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Cover photo was taken in the Educational Resources Center of Paul V. Sangren Hall and shows mostly education major students preparing for class or student teaching assignments.

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FALL 1968
This University, not unlike her sister public institutions, was created by society to perform certain valued functions, notably to provide an organized faculty and student body committed to the extension and transmission of knowledge, the promotion of personal growth and the development of the individual University student, and the encouragement within each student of both a desire and a willingness to contribute to the improvement of society. Western Michigan University is a creation of society, not a microcosm of society.

Society, recognizing the values that come from a thoughtful and reasoned search for truth, has generally accorded universities that degree of autonomy which will insure freedom of inquiry and freedom of expression as indispensable elements of academic life. Periodically in our history there have been threats to our freedom both from outside academe and from within. These threats come from those who are intolerant of the free expression of differing opinions, from those who have little or no respect for the rights of others, from those who fail to recognize that in a dynamic society “adaptation and change are the necessary processes for preserving and renewing our institutions” or from those who feel that violence or the threat of violence has a legitimate place in academe.

Ours is an age in which the four basic constituencies of the University need to re-examine the University’s mission and purpose within society as an educational institution. We must then focus our attention on those ingredients which are essential to the promotion of its mission and purpose. Certainly two fundamental ingredients for our University, in fact any University, are freedom and order. Order you can have without freedom. But freedom you cannot have without some measure of order.

The basic purpose of order in our society and within the University should be to maximize those freedoms which promote the worth and dignity of the individual. For this reason it is highly important that our students, faculty, supporting staff and trustees should re-examine what our University is, or should be, and what it does or should do.

Before beginning such a re-examination, it would seem important for each of the groups—faculty, students, supporting staff and trustees—to recognize that each approaches the problems of internal order within the University from diverse bases of needs, expectations, preferences and experiences. Each of the groups needs not only to recognize its own particular obligations and responsibilities to the University but also to understand the obligations and responsibilities of the other three.

This diversity of age, thought, experience, need and expectation can be a source of strength in the development of a viable academic community. But if the diversity is not directed toward institutional strength, it can foster divisiveness and confusion. Under extreme stress, it can produce something akin to anarchy. While there are a few vocal proponents of the proposition that freedom is to be equated with complete absence of restraint, rule or regulation, history is replete with examples of the way anarchy is the prelude to tyranny.

As Otis A. Singletary* recently stated, “The development of an internal system of order on any campus is at the same time a cooperative process and a shared responsibility. A tolerable sense of order rests upon the general agreements of a particular academic community and is most likely to result from the combined efforts of faculty members, students and administrators.” The course Western has followed in the past and is bent on following in the future in an enlarged and even more significant way is to bring into the decision-making processes of the University as many students as we can find who have a desire to become involved in the formulation and application of institutional policies.

Students and faculty have positive contributions to make. Ours is the task of promoting and clearly defining the ways in which faculty and students can become active participants in the development of the University’s policies. Our Faculty Senate is not only serving to introduce more faculty into the process through its several councils but also has been moving steadily in the direction of working cooperatively with the students on more and more issues of significance and relevance to students. Hopefully, the Student Association, as well as other student groups, will be encouraged to foster an effective system for taking up more fully and effectively its share of the institution’s need for student counsel.

All of us need to be sensitive to the needs of students. All of us should consult freely and openly with them, listen carefully to their concerns, and in appropriate instances we should be willing to delegate responsibility to them. The student voice needs to be heard. This does not mean that the student voice will be determinative nor does it mean that the institution can abdicate its responsibility not to submit to intimidation or violence.

As President of Western Michigan University, I can only conclude on an optimistic note. On the basis of observing our faculty and students for more than eight years I, as a member of the supporting staff, am satisfied that we shall find that our faculty, students, supporting staff, and trustees will assume their respective and legitimate roles in the development of further institutional strength at Western through cooperation and shared responsibility.

*The America Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036 has recently released an excellent pamphlet on Freedom and Order on Campus prepared by Otis A. Singletary.
Think About

The Day

AFTER

The Confrontation

DR. ROGER W. HEYNS is Chancellor of the University of California at Berkeley. This article presents excerpts of his address which was the keynote of the 1968 conference of the Association of College and University Housing Officers held at Western Michigan University last summer.
A university or college, should be considered not as a center of higher education or as a repository of knowledge or wisdom, but as an institution established by society to facilitate learning. The university creates opportunity to learn the best that has been discovered, for the transmission of the old, established knowledge even though there may be a lot of it under challenge. This is essentially a conserving function. The second function with respect to learning is the discovery of new knowledge—to learn more, to acquire new knowledge through the process of research. This process also involves the critical evaluation of the established wisdom. These are essentially revolutionary processes. So the university community has both a conserving and revolutionary function in society.

Most of the members of the academic community are young. These people are learners not only with respect to the mastery of subject matter, but they are also acquirers of attitudes, skills, values and behavior patterns. But all of us are engaged in some way on these same learning tasks—new information about our jobs, new skills, new values and new patterns of behavior.

Another implication is that all aspects of the university community ought to be conducive to this total learning.

One of the criteria for evaluating a particular practice, a new rule or a new facility is whether it is useful to the process of learning. The rules of our common life have as their basis, if it is a valid basis at all, that they are necessary for the preservation of a community of learning.

This, with all its imperfections, is what a university is all about and our daily work ought to be informed by these pervasive ideas.

But we do not live in isolation. The nature of the society around us affects the problems we face and indeed the way in which we face them. So we must turn our attention for part of this theoretical framework, which I believe we need, to the society as well.

Let's look at the contemporary scene. I have no sympathy at all for the view that ours is a sick society but it would be foolish to ignore the fact that it has serious problems. It is deeply divided about the war in Viet Nam. We have problems of race and social justice, equal opportunity, and poverty. These are not only technical problems, but problems of conscience. They present us with the need for an examination of our values. They indicate the need for orderly change at a rate that is regarded by some people as too fast and by others as too slow. All of these give us a compelling posture in the direction of change.

Another characteristic of our society is that institutions such as the home and church and various forms of government—local, state and national—are sorely tested. Authority is no longer automatically accepted or assumed; it must be gained and it has to be retained with great emphasis on the consent of the governed.

A further characteristic is the presence of the enormous value conflicts. Indeed large segments of the population, notably the young, are by no means sure that some of the values the adult world lives by are all that worthy of adoption.

In short, we have a large and apparently up to now intractable problem. Uncharacteristically for Americans, there is a kind of malaise over the land, doubts about the adequacy of these institutions to solve these problems.

The obvious need for change in many areas, indeed the inevitability of it, gives our general life another quality—that of anxiety. There are those who are terribly anxious in this country and others are anxious about the direction of change. To them it means, or seems to mean, the loss of power, the loss of money, the loss of status, the loss of security. Others are made anxious by the loss of standards by which to live. They have abandoned old ones or seen them seriously challenged and have not found, in all the confusion, a set of new ones that are really their own; that they feel comfortable with. Others are made anxious by the rate of change. Things are moving too fast. They are being asked to change their behavior too rapidly, without the chance to acquire any kind of familiarity with this new behavior pattern. They are being asked to change long established beliefs too rapidly. Whatever the reason, whether fear about the direction or rate, this is indeed an age of anxiety.
Obviously this is too short a description of our society here in America but it seems to me that much of our common life gets its tone from these three characteristics: a keen awareness of the large, complex problems, most of them involving values and conscience, calling for change; a sense of frustration about them because they are not yielding easily to solution; and finally, anxiety. Each of us shares these characteristics of our society at large to some degree.

What is the impact on the university of these social currents? In this kind of a world, the university has a particular kind of vulnerability. I do not think that it is any accident that many of the obvious forms of these conflicts and problems in our society have shown up particularly on university campuses. The university is first of all under threat from the people who are on the far right. Because of the revolutionary role of the university, because the university is associated in people's minds with critical evaluation of the old, with the discovery of the new, the university's commitment to freedom of expression threatens people. These people want us to emphasize the conserving, preserving function. The fact that some people on university campuses want to turn the institutions, as institutions, into instruments of social action increases, I think quite understandably, the anxiety of these people.

The university is also under attack for its conserving function from the radical left. It is under attack because of the university's commitment to and involvement with what it calls "the establishment" for conserving, preserving and passing on the culture, for having effective ties with our society, for transmitting its values and helping its institutions. The students with these views want to change the university to make it a more effective instrument for their purposes.

Beset by these forces, we find in addition that universities are not well organized, by their very nature, for a disciplined, unified response to these strong currents.

We are not authoritarian institutions. There is a great deal of room for freedom of action. Students are free, by and large, to elect the courses that they will take; when and whether they will go to class; how they study. We don't keep close tabs on people. The university has built a society on mutual trust, on the validity of one's work, on the unwritten commitments we make to each other. We are highly decentralized. To an enormous extent we are built on voluntary compliance, on the governed, on the need for consensus. Faculty members are not employees; students are not customers.

The most civilized community is the most susceptible to the harmful effects of the deviate. The psychopath has a field day the more civilized a society is. It is scandalously easy to cash a bad check, when a whole system is built on the validity of a name on a piece of paper. It is easy to steal where people assume their associates are honest. Murder is more possible wherever it is an improbable event. Violent disruption is most disturbing when habits of rational discussion are most developed and respected. Think of our practices and try to imagine a more vulnerable community for those who would disrupt it than a university. It has strength and I am confident about the role the university can play, but reflect on its vulnerability. Many of these are characteristics that we do not want to change because they are essential parts of the university, essential to its being and certainly we do not want them to change unless absolutely required.

One of the reasons I emphasize this is because there are people who think there are terribly easy solutions to our problems and yet the solutions they propose strike at the heart of the nature of the university and, therefore, are not acceptable or available to us except under duress and when, indeed, no other means are available for the preservation of the university. So it is not stupidity; it is not an acceptance of an undesirable process, but rather a sensitivity to the nature of the university itself that makes us limit our choices about the handling of some of these problems.

The problems, the frustrations and the anxieties spill over onto us. They are a part of our lives. The problems I mention are of enormous interest to the students. They particularly feel the frustrations, the lack of responsiveness of our institutions.

The senators, generals and the public at large have serious doubts about the war in Viet Nam and are saying the very same things that the students at the University of Michigan at the first teach-in in this country said three years ago. What was said very early by some sensitive members of our society has become much more acceptable to say. This lag suggests to students that our institutions are inflexible and difficult to change.
The anxiety of the public at large, and probably somewhat in ourselves, shows itself in many ways. Because we are anxious, it makes for rigidity and disinclination to accept options that involve greater risks. It means we do not have all the possibilities open to us psychologically. Maybe some options are not open to us because the public at large, being anxious, won’t really permit us to exercise them. Anxiety is involved in attempts to introduce in Congress or state legislatures legislation that interferes in the internal process of the university, that will limit its alternatives.

Without in the least trying to evade our responsibility, we must not accept or permit others to thrust upon us responsibility for everything that happens on our campuses. Distrust of authority and institutions, electing to use violent or destructive means to make social change, basic attacks on our central values are problems we must deal with intelligently and responsibly but they did not start with us.

Another implication of this general social scene is that I think we should all recognize that some of these forces are beyond our control. We have to use the greatest amount of intelligence, but there are some general, social currents—and I do not mean conspiracies at all, I refer to the general tensions in society that are really not totally manageable by administrators. There is a great deal of emphasis in our society right now on the administrator—not just the chancellor, but everybody in an administrative position. The idea is abroad that all hell breaks loose just because one administrator makes a mistake. That is utter nonsense. I do not mean that some decisions are not wiser than others, but often the situation is so complex, an incomplete set of facts on which to work, that the decision could be made either way without it making much difference. I have never been faced with a situation where it is clearly indicated to go one way and clearly not indicated to go this way.

Most of the time, lots of routes look equally desirable. You have about a dozen things you are trying to predict, all with a high degree of uncertainty, many different objectives you are trying to attain, often incompatible. You do the best you can, make the decision, and go home and pray for luck and rain!

“Student watching” has taken over from baseball and girl watching as the national pastime. No generation has been analyzed so thoroughly and generalized about so completely. Usually this has been done most definitively by a reporter who comes to visit the campus and spends three days there. They are expert in ways that just astound me. They are experts on sexual behavior, drug use, the attitudes of the faculty, the attitudes of the administration, the attitudes of the governor, the state legislature and they go back and pontificate in national periodicals.

The first point I believe is that the large, overwhelming majority of the students are much as they always have been. Indeed, if anything, they are more highly motivated, better prepared and by and large, satisfied with their college and university experiences as they find them. Some of them are more satisfied than they ought to be with the quality of their academic life.

But, this is no inert mass. Even in the large segment, there is much more sensitivity than there used to be to the larger issues, a great sense of membership in the world community. The fact that most of these people go about their work in most of the traditional ways does not mean that they are apathetic or disinterested.

In addition to this greater interest in these matters, they share this same general skepticism about the integrity of the institution and doubts about the values of the society.

These characteristics of concern and sharing these general attitudes give them a special sensitivity to these small groups of fellow students who feel more intensely and involve themselves more actively in these problems. This special sensitivity to the minority, gives our time a special flavor. It makes the majority vulnerable to demagogues, for example.

I think that an awareness of this kind of general posture on the part of a large number, of their uncertainty about the integrity and responsiveness of institutions, invalidates some of the over-simple solutions to our unrest problems, namely, “Get rid of the trouble makers.” Without these sensitivities and concerns on the part of the majority, the trouble makers are powerless.
Another point is that the line between the moderate and the extremist is not all that great. Our experience has been that people move back and forth from moderate to an extreme position, maybe several times. In the course of their college career students may be members in a group of activists for a time and then move out of it depending often on the issue.

Another implication of this is that the issues chosen carefully by the extremists are calculated to engage these basic sympathies—civil rights, the war, some bureaucratic rigidity, some stupidity—so there is a possibility of engaging a larger, often quite legitimate, social interest on the part of the majority.

So I discuss a large group, the vast majority, 95 per cent probably of our students. They have the concerns and are sensitive to the minority and share in a kind of continual way, many of the concerns of the more active people. The majority shade over imperceptibly into the minority group. So, this group called activists is hard to characterize. Most of us agree that even this group is not homogeneous. One subcategory consists of very intelligent, often very good students, esthetically sensitive, from affluent backgrounds, often from well educated homes. These are young people who, far from being alienated from the society are often engaged in fulfilling, as they see it, the ideas, the aims, the ideals of our society and certainly the homes from which they come.

A second group, very small, is the genuine radical, completely convinced of the corruption of our society, hostile and intent on destruction. These people don’t have a program, a set of objectives we can learn about and evaluate. Revolution has its own rewards and an end unto itself. The destruction of the university has a particular appeal, not only because of its ties to the establishment but because it is so vulnerable and so available.

There is a third group in this which I would call the alienated, a kind of dropout in our society. They are not as programmatic as the first group and not as committed to revolution as the second. They are often the shock troops, the raw material. They are in and out of these groups and provide much of their manpower. They have been described as the tragic casualties of a “devastating combination of affluence, permissiveness and neglect.”

The activists are a mixed bag.

In most of the confrontation situations all these people are mixed up together—some of the larger, generally not particularly informed majority and then these three categories of activists. If one looks at the problem only in terms of handling one of these groups—say the militant, strident radical, who is essentially nihilistic, then one evolves one kind of strategy. If, on the other hand, one is concerned with the larger sensitive but usually uninformed majority, then another strategy is perhaps indicated.

A solution to the problem that satisfies the larger majority often appears to be accommodation to the person who is viewing the situation only because he is concerned with the few. A strategy directed toward the minority of nihilists looks like a cruel and arbitrary action to the majority, and the people who are thinking about them. Usually the conflict involves all of these groups and the whole process of how to handle the situation involves considering first one of them and then
the other consecutively, perhaps over a long period.

To the greatest extent possible, it is important to get community consensus among faculty members, student leaders and the entire administrative apparatus about the basic institution posture. Then strategy and tactics about specific situations follow from that kind of an analysis. Diagnoses at the time have to be made in the light of the specific situation but a general institutional strategy, an agreement about the analysis and diagnosis and objective is essential.

This has to be worked out individually and locally because all our problems are different. They have a different history, different people are involved.

Why are administrators, by and large, so concerned about bringing as many people as possible along? In other words, why are they concerned about the establishment of the largest possible sense of community? Well, one of the reasons is to isolate those whose motives are essentially destructive of the value of the institution, to separate them out. Another reason is to prevent really costly and destructive confrontations. One of the things that I think is not completely appreciated is that a violent disruption of a university is not the end—even in the interest of handling a particular set of disruptive students—it is not the end of the process. You have to think about the day after the revolution. The day after the revolution usually reveals a number of difficult, troublesome effects.

One is that the revolution itself has radicalized the behavior of a larger number of sensitive young people. They have had their first experience with a style of violent action, abusive language, and it has given some of them satisfaction and pleasure. The revolution made possible a form of behavior that was not available to them before—or at least not exercised by them before—and this radicalized influence is pervasive. The violent demonstration does not have this influence on all of them. It makes some more conservative. But the revolutionaries know that the best way to recruit new members is for them to get in trouble, preferably physically.

Another characteristic of the day after the revolution is the tremendous power struggle. What has happened, of course, is that the authority, the structure, whatever it is, has disappeared and there is now an enormous competition for the guidance and direction of the institution from then on. Faculty factions split up into dozens of groups. The same is true for students. The power struggle afterwards is destructive and corrosive and it takes a long time to pull out of it.

This does not mean one doesn’t acknowledge the presence of this risk and isn’t willing on occasion to really undergo it. I am not suggesting that one must never take an action that might have this consequence. Indeed one must face up to this as a real option—that one cannot arrive at any other way of solving a problem—but it must be a decision made on the basis of principle.

Indeed for our very survival, I think we are required to make the greatest commitment to orderly processes, to rules that are enforced firmly and fairly, to the disciplined resolution of our conflicts. Indeed our only hope lies in the development of an orderly community which respects rules that protect the community of learning.

But I also want to challenge the notion that all one needs to do is deal in a very firm, decisive fashion with a small number of people. It is more complicated than that.

What are some of the other implications of this problem? One is that we have to be aware of the great importance of the chronic, low grade irritations. If we are interested in the loyalty of the majority. If we are interested in increasing their institutional commitment, their respect, admiration and love for it, we have to be concerned about the quality of their day-to-day lives, the details of their living in the classroom and outside, the residence halls, the admissions office, the registrar's office, the office where they go to get changes in program, the length of lines they have to endure at the time of registration, and so on. Much of our vulnerability and lack of concern on the part of large numbers within the institution results from this kind of chronic, low level discontent that comes out of a substantial number of what I call low grade, minor irritations—bureaucratic rigidity, indifference, slowness and absence of personal response.
Although conflict often appears to center around major issues, freedom of speech or something like that—when finally a group assembles that has this apparent objective—it is a mixed population. These conflicts represent an accumulation of grievances that have nothing to do with the issue itself.

So it is important for our survival to be alert to things that really make for irritation and I assure you that the clerks, the stenographers, the secretaries, the custodial staff and everybody plays a part in determining whether or not the quality of daily life is irritating or not.

This does not mean a posture of endless compliance and accommodation but it does imply the need for sensitivity to the personal impact of our practices.

We just must improve our performance with respect to institutional responsiveness. We have to cut down on the time lag. We have to recognize that a student's life is indeed short and we have to make a response quickly and clearly and honestly. If we can't make a response immediately, we must keep the student aware of the progress being made in the solution of a particular problem so that he knows something is going on.

We must recognize and use our great diversity in the student body, especially in our large universities. I mentioned four categories of students. Actually, there are many more. One of our biggest problems is our insistence in treating this large, heterogeneous, complex population in the same way. Usually, we adopt a pattern of response that accommodates the largest number when actually we should be interested in identifying the sub-cultures that have particular values, particular styles and trying to accommodate these people in a variety of other ways.

The vast majority of students and faculty are satisfied with the general way the academic program is operating on the Berkeley campus; but there is a substantial, significant minority that has to be taken into account. They believe the whole system ought to be changed. They have written a report suggesting the whole business is rotten from the core and ought to be changed. So, the majority says, "We are very happy and only a few are not. Therefore, nothing should be changed." The minority says, "We are terribly unhappy. Therefore, everything ought to be changed." The intelligent solution has to be something other than either of those. Some people are unhappy and there is some legitimacy in their unhappiness so something ought to be changed. There is no single pattern, and we should use some ingenuity to recognize sub-cultures and try to accommodate their needs.

The idea that the conception of a university is a center of learning is frightening in its demands; and I cringe at how far all of us responsible for universities fall short of its implications. Our ideals are terribly high and terribly important.

In addition to helping the student acquire a deep understanding of himself, his society and the world, we are concerned with the development of attitudes and values. We want him to choose his objectives wisely and well and wholeheartedly, to achieve habits of curiosity, of flexibility and objectivity. These are the basic skills and attitudes so important to the survival of the free world. We are interested in the development of imagina-
tion, resourcefulness, independence, a sense of responsibility, and a set of ethical standards that are truly his own. If these traits are present, the individual, knowing the value of knowledge, will acquire it when he needs it.

But these attitudes and habits of mind are difficult to develop. We know little about how to do it, but from what we do know, we know their development is time-consuming, costly and requires the best effort of some of our greatest talent.

What do we know about this process of communicating the attitudes of mind and values? We know that if these attributes are to be achieved in the young, there has to be somewhere in the daily life of the student, personal, intimate contact between him and people who exemplify these characteristics—models, if you will. This is really the key.

Abilities, skills and values develop only through contact with people who represent them in their behavior, in their grasp of the job, the subject matter, in their habits and attitudes of inquiry, in performance. We do not know precisely how this happens, but that it happens has been an observation commonplace throughout history. Society has always been concerned about models with whom the young interact.

Fortunately for us who teach, we know that the model doesn't have to be perfect. Also we know, however, to our sorrow that imperfections in these models interfere with learning. Dogmatic, over-critical, rigid people generate their own kind. Lazy teachers tempt students to memorize and parrot back. Hence our concern that we be the best models that we can be and this means not just the faculty but the whole family of people officially related to the university have to examine their own characteristics—whether we are curious; whether we are responsive to new experiences and willing to make them relevant to the student; whether we are willing to take chances; whether we recognize that mistakes can be useful in the process of learning; whether we are fair; whether we are honest; whether we are flexible.

I am suggesting that if we cultivate these traits ourselves, we will serve as good models. When we seek to develop these characteristics in our students, we will, together with our own example in our own behavior, be creating the conditions for learning which give the university its justification and its right to support. We will be discharging with honor our responsibilities.
A Technology Torch Is Lighted In AFRICA

Technological developments throughout the world during the past two decades have been accompanied by an acute shortage of technically trained manpower. This need is especially great in Nigeria, where the supply of well-trained indigenous technicians is far from adequate to staff the industrial economy. In recognition of this need, legislation was enacted in 1958 by the Western Nigerian government to establish a technical college under the sponsorship of the Ministry of Education.

Approximately 25 acres of land were acquired on the outskirts of the city of Ibadan for a campus. Plans were drawn and work started in 1959 on the construction of five buildings, with facilities provided for administrative offices, commerce, science, engineering laboratories, and workshops.

In December, 1959, the United States Agency for International Development, then the International Cooperation Administration, entered into an agreement with the Western Nigerian government that called for the U.S. government to secure the services of an American university to help develop the technical college then under construction in Ibadan.

It was agreed that the overall purpose of the new institution would be to provide two-year post-secondary

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Photo above shows the unveiling of the "Kalamazoo Way" sign on a campus street at the Technical College in Ibadan. From the left, taking part, were WMU President James W. Miller; Fred W. Adams, vice chairman of the University's Board of Trustees; O. A. Ajayi, principal of the Technical College, who received an M.A. from WMU in 1965; and among the group to his left were two who attended WMU: Stephen A. Adefemi and S. O. Soyannowo, in white shirts.

Article by DR. GEORGE E. KOHRMAN, Dean of WMU's School of Applied Arts and Sciences.
programs in the mechanical, electrical and civil engineering technology fields. Engineering technology is distinguished from engineering because of the shorter period of professional training necessary and greater emphasis on applied engineering skills.

The United States Agency for International Development (USAID) arranged a contract with Western Michigan University to provide the professional guidance for the development of the new Technical College. Dr. J. W. Giachino, head of the Department of Engineering and Technology at Western and I went to Nigeria in April, 1960, to work with local officials in the development of plans for the college.

The first team of five consultants from WMU arrived in Ibadan during the summer of 1960, and devoted much of its time to planning the proposed programs. In February, 1961, a special preparatory class was enrolled at the Technical College, and twenty-five students from this class were among the first groups to enter regular courses in civil, mechanical, and electrical engineering technology. Shortly afterward, a curriculum in town planning was introduced at the college to serve the needs of the Ministry of Lands and Housing. In July, 1966, Western was also asked to furnish assistance in the development of an office training (commercial) program at the college.

Following the first group, new advisory teams from WMU arrived in Nigeria during the summers of 1962, 1964, and 1966 to take over from their predecessors the responsibility for guiding the development of the educational program at the college. Altogether, WMU provided 23 staff technicians or advisors. Of this group, 14, or 60 per cent, were regular WMU faculty.

The team leader of the first group was Dr. Frank Scott, Professor of Engineering and Technology from the Kalamazoo campus. A member of the first group, Dr. Fred Beeler, Professor of Mathematics, later returned for a second two-year tour of duty as leader of the nine-man team which completed the contract in June, 1968. Other regular members of the WMU staff serving in Nigeria during the contract period were: Dr. John Bendix, Dr. Robert Nagler, Lewis Yost, Charles Yunghans, William Stiefel, Carl Engels, Joseph Kelemen, Charles Shull, Dr. Cameron Lambe, Charles Woodward, Dr. E. L. Marietta, and Richard Murray.

At the beginning, it was recognized that Nigerians would be needed to staff the school, if it were to be truly an indigenous institution. Very few Nigerian engineers were available for employment and practically none of these were prepared as teachers. Starting in 1960, some twenty-eight students were sent to the United States for technical education programs leading to the bachelor's and master's degree level. Of this group, eight have been employed at the Technical College for some time and six more were employed this September, while five others are still in training in the United States. Six graduates accepted positions with private industry and other governmental agencies upon their return to Nigeria.

Early in 1968, ground was broken and construction started for dormitory or hostel facilities for 200 students and for 14 staff housing units. These facilities are located adjacent to the campus on a 30-acre tract of land belonging to the Technical College. Plans are also under way for further expansion of the educational plant.

Expenditures under the WMU-AID contract amounted to slightly more than two million dollars during the eight-year period. The largest cost item was staff salaries. Other major items of expenditure were travel and transportation of staff, equipment including books for the library, education expenses of Nigerian students in the United States, and overhead expenses incurred by Western. At the conclusion of the program last June, nine staff members from Western were serving the project in Ibadan.

Two students at the Technical College learn the intricacies of surveying on the college grounds, with college buildings in background.
Participation in the development of the Technical College has brought a great measure of satisfaction to Western. Even more, it has brought benefits which otherwise would not have accrued to the University. The Timi of Ede visited the campus as did Lamadi Fakaye, one of the foremost woodcarvers of Nigeria. Both men through their visits and association with students and faculty members were a source of enrichment. It has meant that many Nigerian students have enrolled at Western, giving us an opportunity to learn about a different culture and it has provided us the opportunity to share with another people our knowledge and skills.

During the eight-year period of the contract, all operating costs for the school were paid by the Nigerian Ministry of Education. United States AID funds could, therefore, be concentrated on the further development of the school. Both U.S. and Nigerian funds were used to equip the workshops, laboratories, and classrooms. The facilities can adequately accommodate a total enrollment of 500 students. However, additional library facilities and classroom space will soon be needed as the college continues to grow.

One of the primary responsibilities of the WMU technical staff was to assist the Nigerians in the use of audio visual equipment and in the organization of instructional materials for effective teaching. Fifteen study guides were developed for use in various instructional areas. The indigenous staff was encouraged to continually revise and develop new instructional materials, in order to keep up with developments in modern technology.

Since the first class enrolled in February, 1961, more than 1,000 students have entered the several courses of study in the college, 215 of whom were in attendance at the close of the second term of the 1968 school year. Approximately 375 students have been awarded diplomas upon the completion of two-year educational programs. These graduates have taken technical and office positions in business, industry, and government. Several of the Commercial Department graduates have entered the field of teaching.

The general policy of the U.S. government in projects of this nature is to start the phasing-out process one or two years prior to completion of the program. In this instance, however, it was mutually agreed between AID and WMU officials to maintain full University staff support throughout the life of the contract. No doubt, this was a wise decision, because Western was able to maintain a strong program at the Technical College during the economic and political crises brought about by the Nigerian civil war during the last year of operation.

Lack of financial support or failure to employ necessary indigenous staff on the part of the local government in the future will not adversely affect the image of the school.
In recognition of the services rendered by Western Michigan University and USAID, the Ministry of Education sponsored a convocation at the Technical College during the last week of June. A special invitation was sent to Western's President James W. Miller to serve as the principal speaker. Other representatives from WMU who attended the convocation and graduation activities were Trustee Fred W. Adams and myself. I served as campus coordinator of the AID project during the eight-year period of the contract.

In addition to the student body, staff, and U.S. visitors, Nigerian government officials, AID representatives, and Nigerian business and industrial leaders also participated in the special activities at the school in connection with the completion of the Western Michigan assignment.

The Ministry of Education and the staff of the Technical College arranged for the naming of one of the major streets on the campus "Kalamazoo Way." In concluding the ceremony, the college's principal, O. A. Ajayi, a Western graduate, stated, "For those of us associated with the Technical College, this should always serve as a reminder of the fine leadership provided by the Kalamazoo school in helping us develop this much needed technical college."

Brigadier Adebayo, military governor of the Western State of Nigeria, invited Western Michigan officials, staff and their wives to his home for a special reception prior to their departure for the United States. It was quite evident that the efforts of the American government and Western Michigan University, in assisting the development of technical education in Western Nigeria, had not escaped notice of the highest government official of that state when he said,

"I wish to place on record, with very deep appreciation, our most grateful thanks to the USAID for their generous assistance in the development of the college so far. Apart from personnel, the USAID has provided grants for the training of participants, offered 70 scholarships for two-year courses of study in an effort to encourage students to attend the college in the early days, provided machinery and equipment for the laboratories and workshops, as well as large stocks of books for the library. For all these, we are heartily grateful."

The Governor gave every evidence of intense interest in technical education and strong support for the Technical College in commenting on its future, "I wish to assure all here present that my government will continue, with all its power and resources, to encourage the development of technical education in this state. I sincerely hope that the torch which, in 1960, was lit in the Technical College will not go out, but that it will continue to shine and radiate throughout the length and breadth of this state until our technical manpower requirements, on which our future prosperity so much depends, are fully satisfied."

As he participated in the termination ceremonies, President Miller gave Technical College students and faculty and the West Nigerian government words of encouragement for the future when he said: "You are indeed richly endowed with a potential in human resources equal to any nation."

Above photo shows students in an electronics laboratory carefully watching WMU instructor demonstrate how to use testing device.
BECOME A SCHOOL COUNSELOR?
There's Good Reason

The Sangren Hall display of WMU's year-long Counseling and Guidance Institute draws the interest of a student. Most of the 22 persons enrolled have had previous counseling experience, but not with disadvantaged children. The institute, supported by National Defense Education Act funds, is designed to enable the enrollees to better counsel disadvantaged children. It ends next June, under the direction of Dr. Gilbert Mazer, School Services Department.

An ideal to which most educators are committed is the provision of guidance and personnel services for all students in schools and colleges. In recent years the movement has grown rapidly in our secondary schools, colleges, and universities. It is estimated that more than four thousand Michigan educators were serving in various guidance positions in the 1967-68 school year. At present, elementary schools, especially those in metropolitan areas, are also engaging guidance-trained people.

Many Michigan guidance positions remain unfilled each year for lack of trained personnel. The national shortage is even greater. Not withstanding ten years of generous national government support for the education of school counselors under NDEA, the shortage has grown to more than forty thousand.

Article by DR. ARTHUR J. MANSKE, Professor of School Services at Western Michigan University.
Western Michigan University has offered guidance courses for twenty-six years and has assumed a leadership role in counselor education in the middle west. Until 1953, graduate guidance courses were taught in association with the University of Michigan. Since then, Western Michigan University has had its own graduate school, and for the past few years the counselor education curriculum has had the largest enrollment, at present approximating six hundred students studying for either master's or specialist degrees.

In an attempt to upgrade Western's counselor education program, repeated and varied evaluations have been made. For example, a follow-up study of M.A. graduates by Dr. Donald A. Davis was completed in 1961. A more comprehensive follow-up study of those who graduated between January, 1953, and December, 1966, was planned and completed in the 1966-67 school year. Many interesting findings of this questionnaire study may be of interest to W.M.U. alumni.

The questionnaire study included 597 graduates. More than three months were required to secure the addresses of the graduates, since most had not kept their addresses up-to-date in the Alumni Office. Five were found to be deceased. Try as we might, twenty couldn't be located. Twenty-one failed to answer a second mailing of the questionnaire. However, 551 returned completed questionnaires. This gives us the unusually large response of a little over 93%, a truly phenomenal return. (Graduates must have learned their lessons well when follow-up studies were the topic of study and discussion.)

The follow-up study depicts a continuing growth in the number of graduates from a low of eight in 1954 to a high of 100 in 1965. During this same time the faculty had quadrupled. Considering this growth and the projected doctoral program beginning last September, the faculty undoubtedly will need to be augmented considerably in the very near future.

Nationally, more men than women choose the guidance profession. Western alumni are no exception. Of the respondents, 345 (62.6%) were men; 206 (37.4%) were women.

Following the usual pattern, the men were considerably younger than the women. The median age of the men was 32 while that of the women was 46. Many mothers still remain home to rear their children and then return for guidance training and placement. There was some difference between men and women in marital status and in the number of offspring. Ninety per cent of the males were married while only 63 per cent of the females had husbands. Nearly three times as many women as men had never married. One and three-tenths per cent of the men had been divorced, while the figure for women was 10 per cent, a ratio of one to eight. The married males had fathered 345 children, a mean of 1.3; the married females had borne 245 children, a mean of 1.7.

Thirty-three graduates, of whom 64 per cent are male, have been awarded specialist or doctorate degrees. In the main, these degrees were in educational administration and in student personnel work in higher education. Michigan universities were favored by students for advanced degrees. Twelve of the 33 degrees were specialist degrees from W.M.U.; nine, advanced degrees from Michigan State University; five, advanced degrees from the University of Michigan; and one, a specialist degree from Eastern Michigan University.

It was somewhat surprising to learn that 36 per cent of the men and 41 per cent of the women had not returned for any formal college instruction anywhere after their master's degree. On the other hand, of those who had returned for additional semester hours of credit but for no additional degree, the men averaged 14 hours and the women 11 hours. It is noteworthy that 24 students each have earned more than 40 semester hours of credit, yet have not received post-master's degrees—an indication, undoubtedly, that many of these are working in doctoral programs.

Seventy different colleges and universities have been attended by the men and 24 different schools by the women. Most of the graduates, however, had returned to their alma mater for additional course work—109 men and 69 women. Michigan State University had the next highest attendance, with 63 men and 24 women. The total attendance at Michigan institutions of higher learning was 210 men and 110 women, again verifying the fact that Michigan universities are popular with graduate students. The California colleges and universities, 14 in number, had 25 students enrolled, more than any other state except Michigan.

As to future educational plans in guidance instruction, 21 per cent of the men and 40 per cent of the women showed disinterest. Approximately one-third of the men and women indicated a desire to enroll for additional guidance courses but not for degree purposes. Twenty-one per cent of the men and 14 per cent of the women plan to earn a specialist degree, and 25 per cent of the men but only six per cent of the women indicated an interest in the highest degree. Women again showed themselves less interested than men in additional study when only 21 per cent against 58 per cent indicated a desire for post-master fellowships.

Four hundred and sixty-one respondents lived and worked in Michigan. This again vouches for the fact that Western Michigan University serves Michigan well. Indiana (18), California (12), and Illinois (11) lead the other twenty-eight states and three foreign countries.

When people have received training for the guidance profession, do they enter and remain in it? Sixty-six per cent of the men and 57 per cent of the women were in counseling positions in schools, colleges, social agencies and the ministry, occupations for which the Education Department of Western Michigan University accepts a counselor training responsibility. Considering the great
need for school and college counselors, it is somewhat surprising that only 48 per cent of the men and 51 per cent of the women are functioning in this capacity.

Just why 15 per cent of the men and 29 per cent of the women have chosen to remain classroom teachers and six per cent of the men and 14 per cent of the women have combined classroom teaching with counseling is difficult to understand when so many full-time counseling positions in Michigan and other states remain unfilled. For 16 per cent of the males, the master's degree in counseling was a stepping stone to educational administrative positions. Three per cent of the men accepted various responsible positions in business and industry. As might be expected, six per cent of the females were full-time housewives and three per cent had already retired.

Because considerably more men than women had accepted administrative positions in education and business, the mean salary for all men, $9,075, averaged $925 a year more than the mean for women, which was $8,150. Of all groups, pastors received the lowest average wage, $7,800, while business and industrial people and superintendents of schools averaged the highest, all over $12,000. Male principals averaged $9,900 a year. Male school counselors earned on the average $9,510 while female school counselors earned $8,168, a difference of $1,342. Less mobility for married women and less administrative responsibility for females probably account for this differential.

There were very slight differences between male and female teachers and between men and women teacher-counselors, each hovering around $8,000. Male full-time counselors, however, received $1,610 more and male college personnel workers received $1,560 more than male school teachers. Usually, a longer school year for most counselors accounts for this fact. Social agency counselors' salaries equaled teachers' salaries.

Of interest, also, most counselors had been recently employed in their present positions. More than half of both sexes had acquired their present positions within the last three years. Guidance-educated teachers, especially women, however, had considerable tenure in present positions. Family obligations often prevent women teachers from moving into communities where counseling opportunities occur.

Even though Western's Placement Bureau is very highly regarded by employers and assists thousands of graduates and alumni each year, most of the counseling alumni do not credit WMU's Placement Bureau for securing them their present positions. Seventy-six per cent of the men and 74 per cent of the women indicated that present positions were gained through their own initiative and through upgrading in the same school system. Very few believe that guidance professors were instrumental in their placement. Perhaps alumni do not recognize the importance of their former professors and the college Placement Bureau. However professors and the Placement Bureau personnel write letters daily and make many personal contacts with prospective employers.

Fifty per cent of the men and 32 per cent of the women indicated an interest in changing their positions. Men, in the main, are seeking employment as personnel workers in colleges and universities, as directors of guidance, and in responsible positions in business and industrial establishments. Many of the women desire to leave the classroom for full-time guidance work. Thirty per cent of the men and 18 per cent of the women wish to be placed on the active list at Western Michigan University's Placement Bureau.

A special section of the questionnaire pertained only to the situation of guidance workers in schools and colleges. Eighty-nine women, 43 per cent of the total female population in this study, and 187 men, 54 per cent of the total males in the study, responded to this section.

Because most counselors in Michigan are employed in senior high schools, it was predicted that many of the Western graduates would be working in these schools. The questionnaire proved this supposition to be correct: 44 per cent of the women and 43 per cent of the men were so employed. Women (33 per cent) seemed to be more attracted to junior high school positions than men (17 per cent). That elementary school guidance is still in its infancy is reflected in the few guidance graduates occupying those positions: females eight per cent, males seven per cent. A surprising number—10 per cent of the women and 23 per cent of the men—occupied guidance positions in colleges and universities. The excellent practicum experiences available to the trainee in Western's Counseling Center undoubtedly account for this latter finding.

Most of the guidance workers (women, 98 per cent; men, 80 per cent) are employed in quality schools accredited by the North Central Association of Schools and Colleges or other regional accrediting agencies. Most of those responding (84 per cent of the women and 81 per cent of the men) were engaged by schools with enrollments of more than 500 students. In fact, nearly one-half of the women and men, 45 per cent and 47 per cent respectively, are working in schools with an enrollment of over 1,100.
Every profession has its problems. The questionnaire revealed that in guidance, as it has been for many years, overwork is still the chief offender. Accordingly, the three perplexing problems checked by both men and women were (1) Overload of Students, (2) Insufficient Clerical Help, and (3) Insufficient Time to Further Professional Competency. Other problems experienced by one-third or more guidance workers were (1) Insufficient Time to Work with Social Agencies, (2) Insufficient Time to Relate to Teachers, and (3) Insufficient Time to Work with Parents. Poor facilities and inadequate guidance materials were problems of a few; however, in the main, monies from the NDEA has brought some relief. Lack of cooperation by administrators and lack of cooperation by teachers were mentioned rarely; but when they were stated, they produced rather vociferous comments showing the extreme disappointment and frustration of the guidance counselor.

During the professional preparation of school guidance workers, much emphasis was given to the value of professional organizations. How professional are our graduates now? Only 43 per cent of the women and 38 per cent of the men indicated membership in the American Personnel and Guidance Association, with most of the people affiliated with the sub-group, American School Counselors Association. Nearly all graduates employed at colleges and universities disclosed membership in the American College Personnel Association Division. Many more school guidance workers are associated with the State Personnel and Guidance Association and with the Michigan Counselors Association.

Because of the concerted efforts of Dr. Kenneth Engle, Western's Continuing Education Division guidance representative, many county guidance groups were formed. The majority of the 80 per cent of the school guidance respondents indicated that they held membership in such local groups. It is interesting to note that in every category of guidance affiliation, the women outnumbered the men by as much as 20 percentage points.

As a whole, the Western Michigan University Counselor Education Department is gratified with the findings of the study. The many written personal comments on the questionnaires reflect good will toward Western's educational endeavors. The commitment of the alumni to the guidance profession, with few exceptions, seems very positive. It is disappointing, however, that so many graduates have not and do not intend further study and that quite a number are not involved in professional organizational endeavors. Perhaps then, during the initial preparation of school counselors, more emphasis must be placed on the need for continuing growth in professional competency throughout the counselor's career. In a broader view, the findings of this questionnaire undoubtedly should prove very valuable as a basis for any restructuring or upgrading of the counselor-education program.
basketball

There's a Ford figuring prominently in Western Michigan University's basketball future.

If this Ford can generate enough horsepower the Broncos will be a tough team this winter but how tough is only a question that can be answered once the season gets underway.

The Ford mentioned above is Gene Ford, a 6'3 1/4" senior from Chicago, who can play every position on the court, all of them exceedingly well. Ford was named to the all-Mid-American Conference first-team last year and head coach Sonny Means is hoping Ford has an even bigger season this time.

Means is hoping his Broncos can improve on last year's 11-13 record for the season and 5-7 record in the conference that was good for fourth place. There were bright spots last season, including a season-closing 73-66 upset over nationally-ranked Marquette, but the Broncos couldn't stay up all the time. "I feel we'll be more consistent this year," said Means, entering his third season at the Broncos' helm, "both offensively and defensively. We'll have better balance at every position and our strong point should be enthusiasm and hustle."

Key losses from last season include Reggie Lacefield, the top scorer and rebounder who was named to the all-conference second team, and guard Ron Kidney.

Besides Ford, other key players returning include forwards Bill Vander Woude and Paul Vander Wiere and guards Ellis Hull and Joel Voelkert.

Ford, however, is the stellar attraction. Last season, he averaged 18.8 points and 10 rebounds a game. He shot nearly 48 per cent from the field and was over the 50 per cent mark until late in the season. As a junior, he started at forward, center or guard at one time or another during the season although most of his time was spent at center.

"He can do it all," said Means. "He can shoot, rebound, handle the ball well and play good defense. On top of that he has good size and speed."

The top addition to the squad is sophomore Earl Jenkins, a 6-7 Viet Nam war veteran, who averaged 21.4 points and 18 rebounds per game with the freshman squad last season. He'll offer good rebounding help but still must develop as a scoring threat comparable to the departed Lacefield.

1968-69 BASKETBALL SCHEDULE

Dec. 3 DETROIT
6 Michigan St.
7 Michigan
10 BALL STATE
14 INDIANA STATE
21 Marquette
27-28 Pan-American Univ. tourney (WMU, No. III., Morehead St., Pan-American) at Edinburg, Tex.

Jan. 2 Loyola (Ill.)
4 Toledo
11 MARSHALL*
14 Central Michigan
18 Kent St.*
22 MIAMI (Ohio)*
25 TOLEDO*
29 Ohio U.*

Feb. 1 Bowling Green*
4 LOYOLA (III.)
8 OHIO U.*
11 Marshall*
15 NORTHERN ILLINOIS
19 Miami (Ohio)*
22 KENT STATE*
26 BOWLING GREEN*

HOME GAMES IN CAPITALS
*Mid-American Conference games

swimming

Sophomores also figure prominently in the swimming picture where coach Ed Gabel figures his team will be improved.

"We'll have the best team in several years but the conference is improving just as much so it will be tough moving up in the standings," said Gabel.

Last year the Broncos were fifth and last in the conference but compiled an 8-4 dual meet record. The top returnees from last season include juniors Dave Petersen and Dave Pohlonski, who both won conference titles as sophomores. Petersen was first in the 200-yard backstroke while Pohlonski took the 1650 yard freestyle.

The Bronco frosh posted a 7-0 record last season and Gabel feels there will be help from that team. Several of the Bronco yearlings posted faster times than their varsity counterparts.

gymnastics

Winter sports teams at Western Michigan University, not counting basketball, have mixed outlooks for the upcoming months.

Gymnastics and swimming should be improved while wrestling and indoor track will be about the same as last season.

"We'll be improved," said gymnastics coach Fred Orlofsky. "We'll build around the sophomores and have much better depth than a year ago."

The Bronco gymnasts compiled a 2-9 record a season ago but have only three lettermen returning from that team. However, Orlofsky feels some good sophomore strength should offset the losses. The returning lettermen are junior Ed Bankowski of Temperance, senior Art DeMulder of Roseville and senior Jim Wyrick of Grand Rapids.

1968-69 GYMNASTICS SCHEDULE

Nov. 29-30 Midwest Open Meet at Chicago
Jan. 11 Ohio State & Ball State at Nureme, Ind.
18 Chicago Univ. & Illinois (Chicago) at Chicago
25 MICHIGAN
31 NORTHERN ILLINOIS
Feb. 7 Indiana State
8 Eastern Illinois
21 Circle Campus, Chicago & St. Cloud Univ. at Chicago
22 KENT STATE, MIAMI (Ohio) & BOWLING GREEN
28 STOUT STATE (Wis.)
Mar. 21 NCAA Mid-East Regionals
Apr. 12 Michigan Gym Assoc. Matches at East Lansing

HOME MATCHES IN CAPITALS

*Mid-American Conference games
1968-69 SWIMMING SCHEDULE
Dec. 7 MAC Relays at Bowling Green
14 Western Ontario
14 WMU, Wayne State at Mich. State
11 Ohio U.
13 Northern Illinois
17 Kent State
25 CINCINNATI
Feb. 1 AIR FORCE ACADEMY
8 BOWLING GREEN
14 Notre Dame
15 Ball State
22 Loyola (Ill.)
Mar. 1 MIAMI (Ohio)
6-7 MAC Meet at Kent State
27-29 NCAA Meet at Bloomington, Ind. 
HOME MEETS IN CAPITALS

wrestling

The wrestlers were 4-5-1 in dual meets and sixth in the conference last season but coach Roy Wietz can’t see much improvement.

"We still have problems at some weight classes," he said. "Sophomores will determine how well we do."

One of the top returnees is senior Gary Hetherington, who won the conference 123-pound title a season ago. Other conference placers returning include Richard Johnston and Gary Stoner. The latter athlete will be eligible for only the first semester.

There are several sophomores who should win starting berths, including Dave and Dennis Buford, brothers from Battle Creek.

1968-69 WRESTLING
Dec. 7 WESTERN ONTARIO
14 WMU, Marshall at Ohio U.
21 Michigan Open Matches at Detroit
26-27 Midlands Open Matches at LaGrange, Ill.
Jan. 11 KENT STATE
18 BALL STATE
25 Northern Illinois
Feb. 1 TOLEDO
8 MIAMI (Ohio)
11 Notre Dame
15 Wayne State
22 Bowling Green
28 - Mar. 1 MAC Matches at Toledo
Mar. 7-8 Four-I Matches at Oxford, Ohio
HOME MATCHES IN CAPITALS

indoor track

Indoor track is usually a strong sport at Western Michigan and this season shouldn’t be an exception although it won’t be any stronger than a season ago.

"We have a lot of sprint strength," said coach George Dales, "but we could make it up in other events. We will have good sophomore strength."

One of the top returnees for the Broncos is senior Tom Randolph, who captured All-American honors both indoors and outdoors last season. He was second in the NCAA indoor 440 but is also just as tough in the 60 and 300-yard dashes.

The Broncos posted a 2-0 dual meet record indoors and were second in the Central Collegiate Conference. Besides Randolph, other top returnees from that team should be Jack Magelssen, Don Bristol and Ken Coates in the middle distances, Mike Hazilla, John Schrader, Keith Reed and Dave Hein in the distances, Dick Kamischke in the hurdles, Leroy Dixon in the high jump, Jim Mitchell and Don Riencher in the long and triple jumps, Wayne Lambert in the pole vault and Tony Wiens and Mike Gross in the weight events.

The top newcomer should be Tom Wing, a transfer from West Point who is one of the top hammer throwers in the nation.

The 1967 Annual Giving Honor Roll Report has been mailed to the alumni family. Any omissions or errors are sincerely regretted. The Annual Fund Office will appreciate notification.

ALUMNI NEWS

From the office of John S. Lore, Director of Alumni Relations

University alumni may find soon that they can help play an important part in bringing a particular phase of the "generation gap" in a locale they recall with fond memories — the university campus.

Many alumni readily acknowledge that they are having a great difficulty comprehending the "new breed" of student who has come along to influence in varying degrees a re-shaping of established policies and practices at colleges and universities across the land. 

Well, the fact is, the role of the student in higher education has been changing — sharply in recent years — and it’s not really surprising that the alumni have become increasingly concerned about "what’s happening" to the old school. One hears the questions more and more frequently at alumni meetings, and a majority of professional meetings planned and attended by alumni directors nationally have concentrated on the matter of "student unrest."

This year’s American Alumni Council District V (midwest universities) meeting to be held in December was on the topic, "1969 — Crisis or Challenge," with the theme focusing on alumni administrators and their relationship to the current student bodies. The alumni administrator can’t avoid becoming "involved" in the changing pattern of student life; today’s students will be members of tomorrow’s alumni “family,” joining those already in the family who are expressing concern about undergraduate and graduate student trends.

The questions being asked by alumni administrators in national circles are:

(1) How does one explain the rationale of student unrest to the alumni in the field? 
(2) What kind of alumni will today’s "activist" students become? These would certainly seem to be legitimate questions, prompting justifiable concern on the part of the alumni administrators.

I can pass along my personal views in relation to the situation at Western Michigan University — recognizing that I, as is the case with most other alumni directors, am venturing into a largely unexplored area.

It is my feeling at this point that alumni directors as a group have not committed themselves to the PRESENT student body and, as a result, may have contributed to the growth of some of the problems facing us today. We have been so busy working with active and former student bodies, we overlooked or ignored the young man or young woman who, in a very few years, will become a member of the alumni family. By devoting more of our time and energy to the student body, there could come a mutual understanding with resulting mutual benefits.

We at Western feel now that we have come to recognize our weaknesses in this area and are presently making plans to bridge some of this "generation gap." We have requested permission to establish a student group at Western known as the Student Alumni Service Board, the board to be composed of five students from each class — freshman, sophomore, junior and senior.

The board would have as its chairman the president of the Senior Class. This would make a board of 21 students, representing all levels of the student body, whose function would be to work with the Alumni Office in cementing relations between alumni and students.

It is our intention that, through this new organization, the students would participate in any of the events sponsored by the alumni, and would be willing to help in various alumni activities.

This, we anticipate, would serve as a two-way communication process whereby the students would come to know and understand the alumni and the alumni would be better able to meet and understand the students.

The Student Alumni Service Board would work with the Alumni Office in the traditional Silver and Golden Anniversary Reunions, for example. It would assist the office in homecoming planning, and would help deliver the "alumni message" to the student body. Further, through periodic meetings it would help bring a new measure of understanding between the Alumni Office and the whole student population.

Preliminary steps that have been taken to advance this proposed program have met with considerable interest and enthusiasm from the students at Western. Many have indicated that they realize there has been too little real communication between themselves and alumni, and they agree that the gap might well be narrowed with a program such as this.
'23 - '39

Arthur I. Nelson, '23, vocational coordinator for Big Rapids High School since 1946, and an educator in the school system for 30 years, as well as a civic leader, retired this June. Nelson served on the Big Rapids City Commission and the Mecosta County Board of Supervisors for 12 years, and is a past president of the Lions Club. Mrs. Virginia Coffey '24, was made executive director of the Cincinnati Human Relations Commission this year, putting her in charge of seeking solutions to minority problems in the city. Mrs. Ethel (Emerson) Richardson '24, has become Grand Chief of the Michigan Pythian Sisters. She lives in Charlotte.

Ruth Engstrom '26, commercial instructor at Baraga High School, retired this year.

Gerry Graham '26, has retired from the athletic directorship at Battle Creek Central High School, after 42 years as a coach and teacher there.

Gerald F. Ritchey '26, has also ended 42 years as coach and teacher in the Lansing schools, and retired from the science staff of Lansing Sexton High School earlier this year.

Helen Weller '26, retired following her 42nd anniversary as a teacher and administrator at North Park School, Grand Rapids. Superintendent of the school for 20 years until 1960, Miss Weller was principal at the time of her retirement and managed to teach one class per semester to stay close to “her children.”

Mrs. Hildur Johnson '28, principal of the Greenridge School, retired this past June after 22 years in the Comstock Park Schools. Prior to this she was a librarian for the Grand Rapids Public Library for 19 years.

Loretto Oehlhafer '28, B.S. '45, ended a 45-year career in elementary education with her retirement in June. She taught 30 of her 45 years in the Coloma Elementary School.

Gardner W. Kirsten '29, was one of 27 employees of the U.S. Food and Drug Administration called to Washing-
igian University.

Charles Brotebeek '53, was recently appointed assistant principal at Portage Central Junior High School. He was formerly adviser in the Dean of Students Office at Western Michigan University.

Richard Higgi M.A. '53, former coach and math teacher at St. Joseph High School, is now principal of Portage Northern High School.

Alice E. Mallory '53, M.A. '56, was appointed director of vocational education for the Genesee Intermediate School District. He served as U.S. Department of State technical adviser to the government of Nepal, as well as holding several positions in Michigan.

Larry J. Morrow '53, a television news executive in Chicago, and past reporter for the Chicago Tribune and United Press International, recently assumed the position of associate producer of CBS-TV's morning news show.

Robert C. Nuding '53, an employee in the home office of Aetna Life & Casualty, Hartford, Conn., has been designated a fellow in the Society of Actuaries.

John A. Russell '53, administrator of the Teaching Hospital at the Milton S. Hershey Medical Center of the Pennsylvania State University, became a fellow in the College of Hospital Administrators on September 15th.

Dr. Carl Shafer '53, M.A. '55, is now placement manager of all corporate departments in Dow Chemical's Midland office.

Ford L. Broman '54, assistant cashier of Grand Haven's Peoples Bank & Trust Co., has been elected president of the Grand Haven Lions Club.

Delia M. Demas '54, M.A. '61, was chairman of the professional study committee for the Battle Creek Public Schools In-Service Education Session this year. This event was the first of its kind held in Battle Creek.

Roy G. Walters M.A. '54, former athletic director and coach for Kalamazoo's University High School and more recently coordinator of student teaching at Western Michigan University, has been named principal of Comstock Middle School.

1955 -'59

John R. Draper '55 was promoted to quality control manager of Sunoco Products Co.'s Hartville, S.C. plant. He has been with the firm since 1964.

Kenneth D. Lacey '55, who began working in the Kalamazoo plant of Westab, Inc., in 1947, has been named national sales coordinator for the company at its home office in Dayton, Ohio.

George E. Race '55, is now audiovisual technical supervisor at Albion College.

James Ludwig, '55, is now administrative assistant to the superintendent of Jenison (Mich.) Public Schools.

James L. Stevenson, '55, M.A. '62, is now the administrative assistant for the Van Dyke Public Schools, Warren, Mich.

Dr. James M. Lafferty '38, a native of Battle Creek, has been named manager of the General Physics Laboratory at the General Electric Research and Development Center, Schenectady, N.Y. He directs the activities of more than 50 scientists and engineers engaged in studies of metal and ceramic physics, nucleons, radiation, and plasma and vacuum physics.

Dr. Lafferty, who was recently elected president of the 5,000 member American Vacuum Society, received his Ph. D. from the University of Michigan.

Dr. Norman P. Weinheimer '51 this year became superintendent of public schools at Grand Lake, Mich. Born in Bridgman, Mich., he received an M.A. degree from the University of Michigan and his doctorate from Michigan State University.

His daughter, Pamela, is a freshman at Western. Dr. Weinheimer is currently the treasurer of the Michigan Parent Teachers Association.

Donald F. Hoyt, '56, has become a registered representative of the Detroit brokerage firm of Manley, Bennett, McDonald & Co., a member of the New York Stock Exchange.

Richard Fitzgerald '56, superintendent of the Concord School District since his promotion this year, received his specialist in education degree at Michigan State University last spring.

Donat Mc Connell M.A. '56, Spec.Ed. '63, recently was superintendent of Saginaw Township Public Schools, transferring from the same position in the Paw Paw Public Schools.

Jack F. Owen '56, M.A. '62, represented Western Michigan University at the inauguration of Dr. Lee Sherman Dreyfus as President of Wisconsin State University, Stevens Point, Wisconsin, in May.

Randall R. Preston '56, director of personnel at Amway Corp. since 1965, has been appointed general manager of Amway of Canada, Ltd., London, Ont.

Jerry Linnen '56, has received a promotion by the Dow Chemical Company to production superintendent of the company's Riverside Plant in Pevely, Mo.

Robert Mc Lelland '57, is now high school principal for the Plainwell Public Schools, where he taught math from 1954-57 and was junior high principal from 1957 to 1966.

Philip J. Meyer '57, has been promoted to the position of assistant paper mill superintendent at West Virginia Pulp and Paper's Luke, Maryland mill.

James V. Pecich '57, M.A. '61, a physical education teacher in the Kalama-zoo Public School system, has been named assistant principal in Kalamazoo's Hillside Junior High School.

John B. Vermilya M.A. '57, former superintendent of Concord Community Schools at Elk hart, Ind., was named superintendent of the Pinconning Area Schools, Bay City, Mich., earlier this year.

Paul D. Arsenneau, '57, has joined the General Foods Corp. as regional manager for metropolitan New York City in the sales department of the Atlantic Gelatin division.

Newell W. Brown, '57, in the retail business since 1958, is now the organization projects manager for the corporate personnel department of Montgomery Ward & Co.

Donald G. Pryor, '57, has been named assistant production manager at the Biron Division of Consolidated Papers, Inc., Wisconsin, a firm he has been employed by since 1955.

Bonnie Boldt '58, has been named teacher-coordinator for office education at Lake Michigan College, St. Joseph.

Ray R. Kooch '58, former band director for the Wyoming Mich. Public Schools, has been appointed principal of Concord High School, near Jackson.

Earl Phillips '58, was named director of vocational education in Utica Community Schools, where he has been employed the past ten years.

Marlene Ragla '58, was elected this summer to the vice presidential post in the Indiana State Occupational Therapy Association, a two-year term. She is currently supervisor of the children's Occupational Therapy program at Central State Hospital in Indianapolis.

William O. Sheldon '58, resigned from the Petokey Public Schools earlier this year to assume the directorship of vocational and adult education with the Cheboygan Area School Washington Freida (Barnes) Thompson '58, retired this year after serving the Allegan County area for the past 33 1/2 years, most recently in the Fennville Elementary school.

Richard C. Armbust, '58, a native of Hollywood, Calif., was named project officer in the data processing division of the Bank of California's San Francisco head office in February of this year.

James A. Graham, '58, was recently promoted to treasurer of the Emerald Beach Plantation and Hotel in Nassau, the Bahamas.

Herman Saitz, '58, Cass County assistant prosecutor since 1965, resigned this year to join the law firm of Keller and Keller in Niles.

Joseph E. Strub, '58, is the new manager of carbonless papers at Consolidated Papers, Inc., Wisconsin Rapids, Wisconsin.

Rev. Max Bailey M.A. '59, has taken over the pastorate of the Tipton
Community Church, near Tecumseh, Mich. Reverend Bailey went into the ministry following a 25-year career as teacher and administrator in various Michigan schools.

Robert B. Blackwell '59, received his master's degree in special education at Colorado State College's June commencement. His area of specialization is education for the mentally retarded. Elliott V. Caldwell '59 M.A. '66, has been appointed director of the Kalamazoo County Juvenile Home Education Program. He was a teacher of the emotionally disturbed at a day care center operated by the Kalamazoo Child Guidance Clinic.

Jean Patricia Carl '59, recently received her doctorate of law degree from Detroit College of Law. She is presently a counselor at Robichard High School in Dearborn.

Xeina Clark '59, retired this year after serving 33 years as a teacher, the past seven in the Brandywine school system at Niles, Barbara Dickerson '59, recently returned from a five-year teaching and missionary program at the Jai Girls School in Hakodate, Japan. She is an English teacher and was sponsored by the Methodist Church.

Rev. Kenneth G. Johnson '59, was installed earlier this year as pastor of the Emmanuel Lutheran Church in Allegan. Rev. Johnson came from the Melrose Park, Ill., Christ Lutheran Church where he has served the past six years.

Robert E. Maurer '59, M.A. '65, has been promoted to manager of the scientific systems department of the finance division of Geigy Chemical Corp., Hastings, Mich.

John G. Spencer M.A. '59, received his doctorate of law from the Detroit College of Law in June. He has been employed by the Internal Revenue office at Dearborn since 1959.

Jerome L. Peterson, '59, is now the personnel director of Memorial Hospital in South Bend, Indiana. Ronald Taylor, '59, a lawyer associated with his father in the St. Joseph firm of Taylor and Taylor, was selected by the Twin Cities Jaycees for inclusion in the 1968 edition of Outstanding Young Men of America.

'60-'62

Olive Dickson '60, a teacher for the past 29 years, retired this year after devoting her career to working with special education students in Cass County.

James S. Kozi '60, has taken over as manager of the GAC Finance Co. in Vicksburg.

Richard Loney '60, was recently appointed assistant principal of Portage Northern High School.

John H. Peruzze '60, M.A. '66, who has taught in the Harper Creek Community Schools, Battle Creek for the past eight years, was recently named elementary school principal there.

Richard C. Leahy '48 has been named general manager of the Spokane, Wash., service center of Joseph T. Ryerson & Son, Inc., the nation's largest metals distributor. Leahy joined Ryerson in 1952 in Chicago. In 1959 he became general order and merchandise manager of the firm's Dallas, Texas plant and moved to the Los Angeles service center in 1964.

William A. Jepsen, '49, vice president and treasurer of Jackson Vibrators, Inc., and mayor of Ludington, was elected to the board of directors of the Ludington State Bank this year. He has a master's from the University of Chicago.

Myron A. Roeder '60, has been promoted to director of marketing for the Pillsbury Company's refrigerated products division. He has been with the company since 1961.

Dennis Lawton, '60, has been named district manager of the Eakins Co. office, Kalamazoo.

John Schweitz '50 M.A. '58 has been appointed dean of vocational-technical curricula at West Shore Community College at Scottville, Mich., For the last 2½ years he had been vocational manager at the former Custer Job Corps Center near Battle Creek, which was closed this year. Prior to then he taught nine years at Portage Central High School.

Robert E. Willette '51 has been appointed divisions manager by the American Society of Tool and Manufacturing Engineers and is responsible for the overall operation of the society's nine technical divisions. He joined the ASTME staff in 1966 as assistant manager. The ASTME is a professional engineering society with 40,000 members in 35 nations. Advancing the manufacturing sciences through continuing education via seminars, conferences, workshops and clinics is a major aim of the society.

Nennis L. Percy, '60, M.A. '65, administrative assistant for the Brandywine Public Schools since 1964, has been hired this spring as business manager for the St. Joseph Public Schools.

Lee R. Pursley, '60, has been promoted by First National Bank & Trust Co. of Kalamazoo to assistant vice president.

Maxine Wittenbach, '60, a teacher at Lakes Elementary School, Rockford, for 12 years, has been named among the top 100 kindergarten teachers in the United States, according to a survey conducted for the magazine, "Grade Teacher."

Noah J. Funk, '61, has received his bachelor of divinity degree from Nazarene Theological Seminary in Kansas City, Mo. He taught high school in Maryville, Mich., until 1963 when he entered the seminary, and now plans to enter the ministry.

John B. LaDue, '61, was appointed assistant city attorney in Saginaw earlier this year. Recently discharged from the service, he had been stationed with the office of the Judge Advocate General at Blytheville, Ark.

Captain Robert A. Sundholm, 61, is a member of the U.S.A.F. squadron which recently won the Air Force Outstanding Unit Award for rescue and aid efforts to the civilian population during the devastating floods in central Alaska last year.

Dr. James Zboril, '61, has opened a dentistry practice in Rochester, Mich., after serving as a dentist for the Air Force for two years.

James Carl Duram '61, M.A. '63, recently received his doctorate in American history from Wayne State University, and is now an assistant professor of history at Wichita (Kansas) State University.

Capt. Eugene M. McGrath '61, was cited for meritorious service with the II Field Force, Vietnam, by receiving the Army's Bronze Star this past spring. Capt. McGrath was chief of the Administrative Service Division, Adjutant General Section.

Allyn L. Miller '61, M.A. '66, was appointed guidance director for the Harper Creek Community Schools system this summer.

Kenneth R. Noble '61, represented Western Michigan University, June 23rd, at the campus dedication and first commencement of Monroe County College, Monroe, Mich.

Robert J. O'Brien '61, former administrator and teacher in the trust territory schools of the Mariana Islands, is the new elementary principal for the Bronson Community Schools.

Capt. David J. Ponte '61, is now an assistant professor of aerospace studies at Ohio State University in Columbus, attached to the Air Force Reserve Officers Training Corps.

Larry (Wayne) Simon '61, has been named manager of radio station WLKM in Three Rivers, Mich.
Lowell G. Thomas '61, M.A. '64, is now assistant to the director of the Midland Public Schools, Division of Continuing and Vocational Education.

Carl J. Weny '61, is now a member of the Grand Rapids Chamber of Commerce staff, serving as manager of the Better Business Bureau, and director of community services.

Frederic B. Zook '61, M.A. '64, received his doctorate in the field of higher education at Southern Illinois University. He is Dean of Students at Ottawa (Kansas) University.

James L. Burnside '62, a senior industrial engineer for Dow Chemical Co., Midland, was recently appointed assistant superintendent of Shipping and Warehousing.

James Edward Cole '62, M.A. '63, has received his doctorate in biological science from Illinois State University, Normal, Ill., and is an assistant professor of biology at Bloomsburg (Pennsylvania) State College.

Ronald C. Hittle '62, has received a promotion to account manager with General Foods Corporation, Dayton, Ohio.

James M. Jennings M.A. '62, is the new principal of East Lansing's Whitehills Elementary School. He leaves the same position in the Waterford Township Elementary School, Pontiac area.

Robert E. Lorenz '62, is the secretary-manager of the Adrian Area Chamber of Commerce. Prior to this position, he was city manager of Hudson, Mich.

Capt. John F. Smith M.A. '62, commissioned as a first lieutenant in 1953, has been awarded the Vietnamese Armed Forces Honor Medal, First Class, by the Republic of Vietnam, for service as an education and training officer at Tan Son Nhut Air Base, Vietnam.

James S. B. Tan M.A. '62, received his doctorate in education August 9th from Illinois State University. Dr. Tan has been employed as a clinical psychologist for the Decatur (III.) Public Schools since 1966, and is a part-time lecturer for Millikin University.

C. Christopher Worfel '63, has been appointed an assistant trust officer of Transcontinental Trust Co. since 1963, has been named vice president of Transcontinental Trust Co., Kalamazoo.

Albert Renick '53 has become the first Negro to be named principal of a secondary school in Flint, where he now heads Bryant Junior High School, after serving as assistant principal there since 1963. Renick, while at WMU, was captain of the 1952 track team and co-captain of the 1953 squad. He became a teacher in the Flint schools in 1954.

Dr. Robert C. Stagel '58 has joined Calgon Corp. as a group leader, polymer research, in the corporate research and engineering department. He is one of three group leaders responsible for the design and synthesis of polymers and corresponding monomers. Dr. Stagel received his Ph. D. in organic chemistry from the U of Illinois in 1962. He resides in Pittsburgh, Pa.

Dwight Clark M.A. '63, has been named principal of the Faith Christian School in Ramseur, North Carolina. His duties will include teaching and serving as assistant pastor of a Baptist church.

Russell Cooper '63, is the training school supervisor for National Water Lift's West Lake training school. The Kalamazoo firm, with a plant also in Grand Rapids, sends its employees to school to solve the problem of skilled worker shortages.

William T. Campagnano '60 has been named vice president of Transcontinental Credit Corp., Columbus, Ohio. He has been with the firm seven years and moved up through the executive ranks to his previous position of regional manager two years ago. He earned his WMU degree in economics.

Peter D. Foy '62 has been appointed product development manager of cereals and snacks for the Quaker Oats Co., Chicago. He joined the firm in 1964 as a retail representative and subsequently moved up to the post of product development supervisor. He's a native of East Grand Rapids, Mich.

Harlan M. Craw '63, is the purchasing agent for Melco-A Teledyne Co., of Buchanan, Mich.

William J. Cullen '63, was commissioned an Army second lieutenant last July.

Fred E. Dutton '63, M.A. '66, has recently joined the Diabetes Research section of the Product Research 1 unit, the Upjohn Company, Kalamazoo.

James D. Hamil '63, an industrial engineer, was recently made production control supervisor for the Kaydon Engineering Corp., Muskegon Mich.

William H. McNabb '63, has been promoted to supervisor of purchasing analysis for the Bendix Corporation's Brake and Stirling Division, Edwardsburg, Mich.

Paul M. Szulborski '63, is the new head coach of the football team and athletic director for Detroit's St. Rita High School.

William F. Pickard, '63, is executive secretary of the Cleveland branch of the NAACP, one of the youngest such officers in the country.

Rev. Philip P. Steele, '63, was appointed pastor of the Cooperville Methodist Church this March. He received a master of divinity degree in Ohio in 1966 and is currently working on his master's in guidance and counseling at WMU.

David B. Wirt, '63, has been promoted to assistant vice president and personnel officer of the First National Bank & Trust Co., Kalamazoo.

Mrs. Shirley (Karr) Averill, '64 will serve as student activities director and counselor for the new Kalamazoo Valley Community College.

Peter E. Fisher, '63, at the Detroit Bank & Trust Co. since 1963, has been appointed business development officer.

Meyer Warshawsky '63, a South Haven attorney, was appointed to the Michigan Employment Security Appeal Board for a six-year term by Governor Romney last spring.

Earl M. Washington '63, is now an instructor in English at the new Kalamazoo Valley Community College. Since 1965, he has been with the Custer Job Corps Center, Battle Creek.

Rev. Robert W. Williams '63, was ordained recently at a Hamburg (Mich.) church.

Arnold D. Barr '64, was admitted to practice before the State Bar of Florida this summer. A graduate of the University of Florida, where he received his juris doctorate degree, he had served as clerk in an Ypsilanti, Mich. law firm.

Rev. Hal Ferris '64, is one of the two new heads of the Livonia St. Matthews United Methodist Church.

Walter J. Jones, III '64, has recently returned from Vietnam where he received three Purple Heart medals for wounds received in action, and a Bronze Star for heroism. He holds the rank of sergeant in the U.S. Army.
Louis James Hellerman, ’64, recently admitted to the practice of law in the University of Michigan law school. Russell A. Kreis, ’64, a graduate of Wayne State’s Law School, was admitted to practice in Michigan early this year. He will practice in Kalamazoo.

Edward L. Calbertson is now working toward his doctorate in educational leadership and human behavior at the United States International University in San Diego, Calif. Previously he was a school psychologist in St. Joseph, Mich.

John A. Daenzer, formerly acting director of vocational education for Genesee County, has transferred to Northern Michigan University as vocational education co-ordinator and instructor with the public services division and business and industrial departments.

John R. Kirkman was ordained an Episcopal minister in June. He received his bachelor of divinity degree from Kenyon College in June, and will be curate of the Church of St. Mary the Blessed Virgin, Falmouth, Maine.

David F. Kuzma is now co-ordinator of the Michigan Department of Education’s vocational rehabilitation division.

Robert K. Liskey, M.B.A. ’68, was elected assistant cashier of the First National Bank and Trust Co., Kalamazoo, this summer.

Roman T. Platsczak, recently graduated from Detroit College of Law with a doctoral degree, will set up practice in Van Buren County.

Sandra K. Ranck, a hostess for TransWorld Airlines since 1963, was made Transportation Supervisor of Hostesses in Chicago.

1st Lt. John W. Sampson, recently promoted to his present rank in the U.S. Army, was sent to Korea as a military advisor to the First Korean Army in August. He also recently received a master’s degree in history from the University of Massachusetts.

Larry C. Smith, Hillsdale High School band teacher, has been awarded a grant for a full master of music degree with emphasis on music education at the University of Michigan, one of the few such grants given to music teachers in the U.S.

Terry Stanard has been appointed personnel director at Mercy Hospital in Benton Harbor.

Fred Toxoepes, Jr., MA, chairman and teacher of advanced mathematics at Muskegon Mona Shores High since 1963, was appointed math instructor at the Kalamazoo Valley Community College.

Charles P. Klass II ’62 has been named to the newly created post of assistant sales and marketing manager of Jacobson Mfg. Co., Inc., at Kenilworth, New Jersey. The new appointment is described as another step in a program aimed at broadening the activities of the Jacobson Fastener Group, especially in the area of new products. Prior to joining Jacobson, Klass was associate editor of Paper Trade Journal magazine.

Leon Wright MBA ’67 has been promoted to the position of product assistant on pet foods by the General Foods Corp., White Plains, N.Y. Wright recently completed a six month sales training assignment in the New York District as a marketing assistant. He received his bachelor’s degree from Northwestern University.

Wes Freeland has been hired by Kalamazoo County as Assistant Controller. In this position, he will handle accounting and business procedures for the controller’s office.

Henry E. Bennett, was admitted to the practice of law in Michigan in March. He is presently research assistant for a circuit court judge in Ingham County.

William R. Coole is an accounting instructor at Duke University while finishing the requirements for his "Juris Doctoris" degree which he will receive in June from the Duke University School of Law.

Mrs. Nancy (Kozminksie) Coole, has been lecturing on the "Diagnosis and Evaluation of Speech and Hearing Defects" at several special education conventions in North Carolina and West Virginia. She is a speech therapist at Murdoch School for the Mentally Retarded in Butler, North Carolina.

Jack S. Honeysett, was decorated with the Bronze Star in May for heroism in connection with a Vietnam military action in November, 1967. The Army specialist fourth class entered the service in 1966. This is the fourth medal honoring his performance in Vietnam.

Lucille J. Kline, of Kalamazoo, has been named instructor in audiology and speech science at the Purdue University Regional Campus, Fort Wayne, Ind.

Moses L. Walker, a recent master’s degree recipient from Wayne State University, is now community organizer and planner for the Douglass Community Association, Kalamazoo.

1st Lt. David V. Carmody has accumulated three Bronze Stars and an Air Medal since he arrived in Vietnam last December, the most recent in May. Each award was earned by heroism under combat conditions, and lack of concern for his personal safety.

1st Lt. Allen V. Harinek received the Air Medal in June for combat aerial support of ground operations while stationed with the Army in South Vietnam.

Michael C. Lyons, who joined the American National Bank & Trust Co., Kalamazoo, in 1964, was named advertising manager earlier this year.

Lee Ellen Bishop, as a graduate of the Vista training program in Brooklyn, N.Y., will spend the next year working in New York City with the Interfaith City-Wide Coordinating Committee. A native of Grandville, she is involved in anti-poverty work.

Joellyn N. (Rose) Ellis, has received a graduate fellowship in learning disabilities at the University of Kansas for the 1968-69 Year.

Karen Gunnette, recently left for the Malaysian mission sponsored by the Lutheran Board of New York. She will spend three years in Malaysia teaching English and working for the church.

William E. Lennon has been appointed an instructor at DePauw University, Greencastle, Ind. He served as a child care supervisor for the Michigan Department of Mental Health and has been doing graduate work in personnel and guidance at Western.
Howard D. Crull L.C. '20, BA '33, died in late June on the Michigan State campus where he had been the main speaker at an annual School Transportation and Maintenance Conference. An educator and administrator in the Rochester and Birmingham schools from 1921-38, he went to Western Michigan University in 1938 to be superintendent of schools in 1941 and served until his retirement in 1963.

Mrs. Thelma (Davis) Donovan '24, a teacher in the Grand Rapids school system from 1926-31, and in Richmond (Mich.) schools from 1924-26, passed away recently following a lingering illness, in Grand Rapids.

Mrs. Verle (Grotefay) Foote '24, died in an Alma nursing home after several years of ill health. Mrs. Foote was a resident of Ludington and North Muskegon for most of her life.

Harold F. Lillie '24, retired director of the Safehouse, an agency of the Grand Rapids-Wayne County Community Action Program, died in a Lansing hospital early this summer. A resident of Lansing for 44 years, his civic leadership helped establish that city's traffic division of the police department.

Melbourne Wilson Wilson '25, died August 27 in San Juan, Arizona, hospital. He was a teacher in Three Oaks and Tecumseh.

Viva Flaherty '25, an early labor figure in Grand Rapids furniture industry, and author of the "History of the Grand Rapids Furniture Strike," died April 25 in California. Mrs. Flaherty was defended by Clarence Darrow during the union controversy in Grand Rapids around the time of World War I.

Dr. Donald C. Randall '25, passed away in June. Dr. Randall was a Battle Creek school administrator for many years in the Detroit area and New York, where he was director of guidance for the Poughkeepsie, New York schools. At the time of his death, he was professor of education and director of the Independent College Opportunity Program at Olivet College (Mich.).

Roy S. Keefer '28, former principal of the New Buffalo High School, died recently in a Michigan City, Ind., hospital. Mr. Keefer formerly lived in Kalamazoo, and received his master's degree from the University of Michigan. Ironically, he died of a heart attack in Manistee early in June. A former Kalamazoo resident, he served as claim representative for an insurance firm at the time of his death. During the Nuremberg (Germany) Nazi war trials, Porter served as an attorney on the staff of the Judge Advocate's office of the Army.

Robert Harold Leiphan '34, ex- Bronco basketball great under coach Buck Read, died in a Palo Alto (Calif.) hospital August 9. Leiphan also starred in Kalamazoo city league play in basketball and softball.

Mrs. Juanita (Leard) Steinke '28, who left for California shortly after her graduation from WMU, died in that state May 29. She was formerly a Kalamazoo resident.

Lt. Col. Jack E. Morgan (ret.), '34, died as a result of a heart attack at home, Aug. 24. He had been employed in the loan department of the Michigan National Bank's Charlotte branch since Feb., 1966.

John A. Stratton '36, a life-long resident of Kalamazoo and salesman for the Miller Bash and Door Co., passed away in August. Stratton served during World War II as a captain in the U.S. Army and was recalled for the Korean War.

Dale Morris '39, former Bronco football standout, died in his Lake Worth, Florida, home where he had been a painting contractor for many years.

Vale Rods Miller '49, district sales manager for the Ingersoll-Rand Co. of Borg-Warner Corp., died August 15 in Huntington Beach, California. A veteran of World War II, he was a former resident of Kalamazoo.

Mrs. Shirley A. Colman '51, wife of a Kalamazoo attorney, died July 24 in a Kalamazoo hospital. Mrs. Colman came to Kalamazoo in 1955, after teaching in Watervliet and Ann Arbor.

Lt. John S. Baxter '57, a career Army officer and former recruiter, was killed in combat near Da Nang, South Vietnam, August 27. He first went to Vietnam in April of 1967.

Mary B. DeLong '58, died earlier this year in a Kalamazoo hospital. A resident of Three Rivers, Mrs. DeLong taught in the Constantine area from 1950 until the time of her death.

Ernest C. Martin, Jr. '60, a Lansing area resident for many years, died earlier this year in a Charlotte hospital. He was a director of the Michigan Conference of Weights and Measures Officials, and past junior vice president of the Bridgman Jaycees.

Mrs. Dorothy (Reed) Atteberry '65, a teacher from South Haven, died at her home there this past spring.

Army Lt. John Gressel '66 a graduate of Dowagiac High School, died July 29 during close range combat in Vietnam. A member of the First Air Cavalry Division, Lt. Gressel was commissioned in 1967, and had been in Vietnam only 29 days when he died.

PFC Robert J. Meagher '67, was killed in action May 25 near Quang Tri, Vietnam. Stationed in Vietnam since Nov., 1967, Meagher was with the 4th Marines. His wish that a memorial fund to educate children in Vietnam be set up in the event of his death was fulfilled by his parents, Mr. and Mrs. Jack Meagher, Kalamazoo, in a $900 contribution to the (Marine) Gen. Lewis Walt Scholarship Fund for Vietnamese youngsters. The money was collected at the Kalamazoo church of which the Meaghers are members.

In Memoriam

Frances Duncombe '09, passed away this summer in a Kalamazoo hospital following an automobile accident. Born in Van Buren County, she lived most of her life in Paw Paw, only recently moving to Kalamazoo.
The Western Michigan University Alumni Association and all current Life Members of the association proudly welcome this unusually large newest group of Life Members into their ranks.

James S. Aitkenhead '61
Lynn Sutherland Aitkenhead
Rochester, New York
Dr. Duane M. Allen '50
Ann Brown Allen
Hanover, Michigan
Lawrence J. Andrews '65
Frances Felinski Andrews
Robert Kinning '58
Patricia Ludwig Kinning '59
Gary, Indiana
Dennis D. Bridges '68
Flint, Michigan
Lyle F. Buckingham '55 M.A. '58
Barbara Kosten Buckingham '65
Paw Paw, Michigan
Donald R. Burge
Niles, Michigan
Vernon Buttles '68
Laura Moore Buttles
South Haven, Michigan
W. Alleyne Gilbert Conklin '11
Claremont, California
Wendell R. Crockett '51
Honolulu, Hawaii
James M. Eger '59
Elkhart, Indiana
Dr. Howard E. Farris '60 M.A. '61
Barbara Leatz Farris '60 M.A. '67
Kathleen Fusko '68
Howard F. Luckey '66
Wilbur R. Noel '51
Edward G. Tava '64 M.A. '66 Ed.S. '68
Janice Haslip Tava '67
Kalamazoo, Michigan
Antonio Forcellini '65
Warren, Michigan
Charles P. Higgins '54
Edina, Minnesota
Lary S. Hill '54 M.A. '57
Mary Bell Hill '56
Haslet, Michigan
Ronald C. Hittle '62
Jacquelyn Peters Hittle '64
Kettering, Ohio
Dr. Bernard R. Jackson '49
Tampa, Florida
Ronald M. Larsen '65
Patricia Rudolph Larsen '65
Utica, Michigan
Gilbert Leach '59
Wappingers Falls, New York

Jeanne Linder Ledingham '64
Bethesda, Maryland
Adrian J. Markus '66
Jean L. Markus
Caledonia, Michigan
William J. Mayville '67
Racine, Wisconsin
Richard F. McGowan '41
Betty Crist McGowan '41
Rochester, Michigan
John K. Milnes '58
Coldwater, Michigan
C. Robert Muth '42
Patricia Meier Muth '43
Grand Rapids, Michigan
Fred Nichols '58
Portage, Michigan
Martha A. Nichols '61
Minneapolis, Minnesota
Norman Paquette
Patricia Thompson Paquette '64
Southfield, Michigan
Daniel E. Pellegrin '66
New York, New York
C. LaVern Robbins '35
Bellefonte, Pennsylvania
Gordon T. Sauer '61
Bloomington, Minnesota
Ernest V. Schroeder '46
Nancy Sexton Schroeder '65
St. Joseph, Michigan
James Leslie Siegmann '68
Katherine Baker Siegmann '68
Goshen, Indiana
Capt. George W. Siggins '62
Mary Jane Hoffman Siggins '61
Charleston, South Carolina
Clyde T. Tahara M.A. '67
Concord, North Carolina
Roberta Haas Varner '55
Hyattsville, Maryland
Larry S. White '67
Washington, D. C.
Dr. Fredric B. Zook '61 M.A. '64
Connie Foglesong Zook '63
Ottawa, Kansas