

*Western Michigan University*  
*Western Michigan University Magazine*  
*(1963-1980)*

---

Western Michigan University

*Year 1963*

---

Western Michigan University Magazine  
Vol. 21 No. 3

Western Michigan University

# Western Michigan University MAGAZINE



**Western's Academic Future - Page 2**

**What Right Has This Man? A National Feature - Page 17**

**Summer 1963**

# Western Michigan University MAGAZINE

Editor: RUSSELL A. STRONG

## Associate Editors:

Thomas E. Coyne

Robert L. Culp

Joe B. Freeman

Class Notes Editor: Carol L. Roe

Publisher: Lawrence J. Brink

## TABLE OF CONTENTS

An Invitation to Look Inside Western . . . . .	1
Western's Academic Future . . . . .	2
On the Nature of a University—Lawson . . . . .	2
A Changing University—Seibert . . . . .	6
General Education's Problems—Limpus . . . . .	9
The New Honors College—Clark . . . . .	11
Growth of Graduate Studies—Mallinson . . . . .	12
A New Academic Calendar—Pruis . . . . .	13
Admissions Today and Tomorrow—Maus . . . . .	31
What Right Has This Man . . . . .	15
Sports Review . . . . .	34
In Memoriam . . . . .	38
Class Notes . . . . .	38
Alumni Directors' Election . . . . .	44

*Member, American Alumni Council*

Vol. 21

Summer 1963

No. 3

A quarterly publication of Western Michigan University, Kalamazoo, issued in November, February, May, and August. Membership in the WMU Alumni Association is \$5.00 per year. Second class postage paid at Kalamazoo, Michigan.

## Alumni Officers

President

Virgil Westdale '49, Farmington

Vice President

Lloyd Hartman '50, Wyoming

Vice President

Robert B. Burns '41, Grand Rapids

Vice President

Zola Volpel '39, Detroit

Executive Secretary

Thomas E. Coyne '55, Kalamazoo

## THE EXECUTIVE COUNCIL

Term Expires 1963

Virgil Westdale '49

Bill A. Brown, Jr. '53 Palatine, Illinois

Clifford Cole '36, Jackson

Harold Crocker '25, Benton Harbor

Edward Rossi '40, Kalamazoo

Maurice D. Sumney '48, Kalamazoo

Alfred Pugno '33, Fremont

Term Expires 1964

Lloyd Hartman '50

James H. Bekkering '42, Fremont

Barbara Bird '40, Grand Rapids

Bill F. Kobielus '47, Livonia

Laura Long '34, Muskegon

Max E. Matson '55, Saginaw

Term Expires 1965

Fred W. Adams '22, Grosse Pointe

Robert B. Burns '41

Alice H. Gernant '41, Kalamazoo

Donald H. Hayes '50, Birmingham

Robert S. Perry '49, Grand Rapids

Charles Starring '22, Kalamazoo

Enid Smith '38, Marshall

Zola Volpel '39

## COVER PICTURE



This is the first group of coeds "tapped" for membership in Mortar Board, the traditional rite being observed at the Spring breakfast in late May. They are, front row, left to right: Alice Barker, River Vale, N. J.; Sara Proper, Edwardsburg; Martha Everts, Grand Rapids. Middle row: Diane Helber, Flint; Susan Smith, Pontiac; Elaine VandenBout, Grand Rapids; Elaine Coates, Muskegon. Back row: Karen Kaiser, Royal Oak; Sabina Jasiak, Kalamazoo; Judith Butler, Sheridan; Judith Washington, Bensenville, Ill.; Linda Dodge, Gary, Ind.; Sally Misner, Plainwell; Theo Klaiss, River Rouge; Pamela Wilson, Kalamazoo; Kayleen Kashimoto, Hilo, Hawaii.



# An Invitation to Look Inside Western from

*James W. Miller*

IT IS MY hope that the readers of this issue of the *Western Michigan University Magazine* will give special time and attention to the very excellent articles by Dr. E. Thomas Lawson, assistant professor of religion; Dr. Russell H. Seibert, vice president for academic affairs; Dr. Robert Limpus, director of basic studies; Dr. Samuel I. Clark, director of the Honors College; Dr. George G. Mallinson, dean of the School of Graduate Studies; Dr. John J. Pruis, administrative assistant to the president, and Clayton J. Maus, director of admissions and registrar.

The articles by these men will give you some flavor of the ferment that we have on the campus. Without this type of ferment our inevitable growth in size will be meaningless. Growth involves change, and change involves discomfort and even agony of constantly questioning and evaluating our present purposes

and future goals. It is a characteristic of all of us to resist change. Yet if we are to become a university in fact, as well as in name, change is inevitable. The kinds of changes, the manner in which these changes are brought about, and the way in which we accept change, will determine in large measure our future as an institution as defined by Dr. Seibert in his article.

The Michigan Legislature is giving us excellent support at the present time in terms of brick and mortar, and has further recognized that their support for our operations is in need of additional consideration. In the critical years immediately ahead of us, as we seek to become a center of learning, prepared to accept the responsibilities of true university status, we shall need the support, not only of our state government and our local community, but also of the alumni and friends of Western Michigan University throughout the country. ❖

# Western's Aca

## On the Nature of a University

By E. Thomas Lawson, Assistant Professor of Religion

IN 1957 THIS SPRAWLING institution, spreadeagled across a couple or more of Kalamazoo's hills, received a unique gift—the name University. Ever since that time Western Michigan University has been in a situation of crisis. I say “crisis” because since that day this institution has been in the process of deciding how to become in fact what it already is in name. The *ad hoc* decisions (to be expected of an emerging institution) which we have made thus far in the direction of becoming a university have not, for the most part, been undergirded by an explicit rationale. The time is upon us to make the implicit explicit. This is the creative moment for us to engage in that kind of self-examination such that the direction in which we move will be consistent both with the real possibilities open to us and with the nature of the true university. In other words, we need to ask questions of theory in the midst of our practice.

The importance in practice of the theoretical side . . . arises from the fact that action is immediate and takes place under circumstances

which are excessively complicated. If we await for the necessities of action before we commence to arrange our ideas, in peace we shall have lost our trade, and in war we shall have lost the battle. (Whitehead)

The necessities and immediacies and pressures are on us already. From this point on they increase. To succumb to the necessities without an explicit rationale could be disastrous. Hence, if our university is not to degenerate into a medley of *ad hoc* departments, schools, institutes, programmes, and courses without any unity, we need to make explicit those principles and ideas which are the reason for being of a university, and those long range goals toward which we may justly move with determination and integrity. If we do not engage in this job of self-examination at the most fundamental level, the level of principle, then as the pressures increase we shall have no clear idea as to which ones we ought to resist, which ones to transform, and which ones to succumb to.

Positively speaking, the special nature and function

# Academic Scene

## Seven Points of View

of the university is intellectual (which, incidentally, is not necessarily any more noble than business, or sport, or religion, or politics). The justification for a university's existence lies in the adequacy with which it embodies this one of the many functions of human life. This does not mean that the life of the intellect is to be found only here and nowhere else. That would be both unbearable and tragic and a cruel indictment of the efficacy of the university. But it does mean that here the life of the intellect is incarnated and given a prominence and stature consistent with its importance as a basic fact of human existence. The aim of the university is to embody this function so that it may inform, penetrate, and, if need be, prophetically judge the society by calling it to value this one aspect of human existence as much as it does any other. Of course, the society implicitly values the intellectual life or else it would not support the university even to the extent that it does. But being of an ambivalent nature, and having an anti-intellectual streak, society is always tempting the university to be either more or less than what it ought to be. The "more" is as dangerous as the "less," as any administrator will testify. Many universities, succumbing to the "more," have become cosmic garbage cans and have as their motto: *You name it; we have it!*

Now, strange as it may seem, the moment one asserts that the nature of the university is intellectual, faculty members (revealing the scars inflicted by the society, as well as their own personal feelings of guilt and anxiety) begin to whisper phrases such as "ivory tower," "impractical theory," "damned idealist," and other unmentionables. Let us face this issue squarely. Is the university an

"ivory tower"? Yes! if we mean by ivory tower that members of a university faculty are relieved from certain pressures which other people are forced to encounter. But as B. M. Loomer has said: "By the same definition all styles of life have an ivory tower quality, business people included, and every group faces pressures that other groups do not meet in the same way and to the same degree. The faculty members who take their task with great seriousness, who expose their intellectual work to the free criticisms of their colleagues, live under a kind of pressure that few other groups endure."

Of course one may not feel pressured for pressure can be avoided in a university (just as it can be avoided in an insurance company). But this merely means that one is not taking the nature of the university seriously. After all "the ivory tower is not a place but a condition." In any way of life there is sterility and emptiness, and some of the sterility and emptiness of academic life to quote Loomer again, "is rooted in the fact that some academicians do not believe in the existential reality of intellectual work and thereby create their own evidence to support their belief."

In principle, therefore, the university is intellectual in character. In concrete terms this means that the university is a community of scholars engaged in teaching, research, and academic dialogue.

With regard to their research, they not only engage in the most thoroughgoing investigation of their subject matter, but invite pressure by exposing their discoveries, and with it their methods and quality of thought, to the penetrating criticism of their colleagues—and not only their colleagues in their own departments. This means

that they are willing not only to have their results examined, but their methods and assumptions challenged in the most rigorous way possible. The academic administrator should demand this kind of competence and productivity.

Further, because the university is a community and not just a multiplicity of scholars it means that both the communal and the scholarly aspects are taken seriously. With regard to the scholarly aspect the university makes it possible and, in fact, necessary, for its scholars to operate in a scholarly way by providing those conditions for research in depth consistent with the demands of specialized competence. Concentrated inquiry and research in the major areas of human intellectual discovery is required if something more than a superficial grasp of the nature of things is to be achieved by the scholars within the community. Concentrated inquiry or specialization is a *sine qua non* for the true university, and for this reason: the intellect achieves its depth by being focussed upon one area of concern to at least the partial exclusion of others. This means that scholars inevitably see the complexities of life in terms of a relatively small number of fundamental principles. That is to say, scholars see the universe from a perspective. This is good and proper and the university must encourage the emergence of such specialized activity.

#### Opportunity for Dialogue

But being a community of scholars the university must also insist that there be an opportunity for dialogue between perspectives. Depth of vision can lead to narrowness of vision. Hence dialogue between perspectives can be mutually enriching, and can in fact deepen a scholar's penetration in his own area, for example by showing him what his unexamined assumptions are. What often goes under the name of General Education is nothing more than the university's attempt to embody within the curriculum a place for such interdisciplinary dialogue. This curricular attempt is doomed to smallness or even failure unless faculty as well as students see the connexity between depth of penetration and breadth of insight. General Education is also a condition not just a series of courses offered by a few disgruntled nobodies. The interplay between the dialogical and the perspectival must be a permanent feature of university life as well as curriculum.

With regard to the curriculum General Education must find its place in all phases of the student's curricular progress. But if General Education is a condition and not just a series of courses, then its character must change from the first phase of a student's career until the last. I think it can be argued that General Education begins with a historical and ends with a philosophical orientation. In order to show what I mean let us conveniently divide the curriculum into three interrelated and independent phases. At the beginning of a student's college career General Education means introducing the student to the multifarious, complex, and as far as the

student is concerned, incoherent realm of the creations and investigations of the human mind. Whitehead has called this the stage of Romance. It is a period of freedom in which the student traffics with the vague worlds of the sciences and humanities, these exciting and sometimes forbidding realms of spiritual inquiry and achievement. The student can hardly be expected at this stage to see that these various areas of human thought are reasonably together. He can hardly be expected to see the world whole. This first phase of freedom is of crucial importance for two reasons: 1) because it is introductory, and 2) because it provides a lure for the student to come alive in one of the many areas of inquiry and understanding. The curricular nature of this first phase is extremely problematical. Should the specific courses be purely introductory to one specific area at a time, or should they be introductory to more general divisions such as natural sciences, social sciences, etc.? Personally, I am for more extensive courses in terms of the larger divisions. But this is obviously a matter for mature thought and negotiation. Be that as it may, the courses whatever their content, must not be dull introductions but creative expositions of the sciences and humanities at their most significant and attractive level.

Once the student begins to focus his attention upon a specific area of human inquiry he enters the more specialized phase of responsibility. It is here that the quality of the professor's specialized competence becomes crucial. For the student this phase is more protracted than the first, and involves the development of precise and disciplined thought in which the methods and tools for a more penetrating examination of a specific subject are acquired. The student goes down deeper, stays down longer, and comes up dirtier. This phase has been entered into not in spite of the first phase but because of it. It was in the first phase that he began to come alive, and that was due to the nature of the subject matter as well as the quality of teaching by faculty members truly committed to a liberal education and truly able to communicate the excitement as well as the significance of the particular area of inquiry.

#### A New Period of Freedom

But though this second phase is dependent upon, emerges from, and is continuous with, the first, it has, nevertheless, its own relative autonomy. References beyond the immediate area of concern are kept at a minimum, but are not extinguished altogether for the reason that the first phase has been so successful.

Out of these first two phases there emerges the final phase. This, in a sense is a new period of freedom. Hence a new kind of General Education comes into being. This kind of General Education is both a culmination and a new kind of introduction. It is a culmination in the sense that it involves the search for relationships not only within the area of competence but between it and other areas. Or to put it another way, while the second phase has been competence for competence sake, the third is

competence for life's sake. It is, further, a new kind of introduction, for those most adequately equipped for graduate school are not merely successful specialists, but thinkers who are able to recognize and grasp the underlying general principles of the sciences and humanities, and are able to see these in terms of a larger unity. They now begin to see that they are not only together but reasonably together. This phase is the introduction to the graduate school from where faculty will come. And so we are back to the community of scholars again, for whom both competence and universality are of the essence.

We have said that the university, in concrete terms, is a community of scholars engaged in teaching, research and dialogue. Research without teaching is empty; Teaching without research is blind, and both without dialogue are dead. Hence special and general education require each other and should be reflected in the curriculum, structure of the university, and attitudes, concerns, and activities of the faculty.

#### Communication Difficulties

With regard to faculty activities, those situations and forums should be encouraged where men from different areas of specialization get together to discuss the nature and content of their work, and fruitfully explore its consequences for other disciplines. Surely their work has consequences beyond the confines of their own disciplines?

Naturally such attempts at communication and dialogue involve fundamental difficulties. Within one's own area of competence one has at least a relative feeling of security. One has read the books, conducted the experiments, memorized and created the lingo, and achieved some measure of success. But on the edges and beyond one's sphere of competence or specialization there is a proportionate increase in insecurity, especially if one has failed to explore the larger questions of the life of the intellect. The specialist, therefore, when placed in a situation of dialogue, rapidly takes refuge in his specialized terminology and either demands or presupposes that everyone else understands it. Without starting at the simplest level of words, ideas and basic principles, he rushes to the top of the hill leaving a very puzzled group behind him. He has misconceived the nature of dialogue; rather than starting with the presupposition that all men by nature desire to know, he has acted as if all men by nature desire to win.

A necessary prerequisite for dialogue between perspectives is the willingness to start with the fundamental notions within a specific area of competence and proceed from there. This means that in the former both competence and the larger vision are prerequisites.

There is another side to this whole discussion. If the nature of the university is intellectual, thus having as purpose an increase in understanding, then the community of scholars must be very suspicious of introducing into the curriculum an excessive amount of "how to"

courses. This is not to say that such courses are unimportant, for they have their own kind of value and many can profit from them. But "how to" courses are technical and not intellectual in nature. As such they should be in addition to the university curriculum for those who need them or desire them. It is here that the university can profit from association with technical schools, just as technical schools can profit from association with a university. But the symbol entrusted to the technical schools for its graduates is not the same symbol as that entrusted to the university. The kind of degree awarded by the university as university is reserved for those whose orientation has been in an academic direction.

It is precisely at this point that the university often suffers from an imperialism of its own. It tries to force upon the technical school, its own intellectual ideals, and the technical school, suffering from a guilt complex which it should not have, succumbs to the external pressure. Of course if a technical school, for example an engineering school, regards it as a necessity for its graduates to have an intellectual undergirding, it should arrive at this decision of its own accord. However, in practice, this will mean an additional period of study for its students. It is interesting to note that many technical schools are now requiring an additional year of study of its students in order to fulfill this need. But it is essential that such decisions be internally derived.

For its own part, the university must be careful not to become a technical school, or weight its curriculum in a technical direction. Nor should it permit its research to involve purely technical problems, or be dominated by purely commercial interests. If a cereal manufacturer blandishes a few million dollars before the university's hungry mouth, with the request that the university develop an institute for research into the problem of making corn flakes crackle even more than ever, it should go into its closet and pray—and having meditated upon its nature and function come back and say: Get thee behind me satan. It might find that it will get the money anyway. A cereal manufacturer's name on a university building is publicity enough; while inside the building the intellectual life goes its own way. Ultimately industry should be encouraged to engage in its own research and to use our graduates, any technical training being done on the job. That is what industry usually does in any case.

#### A Principle Commitment

An important question remains: Is the statement that the nature of a university is intellectual a truism? No it is not a truism. Nothing follows from a truism and a great deal follows from this principle. It is a principle commitment which makes a difference up and down the line.

Within the structure of the university it makes a difference as to what activities are encouraged, what kinds of rules are applied to students, how scholarships are distributed and by what criteria, which students are

encouraged to enroll at the university, which students are encouraged to leave. It makes a difference as to which buildings are erected first, how the little money there is is allocated, how much is spent on the library, which books and journals are bought. It makes a difference as to how many hours a faculty member is required to teach, the number of students per class, what kinds of courses are offered, the structure and quality of the graduate program, the facilities for research in depth, the kinds of research encouraged or demanded, the rewards for significant research and competent instruction. And it makes a difference to the general climate of opinion in the university.

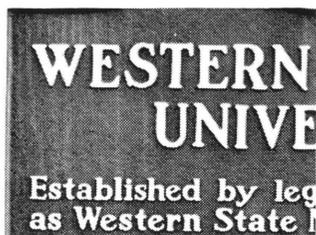
Beyond the structure of the university it makes a difference to the society in which the university finds itself. The individual members will inevitably become involved on a personal level in the many social or cultural activities in the community such as politics or religion. And the community, having no doubt as to the nature and function of the university, will expect the faculty member to bring these cultural activities the life of reason. And the faculty member on his part, being sure of his role, will be able to show how important the life of the mind is to the other important functions of human existence. In this sense, rather than the university being a society to itself, apart from the larger society, it will be true to its own function and in being true to itself will be able to be more effectively integrated into the larger unity of man's cultural and spiritual life.

To summarize: the university has a specific nature

and function. In principle it is concerned with the methods, quality, and products of the intellect. In concrete terms it is a community of scholars engaged in teaching, research and dialogue. The administrative pressures will derive from a concern that these three aspects of the intellectual life be taken in complete seriousness by the faculty. The intellectual pressures will emerge from the embodiment of these three aspects in a significant way.

The university curriculum will be oriented in an intellectual and not a technical or "how to" direction, and will have as its distinguishing characteristic a fruitful interplay of the dialogical and perspectival. Thus there will be a concern for both special and general studies. The climate of the university will be one in which penetrating research, free criticism, and intellectual communication are the rule not the exception. The effect of the university will be to bring to bear upon the society and its problems that which it embodies, the rational life.

If Western is to become a university in fact as well as in name it must seek to embody on all levels, and in all its attitudes and activities, the university ideal. This calls for a fundamental and not just a piecemeal examination of its curriculum, and organization, a thorough review of the terms for the granting of degrees, and a vast increase in dialogue between individual faculty members as well as departments or disciplines. A faculty forum would be a start in the right direction. ❖



## A Changing University

**By Russell H. Seibert, Vice President for Academic Affairs**

Cardinal Newman, in words frequently quoted, once said a university

is a place in which the intellect may safely range and speculate, sure to find its equal in some antagonist activity, and its judge in the tribunal of truth. It is a place where inquiry is pushed forward, and discoveries verified and perfected, and rashness rendered innocuous, and error exposed, by the collision of mind with mind, and knowledge with knowledge.

**A**N AMERICAN UNIVERSITY, with its multitudinous functions and services, may encompass much not included in the Cardinal's description, but there can be little doubt that his definition of a university as a free market in ideas where the frontiers of knowledge are surely pushed back by the testing of concept against concept is at the core of any institution of higher learning.

Alumni and friends returning to Western Michigan University at any time in the last twenty years have easily observed the expansion of campus and the erection of buildings. The more perceptive must frequently have asked whether the academic and intellectual changes have matched the physical growth. What are the significant academic changes occurring at Western today? How does the Western of 1963 differ from the

Western of thirty years ago? Has Western moved forward to fulfill Cardinal Newman's definition of a university? It is with these and related questions that the writer would like to deal in the space permitted him.

When Western State Normal School was authorized sixty years ago this spring, the school's primary function was to be the preparation of elementary teachers for the schools of Michigan. Through years of tremendous growth, years in which its functions expanded and its name underwent several changes until it emerged as Western Michigan University, the preparation of elementary, and later secondary and college teachers, continued the tradition of its founding. Today only Wayne State University produces more elementary and secondary school teachers in Michigan than does Western and it is located in the most populous area of the state.

#### The Student Interests

While the number of teachers Western prepares in the School of Education is constantly rising, those preparing to teach represent somewhat less than half of the some 11,000 students at Western this year. Students presently enrolled in the School of Business nearly equal Western's total student body when the writer joined the faculty in 1936. Other areas closely related to the business and industrial world have also seen great growth. The Paper Technology program, with its rigorous academic requirements, is second to none in the land. Degree programs in Industrial Engineering and Engineering Technology and two-year programs in Petroleum Distribution and Food Distribution also produce engineers, technicians and trained men and women to provide leadership and direction for the economy of the State.

Courses in Mandarin Chinese, in Braille and other Communication Methods, in Integrated (Electronic) Data Processing, in The Religious Quest in Modern Literature, in Stage Costume, in Atomic and Nuclear Physics, in The Dynamics of Culture Change, in African History in the 20th Century, in Library Science and Occupational Therapy provide some evidence of the long steps the university has taken since its origin in the early years of the century. A single-purpose institution has become multi-purpose to a degree its founders would have had difficulty foreseeing sixty years ago.

No longer is Western's student body drawn almost entirely from the southwestern part of the state. Although its name would mark it a regional institution, its student body is drawn from throughout the entire state. While the largest number of students come from Kalamazoo County, the counties with the second and third largest representations are Wayne and Oakland in the southeastern part of the state. Only three counties in Michigan are unrepresented, two of them in the Upper Peninsula.

The student population has changed in other ways as well. As a result of the many students who transfer to Western from junior and community colleges, as well as from four-year colleges, the proportion of upperclassmen

to lower classmen has constantly grown, with the result that the School of Business has more Juniors and Seniors than Freshmen and Sophomores.

The number of graduate students has also grown rapidly. In the fall of 1962 they numbered 1,305, an increase of 276 per cent since 1951. Particularly significant within the last year has been the great increase in full-time graduate students.

Of the many curricular and academic developments that have occurred in recent years, space will permit mention of only a few, one of which is the building of an honors program that has now culminated in the establishment of an Honors College. Outstanding entering freshmen are invited to enroll in a Basic Studies honors program that challenges them to work of a more demanding quality and gives them an opportunity to compete with and associate with other superior students in about half of their courses. After two years these students, as well as others who are qualified and interested, may enter one of the departmental honors programs.

Students admitted to the Honors College must have better than a "B" average, demonstrate a capacity to profit from the opportunities it affords and have the consent of the Director of Honors. An Honors College student may pursue especially arranged programs of study, may be excused from normal course prerequisites, and may pursue independent study projects. The ultimate objective of this program is the cultivation of young men and women who will excel in all dimensions of human excellence. While its primary emphasis is intellectual, the Honors College "recognizes," it is stated in its announcement, "the interdependence of character, sensitivity and intelligence and appreciates that only in the presence of all these qualities is each of them fully realized."

#### A Searching Analysis

The entire Basic Studies program is meanwhile undergoing a searching analysis by a Blue Ribbon Committee of faculty members. Built course by course in the years immediately preceding and following World War II, the Basic Studies courses have provided the general education ingredient for all of Western's curricula. It is the responsibility of the Blue Ribbon Committee to re-examine the underlying philosophy behind this program, to examine the rationale for each course, to study the problems involved in staffing and administering the program, and to recommend to the faculty the best program the committee can devise. Because the basic studies are required of all students, the work of this committee will be followed with more than usual interest.

Students of today will live their mature years in a world of constantly shrinking dimensions and increasing interdependence. The young and underdeveloped countries of the world will demand and sometimes establish new places for themselves in the family of nations. To ignore these changes would be to prepare students to live in the nineteenth rather than the second half of the

twentieth century. Several developments at Western have done much to bring to faculty and students alike a new awareness of these areas of the world and their role in international affairs.

Early in 1960 the Carnegie Corporation awarded Western's Institute of Regional Studies a grant of \$144,000 to support a three-year program for the enrichment of faculty and student knowledge of the non-Western world. With this support the Institute made its influence felt in highly beneficial ways both on and off the campus. Grants to a number of professors have made it possible for them to undertake post-doctoral studies in many parts of the world of non-Western people, cultures and institutions. Space permits mention of only one such grant. Professor Edward Callan, who received most of his formal education in South Africa and who teaches a course on Africa in the Twentieth Century, enrolled at Oxford University to pursue his subject further. While there he wrote a paper on the South African Zulu Chief-tan Luthuli which was submitted to the Nobel Prize Commission by an Oxford professor with the recommendation that Luthuli be awarded the Nobel Peace Prize. Some months later Luthuli was so honored. Numerous other members of the faculty have been assisted to study in Africa, the Philippines, Burma, Hong Kong, Japan, Guatemala, the Middle East and elsewhere.

The Institute of Regional Studies has also sponsored three series of lectures by nine or ten distinguished authorities each on (1) Africa, (2) the Far East and South Asia and (3) Latin America and the Middle East. Each of these scholars has first conducted a faculty seminar on campus and then delivered a public lecture for students, faculty and interested citizens of the area. In this same period a course on the non-Western world has been developed and made one of the alternatives for the satisfaction of the Basic Studies requirements in the social science area. These developments encouraged by the Institute of Regional Studies have resulted in the provision for regional minors on Latin America, Sub-Saharan Africa, the Far East, and on Russia and Eastern Europe.

#### Affairs Abroad

Western Michigan University's awareness of Nigeria has been particularly heightened as the result of a contract signed in the spring of 1960 between the university and the Agency for International Development. This agreement called upon Western to assist in the establishment of a Technical College at Ibadan, Nigeria. During the year 1960-61 five faculty members and their families, under the leadership of Frank Scott of the Department of Engineering and Technology, took up their two-year residence in Ibadan. A sixth person joined the group toward the end of the first year and furnished continuity when the first team of faculty was replaced by a second in 1962. President James W. Miller, Dean George Kohrman on three occasions, and the writer have all visited Nigeria to inspect the project, to consult with Nigerian

and local AID officials, and to help with certain administrative problems that have arisen.

Western's awareness of the international scene has been further intensified by the foreign students regularly studying on Western's campus and by Western students in foreign universities. The 1962 summer session was enlivened and made more colorful by the presence of sixty-five Keio University students from Japan enrolled in a special program on American culture. This summer thirty Western students sponsored by the Honors College will repay the visit to Keio University; then travel on to India where for seven weeks they will try to gain such understanding of the rich and ancient Indian culture as time permits before continuing on around the world and home. While these students are traveling to the Orient, others will be studying and traveling in Europe. Sixty students enrolled in the Fifth Social Studies Seminar will study historic and contemporary Britain at Oxford University, then spend four weeks traveling on the continent, for a part of the time behind the Iron Curtain. Meanwhile twelve other students will be studying French at the University of Grenoble in eastern France and polishing up their use of that language. Thus are Western students provided opportunities to combine classroom knowledge with visits to the foreign scenes related to the areas of their interest and made increasingly aware of the international dimension of twentieth century life.

Changes in the character of the faculty that are not easy to describe have also occurred in the last thirty years. Prior to World War II most faculty members had had some public school experience and looked upon themselves as being primarily and directly involved in the training of teachers. With the vast expansion of the faculty that has come in the last decade numerous changes, some subtle, have followed. With half the faculty appointed in the last six years, the average age is younger. A large proportion of the younger faculty members moved on to graduate school almost directly from the undergraduate years, and came to Western from graduate schools all over the country well-trained in research methods, devoted to the disciplines of their respective areas and eager to recruit young disciples.

For these and other reasons faculty members increasingly look upon themselves as specialists rather than generalists. Some of this change is the logical consequence of the growth of departments. When the history department, for example, consisted of three members, each person had to teach in several different fields. A high degree of specialization was difficult, if not impossible. Now that the department has some twenty members, one man regards himself as an economic historian of the nineteenth century American scene, another considers himself an intellectual historian specializing in the eighteenth century, another is a medievalist, while still a fourth specializes in Michigan history. Intellectual competition from knowledgeable colleagues and specialization both encourage more penetrating scholarship with

the result that research and publication receive a degree of attention, and even emphasis, today that is significantly greater than it was before World War II. And so occurs "the collision of mind with mind, knowledge with knowledge," of which Cardinal Newman spoke.

Without this change Western's School of Graduate Studies could not possibly have attained the stature it has, for meaningful research and publication are essential foundations of any graduate program. Throughout history universities have traditionally had the respon-

sibility of providing a community of scholars (some called students and others the faculty) with opportunities of two types: (1) to inquire into the foundations of beliefs, assumptions and "facts" and extend the borders of knowledge, and (2) to impart this knowledge and the critical attitudes of inquiry and scholarship to the younger generation. Increasingly the Western faculty is contributing to the advance of knowledge. It is hoped that the growing concern for research will never weaken Western's proud tradition of concern for the student. ❖

First classes were first permanent b in 1905, overlook Prospect Hill. By had become one of teachers' colleges general degree v An expansion pro

## General Education Problems

By Robert N. Limpus, Director of Basic Studies

MANY OF OUR ALUMNI and friends may not know it, but Western Michigan University is a new school. Not sixty years new, but six.

I am not talking primarily about size, which is obvious enough to anyone who can see the campus or read the papers. Less obvious is the impact of size and status and post-sputnik trends on the academic program.

Growth is painful. The gangling adolescent does not achieve self-knowledge and wisdom without soul-searching. To enter a new world he must become a new person; and if the change is worth the effort he learns to solve his problems on his own terms rather than merely imitating the adults around him. The development of a new state university out of a state college is even more painful and difficult.

Among Western's problems of growth, the biggest—that's what I think it is—is maintaining an effective program of general, liberal education at a time when unusually strong currents, nationally and locally, are in the direction of greater specialization, both for graduate students and undergraduates. A person with a university education should have a specialty—there's no doubt about it—but also he should possess a comprehensive understanding and an inquiring mind regarding society and people. As Fred Hartenstein of our School of Business wrote recently,

If the mark of an educated man is a breadth of knowledge, familiarity with the milestones of man's achievements in their perspective as parts of an integrated or at least interrelated body of knowledge, the traditional liberal arts education of past generations admirably achieved General Education in its day . . . The purpose of a General Education program in our present stage of emphasis on the minutiae of specialization is to permit the reintroduction of a bare

minimum of that breadth; an integration generally agreed upon to be one of the goals of a university education. Our problem, therefore, is one of selection and condensation, of somehow compressing the essentials of what previously was the work of four years into approximately thirty hours.

Attempts to form a plan of General Education at Western started before World War II, but because of the war and, later, the "GI bulge," no organizational scheme was effected until 1953. At this time, Dr. Ellsworth Woods was appointed "Head of Basic Studies" and was given somewhat undefined responsibility for coordinating a program. Meanwhile, in several academic areas new courses had been inaugurated by groups of interested teachers. These were freshman-sophomore courses and, at least in the beginning, were modeled on courses given in other colleges. Therefore, the "program" which Dr. Woods and, following him, Dr. Seibert, took over had never been planned as a whole. It had considerable vitality because its parts had been devised by the teaching staff rather than being dictated by administrative authority. On the other hand, lack of early comprehensive planning was responsible for weaknesses and inconsistencies.

Changes which have affected the whole University in the last five or six years have borne upon the Basic Studies program in several ways. Most easily understood is size. In the Fall of 1956 there were 157 sections of Basic Studies courses and 4,996 separate course enrollments. In the Fall of 1962 there 257 sections and about 8,800 enrollments. One hundred and two new staff members have been added to the Basic Studies roster since 1956, some as replacements, but the majority to fill new positions.

More important, the increase of graduate programs

in Liberal Arts departments, the incentive to more professional specialization given by the change in name from "college" to "university," and personnel policies which, understandably enough, lean toward employing bright young research scholars have contributed to the slackening of interest in work with lower classmen. Long presumed to be the strong bulwarks of liberal versus narrowly vocational education, actually Liberal Arts departments in most universities have become nearly as vocationally inclined as those in schools of business or engineering. The crowning glory of the modern Liberal Arts department is not the citizen who, regardless of his employment, sees his culture clearly and sees it whole, but the departmental major who goes on to a doctorate and becomes a practitioner of a segment of his undergraduate major discipline.

In the modern university, therefore, General Education—or, if you wish, liberal education—is in a precarious position. Much is said about its values, but little is done to support them. There are pious platitudes aplenty, but sincere involvement is hard to find. With foundation money abounding for liberalizing teaching, the reasons are not hard to understand.

Yet, Western has had a fine tradition of undergraduate teaching. In the forties and fifties we made a good start toward a better program of General Education than existed in most state universities. Furthermore, there is a streak of independence in the Western faculty—creative frequently, although ornery once in a while. These assets should not be liquidated regardless of pressures to sell our institutional soul for purposeless size.

Bedeveled by these problems, last year the Basic Studies Committee requested funds for a major self-study project. The request was approved by the Educational Policies Council, but money could not be found. Consequently, as Director of the Division of Basic Studies, I sent to Vice-President Seibert last October a lengthy report. It was in two parts: a critical description and evaluation of the current condition of the Basic Studies program, and some recommendations for improving it. Immediately, Dr. Seibert established a committee to which I hope a monument will be raised some day, for it has met for two hours nearly every Monday afternoon since October. Its members are Acting Dean Cornelius Loew (Chairman), Dr. Chester Hunt, Dr. Lillian Meyer, Dr. Fred Hartenstein, Dr. Roland Strolle, Dr. William Brueckheimer, Dr. Philip Denenfeld, and Dr. Robert Limpus. Dr. Seibert referred to it in a faculty meeting as the "Blue Ribbon Committee," and the name has stuck.

Believing that no program can succeed without faculty understanding and support, during the first part of the year the Blue Ribbon Committee conducted hearings. Departments, groups, and individuals with something to say had a chance to say it, and did. Now, with a more thorough knowledge of its problems and opportunities than has been possessed by any other faculty committee I have ever sat with, the Blue Ribbon Committee is formulating the recommendations it will make to the faculty and administration.

Although every topic which has been discussed invariably impinges upon every other topic, it seems to me that the recommendations of the committee must deal with three main problems: the content of the General Education program, the way it is placed in the student's four-year experience, and the selection and use of staff.

Shall our General Education program consist, as it does in many schools, of a loose distribution of introductory courses in many departments, most of which are designed to prepare students for major and minor sequences, or of a smaller number of carefully planned interdisciplinary courses? I hope it won't be the former, but we have discovered that if we choose the latter we boldly challenge our staff to the most difficult job a college professor can tackle—learning how his discipline is interrelated with others.

Shall we place all General Education work in the freshman-sophomore years as we have in the past, or try to relocate some of it in junior-senior programs? I hope we shall do the latter, although it would disturb existing curriculum sequences and drive some counsellors out of their wits.

And where shall we find more of those dedicated, inquisitive teachers who are willing to forego an article for a professional journal for the sake of doing something of lasting value for students who may never take even a sophomore course in their disciplines? Qualified teachers of any kind are hard to find these days; teachers with extra-special qualifications for General Education are rare birds indeed. And can we continue to arrange teaching programs in which a man has one or two sections of a General Education course plus an upperclass course or two in his department, perhaps even a graduate course?

I am optimistic that we can find workable answers to these questions. Other universities have the same problems, but many are not conscious of them. We are. And that's a good sign.

We're new. And that's good too.

❖



# The New Honors College

By Samuel I. Clark, Director, Honors College

THE OBLIGATION TO BE universal, implicit in the term, university, is usually understood to mean inclusive coverage of all fields of knowledge. Thus a university is segmented perpendicularly into numerous departments or areas of specialization, which areas altogether exhaust the realm of knowledge.

Universality also means commitment to breadth and depth in scholarship. Thus universal principles (*i.e.*, science) are especially to be the concern of a university and to be pursued in all the areas of specialization.

This second understanding of universality qualifies the first; for though a university should include all areas of knowledge, it should not pursue every detail or inconsequential fact, but only those of universal or general value. The realm of knowledge is segmented horizontally with inconsequential fact and detail at the lowest level and general principles at the top. The obligation to universality requires that a university exclude from its principal concerns the lower levels of knowledge, including those subject matter areas which have little content on the levels of universal principles.

The structure of the curriculum of a university is that of perpendicular segmentation into special fields and horizontal stratification into qualitative levels.

This conception of universality for a university, which excludes certain subject matters altogether as being extraneous and includes others under the severe discipline of relevance and general value, has application as well to the faculty of a university and the students of a university. We find that both faculty and students are segmented perpendicularly into various areas of specialization. Some sort of horizontal stratification also exists. The faculty is stratified by rank and the students by year. Unfortunately the principle of seniority, which solely governs the stratification of students and largely governs the stratification of faculty (after bare minimums of adequacy are determined for both groups), is an insensitive procedure for achieving proper stratification of the "citizenry" of a university. The development of distinguished service professorships, research scholar posts, and the like, are efforts toward re-establishing the purposes of professional graduation. Similarly, the development of honors programs at universities is an effort toward establishing comparable graduation among students. In both cases distinguished status does not simply identify past achievement but, more importantly, places those so identified in circumstances productive of

future achievement. This is the purpose of the Honors College at Western Michigan University.

Students are admitted into the College after they have demonstrated high academic ability, ordinarily not before the sophomore year. Promising entering freshmen are urged to enroll in the Basic Studies Honors Program which is preliminary to the Honors College.

Acceptance into the College is not automatic upon presentation of good grades. The Honors College is not a certification procedure for high scholarship, but a means to further scholarship. Therefore, only students who can be significantly assisted by the College will be admitted to the College. In deciding upon the admission of a student, his general ability is considered, his interests and intellectual enthusiasm, his proposed plan of study at the university and, of equal importance, the ability of the Honors College to be of service to the student. (Conceivably an able student with commendable drive and with a fine plan of study would not be admitted to the College because the College was unable to be of significant help to him.)

The College can assist its students in numerous ways. Special programs of study are available to Honors College students. University requirements can be waived, independent study courses established. Students can pursue studies in off campus situations and with persons not officially members of the faculty. The criteria for accepting a student's academic program is that of academic adequacy. That which makes academic sense is permissible and desirable.

Usually an Honors College student will pursue studies within the framework of the conventional departments of the university, although this is not required. The departments have their individually developed honors programs which are integral parts of the Honors College.

Much is expected of Honors College students so far as the quality of their work is concerned. Otherwise, great flexibility is provided. The Honors College student is required before graduation to be examined by his faculty (an oral examination generally), to write a substantial paper or produce some other original piece of work, and to carry on an extensive reading program. He is expected to pursue a program of general education, and to have an area of major concentration. He is urged to acquire basic skills in communication, languages, and mathematics. He is advised to acquire esthetic skills

and insights, to become acquainted with the visual, musical and literary arts.

Honors College students are assisted by the office of the Honors College in the preparation of undergraduate programs, in applying for scholarship assistance, graduate fellowships, foreign travel and study grants, loans, and work opportunities. It is of interest that the three graduates of the Honors College of June, 1963, won Western Michigan University's two Woodrow Wilson Fellowships, the University's one Danforth Fellowship and the one National Science Foundation Fellowship. They turned down one assistantship and one fellowship. Also of interest is the fact that all members of the Honors College who applied for participation in the Asia Studies Seminar program of the summer of 1963 were accepted. This scholarship program is a study tour to Japan and India and around the world. At present a scholarship program is being developed for Honors College students.

The fear has been expressed that an intellectual elite will develop at the University, insistant of perogatives, proud of its competence, haughty toward other students, undemocratic and socially unproductive. The fear follows largely from fictions. Honors College students are an elite, as are the athletes on campus, only they are an elite essentially related to the university. Elites are not necessarily detrimental to anything except mediocrity; nor is an awareness of one's competency and capacities certain to lead to pride and hauteur. Humility is a virtue found as often in talent as in average performance. That

ability bears a burden for average mankind is a sermon interminably preached in democratic societies.

Excellence in the larger dimension of character and personality is desirable in all college students. All of us in our individual ways have our individual threats to such excellence. Whether we be bright or not has little to do with the matter. No society nor any university can be humane and lack concern for this larger dimension of human worth. The Honors College has this concern. Indeed, its ultimate objective is to contribute to the cultivation of young men and women who will excel in all dimensions of human worth. Our civilization derives from the Greeks the traditional trilogy of moral, aesthetic and intellectual values. While the Honors College is concerned primarily with intellectual values, it recognizes that character, sensitivity and intelligence are joined and that only in the presence of all three qualities is each fully realized. Thus, far from contributing to character disintegration, an intense commitment to intellectual values will contribute to a generally rich personality.

The Honors College supports the university's obligation to universality by concentrating and encouraging scholarship among faculty and students. The Honors College is a focal point for the community of scholars—a community which joins the two requirements for universality: diversity of subject fields and deep commitment to general principles. Nowhere else in any subdivision of the university will the essential character and mission of the university be more fully found. ❖



## Growth of Graduate Studies

By George G. Mallinson, Dean, School of Graduate Studies

MANY PERSONS ASSUME that the growth of a university is gauged by the increase in its enrollment. If such a criterion is used, it is evident that the School of Graduate Studies has outstripped Western Michigan University as a whole in its accomplishments. The enrollment of approximately 250 students in the Fall of 1953 increased to more than 1300 in the Fall of 1963. Yet, measured on the more rational criterion of quality, similar growth is apparent. The growth in quality is evidenced in terms of the student body, the types of programs that have been initiated, and the higher levels at which graduate work is offered.

When the independent graduate program was initiated at Western Michigan University in 1953, the student body consisted largely of teachers from Southwestern Michigan. While most of these students were of high quality and a credit to the teaching profession, there

were many persons who had entered the teaching profession to fill positions for which qualified persons were not available and who needed additional training in order to obtain certification. Like other universities, Western Michigan University, in order to meet the critical need for teachers, admitted a number of students whose qualifications at the time were minimal. Many of these persons, after attaining certification, completed the minimal requirements for a Master's degree. While the accomplishments of all were respectable, it is doubtful whether their backgrounds would enable them to accept positions of leadership. This type of program is no longer existent as a result of the general increase in quality throughout the United States. However, concerted efforts on the part of the Graduate Studies Council and the Graduate office has produced an increment of quality above and beyond that influenced by national trends. All students

are now administered a communications examination as a requirement for admission. Those who fail to attain the minimal score are required to elect a special course in which they may develop this competence, as a requirement for admission. Until the desired competence is evidenced in the course, the student is not granted admission.

All students who are granted unqualified admission are expected to present an over-all point-hour ratio in all undergraduate work of approximately 2.5 (B=3) with at least a minimal point-hour ratio of 2.2 in each of the areas of language and literature, natural science and social science. Those who do not attain these levels are expected to take additional work with sufficiently high grades to meet the point-hour criterion.

The expansion of programs into areas other than Education has also attracted many students from fields other than Education whose qualifications are at least equal to those who are enrolled in the Education programs.

Analyses made by the School of Graduate Studies of the undergraduate records of students admitted during the last three years indicate that there has been an increase since 1960 in the median point-hour ratio of approximately 10 percentile points.

In addition to upgrading the graduate programs which have been offered since 1953 and those initiated through 1958, a number of unique programs have been added to the graduate offerings. It has been the policy of the Graduate Studies Council to limit offerings in those areas where the potential market for the product was not great. Offerings, therefore, have been initiated only where the need has existed and where facilities and staff have been available. Among the unique programs that have been developed are the cooperative program with Hines Veterans Administration Hospital for training occupational therapists with a major in clinical training and hospital administration; the development of the program of the Center for Orientation and Mobility of the Blind and the initiation of the new Home Teacher Training Project for the Adult Blind as of September 1963. Two other programs now under development are the Information Retrieval Program which will involve the Department of Librarianship;

and a new interdisciplinary program related to environmental pollution. These, plus other programs, which are now contemplated will provide Western Michigan University with offerings that are not duplicated in any other institution in the United States. In addition to increased enrollments as a result of these programs, there has been a commensurate growth in enrollments in the traditional areas, both in quantity and quality of students. All the programs that have been initiated are being regularly offered with a sufficient number of students to warrant a broad range of courses.

As a result of the national effort for upgrading the training of various types of educational administrators, four major offerings have been initiated at the sixth-year level. Programs at this level are offered in School Administration, School Psychological Examiner, Curriculum Development, and Guidance. The admission standards to the program are equivalent to those for admission to the doctoral program and the qualifications for graduation from the program are similarly oriented. By June approximately 15 students had been graduated from these programs with at least another 80 pursuing the appropriate programs. Without any question, the levels and contexts of these programs will enable Western Michigan University to develop other programs at this level and offer programs at higher levels with little difficulty. Such offerings will, of course, depend on the availability of funds and facilities that are considerably more sophisticated than those that have been contemplated in the past.

In all probability, the extensive growth of the School of Graduate Studies has been facilitated by the receipt of Federal support for the development of a Computer Center, the installation of a nuclear reactor, the development of a radiation biology laboratory, and the opportunity to offer many programs in cooperation with the National Science Foundation. All these sources of assistance have enabled the University to expand its facilities moderately and, consequently, provide more diverse offerings of a quality nature. Present efforts on the part of the graduate staff suggest that these sources of funds, while not completely adequate, will still represent the bulk of the outside support that will enable the School of Graduate Studies to grow in other graduate areas. ❖

held in 1904. The building, completed in 1904, led the city from the 1920's Western America's leading Starting in 1934 work was offered. gram on the west

## A New Academic Calendar

By John J. Pruis, Administrative Assistant to the President

OBSERVERS OF THE EDUCATIONAL scene in the United States agree on one thing: college and

university enrollments will more than double in the decade of the sixties. A substantial increase in the size

of our college-age population, wider recognition of the personal and social values of a college education, and a trend toward staying in college longer to meet the demands of employers for more training are the major factors which make this a reasonable prediction. As a result, college and university faculties and staffs across the country are taking a good, hard look at present practices and policies in an effort to "tool up" for this avalanche of students. The inability to double the physical facilities on our campuses (even if this were desirable) and a shortage of qualified faculty to handle these extra students under the normal pattern of operation dictate the need to use both the personal and the physical resources of our institutions of higher education more effectively.

Formal attention to this problem began at Western Michigan University in May, 1961, with the appointment by the Faculty Senate of a committee to study the organization of the academic year. This committee reported its conclusions to the Senate in April, 1962. Discussion by the entire faculty, as well as a survey of departmental opinion on the matter, resulted in the Executive Committee of the Senate forwarding the report to President Miller, with the recommendation that administrative studies be conducted to determine the feasibility of year-round operation at Western. It was agreed that upon completion of these studies the entire matter would be referred back to the Senate for its final consideration.

The basic recommendation of this original committee was that Western Michigan University should adopt a split third term calendar of year-round operation as its plan to meet the increased needs for higher education. This calendar is a modification of the trimester plan, which is in operation in some schools and which was the system in effect at Western during World War II. It provides a term of approximately 15 weeks from September through December, another 15-week term from January into April, and a splitting of the third 15-week term into two 7½-week terms. The first of these would run from approximately April 25 through June 15. The second would cover the period now included in our summer session—namely, from approximately June 20 through August 10.

Such a plan retains the basic feature of the present calendar: the semester, rather than the shorter quarter. It eliminates the "lame duck" sessions following Christmas vacation and spring vacation, thereby providing an uninterrupted period of study during each of the terms. It is felt that this feature will permit students to apply themselves more diligently to the work at hand during each term. Such a system further permits the University to serve the clientele of our current summer sessions.

Following a period of staff study and discussion by the Administrative Council, President Miller appointed an 18-member committee in January of this year to conduct whatever studies seem necessary to propose im-

(Continued on Page 31)

# A Special Feature: Academic Freedom

# WHAT RIGHT HAS THIS MAN...

HE HOLDS a position of power equaled by few occupations in our society.

His influence upon the rest of us—and upon our children—is enormous.

His place in society is so critical that no totalitarian state would (or does) trust him fully. Yet in our country his fellow citizens grant him a greater degree of freedom than they grant even to themselves.

He is a college teacher. It would be difficult to exaggerate the power that he holds.

- ▶ He originates a large part of our society's new ideas and knowledge.
- ▶ He is the interpreter and disseminator of the knowledge we have inherited from the past.
- ▶ He makes discoveries in science that can both kill us and heal us.
- ▶ He develops theories that can change our economics, our politics, our social structures.
- ▶ As the custodian, discoverer, challenger, tester, and interpreter of knowledge he then enters a classroom and tells our young people what he knows—or what he thinks he knows—and thus influences the thinking of millions.

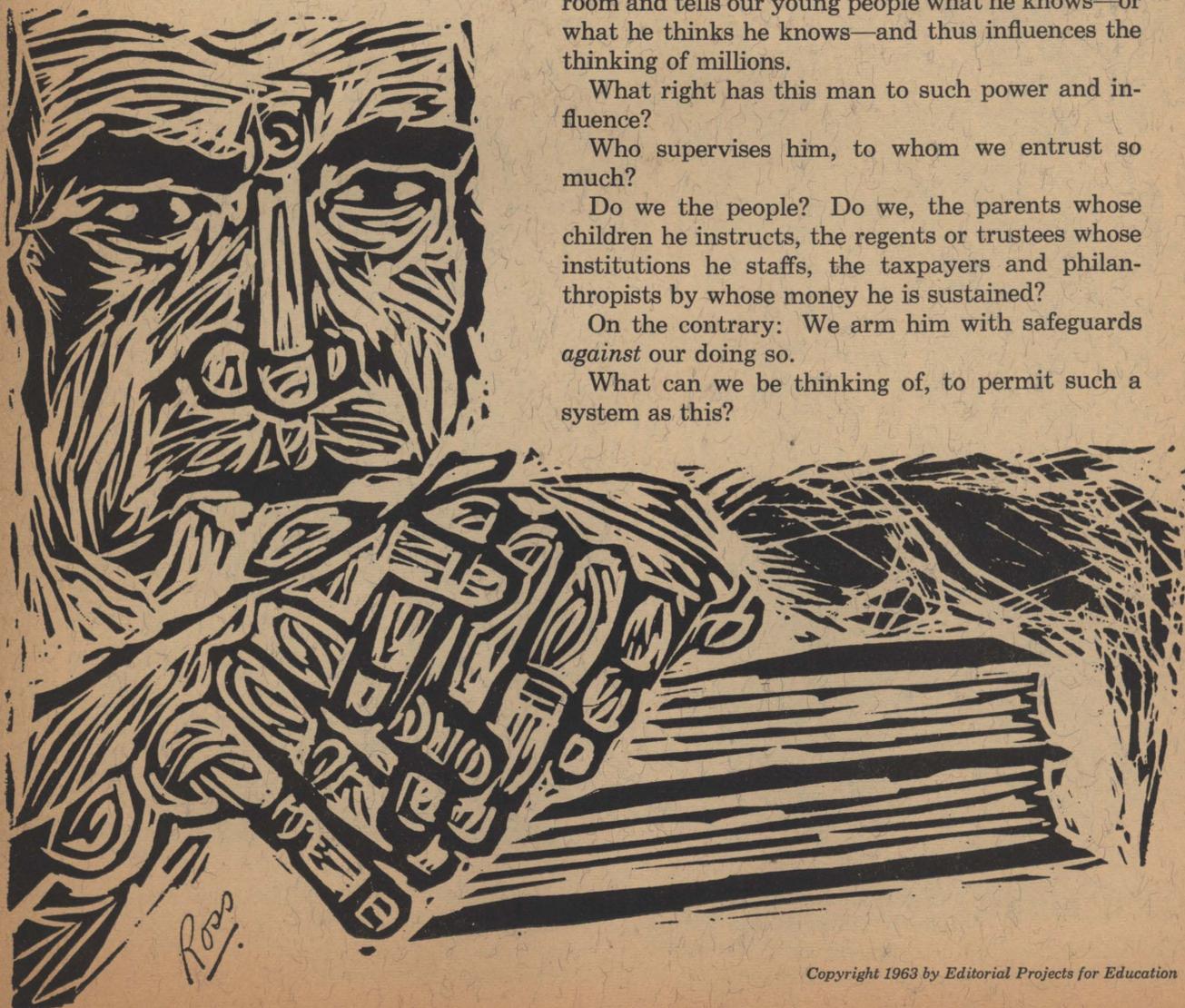
What right has this man to such power and influence?

Who supervises him, to whom we entrust so much?

Do we the people? Do we, the parents whose children he instructs, the regents or trustees whose institutions he staffs, the taxpayers and philanthropists by whose money he is sustained?

On the contrary: We arm him with safeguards *against* our doing so.

What can we be thinking of, to permit such a system as this?





**Having ideas,** and disseminating them, is a risky business. It has always been so—and therein lies a strange paradox. The march of civilization has been quick or slow in direct ratio to

the production, testing, and acceptance of ideas; yet virtually all great ideas were opposed when they were introduced. Their authors and teachers have been censored, ostracized, exiled, martyred, and crucified—



usually because the ideas clashed with an accepted set of beliefs or prejudices or with the interests of a ruler or privileged class.

Are we wiser and more receptive to ideas today?

Even in the Western world, although methods of punishment have been refined, the propagator of a new idea may find himself risking his social status, his political acceptability, his job, and hence his very livelihood.

# For the teacher: special risks, special rights

**N**ORMALLY, in our society, we are wary of persons whose positions give them an opportunity to exert unusual power and influence.

But we grant the college teacher a degree of freedom far greater than most of the rest of us enjoy.

Our reasoning comes from a basic fact about our civilization:

Its vitality flows from, and is sustained by, *ideas*.

Ideas in science, ideas in medicine, ideas in politics. Ideas that sometimes rub people the wrong way. Ideas that at times seem pointless. Ideas that may alarm, when first broached. Ideas that may be so novel or revolutionary that some persons may propose that they be suppressed. Ideas—all sorts—that provide the sinews of our civilization.

They will be disturbing. Often they will irritate.

But the more freely they are produced—and the more rigorously they are tested—the more surely will our civilization stay alive.

**T**HIS IS THE THEORY. Applying it, man has developed institutions for the specific purpose of incubating, nourishing, evaluating, and spreading ideas. They are our colleges and universities. As their function is unique, so is the responsibility with which we charge the man or woman who staffs them.

We give the college teacher the professional duty of pursuing knowledge—and of conveying it to others—with complete honesty and open-mindedness. We tell him to find errors in what we now know. We tell him to plug the gaps in it. We tell him to add new material to it.

We tell him to do these things without fear of the consequences and without favor to any interest save the pursuit of truth.

We know—and he knows—that to meet this responsibility may entail risk for the college teacher. The knowledge that he develops and then teaches to others will frequently produce ground-shaking results.

It will lead at times to weapons that at the press of a button can erase human lives. Conversely, it will lead at other times to medical miracles that will *save* human lives. It may unsettle theology, as



did Darwinian biology in the late 1800's, and as did countless other discoveries in earlier centuries. Conversely, it may confirm or strengthen the elements of one's faith. It will produce intensely personal results: the loss of a job to automation or, conversely, the creation of a job in a new industry.

Dealing in ideas, the teacher may be subjected to strong, and at times bitter, criticism. It may come from unexpected quarters: even the man or woman who is well aware that free research and education are essential to the common good may become understandably upset when free research and education affect his own livelihood, his own customs, his own beliefs.

And, under stress, the critics may attempt to coerce the teacher. The twentieth century has its own versions of past centuries' persecutions: social ostracism for the scholar, the withdrawal of financial support, the threat of political sanctions, an attempt to deprive the teacher of his job.

Wherever coercion has been widely applied—in Nazi Germany, in the Soviet Union—the development of ideas has been seriously curtailed. Were

such coercion to succeed here, the very sinews of our civilization would be weakened, leaving us without strength.

**W**E RECOGNIZE these facts. So we have developed special safeguards for ideas, by developing special safeguards for him who fosters ideas: the college teacher.

## What the teacher's special rights consist of

**T**HE SPECIAL FREEDOM that we grant to a college teacher goes beyond anything guaranteed by law or constitution.

As a citizen like the rest of us, he has the right to speak critically or unpopularity without fear of governmental reprisal or restraint.

As a teacher enjoying a *special* freedom, however, he has the right to speak without restraint not only from government but from almost any other source, including his own employer.

Thus—although he draws his salary from a college or university, holds his title in a college or university, and does his work at a college or university—he has an independence from his employer which in most other occupations would be denied to him.

Here are some of the rights he enjoys:

- ▶ He may, if his honest thinking dictates, expound views that clash with those held by the vast majority of his fellow countrymen. He will not be restrained from doing so.
- ▶ He may, if his honest thinking dictates, publicly challenge the findings of his closest colleagues, even if they outrank him. He will not be restrained from doing so.
- ▶ He may, if his honest thinking dictates, make statements that oppose the views of the president of his college, or of a prominent trustee, or of a generous benefactor, or of the leaders of the state legislature. No matter how much pain he may bring to such persons, or to the college administrators entrusted with maintaining good relations with them, he will not be restrained from doing so.

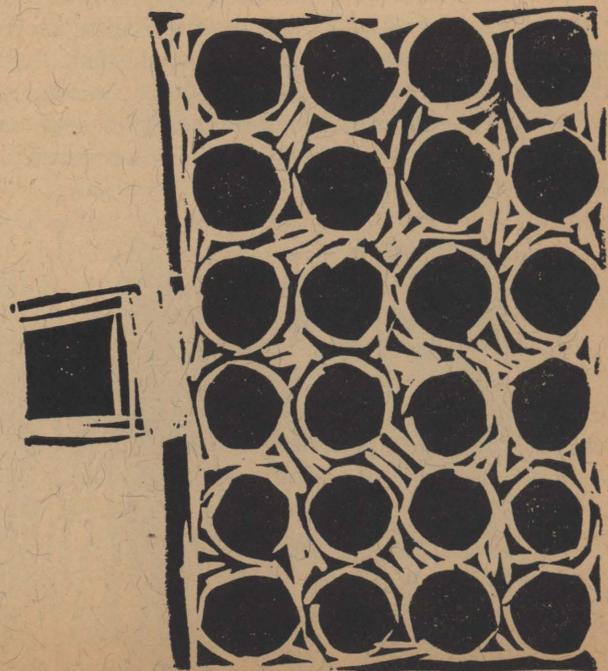
Such freedom is not written into law. It exists on the college campus because (1) the teacher claims

We have developed these safeguards in the calm (and civilized) realization that they are safeguards against our own impetuosity in times of stress. They are a declaration of our willingness to risk the consequences of the scholar's quest for truth. They are, in short, an expression of our belief that we should seek the truth because the truth, in time, shall make us free.

and enforces it and (2) the public, although wincing on occasion, grants the validity of the teacher's claim.

**W**E GRANT the teacher this special freedom for our own benefit.

Although "orthodox" critics of education frequently protest, there is a strong experimental emphasis in college teaching in this country. This emphasis owes its existence to several influences, including the utilitarian nature of our society; it is one of the ways in which our institu-



tions of higher education differ from many in Europe.

Hence we often measure the effectiveness of our colleges and universities by a pragmatic yardstick: Does our society derive a practical benefit from their practices?

The teacher's special freedom meets this test. The unfettered mind, searching for truth in science, in philosophy, in social sciences, in engineering, in professional areas—and then teaching the findings to millions—has produced impressive practical results, whether or not these were the original objectives of its search:

The technology that produced instruments of victory in World War II. The sciences that have produced, in a matter of decades, incredible gains in man's struggle against disease. The science and engineering that have taken us across the threshold of outer space. The dazzling progress in agricultural productivity. The damping, to an unprecedented degree, of wild fluctuations in the business cycle. The appearance and application of a new architecture. The development of a "scientific approach" in the management of business and of labor unions. The ever-increasing maturity and power of our historians, literary critics, and poets. The graduation of hundreds of thousands of college-trained men and women with the wit and skill to learn and broaden and apply these things.

Would similar results have been possible without campus freedom? In moments of national panic (as when the Russians appear to be outdistancing us in the space race), there are voices that suggest that less freedom and more centralized direction of our educational and research resources would be more "efficient." Disregard, for a moment, the fact that such contentions display an appalling ignorance and indifference about the fundamental philosophies of freedom, and answer them on their own ground.

Weighed carefully, the evidence seems generally to support the contrary view. Freedom does work—quite practically.

Many point out that there are even more important reasons for supporting the teacher's special freedom than its practical benefits. Says one such person, the conservative writer Russell Kirk:

"I do not believe that academic freedom deserves preservation chiefly because it 'serves the community,' although this incidental function is important. I think, rather, that the principal importance of academic freedom is the opportunity it affords for the highest development of private reason and imagination, the improvement of mind and heart by the apprehension of Truth, whether or not that development is of any immediate use to 'democratic society'."

The conclusion, however, is the same, whether the reasoning is conducted on practical, philosophical, or religious grounds—or on all three: The unusual freedom claimed by (and accorded to) the college teacher is strongly justified.

"This freedom is immediately applicable only to a limited number of individuals," says the statement of principles of a professors' organization, "but it is profoundly important for the public at large. It safeguards the methods by which we explore the unknown and test the accepted. It may afford a key to open the way to remedies for bodily or social ills, or it may confirm our faith in the familiar. Its preservation is necessary if there is to be scholarship in any true sense of the word. The advantages accrue as much to the public as to the scholars themselves."

Hence we give teachers an extension of freedom—*academic* freedom—that we give to no other group in our society: a special set of guarantees designed to encourage and insure their boldness, their forthrightness, their objectivity, and (if necessary) their criticism of us who maintain them.



# The idea works most of the time, but . . .

LIKE MANY good theories, this one works for most of the time at most colleges and universities. But it is subject to continual stresses. And it suffers occasional, and sometimes spectacular, breakdowns.

If past experience can be taken as a guide, at this very moment:

▶ An alumnus is composing a letter threatening to strike his alma mater from his will unless the institution removes a professor whose views on some controversial issue—in economics? in genetics? in politics?—the alumnus finds objectionable.

▶ The president of a college or university, or one of his aides, is composing a letter to an alumnus in which he tries to explain why the institution *cannot* remove a professor whose views on some controversial issue the alumnus finds objectionable.

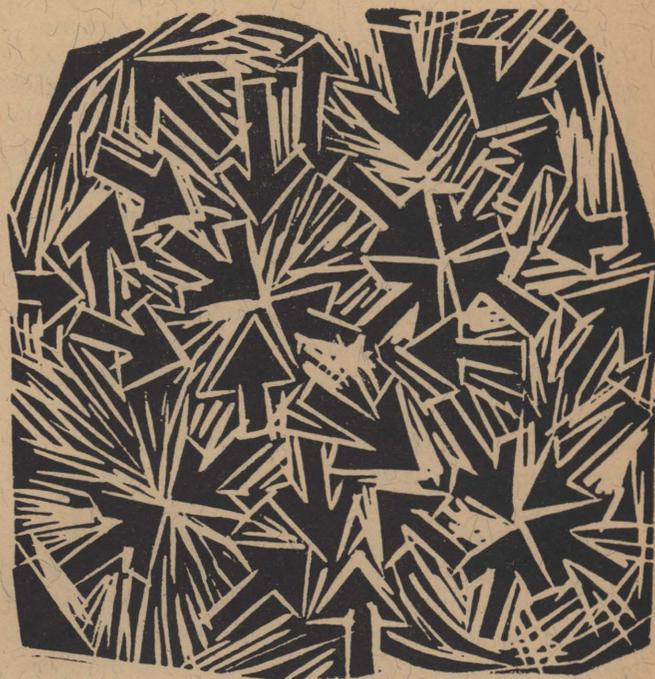
▶ A group of liberal legislators, aroused by reports from the campus of their state university that a professor of economics is preaching fiscal conservatism, is debating whether it should knock some sense into the university by cutting its appropriation for next year.

▶ A group of conservative legislators is aroused by reports that another professor of economics is preaching fiscal liberalism. This group, too, is considering an appropriation cut.

▶ The president of a college, faced with a budgetary crisis in his biology department, is pondering whether or not he should have a heart-to-heart chat with a teacher whose views on fallout, set forth in a letter to the local newspaper, appear to be scaring away the potential donor of at least one million dollars.

▶ The chairman of an academic department, still smarting from the criticism that two colleagues leveled at the learned paper he delivered at the departmental seminar last week, is making up the new class schedules and wondering why the two upstarts wouldn't be just the right persons for those 7 a.m. classes which increased enrollments will necessitate next year.

▶ The educational board of a religious denomination is wondering why it should continue to permit the employment, at one of the colleges under its



control, of a teacher of religion who is openly questioning a doctrinal pronouncement made recently by the denomination's leadership.

▶ The managers of an industrial complex, worried by university research that reportedly is linking their product with a major health problem, are wondering how much it might cost to sponsor university research to show that their product is *not* the cause of a major health problem.

Pressures, inducements, threats: scores of examples, most of them never publicized, could be cited each year by our colleges and universities.

In addition there is philosophical opposition to the present concept of academic freedom by a few who sincerely believe it is wrong. ("In the last analysis," one such critic, William F. Buckley, Jr., once wrote, "academic freedom must mean the freedom of men and women to supervise the educational activities and aims of the schools they oversee and support.") And, considerably less important and more frequent, there is opposition by emotionalists and crackpots.

Since criticism and coercion do exist, and since academic freedom has virtually no basis in law, how can the college teacher enforce his claim to it?

# In the face of pressures, how the professor stays free

**I**N THE mid-1800's, many professors lost their jobs over their views on slavery and secession. In the 1870's and '80's, many were dismissed for their views on evolution. Near the turn of the century, a number lost their jobs for speaking out on the issue of Free Silver.

The trend alarmed many college teachers. Until late in the last century, most teachers on this side of the Atlantic had been mere purveyors of the knowledge that others had accumulated and written down. But, beginning around 1870, many began to perform a dual function: not only did they teach, but they themselves began to investigate the world about them.

Assumption of the latter role, previously performed almost exclusively in European universities, brought a new vitality to our campuses. It also brought perils that were previously unknown. As long as they had dealt only in ideas that were classical, generally accepted, and therefore safe, teachers and the institutions of higher learning did little that might offend their governing boards, their alumni, the parents of their students, the public, and the state. But when they began to act as investigators in new areas of knowledge, they found themselves affecting the status quo and the interests of those who enjoyed and supported it.

And, as in the secession, evolution, and silver controversies, retaliation was sometimes swift.

In 1915, spurred by their growing concern over such infringements of their freedom, a group of teachers formed the American Association of University Professors. It now has 52,000 members, in the United States and Canada. For nearly half a century an AAUP committee, designated as "Committee A," has been academic freedom's most active—and most effective—defender.

**T**HE AAUP'S defense of academic freedom is based on a set of principles that its members have developed and refined throughout the organization's history. Its current statement of these principles, composed in collaboration with the Association of American Colleges, says in part:

"Institutions of higher education are conducted

for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition."

The statement spells out both the teacher's rights and his duties:

"The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties . . .

"The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce . . . controversial matter which has no relation to his subject . . .

"The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman."

**H**OW CAN such claims to academic freedom be enforced? How can a teacher be protected against retaliation if the truth, as he finds it and teaches it, is unpalatable to those who employ him?

The American Association of University Profes-



sors and the Association of American Colleges have formulated this answer: permanent job security, or *tenure*. After a probationary period of not more than seven years, agree the AAUP and the AAC, the teacher's services should be terminated "only for adequate cause."

If a teacher were dismissed or forced to resign simply because his teaching or research offended someone, the cause, in AAUP and AAC terms, clearly would not be adequate.

The teacher's recourse? He may appeal to the AAUP, which first tries to mediate the dispute without publicity. Failing such settlement, the AAUP conducts a full investigation, resulting in a full report to Committee A. If a violation of academic freedom and tenure is found to have occurred, the committee publishes its findings in the association's *Bulletin*, takes the case to the AAUP membership, and often asks that the offending college or university administration be censured.

So effective is an AAUP vote of censure that most college administrators will go to great lengths to avoid it. Although the AAUP does not engage in boycotts, many of its members, as well as others in the academic profession, will not accept jobs in censored institutions. Donors of funds, including many philanthropic foundations, undoubtedly are influenced; so are many parents, students, alumni, and present faculty members. Other organizations, such as the American Association of University Women, will not recognize a college on the AAUP's censure list.

As the present academic year began, eleven institutions were on the AAUP's list of censored administrations. Charges of infringements of academic freedom or tenure were being investigated on fourteen other campuses. In the past three years, seven institutions, having corrected the situations which had led to AAUP action, have been removed from the censure category.

## Has the teacher's freedom no limitations?

**H**OW SWEEPING is the freedom that the college teacher claims?

Does it, for example, entitle a member of the faculty of a church-supported college or university openly to question the existence of God?

Does it, for example, entitle a professor of botany to use his classroom for the promulgation of political beliefs?

Does it, for example, apply to a Communist?

There are those who would answer some, or all, such questions with an unqualified Yes. They would

argue that academic freedom is absolute. They would say that any restriction, however it may be rationalized, effectively negates the entire academic-freedom concept. "You are either free or not free," says one. "There are no halfway freedoms."

There are others—the American Association of University Professors among them—who say that freedom *can* be limited in some instances and, by definition, *is* limited in others, without fatal damage being done.

### Restrictions at church-supported colleges and universities

The AAUP-AAC statement of principles of academic freedom implicitly allows religious restrictions:

"Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of [the teacher's] appointment . . ."

Here is how one church-related university (Prot-



estant) states such a "limitation" to its faculty members:

"Since X University is a Christian institution supported by a religious denomination, a member of its faculty is expected to be in sympathy with the university's primary objective—to educate its students within the framework of a Christian culture. The rights and privileges of the instructor should, therefore, be exercised with discretion and a sense of loyalty to the supporting institution . . . The right of dissent is a correlative of the right of assent. Any undue restriction upon an instructor in the exercise of this function would foster a suspicion of intolerance, degrade the university, and set the supporting denomination in a false light before the world."

Another church-related institution (Roman Catholic) tells its teachers:

"While Y College is operated under Catholic auspices, there is no regulation which requires all members of the faculty to be members of the Catholic faith. A faculty member is expected to maintain a standard of life and conduct consistent with the philosophy and objectives of the college. Accordingly, the integrity of the college requires that all faculty members shall maintain a sympathetic attitude toward Catholic beliefs and practices, and shall make a sincere effort to appreciate these beliefs and practices. Members of the faculty who are Catholic are expected to set a good example by the regular practice of Catholic duties."

### A teacher's "competence"

By most definitions of academic freedom, a teacher's rights in the classroom apply only to the field in which he is professionally an expert, as determined by the credentials he possesses. They do not extend to subjects that are foreign to his specialty.

" . . . He should be careful," says the American Association of University Professors and the Association of American Colleges, "not to introduce into his teaching controversial matter which has no relation to his subject."

Hence a professor of botany enjoys an undoubted freedom to expound his botanical knowledge, however controversial it might be. (He might discover, and teach, that some widely consumed cereal grain, known for its energy-giving properties, actually is of little value to man and animals, thus causing consternation and angry outcries in Battle Creek. No one on the campus is likely to challenge his right to do so.) He probably enjoys the right to comment, from a botanist's standpoint, upon a conservation bill pending in Congress. But the principles of academic freedom might not entitle the botanist to take



a classroom stand on, say, a bill dealing with traffic laws in his state.

As a private citizen, of course, off the college campus, he is as free as any other citizen to speak on whatever topic he chooses—and as liable to criticism of what he says. He has no special privileges when he acts outside his academic role. Indeed, the AAUP-AAC statement of principles suggests that he take special pains, when he speaks privately, not to be identified as a spokesman for his institution.

HENCE, at least in the view of the most influential of teachers' organizations, the freedom of the college teacher is less than absolute. But the limitations are established for strictly defined purposes: (1) to recognize the religious auspices of many colleges and universities and (2) to lay down certain ground rules for scholarly procedure and conduct.

In recent decades, a new question has arisen to haunt those who would define and protect academic freedom: the problem of the Communist. When it began to be apparent that the Communist was not simply a member of a political party, willing (like other political partisans) to submit to established democratic processes, the question of his eligibility to the rights of a free college teacher was seriously posed.

So pressing—and so worrisome to our colleges and universities—has this question become that a separate section of this report is devoted to it.

# The Communist: a special case?

**S**HOULD A Communist Party member enjoy the privileges of academic freedom? Should he be permitted to hold a position on a college or university faculty?

On few questions, however "obvious" the answer may be to some persons, can complete agreement be found in a free society. In a group as conditioned to controversy and as insistent upon hard proof as are college teachers, a consensus is even more rare.

It would thus be a miracle if there were agreement on the rights of a Communist Party member to enjoy academic privileges. Indeed, the miracle has not yet come to pass. The question is still warmly debated on many campuses, even where there is not a Communist in sight. The American Association of University Professors is still in the process of defining its stand.

The difficulty, for some, lies in determining whether or not a communist teacher actually propagates his beliefs among students. The question is asked, Should a communist gym instructor, whose utterances to his students are confined largely to the hup-two-three-four that he chants when he leads the calisthenics drill, be summarily dismissed? Should a chemist, who confines his campus activities solely to chemistry? Until he overtly preaches communism, or permits it to taint his research, his writings, or his teaching (some say), the Communist should enjoy the same rights as all other faculty members.

Others—and they appear to be a growing number—have concluded that proof of Communist Party membership is in itself sufficient grounds for dismissal from a college faculty.

To support the argument of this group, Professor Arthur O. Lovejoy, who in 1913 began the movement that led to the establishment of the AAUP, has quoted a statement that he wrote in 1920, long before communism on the campus became a lively issue:

"Society . . . is not getting from the scholar the particular service which is the principal *raison d'être* of his calling, unless it gets from him his honest report of what *he* finds, or believes, to be true, after careful study of the problems with which

he deals. Insofar, then, as faculties are made up of men whose teachings express, *not* the results of their own research and reflection and that of their fellow-specialists, but rather the opinions of other men—whether holders of public office or private persons from whom endowments are received—just so far are colleges and universities perverted from their proper function . . ."

(His statement is the more pertinent, Professor Lovejoy notes, because it was originally the basis of "a criticism of an American college for accepting from a 'capitalist' an endowment for a special professorship to be devoted to showing 'the fallacies of socialism and kindred theories and practices.' I have now added only the words 'holders of public office.'")

Let us quote Professor Lovejoy at some length, as he looks at the communist teacher today:

"It is a very simple argument; it can best be put, in the logician's fashion, in a series of numbered theorems:

"1. Freedom of inquiry, of opinion, and of teaching in universities is a prerequisite, if the academic scholar is to perform the proper function of his profession.

"2. The Communist Party in the United States is an organization whose aim is to bring about the establishment in this country of a political as well as an economic system essentially similar to that which now exists in the Soviet Union.

"3. That system does not permit freedom of inquiry, of opinion, and of teaching, either in or outside of universities; in it the political government claims and exercises the right to dictate to scholars what conclusions they must accept, or at least profess to accept, even on questions lying within their own specialties—for example, in philosophy, in history, in aesthetics and literary criticism, in economics, in biology.

"4. A member of the Communist Party is therefore engaged in a movement which has already extinguished academic freedom in many countries and would—if it were successful here—result in the abolition of such freedom in American universities.

"5. No one, therefore, who desires to maintain



academic freedom in America can consistently favor that movement, or give indirect assistance to it by accepting as fit members of the faculties of universities, persons who have voluntarily adhered to an organization one of whose aims is to abolish academic freedom.

"Of these five propositions, the first is one of principle. For those who do not accept it, the conclusion does not follow. The argument is addressed only to those who do accept that premise. The second, third, and fourth propositions are statements of fact. I submit that they cannot be honestly gainsaid by any who are acquainted with the relevant facts . . .

"It will perhaps be objected that the exclusion of communist teachers would itself be a restriction upon freedom of opinion and of teaching—*viz.*, of the opinion and teaching that intellectual freedom should be abolished in and outside of universities; and that it is self-contradictory to argue for the restriction of freedom in the name of freedom. The argument has a specious air of logicity, but it is in fact an absurdity. The believer in the indispensability of freedom, whether academic or politi-

cal, is not thereby committed to the conclusion that it is his duty to facilitate its destruction, by placing its enemies in strategic positions of power, prestige, or influence . . . The conception of freedom is not one which implies the legitimacy and inevitability of its own suicide. It is, on the contrary, a conception which, so to say, defines the limit of its own applicability; what it implies is that there is *one* kind of freedom which is inadmissible—the freedom to destroy freedom. The defender of liberty of thought and speech is not morally bound to enter the fight with both hands tied behind his back. And those who would deny such freedom to others, if they could, have no moral or logical basis for the claim to enjoy the freedom which they would deny . . .

"In the professional code of the scholar, the man of science, the teacher, the first commandment is: Thou shalt not knowingly misrepresent facts, nor tell lies to students or to the public. Those who not merely sometimes break this commandment, but repudiate any obligation to respect it, are obviously disqualified for membership in any body of investigators and teachers which maintains the elementary requirements of professional integrity.

“To say these things is not to say that the economic and even the political doctrines of communism should not be presented and freely discussed within academic walls. To treat them simply as ‘dangerous thought,’ with which students should not be permitted to have any contact, would give rise to a plausible suspicion that they are taboo because they would, if presented, be all too convincing; and out of that suspicion young Communists are bred. These doctrines, moreover, are historical facts; for better or worse, they play an immense part in the intellectual and political controversies of the present age. To deny to students means of learning accurately what they are, and of reaching informed judgments about them, would be to fail in one of the major pedagogic obligations of a university—to enable students to understand the world in which they will live, and to take an intelligent part in its affairs . . .”

IF EVERY COMMUNIST admitted he belonged to the party—or if the public, including college teachers and administrators, somehow had access to party membership lists—such a policy might not be difficult to apply. In practice, of course, such is not the case. A two-pronged danger may result: (1) we may not “spot” all Communists, and (2) unless we are very careful, we may do serious injustice to persons who are not Communists at all.

What, for example, constitutes proof of Communist Party membership? Does refusal to take a loyalty oath? (Many *non*-Communists, as a matter of principle, have declined to subscribe to “discriminatory” oaths—oaths required of one group in society, *e.g.*, teachers, but not of others.) Does

invoking the Fifth Amendment? Of some 200 dismissals from college and university faculties in the past fifteen years, where communism was an issue, according to AAUP records, most were on grounds such as these. Only a handful of teachers were incontrovertibly proved, either by their own admission or by other hard evidence, to be Communist Party members.

Instead of relying on less-than-conclusive evidence of party membership, say some observers, we would be wiser—and the results would be surer—if we were to decide each case by determining whether the teacher has in fact violated his trust. Has he been intellectually dishonest? Has he misstated facts? Has he published a distorted bibliography? Has he preached a party line in his classroom? By such a determination we would be able to bar the practicing Communist from our campuses, along with all others guilty of academic dishonesty or charlatanry.

How can the facts be established?

As one who holds a position of unusual trust, say most educators (including the teachers’ own organization, the AAUP), the teacher has a special obligation: if responsible persons make serious charges against his professional integrity or his intellectual honesty, he should be willing to submit to examination by his colleagues. If his answers to the charges are unsatisfactory—evasive, or not in accord with evidence—formal charges should be brought against him and an academic hearing, conducted according to due process, should be held. Thus, say many close observers of the academic scene, society can be sure that justice is done—both to itself and to the accused.

## Is the college teacher’s freedom in any real jeopardy?

HOW FREE is the college teacher today? What are his prospects for tomorrow? Either here or on the horizon, are there any serious threats to his freedom, besides those threats to the freedom of us all?

Any reader of history knows that it is wise to adopt the view that freedom is *always* in jeopardy. With such a view, one is likely to maintain safe-

guards. Without safeguards, freedom is sure to be eroded and soon lost.

So it is with the special freedom of the college teacher—the freedom of ideas on which our civilization banks so much.

Periodically, this freedom is buffeted heavily. In part of the past decade, the weather was particularly stormy. College teachers were singled out for

affecting labor and management, automation, social welfare, or foreign aid—are of enormous consequence to all the people of this country. If the critics of our universities feel strongly on these questions, it is because rightly or wrongly they have identified particular solutions uniquely with the future prosperity of our democracy. All else must then be heresy.”

Opposition to such “heresy”—and hence to academic freedom—is certain to come.

**I**N THE FUTURE, as at present, the concept of academic freedom will be far from uncomplicated. Applying its principles in specific cases rarely will be easy. Almost never will the facts be all white or all black; rather, the picture that they form is more likely to be painted in tones of gray.

To forget this, in one’s haste to judge the rightness or wrongness of a case, will be to expose oneself

to the danger of acting injudiciously—and of committing injustice.

The subtleties and complexities found in the gray areas will be endless. Even the scope of academic freedom will be involved. Should its privileges, for example, apply only to faculty members? Or should they extend to students, as well? Should students, as well as faculty members, be free to invite controversial outsiders to the campus to address them? And so on and on.

The educated alumnus and alumna, faced with specific issues involving academic freedom, may well ponder these and other questions in years to come. Legislators, regents, trustees, college administrators, students, and faculty members will be pondering them, also. They will look to the alumnus and alumna for understanding and—if the cause be just—for support. Let no reader underestimate the difficulty—or the importance—of his role.



*Illustrations by Robert Ross*

## “What Right Has This Man?”

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. Copyright © 1963 by Editorial Projects for Education, Inc. All rights reserved; no part of this report may be reproduced without express permission of the editors. Printed in U.S.A.

JAMES E. ARMSTRONG <i>The University of Notre Dame</i>	DENTON BEAL <i>Carnegie Institute of Technology</i>	DAVID A. BURR <i>The University of Oklahoma</i>	DAN ENDSLEY <i>Stanford University</i>
MARALYN O. GILLESPIE <i>Swarthmore College</i>	L. FRANKLIN HEALD <i>The University of New Hampshire</i>	CHARLES M. HELMKEN <i>American Alumni Council</i>	KEN METZLER <i>The University of Oregon</i>
JEAN D. LINEHAN	JOHN I. MATTILL <i>Massachusetts Institute of Technology</i>	JOHN W. PATON <i>Wesleyan University</i>	ROBERT L. PAYTON <i>Washington University</i>
FRANCES PROVENCE <i>Baylor University</i>	ROBERT M. RHODES <i>The University of Pennsylvania</i>	STANLEY SAPLIN <i>New York University</i>	VERNE A. STADTMAN <i>The University of California</i>
FRANK J. TATE <i>The Ohio State University</i>	CHARLES E. WIDMAYER <i>Dartmouth College</i>	REBA WILCOXON <i>The University of Arkansas</i>	DOROTHY F. WILLIAMS <i>Simmons College</i>
RONALD A. WOLK <i>The Johns Hopkins University</i>	ELIZABETH BOND WOOD <i>Sweet Briar College</i>	CHESLEY WORTHINGTON <i>Brown University</i>	CORBIN GWALTNEY <i>Executive Editor</i>

(Continued from Page 14)

plementation of the split third term plan at Western Michigan University. The target date established for the inauguration of such a plan is the school year 1965-66.

The committee has identified some 60 specific tasks which must be accomplished in order to put the system into operation. Early in its discussions, the committee adopted the following Statement of Principles to guide all of the Study committees which will be working on the various tasks:

1. *The new calendar should provide for the optimum use of the student's time.*

Students should be encouraged to intensify their efforts to broaden and deepen their education. They should be encouraged to find the most meaningful balance between study and leisure, between academic pursuits and social life, between vacations and periods of study. Plans for the new calendar should provide for flexibility in scheduling the student's academic program so that he can use for work, travel or vacation that term which will best fit his own particular needs. Vacation breaks should come between terms rather than within them. Class loads should encourage careful and thorough work rather than place an emphasis upon quantity and excessive numbers of courses.

2. *The new calendar should provide for the optimum use of faculty resources.*

The services of the University under the new calendar should be organized in such a way as to permit the best use of faculty time for programs of teaching and counseling, research, study, service to the society, and professional growth. The daily schedule should provide maximum time for study and research commensurate with effective teaching and counseling.

3. *The new calendar should provide for the optimum use of physical facilities.*

Planning such optimum use of physical facilities should include consideration of the development of programs off-campus in the fall term to alleviate the peak-load problem currently found, scheduling course sequences in such a way that all terms will be equally attractive, and any other device to maximize the use of our facilities in any given term.

One can readily understand that a change of this magnitude requires many adjustments in every phase of the University's operation. It is the general feeling that, since some kind of change seems absolutely necessary in the near future, it is wise to have faculty and staff discussing the many problems involved on a systematic basis over a period of time, so that the plan which is finally presented will be the result of the best thinking of those who will be most directly involved. ❖

1944. Increasing the addition of new courses during the made Western a institution and led to a university by slature in 1957.

## Admissions Today & Tomorrow

By Clayton J. Maus, Registrar and Director of Admissions

IN RECENT YEARS publicity surrounding college admissions has caused unnecessary anxiety among parents, high school students and often their counselors. Except for marginal students and a very few highly selective colleges, most applicants have been admitted to and have been able to attend the college of their choice. This anxiety will continue to increase in succeeding years because of the added pressure to attend college and the strong possibility of higher admissions standards resulting largely from insufficient classroom space and operating funds, coupled with a desire on the part of faculties to improve the quality of their student bodies.

Statistical reporting justifies this growing concern for admission to college during the next few years. In 1950 slightly more than 25 per cent of the 18-22 age group attended college in Michigan. By 1960 that age

group had increased to 37.7 per cent indicating a progressive ratio which may reach as high as 50 per cent in 1970. It is anticipated that the 160,000 students entering Michigan colleges in 1960 will increase to 330,000 in 1970. Our previous generous estimates of enrollment have proved to be very conservative. A conservative estimate places the 1970 enrollment at more than twice that for 1960.

For comparison, the enrollment at Western in 1950 was 3,937 and in 1960 9,327. Our most recent projections show a very rapid rise in enrollment from 11,900 in 1963 to 19,900 in 1968, an increase considerably in excess of previous projections. The freshman class of 3,046 in 1962 is projected to 5,580 in 1968 with the greatest increase in 1965. The increases will be only slight, comparatively speaking, in 1966 and 1967, due to a temporary stabilization of available college age students. The

total enrollment will continue to increase because of several factors, particularly the junior college transfer, the graduate school and diversity of programs.

The admissions process and rising standards have been of increasing concern to parents of high school and even elementary students. In the last two years our admissions staff has been called upon to discuss this subject with parents of junior high and elementary school students on several occasions. Actually the admissions process begins in the ninth grade when the student who has decided he will go to college selects, through the assistance of a counselor, the college preparatory courses. It is well understood, however, that preparation for college is a continuous process beginning long before high school where sound habits, attitudes and basic skills are developed.

Until recently the latter part of the senior year was the time for decision in the selection of a college. The junior year is now rapidly becoming the year for final planning. Applications for admission are being requested by most colleges in the seventh semester of high school for students whose records are good, and in the eighth semester for those whose records are considered marginal.

Some controversy exists today over who should be admitted to college and the methods used for determination of the probable success of the student in college. The thinking of faculties ranges from selecting only the superior minds determined by high school grades and rigid testing to selection by a careful examination of the total high school record, socio-economic background, high school recommendation, testing and the personal interview.

The admissions policy at Western requires that we examine certain basic factors on which it is generally understood that there is evidence of reliability. Presently, evidence points to the high school academic record as the strongest single factor in determining academic success in college. The reliability in prediction of college success is greatly improved when standard test scores are combined with the high school academic record. Certain predictive devices, scales and formulae are currently being used to predict college success in limited situations with some satisfaction. These devices are being used increasingly as prediction is improved and computations are simplified. High speed computers are being used in certain universities to assemble and distribute valuable information to be used in the total admission process. We are not yet convinced, however, that the computer will take over the admissions process in the foreseeable future. We do share the opinion that our ability to predict the success of a student in college will become much more sophisticated in the near future with the vast amount of research being done by colleges and universities through the generosity of government and foundation grants.

Academic success in college does not preclude success in life. We do not have an established and agreed upon standard for success after college, but we do assume

that a college education will lead to success if the proper motivation is present. Since there is no way to measure motivation we are unable to give it much consideration as an admissions criterion except as implied by the high school recommendation. Participation in various extra-curricular activities, we believe, is an asset in developing leadership and balance in a person which will enable him to contribute to society in a variety of ways. We, therefore, examine carefully the academic record to see if the student has handled well the solid subjects and particularly English, science, mathematics. All test scores are compared with his academic performance to help determine his probable ability and motivation level.

We highly recommend that high school students take one or more standardized tests such as the College Board (SAT), American College Tests (ACT), and National Merit Tests. The scores of these tests are used by admissions officers in combination with other admission criteria when considering the student for admission and for scholarship assistance. These tests are also valuable in conducting university studies which we hope will eventually be of value to the student and the high school in advising future prospective college students.

The quality of entering freshmen is rising significantly, as revealed by the following figures for Western Michigan University:

	FALL 1960 %	FALL 1961 %	FALL 1962 %
Upper 10% of High School Graduating Class	11.1	13.05	14.65
Upper 25%	40.5	47.91	46.25
Second Quarter	34.8	34.60	41.25
Third Quarter	21.2	16.40	12.10
Fourth Quarter	3.5	1.09	0.40

It should be noted that students who ranked in the third and fourth quarters of their high school graduating classes are admitted only after careful review of each individual case. Military service, employment for a year or more, satisfactory performance on entrance tests, or significant improvement in academic achievement in the senior year are the most common reasons for admitting students from the lower half of the high school graduating class.

These statistics point up, therefore, that it will be increasingly difficult to be admitted directly to a degree granting institution if this trend continues unless the high school senior ranks in at least the upper one-half or higher of his high school class. This of course depends upon the competition and the overall ability of his high school graduating class. Admissions officers are fully aware of ability levels and thus the competitive nature of various high school classes which must be taken into consideration in the admission of students. Pending further developments in the selective admissions process, we expect the standards to rise even higher.

(Continued on Page 37)

## Stratemeyer Honored

Dr. Florence B. Stratemeyer '19 returned to the campus she has never known on Jan. 27 to receive an honorary degree of Doctor of Education. In the more than 40 years intervening the campus on the hill that she knew as an undergraduate has become only a small segment of the larger campus.

But it was from such beginnings that Dr. Stratemeyer went east to make an endearing mark upon the American educational scene, first as a student at Teachers College, Columbia University, and since 1925 a member of its staff.

An expert in the preparation of new teachers, she has authored two books and co-authored a number of others in this area. She has also been signally honored by Kappa Delta Pi, professional education fraternity for women, for her work.

In part, her citation read as follows:

"Your adult life has been dedicated to the proposition that our society cannot afford to maintain walls between school and life. You have insisted that persistent life situations, to borrow your own phrase, should be the framework of formal education. Your thesis, reiterated privately as well as in your teaching and writing, is that the skills and the knowledge which formal education has always sought to impart take on their greatest significance for pupil and teacher only if they are learned and used in a context of reality.

"For the past forty years, you have been associated with Teachers College, Columbia University, which awarded you the bachelor's, master's, and doctor's degrees. Since 1942 you have been Professor of Education in that college, the most fertile source of thought and thinkers on educational matters in the country. Your contributions as a leader in national professional organizations have been of the highest order. Your published articles and books have been substantial and influential.

"These distinctions and honors do not tell the whole story. Western



Dr. Florence B. Stratemeyer

Michigan University claims you with pride as an alumna who received her first teaching certificate here. Western Michigan has been enriched by faculty members who have worked with you at Teachers College, meeting your inflexible standards of honesty and rigor in professional training, thought, and work. The respect and admiration which you have inspired are regularly demonstrated by your former students. They count a national meeting as incomplete until



Three paper technology alumni prominent in university affairs gathered at the recent 7th annual paper conference on the campus, left to right: Virgil Westdale '49, Farmington, president of the WMU Alumni Association; Gerald Hale '52, Menlo Park, N. J., new trustee of the Paper Technology Foundation, Inc., and E. E. Stephenson '51, member of the Advisory Committee on Paper Technology.

## Hupp, Wife Featured

Arleigh Hupp '55 and his wife, Shirley, received feature mention in the *Detroit Free Press* in late 1962.

They and their Dearborn apartment home were featured for the decorative aspects they have worked tirelessly on. "The Hupps are true collectors, not accumulators," said the writer.

"The difference between them and many young couples starting out to furnish an apartment or house is that they have patience. The patience to wait until they can buy for cash exactly what they want.

"They also have the intellectual curiosity to read and find out about good design and what the fine arts offer."

Arleigh is a salesman for North American Extrusions Co., of Kalamazoo.

---

they have gotten together a private dinner at which you are the guest of honor. Your own students have spread the influence of your thought and belief far beyond the boundaries of your institution. Your work will outlast the lifetimes of all of us here." ❖

## Bronco Cagers, 12-12

The 1962-63 Bronco basketball team posted a 12-12 overall record and finished fifth in the Mid-American with a 7-5 mark.

The Broncos were an up-and-down team; an example is the Toledo series. At Toledo, WMU was humiliated 80-44 but beat the Rockets in Kalamazoo 69-64 to spoil Toledo's bid for a tie for the title. Western beat Ohio 87-77 in Kalamazoo but took a 90-64 licking at Ohio. And so it went. The only league teams WMU beat at home and away were Marshall and Kent State.

Flashy Manny Newsome who made the little-man All-American first team for the second straight year, also won the MAC's scoring championship the second straight season. He scored 555 points in the 24 games and his sophomore total of 578 points in 24 games gives him a record breaking 1,133 in two years of play, surpassing WMU's old mark of 800 for two seasons set by Edgar Blair in the 1956-58 seasons. The sharpshooting (50 per cent) guard, a 5-9 product from Gary, Indiana's, Roosevelt High, has every school and conference record within his grasp. He'll lead the Broncos in 1963-64 against the most rugged schedule probably ever formed for WMU cagers.

## Swimmers Capture First MAC Crown

NOT ONLY did the 1962-63 swimming team post an unbeaten dual-season record on the way to the school's first Mid-American Conference championship, but the Western tankers did it in record-breaking style! In the twelve dual meets, the Relays Carnival and the champion-

ship meet, the Broncos accounted for no less than fifty-eight records plus one tied record!

Under the brilliant leadership of Ed Gabel, WMU was 12-0 in the dual season and copped the league title with 134 points; Miami was a distant second with 86!

New school records were set in all events except the 50-yard freestyle and 200-yard butterfly events. Records (school, pool, relays or Mid-American) fell in every meet except the Ball State meet in the Bronco's pool; in the Ball State meet, the Broncos weren't pressed to set marks, downing the Cardinals 65-30. Individually, there were three swimmers who led the attack: Eric Evenson subsequently set nine school, five pool and two league records; Beau Toll posted three school, five pool and two league records; and Joel Gaff set four school, two pool marks, (not including relays).

As a team, WMU broke an MAC Relays mark and tied one; set 22 pool records; posted thirty school marks and five Mid-American Conference records!

WMU didn't start swimming until the 1956-57 season; this is the institution's first Mid-American Conference championship in the sport.

Newsome, despite his successes, was runnerup to his old high school running mate, Ajac Triplett, a 6-4 forward, (who led the Bronco rebounders) for the team's coveted Most Valuable Player award.

Also returning as a leader will be senior Bill Street whose 18 point average for two seasons has sometimes been overshadowed by the spectacular play of Newsome and Triplett. Street, a 6-5 forward from Detroit's Northwestern High, is consistently highly rated in the league.

Coach Don Boven returns all his team from last season and the outlook is good. However, the schedule will be a great challenge.

The 1963-64 Schedule:  
Nov. 30—at Northwestern  
Dec. 4—at Michigan State  
7—at Marquette  
12—LOYOLA  
14—at Michigan  
17—NOTRE DAME

(Continued on Page 36)



The 1963 Mid-American Conference swim champions. Front row, left to right, Tony Toporski, Howard Lee, Steve Eastwood, Dave Boehlke, Fred Lewerenz, Don Carney, Bob Isbister, Dave Syrett. Back, Bob

Dittmar, Rich Terry, Bill Cutler, Eric Evenson, George Runciman, Joel Gaff, Dave Randall, Beau Toll, Bob Kent, Jim Gould, Nick Herrick, Coach Ed Gabel.

# 1963 Swim Records Fall

Event	Date	Opponent	Individual	Type	Time
400—Medley-Relay	December 8	MAC Relays	400—Medley Relay (Howard Lee, Joel Gaff, Nick Herrick, Bill Cutler)	Relays	4:03.0
	January 18	Kenyon	400—Medley Relay	School	3:58.0
	January 26	at Kent State	400—Medley Relay	Pool	3:58.5
	January 31	Wisconsin	400—Medley Relay (Howard Lee, Joel Gaff, Nick Herrick, Bill Cutler)	Pool-School	3:53.4
	February 9	at Notre Dame	400—Medley Relay (Howard Lee, Joel Gaff, Beau Toll, Bill Cutler)	Pool-School	3:59.7
	March 2	Miami	400—Medley Relay	Pool-School	3:49.3
	March 11-14	Mid-American at Athens, O.	400—Medley Relay	Pool-School-MAC	3:49.3
	50—Freestyle	January 5	at Western Ontario	Dave Boehlke	Pool
200—Freestyle	January 12	at Ohio U.	Beau Toll	School	2:00.0
	January 18	Kenyon		Pool	1:57.8
	January 31	Wisconsin	Fred Lewerenz	Pool-School	1:56.6
	February 5	Bowling Green		School	1:57.0
	March 2	Miami	Beau Toll	Pool	1:56.5
	March 11-14	Mid-American at Athens, O.	Bill Cutler	School	1:56.5
200—Ind. Med.	January 12	at Ohio U.	Eric Evenson	School	2:19.9
	January 15	Albion		School	2:18.9
	January 18	Kenyon		Pool-School	2:15.6
	February 16	Loyola		Pool	2:14.8
	February 23	at North Central		School	2:13.8
200—Backstroke	January 15	Albion	Eric Evenson	School	2:17.4
	January 31	Wisconsin		Pool	2:12.9
	February 5	Bowling Green		School	2:12.7
	March 2	Miami		School	2:11.5
	March 11-14	at Athens, O.		Pool-School-MAC	2:09.7
500—Freestyle	January 18	Kenyon	Beau Toll	Pool	5:29.0
	March 2	Miami		Pool-School	5:27.1
	March 11-14	at Mid-American		Pool-School-MAC	5:20.8
200—Breastroke	January 31	Wisconsin	Joel Gaff	Pool	2:25.7
	February 5	Bowling Green		School	2:25.6
	February 9	at Notre Dame		Pool-School	2:25.2
	March 2	Miami		School	2:23.5
	March 11-14	Mid-American at Athens, O.		Pool-School	2:20.2
400—F. S. Relay	February 9	at Notre Dame	(Nick Herrick, Fred Lewerenz, Bill Cutler, D. Boehlke)	Pool-School	3:29.4
	March 11-14	Mid-American at Athens, O.		School	3:25.5
100—Freestyle	March 2	Miami	Bill Cutler	School	:50.6
	March 11-14	Mid-American at Athens, O.		Pool-School	:50.4
100—Backstroke	March 11-14	Mid-American at Athens, O.	Eric Evenson	School-MAC	:59.0
1650—Freestyle	March 11-14	Mid-American at Athens, O.	Beau Toll	Pool-School-MAC	19:05.3
100—Butterfly	March 11-14	Mid-American at Athens, O.	Nick Herrick	School	:56.2

## Unusual Collection of Broncos at New North Farmington High School

Any morning at coffee break time in the new North Farmington high school on Thirteen Mile road at Farmington they can have a Western Michigan University alumni meeting.

Harold R. Humble '49, principal of the school, reports 12 onetime Broncos on the staff—and not to be partial at all, the school's colors are brown and gold. (Alumni didn't ar-

range this, the students had picked them two years ago, before the school was opened.)

Besides Principal Humble, other alumni are: Warren McKenzie '57, assistant principal; Kenneth Dean '58, industrial arts, assistant football and basketball coach; Ronald Holland '58, head football and track coach, physical education and driver training; Gerald Socha '61, head

baseball and cross country coach, and social studies; Charles Scheer '59, industrial arts, assistant football and track coach; Richard Schilling '56, art and gymnastics coach; Glenn Gearhart, English and Louis Gilson, special education.

On the distaff side are JoAnn Nederlof Holland '58, commercial; Stella Kulchesky Koski '42, guidance, and Judy Rohm '62, English.

## Latora Leads Matmen

Coach Roy Wietz' 1962-63 wrestling season produced a 4-3-2 record in dual meets, a second place finish in the Bowling Green quadrangular meet, and a tie for fifth in the Mid-American meet.

Bright spot of the season was the record of 130-pounder Carl Latora, a Kalamazoo Central graduate and a junior at WMU. He lost only two of fourteen matches and won the league's 130-pound crown, the second Bronco ever to win an individual league crown.

The Broncos tied MAC champion Toledo in a dual 14-14 and tied MAC runnerup Miami in a dual 13-13, but still finished tied for fifth in the league.

James W. Soudriette '50 has been elected a director and vice president of Industrial Properties, Inc., Phoenix, Ariz. He is also a management consultant with the firm of William James and Associates of Phoenix.

Kenneth Ross '47 has completed his work for the U. S. Government in Korea and is now in Laos engaged in educational-textbook-publishing advisory work. His family expected to join him in February. His new address is % USAID-Laos, APO 152, San Francisco.

## Basketball

(Continued from Page 34)

21—NORTHERN ILLINOIS  
27-28—at Motor City Tourney  
(Detroit, WMU, Holy Cross,  
Penn State)

Jan. 4—at Miami\*  
7—OHIO UNIVERSITY\*  
11—BOWLING GREEN\*  
14—CENTRAL MICHIGAN  
18—KENT STATE\*  
25—at Ohio University\*  
29—at Loyola

Feb. 1—at Marshall\*  
5—MIAMI\*  
8—at Kent State\*  
12—TOLEDO\*  
15—Creighton at Chicago Stadium  
22—at Bowling Green\*  
26—at Toledo\*

Mar. 2—MARSHALL\*

\* MAC Opponents



An historic moment on the campus was observed as President Emeritus Paul V. Sangren raised the first spade full of dirt for the erection of Paul V. Sangren Hall, the \$3,500,000 Education and General Classroom building which is to be ready for occupancy in the fall of 1964. The new structure is on the north side of West Michigan avenue, across from the Kanley Memorial chapel, and honors the 24-year president who started at Western in 1923 as a member of the education faculty. Backing him up at this time were, left to right, Mrs. Cornelia Robinson, State Board of Education; President James W. Miller; the Hon. Gary Brown, state senator from the 6th district; the Hon. Homer Arnett '23, representative from Kalamazoo's first district, and the Hon. Cyril H. Root '57, representative from Kalamazoo's second district.

Michael C. Mahoney '57 has been named assistant to the corporate vice president of the Studebaker Corporation, South Bend, Ind. His principal duties will be in the area of industrial relations. He joined Studebaker following graduation as an industrial relations trainee and in 1961 became salary administrator for the automotive division. He lives at 3214 Salem Drive, South Bend.

Maj. Arvilla L. Dyer '46 is now chief of occupational therapy at the Brooke General Hospital of the U. S. Army at Ft. Sam Houston, Texas. She moved there in late 1962 from Ft. Campbell, Ky. After graduation she worked in Veterans' Administration hospitals until called to active duty in 1962.

William H. Bannon '49 Hon DPA '56 retired in January as warden of the Southern Michigan Prison, Jackson, and has become superintendent of the Detroit House of Correction. Bannon won national attention in 1952 when he took over the riot-torn Jackson prison, and since that time has won widespread recognition as a prison administrator. Bannon long supported educational programs with WMU for prison personnel.

### PICTURE CREDITS

Cover, News & Information; 1—News & Information; 33—News & Information 34—Schivone Studios; 36—News & Information; 37—Lloyd Peterson; 38—Benton Harbor News Palladium; 42, 43—U.S. Air Force; 44, 45—Al Williams.

## Gridders Prepare for Major Opener with Wisconsin Sept. 21

Bronco gridders jumped off to an early lead in their annual May battle with alumni, but found the accurate passing of Eddie Chlebek and the catching techniques of a host of alumni ends too much in the first half.

The alumni built up an early lead and then hung on desperately for victory, winning 16 to 13.

Chlebek was the difference between the two squads, his professional experience showing in the improvement of his passing. There was no question when it came to presenting an award for the outstanding alumni performance that Chlebek would win.

But the varsity registered well in the encounter, Coach Merle Schlosser alternating with three different quarterbacks as all got some game experience before the big season opener Sept. 21 at the University of Wisconsin's Camp Randall Stadium.

The fall schedule for 1963 is:

September 21	at Wisconsin, Madison
September 28	at Central Michigan
October 5	Miami University, Ohio
October 12	at Bowling Green, Ohio
October 19	Kent State (Homecoming)
October 26	at Toledo University, Ohio
November 2	Marshall University
November 9	at Ohio, Athens
November 16	Louisville

## Admissions Today and Tomorrow

(Continued from Page 32)

In a study being conducted by the Center for the Study of Higher Education at the University of California, 9,500 graduating seniors in 1959 from selected high schools in which Kalamazoo area schools are participating, almost one-half of the men and nearly one-third of the women entered college (41 per cent). It is significant that almost one-fifth of the graduates in the upper 20 per cent of their classes did not continue their education. It is interesting that one-fifth of the graduates in the lowest 20 per cent entered some kind of college.

In terms of ability judged by specially administered tests, two thirds of the top 20 per cent of the graduates entered college. More men than women of high ability entered college. More graduates from the upper quintile went away to school than entered the local colleges and the converse of this was true with those of measured lower ability. The communities in which the largest percentage of students entered college were those with junior colleges, followed in order by state colleges, municipal colleges, extension centers and private colleges.

This study also points out that the higher their parents are on the socio-economic scale and the greater their education, the more likely their children will attend college away from home.

I share the view of B. Alden Thresher, Director



Ed Chlebek, left, receives a cast seal of the University from Tom Coyne, director of alumni relations, following Chlebek's selection as the outstanding alumni player in the annual spring alumni-varsity football game. Alumni coach Roger Chiverini looks on.

of Admissions, Emeritus, Massachusetts Institute of Technology, and I believe there is sufficient supporting evidence, except for possibly 25-30 colleges, that students through a pre-selection process select the college rather than the expressed belief that the colleges are selecting the students. College admissions officers and faculties frequently over-estimate their effectiveness in the selection of the type of student most desirable. The college does exercise much control over the admission of the marginal student. From 1.7 to two applications are received for each student who actually enrolls. Colleges attract certain kinds of students because of socio-economic background, cost, curricular offerings, apparent educational objectives and aspirations, geography and cultural tradition.

It is our policy to admit students who on the basis of evidence available have proved that they have the ability and apparent motivation to succeed in our present college environment. An attempt is made to secure a heterogeneous mixture in the student body rather than one of a stereotyped homogeneous nature. Included in such a student body should be as many as possible of the highly intelligent, the creative persons who may not meet all of the criteria for academic success but will quite likely be strong contributors to society, the ambitious, the aggressive, a sprinkling of the so-called indifferent, self-centered, and unconcerned egotists, joined with the large group of apparently well-directed students who meet all of the more accepted criteria for college admission.

We have difficulty in accepting the philosophy of the mother who, in a letter to the president, said, "give my daughter a good education, but don't change her thinking." All types of students are needed in a college environment. Exposure of classmates to all kinds of thinking among their peers and faculty better prepares them eventually to help guide the affairs of the society in which they live. ❖

---

## IN MEMORIAM

---

JANE COLE STANLEY '31 died March 30 at Baroda. She had taught in Colon and Sturgis, and leaves one son, two sisters and a brother.

ALFRED D. WRIGHT, a student in 1924-25 and a Traverse City druggist, died March 6. He leaves his wife, one daughter, two sons and two grandsons.

THE REV. WARREN E. BROWN '25 died March 5 at his Traverse City home. He had served Methodist pastorates in Hopkins, Portland, Marshall and Lansing before moving to the Traverse City Central Methodist Church in 1962. Following the death of his first wife, he remarried Feb. 10. He leaves his wife and one sister.

MAURICE S. DAILEY, a student in 1927, died March 13 at Oshkosh, Wis. He was executive vice president of Associated Industries there, and was president of the Wisconsin Anti-Tuberculosis Association.

EDITH MC GOWAN SOLOMON '27 died March 15 in Parchment. She leaves her husband, one son, two daughters and three grandchildren.

ANNA ROSE SMITH '28 died April 9 in Kalamazoo. She had taught in Marcellus and Kalamazoo.

FRANK W. MONTAGUE, a student in 1930 and 1938, died March 24 in Bay City where he was a science teacher. He leaves his wife, two children and his father.

ZILPHA E. STEELE, a student in 1931, died April 7 at the M. J. Clark Memorial home, Grand Rapids. She had taught for many years, retiring about 20 years ago. She leaves a sister and a brother.

HAZELL VAN BRUSSELE OVERMIRE, a student in 1940 and Wayland teacher,

died March 9 at Wayland. She leaves her husband, two children, and her mother.

RUTH L. PASSMORE '48, a teacher in Van Buren County for 40 years and the last 19 years in Mattawan, died in March in Kalamazoo. She leaves a brother and three sisters.

THE REV. JEREMIAH F. X. MURPHY

MA '60 died March 11 at Rochester, N. Y. He had been chaplain of Villa St. Anthony, Comstock, for the last 15 years.

RICHARD E. BOLDT '62 died April 26 in St. Joseph. His home was in Baroda and he was employed in the engineering department of the Whirlpool Corp. He leaves his parents, two brothers and two sisters.

---

# Class Notes

---

'20-'29 *Herbert J. DeMoor* '22 retired in January from the Kalamazoo Gazette. He had been display advertising salesman for the past 28 years and a Gazette employee for more than 37 years . . . *Ruth Nichols Thomas* '22 recently took a trip to Paradise Beach, Nassau, and Morocco to visit her daughter . . . Rep. *Homer Arnett* '25 of Kalamazoo had been named to the revision and amendment of the constitution committee, in the Legislature . . . *Edward F. Dorgan* '26 is retiring this June from Dowagiac school system after 37 years . . . *W. T. Brooks* '26 has been elected 1963 chairman of Muskegon recreation commission. He is secretary of the Muskegon Board of Education . . . Dr. *H. J. Vogt* '27 has published a new book, "Arizona Real Estate Form Specimens," containing all real estate forms used in Arizona . . . *Hoyt Ferm* '27 is retiring from the Iron River schools after 20 years to devote his time to his family . . . *Hugh Myers* '29 has been named administrative assistant to superintendent of schools at Otsego. He was principal for 13 years . . . *Thetis Lewis* '29 is traffic manager and secretary to the general manager at WCHB radio in Detroit.

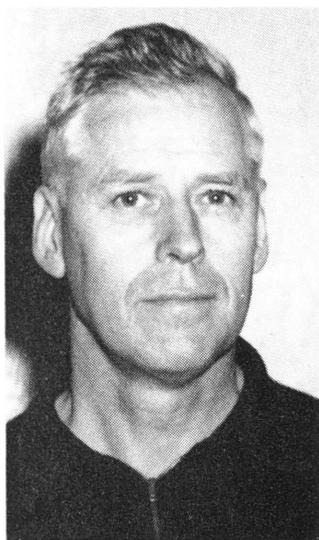
'30 *Alden Bierman* was honored recently for 10 years of service in the Benton Harbor schools.

'31 *Virginia Harrison* is teaching at the Thornapple Kellogg School in Middleville . . . *Jeannette Veatch* has recently written a chapter entitled, "Developing Skills in Various Subject Areas" in "Curriculum for Today's Boys and Girls" by Robert Fleming. She is a professor at Pennsylvania State University . . . Dr. *Alvin D. Loving* has been named executive director of Community Action for Detroit Youth. He will take a year's leave of absence from the Flint branch of the University of Michigan. Loving was the first Negro to become a full professor in the 145-year history of the University of Michigan . . . *Clarence Brouwer* has resigned as track coach at Ottawa Hills School in Grand Rapids.

'32 *Gladys Andrews Fleming* has written a chapter "Releasing Creativity Extending Curriculum Opportunities" in a book edited by her husband, "Curriculum for Today's Boys and Girls." Gladys is on the staff at New York University and resides with her husband in Princeton, N. J.

'33 *Truman Pippel* was honored recently for being selected to the Michigan High School Coaches Hall of Fame for rendering 25 or more years of service to coaching. He is presently coaching tennis at Algonac . . . *Alfred W. Lyons* AB'43, a foreman at the Upjohn Co., in Kalamazoo, has served as 1963 state chairman of the fraternal committee for Michigan Week in May . . . *Eugene A. Edgecomb* has assumed his new duties as city administrator at Cedar Springs. He recently retired after more than 25 years service with the Michigan State Police.

'34 *Charles Irwin* has accepted the post of director of intramural athletics for Grand Valley State College. He was longtime coach and athletic director at



## Farnum '34 Wins State Honors for Basketball

Don Farnum '34 has been named basketball "Coach of the Year" in a poll conducted by the *Detroit Free Press* within the Michigan High School Coaches Association. Farnum's 1962-63 Benton Harbor high school team had an unbeaten season, only to lose in tournament play. He has coached at Benton Harbor for 14 years.

Grand Rapids Central High School . . . *Herbert J. Peck* is retiring as of July 1 as superintendent of schools at Howard City . . . Mayor *Victor J. Yurick* is outgoing chairman of the Muskegon recreation commission.

'35 *Albert L. Bradfield*, superintendent of the Kalamazoo Valley Intermediate School District, has been elected vice president of the Michigan Child Accounting Association.

'36 *Gertrude Alkema Doorn* is working with her husband who assumed practice of general medicine and otolaryngology in Moline . . . Mrs. *Hollice Court* is teaching sixth grade in Middleville . . . Sister *Bernard Mary (Marjorie Allen)*, assistant professor of Latin at Mercy College, Detroit, will receive the degree of doctor of philosophy in Latin at St. Louis University in June. Her dissertation was entitled "Palatinus Latinus 1620: A Critical Evaluation of Its Position in the Textual Tradition of Lereuce."

'37 *Harold Sabin* has been named to the Michigan High School Coaches Hall of Fame, after 18 years as coach at Lee High School in Grand Rapids . . . The Windy City Chapter of the International Systems and Procedures Association has chosen *G. Peter Ignasiak*, of Oak Lawn, Ill., as their Systems Man of the Year. He will serve as vice chairman of the three day International Systems Meeting to be held in Chicago in 1965. He is division systems engineer at Continental Can Company, Inc., Chicago.

'38 Miss *Eleanor Mason* is now with the Enoch Pratt Free Library of Baltimore, Md., and is in charge of their picture collection.

'39 *Gale W. Cosgrove* has resigned as managing editor of the Big Rapids Pioneer. He has accepted a position in the right-of-way department of Wolverine Electric Cooperative, Inc. in Big Rapids.

'40 *Mary A. Hume Powell* and her husband *Sherwin* are teaching in Colorado Springs schools. He just finished two years as president of Colorado Industrial Arts Association and is presently the Colorado State representative to the American Industrial Arts Association, a branch of NEA. They have been elected co-secretaries of the WMU alumni for Colorado.

'41 *A. J. Mazur* represented WMU at the inauguration of Dr. Foster J.

## Rowland '38 Takes New Buffalo University Post

Dr. A. Westley Rowland '38 is the new assistant to the president of the State University of New York at Buffalo, moving there July 1 from Michigan State University where he has been university editor. In his new post he will be responsible for university relations and public information, alumni relations, and institutional support. He and his wife (*Belle Teutsch '39*) have three children. He is chairman of the public relations committee of the American Association of Colleges for Teacher Education.

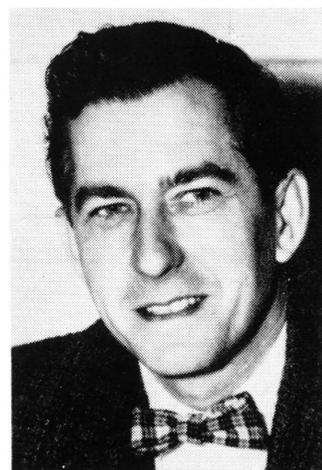


Taylor as President of Louisiana Polytechnic Institute, Ruston, Louisiana. Mazur is the administrative and chief probation officer of the Juvenile Court, Shreveport, La. . . . *Eldon Draime* of Battle Creek has been appointed head official of the Michigan Intercollegiate Athletic Association. He will work with the Commissioner in the instruction of new officials and the assignment and rating of officials who work at MIAA football and basketball games . . . *Peter M. Lamberts* is new supervisor of Paris Township in Kent County. He is personnel director of Bergsma Bros., and will continue in that position and also serve as chief administrative officer of the big township on a part-time basis.

'42 *Elf Pedler* of Kalamazoo, is author of the story, "How Darkness Tricks the Driver," in the February issue of

"Traffic Safety," a National Safety Council publication . . . *Betty Beryl Cromer* received an MA degree in education from Michigan State University. She is teaching instrumental music in the East Lansing public schools.

'43 *Robert K. Daniel* has purchased the Norris Machine & Manufacturing Co., in Battle Creek. The corporation will be known as Norris Manufacturing Co. He had been assistant director of advertising for the Magnavox Co., for six years, which is located in Fort Wayne . . . *Kedwick R. Martin* has been appointed assistant product manager in the Packaging Division of Olin Mathieson Chemical Corporation in New York . . . *Thomas B. Smith* has been named resident manager of the Kalamazoo office of Creditors Exchange, Inc.



## Arnold '49 New Academic Dean at North Central

Dr. Victor E. Arnold '49 is the new academic dean of North Central College at Naperville, Ill., and will take office July 1. From 1960 to 1962 he was dean of the college of liberal arts, University of Dubuque, and this year is assistant dean of the College of Letters and Science, University of Wisconsin. Dr. Arnold earned his advanced degrees at Wisconsin and was on the faculty there before going to Dubuque. He and his wife have four children.



## Skerbele '54 in New Post With G.E. Laboratories

Dr. Ausma Skerbele '54 has joined the staff of the General Electric Research Laboratory at Schenectady, N. Y., as a physical chemist in the physical studies section, headed by Dr. J. M. Lafferty '38. She joined GE in 1960 as a chemical physicist in its flight propulsion laboratory. Her doctorate was earned at Ohio State University.

**'44** Clarence D. Fayling has been appointed to the new position of manager—parking meters in Rockwell Manufacturing company's Municipal and Utility Division. He is located at the firm's headquarters in Pittsburgh.

**'47** Emerson B. Ohl has assumed new duties as general staff assistant with the Lansing office of Michigan Bell Telephone Company. He had been commercial manager . . . Cy Davis is teaching and coaching at Northwest High School in Jackson . . . Oliver J. DeJonge will retire this June after 18 years as superintendent of the Ludington school system . . . Lucille Davenport was chosen Teacher of the Month for February by the Detroit Education Association. She has been a teacher at Northeastern High School since 1958 . . . Lew Lang, one of the most popular coaches in the Battle Creek area, will wind up a fine 17-year coaching career at Hastings High School in June in order to continue in school administration work. He is assistant principal at Hastings . . . WEDDINGS: Mrs. Jean Dillman and Ronald C. Pullan in Royal Oak.

**'48** Dr. Robert L. Mulder of Monmouth, Ore., represented Western Michigan University at the inauguration of Reverend Paul E. Waldschmidt, as president of the University of Portland. He is an assistant professor of speech therapy at the Oregon College of Education . . . Lois VanAtta Reid of Troy, is among the contributors in the January issue of *The Instructor Magazine*. She had written a kindergarten play titled, "Our Helpers." . . . Raymond M. Sreboth has been appointed assistant superintendent and business manager of the Benton Harbor

schools. He had been at the Covert schools for 14 years . . . James F. Kipfer has been appointed assistant executive director of the Children's Mental Health Division of the Michigan Society for Mental Health at Northville . . . Bob Campbell is an official at the San Diego Junior Chamber of Commerce . . . James W. Hoy has resigned as senior probation officer with the Saginaw County Probation Office last March. He has accepted a position as chief social worker at the Iowa Training School for Boys, Eldora, Iowa . . . John H. Shirley was elected president of the Fifth District International Consumers Credit Association at Milwaukee . . . William J. Kowalski MA '53 has been promoted from major to lieutenant colonel in the Marine Corps Reserve at Kalamazoo. He is an educational consultant with the Kalamazoo architectural firm of Louis C. Kingscott & Associates.

**'49** Charles Wright MA '54 was recently appointed co-ordinator of elementary education for the Lakeshore school district . . . Robert H. Gilbert has been appointed district sales manager for Nationwide Life Insurance Company in San Diego. He will be responsible for the supervision and training of local agents attached to the district office . . . John Milroy, vice president of the American National Bank, has been elected a director of the Kalamazoo County Chamber of Commerce for a three-year term.

**'50** C. E. Kiewiet has been named general sales manager of Valley Metal Products Co., Plainwell . . . William E. Irwin has been promoted to technical services coordinator of Miles Chemical Co., a division of Miles Laboratories, Inc., Elkhart, Ind. He was formerly market research supervisor . . . Dr.

Stuart Grout has been appointed to the newly-created position of Director of Academic Services at Boston University, which he will assume in July. He represented WMU at the Centennial Convocation of Boston College, Chestnut Hill, Mass., last April . . . Dean Wilson recently attended a track clinic conducted by Catholic League in Detroit. He was among the speakers to appear at the clinic being held at the University of Detroit High School gymnasium . . . Catherine M. Smith is a fourth grade teacher at Allen elementary school in Plymouth . . . Robert Jones was teacher of the week at Three Rivers High School this spring. He is teaching advanced algebra and geometry . . . C. H. Ludlow was named director of office and finance at the Upjohn Company in Kalamazoo. He joined the company in 1950 as a junior accountant. He was made an accountant in 1952 and has served as head of financial analysis and manager of financial services and data processing before his present assignment . . . Kenneth E. Long has joined the law firm of Stanley, Davidoff and Long in Kalamazoo . . . George Watkins has been elected president of the Credit Managers Association of Kalamazoo County . . . WEDDING: Barbara A. Phenice and Robert Gary in Constantine.

**'51** Roy M. Davis MA '53 has been awarded a John Hay fellowship for 1963-64. He will take a leave of absence from St. Joseph High School, where he is an English teacher. He resides in Hartford . . . Gordon H. Solomonson, of Decatur, Ill., has been promoted to District Traffic Manager for the Illinois Bell Telephone Company in Hammond, Ind. . . . W. R. Crockett and his wife are living in Honolulu, Hawaii, where he has been a deputy prosecuting attorney for the city and county of Honolulu for a year. He has served the office of the Corporation Counsel of the city and county of Honolulu for three years before this . . . Dave Zeese of Detroit, is the designer of the Heritage room at Zehnder's Hotel in Frankenmuth. The opening of the two-level dining area was held in February in connection with George Washington's birthday.

**'52** Gordon Blanchard has been promoted to assistant vice president of the Michigan National Bank, Grand Rapids. He has been affiliated with the bank in the installment and loan department . . . James A. Davenport MA '54 has been elected to the charter commission for the new city of Portage, south of Kalamazoo. He is a WMU assistant professor of education . . . Donald A. Burge has been named assistant prosecuting attorney of Kalamazoo County . . . James VanderWeele, principal of the Parchment Inter-

mediate School, as assumed the presidency of the Department of Elementary School Principals, Region 5 . . . *Wesley Maas* has been appointed assistant principal of Pontiac Central High School.

**53** *D. Louis Christensen*, principal of the Webberville schools, has been elected to the town council . . . *Don VanderGeest* is the new high school basketball coach at Marshall. He was head cage coach at Grand Ledge . . . *Lawrence Beaudoin* MA '60 is employed with the Rockwell Company in Wyoming Park, which has its headquarters in Pittsburgh, Pa. He is an education representative for their divisions of the Delta Porter Cable Equipment lines. On his job he works with many universities and the Departments of Public Instruction for the states of Michigan, Indiana, Ohio, and Kentucky . . . Army Capt. *Frederick VanNus* has been assigned for duty to the Fitzsimons General Hospital, Denver, Col. . . . *Chuck Mefford* is now vice president of WISM, Madison, Wis., radio station.

**54** Army Capt. *Donald J. Palczynski* received a certificate of achievement while serving at the U. S. Army Artillery and Missile Center, Fort Sill, Okla. . . . *John Triplet* has been appointed project specialist for the board mills at the Sutherland division of KVP Sutherland Paper Co. in Kalamazoo . . . *Arthur G. Park*, teacher of mathematics and science at Suttons Bay High School, is one of 36 teachers chosen for a National Science Foundation Institute in computer programming and related mathematics at the University of Oklahoma this June . . . *Douglas E. Halverson* MA '59 has been awarded a national scholarship grant at DePauw University in Greencastle, Ind., to study the latest methods and concepts in teaching science and mathematics. He is teaching junior high school science and math in San Dimas, Calif. . . . *Donald J. Walbridge* has been promoted to assistant trust officer of the Security National Bank in Battle Creek . . . *Albert E. White* has been elected as assistant cashier of the American National Bank & Trust Co. . . . *Louis W. Grother* MA is celebrating a 25th anniversary of ordination at the Zion Evangelical Lutheran Church in Kalamazoo, which he joined in 1949 . . . *Richard K. Wagner* of Kalamazoo has been elected president of Big Brothers of Kalamazoo Inc., which provides leadership for boys in need. He is secretary-treasurer of the Kalamazoo Sled Company.

**55** *Ed Yoder* has accepted a position as head basketball coach and assistant in football at Charlotte High School . . .

*Mary A. Parsons Watters* MA 60 traveled to Western and Southern Turkey during spring vacation. She is teaching at American College for Girls at Istanbul, Turkey . . . *Jack D. Riegle*, principal at Westdale School in Saginaw, was among the contributors in the March issue of the *Instructor Magazine*. He authored an article, "A Year's Program for Keeping Parents Informed," which appears in the Principals' Forum section of the magazine . . . *Robert L. Fitzke* MA is executive director of the Michigan Dental Service in Battle Creek. This program offers a prepayment plan in the dental field and has been in operation a little more than a year . . . *Donald E. Fitzgerald* MA '59, MA '62 has been appointed director of the special education summer school for 1963 in Kalamazoo. The program is held at the Harold Upjohn School as a joint project of the city school system, the county special education office and WMU . . . Mr. and Mrs. *John Hopkins (Marie-Claire C. Ganancia)* '59 are teaching French at Plymouth. Mrs. Hopkins is also teaching Spanish . . . *Richard D. Bryck* MA '57 has been awarded membership in the Top Fifty for 1962 of the Monarch Life Insurance Company, Springfield, Mass. The Top Fifty is the highest honor club and is limited in membership to the fifty men who lead the company's nationwide field force in all-round excellence on performance, in both sales and in service to others.

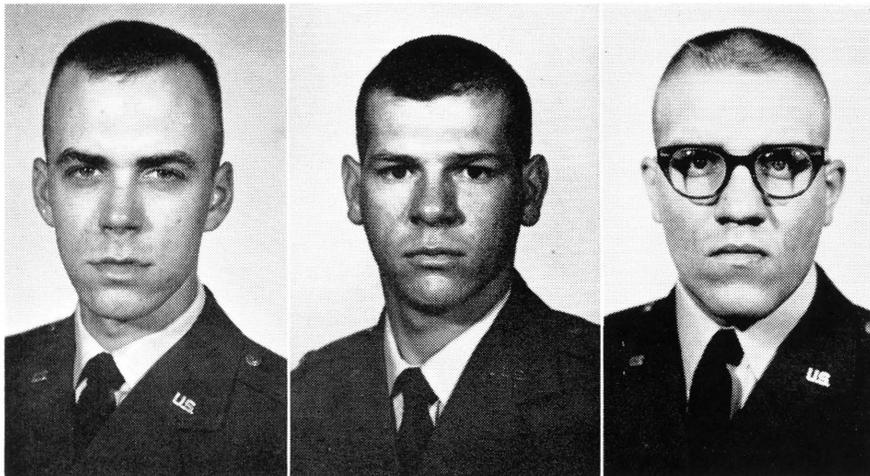
**56** *William Lee* has been appointed assistant cashier at the American National Bank & Co., in Kalamazoo . . . *Marlon H. Cohn* is in commercial banking with the Harris Trust Co. in Chicago. He recently completed his master's degree of

Science in Industrial Relations . . . *Douglas H. Teller* of Battle Creek has been an artist in the Washington area for the last five years. He hung a show of his serigraphs in Battle Creek. Silk screen prints or serigraphs are a relatively new art form, developed and named in this country about 35 years ago, and are not the "posters" usually associated with silk screening . . . *Stanley J. Fleece* has a newly created position at Leila Hospital, Battle Creek, as administrative assistant in charge of personnel and purchasing . . . *John L. Hollander* MA '62 is the new superintendent of schools at Pottersville. He had been administrative assistant in the Belding Schools District . . . WEDDINGS: *Eleanor K. Henderson* '58 and *Roger Mullauer* Dec. 29 at Albion.

**57** *Leonard L. Werner* passed the Michigan certified public accountant's examination and is presently employed as an accountant with the firm of Arthur Andersen & Co., in New Orleans, La., for whom he previously work in Detroit . . . *Lewis Houseman* will study at Northeastern University, Boston, for six weeks this summer on a National Science Foundation grant. He has taught at DeCatur four years . . . *Gerald A. DeMink* is a new member of the Kalamazoo Planning Commission for a one-year term . . . Capt. *Howard Chapin*, USMC, a transport pilot at the South Pole, has been named to the Lockheed Georgia Co.'s "1,000 Hour Club." He is one of the few Leatherneck flyers to fly over both the North and South Poles, accomplishing the feat three months apart. He is from Grandville . . . *Kingsley Sears* is director of personnel for the Warren schools. He was formerly with the Kalamazoo city schools.

# WMU Subscription Club

TITLE OF MAGAZINE			Date of Order
How Long			Sub. Price
New or Renewal		Begin With	
			\$
Name of Subscriber			
Street & No. or R.F.D. & Box No.			
City		Zone	State



Three alumni have recently been commissioned as second lieutenants upon graduation from U. S. Air Force Officer Training School at San Antonio, Tex. They are, left to right: John D. Campbell, Jr., '62, Robert K. Nicholson '62, and Richard P. Waltman '60. Campbell reports to Kirtland, N. M., and the others have been assigned to Keesler AFB in Mississippi.

**'58** *Frank Bulgarella* was chairman of Michigan Week in St. Joseph County, which was held May 19 through May 26. He is station manager of WLKM in Three Rivers . . . *U. Harold Males* has a three-act play "The Professional Attitude" published in the fall 1962 issue, *First Stage*, a magazine of new drama, published quarterly by Purdue University. He is an English teacher at Evanston High School, Evanston, Ill. . . . *Donald M. Carlson* is a supervisor in the education and training department at Electric Boat, Groton, Conn. He is presently working toward an MBA at the University of Connecticut in Hartford . . . *Douglas S. Thomasma* MA '61 has been named junior high principal at Harper Creek near Battle Creek, effective in September . . . *Kenneth Dyer*, present high school principal at Nashville, will be the high school principal for the combined high school next September . . . *Larry deMink* has successfully completed the requirements as a Certified Public Accountant and is employed with Ernst & Ernst in Kalamazoo . . . The Rev. *James Barnard*, formerly of the Eaton Rapids area, who has served as principal of a mission school at Owensgrove, Liberia, recently spoke at Albion on his educational and evangelistic work at Owensgrove, Liberia, near the world's largest rubber plantation . . . *Alphonse A. Cuttillo* has been appointed State Vice President of the Michigan State Society of American Medical Technologists. He is medical technician at Franklin Memorial Hospital in Vicksburg . . . WEDDINGS: Florence M. Kleyn and *Eugene D. Paulson* MA '61 in Muskegon.

**'59** *Donald W. Yardley* has been appointed manager for the Climax branch of The First National Bank & Trust Co.

of Kalamazoo. He has been employed at the Centreville branch office for the past year . . . *David A. Bell* of Port Huron, attended an artillery familiarization course at Ft. Sill, Okla. Further assignment includes helicopter training at Camp Wolters, Texas . . . *Tom Spencer*, a teacher at Inland Lakes, is working on his MA degree from East Carolina College in Greenville, N. C. . . . *Marlin L. Zeinstra* has been named head football coach at Rogers high school . . . First Lieutenant *Gordon W. Stockhill* of Fremont, has completed the United States Air Force course for communications officers here . . . *R. Dean Amos* is now teaching general music at Clinton Junior high school in Oak Park, and director of youth choirs at Grosse Pointe Woods Presbyterian Church . . . *Charlotte Hall* is teaching special education at White Cloud . . . WEDDINGS: Mary M. Van Giessen and *Robert Van Beck*, Feb. 16 in Kalamazoo.

**'60** *Martin H. Ruiter* is the new manager of Breedveld's Portage shoe store. He was formerly employed at Continental Can, Three Rivers . . . *Elmer Rose* is head football coach at Eaton Rapids. He had been football coach at Potterville . . . *Edward Schalm* has successfully completed the requirements as a certified public accountant He is employed with Lawrence Scudder Company in Kalamazoo . . . WEDDINGS: Jane A. Church and *Robert L. McLaren* in Muncie, Ind. . . . Mrs. Mary Penrod and *James Faunce* Jan. 12 in Flint . . . Judith J. Newald '61 and *Terrance G. Coburn* Dec. 22 in Muskegon . . . Darlene S. Hall and *Larry W. VandeGiessen* Feb. 16 at Grosse Pointe Woods . . . *Winifred Myers* and *Clifford Jurrjens* '61 March 16 in Otsego.

**'61** *John J. Hamstra* MA is director of the Kent Reading Clinic for children and adults, in Grand Rapids. The summer session is to be held June 17 through August 30, 1963, while the regular program is from September to June . . . *Arvin L. Davis* has been discharged from the U. S. Army as a 1st. Lieutenant of the finance corp and will pursue a career in public accounting in the Chicago area . . . *James Duram* of Allegan, has been awarded a teaching associateship at Wayne State University, Detroit, for the 1963-64 school year. The associateship carries a \$2,300 grant and tuition waiver which will enable Duram to pursue studies leading to a doctorate in history . . . *Donald L. Peebles* of Detroit is now serving on-board the destroyer USS Brinkley Bass DD 887 homeported in Long Beach, Calif. As supply and disbursing officer, he is presently deployed in West Pacific, due to return to the US in mid June . . . Marine 2nd Lt. *Jim Holton* and his wife *Sherin Kelly* are residing in Florida where Holton is stationed at the Naval Air Station for flight training for the next 18 months . . . *Paul A. Meulman* MA '63 has joined the Upjohn Company in Kalamazoo, where he is assigned to physical and analytical chemistry . . . *Lyle Rutgers* has joined the staff of Nationwide Personnel Service of Grand Rapids as employment counselor . . . *Roland S. Evans Jr.* MA recently joined the Hearing and Speech Clinic of the Bowman Gray School of Medicine and North Carolina Baptist Hospital as speech pathologist. He came to the medical school from Fairbanks, Alaska . . . *James P. Tammi* has been commissioned a second lieutenant in the Air Force following graduation from Officer Training School at Lackland AFB, Tex. He has been assigned as a supply officer to McGuire AFB, N. J. . . . *Richard C. Fonner* is now residing in Albany, New York, where he is employed as a home office representative for the Group & Pension Division of the Aetna Life Insurance Company of Hartford, Conn. He is also acting as an insurance consultant for industrial and commercial concerns . . . WEDDINGS: *Judith K. Kruger* and Lt. Robert W. Rexrode '62 Dec. 29 in Sturgis . . . *Dona R. Beam* and *William F. Renkenberger* in Grand Haven . . . *Gladys J. Geers* and *Gale H. Damhof* in McBain.

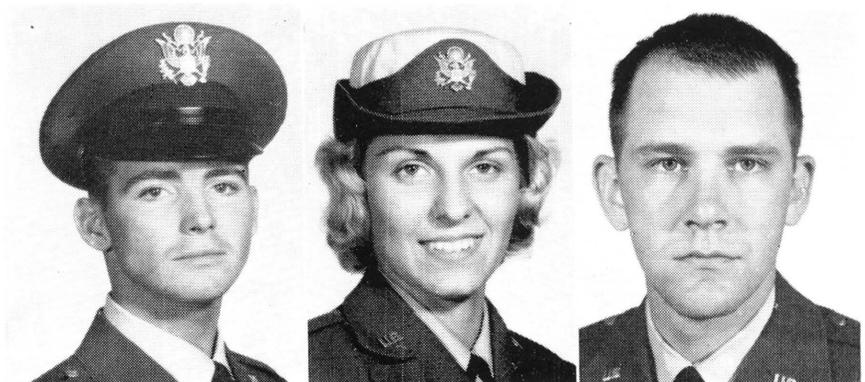
**'62** Army 2nd Lt. *Paul R. Darling* recently took part in Exercise WINTER-SNAP II, a cold weather field training maneuver in Korea, with other members of the 1st Cavalry Division . . . Second Lt. *Ronald Dykstra*, of Aberdeen Proving Grounds, Md., is spending 13 months in Korea with the ordnance Corp. He enjoyed a 30-day leave in Wyoming, Mich., last January . . . *William R. Cole* is

office supervisor of the First National Bank & Trust Company's new branch office in the Portage Plaza . . . *Tom Collins* MA, a former teacher at Laketon Junior High School in Muskegon, has been awarded a grant from the University of Colorado to attend a 10-week institute in anthropology this summer. He has been teaching at Joliet Junior College, Joliet, Ill., since graduation from WMU . . . Second Lt. *Jack L. Burgess* is being reassigned to Blaine Air Force Station, Washington. He had been at Tyndall AFB, Fla. . . Army 2nd Lt. *Robert W. Rexrode* recently completed a four-week financial management budget course at The Finance School, Fort Benjamin Harrison, Ind. . . Army 2nd Lt. *John D. Starkey* has returned to Fort Riley, Kans, after seven weeks of desert training at Fort Irwin, Calif., with other members of the 1st Infantry Division's 69th Armor . . . *Bob Bolton* has signed as head basketball coach at Walled Lake for this fall . . . Second Lt. *George W. Siggins* of Sturgis has been reassigned to Glasgow AFB, Montana . . . *George Regan* is employed at the General Motors Technical Center, Warren . . . *Robert K. Kingsley* has completed indoctrination into the U.S. Navy at Pensacola, Fla. He has been commissioned an ensign and is undergoing 14 months of flight training . . . WEDDINGS: *Diane D. Fiero* and *Don H. Taylor* in Battle Creek . . . *Babette F. Garrison* and *Albert W. Rhoda* Jan. 19 in Schoolcraft . . . *Hope E. Pointer* and *Bryan R. Ellis* in Garden City on Jan 26 . . . *Kay E. Petiprin* and *Wallace Preston, Jr.* in Mt. Clemens . . . *Joan M. Bishop* and *George I. Doherty* '63 Jan. 26 at Oaklawn, Ill. . . *Nancy Wilson* and *Raymond Simbulan* April 13 at Kingsley, Mich. . . *Grace A. Smith* and *H. Paul Harms, Jr.* in Grand Haven . . . *Patricia A. Lyon* and *Charles P. Klass II* Feb. 3 in Dayton, O. . . *Kathleen A. Rich* and *John Root* January 26 in South Lyon . . . *Curtis Jones* is teaching junior high social studies at Dowagiac . . . Mr. and Mrs. *Charles Kelly (Susan Rose)* are teaching at Leslie. She is teaching math, while he is teaching math and chemistry . . . *Paul Toth* and his wife *Ann E. Lepard* MA recently left for Ketchikan, Alaska, where they will live for the following year. He teaches social studies in junior high at the Main school and she teaches fifth grade at the Houghtaling School . . . *James Foondle* is teaching ninth and tenth grade English at Watervliet . . . *Robert W. Rexrode* has received a direct commission as a second lieutenant in the Medical Service Corps of the U.S. Army. He entered Brooke Army Medical Center, San Antonio, Tex., last July . . . WEDDINGS: *Linda Harman* and *Robert Steinke* in Sodus . . . *Linda M. White* and *Thomas E. Gish* in Kalamazoo . . . *Emery E. Hamilton* and *Richard Thomas*

Nov. 23 in Kalamazoo . . . *Sharon L. Grasmeyer* and *David L. Kellar* in Marshall . . . *Nila M. Langridge* and *Victor C. Withee* in Marshall . . . *Linda C. Newkirk* and *Frederick Fisher* in Battle Creek . . . *Nancy J. Roswell* and *Dave L. Willians* in Hillsdale . . . *Donna S. Green* and *James H. Bolthouse* Aug. 18 in Ashley . . . *Nancy G. English* and *Robert E. Roe* in Muskegon . . . *Evelyn A. Greb* and *Ronald E. Shoup* in Flint . . . *Sandra L. Mason* and *Donald R. Hessler* in Yorkville . . . *Margery P. Schneider* and *Lyle C. Painter* July 28 in Kankakee, Ill. . . *Ann Churchill* and *Gordon L. Smith* July 28 at Deford, Mich. . . *Carol K. Sage* and *James W. VanHoven* Aug. 12 in Ionia . . . *Marjorie A. Giddings* and *Robert Robbe* in Battle Creek . . . *Helen D. Freebury* and *Gerald R. Young* in Pontiac . . . *Anna I. Holston* and *Don B. Goodenough* Aug. 4 in Buchanan . . . *Susan F. Rose* and *Charles E. Kelly* in Muskegon . . . *Jean L. Meredith* and *Frederic Livingston* in Kalamazoo . . . *Cathy Briggs* and *Charles N. Yared* in Benton Harbor . . . *Judith L. Stephens* and *Mac B. Thomas* in Rockford . . . *Joanne Pugh* and *Michael DiMaggio* in Wyandotte . . . *Janet L. Graves* and *Jerry M. Wheeler* in Muskegon . . . *Glynda Sanders* and *Robert J. Kupczak* in Benton Harbor . . . *Kathleen J. Ely* and *Robert M. Hamm* in Muskegon . . . *Beth E. Gorton* and *James Rose* Aug. 11 in Kalamazoo . . . *Judith K. Moore* and *David P. Chandler* July 28 in Traverse City . . . *Margaret Rahn* and *Norman Pierson* in Benton Harbor . . . *Natalie J. Hunt* and *Gerald A. Kirchoff* June 13 in Whitehall . . . *Yvonne Ferris* and *Charles Algright* June 23 in Portland . . . *Nancy L. Hand* and *Larry S. Melcher* in Kalamazoo . . . *Marian R. Mosier* and *Lloyd W. Beardley* in Silver Creek . . . *Lois Johnson* and *William S. Schiek* at Sawyer . . . *Marilyn J. Scheid* and *James D. Malin* in Benton Harbor . . . *Charlotte A. Currie* and *George B. Sher-*

man July 28 in Marshall . . . *Marcia Scott* and *Gerald Witherell* in Grand Haven . . . *Rolaine Richards* and *Richard H. Kirchoff* in Howell . . . *Doris I. Iauch* and *John L. George* July 7 in Charlotte . . . *Barbara A. Youngdahl* and *Jack L. Sherman* Aug. 31 in Marshall . . . *Suzanne L. Coffee* and *Robert L. White* at Indian River . . . *Margie A. Spence* and *Paul M. Crocker* in Ludington . . . *Edith A. Carlson* and *Henry E. Minster* Aug. 25 in Manistee . . . *Mary J. Carrier* and *Jeffrey S. Holcomb* June 30 in Ludington.

'63 *Robert Stroud* was transferred by Simpson Lee Paper Company in Vicksburg to Everett, Wash. . . *Alan Hovingh* MA has been commissioned to missionary service by the Africa Inland Mission and Grace Bible Church in Grandville. He has already spent one five-year term in Kenya Colony, Africa, where he taught in the Rift Valley Academy. He returned to Africa in March . . . *Terry W. Radde* has accepted a position with General Motors Corp., in Saginaw . . . *Rev. George Kappaz* is the new pastor of Genesee Gardens Assembly of God Church in Saginaw . . . *Sidney L. Milkiewicz* has accepted a position with Chevrolet-Flint Assembly Division of General Motors Corp., in Flint . . . WEDDINGS: *Lana Haessig* and *Daryl Lucas* in Portage . . . *Charmaine K. Freeman* and *Robert L. Lindgren* Feb. 2 in New Buffalo . . . *Janice L. Hageman* and *John A. Blasy* in Kalamazoo . . . *Patricia L. Watson* and *Richard J. Orend* in Pontiac . . . *Margaret E. Chapin* Feb. 2 in Schoolcraft . . . *Joan Hanger* and *Robert W. Stroud* in Vicksburg . . . *Marianne Ketchum* and *David Emerson Nickels* in Holly . . . *Beverly Beckett* and *Larry G. Winnie* in Marshall, Texas . . . *Carol J. Brumo* and *John K. Lamoreaux* '61 Feb. 16 in Dearborn . . . *Janice Vanderlinde* and *Donald Miller* at Spring Lake.



The above alumni are new second lieutenants in the U. S. Air Force, having completed training at Lackland AFB, San Antonio, Tex. Left to right: *Roger J. Erway* '62, now a supply officer at Offutt AFB, Nebr.; *Beverly E. McElroy* '62, now a personnel officer at Sheppard AFB, Tex., and *James P. Tammi* '61, now a supply officer at McGuire AFB, N. J.

**VOTE**

# Alumni Directors Nominated

**VOTE**

At the April 20th meeting of the Alumni Council a nominations committee selected candidates for election to the Board of Directors of the Alumni Association, in accordance with the Association constitution.

The nominations produced one of the strongest slates in recent years. Four incumbents will be running for seats on the Board, while their opponents also are all men of proven loyalty to Western.

The directors are elected by the membership of the Alumni Association at large. Each member will vote

for five of the ten candidates. The five receiving the most votes will be elected for three year terms starting in September.

We urge every member of the Association to make his or her choices carefully and vote *today*. If the Alumni Association is to grow in responsibility and play a meaningful role in the development of Western, it will require the support and guidance of its most able alumni, who can speak for the alumni body. They will need your help, for *you* are the University.



Bannan



Brown



Cole



Fenwick



Fisher

## NOMINEES

### William H. Bannan '50

*William H. Bannan '50* was a member of the WMU Club of Jackson prior to a recent move to Detroit. He has a B. S. degree and also an honorary doctoral degree in public administration from Western. Prison work has occupied most of his adult life. While at the Michigan Reformatory in Ionia he worked as custodial officer, cashier, business manager, and deputy warden. On July 10, 1952, he was named warden of the State Prison of Southern Michigan at Jackson, following the prison riots which had racked that institution. On January 31, 1963, he retired from the State Department of Corrections and was appointed the following day as superintendent of the Detroit House of Correction. Bannan is married to the former Emma E. Schmidt and has three sons, Philip, Dan, Terry, and a daughter Connie. The Bannans live at the Detroit House of Correction in Plymouth.

### Willard A. Brown '53

*Willard A. "Bill" Brown '53* is a mem-

ber of the Board of Directors, and a former vice president. He was one of the founding officers and a past president of the WMU Club of Chicago. Brown received a B. S. degree, majoring in general business. He was a star halfback on the football team, a member of the "W" Club and the athletic board, a proctor and a member of the house council of Smith Burnham. He is presently a real estate broker with the Arthur Rubloff Company of Chicago, Ill. He and his wife Margaret have a daughter, Suzanne Elizabeth. The Browns reside at 1702 Brookview, Palatine, Ill.

### Clifford Cole '36

*Clifford Cole '36* is a member of the Board of Directors. He is also a director of the WMU Club of Jackson. Cole graduated with a B. A. degree, and was active in Theta Chi Delta. He is the owner of the Southern Michigan Heating Company. In his community, he has been past president of the Lions Club, vice president of the Shriners, past president of the 32° Club (Masonic), president of the Heating Association, and for

the past six years has been on the Vestry of the Episcopal Church. He is married to the former Franchon L. Sills '34 and they have two children, Christie A, and Clifford, Jr., both of whom have attended Western. The Coles live at 905 Briarcliff Road, Jackson.

### Raymond E. Fenwick '57

*Raymond E. Fenwick '57* is a former director of alumni relations. He held that position from July, 1960, to September, 1962, and prior to working fulltime in the alumni field had been the program chairman for the WMU Club of Chicago. Fenwick majored in social sciences, and while an undergraduate was manager of WIDR, publicity director for the Student Council, chairman of the 1956 Homecoming Committee and active in the *Western Herald*, *Calliope*, Vets Club, Men's Glee Club, Newman Club, and the Elementary Club. At present he is the communications manager for Formica Corporation, Cincinnati. He is married to the former Dorothy Ann Coyne '57 and they reside at 463 W. Galbraith, Cincinnati 15.

## Russell G. Fisher '49

*Russell G. Fisher '49* was a charter member and corresponding secretary of the WMU Club of Tokyo, Japan. He received a B. S. degree in 1949 and a B. M. degree in 1950. He also did graduate work at Columbia University. While at Western, Fisher was affiliated with Sigma Tau Gamma, Alpha Phi Gamma, Phi Mu Alpha and was active in the Student Council, Choir, Varsity Choir, Men's Glee Club, *Herald* staff and the Student-Faculty Committee on Extra-Curricular Activities, Publications and Student Presentations. At present he is a member of the American Legion, the Reserve Officers Association and is the choir director of the Cleveland Park Church in Wash-

ington, D. C. He has also been the Navy vice president of Zama-Sagami chapter of the Reserve Officers Association in Japan. Fisher is working in the Department of Defense, Ft. George Meade, Md. He is married to the former Arloene Marks and they have a son Mark Steven. The Fishers reside at 3720, 35th Street, N. W., Washington 16.

## Lyle McArthur '50

*Lyle McArthur '50* is a member of the WMU Club of Jackson, having served as treasurer and president. As an undergraduate he was associated with the Pre-Law Club, and graduated with a B.A. in economics. McArthur is a member of the Jackson Optimist Club, National Association of Accountants and is finance chairman of the Citizens' Committee, Western School District of Jackson County. He is the assistant treasurer of The Tomkins-Johnson Co. McArthur is

married to the former Elaine K. Dobbs '54 and they have a daughter, Paula and two sons, Bob and Jack. The Hardings reside at 1619 E. First Ave., Mesa.

## M. D. Sumney '48

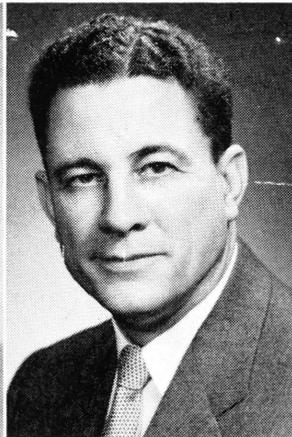
*M. D. "Suds" Sumney '48* is a member of the Board of Directors, and has served a two-year term as vice president. Sumney is a founder, past president and current treasurer of the Bronco Boosters. He was a member of the 1942 freshman baseball team, but military service ended his baseball career. Sumney is the owner of the Sumney Insurance Agency in Kalamazoo, is a qualifying member of the Million Dollar Round Table, and is currently the president of the Life Insurance Leaders of Michigan. He is married to the former Charlotte



Harding



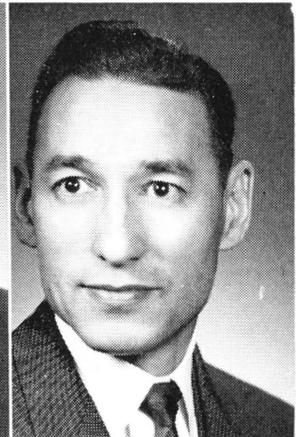
McArthur



Murdock



Sumney



Westdale

ington, D. C. He has also been the Navy vice president of Zama-Sagami chapter of the Reserve Officers Association in Japan. Fisher is working in the Department of Defense, Ft. George Meade, Md. He is married to the former Arloene Marks and they have a son Mark Steven. The Fishers reside at 3720, 35th Street, N. W., Washington 16.

## Paul R. Harding '54

*Paul R. Harding '54* is an active member of the WMU Club of Phoenix, having served as president from 1961 to 1963. While an undergraduate Harding was a sprinter on the track team, was affiliated with Delta Sigma Phi and served on the Inter-Fraternity Council and the Student Activities Committee. Harding is now a member of the Phoenix Junior Chamber of Commerce, the Phoenix Traffic Club and is a deacon in the First Presbyterian Church of Mesa. Harding is now a sales representative for Western Airlines. He is married to the

former Maurine Hoffman and they have three daughters, Doreen, Deborah, and Katherine. The McArthurs live at 2668 Fairway, Jackson.

## Edward L. Murdock '31

*Edward L. Murdock '31* is an active member of the WMU Club of Southwestern Michigan. While an undergraduate he majored in elementary education and belonged to the Country Life Club. In his community he is a member of the Kiwanis, serving as president of the Benton Harbor Club in 1942, and also as a deacon of the Congregational Church. He received an M. A. degree from the University of Michigan in 1941. He has taught and served in school administrative posts in Michigan for 36 years, and is currently principal of the St. Joseph Junior High School. He also spent over two years with the Whirlpool Corporation, Benton Harbor, in college recruiting. He is married to the former Margaret Payne, and has a son Norman and two daughters, Karen and Mary. The

Murdocks live at 2725 Thayer Drive, St. Joseph.

## Virgil W. Westdale '49

*Virgil W. Westdale '49* is president of the Western Michigan University Alumni Association. He was a vice president for two years, and was one of the founding officers and a past president of the WMU Club of Northwest Suburban Detroit. Westdale earned a B.S. in paper technology in 1949. He received a B.A. degree in General Business in 1962. While an undergraduate, he was affiliated with Sigma Tau Gamma and was active in the Interfraternity Council and the Sky Broncos. Westdale is employed by the Burroughs Corporation of Plymouth, as a Senior Project Chemical Engineer. He is married to the former Geneva F. Nichols, and they have two daughters, Cheryl Jean and Terri Lyn, and a son Fredrick. The Westdales live at 29845 Highmeadow, Farmington.

# "We're Behind Western for Life!"

This expression of confidence and support of Western Michigan University is typified by these alumni who have recently taken out *Life Memberships* in the Alumni Association.

John L. Andrews '61  
Mount Clemens, Michigan

William C. Beardslee '53  
Josephine Scherer Beardslee  
Grosse Pointe Shores, Mich.

Walter A. Chojnowski '47  
Madison, Wisconsin

Alfred L. Clark '51  
Esther Arink Clark '47  
Kalamazoo, Michigan

Fred J. DeGraves '54  
Belleville, Michigan

Russell Fisher '50  
Washington, D.C.

William Francis '62  
Caro, Michigan

Wayne K. Hagadone '59  
Big Rapids, Michigan

Robert L. Harp '62  
Memphis, Tennessee

Lawrence E. Kidder '62  
Ruth Morris Kidder '60  
Deerfield, Illinois

Cathrine Newhouse '61  
Muskegon, Michigan

Sherwin Powell '40  
Mary Hume Powell '40  
Colorado Springs, Colorado

Gerald E. Rush '53  
Fort Hood, Texas

A. L. Sebaly '33  
Kalamazoo, Michigan

Ruth Tangerstrom '45  
Hastings, Michigan

Merrill W. Taylor '26  
Kalamazoo, Michigan

John L. Tollens '58  
South Bend, Indiana

Jacqueline Del Steward Waters  
'54  
Washington, D.C.

Mary Parsons Watters '55  
Istanbul, Turkey

## WMU Subscription Club

*If It's Published*

★ ★ ★  
*We Can Get It*

- ★ New subscriptions
- ★ Renewal subscriptions
- ★ Gift subscriptions
- ★ No additional cost to the subscriber
- ★ Any publications
- ★ Any length of time
- ★ Any number of magazines
- ★ Any special rate when coupon or rate card is attached

Full payment must accompany all orders. Make all checks payable to: WMU Subscription Club and mail to WMU Subscription Club, Western Michigan University, Kalamazoo. See coupon on page 41.

POSIMASTER: Form 3579 requested. Alumni Office, Western Michigan University, Kalamazoo, Michigan. Return Guaranteed.  
PARENTS: If your alumni son or daughter has moved, please notify the WMU Alumni Office so that this magazine may be sent to the proper address.