In This Issue:

- International Studies: The Challenge to "Traditional" Higher Learning at WMU
  by Claude R. Phillips, Jr. and Other Faculty

- Also Featuring Agnes deMille
Western Michigan University
Magazine

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Publisher: Lawrence J. Brink

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Member, American Alumni Council

Vol. 25 Summer 1967 No. 3

COVER PHOTO

The cover photo on this issue of the Western Michigan University Magazine shows Micronesian children on the Island of Falalap, the largest island on Woleai Atoll, Western Caroline Islands, Yap District, U.S. Trust Territory of the Pacific Islands. Both children are girls; the one on the left is wearing a rainbow colored grass skirt, the traditional dancing attire. This photo was taken by Wayne Kilpatrick, an English instructor at WMU.

A quarterly publication of Western Michigan University, Kalamazoo. Membership in the WMU Alumni Association is $5.00 per year. Second class postage paid at Kalamazoo, Michigan.

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Our University

INTERNATIONAL EVENTS of the past 25 years have thrust upon the United States a role of leadership in world affairs, one which was not sought nor in any sense anticipated. Responsibilities of world leadership have descended so fast upon this nation that it has been hard pressed to mobilize its human and natural resources to bear adequately on the subject.

The magnitude of problems on the international scene may be gleaned from the fact that following World War II and the subsequent demise of several world empires a group of new nations containing approximately one-third of the total world population emerged from colonial and semi-colonial status into autonomous nationhood. Of the approximately 3.3-billions of people, the United States represents less than six percent of the total.

If population trends hold constant, we are still living in the eighties. The world's population will inhabit areas in the world for liberation from poverty and illiteracy will continue to be a constant threat to world peace.

Currently, Faculty Leadership for study in the development of leaders in world affairs is in the capable hands of our Institute of International and Area Studies. Augmenting the Institute's efforts is a new General Studies program which requires all of our students to take in the junior or senior year at least one course of study involving the Non-Western World.

Our faculty and student involvement overseas is reaching proportions of real significance. In addition to the Asian Seminar, which takes approximately 30 of our students for summer programs of study in Japan and India, we have seminars involving high academic standards currently operating in Yugoslavia, Oxford, England, Guatemala, France and East Africa. Western also has student and faculty exchange programs with the Faedegogische Hochschule in Berlin; The Technical College in Ibadan, Nigeria; the Yugoslavian universities; the University of Keio, in Tokyo, Japan; and with universities in Wales, in England. Additionally, we have students who are serving special internships in paper mills in Sweden this summer.

The World Has, in a very real sense, become our campus both for able and energetic students as well as faculty members. Our challenge and opportunities are clear. We can, we should, and we must be in the forefront of developing persons capable of giving the kinds of leadership that world events demand.

James W. Miller
President
With A FIRM Reliance

By Agnes deMille

There was a time when we believed that if you learned your lessons well, you could face your fate with hope and be all but guaranteed a jolly future, a splendid career. We find we cannot guarantee you anything of the sort. We find we are fresh out of guarantees. Maybe some of these doubts have crossed your own mind. The world's a mess.

Today, you and we—the older ones—stand together ringed with hazards, only a few of them not of our own making. But that's small comfort. Ours are perilous times and we know it. Indeed, we never stop talking about it, to the extent that we seem to be sinking into a kind of Cassandra syndrome in which we keep complaining and whining and advertising our bewilderment, our paralysis, not only in world affairs, but in all matters: domestic, economic, ethical, moral.

The reason generally given for the low state of our taste in morals, for our escape into alcoholism, highway mayhem, and happy-powders, for the penchant of our kiddies for axing down their parents, is that we are living in the atomic age, the age of anxiety. But all ages have been anxious, all times perilous. When, pray, was life ever easy?

It really doesn't matter whether one is destroyed by a club, or a gun, or a bomb. There's no fashion in death, you know. No single human being can comprehend or suffer beyond his own total loss; his all is his all. And, except for the sense of absolute futility which presently engulfs us, we are personally not much worse off than we were before. Not even our hopelessness is new. The terror of oblivion that all of us face today is not particular to our times.

At the beginning of the Christian era, men believed so firmly in the imminent end of the world that they advocated not getting married at all, nor having any children. They set the exact date, an hour of the last trump, as confidently as the Russians predicted the bump on the moon, and there was a good deal of hurried readjusting when Wednesday followed Tuesday and the sea did not give up its dead, but went right on splashing in its dreary old way.

Of course, they were wrong; and we believe we know we're right. But that's not the point. The point is they believed they were right and they didn't lose their courage. They continued with stout hearts. They kept trying, and they always have—men have.

Think back. Is our insecurity worse than starving or being scalped by Indians, or losing nine out of eleven children to infantile diseases? Our great-grandparents expected most of their children to die. Do you realize that? They expected this, and the children did die.

This address was presented at WMU by Miss deMille during April 15 commencement.

Agnes deMille, choreographer, dancer, author and lecturer of international renown, is a cum laude graduate of the University of California and has written three books and many articles. She has choreographed for movies, ballet and stage musicals. She was awarded honorary doctorate during commencement.
HAVE YOU EVER CONSIDERED the Reformation? Have you ever really thought what it was like to be young then—all the staples of the universe tip-tilted up? People may have been poor before that time and short-lived and terror stricken but you knew where heaven and hell were, and where God sat, and what awaited you after the grave.

And then suddenly you didn't know any of these things. Faith and confidence faded away with all the celestial landmarks. Class distinctions broke down, loyalties disappeared, and as you struggled to find your way in the dark you paid with your life for asking the directions; you paid with burning, with wracking, with disemboweling. And the glorious, the wonderful thing is, that men went to the torture shouting hymns, shouting hope. But they knew what they believed in. And we don't. And this is very much harder.

Still, if we have perils they never knew, we also have comforts not available to them. They did not die voiceless. Other men have stood where we stand now, feared as we fear, looked into the brink, gone down into the abyss. But they have left us their testament. It is their voices, these voices sealed in blood that you have been training yourself here to listen to and to understand.

THE QUESTIONS you have been asked during your academic years, have been fundamental questions and the answers given have been classics. That is, they are enduring and they are passionate. The stuff of your metier here, has been immortality. It has been demanded of you, only a very simple thing. You have been asked to pay heed, and you have been asked to do the best you could without thought of immediate profit. It seems little enough, but in fact it's very much. You won't be asked this again in a hurry. For the university is one of the few places in the world where standards are considered and not prices.

Standards are set by philosophers and seers, by poets and saints; not by polls, agents or IBM machines. Here you try to recognize exactly. Here it gains you nothing to say a thing is sound if it is not sound. Here you ask: Is this true? Without fear of penalty, without fear. There's a luxury. Here you can say this is beautiful; my heart turns to it in pure love; pure love is rare. At this one time, your minds are turned to the grand scale, to what musicians call absolute pitch. It is this scale and this pitch that you will try to recall in later confusions.

THIS ABILITY TO RECOGNIZE truly is your only compass, the only compass we can give you. This is due north and you'd better learn it, and you'd better remember it. Because from here out you enter a wilderness. From here on you will be plunged into a world where motives are mixed, and on many levels very dangerous. You will be concerned on all sides daily with the problems of survival in a competitive, not to say carnivorous society. You will be threatened; you will be tempted; you will be perplexed.

Men are going to lie to you, and lie to you deliberately. Here they have tried to tell you the truth. There are no rules ahead. This is not a game. This is basic survival. I'm not up here just mouthing platitudes. I grew old in the Broadway theatre, and if there is a tougher place to spend your life, outside of the Mafia, I don't know about it. And when I urge you to hold fast to the truths you've learned, I am not just saying these things because they sound pretty. I'm telling you, you will not survive unless you do.

You may not agree to the faith of your fathers, you may not take this on. But you do believe in the integrity of mankind, you do believe in honor, you do believe in virtue; and we have proved these things, we older ones, in great bitterness. We exhort you to remember.
YOU'RE GOING TO COME smack up against some powerful American myths: don't be a sucker; get yours first; the least work for the most pay—shoddy work if necessary, or convenient—just don't get caught; everyone cheats—if you don't, somebody else will; it doesn't really matter in the long run—just don't get caught.

You're going to face the overwhelming American Dream: three cars in the garage; two deep freezers; the quarterly Florida vacation; a wife who combines all the best aspects of a full colored pull-out Playmate and Eleanor Roosevelt; children, if you're very lucky, who don't fall afoot of the police before they are 14.

This was not always the American Dream. Men had other things in mind when they crossed green water in wretched little boats and endured illness, Starvation, torture, loneliness—oh, the loneliness our forebears endured! When they soaked the earth with their blood and their young sweat, what they wanted and what they won they have left to you, the richest, the most powerful, the best-living young men and women on the face of the earth today.

To what purpose, to what good? Ask yourselves.

What is the use of freedom of conscience, if we have no conscience; freedom of speech, if we've nothing to say; freedom of action, if we are afraid to move; freedom of religion, if we are incapable of faith; freedom from want, if we lack pride in our work; freedom from disease, if we find no joy, no meaning in life?

WELL, SUCH AS IT IS, this is our time; we were born to it; we have to live right now; we can't live at any other time. We look to you, young citizens, for the solutions. It is an appalling burden to put upon you. But it's the exact request that every older generation has placed on the shoulders of those who come after.

You no doubt feel inadequate. You'd be fools if you didn't. You feel fearful— that's understandable. You perhaps feel anguished—it doesn't matter. It's you who have got to take over; you who have got to do. And are you really inadequate, are you in truth?

Think of the men who wrote our constitution. There was a job. They didn't know they were founding fathers you know; it wasn't written up on any sign. They were bewildered. Most of them were no older than you are. They felt inadequate, and ill-prepared, and frightened.

How were they qualified? They were educated like you, like you they were free. They may have been more experienced in government because they faced life younger. A great many of them were heads of families when they were 21 or 22, and they'd had a lot of experience in Managing farms and businesses and trades and townships and granges.

BUT THEY WERE in jeopardy, in grave jeopardy, and they knew it. They called on the best they had, the very best, and discarded personal ambition and greed in the interest of clarity and justice. There was no blueprint for what they did; there were no rules, as today there are no rules. They just fumbled along; they did the best they could. But it was the best before God and their conscience. And it turned out to be better than any man could have hoped.

I think it's very salutary and very helpful to restudy the messages that have worked.

Think for one moment about the Declaration of Independence. Everybody got that message—fast. For the most part it was written—the bulk of it was written—by a young man of 32. You all remember how it begins. May I remind you how it ends: "With a firm reliance"—"with a firm reliance"—and I ask you to think of the sequence of the words, because they are quite as important as the content of the words,—"a firm reliance on the protection of Divine Providence."
WORDS OF DEDICATION SPEAKER

"Advanced Education of Kind Offered in I. & E. T. Bldg. Virtually Essential to Successful Career in Industrial Management"

These are excerpts of remarks by Guy S. Peppiatt, featured speaker at the mid-May dedication of WMU’s newest and largest classroom structure, the Industrial and Engineering Technology Building.

Guy S. Peppiatt has been president of the Federal Mogul Corp. since 1950 and recently was elected chairman of the firm’s Board of Directors. This year he was honored by election as Chairman of the Board of the National Association of Manufacturers.

A native of Willis, Mich., Peppiatt was graduated from the University of Michigan in 1924 with Phi Beta Kappa honors.

In addition to putting his professional knowledge to effective use in a corporation which serves the automotive, aeronautics and space industries, he has given generously of his time and talents to important educational and civic activities in our society.

He is a member of the Board of Trustees of Albion College and of the Detroit Institute of Technology, chairman of the Detroit Branch of the Federal Reserve Bank of Chicago; Director of the Citizens Research Council of Michigan and of the United Foundation of Metropolitan Detroit; and a Trustee of the Institute of Economic Education and of the Detroit Safety Association.

It is impressive to me—as I am sure it would be to any citizen of Michigan—to observe the growth and progress that is plainly in evidence on this campus. I am told that the student population is approaching 17,000 and in just a few years it is expected to reach 20,000. An enrollment of this size and the type of physical plant that surrounds us—together with the quality and level of the educational programs offered here—qualifies this school to be regarded as one of the country’s “Great Universities” in my estimation.

A compelling challenge exists in the necessity of constantly making day-to-day improvements or innovations, most of which may be relatively minor in character, but each of which contributes to the greater efficiency of the producing facility. I refer to such things as modifying the design of a die so that a single stroke of a press will perform two operations instead of one . . . or a change in method that will reduce the amount of left a loophole for the miracle, a vent for inspiration. “With a firm reliance on protection of Divine Providence, we mutually pledge our lives.”

Well, that’s easy, people are pledging lives wantonly today. “Our fortunes”—that’s harder, that’s risky. Our lives! Our fortunes! And our sacred honor!
waste material to be trimmed from a part... or devising a transfer unit that will move material automatically from one machine to the next... and so on.

This is the area in which the technologist assumes critical importance. The quality control specialist who can devise a means of reducing the scrap ratio by even a minute fraction is important to any manufacturing operation. The plant layout man who can reduce costs through a more effective arrangement of machinery and equipment is of obvious value. And the production planner who can consistently schedule the flow of operations in the most efficient manner is a vital factor in successful management.

In my estimation, an advanced education of the kind offered in this Industrial and Engineering Technology Building has become virtually essential to a successful career in industrial management.

Industry must work more closely with the educational institutions, particularly those like Western Michigan that are making special efforts to develop teaching programs attuned to our needs. I know that President Miller takes a particular satisfaction in the cooperation he has received from business people in the form of participation in curriculum advisory committees, in donations of equipment, and in other useful ways.

There is more to be done, of course. Technical people need constant re-education. I have read that technology is advancing so rapidly that half of an engineer's technical knowledge is obsolete within ten years after his graduation. This process of re-education is beyond the scope of most in-company educational programs, but it seems to be worthy of the best combined efforts of industry and education.

Remarks by WMU President James W. Miller:

It is worthy of note that the students who are currently using this building will be but middle aged when the world enters the 21st century. Meeting the challenges of the next century will be a most awesome task. Think of what developments the last decade has brought. Try to imagine, if you will, what the next third of a century will bring. Then try to put into perspective what the 21st century will be like. What is coming is beyond our comprehension, yet we must educate our young people to be prepared to meet whatever is in store for them and the world. This we are doing in our new Industrial and Engineering Technology building. This will be our purpose over the years as generation after generation of college students use this fine facility.

As we accept this building and dedicate it to a most worthy purpose we express our deep gratification to our outstanding Board of Trustees, to the State Administration and the Legislature of Michigan and particularly to all of the people of our State whose tax dollars are being put to use in the interest of providing benefits to all.

Skills and talents one has in his hands and his head are precious assets. They should be treasured and enhanced. In this building with its classrooms and equipment, students learn to develop and increase their native talents and skills and hopefully they will later teach others.

Western graduates have led in this field in the past. They will continue to do so.
Allison Green, State Treasurer:

This building being dedicated today represents a $4.6-million addition to the Western Michigan University campus. No knowledgeable person could, in view of the enrollment increases, both recent and potential, question the need for this expansion.

I am most happy that Western has this fine new facility. Governor Romney has asked me to express his pleasure that this building is being put to use for the benefit of the young people of Michigan and his full confidence that it will serve well over the years. It is my hope that fiscal reform will be accomplished so that we can continue to move forward in education and in other areas vital to the progress of Michigan.

State Senator Garland Lane, Chairman of the Joint Capital Outlay Committee of the Legislature, presented greetings from the Michigan Senate and the House of Representatives to Western’s students, faculty, staff, trustees, and friends.

Cyril H. Root, Vice-Chairman of the State House of Representatives Appropriations Committee:

I hope that it is real evident that I am proud of this Western Michigan University. I have watched it grow into one of the finest institutions of learning in the state. I have endeavored to promote the cause of education through the years, and have watched our school systems suffer through growing pains. As a member of the House Appropriations Committee for over a decade, I have fought hard for money for institutions of higher learning.

The youth of this state...yes, and this nation...are our most important investments. Without proper and equal education opportunities, this nation would surely crumble. It is the state universities, like this outstanding University, that make possible the fulfillment of our dreams of an informed, forward-moving society.

Frank D. Beadle, Chairman, State Senate Appropriations Committee:

During its 63 years of existence, Western Michigan has become one of the truly great universities of the nation. Its capable faculty and many outstanding alumni attest daily to its greatness.

Under your very able and personable president, Dr. James W. Miller, the University has made tremendous strides in expanding its facilities and upgrading its academic levels. The building you are dedicating here today is another important step in that constant process of improving the already well-established excellence of the University.

We members of the Senate take great satisfaction in being able to help you obtain the financial means to achieve your goal. Unfortunately, we are limited in what we can appropriate each year for such worthy additions to the University by the amount of tax money available.

Those of us who are well aware of the excellent work being done with our young people at Western Michigan University and at other state-supported schools recognize the need for more funds, but we can move only as fast as the majority of the Legislature moves. And that speed depends entirely upon what people back home tell their legislators they are willing to pay for.

So today, as we take great pride in dedicating this beautiful building, let us also take renewed determination to continue the great progress that already has been made at Western Michigan University.
International Studies: Challenge to “Traditional”

Higher Learning

at Western Michigan University

By Claude S. Phillips, Jr.

The purposes of this article are (1) to set forth briefly the rationale for international studies in a university; (2) to indicate how that rationale came to be accepted at Western Michigan University, and (3) to describe the implementation of international studies on this campus.

I. The Challenge of International Studies

Basically, the internationalization of a university curriculum means a world view, particularly in the school or college of liberal arts and sciences. For the social sciences and humanities, it means a concern for man’s behavior and creativity, not merely in the United States or in Western culture, but in the world at large. Such a perspective involves far more than adding a course or two—it requires a massive shift in thinking, in curriculum planning, and even in our concept of what an educated person should know.

From a narrow concern with preparing our students to live in, and understand, Western culture, our concern becomes radically modified as we seek to prepare students to live in, and understand, a world of many cultures, in which Western civilization is but one, albeit an important one, but hardly the most important one for most people.

The natural scientists have already, for the most part, internationalized their disciplines. Physics and chemistry have a world view in which their principles and laws are treated as universals. There is not an American physics, an Indian physics and a Russian physics. Likewise, the biological sciences have a world view, although in American universities they often neglect the tropical varieties of plant and animal life.

The social sciences and humanities, on the other hand, have only recently begun to think in world perspectives. Heretofore, the perspectives of their disciplines have been mainly nationalistic or at best parochially limited to Western civilization.

If the physicist refused to include a particular element in the periodic table because that element is not found in the United States, we would question both his professional conduct and the curriculum which permitted such an act. We would react the same way if a botanist eliminated from his perspective plants not found in the United States. Yet we have permitted the social sciences and humanities to concentrate overwhelmingly on Amer-
merican or European cultural forms with hardly a complaint until quite recently.

In the winter 1966 issue of this magazine, we pointed out that most people in the world are non-Western. They live in many different cultures, each of which is as different from the other as all are from the West. Their social and humanistic systems are just as meaningful to them as are those of the West to Westerners.

When all cultures are seen in a world or universalist perspective, then the bases for man's contacts, both for cooperation and conflict, become clear. All people, including Americans, view the world from their own cultural characteristics, their own moral system, their own way of doing things, their own resource base, their own social organization, their own self-interest. The recognition of these facts, and an awareness of the variety of cultural forms which motivate human behavior and creativity, would seem to be a minimum requirement of an educated person.

FURTHERMORE, ALMOST all of the world's cultures have contributed something to man's great cultural advances of the last 10,000 years. An education which focuses only on Western man, and mainly his modern period of the last 300 years, ignores that fact and builds in a conceit about the West which does no credit to a university concerned with knowledge and wisdom. It ignores, and thus misrepresents, the fact that when Western cultures began their technological growth, they started with agriculture, writing, cities, money economies, mathematics, complex governments, a great religion, and numerous other attributes, all of which were invented by other peoples at other times.

The present day nationalism (a Western invention) belies the fact that all cultures have contributed to man's total advancement, particularly to his ability to adapt to, and control, his natural environment. But just as the West has borrowed from the rest of the world, today the rest of the world is borrowing much from the West, and the West is intimately engaged in the process of that diffusion. All cultures, therefore, are intertwined, and an education which is concerned only with one is distorted and, to that extent, false.

THE INTERNATIONALIZATION of the curriculum in the social sciences and humanities is thus revolutionary. Its purpose is not to create emotional attachment to this form or that form, but to create understanding. Emotional attachment will undoubtedly occur among students as they become interested in this particular nation or that particular region, this particular economic system or that particular art form. But the role of the scholar, scientist, or teacher is not emotional attachment but understanding. Understanding does not mean "liking" but an awareness of the varieties of human experiences, and awareness involves some study-in-depth of such variety.

Lest the above seems obvious, however, it should be noted that most American colleges and universities have not yet recognized the argument, even on those campuses which have added a sizable international component. If we could wipe out all courses in the social sciences and humanities and start with a clean sheet, I am not certain that we would automatically produce a new curriculum which would treat all cultures as worthy of study.

In spite of the fact that our students enter college with twelve years of education focused on Western culture, I am certain that most of us would insist that we must give them some more European and American history, some more American sociology and government, some more principles of economics based on Western practice, some more European and American literature, some more European art. After that, we might entertain the question of how we can incorporate a little knowledge about the majority of mankind. Such an approach—which still juxtaposes Western culture against all other cultures—would actually be no different from the present problem which starts, not with a clean slate, but with a tradition of entrenched courses which ignore the rest of the world.

THE TYPICAL UNIVERSITY departments of economics, political science and sociology (in the social sciences) and art, history, languages, literature, music, and philosophy (in the humanities) load their curricula with courses focused for the most part on the United States and Europe. While it is true that some departments will now try to add a non-Western course or two, this is often regarded as adding a little spice for those few students who may want such courses, and as providing courses for those few faculty members who have departed from the traditional path.

While this development is better than nothing, it calls forth two criticisms:

1. Non-Western departmental courses affect only a few students, usually only a minority of majors and minors. Recent studies show that most students graduate without having had a single course devoted to some non-Western area.

2. The professors in the various departments do not see their disciplines in a universal setting. The common focus in a department is based on Western behavior or values. Yet it is quite clear that politics, the family, economics, religion, language, art, etc., are universal phenomena—and the scholar in a discipline ought to be aware of the varieties in his own field.

To put the problem in this form is truly revolutionary: it calls for every department to reflect in its structure the universal characteristics of the discipline.
whether social or humanistic. Even more formidable, however, would be the matter of structuring the course offerings in such a way as to give students a meaningful understanding of other cultures.

Cultures are wholes which embrace a vast storehouse of peculiarly blended historical conditions: institutions, values, classes, practices, expectations, power, wealth, families, authority, hierarchies, friends and enemies, technologies, roles, child rearing, education, ad infinitum.

A COURSE ON THE POLITICS of East Asia reveals little about the total cultures of East Asian countries, and nothing about the cultures of South Asia, the Middle East and Africa. In other words, when our focus shifts from the West in which our students have been enculturated, we suddenly find that a single course in another culture's politics, or economy, or art, merely cracks the door to a vast array of complex, intertwining cultural traits, all of which must be pursued before the culture is truly comprehended.

When phrased in this manner, the problem is insoluble without adding a year or two to the college career. Even if we accept the more modest goal of adding an effective international component to the traditional four-year curriculum, we would have to agree with the following comment: “Few universities or colleges have yet organized themselves to meet this standard. A searching examination of existing curricula would lead in many cases to the conclusion that some existing courses should be reorganized and combined or should even give way altogether to make a more adequate place for world affairs.” [The University and World Affairs (New York: The Ford Foundation, 1960), p. 17.]

Given the challenge, we can now turn to the history of international studies on this campus.

II. The Recognition of the Commitment to International Studies

In the mid-1950’s a great many people on the campus of Western Michigan University became acutely aware of the fact that our educational program was so centered on Western civilization that our students were learning of the total world of mankind only by accident. Our offerings included dozens of courses dealing with Western Europe and the United States, but only a spotty and haphazard listing of courses that dealt with Eastern Europe, Asia, and Latin America and almost nothing on the Middle East and Africa.

Our so-called “general” studies in social science (Western Civilization, Man and Society) were openly western-centered. Departmental offerings which might have taken a world focus (International Relations, Comparative Economic Systems) were largely limited to the big powers, and there were no courses in Anthropology at all.

The awareness that something was wrong was not entirely stimulated by a rejection of ethnocentrism. It was equally informed by the changing concept of “the educated man” which was stirring the intellectual community. No longer could a man be “educated” whose intellectual horizon was limited to a single culture.

World War II, the rise of the new nationalisms, and the emergence of the Third World not only demonstrated the falseness of ethnocentrism, they even raised the pragmatic question of whether any culture, including that of the West, could survive in ignorance of others. Practical as well as intellectual doubts came to challenge the existence of a formalized structure in education which automatically ignored most of mankind.

THESE DOUBTS, OF COURSE, swept across many campuses, and some colleges and universities at least attempted to correct the imbalance. Western Michigan University, has, we believe, made one of the most dramatic, and drastic, efforts along this line of any middle-sized university. Perhaps more amazing, and truly indicative of the nature of the commitment, is the fact that these changes have occurred chiefly in the past eight years.

In 1958, the Vice President for Academic Affairs, Dr. Russell Seibert, in cooperation with Dr. Robert Limpus, then Director, now Dean of General Studies, appointed a faculty committee to evaluate the place of international studies in the total curriculum. The committee spent nine months of intensive study and reported to Vice-President Seibert in the spring of 1959 that:

1. Only a tiny fraction of students got any training outside of Western culture;
2. for those students who did get some non-Western training, it was largely a matter of accident; i.e., there were no planned programs to make this possible; and
3. a few courses dealing with the non-Western World were scattered among departments but no effort was made to give the breadth of training on any non-Western area of the world as was given on Western Europe and the United States.

THE COMMITTEE CONCLUDED that this was indeed an intolerable situation for an institution whose purpose was universal knowledge. It recommended that positive steps be taken to correct the condition and suggested the following actions:

1. The creation of an interdisciplinary, general education, social science course on the Non-Western World to serve as an elective alternative to Western Civilization or Man and Society;
2. The creation of interdisciplinary area programs to permit students to concentrate on certain areas by taking courses from numerous departments;
3. a deliberate policy, in future hires, of seeking staff with area training on various parts of the world; and
4. the creation of a formal structure to carry out the foregoing. (This was the sensitive recommendation, for professors and administrators alike seem by nature to be distrustful of “another organization.”
Yet on this issue hinged the nature of the real commitment.

Vice-President Seibert not only agreed with the findings, he accepted the need for, and the urgency of, the recommendations, and so reported to President Paul Sangren. In June 1959, the President formally created the Institute of Regional Studies, since renamed the Institute of International and Area Studies.

This was not an arbitrary decision, however, for it was clearly supported as well by the Dean of Liberal Arts and Sciences, the heads of the six departments involved (Economics, Geography, History, Philosophy and Religion, Political Science, and Sociology and Anthropology) and probably 75 per cent of the faculty from these departments. The establishment of the institute, therefore, was a positive act with widespread support, an indication of the intellectual ferment which existed and which recognized that something had to be done.

The Institute began to function immediately, setting up committees to resolve specific problems, planning a number of different programs, and generally attempting to create a community of scholars able to deal with the whole world of mankind. A major impetus in these directions occurred in February, 1960, when the Carnegie Corp. of New York awarded the institute $144,000 to be used in a number of ways: course planning, foreign travel and research for the faculty, the use of numerous eminent area-specialists in special faculty seminars, special student assemblies dealing with various parts of the developing world, and library improvement.

The Carnegie Grant was the "seed money" which helped to guarantee the success of the new venture. People and events on the campus, however, were the indispensable cause. The commitment made in 1959, for example, was actually strengthened in 1961 when Dr. James W. Miller became President of the University, for he has taken an unusual interest in furthering the objectives of international and area studies.

III. Developments in International and Area Studies: 1959-67

The following will demonstrate that the University commitment to a world perspective in education was taken with seriousness. From the moment the commitment was made, the faculty and administration have taken giant strides to implement it. The nature, extent and objectives of the Institute of International and Area Studies are indicated in the following sections.

Institute Programs in General Studies

In 1960, a general, interdisciplinary course entitled Introduction to the Non-Western World was created. This course was clearly our greatest challenge. Since this course would involve most students in their first

concentrated look at cultures outside of their own, we were faced with the question of whether to focus on a single area—such as East Asia—or to try for a "grand sweep." We knew that the typical response was to focus on a single area and were often told that the grand sweep was impossible.

Nevertheless, we tried the impossible. After all, we reasoned, if students are going to study for the first—and probably only—time the other cultures of man, there is no scientific justification for picking one and ignoring the others. The cultures of East Asia are as distinct from those of the Middle East or tropical Africa as each is from Europe. Interested students could study in depth later, but for general education we felt that beginners ought to get a sense of the varieties of human experience.

Since this was not an ordinary course, and there certainly were no texts available for it, we were totally free in our planning. It seemed to us that such a course would have to meet the following criteria: it would have to treat both Asia and Africa; it would have to be interdisciplinary; it would require special methodology; it would have to be both historical and contemporary; and it would require a staff of specialists who were also generalists.

The course we established, originally at the freshman-sophomore level, attempted to meet these criteria. Probably the most difficult aspect was the establishment of a methodology. We finally agreed upon dividing Asia and Africa into four cultural areas: India and South Asia; the Far East; the Middle East and North Africa; and tropical Africa. Two questions dominate our study of each cultural area:

1. What was the nature of this area before Western contact? Here we are concerned with establishing the concept that non-Western cultures were viable cultures. Any culture which survives has a technology, a social structure, a value system, an artistic component, a decision-making process, a system for conflict-resolution and probably some system of defense. These factors tend to be rather stable in traditional societies, and it is important for students to understand that they are meaningful for their citizens even when diametrically opposite to Western patterns.

2. What is the nature of this area today? At this point, the course necessarily shifts from a focus upon the non-West as a set of more or less separate entities to one upon the interaction of West and non-West as this creates new social patterns of a world dimension. The effort is to make sense out of the current patterns. Emphasis is placed on:
   (a) the nature of Western expansion into Asia and Africa;
   (b) the internal impact of Western penetration;
   (c) the infusion of Western concepts of nationalism;
   (d) the resulting burst of independence movements;
   (e) the concept that contemporary cultures are mix-
tures of the traditional and the modern; and
(f) the predominant patterns of the particular mixtures in the respective cultural areas.
The vehicle used is always the concept of culture, in this case the dynamics of the mixing of the traditional and the modern in economics, social structure, politics, resources, etc. Finally, the effort is made to set both West and non-West in a world setting, showing the culmination to this point of developments of the last 300 years and speculating on the possible future developments of some kind of world community.

THE COURSE HAS ALWAYS been taught by a team of five instructors from different departments and with complementary area specialties. They rotate a series of common lectures to the students twice a week and then each instructor handles about one-fifth of the enrollment twice a week in discussion sections.
The course was so new and challenging that the original five of us found that we were re-educating ourselves. After the first five of us had worked in the course for three years, we then began to add one or two new members to the team each year. This permitted “experienced” staff to return to teaching other courses and added to our list of trained personnel. This has also kept the staff lively and excited and built our reserve staff now to fifteen members.
Enrollment averaged about 150 per term or 300 per year until 1964, when it began to expand. By this time, a special “Blue Ribbon” committee was examining our total concept of general education. The committee’s report and recommendations were accepted by the Faculty Senate of the University and included the following significant developments for social science education:
1. General Studies courses should be offered at the junior-senior level as well as the freshman-sophomore level.
2. Students must study both Western Civilization and Man and Society at the lower-class level.
3. All students seeking a baccalaureate degree must take at least one course devoted exclusively to the Non-Western World, such course or courses to be offered at the upper-class level.

Since these requirements involve a student body of over 16,000, it is readily apparent that the University is now embarking on a major new venture, both in mass education and in the concept of the educated person in social science. It is our intention that no undergraduate, regardless of vocational objective, will be able to escape at least one course devoted wholly to the developing areas.
The magnitude of this undertaking is revealed by the fact that we will have to enroll 5,000 juniors per year in Introduction to the Non-Western World or in a few selected alternatives which cover the same subject. While the commitment is present, we have not yet been able to work out all the details. Next fall, we will have about 1,000 students in the course, taught by three teams of five professors each.
A further effort to complement studies on Western Civilization was initiated in 1964 when the School of General Studies introduced Non-Western Arts and Ideas as a part of the humanities series. The course was taught by two professors for the first three terms and in the winter term of 1966 a third professor was added. China and India are now treated in the course and other areas will be added as quickly as competent staff can be obtained.

Area Studies
Between 1960 and 1963 four undergraduate programs were established in the following areas: African Studies, Asian Studies, Latin American Studies, and Slavic Studies. Students majoring in traditional social sciences and humanities are encouraged to minor in area studies. Those planning to teach may now be certified in area studies as a result of specific action taken by the Michigan State Board of Education. The impact of these programs is demonstrated by the fact that during the winter term of 1966 there were 1,200 students enrolled in various advanced courses in international and area studies.

The M.A. Program
On February 3, 1966, the Graduate Council approved the Master of Arts program in International and Area Studies. This program is not designed to compete with the usual two-year M.A. degree in area studies. Rather, it is a one-year program designed to give a world perspective to those students who have a traditional social science background, with its focus in Western Civilization. It is created primarily for those who plan to teach in high schools or community colleges and others who desire the M.A. but do not plan to take higher graduate work.

The Ph.D. Program
The Department of Sociology has now established a doctoral program. The three fields of specialization are Social Problems, the Sociology of Education, and Comparative Social Organization. These concentrations may be in the traditional mold or they may be offered in cooperation with the Institute of International and Area Studies. The curriculum of the latter is interdisciplinary, that is, the student must not only pass examinations in sociology but must also demonstrate proficiency in other social science disciplines dealing with the developing areas as well.
Other departments are also considering the development of the Ph.D. programs and have included specialization in the developing areas in their plans. This stems from the fact that each of the social science departments has built a strong staff in international and area studies. It is only logical that this strength be capitalized on in future planning.
Other Developments

Besides a steady increase in both area staff and offerings, each area has developed some new programs. Special summer seminars for both graduate and undergraduate students have been conducted in India and Japan (1963), Kenya (1965) and Yugoslavia (1965 and 1966). The Kenya program was supported entirely by student fees, while the others had the support of Public Law 480 funds.

The Yugoslav program and the India-Japan program are being repeated this summer, and plans are to repeat the Kenya program in 1969. A grant from the National Science Foundation has permitted three faculty members and six selected students to conduct research on social change in Guatemala during the summers of 1966 and 1967. A Peace Corps Training Program for Nigeria was conducted during the summer of 1965. Since then, a five-year program for Peace Corps service has been instituted by the University and by the Peace Corps whereby one year of academic credit may be earned by Peace Corps service and training.

Faculty travel, research, and publications of significance to international and area studies have expanded rapidly since 1960. In fact, faculty identified with the institution constitute one of the most productive groups on campus, manifested by the volume and importance of their publications, involvement in international professional societies and associations, and foreign travel and research.

To stimulate further research, the University has recently established a series of research grants and has liberalized its sabbatical policy. Staff identified with the institution have benefitted greatly from these innovations. The institute, furthermore, has now established a monograph series on cultural change and published its first monograph in 1965. Two more manuscripts are expected shortly and others will be published as they are ready.

Within the last year, the institute has won some fellowships from the U.S. Office of Education for students seeking the M.A. degree in International and Area Studies. These are known as Prospective Teacher Fellowships, and are restricted to persons who plan to teach at the secondary level. There will be eight fellows in residence in the 1967 fall term.

A grant was also won from the same source to permit faculty travel and study in the developing areas, to build a sample library collection of materials on the developing areas for use in secondary schools, and to add a specialist in the comparative education of developing areas. The new specialist will join the University this August.

Also joining the University at the same time will be a linguist trained in the teaching of various African languages as well as in general courses in linguistics, an economist trained in African studies, an economist trained in Asian studies, a political scientist trained in South Asian international relations, a sociologist trained in Asian studies, and a social scientist trained in Asian studies.

Thus while international and area studies have been largely centered in the Institute of International and Area Studies, the whole University and many departments have been caught up in the programs. In 1959 there were 21 faculty members in Liberal Arts involved in international and area studies; today there are 60. There are 200 foreign students on the campus.

The School of Education has conducted special programs for foreign school administrators. The School of Applied Arts and Sciences is helping to build a Technical College in Ibadan, Nigeria, under contract with the Agency for International Development. Visiting foreign professorships, special foreign lecture programs, and foreign film and art programs have been established. In the fullest sense, the response on this campus has revolutionized the curriculum, changed the nature of the faculty in the social sciences and humanities, and added a wholly new dimension to educational objectives. Furthermore, these changes have come without weakening the study of our great civilization. Indeed, the nature of western civilization has been sharpened as the whole world has become the focus of education.

The African Studies Program,
by Dr. William Garland, chairman

The West has for hundreds of years viewed non-West as an inscrutable exotic, and, in ignorance, assumed and fastened the notion that it was the very negation of "natural" (i.e., Western) life. That this ignorance and ethnocentrism was more profound in the case of Africa is betrayed by the catch-phrase for it, the "Dark Continent." Such a sunlit area could bear this name only if the "darkness" were in the mind of the viewer.

With this disappearance of the apologetics necessary to our trade in slaves and our colonial exploitation of non-West, with their consequent hangover of guilt, the West has been able to make amends for the disruptions which largely precluded wider and greater development in Africa.

Since 1960 Western Michigan University has been under contract with the United States Agency for International Development for technical assistance and for administrative personnel to aid in the establishment and development of the Technical College at Ibadan, Nigeria. That project was due for successful conclusion at the end of this June.

Many interns in educational administration from both East and West Africa have been trained at WMU. The University has also been fortunate in attracting visiting scholars and other leaders from Africa, and to receive a sizable contingent of African students.
INTERNATIONAL STUDENTS AT

COSTA RICA 1  NICARAGUA 2  JAMAICA 3  CANADA 57  DOMINICAN REPUBLIC 1  GREECE 2  SWITZERLAND 1  ENGLAND 1  GERMANY 3  NORWAY 4

COLOMBIA 1  VENEZUELA 6  ARGENTINA 1  URUGUAY 1  LIBERIA 4  GHANA 2  NIGERIA 9  SUDAN 3  CONGO-LEOPOLDVILLE 2  UGANDA 2

198 STUDENTS FROM
COUNTRIES IN 1967
THERE IS AN AFRICAN STUDIES minor available to undergraduates at WMU. Students electing this minor choose a minimum of twenty semester hours from among 16 core African courses totaling 49 semester hours among them and from 14 cognate courses with subtropical African content totaling another 46 hours.

Graduate programs in African Studies are being planned. New Africanist staff members are being added, so expansion of offerings of both programs and courses can be expected, especially in African languages and economics. Strong course offerings are already available in anthropology, geography, history, religion and sociology. Improvement in the Africanist offerings in political science, literature and the arts is being sought. Staffing and resource materials in African Studies are unusually strong at Western. There are 14 core Africanist staff members assisted by 12 other staff members offering courses with substantial African content. Most of the staff has firsthand research knowledge of Africa.

THE LIBRARY HAS A GOOD basic collection of Africana, consisting of approximately 3,000 books; more than 60 area-related journals are received, plus nine African newspapers. In addition, all U.S. government and United Nations organization publications relating to Africa are held, since WMU is an official depository of U.S. government documents. A separate inventory of these African documents is now being prepared.

African Studies at Western Michigan University can be expected to expand rapidly due to the excellent and improving staff and library materials and the growing interest in knowledge of the formerly “dark” continent.

The Asian Studies Program,
by Dr. Andrew Nahm, chairman

ASIA, A VAST CONTINENT that is ancient, diverse and complex, is undergoing great change. The character of its achievements in art and architecture, in government and law, in philosophy and religion is what holds fascination for the mind of Western man. However, its remoteness, antiquity, exoticism, expanse and its teeming population are characteristics which, too, have captured the imagination.

The nations of Asia are engaged, each in its own way, in the difficult task of adjusting to the realities and needs of a new age brought about by industrialization, democracy and Marxism.

The nature of these evolutionary and revolutionary changes cannot be understood if there is not knowledge of the history, language and geography of Asian countries and if the student does not know the political, social and economic structures and the philosophies, religions, literature and art.

It is to bring an understanding of these areas that the Asian Studies program is directed. This is accomplished, of course, through courses in several departments, but the program is enriched considerably through other activities. Among these are the several visiting scholars who present special lectures or conduct seminars; art exhibits and recitals and the Asia Society events. These are supplemented by seminars in Asian countries to permit students an opportunity to study firsthand the peoples and lands in which they have an active interest.

The Latin American Studies Program,
by Dr. Robert Jack Smith, chairman

DESPITE THE HISTORIC associations between the United States and the countries of Latin America during the period of national independence, and despite the close associations developed during the shifting current of colonial history, and despite the relative proximity of these nations to the United States, it is probable that the people of North America are less conscious of the peoples and cultures of their neighbors to the south than they are to those of any other region of the world, with the possible exception of Africa.

Thus, it becomes one of the objectives of the Committee on Latin American Studies to bring more and more of Western’s students into a growing awareness of the vital importance of Latin America to the United States as the world interest of every nation expands. It is with this in mind that the committee continues to expand course offerings and opportunities for graduate training and research in this important area of the world.

THE LATIN AMERICAN COMMITTEE, as a part of the Institute of International and Area Studies, maintains within the University an inter-disciplinary program, designed to acquaint our students with the history, the cultures, geography, the political and economic importance of the eighteen principal countries of Central and South America. It is the intention as well to prepare students for concentration during their college lives in Latin American studies so that they will be prepared to enter government service, to enrich their teaching scope or so they will be prepared to enter university careers in teaching or research, or a combination of both.

During the spring and summer sessions of 1967, as in similar periods of the previous three years, the committee cooperated with the Geography Department in providing a field seminar in Guatemala for advanced undergraduates and graduate students.
As an increasing number of students become attracted to this fascinating and challenging area of study, it is planned to widen and deepen the concentration of student preparation in innovative, as well as the traditional, fields of academic inquiry into Latin America.

**The Slavic Studies Program, by Dr. George Klein, chairman**

The opportunity, by students and faculty members, to gain an appreciation of a significant cultural community which shares the Slavic heritage is the general educational function of the Slavic Studies Committee of the Institute of International and Area Studies.

Behind the term Slavic Studies there hides the diversity of interests of the faculty, some of whom are particularly interested in Russian studies, and others who are interested in other aspects of East European cultural communities.

It is my hope that as the world becomes increasingly complex and open that the Slavic countries will become more available to the quest for knowledge on the part of American students and professors.

Western Michigan University's programs in Yugoslavia are an outgrowth of the thaw in the international atmosphere. This has made it possible to include in our program courses on Yugoslav culture which have been taught on location in Yugoslavia. Western's activities in this area have included seminars in Yugoslavia each of the last three summers. With the financial assistance of the U.S. State Department and the U.S. Office of Education, it has been possible to take groups of twenty students for study at the leading universities of that country. There they heard prominent native professors discuss the current economic, political and social situations in their nation. In turn, Western accepted the responsibility of accepting Yugoslav students into its summer programs each of the three years. By the end of the 1967 summer session, fourteen such students will have taken courses at Western.

The University has had on its Kalamazoo campus two Yugoslav visiting professors—the distinguished painter, Joze Ciuha, and a prominent Belgrade economist, Milos Samardzija.

Such exchanges of students and faculty have engendered a rapidly growing interest in Yugoslavia among Western's people, students and faculty alike. Our Waldo Library has instituted book exchanges with Yugoslavian libraries and is building gradually an outstanding collection of information. Dr. Myron H. Ross of the Economics Department will spend the coming academic year in Yugoslavia while on sabbatical.

The Slavic Studies Committee provides the means for Western's faculty to have contact with scholars of the same interest whether they be located here or at another institution—anywhere. The committee does not neglect the interest of students, but rather seeks to satisfy it with programs which will permit a sharing of knowledge of the Slavic world.

The committee will serve as sponsoring agency for one of the outstanding programs of the 1968 summer session, a seminar to be conducted by Dr. A. Edythe Mange in the Soviet Union.

The following reports of faculty foreign travel, study, research and lecturing were selected from the many available from WMU faculty and is a measure of involvement in this sphere by University academic administrators.

**Samuel I. Clark, Director of Honors:**

Certain states of mind develop: people all over the world are surprisingly alike, albeit different. Neither political differences, religious diversities nor moral peculiarities surprise or shock me. Indeed, they do not trouble me much at all. But what does trouble me is the great to-do about them made by persons ignorant of these differences. I am offended by categories housing whole nations yet intrigued by national dispositions or traits. For example, the category of communist is useless while the traits of artistic, or pacific are not.

Further, I do not think much is accomplished by judging other peoples while much is illuminated by describing them, with the descriptions being legitimately rough at times. We neither have to like all we see nor reject all. I pick and choose.

Concrete experience is an excellent cure to overgeneralization, ethnocentricity or anti-ethnocentricity—to pat solutions or despair. Having lived for a time with Hindus, Buddhists, as well as Christians, having eaten raw fish and drunk cows' milk and blood, having talked to a king, to a pope, to a prime minister, president and saint, having argued with communists in Karala and Yugoslavia, with bureaucrats in Nairobi and Bombay, having discussed with legislators in Washington, New Delhi and Tokyo, I generally conclude with Camus that existence is absurd. It is happily so however; and furthermore the absurdity which abounds abroad causes me to see the absurdity here at home. The "idioscary" we so easily see in places far away, refine our vision for domestic sights.

From my foreign study and travel I have become more tolerant, especially of illogicality. The bigot has his certainties. I hope I have become more concerned; for men in the concrete are not ideologies, positions, truths or errors. They are subjects of human interest and involvement.

**Willis F. Dunbar, professor of history:**

During the spring session, 1966, my wife and I, together with Dr. and Mrs. Paul Horton, spent approximately a month in Spain, after which Mrs. Dunbar and I flew to London and spent three weeks there, in southern England, and Wales. The visit to Spain, where I had not been, was especially valuable to me. We spent most of the time in the southern part of Spain, where,
by visiting many historic places, I received a lasting impression of the greatness of Moorish civilization and the co-mingling of Moorish and Christian influences in the country. I also learned much about the Spanish Civil War of the 1930's and its terrible impact upon the country.

The trip, because it included visits to many art galleries, helped me to understand how Spanish art mirrors Spanish civilization. Before moving into Spain, we went to Gibraltar. The visit to Gibraltar was also most instructive with respect to the history of that place and its role as guard of the Mediterranean. Since our visit, the frontier between Gibraltar and Spain has been closed.

In England, we also visited many cathedrals, country houses, and historic sites, including the field of Hastings, where the great decisive battle had been fought exactly 900 years before. Our time in Wales helped reveal the strength of nationalism amongst the Welsh and their feeling of separateness from the English.

Clifford J. Gallant, chairman, Department of Language:

Reflecting on my travel, study and research experience abroad, I must say that as a person in the field of romance languages and literature, nothing can replace the years spent in France, Spain, and Italy. I taught in a lycée as an assistant in English for a year, (Cahors [Lot] France) and spent three years at the University of Toulouse where I prepared for the doctorate in Comparative Literature (French-Spanish). During these years I made numerous trips to Spain (Salamanca and Madrid) for periods of a month at a time to do research in my dissertation area. I have traveled extensively over both countries. Summers of study have been spent at University of Madrid, University of México, University of Venice, and Ecole Normale d’Instituteurs, Paris.

I return to Europe every other year. These experiences abroad as a student and researcher have been an immeasurable source of professional and personal enrichment.

Albert H. Jackman, chairman, Geography Department:

If a geographer is to be more than an armchair practitioner, he must have personal knowledge of his area of specialization and his systematic specialties. My long-standing area interests are mountains and the North American Arctic. My systematic specialties are Physical Geography, Military Geography and, more recently, Political Geography with special interest in the European Common Market.

My travel beyond the borders of the United States, whether for pleasure or work, has been directed toward the attainment of these objectives—personal knowledge of the people and their environment. In my profession travel for pleasure and for professional enrichment cannot be separated. It is essential to professional growth and also affords great satisfactions.

Leonard C. Kercher, head, Department of Sociology:

My nine study trips to Europe spread over the past three decades and more have added immeasurably to my understanding and appreciation of the various peoples and cultures of Europe and of our institutional and cultural roots there. They have, moreover, helped me to see our own society in clearer perspective, appreciating more clearly both its strength and its weaknesses. My two, rather more extended, travel-study trips into Africa have contributed a new interest, a fresh stimulus, and a new focus to my professional life—the study of crime and delinquency in the developing countries of Africa.

In nine trips to Europe, I have spent about twelve months in the British Isles and eight in various countries throughout Europe, including two behind the iron curtain, in Hungary and Poland. Of the nine months spent in Africa, about half of these were spent in East Africa and the rest in Central Africa (Rhodesia and Zambias), the Republic of South Africa, and Nigeria in West Africa. Our last study-trip to Africa took us, at the close of the Africa Seminar, around the world via Bombay, Bangkok, Hong Kong, Tokyo, and Honolulu. Some 2½ weeks were spent in the middle East and Egypt on the first African trip.

George E. Kohrman, dean, School of Applied Arts and Sciences:

I have been associated with the WMU/USAID Technical Assistance Project in Ibadan, Nigeria, since its inception in April, 1960. During this period I have made seven administrative visits to that country, each lasting from two to five weeks. These visits to Nigeria have been most broadening and enriching for me personally. Nigeria could certainly be classified as a land of contrasts. In some respects the country is modern—skyscrapers, air-conditioned offices, department stores, and thousands of cars crowding the streets and limited highways. Immediately adjacent to these evidences of modern technology, one may observe modes of living as existed generations ago.

This experience has given me a much greater appreciation of the many problems facing a newly developing nation. Newspaper and magazine reports describing the political, economic, and cultural revolution in these countries are much more meaningful. I also find myself now more cognizant of books, magazines, and other news media from this part of the world.

Similarly, my visits to the European countries of Italy, Austria, Portugal, and Spain have greatly broadened my knowledge of western civilization. Life and culture in the United States, however, is not too different from most of the countries of Western Europe. For this reason the extent of the knowledge gained from visiting in a different culture, such as Africa's, is much greater than that resulting from a visit to Europe.

Cornelius Loew, associate dean, School of Liberal Arts and Sciences:

During the summer of 1963 I spent three months in Japan and India as co-director of an Asian Studies Seminar. This summer (1967) I shall be in India again for two months with a seminar. Generous government
support made it possible for us to visit every major geographical region of India in 1963 and the 1967 group will have this advantage, too. These opportunities mean a great deal to me, both as a student of religion and as an administrator deeply concerned with the need for an international dimension in American education.

Robert F. Maher, chairman, Anthropology Department:

My experience abroad has been rather various—starting as a soldier, then as a student, and then as an anthropologist in the field. Scattered in and about these purposeful experiences have been considerable moments when I was primarily a tourist. From a personal point of view, I can say that I have enjoyed myself, at least most of the time. Foreign regions have always fascinated me, and experience with them has never dulled my interest.

Professionally, a considerable part of my activities and interests as an anthropologist have been involved with other parts of the world. It is questionable that this has made me any better an anthropologist than if I had concerned myself mainly with people close to home, but it has had an ineradicable influence in making me whatever kind of anthropologist it is that I have become.

Gerald Osborn, dean, School of Liberal Arts and Sciences:

The school year 1962-63 I spent in the Philippines as a Fulbright lecturer and consultant. I was situated in Manila working mainly as a chemistry lecturer at FEATI University and as a consultant at Manuel L. Quezon University which was developing a College of Liberal Arts and Sciences. I was also sent on speaking engagements to many other colleges and universities in Manila and the Islands.

I learned much concerning the economic and industrial development of a partially developed country. The Philippines is at a point where it should cease being only a producer of raw materials but should do manufacturing also, especially in the chemical area.

I learned to appreciate more than before the culture of the Far East as I travelled over the islands and also to Hong Kong, to Taiwan, and to Japan.

Through relationships gained during my stay I have been responsible for obtaining assistantships and scholarships for four Filipino girls and one young man who have completed or are now doing graduate work at Western Michigan University.

Russell H. Seibert, Vice President for Academic Services:

As a person with a professional interest in European history, the numerous periods which I have spent in Europe, beginning in the summer of 1936, were invaluable in providing me with insights into the cultures and institutions of other lands, insights which I could never have acquired simply from reading and study. To have visited many of the important historical sites connected with the French Revolution and Napoleonic period, to have viewed many of the rich cultural monuments and museums of Western Europe, to have had an opportunity to read world news through British and European newspapers and journals, to have made a firsthand acquaintance with other systems of higher education—all these greatly enriched my teaching and gave me new insights into American life and higher education that could never have been acquired in any other way. Similarly, visits to Nigeria and the Near East have given me an understanding of problems confronting the less well-developed countries that could not have been acquired otherwise.

Carl B. Snow, director, Audio-Visual Center:

The values of traveling abroad are not only numerous but constantly mounting. One returns from a trip to a foreign land to discover many of our daily forms of communication—newspapers, magazines, radio, television, and motion pictures—rich with references to countries and people he has visited. A contact with a foreign land fans a spark of life with a wider source of reading materials, both fiction and non-fiction. There is also the compelling urge to continue by correspondence the choice of friendships one has made while traveling.

One has a deeper and more meaningful appreciation of the world's history, art, music, as well as present day problems. One will grow to be more tolerant of other races, other religions, other customs.

In teaching my audio-visual courses, it is so helpful to draw on my experience with the use of TV in the British schools, the difficulties of showing projected materials in Afghanistan where the use of electricity in schools is at best an appalling minimum, and the excellent advances made by the Japanese in the manufacturing of electronic teaching devices and high quality lenses.

I have found it helpful and stimulating to maintain contact with the British National Committee for Audio-Visual Education.

Leo C. Stine, associate dean, School of Graduate Studies:

Study in another culture can do much to broaden one's perspective. This broader perspective helps me in my work with foreign students, in my teaching, even of such a course as American government, and in my evaluation of the news. In my opinion, the success of a period of study abroad depends upon a willingness to try to understand the value system of the other society. The individual who has observed with some care the values, customs and social patterns of other people in their own country not only has a better basis for understanding his own culture but is well on his way to having an understanding of the reasons why others act and react as they do.

Orval L. Ulry, head, Department of Teacher Education:

For a two-year period I served as a direct-hire
employee of the Agency for International Development (AID), stationed in New Delhi, India and served as Deputy Chief and Teacher Education Adviser to the Education mission in India.

During the two-year period, 1963-1964, I traveled extensively throughout India, usually by plane but often by jeep. I visited many universities and many teachers colleges. I was in the largest cities and in the smallest villages. I saw glimpses of extreme wealth but mostly unbelievable poverty. I witnessed snake charmers, beggars, lepers, cripples, insanity, starvation all in a day of work and/or travel.

Soon we will be developing a unit in international education to be taught in Teacher Education 300 to all of our prospective teachers. My experience abroad will be of great assistance in this effort.

Somehow one growing up in the Western World forms the opinion that all the world is very much like here at home. To realize that our standard of living and way of life is an exception to the rule and enjoyed by only a minority of the population of the world becomes a shock indeed. Full realization can only come with first-hand experiences.

The editors wish to express deep appreciation to Dr. Charles O. Houston, associate director of the Institute for International and Area Studies, for his assistance, counsel and guidance which made possible the extensive international section of this issue of the Western Michigan University Magazine.

The following list of faculty is divided into sections of those who have made previous trips abroad either for teaching or an enlightening travel experience: for study, research or to lecture; and those who have definite plans for foreign study or lecturing in the near future.

WORLD TRAVEL & BUSINESS
Adams, Richard (Eur, Far East)
Alavi, Youcef (Eur, Iran)
Anderson, R. H. (Eur)
Bendix, John (Mid. East, Eur)
Bennett, Charles (Eur)
Berkley, Ada (Eur, Far East, USSR)
Bouma, Donald (Eur)
Boynton, James (Far East)
Breisch, Ernst (Austria)
Buys, Wm (Eur)
Clark, Samuel (Jap., India, Caribbean)
Collins, Edward (Eur)
Corwin, Luci (Eur)
Curl, David (Eur)
Dahlberg, Kenneth (Eur)
Dales, George (Eur)
Davis, Donald (Caribbean)
DeLuca, Joseph (Eur)
Deur, Ray (Eur, Mid. East)
Dhawan, K. C. (Far East, Eur)
Dunbar, Willis (Eur)
Ehling, Benjamin (Eur)
Eklasse, Edward (S. America)
Everett, Frederick (Eur)
Fannce, L. Dale (Eur)
Freidel, Jean (Eur)
Friedman, Stephen (Eur)
Fuller, Anne (Far East, Eur)
Galant, Clifford (Eur)
Garland, Wm. (Germany)
Gernant, Karen (Far East)
Griggs, James (Germany)
Giacchino, J. W. (Pakistan)
Goldfarb, Russell (Eur)
Grossnickle, Edwin (Eur)
Hahn, Robert (Eur)
Hammer, H. Nicholas (Far East, Eur)
Hardin, Frances (Eur)
Haskley, John (S. America)
Heinig, Ruth (Eur)
Horst, Oscar (S. & Cent. America)
Horton, Paul (Eur)
Hsieh, Philip Po-Fang (Formosa)

Hunt, Chester (Haiti, P. Rico)
Inselberg, Edgar (Far East, Eur)
Inselberg, Rachel (Far East, Eur)
Jackman, Albert (Eur)
Kemper, John (Eur)
Kercher, Leonard (Eur)
Kilpatrick, G. Wayne (Eng. M. East, N. Afr.)
Kim, C. I. Eugene (Eur, Far East)
Kiraldy, Louis (Hungary)
Kroon, Lambert (Eur)
Laffer, Mary (Eur)
Lamper, Neil (Far East & Eur)
Large, Margaret (Eur)
Large, Wilda (Eur)
Lehnus, Donald (S. America)
Lemanski, Patricia (Eur)
Lewis, Alice (Eur)
Limpus, R. M. (Eur)
Littna, Francis (Eur)
Lowrie, Jean (Eur)
Maher, Robert F. (Asia, Eur)
Maier, Paul (Eur)
Manske, Leona (Eur)
Mathewson, Jean-Pierre (Eur)
McCuskey, Dorothy (Greece, Italy)
 Mellander, David (Sweden)
Menges, Paul (Eur)
Metz, D. C. (Nigeria)
Meyer, Lillian (Eur)
Miller, Ralph (Eur)
Monroe, Loretta (Mexico)
Moore, Daniel (Far East, Eur)
Moore, Stanley (Eur)
Morris, A. S. (Yugoslavia)
Morison, Wm. (Eur)
Mowen, Howard (USSR, Egypt, Italy)
Nagler, Robert (Eur)
Nahm, Aydin (Japan, Korea, S. E. Asia)
Niemi, Leo (Eur)
Noble, Francis (Japan, Eur)
Orlofsky, Fred (Eur, Brazil)
Osborn, Gerald (Eur)
Phillips, Claude S. (Eur, Pakistan)

Phillips, John R. (Mexico)
Pullon, Suzanne (Eur)
Raup, Henry (Eur)
Renfrew, John (Uruguay)
Rensenhouse, Barbara (Eur)
Riggs, Karl (Australia)
Riley, James (Eur)
Rogers, Frederick (Eur)
Ross, Martin (India)
Rutherford, Phoebe (Mex., Canada)
Ryan, Alexander B. (Eur)
Schmidt, Lissalotte (Eur)
Schroeder, Esther (S. E. Asia, Eur)
Schultz, Beth (England)
Seibert, Russell (Nig., Mid. East, Eng.)
Slaughter, Thomas (Eur)
Smith, Charles (Eur)
Sonnad, S. R. (India)
Starr, Charles (Eur)
Steen, Edwin (Eur)
Stenesh, Joehanan (Eur)
Stevens, Marie (Eur)
Stokes, Katharine (Eur)
Strollo, Roland (Scandinavia)
Stroupe, John (Eur)
Stulberg, Julius (Eur)
Sud, Gian Chand (India, Eur)
Taylor, Betty (Eur)
Tooke, Florence (Eur)
Ulry, Orval L. (round-the-world)
Van Riper, Charles (Eur)
Walker, Jess M. (Eur)
Wood, Jack S. (Eur)
Yunghans, Charles E. (Eur, Greece)
Zastrow, Joyce (Eur)
Mange, Edythe (USSR, Jap., Sweden)
Snow, Carl B. (Eur, USSR, Far East)

STUDY, RESEARCH, LECTURES
Ansel, James O. (U. of London)
Appel, Wm. C. (Austria)
Baldwin, Eliz. (France)
Bendix, John (Nigeria)
Bouma, Donald (W. Germany)
1967 Football by coach Bill Doolittle

WE WERE MORE than happy with last year’s football team. In all sincerity I believe that we accomplished a little more than we had planned. My hat is off to a dedicated squad, a sincere and loyal staff and, of course, “Lady Luck.” Our basic objective was to win the championship. This, as you know, we had to share with a well-coached Miami team.

Our success was a result of several Broncos who will be continuing their careers with the pros. Co-captain

BRONCO FALL SPORTS

Prospects

Bowen, Harry (Berlin)
Brawer, Milton (W. Indies)
Breisach, Ernst (Italy)
Buys, Wm. (U. of Alberta)
Clark, Samuel (Japan, India)
Cole, Roger (Berlin)
Collins, Edward (Nigeria, Ghana)
Coutant, Victor (Eur.)
Curl, David (Nigeria)
Dahlberg, Kenneth (Belgium)
Dales, Geo. (Greece, Mexico)
Dhawan, K. C. (Japan)
Dickason, David (India)
Ekasser, Edward (Argentina)
Engemann, Joseph (Australia)
Erhart, Rainer (Germany)
Friedman, Stephen (Belgium)
Gallant, Clifford (Mex., France)
Garland, Wm. (Kenya, Uganda)
Gernant, Karen (Tokyo)
Gregory, Ross (London)
Hamman, H. Nord (Mid. & Far E.)
Hardin, Frances (Finland)
Hornung, Donald (Scandinavia)
*Horst, Oscar (Dom. Republic)
*Horton, Paul (S. America)
*Jackman, Albert (Spain, England)
*Kemper, John (Eur)
*Kercher, Leonard (Africa)
*Kim, C. I. Eugene (Japan, Korea, Philippines)
Kroon, Lambert (Eur., Israel)
Large, Wilda (Scandinavia)
Lehns, Donald (Eur., USSR)
Lewis, David (Eur., Far East)
Lippus, R. M. (Eng. & Scotland)
*Lowe, Jean (Dublin)
*Maier, Robert F. (Philippines)
Maier, Paul (Italy, Greece)
*Mallinson, George (India)
Manis, Jerome (Singapore)
Maples, William (E. Africa)
*Metz, D. C. (America)
*Moore Stanley (N. Africa)
*Morris, A. S. (Scotland)
Morrison, William (N. Afr., Portugal, Spain, Greece)
Mowen, Howard (England)
*Mullane, Harvey (Japan, India)
*Nagler, Robert (England)
*Nahm, Andrew (Korea)
*Noble, Frances (France)
*Olton, Roy (W. Eur., Africa)
*Osborn, Gerald (Philippines)
Phillips, Claude S. (Nigeria, Ghana)
Phillips, John R. (Eur)
*Pippen, Richard W. (Mexico)
*Raup, Henry (Br. Isles)
Renfrew, John (Uruguay)
*Ryan, Alexander B. (Eur)
*Schmidt, Lisalotte (Eur)
*Smith, Charles (Spain)
*Sonnad, S. (N. Afr., Portugal, Spain)
*Sonntag, Robert (S. America)
*Starr, Charles (Denmark, Sweden)
*Taylor, Betty (Eur, Asia)
*Temple, Adrian (Eur)
*Vanderbilt, Charles (Puerto Rico)
*Wirtz, Morvin (France)
*Zastrow, Joyce (France, Austria)
*Zastrow, Joyce (France, Austria)
*Zastrow, Joyce (France, Austria)

FUTURE PLANS FOR
FOREIGN STUDY OR LECTURING

Alavi, Yousef (Iran)
Albert, Elaine (Eng., Netherlands)
Baldwin, Eliz (Kenya)
*Breisch, Ernst (Italy)
Brown, Donald (England)
*Burke, Richard (Germ., Austria)
Clark, Samuel (Japan, Korea, round-the-world)
*Cole, Roger (Germany)
*Coutant, Victor (Eur)
*Davis, Richard (Australia)
DeBoer, Marvin (Eur)
Dhawan, K. C. (India)
Dickason, David (India)
*Ebling, Benjamin (France)
*Ekasser, Edward (Mexico)
*Engemann, Joseph (S. America)
Engstrom, Robert (Scandinavia)
Erhart, Rainer (Germany, Yugoslavia)
Faunce, L. Dale (Eur, N. Africa)
Friedman, Stephen (Belgium)
Gallant, Clifford (France)
Garland, Wm. (Kenya, Uganda)
Gernant, Karen (Tokyo)
Gregory, Ross (London)
Hamman, H. Nord (Mid. & Far E.)
Hardin, Frances (Finland)
Hornung, Donald (Scandinavia)
*Horst, Oscar (Dom. Republic)
*Horton, Paul (S. America)
*Jackman, Albert (Spain, England)
*Kemper, John (Eur)
*Kercher, Leonard (Africa)
*Kim, C. I. Eugene (Japan, Korea, Philippines)
Kroon, Lambert (Eur., Israel)
Large, Wilda (Scandinavia)
Lehns, Donald (Eur., USSR)
Lewis, David (Eur., Far East)
Lippus, R. M. (Eng. & Scotland)
*Lowe, Jean (Dublin)
*Maier, Robert F. (Philippines)
Maier, Paul (Italy, Greece)
*Mallinson, George (India)
Manis, Jerome (Singapore)
Maples, William (E. Africa)
*Metz, D. C. (America)
*Moore Stanley (N. Africa)
*Morris, A. S. (Scotland)
Morrison, William (N. Afr., Portugal, Spain, Greece)
Mowen, Howard (England)
*Mullane, Harvey (Japan, India)
*Nagler, Robert (England)
*Nahm, Andrew (Korea)
*Noble, Frances (France)
*Olton, Roy (W. Eur., Africa)
*Osborn, Gerald (Philippines)
Phillips, Claude S. (Nigeria, Ghana)
Phillips, John R. (Eur)
*Pippen, Richard W. (Mexico)
*Raup, Henry (Br. Isles)
Renfrew, John (Uruguay)
*Ryan, Alexander B. (Eur)
*Schmidt, Lisalotte (Eur)
*Smith, Charles (Spain)
*Sonndag, S. (N. Afr., Portugal, Spain)
*Sonntag, Robert (S. America)
*Starr, Charles (Denmark, Sweden)
*Taylor, Betty (Eur, Asia)
*Temple, Adrian (Eur)
*Vanderbilt, Charles (Puerto Rico)
*Wirtz, Morvin (France)
*Tentative
Bob Rowe, our all-conference, All-American “Rustler” tackle, heads this list. You may have seen him in the televised East-West Shrine game. He was drafted in the second round by the N.F.L. St. Louis Cardinals. Two other honors come with his participation in the Coaches All-American game in Atlanta in July and then in August the College All-Star game with the Green Bay Packers.

Not bad for a boy who came to Western Michigan University for an opportunity to compete! I am certain he’ll make a contribution to the Cardinals’ program.

Torre Osmo, our huge offensive left tackle, was drafted in the tenth round by the A.F.L. San Diego Chargers. It’ll be interesting to see how he measures up to their plans.

SPLIT-END Dave Mollard caught 56 passes for us in the last two years. The Ottawa Rough Riders drafted him and he still has a year of eligibility. You know that David is from Windsor, Ontario and he naturally is the property of Ottawa. We certainly will miss his sure hands.

All three are outstanding young men who are destined to be successful. Several others we’ve miss are halfback Jim Long and fullback Bill Haviland, end and co-captain Gary Crain, guards Dan Sopha, Ken Dersey and Dave VanVliet. As you can see, we have a few holes to fill. Besides their playing ability the seniors gave us outstanding leadership—the key factor to our success.

Spring practice ended with our Brown and White game which saw the number one Browns defeat the number two Whites, 20-14. We felt good about the game, but even better with the progress of our young athletes.

Our defense has several new faces, including Allegan’s Jim Pritchett as middle guard, and Mike Siwek as tackle. Both are now sophomore and I’m certain you will enjoy seeing them perform.

Senior Glen Cherup and juniors Tom Nuveman and Jerry Collins have the edge at the end position. All three have had experience, which will help.

THE DEFENSIVE BACKS played together most of last fall. Seniors Gary Rowe and Larry Butler, along with juniors Ron Scheeler and Rich Ward head up the three-deep positions. Junior Dave Hudson, seems completely recovered from surgery during the winter. Safety man Rick Trudeau didn’t compete this spring because of baseball.

Co-captain Orv Schneider, Ralph Strout and Tom Saewert will be our linebackers. It’s nice to have experienced men behind that line.

The “Go” team is fortunate to have most of its backs returning. Quarterbacks Jim Boreland and Ron Seifert are both being pushed by several underclassmen. As you may remember, Ron had a good sophomore year when he became the Mid-American passing champ. Last year Jim came through and won the job. This is a nice situation.

This spring Tim Majerle continued where he left off last fall. Running backs Ken Woodside, Paul Schneider, Chuck Ellison and Jack Foster give us more speed than we have had in a long time, and wingback and co-captain Bill Devine round it out. Bill is a tremendous blocker and receiver.

THE END POSITION is still untried. With both starters graduated we have had several new faces at the flanks. Tight ends Pete Wysocki and Alan Karpa team up with split ends Clarence Harville, Rosey Clark and Ron Bryant.

The interior line will be anchored by center Gene Hamlin and senior guards Dennis Bridges and Pete Mitchell.

Our kicking game is in good hands with Dale “The Toe” Livingston returning. For an intramural athlete he has done well for himself and for the Broncos.

WE NEED BETTER ATHLETES if we are to improve our program. Every Bronco in the field can help. Often great athletes are pushed toward the bigger schools and the lesser, or average, boys are recommended to Western. We need—and must have—the GOOD ones if we are going to continue to up-grade our program.

We want you to be PROUD! We want you to be HAPPY! We want you to be part of the TEAM!

<table>
<thead>
<tr>
<th>1967 FOOTBALL SCHEDULE</th>
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<tbody>
<tr>
<td>Sept. 16</td>
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<td>Oct. 7</td>
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<td>Nov. 4</td>
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<tr>
<td>1967 CROSS COUNTRY—coach George Dales</td>
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WESTERN’S CROSS COUNTRY TEAM last season finished in the top 10 nationally (in the annual NCAA run) for the 10th straight year as coach George Dales’ Broncos garnered 9th place, with a youthful squad that had only two seniors. Twelve returnees will be back this fall.

In addition to their NCAA showing last season, WMU’s mostly underclassman team won the Mid-American Conference crown by 21 points over Miami (its first MAC title in three years in spite of back-to-back NCAA crowns in the first two of those three years), and also won the Central Collegiate Conference championship and the Notre Dame Invitational.

Bolstered by that year of competition and experience, the Broncos could have a fine season this fall.

The dozen runners who return will be seniors Keith Brown, Don Clark, Lee Frost, David Kays, Dennis Martinson and Art Vlahon; and juniors Keith Coates, James Giachino, John Greco, Mike Hazilla, Bruce Shoup and Tom Tomporowski.
A.B.E. Annual Convention

Delegates from 18 chapters met May 20 at the 24th annual convention of the Inter-Chapter Council of Alpha Beta Epsilon, WMU's alumnae sorority. An afternoon of business meetings was culminated with an evening banquet, which was addressed by the WMU Vice President for Student Services, Dr. Paul Griffith.

The delegates were guided on a tour of Western's art department facilities by Dr. Charles Meyer, head of the art department.

Commenting on the purpose of the alumnae sorority, Mrs. Ann Greenman of Delta Chapter, Kalamazoo, who is president of the Inter-Chapter Council, said, "It is to promote the happiness and well-being of its members; to cooperate with WMU in furthering an interest in higher education; and to form a permanent sisterhood of its members."

Chapters include: Alpha (Benton Harbor), Beta (Niles-South Bend), Delta (Kalamazoo), Epsilon (Jackson), Eta (Midland), Gamma (Grand Rapids), Iota (Battle Creek), Kappa (Detroit), Mu (Muskegon), Nu (Grand Rapids), Omicron (Muskegon), Pi (Grand Rapids), Rho (Benton Harbor), Sigma (Muskegon), Theta (Albion-Marshall), Upsilon (Battle Creek), Xi (Kalamazoo), and Zeta (Lansing).

Bronco Club Events Schedule

The Bronco Club (formerly known as the Bronco Boosters) has an energetic schedule for the coming school year. I have the pleasure to serve as sponsor of this very worthwhile club, which is an affiliate of the Alumni Office, in its promotion of athletic events to persons outside of the University community.

The first project announced by co-chairmen Don Pikkart and "Snuds" Sumney is the 11th Annual Bronco Golf Outing at the Elks Country Club in Kalamazoo on Monday, July 31, 1967. I know this will be another successful outing for alumni and friends of the University.

Another event being planned is the annual Bronco Club Jazz Concert on Sept. 10, 1967. The concert will again present some fine talent as well as kick off the football season at Western. Vocalist Loretta Long '60 (see Class Notes section) will appear, among others. Dan Daniels, concert chairman, expects a capacity crowd and reports that all proceeds will be turned over to the grant-in-aid athletic scholarship fund.

Dale McAllister, chairman of the WMU and Kalamazoo College Bowling Sweepstakes said the past week was successful and plans are underway for next year's event.

Bronco Club president Don Bittenbender has expressed appreciation for work done to date on these projects by the Bronco Club's board of directors.

1967 WMU Homecoming

"Tall Tales and True" is the theme for the 1967 Homecoming at WMU, with plans well under way, guided by Michael Cronin of Kalamazoo, student general chairman in charge of the 1967 Homecoming Committee. The date is October 14.

As Alumni Adviser I have witnessed a very organized committee and am quite enthused about the progress thus far.

The pep rally and jazz concert are scheduled for Friday evening, Oct. 13, and a full Saturday schedule includes a reunion of 25th Silver Anniversary graduates of 1942 and the traditional parade and alumni luncheon before the football game with Kent State.

The day will climax with two student dances and the alumni dance. Be sure to mark October 14 on your calendar and come prepared to enjoy one of the finest homecomings ever. Incidentally, the committee informs me that they have already placed their order for perfect weather that weekend.

Class of 1917 Reunion

The Golden Anniversary reunion for 1917 graduates will be held Friday, Aug. 11 at WMU beginning with an 8:30 a.m. breakfast. President James W. Miller will address the group during a noon luncheon, followed by a guided tour of WMU's campus.

The group will then partake of a light meal and be invited to attend Western's Summer Commencement program at Waldo Stadium at 6 p.m.

Invitations from the Alumni Office and a personal invitation from President Miller are being sent to each individual. Many persons have written to the Alumni Office indicating their interest in returning to the campus.

We look forward to a successful Golden Anniversary Reunion.

Genesee County Alumni Club

WMU's alumni club of Genesee County held its annual spring party (Epiciureans Rally!) April 28, with an atmosphere conducive to the title of the gathering, in the Skylark Room at Flint's Bishop Airport.

The following new officers and board members were elected:

President—Doug Thomas
Vice president—Paul Williams
Treasurer—Wayne Sheathclm
Secretary—Mrs. Donna Bower
Chairman of the board—Gerald Stanick
Board Members: Bill Brown, Bob Brown, Mike Nolley, Jack Neal, Tony Miller, Mike Hamp and Bob Southwell.

For more information on the Genesee County Alumni Club contact Doug Thomas, 614 W. Holbrook, Flint, Mich. 48505.

Saginaw Alumni Club

The Saginaw Alumni Club held its spring meeting in mid-April at Delta College, Saginaw. The guest speaker, Dr. William Yanke, a 1954 WMU graduate MS '57, former WMU psychology department faculty member and now Academic Dean of Delta College, spoke on the role of the community college in higher education. After
the talk, the following officers for the coming year were elected by the club members:

President—Lee Austerman  
Vice president—Tom Stapleton  
Treasurer—Tom Levi  
Secretary—Mrs. Dian Zahner.

For more information on the Saginaw Club, contact Lee Austerman, 1700 N. Miller Road, Saginaw, Mich. 48603.

L.A., San Diego, Cal., Alumni Hear President James W. Miller

The annual spring meeting of the Los Angeles and San Diego, Calif., Alumni Clubs was held in San Diego April 22 with WMU President James W. Miller the guest speaker, accompanied by Thomas E. Coyne, Administrative Assistant to the President.

Dr. Miller spoke on the current status of WMU and presented slides which demonstrate the remarkable physical growth of the campus. The gathering was quite successful and also gave alumni in California an opportunity to meet President Miller informally before the meeting.

Officers and board members for both clubs are:

**LOS ANGELES CLUB**

President—Mrs. Edythe VerWest of Glendale  
Vice president—Dr. Ralph Stocker of Santa Clara  
Secretary—Mrs. Margaret (Rush) Stocker of Orange  
Treasurer—Peter Van Dyken of LaMirada  
Board members: Ralph Charter of Chatsworth, Mrs. Dorothy (Best) Arnold of Pacoima, Harold Gensichen of Rialto, Mrs. Carol (Ritchie) Seeks of Rivera, Paul D. Bos of Santa Ana, Mrs. Jacqueline (Hill) Myhre of Anaheim, Gerald McGregor of Anaheim, and Carl Oehrli, representative on the National Board of Directors.

**SAN DIEGO CLUB**

President—Mrs. Dorothy (Robbins) Willis of San Diego  
Vice president—Wayne Townsend of La Jolla  
Secretary-treasurer—Devon I. Smith  
Board members: Mrs. Barbara (Lunn) Hall, Fern Snyder, Loran A. Willis, A. Robert Anderson, Arthur H. Miller and S. Eugene Hartzler, representative on the National Board of Directors.

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**IN MEMORIAM**

**Ethel McLaughlin** '14 passed away in February at Allegan where she had been hospitalized. A life-long Allegan resident, she taught for many years in the area at county schools and at the Allegan Junior High School.

**Ruth (Parker) Wyma** '26 passed away in March from a heart attack. She had been a teacher at the Merritt School in Cadillac since 1954.

**Else (Lofberg) Watzel** '27 died at her home in Lansing in March. She had been a resident of Lansing since 1928. Mrs. Watzel taught in the Lansing public school system for several years.

**Bethel E. Honeysatte** '27 passed away in April. A Washington elementary school teacher in Kalamazoo for several years, she became principal of Hillcrest School in 1936. In 1939 she was named principal of Kalamazoo's Harding School and became principal of McKinley School in 1945.

**A. Beatrice Harrison** '29 who taught in the Battle Creek public schools for 40 years, died in Ypsilanti in March. She had left Battle Creek in 1950 to reside with her brother in Ypsilanti.

**Esca B. Rogers** '30, the first principal of West Main School, Kalamazoo, died in March. She first began teaching in Kalamazoo in 1910. She served as principal at West Main until her retirement in 1942.

**Harry W. Cass** '30 was the victim of a heart attack in February. He had been a teacher at Romulus High School since 1943 and at the time of his death was in charge of driver education as well as teaching journalism at Romulus. Mr. Cass had spent more than 24 years in coaching activities at the school and was a member of the Michigan High School Coaches "Hall of Fame."

**Ellin (Perry) Johnson** '42 died in Marshall in April. She was a member of the First Presbyterian Church where she was a Sunday School teacher for a number of years.

**Donald E. Charnley** '52 passed away suddenly in April. He had been a resident of Kalamazoo since 1918 and was a life underwriter with the local office of Mutual of New York.

**Kate (Mann) Creps** '62 died at her home in Marshall in April. She was teaching at Fredonia Center at the time of her death, having taught school for the past 57 years.

**Elisabeth Kay Vander Lugt** '66 was killed instantly in an automobile accident in San Antonio, Texas, in March. At the time of her death she was an elementary teacher in the San Antonio school system.

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**Dr. Charles Lewis Victim Of Sudden Heart Attack**

Dr. Charles S. Lewis '29 succumbed to a sudden heart attack at his Dearborn Heights home on April 20 at the age of 59. He gained national recognition as principal of Detroit Central High School 1958-63 for his work in expanding the intellectual horizons of Negro youth and increasing greatly the percentage of those young people who continued their education in college.

He then took a leave of absence to join the U.S. Department of Labor in the federal government's anti-poverty program, working with the neighborhood youth corps program before becoming director of training at the Job Corps Center at Fort Custer. He left that post last winter and had plans to return to a position with the Detroit Public Schools next fall.

Dr. Lewis received an honorary doctor's degree from Western in June, 1965, along with the commencement speaker, Sargent Shriver, head of the U.S. Office of Economic Opportunity, which directs the nation's anti-poverty and Job Corps programs.

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**Plan Class of '57 Reunion**

Raymond Fenwick '57 has started a one-man committee to arrange a class of 1957 reunion in conjunction with Homecoming '67. Fenwick, who is now associate director of development at St. Ignatius High School, Chicago, is a past Alumni Director at WMU.

Because of his personal interest in such a reunion, Fenwick has put much individual effort toward this project. If you are a 1957 WMU graduate and are interested in assisting on this class reunion project, write to Raymond Fenwick, c/o the Alumni Office, WMU.

John C. Hoekje Jr. ’46 this February was named president of the Michigan Private Colleges Association in Lansing. Hoekje, a Kalamazoo native and son of the late John C. Hoekje Sr., was dean of administration and registrar at WMU for 40 years, had been vice president and trust officer of the Union Bank and Trust Co. of Grand Rapids since 1961. The younger Hoekje was a coach and teacher at Flint, Grand Rapids and Comstock High School before going into the business world.

Clinton Gordon Retires As E. Detroit High Principal

Clinton Gordon ’30 retired at the end of this school year as principal of the East Detroit High School, thereby ending a 34 year association with East Detroit High. Prior to becoming principal, he served as assistant principal 16 years and before that taught social studies and was head basketball and track coach and assistant coach in football and basketball.

John Hoekje Jr. Retires From State Highway Post

Judson E. Richardson ’29 of Charlotte has retired as Budget Controller of the Michigan State Highway Commission’s Maintenance Division, a post he held since 1955. As Budget Controller, he supervised preparation and expenditure of the division’s annual $35-million budget.

After graduation from Western, Richardson was a teacher in Kalamazoo schools until joining the state highway department’s Finance Division as a field auditor.

Regis Paper Co. Superior Div. in Marion, Ind. . . Victor K. Peterson ’47 received his Ed.S. in Education from Michigan State University at the end of this last winter term . . . Charles Bode ’48 MA ’56 is the new superintendent of Clintondale public schools . . . Eugene W. Smith ’48 MA ’53 has been transferred from the Big Rapids office to the Jackson office of AAA where he will be manager.

’50-’54 John Richardson ’50 has been named principal of Whitehall High School . . . James W. Soudriette ’50 represented WMU at the inauguration of Dr. Arthur L. Peterson as president of The American Institute for Foreign Trade, Phoenix, Arizona. Soudriette is director of William James and Associates in Phoenix . . . David Cauley ’50 represented WMU at the inauguration of Dr. Bernard S. Adams as president of Ripon College, Ripon, Wis. Carley is associated with Public Facilities Associates, Inc. in Madison . . . Mary Ann (Petzke) Sar- dina ’51 received a master of arts degree last Sept. from Michigan State University and is currently teaching at the North Shore School in Benton Harbor . . . Howard A. Dean ’51 is steadily gaining renown in the music world. This spring he was slated to perform in four of the five Brooklyn Opera Company productions, among which are “La Boheme” and “The Barber of Seville” . . . Richard Musman ’51 of Ann Arbor has the unique honor of having been the instructor of two of Michigan’s top high school musicians and singers this year. His students, along with eight other soloists, performed in Kalamazoo in conjunction with the Michigan Youth Arts Festival during May . . . Arthur Hupp ’52 has been elected vice president of Perkins-Goodwin Co., of N. Y. . . . Robert A. Udri ’53 received his master of education degree from Kansas State University in March . . . Mary Lou Jones, ’55 currently a teacher at Arno School in Allen Park, has been installed as state president of the Department of Classroom Teachers of the Michigan Education Association . . . Major Robert J. Chant, ’55 now serving with the 1st Air Cavalry Division in the central highlands of Vietnam, has been selected to attend the 1967 USAF Command and General Staff College, The Air University, Maxwell AFB, Montgomery, Ala. . . . Howard D. Linders ’54 has been appointed as an associate with Carl Walker & Associates, Inc., consultants and engineers.

‘55-’59 Paul W. Crosseley, ’55 territory representative at Xerox Corp’s. Detroit auto branch, was recently graduated from the company’s national sales development center in the nation, based on their records in the sales and service of health and life insurance during the past two years, held in San Diego, Cal. . . . Richard Brill ’56 MA ’61 was promoted to the post of high school principal at Paw Paw, and is currently working on
Dr. Stephen Mitchell, Dean
U. of Wis. Kenosha Center

Dr. Stephen R. Mitchell ’56 has been appointed as dean of the University of Wisconsin's Kenosha Center effective this June. Dr. Mitchell, who is 36, is a native of Alliance, Ohio. He received his advanced degrees from Wisconsin. The past year he has been an associate professor of political science at the University of Calgary, Canada. Prior to then he was on the Washington State University faculty six years.

While at Washington State he served as director of a state-wide research project sponsored by the National Center for Education in Politics. In 1964 he held two research fellowships in political science.

his specialist in education degree at WMU . . . Robert Arends ’56 has accepted a one year fellowship to the Mott Foundation’s program in Flint, working toward his doctorate . . . Ronald Dean ’56 has recently been promoted to chief cashier in the State Farm Life Insurance Co. in Murfreesboro, Tenn. . . . In April, George R. Freirichs ’56 represented WMU at the inauguration of Dr. Rolf Alfred Weil as president of Roosevelt University, Chicago. Freirichs is executive vice president and publisher of Chicago magazine . . . Kenneth L. Blayden ’57 has joined the chemical engineering unit of The Upjohn Co., Kalamazoo . . . Gary Hershoren ’57 was elected president of the Monroe City Education Association for the 1967-68 school year . . . Goldie Snow ’57 this spring was presented the Distinguished Teacher Award for her work as an elementary teacher at Town-

Dorman Duncan Jr.
Promoted to Lt. Col.

Dorman L. Duncan Jr. ’51 of Portage, Mich., center, has been promoted to the U. S. Army rank of lieutenant colonel at Ft. Leavenworth, Helping to pin on Col. Duncan’s insignia is his wife, Billi, and Brigadier General Robert C. Taber. Col. Duncan entered the army in 1952 after receiving his commission through WMU’s ROTC program. He is currently a student at the U. S. Army Command and General Staff College.

line School in the Kentwood schools, near Grand Rapids . . . H. James Malloy ’57 has been named an associate in The Perkins & Will architectural firm, Chicago . . . William M. Bocks MA ’56 has been awarded his doctor of education degree from Michigan State University . . . Dr. Lowell F. Dunham ’58 recently completed his internship at the National College of Chiropractic in Lombard, Ill., and plans to open an office in Berrien Springs . . . Patrick Churra ’58 is the new assistant principal at Anderson Junior High School in Berkley and is also presently enrolled in the educational specialist program in administration at the University of Michigan . . . Richard F. Chormann ’59 assistant vice-president of the First National Bank & Trust Co., has been elected president of the Kalamazoo Jaycees . . . Clement G. Nicoll ’59 territorial representative at Xerox Corp’s. Grand Rapids branch, was graduated recently from the company’s national sales development center in Ft. Lauderdale, Fla. . . . Nick P. Gryfakis ’59 of Chicago, was commissioned a 2nd Lt. at the U.S. Infantry Officer Candidate School, Ft. Benning, Ga.

Ron Kirshman Promoted
To U. S. Army Major

U. S. Army officer Ronald L. Kirshman ’58 of Galesburg was recently promoted to the rank of major at Saigon, Vietnam. He received his commission through the Western ROTC program. Major Kirshman is a services officer, logistics, 1st Logistical Command HQs at Saigon. Before arriving overseas this year he was stationed at the Fifth U. S. Army Student Detachment at WMU.

James W. Gaither is now assistant chief of the personnel division of the Veteran’s Administration Hospital, Battle Creek . . . Robert G. Lowman MA ’64 was co-chairman for Marshall’s 1967 Michigan Week events. He is a sixth grade teacher at the Gordon Elementary School and also Marshall city recreation director . . . Robert Lee Jennings MA ’60 and his wife, Geraldine (French) Jennings ’51, took part in a faculty recital at

William Foster Heads
Dow Chemical Section

William A. Foster ’58 of Midland was recently appointed head of the Dow Chemical Company’s Paper Chemicals section in Technical Service and Development. He was also named technical service and development representative to the magnesium chemicals product management team.

A WMU paper technology graduate, Foster joined Dow in 1961 in the Paper Chemicals section. In 1964 he became a paper chemical specialist and in 1965 a senior paper specialist. He holds an M.S. in paper chemistry from the Institute of Paper Chemistry.

Wisconsin State University at Whitewater where he is director of the Civilian Choral and the WSU Madrigalians and teaches voice, choral literature, and music appreciation . . . Edward M. Schalm has been named controller in the Pathfinder Co., Chicago division of Allen Electric and Equipment Co. . . . USAF Captain Walter F. Clabaugh of Pigeon is currently stationed at Chickands AF Station, England . . . Army Capt. Eugene M. McGrath of Laingsburg is currently serving at Long Binh, Vietnam . . . Capt. Kenneth W. Hardy of Grand Rapids is currently stationed at Holloman AFB, New Mexico, where he is a member of the Air Force Systems Command which manages all phases of new aerospace systems acquisitions.

’61 Capt. R. J. Wagonmaker has been promoted to commanding officer of Co. A, 2nd Bn., 242nd Armor, Michigan National Guard of St. Joseph . . . Thomas H. Kennedy has been named director of the Title III Elementary and Secondary Educational Act grant covering Bay, Arenac, and Iosco counties establishing professional service centers to assist the 12 public school districts and 31 non-public districts in the tri-county region . . . Donna (Love) Cole received her MA in speech therapy from De Paul University, Chicago, and is now working in the children’s clinic in Michael Reese Hospital, Chicago . . . Philip E. Yunker, Jr. has been elected executive vice president of Colfax Waterford Corp. of South Bend, Ind. . . . Jeannie (Lewis) Hartenstein recently was appointed to the Portage city library board . . . Forrest

Maxine (Hanna) Brule '59 MA '64 of Coloma was elected secretary of the Michigan Association of Elementary School Principals during the recent annual meeting of the MAESP. She'll serve until mid-1968. Mrs. Brule is principal of the Washington School in Coloma.

Van Oss MA '61 has been appointed Dean of Students at Northwestern College in Orange City, Iowa . . . Clare C. Mullett was promoted to manager of industrial engineering at the Stoutton, Wis., plant of Unireal. David Greenhoe MA '66 has joined the faculty of Glen Oaks Community College, in St. Joseph county . . . Phil Clark MA '66 is one of 52 educators from throughout the U.S. participating in the Mott Foundation-Inter-University Clinical Preparation Program for Educational Leadership in Flint. He formerly served as assistant principal and director of community education for the Gull Lake community schools . . . Ronald C. Vander Kooi MA '61 has received his Ph.D. in sociology from Michigan State University.

Donald DeWard to High Post, Travelers Insurance

Donald K. DeWard '59 has been promoted to assistant secretary in the office administration department at the Travelers Insurance Companies, Hartford, Conn. He joined the firm's Grand Rapids office in 1959, in 1961 became special assistant, in 1964 was named administrative assistant at the Providence office, in 1966 was promoted to assistant manager of the Chicago office and then to the same post at Cleveland. He is now at the home office.

Methods, Standards, and Work Simplification unit of The Upjohn Co., Kalamazoo . . . Patricia (King) Mullett taught sixth grade at Kegonsa School, Stout- ton, Wis., and published a few free lance articles in "Highway" and "Ingenue" magazines . . . John A. Van Haalten was recently promoted to supervisor of Test Data in the Safety Test Engineering Department of General Motors Proving Ground, Brighten . . . Patricia Lewis has joined the programming staff at System Development Corporation, Santa Monica, Calif., and will be engaged in work on the back-up interceptor control system for the USAF . . . Ted Vliek MA '66 is one of 52 educators from throughout the United States participating in the Mott Foundation-Inter-University Clinical Preparation Program for Educational Leadership in Flint. He is currently on leave of absence from the Portage public schools where he served as assistant principal at Northern High School.

The following members of this class are in the service: George E. Berry recently was promoted to captain in the USAF and is stationed at Fort Lee Air Force Station, Va., as a supply officer . . . David L. Seaman has been promoted to captain in the USAF and is stationed at Lackland AFB, Tex., as a flight training officer . . . 1st Lt. Gary F. Hoff has received a regular commission in the USAF and is serving as a data automation officer at Laredo AFB, Tex., with the Air Training Command.

'62 Louis A. Pommerening, Jr. graduated from the Detroit College of Law as a recipient of the juris doctor degree . . . Thomas H. Schaber has joined the

Capt. Dennis Forrer Wins Two Awards in Vietnam

U. S. Army Capt. Dennis B. Forrer '60 of Monroe this spring received two outstanding awards for duty in Vietnam. He received the Bronze Star Medal for meritorious service in connection with ground operations, July 1966 to April 1967, and was also awarded the Vietnamese Medal of Honor, First Class, for services as adviser to a medical company of the South Vietnamese Army.

University, Baldwin City, Kans., in April, . . . David Duff, Peru Ind., has been transferred to St. Louis, Mo. by Pontiac Motor Division where he will be an assistant car distributor . . . Charles Mitchell territory representative at Xerox Corp's. Lansing branch, was recently graduated from the company's National Sales Development Center in Ft. Lauderdale, Fla. . . . David Peterson MA '64 has been awarded a Mott Fellowship for the 1967-68 school year and will spend the year as an intern working in the Flint Public Schools . . . S. Roger Lewis is an engineering specialist with Data Systems Division of Litton Industries, Van Nuys, Calif. . . . Steve Grotess is the new physical education coordinator for the

Tom Carr, Housing Dir. As Archie Potter Retires

Thomas J. Carr '59 MA '62 became Director of University Housing Facilities at WMU July 1, succeeding Archie Potter '42 MA '53, who is retiring after serving in the post since 1957 when the position was created. Carr has been assistant director of housing at WMU since 1962 after teaching at Muskegon Heights schools three years. He is a native of Muskegon, where he was an outstanding high school athlete before a short stint in professional baseball and four years in the U. S. Air Force.

Potter has been associated with the WMU staff since 1953, serving as director of a residence hall, and then married student housing before assuming the post of Director of Housing.
Vocalist Loretta Long to Be in Bronco Club Concert

Loretta Long ’60, known as Loretta Moore in school, one of the fastest-rising young professional singers in the nation, will appear at WMU Sept. 10 during the annual Bronco Jazz Concert. Singing, although her first love, is actually a second career for Loretta, who was an education major at Western. In 1960 she began to teach at a junior high school in Detroit but soon was performing professionally in the Detroit area on an increasing basis. The next year she went to New York to de-vote full time to her new career, which has steadily mushroomed. Loretta first began singing in a church choir in her native Paw Paw.

The Moore Co. produces academic caps and gowns, communion raiment, confirmation robes and school uniforms and other such specialty clothing.

JANETE E. MINCH '62 MA '65 was inadvertently omitted from the list of WMU alumnae who are included in the 1966 edition of Outstanding Young Women in America, as included in the Spring 1967 issue of the WMU Magazine. Miss Minch has an impressive record of professional and community service since graduation, as a P. E. instructor at a Coldwater, Mich. junior high school, various supervisory posts with the Coldwater Recreation Department during summer months, service with the St. Joseph County Red Cross chapter and the Bronson Recreation Department. She is a licensed pilot and flies her own plane, and hopes to participate in the Michigan SMALL air derby for women next September.
Charles Lynch Named to Top S.I.U. Broadcast Post

Charles T. Lynch ’63 MA ’66, who has been the long-time program director for WKZO radio and TV, Kalamazoo and earned two degrees from WMU in the process, has been appointed to the faculty of Southern Illinois University. Beginning this fall he’ll be manager of Southern Illinois’ radio station, WSIU-FM, and will also serve as assistant professor of broadcasting.

’66 Robert E. Julianus is the winner of the Western Michigan University Technology Alumni Association Graduate Award for 1966. Robert F. Tupper becomes Dean of Students for Montcalm Coach and Teacher, will be Portland Park Director for the coming season.

Gene Lover With Peace Corps In India

Gene A. Lover ’66 is one of WMU’s latest alumni Peace Corps Volunteers, and is now in India helping to promote the use of hybrid seed and working in commercial vegetable gardening and poultry raising. He has been assigned to a rural village and hybrid seed distribution center. He is one of more than 500 Volunteers aiding in India’s food production and nutrition programs.

graduated recently from the company’s National Sales Development Center in Ft. Lauderdale, Fla. . . . Jim McKinley has been named head football coach at Allen High School . . . Robert Blohm has been appointed head basketball coach at Paw Paw High School . . . Tom Jacks MA ’66 is working with the Peace Corps in affiliation with the Bolivian Health Service in South America . . . Consville Reed has been named to a case work post at Douglass Community Association, Kalamazoo. She will be an intake worker in Douglass’ Interfield program.

The following members of this class are teaching: Mary Boes, Spring Lake; Iris Woodberry, Portage; Linda Hopkins, Holland; Madeline Nazal, Whitehall; Mary (Merritt) Crosby, Groton, Conn.; James Wylie, Bloomingdale; Connie Hayward, Wayland.

The following members of this class are in the service: Pvt. Michael R. Houdart of Salem, N. J. is in the Army at Ft. Dix, N. J. . . . John F. Cork of Portage has been commissioned 2nd Lt. in the USAF assigned to Craig AFB, Ala., for pilot training . . . William R. Reynolds, Jr. of Kalamazoo has been commissioned a 2nd Lt. in the USAF assigned to Tyndall AFB, Fla., for training as a weapons controller . . . Gary L. Tomas of Parchment has been commissioned a 2nd Lt. in the USAF assigned to Chanute AFB, Ill., for training as an aircraft maintenance officer . . . Pvt. Ronald W. Karatkiewicz of Grand Rapids has completed a pay specialist course at the Army Finance School, Ft. Benjamin Harrison, Ind. . . . 2nd Lt. John F. Schmidt is assistant operations officer at the Troop Field Annex of Sharpe Army Depot in Lathrop, Cal. . . . Pvt. Robert J. Diemer completed a pay specialist course at the Army Finance School, Ft. Benjamin Harrison, Ind. . . . Pfc. David A. Gorn is in the Army Materiel Command at Aberdeen Proving Grounds, Md. . . . Pvt. Alex Malakauskas MBA ’66 completed an administration course at Ft. Leonard Wood, Mo. . . . U.S.A. Pvt. Robert B. Hayward completed a general supply course at Ft. Dix, N. J. . . . Jack H. Hoekstra is in the Army at Ft. Knox, Ky. . . . Pvt. William J. Kattula has been commissioned a 2nd Lt. in the USAF assigned to Tyndall AFB, Fla., for weapons controller training . . . U.S.A. 2nd Lt. Ralph A. Spigarelli participated recently in “Operation Adams” in Vietnam . . . David B. Naylor has been commissioned a 2nd Lt. in USAF assigned to Tyndall AFB, Fla., for training as a weapons controller . . . 2nd Lt. Allen V. Harinch has completed a helicopter pilot course at the Army Primary Helicopter School, Ft. Walters, Tex.

Army Capt. Donald Alsbro Wins High Vietnam Award

U.S. Army Captain Donald E. Alsbro ’64 of Plymouth, left, received a Certificate of Achievement from the South Vietnamese military forces in April for his outstanding service in leading a civil affairs team which helped a relocated Vietnamese village build a cooperative for hogs, two elementary schools, a playground and a village dispensary. Capt. Alsbro is assigned to HQs, 11th Aviation Group, 1st Air Cavalry.

Mario Mion Wins 1967 Danforth Fellowship

Mario Mion ’67 of Kalamazoo has been awarded a 1967 Danforth Fellowship, an academic honor of high prestige. Mion, a Dutch immigrant who came to the U.S. 10 years ago, plans to continue his education at Yale or at the U. of Wisconsin, pursuing his interest in political science with emphasis on inter-American relations.

Mario originally came to the U. S. to learn a trade but after meeting a WMU faculty member following a two-year army stint, he was convinced by the professor (Dr. Leo VanderBeek) to continue his education. He entered WMU in 1963 and his scholastic excellence gained him entrance to the University Honors College. He speaks no less than six languages.

staff assistant . . . James Harkema MA ’67 is to be head football coach at Niles East High School in Skokie, Ill. Barbara E. Linn received a fellowship to the University of Pennsylvania to continue work in Asian studies and history. This fall she plans to do graduate work at the University of Wisconsin . . . Ronnie J. Logan has joined the Data Processing Operations unit of The Upjohn Co., Kalamazoo.

The following members of this class are teaching: Marilyn Johnson, Holland; Anita Pellegrom, Grand Haven; Bonnie Mandler, Rockford.

Phil S. Roekle is with the Kalamazoo Community Services Council as
"We're Behind Western . . . . . for Life"

These are new Life Members of the Western Michigan University Alumni Association. The Alumni Association as well as all previous Life Members are proud to welcome this new group to their ranks.

James R. Anthony '64
Alice Mull Anthony '63
Long Beach, California

Benjamin J. Buikema '26
Ethel Boone Buikema '24
Grand Rapids, Michigan

Keith Bunting '59
Mary Henshaw Bunting '59
Grand Rapids, Michigan

Mary Ensfleld '06
Kalamazoo, Michigan

Theodore C. Garneau '65
Kalamazoo, Michigan

James W. Hoy '48
Eldora, Iowa

Charles Julian Koehn '65
Dearborn, Michigan

Thomas E. Landauer '61 '65
Detroit, Michigan

Norman R. LePage '66
Bonnie Cochran LePage '66
Kalamazoo, Michigan

Ralph S. Mc Crea, Jr. '52
Rye, New York

Richard Donald Miller '51
Walker City, Michigan

Robert Gordon Reineel '65
Cheryl Belding Reineel '60
Sturgis, Michigan

Marianne Schau Speck '57
Parchment, Michigan

Lidia Wolkoff Stillwell '42 '60 '66
Decatur, Michigan

Philip E. Yunker, Jr. '61
Granger, Indiana

Recent photo shows construction progress of nearly completed Liberal Arts Complex on former Gateway Golf Course on Western's campus. Left to right, 10 story faculty office tower, Liberal Arts classroom building, new University Theatre, and huge University Auditorium are shown in this view looking toward the southeast. Completion of the complex is scheduled this fall.