OUR UNIVERSITY

Western Michigan University's commitment to programs designed to benefit the health of Michigan citizens is demonstrated dramatically in four articles included in this issue of University Magazine. What is impressive is the pioneering which has characterized this University's progress in the allied health fields.

Western's program of occupational therapy is the oldest and largest in the nation. The present program, located here since 1936, is a continuation of a program begun in 1922, thus making it half a century old.

Western's graduate program for rehabilitation teachers, in the Department of Blind Rehabilitation and Mobility, is the only one of its kind in the world. Western has pioneered numerous programs to assist the blind. Members of the faculty have gone to many other countries to aid in starting departments and explain the techniques developed at Western. Annually there are students and visitors from nearly every continent who come to Western to gain the benefits of our staff.

The latest development is the institution of a program to prepare physician's assistants. Western is one of 31 universities in the United States to be approved and funded, in part, by the U.S. Department of Health, Education and Welfare.

Our program in medical technology, while not the first nor unique, has been offered for the last thirty years. It fits a need and, importantly, it keeps current with advances in medicine and laboratory procedures.

Western does not aspire to be a medical school, but it does recognize that we have certain strengths which should be utilized for the benefit of the people of Michigan. As in other areas, the preparation of teachers, of engineering technicians, home economists, social and physical scientists, and librarians, we seek to direct the many talents and the energy of our faculty and students to the service of their fellow citizens.

The addition of the physicians' assistant curriculum, the latest of our allied health programs, serves to emphasize the diversification of offerings at what started as a school to train teachers just three score and ten years ago this year. It proves in yet another instance the vibrant spirit and the desire to serve well which is present on this campus.

James W. Miller
President
WMU's program in occupational therapy was established on July 1, 1922, with but two students, was of three months duration and was located at the Kalamazoo State Hospital. Over the first ten years the course was lengthened to 25 months and required a student to take a minimum of 32 term hours of credit from Western Michigan College. In 1936, the course was increased to 27 months with a requirement of 32 hours of college credit before admission.

In 1939, the occupational therapy program received full accreditation from the Council on Medical

Occupational Therapy student Robert Herrick helps handicapped boy read a story in laboratory clinic as part of involved O.T. training.
Education of the American Medical Association in collaboration with the American Occupational Therapy Association. It was one of the first four programs of the current 41 to gain this recognition.

The program was moved to the campus of Western Michigan College in 1944 and students earned a Bachelor of Science degree in Occupational Therapy. There were 30 students in the program at that time but by 1949, the enrollment was 150 full-time students. It is important to note that the Occupational Therapy Department was the first non-teaching program established at Western and, in essence, paved the way for the many other non-teachers related programs.

The Occupational Therapy Department continued its leadership role and in 1953 developed and established one of the first graduate programs. Emphasis was placed on the preparation of teachers of occupational therapy. Six years later the emphasis was changed from teaching to preparing the registered therapist to organize, develop and administer clinical departments of occupational therapy.

The next significant program change was in the 1966-67 academic year when a Basic Professional Program was established at the graduate level. This program was in response to increasing manpower needs in the human services professions and was designed to provide another entry into the profession. The program was planned for students who had received a baccalaureate degree in an area other than occupational therapy. It allows, in a two calendar year period, the student to meet the basic professional requirements of the accrediting agency and the requirements of the graduate college for a master's degree.

The Occupational Therapy Department espouses a philosophy for the education of occupational therapists based upon the goals for undergraduate education at Western Michigan University which are to provide the environment and the means to enable students:

1. To assume responsibility for their own growth and education, to achieve a genuine sense of competence, and to develop the motivation and ability to perceive and pursue learning as a continuous process.
2. To acquire the knowledge, skills, and will to examine critically man's experience especially as that experience relates to contemporary life and illuminates the future.
3. To gain an understanding of the persistent values of their own and other cultures, and the ability to respond critically, sensitively and sympathetically to cultural difference and change.
4. To achieve greater self-knowledge and self-esteem, increased understanding of the empathy with others, and an enhanced ability to relate positively to their fellow human beings.

The major commitment of the occupational therapy faculty is to prepare men and women, who will be as nearly as possible proportionately representative of a cross-section of the American society, to become competent occupational therapists, and to provide them with learning experiences which will:

1. Develop awareness and respect for all life processes, enabling them to better understand themselves and others, and subsequently, contribute to the well being of those with whom they come in contact.
2. Develop a mastery of the processes of occupational therapy (evaluation, treatment planning and implementation) required for professional competence, and develop skill in the use of current technical tools that support these processes.
3. Enable integration of theory and practice through the inclusion of both professionally and non-professionally related experiences as early as possible in the program.
4. Accommodate individual differences between students in life and educational experiences.
5. Develop an ability to accommodate the services of occupational therapy to the needs of persons in whatever circumstances they are found.

Five years ago the major role of the occupational therapist was the treatment of the ill or handicapped and the function was the correction of mental or physical illness in individual patients or hospital populations. In response to societal pressure to improve medical services and change health-care delivery systems, occupational therapists, in company with practitioners in other health professions, are making changes in the role and function of personnel that reflect a new and broader focus on health care. A focus that encompasses not only the treatment of the ill or disabled within a medical model, but also includes concern for all health needs as scientific and technological advances increase both leisure hours and degree of stress.

Occupational therapy is the art and science of directing participation in selected tasks to restore, reinforce and enhance performance, facilitate learning of those skills and
functions essential for adaptation and productivity, diminish or correct pathology and to promote and maintain health. Its fundamental concern is the development and maintenance of the capacity, throughout the life span, to perform with satisfaction to self and others those tasks and roles essential to productive living and to the mastery of self and the environment.

Since the primary focus of occupational therapy is the development of adaptive skills and performance capacity, its concern is with factors which serve as barriers or impediments to the individual's ability to function, as well as those factors which promote, influence or enhance performance.

Occupational therapy provides services to those individuals whose abilities to cope with tasks of living are threatened or impaired by developmental deficits, the aging process, poverty and cultural differences, physical injury or illness, or psychologic and social disability.

The practice of occupational therapy is based upon concepts which acknowledge that:

- Activities are primary agents for learning and development and an essential source of satisfaction.

- In engaging in activities, the individual explores the nature of his interests, needs, capacities and limitations, develops motor, perceptual and cognitive skills, learns a range of interpersonal and social attitudes and behaviors sufficient for coping with life tasks and mastering elements of his environment.

Top photo shows occupational therapy students Virginia E. McComb (L) and Gail E. Bacon working together to fit arm brace for handicapped person; they learn to custom fit braces while fabricating the various parts, using shop tools and rivets. In the photo on bottom of this page, four O.T. students (L to R) Teresa A. Wassenaar, Philip Jablonski, Barbara Simpson and Garrett J. Pazur, as part of rigorous biology and medical training, study bones of a skeleton in an O.T. lab.

The concepts or principles of occupational therapy are applied in practice through programs reflecting the professions' commitment to comprehensive health care. Some of these programs include:

- Prevention and health maintenance programs which are concerned with reinforcing and protecting existing function and abilities, preventing disability and in general the fostering of normal development. The central concern is to provide situations and activity experiences which enable the individual to use his existing skills, capacities and strengths in a meaningful and productive way.

- Remedial programs which focus on the reduction of pathology or specific disability, providing meaningful task and activity experiences which may reduce the particular impairment and restore or redevelop the individual's capacity to function.

In this context, the characteristics of the tasks or activities selected will, for example, provide specific exercise, motion and motor learning, offer appropriate sensory stimuli and improve response, increase muscle strength, endurance, coordination and range of motion, alter disorders in thinking and/or feeling, teach and improve interpersonal skills, offer the necessary psychological need gratification, correct faulty self-concepts and identity, and develop those attitudes and skills basic to independent functioning.

- Daily life tasks and vocational adjustment programs which are primarily concerned with work adaptation and work role adjustment and where the tasks and activities chosen are those which will promote and teach independent functioning, develop and enhance the ability to work and/or fulfill life tasks and skills appropriate to specific age levels. This focus involves the identification and examination of those roles and skills essential for the individual's adaptation to his community, assessment of the nature and level of his work capacities, attitudes and self-care skills, identification of what learning needs to occur and in what sequence, and the provision of graded task experiences which will teach the necessary skills and attitudes.

These programs often occur simultaneously. For example, the child with a developmental problem may be helped to achieve the necessary learning and growth through involvement in a game, working a puzzle or learning spatial relationships by painting a picture. The physically impaired may regain necessary muscle control through the grasping exercise in a personally gratifying game of checkers or in a woodworking project, or perhaps be taught to compensate for his loss through a competitive sport, learning to work in clay or to operate a typewriter. Normal growth and development of the disadvantaged child may be enhanced through the simple participation in a story telling group, or building model cars or stacking colored, lettered and number blocks.

His parents may be helped to develop a sense of human worth and dignity by involvement in a housing project discussion group or a homemaking or home improvement skills group, or developing relevant marketable job skills. The socially or emotionally disabled person may be helped to develop more realistic responses to failure and success, more flexibility in responding to the demands of his world through participating in selected group activities, or to perfect job related skills, or learn to manage his feelings through creative endeavor such as creative writing, painting, drama or in music.

Occupational therapists have a specific concern with health in that they are particularly interested in man's ability to perform his life tasks. In the preparation for this concern, the student therapist, beginning in his freshman year, is enabled through assignment to select community agencies to continuously see disability as an insult to the individual or as an interruption to his life style. Through these community experiences, and by meeting specific course objectives, the student is enabled to recognize the preventative as well as restorative aspects of occupational therapy in community programs, thereby perceiving a broader role in his concern for man's ability to perform his life tasks than was possible when experiences were limited to the medical model.
On July 1, 1972, the Department of Blind Rehabilitation and Mobility was established by the Western Michigan University Board of Trustees, one more event in the development of a unique curriculum which started in July 1961, with the inauguration of the Center for Orientation and Mobility.

The origins of the Center for Orientation and Mobility date from 1944, when many World War II servicemen, blinded in combat all over the world, were returning to the United States for medical treatment and rehabilitation. Once treatment had been accomplished, the blinded

Blind Rehabilitation & Mobility Dept. faculty member Marvin Weesies checks technique of blind student using long cane and ultrasonic binaural sensor spectacles to avoid obstacle on WMU campus. Girl is helping test experimental device.
serviceman became exceedingly impatient with his inability to be independently physically mobile. Dr. Richard Hoover, then a sergeant in the army and working with blinded soldiers at Valley Forge Army Hospital, developed a systematic technique with the use of a longer, lighter, and more functional cane. The end of the war found a vast number of blinded veterans who were not able to take advantage of this training. To correct this situation, the responsibility for rehabilitating blinded veterans was transferred to the Veterans Administration.

A center was established at the V.A. Hospital at Hines, Illinois, with Russell C. Williams, a blinded veteran trained in this new technique, as chief of the center. Williams, with the help of consultants formerly associated with the army program at Valley Forge, assembled and trained a staff. This dedicated staff refined and revised the techniques and made improvements on the methods of training the remaining senses for use in orientation and mobility until it reached its present level. The remarkable success achieved by this method when administered by well-trained and experienced teachers drew the attention of both private and public agencies working with the blind, not only in this country but in all parts of the world. The U.S. Office of Vocational Rehabilitation and Education, the American Foundation for the Blind and the Seeing Eye, Inc. provided grants to many universities to hold workshops in this area, with Hines personnel as instructors. In these workshops it was found that many of the techniques employed by blind adults were equally applicable and beneficial to blind children. This was substantiated by work with blind school children in the Chicago area.

The core of orientation and mobility specialists was located at the V.A. Hospital, Hines, Illinois. The observers who went there and the participants in the workshops had a variety of qualifications, background experience and personal objectives. They did not have the time nor the opportunity to assimilate adequately the necessary knowledge, skills or understanding of what is involved in successfully teaching orientation and mobility to the blind. Their efforts to do this in many cases have been detrimental to our blinded population and created doubts about the validity of the techniques. The need for establishing a formalized method of teaching an orientation and mobility specialist was clearly apparent.

In 1959 a conference was jointly sponsored by the American Foundation for the Blind and the Office of Vocational Rehabilitation to establish a curriculum for the training of specialists with a high level of professional competence. In 1960 and 1961, the Office of Vocational Rehabilitation, Western Michigan University, and the V.A. Hospital at Hines collaborated in forming such a program.

The curriculum was established on a graduate level; it included three full semesters, with the last semester as an internship. It covered five broad areas: (1) physical orientation and mobility, (2) dynamics of human behavior related to blindness, (3) function of the human body in relation to blindness, (4) the sensorium and its relation to blindness, and (5) cultural and psychological implications of blindness. Personnel from the Blind Rehabilitation Section at the V.A. Hospital were brought to Western to develop the academic program, inasmuch as they were the most knowledgeable in the field.

On July 1, 1961, Donald Blasch, formerly the counseling psychologist, operational assistant and acting chief of the Hines Center, and presently chairman of Western Michigan University's Department of Blind Rehabilitation, was appointed director of the Center for Orientation and Mobility, which was housed within the WMU School of Education. He was fortunate to persuade Stanley Suterko, presently assistant director of the department and formerly the chief mobility instructor at Hines, to join the Western staff. Four students were admitted in September 1961.

On September 1, 1963, the name of the Center for Orientation and Mobility was changed to Programs for Blind Rehabilitation. The addition of a Rehabilitation Teacher Program brought about the necessity for a change in name. The orientation and mobility specialists were an instant success and the demands for graduates from this program far exceeded the numbers that were being trained. However, these specialists dealt with only one phase of the restrictions imposed on an individual by blindness—namely, mobility.

Blindness affects aspects of living other than travel. There are problems of grooming, written communication, homemaking, and social interaction. Subsequent to the systematic methods of preparing teachers to instruct in mobility, persons in work for the blind became interested in the professional preparation of instructors to teach blind persons in the other basic skills of living: communications, personal management, homemaking and leisure time activities. Home teaching in various forms had existed in the United States for approximately 100 years. It began when teachers of blind children and other volunteers (usually blind themselves) made efforts to teach braille to blind adults for the purpose of reading scriptures. This service expanded to teaching crafts, friendly visiting, giving tangible services, listening to problems and giving advice.

Through the years home teaching evolved from a volunteer service to one which was supported by agencies for the blind. The criterion for employment as a home teacher tended to be that the teacher himself be blind. There were no professional standards. The home teacher became a jack-of-all-trades, with little recognition or status. As the other services for blind persons improved and as the number of home teachers increased, the field for the blind and the teachers themselves became increasingly concerned about the role, professional background, and function of the home teacher. This resulted in a national study of home teaching in 1961 which pointed out the confused state of home teaching, such as:

1. Home teachers had many different titles—approximately 30.

2. They provided a variety of services, usually determined by their own interests and skills.
3. They had a broad range of professional training or none at all.
4. They were a group without much direction, status, and certainly without consistent theory.
5. They tended to utilize other community resources very little.
6. The agencies from which they worked varied greatly in their interpretation of home teaching and, in many instances, made little or no provisions for supervision or office space.

The committee felt, however, that home teaching was needed. The primary function is that of a teacher, and the skills required by a home teacher can and should be taught, and that it would be desirable to have a university course set up for this purpose.

Dr. George G. Mallinson, Dean of the School of Graduate Studies, who was instrumental in bringing the Center for Orientation and Mobility to Western Michigan University, was also a moving factor in bringing a graduate program for the Training of Home Teachers for the Adult Blind to Western Michigan University in 1963. Two faculty persons from the field were employed, with Ruth Kaarlela, formerly of the Brooklyn Industrial Home for the Blind, named assistant director. Blasch was appointed to carry the administrative responsibility for both programs.

The name, home teacher for the blind, was clearly a misnomer since their services were not confined to the home but carried on in rehabilitation centers, hospitals and nursing homes among other places, and as a result of pressures from the field, and to describe more clearly the total professional function, the name was changed to rehabilitation teachers for the blind.

The goal of rehabilitation teaching is to teach the blind adult for living and certainly this was the objective of many of our earliest teachers in this area. Murray B. Allen expressed this point of view in his article, “Home Teaching in Utah”, *The New Outlook for the Blind*, 1923, when he said:

> "Home teaching... is a question of sociology. In its untrained state, blindness impairs a man for normal human community life. Our problem is not so much to teach the blind man to read as to teach him to live. Books and baskets are mere incidents in the larger adjustment. With sight, the man would function in society in such and such a manner: without sight, he should, under the direction of the home teacher, function as nearly in that manner as possible."

The primary goal of the new program was to develop a graduate curriculum to train qualified students to become rehabilitation teachers of the adult blind for the purpose of teaching for living. This would include, in sequential order: self-care, skills of daily living, communication skills, homemaking, home repair, and recreational activities.

There are many areas wherein both rehabilitation teachers and orientation and mobility specialists meet on common ground and information and training is applicable to both professions. The incidence of blindness increases with each decade of life. The proportions of congenitally blind persons in the blindness population is small. The person who has never seen requires much help with basic concepts and with opportunities to experience through senses other than sight. The person who loses his sight must learn to take in information through his other senses and to reorganize his life accordingly. Many persons, classified as blind, retain residual vision and must learn to use it effectively while realizing its limitations. Blindness, therefore, is a traumatic experience to most persons. To provide appropriate background for the students in the blind rehabilitation programs, the current course content falls into several areas:

1. dynamics of human behavior related to blindness
2. cultural and psychological implications of blindness
3. physiology and function of the eye
4. community resources
5. aging
6. research
7. skill instruction
8. practice

Both programs are on the graduate level and lead to a Master of Arts degree. A large share of the financial support for the Blind Rehabilitation Program has been provided by the Office of Social and Rehabilitation Services, U.S. Department of Health, Education and Welfare in the form of grants to the department for program development, faculty salaries, research and demonstration, and stipends for limited numbers of students.

Orientation and mobility students are required to have vision corrected to 20/40, with a contiguous visual field of at least 140 degrees. During the first semester of work, in addition to academic courses, all students are taught to travel themselves, under a blindfold, with the use of a cane. After they have mastered the basic techniques and successfully learned to interpret non-visual clues, their travel requirements include crossing heavily congested intersections, traveling on the Kalamazoo Mall, taking a bus to a shopping area, making a purchase and returning to campus, and using escalators and elevators in department stores. The second semester includes practicum with class work while the third semester is a block internship.

Orientation and mobility students may work with children or adults. This practice may be in a public school where there are blind children, at a residential school for the blind, in itinerant mobility programs or at a public or private rehabilitation center for the blind. Employment opportunities are available in similar types of situations.

Rehabilitation teaching students may be blind, partially sighted or fully sighted. Their academic work includes courses in occupational therapy, home economics and industrial education, as well as in special courses related to blindness. There are opportunities for concurrent and block internship experiences. Their practice may be in rehabilitation centers for the blind or in settings which provide instruction in the home of blind persons. The rehabilitation teacher may instruct in braille, typing, handwriting, use of tape recorders, talking books, personal grooming, cooking, cleaning, laundering, shopping, table games, and hand skills. Employment opportunities exist in rehabilitation centers and in public and private agencies serving the blind.

Since the inception of the programs, there has been growth and change. In the beginning, there was a dearth of both literature in the field and appropriate settings for student internships. However, over the years, more information has become available and the quality of personnel has improved in agencies, making possible a wider selection of settings for student practice.

In both professional areas, the demand for graduates of Western Michigan University far exceeds the supply. Currently, eight orientation and mobility students are admitted and graduated each semester or three times a year. Originally, only eight rehabilitation teachers were admitted in the fall of each year. Because the demand is so great, an effort is being made to possible admissions three times a year. Currently 17 students are on campus and six in the field.

On July 1, 1967, the Blind Rehabilitation Programs became the Institute of Blind Rehabilitation.

The preceding year it had been housed in the Department of School Services in the College of Education. As an Institute, a transfer was made to the newly created Department of Special Education for curriculum and scheduling purposes.

In addition to instructional responsibilities and other University activities, the faculty of the Department of Blind Rehabilitation (now seven) have contributed worldwide in a variety of ways. Faculty from the orientation and mobility section have served in England, in Europe, in Australia and in both an instructional and a consultative capacity. They have helped to establish a Blind Rehabilitation Center in South Viet Nam through a graduate of the program and the World Rehabilitation Fund.

Recently (December, 1972) a faculty member was invited by the Brazilian Department of Culture and Education to serve as consultant at a conference of all Latin and South American countries in attempts to upgrade their blind rehabilitation programs.

Faculty members have already organized orientation and mobility programs in England and Australia which are now staffed by natives or Western Michigan University graduates. All faculty members serve as consultants throughout the country. They also conduct workshops and have leadership and participatory responsibilities on national, state and local committees and, in general, provide leadership in work for the blind. Requests for help continue to come from all parts of the world.

The department has edited/or written a number of manuals relating to techniques of working with blind people which have been distributed throughout this country, Europe, Asia and Australia. These manuals include the following:

Anatomy and Physiology of the Human Eye—braille or inkprint

Basic Components of Orientation and Movement Techniques—inkprint

Handwriting Manual—inkprint

Illinois Braille Reading and Writing Manual—inkprint

Homemaking Manual—braille or inkprint

Parameters of Posture and Mobility In the Blind—inkprint
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More recent activities relate to experimenting and field testing the use of binaural ultrasonic sensors as travel aids for blind persons. This instrument is based on the radar principle, utilizing ultrasonic frequencies. It is housed in slightly oversized spectacles and enables a blind person not only to judge the distance of an obstacle (up to 20 feet) but also enables him to ascertain its azimuth and some characteristics of the obstacle. It is used in conjunction with the long cane. Western Michigan University has been active not only in the evaluation of these sensors, but also in developing programs to train instructors in their use.

Increasing attention is being given to the kinds of services which are necessary for older blind persons, and to the kinds of adaptations which must be made in helping older blind people to become personally more independent.

Another area of service is the Low Vision Clinic. Many people who are considered blind retain some useful vision and with the help of high magnification can use this vision effectively in certain specified areas. This service is offered to all eligible people in southwest Michigan. Methods are also being devised on how to make the best use of the remaining vision, and what are the most effective ways of coordinating the remaining use of sight with other sensory intake.

Another concern of the department is how to help the blind person who has other disabilities. There are increasing numbers of blind persons who have hearing problems, neurological problems, orthopedic problems, diabetic problems, and who may be mentally retarded. They are difficult cases to work with, and as a result, far too often have been neglected in receiving services. These are areas which the department is attempting to incorporate into the curriculum.

The Western Michigan University graduate program for rehabilitation teachers continues to be the only one of its kind in the country (in fact, in the world). At the present time there are 10 universities offering orientation and mobility programs and eight of these are under the leadership of Western Michigan University's graduates.
In 1965, William G. Birch, M.D., of Kalamazoo, member of the House of Delegates of the Michigan State Medical Society, introduced Resolution 20 which in essence called for the investigation of feasibility, development of a program of, and implementation of, training at the college level for a new group of medical workers called "Physicians' Assistants." These individuals would receive training at the college level with a baccalaureate degree and be certified or registered by the State to carry out some of those procedures which at the present time are done by physicians.

This resolution was adopted unanimously and sent to the Council.

Physicians' assistant student Darwin Darr, right, checks 5-month-old James Morgan under watchful eyes of Dr. Donald Chandler of Borgess Hospital, Kalamazoo, in Pediatrics Clinic.
of the Medical Society, from whence it was sent to the Education Liaison Committee. A sub-committee on Para-medical Education was formed. On this committee, under the chairmanship of Dr. H. J. Meier were listed, among others, the author of the original resolution, as well as Harry Towsley, M.D., Director of Post-Graduate Education for the University of Michigan. This group met during 1967, 1968 and 1969 to discuss the various ramifications of the problems involved.

An implementing resolution was passed in May of 1969 by the Kalamazoo Academy of Medicine for presentation to Western Michigan University.

On July 11, 1970, Dr. Birch made initial contact with Western Michigan University to determine its interest and capability for developing and implementing such a program. A Committee on Physicians' Assistants composed of University personnel was appointed and charged with reviewing the implications of a training program. Dr. George G. Mallinson, Dean of the Graduate College, served as chairman. Another committee was advisory in composition and consisted of physicians and other medical personnel external to the University and functioned in parallel in structuring the final curriculum. It met from August, 1970, to March 1972, developed, then submitted a proposal for the Physicians' Assistants Program to the Department of Health, Education and Welfare. This proposal was reviewed, approved and funded.

In general, both committees agreed on most principles, functions and objectives which greatly facilitated structuring the curriculum. In addition, over 100 meetings were held with various medical and educational groups. Visits were made to all ongoing Physicians' Assistants Programs. Eventually, the curriculum was structured after some seventeen major and minor revisions.

On March 22, 1972, a proposal for implementation of the program was sent to the new Office of Special Programs, Bureau of Health Manpower Education. Again, the proposal was reviewed, approved and funded. The form of the funding was a contract containing specific guidelines in terms of a scope of work which the contract office expected to be carried out. The first class of 18 student PAs began their classes on August 30, 1972 with an expected graduation date of August 1974.

After funding, but prior to implementation, the program had a site visit by members of the American Medical Association. After the visit and review by the appropriate A.M.A. committees the program received "Provisional Approval—New Program." It is expected that another site visit will occur sometime in the future when the program is ongoing and it is anticipated that it will receive complete approval.

The curriculum consists of three eight-month segments of integrated university and clinical courses which will provide increasing clinical experience as the students proceed through the program. The student is required to take courses in biology, anatomy and physiology, chemistry, pharmacology, medical terminology, history, philosophy and ethics of medicare, infectious diseases, history taking and physical examination and

Photos show physicians' assistant students learning first hand a variety of patient examining procedures at WMU Health Center, under direction of Dr. Fred L. Wedeking, M.D. at Health Center, at the right of bottom photo page 12. P.A. students are checking ears, blood pressure, and heart beat.
the major medical disciplines of internal medicine, obstetrics-gynecology, general surgery, psychiatry, pediatrics, dermatology and allergy. The purpose of the programs is to train skilled assistants for primary care physicians. Special emphasis is on training individuals for rural and medically underserved areas.

The concept has received support from the State of Michigan as mentioned in an address by Governor William E. Milliken on May 18, 1971 as follows: "Some progress is being made in easing the shortage of health-care workers. Western Michigan University is developing a final application to the federal government for a Physicians' Assistants Program. This program was developed in cooperation with the Michigan State Medical Society, and more than 600 applications have been received. Young people are interested in entering the health field, and the need for their services is clear. It is essential that we find ways to utilize their services. It is also important that we develop programs which will enable us to use appropriately trained persons, working under the supervision of qualified and licensed physicians, to perform health functions which do not require the direct personal service of fully trained and qualified doctors.

"The Board of Registration in Medicine, in cooperation with the Michigan State Medical Society, is exploring legislation which would pave the way for more effective and efficient use of health manpower at all levels of professional experience. I support this effort. I commend the Board of Registration for its initiative, and I hope that legislation authorizing the use of physicians' assistants will soon be recommended by the board."

President Richard M. Nixon provided national support in his Health Message of February 18, 1971 calling for funds to train physicians' assistants. In addition, there are physicians' assistants in the military, specifically those programs in the Air Force, Army and Navy.

The obvious purpose of the Physicians' Assistants Programs is to help overburdened physicians, but they also serve to provide opportunities to military personnel who have medical experience and permit them to function in a career opportunity toward which they became highly motivated as a result of their military medical competence. Other medical personnel who have found themselves at a career "dead end" view the program as a means to further their education and develop additional skills while performing direct patient care.

At present there are about 200 graduate physicians' assistants and their effect on health care delivery and potential in reducing medical costs is yet to be determined. However, the approximately 40 new programs, in various stages of development, may be expected to produce some 1,800 graduates.

The Michigan Legislature in 1972 passed a bill to regulate physicians' assistants, to create an advisory commission, to prescribe its functions and duties and provide an appropriation for the commission. This bill was signed by Gov. Milliken in Dec., 1972. Further, the AMA is planning to develop a national examination for certification and this examination should play a very important role in the function of physicians' assistants.

Western Michigan University's program attempts to recruit students according to the directions of the contract stipulation, i.e., to conduct the recruitment of students in such a way as to assure that the majority of students will have had previous medical experience or training and/or will be members of disadvantaged or minority groups, women or residents of medically deficient areas. In addition applications are encouraged from students from economically disadvantaged backgrounds.

Western has two major prerequisites for application to the program:

1. Two years of college or 60 transferable credit hours.
2. A minimum of one year of patient contact.

If these prerequisites are satisfied the following basic criteria are used for selecting trainees:

1. Maturity.
3. Emotional stability.
4. Ability to communicate, both in producing communication (speak and write in an articulate fashion) and consuming communication (read with facility and listen perceptively).
5. Level of intellect sufficient to indicate that the trainee can earn at least B grades in his professional courses.
7. Be a citizen of the United States.
8. Finally, an in depth interview with the candidate and spouse, if married, will be held if the above criteria are satisfied.
Officially, Western Michigan University began its program in medical technology three decades ago as evidenced by the publication of the curriculum in the 1942 Undergraduate Catalog.

The origins of medical technology stem from World War I when it became apparent that assessment of a patient's condition required more than taking a history and physical examination. Chemical, biological and instrumental requirements were necessary to determine a patient's condition. Indeed, since that time clinical laboratories in many facilities have become highly automated, computerized and contain many items of sophisticated equipment.

Linda Gavel, medical technology intern, works at tissue processing machine at Bronson Hospital, Kalamazoo.
Medical technology has been a difficult discipline to comprehend because part of its subject material occurs at a University where the student partakes of many subjects, required or elected, from many departments. Although this is not unusual in the University structure, the focus of medical technology occurs in a hospital which houses and instructs the clinical courses and laboratory experience of medical technology. Thus, like medical schools, preparative training is essentially undergraduate science education followed by a change to a clinical environment. This presents problems not only to the student who has normally not seen a clinical laboratory, but to the many clinical instructors who deal with students having diverse undergraduate backgrounds.

To understand the clinical situation one should know the type of personnel and their educational backgrounds.

- **The Pathologist**
  4 years of College
  9 years of Medical School, internship and Hospital Residency

- **The Medical Technologist**
  3 years of College
  1 year of an AMA accredited School of Medical Technology

- **The Cytotechnologist**
  2 years of College
  1 year of an AMA accredited School of Cytotechnology

- **The Medical Laboratory Technician**
  Associate Degree
  1 year at an AMA accredited Medical Laboratory Technology School

- **The Certified Laboratory Assistant**
  High School Graduation
  1 year at an AMA accredited Laboratory Assistant School

- **The Histologic Technician**
  High School Graduation
  1 year of training in a Qualified Laboratory

The pathologist is responsible for all activities in the laboratory while the medical technologists are the next in terms of key positions. They must have a background in college science. The American Society of Clinical Pathologists through the Registry of Medical Technologists defines the undergraduate educational requirements as a minimum of 90 semester hours (135 quarter hours) which must include a minimum of 16 semester hours (24 quarter hours) of chemistry, the same in biological science, a minimum of one semester (one quarter) of college mathematics and a course in physics is strongly recommended.

At Western Michigan University, a student must take general chemistry, qualitative and quantitative analysis, organic chemistry and biochemistry. The required biology courses are principles of biology, animal biology, mammalian anatomy, animal physiology, microbiology and pathogenic microbiology. A course in physics is required and additional mathematics is strongly recommended. The courses plus the general studies required of all students together with elective and the one year in a hospital School of Medical Technology generate sufficient credit hours for the award of a baccalaureate degree. Furthermore the student must pass an examination given by the Registry of Medical Technologists in order to be certified. Successful passage of this examination permits the technologists to use the initials MT(ASCP) which stand for Medical Technologist (American Society of Clinical Pathology).

There are many types of additional certifications for specialties in the clinical laboratory, but these are not the subject of this article. Information may be obtained on these by writing to the address previously mentioned.

Some of the work performed by medical technologists ranges from the well-known blood group tests to identification of disease causing micro-organisms to a veritable battery of chemical procedures used in identifying certain substances in body fluid; either their presence or absence. They also perform serological tests to determine the body's status in disease state. Urinalyses are part of their responsibility in detecting many disease states, for example, diabetes and kidney disease. Further, they are skilled in hematological examinations which provide information on diseases such as anemia and leukemia. These brief descriptions represent only a minute fraction of the clinical laboratory capabilities of medical technologists.

They should also indicate some of the qualifications necessary for medical technologists. They should certainly have considerable ability in science with an orientation toward...
the laboratory. Parenthetically, it should be stated that medical technology does not involve a high degree of direct patient contact as do other medical professions. Experiences are primarily confined to the hospital laboratory. The technologists should have a deep sense of responsibility, a willingness to work, emotional stability, the ability and desire to perform tests accurately and reliably. In addition, he or she should be able to function well under conditions which may be at times, stressful and involve interruptions of normal routine.

The graduate medical technologist usually seeks employment in the hospital laboratory, but there are additional opportunities in private clinical laboratories, the pharmaceutical and food industries plus civil service positions. They may also become clinical supervisors and/or teach in a School of Medical Technology. Additional educational opportunities are in higher education at the M.A. and Doctor of Philosophy degree level. Salaries vary depending on the geographical area and need, but a reasonable estimate for the technologists may be about $8,500 per year. Some areas pay much higher salaries.

Although employment opportunities have been excellent in the past, a recent survey by the ASCP indicated 8.4 per cent of the 1972 graduates had difficulty finding employment. This figure was based upon a 70 per cent response rate out of a total of 779 programs which had graduated 4,564 students. Unfortunately, the circumstances of the nature of these employment difficulties were not defined. Many pathologists have reported to the author that the normal turnover experienced in the hospital laboratory will still provide jobs.

A real problem that exists in many states is that students are not successfully finding internships (the 12-month hospital training). However, the same ASCP survey mentioned above indicated that the programs reporting (551) had a listed internship capacity of 6,385 students yet, 4,564 students were graduated. This apparently means that 1,821 vacancies went unfilled. Identification of the hospitals with vacancies by the ASCP would prove of tremendous advantage to colleges in placing students for the internship. Otherwise colleges will be forced to cut back on student admissions in medical technology when it is known that 91.6 per cent of the graduates found employment. It is hoped that a remedy for this will be forthcoming in the near future.
1973 Baseball

WMU's baseball squad, coming off a disappointing 14-18 record 1972 season, is justly optimistic about 1973. With a record 50-game schedule against universities from seven different national conferences and two powerful independents, the Broncos will field a unit that gained much needed depth over last season.

Inexperience was a key factor in WMU's first losing season since 1960, as Western dropped 14 of its 18 losses in 1972 by three runs or less. The club did have a fine .971 fielding average to rank high nationally.

"We had a real young club in 1972," said coach Bill Chambers. "However, we lost just four players to graduation and recruited only at the positions where we needed help."

Top returnees include senior letter winners Tom Vanderberg (.264 hitter), Dave Babcock, Mike Squires (.300), Terry Zirkle (.257), and Chris Malafouris. Vanderberg, Squires and junior Greg Geyer all earned 1972 second team MAC honors. Key losses are hard-hitting third baseman Felix Skalski and first sacker Bruce Mierkowicz, a second team MAC choice in 1971.

A key switch could find Vanderberg at first base after two seasons as a catcher.

Chambers is looking for strong pitching from Tim May (1-0 record and .90 E.R.A.), Dave Rice and Allen Wade. The trio combined for four wins against five losses last season. Squires contributed a 3-4 mark with a 3.30 E.R.A. when not playing in the outfield.

Sophomore pitcher Paul Bock will get more work this year and Chambers feels the southpaw has the potential to become one of the best in the MAC.

Outfielders Frank Ballard, Mark Orr and Steve Berry will provide added experience to the squad. Ballard and Orr played all of last year without making a single error.

Last year poor weather cut eight games off the schedule and hampered early player development and evaluation. Chambers has his fingers crossed for this season.

1973 Track

Last Spring Western's track and field forces were nipped for MAC honors by Bowling Green, 138-132, ending a four-year Bronco domination.

Look for the 1973 Broncos to make a strong bid to regain this title with Kent State and Bowling Green providing the key opposition. "Kent has some outstanding athletes who figure to score a lot of points while we will count on overall team depth," said coach Jack Shaw.

The key returnees for WMU are distance ace Gary Harris, runner-up for NCAA indoor two-mile honors last winter. He also won the MAC six-mile title (28:43.7) and was runner-up in the mile at 4:06 to Olympic gold medal winner Dave Wottle and in the three mile (14:10.1).
qualifying for the NCAA field with a 0:14.1 effort, improving on his best 1971 performance by fourteen-tenths of a second.

Another strong distance runner is Steve Stintzi, who closed impressively to win the steeplechase (8:57.1) in the 1972 Central Collegiates finals.

As a sophomore, Tim Pinnix was second in the MAC 440 yard race and turned in a season best time of 48.2. Mike Fant ran an impressive 1:51.4 in the 880 at the same affair, placing third behind Wottle and Kent's defending champion Ted Harris.

Junior college transfer Mike Finazzo added thirds in both the 100 and 220 yard sprints while junior Les Clerkley copped the same award in the intermediate hurdles. Rounding out a potentially strong hurdles contingent will be football star Paul Sherd, and Greg Stratton, a fourth place winner in both MAC intermediate and high hurdles races. In high school Sherd won the 1972 low hurdles title at the prestigious Mansfield Relays and was Michigan State low hurdles champion.

Another newcomer who figures to score well is Carl Anderson, a third place winner in the National Junior College pole vault competition held at Washtenaw Community College last spring. Anderson has cleared 15-3 while junior Jim Williams is over 15-0.

The weights area was strengthened by the enrollment of Dan Lueder who placed fourth in the shot-put at the 1972 Illinois prep meet.

Returning in the high jump are Dave Evaul (6-7) and sophomore John Borsos (6-6) while newcomer Craig White has cleared 6-7 and triple-jumped 48-0. He holds state junior college titles in both events.

1973 Golf
Senior Mark Davis and sophomore Steve Robinson will lead a young WMU golf squad into spring competition against Mid-American, Big Ten, and other top midwestern conference golf teams this season.

"We had an outstanding recruiting year," said Bronco coach Merle Schlosser. "Six of our eight top qualifiers this year are freshmen. We are scheduling the toughest competition in Bronco history to help in the development of these fine athletes."

Davis had a 1972 average score of 81.6. Robinson lettered as a freshman with an 81.6 average, too, and was runner-up medalist in the 1971 Michigan high school Class A state championships.

The top Bronco qualifier this past fall was freshman Bob Poore with a 75.8 average. Completing the top eight qualifiers in six rounds of play were freshman Mike Hurley who was the 1972 Michigan high school Class B medalist; Ron Bomia, the Upper Peninsula high school runner-up; Keith Koetsier, a three-time Grand Haven Country Club men's champion; Steve Wells, Class C regional champ and state runner-up; and Ken Ladd, an Indiana sectional titlist.

The Broncos will host all home encounters at the Indian Run Golf Course, southeast of Kalamazoo, for the first time this season. Included on this season's home slate is the Bronco Invitational.

1973 Tennis
Returning John Lamerato won the MAC No. 1 single title last spring, the first Bronco tennis player to achieve this honor since 1964. He was 11-6 for the 1972 season.

Coach Hap Sorensen's squad played its usual demanding schedule in 1972 and had a 3-12 dual record besides finishing fourth in the conference.

Joining Lamerato this season is his freshman brother, Tony, the No. 12 ranked player on the Western Tennis Association junior charts at the conclusion of 1971. Look for this duo to make a strong bid for MAC doubles honors this season.

Also returning is Roger Thurman, the No. 4 singles winner in the 1971 MAC tournament. Sophomore John Kennett is the only other WMU player with experience, having made seven appearances in either singles or doubles matches as a freshman last year.

Sorensen began winter practice with 22 players and the main task confronting him will be finding three players to fill the singles spots behind the Lamerato brothers and Thurman.

This season marks Western's 50th year of varsity tennis and Sorensen's 24th at the Bronco helm.
Cassette Tape Recordings

In May of 1970, Western's Director of Alumni Relations and Dean of Continuing Education attended a conference, funded by the Kellogg Foundation, held at Notre Dame University, and designed to find ways of delivering continuing education to alumni. The Universities present, which included a number from the middle west as well as Ivy League schools, struggled with the problem of reaching alumni members scattered throughout the country, many in locations somewhat isolated from other members.

Each university recognized that it had an obligation to provide educational resources to former students. They all recognized that such an obligation could not be fulfilled by requests for funds and announcements of homecoming activities. Since that date both the WMU Alumni Association and the Division of Continuing Education staffs have continued their efforts to find a way to reach alumni more effectively.

The search for a means to provide continuing education services to alumni now seems to have borne fruit. The Office of Alumni Relations and the Division of Continuing Education have agreed to jointly sponsor a series of cassette tape recordings on topics which we believe will be of interest to WMU alumni. The first of the series will be available in May 1973. A brochure announcing exact titles and descriptions of the first three or four tapes will be mailed to alumni in April. Tapes will be sold to alumni at minimal cost.

Tapes featuring WMU faculty members will be produced by the Aural Press, a campus organization, and will be designed to provide current information on a variety of topics of interest to alumni. They will fall into three broad classifications. Some will be designed to update the professional preparation of a specific group of our graduates. For instance, one of the first group of tapes will provide suggestions to elementary teachers in their management of the wide range of abilities they now have in their classrooms.

Some tapes will have a more general focus and be of interest to all alumni, perhaps dealing with investments in the stock market or parent-child relationships.

Finally, some tapes will be designed to provide help in developing auxiliary skills such as speech and communication for a variety of alumni.

This will be another first for the WMU Alumni Association. Cassette tapes will provide a flexible means of reaching each alumni member. The committee in charge would like suggestions as to possible topics for future development sent to Rick Markoff, Director of Alumni Relations.

Dr. Leo Stine
Dean, Continuing Education

Alumni Spring Weekend

Western's Alumni Relations Office has added a new dimension to its program, the Alumni Spring Weekend, June 1-2. Among the many features will be two class reunions (Classes of 1938 and 1958), residence hall living for the entire family, a gala wine tasting party for all registered participants, and a festive breakfast and luncheon. Perhaps most significant of all will be educational seminars conducted by many of Western's outstanding faculty.

Just what do WMU faculty say about the seminars? Dr. Charles T. Brown, chairman, Dept. of Communications Arts and Sciences: "I could arrange a dialogue on communications and human potential. I look forward to hearing more about the Alumni Spring Weekend."

Dr. William F. Morrison, College of Business professor: "What I suggest is a talk on 'The Law and You As a Consumer'"

Dr. Darrel G. Jones, associate dean, College of Business: "Happy to participate... will do whatever I can to contribute."

Dr. Dorothy J. McGinnis, director, Reading Center and Clinic: "Pleased to participate... thank you for inviting me to take part."

Dr. Edward J. Heinig, Teacher Education Dept., summarized the feelings of many of his faculty colleagues: "You and the Alumni Association Board of Directors are to be commended for adding this educational element of seminars in interest areas to the essentially social nature of the weekend. This way substance can be combined with pleasure. The faculty and administrators who serve as seminar leaders will no doubt receive more than they can give as they interact with our alumni. It promises to be a rewarding experience for all."

No matter whether the interest of alumni is in the faculty seminars, class reunions, a new look at their Alma Mater, or any one of a number of other reasons, the Alumni Relations Office welcomes their return to WMU for the Alumni Spring Weekend.
A new emphasis on attaining a more diverse geographic representation from around Michigan and the nation on the WMU Alumni Association Board of Directors is evident from a perusal of the list of six new directors.

The newly elected directors include Ronald W. Carmichael '60, an attorney at Phoenix, Ariz.; Michael L. Gulino '66, an executive with Pacific Architects and Engineers, Washington, D.C.; John Kreidler '50, controller, Automotive Products Division, Shakespeare Co., Kalamazoo; Donald E. Thompson '71, an urban specialist with the University of Michigan staff who is also a Mott fellow studying toward a doctorate; Norbert Vandersteen '53, of Arlington Heights, Ill., Right of Way Superintendent, A. T. & T. Long Lines; and Mrs. Rosanne Gorman Whitehouse '69, an occupational therapist, University of Michigan Medical Center.

Joining the newly elected members on the Alumni Association Board of Directors are WMU Board of Trustees members Mrs. Mildred Johnson of Muskegon and Philip Watterson '32 of Ada, both appointed by WMU President James W. Miller, and William J. Kowalski '48, Director of Campus Planning at Western, who is an ex-officio appointment with voting privileges by virtue of his election as new president of the Alumni "W" Club.

According to Harry Contos '50, Alumni Association president, the association is also seeking a wider variance in the background of alumni directors.

Howard Chenery TC'16, '21 honored with naming former Kalamazoo Central High School Auditorium for him.

Dr. Homer H. Stryker '25 honored with naming of Kalamazoo Borgess Hospital's newly rebuilt orthopedic department after him.

Mrs. Alice Emmert LC'26, retired after 17 years teaching at Owosso, listed in "Outstanding Elem. Teachers, 1972."

M. Harold Mikle '31, director of forensics, Hope College, elected president, Michigan Intercollegiate Speech League.

Donna K. Slater '32 retired after 38 years teaching at New Buffalo.

Mrs. Catherine Brandt LC'32, '60 retired after 30 years teaching, most recently in Mason County.
Lester Wolfe '32, Cape Coral, Fla., recently donated 118th pint of blood to Red Cross clinic.


L. H. Russell '36 promoted to vice president, sales, by Buck Tool Co., Kalamazoo.


Myles Runk '39, MA'51 named acting vocational supervisor, Holland Area Co-op Training Programs.

Mrs. Ruth Parrott '41 is a volunteer mission worker at Sandoa United Methodist Center in Zaire.

Dr. Max Van Den Berg, Kalamazoo chiropractor, governor-elect, Michigan Dist., Optimist International.

Dr. C. Robert Muth '42 named first executive director, Michigan Middle Cities Assoc., and admin. assistant to the dean, College of Education, Michigan State Univ.; was in Grand Rapids school system 23 years, last 15 months as deputy superintendent.

Mildred Guhl '42 retired after 45 years teaching, last 22 at New Buffalo.

D. Robert Vanderburg '43 named administrator, Norlite Nursing Center, Marquette.

Albert C. Mohr, att.'46-'48, named president, Federal Land Bank of St. Paul, Minn.

Richard D. Davidson '49 promoted to controller, W-L Molding Co., Portage.

'50-'59

Dr. Rolland J. Van Hattum '50, chairman, Dept. of Communication Disorders, Univ. of Buffalo, represented U.S. at a September 1972 planning conference in Yugoslavia for a symposium on Noise as a Public Health Problem.

Mrs. Janice Park '50, MA'69 named head librarian, Charles A. Ransom Library, Plainwell.

Charles A. Breed '50, assoc. prof. & chairman, Art Dept., Delta College.

Robert L. Ball '51 named exec. vice president and general manager, Midland Federal Savings & Loan.

Charles F. Williams, Jr. '52 promoted to vice president, Product Safety and Quality Assurance, Mattel Toys, Hawthorne, Cal.

Fred Kogge III '52 is vice president, manufacturing, Bainbridge Industries, Inc., Cleveland.

Don K. Worden '54 named to head new 100-bed facility for mentally retarded, Northville.

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

Jack Fennell '54 named sales director, financial services, Metropolitan General Hospital, San Antonio, Tex.

Albert E. White '54 promoted to president and chief exec. officer, American National Bank of Three Rivers.

USAF Maj. Norman M. Barikmo '54 received Bronze Star Medal for service in Thailand; now at Maxwell AFB, Alabama, Air Command and Staff College faculty.

Neal L. Johnson '54 named news director, Central Michigan Univ. new 100,000 watt radio station, WCMU-FM.

F. Harold Creal '54, re-elected president, Michigan Nursing Home Assoc.

Robert Evans '55, MA '58 named principal, two elementary schools, Caldonia Community School District.

Donald F. Lessner '55 received doctorate from Wayne State Univ.

Darrell Koons MA'55 did etchings for limited series of pewter service plates collection issued at Greenville, So. Car.

Ronald I. Gow '55 promoted to national advertising manager, Whirlpool Corp., St. Joseph.

Max E. Matson '55, MA'57 of Newaygo, received doctorate from Ball State Univ.

BREED '50 WILLIAMS '52

Daniel R. Smith '55, senior vice president and trust officer, named secretary to Board of Directors, First National Bank & Trust, Kalamazoo.

Lloyd E. Bastian '56 named assistant chief mechanical engineer, Libbey-Owens-Ford Co. glass engineering dept.

Donald L. Button '56 named Kalamazoo branch manager, First National Bank & Trust.

Leslie E. Robinson '57 promoted to secretary and vice president, General Gas Light Co., Kalamazoo.

Ronald Meijell '57 co-owner of new lumber firm at Iron Mountain.

GOW '55 REINEL '59

Robert D. Ash MA'58, Sp.'63 appointed superintendent, Carrolton Twp. schools.

Richard Day '58 named associate director, National Alliance of Businessmen in Battle Creek.


Robert P. Howe '58, MA'65 named principal, Chippewa Hills High School.

Clyde E. Minor '58, MA'66 appointed deputy superintendent and ass't. superintendent for personnel, Highland Park Schools.

Ted F. Lenhardt '58, president of Ag-Tec, Inc., a St. Joseph-based maker of low volume crop sprayers; recently merged with Stokely-Van Camp, Inc., food processing firm.

Mrs. Mabel Jeffers Spear '58, MA'61 listed in "Outstanding Elementary Teachers of America"; a teacher 30 years, last 15 in Lakeshore Schools.

Cornelius Eringaard '58, MA'62 assistant professor, Ferris State College, received doctorate at Ball State Univ.

Richard E. Chormann '59 named senior vice president, operations and control, First National Bank & Trust, Kalamazoo.

Michael M. Duff '59, MA'68, named principal, Douglas Elementary School, Holland.

Lester Wolfe '32, Cape Coral, Fla., recently donated 118th pint of blood to Red Cross clinic.
Mrs. Laura Pohlman ’59 named psychiatric social worker, Gratiot County Mental Health Center.

William E. Barber ’59, MA’65, associate prof., psychology and law enforcement, Delta College, received Ph.D. from Michigan State Univ.


Roderick C. Halsstad MA’59 named principal, Benton Harbor High School.

Donald E. Howell ’59 elected vice president, North Carolina National Bank, Charlotte, N.C.

Dr. James J. Egan ’59 named vice president, New Products Div., Martec Corp., Los Angeles, Cal.

Mrs. Maxine Brule ’59, MA’64, Coloma Elementary School principal, named “Top Educational Leader,” Region 5, Michigan Education Assoc. of Elementary School Principals.

CUTLER ’59


John E. Flower ’59 named director, advertising, at National Enquirer Advertising Corp., New York, a subsidiary of National Enquirer weekly newspaper.

Dr. Jack A. Nottingham ’59, MA’64 appointed to Georgia Southwestern College, Psychology Dept., faculty.

‘60-’64

Constance J. Bartlett ’61, MA’70 promoted to assistant vice president, director of personnel, American National Bank & Trust, west Allegan office.

Mrs. Roberta Spotser Cheney ’61, MA’62, head librarian, Elma Powell Library, Kalamazoo, named “Michigan Librarian of the Year, 1972.”

Dr. Leslie H. Cochran ’61, MS’62, Central Michigan Univ. associate dean, School of Fine and Applied Arts, given National Service Award of Industrial Arts Div., American Vocational Assoc.

Dr. Donald G. Pica ’61 joined staff of Twin Falls (Idaho) Clinic and Hospital; recently completed residency at Henry Ford Hospital, Detroit.

Lowell G. Thomas ’61 promoted to administrator, continuing education, Midland School District.

Harold M. Cook ’62 appointed director, vocational education for four school districts, St. Clair County, northeast section.

David Dagley ’62 named principal, Hart High School.

Larry Stewart ’62, new president, 1,085 member Ann Arbor Education Assoc.


Donald G. Clark ’62 appointed to English faculty, Jackson Community College.

William Ortlieb ’62 promoted to asst. vice president, Bank of Lansing.


Herbert P. Smith ’62 named Michigan U-P & Wisconsin Dist. manager, Kentucky Fried Chicken Corp.

Thomas M. Wall ’62 named sales manager, WJRT-TV, Flint.

William R. Cole ’62 promoted to senior commercial loan officer, First National Bank & Trust Co., Kalamazoo branch office.


David B. Wirt ’63 vice president and personnel officer, First National Bank & Trust Co., Kalamazoo, assigned expansion responsibilities in First National Financial Corp., which controls chain of banks.

Daryl Lucas ’63 of East Grand Rapids, asst. vice president, Michigan National Bank, chosen “Mr. National Ambuc 1971-72” at recent nat’l. convention.

Ernest Kortering ’64, MA’63 of Zeeland, chosen for “America’s Outstanding Elementary Teachers for 1972.”

Robert J. Noga ’63 named publisher of Lewisville Leader (Texas) newspaper after five years as circulation manager, Ypsilanti Press.

Robert B. Pratley ’63 named principal, White Pigeon High School.

Sharon A. Ratcliffe ’63 received Ph.D. from Wayne State Univ.

Lionel Stacey MA’63 named superintendent, Dowagiac Public Schools.

Mike J. Maurer ’64 promoted to superintendent, production engineering, Tiffin, Ohio plant of Hayes-Albion Corp.

Stephen M. Ostow ’64 graduated from Stetson Univ. Law School and admitted to Bar in Florida.

STACEY ’63

Mrs. Elizabeth I. Pratley ’64, Battle Creek teacher, elected president, Calhoun County Reading Council, 1972-73.

Frank H. Bentz MA’64 named director of Alumni Affairs and Development, WMU.

Roderick C. Halstad MA’59 named superintendent, Eaton County.

Donald E. Howell ’64 promoted to senior commercial loan officer, First National Bank & Trust Co., Kalamazoo branch office.

William Theisen ’64 in charge of sales and service for Priebe Bros. Oil Co., Benton Harbor.

Elliot Uzelac ’64 named football line coach at Univ. of Michigan.

John Wittenberg MA’64 named Social Services Director, Eaton County.

Leslie H. Whitver ’64 named general foreman, #44 mill, Plate and Alloy Div., U.S. Steel South Works, Chicago.

‘65-’69

Michael W. Towson ’65 promoted to vice president, Continental Illinois National Bank & Trust, Chicago.

Thomas C. Edens ’65, MA’66 received doctorate from Michigan State Univ.

Owen W. Moon ’65 admitted to Michigan Bar Assoc. in Van Buren County.

Richard Ziegler ’65 named administrative asst. in charge of Corunna Junior High School.

Jerry C. Gephart ’65 named professor in Communication Dept., Boise (Idaho) State College.
R. Gordon Reinel '59, MA'65 elected president, Michigan School Social Workers Assoc., 1973-74; is a school social worker, St. Joseph County Intermediate School Dist.

Donald T. Stauffer '66, MA'68 received doctorate from Univ. of Arizona.

Robert C. Dixon '66 promoted to dealer sales manager, Detroit Sales Div., Whirlpool Corp.

John T. Kearns '66 named ass't. trust officer, Detroit Bank & Trust Co.


A. Wayne Klump '66 promoted to ass't. vice president, City Bank & Trust Co., Jackson.

Clifford D. Sibley MA'66 promoted to principal, Wilson School, Port Huron.


James A. Doughlass '66 joined Boise (Idaho) State Col. art faculty.

Charles E. French '66 named manager, marketing budgets, Kellogg Co., Battle Creek.

Gregory B. Penix '66 named Hanover-Horton High School principal.

Dr. Suzanne J. Foster Stock '66 appointed to George William College (Downers Grove, Ill.) math faculty.

Roy Sundstrom MA'66 received Ph.D. in history from Kent State Univ.

Robert K. Ross '66, MBA'69 named Marketing and Media Director, E. W. Baker, Inc., Detroit, advertising agency.

E. James Harkema MA'67 named head football coach, Grand Valley State College.

Urban A. Fisher '67 named director of quality assurance, Diesel Equip. Div., General Motors Corp.


Miss Leslie J. Lampen '67 named to Ball State Univ. Women's Physical Ed. Dept. faculty.


David Hosfakker '67 named principal, Gerrish-Higgins High School, Roscommon.

Dereck Marshall '67, MA'69 named administrator, Community Hospital, Douglas, Mich.

Richard E. Priehs '67 appointed Di- rector of Student Activities, Delta Col.

Robert B. Brent '67 named first new federal probation officer at Grand Rapids in 15 years.

Frederick S. Kirkpatrick '67 promoted by First National Bank & Trust to trust officer.

Harold Kranski '67, MA'69 named director, Alton Public Schools co-op program.

Dr. Faith Boyne Preib '67 appointed to Lake View Community Hospital, Paw Paw, as staff osteopath.

USAF Capt. Harold L. Reigle '68 received regular USAF commission on Guam while serving in reserves.

Vernon P. Saper '68 admitted to Michigan Bar Assoc. at Grand Rapids.

R. B. LaHuis '68 elected treasurer, Centennial Corp., Grand Rapids.

John E. McKillen '68 named loan officer, Dearborn Div., Manufacturer's Bank.

Donald Pahl MBA'68 promoted to general office manager, Cherryland Rural Electric Co-op Assoc., Traverse City.


James D. Reisinger '66, MBA'68 received "Outstanding Service Award" from Washita County Assoc. of Life Underwriters.

Charles Spence '68 named marketing specialist, pre-paid health care program, Northside Family Health Center, Kalamazoo.

James L. Ball '68 of Washington, received Juris Doctor of Law degree from American Univ.

Robert W. Shea '68 promoted to investment officer, Manufacturer's National Bank, Detroit.

David J. Richards '69 named treasurer, Moore Electrical Services, Inc., Kalamazoo.

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

Dennis J. Butera '69 promoted to senior sales rep., Scott Paper Co.

Ed Brown '69 named president of new Livonia auto sales agency for only rotary engine car now available in U.S., the Japanese-made Mazda.

WILLET MA'66

MARKOFF '68

Richmond J. Hawkins '69 named manager of a branch bank, National Bank of Detroit.

David J. Sluyter MA'69 named part-time director clinical services, Calhoun-Branch Counties Community Mental Health Services Board; is also director of behavioral treatment, Coldwater State Home & Training School.

Dennis A. Swan '69 named main office manager, American Bank & Trust, St. Johns, Mich.

Parker J. Plitz '69, MS'70 appointed to Bay de Noc Community Col. faculty.

James Disette, Jr. '69 named acting director, South Haven City Parks & Recreation Dept.

'70-'73

David D. Van Arsdale '70 commissioned USAF 2nd Lt.

Sylvia Bankston '70, MA'71 named coordinator of student activities, Kellogg Community College.

Allan P. Chrenka MS'70 new director, Business and Education Coordinating Council, Genesee County.

Dale Sevig MBA'70 promoted to trust officer, Southern Michigan National Bank, Coldwater.

Richard O. McPartlin '70 named di-rector, Kalamazoo County Citizens' Probation Authority.


Bruce Vaillancourt MBA'70 named Kroger Store manager, Petoskey.
Ronald L. Kopka MA '70 named principal, Park Community School, Three Rivers.

Wyndell H. Macon, Jr. '70 named city personnel technician, Battle Creek.

Mrs. Janice Park MSL '70 named new head librarian, Charles A. Ransom Library, Plainwell.

DR. SWANSON '71 DR. HANSEN '71

Leon E. Rymers MA '70 promoted to technical director, Port Huron Paper Co.

James K. Williams '70 promoted to sales program administrator, General Telephone Co.

Ellen Fulcher MA '71 appointed to psychology faculty, Bay de Noc Community College.

David Harding '71 named coordinator of new program by Ohio Univ. and Chillicothe, Ohio to provide law enforcement technology training to police in that area.

Charles J. Shreve '71 appointed to Northern Mich. Col. counseling staff.

Joe Pinnick MBA '71 named manager, audit planning and analyses, Gerber Products Co., Fremont.

Ramir C. Gonzales '71 named admissions counselor, Delta College.

Robert J. Alex '71 commissioned as USN aviator ensign.

Dr. Robert L. Hansen Ed.D.'71 named superintendent of Colon Schools.


C. Terry Hartlerode '71 promoted to asst. controller, Inter-City Bank, Benton Harbor.

Michael J. Schmidt MS '71 named as counselor by Michigan Thumb Area Catholic Family Service.

Lynwood J. Sova MA '71 named director of employee programming, Contractors & Suppliers Assoc. of West Michigan.

Calvin C. Wheeler MA '71 received Ph.D. in urban education from Michigan State Univ.

Charles H. Webb MA '72 named director of Planned Giving, Spring Arbor College.

Perry L. Hawkins '72 named head of Muskegon Public Schools Community Ed. Dept. program, Nelson School Region.

Mrs. Nellie McGee '72 appointed to Student Affairs Div. staff, Grand Valley State College.

Stephen D. Sneed MA '72 named academic counselor, Lawrence Univ., Appleton, Wis.

Stephanie C. Perentesis MSL '72 named assistant cataloger, Beeghly Library, Heidelberg College.

Stephen R. Lehman MA '72 named alcoholism counselor for Kalamazoo area, working with area courts.

Lynda Donohue MSL '72 joined Library of Congress staff as cataloger.

George R. Baker '72 named new police chief, Constantine.


Dave Danforth '72 named asst. director, Sandusky, Mich., Head Start Program.

Dr. Paul Heath Ed.D. '72 appointed vice president for instruction, Kellogg Community College.

Frederick J. Latimer MA '72 named director, Troy's Project Change, drug counseling center.

DR. HEATH '72 DR. PELKEY '72

William C. McNiel '72 named area extension 4-H youth agent for Sanilac County.

Dr. Edward L. Pelkey Ed.D. '72 heading new federally funded Career Education Development Project for Muskegon schools.

R. Scott Wagner '72 of Owosso, named District Scout Exec., Shiawassee County District.

Dennis P. McCarthy MA '72 named Director of Admissions, Glen Oaks Community College.

In Memoriam

Clarence DeVries, att. '09-'10, at Grand Rapids.

Mrs. Iva V. Boyer TC '12, at Schoolcraft.

Winfred Heffernon TC '13, at Kalamazoo.

Walter E. Thorsberg TC '15, at Essexville.

Burnell E. Weirick, att. '18-'19, at Vicksburg.

Mrs. Elsie Bent Brown TC '19, at Alma.

Charles S. Nichols '21, at Kalamazoo.

John A. Henderson '23, at Trenton.

William C. White LC '24, at Kalamazoo.

Christian G. Jacobs '25, at Battle Creek.

Virgil A. Altenburg '27, at Kalamazoo.

Wallace Ridgley '28, at Adrian.

Guy V. Houston '28, at Flint.

Mrs. Anna Stark Samson '30, at Grand Rapids.

Roberta E. Densmore '32, MA '57, at Sturgis.


Jean Keate '35, at Saline.

Velma Varner '37, at New York.

Helen S. Birmingham '38, at Lansing.

Mrs. Laura B. Courtade Mathews '43, at Charlevoix.

Mrs. Geraldine Gordon Boyce '47, at Pontiac.

William A. Tomlinson '47, at Kalamazoo.

Jay Formsma '48, at Livonia.

Mrs. Elizabeth Cunningham '52, at Detroit.

Thomas E. Koschtial '53, at Royal Oak.

Mrs. Dorothy Volkema Zandbergen '58, MA '61, at Grand Rapids.

Cassius M. Smith '65.

Sydney L. Swanton MA '60 of Greenville.

Norman C. Young, att. '65-'68, at Albion.
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
Seil 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. Gullino '66, Washington, D.C.
Mildred Swanson Johnson, Muskegon
John Kreidler '50, Kalamazoo
Donald E. Thompson '71, Flint
Norbert F. Vandersteen '53, Palatine, Ill.
Philip Watterson '32, Ada
Rosanne Gorman 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

James Foster '65
Director, Annual Fund

New Life Members, Alumni Association

Jerry R. Brown '67
Olivet, Mich.

Frank G. Craig, Jr. '71
Battle Creek, Mich.

Paul A. Daniels, Jr. '66
Charlottesville, Virginia

E. Catherine Wray Emley '37
Berea, Ohio

William E. Haase '71
St. Clair Shores, Mich.

Robert W. Hannah
Kalamazoo

Lois Rheingans Huntington '26
Pompano Beach, Florida

Henry A. Matheson '71
Galesburg, Mich.

Thomas J. McGoff '71
Schoolcraft, Mich.

Jon L. Simpson '65
Kalamazoo

Jack M. Slater '71
Farmington, Mich.