own words what they think I mean. If there still appears to be a considerable gap between the meaning which the students have created and the meaning which I intended, then I need to construct yet another message. This process should continue until the meaning created by the student is reasonably close to the meaning which I intended, then I need to spend the time and energy to reword my message to better enable the students to create for themselves the meaning which I intended. I may be thinking that this process could take a very long time, and you are right. But the choices we have when communicating are essentially two: 1) We can choose to assume that the meanings we have intended to convey by our messages have been accurately re-created by the listener, and suffer the consequences if our assumption is incorrect. 2) We can ask the listener's interpretation of our messages to see if our meaning has been understood, and if it has not, try to adapt our message in such a way that the listener is better able to re-create the meaning we intended. Mutual understanding is possible in this way and we have a responsibility to determine whether or not the meanings we are creating from the messages we are receiving are consistent with the meanings which are created by the speaker. As a student your grade may depend upon it, as a friend or spouse the happiness of your relationship may depend upon it. It is often risky to assume that because we have heard another person's message we know what that person means. It is wise to take the few seconds needed to check our perception of the other's meaning. For example, one might simply say, "I want to make sure that I understand you correctly. When you say that you feel..." and the like. You may not want to talk on the phone for a long time do you mean that you think I do not care for you or value you as a friend?" If this is not what the other person means hear he has the opportunity to say so, in which case a misunderstanding which might have been potentially harmful to a friendship may be corrected. If the other person has been accurately understood then the problem can be handled with little wasted time in the assurance that the same meaning is being shared.

It's much easier to understand why the process of creating shared meaning is so difficult when we realize that we attribute to our individual words and ideas come from our previous experiences of those words and ideas. For example, a person can respond negatively or positively to an individual's name because of his or her previous experience of another person with that same name. Hence the "meaning" attached to a simple name like Marilyn, Harry, or Horace may have been created by the name itself. More often than not the meaning of a name is unique for every individual and is a product of each individual's personal experience with that name. This is true for words, ideas, and concepts of every type. No one can ever think exactly like any other. Hence, the meanings created by one person will never correspond exactly to the meanings created by another person. This may be frustrating at times but it is also interesting. The communication concept of a "meaning-centered" philosophy suggests that we should not even need to communicate with each other if we shared the same meanings and experiences. Now that we understand how each person has a little bit different experience of the same word or idea we can work together to correct these misunderstanding.

We can ask for the listener's interpretation of our message. When the listener's interpretation seems different from our own we can adjust our message until our interpretation is the same. It is not that we have been communicating all along, it is just that we didn't realize it before. This is the process by which we can communicate better with one another. It is the process by which we can understand each other better. It is the process by which we can live in peace and harmony.