COVER PHOTOS

The concerned young lady in the center photo has every right to her apprehension when you consider the lasting negative effects that personal pollution (note the discarded cans despoiling a scenic rural Michigan lake shoreline to the left) and industrial pollution (in the photo to the right) are imposing on the wonderful natural environment that we grown-ups inherited (some of which is indicated by the color photos above and below).

For an insight on how steadfastly we are squandering and killing her environmental inheritance, turn to page 2 and an alarming prognosis of how little time we may have left to change our selfish ways.
To accomplish its mission a university must have a reasonable measure of restraint and stability if its scholars and teachers are to be free to carry out effectively the process of "sustained, systematic and critical inquiry of subject matter." It is only through such a process that the university can assist the learners—the students—in their search for truth and universal values. Most of us understand that we can have order without freedom, but some have difficulty understanding that we cannot have freedom without some measure of restraint.

From both a practical and educational standpoint the restraint and stability of which I speak should flow naturally and freely from students, faculty and supporting staff. In other words, it is highly desirable in all institutions, but particularly in academe, for all parties to understand and appreciate the conditions which are necessary to make and to maintain a university campus as a true center for learning. If our campus were to become the arena for politicalizing university positions relative to societal issues, particularly in the areas of class, racial and social structures, the university would perforce find itself trying to carry out its mission in the midst of fanaticism, dogmatism and absolutism, all of which "isms" are anathema to the free and responsible dialogue which is the hallmark of a real and great university.

Ideally it is self-discipline within the ranks of students, faculty and supporting staff that will do most to create a sound environment for learning. Imposed discipline, and particularly discipline by force, should be resorted to only after peaceful and persuasive methods are employed to accommodate differences. There is no desire, but there is every intention, to employ disciplinary measures on the Western Michigan University campus if the survival of the learning processes is placed at stake. To capitulate to neo-Nazism, neo-Facism, neo-Communism or neo-McCarthy techniques would negate the very freedom which the university must have if it is to flourish and serve society. Academe is reputed to be a world of reason and it is highly important as never before that our constituent elements—faculty, alumni, students and supporting staff—dedicate ourselves to rational means to accomplish rational ends and shun the shame and trickery of those who would denigrate education.

James W. Miller
President
A Matter
Of Survival---

Ours
If any foreign nation should contaminate our air, water, and soil a fraction as much as we ourselves continuously contaminate them, we would not tolerate it—we would react with instant, complete retaliation—all-out war! Yet most of us docilely accept a greatly reduced quality of living through environmental insult; and we have been conditioned to accept this threat to our survival as "the cost of progress." No outside enemy has accomplished so much toward our destruction as we ourselves have through the degradation of our own environment. We no longer merely read or hear about it—we see, feel, taste, and smell it!

Much of the environmental degradation that reduces the quality of our living develops because of a lack of understanding of true relationships between us and our environment.

If we are to find ways to prevent further worsening of our environment, or to rectify what we have done already, we must realize what we are doing to it, what the consequences are, what the alternatives are, and how to evaluate them in terms of human values.

In this article I shall attempt to put into perspective this massive, complex problem of environmental degradation. Hopefully, solutions, or methods of determining solutions, may appear in the process. The attempt is made from an ecological point-of-view—i.e., from the assumption that all life is dependent upon other life, perhaps upon all other life. Therefore, all life is important.

Living things are dependent not only upon each other, but also upon environmental conditions. We must have air, water, and food to survive; equally important is the quality or condition of that air, water, and food. And I believe that we humans need other conditions, also, if not for survival, at least for being content and happy and sane (aesthetically pleasing surroundings, privacy, quiet, solitude).

Certain things, called pollutants, lessen the quality of our air, water, and food, or otherwise upset the environmental conditions for enjoyable living.

The author of this penetrating article—DR. H. LEWIS BATTs, JR.—is a biology professor at nearby Kalamazoo College, where he has been a faculty member for 20 years. Dr. Batts is also executive director of the Kalamazoo Nature Center which he founded 10 years ago. His specialty is ecology, primarily that of bird life.
Pollutants lessen the quality of our lives through a decrease in value, a degradation of the environment as a consequence of changes we make in it. Of course, we must assume that we will continue to alter our environment—to build, to manage, and to use.

Since we will continue controlling, managing, and using our environment, our goal is the proper control, management, and use of our environment to provide us with an enjoyable existence. This is no call to “return to nature” in any primitive sense! But because our ability or power to change the environment far exceeds our understanding of the interdependencies of our environment, this is a call to increase that understanding and to act accordingly.

For example, we should decide intelligently, for the long-term benefit of people, such things as: whether or not to build a jetport in the Great Swamp of New Jersey, or in the Everglades of Florida (or a regional airport near Kalamazoo); whether or not to use a stream or lake as a vehicle for industrial wastes or sewage; whether or not to channelize a river or to build a dam to control floods; whether or not to control pests by spraying toxic chemicals; whether or not to use lawn fertilizers, weed killers, and detergents; whether or not to sacrifice parkland for a housing project or for a new jail; etc.

And if we decide to do any of these things, how best can we do them?

Such decisions usually are made on the basis of only economics or of the amount of effort involved.
—if it is easier to do it a certain way, it is probably cheaper in dollars, at least in the short run. Sometimes decisions are political; perhaps these two, economics and politics, cannot be separated in this sense. Frequently, based on ecological considerations, the greater the short-term economic benefits, the greater the long-term costs in human values.

Perhaps the most important motivating question in our consideration at the moment is:

WHAT IS THE IMPORTANCE TO PEOPLE OF ENVIRONMENTAL DEGRADATION?

Our very survival is threatened by it because we can’t adapt quickly enough to the rapidly changed environment. Bacteria, for example, adapt quickly, going through a generation in 20 minutes and providing frequent opportunity for genetic change. Now some bacteria can’t live without the antibiotics that used to kill them. New generations of insects hatch in a few days or weeks—many mosquitoes have developed resistance to DDT, possibly creating a greater future threat of malaria to man than in the past.

Some of the best thinking minds among professional ecologists estimate that under the present rate of environmental degradation, man, in the next 10 to 30 years, will pass the threshold of existence—pass the point of no return.
HOW IS OUR SURVIVAL BEING THREATENED?

Certain clues are available, but for them to be meaningful it must be understood that people are completely, absolutely, dependent upon plants for our food and oxygen.

Clues:

- No longer can 12 vegetable crops be grown in southern California due to sulfur dioxide in the air.
- Ponderosa pines have been killed at an elevation of 6,000 feet 80 miles from Los Angeles by smog from Los Angeles.
- Thirty-six crops are damaged yearly in the U.S. by air pollutants. (We continue to decrease our oxygen supply and increase our demand for it: we cut down trees over large areas; DDT is known to block oxygen production by green plants; we defoliate square miles of forests in Viet Nam, South America, etc.)
- No longer can we harvest oysters, shrimp, and lobsters in many coastal areas; no longer can we sell certain fish.
- Many cases of bronchitis, emphysema, heart disease, cancer, and deficiencies in calcium metabolism are direct results of pollution. Yes, our survival is being threatened.

HOW DID THE PROBLEM OF ENVIRONMENTAL DEGRADATION DEVELOP?

I believe that the lack of ecological awareness—the failure to understand the interrelatedness of living things—has placed man on the brink of extinction. Ecologists tell us that we cannot live in an environment much worse than ours; and because ecologists have made us aware of the problem, growing numbers of us are saying we refuse to live much longer the kind of lives the present environment forces us to live.

Ecology, the science of the interrelatedness of living things and their environments, has been defined as the study of the structure and function of nature;
and it is absolutely essential that we understand that humans are included, that people are part of nature—part of the structure and function of nature. Levels of organization in nature are important to this understanding. Ecology is concerned with the individual from the skin outward—as an inter-acting member of one or more ecosystems. Structures and functions of living materials are better known inside the individual than outside.

It is relatively easy to understand the organization within our bodies. For example: protoplasm, the living stuff of our bodies, exists only as confined in cells, whether brain cells, liver cells, muscle cells, etc. Cells are organized into tissues and organs, and although individual cells maintain their functional identity, they also function as organs within a system. Liver cells function in an organized system, the digestive system; and the digestive system functions in an organized manner with all the other systems, forming a functioning body, an individual. Thus, each cell, tissue, organ, or organ system is dependent upon other cells, tissues, organs, and organ systems for its proper function. Each is part of the other's environment; a functioning individual results.

Pursuing this further into the levels beyond the skin, the levels primarily considered in ecology, individual organisms (plants and animals) likewise do not function alone. For example: honey bees are highly organized in hives, are individually specialized, and are completely dependent upon each other. Indeed, is a bee an individual or is the entire hive of bees the individual?

Going beyond the individual, the next level of organization is a number of individuals together, a population. Next, a population of one kind plus at least one other population of another kind living together is a community; and the community with its non-living environment is a functioning system, an ecosystem.

It is common knowledge that the environment of organs within our bodies must be just so, chemically and physically—just the right amounts and quality of water, oxygen, salt, heat, enzymes, hormones, etc. Our bodies do not function properly when these vary even slightly in amounts or quality. Therefore, the conditions of the environment of our organs are very important; and just as the conditions of our internal environment are important, so are the conditions of our external environment important.
And when we alter our external environment willy nilly, we get into trouble. We know less about the external conditions that we depend upon for our existence than we do about the conditions we depend upon inside our bodies; and we are as dependent upon external conditions being just so as we are upon internal conditions being just so. Yet we go on changing the external conditions recklessly, usually not even realizing that we are doing so.

Perhaps the next important concept to understand is that just as groups of separate and different organs act together to perform one function, so do populations and communities act together. Just as the stomach, liver, and intestine perform different individual functions to carry out the total digestive process, and all the other systems are coordinated with the digestive system to maintain the whole body, so do populations of plants, insects, birds, etc., perform different individual functions and together maintain the whole of nature. Just as the digestive system needs the nervous system, so do populations of people need populations of plants, insects, birds, etc. Plant and animal populations are inter-dependent upon each other and upon their environments.

WHAT IS NEEDED TO STOP ENVIRONMENTAL DEGRADATION?

To stop and reverse environmental degradation will require, I believe, not only an ecological understanding, but also a change in basic attitudes by most people. Progress must no longer mean only economic growth; bigger must no longer necessarily mean better. Progress must begin to mean only what improves the quality of human living.

Also needed is a change in attitudes of selfishness and their extensions to greediness. Basically this is a lack of concern for “the other guy”—whether it is industrial waste dumped in a river, or a gum wrapper, pop bottle, beer can, filter tip, etc., tossed on the ground—the attitude is the same. Each is getting rid of waste the easiest, and cheapest, way. Each of us is a polluter—we drive cars, burn trash or leaves, etc.

Money in vast sums must be spent by government and industry, and in small amounts by individuals for higher costs of products and services. Alternatives
to present ways of doing things must be found (mass transit, pollution-free engines, etc.) Wastes must be re-cycled: packages (bottles, cans, boxes) must be reprocessed or reused; we must recover usable substances from garbage and trash. Toxic materials must be eliminated from the environment and not allowed to be used where they can enter it; lead in gasolines and persistent, non-specific pesticides must be eliminated.

In addition, an action-oriented program must be undertaken to clean up the environment.

Information must be obtained: what is being polluted; what are the pollutants; what are the sources; what are the chief effects; what are the health and other costs; what are the economics—the cost-benefit ratio; what are the possible solutions?

The information then must be communicated, preferably with specific suggestions for action, to those who can do something to correct the situation—city, county, state, and national governments; heads of companies; school officials; etc. When we manage our environment we must remember our dependence upon it and manage it to insure optimum value and a continuing supply of substances and qualities that meet our aesthetic, ethical, social, and economic needs.

Insofar as environmental degradation is concerned, the science of ecology can help describe and perhaps explain situations and problems facing us, predict results of man's manipulation, and perhaps even suggest solutions; but ecologists aren't likely to solve the problems.

Solutions must come from all the people—most importantly from individuals and groups of individuals, but also from: government; business and industry; advertisers; social, physical, and biological scientists; politicians; physicians; lawyers; engineers; planners and designers; public and private agencies; and action-oriented citizen organizations. At our present stage probably the most important groups are:

1) for short-range effect, politicians;

2) for long-range effect, educators in all forms.
The solution lies in measuring things man makes and does against a rational set of human values—various disciplines and endeavors can and need to support these values. I believe that to solve our problems of environmental degradation a change in basic attitudes is absolutely necessary—a shift from selfish, economic values to human values. This isn't going to be easy and shouldn't be left to ecologists or any other specialists. It's a people problem; and the people will solve it—or perish.
During the past two years American universities have added courses, departments and institutes to give instruction in Black culture and history. In almost every case, the instituting of such courses was in response to demands of Black students, the "academic front of the Black Revolution." Some programs have been exclusionary while others have not. But almost all of them represent something new in American higher education. The "something new" is that it seems that colleges and universities are about to take seriously what Frank Tannenbaum wrote almost a quarter of a century ago:

Without the Negro the texture of American life would have been different—different in lore, family social organization, and politics, and equally important, different in economy . . . his contribution to the population and settlement of this hemisphere is part of a common adventure of folk from across the sea who have molded a new and different social milieu for themselves. American colonization is therefore, a joint Afro-European enterprise. (boldface added!)

In spite of this well documented observation, it is still possible for one to go from nursery school to the highest academic degree and believe that people of African descent have made no meaningful contribution to American life. Schools and colleges, in the main, have taught about the experiences and the presence of Black folk only as a minor addendum to American life. Black communities have been regarded as pathological or deviant phenomena, suited to sociological or psychological research. At least two reputable historians have regarded the presence of Africans and their descendants as "America's tragedy." They see "tragedy" in the persistent and annoying "Black Presence," rather than in the involuntary character of that presence. Ignorance and neglect of the African and the African-American past are ample grounds for programs of Black studies.

The Black Studies Program at Western Michigan University began as a positive response to demands of "the Student Front of the Black Revolution." It was not a hastily conceived response of the "band-aid" variety. Rather, it was the result of deliberations of a committee composed of concerned students and members of the

"Black Americana Studies" is the name given to the Black Studies program at Western Michigan University. A course with the title "Black Humanism" was taught for the first time in the spring session of 1970. It is offered in the summer session and again in the fall semester of 1970. Thirty-seven students enrolled in the course. In the fall semester two other courses will be offered in this new area of study. There is to be one section of a course titled "Black Presence," and two sections of a course called "Black Experience." Having been approved by the appropriate committees of the University, they carry four credit hours each and constitute the core of Black Americana Studies for students taking a minor in this area.


Photo on page 12 is of a large bulletin board display in the WMU Black Americana Studies program office. It was constructed by secretaries in that office.
A faculty. An *ad hoc committee* on Black Studies drew up a "Proposal for a Black Americana Studies Institute" to be developed in three stages. The first stage was to be the appointment of a director whose initial responsibilities would consist in the presentation of course offerings, recruiting of qualified instructors and provisions for retraining of present staff. A second stage consists in the further implementation of stage one. The third stage visualizes a fully established Black Americana Studies Institute comparable to other area and interdisciplinary programs in the University.

The core courses approved for *general* and *teaching* minors are supported with several departments designated to provide adequate hours for such minors. This has been in consultation with deans and department heads. Much of the consultative task has been facilitated by the director's membership on such administrative committees as seemed essential to establishing and maintaining communication with major divisions of the University.

Over and above the work of the *ad hoc committee* for a Black Americana Studies Institute, are the resources already available in the University that provide support for Black studies. The University libraries have had for some time two important collections among its acquisitions. They are: the *Randall Frazier Memorial Collection* on Negro life and culture, and the *Ann Kercher Memorial Collection* on Africa. During the 1969-1970 school year approximately 200 new titles have been added to these already very substantial holdings.

There were a number of courses on the Black Experience already being offered in several departments of the University. These are to be extended and added to in the future. Of equal importance is the fact that more than 200 courses already offered in the University can be further *blackenized*. This means that with some rethinking and modification, the Black Experience will be fully recognized as a necessary and obligatory element in the teaching and content of many course offerings.

An advisory committee of fourteen persons representing all the major units of the University has been active since the fall semester of 1969. On recommendation of the deans of each of the colleges, the Advisory Committee on Black Studies was appointed through the office of the Vice-President for Academic Affairs. The Colleges of Applied Sciences, Business, Education, General Studies, and Arts and Sciences are represented. Four students represent the Black Action Movement and the Associated Student Government. The director of Black Americana Studies serves as chairman.
The composition of the advisory committee reflects the philosophy which guides the development of Black Studies at Western Michigan University. The program is interdisciplinary. It is meant to be corrective and supportive to the educational task of the University. Its broad design and special purpose are to penetrate, permeate and pervade the University. In time, it should be difficult—if not impossible—for any student who comes to the University to leave it without appreciative knowledge and understanding of the roles and statuses that people of African descent (Black and Negro Americans) had and have in the making of America. Such an understanding and approach will mean increasing numbers of non-whites in the student body, on the faculties and in all other areas of the University. The implementing of such a philosophy and approach will mean, too, that this University is not merely aware of the community of which it is a part, but that it is relevant to the neglected Black community. Few, if any, American colleges and universities have made themselves felt significantly at the “grass roots level” of their immediate surroundings. One pressing demand in the Black community is that what the University learns from research and careful inquiry be translated into healthful and meaningful change. This is one way of saying that Black Studies to be relevant to the Black community must be related to it in fact.

As with most new programs in an academic setting, Black Studies is challenged by the conventional and traditional disciplines. Earnest and not so earnest questions are raised: Are there qualified people to teach such courses? What will a student do with Black Studies? Is there any academic substance in such courses? How do we continue to encourage excellence rather than foster mediocrity? Will these courses be taught with objectivity? What about special studies for other racial and ethnic minorities? Why not teach these courses in conventional departments?

The most obvious answer to these and many other questions require more detailed treatment than is possible here. To put it most briefly: American education has been party to neglect, distortion, half-truths and out-right lies about Black folk and their history in America. The American story—in fiction, fact and scholarship—has more often than not maligned the Black Presence and the Black Experience. The American story needs to be retold. The teaching, research and inquiry necessary for this task is the special responsibility of colleges and universities. That it has not been done already is not to the credit of higher education. Questions raised by skeptics as to the merits of Black Studies arise either from indifference and “unknowing” or from a deliberate refusal to have the
American story retold—"warts and all." Indeed, any university which initiates Black Studies with serious intent is already in process of making itself anew.

Objections to Black Studies come from many quarters. Black students and young leaders of varying degrees of militancy believe that such programs should provide the ideological weapons for attacking and eradicating white racism. This usually means that they want white students excluded from Black culture courses which are to be taught by Black instructors from a Black perspective. However logical and cogent such arguments may be, there is nothing to be gained either by a university or its Black students from any such exclusionary policy. Indeed, to accede to such demands would be to repeat what all too many universities have been guilty of in the past against all minorities: denial of full access to all its offerings and opportunities. To put it another way, it was and is a contradiction of the University's claim to openness to new knowledge and the search for truth to support any exclusion all too well. This is one Black demand which the university must refuse to honor. However much one may sympathize with the anger and sense of historic injustice which evokes it, it is fully wrong; it is morally indefensible, legally outlawed and educationally unsound.

If the prevailing sentiment among Black students tends toward an exclusionary program, old line Negro American leadership is integrationist. Black Studies programs are not opposed except when they are separatist and projected as fields for major concentration. The arguments seem to derive from the belief that Black students ought not to "waste their time" with Black Studies; rather they should acquire knowledge and learn skills suited to the demands of "mainstream America." Some Negro college presidents are of this mind also. Added to the concern of college presidents is the threat to their faculties when white institutions "raid" Negro colleges for Black scholars. To
establish Black Studies at the expense of other educational needs is not the aim of the program in this university, nor in most colleges and universities. Students will simply have better opportunity to know still another dimension of American life and culture. In a time when "innovative change" is widely heralded in higher education, Black Studies is quite properly included.

Presidents of Negro colleges may find it more difficult to obtain and hold the services of some able Black scholars. There may be some older Black scholars who have spent a good number of years in Negro colleges who will leave. But there are some Negro scholars who regard their present commitment as binding. Others have reasons, too involved to explore, for either continuing where they are or moving to other Negro colleges. Many younger Black scholars, too, increasingly prefer Negro colleges where they believe the Black Experience can be better served. Presidents of Negro colleges who have some fears about the expanding market for Black scholars have—in expressing concern about Black Studies and the American mainstream—also tacitly endorsed the proposition that Negro colleges are inferior. This widely held view is open to a number of questions which deserves more careful research than has been done up to this time. The interdisciplinary character of Black Studies makes any exclusionary policy both undesirable and unlikely.

A distinguished American historian has said that "Negro history is too important to be left entirely to Negro historians." Some white scholars feel that way about Black Studies. The words most often used in this connection are "excellence," "quality education," "mediocrity," "objectivity" and similar terms. As in the case of the presidents of Negro colleges, there is the tacit proposition that few if any Black or Negro scholars "qualify," except perhaps for "mediocrity." The questions raised imply, too, that all white scholars are better "qualified" than all Black or Negro scholars. Many of the questions raised by some white scholars are born of the conservative character of university structures. Because of the jealousy with which most academic communities guard their prerogatives, any new program is likely to be questioned if not held suspect. Black Studies is a radical departure and challenges the university and some individuals may feel threatened. Honest questions may be interpreted as racism; vigorous action may re-enforce some stereotype; but only as questions are asked and answers sought, can issues be joined and problems resolved.

There may be others who raise questions about Black Studies. None of the issues raised by initiating such programs can be resolved by positing models. When a college or university sets itself seriously to the task of any Black Studies program beyond immediate appeasement, it has committed itself to "innovative change."

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Western Michigan University looks to the 1970 football season with hopes of challenging for a Mid-American Conference championship following a 4-6 overall record and a 1-4 mark in league play during a 1969 rebuilding year.

"Last fall, we were acquainting our men with the Houston Veer offense and the 4-3-4 defense," said Coach Bill Doolittle. "We also had quite a few sophomores in the lineup and also some juniors who saw little action as sophomores. This year, we have more experienced personnel and are set in our systems to the point where we can stress execution."

Ten new men must be worked into the top two units, five linemen on offense and three linemen and two secondary performers on defense.

Offensively, the 1969 team set a school total-offense record of 3,447 yards. Ted Grignon, a junior from Dearborn, took over at quarterback after the 4th game and proceeded to rush for a 3.9 average and complete 47 of 109 passes for an- other 549 yards. He threw for two touchdowns and scored nine others.

Also returning in the backfield are halfback Bob Ezelle and fullback Roger Lawson, who reversed positions last fall and rushed for 4.4 and 5.3 averages respectively.

Grignon will have fine receivers to throw to, headed by tight end Greg Flaska (37 catches for 433 yards). The Muskegon product goes into his senior campaign as Western's all-time receiving leader.

A new face is Olden Wallace, a 9.7 sprinter from Dayton, Ohio. He's ticketed for split end duty while another Ohioan, Mansfield's Dave Hallabrin, edged veteran Al Bellile for the regular flanker job.
during spring drills. As a sophomore, Hallabrin caught 11 passes for 140 yards and averaged 9.4 yards while returning punts.

Along the offensive line, senior Dick Lawson returns to play one tackle spot while his running mate is Jon Bull, a part-time regular for two years. Junior John Geiger is slated to open at center with sophomores Larry Ulmer (6-5, 240) and Ray Daniels (6-5, 275) the likely guards. The latter carries a "can't miss" label.

The defense will be headed by strong safety Vern Davis, an All-MAC second team pick a year ago, and aggressive end Bill Slater.

The latter is the only returning regular along the front four. Senior letterman Bill French will play right tackle with junior Dennis Sweeney at end on the same side. Left tackle, held down so ably by Mike Siwek for three years, will be manned by sophomore Bernard Thomas (6-5, 250), the "most valuable" member of the 1969 frosh eleven.

Five experienced linebackers are available for the three regular jobs, Tom Elias, Al Everett and Greg Igaz were the starters in 1969 while Rosey Thomas was a regular until hurt early in the year. Igaz missed spring drills due to an injury and this gave Dan McShannock, a converted cornerback, a chance to impress the coaches.

The defensive secondary will be strengthened by the addition of speedy Jon Woodrow at free safety. Vern Brown held down the starting left halfback job in 1969 while juniors Steve Swinehart and Jerry Steinke will likely contest for the right corner berth.

1970 FOOTBALL SCHEDULE

Sept. 12 at Central Michigan
19 BRIGHAM YOUNG (Band Day)
26 at Miami (Ohio)
Oct. 3 BOWLING GREEN (Parent’s Day)
10 at Kent State University
17 TOLEDO UNIV. (Homecoming)
24 at Marshall University
31 OHIO UNIVERSITY
Nov. 7 at West Texas State University
14 NO. ILLINOIS (Dad’s Day)
HOME GAMES IN CAPS

Track-Cross Country

Western Michigan's 1970 track team won the Mid-American Conference outdoor title, the 12th time in the last 13 years the Broncos have been able to accomplish this feat.

The 12 wins makes WMU the all-time leader in MAC championships and the same number puts outgoing Coach George Dales on top of the coaching lists.

Junior Jeromie Liebenberg of Milwaukee was Western's top performer at the MAC spring meet. Liebenberg set a new loop record of 8:51.1 in the 3,000-meter steeplechase and also finished third in the three and six-mile races.

Another record breaking performance was turned in by Warren Converse in the hammer throw (184-7) while Don Rencher was just one-quarter of an inch off the triple jump record with a 50-10⅞ effort.

Other individual wins were chalked up by Terry Pruitt in the 100-yard dash, intermediate hurdler Ken Jackson and the 440 relay unit of Jerry McClendon, John Sloan, Terry Walters and Pruitt.

Western always excels in cross country and 1970 should be another good year. Junior Gary Harris of Kalamazoo earned All-American honors in placing 21st at the 1969 NCAA meet while leading the Broncos to a fifth place team finish.

Harris was fourth in the 1969 MAC meet while Liebenberg was third. Senior John Bennett was injured much of last fall and he should be the No. 3 man on the squad. Besides Harris and Liebenberg, the only returning regular is Steve Gorsalitz.

However, Dales has hopes that Dave Evick, Mike Harris, Mark Cobleigh and Kevin Johnson will develop into capable replacements for graduated regulars Mike Hazilla, Dave Hein, Paul Olmstead and Jack Magelssen.
Alumni Photo Report

This pictorial report on the new home of the WMU Alumni Relations Office is a follow-up to the written report in the last issue of the *WMU Magazine.* The top photo shows the attractive setting of the Alumni Center, while the three photos below depict the alumni lounge in the Center, to which all WMU alums are invited.

Turn to the next page for more photos showing other features of the three story quarters of the WMU Alumni Relations Office.
Top left photo shows the Alumni Relations Office reception area with alumni relations director John S. Lore's office in the background; top right photo is of a wall plaque and chair grouping in the reception area; lower left photo shows the Annual Fund reception and lounge area on third floor; the lower center photo is of the Diebold Rotary file in the lower level work area; and bottom right photo shows the alumni key punch machine in an adjacent room.
'25-'49

Evelyn Krueger '25 retired in June after 27 years of teaching. She had taught in Ann Arbor since 1954.

Caroline Ragan '25, first grade teacher at Steele Street Elementary School in Mason, retired in June after 41 years of teaching, 26 of them in Mason.

Jennie M. Kauffman '28 recently retired after 23 years as superintendent of the Ottawa Area Intermediate District.

Harriet Rush '28 recently retired after teaching 25 years in the Harper Creek School System.

Clarence Schantz '30 recently retired. He was the curriculum coordinator for Grosse Ile public schools.

R. F. Keicher '30 recently retired. He had been superintendent of the Michigan Center School District for the past 30 years.

Dr. Alvin D. Loving '31 Hon. Ph.D. '58 this summer was named assistant dean of service and institutional relations at the University of Michigan, where he has been a faculty member since 1956. He has been a full professor in the U of M School of Education since 1962.

The year before he came to the Univ. of Michigan he served as a Fulbright professor in India.

Arthur Smalley BA & MAA '32 recently retired. He had taught industrial arts at Middleville since 1936.

Gus Hanson '33 athletic director at Ferndale High School for the past 34 years, retired in June.

Fay B. Milligan '35 retired from Union City Community School system, after having taught 42 years.

Mrs. Jean Shepley '35 recently retired after 40 years of teaching. She taught in the Fairplain School District for the past 18 years.

Searl Briggs '37 recently retired after 39 years of service at the Dansville Agricultural School.

Maude Hesmer '43 retired in June after 45 years of teaching. She taught at Spring Lake's Holmes School for the past 12 years.

Robert S. Perry '44, who served as president of the WMU Alumni Association for several years in the mid-60's, this June was named vice president of operations for Joerns Furniture Co., Stevens Point, Wis. He had previously been assistant to the president of the American Seating Co. at Grand Rapids, the parent firm of Joerns.

Perry will direct factory operations at Joerns. He joined AmSeCo in 1953 in production control.

George H. Richards '46 has been appointed associate with the firm of Manson-Jackson and Kane, Inc., Lansing architects.

Dr. William Engbreton '47, who served on WMU's School of Education faculty from 1954-57, has been named president of Governor's State University, a new school slated to open near Park Forest, Ill., in the fall of 1971 with some 9,000 students. Dr. Engbreton earned his advanced degrees from Michigan State and Northwestern Universities.

He has served, since leaving WMU's faculty, as associate secretary of the American Association of Colleges for Teacher Education, assistant to the president of Kansas State Teachers College, dean of Indiana State University's School of Education and as a professor at Denver and Temple Universities.

Mrs. Earl Weber '49 recently retired after nearly 40 years of teaching. She taught in the Midland School System for over 35 years.

'50-'59

Max Wimer '50 has been named principal of Cedar Springs High School.

Lyla Speelbring '51 M.A. '59, chief of occupational therapy at University of Michigan Hospital, this spring received the highest award given by the Michigan Occupational Therapy Association. The Distinguished Service Award is given annually in recognition of a therapist's "extraordinary service to the Michigan Occupational Therapy Association as demonstrated by continuing and outstanding contributions to the development, growth and progress of the association."

She has been chief of the occupational therapy section of the U of M Department of Physical Medicine and Rehabilitation for 3½ years.

C. Richard Snyder '51 has been appointed manager of service at the Decatur, Alabama plant by Climatrol Industries, Inc., a subsidiary of Worthington Corp. He joined the firm in 1956 as a technical sales representative and was manager of product service for Climatrol at East Orange, N. J., prior to his present appointment.

Rose Dibble '51 retired in June after 44 years of teaching. She taught in the Bronson Community School system for the past 12 years.

Richard Onan '51 has joined the safety department of the Dow Chemical Co. as the plastics production department safety representative for plants in Midland, Allyn's Point, Riverside and Hanging Rock.

Bertha Fase '53 retired in June after teaching for 26 years in the Grand Haven School system.
Lyle W. Harper '53 has been appointed administrative assistant for the Reed City Public Schools.

Robert J. Bradshaw '54, current president of the WMU Alumni Association, in June was named general manager of the Panax Corporation's Association Newspaper group of nine weekly newspapers with a 70,000 circulation in suburban Detroit. He had been controller of the Ypsilanti Press since Feb., 1967 and prior to then was with the Flint Journal for 12 years.

Robert W. Firlik '55 of Highland Heights, Ohio, has been named director of marketing research for Eaton Yale & Towne Inc.

Walter R. Schwartz '55 has been named business manager for Caledonia Community Schools.

Raymond E. Fenwick '57, a former Director of Alumni Relations at Western, has been named Director of Development at Grand Valley State College, Allendale, Mich. He had been Director of Development at St. Ignatius College Prep, Chicago since 1966.

In addition to his post at WMU, Fenwick had been an account executive in Chicago, Director of Communications for the Formica Corp. at Cincinnati, and editor of the Gypsum News, U.S. Gypsum Co., at Chicago.

Dr. Richard J. Embry '57 has joined the staff of the American Chemical Society's Chemical Abstracts Service in Columbus, Ohio.

Arthur K. Hedberg, Jr. '57 has been appointed superintendent of the Spring Lake School District.

Martin Pulsifer '58, an industrial arts teacher in the Sparta Middle School, was named "Teacher of the Year" at the annual convention of the Michigan Industrial Education Society.

Richard E. Bloch '59 has been named assistant director of agency development for Maccabees Mutual Life Insurance Co., Southfield.

John E. Daley '59 has recently been appointed director of fund development and community relations at Borgess Hospital in Kalamazoo.

Stephen E. Diets '64 has recently joined the Dow Chemical Co., Midland Division, in the scheduling and traffic department.

Dr. Orin G. Gelderloos '64 has been appointed an assistant professor of biology at the University of Michigan, Dearborn campus.

Carl Kubara '64 has been named personnel manager for the Hastings machinery division of Bliss.

James J. Mollison '64 has become a law associate with Mollison, Hadess & Cary at Niles. He received his law degree at University of Notre Dame.

Nicholas Barbosa, Jr. '64 has been named production assistant at the Wall Street Journal printing plant at Highland, Illinois.

Willie E. Thompson '64 has been named winner of the 1970 Liberty Bell Award for outstanding civic achievement by the Saginaw County Bar Association. He is a probation officer for the City of Saginaw.

John A. Daenzer '65 has been named vocational education consultant for the State Department of Education, Division of Vocational Education in Lansing.

USAF Capt. William J. Hackett '65 has received the Bronze Star Medal for meritorious service during military operation against Viet Cong forces.

William J. Terman MA '65 has been named "professor of the year" by students at Hillel College. He is an assistant professor of history at the college.

Roger D. York '65 has recently been named a sales representative of the Celotex Corp., a subsidiary of Jim Walter Corp. He is assigned to the Grand Rapids area.

Mikelis Austrins '66 recently received his doctorate degree in dentistry from the University of Michigan.

Allen V. Harinck '66 has been assigned to B-737 aircraft originating from O'Hare International Airport at Chicago following his graduation from United Air Lines' Flight Training Center in Denver.

Class Notes

Paul Claesson '61 has been appointed principal of Lakeside Elementary School in East Grand Rapids.

Robert Johnson '62 has been named general supervisor of training and communications for Clark Equipment's Industrial Truck Division in Battle Creek.

A. Rodney Lenderink '61 has been named president of the Kalamazoo Rotary Club.

Robert R. Sams '61 has been appointed assistant vice president of Allied Bank International in New York City.

T. Douglas Wuggazer '61 has been named manager of training and personnel for the Stone Container Corp., a nation-wide corrugated box company.

William E. Dyke '62, MA '64 has recently been elected to the post of National Director, Region C of the Michigan Jaycees. Dyke, from Wyoming, Mich., will be responsible for 19 Jaycees chapters in western Michigan.

Lawrence E. Kidder '62 has joined Jim Walter Corp. finance department as assistant treasurer in Tampa, Fla.

Rev. C. Jack Richards '62 has recently assumed the pastorate of the First Congregational Church in Ada, Mich.

Lee Reno '63 was recently admitted to the bar and took the oath in the United States District Court of the District of Columbia. He obtained his law degree at Howard University, Washington, D.C.

Robert O. Breault '64 has recently been appointed federal aid coordinator for Washtenaw County.
John B. Klunder '66 has been named Young Educator of the Year by the Belding Jaycees. He is a speech teacher at Belding High School.

Roger A. Overway '66 of Logansport, Ind., has been named petroleum supervisor for the Standard Oil Logansport Farm and Home Service Area.

James E. Kelly '69 has joined the Upjohn Co. as a pharmaceutical sales representative. Following the initial training period, he will be assigned to the San Francisco sales area.

Timothy J. Weibel '68 M.A. '69 has been promoted to assistant dean of students for residences at Wittenberg University, Springfield, Ohio. He joined the Wittenberg staff in 1969 as a resident counselor. His primary duties now will be to train and supervise residence hall staff members and to administer residence hall programs.

Glenn E. Syring '70 has been named a process engineer in the technical department of the Wisconsin Rapids Division of Consolidated Papers, Inc.

In Memoriam

M. W. Shillinger '29, former principal of Burton Junior High School, died last May at a Grand Rapids hospital.

Mrs. Arleen M. (Allen) Campbell, LC '33 BS '53 passed away last April following a lingering illness. She retired in 1968, after 46 years of teaching in the Albion area.

Mrs. Bertha Bugbee '33 passed away last May in Lansing. She taught in the Lansing public schools for 30 years before her retirement in 1950.

John Abel '38, commissioner of the 12-team Midwest Football League and ex-Bronco football team captain, died last March in Pontiac.

Walter L. Cotner '54, a junior high industrial arts teacher in the Bendle School District, died last May at a Flint hospital after a lingering illness.

George F. Emmert, Jr. '54 passed away in Allegan following a long illness. He had been employed as a supervisor for the Allegan County Department of Social Services for 13 years.

Dr. Richard E. Hill '58 died suddenly last May in Battle Creek. He practiced osteopathic medicine in Climax for about one year prior to his death.

Richard Bartholomew '62, a biologist for the Indiana Department of Natural Resources, drowned last April in Indiana.

Bessie B. Hussey '65, a retired school teacher of 27 years, passed away last May in Grand Rapids.

Martha Kells '69, a teacher in the Morenci Area Schools until she was stricken with leukemia, died last April in Adrian.

Alumni Association
New Life Members

DANIEL A. BECKLEY '58
Brentwood, Calif.
HOWARD FRANK LEE '64
BARRABARA (MOORE) LEE '65
Long Beach, Calif.
ROBERT D. LETT '61
Atlanta, Ga.
DUANE C. BRICKNER '58
ROBERT DeHAAN '25
GERALDINE (PIITMAN) DeHAAN '55
Cedar Rapids, IA.
MARGARET JANE READ '39 MA '67
Charleston, Ill.
THOMAS J. WALSH '64
CONSTANCE (LANE) WALSH '67
Mundelein, Ill.
LEONE (VAN ANROOY) FITZPATRICK '60
Wheaton, Ill.
CARL DUANE PLETCHER '65
Elkhart, Indiana
WILLIAM F. PICKARD '64
Columbus, O.
THOMAS R. WELCH '69
Oakdale, Penn.
CELESTE DICARLO MLS '68
Pittsburg, Penn.
JACK MOHNEY ROTH '61
Dallas, Texas
JAMES W. PETERSON '63
Ann Arbor, Mich.
DENNIS L. SCHULTZ MA '66
Baroda, Mich.
ORA (DEWITT) MATHISON '29
Battle Creek, Mich.
PAMELA (ELZEY) GERECKE '66
ALLEN W. CARPENTER
Brighton, Mich.
WADE L. AMIEL '66
Buchanan, Mich.
JANET (NORTON) NULF '54
Dearborn Heights, Mich.
RONALD JOHN BROWN '67
Detroit, Mich.
KEITH T. COLLINS '70
Farmington, Mich.
MAUDE WELLINGTON '17
Flint, Mich.
DR. ROBERT B. GLENN '49
ROSEMARY (KENT) GLENN '51
Grand Blanc, Mich.
FORD BROMAN '54
Grand Haven, Mich.
DONALD S. LAWTON MBA '69
DAVID N. SLADE '68 MA '69
Grand Rapids, Mich.
ALFRED COLLINS '69
LAVERNE (VINES) COLLINS '68
BRENT MALCOLM KNIGHT '68 MA '69
DONNA (CASTLE) KNIGHT '69 MA '70
CARL E. BJRREGAARD '53
MARCIA (BESTERVELT) BJERREGAARD '70
Kalamazoo, Mich.
RICHARD E. BRADLEY '58
BARBARA (STROUD) BRADLEY
Lansing, Mich.
CHERYL C. BOHLM '69
Michigan City, Ind.
GERALDINE (SCRANTON) JACHER '46
Paw Paw, Mich.
CHARLES G. HODGSON '67
Sterling Heights, Mich.
ROBERT W. CRIPPS '57 MA '62
NINA (ARMSTRONG) CRIPPS '57
Vicksburg, Mich.
MARGARET J. SCHULSKEY '66
Walled Lake, Mich.
JOHN D. AVERY '65
Wayne, Mich.