OUR UNIVERSITY
This University has, over the years, demonstrated its capacity to handle education at the post-graduate and professional levels. Our graduate faculties have developed master's degree programs in 60 areas, each meeting a specific need within Michigan. In many instances, these programs provide training unavailable anywhere else in our state. We have developed 11 specialist degree programs, many of which are aimed directly at meeting the needs of the growing number of community colleges in Michigan. Western offers six doctoral degrees in areas where this University has particular strengths and where there is a demonstrated need.

On the professional side, WMU's fully accredited College of Business has related strongly to our regional economic community and to the state. Our programs in education and in the applied sciences have achieved national distinction. We have a fully accredited School of Social Work and a School of Librarianship, one of a select group in the nation. Western Michigan University's involvement in graduate and professional programs has been a careful and measured response to the needs of the people of southwestern Michigan. So it will be, too, in this newest program.

Our University is in a state of readiness to begin a Law School. We feel this is a logical step as a necessary and proper extension of ongoing professional programs. To our experience and maturity we bring a carefully considered and an affirmative commitment on the part of our faculty and our Trustees. And we have the lively interest and warm support of leaders in business, in law, and in government.

In our dynamic society, there is a need for more persons trained in law for positions in business, education, social service and government. Such persons may never engage in the conventional practice of law, but their legal training will be invaluable to the institutions, the public and corporate groups which they serve, and to society generally. There is, in my judgment, an accelerating demand for persons with such backgrounds.

Many of the talented young people with limited financial resources who aspire to the law as a profession cannot afford to leave their homes and pay out-of-state tuition because there is no room for them in a Law School in their home state of Michigan. We must never permit Michigan to be an exporter of our native talent for lack of an educational opportunity. Nor should we deprive the adult student, one captive to his circumstances, of the chance to be a part-time student at a Law School within commuting distance from his home. Michigan must not say to a particular section of the state, "Here live a favored few." Rather it must say to all citizens, "Michigan is a state of equal educational opportunity." Western Michigan University is ever eager to help make this a reality.

A Law School on this campus, providing an opportunity to countless thousands over the years to improve their skills so that they might serve better their professions and benefit their communities, would be one way to reach this reality.

James W. Miller
President
Article by Dr. Leonard Kercher, professor emeritus of sociology and head of the Sociology Department for 27 years until his retirement in 1972.

From Western's hilltop: the unobstructed view of Kalamazoo, the whine of the cable car winches, the appearance of Smith Burnham's gleaming Packard; and from the streets below: the shrill steam whistles of the passing trains, the clang of the streetcars making their way up Oakland Drive, the early morning call of the hucksters hawking their fruit and vegetables from horse-drawn wagons along Davis Street are some of the familiar sights and sounds recalled by this recently retired head of WMU's Department of Sociology from my early years as a student and an instructor at Western.

The buildings themselves with their familiar names bring back many pleasant memories of early events and associations on the campus. Sprau, Everett, Zimmerman, Henry, Elsworth, Scott, Davis and the Burnhams were among my earliest college teachers and later my close friends and colleagues. I might add, moreover, that a number of them ranked among my very best teachers in my years here and at the University of Michigan.

Western's older East Campus was dominated by the high columns which distinguished the front of the first campus structure, the former Administration Building (and later home of the Campus School), which overlooked Davis Street below and downtown Kalamazoo in the distance.
Time has wrought many changes in the campus atmosphere, in the norms and life styles of the students and faculty. One of the most obvious is in the mode of dress which has undergone many transformations over the years, culminating in the varied, casual and revealing expressions which enliven today's campus scene.

The sight of Dr. Theodore S. Henry pacing up and down Davis Street, just off campus territory, puffing his huge, black cigar, was a ready reminder of the strong campus taboo against smoking. Of course no faculty member would have dreamed of throwing a cocktail party, and there was much concern among the deans of students and even the president whether or not women students who dared to bob their hair, much less any of them caught dragging on a cigarette, should be certified for teaching. Tuesday morning assemblies were compulsory for faculty and students alike. Student rooms were regularly inspected and any suggestion of a 24-hour visitation policy would have brought one's sanity into question.

To be sure, some pleasant campus customs have gone the way of the cable cars—the niceties of courteous behavior, the varied expressions of good taste in student attire, the glitter of weekend dances with the eagerly sought exchange of partners, and the like.

Fresh out of high school, I entered Western during the 1919 summer session and roomed in the same student house on Davis Street with Gordon Knapp, retired Upjohn Co. treasurer, and Dr. Martin Patmos, recently deceased internist, later to become well known by Kalamazoo citizens.

Top photo: Western students form block "W" on old football field during Conservation Day, 1922. Middle left: Students march to Kleinstueck Reserve to work on conservation projects, led by Western's band, in 1927. Middle right: Current student on Dalton Promenade. Bottom: Current students near Rood Hall—Everett Tower Complex.
I returned during subsequent summers while teaching in Camden, my home town, and nearby Waldron in Hillsdale County. In the fall of 1922 I entered Western as a regular freshman and following graduation with a life certificate in 1924 I taught two years in the Kalamazoo Public Schools before going on to the University of Michigan to earn a bachelor's degree in social science in 1927, a master's degree in political science in 1928, and a Ph.D. in sociology in 1939.

Dr. Gerald Osborn and Dr. Willis Dunbar were members of that same doctoral class of 1939.

While working on my master's degree at Michigan as a step toward my intended profession, law, I had a high school teaching position offered me in Honolulu, Hawaii.

One weekend in the spring of 1928 I came to Kalamazoo, thumbing my way with Henry Ford III, now a prominent Kalamazoo attorney, to visit a girl friend from my college days here. By sheer chance I met Walter Terpening, then Western's senior sociologist, who hailed me from his passing car as I was walking down Locust Street. He informed me of a vacancy in sociology and urged me to see Dwight B. Waldo that very day, who, following an interview, insisted for reasons known only to him, that I was the man for the position. As a consequence, I went back to Ann Arbor that weekend with my 43-year career in sociology at Western all signed and sealed, it seems.

The devastating depression which followed a year later proved lethal to my lawyer ambitions and nearly so, in fact, to my career at Western. As the bottom dropped out of the economy and the depression gained force, Western's budget was severely slashed and I was among 40 of the most recently acquired staff members to be released. Before leaving, however, President Waldo called me into his office, assured me of a continuing job when things got better and gave me a $600 stipend to pursue my studies at Michigan in the meantime.

I was in fact one of three among the 40 to be called back by President Waldo the following year. Most of the others accommodated to the situation elsewhere and never did return. This favor was repaid in part when I had the opportunity to assist in President Waldo's defense during the politically inspired effort of some members of the State Legislature to replace him and close Western in 1933-34. I gathered information under Dr. Waldo's guidance and participated along with other faculty members in the committee hearings held on campus, helping the institution to weather the assaults of its legislative opponents and reaffirm Dr. Waldo's leadership as its head.

The three presidents under whom I served—Waldo, Sangren and Miller—were different in many ways but each was well suited for leadership in the era in which he served the institution. President Waldo shepherded Western through the early, difficult, formative years; President Sangren with vision and foresight presided over a period of diversification and rapid expansion to university status following World War II; and President Miller has carried the heavy burden of continued expansion and need for stabilization amid rampant change in the troubled decade of the 60's.
I consider myself exceedingly fortunate to have served my last 12 years of the staff when the academic affairs of Western were under the leadership of President Miller and Vice President Russell H. Seibert. They were wise enough to adapt to inevitable change but strong enough to insist on the essential integrity of the educational process and product, while others elsewhere were often too prone to panic under the pressures.

The professor’s role in today’s university, as in the past, is central to the university’s role, that of providing an atmosphere of intellectual inquiry and ferment. Generally speaking, his function is a balanced one, involving instruction, research, and services to the institution and the community. Teaching without research can be very thin, while research without teaching too often denies the student the opportunity to develop a meaningful relationship with a significant faculty person. Without the incentive to serve, the whole process, from a societal point of view, may be quite sterile. In any event, the professor’s central task is not to fill a vessel, or train a seal, but to illuminate a mind and light a flame, not essentially for today, but for 20 to 50 years ahead in a fast moving world.

Today’s students, I believe, are not essentially different from the university students who have gone before. One should not be misled by the length of hair, the mininess of skirts and the four letter word vocabulary of some students, for these at most are rather superficial strivings for some sort of identity in a shifting world and have little bearing, I feel, on the capabilities, the central values and inner integrity of youth.

Of course, we have our usual complement of non-students on the campus, but this has always been true. The eminent sociologist, Charles Horton Cooley, commented nearly 50 years ago at the University of Michigan that he felt his job was to assist half of his students to educate themselves while keeping the other half from getting easy grades.

I find myself in sympathy with many of the reasonable challenges of today’s students who are protesting social, economic and racial injustices. But beyond protest, they must also develop the knowledge and the courage to make sound ethical judgments and to develop effective methods to alleviate the injustices they decry. With their anti-war stance I strongly sympathized, for as a student I held similar anti-war sentiments, appearing in protests on local, state and national programs sponsored by the Methodist Church.
Writing my master's thesis on the codification of international law by the League of Nations, and subsequently attending its 15th plenary session in Geneva, Switzerland in 1934, left me with the strong conviction that only through the substitution of law and negotiation by an international body for the lawlessness of war can the nations of this world live together and survive. Our involvement in the Vietnam War is in more ways than one perhaps something of a national calamity. Among our more sensitive youths on campus, it certainly contributed to their alienation from established social values, including considerable disillusionment with higher education itself.

Perhaps my greatest satisfaction during a long career at Western was in the development of a highly competent, dedicated and productive sociology faculty, which has grown from two members in the early 30's to its present 26 persons. Although most have come since 1960, few have left and some have been with the department for more than a quarter of a century.

Taking some creative role in the achievement of many worthwhile educational objectives on the campus has been immensely rewarding. Among these objectives were the initial graduate program; the early general education program; an independent Department of Anthropology; a separate School of Social Work; the Center for Sociological Research; the doctoral program in sociology; the WMU-Grand Rapids Public Schools Center for Educational Studies; the foreign study seminars in Britain and in East Africa; the visiting professorship program bringing scholars to the campus from universities in other lands, including England, Scotland, Poland and Yugoslavia; and the vast expansion of the department's objectives, facilities and services.

Research and publications on consumers' cooperatives, public opinion and propaganda, and mental illness programs, though of no great moment, have nevertheless brought the satisfaction of intellectual exploration.

Purposeful world travel and study has resulted in a multitude of rewarding friendships in many lands. Much of this is the consequence of a sabbatical year spent abroad, in Europe, the Middle East and Africa, and also of the experience of co-directing six foreign study seminars in Britain and the continent and two in East Africa, combined with a global tour homeward across Asia.
The satisfaction of association with innumerable students and colleagues over the years are, of course, incalculable.

About retirement after 43 years on Western's faculty, I am ambivalent. Feeling mentally and physically very much as I did when I began, I am naturally reluctant to give up the responsibilities and associations that have proven so rewarding over the years. Mrs. Kercher and I, of course, have continuing interests and connections with Western, especially in the Ann Kercher Memorial Collection of Africa, established at Waldo Library nearly a decade ago.

Mrs. Kercher will continue her work in African acquisitions there for the present, where she has done so much, with the help of interested friends and university officials, to develop the collection into one of the leading specialized collections at the library, and one which compares favorably to similar collections supporting African study programs in universities of similar stature across the country.

As for myself, I shall be free to continue my studies on crime and penology in developing African countries begun over a decade ago. If all goes well, I can foresee three to five years of work ahead with intermittent periods of study in the Colonial Archives in London and in the field in East Africa, where I initiated my studies in 1960-61 near the close of the colonial period. I am now especially interested in what has happened in the intervening decade under independent rule.

At the convenient breaks, Mrs. Kercher and I plan to indulge more frequently in our favorite hobby of international travel and in our preferred recreation—fishing the big lakes of northern Minnesota and the isolated Canadian waters above Lake Superior.
There should be little wonder that many adults complain about their children's—and their own—lack of a full complement of abilities to read at today's required levels. This unfulfilled complement of skills is the result of the failure of reading instruction programs to keep pace with several conditions: a continually mounting volume of reading demands; increasingly complex written matter; a diminishing in reading for pleasure and learning due to the proliferation and attractiveness of the electronic media; and a lowering priority of reading in the family value system. There are few, if any, disciplines which are so important to lifelong success, and which receive so little instruction or such casual practice. Our society is generally content to know that we are "basically literate" and can read well enough to get by.

The easiest and most logical place to point the finger of guilt is at the elementary school where the great bulk of instruction in reading occurs. It is quite popular and in some instances appropriate to lay the blame upon the reading curriculum, the undedicated teacher and at instructional materials which are branded as sexist, racist, middle-class oriented, dull, all skills—no literature, and of such rigorously sequential order as to preclude any inventiveness on the part of the teacher. These charges are certainly not without their elements of truth, and within the field of reading there have been concentrated efforts to overcome such weaknesses.

Even though many improvements have been made, others can and must be made within the existing fabric of the total program. Each year should see adjustments which are based upon research and experimentation in instructional content and methodology. Promising techniques should be initiated and outmoded ones should be discarded. Such improvements can be made by informed professionals who are alert to the basic principles and the well-founded new developments in the field.

However, there are barriers to the ultimate objectives which will require years of attitudinal changes in order to make it possible to do the best job of preparing a child for a lifetime of effective and enjoyable reading. Both the schools and society, as well as teacher education institutions, must be involved in these changes in order to meet the challenge. The schools must change in the amount

Article by Dr. Myron L. Coulter, vice president for institutional services and professor of education at WMU since 1966.
...and quality of instruction provided for the youngsters. The society must change to a posture of recognizing the vital importance of good reading for adults as well as children and adopt a constructive rather than a negative criticism of the schools' efforts to teach children to read.

Teacher education institutions must quickly update their training programs for reading teachers, reading supervisors and school principals. It is an established fact that children are learning to read far better now than they ever have in the past in this country. This is not to say that schools can rest on their oars, for the need and demands for better reading have never been greater. As we become an even more technologically oriented culture, we face two major concerns: a need to read with greater efficiency; and a need for reading to be used more as a means of relaxation and personal satisfaction.

Paradoxically, as the demands increase, the importance of reading is steadily losing its status as a means of gaining information and pleasure. Elementary school age children watch television an average of 22 hours per week, during the school year. Yet they must become better readers to deal with the heavy content of their textbooks in high school and college. Corporate executives sometimes boast that they can't remember when they read their last book, and that reading is really not one of their high priorities. Yet, they would have their children become excellent readers of quality literature, rather than just technical job-oriented material. Thousands of these executives now freely admit to the importance of reading in their work and enroll yearly in "cram courses" to improve their rate of reading and comprehension for the purpose of simply getting through the mountains of paper work on their desks. One might ask, "What's wrong with that, and how does it show a diminished value on reading?"

Plenty is wrong with it. First, unless constant practice is maintained, the gains from the "speed reading" courses are wiped out in the tedious technical reports on the desk. Second, if we can provide better and more extensive reading preparation for children and adolescents, much of the need for "speed reading" courses can be obviated when they themselves become professionals or executives.

Let's look back then at the reading programs in the schools to see where some long-range improvements can be made. A good beginning might be to examine just how much instruction in reading a child receives to prepare him for a life-time of reading. Flatly stated, he receives the equivalent of about one year of solid reading instruction. That is an average of one hour per day for 180 days per year for six years;
Reading: A Year for a Lifetime

There should be little wonder that many adults complain about their children—and their own—lack of a full complement of abilities to read at today's required levels. This unfilled complement of skills is the result of the failure of reading instruction programs to keep pace with several conditions: a continually mounting volume of reading demands; increasingly complex written matter; a diminishing in reading for pleasure and learning due to the proliferation and attractiveness of the electronic media; and a lowering priority of reading in the family value system. There are few, if any, disciplines which are so important to lifelong success, and which receive so little instruction or such casual practice. Our society is generally content to know that we are "basically literate" and can read well enough to get by. The easiest and most logical place to point the finger of guilt is at the bulk of instruction in reading. The great majority of reading instruction or such casual practice. There should be little wonder that many adults complain about their children—and their own—lack of a full complement of abilities to read at today's required levels. This unfilled complement of skills is the result of the failure of reading instruction programs to keep pace with several conditions: a continually mounting volume of reading demands; increasingly complex written matter; a diminishing in reading for pleasure and learning due to the proliferation and attractiveness of the electronic media; and a lowering priority of reading in the family value system. There are few, if any, disciplines which are so important to lifelong success, and which receive so little instruction or such casual practice. Our society is generally content to know that we are "basically literate" and can read well enough to get by. The easiest and most logical place to point the finger of guilt is at the elementary school where the great bulk of instruction in reading occurs. It is quite popular and in some instances appropriate to lay the blame upon the reading curriculum, the undedicated teacher and at instructional materials which are branded as sexist, racist, middle-class oriented, dull, all skills—no literature, and of such rigorously sequential order as to preclude any inventiveness on the part of the teacher. These charges are certainly not without their elements of truth, and within the field of reading there have been concentrated efforts to overcome such imperfections. Even though many improvements have been made, others can and must be made within the existing fabric of the total program. Each year should see adjustments which are based upon research and experimentation in instructional content and methodology. Promising techniques should be initiated and outmoded ones should be discarded. Such improvements can be made by informed professionals who are alert to the basic principles and the well-founded new developments in the field.

However, there are barriers to the ultimate objectives which will require years of attitudinal changes in order to make it possible to do the best job of preparing a child for a lifetime of effective and enjoyable reading. Both the schools and society, as well as teacher education institutions, must be involved in these changes in order to meet the challenge. The schools must change in the amount and quality of instruction provided for the youngsters. The society must change to a posture of recognizing the vital importance of good reading for adults as well as children and adopt a constructive rather than a negative criticism of the schools' efforts to teach children to read.

Teacher education institutions must quickly update their training programs for reading teachers, reading supervisors and school principals. It is an established fact that children are learning to read far better now than they ever have in the past in this country. This is not to say that schools can rest on their oars, for the need and demands for better reading have never been greater. As we become an even more technologically oriented culture, we face two major concerns: a need to read with greater efficiency, and a need for reading to be used more as a means of relaxation and personal satisfaction. Paradoxically, as the demands increase, the importance of reading is steadily losing its status as a means of gaining information and pleasure. Elementary school age children watch television an average of 20 hours per week, during the school year. Yet they must become better readers to deal with the heavy content of their textbooks in high school and college. Corporate executives sometimes boast that they can't remember when they read their last book, and that reading is really not one of their high priorities. Yet, they would have their children become excellent readers of quality literature, rather than just technical job-oriented material. Thousands of these executives now freely admit to the importance of reading in their work and enroll yearly in "cram courses" to improve their rate of reading and comprehension for the purpose of simply getting through the mountains of paper work on their desks. One might ask, "What's wrong with that, and how does it show a diminished value on reading?" Plenty is wrong with it. First, unless constant practice is maintained, the gains from the "speed reading" courses are wiped out in the tedious technical reports on the desk. Second, if we can provide better and more extensive reading preparation for children and adolescents, much of the need for "speed reading" courses can be obviated when they themselves become professionals or executives. Let's look back then at the reading programs in the schools to see where some long-range improvements can be made. A good beginning might be to examine just how much instruction in reading a child receives to prepare him for a life-time of reading. Faity stated, he receives the equivalent of about one year of solid reading instruction. That is an average of one hour per day for 180 days per year for six years.

In top photo, a Kalamazoo youngster receives aid in the reading therapy program from a graduate student, College of Education, in WMU's Reading Center and Clinic. Bottom photo shows Dr. Coulter examining a display during the recent 2nd annual Professional Reading Institute held at Western under sponsorship of WMU Reading Center & Clinic.

Article by Dr. Myron L. Coulter, vice president for institutional services and professor of education at WMU since 1966.
about 36 weeks of reading only, to prepare him for life. Some may argue that this isn't too bad. And it isn't until it is compared with the amount of mathematics, English, social studies and science the child receives throughout the elementary and secondary school, and on into college and graduate school, if the student is that fortunate.

Reading soon becomes the laggard and also the most sharply criticized for its ineffectiveness. Little wonder the beginning college student is either counseled into or volunteers for some "remedial college reading courses" before he gets into the heavy reading requirements of the freshman and sophomore years when the "wheat is separated from the chaff." Consider also that the student's reading skills are lightly regarded as a basis for admission to college, although his past performance and future requirements are based largely upon his ability to read. It is usually assumed that a reasonably good high school record in the "solids" indicates equally good reading ability and predicts well for success in college. At best, this is a shaky assumption.

Well, if this is the problem, what steps can be taken to better prepare our youngsters for a lifetime of reading? There are at least three areas where significant improvements can be effected almost simultaneously.

1. **Teacher Preparation**

For many years teachers have been forced to teach upon the basis of assumption, rather than information. The lack of expertise in diagnostic practices and the lack of sophisticated diagnostic instruments have been the greatest deterrents to gaining reliable information about specific reading strengths and weaknesses of children. The instruments are now available and are being used by many schools. However, only the more highly trained reading specialists use these devices and they cannot do an adequate job with all children because of the sheer numbers.

Classroom teachers could just as well use these devices—and analyze results as well as administer the instruments—if they were better trained at the undergraduate and graduate college levels. With the information which both the formal and informal diagnostic devices can provide, the teacher now has an array of information which leads directly to better grouping for instruction and more straight-to-the-point teaching. This also allows the teachers to become highly creative with existing instructional materials rather than merely following the instructions of an author who has no detailed knowledge of that one class and therefore is forced to generalize rather than specify what any given child needs at any given time in his reading development.
Better teacher training likewise results in greater knowledge of literature and linguistics, two vital ingredients in any successful program for teaching children to read. Without a teacher's familiarity with good literature, a child's tastes, interests and attitudes toward reading can be thwarted for his lifetime. And unless the teacher has a command of the fundamentals of word and language structure which come from a working knowledge of linguistics, the reader's word and language repertoire also may be limited for life. Therefore, diagnostic skill, creative use of materials, linguistic competence, and knowledge of the sources and uses of good literature are areas due for stronger emphasis in the preparation of a reading teacher.

2. Improvement of the Reading Curriculum

Along with the upgrading of the teacher must go the improvement of the instructional program. There is no good reason why reading instruction should be stopped at the sixth grade. After all, it is the very next year that the student encounters the more demanding content of the various subject areas, and it is clearly established that there are several different reading skills needed for reading mathematics, science, literature, history, etc. The vocabularies alone show striking differences in these various content fields.

Consider only one simple vocabulary term for instance. The word state has considerably different meanings in geography (State of Michigan), science (the state of matter), and English (state the differences between . . .). There are literally thousands of terms, including the technical vocabularies of each discipline which require special study. Who is to provide the basis for this type of study in all the disciplines? Theoretically it is the work of the subject area teachers. But, unfortunately if a reading teacher does not establish and coordinate such study, it is most frequently ignored.

Furthermore, each body of content is organized and presented differently. A math text does not read the same way as a literature text.

There are different devices for teaching the various content areas: maps, graphs, formulas, scales, similes, metaphors, timetables, metric measures, etc. If every teacher spent time on such skills, things would be better. Then there is the entire area of comprehension, well beyond the elementary reading texts. The whole matter of drawing inferences, finding implied meanings, establishing an author's authority for his writing, analyzing propaganda and identifying allegory, satire, fact and opinion needs special attention in a reading program. In short, the elementary school reading program does not and cannot provide the sophistication and refinement of skills that become extremely important from the middle school on through college. The reader is pretty well left to his own intelligence and his own devices to make it beyond the sixth grade. Unless reading is given more attention beyond elementary school, the complaints will only increase, and rightfully so.

3. Reordering Our Priorities

A few states have mandated that reading will be taught in the middle or junior high school. Those states are also requiring advanced training for their teachers. Even though these types of improvements have been recognized, they cannot succeed fully without the further recognition of their importance among informed adults, and particularly parents. It is necessary that the home becomes informed and involved in the effort to improve reading for the generation of children now in school. As an example, the federal government has mounted a nationwide effort known as "The Right to Read Program." Assistance is provided to states, local boards of education and teacher-education institutions with the purpose of providing more extensive and effective means of helping all children read better. Parents should attempt to become informed of this program and support the local education agencies in upgrading their reading curricula, particularly in the secondary schools.

There are several ways in which interested persons can assist. Starting at home, good literature for the young reader is very helpful in whetting appetites. Even if the finest literature isn't possible, a child should be able to lay hands on an abundance of material which is of interest to him, ranging from comic books to the classics. The first principle is to encourage reading. The child will eventually gravitate to a better type of material as he matures. Also, it is helpful for children to see their parents read. In many ways the child mirrors his parents, even in less dramatic modes than athletics, personal appearance, social carriage and the like. Then too, the parent gains as much from reading as the child does from seeing his mother or father read.

Time spent with a youngster in talking about his school work is valuable time. Discussions of his reading, spelling and other subjects often result in a good exchange of ideas and a building of values. Some kids don't know that their parents care about their school progress until grade reports come home. By then, the only discussion may be of a negative or "advisory" nature.

Boards of education tend to listen to interested patrons' expectations of the schools. If the people of a community want increased quality in such areas as teachers' professional preparation or improved programs of instruction, these wishes do not often go unheeded, and many times priorities are changed.

We should continue to be critical of the education provided for the children of every community. The criticism should be intended as constructive, and if there is a genuine feeling that we should do a better job of getting our youngsters set for a lifetime of good reading, that need can be met with the mutual efforts of the home, the school, the teacher and the college. The kids will remain reluctant, even though it is their generation which stands to gain most over the next twenty-five years.
1973 WMU FOOTBALL PREVIEW

Western must replace 13 of 22 starters this season but a similar situation existed last fall and coach Bill Doolittle's team still finished with a 7-3-1 mark and was in the Mid-American Conference race until its final league game. The Broncos were 2-2-1 in the MAC a year ago.

In both 1970 and 1971, WMU notched 7-3 records, so the school has recorded the finest three year grid period in its history.

Offensively, Doolittle's major task is to find five new defensive linemen for the six down positions. Included among graduates lost are third-team All-American guard Larry Ulmer and All-MAC center Fred Hicks.

Heading the offensive returnees is senior running back Larry Cates, a two-time All-MAC selection who missed four games last fall but still gained 660 yards for a 5.4 average and scored 44 points.

Cates is considered the most versatile offensive threat in the MAC and over two seasons has gained 1,479 yards, averaged 5.2 a try, and scored 122 points. He should surpass the school career rushing mark of 2,018 held by Roger Lawson, a heralded rookie with the Chicago Bears last season.

Other offensive performers who started most of last season are split end Ted Forrest, the lone freshman starter in 1972, and senior tackle Denny D'Haene. Paul Jorgensen shared quarterbacking duties as a soph after Bill Screws was injured in the second game.

Jorgensen hit on 19 of 42 passes for 386 yards and three touchdowns while rushing for another 203 yards on 80 carries. Screws threw 24 times and completed 10. He regained the starting QB job in spring drills.

Defensively, the 1972 Broncos ranked second nationally in rushing defense (98.1 yards a game) and six of the top 11 defensive players must be replaced, including tackles Bernard Thomas and George Zender, and safety Ron Karlis, the MAC record holder for career pass interception return yardage.

Seniors Dan Arbour (6-4, 215) and Jim Bollweg (6-3, 223) last year replaced a pair of pro draft picks at the defensive end spots with Arbour earning all-conference selection. Both worked at defensive tackle this spring. Other returning veterans are cornerback Mike Carter and safety Mike Wood, who also averaged 32.2 yards on kickoff returns last season.

1973 WMU FOOTBALL SCHEDULE

1973 WMU FOOTBALL PREVIEW

Western's 1972 soccer team compiled a 2-10-1 record but this season should be more productive, what with a strong veteran nucleus and some fine new players available.

Heading the returnees is forward Abdul Al-Wazzan, who led the 1972 team in scoring with nine goals and was named to the coaches' Mid-American Conference honor squad.

Also back are halfbacks Ken Heidel and Roger Weaver, one of the 1972 co-captains and a two-year regular.

CATES
RIGGIO

Junior Joe Wade shared the other running back spot. He gained 440 yards for a 4.2 yard average in 1972.

Thomas was a two-time All-MAC choice and honorable mention All-American while Karlis won both honors as a senior and ranked among the 1972 national pass theft leaders with eight.

The key holdover is senior middle linebacker Dominic Riggio, a unanimous All-MAC choice and Western's "MVP" in his first year of regular duty in 1972. Riggio, at 6-0, 214 pounds, made a whopping 146 tackles, with 13 of them causing 51 yards in losses. He was runner-up for 1972 Mid-American Conference "Defensive Player of the Year" honors.

SCREWS
ARBOUR

Al-Wazzan and Heidel
Heidel was picked as the team's "most valuable" player as a freshman last year and contributed three goals. Others who have seen extensive duty over the past two years are forward Jeff Osterhage and fullback Tim Byer.

Key losses from last year's team are Mike Lazarow, who ranked second to Al-Wazzan in goal scoring with six, and fullback Erick Pfeifer, a second-team coaches' MAC selection.

Incoming players who, coach Pete Glon feels, are capable of stepping into the lineup are freshman Dale Hetherington, considered as one of the top two goalkeepers in the country last year, and John Jones and Khalid Al-Dafa. The latter, a native of Quitar, attended Kalamazoo Valley Community College, while Jones earned Michigan and Ohio Regional honors at Delta College in Saginaw last year.

1973 WMU SOCCER SCHEDULE

Sept. 26 NORTHERN ILLINOIS, 3 p.m.
29 OAKLAND UNIVERSITY, 2 p.m.
Oct. 3 at Hope College
6 at Spring Arbor College
10 at Bowling Green University
13 TOLEDO, 2:30 p.m.
20 at Ohio University
24 MICHIGAN STATE U., 3:30 p.m.
27 BALL STATE UNIVERSITY, 3 p.m.
31 at Central Michigan University
Nov. 3 MIAMI, 10 a.m.
7 UNIVERSITY OF ILLINOIS,
CHI. CIRCLE, 2 p.m.
9 at Kent State

Western's most experienced runner is Steve Stintzi, who won a pair of dual meet decisions last season and then finished 20th in the MAC championships.

Much improvement is expected from Don Kleinow, who ranked as one of the midwest's top six-milers in outdoor track competition this spring. Kleinow, a service returnee last year, earned a letter in his first harrier campaign in 1972 as did other 1973 team members Butch Hassett, Jim Burns, Jim LoBianco, Rick Phalen and Bill Hammer, the last three competing as freshmen a year ago.

Besides this veteran nucleus, Shaw hopes that incoming freshmen Dan Landman of South Bend and Bob Norman, a transfer from Jackson Community College, can give additional strength to the lineup.

Miami, the 1971 and 1972 MAC champion, and Eastern Michigan, third place finisher last year, are pre-season favorites for 1973 conference honors.

1973 WMU CROSS COUNTRY PREVIEW

In 1972, Western fielded its most inexperienced team ever and this factor was reflected in an 0-6 dual meet mark and a seventh place Mid-American Conference finish.

Experience won't be a problem this fall as coach Jack Shaw returns seven of nine letterwinners, plus 1971 letterman Bill Mordan, who missed 1972 competition with an injury.

Above photo shows the beginning of a new era for WMU varsity football and soccer, intramural sports and physical education classes. See next page for a fuller picture.
Waldo Stadium Renovation

When Western opens its 1973 home football schedule against Long Beach State on Sept. 15, an exciting new look will prevail at Waldo Stadium, made possible through a substantial renovation program approved by the University's Board of Trustees in September 1972.

Eight new rows of chair-back seats have been added to the reserved seat section to be sold to the public on a first-come, first-served basis.

The playing surface, covered by lush, green Astro Turf, has been lowered six feet by removing the former running track, which will be relocated at another site.

Some 1,300 seats have been added on each side of the gridiron with the same number on the end facing the Oakland Gymnasium and 1,400 at the scoreboard end. Total Waldo Stadium permanent seating capacity has been raised from a former figure of 19,200 to about 25,000 with temporary seating raising the stadium capacity to more than 28,000.

Besides the construction of the 5,300 new seats to form a bowl completely circling the field, existing wooden seats have been replaced with aluminum ones after the existing stadium concrete was sandblasted and resurfaced. Present locker, equipment and training facilities were also renovated and a new laundry room added.

The Astro Turf will also be ideal for student physical education classes, intramural sports and recreation. Long range plans could include installation of lights for the intramural sports program.

Homecoming 1973 at Western will be much the same as last year's enthusiastically received event but with a few new twists which alumni should enjoy. One new feature will be a facility for alumni to register their names and hotel/motel so alumni colleagues can locate them and leave messages for the renewal of friendships.

The second annual Fritter Fest begins at 10 a.m. on Saturday, Oct. 20, near the Alumni Center, sponsored by the Student Alumni Service Board. The contest will determine who can consume the most fritters in three minutes, with prizes to be awarded in four categories.

Then at 11 a.m. all alumni are invited to the annual homecoming luncheon in the University Student Center with special recognition to be given to the Class of 1948. Last year entertainment was provided by the alumni band. Casual dress will be in order.

After the luncheon the focus of activity moves to the newly enlarged and renovated Waldo Stadium for the homecoming football game at 1:30 p.m. with Marshall University. There'll be good, permanent seating for more than 25,000 fans.

Right after the game the scene shifts to the Tur Mai Kai Restaurant in Portage, as last year, for refreshments, dancing and much reminiscing of those days as WMU students. Later on Saturday evening a special homecoming concert will be held in Miller Auditorium, as was done last year.

A package plan for the luncheon, football game, and concert is being offered by the WMU Alumni Association, with a special discount to all current members of the Alumni Association.
WANTED

Who? ....... You
What? ....... Are Wanted
When? ....... Now
Where? ....... In Your Home Area
Why? ...... To Start an Alumni Club
How? ....... With Our Assistance

Recently an article in the Ohio State University Monthly magazine caught my eye. It read:

"Throughout the country, there has been a general decline in the number of alumni clubs and activities for the nation’s universities and colleges, but that decline has never been felt in the Ohio State program. The increase in alumni club activity at the University is regarded as reflective of the appreciable loyalty felt by Ohio State alumni manifested in a variety of alumni efforts on behalf of the University over the years."

Western’s large alumni club structure of the past has diminished greatly. Active clubs remain in Detroit (Black Alumni Club), Michiana, Florida, Phoenix, San Diego, Los Angeles, and San Francisco. A second Detroit group, and Grand Rapids, Muskegon and Kalamazoo groups, and Western’s Management Department have revived efforts to unite WMU alumni.

Alumni clubs, as so many other entities, come in many shapes and sizes... big ones, small ones and in-between sizes. They may be academic, athletic or social. There are city clubs, county clubs and area clubs. An alumni club can be started nearly anywhere.

And here is where WMU alumni fit in. You are WANTED! In your city, county, or area, there are many fellow alumni who want to be active members of the Western Michigan University family. Each of these individuals has a deep pride in his alma mater. Each individual wants to be informed of what is happening on campus. Each individual has something, no matter how small, to contribute to the growth of a Western Michigan University alumni club. These individuals need the interest you could give and the enthusiasm you are willing to share for Western.

Now is the time to write the Alumni Office. Let us know that you want to help form an alumni club in your area. The WMU Alumni Association is ready to assist you by:

1. Identifying key alumni in your area.
2. Helping establish your organization.
3. Contacting fellow alumni.
4. Assisting in scheduling.
5. Making arrangements for programs and speakers.

The key to developing a local alumni program is YOU! Write or call Mrs. Joyce Tonander, Alumni records supervisor, Alumni Relations Office, Western Michigan University, Kalamazoo, Michigan 49001. Phone 383-6160, area code 616.

Rick Markoff, Director
Alumni Relations

1928-49

Harvey Hauer TC’28, ’30 retired after 25 years in education, most recently as superintendent, Pittsford Area Schools.

Eleanor Bennink TC’29, ’35 Wyandotte Roosevelt High teacher since 1937, named "Citizen of Year" by Wyandotte Inter-Service Club Council.

Mrs. Henrietta (Haney) Bull TC’31, ’38 received meritorious service award from Family Life Council, Kent County.

H. Douglas Lowrey att. '29-’32 president of Chrysler's Space Div., awarded Nat’l Aeronautics & Space Admin. distinguished public service medal for role in Apollo space program; highest award to non-government participant.

Benjamin F. Yack ’32 honored in testimonial retirement dinner for 36 years service as Wyandotte’s first recreation director.

Mrs. Elvira Park TC ’33, ’38 retiring after 19 years of teaching, past 15 at Vassar.

Mr. Carroll F. Britt ’33 retired as junior high principal at East Detroit.

Hubert L. Gander ’36 also retired at East Detroit as junior high principal.

Mrs. Olga S. Roekle ’37 retired as Director of WMU’s Office of the Budget, ending 40 years at WMU as student and employee.

Ray R. Bray ’39 former pro football star, Chicago Bears, elected to Upper Peninsula Sports Hall of Fame.

Marguerite Elliot ’32 retired after 38 years as teacher and principal at East Grand Rapids.

Herbert Mattson ’35 retiring after 36 years in education; most recently as a principal at Ironwood.


Donald F. Wilber ’41 retired after 27 years with North American Rockwell’s Universal Joint Operation at Allegan; was plant manager.

Leon Mosher ’41 the only elementary school principal at White Cloud since the school opened in 1964, has retired.

Peter A. Lamer '45, MA'53 ended 39 years in education with retirement, the past eight as Hamilton superintendent.
Mrs. Ann (Radowski) McCullough '46 elected first woman president, Oakland County Vocational Administrators' Assn.; directs Troy schools vocational education division.

James E. Kipfer '48 named executive director, Michigan Society for Mental Health.

Dr. Barbara J. Sullivan '49, MA '55, education professor, Nazareth College, received Ph.D. from Michigan State Univ.


John S. Nidelceff MA '54 appointed principal of new Jackson Area Skill Center.

Max E. Matson '55, MA '57 received Ed.D. from Ball State Univ.; he is principal, American Elementary and High School, Sao Paulo, Brazil.

Ford Broman '54 named vice president, Peoples Bank & Trust Co., Grand Haven.

Charles G. Donnelly '56, MA '59 assistant dean of students at WMU, re-elected president, WMU Administrative Personnel Assn.

Robert Talsma MA '56 elected director, King's Choraliers Male Chorus, Grand Rapids.

Kenneth Teske att. '56 named assistant vice president, First State Bank of Saginaw.

Frederick W. Peryer '56 named interim managing director, Flint Institute of Music.

Carol Farley LC '56 listed in current Who's Who of American Women and Gale's Authors for Young People.

James W. Hawkes, att. '57-'60 named assistant vice president, American Nat'l Bank & Trust Co.

Ronald Wildeman '57 named assistant claims manager, Midwest Div., Atlantic Companies.

Patricia A. Fisher '57 promoted to ass't prof. by Univ. of Denver.

Robert W. Darkey MA '57 named director, Alcoholism Division, Kent County Health Dept.


John Ryor '57, MA '63 named Michigan's Teacher of the Year for 1973; he is also president, Michigan Education Assn.

Philip J. Meyer '57 promoted to superintendant, Lake Mill, Westvaco Corp.

Keith R. Hicks att. '58-'59 named sales manager, Michigan and northern Ohio district, McNeil Corp.

Richard L. Fisher '58 named Plainwell branch officer, American Nat'l Bank & Trust Co. of Michigan.

Joseph G. Kleinhaus '58 named Portage City Park and Recreation Director.

Donald R. Brems '58 named director of marketing, newly formed Styrene Plastics Dept., Dow Chemical Co., Midland.

Timothy Lewis '59 designed Feb. 12, 1973 cover of Time magazine; is freelance artist, illustrator, designer in New York.

Robert A. Van Der Weele '58 named branch mgr., Saunders Car & Truck Leasing, Detroit.

Dwight C. Shaneour '59 appointed president, Hillsdale County Nat'l Bank.

Mrs. Mary Simpson '59 completed five years with Peace Corps, now serving in Afghanistan.

Dr. Jon Shoemaker '59, MA '60 accepted research position, Veterans Administration Hospital, Huntington, West Va.; had been assoc. prof. at Marshall Univ.

Richard R. Hauck '59 Univ. of West Florida English Dept. faculty member, wrote recently published book.

Dr. Jack Nottingham '59, MA '64 on faculty of Georgia Southwestern College, wrote article in recent issue of Journal of Social Psychology.

1960's

Tom A. Cary '60 elected president, Michigan Guidance Directors Assn.; is guidance director, Holland Public Schools.

James Clark '60, MA '65 named superintendent, St. Joseph County Intermediate School District.

R. Michael Derry '60 elected treasurer, Blount, Inc., Montgomery, Ala.

Donald D. Nichols '60 awarded Ph.D. from Center for Study of Higher Education, Univ. of Michigan.

Mrs. Delcie (Dixon) Knop '61 opened Midland office for practice of myofunctional therapy and speech correction.

Frederick J. Schmidt MA '61 new superintendent Lakeshore School District, near Benton Harbor.
Ann Wallace '61 appointed district director, Bay City-Midland District, Saginaw Valley Council, Campfire Girls.


Robert I. Isreal att. '61-'64 named senior vice president and loan officer, Michigan Nat'l Bank—West Metro.

Ronald F. Carney '60 named manager of special projects, and manufacturing, International Div., J. I. Case Co., at Sao Paulo, Brazil.

Lloyd Cantwell '61 promoted to new post, special representative-trainer, by Burroughs Wellcome Co., at South Bend.

Harold W. Dyer '62, MA '66 named assistant deputy court administrator—probate courts by the Michigan Supreme Court.

Dr. Robert M. McLaughlin '62 appointed first associate secretary, audiology affairs, American Speech & Hearing Assn.; was on Univ. of Michigan audiology faculty since 1970.

William C. Francis '62 received Ph.D. in hearing and speech sciences from Ohio Univ.; currently on faculty at Western Illinois University.


Mrs. Margaret (Gabel) vanBenschoten Sp.'62 received 1973 Distinguished Service Professional Award from Calhoun County Area School Board Members Assn.; she teaches at Homer.

Robert S. Slezak '62 named principal, Davison High School near Flint.

Robert Herwarth att. '62-'64 promoted to operations manager, Albion Machine & Tool Co.

Mrs. Annlee (Ainsworth) Decent '63, Sp.Ed.'70 appointed acting director, special education, Kalamazoo County.

Richard V. Ossanna MA '63 appointed superintendent, Bessemer Township School District, at Ironwood.

Arthur W. Angood MA '63 assistant superintendent, Battle Creek public schools, named campaign chairman, 1974 Battle Creek United Fund drive.

David B. Wirt '63 elected to board of directors, Deerfield State Bank; is vice president, First Nat'l Bank & Trust Co., Kalamazoo.

Norman Knorr '63 named planning analyst—special projects, Gerber Products Co., Fremont.

John R. Gray '63 named coordinator of budgets, Pontiac Motor Division's sales department.

Richard M. Fluke MBA '64 elected president, South Central Mich. Health Planning Council; is director of Pennock Hospital, Hastings.

Mrs. Sharon Neal '64, MA '65 appointed to Mendon Board of Ed.; is a teacher-counselor of mentally handicapped with St. Joseph County Intermediate School Dist.

Dennis Munson att. '64-'65 promoted to vice president, Kalamazoo County State Bank of Schoolcraft.

Mrs. Gyl (Johnson) Hondorp '64 named to staff of first annual World Majorette Festival in Honolulu this past April.

William A. Hemmer '64 named international administrative assistant to policy committee, Amway Corp.

Robert L. Utley '64 named district manager, casualty-property commercial lines dept., Travelers Insurance Co., Chicago.

Fay Wilson '65 named head of Osecola-Lake Soil Conservation District at Reed City.


Michael J. Cosgrove '65 named administrative assistant—vice president, Michigan Nat'l Bank, Lansing.


Peter Landt '65 product manager, Dow Chemical Co.

Roger York '65 manager of new Micarta Division, Lumberman's Inc., Grand Rapids.

Peter A. Trimpe '65 named manager, advertising and sales promotion, heating and cooling products by Heil-Quaker, a Whirlpool Corp. subsidiary.

USAF Capt. Keith D. Malone '65 was a pilot of one of first group of transport planes to carry returning U. S. Vietnam prisoners of war to the Philippines from Hanoi.

Dr. James Bultman MA '66, Ed.D. '71 named acting chairman, Hope College Education Dept., next fall.

Jo Ellen Mann '66 won "Outstanding Young Educator Award" by Jackson Jay Cees; she teaches in Northwest School System.

Mrs. Charlene (Saewert) Foote '66 Dean of Students, Portage Northern High School.

Edgar W. Hunt '66 named manager, Galesburg office, First Nat'l Bank & Trust Co. of Michigan.


Robert J. Borgon '66 promoted to account executive, Ford Division, Grey Advertising Inc., Detroit.

Mrs. Hazel M. Balcerzak '66 joined Kent County Health Dept. as social work consultant to staff and various programs.

Franklin D. Brown '66 named marketing manager in administration at Mead Johnson Laboratories, Evansville, Ind.

Gary A. Morrison MA '66 promoted to athletic director, Olivet College; continues as basketball and baseball coach.


Michael C. Lyons '66 promoted to ass't vice president, American Nat'l Bank & Trust Co., Kalamazoo.

Dr. Bruce L. Jensen '66, Ph.D. '70 named assistant prof., Univ. of Maine.

Jack Van Trees '66 elected president, Scheid Northern Realty, Inc., Petoskey.

Bruce Gideon MA '67 appointed community placement project coordinator Mich. Dept. of Mental Health.
Robert A. West '67 named assistant vice president and advertising officer, First Nat’l Bank & Trust Co. of Michigan.

Joe Haines MA'67 has begun two-year term as president, Traverse City Education Assn.; teaches at Traverse City High.

Frank Petroshus ’67 named general superintendent, Eaton Corp. valve division, Battle Creek.

John N. Rowe MA’67 received Ph.D. from Pennsylvania State Univ.

Ronald Stodghill MA ’67 named project director of education, New Detroit, Inc.

Robert G. Van Lente ’67 received Doctor of Optometry degree from Illinois College of Optometry.

William W. Murray ’67 promoted to industrial relations manager, Delphos, Ohio operations, Fruehauf Corp.

Ajac Triplett ’67 named head basketball coach at Florida A & M University; has been assistant cage coach at WMU since 1971.

Bob Rowe ’67 named WMU Alumni “W” Club’s “Man of the Year” recently; he’s been regular defensive tackle with NFL St. Louis Cardinals past five years.

Myron J. Smith, Jr. MSL’67 has completed writing two of five-volume series of books on two centuries of American naval operations; Scarecrow Press publishers.

Douglas Finley ’68 named administrative assistant, Lansing Parks and Recreation Dept.

Alden L. Stampfyl ’68 named Director, Guidance and Testing, Coloma School District.

Jerry L. Wrobel ’68 appointed manager, 7 Mile Tracey Office, Metropolitan Savings, near Detroit.

Alouch Whitfield II, MA ’68 appointed laboratory director, Calhoun County Health Dept.


USAF Capt. Wayne R. Peacock ’68 received six awards of the Air Medal at Blytheville AFB, Ark.; is a B-52 pilot in SAC.

USAF Capt. Jay M. Trombley ’68 received Distinguished Flying Cross for achievement as C-130 transport pilot in Vietnam.

Thomas R. McGill ’69 appointed Mason County Probate Court juvenile officer and director of court services.

John A. Norberg ’69 promoted to marketing associate by Mead Johnson Laboratories, Evansville, Ind.

Dale G. Griffin ’69 named leasing officer, First Nat’l Bank & Trust Co. of Michigan, at Shelby.

Howard H. Heimke ’69 named personnel director, Memorial Hospital, St. Joseph, Mich.

Ronald Nyenhuis ’69 named administrative ass’t in Montague Area Public Schools.


Richard Quinn ’69 named district sales manager, Allstate Insurance Co., Troy.

James L. Schultz ’69, MA’70 is Director, Career Planning and Placement, Aquinas College, Grand Rapids.

Geoffrey D. Lyons MBA’69 promoted to corporate market analyst, Clark Equipment Co., Buchanan.

Wesley J. Mazurek ’69, MA’70 named Career Education Director, Van Buren County Intermediate School District.

1970’s

Mrs. Mary Edmond MA’70 joined Compensatory Education Department administration, Grand Rapids Board of Education; had been only black woman to serve as secondary school assistant or principal in history of Grand Rapids, prior to new post.

Kenneth C. Hinckman ’70 commissioned U.S. Navy Ensign.

Ronald L. Ford ’70 named corporate process engineer, Hygrade Food Products Corp., Detroit.

Gary W. Freels ’70 elected assistant loan officer, Bank of Commonwealth, Detroit.

Edward E. Kurt ’70 elected assistant vice president, Pan American Bank of Broward County, Ft. Lauderdale, Fla.

Patrick J. Hanley ’70, MA’72 appointed head, Physical Education Dept., and Director, Intramural Athletics, Loyola University, Chicago.

Fred J. Ziolkowski ’70 completing a year’s Woodrow Wilson Administrative Internship at Federal City College, Washington, D.C., as assistant to vice president for administration and finance.

John Domínguez MA’70 had his program for migrant education selected for display at National Educational Fair in Washington; he’s with Van Buren County Intermediate School District.

Richard S. Cooper ’70 elected assistant auditor, Second National Bank of Saginaw.

Richard T. Craffey ’70 named district sales manager, Hardwick Stove Co., Westland.

Roger E. Larsen MA’70 appointed manager of promotion production, Advertising Dept., Kellogg Co., Battle Creek.

Mrs. Elizabeth (Haugh) Pogue ’70 received “Outstanding Young Educator” award from Rochester, Mich. Jaycees.

Martha Klander ’71 appointed assistant, public affairs, Indiana & Michigan Electric Co., at Cook Nuclear Plant, Bridgman.
Kurt J. Lightfoot ’72 named project engineer, Plainwell Paper Co.
Wayne Schweitzer ’72 named process engineer, Corning Glass Works, Albion.
Timothy Check MA’72 appointed director, Northview Community School, near Grand Rapids.

LesnIak ’72

Greg Dalman ’73 appointed assistant purchasing agent, Northern Fibre Products Co., plants at Holland, Zeeland & West Olive.
Brian L. Garman MA’73 awarded Charles H. Butler Excellence in Teaching Award for 1973; is graduate assistant in math at WMU.
Western Michigan University Alumni Association Officers

President
Harry Contos, Jr. '50, Kalamazoo

Vice President
William F. Griffin '69, Kalamazoo

Vice President
Anitta Y. Rutherford '66, Detroit

Executive Secretary
Rick Markoff '68, Kalamazoo

Alumni Association Directors
(Terms expire Dec. 31, 1973)
Donald A. Burge '52, Kalamazoo
Arthur Eversole '60, Bradenton, Fla.
Sandra L. Corthell Markert '64, Kokomo, Ind.
Kenneth Moon '66, Ypsilanti
J. Daniel Telfer '62, South Bend, Ind.
Dian Zahner '62, Grand Rapids

(Terms expire Dec. 31, 1974)
Sterling L. Breed '55, Kalamazoo
William F. Griffin '69
Harry Contos, Jr. '50
Selt Lum '54, Kalamazoo
James R. McKinley '66, Ypsilanti
Anitta Y. Rutherford '66
Peter VanDyken '56, LaMirada, Cal.
William J. Yankee '54, University Center, Mich.

(Terms expire Dec. 31, 1975)
Ronald W. Carmichael '60, Phoenix, Ariz.
Michael L. Gulino '66, Washington, D.C.
Donald E. Thompson '71, Flint
John Kreidler '50, Kalamazoo
Mildred Swanson Johnson, Muskegon
Norbert F. Vandersteen '53, Palatine, Ill.
Philip Watterson '32, Ada
Rosanne Goman Whitehouse '69, Ann Arbor

President, Alumni "W" Club
William J. Kowalski '48, Kalamazoo

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

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

Ex-officio Members
Rick Markoff '68
Director, Alumni Relations
Larry R. Koenes
Director, Annual Fund

New Life Members, WMU Alumni Association

Sandra Hodgson Adams '62
Huntington Harbour, Cal.

Stuart C. Baker '71
Westland, Mich.

Daryl E. Barnaby '67
Plymouth, Mich.

Frank H. Bentz '64
Kalamazoo

Edward E. Boan '71
Farmington, Mich.

Sterling Breed '55
Kalamazoo

Brian L. Buehler '72
St. Clair Shores, Mich.

Henry A. Cohn '69
Silver Spring, Md.

Arthur L. Eversole '60
Sallie Spaulding Eversole '60
Bradenton, Fla.

Robert E. Fitch '49
Onekama, Mich.

John R. Hopkins '55
Marie Ganancia Hopkins '59
Plymouth, Mich.

James E. Hyames '56
Kalamazoo

Barbara R. Johnson '71
Portage, Mich.

Carl R. Krohn '67
Carol Mcnutt Krohn '69
Detroit, Mich.

Michael S. Long '67
Kay Doty Long '67, '70
West Lafayette, Ind.

Rick Markoff '68
Kalamazoo

Steven B. Pulik '71
Kalamazoo

Charles A. Ratcliffe '66
New Guinea

John L. Simpson '66
Kalamazoo

Elaine Pilgrim Tatum '44
Battle Creek, Mich.

Karen M. Fick Urck '67
Hart, Mich.

Dale C. Wendell '72
Livonia, Mich.

Gary W. Whitt '67
Stevensville, Mich.

F. Christian Widmer '68
Angola, N.Y.