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Our University	1
Social Work Education: Preparation for Social Problem-Solving in the 1970's	3
The Current Dilemma in Black and White Political Science at the Start of the Seventies	8
Loose Talk, Writing and News May Cost a Generation	14
New Alumni Association Officers	18
New Alumni Association Directors	22
Outstanding Young Women of America	23
Bronco Sports	24
Class Notes	25
In Memoriam	26
Alumni Association Life Members	29

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COVER ILLUSTRATION

John M. Carney of the WMU Art Department faculty created the unusual "Rorschach" tree photo which involves the overlaying of positive and negative impressions of the tree and then reversing these impressions to gain the Rorschach symmetry. Each impression is printed in a different color.

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Photos: page 16 by WKZO-TV; page 18, Paramount film "Medium Cool."

The Oaklands, campus home of Pres. Miller



OUR

UNIVERSITY

In the decade of the 60's Western Michigan University underwent considerable and significant change. The quantitative, easily visible aspects of change, as is generally the case, received most of the notice in the various external news media. Far more important, in my opinion, than new buildings and increased enrollment, were the improvements made in the qualitative aspects of our academic offerings, the improved role of both faculty and students in the decision-making processes of the University and the increased emphasis on providing more meaningful opportunities at Western for students from minority group backgrounds within our society.

The character of life in our residence halls which were too often seen as "nocturnal storage units" has changed for the better. A multiple audio distribution system was installed to bring to the residence halls lectures, language lessons and music programs designed to improve the line between classroom and living areas. Considerably more self-determination in terms of dress, hours, and visitation was initiated. Issue-oriented discussions were introduced in the halls. More of the rules of the halls are initiated and formulated by the residents who have assumed a great degree of responsibility for the enforcement of rules through their in-house disciplinary committees.

The Faculty Senate not only introduced pass-fail procedures for a limited number of academic courses on an experimental basis but also placed students with full voting rights on all University councils. Additionally, the Faculty Senate provided for student evaluation of faculty with provision that each department would be responsible for incorporating the results of such evaluation as a part of the department's consideration of its members for promotion, salary increases and tenure. Still further, the Faculty Senate established specific procedures for judging responsible journalism in student publications and a committee to review and pass judgment on student alleged grievances in the classroom.

The University administration early in the 60's placed both faculty and student representatives with full voting rights on the University's Administrative Council. The Athletic Board of Control membership now includes substantial representation from both the faculty and the student body. Students and faculty are well represented on the University's Cultural Events Committee and on committees with responsibility for developing the preliminary plans for new buildings on campus. On the latter commit-

tees members of the secretarial, maintenance and custodial staffs are likewise involved. The overall effort obviously is to utilize far more widely than in the past the best thinking of all constituent elements of the University in planning physical structures.

In addition to the general open door policy for all members of Western Michigan University's supporting staff members, we developed in the 60's a number of ways to maintain continuing contacts with students. The President of the University has for the past seven years made a practice of being available to any and all students at 4:00 p.m. on alternate Mondays in the University Student Center. These informed sessions have been attended by student audiences ranging from three to more than 250 with the average attendance approximately 25 students.

Increasingly more residence halls have been inviting supporting staff members to meet with their residents to explain University policies on subjects such as admissions, registration, residence hall feeding, board and room rates, academic grievances, tuition, library hours, and visitation, among others. Each semester 15 to 20 academic and extra-curricular supporting staff members meet at an evening dinner and discussion session with the student leaders of student organizations and separately with the presidents of the residence halls and married housing units.

Meetings are held between the University President and his Vice Presidential colleagues and the President and officers of the Student Association. Similar meetings are held involving the University President, his immediate administrative colleagues and the President and executive council of the Faculty Senate. Every effort is made to keep open the avenues for communication among the constituent elements of the University.

More recently the University Trustees have been holding sessions periodically in order to hear directly from both faculty and students about the concerns of their respective members. No one would pretend that our system of inter-constituency dialogue is perfect, but it was more fully developed in the 60's than ever before and the promise of the 70's is that we can proceed to refine and improve our system of internal communications among trustees, administrators, students and faculty.

From a statistical standpoint, our student enrollment stood at 8,300 in the fall of 1960; it now stands at 20,125. In the 60's we conferred 30,312 degrees compared to the 20,764 degrees conferred in the period from 1918, when the first degree was awarded at Western, to 1960. In the 60's Western Michigan University not only maintained its position of leadership in teacher education on a national basis but continued the trends of the 40's and 50's toward multi-purpose emphasis. This can best be attested to through the continuing expansion of

Master of Arts Degree programs, the introduction of Specialist Degree programs in the early 60's in 15 different areas, and the initiation of Doctoral Degree programs in the fall of 1966 in five subject matter areas. Two years later a sixth program of doctoral work was added.

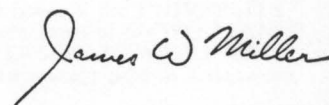
Major building projects were started and for the most part completed in the 60's, including: Wood Hall (Natural Sciences), Sangren Hall (Education, the Social Sciences, and Humanities), The Industrial Education, Engineering, and Engineering Technology Building (Applied Arts including Home Economics), the Distributive Education Building, Brown Hall (English, Language, and Speech), Sprau Tower (faculty offices), Shaw Theatre, the University Auditorium, the Student Services Building, Everett Hall (faculty offices for physical sciences), Rood Hall (Physics, Mathematics, Geology and computer classrooms), a new University Health Center, and major expansions to the University Student Center, Read Field House, Gary Physical Education Center, McCracken Hall, and Waldo Library, plus the start of a new seven-million-dollar Instructional Facilities Building for the General Studies and Liberal Arts, television and radio communications.

Two hundred new married students residence units were completed at Stadium Drive and Howard Street and 14 residence halls were completed in the first six years of the decade.

The extension of Howard Street across the southern end of the old Gateway Golf Course to West Michigan Avenue and northerly across the westernmost end of Goldsworth Valley is coming closer to fruition, making it possible to envisage the day, in the not too distant future, when the West Campus will be a pedestrian campus. A new 600-car parking ramp east of Ellsworth Hall has recently been opened, located for added parking particularly for the University Student Center.

Eighty acres of land immediately west of Goldsworth Valley were obtained as the proposed site for intercollegiate athletics, physical education, recreational, and intramural athletics facilities. Goldsworth Valley, with its tennis courts, play fields, pond, Alumni Sheltered Pavilion, natural areas and ski lift, is rounding into shape rapidly.

This, in thumbnail sketch, offers something of the magnitude of our physical growth. I repeat, the really significant growth and development has been and hopefully will continue to be in the improved quality of our academic offerings, the increased involvement of our faculty and students in University decision-making, and our endeavor to expand opportunities at Western for youngsters from among certain minority groups in our society.



President



One of Western's new academic programs which dramatically demonstrates the "really significant growth and development" alluded to by President Miller in the OUR UNIVERSITY section is its School of Social Work. An analysis of the needs, goals, and inherent derivatives of the School of Social Work, as well as of its operations, begins on the next page.

Above photo shows Consuela Reed of Kalamazoo, a School of Social Work graduate student, in one of her responsibilities at the Michigan Children's Aid Society office in Kalamazoo, gaining experience in social work practice in the area of adoptions and foster care.

SOCIAL WORK EDUCATION:

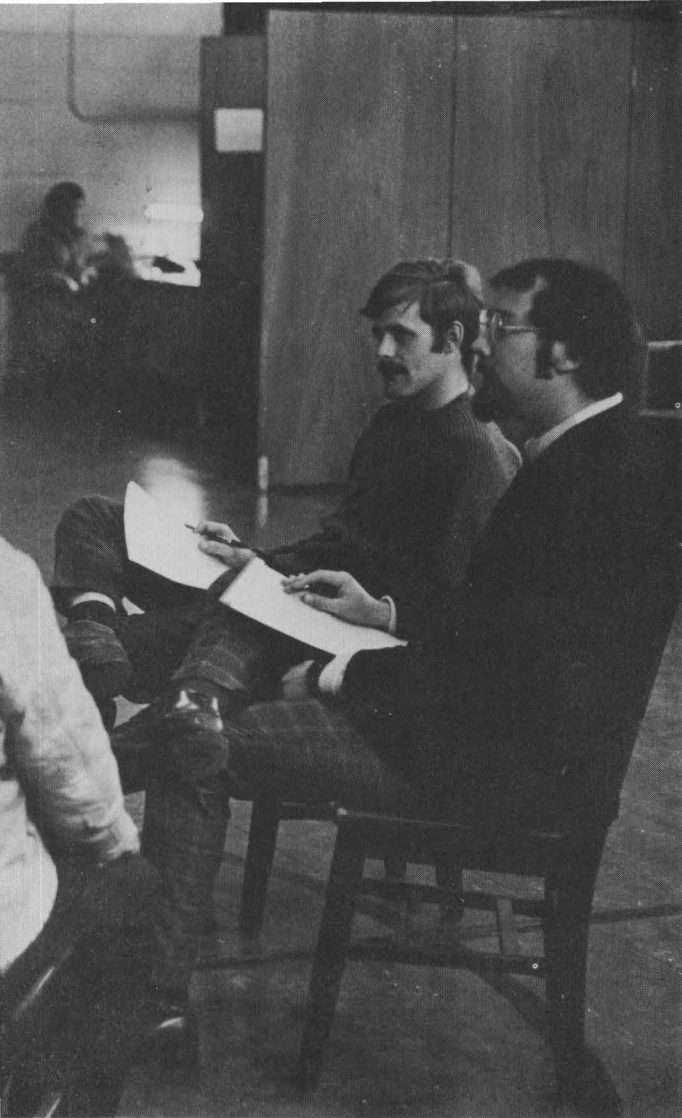


Preparation for social problem solving in the 1970's

"The 1970's: Education for what?" The lead article in the *New York Times*' Annual Educational Review for 1970 asks this thought provoking question.¹ It is a question foremost in the minds of a generation of students who are engaged in a search for relevance in all aspects of their lives. It is a question which is also being asked by educators who are concerned with making the University's curriculum relevant in a rapidly changing society.

Social Work educators do not claim to have the definitive answer. They are engaged in the search along with the other faculties of the University Community. They do, however, have a specific goal which is closely related to the total question. This is the preparation of knowledgeable and skilled social work practitioners who will be actively engaged in solving social problems and meeting human needs during the 1970's and beyond.

¹Fred M. Hechinger, "The 1970's: Education for What?" *New York Times*, Annual Education Review, January 12, 1970, p. 49.



In an era of rapid social change and massive social problems, there is a growing demand for more and better trained people to help solve problems faced by individuals, families, and communities. There is a critical shortage of social work manpower both nationally and in this geographical area. From 10,000 to 15,000 new professionally-educated personnel are needed each year throughout the United States. Social agencies in southwestern Michigan and northern Indiana currently have over 200 budgeted vacancies for social workers, and they estimate that an additional 400 positions will be available in the near future. Western's social work program is directed at helping to meet this manpower shortage.

Top: School of Social Work graduate students Paul Van Slooten of Caledonia, Mich., right, and Richard Farenhorst of Hamilton, Ontario, second from right, provide job counseling as part of their field education experience at Kalamazoo's Douglass Community Association.

Right: Social work students aid hospital patients and families in dealing with individual and family problems resulting from illness. Kathleen Lutzka of Portage, Mich., here receives field experience in the Social Services Department at Kalamazoo's Bronson Hospital.

Social work practice has two major goals. Traditionally the social worker has been involved in helping the individual adjust to the demands of his environment and develop to his fullest potential. In recent years greater emphasis has been placed on a second objective—that of changing the environment in order to better meet the needs of the society's individual members. Since the goals of human development and social change are integrally related, social workers must have a basic knowledge of the interrelationships between the individual and his environment and the types of intervention which can affect these interrelationships. They also need skills which will enable them to effectively apply this knowledge to specific problem situations in child welfare agencies, schools, clinics and hospitals, courts and correctional institutions, community action agencies and other service-oriented programs in the community.

Social work education is designed to provide a framework of values, knowledge and skills which will enable students to make a significant contribution to the social problem-solving efforts of the 1970's. The need for improved approaches to problem solving in our



society is readily apparent. Increased resources, financial and human, are required to deal with problems such as poverty, discrimination, crime and delinquency, physical and mental illness, urban congestion and decay and environmental pollution. Equally important are professional practitioners with abilities in analyzing the causes and effects of such problems and skills in applying effective methods of problem prevention and amelioration. The social work curriculum at Western seeks to develop such abilities and skills by focusing on the application of theory and research to specific problem-solving situations.

Western Michigan University's School of Social Work has attempted to develop an educational program which is relevant—relevant to the needs of our society and relevant to the interests of students who are ready to accept the challenge of working with the difficult social problems of our day. The school offers curricula at both the undergraduate and graduate levels. These curricula are designed to help students prepare themselves for a wide variety of action roles in the field of social welfare.

The undergraduate curriculum provides prepro-



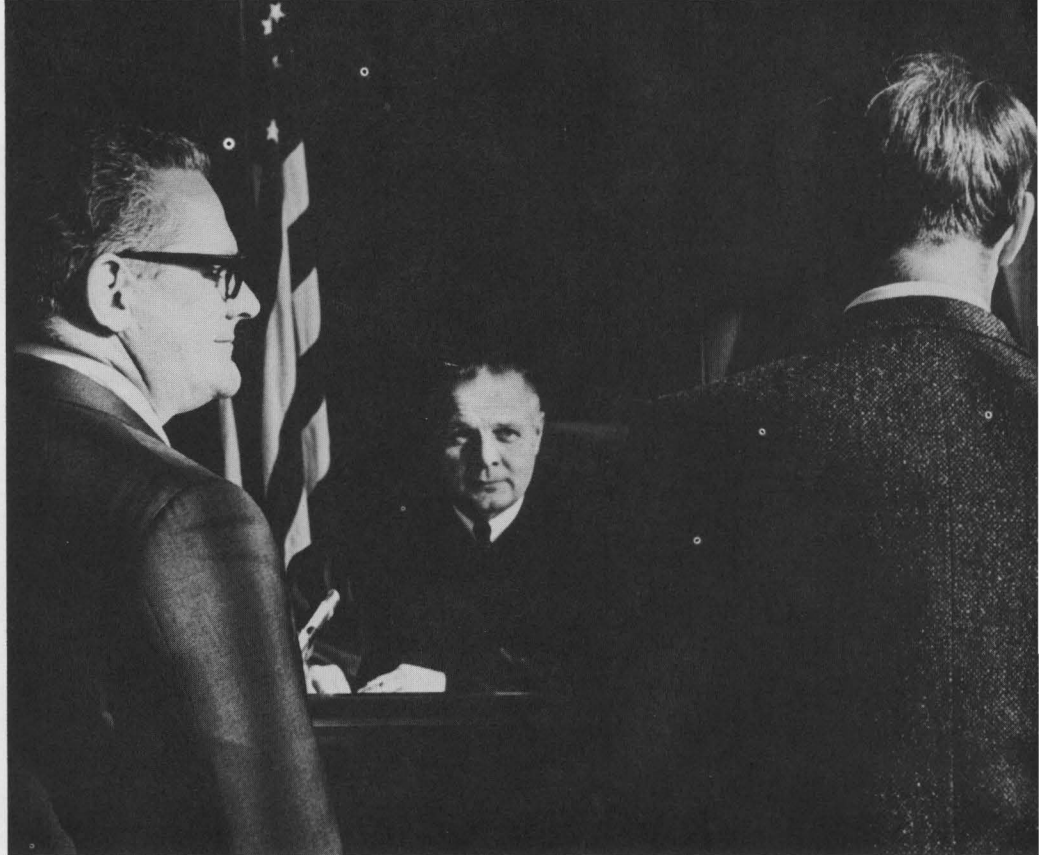
Social workers assist local groups to improve community, social, and economic conditions for area residents. Here, social work student Katharine Sturtevant of Kansas City, Mo., standing, meets with a committee of the United Community Services in Battle Creek to discuss the implementation of a city project.

fessional education and prepares students for beginning level social work positions. Students in this program are encouraged to gain a broad liberal arts background in the humanities and the behavioral and social sciences. This provides them with an understanding of the nature of man and his relationship to his social environment. Social work courses come primarily in the junior and senior years. They focus on human behavior and social interaction, the historical, philosophical, and sociological bases of social welfare institutions, the social work profession, and methods of intervention in social work practice. Students are helped to gain beginning knowledge and skills which can be further developed in social work practice and graduate education.

The graduate-professional curriculum prepares students for advanced practice and leadership positions in social welfare programs. It is a two-year course leading to a Master of Social Work degree. This first year provides a core studies program emphasizing basic approaches to problem solving. Course sequences are offered in social policy and services, social theory and research and social work practice. During the second year students elect a practice concentration in either social treatment or social planning and administration. Supportive courses are elected in the School of Social Work and other University departments.

This curriculum places particular emphasis on helping the student to determine the appropriate place to intervene in a particular problem situation. There is an analysis of problem solving at various societal levels including the following:

- Influencing welfare policies to develop programs and services which better meet human needs.



- Changing institutional structures so that they are more responsive to the needs of individuals and groups within the society.
- Strengthening community cohesion in order to improve local living conditions.
- Improving family interaction in order to prevent family breakdown.
- Helping the individual to better adjust to the demands and strains placed upon him by a technological society.

Individual and family problem-solving methods are further explored in the social treatment sequence while the social planning and administration sequence focuses on the community, organizational and policy levels.

Preparation for social work practice requires the relating of classroom learning to real life problems. In order to insure an appropriate application of theory to practice, field education is included as part of the social work curriculum. Community social agencies cooperate with the School of Social Work by providing field experiences. Students spend part of each week in the academic setting and the rest in the field setting. They are supervised in their field placements by professional social workers. The concurrent class and field education provides a mutual reinforcement of classroom knowledge and practice skills.

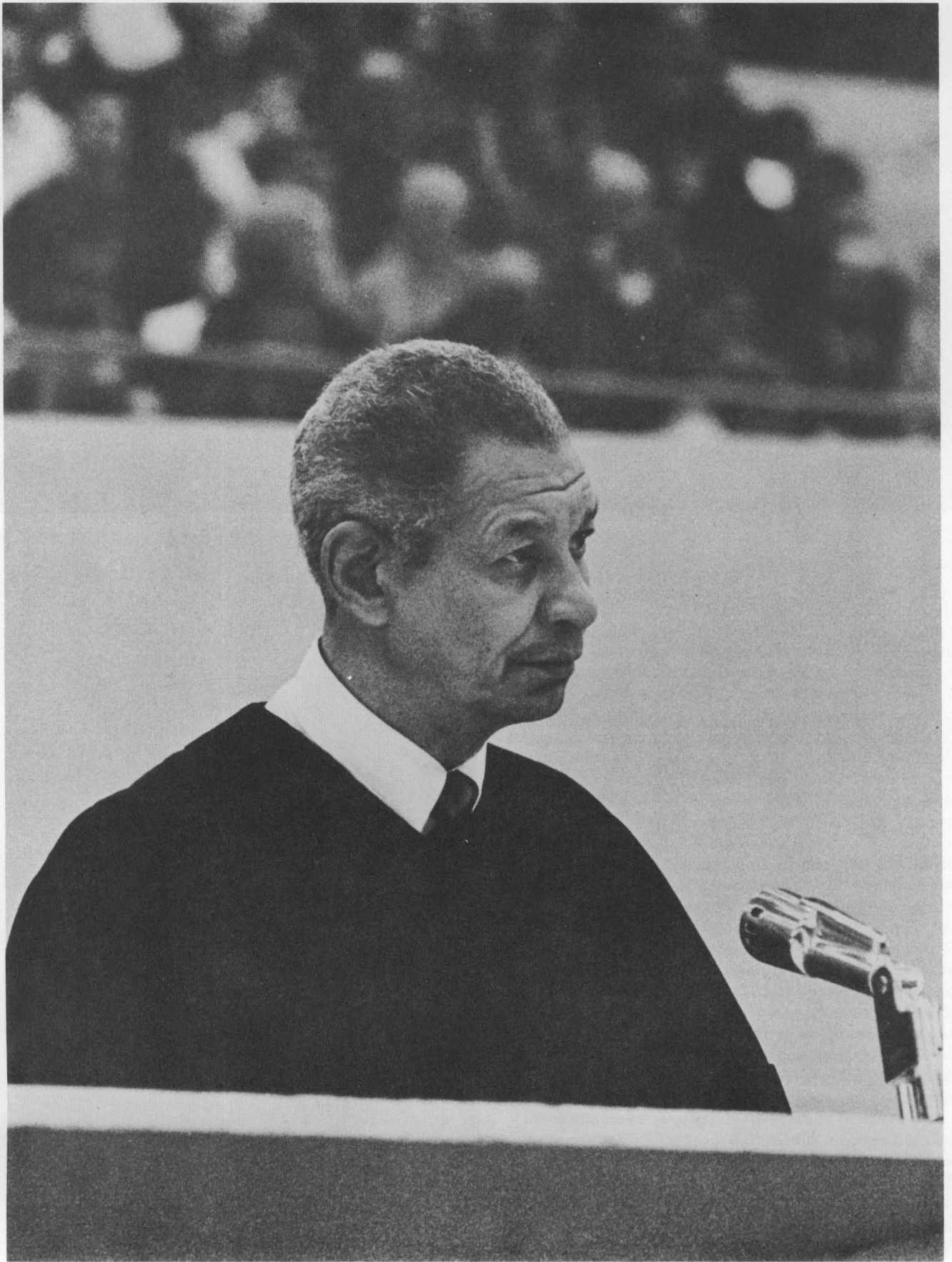
Students gain a variety of practical experiences in their field education placements. Such experiences range from organizing community action groups to counseling with adult probationers. The students and their agency field instructors meet with faculty field coordinators in

bi-weekly field seminars to discuss actual case situations encountered in the field setting. The application of classroom principles to problems is examined during these sessions. All members of the faculty are social workers who have had years of practical experience in addition to academic training in their areas of instruction. Thus, they are prepared to help the students apply theory to the practice situations.

In addition to the academic and field education programs other approaches to the training of problem solvers are being explored. Faculty and students are developing research and program planning projects directed at current problems faced by communities in southwestern Michigan. Student field experiences in city and state government are being planned. Experimental approaches to problem solving based on recent developments in social and behavioral science theory are being simulated in the classroom. These and other innovations will be necessary if social work education is to respond to the cry for relevance in the 1970's.

Top left: WMU Social Work students placed at the Lakeside Home for Boys and Girls at Kalamazoo provide companionship and counseling for these children. Social work students left to right, Ted Graves of Kalamazoo, Rick Geerdes of Grand Rapids, and Marolyn Gwinn of Grand Rapids are working with several children in the gymnasium.

Top right: Social Work students are involved with aiding both juvenile and adult law breakers. Here, Calhoun County Circuit Judge Creighton Coleman places an offender, right, under the supervision of WMU Social Work student Vern Woodard of Winner, So. Dakota, left. Woodard provides probation services in Calhoun County as part of his field education assignment.



This is the prepared text of the address delivered at WMU's December 20, 1969 commencement by Edwin C. Berry, executive director of the Chicago Urban League.

The Current DILEMMA In BLACK and WHITE

It is today's imperative need to make all of us realize that this community of ours and this nation are at one of the great turning points in history. It is my duty to help you to see that an era which is centuries old has now ended and a new era has begun.

The one thing we truly know about this new era—the one thing that, more than all else, will shape its course, is the simple fact that the day of passive black acceptance of white domination is over—done with—finished. This is now the central fact in American race relations.

Further, the great move forward to the true justice and democracy cannot and will not be written into the history books unless we all realize one fact—that this nation is dealing with black millions who have had it, who will no longer say thanks for hand-me-down justice meted out in small bits. Now these millions are saying, loud and clear, “We Are Men! We Are Men and We Intend to Live Like Men!” This is the black man's declaration of independence.

Let me review the long era which I say is now so definitely ended.

This piece of the past lasted three and a half centuries through slavery, rural peonage and urban ghettoization—350 years of systematic subjugation and brutality. It forced on the black millions a long, long night of despair and dehumanization. It has left its mark of oppression on both the oppressor and on the victim, and has therefore left its disfiguring imprint on the entire American culture.

Even today, we can never forget that slavery ruptured the continuity of its victim's past and

annihilated his history. The slave was beaten and starved into submission in a manner which castrated him psychologically. Further, he was shut off from all conventional education, with the deliberate goal of trying to reshape his mind and his personality, so as to make him compatible with slavery. The design was to render the black completely dependent, with an abiding acceptance of his own personal inferiority. Families were torn asunder and disallowed to re-form. Blacks were bred without regard to familial relationships.

Then, suddenly came the so-called emancipation. Without preparation and without guidance, this victim of every kind of dehumanization was called on to become self sufficient, a responsible father and a good citizen. And when he faltered, the society said, “See we told you.” That was easy because the white inheritors of slave days had developed a convenient, defensive dialectic to cover all these hideous misadventures.

This defensive dialectic explained all and justified everything. It simply ordained that the blacks were innately inferior, uneducable, happy-go-luck, and given to instant gratification. Furthermore, they were childlike creatures who could not exist without the protective custody of the friendly white slave master. And, to finish the job, the dialectic declared that the slave victims liked this arrangement.

This myth was taught in a painstaking way to the whole society. Society used every technique at its command to make sure that whites understood and accepted the supposed explanation—the newspapers, the books, police powers, the bench and the bar, legislative bodies, word-of-mouth, religious institutions, and even



the education systems were conscripted to drive home the understanding that it was all right to treat these “quasi-humans” wrong.

When slavery was legally ended, societal behavior was again made to conform to the established fiction. The freed blacks were simply left at the mercy of their former masters on the plantations. Their one great chance—the chance to work the land they knew—and to work it as free men—was snatched from them. The promised “40 acres and a mule” was turned into peonage.

So, the trek northward to the “promised land” began. When mechanization of southern farming came in, there was nothing left for the southern black peon except to move—*unskilled, unschooled and unprepared*, to the strange and cannibalistic ghettos of the north. And, inevitably, the “promised land” became the “city of broken dreams.”

There was one saving grace—one great countervailing force which gave us the chance we have today. Through this long, long 350 years, there were always those who did not believe what they had been taught and had been forced to live. Some were black, some were white. But they were few. The overwhelming majority accepted the master race concept.

Blacks struggled within the limits of the system

Dr. Martin Luther King, Jr., spoke at WMU in December, 1963 as part of a lecture series, “The Conscience of America,” before more than 2,000 persons in Read Field House.

which ruled them. They used the “boot strap theory” even when they had no boots. They clung to the idea and the hope of interracial justice; they fought (and are still fighting with unbelievable tenacity) for education. They placed great stress on fair laws and an honest order. They followed white intellectuals and white liberals *only to see group after group cop out whenever the going got tough or when their own security, comfort or dominance over the blacks was threatened.*

There has always been the small band of whites who have tenaciously and honestly hung in the fight for equality. But they have become so diluted in the vast sea of other whites who were hostile toward blacks, or who didn’t care, that to the mass of blacks, white hostility appears universal.

This brings me back, then, to my initial point about the end of this era and the end of the black’s acceptance of white domination. It’s not that the domination has ended. It is that black acceptance of it has ended.

The beginning of the end came with the Supreme Court’s decisions on restrictive covenants and higher education in 1948, followed closely by the advent of Martin Luther King in 1954. The King approach touched the conscience of America and awakened a nationwide pride among blacks the likes of which this society had never experienced.

The King period, from 1954 to 1968, was characterized by exposure and dramatization of racial inequities through scholarly and charismatic statements of the problem, coupled with non-violent demonstration—and always with the message of love, human decency and interracial cooperation.

The Martin Luther King period was marked, too, by the dramatic way in which his marches forced the nation to see its own ugliness. When love was met by open hate, when non-violence was greeted with rocks and jeers—and with fire hoses, cattle prods, guns and bombs—the cancer was openly lanced and the nation’s shame spewed out for all to see and to ponder.

Much was accomplished during the King era—much more than in all prior American history. But unfortunately each tiny advance was wrung grudgingly from the decision makers of our land.

Let this statement take nothing from the memory of our beloved Martin. He was the greatest American of the first three-quarters of the 20th century. But with all of his greatness, the stubbornness of the American cultural machinery still moved only unwillingly, at a snail’s pace, and then only under ceaseless pressure.

This has been a sketchy account of our history of race relations—an unlovely history which must be understood as we come to today—1970—the post-King era and the “beginning of the new day,” with its unpredictable nature.

A fair assessment of where America stands, as we cross this threshold, would be quite simply that in this community, we are halfway to democracy and justice.

Progress? Of course we’ve made some. In many ways, our progress has been real and substantial. To the extent this is true, it is attributable to that little band of black and white Americans, pure in heart,

who have struggled, stuck and fought through thick and thin.

Yes, I acknowledge America's progress. But, let's put a measuring stick on it. During the decade of the 60's, it shakes down to something like this, if we use simple economic well-being as the barometer:

- About a third of America's blacks have just held their own in purchasing power.
- About a third have moved backward.
- About a third have upgraded themselves and never had it so good.

The gains which have been made have come in small doses. They must be measured by comparing the blacks' current record with their past record, not against the record of whites. For, even with the third who have improved their incomes the most, the gap between their earnings and that of their white brothers, similarly trained, remains wide indeed.

Let's keep these comparisons in mind when we think about progress. Only that way can we understand the black frame of mind today. Only that way can we see, as totally inevitable, the deep rage, the resentment and often the desperation of the blacks whose eyes are now open wide.

Black Americans are enraged at mistreatments—past and present. All are angry in varying degrees, except the few who have been completely destroyed, psychologically. Some call these passive ones "uncle Toms," but I choose to look at them as battle casualties. They can no longer lead, but neither should they be devoured by those who have moved beyond them.

This anger, long pent up, is revealed over and over and over again in action and in new organization which presses ever harder for recognition, for real institutional change. Many seek for black unity, some black pride, most black power and some, presently a few, for violent change and some for complete separatism.

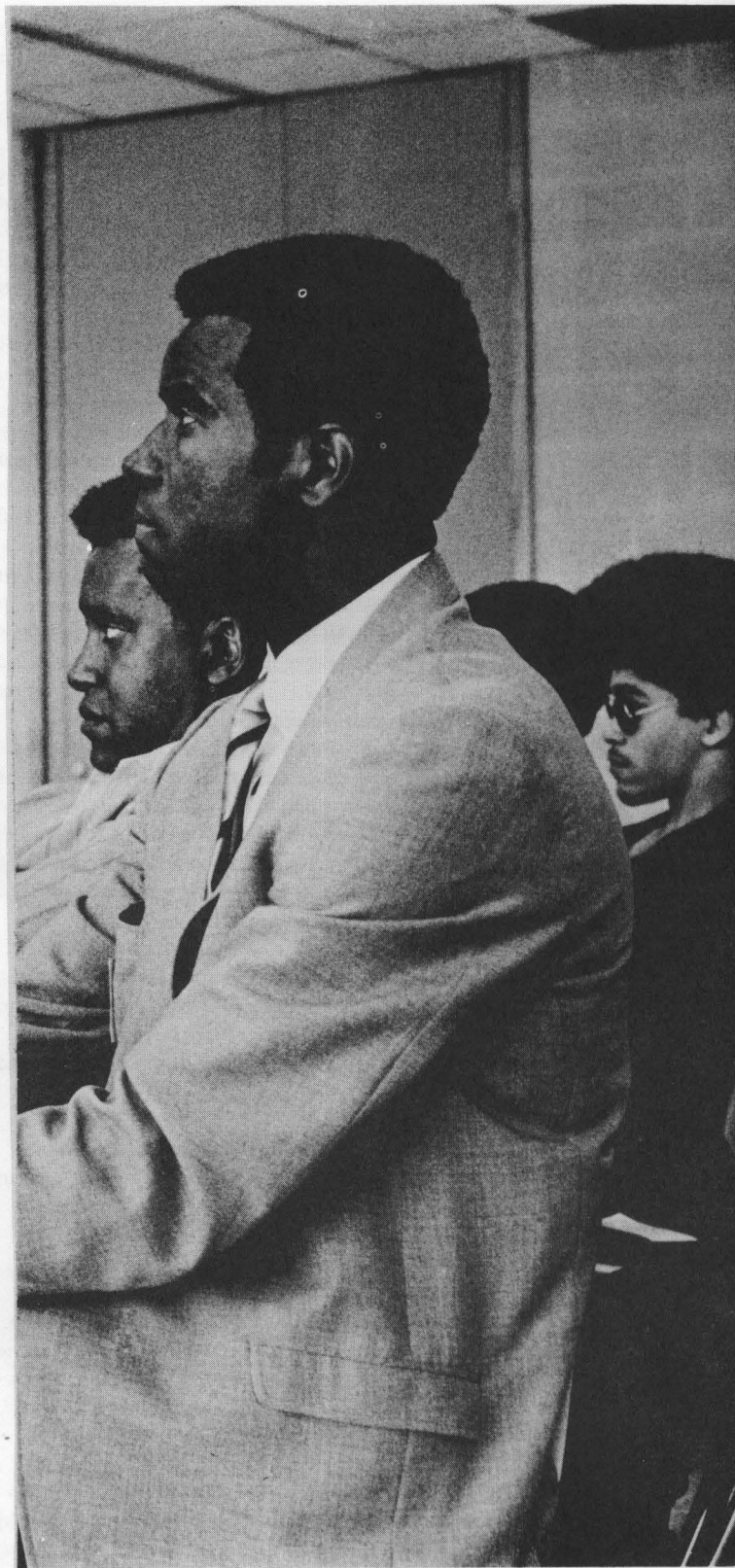
Please examine with me these various beliefs and methods, and let me recommend a position for the struggle ahead.

This is the only ultimate sensible way to proceed. I am utterly convinced that this method is both the practical and moral way to get results. The progress must come a lot faster and in massive doses. But the best way to get these results is through harnessing *all* the power which can be enlisted—black and white together.

There are a variety of strategies and forces at work attempting to achieve freedom and justice for black Americans. Let me mention some current and critical concerns.

I believe strongly in an open society:

- A society where every individual may become what he is capable of becoming.
- A society where freedom of movement is guaranteed and protected.
- A society where justice prevails.
- A society where all citizenship options are equally available to all.



This means that I will continue to work for a society open to all, and will simultaneously work vigorously to improve the quality of life within the ghettos for those still trapped and for those who voluntarily choose the option to remain.

This slogan requires definition. Let me give mine.

Black power is the process by which black people and their allies combine their strengths and time and use their strategies to achieve for blacks all the benefits, privileges and options of the society which are open to whites as a matter of course. These strengths may be political, financial, or intellectual—hopefully all.

This concept has proved scary to the status quo whites. It should be. It should be totally supported by all black and non-black people who believe in freedom and justice and do not rest their case on the racist view that whites are entitled to an unfair advantage, non-competitive, super-ordinate position because of whiteness.

There are now 23 million black citizens in the United States . . . more than the combined population in the five Scandinavian nations.

Yet there is still an all-too-common idea among whites that there are leaders who speak, like oracles, for all blacks.

America's black community, like the white, is highly complex. And as it grows, its ability to express itself becomes more and more diversified. If it did not, it would belie its growth in maturity.

No one person or organization speaks for blacks any more than for whites. White people should stop using the dodge, "We don't know who to deal with, therefore, we cannot do what's right."

I believe in non-violence in all program activities for everybody—not for just a single segment of society. I do not take this stand because I believe America to be a non-violent nation. On the contrary, America has had a very violent history from before the Mayflower to this very day.

But non-violence is my way. It must be the way of viable programs for improving the life chances of American black people if we are to survive as one nation with a single standard.

About the disorders initiated by black people during the last few years—I submit that these have, in reality, been few. The American white community has been aghast at these manifestations of anger and rebellion. But instead of surprised, they should be awed at the terrible patience of blacks. The question America needs to ask is not, "Why the black disorders?" but, "What took them so long?"

We should also keep in mind that if this society ever treated white people the way it treats black people—we would not have a riot once in a while, we would have one every day.

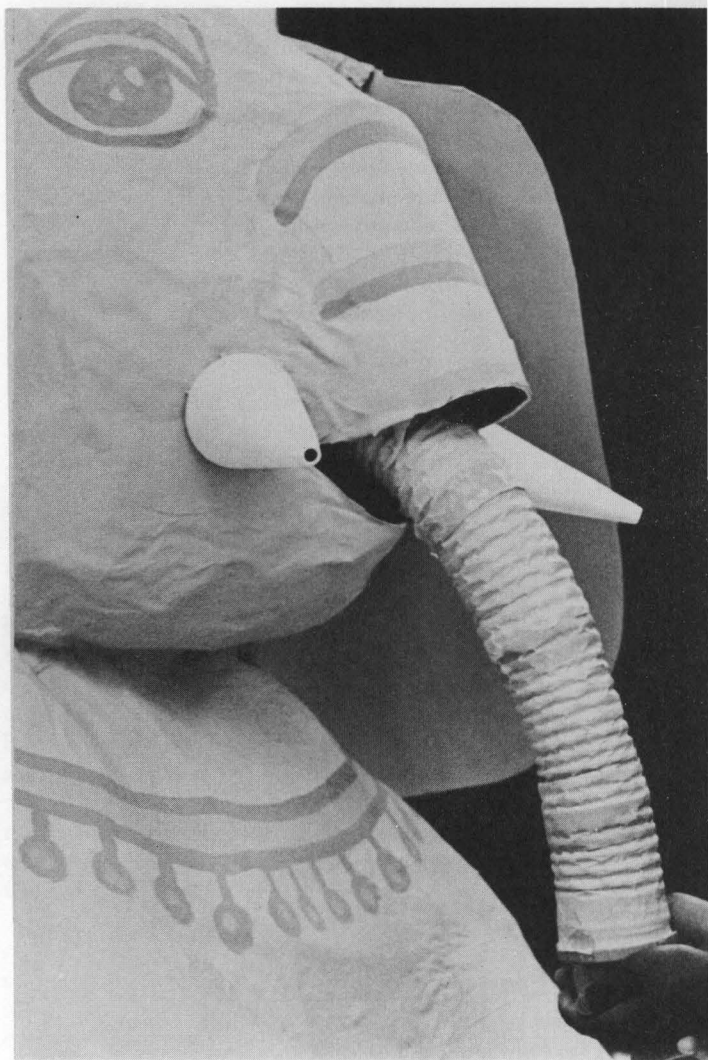
It is accurately stated that white racism is the basic cause of the current urban crisis. We are indebted to the Kerner Report for spelling out this concept clearly. Racism is based on the assumption of innate superiority of one race or ethnic group over others. Racism is wrong, unscientific and mischievous, no matter where applied.

White racism has been described earlier in this offering

and completely rejected.

Let me say a word about black racism. We have it and it is growing as a distortion of the legitimate aspiration for black power. That we would experience black racism was inevitable, given the long duration of white racism. For this reason, I understand black racism, but reject it for the same reason I reject all racism.

Certain aspects of black racism cause many whites discomfort in their attempts at interracial dealings. They complain that some blacks are arrogant, mean, call them "Honky" and say, "Whitey, get out!" and other



unpleasantness when they, the whites, are honestly trying to help.

A good many whites are using this as an excuse to cop out. To the honest whites I say, hang in there. I know it's tough to work constructively under a barrage of insults and epithets. I know this, for I have been trying to do it for so long. To the honest whites I say, you must hang in there and learn to work as equals.

Blacks must expect of whites the same kind of heroism for a little while that whites have routinely demanded of blacks for as long as there has been an America. As we move forward together, this racism will

pass. Please feel comforted in the knowledge that blacks are not demanding equal time.

I stand unequivocally for law and order for everybody. Black Americans and the civil rights movement for 104 years have been crying for law and order. That cry, mostly, has gone unheeded. It is this very disregard that has brought us to the point of black revolt.

It is ironic that today's loudest voices for law and order have been the most lawless and the most disorderly.

For the past several years, I've called for law and order with justice. For it was clear then, as it is today.



that we cannot have order without justice except in a police state.

Let me say here a word about our police, who bear the brunt of the hostility of the black community. They are frequently regarded as the "army of occupation," as the "enforcers" of the status quo in the ghettos. Frequently, not always, they are. But let us be reminded that today our police are assigned an impossible task. They are asked by the larger society to maintain order in an unjust society—a society which has systematically and illegally assaulted blacks in their efforts to survive. The police, alone, cannot keep order unless and until

the major institutions in the larger society demand justice.

American institutions of higher education hold an unenviable record in regard to race and justice. In the past, far from giving our society leadership toward racial justice, colleges and universities have been the dignified hand maidens of bigotry and racism. They have fostered discriminatory housing facilities, accepted racist fraternities and sororities, kept blacks out of many extra curricular activities and have continued a program of teaching racially distorted history and social studies. Personnel practices in most universities have been notoriously lily white.

The recent clamor for Black American History and Black Studies in colleges around the country result from the failure to teach true American History. The clamor for contract job compliance is a simple result of failing to hire blacks in fair numbers.

Universities have not produced the research to set history straight. Universities have not been in the vanguard of the battle for the rights of men. Far from leading the way for a real democratic society, our universities have timidly reflected the racism of the larger society of which they are a part.

This little list of comments is meant to be suggestive and is by no means exhaustive. Please bear in mind that my statement regarding the racial deficits in institutions of higher learning is intended for colleges and universities in general and not Western Michigan in particular. As a matter of fact, none may be applicable to this institution—just to all the others.

As I close, may I repeat the overall goals of the Civil Rights Movement are to establish in the American community a society where:

- Justice prevails;
- Every man may become what he is capable of becoming; and
- No one person is penalized for the color of his skin or the way he worships his God Almighty.

These goals are very simple, very fair. These goals are those which all black Americans seek—no more—but I promise you, we will settle for no less.

Photo demonstrates the rapport which usually develops between a white WMU student, in this case a coed, and her pupil from Kalamazoo, under the Kalamazoo Tutorial Project. Discrimination is absent in gatherings of this group, which usually brings together WMU students and children of different races and backgrounds in a wonderful harmony. These two were viewing a children's theater exhibit at WMU's Shaw Theatre.



**POLITICAL
SCIENCE**

at
the
start
of
the

SEVENTIES

The currents of change running within political science are, today, greater and more diverse than they have been during the modern history of the discipline. The resulting flux is such that any reading of future developments is quite problematic and not altogether optimistic. This situation is not unique to political science, but in varying degrees and in somewhat different forms, is true for all of the social sciences.

Three points must be emphasized at the beginning of any attempt to make sense of the situation. First, political science, and many of its sister disciplines have been in a condition of rapid and significant change over a period of several decades. With few exceptions, the conceptual and methodological tools generally in acceptance 30 or 40 years ago have been subjected to a re-evaluation so thorough and iconoclastic that it is not an exaggeration to state that an honor graduate in political science from a significant department of that period would probably find it difficult today to read meaningfully *The American Political Science Review*, long the house-journal of the profession. Second, within the past decade a quite different movement has surfaced as irreverent in its attitude toward the present roarers and shakers of the discipline as the present establishment had been of the tradition which they displaced. These continuing sources of change are, at the moment at least, diverse to the point of threatening incoherence; there is no necessary focus to the change-in-progress. Third, despite the indefinite temper of these remarks, the situation is such that it may, in the long run, strengthen our efforts to systematically comprehend the political process.

The organization of my comments now becomes apparent. Initially, I will try to characterize the very complex movements which have reoriented the discipline over the last several decades. Next I must examine the contemporary reaction to this change and finally, I will argue that these developments, particularly the latter, are not to be hastily lamented, but offer, if sympathetically considered, reason for some optimism.

I. During the late 19th century, political science, in the English-speaking world, began to sever its formal ties with the triumvirate of studies—philosophy, economics and law—with which it had been integrally associated, to establish itself as an independent field of study. The transformation of the discipline into the present form was not accomplished quickly; many of the characteristics acquired from its past associations were continued well into the 20th century. These residual characteristics, especially those carried over from philosophy and law, were so strongly a part of the conceptual and methodological equipment of the new discipline that its independence seemed more formal than real. Therefore it is not a great exaggeration to say that the full implications of this gradual process of change were not realized until about 30 years ago.

It is impossible, I would suppose, to explain just what has happened to political science in any brief formulation. Therefore I am bold to say that the new political science can be understood in terms of four characteristics; the same characteristics can be used to establish the distance between the new and the old political science. One of these characteristics, methodological innovation, is usually singled out by contemporary commentators as being of greatest importance. While I am not convinced that this emphasis is warranted, it is the case that scholars who are esteemed today as being *au courant* differ from their predecessors in being in command of certain types of mathematical tools as well as having at their disposal refined and formalized techniques for the observation of political phenomena with (hopefully) increased objectivity and accuracy.

The old political science was no more mathematically disposed than was, say, Darwinian biology. It frequently suffered from informal, sometimes almost careless, procedures for observing political phenomena. It is this change which largely accounts for the difficulty encountered by our fictitious student, trained only several decades ago, upon suddenly being confronted by the modern



literature in the field: the very language of academic discourse has changed so as to exclude all but those who are recently (and highly) trained. A side effect has been that the generally educated layman can no longer peruse this literature with much profit. Rather, he must, if interested, follow pre-digested and partially translated accounts found in such journals as *Transaction* which are published to offset this problem, or follow certain other journals whose interests are much broader such as *Commentary*, *Encounter*, *The Times Literary Supplement* or *The New York Review of Books*.

Finally it should be mentioned in defense of the earlier scholars that their relative casualness in dealing with empirical data was not so much the result of a lack of rigour or a respect for accuracy as it was the consequence of a philosophical skepticism regarding the utility of a thorough empiricism.

The second and possibly more important characteristic of the new political science is that it avows a lack of interest as a discipline in value-loaded questions dealing with the nature of the *good* society, the nature of a *just* social order, or the extent to which the citizen *ought* to obey the law. These so-called normative questions which were an integral part of the older tradition in political science are now widely held

The behavior of such formal political structures as a state senate, shown in above photo, cannot be understood without knowledge of the influences exercised over them by agents ranging from pressure groups to the dominant values and beliefs of our society.

to be unanswerable and the attention of the discipline has been redirected to an exclusive concern with matters of fact. That is to say the interest of political scientists when acting in their professional capacity is directed at what is, not what ought to be. This new "value-free" emphasis reflects changes both in the structure of western societies and related developments in the history of ideas which are too complex to concern us here. The literature dealing with this issue is rather difficult, but the interested layman might wish to look into a concise monograph available in a paperback edition: F. Oppenheim, *Moral Principles in Political Philosophy*.

The reader should be warned that to avow a value-free objectivity is quite different from achieving it in practice. We will see in a moment that serious charges have been made that this claim is a facade shielding a very specific set of biases or ideology which distorts the discipline's view of reality.

The benefits of the third characteristic are not in dispute. Until lately political science tended to define the political process in a narrow way including only those processes which are publicly identified as being political. So, for example, in our society attention was directed to the constitution as a legal document, the action of congress, the president, etc. The bulk of opinion within the discipline today is convinced that one cannot understand the behavior of such formal political structures without understanding the influence exercised over them by agents which are not part of the formal political process. There is a variety of such influences ranging from quite palpable agents such as pressure groups to the somewhat less tangible influences such as

the dominant value and belief systems of the society.

This has led to the fourth characteristic: a renewed interest in interdisciplinary studies. Unlike the specialized academic isolation of the past, the present study of politics often involves cooperation with scholars from other fields, most frequently sociology and economics. Notable by its absence is any close tie with philosophy or the law, the two disciplines which formerly most closely nurtured political science.

II. Having established a thumb-nail sketch of the present condition of the new political science which now constitutes something of an "Establishment," let us briefly consider the other current of change running in the field which seeks a major modification of the discipline as we have just described it. These new critics are usually associated with one of two groups: (mostly) youthful white academicians associated with what is loosely called the New Left, and black scholars and students who react independently as a result of several types, only one of which can concern us here: those which are directed at the way political phenomena have been and are being studied. The following is presented as a representative selection of these criticisms.

1. The social sciences mistakenly tend to assume that the more intense forms of conflict are never part of the process by which "normal" societies adjust to changes in their natural and social environments. This seems to be a reasonably accurate generalization regarding the attitude of the social sciences toward the social utility of intense conflict. The new political science, as well as the social sciences at large, is widely characterized by the notion that intense social conflict is ideosyncratic or a pathological condition. The "normal" or "natural" societal condition is widely seen as being one of harmony or consensus—a sort of academic equivalent for President Johnson's, "Come, let us reason together." The result has been a failure to perceive the extent to which actual or potential intense conflict is commonly found in social systems, even technologically advanced ones such as our own. Accordingly much of the work done has artificially, if unconsciously, softened the harshness which exists in the interaction of many groups within the same society. Much of the literature being produced even today seems strangely bland and remote from our experience.

It is also the case, as the new critics are fond of insisting, that this attitude toward conflict represents either an uncritical assumption or personal preference rather than a conclusion drawn from a close scrutiny of the evidence. I might say, parenthetically, that political science is somewhat less susceptible to this type of criticism than are some of the other social sciences, due to its long-standing fascination with power relations.

2. There has been a general failure to appreciate the tenacious nature of racism in our society. One common way of conceptualizing the situation of blacks in the United States has been to use analogies drawn from the experience of those ethnic and national

groups successfully assimilated by the American melting-pot. Looking back on the literature of the new political science one is struck both by the extent to which it underestimates the depth of the problem and its stark failure to appreciate the unique predicament of the black American.

3. With a few outstanding exceptions, the scholarship of this period has been generally complacent regarding the quality of life in our society and it seems strangely irresponsive to the crisis which has overtaken us. There is very little anticipation of this crisis in the literature of the 50's, and the early 60's. Surely, great concern was expressed for the international situation and the Radical Right (McCarthyism) was seen as an aberrant threat to the integrity of the system. But the basic integrity and stability of the system was widely accepted without careful evaluation.

4. The conclusion drawn from such criticism is that the presumed goal of a value-free social science is a facade behind which lurks a status-quo bias.

III. The reader must now appreciate how difficult it is to evaluate political science's future at this point. No sooner had the new discipline established itself, after a long and acrimonious struggle against an older entrenched position, when its own credentials were challenged by new critics who refuse all deference to the new establishment which is still very aware of its own importance. Certainly a similar evaluative attempt ten years ago would have seemed both simpler and more optimistic.

Yet it seems to me that the professional pride of that era was partially but seriously misplaced. Despite some very real accomplishments, political science has suffered from inherent failings of which it had been scarcely aware until almost yesterday. In effect it has been brought up short both by the new critics and by events in society at large. There are indications that the general complacency regarding the quality of life in the United States is giving way to attitudes more appropriate to our present situation. More specifically, there is increasing interest shown in the study of social conflict, large scale social change and new modes of social organization. None of the specific changes are more needed than the re-evaluation of structured racism in terms of its political consequences. There is in this situation a greater openness of mind and more self-doubt than was previously the case. It is the fruit of these qualities that give rise to whatever optimism the situation permits.

Loose talk Loose writing Loose news

may cost
a
GENERATION



There was a slogan back in World War II days, and I must admit I'm old enough to remember it, "Loose talk costs lives." The picture above this message usually showed a sinister (Conrad Veidt) type eavesdropping on innocent housewives or tipsy soldiers, and in a grey background a troopship was being torpedoed. Today the same poster might show a TV set portraying student violence, a few outraged generation-gappers, and a university going down with all hands into a sea of protest. Loose talk, loose writing, even loose news, if you'll forgive the bad rhyme, may indeed cost the good lives many of our new generation could have lived.

It's gotten so that when I tell new acquaintances I teach in a university, they feel almost bound to ask with serious looks, "How are things, really? Is it pretty bad?" In the past I had been laughing it off. There's been little violence at our University, and our militants seem tame compared to the Columbians and the San Francisco Staters. But beyond the talk, the news, the

*Article by DR. ROBERT L. STALLMAN,
assistant professor of English at WMU.*

Hollywood movies, depicted by this photo, along with TV news and documentary programs, are attempting to portray the student unrest, some not too faithfully to fact.

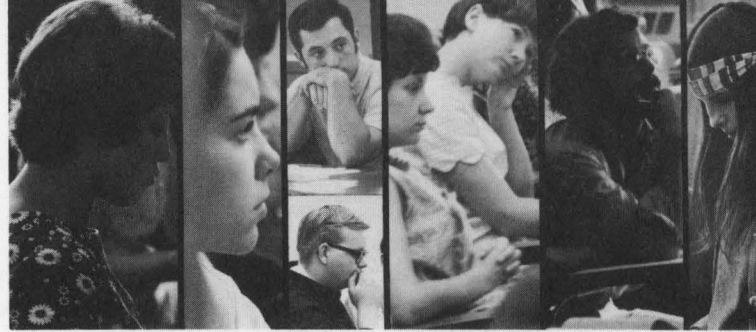
TV violence and governmental denunciations, there are my own students. Waking up to their remarks, their lack of interest in the system of which I am a part, I begin to see there is more to consider than *merely* violence.

Perhaps a greater violence is being done quietly, inexorably, with a degree of efficiency and cost accounting, and done to young people who quietly resist, patiently put up with, and silently damn most of what we are and what we do in our University. A frightening remark? An uncalled for prophecy of doom? Not if you listen, I mean *really* listen, to the students' voices, the low toned remarks, the quiet confidences; not if you watch classroom positions, attitudes, the young eyes that look very tired and bored amid subjects we try to make interesting and relevant. If you consider for a moment the long range meaning of the attitudes involved, you begin to wonder if we shouldn't worry more about the quiescent one who says, "Why bother, we can't do anything about it anyway," than about the one demonstrating in Washington or on Michigan Avenue.

Please understand, I do not condone violence or destruction in any form. Those militants who, for whatever reasons, break doors and windows, occupy offices, destroy files and books, and openly seek "confrontation" seem to me, as Bruno Bettelheim remarks, *emotionally infantile*. Without hope of winning, or even of settling anything, many of these unhappy youth throw themselves into demonstration and violence as a way of assuring their own reality. They are important too, but they are not our primary problem, as much as the news media make of them. They are only a symptom of the unease (not to say dis-ease) that prevails in many of our classrooms. The real threat is the disconnection of the younger generations from the world and goals of the older.

When our first flush of anger passes, anger that these "coddled" and perhaps even "effete" youngsters dare to reject the world we have given them, when we cool down again, we might look at their problem for a change from their own viewpoint. In an experimental class that a number of faculty are working on called "Freshman Colloquium," I began asking why, asking as a doctor might, "Where does it hurt?" As the answers poured in, verbal, written, by innuendo or direct remarks, from grim-lipped husky young men and pretty, conservative young ladies, I began to see a pattern emerging: "Lack of relevance to our lives . . . nobody really cares . . . administration treats us like numbers . . . counsellors don't care . . . automation . . . punch cards . . . cheap facilities . . . act like we're a bunch of kids . . . no say in what goes on . . . busy-work assignments . . . profs don't even know our names . . . lectures are boring . . . had it all before in high school . . . multiple guess exams just to get us out of the way . . . we all know it's just to get the ticket (diploma) . . . keep your head down and take notes . . . who wants to be an organization man? . . . I don't know what I want yet . . . I'll be drafted anyway . . . my parents just want a B.A. in the family . . . what future?"

But they didn't go through a Great Depression, nor do they even remember World War II, and they don't



know how hard labor unions had to fight, or what inroads have been made on free enterprise. No, they don't, and they aren't sure they care. Why should they? Did we care about the breakdown of the Victorian world and its mawkish weeping over the loss of moral values? Not much. Looking at the world from the late teens and early twenties, their century begins at mid-point. The Cold War, the array of Bombs, Communism, Containment, Poverty, Black Problem, Sexual Revolution: these are not new. They simply exist as the world exists. They *are* the world.

Can I expect my students to want to work up in a profession, or even a trade (as I once did in telephone work and as I have later done in education)? But the question is, why shouldn't they? Are they rejecting the world we have so painstakingly made for them? The answer is, of course, yes. As the young always make their own way, these young people are doing the same. But we, the older generation have sweated and fought for them, for their comfortable homes and allowances and cars. We have freed them from the economic necessity that made us upwardly mobile in the best middle class tradition. We have freed them to do better, to be greater, to be more devoted to mankind and less self-centered by necessity.

But we freed them only to tie the cords of obligation tighter and instruct them to do as we had done, but in the present, when the necessity no longer exists! Is it surprising then that they find our courses irrelevant, our lectures dull, our demands silly?

Continuing the diagnosis, we might notice the number of times the pain of anonymity is mentioned; right here, doctor, right under the heart where my self is, that's where it hurts. What do I say? That you must bear it because our population pressures and automated procedures make the pain necessary? Can I say that when the patient can look around at the billions being spent elsewhere and see that money-wise I am simply not giving them priority over war, moon-shots, inflating costs, and defense contracts? So the patient shrugs and slouches in his desk and takes his notes and his multiple-choice exams and counts the days like a prisoner waiting for parole. Being a man not entirely insensitive to pain in others, I began to have sympathetic twinges. At first I tried to justify: "It's not as simple as that." They shrug, smile, turn away. "We're doing our best." They smile, look out the window. "We've got your best interests at heart." No smile. No reaction at all. The generation gap yawns.

Today in the Freshman Colloquium we discussed B. F. Skinner's utopian book *Walden II*. The topic was education, the false goals of grades, the artificial stimulus of status competition, the manufactured "necessities" of basic curricula for graduation. The day before we had

been talking about socialistic organization versus democratic competition. They had been vociferous and pointed in supporting our present system in government, family life, and business. But today the subject was school. They sat apathetically, ready for the old saws to be brought out by the prof: the falsity of grading systems, but . . . the occasional dullness of lectures, but . . . the necessary repetition in required basic courses, but . . . They knew the questions, the answers, the excuses, and they were bored already. They had been through a dozen "liberal" classes with bright young professors and teachers who always added "But," to the list of sins. This is their life. It has been their life for the past twelve years or more, and if they have not learned how empty our "liberal" phrases are, they will soon become wiser.

I stopped, my mouth open to speak. The feeling from the class overwhelmed me, an almost palpable wave of pure apathy. I sat back and felt sad for a moment.

"What shall we do?" I said quietly.

"There isn't anything anyone can do," said Kathy.

"Nobody's going to stick his neck out," said Jim.

"It's not so bad," said Jerry, the class optimist. "We can make it in spite of all the crap."

"You can't change anything," said Pat.

"I like it the way it is," said Ed. "It's easy and I'm having a blast."

Small laughter.

Because they felt ashamed in some obscure way, some of them tried to begin a discussion on "backgrounds," the necessity for certain required courses, the ways in which some relevance might be injected into general courses. But the discussion died, voices fell lower, faltered, stopped.

Suddenly a burst of honesty, of person to person talk.

"Would you do something experimental if it meant you wouldn't get your tenure?" asked Karen.

I thought a moment. Mixed emotions, cowardice, then conviction. "If I thought it was right and effective, I'd do it." Then I laughed. "I'm scared of tenure anyway, sounds too rooted for me."

Looks of distrust and disbelief flickered from several of the more classroom-wise young men. "Yeah, sure man," I could almost hear them say. "Big brave deal." So it was time to come back at them. Money on the line.

"How about you, Jim. Would you take a chance on a low grade or a failure in order to really learn something?"

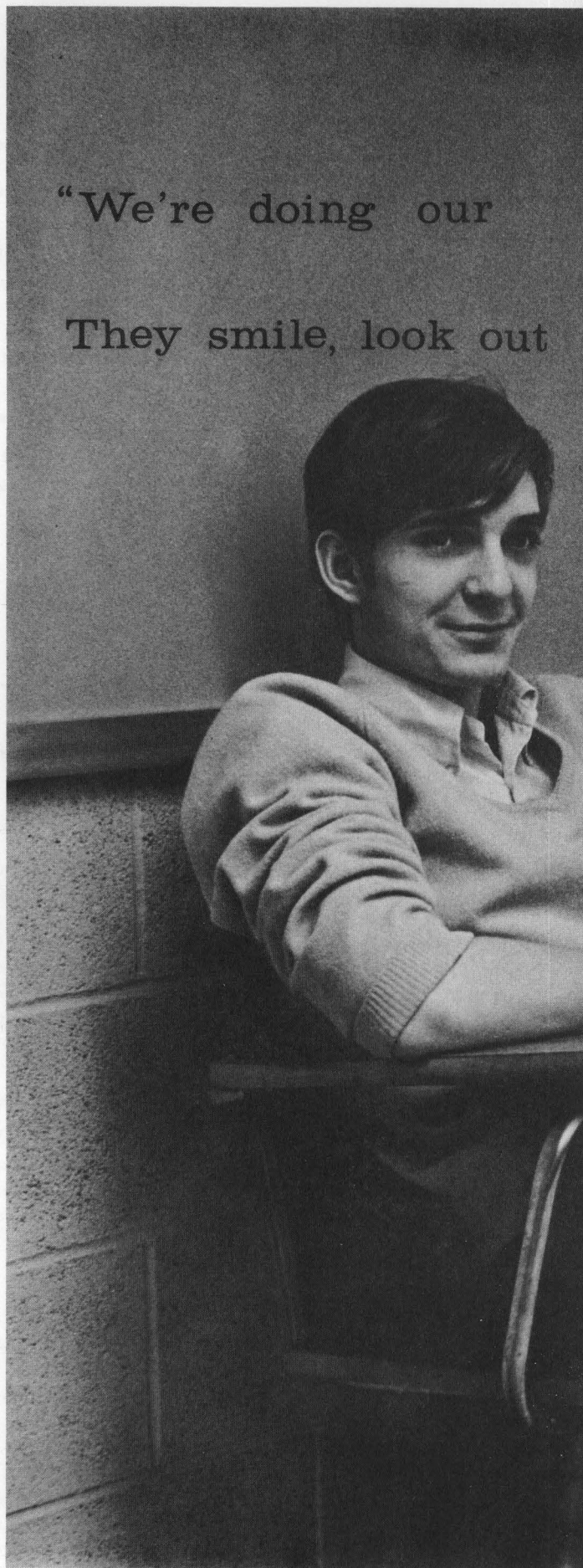
Grin. He looks down, whispers something to Chuck. They both grin. "I don't know. Maybe." No conviction. No faith.

Then several spoke at once, wondering what they could do, what kind of situation might arise, what chances they might take.

"But anything we do won't benefit us," Karen said. "We'll be gone in a couple of years, and maybe we'll have ruined our lives for nothing."

That's the way they think of it: a poor grade might ruin their lives. They might be all washed up at 21. Laughable? To us, perhaps, knowing of the chances and possibilities, wondering at the short-sightedness of

"We're doing our
They smile, look out





best

the window.

the 19-year-old. But we have convinced them. They have learned one thing, perhaps the only thing our system of schooling has taught them irrevocably: they *must* get the grades, get the diploma. In place of the ideals of culture, knowledge for the whole man, the liberal mentality, the heritage of tradition, we have taught them to worship the grade-point, make a shibboleth of the diploma.

Is the future so bleak then? Or have these young people too been subverted by loose talk about the impersonal academic diploma factory, about their own powerlessness as living human individuals? Certainly no one in or out of the University wants our young people to be processed like raw material, stamped out like tin souvenirs of the four year visit to Alma Mater. These freshmen may be in for a surprise, if they can keep their youthful vitality up and their eyes open. Things are better than they seem, perhaps better than they have ever been; for at last we are recognizing the problem, calling it by its proper name, even beginning to do something about it.

The new "Freshman Colloquium" is only one among many experimental courses that liberate student interests instead of tying them down to dry topics without relevance: Sociology and General Humanities courses that concentrate on human communication and understanding as a prelude to theory, courses in film as literature and in film making, new literature courses that encourage the student's creative work as well as having him memorize dactyls and anapests and the dates of authors' lives, psychology courses that work *on* as well as with the student to demonstrate theory in operation. And there are many more thoughtful, aware attempts to let the student learn instead of beating facts into a resistant mind, facts that almost universally disappear after the final examination. We all know from experience how learning takes place, and when: learning pre-supposes curiosity and interest, and without these, it is merely rote, write, and forget.

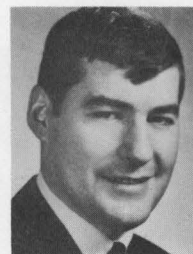
In administrative fields too, places are being opened for the student to participate, not as a mock senate or a disciplinary board whose decisions may be overturned by an administrative overseer, but as participating junior members of the University. We are making these changes not out of fear of campus rebellion or from going soft or from losing our ideals, but from gradually arriving at an understanding. These people are no longer children. They deserve to be at least apprentice citizens with responsibility in our committees and classrooms. They have a lot to learn, but then, so do we.

If we can admit we have erred in places, if we can hold to our standards while allowing our youth to speak and act among us, if we can give them a chance to be interested, then we will have created an educational system worthy of the name and the nation. All the sensationalism and loose talk about violence and rebellion on campus only serves to obscure the real improvements being made. If we can cooperate as human beings, perhaps we can foster a generation that will solve the problems we are giving them.

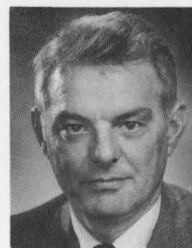
New Alumni Officers



BRADSHAW



REECE

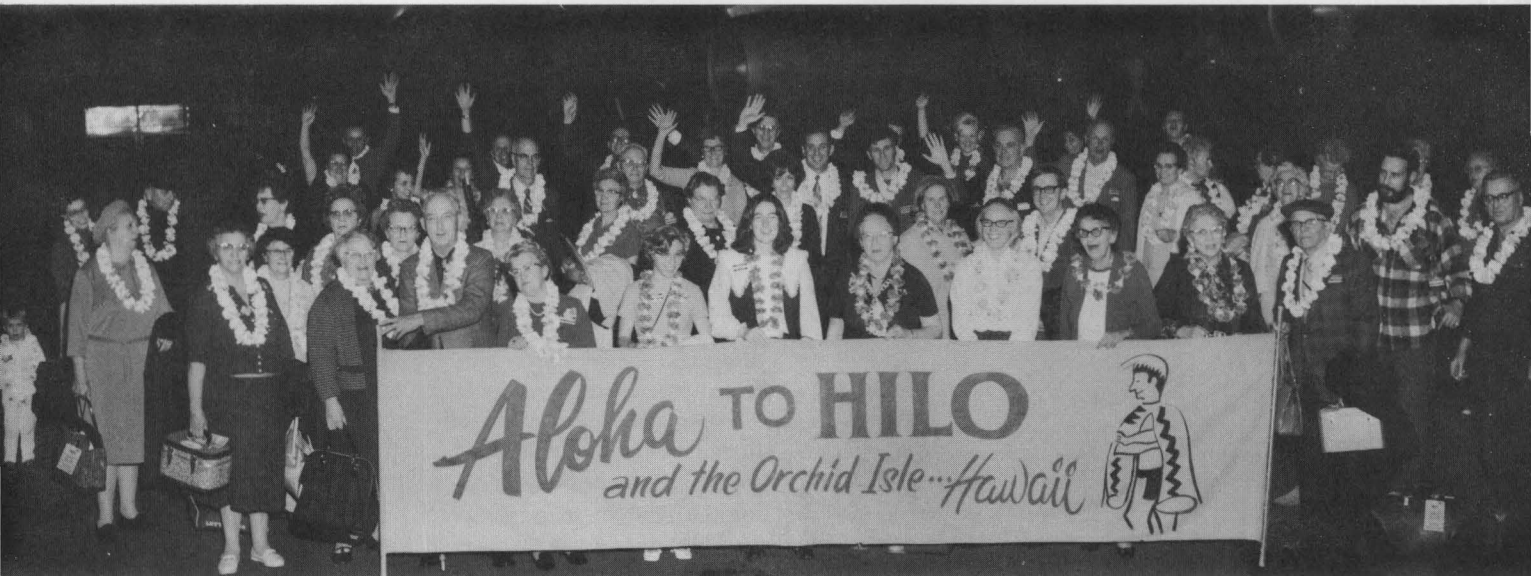


BURGE

Robert Bradshaw '54 has been elected to a two year term as president of the WMU Alumni Association through 1971. The business manager of the *Ypsilanti Press* newspaper, he has been an Alumni Association vice president the past two years, during which time he also directed the WMU Annual Fund drive in two successful campaigns.

At the same time, Donald A. Burge '52 and Thomas L. Reece '64, both of Kalamazoo, will serve one year terms as vice presidents. Burge, who is the

Kalamazoo county prosecutor, has been a vice president the past two years. Reece, marketing manager for the Ronnigen-Petter Co. of Kalamazoo, was one of the youngest directors ever named to the Alumni Association board when appointed in 1968.



WMU alums were well represented on recent WMU Alumni Tours, as demonstrated by these two photos. Top one shows the two week December tour group of 43 just after they landed in Hawaii. Annual Fund director Jim Foster and his wife, Judy, were tour guides.

Bottom photo is of last summer's European tour group of 35 guided by Alumni Relations director John Lore and his wife, Judy, as they paused at the Michangelo Square, Florence, Italy.



DELIZZI



FORSMAN



SEELIG



HICKS



DEHAAN



HENDERSON



ADAMS



LANG

Meet Your New ALUMNI DIRECTORS

Western's Alumni Association has eight new directors, seven of them in three year terms, including two presidential appointees.

The newly-elected directors are Robert M. Adelizzi '57, Mrs. Miriam (VanderWeele) DeHaan '46, David F. Forsman '55, Mrs. Jolene (Morris) Henderson '67 and Mrs. Karen (Knoska) Seelig '64. Appointed by President James W. Miller were Fred W. Adams '32, who is vice chairman of the WMU Board of Trustees, and Jefferson Hicks '67. In addition, Lewis S. Lang '47, as the new president of the WMU "W" Club, will serve in an ex-officio capacity until next Oct. 31.

ROBERT M. ADELIZZI '57 is a landscape contractor residing at Barrington, Ill. While at WMU he was a track squad member and served as secretary of the "W" Club. He has five children.

MIRIAM DeHAAN '46, now a homemaker, previously taught math and physics at Portage, Plainwell and Kalamazoo. A Kalamazoo Community Chest Board member, she has been an officer in the YWCA. She has four children, one grandchild, and is treasurer of the Kalamazoo chapter, A.B.E.

DAVID F. FORSMAN '55 is a paper company sales representative, residing at Mountain View, Calif., where he is president of the San Francisco-N. Calif. WMU Alumni Club.

JOLENE HENDERSON '67 is in an executive capacity with the Gordy Foundation, Detroit. At WMU she chaired and served on several important student campus boards and committees, was editor of the 1967 *Brown and Gold* yearbook and a vice president with the Student Association.

KAREN SEELIG '64 joined WMU's Speech Pathology and Audiology Department faculty in 1967. A member of local, state and national speech and hearing associations, she was listed in the 1968 *Outstanding Young Women of America*.

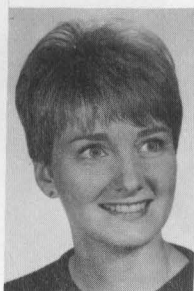
FRED W. ADAMS '32 is a complete Western Michigan education product, attending Campus School, University High School and, of course, Western. He is director of advertising for *Michigan Challenge* magazine, a state Chamber of Commerce publication, published at Detroit.

JEFFERSON HICKS '67 is president of Young Men on the Move, Inc., Ferndale, Mich., which counsels and trains minority group men in manufacturing, production, purchasing and administration techniques for industry placement.

LEWIS S. LANG '47 is assistant superintendent of the Hastings (Mich.) Public Schools, where he had previously coached for 10 years. At WMU he was a varsity football and basketball player of note. He has three children.



McLENNAN



SCOTT



MACDOUGALL



CORBIT



GRIGGS



DICK



HODGE

OUTSTANDING YOUNG WOMEN OF AMERICA

Nominate Seven WMU Alumnae For Annual Publication

Seven WMU alumnae who were nominated by Western's Alumni Association are included in the new 1969 edition of *Outstanding Young Women of America*. The young women are selected for their outstanding accomplishments in community service, in religious and political activities, or in their professional endeavors.

Young women included in the new edition were nominated by leading women's organizations and college alumnae associations around the country.

WMU alumnae honored are: Capt. Donna McLennan '66, of New York; Mrs. E. Dean Scott '66 of Atlanta, Ga.; Mrs. Suzanne MacDougall '62 of Washington, D.C.; Mrs. Mary Corbit '54 of Cassopolis; Mrs. Kay Griggs '67 of Niles; Susan M. Dick '63 of Kingston, Ontario, Canada; and Mrs. Pamela Hodge '64 of Albuquerque, New Mexico.

SKETCHES

CAPT DONNA McLENNAN entered the U.S. Marine Corps Officer Training after graduation and has held numerous assignments, including Legal Officer and then Base Education Officer at Paris Island, S. Car.; Woman Officer Selection Officer at Boston; Personnel Officer at Garden City, New York; and now Officer Selection Officer for New York, New Jersey and Connecticut.

DONNA SCOTT is now an instructor in Georgia after teaching the educable mentally handicapped as well as second graders in the Kalamazoo Public Schools 1966-69.

SUZANNE MACDOUGALL has been a geographer at the U.S. Bureau of the Census since 1963 as well as member of the Association of American Geographers. Prior to then she served a year in the Geography and Map Division of the Library of Congress.

MARY LOU CORBIT last year became executive secretary and superintendent of the Cass County Intermediate School District after serving as a teacher and then assistant to the superintendent of schools at Cassopolis over 15 years. The mother of six children, Mrs. Corbit holds four separate degrees from Western, one cum laude.

MRS. KAY L. GRIGGS is a Spanish teacher at Lake Michigan College, Benton Harbor, where she has served as vice president of the Faculty Assembly and as a member of the Executive Council.

SUSAN M. DICK was an English major while at Western and now resides at Kingston, Ontario, Canada, where she is on the faculty of Queen's University. In 1966 she received a Woodrow Wilson Fellowship for advanced study.

PAMELA W. HODGE is now an elementary school administrator at Albuquerque, New Mexico, and this spring was acting principal of an elementary school there. She has served on numerous committees on school planning and administration there including a New Mexico University group to write a school plant planning guide for small school districts in New Mexico.

bronco sports

BASEBALL

Look for Western's always-tough baseball team to make another solid bid for MAC and national laurels this spring. Coach Bill Chambers has lettermen back at every position from last year's squad which finished with a 29-11 record, was runner-up in the MAC and ranked 11th nationally.

"I feel we have more good players available than at any time in the last 10 years," says Chambers, "but our league is always tough. It's been proven time and again that any team can knock any other one off."

Two top pitchers, John Pasierb (8-1, 1.76 earned run average) and Ken Bratherton (4-5, 1.97 E.R.A.) have graduated but eight of the best 11 hurlers will be back. Included are Marty Scherr (4-3, 2.65 E.R.A.), Jim Sanford (3-0, 2.88), Tom Zahn (1-0, 0.78), and Joe Hubbard (2-1, 1.50). A top newcomer is lefthander John Raven, a Grand Rapids J.C. transfer.

Returning outfielders include All-MAC Dave Shoemake, who batted .360, plus the entire infield of Mark Hari (.218), Harry Shaughnessy (.268), Tim Lock (.222) and Tom Nicklas (.281).

TRACK

WMU has lost only one MAC outdoor track meet since 1955 and just one dual meet since 1956. Coach George Dales said, "Due to graduation losses we'll need fine performances from several sophomores to beat Ohio University this spring. They have virtually all of their team back that we beat last year by only six points."

Events in which WMU figures to score well are the sprints, hurdles, pole vault, shot put and distance races while the weak spots will be the 440, long jump and discus. In the sprints, Terry Pruitt and Stanford Tucker both run around 9.7 for 100 yards and placed 4th and 5th respectively in the MAC meet last year.

Third place high hurdles winner Chuck Bostrom has graduated but 4th place winner Ken Jackson (:14.6) and Greg

Myhra (:15.1) return. Ed Distelrath, 5th in the 440 yard intermediates (:55.7) is also back.

WMU's lone returning MAC champion is half-miler Jack Magelssen (1:51.8) but Jerry Liebenberg, who won steeplechase honors at the Penn Relays and was 3rd in the MAC meet mile run (4:11.3), also returns.

Warren Converse, 4th in the MAC hammer throw event, (166'-11"), is back while the shot put hopefuls include former Pennsylvania high school champ Gary Demar and footballer Tom Elias.

Other top field events performers are 15 foot pole vaulters Mike Blowers, Larry Robands and Mike Colosanti, as well as Leroy Dixon, 2nd in the MAC high jump event (6-2) and 6th in the triple jump event.

In its bid to repeat as MAC champs, WMU will miss All-American sprinter Tom Randolph and MAC triple jump king Jim Mitchell but fine depth will aid WMU.

GOLF

New coach Merle Schlosser had 26 fall candidates, including lettermen Mike Fedewa, who was runner-up for state amateur honors last summer, Bill Fuller and Mark Hanna, who shot a little over 77 per round last year, just a shade off the pace of graduated Timo Kilpelainen, WMU's lone NCAA player last year.

"We have better depth and I'm hoping we can improve on a 5-3 record and move up in the MAC," said Schlosser. "Our team showed fine spirit in fall practice."

Transfer Jim Scott could be a pleasant surprise for WMU linksters this spring.

TENNIS

Coach Hap Sorenson's squad will be determined to climb out of the MAC second division after finishing 1st or 2nd for 19 straight previous years. Hap had a whopping 17 men out for fall practice and freshman Jerry Smith is No. 1 singles performer.

Returning lettermen include Bill Richards, No. 2 singles, and Rick Westhoff, No. 3 singles, who were No. 2 doubles last year. How well they do will determine much of the season. "We'll bolster our final three singles spots with transfers or freshmen and Smith should do a capable job," said Sorenson.

Frosh hopefuls include Rex Lehman, Scott Richter and Roger Thurman, with help expected from transfers Al Heidema and Bruce Karazia.

BASEBALL SCHEDULE

Mar. 22-28	Spring trip, Jacksonville, Fla.
Apr. 3	at Ohio St. (2)
4	at Ohio St. (2)
7	VALPARAISO
10	at Kent St.
11	at Kent St. (2)
13	CINCINNATI
17	NOTRE DAME
20	at No. Illinois (2)
21	BALL STATE (2)
24	at Ohio U.
25	at Ohio U. (2)
28	at Mich. State U.
May 1	MARSHALL U.
2	MARSHALL U. (2)
5	MICHIGAN
8	BOWLING GREEN
9	BOWLING GREEN (2)
12	at U. of Michigan
15	TOLEDO
16	TOLEDO (2)
19	MICHIGAN STATE
22	at Miami (Ohio)
23	at Miami (Ohio) (2)

HOME GAMES IN CAPS

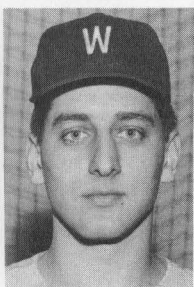
OUTDOOR TRACK SCHEDULE

Apr. 4	at Kentucky Relays
11	at U. of Michigan
21	at Bowling Green
28	at Drake Relays & Penn Relays
May 2	at Toledo with Ohio U.
9	MIAMI (OHIO)
16	KENT ST.
23	MAC meet at Miami
30	MICH. FEDERATION MEET
June 6	CCC Meet at Indiana
13	USTFF Meet at Wichita
13-20	NCAA Meet, Des Moines

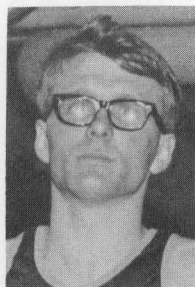
HOME MEETS IN CAPS



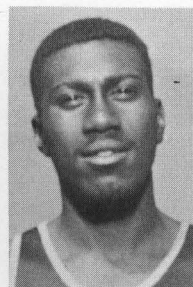
SHOEMAKE



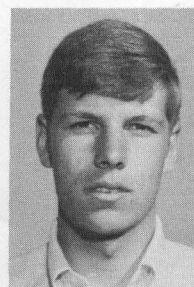
HARI



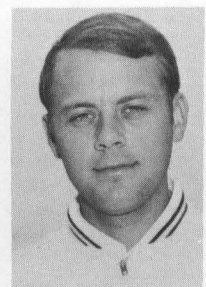
MAGELSSSEN



DIXON



FEDEWA



RICHARDS

class

'25-'39

Fred L. Moffat '17, who passed away 10 years ago, has been honored with a memorial fund in his name, initiated by his wife, Mrs. Emily (Bennett) Moffat '18 of Detroit. Mr. Moffat held degrees from Detroit Teachers College and Univ. of Detroit. His wife is a Detroit Teachers College and Wayne State Univ. graduate.

He taught and coached at Cass Tech High School and was principal at Southeastern High. At Western, Mr. Moffat played football, was Brown & Gold athletic editor, and Junior Class treasurer.

Oliver Jensen '25, BS '30, after 44 years of teaching in the Marcellus school district, was honored recently by having the original Marcellus school bell dedicated to him. The bell was installed in 1881.

Mrs. Thelma Watt '26 recently retired after 23 years of teaching, being in McBain Public Schools for the last 16 years.

Murdo G. Ferguson '30, assistant postmaster in Owosso for the past 17 years, retired recently, ending 33 years of service with that post office.

Earnest V. Blohm '32 recently retired after more than 40 years service with the Michigan Department of Natural Resources.

Harold W. Green '32 represented WMU at the recent inauguration of Dr. Albert G. Huegeli as president of Valparaiso University.

John Groop '33 of Marquette, recently retired after 25 years of service as a state employee.

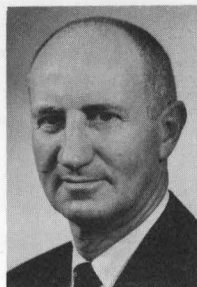
Sister Mary Aline Needham '33 has been appointed to the Aquinas College Board of Trustees.

Dr. Evart W. Ardis '34, Director of Placement Services, University of Michigan, has been honored with the recent naming of the new 21-room Evart W. Ardis Elementary School for him by the Ypsilanti Board of Education. He has been in his Univ. of Michigan post since 1959.

After graduation from Western, Dr. Ardis served as principal and superintendent at Freeport and then superintendent at Inkster, East Detroit, and Ypsilanti 1934-59, the last six at Ypsilanti. He has won numerous awards and held office and membership in some 15 associations and public agencies.

Jacob A. Solin '35 was recently honored by having the new lecture center at Gogebic Community College dedicated to him. He is presently dean of academic programs at the college.

Gardner Ackley '36 has been appointed a Distinguished University Professor at the University of Michigan.



DR. ARDIS '34



DR. NICHOLS '39



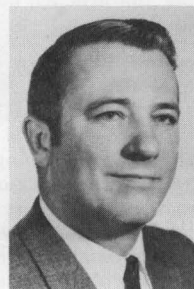
DR. McMAHAN '40



STERLING



MILROY '49



O'ROURKE '50

Jean L. Anderson '39 recently received a doctors degree in speech pathology and audiology at Indiana University.

Dr. Nathan L. Nichols '39, professor and assistant chairman of WMU's Physics Department, is engaged in a study of advanced optics at the Univ. of Arizona while on sabbatical leave from WMU this school year. His wife, Donna (Martin) Nichols '39, Nazareth College Librarian, is with him in Arizona, working as Cataloger in the Univ. of Arizona Library.

'40-'54

Dr. Marie E. McMahan '40 this fall was named director of the Instructional Resources Center at Kent State University. She served on Western's School of Education faculty 1960-68 when she left to work on her doctorate at Michigan State University. Prior to joining

notes

WMU's faculty she was an audio visual consultant in the Battle Creek public schools.

Dr. Dale O. Olsen '40 has been named director of teacher preparation at Grand Valley State College at Grand Rapids.

Richard H. Sterling has been named manager of retail sales by the Sun Oil Co., Philadelphia, Pa. Sterling, who joined the firm's sales force in 1946, resides at Pittsburgh, Pa. He was appointed Ohio Valley Region land manager in 1951 and served in various sales managerial posts until named manager of the central sales region last May.

He is on the Board of Governors of the Ohio Petroleum Council. He attended Western 1938-'41.

Robert J. Coleman '42 has been appointed controller of Commonwealth Services Inc., Jackson.

Mrs. Margherite Lapota '42 represented WMU at the recent inauguration of Dr. J. Paschal Twyman as president of the University of Tulsa, Oklahoma.

Myl Cronin '43 has been selected to appear in the 1969 edition of "Community Leaders of America." Miss Cronin resides in Watervliet.

John M. Jurgensen '43, MA '61 has been appointed superintendent of the Mason County Eastern School District.

John R. Milroy, a '49 cum laude graduate, this winter became vice president for development at Nazareth College at Kalamazoo. He had served as vice president of marketing for the American National Bank and Trust Co., of Kalamazoo since 1967 after serving in various positions with the bank since 1949.

Milroy holds degrees from the Graduate School of Banking at Rutgers University and the School of Financial Public Relations, Northwestern University. He is a past president of five civic and commerce agencies, including the Kalamazoo Board of Education, Kalamazoo Jaycees and Kalamazoo Community Chest and has chaired or held membership in numerous other civic organizations.

Edward P. O'Rourke '50 has been appointed national accounts manager of the Consumers Products Div., USM Corp., Reading, Penna. He joined USM Corp. in 1965 as a territory manager based in Chicago. He previously had 15 years sales experience in the hardware industry in Chicago. Raised in Wilmette, Ill., he attended Chicago's Loyola Academy.

Donald Burk '50 recently received a doctorate from the University of Minnesota.

Richard Gowens '51 received a doctors degree in Spanish from the Universidad Interamericana at Saltillo, Coahuila, Mexico.

Dr. Georgia A. Johnson is the first Negro woman physician on the faculty of the Michigan State University College of Human Medicine. She was graduated second in her class at South Haven High School before enrolling at WMU. Dr. Johnson is working with medical students in two Lansing hospitals and aiding patients at MSU's Olin Health Center.

While at Western she worked as an aide at Kalamazoo's Borgess Hospital.

Dr. Johnson received her M.D. from the University of Michigan, interned at Evanston, Ill., and was a resident doctor for two years at Detroit General Hospital, for 1½ years at Wayne County General Hospital and was on the medical staff at Ypsilanti State Hospital six years. She attended Western 1948-'51.

Orville C. Haan '51 has been appointed assistant professor of teacher training at the University of Minnesota, Duluth campus.

Glen E. Leeson '51 was appointed assistant principal for instruction at South intermediate school in Saginaw.

Donald W. Reed '53 has been named principal of Boynton-Martindale school in Benton Harbor.

John Larent '54 has been named principal of Cadillac high school.

James Weeldreyer MA '54 has been appointed principal of Mattawan elementary school.

'55-'59

Vance D. Proper '55 was recently promoted to the U. S. Navy rank of Commander. He is currently attending the 10-month School of Naval Command and Staff for advanced education in the science of naval warfare, one of only 188 Navy officers selected.

Cmdr. Proper attended high school in Saginaw.

Dr. Helen M. Morsink '55 has been named coordinator for the Grand Rapids Teaching Center of Central Michigan University.

Donald F. Anderson '56 has been named assistant principal of Grand Haven high school.

George Avery '56 represented WMU at the recent inauguration of Dr. Arthur Gene Hansen as president of Georgia Institute of Technology, Atlanta, Ga.

Harry C. Caldwell '56, MA '62 has joined the faculty of West Shore Community College as a professor of social science.

Frederick Brown '57 has been appointed principal of Saranac high school.

Randall R. Preston '57 has been appointed director of distributor services of the Amway Corp.

Marie Sivak '57, MA '62 is included in the Marquis edition (1970-71) of Who's Who of American Women. Miss Sivak is presently library coordinator for the River Valley schools.

Dr. Thomas L. Wenke '57 represented WMU at the recent inauguration of Dr. John W. Gustad as president of Fort Hays Kansas State College.



DR. JOHNSON



DR. MORSINK '55



PROPER '55



BADGER '59

Kenneth Thurston '58 has been promoted to assistant park supervisor at the Charles Mears State Park near Pentwater.

Jack A. Nottingham '59, MA '64 recently received a doctors degree in psychology from George Peabody College for Teachers.

Loretta Long '60, on the left, is one of the adult hostesses on the acclaimed, new, nationally televised program for pre-school children, "Sesame Street," carried daily on 160 educational TV stations across the nation. The program is designed to help prepare 3-5 year olds for school by teaching them letters, numbers, new words, problem-solving

Robert B. Badger '59 has been promoted by the Riegel Paper Corp., Milford, New Jersey, to the position of technical superintendent of the Upper Mills plant. He joined Riegel in 1959 as a chemist and has held various technical positions with the firm since then.

'60-'61

James A. Hoeh, Jr. '60 recently received his doctorate from the University of Michigan.

M. Luke Miller '60 has been named assistant administrator at St. Joseph Hospital in Flint.

Myron A. Roeder '60 has been named director of marketing for The Pillsbury Company's Refrigerated Foods business in Minneapolis.

Bruce A. Bennett '61 has been appointed director of casework for the Marshall Family and Children's Services.

Charles L. Harvey '61, MBA '68 represented WMU at the recent ceremonies for the One Hundred and Twenty-Fifth Anniversary of Saint Mary's College, Notre Dame, Indiana.

Sandra Hutchison '61, MA '67 has been appointed to the teaching staff of WMU in the department of special education.

Noel E. Jackson '61 has been named executive vice president and general manager of North America Aluminum Corp.

Donald Mullens '61 has been appointed admissions officer and counselor at Montcalm Community College.

and other skills through cartoons and live action film.

Loretta, a Paw Paw native, is a former school teacher, professional singer, and recently co-hosted a TV talk show on New York television as an interviewer newscaster and singer on the "soul series" programs.



R. R. Randall '61 has been named assistant southern division manager for General Telephone Co.

Joyce Shears '61 has been appointed executive director of the Downriver Young Women's Christian Association in Wyandotte.

Hal Weakly '61 has been appointed export-import traffic manager of the Monroe Auto Equipment Co.

Larry Wile '61, MA '64 has been appointed general assistant superintendent of Comstock schools.



TAYLOR '64



GUILIANI '69

'62-'64

Kenneth M. Baker '62 has been appointed administrator of Lansing General Hospital.

Robert J. Burns '62, MA '65 has been named principal of Dexter high school.

Ronald F. Hopkins '62 has received a doctorate from Southern Illinois University.

Don H. Taylor '62 has completed his initial training at Delta Air Lines training school at Atlanta Airport and is now assigned to the airline's Chicago pilot base as a second officer.

Mrs. Monte Westfield '62 was appointed home service director for Michigan Consolidated Gas Company's Muskegon District.

Melvyn Blackman '63 has been appointed as principal in the Farmington public school system.

John Gunnell '63 has been appointed superintendent of the Mattawan Schools.

Charles W. Bennett '64 has been promoted to assistant vice president at Michigan National Bank, Grand Rapids.

Gay Brown '64 recently received a doctors degree from Purdue University.

William R. Dickey '64 has received a Juris Doctor degree from the Law School of the University of Michigan.

Dr. Michael Horvath MA '64 represented WMU at the recent inauguration of Dr. Clarence Cyril Walton as president of The Catholic University of America, Washington, D.C.

James H. Sanders MA '64 recently received his doctorate from the University of Iowa.

Victor Sztengel '64 has been appointed planning associate with the South Central Michigan Health Planning Council, Inc.

S. Martin Taylor '64, a native of Bangor, was recently appointed as executive assistant to the Director of the Michigan Department of Commerce. He was graduated from Detroit College of Law with a Juris Doctor degree in 1967 and practiced corporate law in Chicago the past two years.

One of Taylor's first assignments, according to Commerce Department director Richard Whitmer, also a WMU graduate, will be to work on legislation affecting the department's eight bureaus. At WMU, Taylor played two years varsity football.

Donald Vander-Schaaf '64 has been promoted to assistant sales manager of the Thermotron Corp., Holland.

Warren L. Williams '64 recently was appointed executive director of the Waterford Education Association.

'65

John D. Berlin '65 has been named to the post of Kalamazoo County assistant prosecuting attorney.

Nelson Bormann MA '65 represented WMU at the recent inauguration of Dr. William W. Hassler as president of Indiana University of Pennsylvania.

Eugene Golanda MA '65 has been appointed principal of the Mulliken and Neff elementary schools in Grand Ledge.

Fritz Herrmann MA '65 represented WMU at the recent inauguration of Dr. Roy J. Stuckey as president of Jamestown College, Jamestown, N. D.

Roger Jackson '65 has been named principal of Springport high school.

David W. McNeil '65 has been appointed Community School Director of the Reeths-Puffer School District, near Muskegon.

Thomas J. Ruesink MA '65 has joined the faculty of West Shore Community College as professor of automotive technology.

George S. Vrabel '65 has joined the staff of Washtenaw Community College as the job placement counselor.

John Walkley MA '65 has been appointed superintendent of Houghton Lake community schools.

Peter W. Weigant '65, of Fenton has been appointed assistant supervisor in the Saginaw life division office of Aetna Life & Casualty.

James C. Wrede '65 has joined Itek Business Products, Rochester, N. Y., as regional sales coordinator.

'66

Jerry Bonomo MA '67 has been appointed manager of Wickes retail outlet now under construction in Niles.

Richard Bukowski has received a promotion as merchandiser to the regional office of Standard Oil Company, Detroit.

Hudson Cutshall MBA represented WMU at the recent inauguration of Dr. Harold John Ockenga as president of Gordon College and Gordon Divinity

School, Boston, Mass.

James G. Coleman MA '69 has joined the faculty of Northwestern Michigan College as a geology instructor.

Jonathan Gamm MA was recently promoted to Captain in the U. S. Army.

Wayne Harrison has completed his certified public accountant examination. He is currently employed by Arthur Andersen and Co., a national public accounting firm, and is working out of the Omaha, Neb. office.

George D. Jepsen was recently named Job Opportunity Program Administrator for the Upjohn Company, Kalamazoo.

Jack H. Jones has been named plant engineer at Albion College.

Richard R. Lamb recently joined the the staff of Kalamazoo County prosecuting attorney Donald Burge as an assistant prosecutor.

Jerry C. Petersen MA has joined the faculty of Kellogg Community College as a political science instructor.

Clarence E. Quaipe recently joined the Education staff of American Foundrymen's Society Training & Research Institute, Des Plaines, Ill., as field coordinator.

Walter Soellner MA '69, of Kalamazoo, has been awarded a \$300 prize in "Frontal Images II," the Mississippi Art Association's Annual show in Jackson, Mississippi. The Accession Committee selected Soellner's "Middle Earth," a bronze sculptured wall relief, for their permanent collection.

'67

Thomas Bosgraaf has been named assistant librarian at the Wyoming Library.

Gene Cavich MS former linebacker and assistant football coach at WMU, has been named an assistant football coach at St. Procopius College, Lisle, Ill

Richard L. DeCair of Richmond, Va., has been appointed administrator and research analyst in the State of Virginia's Division of Personnel, and liaison man with interns in that state's government internship program.

David W. Finley MA has been named coordinator in retail merchandising for Flint Junior College.

Edgar J. Fredericks MA has been appointed a vice consul in the U. S. State Department for duty at the embassy in Seoul, Korea.

Frederick W. Henry MBA has been promoted to assistant director for marketing, planning and promotion for the Upjohn Co. of Kalamazoo.

Faith S. Hinton MA '68 has been named staff assistant at Delta College. She is responsible for the development of advisory committees, and the planning and up-dating of career programs.

James Knowlton has been appointed to the Whitehall city planning commission.

Laurence McMullen MA has been appointed an instructor in the business administration department of Kellogg Community College.

Charles W. Nuechterlein has been

appointed to the controller's staff of the Magnavox Research Laboratories at Torrance, Calif.

Elliott Nunez has been appointed assistant principal at Benton Harbor junior high school.

John Sluka has been named freshman basketball coach at Fruitport high school.

'68-'69

Burton H. Brooks '68 has been appointed director of the Grand Haven Public School instructional media department, covering all school library and audio visual services.

David Cornell MA '68 has assumed the post of assistant professor of speech at Adrian College.

William H. Gould '68 has joined George Bilson and Associates, Inc., as a sales account executive.

Dale Johnson MA '68 has joined the faculty of Gogebic Community College as an English instructor.

Dirk M. Nebbeling MA '68, has been appointed public relations director of Grand Valley State College.

Ellen Robert MA '68 has joined the faculty of Kalamazoo College as a professor in the sociology department

Cynthia D. White '68 has received a doctoral fellowship for black students in organizational psychology at the University of Michigan.

Russell J. Wood MA '68 has joined the staff of the Petoskey Area Mental Health Clinic as a clinical psychologist.

Camilla J. Carruthers '69 has been appointed a Home Service Representative for Michigan Consolidated Gas Company's Northern District. Her headquarters are in Mt. Pleasant.

James Chaney '69 has been appointed Buena Vista School District's school-community coordinator.

Joseph Dvonch '69, of Wyandotte, has been appointed Rockwood's relocation assistant in the city's urban renewal program.

David L. Fuller MA '69 has joined the faculty of Taylor University as assistant professor of English.

Norman MacGillway '69 has been named director of the community program in the Buchanan School District.

Ruth Ann Perrigo MLS '69 has been appointed director of the Albion Public Library.

Douglas M. Shaw '69 has begun two-years of special-term United Methodist home mission service, on the staff of an ecumenical urban program in Baltimore, Md.

Rachelle Guiliani '69 of Marquette, Mich., is an American Red Cross volunteer worker in Vietnam where she'll spend a year aiding in recreational programs for U.S. servicemen, one of 128 such volunteers.

IN MEMORIAM

DR. GRAHAM F. BARKER '14 passed away on Aug. 13 at his home in Clearwater, Florida.

KARL R. GUSTAFSON '15 died last October at a Hastings hospital.

LYNN P. BEST '17 passed away in October at a Flint hospital. He had been a teacher and businessman in Flint.

DUNCAN P. CAMERON '20 died last fall in Trout Creek. He had been a teacher and coach at Marquette High School and a businessman in Trout Creek for 20 years.

WALTER OLSEN '20 passed away last year at Mt. Dora, Fla., where he had lived since retirement some 20 years ago. He is remembered as one of the greatest all-around athletes in the history of WMU, winning letters in football, basketball and baseball for four years. He served as captain of the 1919 grid team which beat Michigan State 21-18 in one of the most exciting games ever played by a WMU team.

HARVE FREEMAN '21 died in early January at a Kalamazoo hospital after a lengthy illness. Knute Rockne, fabled Notre Dame coach, once termed Harve "the finest high school athletic coach in the nation" In his 30 year coaching career at Kalamazoo's St. Augustine high, (now Hackett high school), Harve's basketball teams won five Class C state titles, 15 regional crowns. His football teams compiled a 86-49 record; his basketball mark was 389-170, often against Class A teams.

BERNICE A. OLDFIELD '24 passed away late last summer at a Jackson hospital. She had been a school teacher since 1914 in the Jackson public schools.

PAUL BENNETT '26 died on Nov. 29 at his home in Howell, Mich., where he had coached and been director of recreation since leaving Western. He played four years of football and baseball, three years of basketball, and two years of track at WMU.

ROBERT N. GAMBLE '27 died July 21. He was head of pharmaceutical planning at the Upjohn Co., Kalamazoo where he worked for the last 32 years.

GERTRUDE A. ALYEA '30, AB '45 passed away in early November. She had been a teacher for many years in the Muskegon area.

DR. WILLIAM F. GOINS '36, a Detroit obstetrician and director of the Detroit Maternity and Infant Care Project, died in November at his home in Detroit.

JOHN A. WILD '48 passed away suddenly in October. He was principal of Sebawaing high school at the time of his death.

HELEN DUDAS '50 died suddenly late last summer in Grandville. She was a home economics teacher at Grandville junior high school.

Alumni Association New Life Members

FAITH (SPRUNGER) HINTON '67 '68
Bay City, Mich.

BILLIE E. GELINAS '68
Detroit, Mich.

DENNIS L. PETERSON '66
GARY L. SULLENGER '68
Flint, Mich.

CARLETON C. SNOW, JR. '67
Jackson, Mich.

KENNETH B. ENGLE '39
Kalamazoo, Mich.

MARJORIE (PETERSEN) BARNES '42
Ypsilanti, Mich.

MEREDITH (WOODS) POTTER '67 '68
Rockford, Illinois

MR. ARDEN J. ELSASSER '67, a summa cum laude graduate, passed away suddenly in a Kalamazoo hospital Dec. 20. She was a graduate student at WMU at the time she was stricken. Mrs. Elsasser, who was 39, was the wife of Dr. Edward O. Elsasser, WMU history professor. They have two sons.

The Kalamazoo Chapter, League of Women Voters, has initiated an Arden J. Elsasser Memorial Scholarship Fund to aid political science students at WMU.

WILLIAM GOULD '68 was killed in an auto crash in late November near Tecumseh. He was captain of WMU's track team in his senior year. His 1½ year old son was also killed and his wife injured in the accident, which occurred after another car struck a deer and then the Gould car.

MRS. DOROTHY K. LEHNER '55 died last fall at a Grand Rapids hospital after a two-year illness. She retired in 1964 after teaching many years in Grand Rapids.

ALUMNI RELATIONS OFFICE
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KALAMAZOO, MICHIGAN 49001

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