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Director of University Information
Arthur J. O'Connor

Editor
Robert G. Rubom

Associate Editors
Rick Markoff, John Beatty

University Printer
Lawrence J. Brink

Cover Design
John G. Kemper

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OUR UNIVERSITY

For 70 years Western Michigan University, with some name changes, has served well the people of Michigan. In its earliest days, Western limited its program to the preparation of teachers. There was then a period when emphasis was placed on other areas of higher education. Finally there came the development of the multi-purpose university, one including programs leading to doctoral degrees.

There have been three presidents in Western's history and each has been identified with a particular period of development of the University.

Western has now come to the end of another era, the like of which, in all probability, will never again be experienced. The tenure of Dr. James W. Miller as president of Western has been marked by phenomenal growth—intellectual and physical. It has been a period without precedent and will not be repeated.

The temper of the times has had great influence on Western. There was great growth in enrollment. The number of students doubled in a period of 13 years. Land area was increased many times. Buildings—classrooms and student services—were constructed. Streets through the campus were vacated. The entire area was landscaped.

Western has been directed to a position among the outstanding universities of our nation. It is also a thing of beauty.

This development has been possible because of the foresight and guidance of President Miller. He was particularly suited to the era of the 1960's and 1970's. He faced the possibility of disruption and destruction. On this campus, disruption, in the times of student unrest, was minimal. Destruction was minor. A calm guidance was needed and it was provided.

The years of growth placed strains on personnel, facilities and equipment of the University, but means to meet the challenge of expansion were sought and found. The results will serve as monuments to the faculty, students, staff and administration of Western of those years.

President Miller is not a miracle man. He is a practical person who considers problems of the moment and the probabilities of the future. He seeks solutions that will serve the University and the people of Michigan. It would seem that he has been successful most of the time.

As an alumnus of Western Michigan University and chairman of its Board of Trustees, I take this opportunity to express to President Miller, on the eve of his retirement, after thirteen years of outstanding service at Western, the deep appreciation of all who have ties with Western, and for the people of Michigan.

Fred W. Adams
A PRESIDENT'S FAREWELL

To have been at Western during the past thirteen years is act and joy enough for any person.

To have been through a most exciting developmental stage of this University's undergraduate, graduate, and professional programs has been a most exhilarating experience.

To have come in a period when it was possible to have constructed on our campus so many fine structures to accommodate our programs, including an auditorium which professional performers rank as one of the ten finest auditoriums in the nation, has been particularly satisfying.

To have participated along with so many others to bring into being a pedestrian campus is yet another highlight of note.

Coming as I did to Western in January of 1961 fully convinced of the potential of this fine University, I now leave no less enthusiastic and confident that there is yet here at this University a tremendous potential for greatness beyond the fondest dreams of those of us here on the contemporary scene.

It is with no sense of sadness that I depart a University I have come to love and admire. It is only with a sense of joy that I leave thanking all who gave me the opportunity to be a part of this exciting intellectual enterprise.

James W. Miller
President
A College of Health and Human Services has been approved for Western Michigan University, following a careful study by a special committee set up by the Educational Policies Council. WMU's Board of Trustees provided that it is to be established when all appropriate planning is concluded and funding is assured.

The primary purpose of the new college would be the education and training of professional personnel in health, mental health, corrections, social services and related fields, including undergraduate and graduate programs. The college would provide training programs for administrative, planning, program development and other leadership roles as well as for direct helping positions in community health and welfare agencies.

The rationale for establishing the proposed college is society's need for more and better prepared personnel in the health and human service disciplines. Recent manpower studies have projected continued and growing demands for competent professionals in these areas. Of equal importance are recent reports on higher education which emphasize the need for improved research and training programs in the social service oriented fields.

A College of Health and Human Services at Western would provide an improved quality of professional training as well as opportunities for increased numbers of students to receive such training.

The college would bring together health and human service programs in existence at Western and include feasible new programs. These would be designed to meet additional areas of society's manpower needs and increased student interest in this type of professional training.

A recent edition of the University Magazine reviewed some of the health and rehabilitation training units which would be placed in the new college. These included the Departments of Blind Rehabilitation and Occupational Therapy and the Physician's Assistants and Medical Technology programs. This presentation focuses on current and projected programs in other areas of human service work.

**Human Service Work; Societal Needs and Student Preferences**

Our nation faces a growing need for skilled professionals to work in preventing and alleviating the effects of social problems. Poverty, crime and delinquency, mental illness, family breakdown, alcoholism and drug abuse are but a few of the major problems requiring increased attention by governmental and voluntary agencies. More effective problem solving depends on carefully selected and well trained personnel to provide the services offered by these agencies.

Improved services are required to help individuals and groups overcome or adjust to special situations. Golden age centers for older adults, day care centers for children, and group-living homes for the retarded are some of the agencies needing skilled staff to offer appropriate services. Many such programs presently lack sufficient and adequately trained personnel.

Recent manpower projections by the U.S. Labor Department's Bureau of Labor Statistics indicate good job opportunities during the 1970's for professionals in many of these human service areas, especially for social workers, psychologists, home economists, counselors, and urban planners as well as those skilled in other disciplines with social problem-solving skills. Human service workers with a graduate-professional education have particularly good employment prospects.

Vocational opportunities in problem-solving disciplines as well as a human service career orientation have led an increasing number of students to elect the educational programs described in the articles in this issue of University Magazine.

Such training offers a viable career line for young people interested in helping individuals to adjust to environmental stress. It also offers skill development in approaches to problem prevention through environmental change. Thus human service education is appealing to a wide range of students.

The growing student preference for service work has placed an enrollment strain on many of the existing professional training programs at Western and elsewhere. In addition to the growing number of entering students with career interests in health and human services, more students are transferring into these programs from teacher education and other programs with an uncertain job market. The people working orientation of such disciplines enable students with an initial orientation to teaching to satisfy many of their career objectives through such training.

Unfortunately, the added student influx cannot be met fully by existing programs. Additional educational opportunities which could be provided by the new college would help to resolve this dilemma.

**The Response of Higher Education**

Higher education has been slow in responding to societal needs and student preference for professional education in the human services fields. Although professional training has long been available in such disciplines as psychology and social work, program development has not been as readily apparent as in the arts and sciences or in teacher education. It has only been in the past few years that universities have begun to emphasize expansion and upgrading of human services education.

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*The quality of home or neighborhood environment is often at the root of social problems; photo on preceding page shows one viewpoint.*

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*Article by Dr. Merl C. Hokenstad, professor of Social Work and director of the School of Social Work since 1968.*

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Recent reports on higher education have suggested that development and improvement of such programs should be given priority attention. The Carnegie Commission on Higher Education and the Department of Health, Education and Welfare Task Force on Higher Education (commonly known as the Newman Task Force) both document the need for increased emphasis on "professional programs aimed at training individuals to solve the social problems of the 1970's and 1980's."

The Newman Task Force stresses the need for creating programs that "match expected national needs for highly trained manpower over the next few decades." While opposed to a strictly manpower planning approach to higher education, the Carnegie Commission concludes that the "goal of fulfilling the aspirations of many young people for more useful roles in our society should be given high priority along with the more widely recognized goal of overcoming critical human, urban and environmental problems."

This report also suggests that an objective of colleges and universities should be to supply education in response to student choices.

Both national reports clearly support the development and improvement of educational programs in the human services areas in order to meet societal needs on the one hand and respond to student preferences on the other. Western is already responding to the challenge through its existing human service educational programs. The College of Health and Human Services provides an opportunity for the University to be a pacesetter in charting new directions for this type of professional education.

Preparation for Human Service Careers

Students preparing for professional work in the human services must develop a variety of skills to be effective problem solvers. Educational programs generally begin by building on the student's background in the liberal arts and sciences and developing philosophical, historical and scientific perspectives for viewing human beings, their problems and approaches to problem solutions. Skill goals generally incorporated in such programs include the following:

To Help the Student:

- Analyze contemporary social problems in the light of philosophical, historical, socio-economic, and psychological knowledge.
- Critically evaluate current and proposed social policies and programs in terms of efficiency, effectiveness and feasibility.
- Develop skills in the application of theory and research to problem-solving situations.
- Develop skills in the strategies and processes of problem-solving in a specialized area.

The educational programs described in the following articles begin from such a general framework of goals and go on to outline knowledge and skill objectives related to a specific area of human service work. Some of the articles discuss existing training programs preparing students for direct work with individuals receiving help from mental health, drug and alcoholism, and corrections agencies. Others review projected programs providing training for work with families and older adults. A final paper outlines a current curriculum which prepares students for leadership positions in the human services through the development of specialized skills in planning and administration.
Each of the programs offers the student classroom content and field experiences designed to provide the knowledge and skills for human service work. Skills are developed in laboratory settings and in community agencies. Some of the articles point out innovative ways of developing communications, interviewing, and decision-making skills in the laboratory through the use of video tape feedback and other new forms of educational technology. Experience in real life problem-solving situations also are utilized to enhance skill development.

In spite of the similarities in educational objectives and training methodologies there is considerable fragmentation in training for the human services. Students are educated in specific professional disciplines such as social work, psychology, and counseling and have little contact with students from other professional disciplines during their training. This is unfortunate and undesirable because the various problem-solving professions must function cooperatively in community agencies.

While each discipline offers specialized expertise to the helping process, opportunities for multidisciplinary training can foster more effective preparation for handling complex problems in the real world. Western Michigan University is moving in the direction of providing multidisciplinary training in human service areas. The speciality in substance abuse and the proposed programs in gerontology and family development are examples of this type of education. Such programs recognize the specialized type of preparation needed in the various professional disciplines involved, but at the same time provide joint training in areas of commonality. This includes courses taught by teams from various disciplines and integrated field experiences.

The College of Health and Human Services can provide a vehicle for developing and expanding multidisciplinary training in the human services. It offers an umbrella for developing joint degree programs, interdisciplinary laboratory training and combined field experiences. This is yet another way in which the new college will put WMU in the forefront of education for the human service professions.
Today, most Americans express great concern and raise many questions about the so-called "drug-scene." How many are involved? What are the short-term and long-term effects? Is there adequate professional help for addicts? Are our substance-abuse laws antiquated? These questions as well as others are being persistently asked by people who are "into drugs" and by those who are curious observers.

The problems related to the use of drugs have been a part of our culture from time immemorial. Until recently, however, all references to drug problems meant narcotic drug addiction. But now, the term "drug problem" has been broadened into "substance abuse" and includes depressants such as barbiturates, tranquilizers and alcohol; stimulants such as amphetamines; hallucinogens, marijuana, tobacco, and even compulsive food intake.

Michigan, as have many other states, recently consolidated its separate units dealing with drug abuse and with alcoholism into one department, the Office of Substance Abuse Services, Department of Public Health. This administrative reorganization plan suggests that the attack on substance abuse must be systematic and integrated, as opposed to a "shot-gun" approach.

For the past four years, Western Michigan University has been concerned with problems of substance abuse. With the possibility of implementing a graduate program in substance abuse beginning in 1974, representatives of the Graduate College, the Departments of Biology, Psychology, Sociology, and Counseling and Personnel, and the School of Social Work, joined in the study of the structure of such a graduate training program. As a result of these deliberations it became apparent that:

1. There are few who have been trained professionally to deal with the problems of substance abuse.
2. There is a breadth of concerns in the substance abuse field ranging from prevention and community education to treatment and rehabilitation. Moreover, there are numerous organizations and professionals dealing with the problems of substance abuse. The professional workers within the various organizations come from a diversity of academic fields.

Following these deliberations, a program for the training of substance abuse specialists has been organized involving a specialty in alcohol and drug addiction at the master's degree level. It was organized on multidisciplinary and interdisciplinary bases involving the Departments of Psychology, Counseling and Personnel, Sociology, and Biology, and the School of Social Work. It recognized the many aspects in the field of dealing with substance abuse.
including prevention, community education, treatment, and rehabilitation.

They might be employed by public and private organizations including social agencies, psychological clinics, family counseling services, alcohol and drug councils, and hospitals. Students would receive intensive preparation in methods designed to deal effectively with alcohol and drug addictions, together with training that would enable them to fulfill the various roles expected of addiction therapists. The elements of the curriculum would be offered by the involved units of the institution. A major objective of this training program would be to provide a broadly based interdisciplinary training experience for students in the contributing disciplines. Following graduation they would be expected to provide leadership in the substance abuse field at many levels and in many different jobs in the agencies and organizations indicated.

Another objective of the program is to offer continuing educational opportunities to practicing professionals in the substance abuse field. Many social workers, counselors, and psychologists have been working in this field with little formal training. Some professionally trained mental health workers find themselves involved regularly with persons who have addiction problems. The proposed program would provide an opportunity for these people to upgrade their knowledge, skill and expertise to work with such problems. The program consists of eleven semester hours of courses related directly to substance abuse:

- The Pharmacology of Addictive Drugs—two semester hours.
- The Etiologies of Substance Abuse—three hours.
- Seminar in Substance Abuse I—three hours.
- Seminar in Substance Abuse II—three hours.

The student participates in a six- to eight-semester hour internship in one or more agencies dealing with substance abuse. The credit will be elected in the courses designed for such activities in the unit in which the student earns his master’s degree. The hours taken for the specialty program are in addition to the degree requirements of the department or school in which the student is enrolled for the master’s degree. In some of these units the elements of the curriculum may be integrated with the regular degree requirements. The extent to which this may be accomplished will differ with the units. However, no student will receive a certificate of completion of the Specialty Program in Alcohol and Drug Addiction without having completed the requirements for the master’s degree in one of the participating departments.

Although little research evidence is available concerning employment opportunities for graduates of this proposed program, from the few studies available and from drawing inferences from news media sources and personal observation, it seems that significant employment opportunities exist. These opportunities are in “hot line” telephones, mental health clinics, hospitals, public schools, colleges and universities, prisons, social agencies, research organizations, mental hospitals, private therapy practice, and business and industry programs.

Program evaluation will be an important part of the proposed project. An advisory committee will evaluate and review the field training aspect. Graduate placement will be evaluated to provide up-to-date information on job opportunities and career development but, more importantly, to provide feedback on program weaknesses and future development leads. Additionally, an outside evaluation team will review and evaluate the program critically.
In response to the late President Kennedy's call for a bold new approach to the prevention and treatment of mental illness, congress enacted the Community Mental Health Centers Act in 1963. This legislation, which provides federal assistance for the construction and staffing of a national network of community mental health centers, provides for the establishment of a new concept in mental health services.

This approach differs from more traditional practice in that the community mental health center assumes responsibility for the psychological well-being of an entire population or community, not just those who come to the attention of mental health experts or are designated as patients. The broadened scope of this concept of community mental health involves attempts to prevent the development of mental disorder, as well as the early detection, treatment, and rehabilitation of those already disordered.

Professionals working in community mental health have assumed a variety of new roles. In addition to traditional practices of individual...
and group therapy, community mental health workers are concerned with the prevention of mental disorder through such programs as family life education, community development and betterment, and the consultation to community caregivers such as teachers, police, and clergymen. Community mental health workers are also concerned with planning to meet the unique needs of a particular community and to provide continuity of care to minimize the fragmentation of services.

In the decade since the community health legislation was passed, nearly 400 centers have been funded and are operating or in the planning stage. To meet the need for professionals to staff these centers and assume new roles in mental health care, educational institutions have developed new training programs. Western Michigan University, in response to this need, has developed a community health training program, funded by the National Institute of Mental Health, for social workers.

Western's training program includes classroom content and actual practice experiences in local community mental health centers and mental health agencies. Underlying the program is the idea that the individual cannot be understood nor helped independently of the community in which he functions. Reflecting this, students in the program may take a variety of courses in social work, sociology and psychology.

Examples of classroom courses offered under this program are "Group Work in Community Mental Health," "Techniques of Mental Health Consultation," "Sociocultural Factors in Mental Illness," and a special tutorial readings course in "Community Mental Health." In addition, required graduate social work courses in the areas of policy, practice, and theory often deal with community mental health issues and practices.

In field placement, students are offered a variety of experiences such as helping individuals and families deal with conflict, through counseling, assessing the effectiveness of service delivery, and developing consultation programs to community caregivers. Students have been placed in such agencies as community mental health planning boards, adult out-patient mental health clinics, crisis telephone services, and transitional living services for ex-mental patients.

One of the innovative features of the graduate social work program at Western is the spring field project. Students in their first year work collaboratively with one or more faculty members for the entire eight-week spring session. These projects are designed to give the student an intensive exposure to research and planning, as well as provide help to local human service agencies. In the past, community mental health trainees have participated in a number of projects. For example, students and faculty have conducted a field research project to determine the extent of mental disorder in Grand Rapids.

The project resulted in a report to the Kent County Community Mental Health Services Board detailing the findings and a series of recommendations for improved service delivery. Other community mental health spring projects have dealt with a differential use of social work manpower in community mental health services and an assessment of the adequacy of health and human services in the rural community.

Graduates of WMU's School of Social Work community mental health program are working in community mental health centers and other related mental health agencies. Since the community mental health emphasis is a part of the overall social work program in which students take required social work foundation courses, graduates are also able to obtain employment in other areas of social work practice.

Although the rapid growth of community mental health centers across the nation has slowed, there is still a continuing need for well-trained social workers to staff the existing and developing programs.

Children born with birth defects which inhibit normal learning patterns require special attention, usually from trained persons.
Western Michigan University's School of Social Work in the fall of 1970 began planning a specialized program of study in corrections and criminal justice. The objective was to develop and establish training and education in both juvenile and adult corrections at college undergraduate and graduate levels. The program is financed by the Michigan Office of Criminal Justice Program with matching funds by Western Michigan University. It prepares undergraduate students for entry-level professional positions in detention, juvenile probation, training schools, after-care services, jails, adult probation, adult correctional institutions, parole, and various auxiliary services such as halfway houses and other community-based programs.

Graduate level training prepares students for the same spectrum of service areas, but in advanced competency and capability for specialized treatment programs, as well as positions in supervision, administration, community organization, and planning.

Training students for professional work in corrections has become a top priority for a number of universities following the 1967 publication of the findings of the President's Commission on Law Enforcement and Administration of Justice. The study, in addition to presenting startling findings on the growth and seriousness of crime and delinquency in the U.S. and the need for major overhaul of our criminal justice system, sharply focused on some identified problems in correctional manpower, personnel, training needs, and education. The commission study asserts that:

"Rehabilitative services for the adult offender are most likely to be available in correctional facilities for felons. Very few jails where misdemeanants are confined have advanced beyond the level of minimum sanitation and safety standards for inmates and guards. The net result is that only a small fraction of the adult offenders who are incarcerated in jails (in 1965) are receiving any correctional services except restraint."

"While most offenders are now under correctional control—some two-thirds, including those on parole after institutionalization—and are in the community, the 'treatment' afforded them is more illusion than reality. Probation and parole should have wider functions than are now usually emphasized within their casework guidance orientation. They would have to take much more responsibility for such matters as seeing that all offenders get jobs and settle into responsible work habits, arranging re-entry into the schools and remedial tutoring or vocational training; giving guidance and counseling to an offender's family; securing housing in a neighborhood without the temptation of bad companions, etc.

"Only in a few areas like jobs or schooling do probation and parole officers now generally attempt anything like such functions and even in these areas the most that usually is done is to refer the offender to an employment office."

Social Work students on Kalamazoo County Probation Office Staff attend regular meetings with social worker for briefings, as in above photo.
Following the planning year, the WMU School of Social Work received approval from the University and additional funding from the Office of Criminal Justice Programs to begin implementation in March, 1971. The School of Social Work was ready. One and one-half full-time faculty members had been added, specializing in corrections.

Believing that preparations for the students could not be entirely undertaken by a single department, arrangements were made with the Sociology Department to share the time of one faculty member, a criminologist, on a 50-50 basis and to have students take courses in both sociology and social work for completion of requirements in the correctional specialty. Some existing courses were identified for incorporation in the program and some new courses were developed.

Students in the undergraduate and graduate level now have a full program available to them. From sociology, the student takes criminology, a seminar in criminology theory, and juvenile delinquency. "Readings in Sociology," taken individually under the criminologists, are also available on an optional basis.

In social work, the undergraduate student can add a specialized course, "Correctional Process and Techniques," and then have his entire field work experience designed to place him in a correctional setting, for example, working in probation, parole, or prisons. The course, "Readings in Social Work," is available to students who wish to take independent study with correctional faculty.

All of these courses are available to graduate students plus additional courses in non-institutional and institutional treatment of offenders. They, too, specialize in field placements in correctional settings. These may be designed to give a concentration of training in either social treatment or social planning and administration. The program currently offers undergraduates 23 credit hours in correctional study with 33 hours available to graduate students.

The President's Commission Report states:

"Correctional institutions across the country face acute shortages of manpower, especially in the positions charged with responsibility for treatment or rehabilitation. Thousands of additional probation and parole officers are now required to achieve minimum standards for effective treatment and control. Many more thousands will be needed in the next decade."

Students have enthusiastically responded to the program. More are asking admission at the graduate level than can be accepted and some 70 students are currently taking correctional courses at the undergraduate level. Current manpower predictions indicate that trained correctional personnel are and for some time in the future will be very much in demand.

The commission also emphasized the need for professional clinical personnel to assist in the evaluation of the bizarre-acting or seriously disturbed and mentally deficient offenders and to provide consultation and advice to line staff who must deal on a day-to-day basis with these special groups. This type of training is encompassed in the very core of social work education.

The Michigan Comprehensive Plan for Michigan Correctional Services, of the Office of Criminal Justice Programs (OCJP) supported the views held by the national commission. This report states:

"Baccalaureate colleges must also be continuously encouraged to design and strengthen curricula appropriate in preparation for professional practice in corrections. Certification standards should be developed which require formal education beyond the baccalaureate level as a means of upgrading professional standards of personnel. Career line employees should be encouraged to seek full graduate study in appropriate areas whenever possible. Special institutes, workshops and colloquia should be designed to meet specific needs."
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The ominous and ultimate end for many persons not able to be reached by social workers in incarceration, not pleasant even in a location as modern as one in above photo.
Nearly one in every 10 Americans is over the age of 65 and most of those are retired. Most face reduced income, have one or more chronic conditions or illnesses, and are or will be widowed. Almost all will lose other persons important to them through death or migration. Social and/or physical isolation can be major problems.

Many public and private programs attempt to alleviate these situations. Social Security and other pension systems have been established to cushion the financial impact of retirement. Hospitals, nursing homes, long-term care facilities and clinics help to deal with health problems. Some organizations help meet transportation needs—to doctors, grocery stores and other shopping facilities, for visits with friends and relatives. Others provide the opportunity to meet people with the same interests and hobbies and offer in-home care, including meals, to persons in need of such services. All of these programs and others need personnel able to provide services, understand and deal with the needs of older people.

Gerontology is the study of the aging process and of old age and crosses traditional academic lines. Gerontology includes the various medical aspects of aging (termed "geriatrics") as well as the social, psychological, biological, economic, and political aspects. It involves social policy and programs for older people—translated through governmental and private activity, including recreational, educational, and social welfare programs.

The Gerontology Program is multidisciplinary, leading to an undergraduate minor designed to be combined with various majors and curricula. The program will be located in the College of Health and Human Services, when it is established.

Mrs. Neala Thomas of Kalamazoo, now a resident of the Birch Manor Nursing Home, Kalamazoo, is shown article in newsletter, "Birch Manor By-Line," telling of her being named "Patient of the Month" by WMU senior, Anora Ackerson, editor of the newsletter. Anora visits with patients several times weekly as a volunteer. Bottom photo shows retirees passing time by playing cards. Too many of our elders are forgotten and time weighs heavily.
The minor first provides students with a basic understanding of aging and the facts about the aging population. Students then learn about aging from a variety of academic perspectives. Supervised field experience allows students opportunities to work directly with older persons and to use classroom learning.

Development of the gerontology minor has been a long-term process involving interested faculty. Academic disciplines and divisions represented include: Academic Services, Blind Rehabilitation, Community Education, Continuing Education, Home Economics, Occupational Therapy, Physical Education—Women and Men, Psychology, Social Work, Sociology, and Speech Pathology and Audiology.

The Gerontology Program will be administered through a Gerontology Center with the responsibility for coordination of course offerings, academic and vocational counseling of students, promotion of research in gerontology, and outreach into the community.

The minor consists of 20-25 hours of course work divided between the "core" and elective courses. All course credit will be granted through the existing academic departments.

The gerontology minor may be completed by any undergraduate in combination with or in addition to a planned major and other minors. It is expected that this minor will be attractive to students planning careers in the various human service professions as well as those in liberal arts curricula in the social sciences.

Course work for the minor consists of four "core" courses. Materials in the "core" will be inter-disciplinary in nature and are designed to provide the student with basic facts about the aging process and the aging population. It is also in the "core" that students will have supervised field experience, working directly with older people. The field experience will be, where possible, tailored to fit the academic "major" interest of the student. The core courses and the departments through which they are taught are:

- Introduction to Social Gerontology (Sociology)
- Functioning of the Older Adult (Occupational Therapy)
- Problem Solving in Gerontology (Social Work)
- Practicum—Field Experience (Social Work)

The remainder of the course work is selected from a list of approved elective courses. As additional courses become available they will be added to the electives. At present, the following comprise the electives for the minor:

- Consumer Principles and Practices (Business Education)
- Recreation for Older Adults (Physical Education for Women)
- Investments (General Business)
- Economic Security (Economics)
- Sociology of Aging (Sociology)
- Social Work Concepts in Rehabilitation (Social Work)
- Community Agency Resources (Social Work)
- Gerontology—Blind Rehabilitation (Blind Rehabilitation)
- Marriage and Family in Later Years (Home Economics)
- Independent Readings (Various departments)

Occupational opportunities for students with a minor in gerontology are varied and increasing. Most students will probably find employment based upon their academic major but with a work concentration dealing with older persons. Thus, a social work major might be employed as a caseworker dealing with services to the older adult. A business major, planning a career in real estate, might concentrate on the retirement housing market. An education student might plan a career in community education concentrating on "lifespan" education.

A manpower needs survey in southwestern Michigan in 1970 indicated the need for many persons trained in gerontology in the health and human services fields.

Present manpower needs are expanding rapidly in government-sponsored programs on local, state and federal levels. In addition, local privately sponsored programs for older persons are increasing rapidly, thus increasing manpower demands.
Nearly one in every 10 Americans is over the age of 65 and most of those are retired. Most face reduced income, have one or more chronic conditions or illnesses, and are or will be widowed. Almost all will lose other persons important to them through death or migration. Social and/or physical isolation can be major problems.

Many public and private programs attempt to alleviate these situations. Social Security and other pension systems have been established to cushion the financial impact of retirement. Hospitals, nursing homes, long-term care facilities and clinics help to deal with health problems. Some organizations help meet transportation needs—to doctors, grocery stores and other shopping facilities, for visits with friends and relatives. Others provide the opportunity to meet people with the same interests and hobbies and offer in-home care, including meals, to persons in need of such services. All of these programs and others need personnel able to provide services, understand and deal with the needs of older people.

Gerontology is the study of the aging process and of old age and crosses traditional academic lines. Gerontology includes the various medical aspects of aging (termed "geriatrics") as well as the social, psychological, biological, economic, and political aspects. It involves social policy and programs for older people—translated through governmental and private activity, including recreational, educational, and social welfare programs.

The Gerontology Program is multi-disciplinary, leading to an undergraduate minor designed to be combined with various majors and curricula. The program will be located in the College of Health and Human Services, when it is established.

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Mrs. Neala Thomas of Kalamazoo, now a resident of the Birch Manor Nursing Home, Kalamazoo, is shown in an article in newsletter, "Birch Manor By-Lines," telling of her being named "Patient of the Month" by WMU senior, Anora Ackerlon, editor of the newsletter. Anora visits with patients several times weekly as a volunteer. Bottom photo shows retirees passing time by playing cards. Too many of our elders are forgotten and time weighs heavily.
The multidisciplinary program in Family Interaction and Development proposed for the College of Health and Human Services at Western Michigan University comes at an opportune time. Many observers of family life in this country—journalists, sociologists, and family life educators and counselors—have called public attention to the increasing problems of marriage and family living. Major efforts are being made nationally to create a cabinet post and a federal agency concerned with the quality of family life.

Changing patterns of enrollment at Western make this a time of unique readiness for new programs. More students are choosing specialties in the social and applied sciences and graduate enrollments are increasing. Several departments offer a rich but scattered set of courses which deal with family interaction and development. There are faculty with strong professional commitments in this area.

In this country the institution of the family has received lip-service from politicians seeking election, from our schools, churches and business leaders. In reality, the family appears to be regarded as a second-rate institution by the persons and organizations which pay it homage. Actions have seldom followed speeches when it comes to family life.

For example, there is practically no training that a person can receive on the nature of marriage and family living except from his own life experiences and TV soap operas. Moreover, national and state legislation rarely makes the family the focus of its concern. Unlike other industrialized nations, we have no viable body of family policy. The family is expected to cope with and adjust to the whim of every other social institution in the country. Families in our country are done "to" rather than "for" or "with."

It has become a cliche to note that our divorce rate is high and that family stability is problematic. There is growing evidence that between 60 and 70 percent of those marriages that do survive are not particularly satisfactory to the persons involved. Observers blame the family for such things as mental illness, crime, substance abuse, venereal disease, and other social ills.

It is ironic that while the family is blamed for these difficulties, social programming is directed to the problems rather than to the quality of family life. We create many agencies to cope with each of these social problems, the origins of...
which are multiple. If the family plays a key role in these problems, then it would seem economical to address the family directly.

The proposed Family Interaction and Development Program is intended to achieve five general objectives. First, preparation will be offered in marital and family counseling and enrichment. Training in family life and sex education is the second

objective. Third, family policy specialists will be prepared to analyze and formulate policy intended to improve the quality of family life. The fourth objective is to provide courses, institutes, and workshops for other human services and health professionals who work with families. The program itself will provide a valuable range of services to the University and the community, thus realizing its fifth and last objective.

Curriculum content and organization will be multidisciplinary, involving students and faculty from social work, home economics, sociology, psychology, and other university units. Courses now offered in various substantive areas of family theory, family history, development, and counseling will be utilized as basic preparation and foundational studies. In addition, a set of courses in the family area will be created to form a professional core. This would consist of specialized courses in marital and family counseling and enrichment, human sexuality and family life education, and family policy analysis and formulation.

The program in Family Interaction and Development is consistent with national trends toward the professionalization of marriage and family specialists. In this past year there were fewer than 1,000 counselors specifically trained to deal with marriage and family problems who were able to meet the qualifications for memberships in the American Association of Marriage and Family Counselors. The association has moved to become a professional organization which will lobby at the state and federal levels to establish and maintain professional training standards, to certify practitioners and to provide for insurance payments of professional fees. Five states now license marriage counselors and legislation is pending in nearly half of the others.

Similarly, an increasing number of states, including Michigan, now certify teachers of family life and sex education. A new professional organization of family life educators and counselors has attracted more than 1,500 members in the past year and the American Association of Sex Educators and Counselors has become a major professional group in the past five years.

Churches, schools, public and private agencies, business and industry show a growing interest in providing a variety of services to families, the implementation of which will require a wide range of family specialists. Teachers, facilitators, consultants, administrators, researchers, and counselors able to work with marriages and families are in increasing demand to assist families in coping with unprecedented pressures and needs.

These social needs are being anticipated by a growing student enrollment in the family life education program and in family related courses already offered at Western. Graduates of the Family Interaction and Development Program will have the traditional job opportunities such as teaching, counseling and in research. They will also have new career options in the areas of facilitating marriage and family life, family health and family policy making.
Article by Dr. William A. Burian, professor of Social Work and member of the W.M.U. faculty since 1969, and Dr. Philip H. Kramer, associate professor of Social Work since 1970.
A Social Planning and Administration Concentration, offered within the graduate professional program of the School of Social Work, is designed to prepare students for leadership roles in organizations concerned with the planning and provision of human welfare services. Educational opportunities are provided for students to:

1. Integrate social and behavioral science knowledge for problem-solving purposes within planning and administration roles;
2. Develop specific planning and administrative technical tools such as proposal writing, electronic data processing, budget methods and evaluative techniques.

The concentration allows students to follow a course of study consistent with individual interest, capacity and previous educational and employment experiences.

The core curriculum of the graduate program, including education in social and behavioral theory, problem-solving methods, social welfare policy, research and social work values, provides the foundation for the Planning and Administration Concentration, which centers around two practice seminars and related field education. One seminar emphasizes planning methods, specifically, how to conceive, design and process proposals to funding organizations. The second focuses on management strategies and tools required in administration positions in health and welfare agencies. Elective courses in organizational theory, program technology, and evaluative research provide background knowledge for the practice emphasis in the core seminars.

Team task force reports and planning proposals are presented by students in the classroom seminars. Heavy emphasis is placed on discussion and experiential learning by making use of classroom laboratory situations, as well as the field placement experience. The School of Social Work has a communications laboratory making extensive use of audio-visual equipment and providing training resources for students as well as the staffs of community agencies. Relatively heavy use is made of tutorial learning provided by University-based faculty and the field faculty.

Field placements reflect individualized student interests in a particular field of practice and an administrative or planning role. Placements are generally two days a week under professional supervision of social workers, research and planning specialists, city managers, and other supervisory personnel. They have included assignments with Community Mental Health Boards, Federal Probation Offices, psychiatric consultation centers, Regional Departments of Social Services and psychiatric hospitals. Placements are available to students in most counties of southwestern Michigan as well as in the state capitol in Lansing.

Beginning with this combination of planning and administrative class and field activities, the student, in consultation with an academic advisor, works out a full program in the School of Social Work and other departments of the University uniquely suited to individual interests and capacities. Included are social work courses dealing with community analysis, social change, supervision, staff development and consultation, and social welfare institutions and policies. Students are encouraged to take relevant courses in other departments of the University, particularly in political science, education, economics, sociology, psychology, and business administration.
The Planning and Administration Concentration is designed to meet an increasing need for leadership persons specifically educated for roles of management and planning in human service organizations and in the numerous planning bodies at local, state and national levels. Until recently the career line in social services agencies, as in most human services, has tended to be exclusively one of progression through the professional ranks to management and planning positions. With the increasing size of social service agencies and complexities of programs and technologies, the demand for highly trained management personnel with a knowledge of, and commitment to, human service has increased, so the opportunity for entry directly into such positions from graduate programs has increased as well.

As a result of increasing size and complexity there has been a corresponding increase in the numbers and kinds of planning bodies concerned with human services. In many cases these are mandated by the federal government as a condition for states and localities receiving federal funds. This movement toward more careful planning of human services programs in the public sector has increased the need for personnel highly trained in planning and technology. Similarly, the need for professionally prepared persons to staff private planning agencies is increasing.

Based on the employment experience of three classes of graduates from the WMU School of Social Work, Planning and Administration Concentration, the demand for the type of education provided by the program is encouraging. Graduates have taken a wide range of positions in human service management and planning. A number have gone into positions of upper and middle management in public and voluntary social service agencies. Still others have been hired as research specialists or in program-designing roles in planning agencies. These include positions in agencies dealing with inter-group relations, mental health, family and children's services, public welfare, drug abuse, corrections and delinquency.

Most Social Work students, as shown above, have a special dedication to their fellow humans and to solving societal problems.
1974 Baseball Prospects

Western should field another strong baseball team this spring if their 23-16 record and a 3rd place finish in the Mid-American Conference last season are any indication.

As a squad, the 1973 Broncos batted at a .289 clip and scored 263 runs in 309 innings.

"With the extended eligibility of Terry Zirkle, Frank Ballard and Paul Parpet, we could start a letterman at every position," says coach Bill Chambers. Second baseman Zirkle and leftfielder Ballard batted .346 and .385 respectively while Parpet shared catching chores and drove in 21 runs. Ballard was a second team All-MAC pick.

Also back will be two-year regulars, outfielder Mark Orr and shortstop Greg Geyer who hit for respective averages of .282 and .280. Another returnee, third baseman Jim Carwardine, hit .271 while driving in 28 runs in 37 games.

Key losses include WMU's first recent four-letterman, Tom Vanderberg and All-MAC pick Mike Squires, who batted .382 and had a 7-3 pitching won-lost record.

Pitching is still a question mark. Four lettermen hurlers will be back, including Paul Bock (7-4 record), Steve Berry (1-1, but with a 1.80 earned run average), Tim May (1-1) and Tom Carpenter (4-2).

Chambers will keep 20 pitchers on his roster thru spring practice including newcomers Tom Bollenbacher, a lefty, and Jerry Frisque.

1974 WMU Track Prospects

This outdoor season may be a banner year for coach Jack Shaw's track and field forces as the squad should once again make a strong bid to regain the Mid-American Conference title.

With the return of 18 lettermen from the 1973 team that was unbeaten
in three dual meets, Shaw is confident that this could be one of his finest contingents in recent campaigns.

The Broncos upped their undefeated consecutive wins last season, but finished 6th in the MAC championships. Heading the list of returnees is senior Homer Gaines, 1973 runner-up for the MAC high hurdles crown after winning this event in 1972, in which he owns a clocking of :14.1, one-tenth of a second off the NCAA qualifying standard.

Senior Steve Stintzi, who finished 3rd at the MAC cross-country meet this fall, returns as the top distance runner. Stintzi turned in a 4:08.3 indoor mile a year ago. Shaw's No. 1 pole vaulter, senior Jim Williams, is back after setting a varsity mark of 16'4" and placing 3rd in the USTFF meet. Williams, who also captured MAC honors in pole vault, should get a strong challenge from teammate Carl Anderson, who placed 2nd to Jim at the MAC meet.

Senior Craig White is back in the high jump and triple jump, and, along with letterwinners John Borsos and Dave Selmer, could make those two of the more improved events for the Broncos.

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The hurdles should be strong for WMU, with Les Clerkley, Dan Lanning, Pat O'Toole, Alan Baker and Bob Cornwell figuring to be in the scoring along with Gaines. The 440 event shapes up as a strong point for Shaw with the return of football safety Mike Wood, who last year qualified for the NCAA indoors with a time of :49.0. Another senior, Tim Pinnix, owns a time of :48.2 in the outdoor 440, and with the addition of letterman Tom Burger, this trio should make a strong showing in 1974.

1974 WMU Tennis Prospects

The coming season appears to be a question mark as graduation losses have cut back first-year coach Jack Vredevelt's roster. Gone are John Lamerato, MAC 1972 No. 1 singles winner who took 2nd place last season, and Roger Thurman, runner-up in the No. 3 singles in the 1973 conference finals. The Broncos finished 3rd in the MAC last season, after a dual meet mark of 3-9.

The key returnee is sophomore Tony Lamerato with a 13-2 mark in No. 2 singles as a freshman and a 2nd place in the MAC meet. Tony and his brother, John, won the 1973 MAC doubles competition, finishing with a season record of 13-1.

Other returning lettermen are sophomores Mike Foster and senior Kevin Drean, who should have much improved seasons. The top newcomers to the 1974 club are freshmen Scott Schultz, Tim Mace, Bob Taylor and Don Brown, while the return of junior Bob Shower should provide Vredevelt with additional experience.

1974 WMU BASEBALL SCHEDULE

Mar. 23 at Tennessee (2)
24 at Georgia Tech
25-26 at Jacksonville, Fla.
29 at Florida St.
30 at Tennessee

Apr. 5 at Louisville (2)
6 at Louisville (2)
9 UNIVERSITY OF DETROIT (2)
12 at Wayne State University (2)
13 at Wayne State University (2)
15 WISCONSIN
16 WISCONSIN (2)
19 EASTERN MICHIGAN UNIV. (2)
20 CENTRAL MICHIGAN UNIV. (2)
23 MICHIGAN STATE UNIV. (2)
26 at Ohio University (2)
27 at Kent State University (2)
29 at University of Cincinnati
30 at Xavier University (2)

May 3 NOTRE DAME (2)
4 NORTHERN ILLINOIS UNIV.
7 UNIVERSITY OF MICHIGAN (2)
10 BOWLING GREEN (2)
11 UNIVERSITY OF TOLEDO (2)
17 at Miami University (2)
18 at Ball State University (2)
To many people, the mention of a college athletic coach brings to mind a retired "jock" who has been given an academic title so that he can lead his varsity team to conference and national titles. Of course, that's a vast over-generalization, for the majority of athletic coaches, in addition to being knowledgeable in their own sport, participate in a wide variety of activities in their universities.

The "dumb jock" label could certainly not be applied to Western Michigan University's varsity hockey coach, Bill Neal, who, at the August, 1973 WMU commencement, received his Doctor of Education degree. Neal was one of two hockey coaches in North America holding a doctor's degree in educational leadership, the other being Bob Johnson, who coached the University of Wisconsin to the NCAA title in the 1972-73 season. Dr. Neal, in fact, maintained the high academic standing of WMU hockey mentors when he succeeded Dr. Adrian Edwards, professor of general business at WMU.

Bill Neal has played hockey nearly all of his life. "At two," he told me, "I could skate better than I could walk." He came to Western on a baseball scholarship but never lost sight of his educational objectives. "I knew I wanted to go on to a university," he said, "and so I kept my grades up in high school."

While a Western undergraduate, Bill broke nearly all WMU scoring records in four years with the hockey Broncos, then a club sport. It was while pursuing his master's degree at Bowling Green University that he first realized coaching was to his liking. He obtained a teaching assistantship to help the Falcon hockey coach Jack Vivian, now general manager of the major league Cleveland Barons hockey team.

When the opportunity to return to Western as a graduate assistant and work toward a doctorate came, Neal said yes.

Taking over the coaching reigns of WMU's hockey club from Dr. Edwards, Bill launched a dual career. At age 23, he was both a coach and a student. As a student in educational leadership with backgrounds in sociology, business and physical education, Bill found the work load heavy, but also felt that the wider academic background helped him in his coaching.

"Being able to draw on areas other than just physical education gave me an advantage over some other coaches, for I could see aspects of human behavior that I might otherwise have missed," Neal says.

All of his interests—sports, university teaching, sociology and business—found focus in his doctoral dissertation, "Faculty Attitudes Toward the Role of Intercollegiate Athletics in Selected Institutions of Higher Education."

Sending questionnaires to some 1,000 faculty members of various

WMU hockey coach Bill Neal, in street clothes, can get just as intense as his players, in above photo.
Big Ten Conference, Mid-American Conference, and Michigan Inter-collegiate Athletic Association schools, Bill analyzed the faculty responses.

Sitting in his office at the Kalamazoo Ice Arena, which he manages in addition to his coaching duties, the 26-year-old native of Sarnia, Ontario, Canada, discussed the results of his findings and his own views on sports at the university level.

Neal is aware that many people criticize varsity athletics as being big businesses that do not aid the university at large. "Most of my respondents agreed that athletics are an important part of collegiate life, but felt that too much stress is placed on varsity athletics to the detriment of wider student involvement in intramural activities," Neal points out.

When asked for his own view on the subject, Neal, whose Broncos have varsity status for the first time this season, gave a candid answer. "A sound intramural program is important, but so too is a varsity sport. I think Nebraska overdoes it with 150 full football scholarships. Colleges must regulate themselves, including in hockey. For instance, St. Louis University keeps its hockey players on campus all summer—and that's too much."

While admitting that too much stress is placed on winning, Neal feels that the varsity athlete himself benefits much from competition. Admitting that the idea that "sports parallels life" is somewhat of a cliche, he said that the adjustments an athlete makes in living and working with a team, while learning to accept both victory and defeat, helps him in later life.

"Of course, the university benefits as well," he said. "Not only does the student body receive a great deal of enjoyment from watching its team in competition, but a bowl-winning team usually insures that alumni will be more generous with their next year's contributions."

One of the criticisms against varsity sports is they help create prima donnas among young athletes. At times, Neal admits, this is true, but he suggests that this is usually the case among second rate players rather than in star players. "On the other hand," Neal adds, "many players find their confidence increased by the attention their playing field endeavors brings them. Everyone likes some adulation, and often the poise a student athlete acquires as a result will help him in later life. In this respect, sports give some individuals a chance they would not have in other college fields."

Bill considered the relationship between college and professional sports and answered those critics who object to what they consider a private business making free use of public supported institutions by drafting future players from universities. He said, "More power to a person who can go right from college into a $100,000 a year job. But, even if a young pro athlete doesn't make the big money, he does have the advantage of a degree to fall back on if he finds his career cut short by injury. Too many Canadian boys who drop out of high school for junior and minor league hockey have found themselves with nothing to do when their pro careers end."

"Of course," Neal said, "it would be valuable if more pro teams did have some kind of a grant system for the universities from which they draft players. But, you'd have to be careful that under-the-table politics didn't enter into it."

As coach and arena manager, Bill is concerned with people actively participating in ice sports. He is aware that North Americans spend more time and money than people elsewhere in watching games, adding, "people have been patterned into it, especially with the advent of TV."

Bill has seen increased interest in actively taking part by people of all ages, especially in the winter sports, noting that this interest is pointed more to sports which require fewer people and less equipment for participants.

Bill does admit that some of the spectator interest may be the result of the viewer's desire to find new heroes. "Athletes are, in a sense, made to be heroes, and the constant media publicity keeps them in the public eye. It's understandable that younger and older people do find in them someone to idolize."

About WMU's hockey team, coach Neal said, "I know I've said that winning isn't everything. But I believe we have a team that will win a majority of its games this season."
Typewriters clicking, the key-punch punching, and file cards being stacked and filed—this is not the opening of a scene for Mission Impossible. Rather it is a bit of the sounds and sights encountered on the lower level of the Western Michigan University Alumni Center.

Although it might sometimes appear as an impossible mission to staffers Dorothy Byers and Kai Chapman, they, along with a handful of student help, keep up with the 12,500 weekly updates in the WMU alumni file. Kai, files coordinator, and Dorothy, key-punch operator, are the women behind the desks who handle this necessary task quickly and efficiently.

Maintaining 90,000 information cards is no small responsibility and their task is not an easy one. Every change in name, address, marital status and degree is check-coded, punch-checked, and re-checked before returning to the file.

In addition to keeping this massive number of alumni records current, they are also responsible for handling the mail WMU alumni receive from their alma mater.

I wonder if WMU alumni have ever counted the number of pieces of mail they receive from Western's Alumni Association each year . . . not the literature which asks them to contribute to the Mike Gary Fund or the University Fund or any other phase of annual giving, just the mail which contains information about Western.

More than likely their mailman annually brings them four issues each of the University Magazine, the University Newsletter, and the Alumnus tabloid, three brochures about alumni tours, a homecoming brochure and various other tidbits about alumni club and constituent group events. At least 16 different informational pieces come to them annually from the Alumni Association.

This monumental task is no easy one so we ask alumni to be of assistance in the following ways:

1. When they move, to notify us at least one month in advance and print their new address clearly.
3. When they notify us of a change of address, to give us their ENTIRE name, the years they attended WMU, and maiden name, if applicable.
4. Include the city and state to which they are moving.
5. Include their old address for our reference.
6. Give us two to four weeks to make the change in our address files.
7. If one of their relatives receives a tracer letter from us because we have an incorrect address for the alum, the alum should notify the relative to forward it to him or her so it can be filled out and returned to the WMU Alumni Office, and not thrown into the relative's wastebasket.
8. If they receive duplicate mail, send both labels to the Alumni Office, indicating which label is correct.
9. Tell the Alumni Office of anyone who should be receiving Alumni Association mail and is not.

The Alumni Office provides a special service to its alumni through the Alumni Locator. If they wish to locate a former roommate or friend who attended WMU, they need only request the current address from either Dorothy or Kai in the Alumni Center.

We appreciate alumni assistance and they will appreciate the better service they'll receive from the WMU Alumni Association.

Rick Markoff
Director, Alumni Relations
Raymond J. Buchkoe '34 retired as warden, Marquette State Prison, after 36-year corrections career.

Dan Barnabo '36, athletic director, Romeo schools, honored with naming of new athletic field for him there. Dr. Richard H. Barton '44 joined George Williams Col. (Downers Grove, Ill.) faculty as history professor.

Mrs. Arlene Oakley '46 retired after 23 years in Redford schools, past 12 as elementary principal.

Morley P. Bingham '47, chairman, industrial arts and driver education, Roosevelt High, Wyandotte, wrote new text for beginning drivers.

Ann V. MacPherson '49 named ass't. chief, Medical Administration Services, V. A. Hospital, Lexington, Ky.

FRANCK '50  BLANCHARD '31

Dr. Alice Swenson Bennett '49 promoted to professor, Ball State Univ.


1950's

Robert Franck '50 named ass't. director, Federal Bureau of Investigation, heading newly created External Affairs Div.

Rudy Thies '52, MA '57 named head basketball coach, Central College, Pella, Iowa; is also registrar and head track coach.

James Ellinger '53 elected president, Kalamazoo Accountants Assoc.

Paul N. Richwine '53 exec. vice president, First Nat'l Bank of Monroe, elected to bank's Board of Directors.


G. Lee Bourassa '55 named vice president, partner and board member at Schwartzkopf Consultants, Inc., Milwaukee, Wis.

Dr. Max Matson '55 named principal, Milford High School.

Dr. Ross Van Ness '55, associate director, Institute for Community Education Development, Ball State Univ., teaching on island of Crete, Greece, this fall semester, under U.S. Air Force-Ball State program.

Jack Vredevelt '55, MA '61, named head tennis coach at WMU.

Dr. Arlene E. Richards '55, promoted to assoc. prof. of art at Ball State.

E. C. Cowell '55, promoted to marketing manager, Fluorodynamics, Inc., Newark, Dela.

Col. Daniel J. Acosta '56 chief of Supply Branch, U.S. Army Health Services Command, Ft. Sam Houston, Tex., recently received oak leaf cluster, Meritorious Service Medal.

Susan J. Ailsworth '56, vice chairmain, Social Services Board, Grand Traverse County.

Walter Dowdy '56, director of special programs, Kalamazoo Valley Community College.


Philip J. Meyer '57 promoted to paper mill superintendent, overseeing all nine papermaking machines and machine coating at Luke, Md., mill of Westvaco.


John Arnold '57, MA '63 named elementary principal, Delton Kellogg School Dist.

Dr. John Weber '57 MA '58 named Dean of Instruction, Jamestown Community College, Jamestown, N.Y.

Norman Barea '58, MA '59 named principal, Springfield Jr. High and received Ph.D. from Laurence Univ., Sarasota, Fla.

Joseph Giamalva '58 appointed superintendent of Almont School Dist. 

Duane E. Schmautz '59 named manager, passenger sales, Detroit district, Eastern Air Lines.

Patrick Coakley '59 appointed ass't. principal, Harbor Beach Schools.

COL. ACOSTA '56  DR. WEBER '57

Douglas G. Close '59 named ass't to the chairman and chief executive officer, Equitable Life Assurance Society of the U.S.
Kenneth J. Piakmeyer '65 promoted to ass't vice pres., Old Kent Bank & Trust Co., Grand Rapids.
Alouch Whitfield '65, MA '68 awarded $5,000 fellowship to study for doctorate at WMU.
Dr. Charles T. Williams '65 promoted to assoc. exec. secretary for minority affairs, Michigan Education Assoc.
Dr. Charles Warfield MA '65 elected to Kalamazoo Board of Education; is assoc. professor of educational leadership at WMU.

Dr. Warren R. Heydenberk MA '65 named ass't professor at Lehigh Univ.
Dr. Alan C. Coe '65, MBA '66 appointed director, Kent State Univ. Trumbull Campus at Warren, Ohio, with enrollment of 1,700.
Douglas A. Webb MA '65 promoted to manager, Los Angeles sales area, for Dista Products Co., division of Eli Lilly & Co.
Virgil R. Miller '65 named management analyst by Sea Pines Co., resort and recreational community builders, Georgia and So. Carolina.
Milton R. Houghtaling '64 named plant superintendent, Eaton Corp. new plant, Spencer, Iowa.
Ronald Tompkins '64 appointed plant manager, Eaton Corp. Transmission Div., Shenadoah, Iowa.
Dr. George F. Jacob, MA '65 listed in "Outstanding Young Men of America, 1973;" is director, Allegan County Community Mental Health Clinic.
James D. Preston '66 promoted to 2nd vice pres. and mortgage officer, Manufacturers Nat'l Bank, Detroit.
John Flaminio '66, MA '67 named head track and cross country coach at Univ. of Toledo.

CLOSE '59

Lyle "Skip" Sisson MA '68 named program director for Sturgis Community Schools Council.
Dennis L. Redmond '68 promoted to vice pres., City Nat'l Bank, Detroit.
Francis A. Bernier MA '68 appointed director of admissions, Saginaw Valley College.
Andrew B. Cook ’69 appointed elementary principal at Paw Paw.

Mrs. Nancy Kaniuga ’69 named family caseworker at Probate Court Maurice Spear Campus near Adrian for treating delinquent youth.

Robert G. Stromayer ’69 appointed admissions counselor, Wayne State Univ.

James L. Schultz ’69, MA ’70 appointed asst dean, curriculum, Aquinas College, Grand Rapids.

June M. Lombardini ’69 named to Univ. of Akron Elementary Education Dept. faculty.

Dr. Roger A. Vander Beek ’69 opened dental office in Kalamazoo.

Dennis A. Swan ’69 appointed cashier of new American Bank of Grand Ledge.

David P. Sayles ’69 named marketing representative in bonds, midwest region, Trinity Co., offices in Columbus.

1970’s

Donald Davenport MA ’70 named principal, Almont High School.

John B. Whitleger MBA ’70 appointed asst trust officer, Detroit Bank & Trust Co.

William VanDeburg ’70 received Ph.D. degree from Michigan State Univ. and is on Univ. of Wisconsin faculty.

Robert Borgman ’70 named operations manager, Troy office, Walter E. Heller & Co. finance and factoring firm.

Michael McCann ’70 named ass’t football coach, Northwood Institute.

Wendall Brooks, att. ’70-72, named director of operations, Whirlpool Corp. Credit Union, Benton Harbor.

Alan D. Smith ’71 Peace Corps volunteer in Ethiopia, teaching students vocational and technical skills.


Donald G. Brockman ’71 appointed asst vice president , American Woman's University, Denver.

Susan F. Davenport ’71 appointed asst professor of sociology, Wilkes College, Wilkes-Barre, Pa.

David Akers ’73 elected president, Kalamazoo County Community Action Program's Board of Directors.

Dr. Lawrence E. Hewitt, Ph.D., ’73, awarded post-doctoral fellowship for research on arteriosclerosis at Univ. of Michigan.

John F. Meredith ’73 appointed chief of purchasing and grants, office of Calhoun County controller.

Linda Sharpe MA ’73 named asst principal, Sparta Elementary schools.

Dennis Buford ’72, head soccer coach at Ohio Univ.

Paul E. Dockier ’73 named asst director, Volunteer Probation Officers Program, Branch & St. Joseph counties.

Leland Thompson ’71, MA ’73 appointed P. E. instructor and ass’t football coach, Albion Col.

David A. Boyer MA ’73 appointed to history faculty, Marietta Col., Ohio.

In Memoriam

Marguerite McGuinness TC ’12, ’30, MA ’38; at Detroit.

Mrs. June Wellar ’27; at a Grand Rapids home.

Mrs. Ordelia Thompson Gould ’32; at her Flint home.

Mrs. Florence C. Bailey Penchoen ’37; at Sturgis.

Janet Fogerty MSL ’59; at a Kalamazoo hospital.

Mrs. Lois DeVries McDonald ’69; killed in her Grand Rapids home by intruder.

Victoria J. Rue ’73; at Kalamazoo.
Western Michigan University
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Vice President
Anitta Rutherford Orr '66, Detroit

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J. Daniel Telfer '62, South Bend, Ind.
Dian Zahner '62, Grand Rapids

(Terms expire Dec. 31, 1974)
Sterling L. Breed '55, Kalamazoo
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(Terms expire Dec. 31, 1975)
Ronald W. Carmichael '60, Phoenix, Ariz.
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Philip Watterson '32, Ada
Rosanne Gorman Whitehouse '69, Ann Arbor

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William J. Kowalski '48, Kalamazoo

President, Alpha Beta Epsilon Alumnae
Sorority
Miriam VanderWeele DeHaan '46, Kalamazoo

President, Student Alumni Service Board
Philip G. Gajewski, Hamtramck

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Director, Alumni Relations

Larry R. Koenes
Director, Annual Fund

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Betty Young Carlson '42
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John DeHaan
Miriam VanderWeele DeHaan '46
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Barbara Jane Miller
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Athens, Greece

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Kalamazoo

Steven L. Terry '69
Angola, Ind.

Charles E. Tyson '73
Pierre, South Dakota

Leo A. Zabinski '72