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the
NEWS MAGAZINE
of
Western Michigan University



**The Inauguration
of James W. Miller**

Fall 1961

Page 13



the

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of

Western Michigan University

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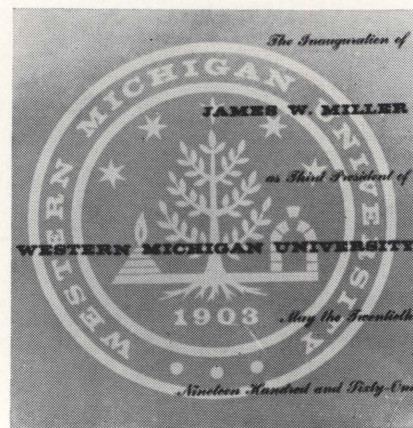


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COVER PICTURE

The queen's float for the 1960 Homecoming sets the theme for the 1961 Homecoming celebration, to be held Oct. 27 and 28 on the campus. Come see the parade!

PRESIDENT James W. Miller has completed more than seven months now as head of the University, a period of intensive education on his part as he has tried to learn the many facets of operation of a complex and growing educational institution.

Perhaps the high point of this initial period was reached Saturday morning, May 20, as an impressive academic procession made its way into the fieldhouse for the formal inaugural ceremonies.

That those alumni from some distances and others unable to attend might receive something of the flavor of this eventful day, the NEWS MAGAZINE has attempted to bring in a shortened form the highlights, both in story and picture in this issue.

As a special supplement in the center of the magazine, fifteen pages are devoted to the inaugural, including the reproduction of the formal program cover and the program itself, with the remarks of all participants in the inaugural ceremony. To these have been appended President-Emeritus Paul V. Sangren's luncheon remarks, and the Friday evening convocation address by Dr. J. L. Morrill, The Ford Foundation and president-emeritus of the University of Minnesota.

At the center of the magazine in color we have brought seven scenes from the inaugural and luncheon ceremonies. ❖



Robin Limpus '61 First Peace Corps Selectee from WMU

ROBIN LIMPUS, a February graduate, is the first person from the Kalamazoo area to be selected for the Peace Corps, and as far as is known is the first WMU alumnus to take this unique responsibility.

She has been given a two-year assignment as a high school teacher in Western Nigeria.

Miss Limpus is the daughter of Dr. and Mrs. Robert Limpus, her father being the director of the basic studies division for the University.

In going to Nigeria Miss Limpus will join a growing group of Western people working there. At Ibadan the first year is nearly complete for a cooperative project with the International Cooperation Administration and the Nigerian government in starting a technical school. Staffing it are Frank S. Scott, Dr. Fred Beeler and John Bendix of the WMU faculty, along with three other Americans from other campuses hired by Western. They have all taken their families there. During the next year Dr. Claude S. Phillips, Jr., director of WMU's Institute of Regional Studies, will be in Ibadan to study Africa at first hand. His family joins him there this fall.

Miss Limpus believes that while in Nigeria she will teach standard secondary education classes, such as history, English and literature. Her major field of study at Western was Spanish.

Supplementing the language program at WMU in 1958, she attended a summer session at the University of Mexico. During the 1959-60 school year she attended

the University of Madrid, in Spain, taking part in the Junior Year Abroad Program sponsored by New York University.

Since graduation in February she has been continuing with graduate work in political theory at WMU. Before she learned of the Peace Corps offer, she planned to begin graduate studies in Spanish at Stanford University in Palo Alto, California.

In the spring she applied for a position with the Teachers for East Africa Program, a government pilot-study group which selected trainees from recent college graduates.

Although she was not accepted, she theorizes that the group sent her list of qualifications to the Peace Corps for consideration—a factor which no doubt enhanced her chances of selection.

Miss Limpus traveled to Harvard University July 24, where she is spending six weeks getting intense instruction and orientation. After a brief "furlough" during the first week in September, she will be sent to Nigeria for several more weeks of training before beginning actual school teaching.

For the two years of service she will receive a monthly salary of \$75. This will be deposited in an American bank and may not be withdrawn while she remains in Africa.

A special monthly allowance and subsistence pay will be provided, in addition to free transportation, medical and dental care. ❖



Bernice Hesselink

FROM the days of the creaking trolley on the old Normal hilltop of 1916 to the era of the chiming Westminster bells of the University campanile of 1961, Miss Bernice Hesselink has contributed richly to the development of Western. Serving under three presidents during these years, she has exercised dynamic leadership in its mushrooming business activities; equally important, she has helped give intimacy and continuity to an institution changing rapidly in size and purpose, yet intent on retaining its emphasis on individuality and friendliness.

A native of Kalamazoo and a former Western student, Miss Hesselink joined the staff of Western State Normal School when its enrollment was under 1,000. Over the years she has seen that figure grow to 9,327. Her talents and responsibilities have grown correspondingly.

In the early years, Western had only one office and in it all business was transacted. There student and faculty records were maintained and financial affairs conducted. With the small office staff of that time, each

LOYAL COLLEAGUES DEPART

Five Women Close Careers

one in the office had to be familiar with and competent in every phase of the work. As a result, Miss Hesselink learned every branch of the institution's business from the ground up.

As Western grew, so did the inevitable amount of paper work and the number of specialized offices, such as the Records Office, offices of Dean of Men and Dean of Women, Post Office, Extension Office, Student Personnel and Guidance, and the Business Office. It was in the area of business and finance that Miss Hesselink stayed and made her greatest contribution. She was appointed to the position of Financial Secretary in 1924 and Assistant Comptroller in 1957.

In these positions, some of her more important duties were supervising the collection of tuition and fees, assisting the president in the preparation of the budget, preparing the budget allotments and supervising the expenditures, maintaining physical inventory, for many years maintaining the personnel records of the staff, maintaining earning records of employees, handling retirement records, taking complete charge of the payroll, serving on a number of committees.

"No job was too large or too small for her to do thoroughly, accurately, and well," reports C. B. MacDonald, comptroller. "She had a great capacity for work, was extremely fast and accurate. Moreover, she was one of the most reliable persons who ever worked at this institution.

"Her loyalty to Western was on the highest order. All her thoughts were directed to the one question, How will this affect Western? What

was good for Western was good for her."

Her encyclopedic knowledge of the institution frequently caused Dr. Russell H. Seibert, vice president, to remark, "Ask Bernice. *She* will know."

In the area of personal relationships, Miss Hesselink found President Waldo's insistence on interest in the individual quite congenial. In the early years she knew every student by his first name, in recent years every faculty member. Particularly enjoyably were her close relationships with the Waldo family, with the other members of the Faculty Quartet—Dorothea Snyder, Thelma Tawney, and Frances Barrett Jones—with whom she sang, and with the choir members of the First Presbyterian Church. Because of her warm interest in individuals and her well-earned reputation for discretion, she became a consultant and confidant for scores in the weighing of personal and institution-wide problems. Influencing new personnel through her office, through the Faculty Women's Club, and through numerous social circles, she helped to transmit to a burgeoning campus much of the friendliness, intimacy, and unity of the early Hilltop school.

Now as she begins her retirement as assistant comptroller emeritus, the personal harvest from her years of dedication is abundant. Throngs of old friends and associates swarm to her cottage at Lake Michigan and look forward to winter visits with her in her soon-to-be-completed apartment in Fort Lauderdale. In the institution itself, her echoes will go rolling on for decades to come.

❖



Doris Hussey

A KINDERGARTNER in the University Elementary School this summer told his regular teacher that he "liked Miss Hussey best next to God," but he thought it would be wrong to like her more than God.

Miss Doris Hussey is completing a long and eventful career this year as a member of the women's physical education department, her teaching on this campus dating back to 1918. The event recorded above took place in one of her favorite projects, that of the summer swimming program for little children.

She has always been an untiring worker, contributing many hours over a normal teaching load, toward making the posture examination of thousands of girls an educational experience. She has also devoted considerable time to therapy, particularly for those girls referred to her by the University Health Service and the Michigan Vocational Rehabilitation department.

Miss Hussey began her undergraduate work at the Sargeant School for Physical Education, and completed it at WMU; and graduate work in body mechanics was taken at the Harvard Medical School, where she earned a certificate in physical therapy. She also

taught at Wheaton College in Massachusetts and in the Rochester, N. Y., high school before coming to Western.

She was a faculty advisor to the Senate, an early sorority, and to the then Women's League. She has also been a sponsor of the Women's Physical Education Club. She has served on committees of the Michigan Association for Health, Physical Education, and Recreation and has given countless talks on posture in the public schools and at professional conferences. In the early days Miss Hussey worked with a college Girl Scout Troop, chaperoning their ambitious undertaking of a yearly hike to Grand Rapids, the building of a scout "shack" on the Kleinstueck Reserve, and fostering camping activities.

She has enriched the physical education major program with her sound knowledge of kinesiology, body mechanics, sports, and swimming.

Her high standards, tempered by a very human understanding, have given students a feeling of confidence. She has the ability to attract and hold loyalties because of her refinement, character, and devotion to her work. That all who have had contact with her appreciate her counsel and value her friendship was shown when 165 alums, students, and staff gathered to do her honor at the Women's Physical Education Department Spring Luncheon.

Her love of the East is constant, and she will continue to spend her summers with her sister in Damariscotta, Maine. Her many friends are happy that she will spend her winters in her Kalamazoo apartment. ❖

Phoebe Lumaree

A PART-TIME job as a student assistant in the library turned out to be a full-time career for Miss Phoebe Lumaree. When she came to Western from her home in Indiana, she fully intended to complete the work for her bachelor of arts degree and return to elementary school teaching. She had studied for



two years at Lake Forest College and had taught in Wabash and Elkhart. Now, in her junior year, she began working for Miss Anna French in the library. When a vacancy occurred on the staff, Miss French suggested that she continue working and take a longer time to complete her degree.

As so often happened to people who worked with Miss French, she found that she enjoyed the library so much that she never returned to elementary teaching. Except for the time she spent at Simmons College and at Columbia University earning her advanced degrees, she has remained at Western. As assistant librarian and head of the cataloging department, she has helped to build up the library from a collection of a few hundred books to one of more than one hundred and fifty thousand. Although she never returned to elementary school teaching, she never actually left teaching either, for she has taught countless numbers of students to master the intricacies of the card catalog. As long as the course in library methods was taught, she helped with that, too, and she was always pleased to work a part of each week in the reference department where one carries on a special kind of teaching.

She has served Western well, too, outside of the library as a member of the Faculty Council, an officer of the Faculty Women's Club, and on many committees, notably the Archives Committee, the Salary Committee, and the Educational Policies Committee. She has been an active member of the Michigan Library Association, serving on the recruiting committee and as chairman of the Michigan Group of Catalogers and of the College Section. In musical circles in Kalamazoo, she is known to many for her work with the Community Concert Association.

Her friends feel that she is retiring too early, but are pleased that she will continue to make her home in Kalamazoo. She hopes to travel extensively, beginning with a trip to the Orient this fall. She will undoubtedly continue her annual trips to New York with Western's Theater train. She plans, too, to have more time for reading and music, for her church work, and, best of all, more time to spend with her family in Indiana.—Hazel E. Saye ❖



Winifred C. MacFee

THE people fortunate enough to be guests in the home of Winifred Congdon MacFee—and she was generous with her hospital-

ity—were at once impressed by the charm and graciousness of hostess and home. The numerous art objects, textiles, ceramics, paintings, wood carvings, metal wares and jewelry gleamed from near and far, items of beauty no doubt stemmed from her belief in the influence of beauty on life and from the old saying: "A thing of beauty is a joy forever." There were always delightful "eats" too because she was a good cook and enjoyed preparing tempting foods and then serving them from her well appointed table.

Winifred Congdon was born in Allegan, Michigan, but she spent much time in Nebraska with relatives. Life for the little girl, an only child, was rugged on the wind-lashed, dust-swept, sun-baked prairies. There were times when her home seemed to lack security and permanence. Sometimes she was surrounded by semi-strangers . . . but always there were kindness and love.

It was a long road beset with difficulties and discouragements from her childhood to the responsible office as head of the Educational Service Library on the campus of Western Michigan University. Adult life brought other problems, including her marriage which was both brief and unfortunate. By that time however, Winifred's deep faith and sincere consecration to her church led her (with Phillips Brooks) to the thought: "Do not pray for tasks equal to your power. Pray for power equal to your tasks." For a time her service to her local church in Kalamazoo included that of Reader and also at other times of superintendent of the Sunday school. Her faithful attendance at the annual national conferences of her church in the East gave her much satisfaction.

She held academic degrees from Western Michigan College and the University of Michigan. She enjoyed attending and participating in many educational workshops, institutes, conferences, etc., in various parts of the United States.

Before coming to Western in 1942, she had taught in rural schools in

Allegan County, and in the public schools of Allegan, Jackson, and Kalamazoo.

Through her almost twenty years at Western, Mrs. MacFee served actively and efficiently on numerous committees where no detail was too small to merit her careful consideration and meticulous attention. Civic and cultural groups were also included in her list of services, such as: American Association of University Women; League of Women Voters; Civic Theater; Douglas Community Center; Michigan Historical Society; Michigan Academy of Science, Arts, and Letters, and others, local as well as state and national.

The Educational Service Library was the center of her life for the past fifteen years. It was in reality just what its name implies. Its services were to students and faculty. It was a place for serious work—cheerfulness prevailed but no foolishness. If asked if she had a current research project, Mrs. MacFee could at any time have honestly answered: "Yes, a continuous project of looking for and securing new materials and books to aid teachers and students in the field of education."

From a close associate and co-worker came this statement: "Her administrative ability and capacity for detailed organization, coupled with an earnest desire to provide services and library facilities of the highest quality possible, has earned for the Educational Service Library the reputation of being one of the finest among the curriculum libraries."

Although she authored no impressive tome nor wrote much for publication, she did implant an "unfailing devotion to high standards" and good sense of values in the hearts and minds of hundreds with whom she came in contact.

Mrs. MacFee's zest for a full, worth-while life and for continuous learning lead her in the last few years into new fields. At considerable outlay of time, talent and money she plunged into the field of photo-

graphy with her usual enthusiasm, becoming remarkably proficient in a brief time. From her travels, especially in the United States, Europe, and South America she brought back many unusual pictures, often made in out-of-the way and difficult places. These pictures and the information attending them she used generously when lecturing to various school or community groups, thus enriching the lives of those around her by sharing her experiences.

Winifred Congdon MacFee's life slogan might well be: Where there is a call to service—respond promptly, generously and enthusiastically.



Louise Jean Walker

CHILDREN all over America have learned a new appreciation for the American Indian because of the dedicated efforts at bringing Indian folklore to life by Miss Louise Jean Walker.

And, undoubtedly, the stream of her published stories has not diminished with her retirement as an associate professor of English. Now she will have more time to devote to her travels and to her writing, principally for younger people.

Many of her stories have appeared

in the smaller church school publications, but now and again Miss Walker produces an article for nationally known journals and for publications in the education field.

What does she write about in her Indian legends? Among the titles one can find: why pine trees weep—the hatchet wielder—the legend of the corn—the raccoon—Indian cemeteries—when the snow came—why the weather is changeable—the origin of the bow and arrow—why Manabasho published the birth tree, and many others.

But her interest is not only in Indians. She is also vitally interested in education through literature, and has had articles published on mythology and Mother Goose. She has also written on teaching in the high school, for she had taught in Cadillac, Michigan City, Ind., and Battle Creek, before coming to the Western faculty in 1924.

Her articles for teen agers and for their parents have also been published, and one of her more recent publications was entitled "Turning Back the Clock," and appears in *Mature Years* magazine.

Without question she is proudest of her book, *Legends of Greensky Hill*, which first appeared in October of 1960 and last March went through a second printing. This spring she also learned that arrangements had been completed for its publication in England by Odhams, a very old and reputable British publisher.

That she is a member in good standing of the National Folk Lore Association is an understatement, for she has done much to increase the background of folklore for young Americans. In 1960 Miss Walker was invited to serve as chairman of the Michigan Folklore committee for Michigan Week.

Miss Walker's name appears in *Michigan Authors* and *Who's Who in American Education*, as well as *Classical Scholars*.

After graduation from Albion College in 1917, Miss Walker began her public school teaching, and completed requirements for her master's

degree at Columbia University just before coming to the Western faculty. She is a native of Jackson.

She has taught on other campuses during summer sessions, has traveled in Europe and widely in the United States.



Bess Baker Skillman, a member of the WMU faculty from 1924 to 1936, is the recipient of a 1961 alumni citation of Useful Citizen, given this spring by the University of Chicago. Her many local civic activities were cited, particularly her help in organizing the Kalamazoo chest X-ray program and cancer drive.

Rauths Now in India

Mr. and Mrs. Paul A. Rauth '53 (Frances Whiting '54) left in June for South India where they will teach for three years at the Kodaikanal School for Missionary Children. Their seven-month-old son accompanied them.

The Kodaikanal School, located high in the mountains, has an enrollment of about 300 children whose parents are missionaries in the Far East, including kindergarten through the 12th grade.

In India Rauth will serve as industrial arts instructor and recreational supervisor, while Mrs. Rauth will spend the first year as a house-mother and the second two years as an eighth grade teacher.

Books for Cooks— Since 1741

(Reprinted by permission, *Ann Arbor News*)

TIME IS MONEY! for this reason, cheap as stockings are, it is good economy to knit them."

This sage advice is one of the recipes our great-grandmothers would glean from their cookbooks along with household hints, spot removal techniques, home remedies for diseases, recipes for husband care and child raising advice.

The cookbook, *The American Frugal Housewife Dedicated To Those Not Ashamed of Economy*, by Mrs. Childs, was published in 1838 and is from a collection of early American cookbooks of Mrs. Howard Peckham (Dorothy Koth '36), Ann Arbor.

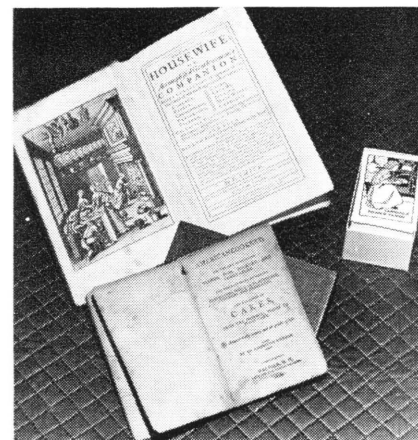
For approximately 150 years, the first women in America couldn't run to the nearest cookbook to find how long to bake their bread or steam their pudding. Cookbooks were virtually unknown.

These women either relied on cookbooks brought over from England or made their own "receipt books" of tested recipes.

"The first cookbook published in America was a copy of an English cookbook published in 1742 in Williamsburg, Va.," Mrs. Peckham explains as she takes down her copy of the book, a 1741 edition published in England.



Dorothy Koth Peckham and a family friend work on placing book plates in the newest additions to the famed cook book collection.



This cookbook is entitled *The Compleat Housewife or Accomplish'd Gentlewoman's Companion* by E. Smith.

Mrs. Peckham first became interested in cookbooks several years ago while living in Indianapolis, Ind., after researching for a paper to present at a supper club meeting. She became fascinated with the books, their recipes, advice and authors' comments.

Mrs. Peckham's collection is more than just a random acquisition of cookbooks. Before buying a book, she checks its value and authenticity in the cookbook collector's bible, as she calls Lincoln's *Bibliography of American Cookery Books from 1742 to 1860*.

She admits that part of her interest in collecting may have been encouraged by her husband, Prof. Howard H. Peckham, director of Clements Library and a University of Michigan professor of history.

The collector considers a small well-worn book simply named *American Cookery* and written by an American orphan as her most valuable cookbook. This was the first cookbook published in America by an American. Mrs. Peckham has the 1812 edition of this book which was originally published in 1796.

The first cookbook published in Indiana by a Hoosier, *Table Receipts Adapted to Western Housewifery* by Mrs. Collins, is her second most valuable book.

Mrs. Peckham's copy of this cookbook is one of the only two first edi-

A RECENTLY-PUBLISHED text-workbook for practice in typing business letters starts off the discussion of the semicolon with several neatly-phrased remarks. "It's midway between a comma and a period! . . . It is weaker than a period but stronger than a comma. If a comma means *pause* and a period means *stop*, then a semicolon means *wait a moment!*"¹ Surely these simple statements are well calculated to stick in a student's mind. Logical as they seem, they appear to take care of the matter once and for all. If, however, we want to get at the real purpose and function of present-day practice at its best, these generalizations will hardly put us on the right track.

In the first place, so far as intelligent modern usage is concerned, any mention of "pauses" is beside the point. Essentially that idea is a hang-over from the days of our fairly remote ancestors to whom "reading" naturally suggested reading *aloud*. Everything written was systematically

1. *Typing Mailable Letters*, by Liles, Brendel, and Krause. Gregg Publishing Division, McGraw-Hill Book Co., Inc., p. 79.

tions known. The other edition is in the Indiana State Library in Indianapolis.

The preface of the book contains this dedication:

"To the ladies of the West I offer this little volume with full confidence that it will be properly appreciated and well received, and should it in any manner add to their comfort or convenience, I shall be fully compensated for the employment of my leisure hours."

Mrs. Peckham also owns a 1904 edition of the popular *Boston School Cook Book* published by Fannie Farmer in 1896. Fannie Farmer, who directed the Boston cooking school, revolutionized cookery by first advocating the use of exact measurements.

"Before her book it was a pinch of this or a piece of butter the size of an egg," the collector explains.

Mrs. Peckham is now looking for

Puncturing Some Fallacies About Punctuation

By Louis Foley

punctuated more or less as it would be delivered in a formal speech, with indication of degrees of hesitation for rhetorical effect.

Modern punctuation works in a different way. It is designed to help the silent reader who reads rapidly with no pauses at all. What it does is to make it easier for him to recognize at once the *structure* of the sentence as he reads it for the first time, not knowing what is coming. It does not *make* sentence-structure but only clarifies it. Almost always, if a reader has the patience, the meaning will be discovered in spite of poor punctuation, but needless backtracking and rereading will be required. Occasionally a badly-punct-

uated sentence will remain permanently ambiguous even in view of its context.

As for the semicolon, for practical purposes we may dispose of it by saying that it is used where a period would do so far as grammar is concerned. It separates statements complete in themselves. It is not a lazy device to avoid the trouble of making a unified sentence, but a means of emphasis. Characteristically, on the two sides of the semicolon, the same idea is expressed in different ways—negatively and positively, for instance, or in abstract generalization and in concrete detail. Here are thoroughly typical examples, two of them quoted from a recent novel:

a first edition of this cookbook by Fannie Farmer.

Included in her collection are several church cookbooks from 1880's and a salesman's copy of *Dr. Chase's Cook Book* by Dr. A. W. Chase of Ann Arbor. Her edition was published in 1890 as a memorial to the doctor and popular author.

Mrs. Peckham, who appropriately is the food chairman of the Women's City Club, has tried only a few of the recipes from these old cookbooks because of the type of ingredients used.

However, a recipe for Sally Lunn bread is now a favorite with her family, Angela who is a sophomore at Hanover College in Hanover, Ind., and Stephen who is a fourth year student in the U-M's School of Natural Resources.

This recipe came from a 1938 copy of the first cookbook published in America featuring early American

recipes. The recipe was first made by Sally Lunn for the King's Arms Tavern in the resort town of Bath, England, Mrs. Peckham claims.

Sally Lunn Bread

1/2 cup butter
1/3 cup sugar
1 teaspoon salt
3 eggs
1 yeast cake
1 cup lukewarm milk
4 cups sifted flour

Crumble yeast into milk. Cream together butter, sugar, and salt. Add beaten eggs and mix well, gradually adding flour alternately with the milk and yeast mixture.

Let rise in warm place until doubled in size, one hour or more. Beat down and place in well greased angel food cake tin, 10 inch center pan. Let rise until doubled.

Bake 45 to 50 minutes at 350 degrees. Turn out onto a wire rack. This bread is best served warm. ❖

"He was no longer connected with the sales department; he had been appointed chief of production."

"She's not out of her mind at all; she's just worried and upset."

"I'm not a child, you know; I can get a job and take care of myself."

It is to be observed that the proper use of the semicolon has nothing to do with the mere *length* of a sentence nor with the number of commas it

The sentence is haphazardly thrown together with no unified structure at all. Such writing may be very "literary," but it is lacking in anything like real *workmanship*.

Old-fashioned punctuation frequently gives the impression of using a comma after every phrase on general principles, with a semicolon thrown in every once in a while just for variety. That way of doing may have served the purposes of the age

grammar that these "examples" show the modern use of the semicolon. More natural expression would have made each a unified statement:

We shipped the order and sent the bill.

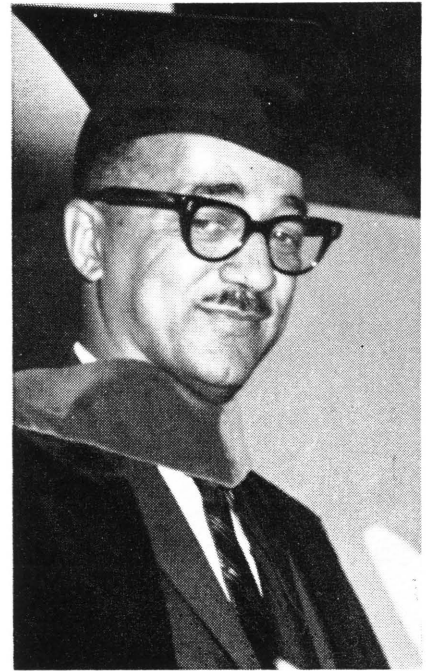
I must ask for your help because I need it.

I can go with you, but I shall not.

An adverb like *so* at the beginning of a sentence has no need to be set



Anne Finlayson '23 BS '28 was honored during the June commencement ceremonies, receiving the Faculty Senate award following her designation as an outstanding graduate of the School of Education. She received a life membership in the American Association for Health, Physical Education and Recreation. Dean James H. Griggs presents her for the award which was made by Dr. Philip Denefeld, president of the Faculty Senate.



William Henry Hastie
Federal Judge
Doctor of Laws

may employ. Old-fashioned, complicated rules about semicolons applied mainly to kinds of wandering sentences which nowadays one will do better not to write. These were not the sort that had a plan from the beginning and followed it through. A fair sample is this quotation from Dickens's *Nicholas Nickleby* (chapter 61):

"While the girl was gone on this errand, Mrs. Nickleby hastily swept into a cupboard all vestiges of eating and drinking; which she had scarcely done, and seated herself with looks as collected as she could assume, when two gentlemen, both perfect strangers, presented themselves."

of amorphous prose, the style of writing which began sentences without thought as to where they were going or how they would get there. Like so many other features of the "good old days," it is not good enough for us now.

We began by quoting from a textbook its treatment of the semicolon. That explanation was accompanied by three examples:

"We shipped the order; we sent the bill."

"I need your help; so, I must ask for it."

"I can go with you; however, I shall not."

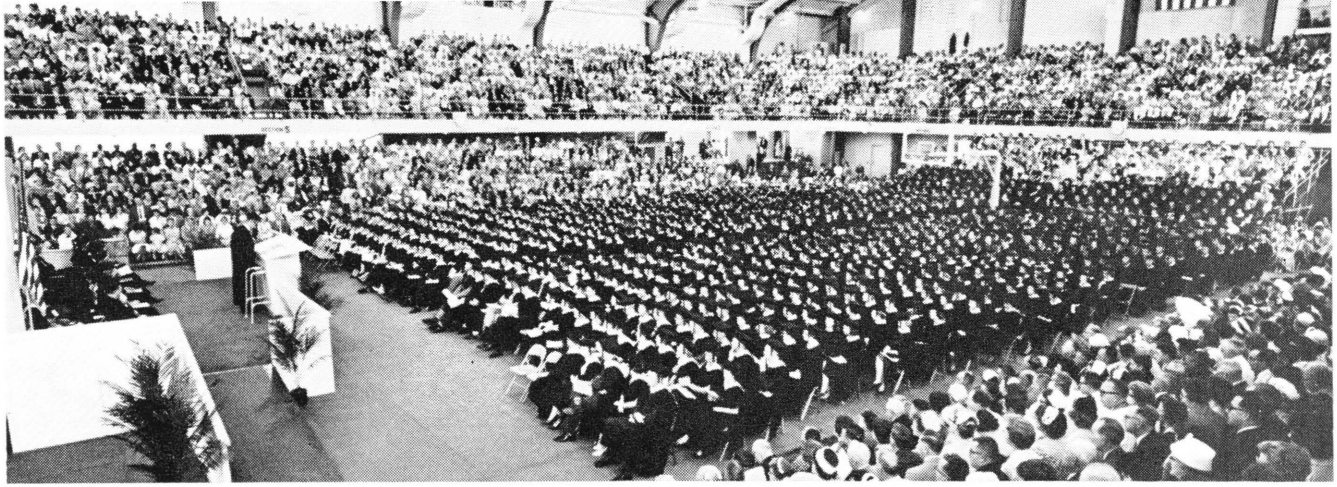
Now it is only in the barest terms of

off by a comma; complete in itself, it cannot mislead the reader into expecting it to be a conjunction introducing a clause. As for *however*, what we have here is merely an example of its common abuse, instead of recognition of its useful function as a "sign-post" word marking a veering to a new idea.

The person who is anxious to write well may be "troubled about words." This concern, however, is likely to miss the point.

Transition is *not* made by "however" but by the words "this concern," which summarize the preceding sent-

(Continued on page 10)

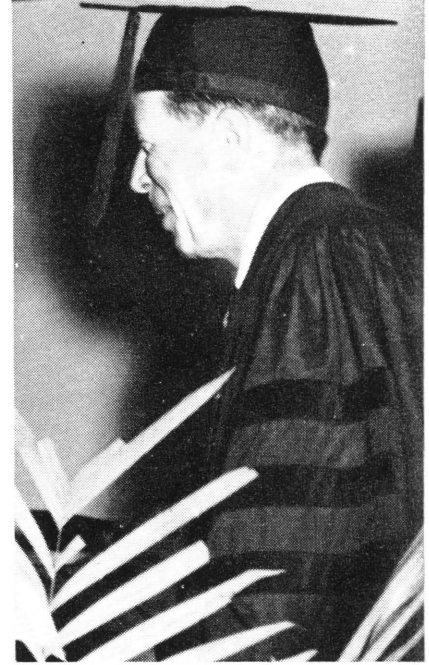


June Commencement 1961

As Judge William Henry Hastie delivers the commencement address, those seated in the speaker's stand are, left to right, front row: the Rev. Charles Hulbert, Florence Nutten Hanes '08, Mrs. Cornelia Robinson, President James W. Miller, Ray R. Eppert, Dr. Russell H. Seibert and Dr. L. Dale Faunce; back row: Miss Anne Finlayson, Col. Albert H. Jackman, Dean James H. Griggs, Dean George G. Mallinson, Dr. Philip Denefeld, Clayton J. Maus and Dr. Charles Butler.



Florence Nutten Hanes '08
Botanist
Doctor of Science



Ray R. Eppert
President, Burroughs Corp.
Doctor of Laws



ence and keep its idea before us as we prepare to go on to something else. Of course this situation has nothing to do with the quite different word "however" (no matter how, no matter how much) which naturally does come at the beginning of a sentence because it serves grammatically to introduce an adverbial clause:

However far he may travel, he will not escape from himself.

However they may feel about it, we are in favor of it.

There was a time when we required college freshmen to memorize a certain number of rules for punctuation. They really learned them, but the carry-over into practice left something to be desired. My faith in the method was badly shaken by various occasions when I saw students reproduce a rule word for word—and violate it in the very statement of the rule itself! Surely such an incident is a perfect example of academic pedantry or "knowledge" divorced from life.

Instead of starting from "rules," however reliable they may be, it seems more practical to look at certain typical *situations* and see what punctuation they naturally require. A good point of departure is the case of the conjunction *and*. Most commonly it joins two words (or closely unified phrases); in the absence of a comma before it, that is the construction which a reader has a right to expect. The comma comes into play when "and" is not joining two words but two *clauses* (in a compound sentence) or adding the last member of a series, not to the member just before it but to the series as a whole. Once these distinct functions of "and" are clearly seen, we have taken care of several of the basic rules and covered a large area of the whole problem of punctuation.

Aside from the phenomenon of "and," several very simple principles will provide for most of the ordinary uses of the comma. A very common case is that of an adverbial *clause* (not a mere phrase) at the beginning of a sentence. If it is not set off by a comma, often the unsuspecting

reader will think that he is still in that clause after he has already passed beyond it into the main statement. When such an adverbial clause comes *after* the main clause, usually no comma is necessary; the conjunction which introduces the adverbial clause—*if, although, when, as*, or whatever it may be—instantly shows the reader where he is. Most of the rest of the whole business of commas is a matter of setting off "intervening" elements, more or less parenthetical, which come between parts that would otherwise be smoothly joined. Many times we can take these momentary interruptions in our stride, and it may be a question of taste or emphasis whether we use *two* commas or *none*.

A truth which students may be surprised to learn is that the mere length of a sentence has little to do with the ease or difficulty of reading it and consequently with its need for punctuation. A sentence which follows a definite plan from the start can stretch to considerable length and yet be very easy to read. If it goes along the lines of natural word-order with no interruptions, it may well do without even a single comma. A sentence quoted from a recent interview with President A. Whitney Griswold of Yale University is a fair example:

"It is just nonsense to believe that we could not afford to reallocate from the billions of dollars we spend on our pleasure the millions that would be required to put our educational system on a plane higher than any other country's in the world."²

The older attitude, still held by some literary-minded people, was to regard the matter of punctuation as "mere mechanics" beneath the notice of an intellectual person. It is not a very realistic view, especially for English, which needs punctuation more than most languages do. Instead of shallow superciliousness, if we will only take the trouble to see things as they actually are, persistent and thoughtful study of punctuation

2. *The Christian Science Monitor*, December 19, 1960, page 2.



BAY AREA AND FLINT—President and Mrs. Miller were guests at a dinner given in their honor by the Bay Area-Flint alumni clubs. Nearly 100 alumni and guests enjoyed the arrangements at Zhender's of Frankenmuth May 15. Accompanying the Millers to Frankenmuth were Dr. and Mrs. Gerald Osborn. The evening's entertainment included the University's Men's Glee club which had toured Southeastern Michigan earlier in the day.

Paul Grein of Bay City and Eugene Boyd of Flint were the prime factors behind the success of the evening. In the audience were many alumni who had never turned out for a previous get-together; club officials were encouraged by the enthusiastic response of these first-nighters.

DENVER—Organizer Bill Kersten is lending a helping hand with preparations for Homecoming 1962! The Alumni Association is looking forward to a genuine Western-style barbecue to replace the annual luncheon held every Homecoming and, from the ideas gained through Bill, it is hoped that a spectacular and enjoyable Western outing will highlight next year's return-to-campus event. Bill's secretary, an old-hand at these things, is doing the

and how it works can aid very materially in forming the feeling for *sentence-structure* which is the very heart and soul of clear and effective writing. ❖

Association the favor of experienced research.

GRAND RAPIDS—Officers of the Furniture City's Alpha Beta Epsilon chapters met Friday, June 16, to discuss preliminary plans for the Spring '62 staging of WMU's Theater presentation, *Peter Pan*. It is hoped the city-wide benefit program will provide scholarship funds for all local chapters.

KALAMAZOO — Bronco Booster's Board Chairman Don Pikkaart and President Ed Rossi are in the midst of the '61-'62 Booster drive. This is the sixth consecutive year the Boosters have aided Western's athletic program through the sale of season tickets to local alumni and businessmen.

In their first five years of operation, the Boosters sold \$60,000 worth of tickets to football, basketball, and baseball contests.

The current program began with the annual golf outing at the Elks, followed by a steak fry on the club's lawn. President Miller, an excellent golfer in his own right, was featured guest at the event.

SAN DIEGO—The culmination of the first year of activity of the San Diego club was a dinner dance held May 19 in the Garden Room of the Stardust Motel, Mission Valley. Prior to the dance, officers were elected for the coming year. Barbara Lunn Hall '53, who taught in the Santee School District, was elected president. S. Eugene Hartzler '54, currently with Convair, was elected vice president. Karen Fink '57, an escrow secretary in Cajon, was elected secretary-treasurer.

Club organizers Bob Gilbert '49, Art Jensen '49, and Elson Carr '38 retired to the board of directors. Newly-elected board members are Fern Snyder '30, an English teacher at Crawford High School in San Diego, and Neil Adams '14, building construction contractor in La Jolla.

TOKYO, JAPAN—Al Okada '52 and Russ Fisher '49, alums with an active interest in W.M.U., stopped in at the Alumni Office while tending to business matters in the states to discuss alumni activities in the Far East.

Club Directory

Bay Area, Michigan

(Bay City, Midland, Saginaw)
Paul Grein '31
1004 Marsac Street
Bay City, Michigan

Chicago, Illinois

Bill Brown '53
724 N. Western
Park Ridge, Illinois

Coldwater-Hillsdale, Michigan

John Milnes '58
c/o Southwestern Michigan
Grocery Company
Coldwater, Michigan

Denver, Colorado

Bill Kerstern '43
c/o Van Schaak & Co.
624 17th Street
Denver 2, Colorado

Detroit, Michigan

(Northwest Suburban Detroit)
Ray Renbarger '50
1660 Columbia
Berkley, Michigan

Flint, Michigan

Gene Boyd '52
6234 Cypress
Mt. Morris, Michigan

Grand Rapids, Michigan

Lee Gabe '42
2447 Brooklyn
Grand Rapids, Michigan

Jackson, Michigan

Jim Armstrong '59
4206 Cantabury
Lancashire Downs
Jackson, Michigan

Kalamazoo, Michigan

(Bronco Boosters)
Ed Rossi '50
2624 Portage
Kalamazoo, Michigan

Los Angeles, California

Robert E. Morse '54
5322 White Fox Drive
Rolling Hills, California

Seattle-Tacoma, Washington

Dr. and Mrs. William Steenrod Jr. '44
6811 W. Mercer Way
Mercer Island, Washington
or

Mr. and Mrs. H. Dale Bryan '48
503 167th Avenue, N.E.
Bellevue, Washington

Southwestern Michigan-Northern Indiana

(Benton Harbor, St. Joseph, South Bend and surrounding areas)
Clair Miller '32
1703 Forres Avenue
St. Joseph, Michigan

Muskegon, Michigan

Lloyd Hartman '50
1589 Davis
Muskegon, Michigan

Newaygo County, Michigan

James Bekkering '42
521 S. Stewart
Fremont, Michigan

Phoenix-Tucson, Arizona

Paul Harding '54
1618 E. First Avenue
Mesa, Arizona

Portland, Oregon

Barbara Loehr '50
Route, 2, Box 1365
Camas, Washington

San Diego, California

Mrs. Barbara Hall '53
3442 40th Street
San Diego 5, California

San Francisco, California

Dale A. Blanchard '52
1700 26th Avenue
Oakland, California

Tokyo Japan

Al Okada
c/o B.O.A.C.
Spanshin Building
Tokyo, Japan

Al was recently appointed district sales manager for BOAC in Tokyo and Russ is a government employe. Both have volunteered for alumni liaison work on their part of the globe.

A forthcoming Tokyo reunion is being planned for the fall. Al may be reached at the BOAC offices in the Sanshin Building, Chiyoda-Ku, Tokyo (phone 591-1261). Russ' duties make him somewhat inaccessible; please make your contacts through Al who will help you get in touch with Russ.

Cooper Heads Post Office After 25 Years as Carrier

Robert L. Cooper, a student from 1929 to 1931, became Kalamazoo's postmaster in March, succeeding John Van Eck '38. He joined the post office department in 1936 as a carrier, continuing in this capacity until his recent appointment. Cooper has been very active in the National Letter Carriers Association, and is a member of the Kalamazoo Board of Education.

The Great Lakes Frontier

The Great Lakes Frontier, An Epic of the Old Northwest. By John A. Caruso. Indianapolis, The Bobbs-Merrill Company, Inc., 1961, 432 pp., maps and index.

A COMPLETE, OR EVEN partial, bibliography of printed materials dealing with the Old Northwest would be enormous, and possibly impossible to compile in one lifetime. The section has an apparently endless fascination for writers. But the sheer volume of writings on it has never operated as a deterrant to those who would tell or analyze the region's story. From before the time of Theodore Roosevelt and his multi-volumed *Winning of the West* each new generation has contributed its interpretation of the section's history. Professor John A. Caruso of West Virginia University thus joins a goodly company with this narrative of men and events in the Old Northwest. His volume, *The Great Lakes Frontier*, is the second of a projected six volume series on the American frontier.

Caruso begins his story at 1673 with the Mississippi voyage of Jolliet and Father Marquette. This expedition opened up the Illinois country to French religious and commercial interests. The journey of the devout Marquette and his intrepid companions is ably narrated, as is the story of the next Frenchman in the area, Robert Cavalier, Sieur de la Salle. The detail and emphasis given these early explorers points up the author's focus throughout the book. It is men—not institutions or policy that interest him, and although this method has some limitations, it does make for highly interesting reading.

Since the author has set out to tell 175 years of the history of a vast region in slightly more than 400 pages one expects rapid transition from one era to the next. But at the same time the reader cannot help feel that one of the most important and dramatic features of the region's history receives too brief notice. The epic struggle of Britain and France for control of the huge interior of our continent is not adequately covered, even for survey purposes. In short, the leap from LaSalle to George Rogers Clark is a big one, and the author makes it at the expense of the British. It was, after all, Britain's

victory in the Great War for Empire (1754-63) that did much to alter the character and institutions of the Great Lakes Frontier. Surely the fact that English rather than French became the language of the region is worth more notice than is given in this book.

As previously mentioned, however, this book covers a great deal of material in a minimum of pages. The coming of American settlers to the Northwest Territory is adequately treated; and the portrait that Caruso draws of Arthur St. Clair, first governor of that area, will surely bring a chuckle from readers. As is perhaps natural, the story of the Ohio country and the movement for the creation of the state of Ohio receives much attention. Indiana and Illinois are also fully covered, but Michigan and Wisconsin do not receive the full coverage given their older sisters. But the highlights of the statehood movements in these two states is nonetheless well-presented. One might question, however, whether Lewis Cass is not worth more attention than William Henry Harrison, for example; and aside from personalities, Michigan readers might legitimately argue that the educational achievements and leadership of their state should be given more notice.

Caruso maintains a lively pace throughout the book. With slight exception his facts are correct, and above all, he writes well. The chapter on pioneer life, to cite an instance,

is one of the best short accounts of this subject anywhere. Anyone reading it is bound to be both entertained and enlightened. If Michigan's role as part of the Old Northwest receives briefer treatment than that of her neighboring states at other points in the book, the balance is somewhat redressed here when one notes that much of the material in the account of pioneer life is taken from our *Michigan Pioneer and Historical Collections*.

In sum, *The Great Lakes Frontier* is excellent regional history, and its author a gifted writer. If succeeding volumes in his history of the frontier match this one in authority and interest his contribution to western literature will be substantial. For the present, high school and college teachers should be pleased to add this title to their student reading lists. ❖

A Pesky Patent

Monopoly on Wheels: Henry Ford and the Selden Automobile Patent, by William Greenleaf, 319 pages, Wayne State University Press, 1961.

One day in May, 1878, in their machine shop in Rochester, New York, George B. Selden and a mechanic succeeded in getting one cylinder of a half-finished gasoline engine to fire. Frantically, William Gomm, the mechanic, cranked and cranked. The little engine coughed and at length ran for a few more minutes. So far as anyone knows this was all Selden's engine ever ran. But its inventor secured a patent, and by prolonged legal maneuvering established a claim that came close to giving him a monopoly over all automobiles to be manufactured in the United States. This incident in the development of auto manufacturing in America is the basis for William Greenleaf's highly interesting book, *Monopoly on Wheels: Henry Ford and the Selden Automobile Patent*.

In spite of the fact that he had produced a semi-successful gasoline engine George Selden never became an automobile manufacturer. His im-

(Continued on page 28)

The Inauguration of

JAMES W. MILLER

as Third President of

WESTERN MICHIGAN UNIVERSITY

1903

May the Twentieth

Nineteen Hundred and Sixty-One

Program

Presiding: The Hon. Stephen S. Nisbet . . . President, State Board of Education

- PROCESSIONAL

Sine Nomine Vaughn-Williams
Western Michigan University Symphony Orchestra
Julius Stulberg, Conductor

INVOCATION

The Rev. Dr. Charles K. Johnson

GREETINGS

For the Faculty Frederick J. Rogers
President of Faculty Senate, 1960-61
For the Students Fredric B. Zook
President of Student Council, 1960-61
For the Alumni Virgil Westdale
Vice President, Western Michigan University Alumni Association
For the State The Hon. John B. Swainson
Governor of Michigan

INSTALLATION The Hon. Stephen S. Nisbet

INAUGURAL ADDRESS President James W. Miller
"The Individual as Resource, Challenge and Opportunity"

BENEDICTION

The Rt. Rev. Msgr. Charles R. Keating

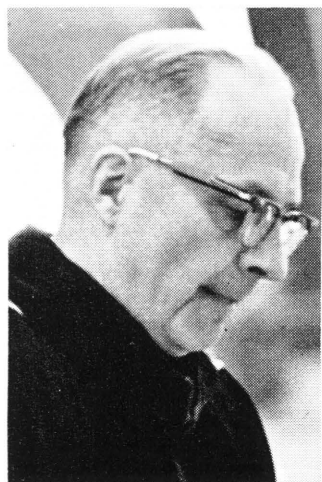
RECESSIONAL

Cornelius Festival March Mendelssohn

The Faculty-Frederick J. Rogers

AS A GENERAL rule, when it comes to greeting a new university president, there is no more skeptical and hard-bitten set in the welcoming committee than the faculty. Most of them have had long first-hand experience with the hard realities of education. Many of them have had unnerving experiences with college administrators. Though outwardly gracious, they may be secretly harboring under the decorum of their academic regalia certain wayward and deplorable impulses toward the pert gesture and the Bronx cheer.

But the truth is that this faculty is in a welcoming mood, and we can give our reasons. For one thing our experience with presidents at Western has been good.



A few of us can remember, even with nostalgia, the firm benevolence of Dwight B. Waldo, our first president. All of us feel for Paul V. Sangren an honest admiration for his leadership, a warm affection for his humanity and kindness.

Furthermore, we were consulted in the selection of a new president. The State Board of Education, our governing body, invited a committee of the faculty to sit down with

them and to discuss in a frank and open way the future of Western, the qualities needed in its president, and the fitness of the candidates. We appreciate the wisdom and the courtesy in this action by our trustees. As a result we have an unusually strong feeling of participation today.

The man whom the Board selected has a background that interests and attracts us. After graduation from a venerable Eastern college (and bearing yet, may I say, that aura of ivy which has an undeniable fragrance for our young Midwestern senses), he came for his graduate work to one of the great universities of the West; he received grants for overseas studies; he earned his way

through the academic ranks at a respected sister institution. His experiences, in fact, paralleled many of our own. He knows the toil and the joys of the scholar and teacher. He has not forgotten, either, the strong desire of any faculty to know what is going on; and in Faculty meetings, in presidential letters, in group and individual conferences, and in Faculty Senate meetings, which he has attended faithfully, he has spent great time and effort to consult us and to keep us informed. We feel that as one of our brotherhood he understands us and that as a distinguished member of it he can inspire and lead us.

The new president has impressed us favorably in another respect, and that is the workmanlike way he is proceeding to mobilize support toward the achievement of excellence. The faculty, in its close contact with the educational process, is acutely aware of the things that are needed for making headway toward such a goal. We know that with all the short-cuts that can be devised—with team-teaching, with large lecture sections, with audio-visual aids, with television, all of which we are using—there are no substitutes for such essentials as the well-stocked library, the well-designed building, the good teacher; and we join the rest of Michigan's citizens in understanding that these things cost money. We would like to carry this message to the sources of influence and help. The job interpretation and persuasion falls on all of us—faculty, students, alumni, and friends of the university. But certainly the president is our chief representative and bears the principal burden. In James Miller we see a man who has had valuable experience with public finance, who is respected throughout the state for his wisdom and integrity, and who can be depended upon to make the need for excellence in education felt in all its urgency by administrators, by lawmakers, by our friends and neighbors in Kalamazoo and Southwestern Michigan, and by the general public.

And so the faculty welcomes James Miller to the presidency of Western Michigan University. We welcome him as an understanding colleague who will give us sound academic leadership. We welcome him as our devoted and energetic representative before our fellow citizens. We wish him a long and successful term in the presidential office. ❖

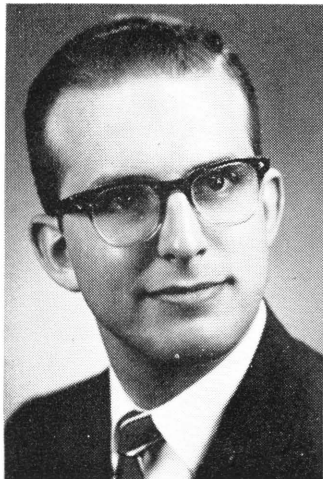
The Students-Fredric B. Zook

IT IS INDEED a great honor and a privilege for me to be here this memorable day speaking on behalf of the students of Western Michigan University.

Dr. Miller, it is known by all of us that you have a sincere and deep regard for students. The students at

Western are indeed grateful that we have as our President a man with your keen understanding of students and their problems. The five months that you have been on our campus have been exciting and challenging to the student leaders. It has been a most enjoy-

able period and the students are eager to take on the responsibilities that you offer them. We are certainly happy to have you at Western and we admire and respect you for what you bring to Western Michigan University, and to the city of Kalamazoo.



Western Michigan University does not have a long history but it has been a glorious one. It has developed into one of the prominent universities of the mid-west. We have accomplished this tremendous progress through the tireless efforts of Dr. Waldo and Dr. Sangren. The students are proud of Western's heritage and are especially proud of the fine relationship enjoyed between the administration and the students. I have been on several campuses and I have talked with students from all over the United States from both large and small schools, and I can say that the spirit of co-operation between students and administration on our campus cannot be surpassed anywhere. You have indicated that you wish

this atmosphere to continue and that you are willing to work with and for the students. For this, we are grateful.

Western's past is now in the archives and the future lies ahead. This future is in your hands, our third president. As a school, we have been granted the name and the stature of a university, but we the students feel that the more important thing is what this name, Western Michigan University, means to the students, faculty, alumni, and the citizens of our great state. Western is growing by leaps and bounds. We have doubled our enrollment in the last eight years, and our physical plant has enjoyed a similar marked growth. We must recognize, however, that Western must grow more than just physically. It must grow in academic stature as well. Physical size will mean little without academic growth coinciding with it. We are heartened to know that this important growth is one of your major goals.

It is vitally important that Western maintain the highest academic standards. The students are here to acquire an education that will prepare them as future leaders of society. I firmly believe that it is the responsibility of everyone here this morning to contribute to this cause. With the labors of us all, Western Michigan University will be recognized as one of the top universities through the mid-west, the nation, and the world.

We, the students of Western, pledge to you this day our respect and our support in working to accomplish this significant goal. ❖

The Alumni-Virgil Westdale

ON THIS MEMORABLE DAY, on behalf of the Western Michigan University Alumni body, I am delighted and pleased to have the opportunity to extend to you, President Miller, warm and enthusiastic greetings from Western graduates living in all parts of the world.

We of the alumni pledge our unqualified support to you and your staff. Since the birth of our institution in 1903, Western's alumni have shown a definite sense of responsibility for and pride in their Alma Mater.



To us, the Western Michigan campus is not just a plot of land dotted with buildings; this is our second home. We are always more than willing to offer any assistance within our power to the new residents of this home. Over 40,000 alumni hearts, minds, and helping hands inauguration day, to help further develop and ensure the educational investment which Western represents.

We already know of the unique combination of qualifications you possess—qualifications which guarantee the successful administration of the University. The administration of Western began with the inspired leadership of Dwight B. Waldo. In my undergraduate days, we were blessed with the presence of Paul V. Sangren, who directed Western through the period of its most vigorous expansion. It is usually said that the more such an administrator does, "the bigger are the boots he leaves." The boots that Dr. Sangren left to be filled by you are big indeed. In these, your first few months at the helm, you have filled those boots very capably. And future years will, I am sure, bring even greater success to the rising fortunes of our University.

The pleasure of working with you has been anticipated by each of us since the announcement of your appointment was made. We have already enjoyed meeting with you and your gracious wife at several alumni gatherings throughout the state. Your active participation and inspiration to our alumni aims are sincerely appreciated.

Our formally organized Alumni Association has for its purpose the encouragement of further alumni activity throughout this country and in the many foreign lands in which our alumni reside. The Association also aims to direct and give more active support to the University

through our many local alumni clubs, to assist financially in the further development of the University, and to do all that we can to encourage those highly qualified students who should best profit from the University's programs. In summing up, the Association is eager to work with you for the continued success of Western in the future.

We pledge to you, President Miller, our wholehearted alumni support for the present and for the years to come. We extend to you our congratulations on your appointment to the presidency of the University which we hold in such high regard. We give our best wishes for continued success as you guide the University on its path in America's educational development. ❖

The State-The Hon. John B. Swainson

IT IS A REAL personal pleasure for me to have a part in the installation of Dr. Miller as president of Western Michigan University. I have known him for many years and count him as one of my close friends as well as one of the most able men in public life in Michigan.

Education is the foundation of the future greatness of Michigan and of our nation. Our institutions of higher learning must have the direction, the faculty and financial support commensurate with their responsibility. Dr. Miller will provide the progressive leadership and direction required of the president of Western Michigan University. In his new position, Dr. Miller brings to our fine family of college and university presidents understanding, enthusiasm and knowledge of the goals of education and the means to achieve them. He is imbued with a desire to provide for the students at Western Michigan the finest in education. I have every confidence that all of us will be proud of his accomplishments.



The growing importance of higher education has been demonstrated dramatically in recent days. Michigan scientists have made our nation and the world sit up and take notice of what our scientists have accomplished. The

entire free world was encouraged when Commander Shepard explored outer space. Even the iron curtain countries took cognizance that the capsule in which he rode was boosted beyond gravity by a Redstone missile, made at the Chrysler plant near Detroit.

In other fields—the professions, the arts, the humanities—Michigan is equally important. This pre-eminence can be maintained only through adequate support of our colleges and universities so that we are assured of outstanding faculties and modern equipment and laboratories. But even with these helps our colleges and universities would not necessarily accomplish their purpose.

They require leadership. Educational programs are not self-implementing. It is to the president that the people, the students and the faculty look for direction.

In Dr. Miller, Western Michigan and all its friends have a man of distinguished accomplishments to whom they can look.

From his days as a student at Brockton High School, in Massachusetts, Dr. Miller's scholastic record is filled with special honors. In his undergraduate days at Amherst College he was an outstanding student and was graduated "cum laude." His graduate work at the University of Minnesota, in political science, was of equally high calibre. When he was a scholarship student at the University of Heidelberg in Germany, this same excellence was present.

And it was in evidence when he was doing research on British political party organization in England and Scotland. It's a most distinguished record.

It was fortunate for Michigan that Dr. Miller left his teaching position at the University of Minnesota in 1940 to join the faculty of Michigan State University. As an instructor, assistant professor and associate professor in the Political Science Department, his record was outstanding and brought him national attention which led to a special assignment in New York.

After only a short time as head of the Department of Teacher Education, Dr. Miller was summoned into service as controller for the State of Michigan on Jan. 1, 1955. He continued in that post until 1960 when he returned to the Board of Trustees and then, some months ago, he was named president of Western Michigan.

As state controller, Dr. Miller was one of Michigan's best informed persons on state government. A program of economy and efficiency in government which he introduced, saved Michigan many millions of dollars. Many of his recommendations in this area have been copied by other states.

His record to this point has been most distinguished. Now new horizons stretch before him. He will reach them, I know. It means for Western Michigan and its students an era of great progress in higher education. This is a happy day for me—to see my dear friend installed as president. For the faculty, students and alumni of Western Michigan this is a proud day, indeed—one which will be marked in history as a most important occasion in the development of this great university. ❖

Installation-Stephen S. Nisbet

THE SELECTION OF A president is always a first responsibility of a Board. This was fully recognized by the Michigan State Board of Education in the naming of a president for Western Michigan University. This we have done after many discussions with the faculty, alumni, and friends of this fine institution.

Dr. James Miller is an "educational statesman." His training and varied experience in administration, his keen



insight and belief in academic competence, his broad knowledge of Michigan and its problems, particularly in the field of finance, made him an ideal choice for the presidency of Western Michigan University, following in the footsteps of two illustrious educators, Dwight B. Waldo and Dr. Paul V. Sangren.

The Board saw in him, one who has the vision, the knowledge, the courage and the strength to lead Western into new fields in the future progress of education.

An effective institution of higher education is always under the direction of a man of high ideals, of sterling character and unquestionable integrity. This we claim for

our new president. His influence and example will determine the future course of Western Michigan University.

In this—for the State Board of Education—we have implicit confidence.

Dr. Miller—Because of your acceptance of this most important office, we expect from you a courageous outlook on the numerous problems of the future so that this institution will adequately fill its rightful place in Michigan education and progress.

We expect of you vision and foresight in seeing that the goals of Western are high, far-reaching and adequate for the future needs of our state, our country and its citizens.

We expect you to face the future optimistically and with confidence.

At the same time, we expect a strong administration with the common, everyday problems of your office, administering with a friendly democracy that builds a strong faculty, a constructive student body, and a wide acceptance in our Michigan.

And now, Dr. Miller, by virtue of the unanimous action of the Michigan State Board of Education, which I represent, I now declare you to be President of Western Michigan University with all of the duties and responsibilities of this important office.

I, for the State Board of Education, extend to you our good wishes and our confidence in you. I also pledge to you our loyal support in your administration.

Friends and guests of Western Michigan University, your President—Dr. James W. Miller. ❖

The Individual as Resource, Challenge, Opportunity President James W. Miller

IT IS WITH A MINGLED sense of pride and humility that I accept the challenge and responsibility of joining with you in the great and important work of promoting the prosperity, welfare, security and the values of character and integrity of this state and nation through the imaginative, creative, and industrious labors of students and faculty joined in common enterprise.

My prepared remarks are focused on the individual. It is his worth and dignity that our form of government is designed to protect and promote. It is his potential for intellectual growth which our colleges and universities must exploit to the fullest. Only by so doing will we be able to provide for continued economic growth, political stability, and the moral, spiritual and intellectual fiber of which the whole cloth of culture is woven.

* * * *

Reading the excellent history of Western Michigan University, *The First Fifty Years*, written by Professor Emeritus Dr. James O. Knauss, is one way of becoming aware of the rich and generous heritage bequeathed to us by our predecessors. Another way to discover the proud and significant past of Western is to meet with, and to talk to, individual emeriti members of the faculty. Yet another way is to visit, as I have done during the past four months, with hundreds of distinguished alumni of Western who are today actively engaged in service to their several communities as well as to themselves. It is in the consequences of Western's teaching that you find the true measure of her greatness. The central figure on Western's campus has been and, I would hope always will be, the student, not as a social being counted as one unit, but as an individual capable of growth, develop-

ment, creativity, and service over and above the mere normal acquisitive instincts of mankind.

In its relatively short history, Western has exhibited growth of real significance both in terms of quality and quantity. The progress of Western as an institution of higher education has been due in no small part to the outstanding leadership of its past presidents, Dwight Waldo and Paul Sangren, as well as to the loyal and able support of their administrative aides. No less important, as I am sure both Dwight Waldo and Paul Sangren would agree, has been the outstanding and dedicated service of the faculty. But finally, and most important of all, there are the cumulative effects of over 80,000 individual students during the past fifty-seven years reacting to the stimulus and guidance of dynamic administrative leadership and inspiring instruction. This is the cauldron from which greatness is crystallized.

It would be a serious omission at this point if I did not mention that much of the success of Western Michigan University can also be attributed to the sponsorship and support which has been given so freely and generously by the local community. Not only did the property owners of this area by an overwhelming vote in 1903 raise \$70,000 to meet the initial requirements set for the establishment of Western by the State Legislature and by the State Board of Education, but also they have on countless occasions exhibited in a most tangible way their deep-seated interest in and support of Western Michigan University. As Dr. Knauss notes, "At least once, probably twice, in the early years when the State was slow in releasing funds for the payment of teachers' salaries, the local bankers advanced the necessary amount." During the depression when the governor and certain other interests brought pressure to close out and, in fact, sought to abandon this institution, it was the active and effective support of the local populace that saved Western. While evidence of the generous contributions of community leaders in the form of land, money, equipment and buildings is easily seen, there have been other forms of support not so clearly visible but none the less tremendously important. This latter support of which I speak is the counsel and advice which community leaders have given in terms of service on innumerable advisory boards to the various curricula of Western. As an institution supported by public funds, Western naturally has been heavily indebted during its history to the people of Michigan for the considerations given to it by successive governors and legislatures. Particular indebtedness is due to the untiring efforts of our local legislators over the years. Western's only effective manner of expressing its appreciation for public support is to continue to provide formal education to the greatest number of students possible, consistent with the maintenance of standards of quality.

If we are to build well on Western's rich heritage, it is important that we draw strength from the past in order to understand the present and to discover guide lines, however faint, for the development of future pro-

grams. An understanding of the past and present is a prerequisite to the blazing of a trail into the future. This acknowledgment of the past is all too brief but for those who wish more, I commend to you the reading of Dr. Knauss' *The First Fifty Years*, a history of Western from 1903 to 1953.

The true greatness of an educational institution is not the size of its student body, not the number of books on its library shelves, nor the accumulation of brick and mortar on its site. As important as these attributes are, particularly the library, a college or a university's real greatness is to be found in its dedication to the principle of exciting in its students the urge to think independently and critically about the world in which they live and about life itself. Ours is the task of striking in the mind of the student that first spark of interest in subject matter all important to education, for without it the student may well end up as a collector and classifier of facts without ever coming to grips with the question of the significance of facts. It is the growth and development of the individual student to the fullness of his potential which should be of primary concern to us. Our goal should be to give each and every student worthy of admission to this university the fullest possible measure of stimulation and guidance for his or her self-development.

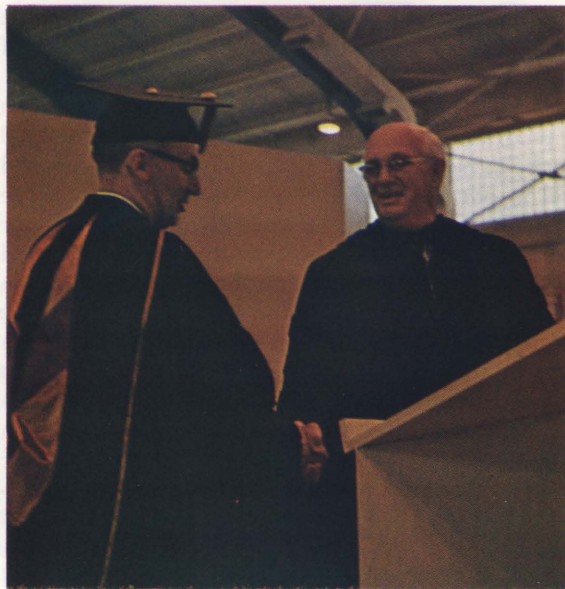
All thought comes from the individual mind. There is no group mind. Every so often I find myself in a situation where a leader of group discussion becomes so overly enamored of the process he is using to stimulate interaction of thought among individuals. He thus leaves the impression that the mere bringing together of a number of people into physical proximity and the employing of certain discussion techniques will produce an idea. It seems patently obvious to me that thought occurs only in the mind of an individual and therefore our work in the university must emphasize the importance of the individual because it is in his mind that the process of growth and development occurs.

In recent years, there has been much emphasis on special programs for the gifted youngster and this is all to the good. There are, however, reservoirs of untouched potential in our so-called average students that must be reached. The increasingly greater dependence of our society on the trained intellect demands that we find ways and means to stimulate youngsters who have been content to proceed at one-half horsepower speed to move at three horsepower speed or at whatever they have in the way of potential rate of growth. How do we go about tapping this reservoir of untouched potential? Can we do it by becoming preoccupied with facts, with each fact being held up as free and equal with every other fact? Definitely not! Professor Emeritus Elmer Schattschneider, former President of the American Political Science Association, once remarked, "Perhaps the most important book on politics ever written in the United States is Ogg and Ray's *Introduction to American Government*. This encyclopedic compilation of predigested factual data has been read by more people than any

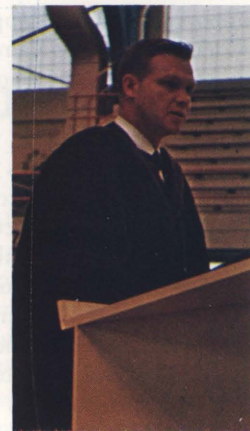
Colorful Inaugural



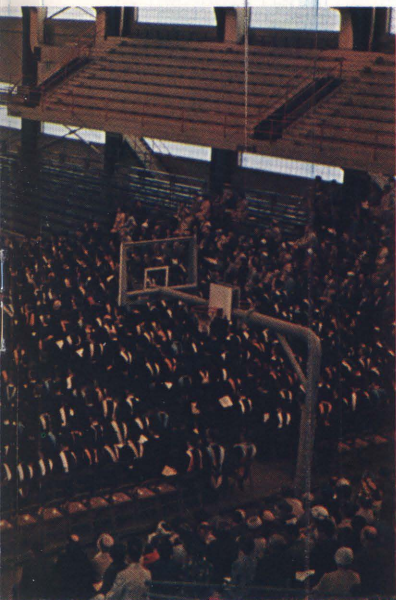
President Miller drives home a point in his response to greetings at the Inaugural Luncheon.



Dr. S. S. Nisbet, president of the State Board of Education, is the first to extend greetings to President Miller upon his inauguration.



Governor John B. Swainson brought greetings from the State of Michigan.



A happy and relieved President James W. Miller leads the recessional at the conclusion of the impressive ceremonies.



President-emeritus Paul V. Sangren presented one of the real highlights of the entire day in his luncheon remarks.



Among the most interested spectators for the inaugural ceremonies were five women seated in the front row. From the left: Mrs. Dwight B. Waldo, wife of Western's first president; Mrs. Paul V. Sangren, wife of Western's second president; Mrs. John B. Swainson; Mrs. James W. Miller, and Mrs. G. Mennen Williams.

other book on the subject. Students have felt about it the way the little girl felt who wrote a review of a book about penguins. She wrote, 'This book contains more facts about penguins than I care to know.' Ogg and Ray has been an influential book; it has probably convinced millions of young people that political science is one of the dullest subjects imaginable."

The emphasis on facts is nothing new in education. It comes about in some part, I am sure, because it is easier to examine students on factual material. With rising enrollments and larger classes, the temptation will become increasingly stronger for more rather than fewer of our teachers to employ this emphasis as a matter of convenience and escape. More and more instructors feel driven to an increasing use of the so-called objective examination. This problem is vexing to administrators and no less so to the faculty—in fact, probably the faculty has the deeper concern—because no faculty person worth his salt can be without concern for the consequences of his teaching.

There is no point to throwing more darts at this straw man for I think all of us here would agree that our primary concern must be with the significance of facts rather than with the facts themselves. Furthermore, I think that there will be some measure of agreement that really we do not teach as much as we stimulate and guide students to learn on their own. The effective teachers whom I have known were persons who were constantly seeking ways and means of encouraging students to come alive intellectually, and certainly one of the best devices is to give the student an example to emulate; namely, to maintain one's own active, constant, intensive search for knowledge. Nothing is more sterile than the teacher who has guarded with his or her life a precious set of notes which were collected in Education 960 or Political Science 690 five, ten, or fifteen years ago and are passed on to succeeding generations of students as the true gospel. It is the demonstration of an active mind that is best designed to inspire a student, not one which retired following final examinations in graduate school.

Education is now, as it has always been, a two-way street in which the teacher should be receiving stimuli from aggressive and inquiring students, as well as providing the stimuli, guidance, and assistance which the student needs as a catalytic agent to sustain the growth and development of his own mind. What, it seems to me, we need most is a personal and compelling commitment on the part of our students to search assiduously and continuously for truth. The efforts of a free and vigorous university in the twentieth century should be in the direction of developing "cultured and competent citizens for this democratic society of ours, prepared and committed to accept the responsibilities" of leadership. My thought here was put very concisely by the Elizabethan Sir Philip Sidney when he said, "To what purpose should our thoughts be directed to various kinds of knowledge unless room be afforded for putting it in practice so public advantage may be the result."

The actions of our young people when they leave their college or university should reflect what some educators call a "transfer" of classroom and extra-curricular learning to life. The excitement and adventure of teaching results in some large measure from the anticipation of the consequences which are brought forth by university training of the individual. Universities deal with ideas. "Action," as a fellow political scientist has said, "is the logical consequence of an idea."

What the student does after graduation should and must be of real concern to us. If after graduation he becomes entirely preoccupied in efforts to secure an \$18,000 home in a pleasant suburban area, two cars in the driveway, and membership in one or two private clubs, then I can only conclude that such training as he has undergone in his college or university is a failure. What I am saying then is that a college or university has a responsibility to inculcate in its students a regard for all aspects of community life. There should be an involvement on the part of our young graduate in the affairs of several, if not all, of the communities of which he is a part. I say "communities" because ours is a pluralistic society. Some communities are spiritual in nature such as religious societies; others are basically political such as local, state, national and international governmental organizations, and still others are predominantly economic, social or aesthetic. Each of us ought to be a significant part of many of these communities. To be a responsible citizen, one has to be an active participant in the dynamics of growth of these communities rather than a passive recipient of whatever the community may have to offer the individual. This is the great challenge of our times; namely, to broaden our horizons, to become personally involved in the dynamics of life, and to exert with vigor and a sense of commitment the leadership for which college and university training prepares, or should prepare, each of us. A best seller written back in the mid-thirties was entitled, *Wake Up and Live*. While the philosophy it expounds may be over-simplified, perhaps the title of this book is the advice we should be giving to our students and to ourselves.

Challenges, and correspondingly opportunities, are to be found in so many areas that time permits the mention of only a few. There are the problems of bringing about economic stability and sustaining an adequate rate of growth in the American economy. There are the problems brought on by the migration over the past twenty years of large numbers of city dwellers into suburban areas. It is here that township and county governments are hard pressed to handle as quickly and adequately as former city dwellers would like such problems as the installation of drainage systems, garbage, rubbish and sewerage disposal, adequate water and fire protection, and improved roads. There are the problems resulting from the phenomenal increase in the birth rate which is having its most dramatic impact on our educational facilities both private and public, to say nothing

of the impact that the explosive birth rate is having on our facilities in the areas of mental health, corrections, and public health. On the international level we have been pushed into accepting a role of leadership more than commensurate with our economic power. The effectiveness of our policies in this area may well prove to be the answer to the question of whether our civilization today survives or is destroyed.

There is no dearth of challenges or correspondingly of opportunities. There can be, however, a dearth of leaders to face up to these challenges unless our colleges and universities graduate men and women dedicated to the proposition that by their individual efforts they can give effective leadership in matters intellectual, political, economic, moral, and spiritual. If our colleges and universities do not provide this leadership, it is not likely to come from any other source, for leadership is uniquely the function of college and university education. The demand upon our colleges and universities is clear. We dare not fail to succeed.

May I say again that the individual is our greatest resource. Colleges and universities are being challenged to exploit more fully than ever before the innate capacities, or potential for growth and development, of each individual student. This is no easy task, for knowledge cannot be imparted nor can it be assimilated without great labor on the part of both teacher and student. If ever there was a time there was a need to require greater efforts from our students, it is now. This is said for several reasons. First, our representative, democratic form of government has never been more dependent than it is today upon individuals who possess not only superior qualities of analysis to go to the heart of complex problems but also compelling convictions which they have both the courage and the ability to state concisely, clearly, and openly. Secondly, the present strength and continued growth of our economy is dependent as never before upon individuals who are willing to develop their intellectual capacities to the fullest. Thirdly and finally, our physical, spiritual, moral, and aesthetic well-being needs to be brought into sharper focus as a significant and vital part of the educational experience in institutions of higher learning. Dr. Henry M. Wriston, President Emeritus of Brown University, now President of the American Assembly at Columbia, says all of this very succinctly as follows: "Political strength, economic growth and security of the nation unite in demanding personal develop-

ment. Social considerations make the same demand. An underdeveloped citizen—physically, mentally, morally—is not an energizer, but a burden upon society."

These are times, then, when our energies, particularly in institutions of higher education, must be directed to producing trained intellects in order to promote not only economic growth and national security, but also to provide the leadership which will hopefully emancipate us from any feeling of moral, physical, or mental insecurity and frustration. This is a large order. Higher education, however, can take much credit for the revolutionary changes which have occurred in matters scientific, technological, and economic. Leadership in these areas has not always been as successful as we might wish, but there is no denying that progress, nevertheless, has been real and rapid. We have, however, been considerably weaker in producing leadership in matters political, intellectual, moral, and spiritual. It is particularly in these areas that we must seek to undertake a revolution. It is my personal conviction that if this revolution is to come, the universities and colleges, working with individual students as their most important resource, challenge and opportunity, will be in the vanguard.

What does higher education ask of us? There is no finer answer than that offered by Robert Frost, "It asks of us a certain height."

* * * *

Mrs. Miller and I are most pleased to be in the service of Western Michigan University with its sound student body, excellent faculty, ardent community supporters, enthusiastic alumni, and faithful emeriti members of the faculty. It is, as I said earlier, with the deepest sense of humility and pride that we approach the task of performing our responsibilities at this fine seat of higher learning.

Our only wish is to serve Western, and the State of Michigan, and particularly the people of Southwest Michigan with the same vigor, enterprise, and effectiveness as have been exemplified in the administrations of my two predecessors, Dwight Waldo and Paul Sangren.

Western's horizons have broadened rapidly during recent years to the point that we are even now actively engaged in programs which directly and significantly affect national and international affairs. Western's destiny, I would hope, is not to be a carbon copy of other schools but rather to develop its own unique strengths as a vigorous and useful twentieth century university. ❖

Best Wishes-Paul V. Sangren,

President Emeritus

THIRTY-FOUR YEARS AGO Mrs. Sangren and I came into the community of Kalamazoo for the purpose of casting our lot with what was then Western State Normal School. We were told by some of our friends that it would be futile to expect anything but a low salary and a dull existence.

What a different life it turned out to be! We came into one of the friendliest of communities. The faculty was young and headed by President Waldo, an able and vigorous man. He was full of stimulating ideas, a natural leader and strong. While college salaries have never competed with those of business, we have seldom complained, but lived very well indeed.

The State Normal School had started a period of growth, which through the years has made it a university with a population of nearly 10,000 students and so far this growth has not ended. This alone, has kept us all on our toes, and dullness is one thing that has never entered into the life at Western Michigan.

Now, as my part in the existence and growth of the institution ends, I want to extend to you, Dr. Miller, my best wishes for a long and successful administration. I know you are going to enjoy life in Kalamazoo. I want to bequeath to you the full and happy life I have enjoyed. I know this was made possible for me, and I know it will follow for you.

You are coming into one of the most delightful and

friendly communities. In traveling around the nation and observing other places, I have always come back to Kalamazoo, thankful that it is my home.

There is at Western an excellent student body. You will have some problems. If this were not true, it would not be necessary to have an administration. On the whole, you will inherit a student body as cooperative and free of problems as anywhere in the country.

In the administration of the University, the legislature has usually been generous and always dealt very fairly with us. There is never enough money to run an institution of this kind, but our friends in the legislature have tried to do their best by us.

The State Board has always been a joy to work with. They, too, have had the good of the school at heart with just the right amount of help, and no petty interference.

Lastly, I want to bequeath to you a faculty—unexcelled any place. Western Michigan University has a faculty high in academic standards, hard working and loyal. You have a faculty who will do their best for the institution, and who will not fail you no matter what.

And so, Dr. Miller, as your new responsibilities appear, I transfer to you a delightful community, an intelligent student body, strong legislative friends and loyal faculty. These to me, are the best in the nation. I know, too, that you, with your qualifications, will be a success; and I extend to you my very best wishes. ❖

The University and World Affairs

Dr. J. L. Morrill

The Ford Foundation,

President Emeritus, University of Minnesota

IN ONE WAY I AM helping this evening to repay a debt of the University of Minnesota to your University. Your distinguished new President, Dr. Miller, represented you at the inauguration of my successor at Minnesota, President O. Meredith Wilson—and here am I to reciprocate.

But in another respect, I appreciate especially the privilege of sharing in the tribute to Dr. Miller in these inaugural ceremonies. His two advanced degrees, the Master's and Doctor's, were awarded by Minnesota—the latter during my service there. As he crossed our Commencement platform who could possibly predict that he would attain to this high estate? But that he has is a source of pride and rewarding satisfaction to my former University.

For as one of my predecessors in the Minnesota presidency once truly said: "The university and its graduates underwrite each other.

"If either declines in merit or worth to the community, the other declines—(but) if either grows stronger and better, and serves more nobly, the other improves correspondingly."

On our campus Dr. Miller is remembered as a graduate student of excellence and assured potential. His associates in Political Science have asked me to bring their friendly greetings and congratulations. Indeed, my being here tonight, I surmise, is explainable only because of his Minnesota alumniship. Of that I am very proud. And yet, appreciative as I feel of your friendly invitation, I can only echo what A. E. Housman said as he began one of his lectures: "My duty is to say that I condemn your judgment and deplore your choice!"

For how can one hope to say adequately what so formidable a topic as "The University and World Affairs" implies in the current and critical world scene? And why say anything about it at all?

Well, it is very much on my mind—and on the minds of thoughtful academic people everywhere, I think. And the more so on mine because only recently I have been in India, after visits earlier in the year to the British territories of East Africa and to Colombia in South America.

Whatever is meant by so-called “cultural shock” I have surely suffered—to see the thousands of homeless and hopeless refugees and unemployed, sleeping in windrows on the sidewalks in the cold grey dawn at Calcutta. Or little half-naked African children in the Mau-Mau country of Kenya, attending school on rough benches in ramshackle shacks open to the rain and weather—but almost desperately determined to study and learn.

These are the typical “underdeveloped” peoples and countries, struggling for “uhuru,” for freedom, for human dignity, for enough to eat, for education as the main means they see to rise from ignorance and poverty to a better chance in life.

Lately, too, I have been involved in a serious study of the “Role of the University in World Affairs,” made by a committee of such eminence and experience as Mr. Dean Rusk, who has now become our Secretary of State, and Senator J. W. Fulbright, Chairman of the U.S. Senate Committee on Foreign Relations.

In the very first paragraphs of its published report, our Committee states the issue and the problem—and I quote:

“The American university is caught in a rush of events that shakes its traditions of scholarship and tests its ability to adapt and grow. The United States is just awakening to the fact that world affairs are not the concern of the diplomat and soldier alone. They involve the businessman, the farmer, the laborer, the economist—indeed, every citizen. And we are discovering that the world includes vast regions and peoples we have little known before . . .

In “the upsurge of demands for independence and economic advancement among hundreds of millions abroad who have known little of either . . . they see education as indispensable to their quest for growth and dignity . . .”—and “at the center of these new educational demands . . . stands the American university.”

What possible connection, you may ask, is there between universities and those shivering youngsters in that schoolhouse in the African bush or the myriad illiterates of Asia and their children? Old Jonathan Turner of Illinois gave an American answer to that question a hundred years ago when he declared that: “the whole history of education . . . shows that we must begin with the higher institutions, or we can never succeed with the lower—for the plain reason that neither knowledge nor water can run uphill.”

* * * *

A change in the administration of any university is always an important event. I do congratulate Dr. Miller—yet from experience I must say that the inauguration



Dr. J. L. Morrill delivers his address, with President James W. Miller at the left, and Dr. Russell H. Seibert, vice president for academic affairs, at the right.

of a new president is like setting up a new duck in a shooting gallery. There will be times later on, I surmise, when he will find the buckshot nearly as numerous as all the good wishes we bring him today!

But seriously any inauguration brings—and rightly so—“great expectations.” It implies a re-appraisal, a search to discern new opportunities and obligations—and the readiness and willingness to respond to these. Clearly confronting the American university today is a new challenge, a new and revolutionary dimension in higher education.

“Let us hope history will repeat itself,” President Henry T. Heald of the Ford Foundation said in appointing the committee which I mentioned. “As American education once rose to the challenge of a young and expanding democracy,” he said, “so must it rise to the challenge of a world bursting for brotherhood, knowledge and hope.”

Today we find ourselves rudely awakened, not to the “rosy-fingered dawn” of Homer but to what Detlev Bronk has called the “jet-powered dawn.” We are all of us passengers on the same planet, someone has said—and it is troubled and turbulent passage that we share.

Michigan is the headquarters of the automotive age. But every day, as some wag said, it seems to take less time to fly the ocean but longer to drive to work and find a place to park. Last New Year’s—when the magazines and newspapers were full of prophecies for the future—I read the prediction of a noted French authority on aviation. Jet planes within the next 10 years, he said, will fly at Mach 3—three times the speed of sound.

You can leave Paris, he said, at 11 a.m. (having had your breakfast) arriving in New York—due to the time-zone difference—at 8:20 a.m. in time for breakfast. You

can then leave New York, arriving in Los Angeles at 7:45 a.m. for another early breakfast!

And so this whole wide, yet smaller, world is literally at our doorstep: a world in which distance has disappeared—one in which we find ourselves perilously confronted and out-numbered by peoples and problems with whom and with which we must somehow deal, if only in self-defense, with greater insight and understanding and goodwill.

And this isn't easy—for, as the philosopher, Whitehead, once wrote: "the love of humanity as such is (often) mitigated by violent dislike of the next-door neighbor." Cuba, and even Canada, come to mind?

Which brings me to my point:

The international climate, the weather through which this country must plot its flight, is rough. The skies are cloudy, the humidity is high, the barometer is falling, the wind is rising, as a former Minnesota colleague of mine, Dean Julius Nolte, described it. The best hope of our foreign aid, deeply I believe, will be increasing *educational* aid—with an educational cross-fertilization in which we have as much to learn as to teach.

The so-called Fulbright program of educational exchange has helped to pioneer this view. One of its principal aims has been the promotion of "mutual understanding." Carved in stone on the Minnesota campus, President Miller will remember, is the phrase that the University was "founded in the faith that men are ennobled by understanding." Thus mutual understanding among the peoples of this "One World" is more than merely mental, more than just the sharing of knowledge. It makes for the humane in human behavior, for the growth of good will, for the ennobling of mankind.

It was Sir Richard Burton, that intrepid explorer who first opened the eyes of the world to the "Dark Continent" of Africa, who declared that the unfettered and unimpelled "intercourse of man" is "the strongest instrument of civilization in the hand of Providence."

Despite impressive beginnings, the schools and colleges and universities in this country are just awakening to the greatest educational challenge of the Twentieth Century—the summons to see outside the Western World of our nurture and experience; to train our young people to meet the critical problems and prospects of this dangerously divided world; to upgrade, through education, our own and the capacities of people everywhere for self-government and freedom, for productive and peaceful partnership.

Can we somehow help others to learn the lessons we have learned?

¶The lesson, as Thomas Jefferson phrased it, that "no nation can be both ignorant and free"?

¶The lesson of the Congo that stares us in the face—the lesson, as Goethe said, that "there is nothing more frightful than ignorance in action"?

¶The lesson, as Whitehead also wrote, that "in the conditions of modern life, the rule is absolute:

the race that does not value trained intelligence is doomed"?

¶I wonder if we fully realize what it means:

¶That while two out of three American children now graduate from high school, and of these nearly one in four go on to college, only one half of the earth's 500 million children have any schools, even primary ones, to go to.

¶That not as many as 55 percent of the world's population can read or write a simple sentence in their own languages.

¶That in Tanganyika—next door to the Belgian Congo but infinitely better off educationally—400,000 children do start school but at the end of the eighth grade only 40,000 remain and of these only 4,000 finish high school.

How sobering to reflect that the future of our country, of the Western world indeed, could be determined, long-range, by these untutored hundreds of millions—our future determined, as indeed in some measure it is today, by the new nations' votes in the United Nations?

How can we hope for responsible self-government in this divided world without reliance upon education, our own as well as the education of others?

For we are late in learning, ourselves. Some history, a small reading knowledge of a foreign language or two, a glimpse of geography—these things most of us have had in school or college. But they have been almost always in the realm of the Western world from which our culture and democracy were derived. "Now we must know something about the literature of Asia and other countries," President Peter Sammartino of Farleigh Dickinson University has well reminded us. "In philosophy and religion our knowledge should include something about Islam, Buddhism, Hinduism and even animism. The economic geography of all continents takes on major importance . . ."

If we buy less manganese from Ghana because our steel production is less, then the economics of Ghana becomes now-a-days our problem, he went on to say.

From Asia, Africa and Latin-America—the three world areas that Soviet Russia and China are hell-bent to conquer or control—this country imports 100 percent of its tin, 79 percent of its bauxite, 62 percent of its zinc, 89 percent of its antimony, 84 percent of its cobalt and 93 percent of its chrome and ferro-chromium.

The economic interdependence of nations we are finding out that we need to understand, and reckon with, as never before. With President C. W. de Kiewiet of the University of Rochester I am persuaded that "the deepest division of the modern world is not between democracy and communism, but between the underdeveloped and the developed areas."

It is in that context on that battleground, that the "Peace Corps" can help to win friends and influence the uncommitted millions. And it is in that context that

steel mills and dams and military aid are no adequate answer to the problem of "mutual security" in the world today.

More and more it is realized that foreign aid must carry a larger emphasis upon education; that human resources are the critical aspect of the natural resources of any country; that investment in education is investment in the human resources of ability and competence and hope.

And more and more it is realized, as a British writer said, that "Universities are central power stations for generating and distributing the voltage and current for the forces of progress." So it is that our universities have been literally catapulted into the responsibility of a major determinant in the dynamics of social change.

What we have been doing we must do vastly more of, and better! Foreign area studies, knowledge of the history and culture of regions we have never really studied, training in languages we thought we would never need to know, undergraduate liberal education and specialized graduate and professional training enlarged and inspired to the dimensions of world understanding and the likelihood that thousands of our students sometime will serve in far-off lands—these are the sudden summons to American higher education.

The Russians mean business about their kind of education! In African schoolhouses I saw pictures of the largest, most impressive building in the whole Soviet Union—the 36-story, 300 million dollar University of Moscow. In the far-off, fabled island of Zanzibar we saw at the airport a group of young Africans and Arabs embarking via Cario and Prague, we were told, for the new "Friendship of Peoples" university which opened last Fall in Moscow.

In Latin America, with which our country has had the oldest intercultural and educational government program, we still seem too often suspect. Our program has not been adequate and our universities have shown, until now, little real interest in it. Cuba at the moment seems to have vastly greater hold on the masses, despite the terror and tyranny of the Castro Communist-inspired dictatorship.

In India happily the turn is toward us. Ten years ago India sent its thousands of students for training abroad to Great Britain first, Germany second, and the United States third. Today our country gets the greatest number—with Britain second and Germany third.

Ours, not the Russians', is the rallying cry for freedom and justice! Human welfare in this troubled time depends everywhere—as it depended in our country—upon the conjunction of learning and technology with democratic freedom. For, as our Committee on "The University and World Affairs" has said: without learning and technical power, men are slaves to raw nature; without freedom, slaves to each other.

So it is that our universities are challenged to *take leadership* in world affairs.

Actually it is no really new assignment that we are asked to undertake—but only to expand the horizon of the university and of our opportunities and larger obligations within that wider view.

Nor is it chauvinism, I think, to say that America has made its own significant contribution to the older tradition of the university as a place of learning for learning's sake, the idea of a university as a special place of freedom among all the institutions of society. To this we have added the idea of knowledge for use, of responsibility for service to a needful and changing society. It is this greater role of "the University in World Affairs" that can be more nearly sufficient unto the day.

It is this *American* identity which is worthy of transplantation to other lands as a shining sentinel of service to all mankind, deeply I believe.

How often it is to the poet that we turn for the gift of prescience and prophecy. The words of Walt Whitman come to mind:

"Sail, sail thy best, ship of Democracy—
Of value is thy freight, 'tis not the Present only,
The Past is also stored in thee,
Thou holdest not the venture of thyself
Alone, not of the Western continent alone—
"Earth's *resume* entire floats on thy
Keel O Ship—is steadied by thy spars;
With thee Time voyages in trust, the
Antecedent nations sink or swim with thee . . .
Theirs, theirs as much as thine, the
Destination-port triumphant;
"Steer then with good strong hand and wary eye O
helmsman,
Thou carriest great companions—
"Venerable priestly Asia sails this day with thee,
And royal feudal Europe sails with thee."

❖

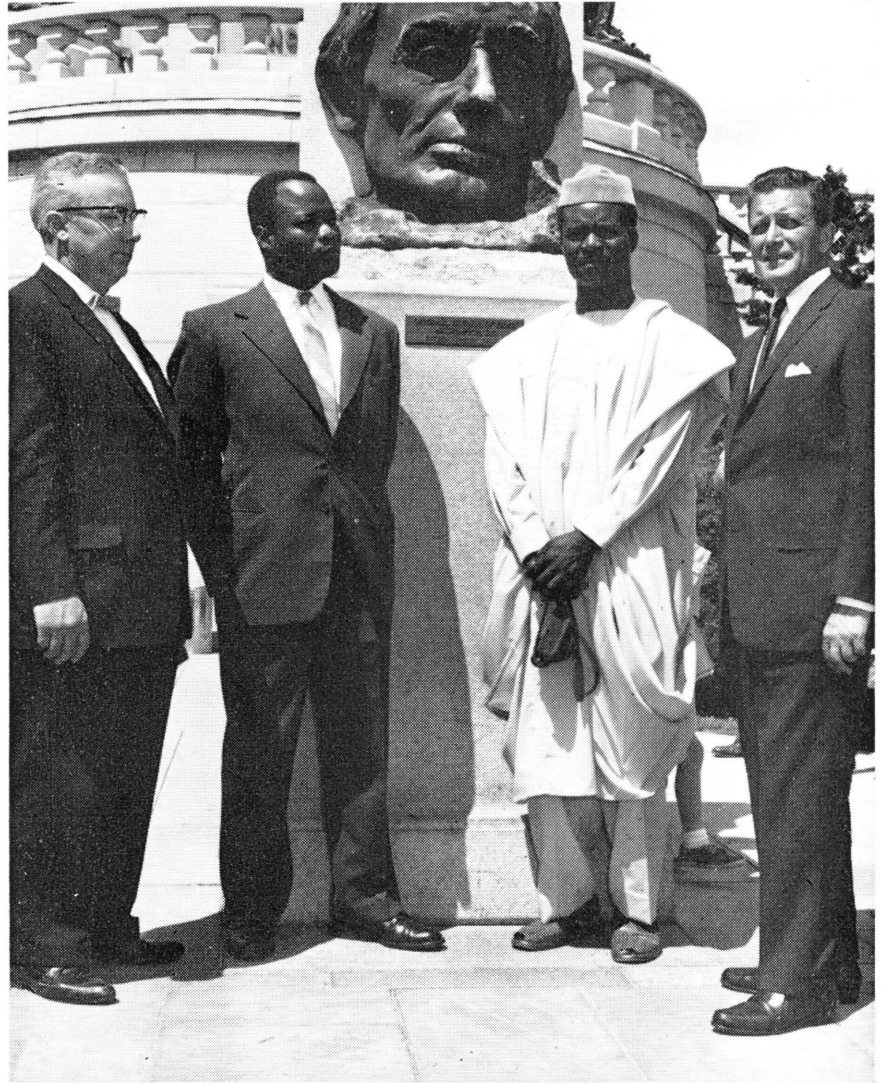
A Pesky Patent

(Continued from page 12)

portance in the history of the industry arises from the fact that he drew upon his unsurpassed knowledge of U.S. patent laws to delay the operation of his patent, first issued in 1879, until others were successfully producing automobiles. Then, in combination with shrewd businessmen who formed the A.L.A.M. (Association of Licensed Automobile Manufacturers), Selden sought to apply his patent rights to the industry. Many successful manufacturers and businessmen believed Selden's patent could be employed "to restrict or suppress" competition in the auto industry. If the patent could be made to stand up and receive the backing of the courts Selden and his backers would have a monopoly of a rapidly growing industry. After all, as Mark Hanna was reported to have said, "The only real monopoly is a United States Patent."

Although Selden is not necessarily the villain of this book, its hero is clearly Henry Ford. This arch-individualist saw his application for a Selden license to manufacture autos turned down by the A.L.A.M. on the grounds that the Ford Motor Company was only an "assembler," not a manufacturer of motor cars. From that moment, in 1903, until court action voided the Selden patent in 1910, Henry Ford was its chief opponent. Ford and his lawyer, Ralze-
mond A. Parker, fought their case with considerable skill. When the case was settled Ford not only had victory over the patent and the A.L.A.M., but thousands of dollars of free publicity for his company and his product, the redoubtable Model T. Parker at last was allowed to enter upon his oft-deferred and well-earned retirement.

Although Professor Greenleaf fails to clearly establish that Selden's patent created a genuine threat of monopoly in the automobile industry he is no doubt correct in his assertion that Ford's resistance did pave the way for mass production of a low priced vehicle for the people. Ford's



Two Nigerian students found a new vision of America in July as a result of being denied admission to a motel in Southern Illinois earlier in the month. Originally traveling with Dean George E. Kehrman and Prof. Gordon Johnson, Okwuesia Ozoro and Nathaniel Olaopa were turned away from the motel. President James W. Miller later wrote of the incident to Governor Otto Kerner of Illinois, and immediately the governor answered with an invitation to the two WMU students to spend two days at Springfield. With Johnson, they went to Springfield where the governor personally escorted them to Lincoln historical sites and showed them a proper American hospitality. Pictured above are Johnson, Ozoro, Olaopa and Gov. Kerner.

technology went on to produce a real sociological revolution in the United States. In his famed Model T and in other manufacturer's versions of the low priced auto "millions of Americans [spent] a large part of their time running up and down the nation, acquiring a common culture and an impregnable like-mindedness,

fashioning a new America in which town and country thought alike."

Part of the story told in *Monopoly on Wheels* appeared in Allan Nevins excellent study on Ford and his company, but the present work is complete, detailed, well-written, and a fine addition to the vast literature of American automobile manufacturing.

24 Lettermen Lead Gridders; Season Opens Sept. 16

WITH twenty-four lettermen returning, Coach Merle J. Schlosser has the basis for an improved season for 1961 in football. For the first time since he has been at WMU (since 1957), Schlosser and his aides have experience and depth. In fact, the Broncos have enough of each so that Schlosser can form alternating units.

But, before Western Michigan fans become too optimistic, it is time to point out that the 1961 schedule is much stronger, too. Such football powers as University of Detroit and Utah State (Skyline Conference champion) have been added! This is the start of Western's "major classification" emphasis which is a part of the overall picture in football within the Mid-American Conference. All six other member schools are doing likewise in an attempt to bring major recognition and competition to each university involved.

Despite the crew of veterans coming back, Schlosser will sorely miss several players who have graduated. Gone are ends Jim Woehler and Chuck MacDonald, linemen Jim Habel, Jack Widas and Gene Ralya, captain and center Leroy Repischak, and backs John Miller, Lloyd Swelinis and Dick Bezile.

On the brighter side, Schlosser has his veteran quarterbacks in the fold. Senior Ed Chlebek and junior Roger Theder (who completed 60 of 85 passes for total yardage of 845 and four touchdowns between them)! Sophomores Lee Kuczman-ski, Jim Webb and Tom Patterson will also help this position immeasurably.

At fullback, senior Bob White

All home games at Waldo Stadium start at 1:30 p.m. The 1961 schedule:

Sept. 16	at Central Michigan
22	at Detroit
30	MIAMI*
Oct. 7	at Bowling Green*
14	OPEN
21	at Toledo*
28	MARSHALL*
Nov. 4	KENT STATE*
11	UTAH STATE
18	at Ohio*

*Mid-American Conference

returns and will add to his first team defensive ability and experience with the fulltime load of offensive fullback. He'll share running duties with seniors Paul Toth and Bill Schlee, also both lettermen. Backing up, and a possible starter, is brilliant sophomore George Archer of Bay City Central; also sophomore Lynn Capps.

Halfback is pretty solid too! Returning are Karl Toth, Joe DeOrion and Alex Forge, all junior lettermen, plus senior letterwinner Dave Cooke. Top sophomores are Allen Howze, Alan Gibbs, Bob Schinderle, Terry Post and Jim Bednar.

At end, Schlosser has senior letterman Dennis Holland, junior lettermen Allen Schau, Bob Selva, Francis (Butch) LaRue, and Ken Egger. Also sure to see much action is junior Tom Penrod and sophomores Al Ryan, Bill Somerville, Jerry Gruszcyk and Jim Peterson.

Big and beefy tackles will spark for the Broncos this fall. Returning senior letter-winners are John Lomaskoski (6-5, 252), all-Mid-American Conference first team tackle in 1960,

Lloyd Beardsley, 6-3, 241-pounder, and Jim VaChon, 6-1, 238-pounder. Junior lettermen are Marv Feenstra (6-3, 225) and 6-1, 235-pound Al McDonald. Top sophomores to see action are giant Jim DePoy (6-5, 268), Larry Bartolemeolli (6-4, 245), Joe Grosser (6-3, 246), and Paul Szulborski (6-2, 230). Also a possible pusher for a starting berth is junior Joe Kelly (6-4, 220).

The guards are solid, too. Co-captain Ken Reasor, (6-2, 218), a senior, bolsters the position. Junior letterman Pat Emerick (6-2, 235) will be the other starter. Backing up are junior lettermen Ivan Gullickson (6-0, 202), and Tom Titcomb (6-0, 215). Top sophomores are Stan Taylor, Eric Krogh, John Ritter, Chuck Liedtke, and Joe Walker.

Center, a problem for Schlosser during the spring, seems to be settled. By switching regular guard and co-captain Mike Snodgrass from guard where he lettered two seasons, to the center slot, Schlosser also has a fine linebacker in the lineup for defense, too. Snodgrass will be backed by veteran Mike Maul, a junior, and sophomores Denny Rutowski and Gene Cavich.

The Broncos play only four home games this season compared to six last fall. There is also one open date on the card. First home game is September 30, when Coach John Pont brings his always tough Miami team to Waldo Stadium in the Mid-American opener for both schools. That is also Rotary and Band Day (combined this season) for WMU. Next home game isn't until October 28, Homecoming, with Marshall University of West. Va. The Broncos host Kent State November 4 (Dad's



Frank Quilici

PICTURE CREDITS

Cover-WMU Publicity and Joe Wiener; page 1-Kalamazoo Gazette; pages 2, 3, 4-Kalamazoo Gazette; page 5-C. W. Lininger; page 6-Ann Arbor News; pages 8, 9-Kalamazoo Gazette and WMU Publicity; page 13-design by John Kemper; page 15-WMU Publicity; page 16-Al Williams Studio and WMU Publicity; page 17-Kalamazoo Gazette; pages 20, 21-WMU Publicity; page 25-Kalamazoo Gazette; pages 30, 31, 32, 33-Schiavone Studio; page 34-Joseph Merante, Jr.; page 35-Schiavone Studio; page 36-WMU Publicity; page 39-Ward Morgan.

Day), and close out the home schedule November 11 with rugged Utah State.

The season opens September 16 at Central Michigan. The next Friday, September 22, Western plays at University of Detroit. This is a night game. October 7, Western is at Bowling Green, October 14 is open, October 21 at Toledo, and November 18 at Ohio.

RANKS FIFTH NATIONALLY

Nine Wins MAC, District 4 Titles

WESTERN'S baseball team, under guidance of veteran coach Charlie Maher, did a complete turnabout from last year's mediocre performance by posting a 19-8 record which included an 11-0 Mid-American record and title, a 3-0 record and title in District Four NCAA play, and a 1-2 mark for the world series, and ranking of fifth in the nation!

A year ago, the Broncos had only one regular over .300 (shortstop Frank Quilici) and one winning pitcher (Gene Cooley who was 4-2 for 46 innings). This year, five regulars hit well over .300 and four pitchers posted winning marks.

The Broncos opened with a four-game slate at the Florida State University Invitational at Tallahassee. WMU lost single games to Duke, Florida State, while beating the latter 10-3. Two of those teams, Duke and WMU, went to the world series, both finished tied for fifth in the nation!

The Broncos went through a full Mid-American Conference slate without defeat and polished off Notre Dame in a single game in regular season play, split with Ohio State (losing a 3-2, 10-inning game) and lost twice to Wisconsin (10-8 and 9-1) in top non-league attractions. The big victory, however, in regular season play was a 7-5 win over Big Ten champion Michigan.

In the District tourney, WMU won three straight, taking powerful University of Detroit 3-1, Cincinnati 8-1, and Michigan again, this time 4-3 in 14-innings in a game delayed two days by rain and hail storms. In the NCAA finals, the Broncos lost a heart-breaking 3-2 game to Boston College on a wild-pitch by senior hurler Bob Hamet, who allowed just six scratch hits in the contest. WMU then eliminated third-ranked Texas 8-2 on the basis of great batting strength and the right arm of junior Ken Larsen who allowed the Longhorns just seven scattered hits. WMU was shutout 6-0 by Syracuse to be eliminated in the national tourney. It was the only time WMU had been shutout all season.

The WMU team batting average was .284 compared to the opponent's .231. WMU had a 5.49 earned runs per game average to the opposition's 2.25 off WMU hurling.

Top hurler was lefty Bill Ortlieb, 24-year-old junior from Ft. Wayne who had a 9-1 record (with nine complete games) and an ERA of only 1.62. His only loss was in the world series; he lost to Syracuse and only worked five innings. Ortlieb had been troubled with a shoulder injury on his throwing arm and saw only limited action after the first game of district play. Senior Bob Hamet, Bryan, O., was 4-3 for the season with a 2.16 ERA; Larsen, of Chicago, was 4-1; and sophomore Gary Wallman, South Bend, Ind., was 2-0.

In hitting, Quilici batted .327 and was named first team all-American at shortstop. Top hitter, however, was senior rightfielder Al Erickson with .367. First baseman Bill Ihne, junior of Chicago, hit .333; sophomore left-fielder Bill Tomb, hit .320 and was the only Bronco named to the NCAA world series all-star team; and junior catcher Bud Dodge, Romeo, hit an even .300. Sophomore centerfielder Mike Gatza was .274; junior second baseman Pat Bidelman was .252, and sophomore third sacker Fred Michalski hit .250.

This was an explosive team—it usually fared better against the better pitchers and teams.

This was the fifth time Maher has taken teams to the national finals, and each year his Broncos have won at least one game! It was the second time he has taken a team to Omaha (site of the tourney) with his top pitcher on the shelf (this

Trackmen Take 4th MAC Crown

WESTERN'S Broncos chalked up the school's best track record in history in 1961, going unbeaten in the dual season and winning their fourth Mid-American title in succession. It was only the second unbeaten dual season at WMU in a span which started in 1911.

happened in 1958 when all-American Jack Rumohr had a shoulder injury and couldn't play in the finals).

Maher lost four seniors; all signed with professional teams. Quilici went to Minnesota; Hamet with the White Sox; Erickson with San Francisco Giants; and Scodeller with the Washington Senators. And Tomb, although a sophomore, signed for over \$25,000 with the Minnesota Twins!

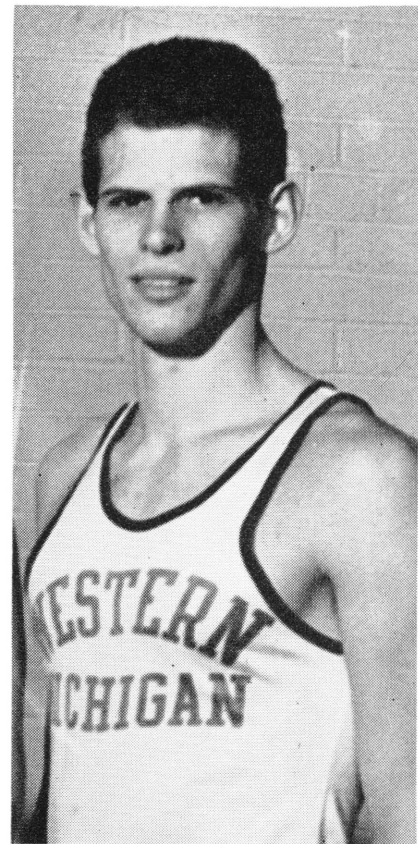
Duke University	10	WMU	3
Florida	7	WMU	6
WMU	10	Florida State	3
Florida State	7	WMU	6
WMU	14	Toledo Univ.	*2
WMU	2	Toledo Univ.	*0
WMU	15	Miami, O.	*0
WMU	11	Miami, O.	*8
WMU	4	Kent State	*1
WMU	7	Notre Dame	4
WMU	10	Ohio State	6
Ohio State	3	WMU	2
(10-Inn.)			
WMU	4	Ohio Univ.	*1
WMU	2	Ohio Univ.	*1
WMU	13	Marshall,	*4
WMU	12	Marshall	*3
(7-Inn.)			
Univ. Wisconsin	10	WMU	8
Univ. Wisconsin	9	WMU	1
WMU	14	Bowling Green	*3
WMU	9	Bowling Green	*1
WMU	7	Michigan	5
WMU**	3	Detroit	1
WMU**	8	Cincinnati	1
WMU**	4	Michigan	3
(14-Inn.)			
Boston C.***	3	WMU	2
WMU***	8	Texas	2
Syracuse***	6	WMU	0

*Indicates Mid-American Conf. Games
 **Indicates District 4 NCAA Games
 ***Indicates NCAA World Series Games

The year also produced Western's second NCAA individual champion, with John Bork taking the 880-run with an excellent 1:48.3 timing. Only other bonafide Bronco NCAA champion was Ira Murchison, dash star who won an Olympic gold medal. Coach George Dales' thin-clads posted a brilliant indoor season, too; in all, the Broncos lost just the indoor CCC and outdoor CCC crowns, second indoors to Notre Dame and outdoors to Kansas. The big victory for WMU track was a 61-2/3 to 60-1/3 win over Big Ten champion Michigan!

In the Michigan AAU indoor meet, the Bronco two-mile relay team (Dick Green, Jerry Bashaw, Dick Pond, John Bork), posted a 7:41.6 timing as WMU won the unofficial team title. Likewise, in the Michigan State Relays, the team did 7:42 (Dick Mach replaced Greene), and again, WMU was unofficial team champion.

At the Mason-Dixon Relays in Louisville, the team of Green, Bashaw, Pond and Bork set a two-mile relay mark of 7:38.7, this also a WMU record. In the big indoor meets, the same two-mile-relay unit took third successive championships at *Chicago Daily News* and *Milwaukee Journal* (at the former, Bork posted at 1:49.9 anchor leg which put him into national prominence in the 880-yard event in which he captured the NCAA crown). At Chicago, too, Jerry Ashmore was second in the two-mile run with 8:56.2. In the indoor Central Collegiate meet, Bork's 2:09.2; timing in the 1,000-yard event was considered a great performance; Pond took the mile in 4:10.2; Ashmore did 9:02.6 in the two-mile—all top times in the nation. In the WMU Relays (second annual), the Broncos won eight firsts and became unofficial team champions again, showing fine



John Bork

depth. Twenty-three schools competed.

Also, indoors, in a 91-23 slam over Bowling Green, shot-putter Wayne Gutowsky set varsity and fieldhouse marks with a 51'9½" toss; Alonzo Littlejohn did 6'5¾" in high jump; and Bork did 1:51.2 in the half.

Outdoors, the Broncos were great, too. Highlight was Bork's title and a close 61 2/3 to 60 1/3 dual win over Big Ten champion Michigan.

In the Ohio University Relays, the Broncos were unofficial team champions (powerful Michigan was second), and pole vaulter Dave Underly set a varsity record of 14'-3½".

At the Drake Relays, the WMU four-mile-relay team of Bashaw, Ashmore, Pond and Bork set a new collegiate and American record with a 16:50.4 timing (since broken) and also won the distance medley event (Floyd Cook, Bork, who did 1:48.7 half, Ashmore, Pond).

In a dual win over Miami (84-43) the highlight was Jim Oliphant's varsity and field record in high jump of 6'7½".

In the close dual win over Michigan, Bork accomplished an unprecedented feat, scoring a triple in tough races. He grabbed firsts in the 440-dash (:47.7) and the 880-yard-run (1:50.5), then anchored the winning mile relay team with a :46.7 clocking. (Bork was also named most valuable in the Drake Relays and the CCC during the season.) Also in the Michigan victory, both Pond and Ashmore were under 4:10 in the mile run and Western's distance men (Ashmore, Don Hancock and Ron Hopkins) finished in order in the two-mile. The team of Jim Singleton, Floyd Cooke, Dennis Wright and Bork won the mile relay in 3:13.7 and is a varsity and field mark. In this meet Gutowsky broke shot put records at WMU with a heave of 52'9".

In the Mid-American meet, the Broncos won their fourth straight title, scoring 107½ points. Miami was runnerup with 58. In the league meet, Broncos set records in the mile run (Pond), 880-yard run (Bork), and two-mile run (Ashmore).

In the Michigan AAU meet, sophomore Littlejohn of Detroit did 6'9½" in setting new school marks in the high jump. The Broncos, by invitation, also competed in the California Relays at Modesto; the four-mile-relay team was third.

In the outdoor CCC, Kansas was team champ with 52½ to WMU's second place 36. Five Big Ten teams and numerous other units trailed. Bork did the 880 in 1:49; Ashmore won the three-mile in 13:58 and Littlejohn and Oliphant tied for first in high jump.

In the Midwest Olympic Development meet at Ft. Wayne, Bork won the 880 in 1:50 (beating George Kerr, Olympic runner, and Jim Dupree, National AAU winner). Littlejohn and Oliphant tied for first in the high jump with 6'8¾".

Bork capped his brilliant senior year with the NCAA 880-title in 1:48.3. Ashmore was third in the



Front row Kent Miller, Fred Zuidema. Back row: Coach Raymond (Hap) Sorensen, Bennett Hylkema, Dale Crawford, Mike Moran, Bob Foutz, and Jim Teal.

Eighth MAC Title in Row for Netters

COACH Raymond F. (Hap) Sorensen's netters again won the Mid-American Conference title in 1961. It was the tenth league crown taken by WMU, all under likeable Sorensen, and the eighth in succession (includes a co-championship).

Posting a 7-7 dual record, including wins over Louisville and Southwestern Universities, Sorensen considered the recent season to be most successful. At the beginning, Sorensen had to rebuild after losing his number one singles player, John Cook, three-times Mid-American individual champion and a member of the tennis all-American team

three-mile in 13:53; and Oliphant tied for third in high jump. The efforts gave WMU fifth place with 19¼ points, best WMU showing ever (behind So. Cal., Oregon, Villanova, and San Jose State).

In the National AAU meet, Bork was third with 1:48.8 (winner Dupree was 1:48.5)! ❖

(honorable mention). Despite this fact, however, the team won the league title.

The top two players, Kent Miller and Fred Zuidema, graduate. Number four player Dale Crawford transferred to Northwestern for a ministerial course. That leaves number three player Bob Foutz and the number five, Mike Moran, and six, Jim Teal, players as a nucleus for 1962.

In the Mid-American tourney, Miller lost in the number one flight singles, but teamed with Zuidema for the doubles title. Zuidema, Foutz and Crawford won singles flights in two, three and four categories. In the number two doubles flight, Crawford and Foutz lost in the second round.

The 1961 record:

WMU		OPP
8	Washington, St. Louis	1
8	Southwestern, Tenn.	1
2	Vanderbilt	7
9	Louisville	0
8	Miami, O.*	1

Strong Contingent To Return for Golf; Fourth in MAC Race

COACH Roy Wietz' golfers started slowly, losing four of their first five matches, but hit the victory trail to post a 10-6 dual record.

At the Mid-American Conference championships at Bowling Green, in May, the team finished fourth.

Senior Norm Barney of Dowagiac, only previous letter winner on the 1961 team (he won two), is the only player to depart; all the rest return for the promising 1962 campaign. Barney was a consistent winner for the Broncos this spring in all the dual meets.

The 1961 record:

WMU		OPP
6	Ball State	12
4	Louisville	14
14½	Miami, O.*	12½
8	Miami, O.*	10
4½	Ohio	19½
17½	Wayne State	3½
17	Detroit	10
15½	Miami, O.*	2½
16	Kent State*	2
17	Bowling Green	7
16½	Kent State*	6½
16½	Toledo*	6½
3	Notre Dame	15
9½	Hillsdale	8½
12	Detroit	6
21½	Wayne State	2½

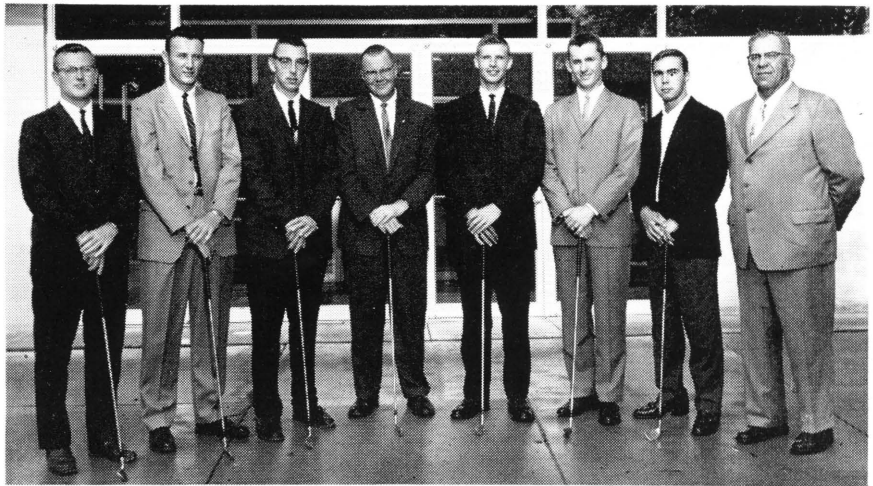
*Mid-American Conference

Boyd Advanced by Firm

Lewis Boyd '59 has been promoted to assistant to the president of the Battle Creek Equipment Co., Battle Creek, manufacturers of health, physical exercise and therapy equipment. Civic-wise he is active in the JCC, Maple Methodist church, Metropolitan Planning Commission and United Fund.

6	Toledo*	3
8	Bowling Green*	1
2	Notre Dame	7
9	Kent State*	0
3	Purdue	6
0	Michigan State	9
1	Michigan	8
0	Southern Illinois	9
2	Northwestern	6

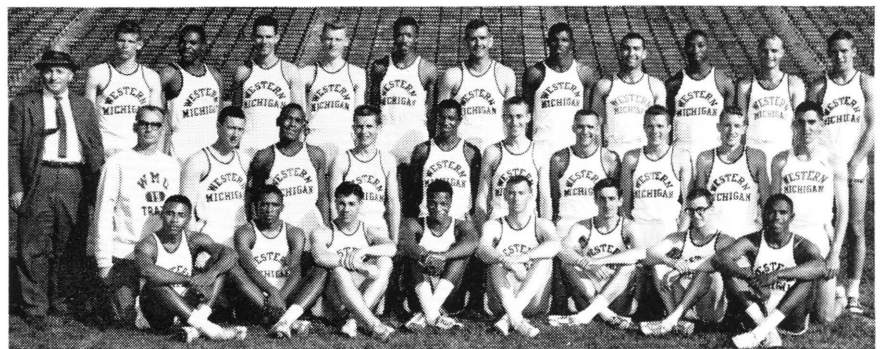
*Mid-American Conference



Left to right: Norman Barney, James Salik, Gordon Wolf, William Yates, Gary Cline, John Hotop and Coach Roy Wietz.



Front row, left to right: Al Erickson, Les Cochran, Frank Quilici, Bill Ortlieb, Bob Hamet, Ken Scodeller. Second row: Bill Ihne, Bud Dodge, Fred Michalski, Pat Bidelman, Gene Cooley, Roger Theder. Third row: John Crute, Gary Wallman, Ken Palmatteer, Paul Tagliola, Gary Seamon, Mike Gatza. Fourth row: Bill Donahue, Ray Larned, Jerry Austry, Ken Larsen, Bob Culp. Fifth row: Coach Charlie Maher, Bill Tomb, Mgr. Grant Wilcox, Leland Salo, Assistant Coach Bill Chambers.



Front row, left to right: Don Gillum, John Waters, Tom Segal, John Lewis, Lee Averill, Don Hancock, Jerry Bashaw, Bob Ethridge. Middle row: Coach George Dales, Mgr. Ralph Hathaway, John Watson, Dennis Wright, Richard Mach, Earl McNeal, Al Smith, Ed Brewer, Bruce Davis, Dick Pond, Dick Greene. Back row: John Bork, Jim Singleton, Carl Reid, Jim McNutt, Floyd Cook, Wayne Gutowsky, Cal Williams, Mike Haiduk, Alonzo Littlejohn, Jerry Ashmore, and Jim Oliphant.

IN MEMORIAM

ALFRED R. THEA, director of the Constance Brown Society for Better Hearing in Kalamazoo and a member of the Western Michigan faculty during summer sessions and other special times since 1942, died in Kalamazoo June 14. He was educated at Washington University, St. Louis, and was very active in Kalamazoo civic and professional affairs. He leaves his wife, two children, two sisters, a brother and his mother.

HOWARD W. BOEKELOO '12 BS '26 died May 20 in Kalamazoo, after a long illness. He had taught in Kalamazoo from 1913 until retirement in 1952. He leaves his wife, two daughters including Shirleyanne Wilder '45, nine grandchildren, a brother and two sisters.

BESSIE A. MCCREARY '14, a teacher at Schoolcraft for 31 years, died May 30 in a Vicksburg hospital. She leaves a brother.

GLENN W. LEVEY '20 AB '24 died June 15 in a Detroit hospital. He was assistant superintendent of schools at Southfield, in which area he had served since 1931, before that being at Elsie. Mr. Levey leaves his wife and one daughter.

MARSHALL A. BECKER, a student in 1921 and 1922, died May 23 at his Otsego home. He had been a school official in Sault Ste. Marie, Durand, Dearborn, Breckenridge, Hopkins and Galewood. He leaves his wife, two daughters, three sons, 10 grandchildren and eight great-grandchildren.

HENRY HIDDING '25 AB '27 died May 3 at his Holland home after a year's illness. He had taught and coached in Grand Rapids, Bear Lake and Kingsford; was an educational advisor with the CCC, and became associated with the Red Cross during World War II, retiring last September. He leaves his wife and one brother.

FRED B. ZUIDEMA '25 BS '32 died June 20 at his Kalamazoo home. He was athletic director at Kalamazoo Central high school, and at one time had been head football coach. His entire career had been in the Kalamazoo schools. He leaves his wife, Christine Lung, '21-'23, and one son, Fred, Jr., '61, who was named the outstanding scholar-athlete of the 1961 graduating class.

W. DOUGLAS LATTO '31 BS '35 died May 5 in Santa Barbara, Calif. He had taught in Ferndale for many years and since being in Santa Barbara had been a manufacturer's agent. He leaves his wife, a daughter, a brother and two grandchildren.

RUSSELL A. BATES '36 died April 25 at Owosso where he had been a teacher in the high school for 17 years and before that at Ionia. He leaves his wife, two

daughters, a son and his mother.

DONALD MCCOOK '42 died May 10 at New Hope, Pa., where he was teaching at the Solebury School. He had coached both at Parchment and Hickory Corners before going East. He leaves his wife, Helen; a daughter, Mickey Lynne, now a WMU sophomore; two sons, John and James, and among others, a brother, John '40, New York.

WARD M. RILEY, a student in 1943, died April 25 in Washington, D. C. A floral designer, he had lived in Traverse City, Pontiac and Detroit, before going to Washington this year. He leaves his mother, two brothers and a sister.

JOAN NIEDZIELSKI, a student in 1952 and 1953, died in an automobile accident in Covington, Ky., June 12. She had been a hostess for Lake Central Airlines the past five years, and leaves her parents, a brother and a sister.

VEVA NICHOLS CRAMER '61 died May 12 at Grant, where she had taught for 35 years. She leaves her husband, a brother and three sisters.

RICHARD DELIEFDE '57 was killed July 8 in a car-train crash in Newaygo. A resident of Kalamazoo, he was associated with the Rochester Germicide Co. A brother, John, was critically injured. Mr. Deliefde leaves his wife and two children.

Class Notes

'05-'19 *Ray Miller* '11 BS '35 retired in June after 50 years of teaching, the last 37 being at Buchanan . . . *Mrs. Florence Wagstaff* '11 lives at 4821 Nottingham, Detroit. She retired in 1956 after 38 years in the Detroit Public school system . . . *Karla Parker* '15 was recently named as honorary president of Dickinson School PTA in Grand Rapids. She is president of the National Congress of Parents and Teachers . . . *Hugh A. Slater* '15 BS '26 retired after 24 years of teaching in public schools . . . *Howard Chenery* '16 AB '21 retired in June having completed 37½ years of service in the Kalamazoo schools . . . *Carl Austin* '17 retired last March after 42 years service with the Kalamazoo GAZETTE as building superintendent. He served as Gazette circulation manager prior to becoming building super-

intendent, and is a former president of the Kalamazoo Exchange Club.

'20-'29 *Julia Fries* '21 AB '29 retired last June in Battle Creek where she had taught business education at Central high school for 40 years . . . *H. Loree Harvey* '22 is listed in the 1961 roster of the Million Dollar Round Table of the National Association of Life Underwriters by having sold at least a million dollars of life insurance in 1960 or must have attained Life membership by having sold a million yearly for three years in succession . . . *Paul Schalm* '22 retired from teaching last June at Clawson . . . *Linnie Smith* '22 BS '57 retired in June at Kalamazoo, after 35 years of teaching . . . *Cornelis Osborn* '23 AB '40 retired last June in Battle Creek after



Auer '40 Vice President of Michigan Parents, Teachers

Herbert A. Auer '40 onetime teacher, longtime newspaperman and former MSU publicist, is now vice president of Region E, Michigan Congress of Parents and Teachers. Auer is presently administrative assistant and field secretary for the Michigan State Medical Society. He now has a son on the WMU campus.



WESTERN MICHIGAN UNIVERSITY



Percy '36 Becomes Head Of Kalamazoo Schools

Dr. Richard N. Percy '36 was named superintendent of schools for Kalamazoo, effective July 1. He was given a four-year contract after having served as acting superintendent for five months. Dr. Percy has spent most of his professional life with the Kalamazoo schools, progressing steadily through various administrative positions.



30 years at the Lincoln and Verona elementary schools . . . *Gladys Detwyler* '24 BS '46 retired from teaching last June at Jackson . . . *Walter Briney* '24 AB '38 is teaching junior high math at Portage this year. He was superintendent at Bridgman . . . *Trena Venema* '24 AB '26 retired last June after more than 50 years. She was honored by the Kalamazoo chapter of the Christian Educators Association . . . *George Howard* '25 BS '35 has spent the entire 38 years of his teaching career at West school in Lansing, teaching physical education and social studies. He retired last June . . . *Karl Palmatier* '25 AB '26, of Kalamazoo, has been appointed to organize a U. S. Archers Association similar to the pro golfers' organization . . . *Hazel Westfall* '26 AB '32 was recently honored by the Edwardsburg P.T.A., for her years of teaching. She retired from teaching last year . . . *Clara Groesbeck* '26 is taking courses in flower design and horticulture at the Women's City Club of Detroit . . . *Dr. Roland L. Robinson* '27 has been named professor of financial administration at Michigan State University beginning this fall. Since 1956, Dr. Robinson has been adviser to the Division of Research and Statistics, Federal Reserve Board in Washington, D. C. . . . *Dr. Martelle L. Cushman* '28 AB '32, dean of the College of Education, University of North Dakota, is a member of the important Committee on Studies of the American Association of Colleges for Teacher Education, and is also chairman of the subcommittee on organizational patterns for teacher education . . . *Tina Noordhoek* '29 BS '38 retired in June at Kalamazoo, after 30 years on the local faculty . . . *Doris S. Flowers* '29 received an MA degree in teaching in the elementary school last June at WMU.

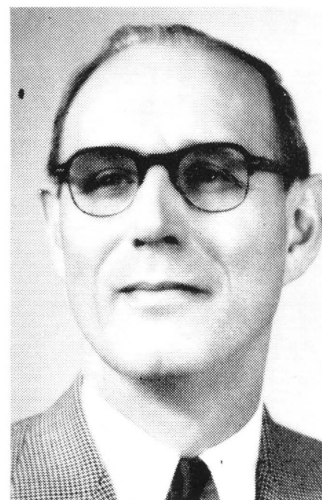
'30 *Therman G. Harris*, director of debate and forensics at Eastern high school, Lansing, was honored in recognition of his outstanding record over a 25-year period . . . *Walter B. Weaver* AB '32 attended the summer session at the University of Michigan Journalism department. He studied educational objectives in the teaching of journalism, and is a journalism instructor at Jackson.

'31 *Argyle Omo* BS '58 has been selected to serve as Junior High principal in addition to his teaching duties at Quincy . . . *Joy E. Mohrhardt* retired in June 1960 after serving 12 years as supervisor of industrial arts, Toledo Public schools, Toledo, O.



MacLoughlin '39 Next President of MEA

Ray W. MacLoughlin '39 became president-elect of the Michigan Education Association in April. He will assume these duties on July 1, 1962. MacLoughlin is head of the English department of the Trenton high school and is a member of the MEA Professional Problems Commission. MacLoughlin lives at 24625 Huron River Drive, Rockwood.



'32 *Robert W. Davies* AB '36 is the new president-elect of the Michigan Elementary School Principals for the 1962-63 school year. He has been principal of Plymouth school during the past eight years . . . *Eleanor M. Phillips* AB '33 is a business education advisor under the International Cooperation Administration Program Vietnam at San Francisco, Calif., for the next two years . . . *Malcolm R. Mackay*, principal of St. Joseph high school for the past 10 years, has resigned to go into private business. He is sales representative in southern Michigan and northern Indiana for Mackay Foundry Sales, Inc. . . . *Mary Westfall* AB '36 was recently honored by the Edwardsburg P.T.A. for her many years of teaching. She retired from teaching last year . . . *Marvin Beekman* was chosen chairman for the workshop on educational problems of retarded children last year at the White House Conference on Education in Washington, D. C. He has been in special education in Lansing for the past 30 years with 20 of them being in retarded and emotionally disturbed work . . . *Art Smalley* has been honored for 25 years of service at Thornapple Kellogg school in Middleville . . . *Marion D. Spencer* received an MA degree last June at WMU in Librarianship. She also holds an MA from Colorado State College, Greeley, Colo.

'33 *Alfred W. Lyons*, a foreman at the Upjohn Co., Kalamazoo, was re-elected state deputy of the Knights of Columbus of Michigan. He will serve his second term as leader of the Michigan Council . . . *John M. Pikkaart* has been elected president of the Kalamazoo County Bar Association. He has practiced in Kalamazoo since 1936 . . .



Carl Engels, a member of the University high school faculty since 1953, has been named the "outstanding secondary science teacher" in Southwestern Michigan by the Faculty Science club of the University. He is shown receiving a framed certificate from Dr. Paul Rood, head of the physics department.

Dr. A. L. Sebaly, WMU director of student teaching, is a member of the subcommittee on teacher education and values of the Committee on Studies of the American Association of Colleges for Teacher Education . . . *John F. McDonald* has been awarded a scholarship to the Washington-United Nations seminar this summer by the Michigan Education Association.

'34 *Lavern Stubberfield* is head of the newly organized unit, control records and services, which has been established at the Upjohn Co., Kalamazoo.

'35 *Edward J. Huttenga*, vocational education director of Muskegon schools, was elected executive chairman of the Muskegon Chapter No. 111, American Society of Tool & Manufacturing Engineers at their February meeting . . . *B. Raymond Perkins* is an elder commissioner, general assembly, United Presbyterian Church for 1960.

'38 *L. E. Mills* is now general information manager for the Michigan Bell Telephone Co. in Detroit Gratiot division . . . *Maxwell M. Gurman*, a Detroit public relations counsel, has again been appointed managing director and public relations counsel for the International Freedom Festival jointly sponsored and celebrated by the cities of Detroit and Windsor, Canada, to celebrate Canada's Dominion Day and United States Independence Day. This is the third year for this event and the third year that Mr. Gurman has been managing director . . . *Dr. A. Westley Rowland*, university editor at Michigan State University, is editor of "Public Relations Ideas" for the American Association of Colleges for Teacher Education.

'39 *Kenneth R. Engle*, now an English teacher at Central high school, Kalamazoo will become assistant principal of that school September 1.

'40 *John Linden* of Midland is a partner in the new Village Shop in Leland.

'41 *Grace L. Gross* received her MA degree last June at WMU in special education.

'42 *Robert D. Fetzger* is listed in the 1961 roster of the Million Dollar Round Table of the National Association of Life Underwriters by either selling a million dollars of life insurance in 1960 or attaining life membership by having sold a million yearly for three years in succession . . . *Donald M. Moody*, superintendent of Delton Kellogg high school, has resigned from his position to assume duties as assistant superintendent of Plainwell on July 1 . . . *Mrs. Nina Rix* was honored at a reception recently as principal of Parchment's South elementary school. She capped a 36-year career as teacher and principal in the Kalamazoo area at the end of June.

'43 *Dorothy W. Trommel* is an area supervisor of service clubs, Kaiserslautern, Germany. The appointment was through the Army Special Services program . . . *Mrs. Laura Felch* is teaching five mornings a week at the Three Rivers Day Center for Retarded Children. She has worked at the Continental Can Co. since 1956 . . . *Fern E. LaFollett* received her MA degree in elementary administration and supervision at WMU last June.

'44 *Lois Kester* retired last June from the Northwood school in Kalamazoo.

'45 *John M. Jurgensen* received his MA degree in elementary administration and supervision last June at WMU.

'46 *Sue Van Valkenburg* of Midland was the soloist for the closing concert of the Midland Symphony Orchestra.

'47 *Richard Olson* is teaching math at the Parchment school near Kalamazoo . . . *Virginia C. McCully* received her MA degree last June at WMU in psychology.

'48 *Maurice D. Sumney* is listed in the 1961 roster of the Million Dollar Round Table of the National Association of Life Underwriters. He either sold at least a million dollars of life insurance

Does your mail carrier like us?



Help us keep your letter carrier contented! Is your address correct, or is there something about it that we can adjust?

Recently, we received a nice letter from Mrs. Clifford Smith (Dorothy M. North '36). Seems we were carrying her address as *Miss* Dorothy M. Smith, thereby causing her no end of embarrassment at home. As if that weren't enough, her street name was listed as Sewey instead of Dewey!

So help us make your letter carrier's job easier. Is everything in your address shipshape? If not, drop us a card and we'll hasten to correct any embarrassing errors. Don't overlook your class year!

in 1960 or must have attained life membership by having sold a million yearly for three years in succession. He was also elected vice president of the Life Insurance Leaders of Michigan . . . *Ena Armstrong* is in her 40th year of teaching and says she is not ready to retire. She has second generation students and three third generation students, whose parents or grandparents also had her for a teacher at Lake Odessa.

'49 *Dr. Richard L. Cutler* has been named to the State Mental Health Commission by Gov. Swainson. He is teaching psychology at the University of Michigan . . . Mr. and Mrs. Jerome Sloan (*Eleanor Conos*) of Huntington Woods, and their three children recently went to France for a two-year stay. Her husband has been invited by the French government to participate in a comparative law study program at the University at Aix-En-Provence and at the Sorbonne . . . *Abdul Naeem* is airport and sales representative for Pakistan International Airlines in New York . . . *Albert A. Williams* has been elected to a three-year term on the Professional Photographers of Michigan board of directors at the 20th annual convention in Detroit. He also served as moderator of a five-man panel on "Photography in the Future" at the convention . . . *James R. Ward* received his MA degree last June at WMU.

'50 *Daniel E. Chapman*, assistant office manager of the Benton Harbor Indiana & Michigan Electric Co., is among those to represent the company at the 21st annual Young Men's Utility conference in Indianapolis . . . *Walt*

Piggott MA '59, Fremont varsity basketball coach for the past seven years, has accepted the new position of physical education director of Fremont schools. . . . *Robert S. Brown* has been appointed associate director of admissions for Hope College. He has been an instructor of psychology at Hope . . . *Roger P. Semrau* is a member of the Armada school board . . . *Diana R. Carroll* is a librarian area supervisor at Munich, Germany, by an appointment by the Army Special Services program . . . *Robert Rhinard* MA '58 has been hired as principal of the Homer Community schools . . . *Harold Sausser* MA '55 is the new Three Oaks superintendent of schools. He was superintendent of the Galesburg-Augusta school system . . . *Basil E. Johnson* has been named superintendent of the Delton schools. He has been principal since 1956 . . . *Josephine W. Miller* received her MA degree last June at WMU.

'51 *John Schmitt* attended WMU this summer on a fellowship from the National Science Foundation . . . *Douglas H. Teller*, a former art instructor with the Springfield schools in Battle Creek, has been awarded a grant by George Washington University, Washington, D. C., to complete his master's degree in fine arts there . . . *William J. Condon* has resigned as superintendent of the Utley school district at Flint. He will become principal of Will Rogers elementary school in Pontiac this fall . . . *Max Wilcox*, musical director and recording editor of RCA Victor Recording Co., is in London and Paris with Artur Rubenstein to record some Chopin piano selections . . . *Clarence Scott*, English teacher at Central high school and president of the Dowagiac Education Association, has been honored in nationwide

competition with grants of two fellowships for advanced study this summer at DePauw University and Ohio Northern University . . . *Charles F. Simmons* received his MA degree last June at WMU.

'52 *Lloyd R. Jones* is the new president of the Riverside, Calif., Junior Chamber of Commerce. He is the business manager of the residence halls at the University of California in Riverside . . . *A. T. Okada*, district sales manager, Tokyo, for British Overseas Airways Corporation visited the campus in May . . . *Lawrence Decker* will teach seventh grade and coach junior high football, basketball and track at Galien . . . *Donald E. Charnley* is listed in the 1961 roster of the Million Dollar Round Table of the National Association of Life Underwriters at Chicago. He sold at least a million dollars of life insurance in 1960 or attained life membership by having sold a million yearly for three years in succession . . . *Donald A. Burge* recently announced that he is now engaged in the general practice of law with offices at 27049 Five Mile Road, Detroit 39 . . . *Bethany E. Radtke* received her MA degree at WMU last June.

'53 *Harvey Ribbens* MA '59 has been appointed assistant principal at Seymour Christian School by the School Board . . . *Delos E. Johnson* MA '59 is attending the 1961 Summer Institute for high school science and math teachers at the Kansas State Teachers College, Emporia, Kans. . . . *Chester Koceski* MA has been appointed principal of Manchester high school. He held a similar post at Gobles previously . . . *John H. Koenig* MA '54 of Midland has been elected vice president of the Michigan



Frank Buchko '46 Named To State Parole Board

Frank Buchko '46 has been named to the Michigan State Parole Board, following a state-wide civil service examination. In 1949 he became an institution social worker at the State Prison of Southern Michigan, Jackson. From 1951 to 1955 he was at the Marquette prison, and returned to Jackson then as director, reception-diagnostic center.



Industrial Education Society . . . A lengthy illustrated treatise on the administering of Bronson Hospital's Medical and Nursing School libraries in Kalamazoo, written by *Juanita Wiles Oas* MA '60 appeared in the April edition of the American Library Association Bulletin. She is director of libraries for Bronson Hospital . . . *Wallace H. Papke*, a representative of the Actna Life Insurance Co. in Alpena, has received a special award for achieving an outstanding production record during the first six months following his graduation from the company's home office training course . . . *Alpha P. Beckwith* and *Elizabeth J. Lacey* received their MA degrees last June at WMU . . . WEDDINGS: *Deborah W. Parker* and *Robert W. Petersen* May 14 in Kalamazoo.

'54 *Tom Linck* is assistant prosecuting attorney in Muskegon . . . *Roland Nocera* has his own accounting business in Chicago, Ill. . . . After spending four years with Dow Chemical home office in Midland, *J. Paul Sullivan* has been transferred to the Camden, N. J., office . . . *Donald E. Wagner* is a stock broker with Prescott & Co., in Cleveland, O. . . . *Capt. Paul A. Schartman* is a jet pilot with the U. S. Air Force . . . Army National Guard *John E. Gellick* recently completed the officer familiarization course at The Transportation School, Fort Eustis, Va. . . . *Robert P. Dunham* has been elected president of the Kalamazoo chapter, National Association of Credit Men. He is operating manager of General Electric Supply Co. . . . *Margaret Perry* has an Army Special Services overseas appointment as a librarian in France . . . *Lt. Charles A. Gray* has received the Society for the Advancement of Management award as the out-

standing business administration student in the Tulane University class of 1961 . . . *Joyce Berger* has been hired to teach high school art at Parchment beginning this fall . . . *David McKenzie* MA '56 has been appointed assistant superintendent of the new Woodland-Lake school district. He had been superintendent of schools at Woodland for the past two years . . . *Howard B. Morrison* was elected president of the Retail Credit Managers Association of Kalamazoo . . . *Delia M. DeMaso*, *Elizabeth J. Gloor*, *Joan M. Misner* and *Anna Beth Ward* received their MA degrees last June at WMU.

'55 *G. Lee Bourassa* has been appointed supervisor of training in the graduate training department of Allis-Chalmers. He was supervisor of sales promotion at the Norwood, O., works of Allis-Chalmers. In his new post he will be responsible for the coordination of all the firm's training activities for graduate engineers at all Allis-Chalmers training locations . . . *Ross Van Ness* has been hired by the Marshall school system to teach band this fall . . . *Darlene Ball* is now stationed at Chateauroux in central France. She has accepted an assignment at Rhein Main Air Base near Frankfurt, Germany, for next year . . . *Bryan D. Dixon* recently was promoted to captain on Okinawa where he is a member of the U. S. Army Quartermaster Group . . . *Richard Weakley* was promoted to supervision as head—data processing methods and development at the Upjohn Co., Kalamazoo, where he has worked for the past four and a half years . . . *Richard D. Bryck*, a representative of Monarch Life Insurance Co., Kalamazoo, has been notified that he is to receive a special

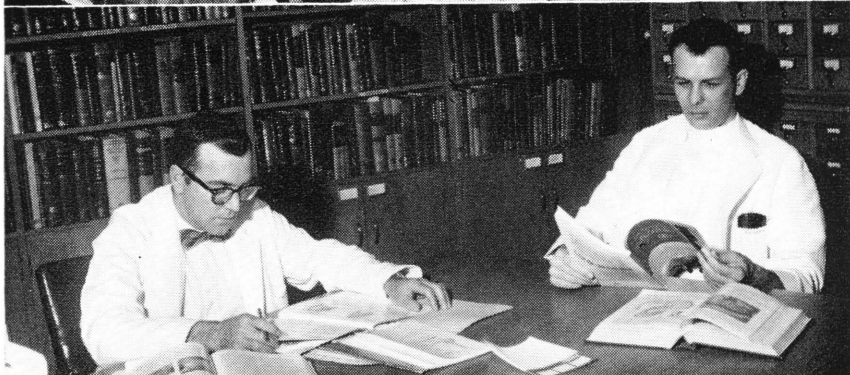
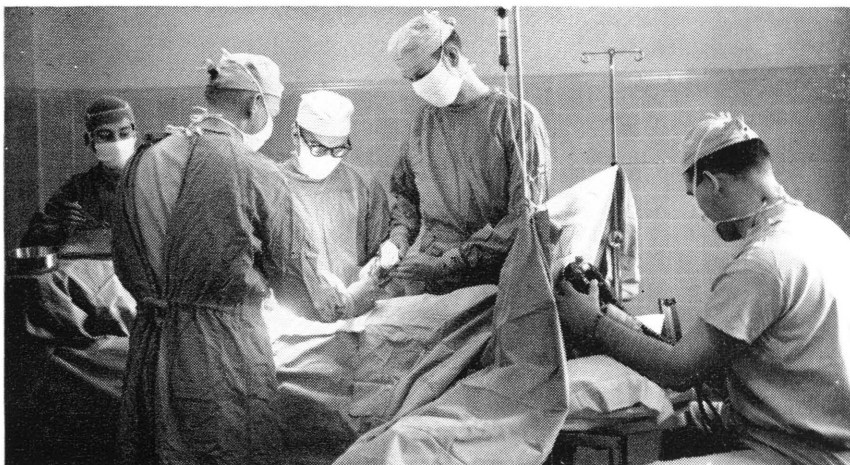
company award. In competition with more than 1,000 field underwriters in Monarch's nationwide sales organization he placed 14th in all around excellence of performance for 1960. He was one of only 35 men in the company to receive the award . . . *Henry Visser* MA will be principal of the new North Portage junior high school to open in September. He is presently assistant principal at Portage junior high school . . . *Bill Breyfogle* is teaching science and math in the Northville junior . . . *Virginia Sorenson* MA '57 is assistant director of the second Kent County Community Resources Workshop at East Grand Rapids junior high school . . . *Coral Mason Briney* has been hired to teach first grade in the Portage school system . . . *Richard D. Nichols*, Plainwell, was awarded a doctor of medicine degree last June from the University of Michigan Medical School . . . *Edward E. Foster* and *Jack R. Vredevelt* received MA degrees at WMU last June.

'56 *Donald Button* was recently presented with a graduate certificate from the American Institute of Banking in Kalamazoo. He is employed at the First National Bank & Trust Co., Kalamazoo . . . *Robert S. Todd* is presently director of bands for the Airport schools of Monroe County . . . *Carolyn Dignan* is an elementary librarian at the Shadowlawn school, Miami, Fla. . . . *John M. Brawdors* has resigned as science teacher at Berrien Springs. He has accepted a position to teach chemistry in the Deerfield high school, one of two high schools in the Highland Park, Ill., school system . . . *Paul Mulder* MA is the new principal of the Fremont Christian schools. He had been principal of the New Era Christian school . . . *First Lt. Daniel J. Acosta* recently took part in Exercise Mayflower, a Seventh Army medical field training exercise in the Stuttgart-Munich area of Germany . . . *Jack Warner*, former reserve coach at Wayland, is now in charge of the varsity, filling the vacancy made by the resignation of *Rowan Munson*. Munson will teach driver training and remain in the local system . . . The J. Walter Thompson Co., Advertising Agency, handling the Ford Division Account of the Ford Motor Co. and its dealer associates, has appointed *Jack R. Moore* as its account representative for the Buffalo district "Ford Dealers Advertising Association." In his new capacity Moore will be responsible for the combined advertising efforts of some 250 Ford dealers in the Buffalo district . . . *Fred B. Buys*, a teacher at the Kellogg school, Hickory Corners, recently won a \$600 grant to do advanced work for eight weeks at Murray, Ky., State College. He has accepted an offer to teach

science next fall at a Royal Oak school . . . *Martha Newell* is the new camp director at Cedar Lake. This is the Huron Valley Girl Scout Council camp near Chelsea. She is an elementary teacher in Ferndale . . . *James A. Kurtz* has been appointed district sales manager in the Raleigh, N. C., area for Willys Sales Corp. He had been a sanitarian with the Washtenaw county health department since 1958 . . . *Richard A. Blett*, *Richard F. Brill*, *Mary J. Bullock*, *Leonard O. Holmes* and *Thomas F. Reed* received MA degrees last June at WMU . . . WEDDINGS: *Ann Stevens* and *Robert S. Todd* June 24 . . . *Peggy S. LaRoux* and *John Swander* MA in Benton Harbor.

'57 *Robert Millard* has joined the Simpson Lee Paper Company, Vicksburg, and is now in the sales department's training program. He had formerly been in sales with the Birmingham and Prosser Co., Kalamazoo . . . *James C. Berger* is teaching 7th and 8th grade art at Jefferson junior high, Oceaside, Calif. . . . *Jack D. Flanders*, C.P.A., who has been associated with the Lawrence Scudder & Co., Kalamazoo, has been admitted as a partner in this company . . . *Marian Pitman* is teaching third grade in the St. Joseph school system. She taught in Warren last year . . . *Irving Shapiro* received an MA in audiology from Syracuse University in 1960. He is a graduate assistant at Western Reserve University, working toward a Ph.D. degree in audiology . . . *Estella Bennett* has been awarded a \$400 journalism fellowship for five weeks study at the University of Colorado in Boulder. She is a teacher at the Southwestern high school at Flint . . . *Walter M. Hansel* is beginning his third year as principal of Pennfield junior high school in Battle Creek . . . *Ruth H. Lindsey* is teaching in the Plymouth school system . . . *Joseph Swonk* is the debate instructor at Berrien Springs. Two of his students recently won the Class B high school debate trophy in Ann Arbor . . . The following members of this class were awarded MA degrees last June at WMU: *Leota I. Becraft*, *Gerald L. Bottema*, *Joanne E. Hall*, *Ginta Kengis*, *Jack A. Linders*, *Katherin R. Szymczak* and *Frank G. Van Ry*.

'58 *Paul Stavrakos* is presently employed by Butler University, Indianapolis, Ind., as assistant to the dean of men, and director of the men's residence hall. He is also a senior at Christian Theological Seminary, Indianapolis, preparing for the ministry of the United Presbyterian Church . . . *Army 2nd Lt. Jack A. Houtman* recently completed the officer orientation course at The Signal



The life of any medical intern is a busy one, and recently featured in the BRONSON BULLETIN, publication of the Bronson Methodist hospital in Kalamazoo, was Dr. Daniel Christian '56. Dan completed his internship in June and is now a resident in medicine at Bronson, having taken his medical studies at the University of Michigan. In the top picture Dan is shown assisting in surgery. Living close by the hospital, he finds some time to spend with his family. His wife is the former Jill Johnston '56, and their daughter is Julie. All interns also spend a great deal of time in the library, where Dan is shown studying a medical journal.

School, Fort Monmouth, N. J. . . . *Mrs. Nancy Stover* will teach one section of the second grade at the Litchfield schools beginning this fall . . . *Brent Beamish* is the new athletic director and head basketball and baseball coach at Brooklyn high school . . . *Robert Ash* MA is principal of the Berrien Springs high school . . . *Jerrold Minier* of Grand Rapids, and a Comstock Park school teacher, is in Fairbanks, Alaska. He re-

ceived a \$1,040 grant from the National Science Foundation for study at the University of Fairbanks. His family also accompanied him . . . *Ed Sczepanik* is baseball coach at Romulus junior high . . . *Robert P. Howe* has accepted the position as commercial teacher at Mendon . . . *Eleanor Buelke* has been hired by the Parchment schools to teach elementary grades on a half-time basis . . . *Wesley Vryhof* MA has been awarded a

National Science Foundation grant for advanced study at the University of Rochester Summer Institute in Physics . . . *Frank G. VanDeventer* and *Melvin J. Suydam* were awarded doctor of medicine degrees in June from the University of Michigan Medical School . . . The following members of this class received MA degrees last June at WMU: *Donald E. Black, Wilmer H. Fricke, Virginia P. Miller, Venan E. Thompson, Carl E. Todd, Haig Toroian* and *JoAnn F. Vander Weele*.

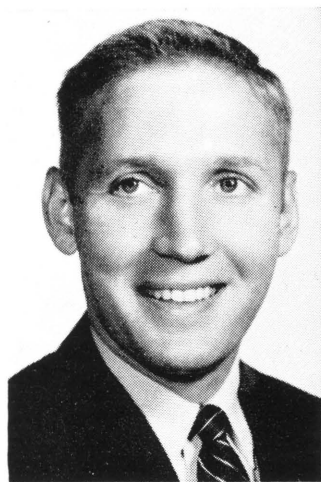
'59 *Maynard Clark* MA has resigned as coach and teacher at Marshall high school . . . *Gilbert B. Leach* has been transferred to cost control department of Industrial Engineering, A.C.F. Industries, Berwick plant, Berwick, Pa. He has been with the company since July 1959. This plant manufactures railroad cars and related products . . . *Ronald Dahms* has been named coach of all sports at Bark River-Harris high school . . . *Donald L. Fraser* is president of the freshman class at Chicago College of Osteopathy . . . *Margaret Gehringer* MA '60 has an Army Special Services overseas appointment as a librarian in Panama . . . *Doyle Crow* will teach physical education and English at the Parchment school near Kalamazoo . . . *John E. Naber* MA, who has served the Fremont Christian Schools as principal for five years, has accepted an administrative position with the Zeeland Christian schools for the coming year . . . *Richard Moon*, present football coach at Mesick high school, now is the new football coach at Leslie high school . . . *Salley Metry* has been hired to teach in the Portage school system . . . Five members of this class were awarded MA degrees in June at WMU: *Carl J. Bajema, Elisabeth Cerda, Frank T. Fanaly, Jack D. Fox* and *Theodore S. Vander Ploeg* . . . WEDDINGS:

Jeanette M. Watson and *Dean Thompson* April 9 in Coloma.

'60 *Richard L. Poolman* recently was promoted to private first class in Korea where he is serving with the 45th Quartermaster Depot, in the U. S. Army . . . *Dean E. Roe* is a new claims representative in the Social Security Administration office, Benton Harbor . . . *Mr. and Mrs. Art Eversole (Sallie Spaulding)* are announcing the birth of a daughter *Kristin Lynn* Oct. 7, 1960. They are living in Orlando, Fla., where Art is an agent with the Penn Mutual Insurance Company . . . *James Ohlman* recently graduated at the Navy pre-flight school at Pensacola, Fla. . . . *Mrs. Mary A. Watters* MA is to teach in the American College for Girls, Istanbul, Turkey, beginning in September, for the next three years . . . *Ed Grodus* has been appointed head football coach at Newaygo high school, after serving as head football and baseball coach at Vermontville high school . . . *Army 2nd Lt. Richard W. Fulton* recently completed the officer orientation course at The Quartermaster School, Fort Lee, Va. . . . *Doris Piper* MA has accepted the administrative position of coordinator of instructional materials for the Grand Rapids elementary public schools beginning this fall. She has been with the Ionia school system 22 years . . . *Ann H. Estill* received her Master's degree in music education at Columbia University . . . *Eileen Vander-Mer Thompson* is now living in Brunswick, N. J., where her husband *Richard* is attending graduate school in psychology at Rutgers University . . . *Don Dussias* is serving with the Army at Ft. Dix, N. J. His wife, *Mona Napier*, is teaching French at East Grand Rapids high school . . . *William H. Bolm* recently was assigned at Fort Dix, N. J. He was

transferred from Fort Benning, Ga. . . . *Lee Pelton* is working on his master's degree at WMU and is teaching at Schoolcraft . . . *Patricia Hay* gave an organ recital in conjunction with a church open house at the new First Methodist Church in Grand Haven. She is the church organist . . . *Lee E. Fassett* has been hired to teach sixth grade in the Portage school system . . . *Frederick J. Boersma* received an MA degree at WMU last June . . . WEDDINGS: *Joanne L. Froehlich* and *Wayne S. Merritt* in Benton Harbor . . . *Catherine A. Howard* and *Charles T. Woolsey* April 1 in Fort Worth, Tex. . . . *Nancy A. Jubb* and *George G. Harrison* in Howell . . . *Bonnie L. Bazaan* and *Rupert H. Benson* in Allegan.

'61 *James Duram* has been hired to teach social studies in the junior high at Allegan this fall . . . *Carol D. Johnson* and *Gloria J. Goldthorpe* will be teaching in the Three Rivers schools this fall, Carol at the Hoppin school and Gloria at the Barrows school . . . *Barbara Kent VanSchelven* and *Mary L. Witherell* are hired to teach at Grand Haven, Barbara fifth grade at the Ferry School, Mary Lou in early elementary . . . *Army 2nd Lt. Robert N. Harris* recently completed the missile officer orientation course at the Air Defense School, Fort Bliss, Tex. . . . *Claxton Helms* MA is the new director of the Midland Memorial Library. He had been director of the Allegan Public Library for the past twelve years . . . *Barbara Tallyday* will teach social studies at Marshall this fall . . . *Dennis W. King* is now a commercial artist with Ray Advertising Display Co. in Berkeley, Calif. He is head of the art layout and photo department . . . *Mary J. Kinney* and *Sally Proper* have been hired to teach high school English at Parchment this fall . . . *Richard Ramthun* is teaching biology and chemistry at Three Oaks . . . *Nancy Lightfoot* is teaching later elementary school at Midland . . . *Joyce E. Hamilton, Mrs. Susan Allen, Mrs. Ursula Growald* MA and *Clarence Martz, Jr.*, have been hired to teach in the Portage school system . . . *Ronald J. Phillips* recently completed the eight-week officer orientation course at The Infantry School, Fort Benning, Ga. . . . *Daniel Turonek* is in the process of writing an off-Broadway musical in New York. In addition to his writing, he is studying voice, drama and dance. To gain added experience in all phases of show business, Danny is working as a puppeteer for a children's show in Greenwich Village, N. Y. . . . WEDDINGS: *Vivian L. Galusha* and *Richard F. Freer* Jan. 28 in Kalamazoo . . . *Barbara L. Kent* and *John W. VanSchelven* in Grand Haven . . . *Gayla Miller* and *Gary L. Cox* in Kalamazoo.



Epskamp Leaves WM Staff To Head Miami Trackmen

Robert Epskamp '52 and a member of the WMU coaching staff the past two years, left the campus July 1 to become head track coach of arch-MAC rival, Miami University of Ohio. He had assisted Coach George Dales with the WMU teams, which have won four consecutive conference titles. Epskamp coached at Monroe before returning to the campus. He has two sons.

HOMECOMING 1961

October 27 and 28



Gala Weekend Planned for
Returning Alumni, Including:

- ★ Bus Tours of the campuses
- ★ Student-sponsored parade and house displays; theme "Once Upon A Time"
- ★ Alumni Luncheon; featured guest, President James W. Miller
- ★ Pre-and Post-game coffees sponsored by fraternities, sororities, and other on-campus organizations
- ★ Western-Marshall U. football
 - ★ Alumni post-game coffee in the Student Center
- *** **NEW THIS YEAR**—Continuous dancing at the Alumni Ball two local orchestras (9 to 1 p.m.)
- ★ Classes of 1911 and 1936: Special 50-and 25-year reunion features!
 - ★ Classes of '06, '16, '21, '26, '31, '41, '46, '51, '56, and '61: Your official five-year reunion year!
- ★ All other classes: Many special alumni plans have been developed for you, too. Don't hesitate, attend HOMECOMING 1961!



EARLY-BIRD SPECIALS: (Friday, October 27, activities)

- Bonfire and fireworks display, plus the crowning of the '61 Homecoming Queen
- "Alumni Night" at the W.M.U. theater. Special performance of "J. B." for returning theater-goers.

“... on second thought, put me down for two!”



PARENTS: If your alumni youngsters have moved, please have them notify us.

POSTMASTER: Form 3579 requested. Alumni Office, Western Michigan University, Kalamazoo, Michigan. Postage Guaranteed.

... so wrote a newly-activated alumnus. He meant, of course, that he wanted two memberships in the Alumni Association—one for himself, one for his wife.

We thought to ourselves, “that’s the (Western) spirit!”

He didn’t know, however, that his Alumni Association has a special plan available to Western alums who marry Western alums: THE FAMILY MEMBERSHIP. Since a family membership is offered at a reduced rate, we refunded the overpayment part of his application and hoped he was pleasantly surprised.

If you are married to a Western alumnus, take steps today to have your spouse listed on the active rolls of the Alumni Association—just as you are listed! You both will receive membership cards. No, you won’t receive two News Magazine subscriptions, but both of you will be listed in our annual “actives” report.

Most important, you will have the knowledge that BOTH of you are contributing to the interests of your Alumni Association—student scholarship loan funds and the development of hard-working alumni clubs.

You and your spouse may become family members for only \$5 a year (compared with the \$3 individual subscription). Or, you may elect three years for \$12.50 or five years for \$20.

Next time your subscription expires, make yours “family.” See if your spouse doesn’t get just as big a feeling of accomplishment as you did by becoming an active alumnus, an active member of the Alumni Association.

If you want to have both your names listed in this year’s annual “actives” report, be sure to get your family membership into effect soon.

***Family LIFE Memberships offer even greater savings, yet both members are listed as active LIFETIME supporters of the W.M.U. Alumni Association. A Family LIFE Membership is \$150, payable only once in your lifetime. The five-year payment plan (at \$32 a year) or ten-year plan (at \$16 a year) is available if you and your spouse wish to spread your investment over a longer period of time.*

LIFE MEMBERS

Lifetime-plus support of the W.M.U. Alumni Association and its work has been given recently by these alumni and alumnae who have taken out Life Memberships.

Raymond E. Goldsborough '56
Regina Walton Goldsborough '56
Kensington, Maryland

Arthur Guse '40
Benton Harbor, Michigan

George P. VanderLester '41
Altadena, California

Reverend Stephen Liddicoat '39
Helen Ingersoll Liddicoat '39
Greyslake, Illinois

William Bruce Thomas '50
Phyllis Smith Thomas '46
Puerto Ordaz, Venezuela, S. A.