OUR UNIVERSITY

As we survey our surroundings, we see great changes from the previous academic year. The concept of a pedestrian campus is rapidly becoming a reality. Soon, we hope, what once was a hazardous thoroughfare through the center of our west campus will be landscaped into a spot of beauty and a boon to the environment. Only a few weeks ago we witnessed the opening of Moore Hall, once a residence for students, as an office and classroom building. This is a sign that the college scene and student habits — living, cultural, and academic — not only are evolving, but have changed drastically in the last few years. Increasingly we have become a University with fine academic programs, set in an attractive campus, with a physical plant that is not only functional but architecturally pleasing.

Soon there will be a new administration at Western. There will be new directions, new problems, new solutions. There will be changes designed to meet the demands of different times and conditions. All this will be possible because throughout its history Western has ever built well to assure its future. It has had in the past, as it has today, able and dedicated faculty members who encourage young people to inquire and to seek answers to the full extent of available truth.

The tasks ahead for Western will be different from those in its immediate past. The period of great growth in enrollment and the dramatic expansion of physical facilities is over. But, there must be no embargo on intellectual growth and program development. Although the number of students may well have reached a plateau, the enrollment composition may be altered considerably. There is the strong possibility that junior and community colleges will attract more and more students at the freshman and sophomore levels, thus de-emphasizing underclassmen at the baccalaureate institutions.

Of immediate concern is the establishment of a School of Law in the western section of Michigan. Except for the University of Michigan at Ann Arbor, and a small private school at Lansing, all the law schools in Michigan are centered in Detroit. These schools of law, public and private, serve well the desires of residents of the Detroit metropolitan area. But the million and a half Michigan residents living in the southwest section of our state do not have a school of law within commuting distance. This is discriminatory and disadvantaging.

In my mind there is no question of the need for a school of law away from Michigan's major metropolitan area and there is no question that Western Michigan University is the logical site for it. In the weeks remaining in my tenure as president, I plan to work vigorously to have included in the 1974-75 state budget an allocation to begin a School of Law at Western Michigan University so that we may provide to countless thousands, over the years to come, the opportunity on this campus to realize their hopes of receiving an education in the law so that they may serve better their professions and their communities.

Our Board of Trustees has approved the concept of a College of Health and Human Services, to open when funding is available. Along with a School of Law, a college devoted to the health of Michigan people and the serving of many of the needs of the elderly, the handicapped and others is vital. I pledge to exert every effort to see that this college becomes a reality within the proximate future.

Recognition by the governor and the legislature of the need for facilities to house Western's outstanding programs adequately is most encouraging. Approval was given this year to start a building for our College of Fine Arts, the only such college in Michigan. It will house the Departments of Music and of Dance. To assist in the development of a Fine Arts Complex, we are looking to private sources for a portion of the cost of the buildings so that in the near future we will be able to add a second structure to house the visual arts, the fourth and final side of the complex facing and flanking the auditorium.

We are highly pleased that state funds have been made available for the purchase of land on the west campus for the location of a College of Business building. This college, one of only four in Michigan which has earned accreditation, is housed in some of our oldest buildings. The undergraduate enrollment has grown steadily and the number of graduate students is increasing. The offerings are attracting many residents of this and surrounding areas who are part-time students, taking advantage of the opportunity to add to or improve their business world skills.

Late last spring an Ad Hoc Committee was established by the Graduate Studies Council and charged by the council to develop the rationale, charge and organization for an overall study of graduate education at our University. This committee, under the chairmanship of Dr. John T. Burke, noted the emergent development of Western as a multipurpose university with all of the attendant implications such development has for graduate education which now represents a substantial portion of the total university offerings.

Employment opportunities and the rapidly changing needs of society offer considerable impetus for reexamination of our priorities and programs in graduate education. Never has Western had a comprehensive study of the goals, programs, policies and practices of graduate education. It is imperative that an in-depth study be started so that we can better plan, direct and evaluate graduate education.

James D. Miller

President
I was gratified to see "Three Figures" hoisted into place in the Fine Arts Plaza last fall. It represented about three years of hard work, many headaches and some misgivings. It was one of the largest commissions I had done and it was a pleasure to see at last what I had been visualizing for so long—how it would look on the site for which it was made. The site, in fact, was from the first a determining factor in shaping the size, composition, and content of the work. When Dr. James W. Miller, president of Western, first talked to me about doing a large sculpture for the Fine Arts Plaza in 1967, I was reluctant to undertake another large commission. My past experience with them had often been aggravating, and I was committed to doing two other commissions at that time. But Dr. Miller emphasized that I could take as much time as needed, and do whatever kind of sculpture I wanted. This promise of complete freedom from deadline and restrictions—and the possibilities offered by the space in the Fine Arts Plaza—were among the main reasons that I decided, after about six months thought, to accept the commission.

One of the first things I did was to spend time in the plaza to study the site and try to get a feeling of the human scale in relation to the large open space and the big buildings surrounding it. The strict geometry of everything in and around the plaza—walks, buildings, pool—seemed to demand the foil of softer forms, curving lines and a sense of human presence. Still, the sculpture should echo some of the geometric formality of the surrounding architecture and maintain some of the horizontal movement of low buildings and hills.

Deciding what the final dimension of the sculpture should be took a long time. It had to be large enough to maintain its own form; if it were too small it would be lost, too large and it would seem to compete with the buildings. The work would also have to relate to the people who would be using the plaza. I knew I wanted the sculpture to have a humanistic feeling, for myself and for the students. It would have been self-defeating if it became only another mammoth architectural structure.

Sketch is one of many drawn by Prof. Harrison prior to starting actual sculpting of "Three Figures." Evolution of final design may be seen in sketches on next page.
When the basic decisions of size, composition and subject had been reached, I began to make small models to work out my ideas further. Content evolved along with composition. The six models I made were all of figure groups. One of four-figure models became the basis for the finished work.

Besides the sculptural models, I did about 200 preparatory drawings. Some were variations and additions on themes taken from the models. Finally, I had a series of five drawings that were close to what I wanted the finished work to be. After several more visits to the site I finally decided that the most effective size would be a little more than twice the height of an average person and about 18 feet long.

The technical problems related to constructing the piece were my next consideration. I was going to build it from metal—sheet brass. The inner support, or armature, had to be constructed to support the weight of the metal forms, to withstand wind velocity, and be strong enough to take additional weight in case people should take it into their heads to climb on it. I designed the armature of I-beam and angle brass in a system of triangles for greatest strength. The three figures also sit in a triangular arrangement for stability. Planning and making the armature took more time and labor than the sculpture’s exterior which the public sees.
Another technical problem was how to divide the whole piece into components of manageable size. I would have to move them around in my studio and the final work would have to leave the studio through a door approximately 10 feet high by 15 feet wide. It would have to be constructed in parts, then taken apart for moving and reassembled and welded together on the site.

People always ask artists, “What does it mean”? The question usually makes artists cringe. Not that it’s not a valid and honest question, but the content of any work of art is complex and everchanging—like the human being who makes it.

“Three Figures” is about how people relate to each other. The work is abstract because people themselves are abstract. Abstract forms make it easier to describe the emotional forces that compose our inner selves and that shape the relationships between us. In “Three Figures” the lines, the shapes, and the spaces between them are analogous to the vibrations, the distances, and the closenesses that people establish among themselves. The central figure is female and the two side figures are male.

In top photo Prof. Harrison, center, checks alignment of section of the sculpture, while students watch progress in bottom one.
By the end of August, 1972, the five sections were complete and all that remained was to have the concrete base poured. So about mid-September on a rainy day, my colleagues in the Art Department, Dewayn Louder and Gerry Dumla, and I hoisted the sections into trucks and took them to the site.

There Larry Adams, a university engineer, was waiting with a crane and maintenance men. Several sculpture students also arrived and we guided the sections into place as they were lifted to the base. When they were all assembled, Gerry and I spent about a week welding all the joints together. Maintenance men drilled 12-inch holes in the concrete and set the pins and I spent another two days welding the final stabilizing strip to the base.
"Three Figures" stands on a concrete base that extends four feet underground and two feet above ground. Larry Adams and I worked out the dimensions of the base to suit the requirements of weight and to accommodate the system of metal pins that secures the piece.

To make a sculpture the size of "Three Figures" is a physical and emotional strain because of the physical work, the special artistic problems and the fact that it monopolizes one's time and attention for so long. I worked on "Three Figures" for roughly three years, with only occasional help from art students or other professionals.

There were many times when I wished it finished; it had taken over my whole studio and, it seemed, my whole life. Other ideas I wanted to develop had to wait and I made very few other pieces during the years I worked on the University commission.

Now that it is finished it is difficult to recall the effort and I am left with feelings that I hope other viewers experience... that "Three Figures" successfully adds the sense of human existence to the plaza and that it is rather exciting to look at.
Lady's Choice.....
From Teacher to Drain Commissioner

Punsters told me my degree from Western Michigan University was "going down the drain." In a literal sense, they were quite right.

I am a 1969 graduate of WMU with a B. A. in speech and a secondary teaching certificate. Yet, in November, 1972 I was elected drain commissioner of Muskegon County.

My election, running as the Republican Party candidate in heavily Democratic Muskegon County, came as quite a surprise to the community, to the veteran of 22 years who lost the post, and, I confess, to me.

While carrying 21 credit hours a semester, I participated in few outside activities at Western. I did go out for University Dancers, attended many of the University plays, road shows and art films. I had friends who would meet at my apartment for group play readings and to talk about the theatre, in which I had a vital interest.

Among these friends were some who were bent on talking politics. Consequently my interest in politics grew and I attended a Republican State Convention in Detroit as an alternate delegate from Muskegon.

I had arrived at Western with two years experience in professional summer stock and several seasons of civic theatre background—the highlight of which was playing the leading role, that of Blanche, in Tennessee Williams' "Streetcar Named Desire."

Two months after graduation from WMU in 1969 I accepted a job teaching speech, dramatics and French in a small-town high school. I was also to direct the school plays and sponsor the Thespians Club and debate team.

Fully disillusioned, I dropped this career after the first year. Although I had many creative students, none of them was mature enough to possess the self-direction required for the unstructured situations I was trying to give.

I wanted each of them to be able to explore his or her own areas of interest, to create theories and ideas. I wanted my students to try, or at least to reach, for the new. They reacted with fear, demonstrating a need for more and more direction. Soon I had a severe discipline problem. Then I became bitter toward school systems. I was depressed.

In the summer of 1971 I rented an old lumbering-era home in the metropolitan area of Muskegon and opened a school of drama where I gave private lessons. I was successful in getting interested, experienced people in the local theatre movements to appear as guest lecturers to add impetus to the project which I hoped would catch on and grow.
But I had too few students. In order to pay the rent I took on a new role—a door to door saleslady for cosmetics products. Faced by a new crisis, I again turned to Western, which proved helpful. A vocational guidance psychologist told me about the Vocational Interest Tests available to WMU students and alumni. I took this series of tests and learned, of course, that I had little interest in teaching at the high school level. These tests revealed that my true interests lie in being a (1) performer; (2) college professor; (3) journalist (how about that, Dad?)*; (4) lawyer or politician.

Well, I had no intention of going to law school, or seeking a journalism degree. However, I did remain active in county politics and community theatre. I believed my best prospect was to return to WMU for graduate studies in theatre, hopeful that I might eventually teach at the college level and/or work in the civic theatre and summer stock.

* Dad is William Allen May, managing editor of the Muskegon Chronicle, a news photographer, reporter and editor for more than 40 years.
To be truthful I had no concept at that time as to what were the duties, or requirements, of the job. Jokingly I asked, "What's a drain commissioner?"

More seriously, however, I commented to those who questioned my ability, "I have a Western Michigan University B. A. degree. I can read. We have a large public library in Muskegon. What I need to know I can learn."

The more I learned about the office of county drain commissioner the more I became convinced that it was a job which could be eliminated, as proposed by some parties to save the taxpayers money.

The incumbent of 22 years was apathetic. He easily defeated a field of challengers in the Democratic Party primary. No one, it seemed, was ready to believe that a 26-year-old cosmetics saleslady was capable of upsetting the "old pro" in this Democratic Party stronghold.

I never saw him in public appearance. He was confident, it appeared to me, that he could defeat me with minimal effort.

When the vote tally began to come in on election night, my hopes of an upset victory took shape almost immediately. One of the first precincts to report was that of his residence, and I defeated him there. When the count was completed I had won, 28,471 to 27,403.

Now the would-be actress, ex-schoolteacher and cosmetics saleslady was the Muskegon County drain commissioner. My thoughts in a word—WOW!

I immediately started cramming, as if for a WMU exam. I gulped down all the knowledge I could find on state drain laws and procedures. I met with a number of other drain commissioners in Michigan. On Jan. 2, 1973 I took my oath of office.

Now, each working day, I meet with citizens who are unhappy as a consequence of the year's record high-water levels. I am acting on 10 major drain cleanout petitions. I am hearing what people think of government bureaucracy and I am seeing it from the inside.

Because I am a young woman, duly elected to a post in county government to which most young women would not aspire, and because of my pre-election pledge to do what I can to abolish the job to which I was elected, I have received quite a bit of publicity. More, certainly, than I expected. A few politicians have asked me what is my secret for "making the news." I don't have one. But I do believe in telling the unembellished truth.

I will do my best to fulfill my campaign pledges. At the same time, however exciting this interlude may be, I look to the day when my "political career" comes to its end.

Then, I hope, I will return to Western Michigan University ... if I don't become ... just a housewife!
Higher education is a powerful and beneficent force in society, but it is not a free good. Since it is not a free good it requires that we allocate our educational resources wisely so that we receive maximum benefits. Rather than viewing higher education romantically as the *deus ex machina* bringing us to the gates of heaven, I shall emphasize that planning educational expenditures requires careful and dispassionate analysis. Many problems in higher education can be eliminated or at least assuaged by changing the price structure of higher education. Because of space limitations, this article is limited to covering: (1) The nature of the fiscal crisis in higher education; (2) Reform of tuition policy; (3) The nature and uses of benefit-cost analysis as it relates to higher education.

The Fiscal Crisis of Higher Education

The Carnegie Commission on Higher Education has zealously documented the fiscal crisis of higher education. This crisis is a compound of two interrelated elements. Foremost, is the fact that productivity of college faculties have been practically unchanged since 1929. The second element is the fact that there is little motivation or incentive for college administrators or faculties to be more efficient. If a department becomes more efficient frequently it will receive a smaller budget.

Placing these two facts next to the fact that enrollments are relatively inelastic with regard to tuition leads to the conclusion that university budgets will grow faster than GNP. To see the logic of this we must compare universities with the situation for competitive firms in the rest of the economy. In the United States productivity and real wage rates increase by about three per cent annually on the average. Thus for the typical firm average real costs of production are constant. In sharp contrast, higher education is characterized by the condition that wage rates rise by about three per cent (since the university is in competition with the rest of the economy for labor), but because productivity is unchanged, real costs of production rise by three per cent. In order to cover these additional costs, revenues—some combination of state appropriations, private endowment or tuition—must be increased by three per cent annually.

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Article by Dr. Myron Ross, professor of economics at WMU and author of widely published articles on education, urban economics and macroeconomics.
If tuition were increased by three per cent along with state appropriations and endowments, it is probable that enrollments would not diminish by three per cent, but by some smaller percentage.

It follows that we can expect university budgets to expand faster than GNP. This is probably illustrated by Western Michigan University’s experience between 1962 and 1972. For this period, state appropriations in real terms increased by 250 per cent, while credit hour production increased by 140 per cent. Some of the increase was no doubt caused by the fact that graduate programs grew at a faster rate than undergraduate programs.

The implications of a constant productivity-weak incentive syndrome are clear. With the "taxpayers' revolt" much in evidence one would expect that taxpayers will become more and more reluctant to cover the increased costs of university education. It would therefore be expected that tuition will rise faster than the three per cent increase in costs of university education. This means that public universities will be financed increasingly from private sources and will, as a result, assume characteristics of a private institution.

The grim prospect of elaphantine budgets can be avoided if the productivity of the university inputs is annually increased by at least three per cent. Too often faculty behave like frightened Luddites when they are faced with any potential technological advance in teaching methods on the horizon. For some faculty the definition of optimal class size is "much smaller than last year’s class size."

Political and bargaining power are foremost in determining "proper class size" at the university, with little attention paid to the few valid objective studies that exist.

In addition to improving labor efficiency there is the cavernous gap that exists between optimal and actual use of university capital, witness the excess physical plant capacity during the late afternoon, evening, Saturdays and during the summertime.

To implement potential economies, stronger incentives are required. Under present conditions incentive to economize is weak and the situation becomes increasingly exacerbated. This is what economists call "market failure."

To put the quietus on such market failure it is essential that we restructure the university price system so that incentives for a better allocation of resources exist. Let us turn to some aspects of the price system in the next two sections.

**Full-cost Pricing**

Many economists have urged that the university employ full-cost pricing. This would mean that the student would pay the costs associated with his education. This is synonymous with "marginal-cost" pricing in that such a policy would equate price to the marginal cost of education. Along with a full-cost pricing policy, it is required that there be government loans for those students who do not have access to the private loan market.

Full-cost pricing does not propose to charge all students the same tuition, as is currently practiced. Quite the contrary. To charge all students the same fees ignores the fact that supply and demand conditions differ for different courses and curricula. One does not expect General Motors to charge the same for a Cadillac and a Chevrolet. Yet this is precisely what most universities are currently doing. A course in physics with expensive equipment or a seminar with five students costs the student the same as a class with 500 students and no expensive equipment.

While there is currently some differentiation by use of laboratory fees, this is quite negligible relative to the cost differences involved. Under the present system, the student in the humanities subsidizes the student in physics. This is inefficient and inequitable. It is inefficient because we produce too many credit hours in physics and not enough in the humanities. It is inequitable because it shifts income from the student in the humanities to the student in physics on a random basis—and more often than not subsidizes the not-so-poor student to a greater extent than the poor student.
An examination of Table 1 should dispell the belief that cost differences are small. At the University of Minnesota the average and marginal cost of education between colleges is surprisingly large. A student in business administration can be educated for less than one-half the cost of educating a student in agriculture. The subsidies to students in 1969 at the University of Minnesota ranged from $2,841 in agriculture to $153 in business administration. The "Cadillac" (majors in agriculture) buyers get a bargain! In addition, differences within colleges are also quite large. Within the 95 per cent confidence interval the range is in the neighborhood of $1,000 or about 50 per cent of marginal cost. Some "Chevrolet" buyers (those getting small classes) get more of a bargain than other "Chevrolet" buyers (those getting large classes)! Assuming for the moment that a graduate in business administration has as much social value as a graduate in agriculture, full-cost pricing implies that the University of Minnesota, if it wants to be efficient, charge the student in agriculture twice as much tuition as the business administration student. Even if costs were identical under present tuition policy the University of Minnesota would be misallocating resources because the benefits from agricultural education are probably below that of business education (See Table 2). While data for lifetime income for business education are not shown in Table 2 it is probably above $300,000 in line with the lifetime income of such competitive fields as economics, statistics and computer science.

If tuition were based on full costs, one would expect profound changes to occur in teaching methods. The lecture method, which currently predominates, originated in the medieval period when the relative cost of books and other written matter were quite high relative to costs. 

<table>
<thead>
<tr>
<th>College</th>
<th>Average Cost</th>
<th>Estimated Marginal Cost</th>
<th>Marginal Cost Conference Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>$7,619</td>
<td>$4,398</td>
<td>$3,516 $5,280</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>3,318</td>
<td>1,915</td>
<td>1,531 2,299</td>
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<tr>
<td>Business Admin.</td>
<td>3,121</td>
<td>1,801</td>
<td>1,440 2,162</td>
</tr>
<tr>
<td>Education</td>
<td>4,861</td>
<td>2,806</td>
<td>2,243 3,369</td>
</tr>
<tr>
<td>Technology</td>
<td>4,686</td>
<td>2,705</td>
<td>2,162 3,248</td>
</tr>
<tr>
<td>Biological Sci.</td>
<td>5,706</td>
<td>3,294</td>
<td>2,633 3,955</td>
</tr>
</tbody>
</table>


- Costs are adjusted for fact that teaching assistants bear part of costs because they receive educational benefits, and for research by senior faculty.
- Based on cost per student credit hour of Spring 1969.
- Based on equation: E = aCH^2 where E is total expenditures and CH is number of student credit hours. e was equal to .5722, indicating that a 10 per cent increase in credit hours would increase total expenditures by 5.72 per cent. (All costs are expressed in 1969 prices.)
- For 95 per cent level of confidence or, alternatively only 5% of observations will be outside range.

<table>
<thead>
<tr>
<th>College</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>$339,482</td>
<td>$20,236</td>
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<td>Sociology</td>
<td>213,590</td>
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<tr>
<td>Political Science</td>
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<td>Mathematics</td>
<td>342,068</td>
<td>17,713</td>
<td>5,147</td>
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<td>Physics</td>
<td>282,758</td>
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<tr>
<td>Statistics</td>
<td>318,421</td>
<td>13,998</td>
<td>7,239</td>
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<tr>
<td>Computer Science</td>
<td>306,733</td>
<td>10,751</td>
<td>3,513</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>215,691</td>
<td>10,802</td>
<td>6,363</td>
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<tr>
<td>Agricultural Sciences</td>
<td>225,118</td>
<td>9,325</td>
<td>6,880</td>
</tr>
</tbody>
</table>


* Based on data in National Science Foundation, American Scientific Manpower, 1968 Report and supplementary data. A 40 year earning period with a 3 per cent rate of discount is used.
to faculty costs. It was therefore good economic practice in the 12th and 13th Century. However, the economic virtue of the lecture method is doubtful with the advent of the printing press and the fact that a reading ability of English is a requirement to matriculate at most universities.

Why then has the lecture method persisted? It has probably persisted because there is no penalty associated with its use. Under the current tuition system there is little or no distinction between efficient and inefficient teaching methods. Reform requires that the compensation of faculty depend on more extensive use of merit from the viewpoint of the student. Perhaps part of faculty compensation should be based on the number of students the faculty member has, making appropriate distinction between graduate and undergraduate classes and so forth. With all the intellectual powers at the university it should not be difficult to devise a merit system that will encourage better teaching.

There is little doubt that consumer or student sovereignty should be maximized. However, there is a potentially serious disadvantage when the teaching and evaluation functions of education are combined. Regular publication of student evaluations may cause a serious decline in the grading of students because professors attempt to curry favor with the student. One can see this effect at Western Michigan University. Between 1969 and 1972, when student evaluation became increasingly important, the mean university grade point average (using departmental averages) increased from 2.75 to 2.91, an increase of about seven per cent. Perhaps grading should be done independently of the teaching function as in Great Britain and Yugoslavia. This means that the student has limited sovereignty, which he shares with the faculty. The university is more like a republic than a democracy. Perhaps we can and should expect no more. For those devotees of full student sovereignty, would one argue for full patient sovereignty so that the doctor is paid only if he cures the patient? If such a system were employed, it is probable that the “cure” rate would increase significantly, just as the “quality” of student performance has increased with the inception of student evaluation.

Arguments Against Full Cost Pricing

1. Administrative feasibility. If we applied full-cost pricing to all activities at the university from football tickets to parking facilities, to the coffee pot in the Economics Department, full-cost pricing no doubt would be too costly to administer. However, we are not arguing here for (in the words of J. M. Clark) an “irrational passion for dispassionate rationality.” Rather we are recommending that the university move in a direction of a more extensive, but not complete application of full-cost pricing, observing that the administrative marginal costs be no greater than the expected marginal benefits.

Administrative costs are probably exaggerated. The computer has eliminated many of the problems of handling enrollments as well as handling detailed accounting problems. The computer is a wonderful machine that can inexpensively implement a full cost tuition policy. Current practice of charging one price for all courses is misguided. It minimizes administrative costs but involves a large-scale misallocation of the university’s resources.

2. There are significant externalities, so universities must be subsidized.

If benefits accrue to third parties, then it makes sense for the third party to make some contribution toward the support of the university. However, the “externality” argument appears to be greatly overworked. It is doubtful, for example, that college attendance reduces the crime rate significantly. Further, any subsidy that is justified should be given to the student and not to the university. This gives the student the opportunity to exercise some consumer sovereignty.

Substantial subsidy may be justified with regard to research activities at the university. Research activities are a public good, with consumption of research results by one individual not interfering with the consumption of research results by another individual. In this case full-cost pricing is inappropriate and would result in the underproduction of research activities. In sharp contrast, a seat at a university is a private good because if the seat is occupied by one individual it excludes others from using the seat. In this case full-cost pricing is appropriate.

Subsidies may also be defended for the top ten per cent or so of the student body to prevent them from moving to other institutions. If excellent students improve classroom atmosphere and raise the level of aspiration and performance of other students and faculty, this suggests that students below the top should not only bear the cost of their own education, but also bear some portion of the costs of educating the best students. It also suggests that faculty would be willing to subsidize the best students because they receive the benefits associated with a more enjoyable and productive classroom situation. It does not suggest that the top students be subsidized by taxes.
3. The university will not get enough revenue to cover its costs.

This would be true if universities are subject to economies of scale so that marginal cost is below average cost. However, there is little evidence of economies of scale once a university achieves an enrollment of perhaps 6,000. Below this enrollment level there appears to be substantial economies of scale because there are indivisibilities with regard to computer facilities, laboratories, internationally known faculty and so forth. There is apparently no effective way of employing one fiftieth of Paul Samuelson. This suggests that schools of less than 6,000 students are probably uneconomic and in a free market will disappear just as the large supermarket has supplanted the "mom and pop" store. For schools in excess of 6,000 enrollment there is no problem in obtaining sufficient revenues with full-cost pricing.

4. Lower income students will not be able to attend college and we will end up with a situation where only the rich attend college.

Note that in Table 1, University of Minnesota marginal costs are below average costs. However, this is not because of economies of scale which refers to average costs declining because all inputs are increased. Rather, the University of Minnesota data refer to a situation where plant is fixed and illustrates the significant uneconomic use of that plant because of the existence of large-scale excess capacity. To put this another way, if the University of Minnesota doubled all inputs, it is unlikely that average costs would fall, but if enrollments increased and there was no expansion in physical capacity, average costs will fall.

5. The fear of failure may prevent a policy of full-cost pricing from being implemented.

University administrations are in the position of the subsistence farmer in the less developed country. The farmer has knowledge that there are probably better methods of farming than those currently practiced, but the fear of failure prevents such methods from being adapted. In order to overcome this reluctance, many economists have recommended that during the transition period the farmer be insured that if failure results, much of the burden will be borne by the government rather than by the farmer. Similarly, if full-cost pricing is to be implemented it seems that some foundation (why not the Carnegie Foundation?) or governmental agency will have to enter the picture with subsidies during the transition period from the present policy to one of full-cost pricing. Otherwise, each university, for fear of failure, will wait for others to take the initiative, with the result being that none will take the initiative.
Benefit-Cost Analysis and Higher Education

Even if the marginal cost for all programs were identical this is not a sufficient condition for the existence of one price. On the basis of the present value of lifetime earnings in Table 2, one must conclude that the mathematics and economics curricula should be expanded relative to the biological sciences and sociology. One would expect student demand for education to move from the low to the high payoff areas. And, as this occurs the university must be in a position to shift resources in complementary fashion.

This last point is of some significance. If the university is to be responsive to changing demands it is necessary to keep faculty in a flexible position, so that contraction and expansion of different programs is possible. If there are too many tenured faculty it is more difficult to contract faculty in some areas than to expand faculty in other areas. Compared with most economic units universities are unique with regard to their labor force. For most firms labor cost is generally a variable cost; for universities labor cost is a fixed cost.

Students are sensitive to changing benefits. T. W. Schultz contends that there "... is strong evidence of the economic calculus at work once opportunities are at hand. I would venture to the view that college students are in general as efficient in this context as firms for profit in their domain."1

James V. Koch in a study of student behavior at Illinois State University lends support to Schultz's contention. He shows that marginal changes in the rate of return on an education are associated with student choice of major fields of undergraduate study.2 An attempt to see if these results would be repeated at Western Michigan University showed no significant correlation between rates of return and enrollment changes casting doubt on Koch's findings. One can only lament that further research along this line is needed.

The application of benefit-cost analysis to human capital is deceptively simple. If the student can earn a return higher than the cost of funds to finance his education, then we may say that the student should make the investment. For example if the additional income resulting from four years of college will equal about $5,000 for forty years and the cost of the education (tuition, books, foregone earnings) equals $20,000 then the rate of return is roughly 25 per cent. If the student can borrow funds for less than 25 per cent, then he should invest in an education.

While economists are wont to make such calculations, they are also aware of the many qualifications and pitfalls involved. Let us briefly indicate some of these:

1 Education is subsidized, so that the return from the student's point of view is higher than the return from society's point of view. In the above example, while the cost to the student may be $20,000, the total cost of the student's education may be in the neighborhood of $30,000, thereby reducing the rate of return. Unless there are significant externalities, subsidization will result in overproduction of college-trained people.


(2) The product of education becomes embodied in the student. This means that private financing of education will be more difficult than financing non-human capital because one cannot separate these skills from the individual, as a bank can separate property from the individual when they foreclose a mortgage. This imperfection in the marketplace signifies that federal or state aid for financing is required in the field of higher education.

(3) Education may be valuable per se as a consumption good. Taking a course in music appreciation probably produces little increment in earnings, but for many has significant utility. One is, however, left with the suspicion that the consumption element in higher education is exaggerated. If there was no increment in earning power associated with a college education, enrollments in universities would probably contract like a punctured balloon.

(4) Higher earnings are associated with family background, IQ's of students, mere college attendance (the screening function), as well as skills. Separating these elements out statistically is extremely difficult.

(5) Current earnings are not necessarily related to the return on an education. Some occupations will have a higher than average income to compensate for risk. The return on a medical education may be smaller than most people would guess not only because of the cost of a medical education is high, but because doctors enter the labor force later than most professional people. The shorter earning period requires that current earnings be higher to compensate those entering the medical profession.

(6) There are many non-monetary factors that must be considered. Some occupations are more enjoyable, have more status, or offer more than others. It follows that over the long-run monetary rates of return will not be equalized because of the presence of non-monetary benefits and costs.

Conclusion
The basic theme of this paper has been that university administrators should utilize full-cost pricing and be aware of costs and benefits associated with different curricula. Economists are in the habit of reminding people that "there is no such thing as a free lunch." This is true as long as resources are allocated in a situation in the neighborhood of equilibrium. However, current operation of universities are performed in a state of disequilibrium. By moving toward equilibrium this paper argues that there is available a "free lunch." Considering the great benefits it is a puzzle why more administrators and faculty are not interested in policies outlined above.
1973-74 BASKETBALL PREVIEW

Improvement through experience is expected for WMU's basketball team this coming season. In 1972-73, the Broncos finished with an 8-18 record and won only two of 12 Mid-American Conference games.

Coach Eldon Miller did not have a single senior on that squad and 10 of the losses were by four or fewer points. Another contributing factor was a .401 field goal shooting percentage, a marked drop from the WMU record .450 average the previous season. This poor shooting offset an otherwise fine rebounding year of 49.9 a game.

Key seniors will be forwards Mike Steele (6-5), Charlie Sidwell (6-4) and Bob Sentz (6-4), all of whom have earned two letters. Steele has scoring averages of 15 and 15.4 a season while Sidwell has averaged 10 and 6.7 points a game.

STEELE

SIDWELL

Paul Griffin, a 6-9 center-forward, had a fine freshman season, hitting for a .514 field goal average, with an 8.7 point and 8.8 rebound average a game.

Two other men who saw a great deal of playing time as frosh were guards Jim Kurzen (6-0) and Jimmy Harvey (6-3). The latter had some fine defensive games and a 7.2 scoring average. Kurzen played the point position and will face a challenge at that spot from junior Steve Rhodin, whose sophomore development was hampered by injuries. Also available for backcourt duty is defensive standout Stan Dixon, a two-time letterman.

A front-liner who could move into the picture is 6-5 sophomore S. L. Sales who saw action in five varsity contests but topped the junior varsity in scoring (18.5) and shooting percentage (.516).

Fred Burnette, a 6-2 transfer from Highland Park (Mich.) Community College, will hopefully provide backcourt scoring punch. He averaged 15.7 points a game last season and hit 46 percent of his floor shots there.

Freshmen who could help are 6-6 forward Boyd Breece of Rittman, Ohio, owner of 32.7 senior prep scoring average, and 6-8 Tom Cutter, who had a 23 point scoring mark and 21.6 rebounding average for Lafayette (Ind.) Central Catholic High School last season.

1973-74 WMU BASKETBALL SCHEDULE

Dec. 1 WISCONSIN STATE (Green Bay) 3 p.m.
    5 at Northern Illinois
    8 at Ball State
    12 UNIV. OF MICHIGAN 7:30 p.m.
    15 at Michigan State Univ.
    21 at Long Island Univ.
    22 at St. Peter's College
Jan. 3 CLEVELAND STATE 7:30 p.m.
    5 MIAMI (Ohio) 3 p.m.
    9 LOYOLA 7:30 p.m.
    12 UNIV. OF DETROIT 3 p.m.
    16 at Toledo
    19 at Ohio Univ.
    23 BOWLING GREEN 7:30 p.m.
    26 at Kent State
    30 CENTRAL MICHIGAN UNIV.
    7:30 p.m.
Feb. 2 at Miami (Ohio)
    6 at Marshall Univ.
    9 EASTERN MICHIGAN UNIV. 3 p.m.
    13 TOLEDO 7:30 p.m.
    16 OHIO UNIV. 3 p.m.
    18 at Notre Dame
    20 at Bowling Green
    23 KENT STATE 3 p.m.
    26 at Loyola (Chicago)
Mar. 2 at Central Michigan Univ.
are Phil Eve, C, and Jeff Lindsay, RW, the nephew of former Detroit Redwings star Ted Lindsay. Another Canadian is Al Hamernick, D.

John Snyder from Denver's suburbs, recognized as the finest preps defenseman in Colorado last season, also joins the Broncos.

Transferring from St. Clair Community College are wingers Marv and Jacques Guske, the first Michigan Junior B competition 37-goal and 86-point scorer in last year.

Other new forwards are Brian Clancy, a 5-10, 190-pounder, who saw action with the Detroit Junior Redwings, and Dave Anastos, a Black Hawks.

Senior Doug Wynn will try for his third straight All-American recognition this winter. Wynn, who owns a career record of 59-15 in 167-pound competition, was fifth at the 1972 NCAA meet and took second early this year.

As a team, the Broncos finished last season with a 7-3 dual meet mark, were third in the MAC and 15th at the NCAA championships.

Coach George Hobbs again figures Ohio University and Central Michigan to lead the MAC team standings. "Most of last year's placers are returning and also the addition of Ball State in the wrestling scoring will make it difficult to move up in the standings," said Hobbs.

Also returning in the Bronco lineup are MAC third place finishers Gary Martin at 150 pounds, who'll probably wrestle at 158 this season, and Brian VanDusen at 177 pounds. Mark Sands, at 150 pounds, should have a fine sophomore year. He was ineligible last season.

Strengthening the lower weights are Terry Nicholsong, a 1973 state Class A prep champ from Flint Carman, and Randy Cotton, second place finisher in Kentucky high school competition. Another newcomer being counted on is Doug Self, a two-time Class B prep titlist from Hillsdale, who can wrestle at from 158 to 177 pounds.

Coach Orlofsky expects improved seasons from all-around performers Mike McCammon, who ranked among the top five season performers in both floor exercise (8.06) and rings (8.07), and Tom Thornton, who stands fourth on the all-time season scoring average on parallel bars (8.41).

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1973-74 SWIMMING PREVIEW

Coach Dave Diget will have virtually all lettermen, many of whom are sophomores, back from last season's squad that had a 3-8 dual meet mark and was sixth in the Mid-American Conference.

Several varsity records are expected to fall this winter. Junior Kevin McCully established WMU marks in the 200- and 400-yard individual medleys as a freshman.

At the league meet, McCully was sixth in the 500-yard freestyle and eighth in the 200-yard breaststroke. For the year, he was the team leader in the 200-yard freestyle (1:49.1 time), the 200-yard breaststroke (2:20.93) and 400-yard IM (4:34.7).

Distance ace Gary Dombrowski won 12 of 18 dual meet races and then copped fourth place awards in the MAC 500 and 1,650-yard races with times of 4:59.64 and 17:40.92. He could be in line to break school records in the 500, 1,000 and 1,650-yard events.

Sophomore Bart Braden of Indianapolis turned in a 2:05.11 clocking in the 200-yard IM, ranking second behind McCully on the all-time WMU career list. He also picked up a seventh place in the MAC 100-yard backstroke (:57.48).

Jim Mumby earned a seventh place in the MAC 100-yard butterfly race and his time of :54.78 is third on WMU's all-time list in this event. Sophomore Mark Bradley has turned in the third fastest 200-yard butterfly (2:03.67) at WMU.

Ray Woods, who transferred to WMU from Schoolcraft Community College, last season led that team in the 50- and 100-yard sprints with efforts of :22.63 and .49.89.

Above photo shows construction progress on Student Recreation Building on WMU campus. Scheduled for completion in mid-1974, it will seat 750 for varsity swimming meets in a pool 50 feet by 119 feet and seat 4,200 spectators for varsity hockey games in side-by-side locations in the building. Students will use both for P.E. classes, intra-mural sports and recreation.
Alumni News

Seven Western Michigan University alumni who were nominated for the honor by WMU's Alumni Relations Office, are included in the latest edition of "Outstanding Young Men of America." All men included in the volume must be 21-35 years old and were selected in recognition of professional and community leadership and service. WMU alumni so nominated are:

Gilbert H. Bradley, Jr. '63, completing a two year term as the first black ever elected as mayor of Kalamazoo; he's with Brown Co. sales department, Kalamazoo.

Gerald Cavalier '67 of Houston, Texas associated with a chemical firm there in an executive capacity; was class president as WMU senior.

Robert W. Ethridge '62 MA '70 has been administrative assistant to WMU president since Sept. 1972 and is working toward doctorate at WMU.

James R. Foster '65 MBA '66 is in the Upjohn Co. management trainee program after serving four years as director of Western's Annual Fund.

John S. Lore '65, MA '67, vice president for development, Nazareth College, Kalamazoo since Sept. 1972, served as WMU director of alumni relations six years prior to then; working toward doctorate at WMU.

Thomas H. Randolph, Jr. '69, counselor, Wayne County Community College, since Dec. 1971 where he's also an instructor.

J. Daniel Telfer '62 of South Bend, Ind., where he maintains a sales territory, completing third year of educational requirements to qualify as a Certified Medical Representative; founder of Michiana WMU Alumni Club.
Frank Merrill '47, manager of Grand Rapids office, Michigan Insurances Services, one of eight Michigan men named to M.I.S. 25 years club.


Mrs. Ena Armstrong '48 honored by Lake Odessa Area Historical Society as an "Outstanding Senior Citizen;" retired in 1962 after 41 years of teaching.

1950's

Richard R. Fonger '50, MA'55 named superintendent, Charlevoix Public Schools.

Raymond E. Wiersma '50 named senior vice president at Security First Bank & Trust Co., Ravenna.

Kenneth F. Hamilton '50 received law degree from Univ. of Notre Dame, after 20 years in real estate at Ft. Wayne, Ind.

Jacob E. Brisendine '52 named principal, Swartz Creek Middle School.

Carl Lord '52, MA'57 elected president, Grosse Pointe Education Assoc.; South High School teacher.

Martin E. Ball '53, MA'56 named principal, Essexville-Hampton Garber High School.

Donald H. Spitler '53 named vice president of finance, United Geophysical Corp., Pasadena, Cal.

Dr. William J. Yankee '54, MA'57 named president of Northwestern Michigan College, Traverse City; had been executive vice president, Delta College since 1970.

Walter Owens '55 named assistant basketball coach, Northern Illinois Univ.

Dr. Ross Van Ness '55 new associate director, Institute for Community Education Development, Ball State Univ.

John H. Frazer '56 named personnel director, Chevrolet's Warren Manufacturing Plant.

Kenneth Walters '57, MA'68 named principal of Martin High School.


Edmund Morelli '57 named principal, newly dedicated Bay-Arenac Skill Center, serving the Bay City-Midland-Saginaw areas.

Robert Pabreza '58 promoted to manager, product development, Escel Industries, Inc., at Jackson.

Donald P. Pobuda '58, MA'61 named superintendent, Harper Creek Public Schools.

Mrs. Mary Simpson '59 of Kalamazoo, completing her 6th year of Peace Corps duty in Afghanistan, Africa, as a nurse, at age of 65, has two children and 15 grand children residing at Kalamazoo.

Robert Afman '59, MA '64 named elementary principal in Marcellus.

1960's

Dr. Cornelius Laban '60, MA'62 appointed interim president, Richard Bland College, Petersburg, Va., where he heads Biology Dept.


William E. Bauer MA'61 promoted to principal, Riverside Elementary School, Lakeview School District, Battle Creek.

James Hawkes att. '60, named vice president, American National Bank, South Haven.

Arthur J. Kaherl '61 appointed Dean of the College, Northwood Institute, West Baden, Ind.


John P. Higgins '62 named Midland County assistant prosecutor.

Walter R. Holdeman '26 elected to two-year term as president, Michigan Retired Teachers Assoc.

Mrs. Lillian Clark Mulvany TC'29 retired after 44 years with Lakeview School Dist., past 19 as elementary principal.

Mrs. Helen Martin Ison TC'29, '59 retired after 29 years teaching, past five as a Watervliet elementary principal.

Dr. Alvin D. Loving '31, the first black teacher in the Detroit Public School system and the first black faculty member at the Univ. of Michigan to earn tenure, retired from the Michigan faculty; he was recently honored at a testimonial dinner in Detroit's Cobo Hall.

Bernard Kennedy '32 retired after 22 years as vocational education director, Grand Rapids Public Schools.

George J. Walhout '34 ended 33 years in Dearborn's education system with retirement, past 10 as junior high principal.

William Vander Ven '37, who once served as education superintendent, Oakland County District No. 7, White Lake Twp., for 13 years, retired after 33 years in education.

Mary R. Welch '37, assistant secretary, Upjohn Co., Kalamazoo, named director of American National Bank & Trust Co., at Kalamazoo.

Leon Mosher '41 only elementary principal at White Cloud since the school opened in 1954, retired, ending 30 years in education.

Donald F. Wilber '41, plant manager past eight years at Allegan's North American Rockwell Universal Joint Co. plant, retired after 27 years there.

Mrs. Antinette Ezersky Cynar '44 named "Woman of the Year" by Polish-American Women's Club of Macomb County.

1926-48

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James B. DeVries '62 elected to Board of Directors, Associated Risk Managers, Inc. of Mich.; manager of St. Joseph insurance agency.

Wayne L. Peters '62, MA '64 named assistant superintendent, Kent City Public Schools.

Roger L. Gustafson '63, MA '67, of Menominee, awarded Ed.D. by Rutgers University.


Jack Raffaelli '63 appointed elementary school principal, Owosso Public Schools.

Lee Austermann '63 named Burr Oak High School principal and athletic director.

Richard D. Anderle '63 named principal of Woodcliff and Manhattan Schools, East Grand Rapids.

James F. Brown '63, MA '67, director, Lenawee Area Vo-Tec Center, this summer taught course in career education in conjunction with Siena Heights College.

Ronald J. Rogers MA '64 received Ph.D. from Southern Illinois Univ.

Thomas J. Walsh '64, MA '66 named counseling psychologist, Mason County Community Mental Health Services.

Fred Stap MA '64 appointed administrative assistant and curriculum coordinator, Bangor School District; had been elementary principal there four years.

Jack E. Vandenbarg '64 named controller, Market Opinion Research Co., with offices at Detroit and Toronto, Canada.

William R. Sampson '64 awarded Ph.D. degree by Wayne State Univ.

Dr. Carl Arendse '64, MA '66 is on faculty of Grand Valley State College's new concept in tailored education, "College IV."

Carl A. DeGraff '65, MA '67 received Ph.D. degree from Southern Illinois University.

Douglas A. Webb MA '65 promoted to manager, Los Angeles sales area, Dista Products Co.

John D. Berlin '65 named Benzie County prosecuting attorney.

Harold D. Arman '65, MA '69 assoc. prof., named assistant to the president, Delta College.

Clyde Benson MA '65 named principal, Central Intermediate School, Sturgis Public Schools.

Gerald F. Fritz '65 communications instructor, named executive secretary to University of Wisconsin-Stevens Point chancellor.

Dr. Jane Borsch Robbins MSL '66 named associate professor, librarianship, Emory Univ.

Robert F. Wagner '66 promoted to branch officer, First Nat'l Bank & Trust Co. of Michigan.

Charles Tyson '66 appointed executive director, South Dakota State GOP.

Dr. Bruce L. Jensen '66, Ph.D. '70 appointed assistant prof., Univ. of Maine.


Raymond J. Rabidoux '66 named administrative director, Fenton's Crestmont Medical Care Facility, Inc.

Calvin D. Rizor MA '66 named principal of Rather Elementary School, Ionia.

George L. Walters MA '66 awarded Ed.D. degree by Northern Illinois Univ.; on Wright State (Ohio) Univ. faculty.

Marla Buckmaster '66 on Northern Michigan Univ. sociology faculty.

Gerald A. Jagacki '66 promoted to Detroit Dist. manager, Cadillac Plastic & Chemical Co., overseeing operations of firm's branches in Detroit, Flint, Grand Rapids, Toledo, South Bend and Cincinnati.

Thomas McKinnon '66 named director of employee relations, Behlen Mfg. Co., Columbus, Neb.

David J. Netz MSL '66 named head librarian at Owosso College.

Sharon Kay Hunt '67 received Ph.D. from Southern Illinois Univ.

Monroe H. Johnson '67, MS '68 named Michigan Education Assoc. Region 5 "Teacher of the Year"; he teaches in Kalamazoo Public Schools.

Gregory A. Bishop '67 received Juris Doctor degree from Detroit College of Law.

James D. Preston '67 promoted to second vice president and mortgage manager, Detroit Manufacturers Bank.

Thomas Essenburg '67 named club manager and resident professional of new $700,000 Racquet Club at Grand Rapids.

Dr. LaBAN '60  BADGER '63

Bruce Gideon MA '67 appointed regional executive for mental health and mental retardation services in eight county area in SW Michigan by Michigan Dept. of Mental Health.

Harrison E. Bull '67 received Juris Doctor degree from Southwestern Univ. School of Law, Los Angeles.

James B. Johnson '67 named principal, Kent City High School.

Roger S. Schrock '67, MA '68 appointed as first Community School Director at Corunna.

Lee R. Rogers '67 named director of personnel, Oakland County Road Commission.

Kenneth F. Pake '67 promoted to employment manager by Precision Products Div., Eaton Corp., at Saginaw.

Michael D. Rice '68 received Ph.D. degree from Wesleyan Univ. Middletown, Conn.; member of math faculty, Ohio Univ.

Susan Vanagas '68, junior high teacher at Rockford, awarded $1,000 Krauss Scholarship for graduate study.

USA Capt. Robert C. Ham '68 awarded Bronze Star Medal for duty in Vietnam.

Wayne W. Wiltshire '68 appointed elementary principal by Watervliet School Board.

David J. Sloyter MA '68 named Executive Director, Calhoun-Branch Counties Community Mental Health Services Board.

Lawrence E. Woodhams '68 graduated with honors from Illinois College for Podiatric Medicine.

Henry John Lefere '68 named vice president and director, Roger Penske organization; will oversee operations of Michigan Int'l Speedway.

John E. McKilli'67, MBA '69 named commercial loan officer, First Nat'l Bank & Trust Co., Sturgis.

FRITZ '65  JAGACKI '66

Hugh Don Wear II '69 received commission as Lt. (JG) in U. S. Coast Guard.

Dennis Mulder MA '69, language instructor, Montcalm Community College, on year's leave to direct federally funded College Opportunity-Prison Extension Program.
Andrew B. Cook '69 named principal of Paw Paw elementary school.

Lyle E. Hotchkiss '69 received D.D.S. degree from Univ. of Michigan Dental School.

Randall J. Smith '69 received M.D. degree from Wayne State Univ. School of Medicine.

Darwin Stier '69 joined staff of North Central Michigan Mental Health Center at Cadillac.

John G. Tamblyn '69 promoted to ass't vice president, City Nat'l Bank of Detroit.

Thomas West '69 joined Shiawassee County Mental Health Center to develop forensic programming to enhance rehabilitation of young and adult law breakers as alternative to incarceration.

Gerald J. Wojtowski '69 named principal of Our Lady Gate of Heaven School in Detroit.

Michael J. Ambro '69 named vice president and operations officer of new Battle Creek branch bank of American National Holding Co., Kalamazoo.

Rev. Robert L. Hansen '69, recently ordained, now pastor at St. Paul's Lutheran Church, Grand Rapids.

Robert J. Kothe '69 is industrial curator at Detroit Historical Museum.

Kathleen Klika '69, MA'70 named Director of Admissions, Nazareth College, Kalamazoo.

IN MEMORIAM

Mr. A. C. Tagg '21; at Battle Creek.

Mrs. Ethel J. Kuhn '23.

Mrs. Vivian Martin Powell att. '28; at Monroe.

Mr. Clare C. Hollister att. '29; at Coldwater.

Mrs. Maxine Fessenend Gibbs TC'29, '45; at Muskegon.

Edward L. Gines '30; at Detroit.

Mrs. Irma Paul O'Leary '31; at St. Joseph.

Mrs. Marian L. Minnis '32; at Kalamazoo.

Mrs. Goldie E. Kerr '34; at Portland, Oregon.

Fed. Judge W. Wallace Kent '37; at Kalamazoo.

Robert W. Leach '43; at Yale, Mich.

Gordon L. Braund '52; at Orlando, Fla.

Terrance E. Burns '65; at Harbor Springs.

Roy D. Charters '68; at Wisconsin Rapids, Wis., in an auto crash.

Thomas M. Corak '73; in a California construction accident.
Western Michigan University
Alumni Association Officers

President
Harry Contos, Jr. '50, Kalamazoo

Vice President
William F. Griffin '69, Kalamazoo

Vice President
Anitta Y. Rutherford '66, Detroit

Executive Secretary
Rick Markoff '68, Kalamazoo

Alumni Association Directors
(Terms expire Dec. 31, 1973)
Donald A. Burge '52, Kalamazoo
Arthur Eversole '60, Bradenton, Fla.
Sandra L. Corthell Markert '64, Kokomo, Ind.
Kenneth Moon '66, Ypsilanti
J. Daniel Telfer '62, South Bend, Ind.
Dian Zahner '62, Grand Rapids

(Terms expire Dec. 31, 1974)
Sterling L. Breed '55, Kalamazoo
William F. Griffin '69
Harry Contos, Jr. '50
Seit Lum '54, Kalamazoo
James R. McKinley '66, Ypsilanti
Anitta Y. Rutherford '66
Peter VanDyken '56, LaMirada, Cal.
William J. Yankee '54, Traverse City

(Terms expire Dec. 31, 1975)
Ronald W. Carmichael '60, Phoenix, Ariz.
Michael L. Gulino '66, Washington, D.C.
Donald E. Thompson '71, Flint
John Kreidler '50, Kalamazoo
Mildred Johnson, Muskegon
Norbert F. Vandersteen '53, Palatine, Ill.
Philip Watterson '32, Ada
Rosanne Gorman Whitehouse '69, Ann Arbor

President, Alumni "W" Club
William J. Kowalski '48, Kalamazoo

President, Alpha Beta Epsilon Alumnae Sorority
Miriam VanderWeele DeHaan '46, Kalamazoo

President, Student Alumni Service Board
Philip G. Gajewski, Hamtramck

Ex-officio Members
Rick Markoff '68
Director, Alumni Relations
Larry R. Koenes
Director, Annual Fund

New Life Members, WMU Alumni Association

Phyllis Anderson Northey '57
Bettendorf, Iowa

Ray R. Ritter, Jr. '63 '65
Linda Gay Ritter '65
Mt. Clemens, Mich.

Olga Schalm Roekle '37
Kalamazoo

William J. Sechowski '70
South Bend, Ind.

Seema Gross Tepper '54
Bridgeport, Conn.

W. Bart Wall '73
Dexter, Mich.