Western Michigan University

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UNIVERSITY MAGAZINE
WESTERN MICHIGAN UNIVERSITY AT KALAMAZOO

Fall-Winter 1969
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COVER PHOTOS

The antique panorama cover photo is a reproduction of a World War I vintage post card showing WMU's first two buildings atop Prospect Hill. The post card might well have been through the war but in so doing has gained much character, as has the hill itself, in addition to normal aging.

The Oaklands, in celebrating its 100th anniversary, has aged remarkably well, as inside photos will testify.
A recent American Council on Education (A.C.E.) study produced a profile of the educational background, opinions, and aims of a cross-section of freshmen entering all of the United States' more than 2,000 institutions of higher education in the Fall of 1968. From our own experience, we know that our incoming freshmen are better read than their predecessors and possess higher ambitions in terms of educational plans than did their counterparts of ten years ago.

The ACE study indicated that today's freshman is not inclined to place as much value on hard work as did his predecessors. He is not bound to traditional morality to the extent that was true of his predecessors. Nor does he have the respect for authority that was characteristic of students of an earlier period. As a student he questions just about everything. He feels mature enough to decide when a rule of the university or a law of the land is or is not appropriate for him to follow.

Today's freshman has a strong feeling that students should play an important part in determining the curricula in which they are enrolled. Sixty percent of these freshmen indicated that they felt that faculty pay increase should be based in some part on student evaluation of faculty. Seventy-five percent felt that marijuana should not be legalized. Almost forty-two percent felt that disadvantaged students should get preferential admission treatment. Fifty-four percent indicated that the colleges have been too lax concerning student protests. Seventy percent smoke cigarettes frequently. Thirty percent discuss politics frequently. Only twenty-one percent sought advice from their teachers in high school. Thirty percent discussed religion frequently. Over fifty-six percent read poetry that had not been required for a specific course. Forty-one percent play chess.

Only one in three have discussed seriously their future with their parents, and over sixty percent have had at some time what they regard as a serious argument with one or more of their high school teachers. Forty percent play some musical instrument, and three out of four of these freshmen have visited an art gallery in the past year. There is every indication, as you can observe from these statistics, that these students are different from their predecessors.

The attitudes, values, goals, and commitments of our young people must be examined closely, for without serious evaluation and consideration of students' thoughts and beliefs, it is not possible to work effectively with students.

Students today have a large number of legitimate concerns. They share with the faculty, trustees, alumni, and in fact all citizens of all ages, the unhappiness that is abroad throughout this nation and in fact throughout the world. They feel deeply concerned about the shame of our cities. They feel deep pangs of frustration when they hear so many adults seemingly accept the plight of our slums and ghettos as insoluble problems. They feel with many of our adults a high measure of unhappiness with both our foreign and domestic policies. It is obvious, that this dissatisfaction is not limited to any one class in society, any one ethnic group, or any particular section of the country.

Perhaps worst of all is the dissatisfaction the students, as well as citizens generally, have with themselves. Americans have traditionally thought of themselves as a kind, thoughtful, generous, and good people. Many, however, have discovered that within their being there is racism and prejudice. Too many individuals, both young and old, have seemingly lost for the moment that sensitivity and responsiveness to their fellow man, that vision, that inspiration, that enthusiasm and, most important of all, that degree of faith in human existence that separates man from beast, and vegetable from human. Is it any surprise that within the context of growing cynicism and callousness in society as a whole, students are not only unhappy but are seeking a larger measure of self-determination for their own individual lives? There is certainly nothing illegitimate in the present surge and effort of youth to enlarge the student's role in determining more aspects of the non-academic life that he leads on our university and college campuses. Equally legitimate is the student's desire to participate with faculty and administration in academic matters of real import to him.

James W. Miller
President
Robert S. Babcock would have been as startled as any of today’s students to learn that “Oaklands,” the home he built in 1869, would be best known to the Kalamazoo Gazette in 1944 as “a mecca for the nation’s horse fraternity.” The future home of Western’s presidents was then remembered as the birthplace of “Peter the Great,” winner of the Kentucky Futurity in 1898 and sire of six hundred standard record harness racers over the next quarter century.
In 1869, Robert Babcock bought sixteen acres of land along the Territorial Road in order to become a country gentleman. He built his home in the popular "Italian Villa" style to suggest something of the elegance he attached to suburban living. The tall, rounded windows, the brackets under the eaves, and the "observatory" atop the roof marked the origin of this "Villa" style in the country homes of Renaissance Italy.

Romantic critic Andrew Jackson Downing had written a few years earlier that a villa was, after all, "the country house of a person of competence or wealth sufficient to build and maintain it with some taste and elegance." He went on to suggest that the Italian Villa was certainly "the most refined home of America—the home of its most leisurely and educated class of citizens. Happy is he who lives this life of a cultivated mind in the country."

John Sloan, the New York architect whose Female Building dominated the "Asylum" grounds across Arcadia Creek, described a similar villa (the model for the present Community Center on South Street) in 1860. He insisted that the style was "intended for the country-seat of a man of ample fortune, and to occupy a site in the midst of highly cultivated and beautiful scenery." With it must come "all the accessories necessary to the highly embellished landscape, such as parks, lawns, and artificial lakes; . . . ."
It was altogether a pleasing prospect for Babcock, a banker and partner in the clothing firm of Babcock, Cobb and Company, and “Oaklands” soon became one of the few residences in the county known by its own name. But many adjustments followed the financial crisis of 1873. By 1874, control of the property passed into the hands of Benjamin Austin, local wagon master and investor. In the 1880’s, the Austin family lived in the home. Austin’s daughter, Amelia, married a Western railroad builder, Daniel Streeter, and moved to Chicago. In the economic upheaval of the early 1890’s, Streeter decided he could afford to commute to Chicago, and the Streeter family became the masters of “Oaklands.” Streeter used pasture land around the house to raise harness racers, and thus it was that Peter the Great arrived in 1895.

In 1920, Kalamazoo surgeon Dr. Charles E. Boys, took up residence in the Oaklands. Boys turned the pastures to other uses as harness racing lost its popularity; soon the land around the house provided opportunities for the new sport of golf.

In 1944, Western Michigan University bought the property for expansion purposes. Though there were plans in the 1950’s to place a library on the site, Oaklands seems now established as “the President’s House,”—as Andrew Jackson Downing described such homes in 1850, “the beautiful, rural, unostentatious, moderate home of the country gentleman, large enough to minister to all the wants, necessities, and luxuries of a republican, and not too large or too luxurious to warp the life or manners of his children.”
One pleasant summer's day in 1909 when I was roaming over Normal Hill, I stopped to check the construction going on just south of the old Administration Building. This new structure would house the Training School in the following September, and it was well along toward completion. Workers were installing the heating and plumbing fixtures. One of them noticed me appraising the operation with the expert eye of a recently promoted first-grader in the Vine Street School. He beckoned me to come over. He stood me facing a wall on which, after a quick mental calculation, he penciled a mark. I did not understand his purpose then, nor did I until four years later, when I was enrolled very briefly in the Training School. Then I read the word BOYS on the door of the room in which I had faced the wall. This was indeed a child-centered school.

My next association with the Training School was slight but memorable. In September, 1911, President William Howard Taft visited Kalamazoo, ostensibly to lay the cornerstone of Vine Street School. He beckoned me to come over. He stood me facing a wall on which, after a quick mental calculation, he penciled a mark. I did not understand his purpose then, nor did I until four years later, when I was enrolled very briefly in the Training School. Then I read the word BOYS on the door of the room in which I had faced the wall. This was indeed a child-centered school.

Actually, I suppose, he was embarked on a speaking tour to convince voters that he had not betrayed Theodore Roosevelt's progressivism, the laying of the cornerstone being a kind of occupational hazard. Anyhow, his appearing in Kalamazoo was a great occasion. After the cornerstone had been properly placed he visited in succession Kalamazoo College, Western State Normal School, and Nazareth Academy, the President riding in the open automobile of Alfred B. Connable, Sr.
The presidential party reached Western's hilltop in the early evening and stopped between the Administration Building and the Training School—the two buildings were not connected in those days. President Taft made the kind of remarks presidents make under such circumstances, and then the entourage moved slowly on the road which ran along the east facade of the Training School. I hurried to one of the stone piers flanking the south steps of the building. I was alone there, and as the presidential car moved past, the nation's heftiest president waved me a friendly farewell.

My first experience with the "Establishment" of the Training School came in the summer of 1913. I had just finished the fifth grade in the Vine Street School, and I figured six weeks in the prestigious Training School might strengthen me against Miss Fletcher's sixth grade at Vine Street. The first morning of the summer session found me in Katherine Mulry's sixth grade, all set for academic acceleration. I have forgotten everything about that morning except one traumatic episode. In the course of checking the class roll, Miss Mulry asked me a question which I thought could be answered quite satisfactorily by "yes." My supposition was mistaken. Hurricane Kate descended on me instantly, and with her pencil pointing menacingly, demanded I say "yes ma'am." So I said "yes, ma'am," but I never returned after the recess. This treatment seemed ungrateful after my contribution four years earlier.

Except for that half-day, my contacts with the Training School were peripheral. I was not one of those fortunate children whose first nine years of schooling were spent in the school on the hill. And why were they fortunate? Chiefly, but not entirely, because their teachers were experienced, imaginative, and dedicated professionals. Indebted to John Dewey for their educational philosophy, they devised projects which intrigued pupils and often parents, making the school a happy and useful experience.

Top left photo was taken about the time of World War I with the new Campus School building in the foreground. Note how barren of trees and shrubs was Prospect Hill at that time.

More recent photo to the right shows the south corner of steps and columns in front of Campus School, Mr. Starring's vantage point during President Taft's visit to Western.
The building itself, planned around a two-story rotunda, encouraged a feeling of community. The school year was full of plays, projects, and happenings, such as Elsie Bender's annual "Egyptian Tea" in the second grade and Louise Steinway's student council project in which a presidential aspirant once devised the slogan "Go to church, worship God, vote for the Honorable Henry Todd." The towering events of the year were the eighth grade commencement, the May Festival, and the Christmas Pageant—the last a recent victim of the Supreme Court's sensitivity to religious programs in tax-supported schools.

The golden age of the Training School came in the administration of Frank Ellsworth, its director from 1916 until his death in 1938. In 1948 the Training School and State High School were put under a single administrator, the combination becoming the Campus School. Meanwhile, the rapidly increasing enrollments in public schools demanded more teachers, which in turn required the School of Education to find more facilities for practice teaching. To secure them, Western turned so completely to public school systems that eventually only about one per cent of student teachers were assigned to the Campus School. This, at a time when the rapid expansion of the University required an unusually careful examination of all budget items, put a heavy burden of proof on the continuation of the Campus School.

The University High School was closed in 1966. At the February, 1969, meeting of the University Board of Trustees, President Miller regretfully recommended that they authorize the closing of the elementary school in June. This the Board did. Its vice chairman, Fred W. Adams, must have had mixed feelings about this decision, for he had run the complete course in the Training School, from kindergarten through the twelfth grade.

Friday, June 6, 1969, was the last day of the Campus School. About 150 persons attended the closing program in the rotunda. They heard speeches, sang songs, and indulged in understandable nostalgia. One speaker, alumnus Jack Gilman, said "The closing of the Campus School is just an illusion. It will live forever in our minds and hearts."

Professor Frederick J. Rogers of the English Department is one of those in whose memory the Training School lives. Next he recalls the years between 1912 and 1922—ten years instead of the nine which is par for the course. He seems to have flunked kindergarten in his first attempt.
Insights From An Insider

I started in the Training School kindergarten in 1912, where for some reason I spent two years, and I graduated from eighth grade in 1922. My teachers were: Kindergarten—Lucy Gage; First Grade—Minnie Campbell; Second Grade—Fannie Ballou; Third Grade—Ruth Miller; Fourth Grade—LaVerne Argabright; Fifth Grade—Irene Steele; Sixth Grade—Katherine Mulry; Seventh Grade—Louise Steinway; Eighth Grade—Inez Kelly; Art—Eleanor Judson, Rose Netzorg, Lydia Siedschlag; Music—Beulah Hootman, Florence Allen, Leoti Combs; Gym—Germaine Guiot, Marian Spaulding; Penmanship—Harry Greenwall; Manual Training—Marion Sherwood; Cooking—Mary Moore; and Sewing—Alice Blair.

The principals were, first, Lavina Spindler, then Frank Ellsworth; the secretary was Marie Cole; the janitor was Mr. Champion, or Champ.

There was at first only the row of colonnaded buildings that crown the hill and face Davis Street, known then, reading from the south, as the Training School, the Administration Building, and the Gymnasium, the latter two connected. I have a memory (apparently from 1915) of a clean new building appearing behind the others—the Science Building. The Training School and the Administration Building were not connected then; a drive ran between them.

To approach the hill by car you drove up from Oakland Drive behind the Training School, parked between the buildings if you could, since the drive did not then extend behind the Administration Building; and to depart you drove in front of the Training School and in a curving course through the playground back to Oakland Drive. This proximity of automobiles and small children was a hazard, and there were some minor accidents. A sign in front of the Training School said DANGER CHILDREN, an ideal background for gag snapshots.

In front of the buildings the brow of the hill, a pure
level line, dropped off toward Davis Street in two steep, firmly sodded terraces and then moderated to a gentle slope through well-spaced hardwoods. There were three pedestrian approaches from the east: at the south end a walk climbing the hill in a broad curve; from Walnut Street a flight of broad, railed wooden steps, later modified by a pair of concrete walks, forming a horseshoe, on the lower slope; from Cedar Street the cable cars with a flight of wooden steps beside the tracks.

Snow made the hill into a wonderful winter playground. It was a tricky ski-run to head directly down the steep terraces, to negotiate the sharp bob between them, to dodge the trees on the lower slope, and finally to hazard the traffic, sparse in those days, on Davis Street. The curving walk at the south end made a marvelous continuous slide of some 200 yards, a real test of equilibrium.

There were three play areas. The regular playground south of the Training School had swings, teeter-totters, a slide, a small, gravelly, patchball diamond, and some nice grassy slopes. Across the drive behind the school, where the Health Service Building now stands, was a knobby hill covered by a grove of small hardwood trees; it was grand as an imaginary battle-field or for hide-and-chase games. These two areas were used for “recess.” End of recess was signalized by Champ, the janitor, coming out on the porch and ringing a handbell. Bordering Davis Street at the foot of the curving walk was a field with a chicken-wire backstop, where we frequently had outdoor gym. The area did not then have the level grade it has today, and there was some adventure in fielding a ground ball.

The Training School had gardens on a series of terraces between the curving walk and the steep pedestrian thoroughfare of Walwood Place. I remember our planting the gardens in the spring and the excitement of seeing radish and onion shoots appearing in June, but I don’t remember a harvest. Each terrace had at each end a simple archway made of two-by-fours and covered by vines; they were, oddly enough it now seems, hop vines. Late in my school days the gardens were transferred to the hills across Oakland Drive, now the site of the parking lot beside the Recital Hall.

The Training School building itself was symmetrical-ly arranged around a two-story rotunda. This central space was lit by a large skylight and surrounded by an octagonal balcony on the second floor; it had a characterless elephant-hide floor covering underfoot. Entering from the east porch, you climbed a short flight of steps to the rotunda floor. The principal’s office was immediately on your left. Farther around to the left, along the south side of the building were the kindergarten rooms, which could be entered by either of two doors at the extreme ends of the wall. Between them, giving this side of the rotunda a special character, sprawled a huge brick fireplace (Was it only ornamental? I don’t remember ever seeing a fire in it). Above the mantel was a series of colored prints of Edwin Abbey’s paintings of King Arthur’s Round Table. These were the only exceptions that I recall to the general dependence (in those days before inexpensive and accurate color printing) upon sepia prints. Our classrooms were well-furnished with brown
monochrome reproductions of paintings by Millet, Bonheur, Breton, Corot, and Landseer.

In the southwest corner of the building was the first grade, which consisted, like each of the other grade-complexes, of a large classroom with about thirty fixed desks, a cloakroom, and two smaller classrooms with movable chairs. This arrangement provided a useful flexibility; three entirely separate small classes could be conducted at once, a situation made quite practical by the presence of several practice-teachers in each grade. On the west side of the rotunda was a stage and behind it a dressing room containing cupboard with gauze and cheese-cloth costumes in miscellaneous disarray. The rotunda served as an auditorium.

For assemblies, as I recall them, the children would file from their classrooms out onto the rotunda floor, each carrying a chair. They would arrange the chairs in rows, the youngest grades at the front. The stage was used for plays (I remember myself playing at various times Columbus, the Mad Hatter, and Theseus in an abbreviated Midsummer Night’s Dream), for visiting lecturers (I remember a bushy-haired artist who talked about beauty and presented the school with wind-chimes and to whom we reacted with predictable Philistine amusement), for musical recitals from our own talents or by outsiders (I remember the Normal Girls’ Glee Club sing “Hark, Hark, the Lark”).

Continuing to move clockwise around the rotunda, you would find in the northwest corner the second-grade rooms, and in the northeast corner the third-grade rooms. Between them a corridor, flanked by rest-rooms led to the north exit, which consisted of a steel porch and stairway to the ground, matching a similar structure at the south end of the Administration Building. At some moment in history a wooden bridge was built across the intervening drive to facilitate inter-building traffic.

The only approach to the second floor of the school was a two-flight stairway doubling back toward the east entrance. Up here moving to the right and then counter-clockwise around the octagonal balcony, you would find the fourth grade in the northeast corner, the teachers’ rest-rooms to the north, the fifth grade in the northwest corner, some teachers’ offices to the west, the sixth grade to the southwest, the seventh grade along the south side, and the eighth grade in the southeast corner.

The main entrance to the basement was by a pair of stairways leading down from just inside the east door. You descended into a central room, large and irregularly shaped, used for luncheons and banquets. To the immediate right was the manual-training room, fitted with 30 individual work-benches and smelling of fresh lumber. To the left in the southeast corner was the domestic-science room, equipped with 30 or more work-places, each having its individual miniature gas range. Directly at the back, down a short flight of steps to permit a higher ceiling, was a
small gymnasium, which all the grades used for physical training. Off to the right a corridor led to a north exit, with a mysterious janitor's domain behind a door in the west wall.

The student-body, consisting of about 30 children in each grade, was diverse, not too different from the mixture a public school might have had in those days. Since the tuition charge, at the start, was only 25 cents for each of the three terms, there was no financial barrier except for the very poor. The school leaders were children of the established well-to-do families who back then lived in the South Street-Academy and the Stuart-Woodward areas. Their common country-club background gave them a natural reason for sticking together. But they were not snobbish; they welcomed into their circle and into their homes any classmates whose liveliness or talents made them agreeable or interesting. Such children may have comprised half the student-body. Most classes had a sprinkling of faculty children (ours had three). There were also children of families who lived nearby and may have found the location convenient and of some who may have felt even the small fee insured a better education or at least conferred status.

One of Dr. Rogers' fond memories is of the annual May Festival, the above photo of the 1929 event, held in the Men's Gymnasium on Oakland Drive. Nearly 550 children from the Campus School, Paw Paw, Richland, Portage and Hurd schools participated, along with Western's orchestra.
Our class always had at least one child from a deprived background. I wonder now if this was the result of a policy to approximate a popular cross-section and thus to make the student-teaching situation more realistic. If this child was shy and not academically oriented and not very clean, as was often the case, he was shunned and scorned by his classmates and must have had a lonely and miserable life.

We were actually an experimental school. Boys as well as girls got some training in cooking and sewing (I remember oatmeal and the cross-stitch), and girls were introduced to woodwork. We had an opportunity, unusual in those days, of taking typing-writing in the seventh grade. I remember an activity with Miss Mulry called Projects, where we divided into interest groups for our learning activities. I worked with two scientifically knowledgeable classmates on a perpetual-motion machine. We thought we had succeeded when we got a pair of shears swinging, apparently forever, in a strawberry crate; but Miss Mulry pointed out that the swinging would stop when our dry-cell batteries ran down. We had, of course, invented all over again the principle of the electric buzzer, and we had learned some fundamentals of electromagnetism.

With Miss Steinway we elected officers and had a classroom government. As treasurer (naturally, since my father worked in a bank), I once had twelve cents more actual cash than my bookkeeping could account for. I regarded this as something of a triumph. But Miss Steinway didn't; and she explained the awesome responsibility of public office.

The Training School's chief difference from a public school was its connection with the training of teachers. Most of the day two or three college students would be sitting along the walls with pencils and notebooks, observing. Sometimes an entire education class of thirty or more would crowd in for a mass observation. Each grade always had two to five practice teachers who spent a good share of their time in the classroom, taking over various subordinate pedagogical chores and intermittently doing the principal teaching. Training School children had the advantage of getting more pedagogical attention than students in other schools, but there was the undeniable disadvantage that much of it was inexpert attention. Things probably balanced out.

I must have had hundreds of practice teachers, many of whom, I am sure, were apt and well-trained. I remember only two by name, not the best certainly, both of them men who taught us in the eighth grade. Mr. Sterling (that was not his name) was a fine collegiate athlete, and we were looking forward to having him for our history teacher. In his first meeting with us he shocked and amused us (little snobs) by a constant use of "this here" and "that there." He began his second session—through the prompting, I am sure, of the critic teacher—by confessing a weakness for certain ungrammatical expressions and asking us, if we caught him using them, to raise a hand, get his attention, and help him break a bad habit. Two minutes later he was, with perfect unawareness, involved in a complex of "this heres" and "that theres." For a few moments we were too embarrassed to respond as he had asked us to. Finally the nicest and most conscientious girl in the class raised her hand. His reaction was a discomfiture which showed itself in annoyance at us; and we felt betrayed. His position with us would have been hopeless, and he was somehow transferred out.

Dorothy and Hazel, Campus School first graders in a period when Western was still known as Western State Normal School (1903-27), inspect insect specimens in a vivarium at the school.
Quite a different sort of practice-teacher was a man whom I shall call Duval—a flamboyant matinee-idol type. In the middle of the term we were shocked to read in the Kalamazoo Gazette that he had been arrested for embezzling from a grocery where he worked part-time. We never saw him again. But in the unpredictable way of eighth-graders we conceived a violent sympathy for him, and we started a campaign. "We want Duval!" We wrote slogans on the blackboard and chanted them on the playground. Miss Kelly called Mr. Ellsworth in to help in the emergency. We were_keys not strictly accurate (What is the frequency of colitis among Miss Mulry's former students?) ; but the tone was admirably objective. Miss Mulry, if called upon, could have handled sex education beautifully, and Mary Jane would have managed, as she actually did manage, to get through her embarrassments without permanent psychological damage.

Another vivid personality was Miss Cole, the principal's secretary, a thin, pale, blue-eyed spinster—then, I suppose, in her thirties—whom we regarded as the most frightening person in the school. On the playground once in the sixth grade I got into a fight with Bart Thomas, one of my best friends. As usual, when such a thing happened, the whole place echoed with "Fight! Fight!"; and a circle formed around us. Then we heard, "Here comes Cole! Here comes Cole!" And I recall seeing the brisk advance from the school-building of that thin figure in dark blue and being frightened into a kind of paralysis. She took Bart and me, each of us by an ear, and marched us, both blubbering, to the principal's office, where, having been initiated to law and order, we were turned over to Mr. Ellsworth for justice. He handled us mercifully; we had been through enough. An investigation showed that the fight had developed out of a stone-throwing battle between two playground "armies." And I was disgusted at the moral capital that two of our classmates got out of the whole business by voluntarily confessing to being the leaders of the two factions.

A recent Kalamazoo Gazette article (6/7/69) spoke of the Training School's "three annual highlights"—the Christmas program, the May Festival, and eighth-grade graduation. Of the first I remember only the huge evergreen tree in the middle of the rotunda. Of the May Festival I remember the choral performances we presented at the Armory—"The Singing Leaves," "The Walrus and the Carpenter," "The Pied Piper of Hamlin"—accompanied by the Chicago Symphony Orchestra. We felt pride and excitement when our music teacher, Miss Allen, a real winsome eyeful, took over the podium from the craggy maestro, Frederick Stock. Of graduation I remember only the music used for the march, Mendelssohn's "Spring Song," which I haven't heard now for a good many years.
Some 25 persons from Western's Class of 1919 attended their Golden Anniversary Reunion on the campus in mid-August and spent the entire day renewing acquaintances with each other and with the University. The 1919 class is noteworthy because it was Western's initial four-year class.

The president of that first collegiate class at Western, W. Clyde Huff of Three Rivers, spoke briefly about his recollections of Western in his undergraduate days on the hill. Each 1919 graduate introduced himself or herself and gave a resume of his or her activities since 1919.

In addition to the Golden Anniversary breakfast, pictured on this page, the group attended a luncheon and toured Western's growing campus. WMU President James W. Miller, vice president for student services Dr. Paul Griffeth and WMU archivist Wayne Mann spoke to the group. Some members also stayed over to attend Western's summer commencement in Waldo Stadium that evening.

The 1919 graduate who came the greatest distance was Mrs. Blanche (Reed) Broberg of Ramona, Calif. Faculty members (in 1919) present were Dr. William R. Brown of Kalamazoo and Mr. Marion Sherwood of Plainwell.

Top photo shows nearly the entire breakfast group looking toward the head table. The arrow points to W. Clyde Huff, Class of 1919 president, as Dr. Griffeth, standing, was speaking.

Bottom photo shows Mrs. Etta (Paulson) Evans of North Muskegon introducing herself to the group, as each class member in turn was called on to do.
WMU Nominates Nine Alums As

Outstanding Young Men of America

Nine WMU alumni were recommended for inclusion by Western's Office of Alumni Relations and are listed in the fifth edition of the book, Outstanding Young Men of America, issued by The Outstanding Americans Foundation, Chicago, Ill.

WMU alums honored are: Martin "Marty" Barski '68 of Norridge, Ill., who had been living in Kalamazoo; Capt. Gary Bowersox '62, formerly of Kalamazoo, but now living in Honolulu, Hawaii; James M. Brener '63 of Landisville, Pa.; Dr. James E. Cole '62 of Bloomsburg, Pa.; Dale Livingston '68 of Plymouth, Mich.; Philip J. Meyer '57, formerly of Kalamazoo, now living in Westernport, Md.; Stephen P. Schreifer '67 of Harper Woods; James Snyder M.A. '64, formerly of Traverse City; and Dr. James S. B. Tan M.A. '62 of Edinboro, Pa.

Those men who appear in the book are between the ages of 21 and 35 and are selected for their service to others, professional excellence, business advancement, charitable activities, and civic and professional recognition. They are nominated by Jaycees chapters, college alumni associations and military commandants.

BIOGRAPHICAL SKETCHES

MARTIN BARSKI played professional baseball last summer in the Detroit Tigers farm system. A business administration major at WMU, he won the Scholar-Athlete of Michigan Award in 1967, playing varsity football and baseball at WMU.

CAPT. GARY BOWERSOX majored in accounting, serving as business manager for the WMU Herald student newspaper two years. A career army officer, he has been chief of operation service officer for the U.S. Army's Audit Agency at Honolulu.

JAMES M. BRENER has been a sales representative for the United Twine & Paper Co., Inc., since leaving WMU and in 1966 was elected the firm's corporate secretary. In 1968 he was named Outstanding Member of the Lancaster, Pa., Jaycees.

DR. JAMES E. COLE is an associate professor of biology, Bloomsburg (Penn.) State College. He holds an M.A. ('63) from Western and a Ph.D. ('68) from Illinois State University, where he has also served on the faculty.

DALE LIVINGSTON is a kicking specialist for the professional football team, Cincinnati Bengals. He holds a number of WMU and MAC punting and place kicking records.

PHILIP J. MEYER is an assistant paper mill superintendent with the West Virginia Pulp & Paper Co., Luke, Md., after serving as a chemical engineer, machine supervisor and area supervisor.

LT. STEPHEN P. SCHREIFER is a member of the WMU Alumni Association board of directors now serving in the U.S. Army. He was a sales engineer with Owens-Corning Fiberglass Corp., while being quite active in many service organizations in the Detroit and Grosse Pointe areas.

JAMES SNYDER is counseling director for the U.S. Department of Defense, American Dependents School, Chitose, Hokkaido, Japan. He served as a teacher at Saginaw High School 1964-66 before taking the federal post.

DR. JAMES S. B. TAN is an associate professor of psychology and special education at Edinboro State College, Penn. He obtained an Ed.D. degree from Illinois State Univ. in 1968. Dr. Tan has served as a psychologist at Starr Commonwealth for Boys, Albion, Mich.; the Decatur (Ill.) Public Schools; and the Tri-County, Ill., Special Education Assoc., 1968-69.
CAGERS AND HARRIERS EXPECT IMPROVEMENTS IN 1969-70

Basketball and cross country fortunes should be stronger at Western Michigan University this year as both teams are expected to have better balance and more depth.

In basketball, Coach Sonny Means is looking for a more balanced scoring attack to replace All-American Gene Ford, who averaged 25.8 points per game last winter. The 1968-69 Broncos placed third in the Mid-American Conference with a 6-6 mark and compiled an overall record of 11-13.

Returning, however, are seniors Ellis Hull and Joel Voelkert and junior Earl Jenkins, all regulars. Hull, a 6-3 forward from Benton Harbor, averaged 14.5 points per game and topped the team with a 10.3 rebounding average. Center Jenkins (6-7) and guard Voelkert (6-4) compiled respective scoring averages of 10.3 and 9.2.

Other likely starters are junior Bill Vander Woude (6-5), who was sidelined by illness last winter after starting as a sophomore, and 6-9 transfer Dave Swift.

Top sophomore candidates are Lee Davenport, Detroit; Dave Culp, Goshen, Ind. and Jeff Garske of Glenwood City, Wis. Davenport, another 6-3 forward, averaged 18.1 points in 13 freshman contests.

In looking ahead to the MAC schedule, Means feels that “Ohio University has to be rated as the pre-season favorite while Kent State, Miami and Bowling Green will all be improved. We’ll probably be picked to finish in the second division but we could end up surprising a lot of people.”

In cross country, Coach George Dales has a better team on hand than that which won the Mid-American title a year ago. “In fact, I’d have to say we have more experience and depth available than at any time since we won the NCAA championships in 1964 and 1965,” commented Dales. “I’d like to think we could get back up in the national picture but our main concern is just improving on a week-to-week basis and then seeing how things develop at the end of the year.”

In 1968, the Bronco harriers won... (More Sports on Next Page)
23-29

Mrs. Neva (Hoag) Hill '23 MA '62 has retired after 20 years of teaching in the Kalamazoo school system.

Mrs. Tresa (Cummins) Barnes '24 B.S. '58 recently retired after 15 years of teaching in Kalamazoo.

Siloia Coy '25 retired recently after 19 years of teaching. She had taught kindergarten in Lawton for the past 7 years.

Margorie Graham '25 recently retired from the Kalamazoo school system, after 44 years of teaching.

Lue Hansen '25 has retired after a 28-year teaching career. She helped develop the special education program in the Coloma school system.

Cora Fountain '26 AB '34 recently retired after 43 years of teaching in Kalamazoo.

Thelma Watt '26 plans to travel after her recent retirement. She had taught in the McBain Public Schools for the past 16 years.

Grace Kibler '27 recently retired after 38 years of teaching in Coloma elementary schools.

Gertrude Yonkers '27 has retired after 42 years of teaching in Big Rapids High School.

Dr. Mette Tate '25 AB '27 has been named Isabella (Mich.) County's "Most Outstanding Native Daughter."

Dr. Tate was the first American black woman ever to matriculate at Oxford University in England. She holds an M.A. degree from Columbia University and a Ph.D. from Radcliffe College. The author of six books and numerous scholarly articles, Dr. Tate has been a professor of history at Howard University, Washington, D.C., since 1942. She was an honor student at Western.

In 1948 Dr. Tate represented the U.S. in the noted UNESCO Seminar at Lake Success, the same year in which she received the National Urban League's "Outstanding Achievement Award."

Margaret (Brockway) Buttery '28 recently retired after teaching 12 years in Kalamazoo.

Anne Findlayson '28 has retired from the Kalamazoo school system after 42 years of teaching.

Dr. Cleo Belle Harrison '25 recently retired from the faculty of Northern Michigan University. She was a member of the Visual Arts Department and had been on Northern's faculty for 23 years.

Margaret (Kennedy) Powell '28 recently retired after 16 years of teaching in Kalamazoo.

Edna Willison '28 A.B. '37 recently retired after 43 years of teaching in Kalamazoo.

Getha Vanderbrook '28 B.S. '33 has retired after 40 years of teaching in Kalamazoo.

30-49

Margaret Campbell '30 MA '54 recently retired from the Kalamazoo school system after 41 years of teaching.

Rose D. Warlick '30 of Battle Creek was recently awarded a 1969 Distinguished Service award by the Calhoun County School Board Members Association.

Marguerite (McElwain) Hofaker '30 recently retired after 39 years of teaching in Kalamazoo.

Donald Valk '30 has been honored by Northwest Missouri State College with the naming of the college's new Industrial Arts Building after him. He

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without the services of Mike Hazilla, who sat out the year with Achilles tendon injuries. The Binghamton, N. Y., senior was fourth in 1966 MAC standings and was sixth the following year.

Behind Hazilla this fall, Dales figures that seniors Dave Hein and Jack Magelsen, junior Jerome Liebenberg and sophomore Gary Harris of Kalamazoo will likely round out his top five.

Also back are juniors John Bennett, who was sixth in the league race a year ago, and tenth place finisher Paul Olmstead. Both these men should have improved seasons after battling sprained ankles in 1968.

Battling to crack into the seven-man regular lineup will be junior Dennis Burns and sophomore Steve Goralitz.

"Miami and Bowling Green figure to be the teams to beat in our league this fall," said Dales. "But everyone else is also stronger. We put everything together last year and sort of sneaked out a win, but repeating will be much harder."

1969-70 WMU BASKETBALL

Dec. 1 WISCONSIN STATE

6 UNIV. OF PACIFIC

10 at Univ. of Detroit

13 MICHIGAN STATE

20 CENTRAL MICHIGAN

22 at Indiana Stote

27 TENNESSEE TECH

Jan. 3 at Loyola (Chicago)

6 at Ball Stote

10 at Marshall

13 TOLEDO

17 KENT STATE

21 at Miami

24 at Toledo*

28 OHIO UNIV.*

31 BOWLING GREEN*

Feb. 3 at Northern Illinois

7 at Ohio Univ.*

10 LOYOLA (Chicago)

18 MIAMI*

21 at Kent State*

25 at Bowling Green*

28 MARSHALL

*Mid-American Conference games

HOME GAMES IN CAPITALS

1969 CROSS COUNTRY HIGHLIGHTS

Sept. 20 USTFF Open Meet at

Bowing Green

27 Michigan Federation Meet at WMU

Oct. 4 at Central Michigan

10 at Notre Dame Invitational

17 Boll State at WMU

25 at St. John's, New York

Nov. 1 at Michigan Championships, Ann Arbor

8 MAC meet

15 at Central Collegiates,

Carbondale, Ill.

24 NCAA meet, New York

29 National AAU, Detroit
has been chairman of the NMSC Department of Industrial Arts Education and Technology since 1932, after receiving his B.S. degree from the University of Michigan. He taught drafting at Western and also at Muskegon Junior College.

During his tenure at NMSC the enrollment of the Industrial Arts Education Department has increased from 20 to some 1,000 students.

Grace Potts '31 has retired after 42 years of teaching in Kalamazoo.

Dr. B. Everard Blanchard '31, coordinator of Graduate Programs at De Paul University's School of Education (Chicago), had a research study published this summer: "Illinois Ratings of Character in Physical Education." It guides phys ed teachers in assessing the development of varied character traits in students as a result of participation in phys ed classes.

Dr. Blanchard, already listed in 10 compilations such as Who's Who In American Education, has been asked to submit biographies for the 1970 editions of three more books, including Directory of American Scholars. He holds an M.S. degree from the University of Iowa and a Ph.D. from the University of Chicago, and has been at De Paul since 1962.

Ivan M. Wheeler '32 of Kalamazoo was recently elected president of the Michigan Probate Judges Association.

Albert C. Johnsen '33 was recently appointed Godwin Heights schools superintendent. He was formerly the Dean of Business Affairs at Lake Michigan College, Benton Harbor.

Louis Gilson '41 recently retired after 24 years of teaching in Farmington schools.

John P. Milanowski '42 of Grand Rapids has been sworn in as the new U.S. Attorney for the Western District of Michigan.

Robert P. Bott '47 M.A. '54 has been named Manager of the Professional Personnel Department at Dow Corning, Midland.

50-59

Donald W. Christensen '50 recently received his Specialist in Education degree from Michigan State University.

Leonard F. Visser '50 has been appointed assistant professor of education at Marietta College, Marietta, Ohio.

Richard R. Fonger '50, M.A. '55 recently received his Specialist in Education degree from Michigan State University.

Clark B. Sherman '50 has been promoted to accounting manager of the Corporate Consolidation Accounting Department of Associates Corporate Control Co., South Bend, Ind.

Victor L. Ott '57 recently received the Service Cross, First Class, award from the Federal Republic of Germany, primarily for his tireless efforts as director of the Berrien Springs—Karsruhe (Germany) Student Exchange Program with a Karlsruhe high school, the last 12 years. The German Quarterly in November, 1966 devoted four pages to the project.

King, who has been teaching German at Berrien Springs High School since 1956, received his award Oct. 20 at the office of the German Consul General in Detroit.

In the 14 years of the student exchange program, which is unique in the U.S., some 200 German and Michigan students have exchanged places, under King's direction, including 53 from Germany. He is assistant to the principal at Berrien Springs.

Dr. Joan A. Phillips '52 is now an associated professor of health and physical education at Youngstown State University, Youngstown, Ohio.

William J. Denton '53 was recently appointed superintendent of the Springport schools near Jackson.

Westel P. Stowell '54 is managing editor of the Bonsai Bulletin of the Bonsai Society of Greater New York. Bonsai is a living work of art, shaped from trees and shrubs, grown in containers, pots, or on stones, from several inches to six feet high.

Stowell is also a lecturer-teacher and demonstrator of Bonsai. He was born and raised in Kalamazoo, where his interest in Bonsai began at age 15. He received a Master of Public Health degree from Yale University in 1962 with a major in hospital administration.

Wesley R. Christensen '55 has been promoted to administrator in the group annuity administration department at the home office of Aetna Life & Casualty, Hartford, Conn.

Robert L. Arends '56 recently received a doctorate in education at Michigan State University.

Richard J. Evans '57 recently received his Ph.D. in Food Science with a Biochemistry minor from Michigan State University.

Dr. Ronald Denison '57 this summer was named president of Anoka-Ramsey Junior College at Coon Rapids, Minn. For the past three years he had been dean of Olivet (Mich.) College as well as dean of the social studies faculty. He holds M.A. and doctor's degrees from Purdue University.

Dr. Denison served on WMU's faculty 1960-64 and then at the State University College at New Paltz, N.Y., before moving to Olivet. His teaching career was interrupted 1951-57 by six years as a U.S. Air Force officer, reaching the rank of captain.

Carl E. Todd '58, M.A. '61 has been appointed professor of machine tool technology at West Shore Community College.

Albert P. Flowers '58 has been named assistant principal at Loy Norrix High School in Kalamazoo.

Joseph G. Zainea '58 has been selected director of the Model Cities Program in Grand Rapids.

Robert Ford '59 has been appointed principal of Fair Haven High School.

Dorothy Mattson '59, M.A. '64 has been appointed librarian at Lake Superior State College, Sault Ste. Marie.

Roderick Halstad M.A. '59 has been appointed a Benton Harbor junior high school principal.

John Carmody '59 has been named assistant sales manager of the Interstate Folding Box Company, Middletown, Ohio.

Willard T. Gocha '59 has been named manager of the office administration department at The Travelers Insurance Co., Manchester, N.H. office.

Charles Christison '59 has been selected for promotion to rank of ma'or in the U.S. Air Force at Woodbridge, England. This summer he was project leader for the NATO Tiger Meet of the 79th Aero Squadron, in which nine air divisions from Europe competed in air defense exercises.

Christison, a native of Vicksburg (Mich.), flew a jet in Vietnam for more than a year until reassigned to England. While in combat he received the Distinguished Flying Cross and two award plaques.

60-63

Janet K. (Conner) Dalman '60 has been named one of America's Outstanding Young Women for 1969.

David Roberts '60 M.A. '63 has been appointed assistant professor in the History and Political Science department of The University of Dubuque at Dubuque, Iowa.

David Bliss '60 has been promoted to controller of the Ott Chemical Co., Muskegon
Larry Diebold ’60 has been named area director for Region 13 of the Michigan Education Association.

Thomas Hopkins ’MA ’60 has been named manager of shareholder relations for the General Motors Corp. public relations staff. He has been a member of that department since March, 1968. Hopkins joined GM’s AC Spark Plug Division public relations staff in 1959 after teaching at Dowagiac High School and then joining the journalism field with the Dowagiac Daily News and Berrien County (Mich.) Record in 1955.

Bruce Wagner ’61 has been named plant manager of Dover Corp., and Mobility Training Program at the General Motors Corp. public relations staff in 1959 after teaching at Dowagiac High School and then joining the journalism field with the Dowagiac Daily News and Berrien County (Mich.) Record in 1955.

Dover Corp., Kalamazoo.

John W. Dwyer MBA ’66, formerly executive vice president of the American Seating Co., Grand Rapids, Mich., this summer was named president of the firm. Dwyer joined the company in 1961 as controller and in 1963 was elected secretary and treasurer and later vice president-finance. Last year he became executive vice president and a director of the company.

Dwyer holds a B.S. degree from the Univ. of Connecticut.

Jacqueline French ’66 has returned to teach again at a Navajo Indian Methodist Mission School at Farmington, New Mexico, where she has aided Indian children the past three years. She worked toward her master’s degree at Western this summer. The Vicksburg (Mich.) native has volunteered to assume the mission teaching role each year.

Joe Lee Anderson ’66 has received his Doctor of Jurisprudence degree from Vanderbilt University, Nashville, Tenn.

Patricia Andrizzi ’66 is now an instructor of instrumental music at Oakland Community College.

Donald J. Muller M.A. ’68 is now teaching in the Business Education Division of Delta College.

Dennis W. Shufelt M.A. ’66 has been appointed assistant principal of Holland High School.

Michael F. Harrington ’66 is now teaching in the Speech Department at Adrian College.

Harold E. Rudlaff ’66 recently joined the Packaging Development unit of the Upjohn Company, Kalamazoo.

Irving A. Rachstein ’66 recently received his Bachelor of Law degree with honors from Harvard University.
Gordon D. Fuller '66 has been promoted to district sales representative for the San Francisco area of the Armco Steel Corporation.

Vickie Anthony '67 has accepted a federal government assignment to a teaching position at Goose Bay, Labrador.

Richard D. Cooper '67 has been named assistant manager of the American National Bank and Trust Co. of Kalamazoo Douglas-Paterson area office.

Gloria Green '67 was chosen Miss Black Michigan in the contest held in Detroit this past summer. Cheryl Pearson, now a WMU student, was a member of her court.

Evelyn (Philips) Dickson '67 represented WMU at the inauguration of Dr. Norbert K. Baumgart as president of Northern State College, Aberdeen, South Dakota.

Walter R. Smiles '67 has been named assistant manager of The American National Bank and Trust Company's Eastwood Office in Kalamazoo.

Sharon Prebish Priester M.A. '67 is now teaching in the Mathematics Department of Illinois State University.

Robert Barton '67 is now teaching in the Speech Department of Monmouth College at Monmouth, Illinois.

Rev. Thomas S. Vesbit M.A. '67 has been named superintendent of Catholic Central High School in Muskegon.

Melvin L. Holmes MBA '68 has been named executive director of the Lift Foundation of Kalamazoo.

Aivars Melkus '68 has been named personnel coordinator for the Kalamazoo plant of Peter Eckrich and Sons, Inc.

Gary A. Neumann '68 recently received his commission in the U.S.M.C. and is on rotary flight training with the U.S. Army at Ft. Worth, Texas.

Milton E. Swainston '68 has been commissioned a second lieutenant in the U.S. Air Force at Lackland AFB, Texas.

Robert C. Switalski, Jr. '68 has been assigned to Randolph AFB, Texas, after being commissioned a second lieutenant in the U.S. Air Force.

Robert Vermeulen Ed.D. '68 has accepted the superintendentship of the Upper Merion Area School District near King of Prussia, Pa., a Philadelphia suburb.

Nancy Devine '68 has joined the public relations staff at Wayne State University.

James L. Solberg '68 has transferred from the automotive assembly division of the Ford Motor Company, Dearborn, to the Louisville assembly plant as liaison engineer, technical control department.

Mary Ellen Senkowski '68 is teaching at the State University of New York College at Cortland.

Peter C. Mist '68 has been appointed to the counseling staff at Southwestern Michigan College.

Jack Harris M.A. '69 has been appointed Aquinas College's first admissions director at Grand Rapids, Mich.

David A. Mauzolf '69 has accepted a position with a nuclear power plant in Idaho.

Russell Vanderwell '69 has been named principal of Kalamazoo Christian High School.

James Howard '69 has accepted a position with United Air Lines as a flight engineer.

Eileen Williams '69 is teaching the mentally retarded in the Coloma Community schools.

Richard Fannin, Jr. '69 of Racine, Wis., is now a marketing instructor at North Central Technical Institute at Wausau, Wis.

IN MEMORIAM

Leavy L. Bishop '09 passed away in June at a Grand Rapids nursing home. She had been a teacher in Allegan County for several years.

Nina B. Gerhard '10 passed away last summer after a lingering illness.

Orley Hill '12 passed away early in April. He taught school at Pontiac Central High School for 35 years.

Sister Mary Paula '16, the former Lorna B. Murphy, died in April at a Grand Rapids hospital after a brief illness. She had been an educational consultant and elementary grade supervisor 36 years for schools operated by the Marywood Dominicans.

Robert N. Gamble '27 passed away in July. He had been employed by the Upjohn Co. of Kalamazoo for 32 years.

Marion F. Sanders '29 died in June after a brief illness at a Marshall hospital.

Elmer O. Ojala '30 died in August at his home in Danville after a long illness. He taught industrial arts for 32 years in Muskegon.

HeLEN Fryean '32 died in April at a Grand Rapids hospital. She had taught at Sparta High School for 15 years.

Earl L. Greene '34 of Tecumseh, the principal of the Patterson and Tipton Elementary schools, died in mid-July at Petosky.

Jay E. Robinson '56, died suddenly in June after a short illness at Fairmont, West Virginia. He had previously had a dry cleaning business in Plainwell.

Linda Burns '67, died in a boating accident in June. She taught school in Livonia.