Universities are unique centuries-old form of education

Numerous alumni remember a time when Western Michigan University sported a campus half its current size, registered students in person instead of on the telephone, and viewed its room-size vacuum-tube computer as the greatest invention since sliced bread. Well, that was then and this is now. Alumni know WMU has undergone marvelous changes over the years. But many don’t know that a lot of its original ideals remain intact today, helping to define what it means to get a “university” education.

In the most pragmatic sense, students attend universities to acquire the advanced skills and knowledge necessary to earn a good living. Basic job training, though, is also ably provided by community colleges, trade schools. What is it that distinguishes universities from all other training and every other school?

The answer lies as much in the philosophical underpinnings of these centuries-old institutions as it does in the scope of their endeavors.

The “real world” and the world beyond

When education is viewed as a means to an end at any time, Confucius in the East and Socrates in the West saw basic learning as the purview of “lower” schools and great learning as the purview of “higher” schools.

Today’s universities no longer draw a solid line between education that is ordinary and practical and education that is exceptional and ideal. They provide both, equipping students to deal with the realities of the “real world” as well as encouraging thoughtful examination of the world beyond.

On the down-to-earth side, universities meet a variety of important individual and societal needs in addition to preparing students for employment. For instance, they transmit knowledge, culture, and values; create new knowledge; help youths develop socially and intellectually; promote economic and technological development; and provide direct service to the public.

On the latter side, universities attend to the human mind and spirit. In this realm, the aim is to contemplate the theory of things, pursue excellence, and to learn for the sake of learning. The benefits of elevating education to this level are less tangible, but no less important.

“Entering the university is the invitation to become a new person. . . . by going forth to learn, there is set in motion the vital process that links past and present, and is the substance of hope for the future, not only of the child himself, but also of his family and of his nation,” Norman Edward Fehl, an academic administrator, wrote in the 1960s.

“Real knowledge and wisdom is not in-depth knowledge of a subject or the accumulation of knowledge from several subjects. Higher education aims at the making of a mind, not the filling of a head with facts.”

To accomplish that elusive goal, universities seek to:

- Emphasize the critical, interpretive, and creative
- Teach principles that have universal rather than limited application
- Provide a depth of competence and a breadth of perspective
- Develop an excellence of the intellect
- Re-establish the romance and adventure of learning
- Instill greater insight and a deeper sense of purpose
- Foster an appreciation of the past and a sharing of the wisdom of many cultures

“Look to the essence of a thing, whether it be a point of doctrine, of practice, or of interpretation.”

—Marcus Aurelius Antoninus, 121-180

So, despite the harshness of the times and its government, curricula often ventured away from the purely practical to include literature, poetry, art, and music. In some cases, it was only at the most advanced level that students were able to specialize in a particular field. In other cases, the more advanced the learning, the more esoteric it became.

The historical bent toward including liberal arts in higher education reached its pinnacle in the Athenian academies that flourished in classical Greece, particularly during the Hellenistic Age. As these higher education institutions adopted a more humanistic approach, they downplayed science, focused on the individual rather than the city-state, and sought self-fulfillment and enlightenment as the road to a better existence. The curriculum was often centered on “the seven liberal arts,” grammar, rhetoric, dialectic, arithmetic,

“Learning without thought is labor lost; thought without learning is perilous.”

—Confucius, 551-479 B.C.

Formal schooling goes way, way back

Concentrated learning in a formal atmosphere has been traced back to 3000 B.C. in Egypt and Mesopotamia and to the first and second millennium in places such as China, India, Greece, Israel, Rome, and Persia.

Much of that early instruction focused on moral, religious, and military education for upper-class males. Basic schooling often ended around age seventeen and advanced schooling around age twenty, except for those entering particularly important fields such as theology—they were expected to continue their studies up to their thirties or more.

Many civilizations used formal schooling to install their idea of virtue, or excellence, in nobles and members of the clergy. The higher the education, the closer the student came to religious purity, military prowess, or some other high virtue, and the more useful the student became to the state. But to attain such excellence required proper preparation of body, mind, and spirit.

“Astronomy compels the soul to look upwards and leads us from this world to another.”

—Plato, c.428-348 B.C.

Astronomy

geometry, astronomy, and music (its theory and numerical laws). Great institutions arose to train scientists and doctors, but most academies emphasized philosophy or rhetoric.

That classical Greek tradition influenced Persian, Roman, Byzantine, Christian, Muslim, and other learning. As time passed, cultures adapted it to suit their own needs and embellished it with their own relevant scholarly contributions.

More than one way to skin a cat

Just as a classical learning kept reverberating around the world, so did disputes about education.

“Where there is much desire to learn, there of necessity will be much arguing, much writing, many opinions; for opinion in good men is but knowledge in the making.”

John Milton wrote in the seventeenth century. Some of the divisions were outlined nearly 2,000 years before Milton when the philosophy of Socrates and his followers clashed with the more practical-minded Sophists. Educational controversies such as those waxed and waned for generations, only to reappear in force when the Renaissance dawned.

Eleventh-century Europe was shrugging off feudalism and experiencing a cultural reawakening. The forerunners of modern universities, “studia generalia,” rediscov- ered the classical Greek tradition, which had been preserved by Muslim scholars. The studia were loose associations of students and masters that welcomed foreign scholars. Local urban schools, they had no permanent buildings and little corporate property. They financed and governed themselves and gained prestige by reputation and common consent.

Competition, educational disagreements, and quarrels with townspeople and authorities led whole student bodies to occasionally abandon one institution in favor of another one. At the same time, dramatic social, political, and religious changes were buffeting Europe, giving rise to a host of new philosophi- cal ideas and educational movements.

“The Middle Ages were thus beset by a multiplicity of ideas, both homegrown and imported from abroad,” the Encyclopedia Britannica says of the time. “The multiplici- ty of students and masters, their rivalries, and the conflicts in which they opposed the religious and civil authorities obliged the world of education to reorganize.”

Continued on page 8
Appointments, elections, and personnel changes

- Dr. Frank E. Rapley, superintendent of the University, will remain as interim dean until August. 
- A master plan called superintendent and assistant superintendent with the Jefferson and vice president for academic affairs.
- knowledge of the college, he’s a perfect choice to provide Matt Kurz a partner in the Chicago firm of Ririe-Kurz Communications, with the retrofitting of Wood Hall and construction of the new

Awards, honors, and significant recognitions

- Jack and the late Betty Ragotzy, founders of the Barn Theatre in Kalamazoo, will receive honorary degrees at the June 22 commis-
mence. The couple is being recognized for their contribu-
tions to the arts at the barn, the state’s oldest resident summer theater. Under Jack’s leadership, the company grew into a

The University’s most important local partners has been named for the parents of the late Helen J. Frays of Kalamazoo, a 1934 WMU

- Weavers have named two assistant deans for the governing board of the state’s fifteen public universities, each 

- Those honored from WMU senior professor Shirley Brach, an expert on bio-

- Roy Roberts, B.B.A. ’70, has named corporate executive of the year by Black Enterprise
during the fall semester, performances reached more than

Departments, programs, and academic activities

- Engineering students preparing for the world of product design as well as fine arts students aiming for careers in theatri-
cal arts, is an important service. The facility tailored to meet the design needs of four separate

- A new facility has been established at 1,200

- WMU’s also provides scholarships and grants for international students.

- It was unveiled in Grand Rapids.

- WMU’s

- have joined the International Student Exchange Program (ISEP), which in turn create an equal number of

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- In order to speed implementa-

- will continue to serve as interim dean until August.

- Under Thompson’s leadership, the college recently completed a master plan called “The State of the College: Shaping a New Class of Education.” This plan will guide the college over the next two years. “In order to speed implementation of the plan,” she said, “we wanted to delay our national search with the appointment of Dr. Rapley,” said Dr. Nancy S. Barrett, provost and vice president for academic affairs. “With his experience and knowl-

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- Thompson, one of the world’s leading advertising agencies.

- Katherine Bing/Shagoury has been named the first coach for women’s soccer, which will begin its inaugural season this fall.

- Mike Morin has been named men’s tennis coach at WMU. Mike, a Kalamazoo native, played college tennis at Saginaw Valley State University and was a two-time All-Great Lakes Intercollegiate Athletic Conference. He was named head coach of the men’s tennis program at WMU in 1996.

- Beverly A. Moore, M.S.W. ’82, a former associate dean and assistant professor at the University of Michigan, has been named professor of social work and chair of the Social Work Department at the University of Michigan. She was named a full professor at the University of Michigan in 1998.

- Matt Kurz, B.A. ’99, has been named assistant director for development and stewardship at the University of Michigan. He was named assistant director for development and stewardship at the University of Michigan in 1998.

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Faculty member donates salary to economics department

Dr. Salim E. Harik, associate professor of economics, has donated his entire 1995-96 salary to Western Michigan University’s Department of Economics through the WMU Foundation.

The contribution, valued at $35,000, will fund four Harik Doctoral Associateships for Ph.D. students in the applied economics program. WMU officials said they knew of no other instance of such a gift at any other institution.

“We are deeply appreciative of Dr. Harik’s remarkable generosity,” said Dr. Dietrich H. Haereneck, WMU president. “It reflects a unique commitment to his discipline, his department, the University, and the education of students.”

“This is the best investment anyone could make,” said Harik, who indicated he was able to make such a gift because of good investments he himself had made. “It helps to focus resources where they are most needed in the department, which is in the new Ph.D. program.”

The MAC has been invited to one of ten Division I-A leagues and is the country’s fourth largest in terms of its member institutions’ undergraduate enrollment. Currently the only Division I-A conference with its own Hall of Fame, the MAC has produced a long list of notable sports figures, a list that includes Olympic gold medalists; professional baseball, football, basketball, and golf stars; national-level game officials; and high-profile coaches and players in numerous sports.

The MAC has consistently been in the forefront of helping to develop national legislation that has enhanced the academic integrity of intercollegiate athletics. In fact, it had an academic progress rule, stringent admittance standards, and qualitative grade point average requirements for its student-athletes long before the National Collegiate Athletic Association adopted or discussed implementing such academic standards.

In addition, the conference’s rules committee voted in 1980 to broaden the MAC by bringing women’s athletics into the conference structure. The move has resulted in the league sponsoring women’s championships, ten in men’s sports and nine in women’s sports.

Sky Broncos take second place in national flying contest

Western Michigan University’s precision flying team, the Sky Broncos, captured both a second place finish in the designation as next year’s host team at the National Collegiate Flying Association’s championship competition in Florida this spring.

The Sky Broncos placed second to the team from the University of North Dakota, the defending national champions. This marks the team’s fifth consecutive year the WMU fliers have placed in the top three at the twenty-six-team national meet.

“We’re ecstatic and very, very proud of the accomplishments of our team and coach,” says Joseph H. Dunlap, director of WMU’s School of Aviation Sciences. “Their hard work paid off in this extremely close competition,”

that pays for all of their education expenses. In return, recipients must perform teaching assistant or research assistant duties.

Dr. Antonette diPaolo Healey of the University of Miami, who directs the Dictionary of Old English, the field’s most prestigious research project; Dr. Katherine Karkoff of Miami University of Ohio, an expert in Anglo-Saxon archaeology; and Dr. D. G. Scragg, director of the Manchester Centre of Anglo-Saxon Studies at the University of Manchester, England, the world’s only Anglo-Saxon study center.

Serving three-year terms on the board are: Dr. Michelle Brown of London, one of the British Library’s major manuscript scholars; Dr. Kevin S. Kierman of the University of Kentucky, who co-edited the journal, Anglia; and Dr. Patrick Wormald, a major Anglo-Saxon historian from Christ Church College, Oxford University, England.

The board’s secretary this year is Dr. Timothy C. Graham, a researcher from Cambridge, England, who is a visiting scholar to WMU’s Medieval Institute.

Major efforts of the center include serving as one of three home sites for the “Electronic Beowulf” project, which focuses on digital imaging of the ancient manuscript for research and teaching. The Rawlinson Center also publishes the Old English Newsletter as well as Sources of Anglo-Saxon Literary Culture, a reference tool that catalogs scholarly sources in the field.

Starting this year, the center played a major role in the annual International Congress on Medieval Studies by organizing sessions on Anglo-Saxon studies and sponsoring a Richard Rawlinson Congress Speaker to address Anglo-Saxon issues outside the field of literature.
Western Michigan University's College of Arts and Sciences epitomizes many of the fundamental ideals and principles that make modern universities unique. Of WMU's eight colleges, Arts and Sciences most closely parallels the overall mission of WMU itself. Both the college and the University are concerned with developing undergraduate students into better citizens as well as liberally educated adults.

Development issues are the heart of the arts and sciences experience, whether the student is studying philosophy, history, or physics," explains Dr. Elise B. Jorgens, interim dean of the College of Arts and Sciences. Within WMU, and offering numerous master's and doctoral programs, which provide students with a high level of training that complements WMU's degree-granting professional schools: the Haworth College of Business and the Colleges of Education, Engineering, Health and Behavioral Sciences, Fine Arts, and Health and Human Services.

The big picture

The College of Arts and Sciences is WMU's largest academic unit, bolstering the manifold array of disciplinary studies available at the University. Over the years it has touched the lives of thousands of urban teachers, including many of WMU's best teachers, including biological sciences teaching assistant Wesley Fisher (above right).

English professor and acclaimed author Stuart Jorgens, interim dean of the College of Arts and Sciences, within WMU, and offering numerous master's and behavioral sciences, natural sciences and mathematics experience, whether the student is studying philosophy, history, or physics," explains Dr. Elise B. Jorgens, interim dean of the College of Arts and Sciences. Within WMU, and offering numerous master's and doctoral programs, which provide students with a high level of training that complements WMU's degree-granting professional schools: the Haworth College of Business and the Colleges of Education, Engineering, Health and Behavioral Sciences, Fine Arts, and Health and Human Services.

This past fall, the college continued to lead its counterpart in several categories, including number of schools and departments (twenty), undergraduate enrollment (6,317), graduate enrollment (1,648), and degree offerings (fifty-seven undergraduate majors, thirty master's programs, two graduate certificate programs, one specialist program, and thirteen doctoral programs).

In addition, the college provides a wealth of research opportunities, funding for field experience training, twenty-two professional associations, student organizations, and other special programs and activities to round out the educational experience.

Truly a one-stop shopping place for many students, the College of Arts and Sciences enrolls nearly one-third of WMU's on-campus students and offers 42 percent of the University's degree programs. Moreover, it supports scores of additional academic offerings by providing numerous degree options and emphases and by providing most of the non-education courses required for a host of teaching programs.

Indeed, it offers fields of study from "A" to "Z" through its School of Public Affairs and Administration and its Departments of Anthropology, Biological Sciences, Chemistry, Communication, Comparative Religion, Computer Science, Economics, English, Geology, Geography, History, Foreign Languages and Literatures, Mathematics and Statistics, Philosophy, Political Science, Physics, Psychology, Science Studies, and Sociology.

Originally called the School of Liberal Arts, the College of Arts and Sciences initially provided the substantive knowledge required of most teaching students when WMU was a teacher-preparation institution. However, in 1957, the school's faculty and curriculum expanded rapidly after the Soviet Union launched Sputnik, the first earth satellite.

Perceiving a technology gap, U.S. leaders called on the nation's higher education institutions to provide more science and technical training. As WMU answered the call, the School of Liberal Arts grew;

The University's professional schools depended upon it for their arts courses, and it introduced additional bachelor's, master's, and doctoral programs. Curricular changes continued after the school was renamed the College of Arts and Sciences in 1970, especially as the College of General Studies gained stature and units such as the Departments of Art, Music, Theatre, and Social Work were transferred out of Arts and Sciences when WMU established the Colleges of Fine Arts and Health and Human Services.

But other changes within the liberal arts school were actually increasing the scope of its offerings. New research centers and interdisciplinary programs were being developed, starting a trend toward the innovative programming that the college still demonstrates today.

Currently, the College of Arts and Sciences offers ten interdisciplinary programs that bring multiple departments and curricular units together so that students can gain the broad perspective they need to make the most of these special studies.

Not surprisingly, they reflect the diversity inherent in the college, encompassing the fields of American studies, black American studies, criminal justice, environmental studies, international and area studies (African, Asian, European, and Latin American), medieval studies, science and mathematics teaching, social science teaching, women's studies, and world literature.

A university centerpiece

The College of Arts and Sciences' role in supporting the liberal arts takes two forms and is a key factor in understanding its educational goals.

On the one hand, it provides a separate general education program, the Liberal Education Curriculum, for students in the college, while its departments provide most of the approved general education courses that students from other colleges are required to take.

On the other hand, it offers a wide range of majors, minors, and graduate programs in liberal arts disciplines ranging from anthropology to zoology.

"A College of Arts and Sciences is the centerpiece of a university. A university system needs that centerpiece to provide the academic heart of its operations," Jorgens says.

What they're saying about getting an Arts and Sciences education

Dr. Robert J. Ackerman, Ph.D.
Sociology, 1979

Specialty Program in Alcohol and Drug Abuse, 1977

General education: My doctorate is in sociology and my cognate area was in counseling and social work. The course outside of sociology have helped me tremendously. I work at a university, but I'm professionally involved in large, troubled families and especially their impact on children. The outside courses not only allowed me to expand on my discipline, but also provided me with additional tools that could be applied.

"General education: "General education courses are the only escape from a reality that is a little too stark for me. "I think they're very important to bring awareness of other fields" (and what I studied) "will enrich my understanding of the world." Special opportunities: ... As a senior in high school, I came here and the chairperson of the physics department took me out to lunch and told me I should get involved in undergraduate research. Otherwise, I wouldn't have known about it. Appropriately half of everything I've learned in college has been through independent research and working with... faculty members. Dr. [name not provided] works with this, more technical backgrounds than I could ever thank her for. She's led the way to many different opportunities."

Marc A. Humphrey, M.S.
Mathematics and Physics, 1977

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Jocelyn R. Poorman, Ph.D.
Anthropology and Archaeology, 1977

General education: "Pursuing a double major has made me aware of the many connections between not only these two areas, but other disciplines within the College of Arts and Sciences as well. Philosophy, anthropology, history, English—their missions are integrated into the world. Special opportunities: I have been fortunate to have had excellent professors... along with the support of the Lee Honors College. The WMU Undergraduate Research and Creative Activities Award made it possible for me to travel to the Smithsonian Institution to pursue research that will be valuable in my future studies."

Continued on page 8
LIGHS bURN bRIGHTLY IN COLLEGE OF ARTS AND SCIENCES RESEARCH FACILITIES

The College of Arts and Sciences offers abundant opportunities for students to conduct research, learn hands-on, and serve the public, as the following representative sampling of special facilities shows.

Center for Electron Microscopy
Established in 1986 and overseen by the Department of Biological Sciences, this center conducts research on a contract basis with business and industry while serving the academic needs of faculty and student researchers. Detecting tumor viruses and analyzing stream pollution are among the many significant research projects.

Center for Research into Environmental and Social Conduction
Another prominent research center overseen by the Department of Biological Sciences was established in 1994. This interdisciplinary center combines the talents of researchers from biological sciences, the Department of Chemistry, and the Center for Electron Microscopy. Their work focuses on how environmental pollutants affect cell function and produce genetic changes in cells—processes that can result in cancer, cardiovascular disease, neurological problems, and birth defects.

Center for Science Education
Established in 1985 and administered by the Department of Science, this comprehensive center serves WMU and teachers in numerous ways. It coordinates, develops, and implements undergraduate and graduate science programs for the College of Arts and Sciences and helps campus researchers develop grant proposals. It also serves as a consulting center and provides workshops and training programs for teachers across Michigan.

Center for the Study of Ethics in Society
Established in 1962 under the auspices of the Department of Philosophy, this center was the first of its kind at a Michigan public university. It supports and encourages teaching, service, research, and faculty development in applied and professional ethics fields ranging from business and communication to biomedical sciences and engineering. Student research projects that are actively involved in water research. Activities include developing academic programs; doing research and collecting data pertaining to water resource quality and quantity; and providing public service, informational presentations, and training in the water sciences. Projects range from studying leaking underground tanks to participating in the Michigan Groundwater Education Program. Information and consultation is made available to business, industry, government, and the public.

Center for Women’s Studies
Established in 1976 and administered by the Women’s Studies Program, this center merges the program’s academic and research activities. Among its major activities are coordinating the interdisciplinary women’s studies major and minor, which examine women’s experiences, perspectives, and contributions. Other activities include conducting research and sponsoring a speaker series, workshops, and women’s research network. The center also houses a satellite resource library and offers support and advocacy for women who are pursuing research.

Concurrent Computation Research Center
Established in 1992 by the College of Arts and Sciences, this interdisciplinary center is led by the Department of Computer Science. Home to WMU’s supercomputer, the most powerful supercomputer of its kind in Michigan, it aids campus researchers in breaking new ground in computational science and serves as a resource for a variety of high-technology industries.

Geographic Information Systems Center
Established in 1992 and overseen by the Department of Geography, this center combines computing technology with traditional geographic data and digitized satellite information to produce customized information about an area that can be used by local government officials to make land use and resource management decisions and enhance economic development.

Institute for Government and Politics
Established in 1979 and overseen by the Department of Political Science, this institute’s primary interest is applying political science training in and out of the classroom. Staff members conduct original research; publish monographs and papers; convene conferences, seminars, and symposia; consult with public agencies and governmental units; participate in public education activities; and coordinate departmental internships.

Institute for Water Sciences
Established in 1987 under the auspices of the College of Arts and Sciences, this institute coordinates the work of faculty and research staff in seven departments that are actively involved in water research. Activities include developing academic programs; doing research and collecting data pertaining to water resource quality and quantity; and providing public service, informational presentations, and training in the water sciences. Projects range from studying leaking underground tanks to participating in the Michigan Groundwater Education Program. Information and consultation is made available to business, industry, government, and the public.

Kercher Center for Social Research
Established in 1952 and overseen by the Department of Sociology, this center conducts research on business and governmental, public, and private agencies; and helps campus researchers with everything from obtaining external funding to designing studies to publishing their research findings.

Mathematics Education Center
Established in 1993 and overseen by the Department of Mathematics and Statistics, this center makes WMU resources available to school districts in West Michigan as they work to improve mathematics education. The center serves as a focus for developing high-quality math programs requested by school districts and providing teachers with information on new ideas, new curricular materials, and new technologies.

Medieval Institute
Established in 1962 under the auspices of the College of Arts and Sciences, this internationally known institute is a leader in advancing knowledge of life in the Middle Ages. It’s one of the broadest institutes on campus, offering two academic programs (an undergraduate minor and a master’s degree), conducting research, and engaging in educational activities. Also, for some thirty years, it has sponsored the International Congress on Medieval Studies, which is the largest annual gathering of medieval scholars in the world.

Furthermore, the institute is associated with several other related facilities. It houses Medieval Institute Publications and Studies, both of which publish research findings and scholarly works in the middle ages. It also oversees the Richard Rawlinson Center for Anglo-Saxon Studies, which was established in 1969. Over the last thirty years, it has sponsored the International Congress on Medieval Studies, which is the largest annual gathering of medieval scholars in the world.

In addition, the Medieval Institute is closely associated with the Institute of Cistercian Studies. Established in 1962 under the auspices of the College of Arts and Sciences, this institute merges the program’s academic and research activities with the Institute of Cistercian Studies. Established in 1969 and overseen by the Department of Political Science, this institute’s primary interest is applying political science training in and out of the classroom. Staff members conduct original research; publish monographs and papers; convene conferences, seminars, and symposia; consult with public agencies and governmental units; participate in public education activities; and coordinate departmental internships.

Physics Tandem Laboratory
Established in 1989 and overseen by the Department of Physics, this laboratory operates a six million-volt tandem Van de Graaff particle accelerator that is used by campus researchers and instructors and is available for collaborative studies with scientists from major universities and laboratories around the country, including the Argonne National Laboratory.
**Classnotes—**

1910-59

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlene Rockmore Oakley, BA 84</td>
<td>served as an officer for the Alumni Center of the AAUW and the Michigan Alumni Society of School Personnel-Sun Manor.</td>
</tr>
<tr>
<td>James M. Bliss, BA 84</td>
<td>a former member and president of the International Inter-Collegiate Chapter of Alpha Beta Kappa.</td>
</tr>
</tbody>
</table>

**Former Secretary and President of the Kingsville Chapter of ABE, Epsilon and organizer for the Kappa Chapter of ABE, FL.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank Schnau, BS 72, MA 90</td>
<td>recently went into the St. John High School Coaches and Athletics Hall of Fame, St. Joseph.</td>
</tr>
</tbody>
</table>

**1960-69**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beverly Spiek Dreyfus, BA 85</td>
<td>was appointed to the Michigan Women's Commission by Gov. John Engler. In 1995, he was a member of the State Board of Directors for the Michigan Chapter of ABE.</td>
</tr>
<tr>
<td>Herbert A. Everss, BS 68, MA 72</td>
<td>a former secretary and president of the Michigan State University Alumni Association.</td>
</tr>
<tr>
<td>Dr. Kenneth A. Butts, BS 68, MA 72</td>
<td>a former secretary and president of the State Board of Directors for the Michigan Chapter of ABE.</td>
</tr>
<tr>
<td>Dr. Peter Kunstochowski, BA 68, MA 72, MA 74</td>
<td>a former secretary and president of the Michigan Chapter of ABE.</td>
</tr>
<tr>
<td>Dan M. Leidig, BBA '69, in DePaul, IL</td>
<td>a former secretary and president of the State Board of Directors for the Michigan Chapter of ABE.</td>
</tr>
<tr>
<td>Melvin D. Leidig, BBA '69, in DePaul, IL</td>
<td>a former secretary and president of the State Board of Directors for the Michigan Chapter of ABE.</td>
</tr>
<tr>
<td>Babette Wolfgram Schmitt, B.A. '94, Portage, MI</td>
<td>a former secretary and president of the State Board of Directors for the Michigan Chapter of ABE.</td>
</tr>
<tr>
<td>Frank J. Roney, BBA'77, in January 1981</td>
<td>was recently named a co-author for the Michigan Chapter of ABE.</td>
</tr>
<tr>
<td>John M. Costello, BS 72, MA 72</td>
<td>a former secretary and president of the State Board of Directors for the Michigan Chapter of ABE.</td>
</tr>
<tr>
<td>John A. Busby, MA 70, in DePaul, IL</td>
<td>a former secretary and president of the State Board of Directors for the Michigan Chapter of ABE.</td>
</tr>
</tbody>
</table>

**1970-79**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>William S. Block, BA 74</td>
<td>was recently named the executive director of the Michigan Alumni Association.</td>
</tr>
<tr>
<td>Daniel G. Stalter, BS 75</td>
<td>was recently named the executive director of the Michigan Alumni Association.</td>
</tr>
<tr>
<td>Warren M. Kehoe, BA 74</td>
<td>was recently named the executive director of the Michigan Alumni Association.</td>
</tr>
</tbody>
</table>

**1980-84**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gary B. Kostner, MPA 80</td>
<td>was recently named the executive director of the Michigan Alumni Association.</td>
</tr>
<tr>
<td>Dan M. Leidig, BBA '69, in DePaul, IL</td>
<td>was recently named the executive director of the Michigan Alumni Association.</td>
</tr>
<tr>
<td>John A. Busby, MA 70, in DePaul, IL</td>
<td>was recently named the executive director of the Michigan Alumni Association.</td>
</tr>
</tbody>
</table>

**1990-94**

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Robert A. Duault, MBA 90</td>
<td>was recently named the executive director of the Michigan Alumni Association.</td>
</tr>
<tr>
<td>David A. Conrad, MPA '94, in Lansing, MI</td>
<td>was recently named the executive director of the Michigan Alumni Association.</td>
</tr>
</tbody>
</table>

**1995-99**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>John E. Turner, BS 78</td>
<td>was recently named the executive director of the Michigan Alumni Association.</td>
</tr>
<tr>
<td>Gary B. Kostner, MPA 90</td>
<td>was recently named the executive director of the Michigan Alumni Association.</td>
</tr>
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</table>

**1999-**

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<tr>
<td>Robert A. Duault, MBA 90</td>
<td>was recently named the executive director of the Michigan Alumni Association.</td>
</tr>
</tbody>
</table>

**Alumni Association announces new life members**

The WMU Alumni Association welcomes new members and renews membership for those seeking them for their continued interest in the University through lifetime membership in the WMU Alumni Association.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol Kreis Bier, BS '83, Katamazoo</td>
<td>was recently named an alumni life member.</td>
</tr>
<tr>
<td>John E. Johnson, BS '83, Kalamazoo</td>
<td>was recently named an alumni life member.</td>
</tr>
<tr>
<td>James S. Youngs '83, BS '89, Kalamazoo</td>
<td>was recently named an alumni life member.</td>
</tr>
<tr>
<td>Brian E. Blaske, BS '89, Portage</td>
<td>was recently named an alumni life member.</td>
</tr>
<tr>
<td>Lynda L. Hunt, MPA '93, Kalamazoo</td>
<td>was recently named an alumni life member.</td>
</tr>
<tr>
<td>Melissa E. Mastroianni, BS '72</td>
<td>was recently named an alumni life member.</td>
</tr>
<tr>
<td>David P. Keeler, BS '97, WMU 98, Platteville</td>
<td>was recently named an alumni life member.</td>
</tr>
</tbody>
</table>

**Alumni in the workplace**

The WMU Alumni Association welcomes new members and renews membership for those seeking them for their continued interest in the University through lifetime membership in the WMU Alumni Association.

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<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Jeffrey C. Duffek, BS '83, Grand Rapids</td>
<td>was recently named an alumni life member.</td>
</tr>
<tr>
<td>Peter A. Doss, BS '84, Kalamazoo</td>
<td>was recently named an alumni life member.</td>
</tr>
<tr>
<td>David A. Conrad, MPA '94, in Kalamazoo</td>
<td>was recently named an alumni life member.</td>
</tr>
<tr>
<td>John E. Turner, BS 78, Kalamazoo</td>
<td>was recently named an alumni life member.</td>
</tr>
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<td>John E. Turner, BS 78, Kalamazoo</td>
<td>was recently named an alumni life member.</td>
</tr>
</tbody>
</table>

**Grand Rapids celebrates Haenicke's anniversary**

About 300 alumni and friends of Western Michigan University gathered in Grand Rapids on March 14 to celebrate the 60th birthday of Dr. Herbert E. Haenicke, director of student affairs and residence life for WMU. Suzanne Geha, B.A. 73, an anchorwoman with WOOD TV News in Grand Rapids, served as emcee for the event. She took the form of a reception and dinner and was billed as a West Michigan tribute to Haenicke.
Deaths

1910-29

Kenna Matthew Turner, TC, 17, Jan. 31, 1936, in lieutenant.

Edith Butler Chamberlain, TC, 19, Nov. 28, 1935, in Teaneck, NJ.

Mary Numby Bennett, BS, 21 Oct 28, 1935, in Leominster.


Frances Davis Carpenter, TC, 25, Feb. 3, 1936, in Portage.

Effie Cook Conway, TC, Dec. 29, 1935, in Bainbridge Twp.


Eva Judkins Mendell, BS, 25, Nov. 12, 1935, in Kalamazoo.

Alice Baaker Conway, TC, Dec. 12, 1935, in Scotts.

March 9, 1935, in Scarborough, CA.

Margaret Lash Gamba, BS, Nov. 20, 1935, in Kalamazoo.


Willard C. Rensfield, Jr., Feb. 18, 1936, in Scotts.

Gladrose Cole Stack, BS, Nov. 28, 1935, in East Lansing.

Lerner Cook, TC, 24, Apr. 30, 1936, in Kalamazoo.

Gwen Ch. 26, May 11, 1936, in Wayland.


Robert A. Bishop, BS, Dec. 30, 1935, in Midland.

Emile Connors Connors, TC, 28, Nov. 8, 1935, in Grand Rapids.

M. Marion Todd Tinkham, BS, Dec. 15, 1935, in Lansing.

Florence M. Chadwick, TC, 29, Jan. 9, 1936, in Paw Paw.

Doris Stangl Flowers, BA, 29, Jan. 19, 1936, in Kalamazoo.

Esther King Goodrich, BS, 29, Feb. 26, 1936, in Kalamazoo.

Buster Bronco

Editor's note: Ever wonder how universities came up with some of their terms and traditions? Read on and a few of your burning questions may be answered.

University terms and traditions

"University" comes from the Latin "universitas," which in medieval Europe was synonymous with "guild." When first applied to education, it appeared as part of a phrase, such as in the phrase "university of Bologna." Universitas, and then university, gradually came to be used alone to denote a community of masters (teachers) and scholars (students) whose joint existence was recognized by civil or ecclesiastical authority.

"Master," refers to the qualified, licensed teachers who had a trade union monopoly on the teaching profession. Most medieval schools reserved "doctor," or "professor" for faculty members from the superior disciplines, such as theology, law, and medicine.

Before being named a master, lecturers had to: complete their required course work (atain bachelor status), be licensed by the university (atain licentiate status), and finally, be admitted to a teaching guild with the consent of the guild's members.

"Curriculum" means disciplined study. It refers to a set course of study in a particular area that can be covered in a fixed period with predictable results. Both "curriculum" and "course" have the same root verb—"to teach." A metaphor relating to the charter races of Rome, the training of the mind is expressed as running the greatest possible distance in the shortest possible time (sound familiar?).

The "mortar board" parallels higher education's guild connection, which originally involved an apprentice dedicated to his master. Graduation is an emancipation similar to the old Roman ceremony of manumission, the placing of a new cap upon the head of the freed slave. In academic terms, the cap symbolized the release of a student from his servant status to the master under whom he had studied.

The use of "academic dress" stems from the costumes worn in universities in the fourteenth and fifteenth centuries, particularly at Cambridge and Oxford in England. It has been worn in the United States since 1847 and was standardized by an Inter-collegiate Code in 1895.

Western Michigan University icons

The school colors of brown and gold were developed by a 1904 faculty committee appointed by WMU's first President, Dwight B. Waldo. History of the period is sketchy, but the colors are thought to represent the Brown-eyed Susan prevalent on Prospect Hill, the East Campus hilltop where East Hall and the Western Michigan University's other initial buildings were sited.

WMU's athletic teams originally went by the nickname "Hilltoppers," and they were often confused with schools having a similar name. John W. Gill, TC, 25, B.A., 24, submitted the winning entry of "Broncos" in a 1939 contest to select a new nickname. Gill, an outstanding student athlete who had already become a successful WMU coach and administrator, earned a $10 check for his entry and promptly turned it over to the WMU Stadium building fund. It wasn't until 1949 that the University adopted an official Broncos emblem—a sketch from a photograph of the Wyoming license plate bronco.

President Waldo appointed a faculty committee in 1904 to conduct a student song contest. Entrants were to write the best stanzas to the tune of "The Hallelujah Chorus." Bernice Grandall and Gerald Whitney won with their entry, "Brown and Gold."

The current alma mater and fight (pep) songs originals resulted with a license. Open to the University community, the two-stage contest solicited first lyrics and then music. The winning entry, "Lance Berg Wallace, BS, B.A., M.A., 90, won in the lyrics category for the alma mater. Walter Gilbert, B.A., 90, took the remaining honors for fight song lyrics and music for both the fight song and alma mater.

The current University Seal was designed by the late John Kemper, professor emeritus of art, when WMUs was an institution in 1957. The five stars symbolize WMU's five original schools, Applied Arts (Engineering and Applied Sciences), Business, Education, Liberal Arts, and Graduate Studies. The tree symbolizes WMU's continuing growth and its roots acknowledge the institution's firm plantings when created by the Michigan Legislature in 1903. The stone arch signifies a gateway to knowledge as well as solid growth. The university key symbolizes that WMU's growth is impossible. The pyramid, which may also indicate the building of knowledge, features a flame at the apex to signify enlightenment. WMU's true purpose.

Buster Bronco was born in 1981 when a student contest was conducted to name WMU's mascot. "Buster" was selected as the winning name out of entries running the gamut from Goldie and Bucky to Rocco and Wildfire. He took on his current look in 1994, which he was brought to life byWMU's first full fledged Bronco costume. In previous years the mascot outfit basically consisted of a head only. Portrayed by a student, Buster appears at numerous university and community events while his caricature decorates a variety of publications and promotions.
Continued from page 4

"Each new program has been preceded by studying what the needs are of specific skills or niche of a graduate program at this University can fill. Rather than develop broad graduate programs, we've chosen to focus on creating extra-curricular offerings on those special areas of need," Jorgens explains.

"As an example, several of our new doctoral programs respond to current needs of relevant professional societies. We've looked at what kind of programs we can offer that will specially train our students to do 'X' job. We want to give them the background so they can move right in and be successful."

A similar concern for practicality and quality in the college's undergraduate education recently led it to join seven other U.S. higher education institutions in a nationally funded project called Re-forming the Majors. Participating departments looked at a variety of issues connected with improving their program offerings, including allowing transfer students to more easily enter programs; developing "capstone" experiences for seniors; opening up fields to diverse student populations; and better integrating major work, general education courses, and field experience.

Eight departments took part in the project—most of them from the College of Arts and Sciences. As an example, Jorgens adds, its Department of Education Studies recently won a high profile grant from the William and Flora Hewlett Foundation for a graduate level program in educational psychology. This has allowed the college to enhance its interaction and collaboration with the College of Education.

Meanwhile, the College of Arts and Sciences continues to be an integral part of the university's 1996 TWENTY ONEactic Certificate Program in Gerontology, which are overseen by the College of Health and the Specialist Degree in School Psychology, which is overseen by the College of Education. The College of Arts and Sciences Tie comes in the form of the Graduate Certificate Program in Health Care Administration, which brings together curricular work from the College of Public Affairs and Administration, and the College of Arts and Sciences with courses from the Haworth College of Business and the College of Health and Human Services.

Continued from page 1

Many of those efforts bore fruit in late-seventeenth-century Germany, where the first modern examples of today's universities were founded.

Reason and experiment have been indulged, and error has fled before them."

-Thomas Jefferson, 1743-1826

Although later criticized for offering too many electives and demanding too much specialization, the new German institutions were applauded for a number of advances, including developing a more scientific view of learning and philosophy from theology, revitalizing scholarship, and instituting a teaching training program. In the 1990s, they laid the groundwork for expanding the educational enterprise—incorporating a scientific approach to knowledge, combining research and teaching, and extending academic activities into the community.

The ideals of those emerging German institutions were incorporated into new and reconstituted universities throughout Europe and America. In the end, they helped pave the way for higher education to become an integral part of our everyday lives as well as a unique means of quenching our insatiable thirst for knowledge.