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Our University

Why does higher education require any specific number of hours for a baccalaureate degree?

Does something more than custom or personal convenience dictate the length of classes?

Are all the courses now required essential? Do they really enhance the student’s ability to cope with the personal and vocational challenges that he will meet for the rest of his life?

Should college credit be granted in terms of hours, courses, by examination or possibly in some other ways? Is the total curriculum of Western Michigan University, or any other university, unduly reflective of the interests of the faculty members?

Is increasing emphasis on graduate education supported at the expense of the undergraduates? Is it primarily the result of society, more specifically students, or is it a consequence of faculty interests? Are we meeting the needs of the preponderance of our undergraduates? Are we meeting the singular needs of the minority group students?

Has the emphasis upon research resulted in a concern with trivia fostered by false academic values? Are we making full, fruitful use of the specialized knowledge and talents of faculty to meet the broader needs of undergraduate students?

These are some of the fundamental questions I posed to our faculty on October 30, 1969, in a State of the University Address. Clearly I was saying our academic traditions cannot and should not be regarded as sacrosanct.

The University Committee on Undergraduate Education established at that time, has made its report and much change is recommended, but I'm not satisfied that even with substantial implementation of the CUE Report, we shall have fully come to grips with the basic and fundamental issues raised in the above questions.

The real revolutionary changes in higher education still lie ahead of us for, like it or not, our traditional educational requirements, admission practices, and curricula are in too many instances anachronistic. Consideration should be given to whether we should shorten the length of time needed to complete a baccalaureate degree; admit young people from high school into college at an earlier age (possibly combining the senior year of high school and the first year of college); redo the content, purpose, and many of the inordinately and increasingly lengthy curricula requirements.

We were brave enough to pioneer in the matter of structure when we established a system of year-round operation which has now become possibly the most efficient and effective year-round operation in the nation. Credit for this success is due to the planning, work and enthusiastic acceptance of the new system by both faculty and students. Now we need to be equally brave and innovative in the programmatic aspects of our work.

James W. Miller
President
From Speech to Communication

Here is some of the basic thinking beneath the curricular changes taking place in the Department of Communication Arts and Sciences. It comes to these pages because of a statement I made in a report to the Board of Trustees last May, 1971. Editors of Western Michigan University Magazine expressed interest and asked me to follow it up.

In explaining the nature of our discipline I said the psychologist Pavlov called language the second signal system. Eyes and ears and the rest of our sensory system respond automatically to stimuli. And indeed language at its lowest level does also. The scream of the crowd at a football game and the cry of the baby for milk is automatic. But at all other levels of the use of language the word becomes a commentary on experience. "I am angry" is a significantly different level of awareness than is "Pig!" The "I" becomes an object unto itself in the former utterance, in the latter the speaker is at least partially unaware of his behavior.

The difference is of the utmost importance. Basil Bernstein, a British student of language development, notes that children who do not take to the academic discipline of school, in the main, do not because their culture and home environment have failed to teach them to make comment on their sensory experience. They are trapped at the lowest level of language expression. They have no mirror; they cannot talk to themselves. They cannot think in the language system required for interaction with other people.

It is this kind of awareness and concern that directs our programs in the Department. But we did not come by the route I have just outlined. We came to where we are by a series of events directed by a gradually changing perception of the important uses of speech.

What are the uses of speech? There are many but they divide into two large categories, public and private. Historically, beginning with the Athenians, we have taught speech as an instrument of public utility. Thus we have taught public speaking, the oral reading of the page, the speaking and the acting out of the lines of a dramatic scene, and in recent years the uses of mass media. The teaching of speech has thus aimed at two goals. Make the speech convincing and/or make it entertaining. The arena for speech education has been for centuries the training of students for the public situation. We have, of course, always known that people speak privately much more than they do publicly, and that they have more fun and get into more trouble privately than they do publicly. But, ineffective speech does not really call attention to itself until it is made public. Perhaps that is why private speech has been ignored so long in the speech profession.

This article was written by Dr. Charles T. Brown, Professor and Chairman, Department of Communication Arts and Sciences; Director, Center for Communication Research; and a faculty member since 1948.
In any event, within the speech profession itself a movement started in the 1930's that began to break down the definition of significant speech as that which pertains, exclusively, to the public performance. It came in the development of the "discussion" course. For centuries we had trained students how to debate, to contest with one another. The discussion course was designed to teach students how to explore together. The first course was marked by two things. It was still public in concept: we taught students how to talk in a group (a panel) before an audience. And two, they were taught to talk cooperatively. The course came into being at the same time John Dewey's five steps in problem solving were on stage in educational thinking. Theoretically the speech discipline conceived of discussion as the appropriate tool for getting at a felt need, defining it, exploring it, and suggesting possible solutions. Step five, selecting a plan of action, was conceived as the proper role of debate.

Business, industry, government, churches—all institutions—have used conferences to talk out and decide courses of action since men first learned to work together, "and the king called his people to council." Once the college taught a course in discussion, speech professors were called in as organizational consultants. This was probably the critical hour in the speech profession. Problem solving discussion groups do not talk in public, except on rare occasions. The teaching of discussion gradually moved into a study of the dynamics of group interaction. And when one gets into this he gets to the "hidden agenda."

1 Academic exploration of discussion, in the speech profession, evolved out of the request of the leaders, among midwestern farmers, for organizational help in the Depression of the 1930's. The speech faculties in the land grant colleges responded to the request.
In short, people have their personal prejudices, emotions, and their ego needs that direct their thinking in group decision making. Only as one is able to read the unsaid can he know how to function so as to facilitate cooperative and efficient group action. But to read the unsaid requires knowledge of the nonverbal. So speech gradually became interested in an analysis of the way the meaning of a word is shaped by its attending nonverbal cues.

Moreover, once one begins to make this kind of study he recognizes that speech exploration cannot really go very far before listening behavior comes under scrutiny. Indeed, almost all the speech research under the heading of persuasion is a study of listening behavior, for in fact the only test of good speech is that of the impact.

At the same time these changes in interest and research had been taking place within the speech profession, under the label of small group research, the "human potentials" movement, quite independently, had been evolving with sometimes parallel concern.2

He who desires to be sensitive has to listen. To listen to another as he desires to be heard is to develop the capacity to feel like the person speaking. The "human potentials" movement under a variety of philosophies and methodologies has focused upon the objectives of personal growth, interaction analysis, and group task achievement. Still further, in these same years, the social psychologists as well as behavioral scientists in a variety of disciplines theorized and developed research bearing on the interaction of people in groups. The discussion movement evolving in and out of the Depression has developed and borrowed much from all these movements, as it has from general semantics and feedback theory. The inclusion of these wider perceptions of communication, at the time speech professors began to be retained as communication consultants, has led us not away from performances but certainly into an area which may rightly be called private speech. And that gets us to the second great use of speech.

The second purpose or function of speech is the evolvement of self identity. How do we reason this? Language, the second signal system, as we have noted, is essentially— as it becomes sophisticated—a commentary on the user's experience. All of education, all of insight, all maturing is an increasing of the power to explore the meaning of what one has said. Wittgenstein has said, "the limits of my language are the limits of my world." One might conceive of the growth of awareness or consciousness as the development of a series of concentric circles with an increasing radius. Each circle is a language for saying something about the circle encompassed by it. One cannot expand when he cannot say anything about the largest circle he lives in. Exploring is trying to see why one has said what he has said. In the abstract this may seem to go no place. An example: John Lilly, the man who "taught dolphins to talk," did not make headway so long as he operated from the assumption that the dolphin was an animal just responding automatically to the experimenter's reinforcement.

2 The "human potentials" movement includes: T-groups, mostly concerned with the way emotions affect group output; Human Relations Training, mostly concerned with the effectiveness of industrial and business leadership; Sensitivity Training, focusing upon the expanding of one's awareness; Encounter Groups, concentrating on "here-and-now" feelings in the group as does the T-group, but also allowing members to discuss their personal problems outside of the group; Humanistic Psychology, centering on the role of openness and trust in human maturation; Religious and Mystical Training, emphasizing the meditative techniques of Eastern religions and Martin Buber's analyses of the role of human relationships in human growth.
Once Lilly said to himself, "Maybe the dolphin is playing games with me" he increased his power to talk to himself about his interaction with the dolphin. So exploring, knowing, growing, is a process of becoming aware of one's assumptions—changing a meta-communication system into a communication system—shoving back the walls of ignorance. It happened to me just now in a small way. I wrote the word ignorance. Then noted that "ignorance" is "ignoring" what was there to see.

But if one will be aware of the personal significance of shoving back the walls of ignorance he notes that what he is doing is increasing the sharpness of his own identity. "Who am I?" "What am I doing here?" "What can I do well?" "What is the significance of what I do?" The Greeks long go went through all this, arriving at the conclusion that the object of education was to "know thyself!" It is not that the unexplored life is not worth living—from a utilitarian point of view. The person who plods along, eating, sleeping, doing eight hours of work a day is socially useful. But he feels little sense of significance. He cannot celebrate life because his is a drudge. He has not been trained to examine his assumptions and so his thinking is locked in.

It is as if, given the gift of language, we must use its power or lose the joy of existence. And the joy of existence is not just the expanding awareness like the fattening of one's bank account. It is the exhilaration, the sheer childish joy of identifying for a split second with a new view of the scenery as one makes the turn on the trail. Abraham Maslow the late humanistic psychologist has called these moments "peak experience." Others have called them transcending moments. They are the times we are out of ourselves, caught up in being the other. Expanding is much more than analyzing, tearing an idea or thing apart and putting it back together again. It is basically

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3 The Greeks did not have an identity problem as we do today. Their gods were created in the form of man. But the eventual results of that (development of science, technology, and the consequent alienation) belong to later history. The Greek "unexplored life" was unconscious, not alienated.
a relating process, a process of identifying oneself with another person or a thing, or idea. It comes from the power to become, in the shift of attention, unconscious of oneself, to explore the other as if one were the other. I doubt if Christ was moralizing when he said one has to lose himself to save himself. He was “commenting” on his awareness of the significance of those moments when he lost himself in the other and thus developed a relationship upon returning to selfconsciousness that gave him the deep feeling he belonged to something more than himself. The most important role of language then is its “I am—” capacity to take oneself out of his alienated self, to give him an identity in a world in which he belongs.

This raises the question: how does the identity function of language work? It is drama, a deed, an act that takes place between two or more people. It takes two to tango and also two to talk. Jean Paul Sartre has noted “I can not know myself except through the intermediary of another person.” One cannot know what he means all by himself. Caught behind our eyes we cannot see our face without the aid of a mirror. Similarly, since existential meaning—the meaning of one’s life— if found in relationship, the meaning of any statement, is found only as it is responded to by another person. If nobody reading what I say here can make any sense of it I must know the fear and loneliness of having no meaning.

But since the mirror that responds has its own properties and thus responds not only to me but for itself, I must know the mirror in order to know what of the response tells me about me and what of it tells about the mirror. Thus the importance of listening.

If one will look at the communication process from a developmental point of view, this is what he sees. The baby that learns and develops easily is listened to by the mother. Having been listened to he imitates and listens to another. The mother does not need to initiate speech; the human baby initiates its own babbling. The mother initiates the listening process by listening and reinforcing those sounds the baby makes that the mother loves—for instance “ma-ma.” He who has been listened to learns to talk his mother’s language and to listen as his mother does. That is a book in a paragraph and one substantiated by cross-cultural research around the world in recent years, sponsored by the United Nations.

In brief this is the story of the changes in the thinking of the profession that has led us from a speech department to a communication department. The American Speech Association, in 1969 became The Speech Communication Association. The thinking that led the discipline from speech to speech communication was philosophical, psychological and research stimulated. But the art of performance is esthetically oriented. While there is no division between art and science, each best when it partakes of the other, some professors conceive of themselves more as scientists, others more as artists. Thus we at Western settled for the name: The Department of Communication Arts and Sciences, something of a mouthful, to be sure.

In these changes within the profession and our own department the role of public speaking, whether on or off media, interpretive reading, and dramatic production is not lessened. It is strengthened because the student brings to the performance a greater awareness of his needs and his impact. It is enriched by a deeper understanding of what we do when we speak and listen, ensuring less “dumb show and noise.”

What, then, are the boundaries of speech communication? It is performance, but more. How much more? Speech communication implies an understanding of the role of speech in the growth of a person. Concerned with man it crosses over into all the disciplines studying man: biology, physiology, neurology, English, language, linguistics, political science, psychology, sociology, anthropology, philosophy, history, the arts, and all the pathologies. But it is concerned with language maturation, not language pathologies. By its very nature communication is a sprawling discipline. Sharing the knowledge of many disciplines, it delineates its boundaries by its focus: the spoken word of the maturing person.
Up With Technology

A dramatic shift in instructional methods and the adoption of newer technological media give to Western Michigan University students of today, something not commonly experienced by students of only a few years ago. Today, it could happen, with some astute planning, that a student would not be the beneficiary of modern technology as it is applied to instruction. But it is unlikely.

The utilization of technology at Western in its many variations, is organized through the Division of Instructional Communications (DIC). Not only does the Division provide such time-honored materials and equipment as projectors, slides, instructional films, graphs and maps; it has available for instructional purposes some of the latest and most highly sophisticated instruments and procedures.

Television in today's world has an interesting variety of applications; it can be an electronic baby sitter, a choice seat for an athletic event, an escape from reality, but to Western students it is something more. It is class! Television has been around at Western for more than a decade, but there are few who realize its scope. During the academic year just past, it served, in one way or another, 98 different courses. Its uses run the gamut from very heavy and dependent to sporadic and casual.

One of the widest and most appropriate uses of instructional television is in the Arts and Ideas course of the College of General Studies. This course, the Undergraduate Catalog points out, "explores the relation between form and content in the 'Arts of the Twentieth Century in an attempt to help students achieve a more conscious and appreciative awareness of what it means to be human in the modern Western World." It's quite a task to explore all the Catalog suggests and there are about 2,000 each semester who seek to do it. The instructors come from all around the University. All are not necessarily equally adept at presenting all facets of the course and are not equal to every task which the course requires. For example, assume that an expert in architecture is teaching a section in which he feels competent and at ease until it comes to the portion dealing with modern music. It could just be that he's tone deaf and therefore hasn't a deep interest in music. That's where television can step in and help him do a job. On the other hand, someone well versed in music and an artist so able that when he performs could "bring down the house" might not have much insight into the architecture of the place he has hypothetically razed. Television is just the thing for him when the course turns to architecture.

The Arts and Ideas course is served with forty videotapes presented in accordance with a schedule prepared by the Executive Committee for the course. There are tapes on such subjects as Black Poetry, Sculpture, Man and Technology, and Le Corbusier, giving the instructor a wide spectrum of source materials and aids in presenting a particular segment of Arts and Ideas.

Where do the television tapes come from? Most are produced in Western's television studios, where more than three hundred videotape recordings were made between September 1 and April 15, the last academic year. Not all represent fully scripted, fully produced programs. Some are routinely produced interviews or self-confrontation activities. The so-called self-confrontation programs involve viewing oneself on television in some activity or performance. Students and instructors alike benefit by observing their own behaviors in group discussion. These tapes are rarely preserved.

Dr. Charles M. Woodliff, a member of the Western faculty since 1967, Director and Professor, Division of Instructional Communications is the author of the accompanying article.
Many television tapes are recorded from off-the-air broadcasts. For the most part these are recordings of television network documentaries utilized in classes at a more convenient time. A 10 o'clock-at-night documentary, for instance, can be recorded and played the next day for an 8 o'clock class, providing a common experience from which discussion and debate can arise immediately and naturally.

As mentioned before, Western produces many of its own videotapes. Arts and Ideas may ask the course's Executive Committee for a lesson built around the contemporary works of Black painters. Production wheels are set in motion. A Black artist is brought to the campus to deliver a lecture and meet with students. In the course of his visit, much material can be recorded. The producer of the lesson, from DIC's staff, works with the people from the course and with the visiting artist. The lesson is put together exactly like any television program. It involves gathering of materials (pictures, film loops, etc.); the creation of materials by DIC staff (sketches, 16mm film segments, charts, sets, etc.); the writing of a script; either finding appropriate music or having original music composed; it involves hours of rehearsals and many professionals and students in the actual taping. When it is completed—and it can be a complex process involving re-recording and inserts in various portions of the program—it is critiqued. Evaluation is a cooperative activity which includes students, television people, and Arts and Ideas instructors. The result—a program which may be better than what one person on his own can do in the classroom.

The above kinds of activities are carried on for many courses, with each having its own way of utilizing television. Western has avoided turning over whole courses to a single person to put on television. For the most part television utilizes the best person available for each lesson. The success of certain projects is often related to the nature of the course, not necessarily to instructional mode. Efforts are continually made to improve courses as outdated programs are redone or ways are sought to make better programs.

Television at Western is ubiquitous, as statistics bear out. There are more than 8,000 student stations in upwards of 200 wired rooms. Not all are in constant use, of course. We do with about 150 television receivers in a dozen buildings served by a half-dozen channels. Last year more than 4,000 separate playbacks of videotape programs were made to these facilities.

Television is also used by students studying for broadcasting careers. Much of their learning is on-the-job training as they learn (in tried and true fashion) by doing.

But television is not all! Imagine being able to listen to audio tapes of a Greek drama at 3:00 a.m.! Or practicing your shorthand by having the dictation piped right to your ears whenever you were in the mood or had time. These and many other options are available at Western through the Multiple Audio Distribution System (MAD), an automated tape playback system providing supplementary lesson materials day and night, seven days a week in the dormitories and at other selected locations on the campus. Programs are carried by cable to locations where students check out a set of headphones which are plugged into outlets in the listening rooms.

MAD began programming supplementary lesson material to the WMU dormitories in the fall of 1964 following months of planning and building of equipment. Not only are the aural materials more readily available to the students through the use of MAD, but the system adds emphasis by repetition of some of the material studied in class without taking valuable class time for repetition. MAD is also available for other students who want the opportunity to “brush up” or to learn more about a subject in a non-classroom situation.
Lights! Camera! Action! Shadows and substance are brought into being as aids in classes and other forms of instruction as the Instructional Communications Department turns thoughts and ideas into visual aids. The real proof of effectiveness is measured by the intensity of students, such as these two, when the finished message comes through.

When MAD began programming supplementary lesson material to four dormitories in what was then called "North Valley" in 1964, the system consisted of four channels presenting material for Spanish, French, German, and Communication Arts classes. Now, MAD programming is carried by up to eleven channels. Through a time-sharing arrangement MAD has present program material for as many as 15 courses in one semester.

The programs presented on MAD are selected by faculty members in the courses served. Courses have included both music and spoken material such as foreign language exercises and cultural material, as well as narration, poetry, prose, drama, lectures, discussions, classical music, documentary radio programs, and shorthand practice dictation. The MAD programs are of varying lengths, depending on content. Most are either a little under one hour or a little under two hours in length. A very few are about three hours long. They generally consist of several segments which may be as short as two minutes or as long as an hour or so. Many of the program segments are short enough so that they are repeated several times during each complete program. Printed program schedules given to the students indicate the title and approximate length of each segment.
The MAD programs, normally changed weekly, are repeated automatically every two or three hours, day and night.

At the start of each semester, the instructors of each course on MAD are given copies of the schedule to distribute to students. Master copies of the complete MAD schedule are placed at the reception desks of the dormitories served and in all listening rooms. Cassette copies of MAD programs are made available to instructors so that they may be refreshed on the materials which students are hearing. In the past, MAD listening has been mostly on a voluntary basis; but now several courses are requiring its use by all students. More instructors are devoting greater time and effort to plan interesting programs pertinent to classroom studies.

One of the most successful MAD series in its history was created by DIC's Audio Services under Eli Segal. Called "Theatre of the Imagination" it was a history of radio incorporating whole programs from the "Golden Age" of radio. "Theatre of the Imagination" was created primarily for the General Studies course.

Terminals, sockets, clamps, condensers, tubes and all sorts of electronic gadgets can be most confusing to the average person, but to the technicians who are expert in preparing Instructional Communications material, each has a special meaning and a special purpose. So it is with films as they hang in seemingly interminable rows. But, the producer, the director, the editor and all who participate in the putting together of an instructional film pick and choose with almost uncanny precision just the right frame to make that point.
Criticism of Mass Media, but it was utilized by several other courses. Students who sent in 10c and a box top were given a "Theatre of the Imagination Fun Kit." Readers will be happy to hear that judging from the varieties of box tops that were received, the Western undergraduate has not lost his sense of humor. "Theatre of the Imagination" won the 1971 National Broadcast Media Award for Excellence in classroom programming.

This year MAD expands into the non-course area. Experimentation with non-credit activity into residence halls is underway. The activity is in cooperation with residence hall counselors and student service personnel. The initial program is in the area of sex education for college level students. Also contemplated is a series for college students on drugs.

Along with its instructional projects, the Division provides other services on a local and national basis. Among these activities are:

WMUK, 39,000 watt cultural-educational radio station which broadcasts in FM stereo and is the recipient of numerous state and national awards for excellence of production and programming.

Motion picture services which, in addition to instructional films for classroom work, produces self-contained educational films, makes films for national network programs and has in production "Sense-able Man," a filmic attempt to help us re-establish a relationship with nature, to regain connection with the earth.

Aural Press, the only university operated record press issuing releases on a regular basis, including symphonic and folk music, literature and poetry, some read by the author.

The current activity reveals a new series underway, "American Life." It will help to correct our life style—become a record of our condition. The first release, "Sounds of Poverty," is just out.

Lest the reader be agitated by our seeming preoccupation with technology, let me disclaim by quoting from our 1970-71 Annual Report:

DIC personnel are enormously interested in the use of technology to improve instruction. The advocacy of technological things can appear to others as if they were ends in themselves. We shun what Jacques Ellul calls the "technological determinant." This is not to say that we do not get satisfaction from seeing technological means used well. We do. But these satisfactions are not our ends. Along with most of the University community we are more concerned with the ends related to human progress. Technology for us is merely process, not product; merely how, not why; merely means, not ends.

With DIC's move into the new Dunbar-Friedmann facilities, it is hoped that we can bring to the educational process greater efficiency and higher quality, thereby serving the nobler purposes of the University.
WIDR: Working to Serve and Teach

From the "rat lab" to modern facilities—that is the story of WIDR in its twenty years of existence. In the beginning the student-operated radio station served two residence halls. Draper and Siedschlag, for a few hours a day. Now it serves twenty-seven halls and Nazareth College twenty-four hours a day.

The studios and offices in the Student Services Building seem a long way from the meager quarters of February, 1952. The location was a shack, which had been used for experimentation as a behavioral research laboratory by the Psychology Department, where the Gary Physical Education Center now stands. In the Spring of 1957 WIDR moved into new studios in the University Center, after months in transit in the ROTC quarters. When the Student Center was enlarged in 1964 WIDR was also remodeled and expanded slightly. Aside from minor internal changes, the station remained as it was until the move into its present quarters in February of 1970.

In the early years, a small core of interested and dedicated people kept WIDR alive through many shifts in University supervision, including at various times the Student Council and the Residence Hall Association. Now it has achieved its own identity on the campus, and its staff of seventy students represents many talents and interests.

It seems that throughout the years there have been as many conceptions of the activities of a closed circuit, student operated radio service as there have been students at the University. Actually, the goals of WIDR are continuous and easily explained.

It is true that WIDR, like its commercial counterparts, provides its listeners with informational and educational programming along with musical entertainment. Within that context, however, WIDR strives to provide its listeners with programming that is not available from other stations. While doing so, WIDR creates an operation in which the participating students can learn the art of broadcasting. Both of these goals, but especially the latter, make WIDR significantly different.

Because of the particular interests of the college listening audience, WIDR can gear its non-entertainment programming to the University community with far more depth than a commercial station can and still survive as an entity. Thus programs with and about University officials—not just the President—can be frequently aired. Other unique programs presented recently include forums and discussions about student problems and concerns, discussions about campus organizations, debates between contenders for campus political office, city and campus election returns, broadcasts of campus appearances by prominent public officials and personalities, airing of the selective service lottery, open-line telephone talk shows, and a bi-monthly forum conducted by Western's black students about their special concerns.

During the past several years WIDR has also aired weekly episodes of old radio programs from the 1930's and 1940's. Such presentations provide today's college students with an exposure to some of the radio features that entertained their parents so well but with which they are unfamiliar. "The Shadow" and "The Lone Ranger" were met with especially enthusiastic listener response.

While there is admittedly some duplication of service with local stations in sports and musical presentations, there is uniqueness as well. Because the University is diverse, so too can be the musical presentations. WIDR does not depend upon high listenership at all hours to survive, and so nearly all types of music—from the classics to hard rock and soul—are represented in the station's format.

It is in the second major area, however, where a college station provides an unduplicated service—the training of future radio personnel. Because the students actually manage every detail of the station and its programming, exclusive of the supervision of any academic department, the participants learn all facets of radio broadcasting. A person who desires to learn any part of broadcasting—disc jockey, newsman, sports broadcaster, commercial salesman, programmer, copy writer, manager—can do so while taking part in the operations of a "real station."

by Dr. Rayford B. Kuykendall
Edward Martelle
Matthew E. McLogan
While the classroom and the broadcasting school have their places, the sheer practical knowledge learned from an operating station simply cannot be duplicated. Thus the students who learn broadcasting at WIDR not only bring obvious benefits to themselves but reflect credit on their alma mater as well.

Few other student organizations at WMU attach as much importance to its alumni as does WIDR. Since the station trains as well as serves, WIDR judges its own success by the success of its alumni. To keep track of them—and WIDR’s success—Mrs. Susan (Stretanski) Malley, the station’s Alumni Director, works closely with the University’s Alumni Relations Department to keep track of WIDR alumni, and to keep the alums informed of changes and activities at WIDR.

A quick run-down of some former WIDR personnel gives an indication of how well the station has carried out its training goal. Because of proximity, former WIDR staffers have saturated the Kalamazoo-Battle Creek-Grand Rapids market, Michigan’s second largest and one of the top forty consumer markets in the country. In Detroit, a larger percentage of announcers and newsmen received their training at WIDR than at any other single source. Many other WIDR staffers are spread throughout the nation; Houston, Portland, Columbus, Gadsden, Flint, Chicago and Denver are but a few of the cities being entertained and informed by former WIDR personnel.

Success and growth have been the history of WIDR. It is hoped that this is one tradition that does not fall by the wayside.

Dr. Radford B. Kuykendall has been Professor of Communication Arts and Sciences at WMU since 1957, and Faculty Advisor to WIDR since 1962. He holds a Ph.D. from Northwestern University.

Matthew E. McLogan is a member of the news staff of Radio Station WKFR in Battle Creek. A 1970 graduate of WMU, he was General Manager of WIDR from 1968-1971. He will receive his M.A. from WMU this Spring.

Edward Martelle is the General Manager of WIDR. A junior, he has been a member of the station staff since 1969.
WMUK, A New Broadcasting Concept

"This is WMUK, in Kalamazoo... Public Radio from Western Michigan University..."

That is one of the station identification announcements used regularly on WMUK since the Spring of 1971. Until about a year ago, WMUK introduced itself as "... the Broadcasting Service of Western Michigan University." Now, if that doesn't sound like much of a change, don't be misled.

In mid-April of last year, an event occurred that has caused changed station identification announcements as well as some changed thinking in general at educational stations throughout the country. On April 20, 1971, two weeks ahead of schedule, National Public Radio, (NPR) the non-commercial, coast-to-coast radio network went on the air with live coverage of the U.S. Senate Foreign Relations Committee hearings on ending American involvement in the Viet Nam War. Then on May 3rd, "All Things Considered..." a daily 90-minute public affairs magazine program began over NPR member stations.

WMUK, as a charter member of NPR, has come face to face with a new broadcasting concept: Public Radio.

Since 1951, WMUK has been serving the greater Kalamazoo area with educational and fine arts programming: classical music, radio drama, lectures, live and taped coverage of important University and community events, the Metropolitan Opera. In short, cultural programming of every description. To this, as a member of NPR, WMUK has added a wide selection of public affairs and artistic programs from national centers of important news and cultural events. Some of the programs regularly carried from NPR on WMUK are: "Firing Line," with William F. Buckley; "Concert of the Week," stereo concerts from the great music centers of the world; "For Love of Music," interviews with contemporary composers, including musical examples of their work; "The National Press Club Luncheons," live coverage from Washington of talks wherein eminent newsmakers of our time vent their sense of humor as well as their spleen; and, of course, "All Things Considered..." and selected coverage of Congressional hearings.

With national coverage to the local community expanded through NPR, WMUK will also further increase local service to the Kalamazoo area by extending daily broadcast hours from 12 to 18 a day, beginning May 1. WMUK will sign-on at 6:30 each morning and sign-off at 12:30 the following morning. Operating from new facilities in Friedmann Hall, WMUK will increase locally-originated programming by adding programs related to student concerns, and more frequent documentary programs on community issues. All of this will be made possible, in part, through the assistance of a $15,000 Community Service grant from the Corporation for Public Broadcasting.

It is important to note that this is increased service, not a reduction or replacement of the many WMUK programs. WMUK is no longer just an "educational" station; it is now a Public Radio station, and this concept charges WMUK with new challenges and new responsibilities. But, this doesn't mean that the station is all of a sudden going to become a programming center for national listening; quite the contrary. It means that WMUK will program for a broader audience to be sure, by bringing events of national concern to local audiences; but it also means that WMUK will be able to make a more dedicated effort to serve the local public by ascertaining needs and programming to satisfy those needs.

As Western Michigan University has grown and changed, so must its broadcasting service. WMUK is in a unique position to bring the University's talent and knowledge to the community, while at the same time seeking to ease some community and University problems by identifying them and opening them up to public discussion.

WMUK should be able to help the citizens of our community come together to participate in the solution of problems and to share in common joy in artistic and cultural accomplishments.
Track Prospects

Western Michigan has won 13 of the last 14 Mid-American Conference track championships and Coach Jack Shaw's squad has a strong chance of adding another crown this spring, despite the graduation of NCAA place winners Jeromee Liebenberg, third in the 3,000-meter steeplechase, and John Bennett, sixth in the six-mile.

Western should again have a team with fine depth. Andy Jugan and sophomore Bill Michaelsen finished one-two in the MAC 440-yard title race last spring and own personal best clockings of :48.0 and :48.5. Mike Fant turned in a 1:52.6 effort to finish second in the 880 and should improve this time with more experience.

Another defending champion is long jumper Kurt Dunn, who soared 29-9 3/4 as a freshman. Returning third place winners are high hurdler Homer Gaines, triple jumper Bill Smith and javelin thrower Dave Kiser.

Gary Harris, a two-time cross country All-American, missed last track season due to illness. As a sophomore in 1970, the Kalamazoo product was runner-up for both MAC mile and six-mile honors. He owns personal bests of 4:07.1 and 29:01.3 over these distances and holds the school indoor mile mark at 4:07.2.

Joining these veterans is freshman Jeff Parks of Dayton, O., one of the top prep athletes in the Midwest. Parks, a 6-4, 215-pounder who played split end with the frosh football squad, has a personal best of :13.5 in the hurdles and has gone 24-4 1/2 in the long jump and 48-6 in the triple jump. He finished third in the highs and long jump at the highly-regarded Golden West prep affair.

The jumping area will be further strengthened by the return of Rob Mack, the MAC runner-up in 1970, from illness. Andy Peck returns to school after a year's absence. He qualified for the indoor nationals in the high hurdles.

He, along with Parks, Gaines and Mark Breest should form one of the top shuttle hurdle relay teams in the nation during indoor competition.

Other field events standouts include pole vaulters Larry Robards and Mike Colasanti. The former has cleared 15-11 1/2 indoors. Dave Evaul, a junior, emerged as a 6-9 high jumper last year and should improve this since he will no longer have to also compete in the long and triple jumps in dual meets.

Ken Jackson, the 1970 MAC titleholder, has graduated but it is hoped that his loss in the intermediate hurdles can be compensated for by Greg Stratton, who finished third in the national JC championships with a :53.5 time.

WMU Tennis Outlook

The Broncos have finished second in the Mid-American Conference for two straight years and should have another strong showing this spring. The 1971 squad faced its usual tough schedule and ended with a 3-14 dual mark.

Joining the 1972 squad is John Lamerato, who won a pair of Michigan Class A high school championships. The Hamtramck product transferred to WMU a year ago after spending a year at Northwood Institute.

Lamerato will probably occupy the No. 1 singles spot, this would move Niles senior Jerry Smith down to No. 2, where he should be a more effective player.

Smith and the graduated Rick Westhoff won the MAC doubles title last spring. Lamerato will replace Westhoff on that unit.

Back at No. 3 and No. 4 singles are Pat Birney and Roger Thurman, both defending conference champions, and runners-up for MAC No. 2 doubles honors. Dennis Keith ended fall practice in the No. 5 singles slot and it's a toss-up among several men for the No. 6 jobs.

"In Lamerato, Smith, Birney and Thurman we have our strongest lineup from No. 1 thru No. 4 in at least five years," commented veteran coach Hap Sorensen. "We have eight matches scheduled against Big Ten teams and much will depend on what kind of efforts we get at No. 5 and No. 6 singles plus No. 3 doubles."

Toledo has taken six straight MAC championships but a balanced 1972 meet is forecast with the Rockets, Broncos, Miami and Bowling Green all having good shots at the title.
1972 Golf Prospects
The 1971 Bronco golfers won six of 11 dual meets and finished fourth in the Mid-American Conference and Coach Merle Schlosser has hopes of improving both marks.

"We lost four of last year's top six players but had a fine recruiting year," explained Schlosser. "Much will depend on how our new players develop."

Key holdovers are Craig Vandernoot of Kalamazoo and Jackson's Frank Deptula, who carried averages of 79.2 and 79.5 strokes per round. The latter shared second place at the prestigious Red Fox Tournament.

John Simpson played only six rounds last spring but was a surprising winner in the squad's fall tournament. Ken Balfour and Mark Davis saw no action a year ago but demonstrated during the six-man fall players in the squad's of John Simpson.

Newcomers who are expected to help are Bob Dykema, a Grand Rapids JC transfer who won the Men's City title in his hometown, and Grand Blanc's Steve Robinson, runner-up for Michigan Class A medalist honors in 1971.

Schlosser calls his schedule "even more demanding than it was a year ago." Nine tournaments are on the card including the Red Fox at Tryon, N. C., the Kepler Invitational at Ohio State and the Spartan Invitational at Michigan State.

1972 Baseball Prospects

In 1971, the Broncos had a satisfying 26-14 mark, finished third in the Mid-American Conference and won both the Dolphin Classic and Florida State Invitational Tournaments.

This was accomplished even though graduation took the top three pitchers from Coach Bill Chambers' 1970 club and that slick infielder Harry Shaughnessy signed a bonus contract with the Cleveland Indians and bypassed his senior year of competition.

Vandernoot Simpson

Vanderveld Mierkowicz

Pitching will hold the key to any 1972 success, especially with the graduation of Tom Zahn (6-2) and Brian Sullivan (8-3).

Larry Kulcsar compiled a 4-3 mark a year ago and it is hoped that fireballing Mike Yesh (2-4) can develop into a consistent winner after two years of spot starting duty.

Reliever Bill Lauber (4-1) paced the Broncos with a 1.21 earned run average and saved four games. The fourth hurler at this time is sophomore Dave Rice (1-0, 2.16).

Key holdovers are catcher Tom Vanderberg, who led the MAC batting race for most of the year before ending with a .326 average and 22 runs batted in, and first baseman Bruce Mierkowicz, a good glove man and a .311 hitter. Both were second team All-MAC selections.

Two other infield spots will be held down by part-time regular Felix Skalski (.269) at third, and Greg Geyer (.278) who is equally talented at shortstop or second. Geyer took over the shortstop job late in his freshman year.

The remaining infield slot could be filled by holdover Bob Maus, transfer Tim Hilton from Kalamazoo Valley Community College, or freshman Mike McGee, or Greg James.

In the outfield, speedy sophomore Mark Orr is expected to open in center after seeing some action in right field as a first-year player.

One of the other spots will be held down by Mike Squires, a transfer from KVCC, who according to Chambers "has to play somewhere." Squires won the batting title in the Stan Musial World Series last fall after pacing his JC team with a .492 batting mark. Holdovers Chris Malafouris and Steve Berry will probably contest for the other outfield spot.

Squires, McGee, James, Hilton and pitchers Allen Wade, Steve Rhodin and Tim May comprise what Chambers terms "our best crop of newcomers in recent years." May and Rhodin are currently playing on the freshman basketball squad.

Ohio University has won four straight MAC titles and has to be considered the team to beat. The Broncos and second place Miami should again field strong clubs. WMU plays both of these teams on the road.

1972 WMU Varsity Baseball Schedule

March 26  Spring trip, Florida
April 7  Ohio University
8  Ohio University (2)
14  Detroit
15  Detroit (2)
18  Michigan State
21  Bowling Green
22  Bowling Green (2)
24  at Louisville (2)
25  at Cincinnati
26  at Ball State (2)
28  Toledo
29  Toledo (2)
May 2  at Michigan State
5  at Miami (Ohio)
6  at Miami (2)
8  Notre Dame
9  Michigan
12  at Kent State
13  at Kent State (2)
16  at Michigan
19  Central Michigan
20  Central Michigan (2)
28  Detroit (2)
18  Detroit (2)
15  Detroit
14  Detroit
8  Michigan State
21  Bowling Green
22  Bowling Green
24  Louisville
25  Cincinnati
26  Ball State
28  Toledo
29  Toledo
May 2  Michigan State
5  Miami (Ohio)
6  Miami (2)
8  Notre Dame
9  Michigan
12  Kent State
13  Kent State (2)
16  Michigan
19  Central Michigan
20  Central Michigan (2)

New Life Members
Lief E. Adams '60
Northglenn, Colorado
Jeffrey Bailey '68
Barbara A. Child Bailey '68
Reston, Virginia
Robert H. Barstow '48
Kalamazoo, Michigan
David Lee Bergsma '69
Phoenix, Arizona
John P. Binder '66
Jacqueline K. Packard Binder '66
Plymouth, Michigan
Suzanne Burkholder Cartwright '68
Nashville, Tennessee
E. James Casey '55
Mary E. Snyder Casey '54
Grand Rapids, Michigan
Mary Lou Corbit '63 '67
Cassopolis, Michigan
Stephen J. Cox '68
Sault Sainte Marie, Michigan
Charles R. Dannison '69
Linda L. Silverman Dannison '70
Junction City, Kansas
Richard C. Dickerson '66 '69
Newfoundland, New Jersey
Jane Nolan Dorn '37
Sea Island, Georgia
Gregg William Doby '68
Diane Christine Danison Doby '69
Bloomfield Hills, Michigan
Nolan W. Fischer '69
Vicki C. Fischer '66 '69
Evanston, Illinois
Thomas M. Hamilton '68
Grand Rapids, Michigan
Gary James Iteen '67
East Lansing, Michigan
Sherry Lynn Fraylick King '68
Troy, Michigan
Laurence Komacki '67
Grosse Pointe, Michigan
James W. Martin '65
Carole Jean Horton Martin '65
Stone Mountain, Georgia
Garthanne H. Peterson '68
Omaha, Nebraska
Anthony J. Phillips '68
Quebec, Canada
Carl Rauch, Jr. '68 '71
Battle Creek, Michigan
Clinton E. Ripley '64
Elizabeth J. Strotz Ripley '64
Grand Rapids, Michigan
Floyd W. Salee '69
Evanston, Illinois
Louise Hagge Salee '67
Dowagiac, Michigan
Mary E. Salee '67
Schaumburg, Illinois
David Sayles '69
Barbara Ferner Sayles '68 '71
Jenison, Michigan
Jon Wendell Scott '66 '70
Wheaton, Michigan
J. Christian Seelig '66 '68
Karen Knoska Seelig '64 '67
Paw Paw, Michigan
Ellen Lee Selber '67
Pontiac, Michigan
John L. Sherhart '65
Ann Marie Miller Sherhart '66
Cuyahoga Falls, Ohio
George Theodore Sink '64 '70 '71
Detroit, Michigan
Frederick Staley '64 '66
Pamela A. Moon Staley '66
Tempe, Arizona
Catherine Ann Stanosz '71
Milwaukee, Wisconsin
Rolland L. Tibbits, Jr. '65 '71
Patricia D. Salisbury Tibbits '67
Marshall, Michigan
Paul G. Topolka '67
Patricia Jean Stapleton Topolka '67
Naperville, Illinois
Charles E. Townsend '64 '66
Kalamazoo, Michigan
Peter A. Trimpe '65
Susan Reinbolt Trimpe
Lakewood, New Jersey
Judith A. Lenderink Van Blaricom '66
Big Stone City, South Dakota
Ronald L. Vance '69
Bonnie Joy Elliot Vance '57
Grand Rapids, Michigan
Kenneth H. Warren '70
E. Harriet Bontrager Warren '70
National City, California
Carola F. Hubbard Wellman '64
Grant, Michigan
Virginia Lee Clairmont Wellman '63
Wauwau, Wisconsin
George R. Wytko '65 '68
Sally Ann Bliecke Wytko '66
Battle Creek, Michigan
New Officers and Board of Directors

Alumni Association New Officers & Board of Directors

Three officers and eight Board of Directors positions in the WMU Alumni Association have been filled in the annual election. The new officers are:

President—Harry Contos, Jr., '50, Kalamazoo, engaged in private law practice; director and officer, Kalamazoo County Bar Association; member of various bar associations; also re-elected to Alumni Association Board of Directors to term ending Dec. 31, 1974.

Vice President—Donald A. Burge '52, Parchment; Kalamazoo county prosecuting attorney; member of various bar associations; part-time faculty, Kalamazoo Valley Community College; guest lecturer, WMU; served previous term as vice president.

Vice President—Miriam VanderWeele DeHaan '46, Kalamazoo, homemaker and mother; former teacher in Kalamazoo and Portage; past president, Kalamazoo YMCA; board member, Kalamazoo Area Community Chest Council; presently an Alumni Association board member.

Newly elected members of the board of directors include:

Sterling L. Breed '55, Kalamazoo, counselor, WMU Counseling Center; president, Michigan College Personnel Association; on executive board, Michigan Personnel Guidance Association; state membership chairman, American College Personnel Association.

Seit Lum '56, Kalamazoo, owner of two Kalamazoo area restaurants; active in Rotary and American Business Club.

Lum McKinley

James R. McKinley '66, Allegan, Mich., athletic director, football coach and teacher, Allegan High School; member, Allegan Jaycees.

Anita Y. Rutherford '66, Detroit, speech and language pathologist, Detroit Board of Education; member Michigan Speech and Hearing Association; member Michigan Association for Children with Learning Disabilities.

Peter VanDyken '56, LaMirada, California, secretary-treasurer, Amtec Engineering Corp., Fullerton, active in Boy Scouts; past president, Los Angeles Alumni Club of WMU.

Dr. William J. Yankee '54, executive vice president, Delta College, former psychology professor.

William F. Griffin '89, Kalamazoo, owner of apparel store; was active in WMU Student Association.

Rutherford VanDyken Yankee Griffin

Outstanding Young Women of America

Western Michigan University alumnae continue to bring credit to their alma mater as they gain national recognition for their accomplishments. The 1971 edition of "Outstanding Young Women of America" lists eight Western graduates. The vocations they represent range from high school teaching to research and department chairmanships at the college level. Their avocations vary from volunteer work in ecumenical welfare programs to regional offices for sports programs for girls and women. Some are mothers, others are career women. What they have in common is their desire to help others; to be of assistance to their fellow citizens. Their selection for this honor is a tribute to Western. They are:

Nancy E. Bell '68, Marlboro, Mass., research associate, orientation and mobility, Boston College.

Janet K. Dehn '64, Kalamazoo, director, Behavior Therapy Clinic, Kalamazoo part-time faculty, Behavioral Science Department, Nazareth College.

Sue Holderman Green '68, Kalamazoo, program director and craft shop director, University Student Center; arts coordinator, Region VII, Association of College Unions.

Jane Richards Nott '62, Dayton, Ohio, housewife and mother; private therapist; volunteer in F.I.S.H., ecumenical group to aid persons in need: church school teacher and women's program director.

Joan K. Schmidt '64, Charleston, Ill., women's physical education faculty, Eastern Illinois Univ.; officer, Illinois Division for Girls' and Women's Sports; chairman, Midwest College South Field Hockey Association.

Betty M. Smith '59, Elkhart, Indiana, chairman, English Department, Penn High School, Mishawaka, Ind.

Susan Hickman Szigiti '82, Glendale Heights, Illinois, public relations department, Illinois Department of Children Family service; shared CBS-TV Emmy Award, 1989, in production of children's program at CBS-TV, Chicago.

Carole Chapman Watson '65, Milwaukee, Wis., community planner, Harambe Revitalization Project; 1970-71, coordinator, De Paul University, Chicago, tutoring program with Olivet United Presbyterian Church.
1905-39

Lynn H. Clark '17 '23 represented Western at the inauguration of Dr. John Edwin Johns as president of Stetson University.

Ernest Giddings '20 '25 retired as associate director of the National Retired Teachers Association/American Association of Retired Persons after serving 10 years.

Gordon W. Lamphere '26 retired as vice president and assistant general counsel of the Board of Directors, Detroit Branch, Federal Reserve Bank of Chicago.

Grace Renwick Molineaux '28 retired from teaching; last 18 years in Vicksburg.

Mrs. Beulah Cool '29 retired from teaching after 30 years.

B. Everard Blanchard '31 will present a paper at the Scientific Congress to be held in Munich, Germany in conjunction with the 1972 Olympic Games; he is graduate programs coordinator, School of Education, DePaul University, Chicago.

Mrs. Rosemary Carper '31 retired as school diagnostician for the St. Joseph County Intermediate School District.

Virginia Willitts Baird '32 is assistant editor with Information Services in the Kellogg Center for Continuing Education, East Lansing.

Harold E. Boyce '34 named vice president, Electro-Voice, Inc., Buchanan; former director, Industrial relations, with the firm.

Albert L. Bradfield '35 retired as Kalamazoo Valley Intermediate School District superintendent after 17 years.

Dr. Jeannette Veatch '37 is professor in College of Education, Arizona State University; holds Ph.D. from New York University.

Robert J. Cook '39 received the Master Teacher Award by the Michigan Industrial Education Society.

Elnora Vader '39 received a State Merit Award from the National Council of Geographic Education.

1940's

James McCann '40 elected president of the Council of North Central Junior Colleges.

Mrs. Ruth Calhoun '40 MA '57 elected grand president of Alpha Delta Kappa International honorary sorority for women educators.


Mrs. Violet L. Fry '41 represented WMU at the inauguration of Dr. F. X. Shea as president of The College of St. Scholastica.

Dr. Betty J. Johnston '41 named head of Home Economics Dept., Northern Illinois University after serving on the faculty at Southern Illinois University.

Boyce Johnston

Clair G. Miller '41 retired as director of purchasing at Auto Specialties Manufacturing Co. after 29 years.

Eletha Welcher Martelle '46 supervised elementary student teachers in their initial phase at Dominican College of San Rafael, California last fall.

Donald Hans Peterson '46 represented WMU at the inauguration of Dr. King Vergil Cheek, Jr. as president of Morgan State College.

Dr. John R. Cochran '47 new assistant superintendent for instruction and administration, Port Huron Area School District.

Rev. Charles R. Hubert '48 among 41 handicapped people from throughout the world listed in a booklet by the Committee for the Handicapped, Washington, D.C., titled "Successful Disabled Persons International."


Mrs. Barbara M. Trezise '49 new YWCA executive director in Owosso.
George A. Momany '50 named director of Employee Relations, Dow Chemical U.S.A.

Margaret C. Page '50 new director of Iosco-Arenac Regional Library.

Gloria Vanderbeck '50 director of curriculum and certified personnel for the Lakeshore school system, received special recognition at an honors banquet during the Lake Michigan College silver anniversary celebration for being the first student to enroll.

Maj. John P. Dunn '51 appointed commanding officer of the 415th Civil Affairs Company.

Wilber R. Noel '51 named general superintendent, Vicksburg Mill, Simpson Lee Paper Co.

Lyla M. Spelbring '51 MA '59 received Award of Merit, highest honor given by American Occupational Therapy Association; now working toward doctorate at University of Michigan; was chief of University of Michigan Division of Occupational Therapy, 1967-70.

F. Joseph Flaugh, Jr. '53 appointed to the Benton Harbor City library board.

Richard McLivride '53 named assistant director of personnel for Oldsmobile Division, General Motors Corp., in charge of GM Institute, college cooperative educational programs, employee training and salary administration.

Gerald E. Rush '53 promoted to Regional Personnel Supervisor for McDonald's, the hamburger chain, for 13 western states including Alaska and Hawaii.

William Hackett '54 listed in 1971 edition of "Outstanding Educators of America."

Ronald D. Hagenbarth '54 named buyer of materials, hydraulic and pneumatic jack division, Auto Specialties Manufacturing Co.

Robert E. Holmes '54 received Chartered Life Underwriter designation by the American College of Life Underwriters; is agency manager of State Farm Ins. Co., Marshall.

Thomas H. Linck '54 new member of Muskegon Area Intermediate School District board.


Dr. David A. Wild '54 elected chief of staff, West Shore Hospital, Manistee.

William R. Magel '55 named vice president—administration, National Association Real Estate Boards, Chicago.

Cmdr. Fred D. Richardson '55 named commandant of U.S. Naval VF-194 air flight squadron.

Dr. Jack Riegle '55 MA '69 executive secretary of East-Central Indiana School Study Council.

Daniel R. Smith '55 elected senior vice president, First National Bank & Trust Co.

John C. Wattles '55 new trustee at Howe Military School, Indiana.

Bernice Stark Applebee '56 MA '60 wrote article published in December issue of Instructor.

Virgil A. Dressander '56 appointed national sales director, commercial-special risks division, Continental Casualty Co.

Lyle J. Laver '56 new superintendent, Kent City-Casnovia Schools.

Dr. Philip L. Steen '56 MM '59 named head, Department of Music, Hamline University, St. Paul, Minn.; was assistant professor of music at University of Minnesota past three years.

Major Gordon L. Biscomb '57 awarded Joint Service Commendation medal for service while assigned to Defense Contract Administration Services Region in Cleveland.

Marlan Pierce Doster '57 retired from teaching at Urbandale Schools.

Kenneth Meulenberg '57 new Holland High school principal.

Capt. Dennis Crouch attended '58 awarded Distinguished Flying Cross, U. S. Air Force.

Robert C. Malaney '58 named national franchise sales manager, Homemakers Div., The Upjohn Co., Kalamazoo.

Edward B. Newhouse '58 MA '64 received Ed.D. from Ball State University; now on faculty, Houghton College, New York.

Larry A. Trexler '51 elected to board of trustees, Gratiot Community Hospital.

John C. Vander Molten '51 named assistant dean, School of Technical and Applied Arts, Ferris State College; a faculty member there since 1965.


George Belmers '53 represented WMU at the inauguration of Dr. John Paul Schaefer as president of The University of Arizona.

Harold L. Bills, Jr. '53 new Director of Sales for Ronan and Kunzi, Inc.
Lynn R. Townsend '58 utilities staff engineer at the Upjohn Company, Kalamazoo.

Gerald J. Wittbrodt '58 named controller of Wellman Dynamics Corp.

Robert B. Badger, Jr. '59 appointed assistant superintendent, Warren Glen Mill, Riegel Paper Co., Milford, N. J.

Dr. James W. Coppling, Jr. '59 joined Surgical Associates, Port Huron, in the practice of general and vascular surgery.

Willard T. Gocha '59 named manager, personnel-administration department, Travelers Insurance Companies, Washington, D. C.

Theodore F. McCarty '59 vice president and senior commercial loan officer, American National Bank and Trust Co. of Michigan.

Richard Moon '59 named assistant professor in education, Evangel College, Springfield, Missouri.

Tom Patterson '59 MA '62 executive director, new area office, Michigan Education Association in Cadillac.

Donald Schoneboom '59 MA '56 principal at Bronson community junior high school.

David E. Scoble MA '59 coordinator of safety programs at Parke, Davis & Company, Detroit.


Robert Vozel '59 director of public relations and personnel services at Martin Place Hospital East, Madison Heights.

James A. Walter '59 appointed to Watervliet Community Hospital board of trustees.

Dr. John W. Dahm '61 MA '64 assistant professor of counselor education at North Texas State University.

Rev. William Herold '61 minister of Burlington United Church of Christ.

Nancy C. Lightfoot '61 MA '64 commissioned to Liberia to work in adult education for United Methodist Church.

Larry D. VanderMolen '61 MA '64 received Ph.D. degree from Michigan State University.

Dr. Thomas W. Arch MA '62 assistant professor, Central Michigan University, named university coordinator for CMU student teachers in seven school districts.

Thomas Bigelow '62 MBA '68 corporate marketing systems manager, Kraft Foods, Chicago.

David Coffeen '62 principal of Baroda elementary school.

Rev. Dale Crawford '62 appointed chaplain, Starr Commonwealth for Boys, Albion.

Arl D. Davis '62 MA '69 received Ph.D. degree from University of Colorado.


David T. Harrison attended '62 assistant vice president and mortgage officer, First National Bank & Trust Co.

John S. King '62 cost analyst, West Mills Division, U. S. Steel, Gary, Ind.


Clare L. Longton, Jr. '62 MA '67 named development chemist, Niscol Paper Co., DePere Division, West DePere, Wisconsin.

John D. Starkel '62 vice president of J. M. Starkel Co.; served 5 years with company as account manager.

1960's

David C. Bliss '60 elected treasurer, Ott Chemical Co., Muskegon; continues as controller.

Michael J. Bodi '60 '62 joined Battan, Barton, Durstine & Osborn, New York advertising firm.

Lawrence Diebold '60 named MEA assistant executive secretary for field operation in northern Michigan.

Mrs. Merilyn Hamlett '60 appointed coordinator of Manpower Development Programs at Drake University.

Manuel Pierson MA '60 dean of student services at Oakland University, Rochester, Mich.

Myron A. Roeder attended '60 general manager, refrigerated products, for Pillsbury Corp. In England.

Herbert A. Smith '60 district manager, Institutional Division, Economics Laboratory, Inc., White Plains, N. Y.

James Thrall MA '60 principal at Fennville High School.

Charles O. Williams '60 MA '63 received Ed.D. from Ball State University; is guidance counselor in Elkhart Community Schools since 1961.

Rowland Austin '61 named by Oldsmobile Div., General Motors Corp., to newly created post of employee relations coordinator in charge of new recovery program to assist alcohol or drug-addicted employees obtain treatment and rehabilitation.

Lena Bottomley MA '61 retired from Bronson Schools after 47 years teaching.

Dr. Leslie H. Cochran '61 MA '62 received National Leadership Award of Industrial Arts Division, American Vocational Association.
Barbara Fessenmeyer Tan '62
awarded certificate of clinical competency by American Speech & Hearing Association.

Karl A. Van Asselt '62

Mrs. Mildred Wells '62
visited a Catholic mission school in West Africa.

C. Christopher Worfel '62
trust officer, personal trust division, Detroit Bank & Trust.

Harvey J. Zehnder '62
assistant superintendent, Chevrolet Saginaw Grey Iron Metal Casting Plant.

Gilbert H. Bradley, Jr. '63
elected first Black mayor of Kalamazoo in November, 1971, after serving term as vice-mayor.

Mrs. Catherine M. Campbell '63 MA '66
First Vice Chairman of the Calhoun County GOP executive committee.

Ralph L. Hathaway '63
and his wife, Hazel, serving their second term under the Africa Inland Mission at Kisumu, Kenya, East Africa.

Joseph G. Mierendorf '63

Ronald PreFontaine MA '63
director of the Pre-School Program for the Severely Multiple Handicapped at Marquette, Mich. School.

Phillip J. Rathburn '63
named Cleveland district sales manager by Dow Chemical Co.

Mrs. Pamela Thompson '63
resides in Germany with husband, Major Paul F. Thompson II.

Richard A. Vanderbosch '63
Dallas, Texas, regional account manager, State Farm Insurance.

Jack Arbanas '64
principal of Congree, Wenzel and Park Street schools in Sturgis.

Yang Cheoun Auh MA '64
appointed acting director, Wagner College Library. Staten Island, N. Y.

Lt. Thomas E. Berhage MA '64
one of the diving officers in charge of the world record saturation dive to 520 feet off the coast of Hawaii; during the dive 5 divers lived on the ocean floor for 7 days.

Clara Edgin Brainard '64 MA '68 Sp.E. '69
appointed assistant professor in Educational Studies Institute, Grand Valley State College, Allendale.

Capt. Dennis L. Downing '64
received Ph.D. degree from Purdue University.

Raymond Fenwick MA '64
director of Spring Lake Community School.

George M. Fornnarino II '64
elected assistant cashier of Bank of the Commonwealth, Birmingham.

William K. Gleason '64
project implementation director with Community Development Dept., Muskegon.

James Gould '64
new executive-director, South Branch YMCA, Grand Rapids.

Dr. Joy J. Rogers '64 MA '66
assistant professor of education, Purdue University, Calumet Campus, Hammond, Ind., named one of three faculty winners of "excellence in teaching undergraduates" award.

Edward Tava '64 MA '66 Sp. Ed. '68
appointed assistant professor in behavioral sciences in education, Sacramento State College.

S. Martin Taylor '64
named Director, Michigan Employment Security Commission after two years as Deputy Director, Michigan Department of Commerce and 2½ years as corporate lawyer.

Kenneth P. VanderPlaag '64
den assistant controller, Cracker Jack Co., Division of Borden Foods, Inc., Chicago, Ill.

David Wills '64
named director of personnel at Grand Rapids Osteopathic Hospital.

Thomas W. Barratt '65
elected assistant trust officer of First National Bank & Trust Co.

Benson B. Beck '65
director of the Iosco County Dept. of Social Services.

Stuart Boulter '65
named administrator at St. Anthony North Hospital, Westminster, Colorado.

Thurman E. Bryant '65
and his wife, Lynda, recently opened Postal Instant Press in Kalamazoo.

Ronald C. DeYoung '65 MA '67
received Ed.D. from Northern Illinois University, DeKalb, Ill.; now assistant professor of business education and administrative services at WMU.

Rogers

Taylor

Bradley

Pickard

Kenneth M. Lesperance '64
named unit supervisor in the Claim Dept., Saginaw casualty and surety division office, Aetna Life & Casualty.

Dr. William F. Pickard '64
named associate director, Institute of Urban Studies, Cleveland State University; recently received doctorate from Ohio State University.

Dr. Robert D. Quevillon '64
practicing in the Medical Arts center of Mercy hospital, St. Joseph.

John Ripmaster '64 MA '65
appointed assistant principal, Godwin Heights High School.
Lloyd C. Ericson '65 appointed personal banking officer at the Manchester Bank, New Hampshire.

Frank Fiala MA '65 awarded an all-expenses paid trip to Palm Beach, Fla. from IBM, Inc., for excelling in sales.

Charles F. Filice '65 youngest District Court Judge in Michigan; appointed by Gov. Milliken to Lansing District Court.

Dr. John B. Gibson '65 MA '67 assistant professor of mathematics at Alma College.

Warren R. Heydenberk MA '65 received Ed.D. from University of Northern Colorado.

Herold H. Lipske MA '65 celebrated 40 years in teaching ministry.

Donald R. McCormick '65 sales manager, Mobil products and systems at Hallicrafters Co., Rolling Meadows, III.

Earl S. Mills, Jr. '65 received Ed.D. degree from Wayne State University.

Capt. Macgregor E. Poll '65 is flying Phantom Jets for the Air Force, based at Elgin AFB, Fla.

John P. Ryan '65 Vocational Education Implementor for St. Joseph County.

James Walczy '65 named vice president of the advertising public relations firm, R. Joseph Harrill and Far, Washington, D.C.

Charles T. Williams '65 received Ph.D. from University of Michigan.

George F. Ball '66 attorney with General Motors legal staff in Detroit; receive J.D. degree at Notre Dame Law School.

Nguyen Thanh Buu MS '66 received Ph.D. from McGill University.

Helen I. Cooper MA '66 was an official delegate to White House Conference on Aging.

Alfred J. Greco '66 named sales representative, McNell Laboratories, Milwaukee, Wis. area.

Robert W. Howell '66 MA '68 received Ph.D. from Southern Illinois University; now assistant professor of special education at WMU.

F. Robert Hozian MBA '66 appointed office services manager, Sperry Rand Corp., Vickers Division in Troy.

Frederick E. Klein MA '66 named principal at Level Park Elementary, Battle Creek.

Louis L. Mihalyfly '66 named employment and benefits manager for Toyota Motor Sales, USA, Inc., at Torrance, Calif.

Gary R. Renaud '66 named assistant trust officer, staff of the personal trust division, Detroit Bank & Trust.

Jon L. Simpson '66 assistant trust officer of the First National Bank & Trust Co.

Robert L. Stevens '66 appointed executive director of the Father D'Onofrio Home for Boys, Saginaw.

June A. Weltting MS '66 named director of the library at Wheaton College.

James A. Zeedyk '66 assistant principal at Fell Junior High School, Holland.

J. Eric Hayes '67 MA '70 supervisor of the School Adjustment Program for the Kalamazoo Valley Intermediate School District.

Jack R. Overzet MA '67 principal of the Ruth A. Fox Middle School, Flint.


William Penny MA '67 junior-senior high principal at Climax-Scotts Community Schools.

Daniel A. Ries '67 branch manager, Gulf Road office, First National Bank & Trust Co.

Richard E. Ryan MA '67 received Ph.D. from The Pennsylvania State University.

Capt. Stephen P. Schreifer '67 recently returned from Vietnam where he was awarded the Bronze Star and Air Medal for flying unarmed reconnaissance aircraft for the U. S. Army; presently at Fort Lewis, Washington.


Dr. Paul Surratt '67 MA '68 clinical director, Van Buren Community Mental Health Services.

Capt. Lanny Young Tuthill '67 weapons systems officer; flying the Phantom jet at Homestead AFB, Fla.


William J. Wenger MA '70 staff psychologist, Van Buren Community Mental Health Services.

Edward Wood '67 admitted to the Texas Society of Certified Public Accountants.

Dennis Breidenstein '68 architectural designer with Minoru Yamasaki and Associates, Troy.

Robert V. Burke, Jr. '68 manager of the Michigan National Bank's North Larch Branch, Lansing.

Jack E. Evans '68 urban manager at Grand Rapids for Consumers Power Co.

Richard D. Folk '68 marketing representative at Mobil Oil Corp., Wichita, Kansas.
Linda K. Hayner '68

Teaching history on the faculty of Bob Jones University, Greenville, S. C.

Nelson Jackson '68

Named Human Relations Ombudsman for Mount Clemens Schools, had been associate director of WMU's Martin Luther King, Jr. Program since 1969 and was coordinator of WMU's Project '73 program preparing minority high school students for college.

Capt. Ronald J. Lotero '68

Received the Air Medal in Vietnam.

Peter C. Mist '68, MA '69

Co-founder of the West Side Family Mental Health Clinic, Kalamazoo.

Capt. David R. Peterson '68

Awarded the Distinguished Flying Cross while serving in Vietnam.

Timm R. Rinehart '68

Appointed assistant to the director, Honors College, WMU.

Sgt. Raymond F. Samson, Jr. '68

Received his second award of the U. S. Air Force Commendation Medal.

David E. Swanchara '68

Assistant auditor of the First National Bank & Trust Co.

Ensign Sue L. Wiegand '68

Commissioned in the Naval Reserve upon graduation from the Naval Women Officer Candidate School.

1st Lt. Ronald D. Beaubien '69

Received the Army Commendation Medal for meritorious service in Vietnam.

Michael J. Dornbos '69


Peter A. Dual '69 MA '71

Assistant ombudsman at Michigan State University.

Joseph F. Dvonch '69

Federal Programs Coordinator, Garden City.

Kenneth D. Grodi '69

Awarded the Bronze Star for meritorious service in the army.

Capt. Charles F. Kissell '69

U. S. Army, awarded Meritorious Service Medal at Sobe, Okinawa Army security agency field station.

Nicholas LaFleur MA '69

Principal of Walker Station and Zinser Elementary Schools, Kenowa Hills, Mi.

John F. Ritchie '69

New grant projects coordinator in Hart.

Arthur T. Smith '69

Selected as a leader of American Elementary Education of 1971.

Lorraine M. Stephan '69


Robert Visschers '69

Had booklet of poems published by the Sun Publishing Co.

Mrs. Camilla Zawackie '69

Full-time business manager, Central Michigan University's student publications.

Mihalyfly

Jackson

1970's

Mrs. Daisy Allabach '70 MA '71

Recently taught a special course designed for teachers and parents entitled, "Educating the Exceptional Child."

Samuel Antonazzo '70

Represented WMU at the inauguration of Dr. C. Nelson Grote as president of Schoolcraft College.

Gerald Brinkerhuff '70

Appointed shop foreman for Allegan Aviation, Inc.

Carol Chamberlain MSL '71

Library head for Kent County Library, Grand Rapids.

Chuck Ditzler '70


Beryl K. Galer, Jr. '70

Recently joined the Information Systems unit of The Upjohn Company as programmer.

Joann McKay '70 MA '70

Director of the Kalamazoo Young America Learning Center.

David Mizener MSL '70

Director of Albion public library.

Richard C. Musch '70

Commissioned a second lieutenant in the U. S. Air Force.

Mary Ann Pierchala '70

Teacher of "Romper Room School," television program to instruct pre-school children, now appearing in the Battle Creek area.

Roy S. Roberts '70

Manager of labor relations for the instrument division of Lear Siegler, Inc. of Grand Rapids.

David G. Rudnick '70

Grand Haven city assessor and head of a three-man department.
Gerald L. Van Noord '70
district manager for Chevrolet Division,
General Motors Corporation in Indiana.

Sally A. Wisner '70
has begun two year home mission
service for United Methodist Board
of Missions in U. S. and Virgin Islands.

Sally D. Arrivee '71
appointed children's librarian, Portage
Public Library.

Stanley Bowman '71
named director, Lincoln Day Care
Center, Lincoln School.

Roger Decker '71
auditor in the internal audit function for
Citizens State Bank, Sturgis.

William Heward '71
received an assistantship from the
University of Massachusetts.

Dr. David McLoughlin Ed.D. '71
promoted to deputy director of five
state, Region Four area, Office
of Civil Defense.

Dr. Everette E. Nance Ed.D. '71
appointed assistant professor of adult
education and regional coordinator
of community education at Ball State
University.

Joseph J. Noto '71
commissioned a second lieutenant
in the U. S. Air Force.

Ronald L. Shaw '71
commissioned a second lieutenant
in the U. S. Air Force.

Ross Stephenson MA '71
principal of new middle school
in Springport.

In Memoriam

Rexford W. Nutten '12
at Birmingham.

Diana Young Kirshman '13
at Indianapolis.

Ralph B. Shivel '14
at Kalamazoo.

Winifred Vander Salm Hoekstra '16
at Kalamazoo.

Leon V. Gibbs '21
at Muskegon.

Winifred Rice Buss '23
at Kalamazoo.

Thelma Vogt Taylor '23
at Palos Verdes Estates, California.

Hazel Fox Schug '24
at Kalamazoo.

Eleanor Osborn Shinn '24
at Hart.

Pearl Ford '25
at Battle Creek.

June Wales Hiler '25
Tarpon Springs, Florida.

Alice Carson Tolles '26
at Kalamazoo.

Thomas D. Johnson '28
Brussels, Belgium.

C. Alfred Rice '30
at Coldwater.

Ralph Frostic '31
at Lansing.

Shirley G. Voorhees '31
at Orlando, Florida.

Margaret Reber Wincor '43
in plane crash in Belgium.

R. Neal Brazee '48
at Rochester, N. Y.

Reed A. Waterman, honorary '49
at Grand Rapids

Edgar K. Exelby '56
at Ann Arbor.

John T. Ramquist MA '65
at Kalamazoo.

Edward C. Polatin attended through '71
at Kalamazoo.
Western Michigan University Alumni Officers

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Harry Contos, Jr. '50, Kalamazoo

Vice President
Donald Burge '52, Kalamazoo

Vice President
Miriam VanderWeele DeHaan '46, Kalamazoo

Executive Secretary
John S. Lore '65, Kalamazoo

Alumni Directors
(Term expires Dec. 31, 1972)
Fred Adams '32, Grosse Pointe
Robert Adelizzi '57, Barrington, Ill.
Robert Bradshaw '54, Ypsilanti
David Forsman '55, Mountain View, Calif.
M. Jolene Morris '67, Detroit
Karen Knoska Seelig '64, Paw Paw
Miriam VanderWeele DeHaan '46
Jefferson Hicks '67, Detroit

(Term expires Dec. 31, 1973)
Donald Burge '52
Arthur Eversole '60, Bradenton, Fla.
Sandra L. Correll Markert '64, Kokomo, Ind.
Kenneth Moon '66, Ypsilanti
J. Daniel Telfer '62, South Bend, Ind.
Dian Zahner '62, Grand Rapids

(Term expires Dec. 31, 1974)
Sterling L. Breed '55, Kalamazoo
William F. Griffin '69, Kalamazoo
Harry Contos, Jr. '50
Seit Lum '54, Kalamazoo
James R. McKinley '66, Allegan
Anita Y. Rutherford '66, Detroit
Peter VanDyken '56, LaMirada, Calif.
William J. Yankee '54, University Center, Mich.

President, Alumni "W" Club
J. Towner Smith '29, Kalamazoo

President, Alpha Beta Epsilon Alumnae Sorority
Beatrice Douglass Maynard '41, Battle Creek

President, Student Alumni Service Board
Neill W. DeVries '72, Kalamazoo

Ex-officio Members
Director, Alumni Relations
John S. Lore '65

Director, Annual Fund
James Foster '65