SUMMER 1968

Our University 1
Student Watching, Great New Pastime 2
An Old Familiar Twoscore 6
New H-O Under the Bridge 12
Sports 18
From the Alumni Office 20
Class Notes 21
In Memoriam 25

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OUR UNIVERSITY

Over many years and through numerous contacts with college and university students, I have learned that to make our young people better than they are you must sincerely believe that they are better than they are. This is not difficult for me for I have a fierce unshakable pride in the achievements of the young people who are pursuing their education at Western Michigan University. There are a few who are obsessed with the notion that they can have freedom only if they have complete power over all matters affecting them. To these few, the heroes of today's life are the modern revolutionaries who talk openly and frankly of anarchy.

As pointed out in an editorial in the Washington Post recently, "Freedom of speech means nothing to them (this handful of students) except insofar as it protects their freedom to speak. The idea that differences are resolved through discussion and reason is irrelevant to them. The only thing that counts in their lexicon is power and the only way they believe power should be used is to enforce their beliefs on others. They have no doubts about their rightness and the righteousness of their views and they refuse to entertain any suggestions that they may be wrong."

These are the students who become so obsessed with their own concerns that they feel it is their right to translate concerns into demands. For society to deny their demands is tantamount to inviting the disruption which they threaten. Any student who becomes wedded to the technique of threats cannot be expected to uphold the special privileges and freedoms which society has widely conferred upon its institutions of higher education.

A university or college, in the performance of its proper functions, must question and test values which have been widely accepted over a long period. The college or university which is to be vital in the life of our society must lead in the examination of those concerns of greatest import to our present world. Actions or activities which limit free inquiry are detrimental to the health of the university and to society. The very essence of a university is the promotion of the free exchange of ideas which necessarily must compete with one another in the continued search for truth.

The current generation is sometimes over-exuberant in its exercise of freedoms, but for those of us who were witnesses to the silent generation, the desire of students to become more meaningfully involved in shaping the future of our universities appears to be a healthy trend. At Western Michigan University we have several important elements—students, faculty, alumni, our trustees, and administrators. Our constant task is to find ways and means to coalesce these elements to promote institutional strength. To threaten the order of our University is, obviously, to endanger the very essence of its being, namely, free and open discussion by students and faculty.

No college or university can hope to solve its problems in an atmosphere of threats and counter-threats, of mass emotionalism and what is basically a climate of anti-intellectualism. If we are to shape our own destinies each must exercise that mental discipline which is always required to resolve issues among our fellow human beings. It is clear that our students are receiving and accepting more responsibility at Western than ever before. The university will be the richer for this involvement by students.

As Louis Pasteur said, "Chance favors the prepared mind." Decision making is a process that calls for a prepared mind, a mind that is educated to solve and resolve differences. The individuals who are giving society its greatest difficulties are those committed to the philosophy of nihilism and anarchy. History is full of examples showing that people, faced with a choice between chaos or tyranny, choose some form of dictatorial government. Anti-intellectual anarchical dissent, if allowed to follow its illogical course, will not only destroy the fundamental principles of democracy but will wipe out the principles which undergird our colleges and universities.

From my vantage point as President of this University, I continue to have an unswerving optimism in our faculty and students. I am confident that, with few exceptions, they will use their rights of dissent with that appropriate restraint required to balance responsibilities with rights and freedoms.

In its 65 years Western has drawn tremendous strength from the responsible actions of its faculty and students. There is every reason to believe that Western will further strengthen itself through the broadening involvement of its faculty and students in the development of University policies.

James W. Miller
President
The nation's civil rights efforts have received strong active and vocal support, often in the form of protest marches, from much of the growing body of college students who have also turned their awareness to other facets of our national life which they consider to be wrong, ill-conceived, or out of touch with the times.

(Kalamazoo Gazette photo)
“Student-watching” has become one of the new great American pastimes. The public has become aware of the behavior of college and university students in recent years and has engaged in wider and closer observation. People “student-watch” because of their interest in what is occurring on campuses or because of their concern for the type of behavior and attitudes exhibited across the country.

In years past the press might have carried an occasional goldfish-swallowing story, but outside of that the only coverage colleges and universities received was on the sports pages. The American people restricted their student-watching to a few movies which, more likely than not, stereotyped the higher education scene as the “rah rah” society.

For many reasons this has changed. Colleges and university research programs have expanded markedly with the support of the federal government, private foundations, businesses and industries. Grants and projects are newsworthy.

The federal government has become involved in supporting higher education in other ways, such as the National Defense Education Act loan programs, the financing construction of campus facilities, college work-study programs, and other programs. Add to these the attention state governments have given to higher education. The way state legislators and governors have provided, or failed to provide, funds for state institutions is news to the thousands and thousands of college age students and their parents, and particularly to the taxpayers in each state.

As if these things were not enough to call attention to higher education, the mid-sixties have brought activities the likes of which we have never seen. Students have frequently demonstrated and occasionally rioted to focus attention on their concerns. The methods, manners, appearance and dress of some college students, as well as the issues themselves, have stirred the interest of the American public. Student-watching is indeed a new American pastime, and the mass communication media have recognized it. There is hardly a major newspaper or magazine which does not have a special editor for education, and radio and television frequently present special feature programs on higher education.

Peter Schragg, associate education editor of the Saturday Review, writing in the New York Times, poked a bit of gentle fun at this latest national preoccupation. He noted and we quote, “A good student-watcher should have a cosmic view. If his analysis does not include
some basic comments about the fate of our society, the technological dilemmas of our time, the bomb, slums, and the multiversity, he is hardly qualified to comment at all. If he can add to those dimensions some references to the identity crisis, the lack of role models, alienation and anomie, then he can count himself among the more distinguished members of the guild.”

Schragg continued by pointing out various divisions within the craft. First, he mentioned the analysts. They characterize student groups according to ideological leanings. They carefully distinguish between DuBois Club Marxists, Progressive Party Maoists, and Students for a Democratic Society, for example. Next he named the moralists who are fascinated by student attitude and conduct in regard to sex, LSD, beards and the pill. Then he recognized the private eyes, those self-styled investigators who are certain a red agent is lurking behind each student. Having been looking since Sen. Joseph McCarthy, they are delighted to learn that there really are some communists on campus, after all. That’s right where they were supposed to be all along.

Schragg went on to point out another group, the social flagellators. “Most of these people are romantics, trusting in moral man and immoral society. Any student activist is virtuous simply because he protests. The more idiotic the protest, the more it demonstrates how brutally the society has deformed and damaged the protestor.” Certainly there are other types, as Schragg suggested, but he concluded by pointing to one final category, college and university administrators. To them, a protest on their campus always illustrates the level of maturity of their students and a riot demonstrates their political sophistication. If students are apathetic it obviously shows the decorum and judgment on their campus.

Through this light-hearted sniping at the campus scene a certain amount of reality is recognizable. A sufficient amount of truth is present to cause us to pause and reflect upon our current generation of college students without previously developed biases. Further, this element of humor, lost by so many, helps to temper the grimness which has settled around higher education. Although this whole business is serious, it is well not to take ourselves too seriously. As William B. Boyd pointed out in an address to the American Alumni Council, we need the light touch, a sense of humor, if we are to maintain some balance and perspective.

Even though the satirical presentation pokes fun at “student watching,” the business of observing our students is never-ending. By observing we mean really observing and listening—really listening. Today’s student generation is saying new things. Students not only look different, they sound different. They are doing and saying things that are rocking the foundations of higher education.

Some observers have referred to all of this as “The Great Youthquake.” Certainly the mid-sixties have brought to campuses across the country a wide range of tremors from mild rumbling to wild crumbling. In most cases, a schism develops, or widens, primarily between the older and younger generations.

Half of the population in this country is under twenty-five years of age. Some commentators have observed that the younger group trusts no one twenty-five or over. There is considerable abrasiveness and friction between the two generations. Conflicts develop and enlarge which could leave campus relationships in a shambles.

The age difference alone does not sufficiently explain the conflicts between the under twenty-five and the older groups. That difference, obviously, has always been there. Certainly opinions and attitudes of older and younger generations have always differed, but heretofore the two camps have not been as clearly defined and have not had such open confrontation. The older generation is uneasy because the young have not accepted their approaches and solutions to the problems of the world. The young try to meet situations head-on, confident in their inexperience. The over twenty-five group cannot accept the impatience of the younger group. The young cannot tolerate the deliberate and plodding approach of the oldsters. The young view the adult world as “phony” and do not accept the values of the group over twenty-five.

The friction varies from area to area and issue to issue, but the turmoil is probably most visible in college communities. The conflict is present in individual families, as many mothers and dads can attest, but the abrasiveness is more evident at colleges and universities because of
the concentration of greater numbers of the under twenty-five group.

Some observers would refer to the current youth reaction as “fall-out from the Spock era.” Even though there may be a case for showing some relationship between the behavior of these young adults and rearing in a permissive atmosphere, it seems that the questioning and challenging from these young people is also a result of an emphasis in education. In raising these young folks, we have urged them to question things, to ask “why?”, to reason out problems. Now that they are challenging things outside the classroom, there are no ready answers provided. Too often the adult response is reflected in irritation and frustration.

Whatever the cause, the conflict exists. At the college level, students ask why certain rules are on the books. They ask the source of authority and what is the justification for the regulation of their lives, particularly off campus. When they are dealt with in a disciplinary situation the first comment they make when they hear the decision is, “Where can I appeal?” This has been irritating to some of the oldsters. It was downright shocking when such affront first appeared.

The “Youthquake,” however traumatic as it has been to some, has caused colleges and universities to reevaluate their programs and to provide corrective action which should have been taken long ago. It is difficult and downright awkward to admit that it was the young people who pointed out deficiencies and gave direction to the reforms. But we are not through yet. The oldsters are still slow to act, slow to adjust. The under twenty-fivers are impatient and still sharply critical.

Part of the conflict on campuses comes from opposing versions of the nature and purpose of colleges and universities in modern society. The traditional view is that higher education provides a center of learning with a dual function of preserving and disseminating knowledge on one hand and advancing it on the other. This view is more commonly accepted by most faculty members and trustees and many students. The other position considers higher education as its best hope for a powerful instrument to provoke whatever they believe to be the needed changes in society. This view, taken by the new left, would actually prefer to see colleges and universities close down than to continue to function as conservatizing agents in society.

The non-radical activists and the vast majority of students accept the present structure and line-of-authority vested in the boards of trustees and delegated to the administrative staff and the faculty. They are sincerely interested in solving problems and curing many ills on-campus and off-campus. Although they do not necessarily challenge present authority, they do desire to open up the channels for more student involvement in the decision-making process and to speed up the “machinery.” They want to be heard. They want their voice to mean something. Now!

The challenge is clear: college and university personnel must become the most astute and avid student-watchers. They must watch and listen, most of all, listen. This is not to say that they should acquiesce to all student wishes and demands. Watch, yes. Listen, yes. But watch and listen with a sincere desire to understand the problems, to evaluate proposals fairly, to sift the alternatives wisely and to take appropriate action. This is not easy. Institutions of higher education have many “bosses,” that is, they are accountable to many groups. Students comprise one of the most important groups. Top priority goes to their concerns, balanced against another great responsibility to the society, the people, under whose aegis the institution exists.

The signal is there and it is clear. For college and university faculty members, trustees and administrators it reads: “Caution. Stop. Look. Listen.” Impatient youth would add, “Now go! Get moving!”

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*Students express their disenchchantment with the “status quo” in many ways, some by engaging in less demonstrative activities, as this WMU coed volunteer in the Kalamazoo Tutorial Project. Under this student operated and coordinated program, elementary and secondary students in Kalamazoo can obtain free tutoring as well as develop a wonderful, new rapport with members of the “other” society.*
Western's fabled, old, cable-car transportation system for students going up or down the East Campus hill had reached the halfway point in its own 40 year history about the time Dr. Dunbar's chronology in this article begins. The system was abandoned in 1947.
On a September morning in 1928, I walked into a classroom at Kalamazoo College for my first experience as a college instructor. With the exception of an eight-year period during which I was in radio and television broadcasting, I have lived in an academic environment since. During these forty years much has changed, but much has remained the same. Lately I have had the feeling, more and more frequently, that some new development in the academic theater bore a striking similarity to a play I had seen long ago.

The hippies are a case in point. In a number of respects they resemble the popular image of youth in the 1920's, the age of bootleg gin, bobbed hair, short skirts, the Charleston, and ’coon skin coats. In both cases, the popular stereotype applies to only a small fraction of youth. The percentage of college students who imbibed illegal booze in the 1920's would probably be the rough equivalent of the proportion today who have tried marijuana. The word “revolt” was used as commonly then as it is now to describe the attitudes of the younger generation toward society. And then, as now, the elders were shocked.

There was little in the way of social concern about the revolt of youth in the 1920's, however. It was a revolt against social taboos and straight-laced standards of behavior rather than against the political, social, or economic establishment. All this changed dramatically in the 1930’s with the onset of the “Great Depression.” Quite suddenly students became very serious-minded. Some became devotees of communism. Many took an oath never to fight in another war.

They became deeply involved in discussions about international relations as well as national problems. The elders were as much alarmed by this as they had been about the “revolt of youth” in the 1920's, and alumni who remembered that era wondered, when they returned to the campus, what had happened to “college spirit.”

As the nation drifted toward involvement in World War II, there was a great deal of talk about the softness of college youth. Officers in the military branches doubted whether the new generation of students had backbone enough to bear arms in defense of their country.
It had been thoroughly indoctrinated with the horrors and futility of war. There were no illusions this time about grandeur and romance. But when the draft call came, it was accepted. There was no tearing up of draft cards by students. War was a dirty business, but it was their turn, and that's all there was to it. Never has there been a more magnificent demonstration of the basic soundness of American youth.

The post-war generation of students was even less interested in whooping it up for dear old Siwash than those of the 1930's. But in other respects, there was a startling change. These students, many of them veterans, were as little concerned about national and world issues as they were about alma mater. They were in college because someone had convinced them that a college degree was desirable or even essential in getting and holding the sort of job that would enable them to own a nice home, raise a family of kids, and enjoy all the pleasant diversions of American life. Again, the elders were alarmed. The new generation of youth seemed selfish, self-centered, and indifferent to any problems except their own.

Social concern was reborn in the 1950's and 1960's with the civil rights issue and Vietnam war. Along with this came a new protest movement against established mores similar to that of the jazz era of the 1920's. And to cap the climax, there was marijuana and L.S.D. Once more the elders cried out in anguish, indifferent to those who assured them that the extreme manifestations of this new fling were confined to a small minority of students.

These evolving patterns of student opinions and behavior illustrate that it is part of the process of maturation to flout the established patterns and mores. Shocking the oldsters becomes a kind of game, played for its own sake. But it requires a certain degree of courage, which is gained through conformity with one's peers. Every student follows the fashions in youthful dress, talk, and behavior to a greater or lesser degree because he wants the assurance that comes from his peer group. The communications media, by giving coverage to extremists, establish an image of youth in the popular mind which is utterly unrealistic. Generalizing about college youth is as fallacious as generalizing about mankind. College students run the gamut, by whatever measure, just as others do.

None are fonder of generalizing about students than the faculty. Some of the plaints which they utter become as familiar as the best-loved disc in one's record collection. One such is that the high schools are an utter failure when it comes to preparing students for college. Another is that students conspire to avoid learning and that their failure in courses is due solely to their utter refusal to study and their complete indifference to education. Regarding their own role in the institutions, there are other well-worn refrains sung by faculty members. They are overworked and underpaid. Those in administrative posts are their natural enemies. Those who write books which happen to win a wide audience are regarded as having prostituted their scholarship, if any. And the conduct of public affairs is hopelessly crooked, irrational, and inane.
Having condemned the habit of generalizing about students, I should hasten to add that generalizing about faculty members is equally invalid. Not all those who teach hold the kind of views noted above, but, like students, faculty members are given to conformity with their own peer group. It would be heresy in faculty circles for anyone to aver that perhaps the reason certain students have not learned much in a course might be that the instructor was lazy, muddled, or downright incompetent as a teacher. To remark that high schools have other responsibilities than preparing students for college courses would be set down as irrelevant.

Though only a small proportion of the faculty do any appreciable amount of research and writing, this is always cited as the reason for demanding reduced teaching loads. It would be almost unthinkable for a member of the faculty to admit that not a few of his colleagues are paid more than they're worth for what they do. And to suggest that, if the government of the State of Michigan or the United States were entrusted to scholars, we might be in a worse mess than we are would be greeted with unbelief.

Faculty members, though they adhere, to a greater or lesser degree, to the prevalent notions are as different from one another as the students. There are those with a deep devotion and dedication to the institution, though these are fewer in proportion than was the case forty years ago, just as student loyalty to alma mater is not so fervent as it once was. There are other faculty members who love to teach, do it well, and interest themselves in the problems of individual students. Then there are the ones who dote on scholarship in their discipline. These usually are constantly mongering for promotion or seeking greener pastures. Finally there are the indolent, who just try to get by with the least possible effort.

To some faculty members, the power which they wield in the classroom is a heady experience. They come to expect students to accept their dicta as being infallible. They have it within their province to award the faithful with an “A” or punish the incorrigible with an “E.” What they do in the classroom is sacrosanct under the code of academic freedom, and if they can survive long enough to secure tenure, only a moral lapse of the first magnitude can clip their wings.

The popular image of a faculty member has markedly improved in the past four decades. Back in the 1920’s, the college professor was often portrayed running through a field with a butterfly net, poring over musty tomes, or being absentminded. Even in the 1930’s, when intellectuals were recruited by President Franklin D. Roosevelt in connection with the New Deal, they were derisively dubbed “brain trusters.”

But in more recent years, the expanded role of intellectuals in public affairs has been a factor in effecting a change. Another has been that the American public has been sold on the idea that college professors are critically important to society and terribly underpaid. There can be no doubt that academicians have gained stature. This has been salutary, but the new image of the academician is so favorable that it is becoming almost as unrealistic as the old one.

So far as the curriculum is concerned, the issues have not changed much. Back in 1928, faculty and administrators were trying to find a way to combine a broad, liberal education with specialization, and today the quest continues. Then as now the assumption was that general education must precede concentrated study in a single field, though this is exactly opposite to both the natural process of learning and the inclinations of students. It is only with knowledge and maturity in a certain field of learning that the student begins to want to understand interrelations with other fields and that such interrelations become fully comprehensible.

In 1928, just as in 1968, educators were discussing inter-departmental courses and experimenting with them, with comparably meager results. My own discipline, history, was about to be swallowed up into the vast reservoir of the social sciences or the humanities, so it was prophesied forty years ago and so it is still being prophesied in 1968. The academic departments continue to be the foci of power and prestige which persist in spite of all the fulminations against them.
Western's first high-rise campus building is the recently completed George Sprau Tower for faculty offices, located in the sparkling new Liberal Arts Complex. The University Auditorium, a feature of the Complex, its front plaza and fountain, and the Dorothy Dalton Promenade were financed with self-liquidating funds or by gifts to WMU.

It was not long after I entered academe before I realized that there was a running feud in the colleges and universities between those who teach what to teach and those who teach how to teach. It was more or less of a standoff battle until after World War II, when the professional educators began to gain ground. It got to the point where they were boldly proclaiming that it didn’t make much difference how much or how little a teacher knew about the subject he was teaching as long as he knew how to teach it. Then the Russians sent Sputnik into space. This was an important turning point, because it convinced Americans that scientific knowledge, and by implication, other sorts of knowledge were pretty important. The professional educators, as a consequence, lost face. But the conflict continues, with perhaps a little more respect on both sides. Today, it’s a cold war, rather than a hot one.

My own conviction, based on observation of this battle over a period of years, is that there is an immense amount of stupidity on both sides. The assumption that one finds among those in the subject-matter disciplines, that professional educators consist mainly of charlatans and that there is nothing that can be learned about teaching techniques that any sensible person does not know already, borders on absurdity. The dim view which the education people take of knowledge about subject matter is equally silly.

Unfortunately, the professional educators have developed a lingo of their own, with certain treasured cliches, and this has tended to convince their adversaries that they are employing a linguistic hocus-pocus to mask their lack of intellectual rigor. It is not necessarily so, of course. But I have noted with some amusement the evolution of certain fashionable words and phrases among the educators, such as “adjustment,” “community,” “democracy,” “integration,” and “resource person.” These words, and others, attain immense popularity for awhile, then fade away like an old soldier in favor of some new favorite.

Adequate financial support always has been vital to education, but any comparison of writings on education forty years ago, and more particularly a century ago, with those today leads to the conclusion that we have developed a fixation on the subject. It is a curious fact that back when education received comparatively meager appropriations and modest bequests, when faculties were poorly paid, and buildings were often ancient and inadequate, educational journals and discussions about education centered far less on money than they do now.

When I was a kid, we spoke of the building which housed the local educational proceedings as the “school house.” Today, the building is invariably called “the school.” The change is symptomatic. No one could deny that money is important to education, whether used for teacher salaries or for buildings. But I am convinced that we have come much too far toward assuming that education is a standard commodity which can be purchased at so much per unit. The longer one is in education, the more he recognizes that teaching is a very subtle business and that the best teaching is done by those who are most enthusiastic about it and by those who have a sincere interest in youth. Such teachers ought to be paid well, but the difficulty is that the same salaries are often paid to mere time-servers in the profession.
In some ways, I think the affluence which colleges and universities enjoy today is a curse. As an example, there is the development of counseling and guidance as a function separate from teaching. Forty years ago, when funds were scarcer, the teaching faculty served as advisers to students. If you were a student, you latched on to some faculty member who had your respect and you went to him when you had problems. This established a personal relationship between teacher and student that we are in process of losing today.

It is certainly desirable for an institution to retain the services of a psychiatrist for those students suffering from severe cases of disturbance, and there is need of a small number of specialized personnel in a large institution to help students with other problems beyond the competence of instructors. But the abdication by faculty members of the responsibility for providing friendly help to students trying to find their way through the academic maze or involved in some other sort of difficulty not requiring specialized help, can only be regretted.

One of the most interesting and less discussed changes which have occurred in academe in these four decades has been the democratization of institutional government. Presidents, deans, registrars, and department heads forty years ago were in full control of their domains. Now they are hedged on every side by councils and committees. The faculty as a whole has far more influence in determining institutional policy than was true then.

This change has paralleled that in industry and other kinds of business, as well as government, so it is not an isolated phenomenon. So far as the faculty is concerned, the proliferation of power and participation in university affairs has meant a heavy drain on their time. As a matter of fact, it has more than compensated for the time which once was spent advising students. It has proved as difficult here, as it has in other areas, to sharply separate policy matters, in which faculty members have a legitimate concern, from the administration or implementation of that policy.

This process of democratization has gone much further with the faculty than with the students. We had student government forty years ago, just as we do now, and yet, until very recently, its powers were severely restricted, being confined largely to extra-curricular activities. There is actually no good reason why representative students should not sit in on discussions related to curricula and other academic matters. One of the outcomes of student disturbances on university campuses in recent years has been the beginning of student involvement in decision-making from which they traditionally have been excluded. One of the interesting developments, too, has been to take into consideration student evaluations of the performance of faculty members in considering promotions and merit increases in salary.

Looking back on these forty years, I have no regrets at having thrown my lot with academe. I have found teaching to be a joyous experience. I have relished the opportunity to study history and to write about it. The long vacations have been sweet. And the associations with my colleagues and with younger people have been a delight. As I view it, an academic career has more attractions than any other. There is, however, a danger of developing a sense of detachment from the rest of the world. In my own case, an eight-year break at mid-career was salutary in this respect, and I think if it were possible it would be a good idea for every faculty member to do something else for awhile. But if he feels as I did, he'll come back home before long.
Architectural drawing shows the proposed five-story wing addition to a greatly remodeled McCracken Hall, which houses the Departments of Chemistry and Paper Technology. Note the outdoor walk passing under a three-story corridor “bridge,” in left part of page 13, which connects the new wing, on page 12, to the existing building on this page, with its interesting new exterior.
This is considered an appropriate time to present a history of Western Michigan University’s Department of Chemistry. Dr. Lillian Meyer, department head, and Mr. James Boynton, a long-time faculty member, are retiring. Dr. Gerald Osborn, former department head, is retiring as Dean of the School of Liberal Arts and Sciences. Contracts have been let for the remodeling and expansion of McCracken Hall to allow much more space for chemistry. The granting of the first Doctor of Philosophy in chemistry is near.
Chemistry, an elder statesman among departments at Western Michigan University, is in another of the periods of development which has characterized its history.

This is a significant time for the department with the probability that Western's first Doctor of Philosophy degree in chemistry will be granted during the 1968-69 academic year: the remodeling and expansion of McCracken Hall approaching its starting time; the retirement of Dr. Lillian Meyer as department head and the retirement of Dr. Gerald Osborn as Dean of the School of Liberal Arts and Sciences, so that he may devote more time to the teaching of chemistry.

When approval for a doctoral program in chemistry was given a year ago, teams of visiting experts gave the department most favorable reports. What they saw, and what is being expanded, is a far cry from the first chemistry courses listed in Western's bulletin for 1904-05. All that was offered then was "Inorganic Chemistry—a beginner's course" and "Organic Chemistry—taught with emphasis on foods."

It is a long way, too, from the 1,800 square feet of floor space allotted to chemistry in 1904 to the space and facilities which will be included in the enlarged McCracken Hall and which, with the exception of space allocated to the Department of Paper and Pulp Technology, will be available to chemistry.

The humble beginning of the Chemistry Department is illustrated by the fact that the 1904 faculty consisted of L. H. Wood, E. N. North and an assistant who were charged with the teaching of all basic elementary areas of natural science. The faculty was increased in 1906 when John Fox was added as a teacher of mathematics and to help with the teaching of physical science.

What may be considered the most important step in the direction of developing the Chemistry Department to the point it has now reached was taken in 1907 when Western’s President Dwight B. Waldo brought Dr. William McCracken to teach physical science. It was Dr. McCracken who was selected to head the Chemistry Department when it was separated from the Department of Chemistry and Physics in 1911.

The first building devoted to science, recently renamed West Hall, was dedicated in 1915 by Governor Woodbridge N. Ferris. Chemistry was allotted half of the top floor, about 6,000 square feet. The battle for the building was won in 1913 when the Michigan legislature appropriated $75,000 for construction and $10,000 for equipment.

While there may be no great significance in one of the new courses added in 1910, it may be of some interest now to know that the course "Sanitary and Applied Chemistry" included such topics as purification of air and water, ventilation and household chemistry with emphasis on foods and baking powder.

The next staff change came in 1916 when Paul Rood, a young Albion College graduate, joined the faculty to serve both the Chemistry and the Physics Departments. When Dr. McCracken took a leave of absence in the 1920-21 school year, to teach at Columbia University, Rood took over the teaching of all chemistry. The following year, Dr. McCracken served as acting president during the absence of President Waldo, and Robert Eldridge, a Kalamazoo College graduate, was engaged to handle most of the chemistry classes.
In 1924, James Boynton, who had been one of Dr. Rood's chemistry students, graduated from Western and joined the Chemistry Department, releasing Dr. Rood to do full-time work in the Physics Department. While teaching chemistry at University High and at the University, Boynton continued work on his master's degree at the University of Michigan.

In 1939, Dr. Gerald Osborn, who had taught for 13 years at Eastern Michigan University, came to Western as head of the Chemistry Department, replacing Dr. McCracken, who retired.

When Dr. Osborn assumed the department headship, he found a curriculum offering a large number of courses and a department in the throes of a development program. It was evident that available space no longer met the needs of the department and President Paul V. Sangren assured Dr. Osborn that additional space would be available soon. By that time Western's enrollment had risen to 2,500, with 250 taking chemistry.

Then came World War II with an influx of students from the marines and the navy, each required to take at least one semester of chemistry. Many took more than the required course, overcrowding the classrooms and increasing the teaching load.

As the men began returning from service in 1946, President Sangren began to plan a building for chemistry and physics. It soon became apparent to the President that funds allocated for a building to house art, home economics and occupational therapy could be added to the appropriation for the science building to provide more space for each of the departments. This philosophy was followed and thus began the West Campus where McCracken Hall was opened in 1949. Chemistry was given most of the first floor and a part of the basement, a total of 23,000 square feet, a vast expanse in comparison with previous quarters. Such space was all that was available to chemistry until 1961 when other quarters were provided for art and later for home economics and occupational therapy.

Paper Technology was introduced as a Chemistry Department course in 1948, and in 1954 it was made a separate department.
When the academic structure of Western was altered in 1956, Dr. Osborn was selected to be Dean of the School of Liberal Arts and Sciences, which includes the Chemistry Department. But, while Dr. Osborn entered the administration, he did not relinquish entirely his first love—teaching. Since becoming dean, Dr. Osborn has taught at least one class each semester. He was followed as department head by Dr. Lillian Meyer, who joined the faculty in 1942.

In 1960, Dr. Osborn served as acting president, following the retirement of President Sangren until the appointment of President James W. Miller.

Steps to introduce graduate work in chemistry were started in 1958, the year which saw inauguration of the Chemistry Advisory Committee. This group of interested citizens has been most helpful to the department and was responsible, in large measure, for the obtaining of a large collection of scientific journals for the department. In the same year, the department was given accreditation by the American Chemical Society.

The institution of graduate courses, first leading to the master's degree and now to the doctor's degree, has strengthened the undergraduate program and has made graduate assistants available to faculty, a development which has aided in reducing the class load.

Departmental strength, which has been increasing with the attraction of outstanding faculty members, and the diversity of programs have dictated additional space for chemistry. This will be realized when McCracken Hall is remodeled and expanded, a project to start soon, and when physics moves to the Physical Science Building.

This is a time of great significance for the Chemistry Department. Along with the changes in physical facilities, there will be staff changes involving some of those who gave so generously of their time and talents to the department over the years. Dr. Meyer is retiring. Dean Osborn is retiring from his administration post, but he will continue to teach chemistry. Taking his place in line with those whose leadership has brought prestige to the department is Dr. Donald C. Ifland who will become department head on the retirement of Dr. Meyer.

The Chemistry Department, although an elder statesman, is attuned to progress and the challenges of the present and the future.
Western Michigan University's football team must have a healthy fall to be a contender in the Mid-American Conference race.

Last year the Broncos were in the league race until injuries and illness took their toll, but head coach Bill Doolittle is hoping his team stays healthier this time around.

The Broncos have some good front-line talent but lack depth in certain positions. A key injury at one of those critical points, namely offensive end and defensive backfield, could be fatal for the Broncos, who have been among the league's elite for the last three years.

Just how important the health issue is was pointed out in late June when John Nowak of Portland, slated to be one of the team's top linebackers, suffered a severe arm injury in a summer work accident and probably will be lost to the team for the season.

It's still too early to tell how fatal that loss will be but it's evident the Broncos can't afford to lose many more players of that caliber.

Doolittle, who led the Broncos to the league title in 1966, was highly pleased with spring drills, especially in the position switches he made.

"We've improved but whether we've improved as much as the rest of the league remains to be seen. We've got to improve just to survive," said the peppy Bronco coach.

Last year the Broncos finished with a 5-3 season record and 4-2 in the conference, good for a third-place tie.

Among the returnees from that team are three players who earned first-team honors on the all-conference squad—center Gene Hamlin of Detroit, defensive end Jerry Collins of Muskegon and defensive halfback Dave Hudson of Battle Creek. In addition, fullback Tim Majerle of Cadillac, all-league second-team choice for two straight years, is back.

That's a good nucleus for a team that has 26 returning lettermen and eight starters from each of the offensive and defensive teams.

Most of the offensive and defensive lines return although split end on offense remains a question mark. Marty Barski, who set several school pass receiving records last season as a split end, is gone and finding a replacement will be one of the first orders of business this fall.

Both starting quarterbacks from last year have used up their eligibility but adequate replacements should come from sophomore Mark Bordeaux of Saginaw and junior Dennis Noe of Mt. Morris. Bordeaux ran as number one in spring drills and is dangerous as either a passer or a runner.

The Bronco schedule is tougher than last season but key league games with Toledo and Ohio University, last year's co-champions, and Bowling Green will all be played in the friendly confines of WMU's Waldo Stadium, where Doolittle's teams have amassed a 9-0 record the last two seasons.

With the emphasis this fall on quality rather than quantity, the Broncos must stay healthy if they hope to once again be a conference title contender.

1968 Schedule

<table>
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<tr>
<th>Date</th>
<th>Opponent</th>
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<tr>
<td>Sept. 14</td>
<td>ARKANSAS STATE</td>
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<td>21 BRIGHAM YOUNG</td>
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<td></td>
<td>28 at Miami*</td>
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<td>Oct. 5</td>
<td>BOWLING GREEN*</td>
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<td></td>
<td>12 at Kent State*</td>
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<td></td>
<td>19 TOLEDO*</td>
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<tr>
<td>Nov. 2</td>
<td>OHIO UNIVERSITY*</td>
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<td>9 at West Texas State</td>
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Home games in capitals

*Mid-American Conference game

In photo to the left, coach Doolittle shows plans to 1968 co-captains Tim Majerle (37) and Jerry Collins (87) and all-MAC returnees Dave Hudson (34) and Gene Hamlin (72).
Another strong season seems in prospect for the Western Michigan University cross country team.

Usually one of the strongest squads in the Midwest, the harriers of coach George Ailes will have depth plus quality this fall, two attributes that are hard to beat.

"We're looking for a very fine team," said Ailes, entering his 17th season at the Bronco helm. "We've got experience with five top runners returning from last season and we should have several sophomores who will help out. We'll again be a contender in the Mid-American Conference but defending champion Miami also looks tough."

Ailes has seven returning lettermen from the team that was second in the conference and in the Central Collegiates and fourth in the national collegiate meet last year. In addition, he'll pick up several key performers from last year's fresh team that won league and Central Collegiate honors.

The top returnee is senior Mike Hazilla of Binghamton, N.Y., one of the nation's top distance runners. Hazilla was sidelined with Achilles tendon trouble late in the outdoor track season but should be ready for cross country.

Other top returnees include senior Ken Coates of Wyoming, Mich., senior John Schrader of Riverview and juniors Dave Hein of Pittsburgh, Pa., Jack Magelssen of Flint and Paul Olmstead of Royal Oak.

Non-lettermen who should help are junior John Bennett of St. Clair Shores, senior John Greco of Des Plaines, Ill., junior Bob Kinney of Louisville, Ky., and junior Gary Schrader of Naperville, Ill.

Among the top sophomores are Dennis Burns of Vicksburg, Jerome Liebenberg of Milwaukee, Wis., Dave Olmstead, brother of Paul, and Bill Turowski, also of Royal Oak.

A quartet of sprinters from Western Michigan University has been named to the collegiate All-America track team.

Seniors Don Castronovo of Oceanside, N.Y., Steve Strauch of Detroit, junior Horace Coleman, also of Detroit, and sophomore Tom Randolph of New York City were selected to the team after placing third in the 440-yard relay at the NCAA outdoor championships with a fast 40.5 clocking. In the preliminaries, the quartet set a school record of 40.4, the fastest 440 relay time ever run by a Michigan collegiate team.

It was the second time Randolph was honored as an All-American. He took similar honors indoors last winter when he placed second in the 440-yard dash at the NCAA meet. Randolph was fifth in the 100-meter dash as champion Miami also looks tough.

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<th>Date</th>
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<tr>
<td>Sept. 21</td>
<td>at Ball State</td>
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<tr>
<td>28</td>
<td>at Northern Illinois</td>
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<tr>
<td>Oct. 5</td>
<td>CENTRAL MICHIGAN (home)</td>
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<tr>
<td>11</td>
<td>at Notre Dame Invitational</td>
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<tr>
<td>19</td>
<td>WMU &amp; Colorado at Air Force Academy</td>
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<tr>
<td>26</td>
<td>at Oakland Invitational</td>
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<tr>
<td>Nov. 2</td>
<td>STATE FEDERATION (home)</td>
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<tr>
<td>9</td>
<td>Mid-American Conf. at Oxford, O.</td>
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<tr>
<td>16</td>
<td>at Central Collegiate Conf.</td>
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<td>25</td>
<td>N.C.A.A. at New York City</td>
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Star WMU distance runner Mike Hazilla limbers up in photo to the left.

Above photos show, (L to R), Tom Randolph, Horace Coleman, Steve Strauch and Don Castronovo.
ALUMNI NEWS

One question widely asked, and one which reflects a strong continuing interest in Western Michigan University, is: “What can we as a club do for the University; what is expected of us; and what do WMU alumni clubs elsewhere do?”

It is the considered viewpoint of the Alumni Relations Director, drawn in part from a wide range of opinions expressed by some of our most active alumni, that an alumni club should be a “service” adjunct of the University through recruiting, through community relations favorable to the University, by being a “social” organization for its members, and, lastly, as a financial arm, through scholarship support, to directly assist students from its own area.

Some clubs, it might be pointed out, put special stress on recruitment of students, by members working in unison, to encourage top-level scholars to make Western their choice in pursuing a university degree. Much of this activity is concentrated in local “college day” functions in which alumni confer with high school and junior college students who are making up their minds about which college or university can best meet their needs.

Any university benefits, particularly in these times, from a favorable exposure in the press and other news media. This is where “community relations” play an important part. Positive news about Western—its community service alumni activities, athletic endeavors, information on WMU graduates involved in local business, professional or civic activities which figure in the news—can help present the institution and its “family” in a favorable, image-enhancing light.

Aside from being “in the news,” alumni who participate actively in their home town service and civic projects are, in a very important way, performing a community relations function for Western.

The “social” aspect of an alumni program helps keep the members interested and enthusiastic, and deserves as much attention as the club feels is necessary or desirable. If a strong social calendar generates the steam and drive to carry on service programs and projects, we’re all for it. But, we hope that interest and enthusiasm would start, not end, there.

What about a financial program? Many clubs raise scholarship or loan fund money and turn it over to the University to be administered. This is done by some clubs with the stipulation that the money be used, if possible, to aid students from a particular club’s own geographic area. There are various ways to raise money for this purpose: rummage sales, “product” parties (plastics, cosmetics, jewelry, etc.), and in-club social activities such as birthday funds and drawings. Many clubs direct that a portion of annual dues go into scholarship funds.

Another frequent question is, “What is the difference between the alumni office and the fund drive office?”

The question is a natural one, and reflects confusion when an individual has paid $5 for an Alumni Association membership and he or she is not credited with a contribution to the annual fund campaign. The basic difference is this: the Alumni Association membership is primarily a subscription for the University Magazine which is distributed four times annually and for eight WMU Newsletters. The membership ($3 for one year, multiple years or life) pays for the publishing and mailing of the publications. On the other hand, the annual fund is an outright solicitation for designated areas of university or student need. The two payments are not related.

When one pays for the Alumni Association membership he is not credited with giving to the annual fund, and when one gives to the annual fund he is not paying for an Association membership.

These questions are two of the most frequently asked questions at alumni gatherings, and we hope we have answered them so you know and understand the ideas and procedures.

From the office of John S. Lore, Director of Alumni Relations

The last few columns from the Alumni Office have centered on specific activities in which we are involved. This has given some foundation to the structure of events undertaken by this office. From this point we shall move to some of the questions generated by the clubs, organizations and individual alumni.
Carl B. Snow ’29 M.A. ’62, Director of WMU’s Audio-Visual Center since 1951, this spring at the National Convention of the Department of Audio-Visual Instruction, National Education Association, was honored with an award as a pioneer in audio-visual instruction by the NEA, for “meritorious service to DAVID for outstanding contribution.” He joined the WMU faculty as a counselor in 1946 after war-time service. Previously he had been superintendent of schools at Caledonia, Mich., 1934-43.

Orval E. Jessup, ’30, has retired after a total of 37 years of music instruction, including 27 years spent in the Lowell school system. In 1940 he earned his master’s degree from the University of Michigan.

Luther M. Lamb, ’30, superintendent of Port Austin High School, retired in June after 50 years of teaching. He started his career after completing the 10th grade, and also holds a master’s degree from the University of Michigan.

Clark M. Valentine, ’30, vice mayor of Battle Creek, retired as assistant director of volunteer services at the Battle Creek Veterans Administration Hospital in April and plans to do substitute teaching next year.

Marvin E. Beckman, ’32, director of the special education division of the State Department of Public Instruction at Lansing, has been honored by the opening of a new educational facility. Named the Marvin E. Beckman Center, the facility will aid about 250 mentally handicapped children and adults from the Lansing area in learning to live and work in today’s society.

Francis P. Hamilton, ’36, resigned the presidency of Kalamazoo’s Industrial State Bank & Trust Co. this June to become the senior vice president of Kalamazoo’s First National Bank & Trust Co. He has been in the banking field since joining First National in 1937, and is active in civic affairs, currently holding a city commission seat.

Pearl McHuron, ’36, principal of a Three Rivers elementary school, retired this year after 42 years of teaching— all but one year spent in the Three Rivers school system. She has been principal of Barrows Elementary School for the last 20 years.

Marjory W. Ketchum, ’39, is a physical therapist in an Ormond Beach, Florida, clinic. She retired from teaching in 1964 after 32 years on the Muskegon Heights staff.

Charles A. Scheltema, ’39, was appointed assistant vice president of the Monroe State Savings Bank, at the Temperance (Mich.) branch. Former superintendent of Bedford Public Schools from 1952 to 1967, he has been in public school work for 35 years. He holds a master’s degree from the University of Michigan.

’40-’49

Nettie Bratt, ’40, was appointed as state member of the Cass County Social Services Board this year for a two-year term.

Harold O. Haskett, ’41, in the speech faculty at General Motors Institute, Flint, has been promoted from associate to full professor in the cooperative engineering program. He holds a master’s degree from the University of Michigan.

Gerald Rives, ’41, retired from teaching last year after 30 years of service, the last 14 years at Three Rivers High School.

Patricia Jennings, ’42, a Battle Creek resident, has been named executive director of the Battle Creek YWCA.

Dorothy J. Dickie, ’44, has been appointed supervisor at the New York State University College, Cortland Library School (non-graded primary).

Dr. Mac J. Armstrong, ’45, former chief physician at the Ford Motor Company’s Rawsonville plant and a graduate of the Wayne State Medical School, is now assistant medical director for Michigan Blue Cross.

Floyd Green Jr., ’49, who joined the Clark Equipment Co., Buchanan, in 1952, was made labor relations manager for its Industrial Truck Division this spring.

Lt. Col. Edward J. Guider, ’49, an instructor in mathematics at the U.S. Air Force Academy in Colorado, was promoted recently to Lieutenant Colonel. He received his B.A. in 1964 from George Washington University and his master’s in mathematics from the University of Michigan in 1965.
Edwin I. Haire '39 has been named marketing manager for fabricating materials sales at Dow Corning in Midland, Mich. He has charge of marketing activities for Dow Corning products serving the fabricating industries. He has been with Dow Corning since 1952.

Norman K. Russell '46 has been named assistant to the WMU vice president for student services. He joined WMU's faculty in 1946 as an instructor in aviation, later became an associate professor of engineering and technology and in 1962 was named coordinator of academic counseling. He holds the academic rank of professor of counseling. Russell has an M.A. degree from the University of Michigan.

'D50-'59

Daisy (Urquiola) DeWinde, '50, was one of six top clothes designers from South America to participate in New York's Lincoln Center Fashion Show in April. Mrs. DeWinde represented her native country, Bolivia.

Dean Wilson, '50, track coach for the past 18 years, is now coordinator of the track and field program in the Pontiac school system.

Eugene W. Davison, '51, was recently promoted to controller of the Instrument Division of Lear Siegler, Inc., Grand Rapids.

Dr. David L. McKenna, '51, president of Spring Arbor College near Jackson, Michigan, since 1961, has been named president of the Seattle (Wash.) Pacific College. Dr. McKenna received his doctorate at the University of Michigan and served Spring Arbor College as dean of men in 1953 and as dean of academic affairs from 1955 until he became vice president in 1958.

Wesley Uch, '51, former community relations director of the Fort Custer Job Corps, Battle Creek, is now the executive director of the Community Chest of Neenah-Menasha, Wisconsin.

Rignard E. Onan, '51, has been appointed superintendent of the Saran Resin Plant in Dow Chemical's Plastics Production Department. He has been at Dow since 1951.

Virgil Hillstead, '52, currently guidance counselor at Riverside (Calif.) City College, has been appointed director of counseling and guidance at the new Kalamazoo Valley Community College. Hillstead also has a master's degree from Western.

Dr. Jannette (Miller) Skerrow, '52, is currently doing clinical research at the Sinai Hospital in Detroit. She is the recipient of her second appointment as an NIH researcher in diabetes.

Loren P. Zimmerman, '52, has been made assistant manager of the Washington office of General Motor's Detroit Diesel Engine Division.

Norman M. Barikmo, '54, assistant professor of aerospace studies with the Air Force ROTC at New Mexico State University, has been promoted to the rank of major.

David H. Langeland, '54, industrial relations manager of Unit Drop Forge, Milwaukee, Wisconsin, represented Western at the inauguration of Carroll College's twelfth president Dr. John T. Middaugh, in April, at Waukesha Wisconsin.

Donald C. Meitz, '54, in the accounting department of Kalamazoo's Upjohn Company since 1956, is now the manager of all internal auditing of the firm.

Albert E. White, '54, is now a vice president of the American National Bank & Trust Co., Kalamazoo. He has been with the bank since 1959.

June G. Chapin, '55, received her doctorate in education from Michigan State University at the end of winter term, 1968.

George F. Heydlauff, '55, was honored by the Chelsea (Mich.) Jaycees with the 1968 Distinguished Service Award given to young community leaders.

Marvin D. Merrill, '55, former district manager of Michigan Bell Telephone at Battle Creek, was made division staff supervisor of operations for the company this spring.

Paul Mulder, M.A. '55, a Fremont, Mich., resident for 7 years and graduate of Hope College in 1950, was elected mayor of Fremont this year. He was principal of the Fremont Christian Schools.

Hugh D. Burnie, '56, has been appointed technical superintendent at the Biron Division of Consolidated Papers, Inc. of Wisconsin. He rose from a position as research chemist in 1954.

Dr. John J. Prais '47 has assumed the presidency of Ball State University at Muncie, Indiana. He was selected last winter by the Ball State Trustees after a nationwide search for a successor to the retiring Dr. John R. Emens. Dr. Prais joined WMU's speech faculty in 1955 and in 1961 became administrative assistant to WMU President Dr. James W. Miller. In 1964 he was named secretary of the WMU Board of Trustees and in 1966 was also named to the post of vice president for administration.

Allen W. Bush '48 has been named Director of the Michigan High School Athletic Association after serving as associate director since 1963. Bush was a well-known athlete at WMU and was captain of the 1947 football squad as a backfield star. After graduation he taught and coached in Bay City, later serving as athletic director at Handys High School before joining the state office. He also coached at Battle Creek.

Howard C. Perron, '56, M.A. '57, Spec. Ed., '65, assistant superintendent for business affairs with the East Grand Rapids Public Schools for the past six years, is the new director of the Battle Creek Public School's Division of Business Affairs.

Philip L. Steen, '56, M.A. '60, currently completing his doctorate at the University of Michigan School of Music, has received an appointment as assistant professor of music education at the University of Minnesota.

William L. Abshine, '57, has received a promotion to administrative assistant to the warden of Southern Michigan State Prison, Jackson, Mich. Abshine has been in corrections work since 1957.

Roger L. Kees, '57, was recently made vice president in charge of planning for Kearney-National, Inc., New York, a diversified manufacturing firm.

Robert Soderman, '57, formerly principal of Chesaning Junior High School, became principal of the Lansing East Junior High School earlier this year.

Gerald E. Thiel, '57, a native of Appleton, Wisconsin, has been made Chicago area sales manager for the Appleton Coated Paper Co., having joined the company in 1957.

William E. Lee, '56, was promoted to vice president of the American National Bank & Trust Co., Kalamazoo this May.
James W. Hoy '48 is associate superintendent of the Iowa Training School for Boys at Eldora, the state of Iowa's only such training school for delinquent boys. He received a master of social work degree from the University of Michigan in 1960. Hoy recently represented WMU at the inauguration of Dr. William Chalmers as president of the University of Dubuque, Iowa.

Dr. Peter R. Ellis '53 M.A. '55 this spring was named secretary of the WMU Board of Trustees, succeeding Dr. John J. Pruis. Dr. Ellis had been assistant to the WMU vice president for student services since July, 1966. He joined the WMU staff as coordinator of student financial aids in April, 1965. Previously, he had been a high school teacher and coach five years before becoming junior high school principal at Clio for two years. From 1960-64 he was secretary for the Michigan Association of School Boards before serving a year on the Michigan State University faculty. He received his doctorate this spring from Michigan State University.

Donald J. Zelen, '57, an industrial engineer for Reynolds Metals Co. since 1962, was named manager earlier this year of their new electrical wire and cable plant in Longview, Washington, scheduled for completion late this summer.

Dale William Brown, '58, a social worker specializing in the problems of emotionally disturbed children, was named director of treatment services at Lake Bluff (Ill.) Children's Home, where he has been casework supervisor since 1966.

Charles Dean Miller, '58, represented Western on March 22 at the inauguration of Dr. William Lee Carter as President of Wisconsin State University, Whitewater, Wis. He is agency manager for State Farm Insurance, West Allis, Wisconsin.

Robert Hagerty, '59, was recently appointed principal of Webb Junior High, Hazel Park, Mich. He has a master's degree from Wayne State and has taught science besides working with emotionally disturbed children.

Robert E. Maurer, '59, M.A. '65, has been promoted to manager of the Scientific Systems Department in the Finance Division of Celgy Chemical Corp., Ardsley, New York. He will direct the developing of computer techniques in solving various scientific problems.

John R. Berryman, '38, was appointed this year as principal of the Rich Central High School, Olympia Fields, Mich.

'60-'64

Jack L. Carpenter, '60, is the new Intermediate School Superintendent for Alpena, Alcona and Montmorency counties. He was deputy superintendent last year; he has a master's degree in counseling and guidance.

Gerald S. Douglass, '60, former management intern for the U.S. Geological Survey of the Department of the Interior in Washington, D.C., was appointed management analysis official at the Veterans Administration Hospital, Battle Creek.

James C. Kellogg, '60, has been appointed by Governor Romney as administrative assistant in the Bureau of Planning and Program Development in the governor's executive office, in Lansing.

Wayne F. Krueger, '60, was appointed early this year to the position of dean of occupational studies and director of the area Vocational High School for Kirtland Community College, Mt. Pleasant.

Richard Nielsen, '61, M.A. '67, is the new Director of Business Affairs at the Glen Oaks Community College, near Centreville.

Mrs. Jeannie Budzen, '62, a Midland school teacher for 14 years, recently completed her Vista training program and will work for one year at an Oregon job corps center.

Wallace Merritt, '62, was recently named Outstanding Young Man of the Year for Distinguished Service by the Wyandotte Jaycees. He is manager of the Merritt Insurance Agency.

Arthur W. Angood, M.A. '63, after 3 years as principal of a Battle Creek junior high school, was appointed this year as Director of Special Services for the city school district.

Tom D. Moye, '64, was recently promoted to purchasing agent at Kalamazoo's Burgess Hospital.

Ellsworth Starring '56 M.A. '64 this spring was named runner-up in the Michigan Jaycees selection for "Outstanding Young Educator of 1968." He is head of the science department at Paw Paw High School. The selection is based on performance in and out of the classroom and on methods of teaching. In 1966 he was named the outstanding science teacher in southwestern Michigan by the WMU Faculty Science Club.

Fletcher Lewis '59 M.A. '64 this summer was named assistant track coach at Western after serving as a physical education consultant and coach in Kalamazoo's public schools the last eight years. While at Western, Lewis was elected co-captain of the football team and also served as captain of the track squad. He had been president-elect of the Kalamazoo Education Association for the 1968-69 school year before taking the WMU post.

Richard J. Egland, '63, recently received his doctorate in physical chemistry from the University of Wisconsin, Madison. He will now do post-doctoral work at the University of Leicester, England.

Rock J. Tonkel, '63, was named assistant director of Deaconess Hospital, Milwaukee, in April. He formerly served as assistant administrator at Richmond, Ind., and McKeesport, Pa. hospitals.

David J. Brown, '64, was recently promoted to senior experimental engineer in the vehicle emissions area of the Engine Development Group, Chevrolet Motor Division, General Motor's proving ground in Milford, Mich. He is also the GM educational relations contact to the School of Applied Arts and Sciences at WMU.

Keith E. Dahlman, '64, a research and development chemist for the 3M Company, Minnesota, has been elected secretary of the firm's Technical Forum, to promote exchange of scientific information within the company.

Arthur Ellinger, M.A. '64, has been named superintendent of the Thornapple-Kellogg School System, Middleville.

Elliott Uzelac, '64, former WMU track star, has been added to the Bowling Green State University athletic staff as assistant football coach.
Fred J. Osmer '59 M.A. '64 has been named director of the Learning Institution of North Carolina's $250,000 "Operation Headstart" demonstration center at Greensboro, which opened this June. The only program of its kind in the U.S., the center was created to develop materials and train personnel for "Headstart" and other such programs. For the past two years Osmer had been a school principal at Durham, N.C., and prior to then had served eight years in Michigan schools.

William H. McNabb '63 has been promoted to the newly-created post of supervisor of purchasing analysis for the Bendix Corp's Brake and Steering Div. A former senior buyer for the division, he first joined Bendix in 1963 as a process engineer.

Captain Alfred J. Ziegler, '64, has been decorated for bravery with the Bronze Star by the U.S. Army in Vietnam. 1st Lt. Richard J. Bartscht, recently received an Army Commendation Medal for valor during operation in Vietnam as a platoon leader with the 25th Infantry.

U.S. Navy Lt. Jerry L. Letcher '64 of Niles, has been awarded a Bronze Star medal for heroic action in the Mekong Delta area of South Vietnam earlier this year. He led a squad of river patrol boats under heavy enemy fire to relieve an American compound and greatly risked the safety of his vessel by using it to block enemy shooting on a damaged patrol boat thereby enabling it to retire. In all his craft made three trips up the river to the compound that day.

Kenneth R. Edwardsen, has been promoted to assistant professor and assistant editor, department of public information at the Ohio Agricultural Research and Development Center in Wooster.

Robert L. Kent, a former Bronco swimming star and Kalamazoo Central High assistant swim coach, is the new director of the recently-constructed pool at Kalamazoo College, and will shortly become the college's first varsity swimming coach.

Ted Morris, M.A., was named this spring as principal of the Battle Creek Springfield elementary school. He has been with the school system four years.

Terry O. Pearce, earlier this year was named youth director of the Bay City YMCA, following a position as caseworker for a YMCA in Honolulu, Hawaii.

Colleen M. Ryan, will spend one year working in Washington, D.C., with Capitol Head Start, following graduation recently from a VISTA training in Washington.

Vernon A. Van Wormer, was commissioned a second lieutenant in the U.S. Air Force, and will take further training in Colorado.

Walter C. Wales, recently awarded the Distinguished Flying Cross for heroism in Vietnam as an Army helicopter pilot, will serve as instructor in this country. He also received a promotion recently to captain.

John W. Dwyer, M.B.A., is the new assistant editor, department of public information at the University of Michigan. He has been with the firm for seven years.

David A. Dykstra, has been designated as president-elect of the Sertoma Club of Kalamazoo, a service organization.

2nd Lt. Alan A. Fletcher, has been assigned as aide-de-camp to Brig. Gen. Edwin F. Black, commanding general of U.S. Army Support troops in Thailand.

Charlene (Fisk) Kuehn, is pioneering as a homebound teacher of Van Buren County youngsters, who, because of physical infirmity, are unable to attend school.

Ronald P. Reese, M.A., is the new superintendent of the Mendon school system. He began teaching there in 1962.

William Sheldon, M.A., was appointed head of the new vocational education department in the Cheboygan public schools this spring.

Louise R. Shepard, is currently taking advanced training for occupational therapists in California, and in the fall will become chief occupational therapist at Cardinal Glennon Memorial Hospital for Children, St. Louis, Mo.

The following members of this class have received officer commissions in the U.S. Armed forces:

Roger A. Benson, Dennis A. Goodecki, and James H. Hartwig, second lieutenants in the U.S. Air Force;


Edward Williams '66 has been sworn into the United States Foreign Service after successfully completing highly competitive written and oral examinations. Williams was awaiting assignment to a position with an embassy or consulate in one of the 119 countries with which the U.S. maintains diplomatic relations or with the U.S. Department of State in Washington, D.C.

David Bartz, was named Galien Township Community School Director earlier this year.

Gary W. Gilbert, represented Western Michigan University at the inauguration of Dr. John A. Hamrick as President of Baptist College, Charleston, South Carolina, April 2nd.

Arthur S. Keller, M.A., has been promoted by the U.S. Navy to the rank of commander while on duty in Saigon, Vietnam.

Selena L. McGregor, is currently serving the Calhoun Community Action Agency by setting up a fine arts program in Battle Creek.

The following members of this class have received second lieutenant commissions in the U.S. Armed Forces:


Vilnis Strazdins, was awarded the Max Beckmann Scholarship from the Brooklyn Museum Art School of New York in early May. The scholarship will enable him to study art under leading New York artists.

Dennis Tyson, who plans a career in scouting, has become a district executive for the Timber Trails Council, Muskegon, Boy Scouts of America.

24
In Memoriam

MERTA M. (CHURCH) CAMPELL, '17, died in March after a long illness at a Muskegon hospital. A resident of Muskegon for 50 years, she was a retired teacher in the Muskegon Heights school system.

FLOYD E. RADARAUGH, '21, passed away in Mio, Mich., in March. An attorney in Detroit for 38 years, he retired as assistant principal of Cass High School Detroit, in 1952. He graduated from the Detroit College of Law in 1930 and was a member of the Pontiac Audubon Society, among other groups.

FRANCES LAWRENCE, '27, a member of many civic groups in North Adams and a Sunday school teacher for 30 years, died in February at an Ypsilanti hospital following a lengthy illness. She formerly taught in North Adams and Litchfield High Schools.

MRS. DOROTHY SIELAFF, '27, passed away March 31st in Birmingham, Michigan, following a lengthy illness.

RALPH R. VANDERWAL, '31, a Kalama-zoo life insurance agent the past 15 years, was fatally stricken while ice fishing in February. Mr. VanderWal pursued an education career before entering the insurance field in 1944 and served as principal of Walkerville High School and head of the biology department at Battle Creek Central High School. He held a master's degree from the University of Michigan.

CARL BARTOLD FISCHER, '37, was killed last February in an automobile accident in front of his home. A retired U.S. Army captain and veteran of World War II, he received his master's degree in 1939 from Wayne State University and completed his law degree at the University of Michigan in 1947. A member of the Washtenaw County and Michigan State Bar Associations, he had practiced in Detroit, 1947-63, and in Ann Arbor from 1963 until his death. Mr. Fischer was also a past tennis great, being Michigan Open Champion from 1933-39 and was ranked fourth in the nation in 1939 by the Western Lawn Tennis Association.

HOWARD H. JACKSON, '29, a resident of Kirkwood, Ill., expired last winter. He graduated from Plainwell High School and taught in the industrial arts area mostly at Waukegan (Ill.) High School, following his graduation from Western. Mr. Jackson was a World War I veteran.

MRS. ESTHER PETERTYL WALDRON, '32, died in February after a long illness at a Traverse City hospital. She taught in the Long Lake and Shetland school districts and attended both Eastern Michigan University and Western. Mrs. and Cedar Rapids, Iowa, school systems. Waldron later taught in Traverse City.

MRS. AUDREY (ELLIS) YOAKAM, '51, former Grand Rapids school teacher, died this spring in Clearwater, Florida. She taught for 37 years in Grand Rapids, retiring in 1957, after 20 years as first grade teacher at Jefferson Elementary School.

WILLIAM A. ESAU, (M.A. '55), former teacher for 22 years at Saginaw's Arthur Hill Technical High School, died in February at a Saginaw hospital. He went to Saginaw in 1928 after teaching at New Buffalo, North Branch and Stockbridge. He retired in 1961 after 35 years of teaching.

MRS. JEWEL A. HOYT, '55, died unexpectedly late last winter in her home at Clear Lake, Dowling. A teacher in Calhoun and Barry county schools, she was named Michigan's "Rural Teacher of the Year" in 1959. After attending Athens High School and Calhoun County Normal School, she taught in Level Park, Leroy Township and in Marshall. Mrs. Hoyt was completing requirements for a master's degree at WMU at the time of her death. For the past 3 years she had supervised the Head Start Program for the Delton School System, and was active in the Y-menettes, Camp Fire Girls, and Cub Scouts.

MICHAEL E. FraHM, '63, died April 1st in his Harrison Township home after a long illness. He graduated from high school in Detroit in 1959 and received his bachelor's in business administration from Western. Frahm had taught bookkeeping and merchandising in Roseville for the past five years.

MRS. JANET L. RABIDOUX, '67, a teacher in Pontiac's Bryant Junior High School, died in March at a Pontiac hospital. She was taken ill suddenly while at school, where she taught classes for children with multiple handicaps.

The Western Michigan University Alumni Association and all current Life Members in the association are proud to welcome this newest group of Life Members into their ranks.

John J. Bognar '67
Wendy (Wild) Bognar '67
South Bend, Ind.
Alan C. Coe '63 MBA '66
Maurene A. (Strubel) Coe '67
Framingham, Mass.
Dorothy P. (Spagnuolo) Capurro '51
Elkton, Md.
Lee Durren '67
Judy E. (Kempf) Durren '67
Benton Harbor, Mich.
Raymond L. Hand '63 MA '67
Patsy F. (LeZotte) Hand '67
Jack Hunt
Barbara A. (Somers) Hunt '65
Frederick L. Zuidema '61
Kalamazoo, Mich.
Rudolph Hanson '54
Ronald G. Rundio '65
Portage, Mich.
Michael C. Harvey '67
Deanne M. (Lott) Harvey '67
Pontiac, Mich.
Mary K. (Moore) Hawn '63
Dayton, Ohio
Dennis E. Hill '67
Mt. Clemens, Mich.
James Kelly '57
Beverly (Kendrick) Kelly '57
Royal Oak, Mich.
Michael L. Kiefer
Carole A. (Dekema) Kiefer '65
Flushing, Mich.
Linda Peabody '67
Detroit, Mich.
C. Eric Peterson '67
Ann Arbor, Mich.
Harold E. Rudlaff '66
Sharon (Otis) Rudlaff '67
East Lansing, Mich.
Stephen P. Shreiber '67
Carl H. Smith '51
Mary J. Smith
Petoskey, Mich.
John "Jack" Van Schelven '60 MA '61
Barbara (Kent) Van Schelven '61
Grand Haven, Mich.
Ronald W. Weaver '66
Doris (Denlinger) Weaver
Sioux Falls, So. Dakota