Our University

It is clear that Western Michigan University is on the threshold of changes, which will have great impact on the well-being of this institution which is determined to continue as a viable force in society. For several decades there has been a critical shortage of technically trained personnel, teachers for the elementary and secondary grades, and professors at the university level. We are now in a period, which is likely to continue through the decade of the 70's, when there is an adequate or even an oversupply of personnel in most of the conventional areas.

Our current emphasis must be focused sharply on quality preparation for the normal areas of the job market and on expansion into fields of study that have taken on increasing importance, particularly in the areas of paramedical, social and environmental work designed to improve the quality of life.

Inevitably, there will have to be an internal reallocation of our instructional dollars to conform to societal needs.

To produce an ever-increasing number of teachers in areas where there is an oversupply is to mislead the individual, burden society and show a callous neglect of our responsibility to spend our resources intelligently and within the pattern of new priorities. In other words, there must be a justifiable need for each of our programs. Too often we audit our dollars without applying to our programs rigorous tests of their legitimacy.

Fortunately, Western has a long history of being in the vanguard of higher education in a number of areas. For example, early in our history we pioneered with our programs in Speech Pathology, Occupational Therapy, Librarianship and Paper Science and Engineering. More recently viable and unique programs have been developed to prepare teachers of the disadvantaged, social workers, physician assistants, teachers of preschoolers and teachers of the blind.

These are but a few examples of programs at Western which lead me to believe that our faculty continues to demonstrate leadership to an extent which makes Western a truly effective Twentieth Century University.

James W. Miller
President
Loretta Moore Long, a native of Paw Paw, Michigan, and a 1960 graduate of Western, who experienced several careers before becoming Miss Susan on Sesame Street, shares with readers of UNIVERSITY MAGAZINE, some of her experiences with her television pupils. A teacher in elementary schools of Detroit and New York, Mrs. Long left that profession to devote full time to show business, first night clubs, then the stage and more recently television where she earned one of the choice spots in the highly successful program after she auditioned before groups of three-year-olds.

Mrs. Long has a particularly warm feeling for Western and Kalamazoo. A few years ago, prior to Sesame Street, she was a featured entertainer at a Homecoming concert. Last April 9 she spent a long, active day in Kalamazoo, meeting with President Miller, Teacher Education Department faculty and students, chairman of the several departments of the College of Education; visiting elementary schools, talking and playing with pupils and finally a dinner and discussion with Martin Luther King students.

The abundance of energy Mrs. Long displayed on her visit last Spring shines through in the sprightly article she has contributed to this issue of UNIVERSITY MAGAZINE.

Being Susan of Sesame Street is really a treat because children feel that they know you and can tell you or ask you anything. Not all of the following incidents have happened to me personally, so I will indicate to whom the child was speaking if not to me.

Bob and I are on tour now and in the South a White mother told me this story.

"My little girl was watching Sesame Street one day and she ran to me and asked anxiously, 'Mommy, Mommy, do I have that stuff on my skin that Susan has?' Her mother answered quietly, "Yes, a little." The child smiled and sighed with relief, "Thank Goodness!" (There's a social comment there)

Another child told me that she wanted Bob (White) for her father, me (Black) for her mother and Gordon (Black) for her husband. Their mother laughed and said, "But she has promised to be married by a Rabbi."

Often parents in the South tell Bob McGrath, who does many club dates on his own, that we are doing something for their children that their life style does not allow them to do. These next two stories happened to him.

He was in Miami at the airport on his way to a club date when a little fan spotted him and began in the middle of a conversation, as though Bob were a family friend (which he is to this child). When Bob asked where the child lived, he became incensed and said, "You know where I live, you come to my house every day." (Rather like Santa asking where a child lives)
Bob was in the Memphis airport when a class of Black children filed past him in a very orderly line on their tour of the airport. Upon spotting him the line broke into 30 small pieces and children and teachers swarmed over him with great hugs and kisses. Above the din, a small voice cried, "Hey man, how'd you get out of your box?" (referring to the television)

If I were to pick out the question asked the most it would be "How do you get out of the television set?" To most of us T.V. is magical but to a small child it is also very personal. I have found by talking to children, that they think you live in their TV sets and they only expect you to be 9 inches tall so they often ask how you got so big or how you got out of the TV set.

That brings to mind two more stories that were told to me by parents. I have a friend who has a five-year-old son so I invited them to the "set" (show biz talk for the place where Sesame Street is filmed—the television studio). He told his son that they were going to the Sesame Street set and David replied, "Then we'd better go to grandma's because her set is bigger and we can climb in easier."

Last summer a father told me that his sons did not want to move into a new house because they thought Sesame Street only came to his old one. They cried until the show came on in the new house. The reality of the house, candy store and street is so great that often the children really think they are out of doors. They play so hard that often the other actors and myself are victims of hit and run bike riders and a few stray basketballs.

We had to build back stairs for the house set because the children would run through the front door and run right off the back of the set if we didn't watch them because they fully expected to find a whole house.

The children who come to work on the set have not completely gotten over the magical quality of Sesame Street either, for the following stories involve children who work on the set. We refer to the kids as civilians because they are not professional children actor-types and we do not rehearse the "bits" with them in order that their impressions and reactions remain fresh and uninhibited.

Our studio once housed a game show and it has an old applause sign up in the rafters. Sesame Street has a great deal of film footage of an old bi-plane skywriting letters of the alphabet and we call him "Alphabet Bates the Skywriter."

One day a small boy looked up in the rafters, spotted the old applause sign and said—"Oh, so that's what happens to all of Alphabet Bates old letters."
A boy whose favorite character is Oscar the grouch was visiting the set, so Carroll Speriney, the puppeteer who works Oscar was asked to bring the puppet down and talk to the child. Now an interesting thing happened because Carroll talked to the child in his own voice and then with Oscar on his hand he talked to the child in Oscar's voice. After Carroll left the child turned to his mother and said, "Oscar's funny today. He thinks he's a man."

Bob McGrath says his mother wanted to know where we film when the weather is bad because she really thought we were outside on location. So children aren't the only ones fooled.

In the TV studio is a loud speaker system whereby the director in the control can talk to the cast and crew without coming on to the floor. Our director began talking on the first day and this little boy began looking all around to see where the voice was coming from. Finally he said, "Who's that, God?" And the director replied, "You're the only one who thinks so."

"Children feel that they know you and can tell you or ask you anything."
"Do you live here all the time?"
"You're a real live Susan, I thought you were a muppet."
This same little boy was staring at a TV set on which the color bars were registering to see if the color was right. In a TV studio all TV sets are called monitors and to test the color, monitors register the color bars, which are rectangles of different colors which run vertically on the screen. I saw the same small boy from the previous story for about 10 minutes staring at the color bars and then he came over and said, "Susan, what a funny peacock."

I have a rule of thumb about how to answer the questions children ask about Sesame Street. I feel if they ask if Big Bird is really a bird or not, they probably have already figured out he's a man in a bird suit so I'm honest with them. These next stories are about the way children protect their fantasies if they are not ready to accept the fact that Sesame Street is not a real place.

"Children think you live in their TV sets and they only expect you to be 9 inches tall. "You know where I live, you come to my house every day."

"Hey, how'd you get out of your box?"
Charlie Rosen, the man whose genius came up with our now famous block, has a set of twin boys. They are very used to the term sets, props, etc. and they knew Sesame Street was not a real place because they saw their dad working on it at home. Therefore, Charlie knew it would not destroy their fantasies to bring them on the set. The thing he did not know was that Big Bird had gone to lunch and left his costume hanging on a clothing rack by Mr. Hooper's store. When the boys saw it hanging there, one turned to the other and said, "Big Bird went to lunch without his overcoat."

We try not to let the children look into Oscar's trash can because he's supposed to have lots of rooms. One little boy named Greg grabbed a quick peep into Oscar's can and said—"Well I know one thing he has TV in there (the puppeteer has a small Sony monitor in order to make sure the top of his head does not show while he works)."

Children who visit the set often ask very technical questions about the cameras, lights and boom microphones and then say, "Do you live here all the time?"

A girl named Tracy looked at the house, 123 Sesame and then looked across the studio at my kitchen set and said, "It must really be a drag to get up, get dressed, and cross the street just to get breakfast in the morning."

The children near my house in Teaneck, New Jersey have the hardest time of all figuring out true life and make-believe. For about a year they have referred to my dear, long-suffering husband, as "that strange man Susan lives with." Finally the four-year-old saw me riding my bike and decided that my "father" (Pete Long) must have given it to me. One day I tried to straighten it out and the four-year-old said "No, Gordon's your husband and he's (Pete) your father."

At a store promotion a child said, "You're a real live Susan, I thought you were a muppet."

Some of the stories are not funny but make tears come to your eyes and a warm feeling surround your soul. Matt Robinson, who plays Gordon, and I were walking down the street when a dear little old Puerto Rican man approached us and almost kissed us. He told us he had learned to read and write English while watching Sesame Street with his granddaughter and he couldn't thank us enough. He didn't know that he had—just by the look on his face.

We have received many letters from parents and teachers of children with learning problems, retardation and brain damage. Somehow the show helps them. Just two days ago a mother of a 7-year-old Mongoloid boy came up with tears in her eyes to tell us that her son had learned to talk from Sesame Street. She said he could not talk two seasons ago when he began to watch and soon he knew his alphabet, and then words and now sentences and will be starting school in the fall. When he came to talk to us Bob and I could not look at each other or I'm sure we would have burst into tears.
As the editors and designers were putting this issue of University Magazine together, they were struck with the clarity with which youngsters can express their uncomplicated thoughts. It was evidenced by their comments about Sesame Street and Western's children's Theatre that children are most impressionable and that Western's responsibility toward them is great.

As the nation's second largest producer of certified teachers, Western recognizes that excellence of teaching is a precious commodity. It is Western's aim to instill in the young men and young women who graduate as teachers the desire to be the best teachers anywhere.
The children they will meet in the classrooms are the hope of our nation and the world. It is the teachers' responsibility to give of themselves and of their knowledge so that the potential of each child will be realized.

The articles in this issue dramatize this responsibility. But, while children are leading their uncomplicated lives, older students—those of college age—have their problems. Fortunately, Western has provided for them a sympathetic ear.

The University ombudsman gives readers a clearer understanding of the problems which Western students face.
At performance time for Experimental Children’s Theatre, the children arrive in the Shaw Theatre lobby and are welcomed by members of the Children’s Theatre production company. These University students help the children remove their coats and take them to the Arena Theatre where they hear music as they enter the Theatre. They see a dimly lighted room sprayed with many moving, changing colored lights. They walk across the stage area and sit on the floor around the raised, colored platforms which are the setting for the show. All of these elements have been especially designed to catch their imaginations and to create the appropriate mood for the performance.

In this atmosphere the players naturally and easily exchange greetings and become acquainted with the audience.

In this article Lynda C. Stillwell, assistant professor of Communication Arts and Sciences and a faculty member since 1966, tells of some of the experiences and satisfaction which come with Children’s Theatre association.
The players mingle and interact with many of the children, for the company's primary concern is to be human beings, like the children, with imaginations capable of creating a special world. Although in costumes, the players appear as flesh-and-blood, recognizable people.

After this attitude is established, the players explain what the children might expect during the show. There will be times, they are told, when the players will invite the audience to participate with them.

The show may begin with everyone singing "Feelin' Groovy." A little later they may be asked to supply an ending to a story begun by the players or asked to suggest words they would like to see the players mime. Sometimes they provide a musical setting for the players to pantomime; a song such as "Sometimes I feel Like a Motherless Child." With a player as leader, groups of children might plan together an imaginative use of stage props.

In another segment the entire audience might move out of their seats and onto the platform as they build a gigantic imaginary pizza. Under the direction of an actor, groups might pretend to grate the cheese, slice the pepperoni and twirl the dough.

Because the structure and shape of the show frequently changes, the company must be well disciplined and must be able to control the audience. They must be quick to sense audience readiness to participate and skillful at keeping attention throughout.

The Best play I've ever Feeling Groovy Together
I liked it when you blew Thank you for making me I liked the bubbles.
Players are always aided in this by members of the technical staff who must also be sensitive to the situation. Much of the time the technical people have to “play it by ear.” The actor cannot always follow set movement patterns and the timing may be different for each performance. Sound cues must be adjusted sensitively; light cues and levels must be in keeping with the mood and tempo of what is happening. Special effects such as bubble machines and strobe lights must be used judiciously.

The hour of production quickly comes to an end. The lights change, the music begins again and the children and players link arms in a final mutual response.

The experiment in children’s theatre over the past four years has been invaluable and enriching. We have been delighted with the children’s sensitive and genuine dramatic spirit. We have learned that they can easily adjust to rapid changes of mood.

We have seen them demonstrate that they are capable of perceiving many things simultaneously without feeling bewildered.

We have learned that they are able to respond with understanding to material ordinarily found in adult literature.

College students with a traditional theatre background have been stimulated to change their thinking and to learn new methods for working in this different theatre form. But it would seem that because of the increase of student participation and attendance, these shows are as provocative for them as they are for the children.

"sene in my life."

"ame is swinging"

"e d hubel"

"laghe."
At the outset, it seemed that the most frequent question was, "You're a what?"

The role of the Ombudsman is well-known and long established in Scandinavian countries, but it was quite new at Western Michigan University in September, 1970. One of the first requirements of the office was learning to explain the nature of the position.

"Say are you Mr. Buzzman?"

"No, I'm the Ombudsman."

"Oh I'm sorry, but if you're Hans Budman, who's the University Ambushman?"

The word "Ombudsman" is a difficult one for many Americans to pronounce.

The Office of the Ombudsman is defined to help resolve grievances and to assist the University in trying to provide justice for all members of the university community. It is particularly concerned with the rights of the individual as opposed to the power of the institution. To try and achieve quick and fair resolutions of problems, the Ombudsman can investigate grievances and issues thoroughly, and help negotiate or recommend a solution. The Ombudsman cannot enforce or reverse any action or decision. His main tools are discussion, persuasion and recommendation.

The Ombudsman reports directly to the President of the University. The Office of the Ombudsman is unique in that it is separate and independent of the other parts of the regular administrative structure, nor is it allied directly to either students or faculty, but its services are directly available to all on an impartial basis.

In the day to day activities, the role of the Ombudsman is largely determined by the people who come to him and the particular concerns they have. The diversity of the problems and roles was most astounding.

This article was written by Dr. Milton J. Brawer, an associate professor of Sociology, who joined the Western faculty in 1960. He has served as University Ombudsman since August, 1970.
Ombudsman as detective

Professor: "You see, I'm not sure. Their two papers were very much alike. I'd like you to find out whether they actually studied together before the test or whether they did their collaborating during the exam."

Student: "I'm a transfer student from a community college. I think I should be a junior but my admissions slip says senior. What am I, and what do I have to do to graduate?"

Ombudsman as expediter

Professor A: "Do something! The air-conditioning is off, the circulation system isn't working, the windows are locked, the students are falling asleep and so am I!"

Ombudsman: "Yes Professor B, maintenance says they'll have new light bulbs in the lecture rooms by tomorrow morning . . . No you won't have to lecture in the dark."

Ombudsman as listener

Student: "My roommate accused me of reading her mail and then threw all my books and things on the floor and when I tried to stop her, she slapped me and pulled my hair and scratched my arm and I want action taken against her or there's no justice in this university!"

Ombudsman: "This seems very serious. How did it all start?"

Student: "Well it's a long story. You see, I was born in a small town in Michigan . . . ."

Ombudsman as personal advisor

Student husband and wife: "The rule does say no pets, and it is true that a lot of cats are using the kids' sandbox as a litterbox, but we never let our cat out of our apartment. We love our cat and can't give him up, but we need the apartment too."

Faculty wife: "My husband just joined the faculty and we just got here two days ago. Can you tell me what I ought to wear to the President's Reception?"

Ombudsman as red-tape cutter

Student: "This course is the only one I still have to take to graduate; but if the class is filled and I can't get in it, how am I going to graduate this semester?"

Student: "I don't know what to do. I just got a notice that I have been dismissed for academic reasons, and I've never even been on probation."

Ombudsman: "I'd like to make an appointment for a student to see the department chairman about a special problem the student has."

Dept. Secretary: "I'm sorry, but I'm not allowed to make appointments for the chairman. The student can see him during his office hours."

Ombudsman: "When are his office hours?"

Dept. Secretary: "He has them right at this time."

Ombudsman: "Good. May I send the student up to see him right now?"

Dept. Secretary: "No. He isn't in his office and I don't know where he is or when he will be back."

Ombudsman: "Well what time could the student see him?"

Dept. Secretary: "I'm sorry, but I'm not allowed to make appointments for the chairman."

(Long pause)

Ombudsman: "Have you ever read Catch 22?"

A satisfactory solution was found for all the above cases except one. The term "satisfactory solution" means a solution which is acceptable, even with reservations, to all the parties involved. There are always a number of parties involved.
I learned quickly that no one walks into the office alone. A few days after the office first opened, a student arrived incensed that he had been "kicked out" of a class in which he was registered and the professor had no right to do this. Besides it had all taken place in the classroom, and he had been humiliated in public. Spurred by indignation at such an arbitrary and unjust act, I called the professor to point out that the student's rights had been violated. The professor listened quietly for awhile, and then at his first opportunity asked me if I knew that this course was an advanced course which had three other courses as prerequisites. I had to reply that I hadn't known that.

He continued, "Do you know that this student has had none of the courses listed as prerequisites?"

"No," I replied feebly, "I didn't know that."

"Did the student tell you that I suggested he start with the first course and work his way up to this course?"

I was whimpering now as I once again had to admit my ignorance.

"I'll bet he didn't tell you that it was only after he absolutely refused to take the preparatory courses, that I told him he could not continue in this class and then I asked him to leave and take a more appropriate course."

Since this wasn't a question, I was relieved of having to answer. The professor concluded by indicating that he appreciated my interest in the case and he assured me of his willingness to help out in any way he could.

I had been gently but fully instructed in two essential points. First, no one comes in the office by himself. Every case involves other people whose rights must also be considered fully. Second, don't jump to conclusions until others have a chance to explain their position. I continue to relearn these points regularly.

"HAIR" has been a tremendously successful show playing to capacity audiences night after night. There are a number of companies performing throughout the U.S. and abroad. Hair was considerably less successful in some university classrooms in the fall of 1970. At least five students and one faculty were advised to let someone play Delilah to their Sampson.

The University has no code regulating dress or personal appearance. Still there were a few faculty who were apprised of some current hair styles, and insisted the students change them if they wished to continue in the course.

One student had done his best to make a good impression on his instructor short of cutting his hair. He stated, "I got all dressed up for his class, put on my straight pants, a clean T-shirt and I even combed the hair in back of my ears, but he still kicked me out."

Although the fall saw these groups locked in battle, by winter most of the cases had been unsnarled and the forces of contemporary fashion saw their banner wave triumphantly. It was a close shave, but youth had scalped their adversaries. Was this victory a permanent one? Had the representatives of an older "morality" curled up in defeat, shorn of their strength? No! Moral issues are not so readily straightened. Last week another student and his instructor were snarling at each other over the same tangle.

No one gets a bang out of these cases. Sometimes I have to page student and teacher to my office to see if they can wiggle out of the problem or sweep up the pieces. Strong feelings may be displayed, but such anger may be a sham. Punitive action is definitely not the tonic to restore or set emotions in a twist. The contenders may cascade to the rug in combat, but when they face the bald facts and brush out their shaggy problems, they bob back up and finally flip over a solution.

I would like to wash all this away, but if no one can do anything with it, this problem may be long here.

There are many joys in this work. The first case that came to the office turned out to be one of the happy ones. A foreign student who had been working for her M.A. for two years was running out of funds, but had a job available if she finished her degree. The difficulty was that she thought she still had some requirements to complete and didn't know how they could be met in time.

Her department reviewed her record and concluded that she had in fact met all their requirements satisfactorily. The Graduate College agreed. The student was awarded her degree.

Instead of leaving Western Michigan University without graduating, without a job and unsure about the future, she went off confidently to her new position and career, degree in hand. A potentially tragic situation had been averted.

Most cases are not as dramatic in their alternatives as this one was, although sometimes it is considerably more difficult to find a solution that all parties can agree upon readily. Still to the person with the problem, a successful resolution is always important and, if achieved, may dissolve hardship, anxiety, or frustration.

One of the most difficult types of situations to mediate occurs when two principles or two sets of rights are involved, and they oppose one another. Such cases pose dilemmas which somehow have to be settled.

An illustration of such a dilemma involved a Western student who wanted credit for a course he had taken during the summer at a community college. This student had checked with Western's administration in the spring about the courses he could take at the community college and still have credited toward his degree here. He was told that any course in a specified field, numbered 100 or higher, would transfer. Before registering, he saw an advisor at the community college who told him to take a course being offered for the first time which was numbered 110. The course title referred to the field, but was offered in another academic department. The student took the course, did the work, received an "A" and applied to have both the credit hours and grade transferred to his Western Michigan University record.

When the University assessed this new course, it turned out that the course was a high school level course and the student had already taken courses more advanced than this one. Western Michigan University obviously could not give college credit for a high school level course.
The student argued this decision in his case. He had done everything he was supposed to do and had checked with two advisors. All of his money, time and effort would be wasted if he didn't receive credit for it.

The administration stood firm. College credit cannot be given for non-college level courses. There was sympathy for the student, but nothing could be done for him in this matter.

Here was a dilemma. Clearly the administration had a very legitimate position, but the student's position also had merit.

Fortunately there is an Academic Fairness Committee composed of three students, three faculty and a non-voting Chairman. Not being able to resolve the dilemma, all parties agreed to refer the case to this committee.

The committee reviewed the problem, and resolved the issue with considerable wisdom. Their decision was that the student had earned 3 hours credit toward graduation, but given the level of the course, he should not receive grade or honor points.

All the parties accepted this decision although they continued to have some reservations about it.

Cases such as the above present dilemmas or conflicts which can only be mediated if the people concerned are willing to cooperate. If anyone refuses to discuss an issue, will not listen to the other point of view, or is unwilling to work out as fair a solution as can be found, there is considerably less chance for an Ombudsman to function effectively. Cooperation from all groups of the university community is essential.

I had expected cooperation when I first began as Ombudsman, but I had no idea how extensive and supportive it would be. The faculty have been quite willing to listen to a student's problems and grievances and, if convinced that the student's case has merit, they will almost invariably suggest or agree to a fair solution.

Faculty cooperation often goes far beyond a formal weighing of student rights. Even in those instances where the merits of the case are debatable, faculty are frequently willing to help students as much as possible by giving students a second chance or the benefit of a doubt. A major aspect of an Ombudsman's task is to discover and present the merits of a case as fully and fairly as he can.

The administrative staff is equally helpful. The staff has the difficult task of applying university rules and regulations to a community of over twenty-five thousand. Inevitably situations arise where a general rule does not apply; where extenuating circumstances must be taken into account, or where the formal application of a rule defeats the intent of the policy. The administrative staff must maintain university standards, but at the same time they must be ready to interpret the application of these standards to promote the goals of both the individual and the university.

Rules are necessary in a large and complex university community, but so is flexibility in interpreting and applying them. One of the challenging tasks for the staff is to apply and maintain standards; yet be flexible but not arbitrary. Most of our administrators accept this responsibility fully. The typical and easy bureaucratic hedge of applying rules indiscriminately and without exception is encountered only occasionally.

The Western staff strives to administer wisely without becoming rigid or arbitrary. Their contribution to the university is vital, and their aid to the Ombudsman cannot be overstated.

Students! A contemporary stereotype of students tries to be unflattering. Unreliable, self-indulgent, lax, disruptive, unreasonable, immoral, law breaking, long-haired, bra-less, barefoot and pot-smoking are common epithets. A new addition is the charge of tending to threaten the political order by irresponsible use of their recent enfranchisement. Would such a group be cooperative? There is no doubt about the answer. Yes.

Contrary to some popular images, students coming to this office are responsible, understanding and reasonable.

I do not claim that students are placid, happy and content about all operations of the University. They are vitally concerned, and are prepared to express their concern. They respond strongly when subjected to what they perceive as arbitrary and autocratic authority, but given any sense of "fair play," students, in general, will take as positive and constructive a stance as any group in the University.
Professor J. B. Gillingham, University Ombudsman at the University of Washington has written a very perceptive analysis of the causes of much student anger and frustration. My own experiences correspond with his, and I quote him at length because of the importance of his analysis.

"As I explore and analyze [student] grievances, more often than not it becomes apparent that the strong emotion stems not so much from the substantive character of the policy or decision, as from the manner in which the decision was communicated, or the student's lack of knowledge or understanding regarding the origin and rationale of the policy involved, or the lack of a readily available and feasible procedure for appeal of the application in the particular case, or the lack of knowledge as to how changes in rules and policies may be pursued in a legitimate and orderly manner, or some combination of these factors. Many of our students have very limited knowledge and often quite inaccurate notions about how the University actually operates. This generation of students is strongly disinclined to accept restrictions or decisions, particularly those which adversely affect their plans and aspirations, simply because "that is the rule."

In a substantial proportion of the cases, most of the anger and resentment is usually dissipated by a careful, objective explanation of why and how a particular rule or policy came into being, the personnel and agencies involved in developing and legislating the rule, and the considerations which determined the result. The anger is further dissipated and often constructively rechanneled if I can identify a specific Committee or Faculty Council or administrative officer with continuing responsibility for policy review and revision, and I can in good faith tell the grievant that this standing Committee or Council is open for criticisms and suggestions from students at any time regarding existing policies and needed changes. Where the complaint does not involve the substance of a basic policy or rule, but a specific application—where a University staff or faculty member is perceived to have been discourteous, abrupt, mechanistic, arbitrary, or unreasonable; or where the grievant believes that exceptional circumstances were not given proper consideration—the anger is usually moderated if the student is able to obtain an expeditious and fair review of the disrupted decision.

By and large, virtually all of our students will accept with remarkably good grace varying degrees of disappointment, frustration, and unhappy experience at the hands of the University if they believe that the rules and policies being applied are the reasoned efforts of reasonable people to deal with the real problems and requirements of University operations, if they believe that those rules are being reasonably administered, and if there is readily available an effective procedure to review grievances."

An ombudsman cannot be a substitute for well reasoned policy, for wise and compassionate application of such policy, or for routine review and appeal procedures. The ombudsman provides an additional and extraordinary safeguard for the protection of the rights of the members of the community.

An ombudsman serves best in a system which is already operating effectively. The office is not designed to be an instrument to solve political conflict. Our approach to issues that are politically debatable or controversial is to advise individuals of the appropriate forum in which to present their views, and if necessary to help insure that adequate opportunities exist for such presentations.

During the first year, there were only a few instances where the rights of a university citizen had been deliberately and maliciously violated. Western can be proud of the infrequency of such behavior. An obvious function of the office is to assist an individual in obtaining justice when he has been deprived of it.

Sometimes one case may spotlight not an injustice but a malfunction. For example, some university regulations were being applied traditionally for many years, but when inquiry was made, no one could recall clearly when or why they were initially established. In some instances, there were no reasons to maintain the regulation and it was dropped. In others, the policy was reviewed and brought up to date.

A different type of malfunction comes about inadvertently through change. A sudden increase in the number of students using a specific service or electing a certain program may mean that additional resources have to be allocated to that area, or that new procedures must be developed to replace those that are over-taxed or out-dated.

An awareness of systemic problems such as the above occasionally result from cases that are brought to the Ombudsman. These matters are referred to the proper university officer or agency for consideration and remediation. This recognition and referral of system problems may constitute one of the most important services of the office, since the final result may affect a large segment of the university community.

The vast majority of people who come to the office are neither those who have suffered a clear injustice nor are they victims of some system malfunction. They are people who want help with a problem. Frequently the solution is simply providing information, or telling them whom to see, clarifying the policy being applied, or requesting a reconsideration of a decision. Our most common service is to provide the help that is requested.

There were nearly 900 cases in the first year. We had expected only about 150 to 200. We anticipate a 50 to 100 per cent increase in each of the next two or three years as knowledge of the office spreads through the university community, particularly the student body. At present only a small proportion of students are aware of the office despite all attempts to make it known. Time and effort will change this.

The considerable use of the office even in the first year should not be interpreted as meaning that the University has an unusually large number of problems. Every university presents problems to its members. The willingness of people to come and seek assistance is a measure of their confidence that this university is responsive to the concerns of its members.
1971-72 Gymnastics Outlook

Last winter, the five-year building program of Coach Fred Orlofsky paid off as Western Michigan enjoyed its first winning (9-4) gymnastics season since the sport achieved varsity status in 1967. In the process, the Broncos averaged over 137 points per meet.

Although several key performers have graduated, Orlofsky feels his club "can equal last year's in scoring and maybe even improve upon that average."

The main graduation loss is all-around performer Larry Jordan, who in 1970 became WMU's only NCAA place-winner with a fifth on parallel bars.

During 1971 activity, Jordan set school season records in side horse (7.11 out of a possible 10.0), rings (8.48) and parallel bars (8.85).

Also gone are horizontal bar record holder Bob Barrow (7.80), all-around point producer Chuck Beatty and still-rings specialist A. J. Poe (8.04).

Much of Orlofsky's optimism is based on expected improvement from sophomore all-around man Tom Welsh and freshman Mike Kellinger of Ambridge, Pa., who could emerge as the team's top scorer.

Junior Dennis Spencer set school standards in floor exercise (8.14) and long horse (8.52) a year ago while Paul Boes contributed a 7.41 average in the former event. Rob Schau, who missed much of 1971 due to scholastic problems, will pick up some of the hi-bar slack. Sophs Jeff Lederman and Dan Carlsen should improve on side horse.

Besides Kellinger, Orlofsky has high hopes for newcomers Ken Brown, floor exercise, and rings specialists John Cordell and Bob Miller.
Basketball Prospects

After seven straight losing seasons, Western Michigan's basketball team compiled a 14-10 record in 1970-71 and split even in 10 Mid-American Conference contests to finish in third place.

Looking ahead to his second season, Coach Eldon Miller regards his strengths as "two fine forwards in Chuck Washington and Jim Patterson, plus better experience than was available at this time a year ago.

"On the other hand, we face a tougher schedule and will have to do so without a big center. In order to win, we'll have to play a super aggressive brand of basketball all of the time."

Washington, a 6-3 leaper, averaged 14.3 points and 9.6 rebounds per game in 1970-71 and was named to the Mid-American Conference first team. Patterson (6-3) added 15.9 points and 6.5 rebounds per game. Backing them will be 6-4 sophomore Charlie Sidwell, who averaged 17.6 points and 15.6 rebounds as a freshman.

Four lettermen are available at guard, all of whom started on occasion last winter. Miller hopes to settle on two starters a lot earlier this time around. In this group are Earnest Pettis (11.9), John Sperla (5.4), defensive whiz Earl Harper (3.4), and Carl Coleman (5-0).

The big problem will be replacing center Earl Jenkins, the school's all-time field goal percentage leader (.478). He connected on better than half of his shots a year ago and earned All-MAC honors by averaging 18.8 points and 12.5 rebounds.

Mike Steele, a rugged 6-4, 185-pounder, will probably open at this spot. He paced the frosh squad with a 20.7 scoring average and cleared 10.7 rebounds.

1971-72 Basketball Schedule

December
1 Wisconsin State Parkside
4 at Michigan
6 at Notre Dame
11 at Michigan State
18 Central Michigan
22 Loyola (Chicago)
29 at Northern Illinois

January
5 Toledo
8 at Marshall University
12 at Miami (Ohio)
15 Kent State
19 at Ball State
22 at Toledo
26 Northern Illinois
29 Bowling Green

February
1 at Loyola (Chicago)
5 at Ohio University
12 at Dayton
16 at Bowling Green
19 at Kent State
23 Cleveland State
26 Miami (Ohio)

March
1 Ohio University
4 Detroit

Washington Patterson Sperla
After finishing its 1970-71 season with a 6-6 record, the Bronco tankers, coached by Dave Diget, have to rebuild after heavy graduation losses. With only five returning lettermen, Diget has to fill his lineup with freshmen.

Freshman Kevin Mccully, a Kalamazoo Loy Norrix product, may become the top swimmer on the inexperienced team, after finishing third in the Michigan Class “A” 200-yard individual medley and fifth in 100-yard freestyle.

He owns personal best times of 2:04.7 in the 200 IM, 50.1 in the century freestyle, and 1:005.5 for 100-yard breaststroke.

Jim Mumby of Saginaw, another newcomer, had prep efforts of 1:54.0 and 4:08 in the 200- and 400-yard freestyles.

Freshman Greg Chacharon of Highland Park, Ill., swam :58.4 in the 100 butterfly and 2:16.2 in the 200. Kevin Healy from Grand Rapids Ottawa Hills owns times of :51.0 and 1:56.0 in the 100- and 200-yard freestyles, but showed his best effort in the 200-yard individual medley (2:12). Healy also earned an 11th place finish in the YMCA national championships in the medley.

Mori Heim is another freshman that Diget hopes to use in the IM (2:13) and distance freestyles.

“Our record should remain about the same as last season,” remarked Diget. “We will be a stronger squad than last season, but all the other schools in the conference have also progressed.”

Brian Blain will return this season after capturing a fifth place MAC finish in the 100 backstroke. Dick Hastings, who earned sixth place in the 1,000 free at the same championships, will also return.
1971-72 Wrestling Outlook

In 1970-71, Western enjoyed its finest wrestling season ever, winning 10 of 12 dual meets, finishing second to Ohio University in the Mid-American Conference, placing fourth among approximately 30 Midwestern teams at the NCAA District Qualifying Meet.

Such a season will be difficult to duplicate especially with the graduation of MAC champs Rich Bacon (142 pounds) and Steve Newman (190), and second place finishers Tom Lehman (177) and Denny Buford (158), a champ the previous year.

Bacon placed sixth at the NCAA meet and became the first All-American in WMU's 14-year mat history. All told, this quartet won 75 matches, lost 28 and drew four times while pinning 28 foes in 1970.

"Ohio University scored 89 points to win the conference and wrestlers who scored 60 of those points will be back," remarked Coach George Hobbs. "On paper, about everyone else is in the 20-point range or under, based on past performances. We won't have one senior on this year's team."

Western's top returnee is Lansing's Ron Miller, who won the 126-pound title as a freshman and placed third at the NCAA District. He'll likely move up to 134 this season.

Jackson junior Tom Keeley has twice been runner-up for league honors (150 and 158) while heavyweight Roger Rapaport placed third in 1970 and second a year later.

Hobbs also expects improved seasons from sophomores Bill DeVault (5-12-2), Ed Sherry (5-5), Doug Wyn (9-8) and Tom Radewahn (5-2).

"As it stands right now, we'll have about four weights filled by either freshman or inexperienced wrestlers," concluded Hobbs.
New Life Members:
Edward Barry Atha '59 '70
Minneapolis, Minnesota

Michael D. Barron '66
Clarkston, Michigan

Carole Ann Pardee Barthelemy '63
Canton, Illinois

Jan Paul Blick '65
Rebecca Lee Benedict Blick '65
Cadillac, Michigan

Robert A. Brustad '66
Margaret A. Irwin Brustad '68
Ann Arbor, Michigan

L. David Carley '50
Adele Kuempel Carley '49
Madison, Wisconsin

Thomas J. Carr '59 '62
Margaret A. Ginter Carr '59 '67
Kalamazoo, Michigan

Gary J. Dell '66
Cheryl L. Sellers Dell '66
Wayne, Michigan

Sally Sue Strickland DeMunck '64
Defiance, Ohio

David Steve Eastwood '63
Grand Rapids, Michigan

Marilyn Schneider Fisher '70
Utica, Michigan

Albert C. Groothuis '62
Elfrede M. Schneor Groothuis '45
Battle Creek, Michigan

Carole Gustafson '60 '65
East Lansing, Michigan

Robbe Lynn Henderson '69
Chicago, Illinois

Roger James Hilaski '68
Nancy Jane Knuth Hilaski '65
Salinas, California

Janet Shaffer Hornett '55
Birmingham, Michigan

John S. King '62
Juliana Sredo King '69
Merrillville, Indiana

Ronald J. Krueger '66
Lisbeth Sargent Krueger '68
Battle Creek, Michigan

Loretta Moore Long '60
Teaneck, New Jersey

Harold Martelle, Jr.
Eletha A. Welcher Martelle '46
Sacramento, California

David William McNeill '65 '70
Sturgis, Michigan

David Robert Minikel '64
Olympia, Washington

Raymond Joseph Rabidoux '66
Flint, Michigan

Albert H. Ratcliffe
V. Maxine Ratcliffe
Detroit, Michigan

Clinton E. Ripley '64
Elizabeth J. Strotz Ripley '64
Grand Rapids, Michigan

Jon Wendell Scott '66 '70
Wheaton, Michigan

George Theodore Sink '64 '70 '71
Detroit, Michigan

Frederick Staley '64 '66
Pamela A. Moon Staley '66
Tempe, Arizona

Catherine Ann Stanosz '71
Milwaukee, Wisconsin

Peter A. Trimpe '65
Susan Reinhold Trimpe
Lakewood, New Jersey

Kenneth H. Warren '70
E. Harriet Bontrager Warren '70
National City, California

Max Wilcox '51
Bronxville, New York

T. Karl H. Wuersching '61
L. Marie Hoffman Wuersching '59
Cloudcroft, New Mexico
Western Michigan University Alumni Office last June 30, ended one of its most successful years, financially as well as programmatically.

Alumni Association membership is based on a dues program of various membership classifications, supporting memberships, individual life memberships, and family life memberships. These funds help to maintain such programs as local alumni clubs, college and departmental alumni associations, alumni records, class reunions, homecoming, continuing education programs, the Alumni Award for Teaching Excellence, Distinguished Alumni Awards, the special alumni events.

The difference between an Alumni Association membership and an Annual Fund gift should be emphasized. Alumni Association memberships allow the Alumni Office to supplement its available resources and to continue service to the University and the Alumni. The office provides records and interested constituency from which other offices may solicit support essential to maintain special programs at Western.

The Annual Fund Office seeks money for scholarships, loans, library support, and special areas important to a viable academic program. I urge those who have paid their Alumni Association membership dues to also contribute to the Annual Fund. Each gift will assist WMU in maintaining the programs necessary to educational growth.

Alumni financial support, through Alumni Association memberships, made possible the new Alumni Center, including an attractive lounge which provides a place for alumni to meet and to identify with WMU’s growing campus. Importantly, these gifts made it possible to purchase data processing equipment for computerized records.

Conversion from the manual card system, in light of the more than 65,000 alumni addresses, was essential. This automation has enabled the office to keep closer alumni contacts with records as current as possible.

I sincerely thank alumni for joining the Alumni Association and want to impress upon all how important they have been in our past successful year. If you have not already contributed to WMU’s Annual Fund, I urge you to do so.

Thanks for your loyalty and support to Western Michigan University.

John S. Lore
Director, Alumni Relations

Distinguished Alumni

L. David Carley, president of Inland Steel Development Company, and an expert in government, regional and urban planning and resource development, has served well the State of Wisconsin in a variety of agencies. He has served as a member of resource development commissions to Germany and to Argentina and at the university level as lecturer and in political science, and also as an author. He has practiced the art of politics at the state level and has aided the development of the State of Wisconsin and many of its units.

John J. Pruls, teacher, administrator, university president, continues to build his career in higher education on a foundation that is strong because it is dedicated to helping others to achieve not only for benefit to self, but even more importantly for the good of all. His understanding, counsel and consideration were of great assistance to students during the years as a teacher. These qualities and demonstrated administrative ability made it apparent to his colleagues that he was destined for a role of particular leadership in the realm of education. His appointment as president of Ball State University gives indication of even greater accomplishments in the years ahead.

Max George Wilcox, concert artist, conductor and recording producer, has achieved in a way which is given to but a very few. He attained prominence as a producer of classical records for R.C.A., a pinnacle which put reality into the fantasy of his early teenage years. Yet in doing what has held so much personal meaning, he has brought enjoyment to countless thousands through recordings of the world’s greatest musical artists. Classical recordings which he produced have won five Grammy awards, and they have received recognition of high order in foreign lands. His latest musical endeavor, as symphony conductor, has brought critical acclaim. His efforts serve not just music lovers of the present, but design a gift which will be enjoyed by generations to come.
Classnotes 1921-1939

Laura Schaeffer Bucknell '21
Sturgis, trains trotting horses after teaching 12 years.

Raymond Bucknell '21
is president of Sturgis Savings and Loan Association.

Adda Dilts '21
resides at Huron Towers, the Michigan Education Association retirement center at Ann Arbor.

Velma Cox Hughes '21
Waterford, retired after 26 years teaching.

Vivian White La Perrlere '21
retired school teacher lives at Minneapolis, Minn.

Flora Spyke McCann '21
Spring Lake, ended 45-year teaching career, including 44 years at Muskegon, last five as principal, in 1968.

Mildred Axtell Countryman '22
retired as librarian at Ovid and Ovid-Elsie Schools.

Irma Richmond '23
retired after 34 years of teaching; last 4 years at Lowell Intermediate.

Dr. Nelson Van de Luyster '23
retired after 42 years of teaching college German; was professor of Modern Languages at Newberry College, S.C.

Henry Houseman '25
retired after 47 years in education; was principal, Decatur High School, 1927-62; in 1962 became assistant superintendent at Decatur.

Marjorie Frazier '28
Inkster, retired as teacher after 37 years.

Edyth Quick '27
retired from Marshall schools after 32 years.

Dr. Merze Tate '27
history professor, Howard University, Washington, D.C., honored by Radcliffe Institute, Cambridge, Mass., with naming of Merze Tate Fellowship for graduate and post-graduate scholars engaged in research.

Irma Williams '27
retiring in Lowell area after 29 years of teaching; last 24 years Lowell Schools.

Arlene Brandt '28
retired after 31 years in teaching, all but five years spent in Perry School System.

Virgil L. Logan '28

Rebah Hubbard '28
Ithaca, Mich., retired as kindergarten teacher after 15 years.

Evelyn Burke '29
retired after 44 years of teaching; last 32 years at Battle Creek Central High School.

Glenn Jager '29
retired as principal and 6th grade teacher after 24 years at Fulton.

Brewster Lewis '29
retired after 39 years as an educator; last 29 as principal of Liberty Hyde Bailey School, East Lansing.

Joseph Brozak '30
retired as assistant superintendent for instruction after 41 years in education; last 15 years at Wyoming Public Schools.

Paul C. Davidson '29
retired from White Pigeon Community School System after 42 years in teaching.

Wayne Dury '30
retired after 42 years of teaching; was principal at White Pigeon, 1946-64.

Hester Scott '30
retired after 44 years in education, all but 3 years in Niles School system.

Erma Timmerman '30 BS '58
retired as third grade teacher after 35 years; 28 years in Ionia Schools.

Adam Werle '30
retired after 31 years of teaching; last 16 years in St. Ignace schools.

Abe L. Drasin '31
now city commissioner, Second Ward, at Grand Rapids.

Ruth Harman '31 BS '65
retired from teaching after 47 years; last school was Fulton School of the Vicksburg Community School District.
Reba Jones '31
retired librarian from Rogers High School; resides in Jenison.

Charles White '31
retired as a teacher after 36 years; 29 years at Lowell.

Ivan Williams '31
retired as athletic director at Fenton High School after 37 years of teaching; last 31 at Fenton.

Richard C. Donley '32
retired as superintendent of Big Rapids public schools.

Charles Follo '32
Escanaba, retired as assistant director emeritus of University of Michigan Upper Peninsula Extension Service Program after 23 years with the extension.

Carl Bahre '33
retired as athletic director, Godwin School, Grand Rapids.

Harold Balmer '33
retired as vocational drafting teaching for Lansing Schools for past 20 years.

Alvar L. West '33
Jackson, received Michigan Association of Public School Adult Educators Award for outstanding service to adult education.

Hester White '33
Lowell, retired as third grade teacher after 23 years.

Alice B. Calkins '34
named postmistress at Hopkins.

Leonard Gennart '34
Director of Academic Services, WMU, named to Technical Committee on Education for 1971 White House Conference on Aging; also named by Gov. William Milliken to chair Michigan Task Force on Education for the conference.

Ronald Hohenstein '35
retired as assistant principal after 35 years at Walter H. French Junior High School, Lansing.

Bob Quiring '35
retired as athletic director after 11 years at Loy Norrix High School, Kalamazoo; also coached at Martin, Grass Lake, White Pigeon, University High, Paw Paw, and Kalamazoo Central.

Jacob Solln '35
retired as dean of Gogebic Community College; was with the ironwood school system and community college for almost 25 years.

Evelyn L. Greenwald '36
received the Elizabeth R. Steward Award from the Mt. Pleasant PTA Council for her work with the Isabella Child Development Center.

Louis Kocsa '38
chief administrator of compensatory education, Michigan Department of Education since 1967; before that high school teacher, coach and principal 1946-52; joined Michigan Department of Education, 1952, as educational consultant; present duties include planning, organizing and evaluating curriculum development at state and local levels, involvement of federally and state funded programs for the disadvantaged.

Kocsa

Allen

Arnold H. Anderson '37
nominated for board of directors, Live Office Management Association, New York.

Frank S. Noble '37
received the Gold Award plaque from NCAA for 25 years of outstanding contributions to American Youth & Associates; also American Red Cross award for 25 years of community service.

L. J. McCully '38
retired from Bay City schools as business manager after 43 years with Bay City Schools.

Alex Stevenson '38
retired after 24 years at Eastlawn Elementary School, Midland, as principal; completed 40 years as a teacher and administrator.

Kenneth T. Beagle '39
Grand Ledge school superintendent, presented with Volunteer Leadership Award by Gov. William G. Milliken.

Robert J. Cook '39
Industrial education teacher at Charlevoix high school since 1953, given Master Teacher Award by the Michigan Industrial Education Society; has taught 31 years.

Classnotes 1940-49
Hugh D. Allen '40
named vice president for development at Aquinas College.

Ruth Calhoun '40 MA '57
elected grand president-elect of Alpha Delta Kappa, international honorary sorority for women educators.

Gordon F. Goyt '40
named manpower coordinator for the Cooperative Area Manpower Planning System (CAMPS), Lansing.

Martha Hudson Slaughter '42
retired after 33 years teaching, last 22 at Roosevelt School, Kalamazoo.

Russell L. Borst '42
fifth recipient of the Mental Health Citizen of the Year award presented by Traverse City State Hospital.

Lorraine Doornbos '43
retired after 43 years teaching, last 33 in Caledonia School District.

Paul J. Chretien '47
technical adviser, Office of the Assistant Secretary for Economic and Social Affairs, Pan American Union since July 1970; coordinator, Department of Economic Affairs, Organization of American States, since Oct. 1970; native of Haiti.

Clifford M. Keddie, Jr. '47
vice president, marketing, TRENDATA Computer Systems Co., Sunnyvale, Calif. His wife, Lema Keddie, attended '47, is designer for her own tennis fashion company, Keddie Creations.

Dr. Edwin R. Bailey '48 MA '56
attended Junior College Leadership Program at UCLA on a Kellogg Foundation post-doctoral scholarship.

Chretien

Glenn

Jack B. Frank '49
participated in a State University of New York, Israel Faculty Seminar held in Jerusalem, Haifa and Tel Aviv.

Dr. Robert B. Glenn '49
is dean of School of Arts and Sciences, Northern Michigan University.

Edward J. Gulder '49
promoted to colonel; now assistant professor of mathematics and division chief at U. S. Air Force Academy.
Kenneth J. Battani '53
named head of management development and training, Allen-Bradley Co.,
Milwaukee, Wis.; previous experience at Chrysler Finance Corp., Southfield,
and Parke, Davis & Co., Detroit.

Dr. LaVerne Boss '53
elected president of the International Society of Christian Endevor.

Katharine G. Butler MA '53
is a professor and chairman of special education and director of Speech and
Hearing Clinic at San Jose
State College, Calif.

Dr. Peter Ellis '53 MA '55
elected president of Kiwanis Club
of Kalamazoo.

Mary Handy '53
retired after 34 years teaching, 19 years
at Eau Claire public schools.
Iva F. Robinson '53 MA '57 superintendent of Oceana Intermediate
School District.

Illa Rivers '53
retired after 34 years teaching, last 17
in Marshall public schools.

Stanley Steneck '53
superintendent of parks and recreation at Ossining, N.Y.

Evelyn Haueter '54
appointed to the Waverly (Mich.)
Board of Education.

Grace Miller '54
retired after 27 years teaching primary grades.

Dr. William J. Giddis '52 MA '53
professor and chairman, faculty of professional education, Alpha College,
University of West Florida, Pensacola.

Marion Thomas '54
retired after 33 years teaching, 27 in the Bangor school system.

Albert E. White '54
elected executive vice president,
American Bank of Three Rivers.

Robert W. Young '54
promoted to assistant vice president,
Foremost Insurance Co.

G. Lee Bourassa '55
named general plant manager,
Alils-Chalmers LaPorte, Ind., plant.

Earl F. Ex '55
named new acting director of the
Rice Memorial Clinic at Houghton.

Norman J. Mottl '55
quality assurance manager at Scott
Paper Co., Packaged Products Division.

David Spayde '55 MA '62
assistant principal of
Kelloggsville High School.

Keith D. Vandercook '55
named marketing director of

Sandra Burris '56
elected to the Marshall
Board of Education.

Stanley J. Fleece '56
named administrator of
Sturgis Hospital.

Elileen Hannig '56
retired after 42 years teaching.

James A. Lewis '56
named technical director, Locks Mill,
Combined Paper Mills.

Dr. J. Warren Adair '57
appointed superintendent of
Trenton Public Schools.

William A. Harring '57
Detroit branch manager of Mortgage
Loan Dept., General American Life
Insurance Co., St. Louis.

John Ryor '57 MA '63
elected president-elect of 75,000
member Michigan Education
Association; assuming presidency
next July; active in Urban League
and NAACP at Battle Creek; past
president, Springfield Education
Association.

Robert D. Warner '57
manager, marketing plans and
program development, Ford
Motor Credit Co.

Curtis Van Voorhees '57
promoted to professor of extended
services at Ball State University.

Bessie Kott '58
retired after 30 years teaching,
last 22 at Vicksburg.

Dr. Theodore D. Yosburgh honoray '58
retired as music director,
Northwood Institute, Midland.

Frank J. Bulgarella '58
named executive administrator of
Civitan International.

Robert B. Badger, Jr. '59
assistant superintendent, Warren
Glen Mill, Riegel Paper Corp.,
Milford, New Jersey.
Ronald Cutter '59
general sales manager,
American Brakeblok Division,
Abex Corporation, Troy.

Rev. Charles Doombos, attended '59
pastor of Olivet Reformed Church
of Grandville.

Robert E. Hagerty '59
received Ed.D. degree from
Wayne State University.

Robert E. Haggerson '59
elected president, Syscon
International Inc., South Bend.

Thomas F. Otley, Ill '59
named Charlotte area manager,
Consumers Power Co.

Fred Z. Stikin '59
elected president, Wyandotte General
Hospital and Public Welfare Com-
misson, on which he served since
1967; is production coordinator, Quality
Control Stamping Co., Wyandotte.

Battani Giddla

Classnotes 1960-69
David C. Bliss '60
elected treasurer, Ott Chemical Co.,
Muskogon, after serving as controller;
with firm since 1967.

Larry L. Bronson '60
received Ph.D. from Rutgers University;
associate professor of English,
Central Michigan University.

Jerry E. Dalman '60 MA '65
principal of Central Junior High
School, South Haven.

Judith Deegan Hill '60
awarded juris doctor degree from
Marquette University, Milwaukee.

Dr. Robert W. Husband MA '60
awarded an $8,000 National Science
Foundation post-doctoral research
grant to study at University of Georgia.

USAF Capt. Albert W. Koning '60
second in command of 36th Field
Maintenance Squadron, Bilburt Air
Base, Germany, responsible for 65 work
centers of 627 air men who service
and repair aircraft engines and
aero space ground equipment.

Dr. Wayne F. Krueger '60
director of Vocational and Technical
Education Planning Services, Alden
B. Dow Associates, Midland.

John M. Kruger '60
received Ed.D. degree from University
of Northern Colorado.

Effie Lanney '60
retired after 30 years teaching,
27 in Indiana.

Jeanne E. Mainville '60 MA '65
governor of District 15, Pilot
International, a volunteer service
organization.

Lynn R. Townsend '60
utilites staff engineer, Upjohn Co.

Charles O. Williams, Jr. '60 MA '63
received Ed.D. degree in educational
administration at Ball State University.

Dr. Ronald Wykstra '60
author of college textbook,
"Introductory Economics," published
by Harper and Row, Inc.; professor
of economics at Colorado State
University.

Constance J. Bartlett '61 MBA '70
personnel officer of American National
Bank and Trust Co. of Michigan.

Norbert Gorski '61
assistant manager, Mutual of
New York's Lansing agency.

Donald Pobuda MA '61
assistant superintendent at
Harper Creek high school.

Jack H. Scherer '61
named vice president, sales of
Mid-Southern Toyota Distributors, Inc.
Franklin Park, Ill.

Joyce Shears '61
director of Kalamazoo YWCA.

Paul A. Stanton '61
named production manager,
The Saginaw News.

Bruce Wagner '61
director of purchasing,
Brown Co., Kalamazoo.

Dr. James E. Cole '62 MA '63
promoted to professor of biology,
Bloomsburg (Penn.) State College.

Thomas W. Collins MA '62
received Ph.D. degree from
University of Colorado.

Henry J. Dugan '62
principal at Midville High School.

Guy Frizzell '62
president-elect of Michigan School
Vocal Association; assistant director
of Musical Youth International—1971—
European Touring Choir.

Albert G. Ganansia '62
awarded doctoral degree in linguistics
from Ohio State University.

Charles R. Gibson '62
retired after 37 years teaching
in Lawton.

Robert J. Hoolihan '62
production manager of Owens' Corning
Fiberglas Corp., Waxahachie, Texas.

Mary Ann Sherwood '62
president, League of Women Voters,
Tri-Cities Area, Grand Haven.

Richard L. Balkema MA '63
received Ph.D. degree in government
from Southern Illinois University.

James C. Brouckman '63
manager of Pittsburgh Customer
Center, Rapidan, Inc.

James R. Brown '63 MA '67
director of Lenawee Vocational
Technical Center.
Eugene Cooley '63 assistant superintendent in charge of business affairs for Tecumseh schools.

Estelle Ruth Crosby MA '63 retired after 35 years teaching, last 13 at Paw Paw School.

Glenn V. Henderson, Jr. '63 received a Fellowship Award at Florida State University.

Gladys Lake MA '63 retired after 46 years of teaching, 43 in Muskegon Heights schools.

Nancy Lamb '63 in 1971 issue of "Outstanding Young Women of America."

R. William Shauman '63 president of Kalamazoo Jaycees.

Ila Swanson '63 retired after 31 years in teaching.

James Thompson '63 named prosecutor of Osceola County.

Sherwood B. Winslow, Jr. '63 trust officer, Bank of Lansing.

Michael Boody '64 named assistant registrar, Muskegon Business College.

Dr. I. Carl Candoli Ed.Sp. '64 named superintendent, Lansing Public Schools; was educational administration professor at Ohio State University 1967-71; deputy superintendent, Highland Park Schools 1964-66.

Milton R. Houghtaling '64 sales supervisor for small hydrostatic transmissions, Marshall plant, Eaton Corp.

Irene Japeth LC '29 '64 retired after 46 years of teaching.

Jerome E. Monroe '64 named supervisor of retail projects, Union 76 Division, Union Oil Co. of California.

Gerald Morawski '64 named principal at Alameda Elementary school, Farmington.

Edward B. Newhouse MA '64 received Ed.D. degree in English at Ball State University.

Cleo Handy Roberts '64 honored at Lincoln College, Illinois, for outstanding accomplishment in her career of nursing; is a registered nurse at Lincoln State School, Illinois.

Lewis Soli '64 MA '66 named to staff of U. S. Congressman Garry Brown, Michigan 3rd District, to coordinate information and programs.

William B. Sweet MA '64 received Ph.D. in Education from Southern Illinois University.

Rev. Richard L. Triestram '63 assigned as missionary in Mexico with the "Eleventh Hour Missionary Crusade."

Raymond Voorhees '64 conductor of the Musical Youth International Chorus, European Touring Choir.

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James O. Ayre '65 named "highest honor graduate" in University of Michigan's statewide real estate training program shortly after appointment as sales manager for Midland realtor.

Geraldine Bloomquist LC '28 '65 retired after 30 years in elementary education.

Michael L. Clardy '65 named office furniture department manager at Dykema Office Supply.

Joseph R. Cooper Ed.Sp. '65 named supervisor of athletic game officials for Michigan Intercollegiate Athletic Association; is assistant superintendent of schools at Marshall.

Kenneth Courney '65 staff psychologist at St. Joseph County Community Mental Health Center.


C. Edward Gasaway, Jr. '65 MBA '66 marketing officer for the American National Bank and Trust Co. of Michigan.

Dr. Paul F. Hodapp '65 assistant professor of philosophy at Kent State University.

Dr. Simon Hoogendyk '65 graduated from Wayne State University School of Medicine.

Walter Johnson '65 Kansas City District Manager, Industrial Products Sales, Scott Paper Co.

Steven L. Kling '65 manager of Twin Cities Municipal Credit Union, Benton Harbor.

Fritz C. Lewis MA '65 assistant vice president for academic development, Olivet College; had been registrar and assistant to provost past three years; joined faculty in 1965 as P.E. instructor and coach.

James V. Migliaccio '65 principal and athletic director at Schoolcraft High School.

David G. Murphy '65 now a dentist at Mariette, Mich.

Robert E. Raz MSL '65 head librarian at Willard Library, Battle Creek.

William J. Ross '65 superintendent of Byron Area Schools.

Robert D. Schinderle '65 MA '68 administrative assistant, Gull Lake Community School System.

Carolyn E. Thomas '65 assistant professor of physical education at Denison University.

Robert E. Andreaz, Jr. '66 assistant manager of Tokyo office of American President Lines.

Joseph P. Koestner '66 MM '68 joined the Peace Corps; stationed at El Salvador National School of Music.

David Mullins MA '66 assistant principal at Cassopolis High School.

Daniel E. Pellegrom '66 represented WMU at inauguration of Dr. J. Brooke Mosley as president of Union Theological Seminary.

Tilt Telmet '66
graphic designer with Gottschalk & Ash, Ltd., Toronto, Canada.

Donald Trumbbee '66 MA '70
principal, Athens Middle School.

Robert F. Tupper '68
dean of students at Kirtland Community College, Roscommon.

Carole Lanham Webber '66

James A. Boersma MS '67
received Doctor of Philosophy degree in August.

Robert C. Borsch '67
received his certified public accountant certificate in Michigan; now an accountant with Price Waterhouse & Co., Battle Creek.

William J. Caldwell MA '67
business manager of Lake Fenton School System.

Karen S. Dubow '67
assistant to the Dean of Students, Bay De Noc Community College.

Alan Gornick '67 MA '70
associate executive director, Calhoun Community Action Agency.

John G. Hehr '67
visiting assistant professor, University of Miami.

Frederick W. Henry MBA '67
director, Marketing Planning, Upjohn Co.

Dr. John Lanesky, Jr. '67
graduated from the College of Osteopathic Medicine and Surgery, Des Moines, Iowa.

Dennis O. McMahon '67
principal, Lowell High School.

Howard C. Perron MA '67
superintendent, Big Rapids Public Schools.

Arthur Schufenberg '67
Area Four governor, Toastmasters Club.

M. Allen VanDenBerg '67
zone manager, Kalamazoo Office of Homemakers Home and Health Care Services, Inc.

Charles B. Farkas '68 MBA '70
appointed manager, marketing information, Philips Roxane, Inc., St. Joseph, Missouri.

Earl Harper '68 MS '71
named assistant dean, College of Arts, Grand Valley State College; joined GVSC faculty early in 1971 after 24 years with National Lead Co., Grand Rapids; will continue half time as associate professor and associate director of GVSC Business Internship program.

Nancy Heath '68
first female guard hired for Federal Center security force at Battle Creek.

David Lemery '68
received St. Paul United Church of Christ Scholarship to continue education at United Theological Seminary, New Brighton, Minn.

Margaret Licence '68
retired from teaching, concluding 10 years at Kelloggsville Southwest Elementary School.

Brent Knight '68 MA '69
received Doctor of Education degree at WMU in August; appointed director of Research and Grants at Triton College, River Grove, Illinois.

Marcia Sutton Matlick '68
recipient of one of three Alpha Chi Omega national alumnae association fellowships worth $1,000; graduate student at WMU; former student personnel assistant, Oakland Community College.

Lyle D. Milligan '68
supervisor for Sault Ste. Marie Concentrated Employment Program Center.

Robert J. Gatherum '69
appointed director of the Mount Clemens Civic Chorus.

Richard C. Gowell MA '69
community education director at Allegan.

Jeff Morello '69
accepted a graphic design position with Hallmark, Inc., Kansas City.

Berthold M. Price MA '69
generated Grand Valley State College assistant to vice president for student affairs and advisor and counselor in GVSC's new General Academic Program for disadvantaged students.

Sandra Reum '69
one of first women police officers at Southfield; assigned to Youth Guidance Bureau of department's investigation division.

Nancy Stevens '69 MA '70

Craig R. Stillwell '69
named program director, Wolverine Cablevision, Battle Creek, a subsidiary of Time-Life Broadcasting.

Jack J. Wickert Ph.D. '69
president-elect of Michigan Association for Supervision and Curriculum Development.

Ann Zick MSL '69
appointed librarian of Cromaine Library, Brighton.

Linda Powell Pauwue '68 MA '71
appointed production coordinator and designer in the Design Research Center of the Department of Art, WMU.

Ajac Tripelt '68
named assistant basketball coach at WMU.

Atouch Whitfield, Jr. MA '68
received first annual Distinguished Teacher Award at Lake Michigan College, Benton Harbor, by student body vote to recognize teaching ability and contributions to student activities.

Terrance A. Malone '68
named assistant trust officer, Security Pacific National Bank, Beverly Hills (Calif.) District Trust Office; joined bank as trainee in 1964.
In Memoriam

Hazel Brody Burhams '13 at Farmington, New Mexico.
Ettamae Atwood Cook '16 at Lake Worth, Florida.
Pauline Beersheger Cornish '17 former teacher at Downagiac Public Schools.

William A. Cutler, Sr., '35 former Three Rivers High School teacher, at Memphis, Tenn.
John F. Westfield '36 former Ann Arbor High School teacher.
Kenneth D. Rhoads '41 employed by Michigan State Employment Commission for past 30 years; at South Haven.
Joan Mills Lorenz '46 at Miami.
E. Frank Hall '47 public relations specialist with Wallace-Blakeslee, Inc., Grand Rapids.
Dr. Clarence E. Webb '51 associate professor and director of speech pathology and audiology, University of Tampa.
John J. Schmitt '54 instructor at Muskegon Community College.

Henry Ludwick '55 former assistant principal at Central High School, Grand Rapids.
Helen Lobdell MA '57 novelist and Watervliet high school teacher.
Sabra Zendaker Spoelman '58 after 50 years of teaching in the Ravenna area.

Jerry Thompson '60 in a private plane crash near Ionia.

William D. Pitkin '52 captain of 1951 football team, controller of Nordsion, Corp., Amherst, Ohio.
Edgar K. Exelby MBA '65 executive for Detroit Sprinkler Division of the Phoenix Plumbing and Heating Co.; at Lansing.

Don C. Taylor, attended '65-'68 killed in Vietnam.
George C. Yoshonis, attended '68-'69 killed in Vietnam.

Frank J. Ross '69 employed at Ford Motor Co.; at Livonia.

Spencer D. Zuelke MA '69
Mary E. Lewis '69 Ann Arbor School teacher for 33 years, at Chelsea.

Nancy J. Ellis '70 at Hastings.
Jerry Lynn Schultz '70 teacher at Garfield School, Bay City.

Douglas V. Ratcliffe '71 at Kalamazoo.
James D. Taylor '71 in a traffic accident in Phoenix, Arizona.
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Dian Zahner ’62, Grand Rapids

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Beatrice Douglas Maynard ’41, Battle Creek

President, Student Alumni Service Board
Larry Nolan