Would you lie to spare a friend's feelings? Would you notify your Administration's with improprieties on the scale of the Reagan weakness, or an inability to discern what is business office of expense-account padding? Would you tell a cashier that the items are bringing ethics, often described as the study of morality, into the classroom. Ethical discussions can help prepare students to deal with a variety of thorny situations they may encounter once they graduate.

One prominent ethics theorist, Samuel Pniman, suggests that "Most evil acts are committed not by villains but rather by decent human beings—in desperation, momentary weakness, or an inability to discern what is morally right amid the discordant claims of circumstances. The determination to be good may be spoiled at an early age, but we grapple all our lives with the definition of what is good, or at least acceptable."

Anbrose Bierce, an American satirist popular during the turn of the century, also observed that type of confusion. In his *Dictionary*, Bierce describes "moral" as "Conforming to a local and mutable standard of right. Having the quality of general expediency.

"For many of us Bierce's tongue-in-cheek definitions apply to how we solve a variety of ethical problems. But Western Michigan University philosophy professor Michael S. Pritchard says a number of societal and technological changes in the last two decades have encouraged Americans to confront ethical dilemmas.

The renewed interest in ethics is particularly evident in academia, where institutions such as WMU are in the mainstream of studying and teaching ethics. The University offers well-established courses in biomedical, communication, and professional ethics, while its Department of Philosophy offers both a major and a minor program in ethics. In addition, various other departments offer ethics-related courses, and the University is currently discussing whether to make ethics a required course for all undergraduates. WMU's six-year-old Center for the Study of Ethics in Society aids those efforts by supporting teaching and research in ethics across the curriculum and by bringing together interested faculty members. Six years ago Pritchard and a core group of nearly twenty faculty members established the center, which is the first comprehensive ethics-related center at a public university in Michigan.

Pritchard, who serves as center director, says the founding and current members are basically full-time teachers, so their involvement amounts to an extracurricular activity.

Various faculty members teach courses incorporating ethical issues

Ethical issues, once confined to the philosophy classroom, are now being addressed in a wide variety of academic disciplines throughout Western Michigan University. Faculty are addressing ethics either as part of their regular required courses or in special seminars or courses as part of numerous professional concerns unique to specific disciplines.

Dr. Raymond E. Alie, an associate professor of management, says ethics education is an area of emerging importance for those who teach tomorrow's business leaders. But, Alie says, getting students to pinpoint their values can be a challenge.

"Ethical problems, by their very nature, are value laden. A lot of students have never really staked out their positions on the issues we talk about," he says.

Like several other faculty members in his college, Alie incorporates ethics into his regular coursework. In his Business and Society class, he devotes more than a third of the class sessions to discussing ethical problems that range from examining motives for padding expense accounts to deciding if criminal liability is appropriate for business persons who produce and sell a product that results in a consumer's death.

"You have to deal with the smaller issues they are most likely to encounter as well as the grandiose dilemmas," he says. "I don't believe you can change a person's system of moral reasoning by pumping them through a course on ethics. But what you can do is create an awareness of what an ethical dilemma is and show them how they might arrive at a solution that is in keeping with a framework of moral principles."

Consciousness-raising is also important to Robert E. Boughner, an associate professor of industrial engineering who is a longtime advocate of introducing ethical issues to students in his discipline. Boughner began a required senior seminar in the 1970s and devotes about a third of the seminar's class time to ethics, urging students to begin with the Engineering Code of Ethics when ethical questions arise.

Industrial engineering revolves around systems, and systems require people to run them, he says. Consequently, students need to consider how their work might affect a wide range of people.

"Much of the time is spent raising awareness about ethics," Boughner says. "When they make a decision that makes good sense from the engineering standpoint, they need to make sure it makes sense from the ethical standpoint as well. Basically we're trying to teach them to ask themselves the right questions and answer them, too."

In contrast to faculty members from many other disciplines, Dr. Shirley Bach, a professor of philosophy, says she has never met a student who hasn't at least thought about the ethical issues that are discussed in her classes. A medical ethics expert, Bach says many students come to her with a well-defined stand on medical-related issues.

But she notes that while student awareness has been present since she first taught ethics in the 1970s, the nature of some of their ethical discussions has changed. Issues such as human genetics had been discussed theoretically, as something possible down the road, Bach says. Now, because of advances in medical technology, her students' awareness of the issues has increased.

"Morbidity is part of any reflective personal life, and ethical perspectives and deliberation shape cultural and civic life. To leave ethics out of a curriculum makes little sense."

Continued on page 2

Continued on page 3
Campus provides rich backdrop for expanding knowledge of ethics

The study and teaching of ethics at Western Michigan University have resulted in numerous externally funded projects, publications, and professional conferences, as the following sampling of recent activities shows.

NSF project familiarizes future engineers with ethical issues they may face in their profession

A three-year, $124,977 project funded in 1989 by the National Science Foundation to develop teaching materials on engineering ethics is nearing completion. Directed by Dr. Michael S. Pritchard, a professor of philosophy, the project is a case study approach to the issue of engineering ethics. Working with Dr. James A. Jaksa, a professor of communication, Dr. Ralph Tanner, an assistant professor of industrial engineering, Pritchard has developed text and interactive computer software that can be used in engineering curricula across the country to give students a taste of the ethical issues they may face in their careers.

The software, Pritchard says, has "a dynamic quality to it" because it requires the student to make a decision at each step as the case scenario unfolds. The case studies were developed after extensive interviews with more than fifty practicing engineers to get a feel for the types of situations requiring ethical sensitivity that engineers face. Cases also were developed that are sensitive to the organizational contexts in which engineers typically work. Pritchard has recently been working with researchers from Texas A & M University, who received a similar NSF grant. Beginning in July, they will start integrating the materials developed at both universities into an engineering ethics text they hope to publish in 1991.

Agriculture and food production expert examines ethics related to food policies

Dr. Kenneth A. Dahlberg, a professor of political science, has been awarded a $69,605 grant from the National Science Foundation's Ethics and Values Priorities Program to evaluate food policies in six American cities and one county containing a large urban area. Designed to fill a major gap in the current understanding of food and agricultural systems, part of Dahlberg's two years of work will be to examine people's values concerning food issues. He will consider religious, environmental, economic, and other values as he examines such issues as food access, urban food production, emergency food distribution networks, food recycling, utilization of federal food programs, and the environmental impact of urban food use.

Teaching ethics project shares information with interested members of college faculties

Teaching Ethics Across the Curriculum, a project sponsored by the Center for the Study of Ethics in Society and the Office of Faculty Development, has been so successful that the ethics center is seeking new funding to continue the project. It originated two years ago with $5,350 in funding from the Kalamazoo Consortium for Higher Education to support seminars for about thirty faculty members from WMU and three other area colleges.

The seminars targeted faculty who were interested in teaching ethics courses in their respective disciplines or who wanted to integrate ethics into courses they already taught. The seminars were followed up with a series of presentations by nationally known experts in ethics who shared their experiences and teaching ideas.

Communication ethics becomes specialty of communication department, ethics center

Communication ethics has grown into a specialty at WMU in a focus of the Department of Communication and The Center for the Study of Ethics in Society. Long an area of emphasis among faculty in the Department of Communication, the topic area was developed into a course in 1979. Team taught by Dr. James A. Jaksa and Dr. Michael S. Pritchard, this popular upper-level requirements course is required of students and community members. Business, philosophy, and communication majors share discussion time with public relations professionals, politicians, and undercover police officers. Beginning this winter semester, Jaksa also is teaching a graduate seminar in organizational communication and ethics.

In addition, WMU is playing a leading role in communication ethics at the national level. Jaksa was the primary Continued from page 8

Continued from page 1

This testifies to the seriousness with which these people take ethics. Other campuses are very impressed," Pritchard says. "At WMU it wasn't the administration giving dollars to build bridges across disciplines. Here, we had the bridges and we extended them, but with very little money. Other campuses have the money but not the where-withal.

Pritchard says faculty interest in teaching and studying ethics is partly an outgrowth of America's increasing social consciousness and pressure from professionals such as medicine, law, and engineering, which are confronting problems never dreamed of in Bierce's time.

"The initial impetus to study and talk about ethics, at least on campuses, came from the media area," Pritchard says. "Today we have to make decisions about when to 'pull the plug' and who they're out of the classroom and on their own," Jaksa says. "Most of us teach a process of thinking through the ethical issues rather than taking an ethical position. The ethical debates and issues will still be there in the classroom and we can't teach ethics. The leaders of society come out of our colleges and universities, so in the long run, if you do teach ethics the whole society can be positively influenced.

Jaksa's view isn't a novel one. Since Greek times, Western civilization has traditionally made ethics a central part of education. In a 1980 report on teaching ethics in higher education, the Hastings Center, a society, ethics, and life sciences institute in New York, noted that "moral philosophy" was the culmination course required of all seniors at American colleges throughout the nineteenth century.

About the time Bierce began writing his humorous dictio-
nary definitions in the 1880s, though, the report says the practice was already on shaky ground. The "blond rhetoric of the classroom and the realities outside" made conveying shared values difficult "except by evading some of the fundamental moral questions of the century," such as slavery.

"By the 1930s the field of ethics itself was becoming more specialized," the report explains. "The increasing isolation of ethics within departments of philosophy and religion, the fragmentation of the university in general, and the technical emphasis of professional schools together conspired to push moral reflection to the sidelines." According to the Hastings Center, today's efforts to push moral reflection back to the forefront are only prudent. "Morality is part of any reflective personal life, and ethical perspectives and deliberation shape cultural and civic life," the center says in its report. "To leave ethics out of a curriculum makes little sense.

Jaksa says modem-day classes emphasize applying ethics to daily life and probably deal more with ethics issues in society and organizations. "The bottom line shouldn't just be profit and loss," he says about this type of social responsibility. "Prankily, we should be willing to lose some money. The bottom line should be doing what is correct, right, and just."

A 1980 report by the Josephson Institute of Ethics, a nonprofit corporation in California designed to improve the ethical quality of society, also draws that conclusion. The institute researched the values and behaviors of the eighteen-to-twenty-three-year-old generation of college students and found that, "the 'I deserve it' young adults, are the largest discernable segment of the 'twentieth-century' generation. They have 'a deep materialism and a sense of entitlement' and an inalienable right justifying whatever behaviors seem to work," the institute says. "These modern-day American youth are not that different. All young people have lost their moral moorings, but that an unprecedented proportion, not necessarily a majority, have adopted value systems that subordinate traditional ethical principles to the desire to achieve personal goals," the institute goes on to say. "There are many causes for the extreme moral laxity of America's youth. But much of it comes down to the failure of parents, teachers, employers, and prominent figures in politics, business, sports, and religion to set good examples and to assure that the young people themselves were held accountable for ethical violations.

"Still, I don't think a general mistrust of authority is the reason for many ethical lapses. There is no such thing as ethics for the sake of ethics. People do/don't do things for their own reasons. The question is: What are the reasons for their actions?" Jaksa says. The code of ethics is a guide in understanding why people act the way they do, that people get ethical difficulty just because they find themselves in situations they didn't think themselves in.

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2 Western Michigan University

Ethics becoming standard discussion topic

Continued from page 1

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"The initial impetus to study and talk about ethics, at least on campuses, came from the media area," Pritchard says. "Today we have to make decisions about when to 'pull the plug' and who
discussions often mirror the public policy debates taking place among state and federal lawmakers as politicians deal with today’s challenges.

"We spend time discussing topics on which good people often disagree and do a very structured analysis of ethical concerns and the values we use in order to get to a position," Bach says about her classes. "Current cases often help show how ethical reflections can later become the basis for laws."

Genetics and other formerly theoretical issues remain dilemmas. Dr. Michael E. Dahlberg, a professor of political science, when he broaches the subject of ethics in his classes, asks them to consider who they would be as ethical beings. They aren’t sure where they stand, he says, and as a result, public administrators are faced with developing human potential. His students, many of whom are majoring in criminal justice, is the first woman to hold the prestige position of commander. Out of the unit’s fifty-two previous commanders, the newly-appointed cadet colonel is the fifth woman to be chosen for the top position.

Battalion selects first black woman commander

Tenten L. Williams, a senior from Monroe, has been selected as the new cadet commander of the WMU ROTC Bronco Battalion. Williams, who is majoring in criminal justice, is the first black woman in the battalion’s forty-one-year history to hold the prestigious post of commander.

Butterworth Hospital, WMU join forces

Butterworth Hospital in Grand Rapids and WMU have completed the first year of a new joint surgical residency program that prepares physician assistants for surgical careers. WMU received a grant from Butterworth to continue the twenty-two month residency program and provide the educational expertise necessary to make it a success.

He says typical ethical dilemmas usually involve whistleblowing and conflict of interest. The more neglected ethical dilemma, Kobrak says, in a larger question raised by the wisdom of the political process. "Hunters are less and less informed about government, he says, and as a result, public administrators are faced with helping the public understand what must be done in the absence of a public mandate or even a sense of direction from the electorate."

"I think it's an ethical obligation, not usually regarded as part of an administrator's job, to keep the public informed and push these issues into the political process," Kobrak says. "Some of my students argue that the only way they can be effective is to do their job to that, that they are involved in administering the smaller pieces of the overall picture. I argue that we must do the small pieces as well as possible, but we must also be concerned with the larger picture."

That larger picture is also important to Dr. Patrick M. Jenlink, an assistant professor of educational leadership. Jenlink devotes major portions of his graduate classes to ethical considerations. He focuses on ethical decision-making and the ethics and responsibilities of those who work with human potential. His students, many already employed as educators, are preparing for education roles in public and private schools, the corporate world, and colleges and universities.

"I'm very concerned with such issues as equity, equality, and the freedom of values that undergird our society," he says. "I'm concerned with how decisions that educational leaders make impact individuals in their organizations as well as the broader society in which they exist."

Jenlink introduces ethical issues to his students in such classes as School Business Management, asking them to apply ethics criteria to such roles as school cashier and alarm the public—often for their own purposes. He also faults the non-scientific community for misleading the public with unscientific conclusions.

"The main thing I stress is that it's important to maintain misconceptions, whatever your purpose for doing so is."

Changing public attitude is very much on the mind of Dr. Peter Kobrak, a professor of public administration and political science, when he broaches the subject of ethics to his students. Many of those Kobrak teaches are mid-career professionals who already are employed in the public service sector and already have experienced ethical dilemmas.
Haworth College of Business

WMU dedicates new building to house business departments

On October 11, 1991, Western Michigan University dedicated the new building for the Haworth College of Business (top photo). During the celebration, President Dethanon H. Brown (bottom photo) addressed an overflow audience in the new building’s auditorium. Among the major gifts and pledges to continue excellence at Western Michigan University is the Rose Netzorg and James Wilifrid Kerr Fund established with a $100,000 donation. The family of the late Nathan L. Nichols, professor of Languages and Linguistics, Dr. Nichols’ name will be designated to this scholar’s award. The Kalamazoo-based general construction contracting firm of L. D. Docsa Associates, Inc., has pledged $15,000 toward the new building for the Lee Honors College and unrestricted dollars play a key role in WMU’s development.

The Campaign for Excellence

Major gifts and pledges to continue excellence at Western Michigan University

James Kerr creates Department of Art

endowment fund with $100,000 gift

Retired painter and lecturer James W. Kerr of Albuquerque, New Mexico, has provided $100,000 to establish the James Kerr Family Endowment Fund for the Department of Art. Revenue from the endowment will be used to support student scholarships and may also be used in the future toward costs for a new WMU art gallery.

Rose Netzorg Kerr, T.C. ’12, joined the University’s art department faculty in 1912 and directed the department’s activities until 1923, when she left to pursue a career as a freelance author and artist. Netzorg, who died in 1974, earned a Pulitzer Prize nomination in 1922 for her illustrated work 100 Years of Costume in America.

James W. Kerr has maintained close ties to WMU. In addition to his most-recent gift, he has funded an annual art scholarship and has contributed significant artwork to the University’s Permanent Art Collection.

Ruth Kirby estate provides $110,000 to endow fund for language students

Through her estate, former associate professor Ruth Yates Kirby has provided $110,000 for the Department of Languages and Linguistics. Dr. Kirby died in St. Petersburg, Florida, in June 1990. She was born in Tuscola, Illinois, in 1903, and earned degrees from the University of Washington, University of Illinois, and Middlebury College. She worked at WMU from 1945 to 1968. Prior to joining WMU’s College of Education faculty, she taught Latin and French at both the high school and junior college levels. This estate gift has been used to establish an endowed “Ruth Yates Kirby Fund.” As requested by the donor, the fund’s earnings will support travel/study scholarships and awards for students enrolled in Spanish language courses.

Sherefson Lehman Brothers supports business building with $25,000 grant

Sherefson Lehman Brothers, Incorporated, an American Express Company, has provided a grant of $25,000 to the WMU Foundation to be used for the new building for the Haworth College of Business. The grant was announced by Robert M. Brown, III, managing director of the company’s Lehman Brothers International Division in New York City. “We are pleased,” Brown said, “to have established this relationship with the University and to support the many exciting programs you have developed.” Brown also expressed the hope that Sherefson Lehman Brothers could continue its support of WMU in the future.

Family establishes endowed scholarship

in physics to honor the late Dr. Nichols

The family of the late Nathan L. Nichols, ’39, professor of physics from 1955 to 1981, has provided $10,000 through the WMU Foundation to establish the Nathan L. Nichols Endowed Physics Scholarship. The gift was made by professor Nichols’ widow, Donna (Martin) Nichols, B.A. ’39, M.S. ’64, and their children. In addition to their gifts, all memorial contributions made in Dr. Nichols’ name will be designated to this scholarship.

College of Arts and Sciences, this endowed fund will be used to advance women students of history. Born in Glen Ellyn, Illinois, in 1905, Mange taught at Southwestern Missouri State College before joining WMU’s history faculty in 1949. She retired in 1975. One of her most lasting contributions to the University was establishing International Travel Night, a continuing program which has engaged hundreds of WMU students to engage in foreign study. Mange died in 1990.

Jane L. Ulmer remembered through printing-related scholarship fund

Jaqwuelle Elise of Detroit, majoring in printing management, and Brian Scott of Marne, majoring in graphic arts education, were named the first recipients of the Jane L. Ulmer Scholarship. The $1,000 annual awards are funded through gifts given in memory of Jane L. Ulmer, who died in October 1989. James L. Ulmer, associate professor of printing and paper science and engineering and widower of the deceased, is among those who have to date given or pledged approximately $13,000 to the scholarship fund.

Kalamazoo contracting firm pledges $15,000 for capital improvements

The Kalamazoo-based general construction contracting firm of L. D. Docsa Associates, Inc., has pledged $15,000 through the WMU Foundation to be used for capital improvements. Among other professional affiliations, Docsa Associates is a member of the Associated Builders and Contractors and both the Michigan and the National Societies of Professional Engineers. The firm is also an associate member of President’s Club, represented by David L. Docsa, vice president. Docsa Associates was the general contractor for the new building for the Lee Honors College and for several other campus projects.

Be a part of our success

Editor’s note: This article was written by Petder A. Waring, B.S. ’85. Waring is the chairperson of the 1991-92 Annual Fund for Western.

A significant part of Western Michigan University’s success is made possible by unrestricted gifts from alumni, friends, corporations, and foundations through the Annual Fund for Western. Most gifts come in as a result of direct mail and telephone campaigns.

Unrestricted contributions give WMU the flexibility to fund literally hundreds of projects each year. The importance of unrestricted contributions can’t be overemphasized. Many donors choose to designate their gift to a particular department or program, and we are grateful for these gifts. However, we want you to know that unrestricted dollars provide support to students and faculty in all curricula.

Countless opportunities arise each year that can make a meaningful difference in the educational experience. However, such unforeseen opportunities often can’t be funded out of established budgets; they require special funding, which is where unrestricted dollars play their important role. While these needs are real, it would not be practical or cost-effective to launch a specific fund-raising effort for each special need that arises. Unrestricted Annual Fund dollars respond to these special needs.

This past year, unrestricted dollars provided grants for students and faculty research, for much-needed scholarships, for support of visiting artists and lecturers, and for the purchase of other equipment needed for instruction and research. These are only a few examples of how gifts to the Annual Fund help meet important needs throughout the year. We’re extremely grateful to those donors who have responded to our University’s needs and who have made all or a part of their unrestricted dollars available without restrictions. WMU students are phoning alumni and friends asking them for unrestricted support. I hope everyone contacted will join in the success of WMU and respond positively to their call.

The Westerner, January 1992

Western Michigan University
Three Western Michigan University faculty members have won 1991 Alumni Teaching Excellence Awards. Presented by the WMU Alumni Association, the awards are named for Constantine J. "Gus" Gianakaris, a professor of English and theatre; Dr. Gerald Hardie, a professor of physics; and Dr. Harold L. Ray, a professor of health, physical education, and recreation.

Since first being awarded in 1966, more than 100 faculty members have received Alumni Teaching Excellence Awards in recognition of their superior teaching skills and professional expertise. Recipients are selected by an Alumni Association committee from nominations by alumni, students, and departmental colleagues.

Gianakaris joined the faculty in 1966. He teaches courses in Shakespeare, English Renaissance drama, modern drama, literature and dramatic theory, newspaper reviewing, and feature writing.

He was co-founder of Comparative Drama, an inter- disciplinary and international quarterly he also co-edited for many years. He currently serves as editorial board member of two professional journals, Slavic and East European Arts and America Drama. In addition, Gianakaris works as a reviewer for the Kalamazoo Gazette.

Last month a collection of critical essays on British playwright Peter Shaffer which Gianakaris edited was published. Gianakaris also recently book on Shaffer, the author of such award-winning plays as Equus and Amadeus, is due out later this year. He also is involved in local theater and community theater groups, and as a board member for University and community theater groups.

"Gus Gianakaris brings his inestimable intellectual and theatrical vitality to every class he teaches," one alumnus in nominating him for the award. "The results are electrifying. His graceful combination of good humor and penetrating insight enlivens texts and ideas in a way that is unique in my experience."

Hardie, a WMU faculty member since 1965, teaches advanced and introductory courses in electronics, analytical mechanics, quantum mechanics, and relativity. His field of research is experimental quantum mechanics, for which he has written numerous articles for scholarly journals.

A member of the American Physical Society, he also is the administrator of the Luis Meyer-Schutzhelm Memorial Award, a $500 scholarship given annually to a woman at a U.S. university who is doing outstanding research in pursuit of a doctorate in physics. In the classroom, Hardie is known for his dedication to explaining the sometimes complicated concepts of physics to his students. "The way that he presented the material stimulated my thinking and developed my understanding in ways that it had not been before," said one alumnus in nominating him for the award. "As a class we often found ourselves frustrated and greatly challenged by what he required of us, but when the task was accomplished, often with his help and guidance, a real sense of success was delivered."

Hardie also has been cited for his attention to curriculum revision and finding better methods of teaching students. "He constantly seeks ways to improve his teaching skills in order to enhance the learning experience," said a colleague. "When called upon to teach a new course, he begins months in advance preparing and organizing so that it will be of maximum benefit to the students."

Ray joined WMU's faculty in 1960 and retired from the University in December. During his career at WMU, he has served stints as chairperson of the Department of Health, Physical Education, and Recreation and as coordinator of graduate studies. His teaching assignments have ranged from activity classes in the earlier years to more recent courses on such subjects as Cultural Bases of Sport, Ethics in Sport, and Socio-Cultural Foundations of HPER/Sport.

Last year, he was named Scholar of the Year by the six-state Midwest District Association of the American Alliance for Health, Physical Education, and Dance for his research on the history of sport and the relationship between sport and art. He is the author of numerous articles for professional journals, and co-wrote the book, Sports Talk: A Dictionary of Sports Metaphors, with Dr. Robert A. Palmater, a WMU professor of languages and linguistics. This volume was named an Outstanding Academic Book of 1989 by Choice magazine.

"He is greatly knowledgeable in his field of work and it shows," said a former student. "Not to mention the way his positive attitude about his work shows through. Being in the classroom with a teacher who enjoys what he does makes learning that much more fun."

Ray has shared his knowledge of sports with his colleagues through involvement in several professional associations. He has served as president of the Michigan Association for Health, Physical Education, Recreation, and Dance and as historian of the state, district, and national associations. He also was a charter member of the North American Society for Sport History and currently serves as its official photographer.

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1910-1959

• Albert Johnson, BS '35, is now serving his eighth year as president of the Michigan Association of Senior Education Leaders. Johnson resides in Stanford, MI.

• Kristin D. Juel, BA '84, retired August 31 after being a member of the math faculty for 16 years. She is currently a professor of special education at Southern Illinois University, Carbondale, IL.

• Patricia Stanley Johnson, BS '49, in April was named a counselor for Niles Township Community School District.

• James Pellowe, BA '50, in March was appointed to the editorial board of The Great Lakes Review.

1959-1969

• Dr. Robert H. Bruinink, BS '54, in September was appointed associate dean of the College of Education at the University of Minnesota's Institute of Community Education, Minneapolis, MN.

• Charles Langerveld, BBA '66, in December was appointed assistant professor of accounting services at Consumers Power Company, Jackson, MI.

• Ronald M. Larsen, BBA '65, in August was appointed chief financial officer of Hilham Hillside Health Center, Hillside, MI.

• Joseph P. Genovese, BS '72, has been appointed assistant vice president and senior lending officer for the Bank of Lakeview, Lakeview, MI.

• Dennis Kolka, BS '62, MA '65, in May was named principal for Lakewood Junior High School, Lakewood, MI.

1969-1977

• James V. Kutz, BS '60, a trial attorney with the U.S. Department of Justice, in November was named senior research associate at the Office of Government Ethics, Washington, D.C.

• Michael C. Gianakaris, a professor of English and theatre; Dr. Gerald Hardie, a professor of physics; and Dr. Harold L. Ray, a professor of health, physical education, and recreation.

• Kristin D. Juel, BA '49, in July was named a counselor for Niles Township Community School District.

• Frank Bussing, BS '63, in June was named assistant store manager at Officemax, Inc., Lakewood, MI.


• Charles L. Light, MBA '70, recently was elected to the Kalamazoo College Board of Trustees, Kalamazoo, MI.

• Frank Bussing, BS '64, in June was named assistant store manager at the OfficeMax Corporation, Maumee, OH.

• Robert H. Bruinink, BS '54, in August was appointed director of accounting services at Consumers Power Company, Jackson, MI.

• William Dekker, BA '48, in June was promoted to coupling manager for the Trico Corporation, Maumee, OH.

• Frank Eckstein, BS '80, has been promoted to group vice president of retail operations of Jewel Food Stores, Melrose Park, IL.

• Mary Leheny, BS '60, in July was named superintendent of Southfield Public Schools, Grand Rapids, MI.

• John L. Lewis, BS '58, recently was named senior research associate at Northern Illinois University's Center for Governmental Studies, DeKalb, IL.

• Dorthea Corey Mortonson, BS '68, MA '73, Sp'A '78, in May became associate vice president and director of development at Michigan State University, East Lansing, MI.

• Allen Skibbe, BS '68, has been named principal of Whitehall Elementary School, Whitehall, MI.

• James E. Tyskencik, BBA '80, has been named director of corporate taxes at Consumers Power Company, Jackson, MI.

• Dan Wind, BS '64, in May was appointed camp director at Blue Lake Fine Arts Camp, Leesville, LA.

For more information about alumni events, call the McKee Alumni Center at (616) 387-6179.
Class of 1942

Class of 1942 and 1952 revi...
Amateurism, commercialism among ethical issues challenging Olympic ideal

Olympic competition is often portrayed as the purest athletic endeavor on earth. But is this view reality or myth?
The ethical and moral misbehavior associated with Olympic Games since its inception is of book proportion. Despite thousands of instances of exemplary conduct, the Olympic ideal has been staged without some controversy.
This year is no exception. As we head into another Olympic Games, the profound changes on the international sports scene are prompting sports historians to scrutinize the ideal of the Olympic Games. Some historians say these changes reflect various societal trends. Others maintain that history is being repeated, not made.
Numerous questions are being asked. Are the Games the true test of human competitiveness or have they become a commercialized production staged for monetary profit? Has the integrity of the Games deteriorated or does tarnished gold simply show up more easily under the modern media's spotlights?

On February 8 the Olympic torch will once more be lit—this time in Albertville, France, for the sixteenth Winter Olympic Games. After the winter events end February 23, the torch will be moved to Barcelona, Spain, where the twenty-fifth Summer Olympic Games will take place from July 25 through August 9.

For the 1992 games, the biggest ethical questions focus on amateurism, commercialization, and winning at all costs. In the recent past they focused on issues such as political boycotts and racism. Yet, the Olympic Games survive and are cherished by both athletes and spectators around the world.

Western Michigan University sports historian Dr. Harold L. Ray, a professor of health, physical education, and recreation, points out that at a basic level the Olympic Games, the original Olympic Games of Greece, weren't much different from today's Games. "The Crown Games had their winners and their cheaters, too," Ray says. "In fact, they have statues of the cheaters on the way into the Olympic Games, there as a reminder of public shame. But on the other side, there are the statues that exalt the winners."

Cheating is still a concern for Olympic watchers. Unmarketable conduct and the illegal use of performance-enhancing drugs, such as the steroids used by track star Ben Johnson and others, continue to blight the image of the Games. Present-day ethical issues, though, involve less clearly defined questions of propriety. According to international track and field expert George Dales, a retired WMU physical education instructor and former Bronco track coach, corporate sponsorship is a case in point. It is intended to help make the financially needy Games.
"As they say, 'he who pays the piper, calls the tune.' I think corporate sponsorship has put a tremendous amount of pressure on our programs to win at all costs. Anytime there's that kind of attitude, there will be cheating. As a result of the sponsorship, you gotta win," Dales says.
"Corporate sponsorship members also itself, is not a fair," he notes. "If companies were willing to support an athlete to train and try to help that athlete achieve his or her goal, that would be great. But when people are getting rich off of sponsorship, something dirty is going on."

Aymilian Benjamin Peterson, a 1972 gold medal winning wrestler, voices another concern about sponsorship. In his book Tales of Gold, written by WMU history professor Dr. Lewis Carlson, and John Fogarty, an associate professor of English at Ferris State University. "Today, I see our athletes coming back from our Olympic training camps with T-shirts for beer commercials. I'm very glad I'm not involved with that. I talk to high school coaches who are very upset about this. They send their best athletes to the training camp at Colorado Springs, and they come back wearing a T-shirt that is not permitted in their gym," Peterson says.

"I asked the president of the U.S. Olympic Committee about this practice, and he explained that they were doing it to raise money from the private sector. I think this is dead wrong. I don't agree that the money donated by the beer companies outweighs the harm done. After all, what messages are we trying to convey to our young athletes when we use them to advertise such products?"

The 1991 inductees into Western Michigan University's Athletic Hall of Fame are:

- Don Edwards, B.S. '61, a second-team All-America pitcher who was the first baseball coach for the University of California-Riverside, became the university's physical education department chairperson, and has served on various national baseball committees.
- Russell Gabier, B.S. '52, a Mid-American Conference football and track champion who was a high-level administrator at WMU and is now secretary and executive director of Kalamazoo's Irving S. Gilmore Foundation.
- Reggie Lacefield, B.S. '68, a three-time All-MAC second team pick in basketball who is now principal at a learning center in Michigan for students with special needs.
- Sharon Miller, B.S. '63, who competed in five women's sports, became a successful professional golfer, and now serves as instructor editor in chief for Golf for Women magazine.
- Neil Smith, B.A. '77, a Division II All-America defensive lineman who is now vice president and general manager of the New York Rangers hockey team.

WMU Athletic Hall of Fame gains six new inductees

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- Jack Vermuel, B.A. '55, M.A. '61, a record-holding tennis player and four-time MAC singles winner who has been WMU men's tennis coach for the past eighteen seasons.