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UNIVERSITY MAGAZINE
Western Michigan University At Kalamazoo

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OUR UNIVERSITY
FROM BACHELORS TO DOCTORATES /
50 YEARS AT WESTERN
ONLY THE ADVENTUOUS NEED APPLY
THE PERFORMING ARTS / AUDITORIUM PREVIEW
JUST WHAT IS A TYPICAL WMU ALUM?
ALUMNI REPORT
BRONCO SPORTS
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IN MEMORIAM
NEW ALUMNI ASSOC. LIFE MEMBERS

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OUR UNIVERSITY

All colleges and universities are caught to some
degree in what John Gardner calls "the crossfire of
uncritical lovers and unloving critics." Each of these
extremist elements brings a degree of peril to our
campuses. The uncritical lovers, embracing as they do
our rigidities more than our promise, stifle the very
criticism which is so vital to our continued well-being.
On the other hand the "unloving critics" utilize their
skills to precipitate disorder and disruption which, if
allowed, would cost us the discussion, debate, and
dialogue so fundamental to academe. Gardner sums
up his perceptiveness succinctly when he says "love
without criticism brings stagnation . . . criticism without
love brings destruction."

Dickens, you may recall, begins his famed novel
The Tale of Two Cities, "It was the best of times; it
was the worst of times." History has a way of repeating
itself. This is certainly a period in which the prospects
for higher education have never seemed brighter, yet it
is also a time when the problems we face have never
appeared more difficult. Western Michigan University
is an institution where the faculty wants to pursue
the bright prospects in front of us fully aware that the
realization of these prospects is almost in direct pro-
portion to our ability to handle the tough problems
immediately in front of us.

The challenges and the corresponding opportunities
for innovation, renovation and rejuvenation in our
institutions of higher education have never been more
clear or more urgent. The real essence of university life
for both the faculty and the students is to think clearly
and feel strongly.

Hampshire College, in Massachusetts, has adopted
as its motto Non Satis Scire—to know is not enough.
A former President of Amherst has suggested that they
should have added Non Satis Sentire—to feel is not
enough. At Western I like to feel that ours is a university
which is committed to both Non Satis Scire and Non
Satis Sentire. It is not only important but it is imperative
that our faculty and our student body think with clarity
and practice the civility and compassion which char-
acterizes homo sapiens over and above the lesser beings
of the animal kingdom.

James W. Miller
President
From Bachelor's
To Doctorates
Fifty Years
At Western
When the first bachelor's degrees were authorized in 1918 the faculty, students and alumni of Western State Normal School probably had little expectation that exactly fifty years later the institution, which by then had become Western Michigan University, would be awarding its first doctorate degree. But had the University not developed programs in many new areas, it would not have been fulfilling its responsibilities to the public. The 50 years between 1918 and 1968 had seen profound changes taking place throughout the entire world. These changes were clearly reflected in the curricula and programs of the University.
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The year 1918 was one in which millions of Americans still traveled by horse and buggy although automobiles and electrical interurban cars were seriously challenging “old Dobbin” as he had long been challenged by the steam locomotive. In 1968 three Americans safely orbited the moon. This feat dramatized the tremendous explosion of knowledge and the technological and scientific revolutions that had occurred during the preceding half century.

As the frontiers of knowledge have been pushed back the demand for increasingly higher levels of education has grown at an equal pace. In one generation a person could look with some pride on a high school diploma; in another on a college degree. Increasingly today work beyond the bachelor’s degree is becoming essential in many walks of life. Specialization and the advance of knowledge have made advanced study a “must.” Western’s decision to offer doctoral work has been in response to this demand; it has also been a reflection of the quality of the University’s academic programs.

The first two recipients of doctoral degrees, awarded at the December Commencement, 1968, were Miss BuenaFlor H. Mendoza, a native of the Philippines, and Robert Vermeulen, Assistant Superintendent of the Portage Public Schools. In these two persons the new world-wide dimensions not only of higher education but of Western Michigan University specifically were symbolized.

When in 1957 the Honorable G. Mennen Williams, Governor of Michigan, signed the bill changing Western’s name to Western Michigan University he said “it was right” that the citizens in the Western part of the State should be served by such an institution. He then continued that if the new designation were “not to be a hollow title, consistent action must be undertaken to insure that Western Michigan becomes indeed one of the great universities of the nation . . . the term University can only describe an educational institution offering advanced degrees in a large number of academic and professional areas.”

The Governor’s charge and an extensive study of Michigan higher education by John Dale Russell in the latter 1950’s indicated that Western should examine its capabilities for offering doctoral programs. The University had already become one of the leading institutions in America in the preparation of teachers for all levels, from the nursery school through the collegiate. The Association of American Colleges had found, in a study made in 1959, that Western was

Photo shows the recipients of Western’s first two earned doctorates in the December, 1968 commencement, Miss BuenaFlor H. Mendoza and Robert Vermeulen, who received their historic doctorates in simultaneous ceremonies.
among the first 100 institutions in the nation from which college and university faculty members had received their baccalaureate degrees. Dr. Russell, in the conclusion to his thirteen volume study, stated that there was need for "an institution of real university status at Kalamazoo." This conclusion indicated clearly that if Western was to fulfill its proper role in the southwestern part of the state it should move toward the establishment of doctoral and professional programs in areas of particular strength. Fortunately sound foundations for such developments had been well laid in earlier years.

Graduate programs leading to the master's degree were introduced at Western in 1939. These were offered under the supervision of The University of Michigan which actually granted the degree. The first graduate students took most of their work in Kalamazoo but were required to enroll for one summer's work at Ann Arbor. By 1952 the cooperative arrangement, helpful in the beginning, had been outgrown and Western was authorized to grant its own graduate degrees. Sixteen years later the University was offering 62 master's programs and 16 programs at the specialist level with a total graduate enrollment of 2,469. Meanwhile doctoral programs had been initiated in 1966. The Doctor of Philosophy degree is now offered in Chemistry, Mathematics, Sociology and Science Education. A program leading to the Doctor of Education degree is offered in Educational Leadership.

Even before publication of the John Dale Russell Report, conversations had been held between the Dean of the School of Graduate Studies, interested faculty members and the Vice President for Academic Affairs concerning the development of doctoral programs at Western. The qualitative standards that would need to be met were sketched out informally. From the first there was complete agreement that advanced graduate work should be offered only when resources for staff, library, research, space and equipment were adequate to support programs of high quality. The conversations further emphasized that graduate programs had to be based on qualitatively sound undergraduate offerings and that efforts to develop doctoral programs should not sap the undergraduate resources of such departments.

In the succeeding years areas which evidenced unusual capabilities for research, scholarly publications and for attracting strong students were continually

Western State Normal students did library research under considerably different circumstances than do their modern counterparts, as this 1908 photo will testify.
strengthened. The number of master's degree programs and those leading to the Specialist in Education degree were expanded as resources became available. Meanwhile, in order to become fully cognizant of current developments in graduate education, the Dean and Associate Dean of the School of Graduate Studies visited more than 30 universities that had recently begun doctoral programs or in which relatively restricted doctoral programs were being expanded. During these visits programs of unusual strength were studied, pitfalls to be avoided were discussed, and extensive data were compiled concerning potential problems to be met and effective steps to be taken for their solution. The Graduate Studies Council was kept fully informed of these continuing developments.

Representatives of the University in 1963-64 met with officials of the North Central Association, the regional accrediting agency, to discuss on a more formal basis, the development of advanced graduate programs at Western. As a result Dean Henry E. Bent of the Graduate School of the University of Missouri was appointed as the North Central Association's special consultant to the University. On his several visits to Kalamazoo Dean Bent conferred with members of the units contemplating the possibility of doctoral programs.

Left photo shows a portion of Waldo Library's expanded stack facilities with an advanced student. Photo above shows some of the 38 new carrels located on two floors of the library at the disposal of doctoral candidates and other research students. In addition there are 14 small private, study offices in Waldo Library for students and faculty.
and, drawing on his rich years of experience, provided information concerning those areas which seemed best prepared to move in that direction.

A very significant step was taken in September, 1964, when 25 key faculty members isolated themselves for three days at Haven Hill Lodge in order to focus their attention on the issues at hand. Those who participated in that meeting will recall it as one of vigorous discussion, hard work and fruitful results. Position papers on the several issues essential to the development of doctoral programs were prepared which served as the bases for the deliberations by the Graduate Studies Council and ad hoc committees of the council during the next year.

In order to maintain communication with various faculty groups conferences were held with them about the developing plans. As a result the Faculty Senate in November unanimously approved a recommendation from the Graduate Studies Council to proceed with the formal development of doctoral programs in selected areas of strength. In the following year the Western Michigan University Board of Trustees gave its formal approval. A sizeable document was next prepared for submission to the Michigan State Board of Education. Following a series of hearings before the board in which Western's role in Michigan's system of higher education was reviewed and the need for additional advanced degree programs within the state was considered, the board gave its support for Western to become a doctoral degree granting institution and specifically to move forward in five areas. By this action the State Board recognized the new stature the University had attained and the excellence of its academic standing.

One of the truly critical questions in launching doctoral programs was whether students of high quality could be attracted to the new programs. Fortunately this concern has proven to be without foundation. In Educational Leadership the number of applicants was quadruple the number, which could be accommodated and in each area the number of applicants was sufficient to permit a careful selection of qualified candidates. Of the 80 admitted to doctoral programs, 60 enrolled immediately and even in the Spring Session of 1968, a period in which the number of students in residence represents only a fraction of the fall enrollment, 50 doctoral candidates were enrolled. In the fall of 1968 the distribution of enrolled doctoral candidates was as follows: Educational Leadership—45;
Doctorates - WMU

Top photo shows view of WMU's newly expanded Waldo Library which will accession its one-millionth volume in only a few short years. Bottom photo shows view of Prospect Hill looking westward along Vine Street toward Davis Street in 1903 before Western's first building was erected on the hilltop just opposite Vine St.

Chemistry—18; Mathematics—eight; Science Education—seven; and Sociology—11.

The building of adequate library resources to support doctoral programs was of the greatest importance. In this particular area remarkable progress has been made in recent years, progress that has been beneficial to our undergraduate and graduate students alike and which has made it possible for Western to attract faculty members who would go only where good library resources are available to them. Nothing demonstrates this progress more dramatically perhaps than the fact that in 1958-59 the University was spending $5.63 per full-time-equivalent student for books and periodicals, whereas in 1967-68 it spent $45.00 per FTE student despite the tremendous increase in the total student population from 7,804 to 18,447 during those same years. Because of such support the number of volumes in the library surpassed the half-million mark in the fall of 1968. By becoming a member of the Center for Research Libraries, operated by the University of Chicago, three million additional volumes are quickly available to members of Western's student body and faculty for research purposes.

Western Michigan is not by any definition a fully developed University. It has taken only the first step toward the development of a broad program of doctoral studies. But that first step is highly important and marks a new stage in the development of the University.

When Prospect Hill, facing Vine Street and covered with old pear trees and grapevines, was selected in 1903 as the site of Western, no one could have foreseen that the infant institution would grow to a lusty 19,000 students. It may be equally difficult today for a person to visualize the Western of the year 2000, only 31 years away. By then it may well have developed into a complex University offering doctoral degrees in 30 or 40 disciplines and in numerous additional professional areas.

It can be hoped that those looking back on this period will feel that the foundations for advanced graduate study were well laid, that the programs initiated served the peoples of Michigan well and that the University's proper concern has been with the quality of its programs and not with numbers.

Article by DR. RUSSELL H. SEIBERT, Vice President for Academic Affairs and professor of history at WMU.
When the semester is over and the last grade has been recorded, my doubts again arise. Once again I have played God and passed judgment. In my infinite wisdom I have separated the sheep from the goats. The sheep do not trouble me; they will blat their way through the meadows of academia untouched. It's the goats that bother this instructor and provoke the writing of this little penance. My purpose is to explore their deep resistance to my attempt to educate them. Covert or overt, this resistance to learning has a strength which not only appalls but impresses. Why do these students work so hard to keep from assimilating the information I have tried so hard to give them?

I know, of course, that this resistance comes to all of us who teach. Even the ancients said that a boy's ears were on his back, that knowledge had to be beaten into him. I know that few real insights come without ache. “What is knowledge but grieving?” cried Robert Burns who was a dullard in school. Yet I have tried valiantly to ease the distress of learning and to hold forth its rewards and excitement. I cannot believe that my beloved goats found my teaching so painful. Surely their resistance must have other roots.

I have explored a few of these student partisans of the resistance movement in some depth. What I find at the bottom of their refractoriness is not pain but doubt. They simply do not believe that what I offer them is important. They reject, with an integrity that I cannot help but respect, the food and fare that they neither want nor need no matter how attractively I present it. They refuse to employ the academic gamesmanship that yields the honor points. They insist upon meaningfulness before ingesting information.

Sometimes after finals I wonder if I haven't been like Old Man Mager to those students I have flunked. Though I tried my damnedest, all I fed them was straw with perhaps a handful or two of something more palatable. I had failed to sense their need for the kind of food their potential for growth required. Oh, I could also blame them and say they were stupid or lazy and wouldn't work but then I remember that this was what Old Man Mager said about Maude.

We once asked a child how many apples he would have if he already had three apples and we gave him three more. He flunked that examination because he answered “Too many!” Those students of mine who have read and reread the same passage in a textbook without comprehension or have listened to me with glazed ears failed in their examinations because I had somehow failed to relate my information to their lives and feelings. In large classes it is so difficult to remember that students have glands as well as eyes and ears, so hard to recognize those whom you do not stir deeply. Even when I am personally excited with the unfolding of an insight, gland does not always speak to every gland, though much more usually happens than when mind speaks to mind.

It is so easy to present the fundamental bits of information (and it is of course necessary that we do so) but oh how much more difficult it is to present the implications of that information for their personal lives. Too often before a horde of almost faceless students I forget the implications and concentrate upon the approximations to truth as facts. I know that my role is not that of an encyclopedia or compendium of knowledge. I know that no teacher (or textbook for that matter) should be either of these. They have their place upon the shelf and students must know how to find them. A teacher or a textbook should be an arouser, not a sausage stuffer. I know, in this moment of truth after finals, that the students I must flunk are those whom I failed to awaken. Somehow I could not speak their language, multilingual though I try to be.

Then, too, there are those students who fail, or at best, function dully at a minimal level, just because of satiation and surfeit. Cramming a goose or a student does not make either wiser.

I have seen promising students suddenly become apathetic and disinterested—often in the final semester of their senior year. I have even had a few who flunked every course of that final semester. It was not just battle fatigue from input overload; it was suddenly that their mechanisms for relatedness had failed them. They simply could not sort and combine and integrate the information that was bombarding them. Our present system of higher education with its incredible plethora of courses, each with a different instructor and a multitude of bits of information unrelated to that which has already been stored in other courses and unrelated to the student's unique needs and interests, presents a picture of pedagogic folly that invites tragedy. A man can stand only so much chaos. No wonder our students protect their sanity by resolutely forgetting most of what they have learned once their final examinations have been endured. And no wonder they learn to resist further learning!

If it be argued that most of our students manage to survive and presumably to profit in some unmeasurable way from their college educations, all we can answer is that with wiser structuring they could have gotten so much more than they did get. We find no validity in minima where human potentials are concerned. We are reminded of Old Man Mager, a skinflint farmer in the Upper Peninsula, who had a poor gaunt horse named Maude. Maude's starved bones corrugated her hide because she had survived mainly on straw rather than hay all the long winter. Every Fourth of July, though, Old Man Mager would catch the old nag, hold out a handful of oats and say, “Eat till you bust!”

The faculty author of this “penance” prefers to be anonymous.
The ideal qualifications for students in Political Science 312 read like a come-on brochure for an Alaskan safari:

WANTED: Students with stamina, courage, perseverance, and a sense of humor. Successful applicants must be willing to shave their well-tended beards, tramp through snow and sleet, calmly face wild animals, and tilt with card-eating counter-sorters. ONLY THE ADVENTUROUS NEED APPLY.

These qualifications may seem somewhat far-out for a course in a staid political science curriculum. But, political science isn't so staid anymore. Each semester the 40 students of Political Science 312, Public Opinion and Voting Behavior, conduct a public opinion survey in Kalamazoo. Their purpose is to develop a body of raw data so they can analyze the various ingredients that comprise public opinion.

Each student participates in drawing a random sample, conducting interviews, coding responses, and is required to analyze the results of his survey in a formal paper. They are introduced to the rudimentary IBM equipment located in the Public Affairs Institute at WMU and are expected to develop some skill in elementary statistical techniques.

Undoubtedly, the course has a strange effect on some students. The day following a class discussion on the necessary ingredients for a good interview, one student arrived without beard; for another, a sweatshirt that could stand unaided was replaced by a suit and tie; and for one girl, a tailored suit was substituted for psychedelic slacks with liberty bell bottoms.

Students learn to find their way to census tract seven, block 24, and houses four, five, and six, as they strive for a valid random sample of the population. In the course of conducting the interviews the students receive the warm cooperation of the people of the city—even when it is five below zero. The students learn a great deal about Kalamazoo and Kalamazoo about students. On the whole, the experience seems to be worthwhile as excerpts from post-interview student reports point out.
Then came the third interview and one type where everything goes well and I am invited to stay for a while longer. I am not sure of her intentions, but I left anyway—-

But after four refusals, more than 20 not at homes, one Swedish girl who was a non-citizen and could speak only broken English, and a dog that guarded the southwest corner of the block, things weren't too bad.

I interviewed a woman bus driver who looked as though she could punch out any man around. I made it a point to be extra polite to her.

Most of them were sparsely furnished, run-down, dirty, and without glass in the doors and windows. The residences I visited all accepted me "warmly" but were wary of answering questions—either because they didn't know or they had no interest in anything outside of their houses.

I was wary of entering the houses, but I found that the people were really mostly the same as the others I have met.

I had to run to the car to get away from a dog. On the other side of the street, one family let me in because I had a Dutch name. They were ready to eat but they put the food back in the oven until they had answered the questions.

She knew the world was in a "hell of a mess" and the college students were the cause. This didn't bother me too much 'cause I think the world is a little screwy, also.

I was surprised that I caught no one eating dinner because I went out at 6 p.m. Every place looked like they hadn't eaten. No plates on the tables. I wonder what hour of the day people eat in Kalamazoo.

Apparently salesmen are using this technique to gain entry into homes.

I found that he was National Executive Secretary of the Prohibition Party.

It was a nice Sunday afternoon and everyone was probably out planning a riot or something.

It seems that between 5 p.m. and 6 p.m. on Saturday afternoon is siesta time in Kalamazoo.

Next in line came a WMU faculty member who disliked the Political Science Department.

"Mrs. Kennedy, Mrs. Kennedy." (Somehow they won't accept Miss).

I interviewed a young school teacher who was, by the way, single. I wish I could have stayed there a little longer.

I was told to come back in two months by a rather sarcastic middle-aged person who was "entertaining" a young lady.

However, of the three interviews I conducted in this area, I have nothing but respect and praise for my interviewees. The contrasting picture struck me when I interviewed my second area. Of the three interviews conducted here, I had at least five refusals (with indignation) and one made me feel as though I should be honored at being able to speak with him.

Article by DR. RICHARD L. MCANAW, associate professor of political science at WMU.
Western Michigan University's magnificent new Auditorium will add a third series—the Broadway Series—of performances to go along with the established Artist Series and Celebrity Series beginning next October. The Broadway Series will offer six one-night presentations of some of the best recent Broadway stage shows.

**BROADWAY SERIES**

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<td>I DO, I DO</td>
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<td>Sat., November 1</td>
<td>EXIT THE KING</td>
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<td>Fri., December 5</td>
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**ARTIST SERIES**

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<td>Fri., November 21</td>
<td>PITTSBURGH SYMPHONY</td>
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<td>Mon., December 8</td>
<td>YEHUDI MENUHIN, violinist</td>
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<td>Thurs., February 12, 1970</td>
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**CELEBRITY SERIES**

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<td>MANTOVANI AND HIS ORCHESTRA</td>
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<td>THE BARROW POETS</td>
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<tr>
<td>Fri., April 3, 1970</td>
<td>ARTHUR FIEDLER AND THE WASHINGTON NATIONAL SYMPHONY</td>
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just what is A TYPICAL
The question might well be: What is, or who is, a typical alumnus, or alumna, of Western Michigan University?

What the Office of Institutional Research sought, by means of a mail survey, was an answer. What it learned is that he (or she) is an artist, a college president, the president of a restaurant chain in Germany, an UNESCO expert in Paris, a solar research scientist, an airline pilot, an actor, an intelligence officer, a teacher, a homemaker, a minister, a social worker, and the list goes on.

Even an inexpert researcher, should there be a researcher who admits he is not an expert, knows that it is impossible to have a conglomerate alumnus combining all of those occupations. What the survey proves is that there is no meaningful answer to the question: "Who is the typical Western alumnus?"

To conduct the survey, the Office of Institutional Research went through the alumni file, choosing every tenth card. That meant that a questionnaire, seeking 119 answers, was mailed to each of 2,600 alumni. When the length of the questionnaire is considered, a response from 65 per cent of the recipients is excellent.

Basically, the information sought was not to construct a typical alumnus; that was considered a possible by-product. The purpose was to gather a broad range of answers and attitudes which could provide a basis for current analysis and planning for the future. Although this type of survey has been found helpful at other universities, Western previously had gathered such information only on an informal basis through conversations between faculty and former students.

From this formal survey, it is possible to characterize Western graduates in several ways.

Considering occupations first, it is shown, not surprisingly, that 44 per cent are teachers and about a third are employed as professionals or semi-professionals. It is interesting to note that the largest out-of-state employer of Western graduates is the business community, including industry. This shows that Western graduates who are certified as teachers tend to remain in Michigan whether they were Michigan residents when they entered or whether they came from other states. This demonstrates that Western is making a most important contribution to Michigan's educational system.

Our alumni can be described by where they live. Most former students were residents of Michigan (90 per cent) when they attended Western and only slightly fewer live here now. Most of those who have left Michigan are from special program areas such as Occupational Therapy, Paper Technology, or Speech Pathology and Audiology. Relatively few who left Michigan were teachers. Those who do live outside of Michigan are widely scattered geographically and live in 40 states and in 10 foreign countries. These data represent replies received to the questionnaire only. In all probability, former students are more nationally and internationally distributed than this survey indicates. It should be noted that most non-residents live in only a few states: California, Illinois, Indiana, and Ohio.

No analysis of information about Western would be complete without an indication of the changes that have taken place here over the past 20 to 30 years. Enrollment growth in the past 18 years is only one indication of this change. In 1950 there were just over 4,100 students. In 1960 there were about 9,300, and today there are 18,679. This enrollment change has been accompanied by changes in curriculum preferences. This shift has been toward greater interest in the liberal arts and sciences and away, somewhat, from education. Almost one-third of the current students are enrolled in liberal arts as compared to 15 per cent 10 years ago. The preferences for either business or applied arts curricula have not changed appreciably over this period.

Graduate School enrollment and programs have grown impressively. Almost 13 per cent of our current students are enrolled in graduate programs, representing a 60 per cent increase over the past eight years. This trend is further notable for the number and variety of advanced degrees received by former students. Today, almost three-fourths of the graduates indicate that they plan some further education, and about one-third of those responding to this survey received an advanced degree either here or elsewhere.

There have been notable changes in the backgrounds of students over the past few years. Almost half of the current graduates are transfers from other universities and community colleges while 10 to 20 years ago, only about one-third were transfers. The earlier transfers were primarily from other four-year universities. The current increase in number and per cent of transfers is due essentially to an increase in Michigan community college students who enter Western. This migration of students has increased the proportion of upper level students so that today, Western has become principally an upper division university: Junior, Senior, Graduate.
The newest classroom building now under construction at WMU is the $7.4-million Physical Science Building which will be completed next year. It will house the Departments of Physics, Mathematics and Geology, the expanded University Computer Center and the 12-million electron volt linear accelerator.

Other changes are occurring. More former students come from families in which the parents also attended college and where the breadwinners are more likely to be managers or professionals than was true previously. It is interesting to note that more current students are asking for and receiving financial assistance than before. Over half now receive some financial assistance through university-administered loans, scholarships, or work. This is not counting those who work outside the university.

One special analysis of the survey data undertook to compare the attitudes and characteristics of former students who are now teachers with those who are in other professions. This comparison indicates that graduates who become teachers are principally women, they live primarily in Michigan, and their fathers or family were or are farmers or semi-skilled workers who were somewhat less likely to have attended college than parents of non-teachers. These teachers indicated a strong liking for their job, the college training they received, and their choice of a university. This job satisfaction seems to be particularly characteristic of teachers and is somewhat less notable among the non-teachers in our sample. It might be suspected that this job satisfaction is in part related to Western's being the nation's second ranking university in producing certified teachers. Certainly it would seem that this satisfaction is partly responsible for our teachers' tendency to remain in teaching for an extended period of time.

Many former students are involved in a variety of community activities and functions outside of their occupation. This survey included several questions about this significant area, in an attempt to determine the nature and scope of such community involvement. The responses to these questions indicate first, that the highest rate of community involvement is among the alumni who have been out of college between 10 and 20 years. The second finding suggests that the type of involvement is related to the academic or vocational interests of the former student. Several examples of this were noted. One of these showed that teachers and education majors were most inclined to participation in youth and youth-related activities. The former liberal arts students appear to be most involved in community government and community service committees or groups; and the former business and applied arts students seem to prefer church or church-related activities or fraternal or service clubs. These generalizations should not, however, suggest that former students involve themselves in only one type of activity. The data suggests that involvement in one activity normally, or naturally, leads to involvement in additional activities.

There are interesting general reactions associated with attending Western Michigan University. While the University has grown and changed, the most noticeable attitude change across time has been toward the physical facilities. The more recent graduates rank physical facilities nearly as high as the faculty, so far as relative quality is concerned. These alumni also ranked the athletic program as much improved over previous years. Former students have further indicated a consistently high level of satisfaction with the education and job preparation they received. Over 90 per cent rated their education as either good or excellent and more than 70 per cent rated their job preparation as above average to excellent and indicated, in a general way, that the education they received was significant, as well as pleasant, step toward their economic and social advancement.

The information in this survey was not collected just to describe former students. Most information was accumulated about the programs and activities of the University. The alumni who responded to the survey provided valuable information to department heads and deans through their evaluation of current programs and suggestions for new or better programs. Much of this information is being put to good use. Several departments are studying programs and curricula with the aim of making them more responsive to student needs. Other studies are under way in the areas of student-university relations. The aim of these studies is to enable the University to provide greater immediate and long-range benefits to the students. The opinions and information provided in this survey have been of considerable assistance. It is anticipated that other similar studies will be conducted in the future to assist the University in maintaining this close contact with its former students.
The academic year just ended was one of confrontation. On campuses throughout the nation there was student unrest. In some instances there was destruction of property, student strikes, and there was disruption of classes.

In such a situation it would be unlikely that a university the size and complexity of Western would escape entirely some of the spin-off from events on other campuses.

Western did experience incidences of disorder, but alumni should be assured there was no violence, no extensive damage of property and no disruption of the academic schedule.

It should be explained that a large window in the University Student Center was broken and a fire bomb thrown into the office of the director of housing with resultant damage of less than $1,000. That incident was isolated and there is no indication of whether it was student related. Law enforcement authorities are continuing their investigation.

The two occurrences which probably came to your attention involved the snack bar in the University Student Center. On April 1, a group of students met in the snack bar during the noon hour. Later in the afternoon a number marched to the Administration Building, sat in the corridors for ten minutes and left.

That evening, a “rock” band was engaged to play in the snack bar, but the students overStayed the 11 p.m. closing by three and a half hours. While what they did was contrary to regulations, there was no damage and a large group remained to clean the room. Three of the students were cited before the disciplinary committee for their part in the event.

Two days later, there was another event at the Student Center with “rock” bands. The students, when ordered by President Miller to leave the building at the 11 p.m. deadline, did so peaceably, but about 2,000 congregated in Michigan Avenue.

Anticipating an incident, city, county and state police had been alerted. When the students gathered on the city street, halting traffic, a commander of a State Police post notified the students that if they did not disperse, they would be charged with illegal assembly. When there was only little dispersal action, police swept the street and arrested 34 persons, including 12 non students. Three cases have been dismissed. Others are pending in the courts.

The vast majority of Western students were not involved in either of these happenings. With but a few exceptions, Western students are determined to gain an education and are directing their energy to that end. It is the few exceptions who gain the attention of the news media. When happenings at Western are included in a round-up of the nation’s campus problems, our University is associated with institutions which are the victims of extensive damage and disruption. However unfortunate this is, it is true.

Those of us who are close to the situation are certain that President Miller has acted to avert serious situations. There is communication between the President and the students and between the President and the Faculty Senate. Requests for changes presented by faculty or students are considered thoroughly. Those which have been reasonable have been met. Faculty and students are represented by voting members on the Administrative Council. The Faculty Constitution has been revised to provide for students as voting members on all councils of the Faculty Senate. These conditions constitute preventive measures.

Returning to the incidents which have come to your attention through the media, the University's stand can be best described by quoting from the President's address to the Faculty Senate at its meeting shortly after the incident which resulted in action by law enforcement agencies.

The President said:

“During the week just past there were happenings on our campus which resulted in the arrest of 34 persons, including 22 students. Any consideration of the Thursday confrontation, when the arrests were made, must be viewed in the light of the Tuesday event when several hundred students refused to leave the University Center until three and a half hours after the regular closing time. In any community there must be reasonable restraints and this University is a rather sizeable community. Regulations are developed so that they will serve the greatest number. They are not made to be broken. I have stated on many occasions that we cannot have freedom without some measure of order. In the academic area we must have freedom. This implies we must have order.

“The presence of law enforcement officers Thursday night was not the result of precipitous action. There had been repeated statements, beginning February 13, that the University would ‘protect with all appropriate means the rights and safety of all students, faculty and staff and will resist with all appropriate means the seizure of any of its facilities or flagrant abuse of its rules.’ Forewarnings were given clearly and often.

“It is heartening to note that the Faculty Senate has instituted certain actions which will lead to greater student involvement in University affairs. It is even more heartening to note that these actions were started prior to any presentation of grievances.

“Our Faculty Senate has been the subject of much favorable national mention. It serves as a model for strong Senates at other Universities.

“The foresight and understanding shown by the Faculty Senate at Western over the last many months has been heart-warming and a source of strength to me.”

From the Office of John S. Lore, Director of Alumni Relations
George A. Phillips '24 recently received an honorary Doctor of Pedagogy degree from the University of Cincinnati. As principal of Harriet Beecher Stowe School, Cincinnati, he was instrumental in developing a pioneer program for teaching culturally deprived children.

Hollis Miner '30, principal of Ogemaw Heights High School, will retire July 1, ending 39 years of service in school administration.

Robert Decker '32 has been elected vice president of the northern Indiana and southern Michigan alumni group of WMU.

Elroy V. Ellison '33 has been appointed assistant superintendent of Dearborn Heights Schools.

Franklin Douglas '34 has become a full-time director of mental retardation services for a five county area served by the Child Guidance Clinic in Kalamazoo.

Genevieve M. Williams '36 retired February 1 from Southwestern High School, Detroit, Michigan.

Elwyn R. Dell '38, administrative assistant to the Wayne Community School District Superintendent, has resigned from his position, effective June 30.

Marie E. McMahan '40 recently received a doctoral degree in education from Michigan State University.

Dorothy J. Dickie '44 has joined the Department of Student Teaching at State University College, New York, as an off-campus supervisor in the Syracuse area.

Dr. John Cochran '47 has been named superintendent of Kalamazoo Public Schools after serving as assistant and deputy superintendent nine years. He holds an MA degree from the Univ.

Senior trackman Tom Randolph and senior basketball player Gene Ford have posted All-America firsts in Western Michigan University varsity athletics.

Randolph, from New York City, became the school's first three-time All-America athlete in March while Ford, from Chicago, became the Broncos' first bonafide All-America basketball player.

Randolph won a place on the national collegiate All-America indoor track team by placing third in the 440-yard dash at the recent indoor championships in Detroit while Ford was named to the Helms Athletic Foundation All-America basketball team, the first Bronco cager to ever win such a high honor.

Randolph won his third All-America honor after winning two last year. In 1968 he was second in the NCAA indoor 440 for his first All-America rating and also captured one outdoors when he anchored the Bronco 440-yard relay that placed third in the national collegiate outdoor championships.

A Viet Nam army veteran, the 27-year-old Randolph is one of the nation's fastest sprinters and competed in the final olympic trials in California last fall.

Ford, a Mid-American Conference first-team selection for two straight years, had a great senior year, winding up as one of the nation's top scorers with 620 points, an average of 25.8 points per game.

Ford also is the Broncos second leading scorer of all time, scoring 1,393 points in three seasons of varsity competition. He also set a school scoring record with 46 points against Loyola (Ill.) in February and had other efforts of 42, 38 and 37 points.

A high draft choice by both the National Basketball and American Basketball Associations, Ford's scoring mark is second only to Manny Newsome, who pumped in 1,786 points during the 1962-63-64 seasons.

Kim A. Richards, a Kalamazoo junior, will serve as WMU's 1969 Homecoming chairman, presiding over events on the October 25th weekend, including the annual parade and football game with Marshall.

A four member board of students will help Richards direct the many events of Homecoming, the first time for such an organizational setup. They are: Michael Dallas, a Mt. Clemens sophomore; Kathryn Hartman, a Wyoming, Mich., junior; Ronald Wilcoxson, a Manton soph; and Dorothy Pallas, a Grand Haven soph. Only Wilcoxson was not involved in planning last year's Homecoming.
Michigan and an Ed.D. from Columbia Univ. Teachers College. Dr. Cochran had served as acting superintendent since January at Kalamazoo.

John M. Phillips '47 recently received his doctoral degree in education from Michigan State University.

Victor Wier '48 has received a professional certificate award from the Michigan Association of Secondary School Principals. He is presently principal and curricular coordinator at Coloma High School.

'50-'55

William J. Giaison '50 is the new manager of the Grand Rapids Customer Center of Rapistan, Inc.

Ray E. Barrett '51 has been appointed assistant prosecutor for Van Buren County.

David Robinson '51 has been appointed an admissions officer at the University of Michigan, Dearborn campus. He will be responsible for community college counseling visitations and special Dearborn Campus projects involving minority groups.

Daniel E. Bergsma '52 has been named vice president of sales and service and a member of the staff board of directors of Orr Felt Co., Piqua, Ohio.

Donald G. Moore '53, M.A. '59 will be Dean of Technical and Vocational Studies at Montcalm Community College at Sidney, Mich., effective July 1.

Howard D. Linders '54 has been elected vice president and secretary of Carl Walker & Associates, Inc.

Duncan G. Carter '55 has been named vice president and manager of the First National Bank and Trust Company's charge account service at Kalamazoo.

Gilbert W. Kurschner '55 has been promoted to national sales manager of The Englander Company, Inc. He was named Chicago Division sales manager in 1963 and in 1967 became southern region sales manager.

Dr. Carl L. Shafer '55 has been promoted to manager of Professional Placement for the Midland branch of the Dow Chemical Co.

James A. Stevens '55 has been elected to vice president and creative director of copy for Aves Advertising, Inc., Grand Rapids.

Martin Seven '55 represented WMU at the inauguration of Dr. Laurence Christian Smith as president of Westmar College, La Mars, Iowa.

Edward Stewart '55 has been named general manager of the Drake Hotel in New York.

Dan Christie, '53, has been promoted to Fenton area manager for Consumers Power Company. He has been with Consumers Power since 1956.

Harold T. Beattie, '55, is now a registered representative of the Mount Clemens brokerage firm of Wm. C. Roney and Co., a member of the New York Stock Exchange.

Fred Toxopeus, M.A., former chairman of the mathematics department of the Mona Shores High School at Muskegon, is the coordinator of mathematics at the new Kalamazoo Valley Community College.

'56-'59

Walter Doudy '56 a native of Benton Harbor, earlier this year was named director of special programs at Kalamazoo Valley Community College, including student aid, coordinating applications for federal funds, and helping to increase opportunities for students from disadvantaged backgrounds.

George R. Frerichs '56 has become executive vice president and director of marketing services for Robert Vogele, Inc., a Chicago design, marketing and communications consulting firm. He will continue temporarily as publisher of Chicago Magazine on a consulting basis. Since he affiliated with the magazine in May, 1966, it has realized a 70 per cent gain in advertising and its circulation has more than doubled, to a current 80,000 or more.

John E. Sydnor MA '58 this July will become the first Negro superintendent of schools in Muskegon county and perhaps the first in the state when he takes over the helm of education in Muskegon Heights. He has been principal of Muskegon Heights High School the last year. Sydnor, a graduate of Muskegon Community College and Hampton Institute in Virginia, is enrolled in WMU's doctoral program.

U. Harold Males '56, Evanston, Illinois, has been promoted to head of the Language and Arts Department at SRA, the educational subsidiary of IBM.

Roger Mitchell '58 has been named as Centreville's Central Elementary School principal for the remainder of the school term.

John Xenos '58, M.A. '61 has been named principal of the Southwest Oakland Vocational Center.

Jean (Carter) Chadderton '59 received the Community Service Award offered by the Gogebic Range Jaycettes.

Charles Mitchell, Jr. '59 was named Outstanding Young Man for 1968 by the Highland Park, Mich., Jaycees. He is Director of Special Projects for the Highland Park Board of Education and is currently working towards a doctorate. Mitchell holds an M.S. from Wayne State University. He recently received a national fellowship toward his doctoral studies.

Mitchell, a former WMU basketball star, taught in Kalamazoo and Detroit before Highland Park.

Kenneth R. Dyer '58 is the administrative assistant for the Greenville Public Schools.

C. David Mohan '59 has been promoted to vice president of Grand Rapids' Union Bank and Trust Co.

'60-'61

Wilbur Schillinger '60 has become a full partner in a Benton Harbor law firm.

James C. Kellogg '60 was recently named executive assistant for policy and programs by Gov. William G. Milliken of Michigan.

Capt. William M. Chaney '61 was recently decorated with the Air Medal at Phut Cat AB, Vietnam, for meritorious achievement as a tactical fighter pilot.

Leslie H. Cochran '61, M.A. '62 has accepted a position as associate professor in the Department of Industrial Education and Technology at Central Michigan University.

Myrtie Dunavin '61 has retired from her position as Director of Nursing at the Kalamazoo State Hospital, after 22 years service as the director.
Alfreda Frost '61 has been named as one of the "Outstanding Young Women of America."

A South Haven teacher for 11 years, she is now an elementary school principal there.

Robert Neill '61 has been promoted to the post of first officer by Braniff International Airlines.

John G. Strickland '61 has been named assistant trust officer of the Traverse City State Bank.

William Sundquist '61 has joined the Muskegon County prosecutors staff and will serve as assistant prosecutor.

'62-'63

William M. Dyke '62 has been selected as the Wyoming, Mich., Jaycees' Distinguished Service Award recipient.

Roger Elyea '62, M.A. '64 heads the team responsible for developing a new method of computing re-entry trajectory parameters for NASA Apollo flights. He is project engineer for TRW, Inc., Houston, Texas.

James D. Malin '62 has been promoted to product quality engineer for Firebird assembly plants for the Pontiac Motor Division's reliability department, Pontiac, Mich.

Gary M. Smith '62 has been promoted to product manager for Ful-Steam Pressure Sensors, a division of the Dover Corp., Kalamazoo.

Douglas Thomas '62 has been named Man-of-the-Year for an agency of the New England Mutual Life Insurance Company of Boston, Mass.

Glen Bachelder M.A. '63 has been appointed to the new post of policy research coordinator in the Bureau of Policies Programs by Michigan's Gov. William Milliken.

Gil Bradley '63 has been appointed associate director of the Douglas Community Association of Kalamazoo.

Peter E. Fisher '63 has been named an assistant cashier at Detroit Bank & Trust.

Capt. William H. Miller '63 recently received the Air Medal for heroism in aerial action in Vietnam.

James S. Selmo '63 was recently awarded a $420,000 judgment by a jury in Escanaba for injuries he received when an auto broke away from a tow truck and hit his car in June, 1966. Selmo teaches mathematics at Grosse Pointe North High School.

Rebecca D. (Ashlin) Yunker '63, along with her husband, J. Douglas Yunker, is serving as a Peace Corps Volunteer in Jamaica where she is helping the Jamaican government carry educational programs into communities throughout the island as a trainer of native teachers.

Richard E. Whitmer '63 this May was appointed as director of the State Commerce Department of Michigan with headquarters at Lansing, by Michigan Gov. William G. Milliken. Whitmer had been serving as legislative counsel on the governor's executive staff after serving in similar capacities on the executive staffs of U.S. Senator Robert P. Griffin (Mich.) and former Mich. Gov. George Romney before then.

Whitmer helped reorganize the Michigan Commerce Department as an executive assistant to the director during 1966. He holds a Juris Doctor's degree from the University of Michigan Law School (1965). Whitmer was a magna cum laude graduate of WMU.

'64-'65

Ronald Dean Mulder '64, is interning at Blodgett Hospital in Grand Rapids, following graduation from University of Michigan's Medical School last June.

Michael Parsons '64, M.A. '65, is teaching at Southwestern Michigan Community College at Dowagiac in the area of general studies.

Judith Paxson '64, is a teacher in the program for overseas dependents at the Misawa (Japan) Air Force Base.

Bruce Rank M.A. '64, assistant principal at Kalamazoo Central High for the past three years, is now principal at Allegan High School.

Jack Sherman M.A. '64, has been named to the newly-created position of controller at Simpson Lee Paper Co., Vicksburg.

Robert H. Bruinicks '64 is an assistant professor at the University of Minnesota in the Department of Special Education.

James Hechlick '64 has begun an administrative assignment as Supervisor of the Physically Handicapped in the Warren, Mich., Consolidated Schools.

Mark Ogden '64 recently attained his C.P.A. certificate. He is on the audit staff of Price Waterhouse & Co., Detroit.

Fred Saxton '64 is new director of the Community Adult Education Program at Homer, Mich.

Mrs. Robert Sonnenville '64 has opened a nursery school in Plainwell. It is called "Sunny Corners Nursery School."

Fred A. Stag M.A. '64 has been named principal of the Bangor Elementary School.

Douglas A. Webb '64 has joined Eli Lilly and Company, Indianapolis, Ind., as a compensation analyst.

Capt. Alfred J. Zeigler '64 received his second award of the Army Commendation Medal, December 9, near Lai Khe, Vietnam. He received the award for heroism in ground operations against a hostile force in Vietnam.

Stephen M. Bean '65 has been appointed vice president in charge of sales for the Bay City Foundry Co.

William G. Clark '63 has been promoted to manager of accounting services, western region, for the Brown Co., Kalamazoo.

Lt. John T. Colburn '65 represented WMU at the April inauguration of Dr. John O. Edison as president of Georgia Southern College, Statesboro, Ga.

Thomas J. Hirsch '65 has become associated in law practice with Donald A. O'Toole in Kalamazoo.

Michael W. Howe '65 has been promoted to the position of purchasing agent at Quality Spring Products, Inc., in Coldwater.

Fred Kelley '65 is the Boy Scout field executive of the Ionia District.

John E. Knight '65 has been promoted to manager-education and training for Wyandotte Chemicals Corp., Wyandotte, Mich.

James Oatley '65 has joined the Arthur Young & Co. accounting firm in Birmingham, Mich.

John E. Ripmaster '65 is now the teacher-coordinator for the USDESEA. He is in charge of all junior high school athletic activities in Europe, plus competition in golf, wrestling and track for all U.S. dependent's high schools in Europe.
'66 - '68

Mrs. Louis (Velma) Childs '66 has been appointed as coordinator of the Middle Cities program at Bard School in Benton Harbor.

Don A. Doolittle '66 is the new Wickes Lumber Division motor equipment manager in Saginaw.

Michael E. May '66 has recently been transferred to Southfield, Mich., as a public health advisor for the U.S. Public Health Service.

David Priester '66, M.A. '68 represented WMU at the inauguration of Dr. Robert S. Eckley as president of Illinois Wesleyan Univ., Bloomington, Ill., in March.

Jack Vantreese II '66 has opened a branch of the Detroit Mobile Homes Corp. Alma, Mich.

James Bundo '67 has been elected president of the Personnel & Guidance Association at Eastern Michigan University.

Charles Follett '67 has been appointed vice president of the marketing division of the Detroit Mobile Homes Corp. Alma, Mich.

Eric W. Phillips '67 has been named a fully registered representative of the New York and American Stock Exchange at Battle Creek.

Lynn Slaughter '67 has graduated from Eastern Airlines in-flight training school in Miami as a stewardess.

Frances B. Ebers '68 recently completed training as a hostess for Braniff International and has been assigned to the airlines' flight crew base at Dallas, Texas.

Robert W. Park M.B.A. '68 has been promoted to director of research and development for Packaging Corp. of America in Grand Rapids.

following a year's illness. She had been a teacher for 38 years at Detroit, retiring in 1965.

Ester (Greve) Downing '28 died February 4 in Babson Park, Florida. She had been a teacher in Saranac and for many years was a principal in the Cadillac schools. She had resided in Marshall the last eight years following retirement.

Leonard L. Bestrom '30 died January 4 at a hospital in Ludington. He had been ill for three months. He was Intermediate School Superintendent of Mason County at the time of his death.

Paula Mar Waddle '33 died December 24 in a Battle Creek hospital. She had been ill for six months. Mrs. Waddle had been a news correspondent for the Battle Creek Enquirer & News for more than 14 years for the Galesburg area.

Arthur Frederick VanZee '35 died December 28 in an Ohio hospital. He had been a research physicist and had worked with Permaglass, Inc., since 1961, at Millbury, Ohio.

John J. Morier '38 died at work January 22, following a heart attack. He was a former high school teacher and was Dearborn's first Housing Bureau director. He was the director of the Genesee County Retarded Children's Association at the time of death.

Pearl E. Trudgen '41 died in January at a hospital in Battle Creek. She had been a teacher and principal in Battle Creek for 41 years, retiring in 1963.

Jerry G. Hemer '42 passed away October 16 in Flint after a lingering illness. He had been a teacher 25 years, retiring in 1965 due to illness.

Robert H. Gilbert '48 died January 16 at his home in Moraga, Calif. He was divisional vice president of Northwestern Life Insurance of Seattle and president of Protective Equity Corp.

Marion E. Fowler '61 died in March at her home at Twin Lake, following a two-year illness. She had been a teacher at the Twin Lake School until 1967.

Lorrain (Hilaski) Donovan '65 passed away at her home in Wayland, following a lingering illness. She had been a teacher until ill health forced her retirement in 1966.

1st Lt. David W. Sterling '66 was killed in Vietnam in January when the helicopter he was co-piloting crashed.

Raymond C. Bernhard '68, a Detroit real estate salesman, was shot and killed February 12 by a client following a discussion. Bernhard's employer was wounded in the attack.

ALUMNI ASSOCIATION
NEW LIFE MEMBERS

New life members are always a welcome addition to the family of the Western Michigan University Alumni Association. The following persons have recently joined the growing ranks of this esteemed group.

BERNARD G. ALLEN '68
Zeeland, Mich.

NANCY (HEGRENESS) BRADLEY '65
Decatur, Ill.

PATRICK E. DECKER '68
South Haven, Mich.

ROBERT A. DINEHART '69
Joy (Lehr) DINEHART '68
MICHAE L J. SMITH '67
CAMILLA (MARCINEK) SMITH
South Bend, Ind.

JAMES R. FOSTER '65 MBA '66
JUDY (BAUMGARTNER) FOSTER '64
Kalamazoo, Mich.

TERRY D. HAGEMAN '68
JUDY (MALOCHLEB) HAGEMAN
Three Rivers, Mich.

ROBERT W. HICKCOX '64
Farmington, Mich.

JACK H. HUBBELL '60
Hastings, Mich.

ROBERT L. JANISKEE '64
SANDRA (Blinn) JANISKEE '64
Portage, Mich.

HOWARD A. JOHNSON '54
Monroe, Mich.

SANDRA L. KUENTZEL '65
Ypsilanti, Mich.

ROBERT L. MATOY '68
GAYLE (PURCHASE) MATOY '67
DANIEL B. QUICK '58
ALDYTH (LIGHT) QUICK '58
Saginaw, Mich.

HARVEY W. NORRIS, JR. '64
MARY (MINER) NORRIS '64
Traverse City, Mich.

HERBERT RUMLER '52
St. Clair Shores, Mich.

GEORGE O. SINEN III '58
Grand Rapids, Mich.

ROZAN M. SINTTOTT '67
Owosso, Mich.

ROBERT L. SNOOK '42
MILLICENT (LARIMER) SNOOK '41
Woukegan, Ill.

J. PAUL SULLIVAN '54
Cherry Hill, New Jersey

JOHN TISHUCK '35
DOROTHY (SMOLIN) TISHUCK
Northville, Mich.

MARLOW J. VAN SOEST '64
CAROL (ARNOLD) VAN SOEST
Plymouth, Mich.

IN MEMORIAM

IDA BELLE McDowell '21 died February 24 at her home in Benton Harbor. She had taught school in Berrien County for 37 years, retiring in 1959.

DOROTHY MANTHEI '28 died February 3 at her home in Muskegon. She had taught school in Lansing for 25 years until retirement in 1958.

ANNA GOODMAN '22 passed away in February at an Alma hospital. She had been a teacher in Kalamazoo from 1924-27.

LEILA O. DECKER '24 died unexpectedly December 18, while attending the annual Village Council Christmas party in Sturgis. A Detroit resident 23 years, she had lived near Sturgis since 1952.

HELEN (Milton) Vultaggio '27 died January 18 at a Detroit hospital,