Western Michigan College News Magazine

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Western Michigan College News Magazine Vol. 1 No. 2

Western Michigan University

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WESTERN MICHIGAN COLLEGE News Magazine

Red Cross Work
The editors of the News Magazine are very much pleased with the cordial reception with which the first issue of the magazine was received. We have had many words of commendation and letters of approval. The editorial staff pledges itself to make every effort to merit your continued approbation.

This venture, however, cannot succeed without adequate financial support from our alumni. The faculty is supporting the magazine generously. In fact, every member of the faculty is listed as a paid subscriber. In addition, every member of the graduating class subscribed for the next four issues. The alumni, however, have failed to respond as extensively and promptly as we had hoped. A number of pages in each issue will be devoted to alumni news and alumni personalities. Moreover, every former student of the school must surely be interested in following the new developments on the campus and the activities of the faculty, all of which are described in the pages of the magazine each quarter. You will not regret it if you send in your subscription.

The Alumni Loyalty Fund has been set up to enable all former students to help support the activities of the Alumni Office. A contribution of one dollar or more to the Alumni Loyalty Fund covers a year's subscription to the News Magazine.

The following have sent in such contributions to the Fund for 1942-43. Do you not want your name added to the list?

- Beggs, Bernice F. '28
- Clark, Lois M. '28
- Curtis, Mabel O. '06
- De Lange, Nellie '31
- Dell, Elwyn R. '38
- Denton, Shirley '32
- Edwards, Emma '08
- Glass, Olive A. '24
- Johnson, Eleanor L. '33
- Kahler, Lettie M. '37
- Keegan, Louise W. '42
- Keller, Carmen '39
- Knapp, Blanche '41
- Lawrence, Mrs. Leonora '19
- Maynard, Mrs. Leroy D. '25
- Pugno, Alfred '33
- Schenkola, Ann L. '33
- Stein, Capt. Frank P. '22
- Stein, Mrs. Laura E. '21
- Stevens, Viola L. '28

The busy students shown in our cover picture are, reading from left to right, Esther Wells, Kalamazoo, Phyllis Kistler, Kalamazoo, and Diana Vista, Battle Creek.

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Send contributions and address all communications concerning editorial matters to Dr. Elmer H. Wilds, Director of Graduate Division and Summer Session.

Send subscriptions and notification of change of address to Carl R. Cooper, Alumni Secretary.

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It is impossible to imagine a group of college women, either of the faculty or of the student body, not conscious of the war and of the need for women to assist in war work; it is not impossible to imagine the same group willing to work but not knowing what form that work should have. For several months after December 7, 1941, there was much conversation in the classroom, in the dormitory, and in the Union Building about woman's part in winning this war. The discussions increased in length and earnestness as the men on the campus went into the service. At a tea given by the women of the faculty, someone asked just what work the faculty women should be doing. Miss Zimmerman, the president of the Faculty Women's Club, promptly appointed a committee to investigate.

Organization of Faculty Women

This committee began by trying to find out what agencies in the town wanted help from us and what kinds of help we faculty women were able to give. The agencies in Kalamazoo not only asked us to assist but they helped us to discover our hidden talents. French teachers became stenographers, Latin teachers kept books, English teachers folded yellow paper, and critic teachers became receptionists and experts in consumer education. No one person seemed to be doing what the committee had expected, but all were enjoying the work. As cookies went to the U.S.O., sewing and knitting to the Red Cross, and volunteer help to the rationing board, the faculty women were learning all the time of more ways in which they could help. At the end of the summer, when the committee met to consider the war work, there was some small satisfaction over what had been done, but far greater was the realization of how much more needed to be done.

Organization of Students

The women students, who had been unable to become organized in the spring because of their larger numbers and because of their dispersing for their vacations, were not surprised then to find the faculty this fall most willing to help them with their organization. Last year the Women's League, the organization that includes all women students, had decided in their meetings that women students should have an opportunity to do some form of war work. This year the Women's League Cabinet voted that they wanted the women's work organized and that they would make Arista the executive committee for the war work. The girls in Arista are selected by the students and faculty for their scholarship and leadership. They, working with the executive committee of the faculty women, made an enrollment card for the women of Western's campus. On this card the student could designate what free period she wanted to work, what kind of work she wanted to do, and what Red Cross course she wanted to take. The Women's League then called an assembly of all the women. When the cards were presented at this assembly, the students were cautioned against signing up for too much and were urged to think carefully about their free time.

From this time on, the war work done by the women at Western has been done by the faculty and students working together. The division of the students into the various committees has been entirely determined by their volunteering; the division of the faculty into various committees has been determined by their volunteering. Instead of having two co-chairmen for committees, however, the students act as chairmen and the faculty as assistants. Several of the members of the Faculty Dames have worked as assistants for the students. The women on the campus at Western Michigan College are organized now to do their share of the war work in every or any way that they can.

Red Cross

Many of the women had been knitting for the Red Cross before any organization at school was formed; one faculty member had knitted 68 garments for the Red
Cross. All the independent knitting continued, of course, but there are many girls who can knit only under supervision. One member of the Faculty Dames has opened her home on Monday and Tuesday afternoons and each week she, assisted by some other members, helps those who need it. Other groups are organized for knitting together in the evening.

A faculty member, who had been working in the Red Cross sewing rooms this summer, knew that the Red Cross wanted people to assist with machine stitching. The students who had volunteered to help with this were mostly Home Economics students and the faculty member was experienced, so they talked of their work with such emphasis that a room with many windows has been found; no, not found, but donated. The girls in Walwood are giving up the use of their recreation room for the periods the girls need to use it. This is only another example of the way the girls on the campus are accepting the war work. For this sewing, one machine has come from a student, one from a faculty member, and one from a mother of a faculty member. Other women who have volunteered to do hand work are meeting to finish the garments after they have stitched them.

Western Michigan College had been offering First Aid courses for some time before war was declared. However, with the war, the demand was so great that not all the students and the faculty could be taken care of in the regular classes. Volunteer classes for faculty and for students were given last spring and summer. Many of the faculty took the Air Raid Warden course. This fall 150 girls and 10 faculty asked for First Aid; there are several classes being given in this field by faculty and students who are qualified to give them. Home Nursing classes will be started immediately after Christmas vacation. One of the faculty women has assumed responsibility for a twenty-hour course in office training at the Red Cross office downtown. A large number of faculty and students now hold certificates from the Red Cross. They are all hoping that there may not be a need to use the techniques they have learned, but they are also hoping that if such a need arises, they may not be found wanting.

All who were reading the newspaper or listening to the radio were compelled to accept the fact that surgical dressings were necessary and necessary immediately. Folding bandages is a tiring, meticulous work, the women recognized, but 213 students volunteered to spend one two-hour period each week doing it. It wasted too much time to have the students go to the downtown office, so the Administration offered the committee room in the Union. This is the room with the long and beautiful table. Every school day from 10 to 6, Saturday from 10 to 12, and Wednesday from 7 to 9, 213 students and faculty gather around this table to fold bandages. In reality, it may be a group of students, faculty, and faculty dames, for 5 faculty dames come to assist in the supervision. The records show that, in the first five weeks, 1250 of the 2 x 2 bandages and 5000 of the

8 x 4½ bandages have been sent to the central office.

U.S.O.

The U.S.O. is known in a general way as an organization for the men in the service. The women students are beginning to see how much work lies behind having a place where the soldier, sailor, or marine may feel free to go to read, write, dance, or talk. As Kalamazoo is an induction center, the U.S.O. here is concerned with the inductees as well as with the men in uniform. Kalamazoo has had its military service club girls, who have helped to show hospitality to the men. Many of our students had been helping with that last year and are continuing to do so now.

Four boxes for current magazines have been placed in strategic spots on the campus. The magazines are collected, sorted, and taken to the U.S.O. and other community centers each week. The faculty members as well as the students are caught looking enviously at some of the magazines before they are sent; they are collected often.

Many of the students and faculty do not have the time to contribute, but they still want to contribute something. The U. S. O. appreciates receiving nickels and dimes for some of its minor needs. If a service man should find himself without a nickel for a telephone call, he would be able to get one from the hostess out of the petty fund supplied by Western Michigan College. About 43 women give from five to fifty cents a week to be taken down in small change each Thursday.

The U. S. O. naturally has heavy wear on its furnishings. One group is concerned with repairing the old and with making new slip covers for the furniture. For space for this sewing, a faculty member has adjusted chairs and tables in her class room so that a sewing machine can be added and the room used when her classes are not in it. The material for the new sewing has been purchased with voluntary contributions made by faculty women.

No place could be very homelike to men that did not have any food. The townswomen have known that
and have been most generous in their response. The hostess told the women at Western Michigan College that she would appreciate some help with the cookie jar. It has not been ascertained whether or not the men can tell the cookies made by the faculty from those made by the students, or if the ones made with honey from those made with sugar, but certain it is that the cookies have been there every week since May for them to pass judgement on if they wish to do so. From four to ten dozen cookies go each week to the cookie jar at the U.S.O.

The entertainment group is just getting under way at the U.S.O. One of the faculty members is cutting silhouettes for the men in service. From the way in which they handle these silhouettes, one might think they are more likely to be sent to some girl at home, than they are to be fastened with thumb tacks to the walls of the barracks.

Community Centers

The U.S.O. is definitely for the "duration:" the community centers have their work increased because of the war, but they will still be important after the war.

There were women among faculty and students who volunteered to help with craft work, with story hours, with music, and with social dancing. One person gives music lessons regularly at Douglas Community Center; another has organized the crafts work at Third Street and has eight girls working there regularly; two girls play for their social dancing. One of this volunteer group has been able not only to help them work with the materials they have, but has been able to have some beautiful materials given to them. The interest in the community center has been so high that some of the men have caught it too, and are helping with the recreation programs. Whenever any of the workers are discussing what they are doing at the community centers, they usually finish with, "Oh, but it's an opportunity to work here. Mr. Powell and Mr. Newman give us so much."

In this field, all recognize that there is so much to be gained from the experience. Women not only are helping where help is wanted, but they are learning something about an organization that has for its purpose service to others.

Civilian Defense Office

When the Gazette announced the days of registration for voluntary work, many of the men and women on the faculty at Western Michigan went to the first station and signed their cards. As the registration date came within a vacation period, many were not in town. The committee, appointed by Miss Zimmerman, working with the office of Civilian Defense, brought the registration cards to a meeting of the women of the faculty. About seventy-five volunteered at this meeting. The cards were taken to the Civilian Defense Office and almost immediately the central office began to ask faculty members to contribute a part of their free time for some of the work at the offices. Through the summer months two people went regularly each week to do office work; a librarian made the catalogue for the Consumer Research group; several worked one day each week with the sugar-rationing board; one made the lists for some of the Red Cross classes. It is difficult to discuss this work as that done by faculty women, because the faculty women were joining with the women of the town to do whatever volunteer work they were called upon to do. This, like the community center work for the students, seemed to contribute more to the faculty than the faculty could contribute to it. As one said, "I learned to like my country better when I heard my countrymen ask to have only a small part of their sugar until they knew exactly what they would need; and their need was to be determined by the price of fruit." The faculty felt that it was a privilege to work with the other volunteer help—all as citizens of Kalamazoo County. In a practical way, the work the past summer was valuable too, for the two members of the executive committee who worked there had the experience with various kinds of enrollment and learned to know of many of the agencies that were wanting help from us this fall. The secretary from the local civilian defense office came to one of the meetings on the campus at Western to see if she could find ways of improving the plans for organization; a state representative congratulated the students of Western on their student organization.

At the women's assembly on the campus, when the work at the Civilian Defense Office was explained, 47 girls volunteered to help with it. Twenty girls were called immediately to help one evening with the transportation survey. Twenty others, while they held a business meeting and made plans for their future meetings, folded 1000 sheets of yellow paper for the Air Raid Wardens. One group of students goes regularly to help with the typing and other office work. The offices know exactly who is coming and what she can do. Students have helped with the fuelrationing and with the gas rationing. There is a sufficient number of students volunteering so that it is possible to have eight girls in an office each evening and each afternoon for two hours, and yet no one student is going to the office more than one period each week.

The work on the campus has had only one purpose—to do a share of

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Consumer Education Stressed

“The Consumer in the War Effort” was the theme for the Western Michigan Consumer Institute which was held at Western Michigan College on November 6, under the sponsorship of the Adult Education Committee of the college and the Consumer Interest Committee of the Kalamazoo County Defense Council, in cooperation with the Michigan Council of Defense. Leaders of club, school, and community organizations attended the institute, representing the nine counties of this area. Various phases of the problems of the consumer in wartime were discussed by state and regional leaders, who addressed the group and participated in the panel discussion. Demonstrations, motion pictures, and a dinner meeting, which included in its program a summary of the day’s activities, concluded the Institute.

As an outgrowth of the Institute, and at the request of some of those in attendance, a School in Wartime Living was conducted on Western’s campus on two succeeding Saturdays, and a number of community institutes were held in surrounding towns. The State Department of Public Instruction has also asked Western Michigan College to prepare bulletins on Consumer Education for distribution among the elementary and secondary teachers of the state, and President Paul V. Sangren has appointed a committee to cooperate in the preparation of these bulletins.

The Consumers’ Institute

Throughout the entire day’s program, the importance of intelligent cooperation on the part of the consumer in meeting wartime living problems was emphasized, and various methods by which this might be achieved were discussed and demonstrated. Miss Helen Gregory, Cleveland, O., regional Consumer Executive of OPA, was the principal speaker at the morning session, which was held in the Theatre. She discussed the subject, “What the Consumer Faces.” She told in some detail the work of her office, and of the effort which OPA is making to inform the consumer of the program which is being sponsored to prevent inflation, and to secure equitable distribution of consumer needs. She stressed the importance of the individual consumer being informed concerning the OPA program, and pointed to the need of getting accurate information to the consumer before false reports are circulated. Discussing increased wartime prices, Miss Gregory suggested that the consumer should consider the height to which prices might have soared had ceilings not been established, rather than the present high prices.

A panel discussion of the question, “What Can Be Done About It?” followed with Henry J. Ponitz, of the State Department of Education, as chairman. Members of the panel include Mrs. Arelene Roush, of the Albion Junior High School, who suggested means of cooperation through the schools; Otis F. Cook, Lansing, managing director of the Michigan Retail Institute, who discussed the question from the point of view of the retailers, and their cooperation in anti-inflation efforts; Miss Gregory, who represented OPA; Miss Norma Streeter, Coldwater, Branch County Home Demonstration Agent; Floyd Barden, Sodus, who represented both the farmer and the rural church; Mrs. William Cain, Kalamazoo, a home-maker; Mrs. Forest C. Burchfield, Plainwell, representing the Consumer Interest group of the Allegan County Civilian Council; and W. J. Richter, price specialist, from the district office of OPA in Grand Rapids. Greetings were extended to the group by Mrs. Ida Kleinman, Detroit, who is chairman of the Consumer Interest committee of the Michigan Council of Defense.

H. Stanley Richmond, chairman of the Kalamazoo County Civilian Defense Council, presided at the dinner meeting in the ballroom of Walden Hall, with which the Institute closed. Speakers were Lieutenant Colonel Harold A. Furlong, Lansing, administrator of the Michigan
Council of Defense, and Miss Mary Sweeney, of the Merrill Palmer School, Detroit, well-known authority on home economics, who was decorated during World War I for her outstanding service in France. Miss Sweeney told her audience that accurate, scientific, and practical information necessary to solve the problems of the consumer is available. The important task is to get it to the public in a manner that is understandable. She pointed out that the consumer holds the key to morale on the home front. The speaker urged consumers to accept the situation with cheerful courage. Grousing can do great harm. We must submit to the same self-discipline as the soldiers and marines, and have faith in our government. We must know why we are making our sacrifices. Correct information must be given out quickly. She stressed the importance of consumer centers, such as the Kalamazoo County Defense Council has established, as a logical means for the dissemination of facts.

"War is confusion," said Col. Furlong in opening his address, "and when our entire economy is turned inside out there is bound to be tearing of hair and crunching of teeth. The first consideration is to be able to protect our homes through the organization of volunteer defense corps. The next big problem is to marshal our vital material and manpower not only to maintain our armed forces but to keep up the morale of the civilians. We have the necessary resources and information, but this is passive until it is in the hands of the people in a way in which they can use it. The measure in which we are able to marshall materials and manpower will be the measure of our success in this war."

A comprehensive summary of the day's program was ably presented by Robert S. Bowers of the faculty. A feature of the dinner arrangements was the table decoration by Harry P. Greenwall of the faculty, who used coal clinkers as receptacles for the fall foliage to illustrate how beauty may be achieved without expenditure of money.

School for Wartime Living

Dr. Floyd W. Moore, head of the department of Social Science, gave the principal address at the first session of the School for Wartime Living which opened November 14 at Walwood Hall. Discussing wartime prices he pointed out the importance of the home front in the present war. Dr. Moore listed the various wartime boards set up by the federal government, defining the purposes of each. He discussed the underlying causes of upward price trends in wartime, and the anti-inflationary measures which have been adopted. He urged the purchase of war bonds as an investment.

At the morning session, Mrs. Howard Bigelow gave a large number of practical suggestions to prospective community leaders relative to the methods of adult education effective in organizing consumer interest groups. Howard Bigelow, professor of Economics and chairman of the Adult Education Sub-committee on Consumer Education, also spoke at the morning session. He discussed the effect of the war upon the American family, speaking especially of its economic effect. He said that there is no rationing of ingenuity in the solution of the family's wartime economic problems. A demonstration of Clothing Conservation was given by Mrs. Valdo Weber and Miss Margaret Linsell, Kalamazoo county home demonstration agent.

The final session of the School for Wartime Living was held on November 21. The principal address was given by Howard Bigelow, who discussed many problems of Family Finance. "Buy war bonds now, and car-mark them for the purchase, after the war, of goods you are unable to buy now," he suggested. He advised that approximately one-half of family income should be set aside for taxes and the war effort. In planning, he pointed out that adequate provision should be made for the physical and mental needs of the family. Mrs. Bigelow discussed "Recreation in Wartime." She tended that the family should be the center for recreation with community recreation as an extension of it. She urged that "re-creation" and not "wreck-creation" should be the result, and she emphasized the element of "good clean fun" to maintain a balance in wartime. Mrs. William Cain gave a practical talk on planning low-cost meals. She stressed the importance of presenting food values in terms of vegetables rather than vitamins, and gave many specific suggestions for low-cost meals that meet nutritional needs and may be provided from foods that are available.

The Paw Paw Institute

Among those who attended the Western Michigan Consumer Institute were senior members of the American Government class in the Paw Paw training school unit of Western Michigan College, and their instructor, Miss Esther Dean Nyland. They went back to their homes, and organized a "Home Front" institute planned along similar lines, which was attended by men and women of Paw Paw and vicinity. A feature of the afternoon program was a panel discussion on "What Can He Do About it?" Howard Bigelow was chairman, and members of the panel included Waldo Phillips, VanBuren County chairman of Civilian Defense; Miss Lucille Ketcham, Farm Security Administration; two merchants, Victor Gladysz and Harlan Waters of Paw Paw; Mrs. Harriet DeHaan, housewife; Mrs. Howard Bigelow; W. J. Richter, price specialist, district office of OPA, Grand Rapids; and two students of the class in charge, Lucille Chapman and Harold Stoughton. Lecture demonstrations were given on Care of Clothing, Wartime Cookery, Care of Household Equipment, and Health, in which students in the Paw Paw school and from the Home Economics department cooperated. Speakers at the evening session were Dr. Floyd W. Moore, and Samuel Jacobs, Detroit, of the Michigan Council of Defense. An interesting feature of the program

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Physical Education in Wartime

Physical education in the schools and colleges of the United States in the past fifteen years has been largely conditioned on three theses: that in a push-button industrialized society an adult had little need of physical strength and stamina; that all he needed could be classified under the general term of health, and secured through activities whose main incentive was "fun"; and that the United States would not go to war again, but if it did, its millions could spring to arms overnight. Shot through these theses in true democratic confusion were the wordy peace idealism of William Jennings Bryan, the "progressive" education of William Heard Kilpatrick for a new economic society, and the eternal conviction that to be an "American" was not to be as other men but to be superendowed with skill, courage, and highly intelligent initiative.

Some much-despised little men in the western Pacific, who proved themselves hardy and well trained and quite courageous, have brought about a severe test of this program of physical education. It has become apparent, first that we are not to have peace in our time or any other time unless we are strong enough to maintain it, and second that to be an "American" is not to be eternally superendowed but to be subject to the same biological laws that have governed all people of historical record.

That no man is better than his training was hidden for these years under the verbiage of the term "education"; how superficial a pattern of physical development that term can cover was shown in the examination of the men called up after Pearl Harbor. Aside from rejections for faulty teeth or eyesight there still remained much to be desired in those who were accepted. As fighting men they were considerably below par; they lacked strength, stamina, neuromuscular coordination, and perhaps even the kind of courage which goes with feeling fit to contest with other toughly-trained men. It was not surprising. Except when they had been athletes on the school major squads, they had had few lessons in physical development to help them. The few games based on the biological heritage of running, jumping, and throwing missed the point that in the biological heritage man ran and jumped and threw for his very life. In games it was made clear that too much combative energy, too much competitive spirit was anathema — it prevented the coming of the day when each man would be willing to "produce according to his capacity and share according to his need." Furthermore, competition developed inferiority complexes in those who couldn't make the first-string line-up — at least so said progressive-education theorists, acquiring advanced pedagogical degrees with that point of view. It was a philosophy much in error even in peacetime, and now in wartime it looks rather foolish.

It has now become deadly apparent that we must set aside, at least for the time being, our preoccupation with safety education, health education, mental hygiene, and even "tests and measurements," and get right down to some highly objective procedures that have to do with the winning of battles.

First of these is the marching technique. Long off the physical education program because such leaders in the field as Dr. J. F. Williams have felt that the "response to command" principles involved have little place in a democracy, and that its regimentation was not the sort that would develop a "nation of leaders," it now would seem there is no better way of moving large bodies of men about efficiently, of securing the requisite subordination for a needed integration, of establishing morale and solidarity. We must put this time-tested technique into our schools, not merely in preparation for the soldiering of the morrow, but for the posture training involved, for a fundamental rhythm that is mastered, for drills and pageants within the school system itself, and perhaps for setting the pattern of response to properly constituted authority that may be a minimum discipline even in a democracy. The conduct of the "Zoot-suited" gang of better than a hundred which nearly wrecked the town of St. Clair Shores on the night of October 12, this year, may have been only a leaf in the vagrant wind of youthful fancy, but it is more likely to prove itself a forerunner of the destructive forces from within the social fabric of the United States mentioned by Lord Bryce in his American Commonwealth.

Everywhere in the training of the armed forces of the nation we now see some sort of calisthenic program established; even the Junior Army of school youngsters works at the routine of arm-swinging and body-bending. This is another time-tested activity: ancient Cathay used it as a health procedure under the name of "Cong Fu"; it appeared with a touch of mysticism in the "Yoga Asanas" of the Hindus; it was fundamental to all the physical-education systems that developed in the first quarter of the last century; it has been retained in the Y.M.C.A. programs to the present day, and makes fitful appearance on the radio at the 9:00 A.M. hour as a sort of panacea for the ills of redundant housewives. It has disappeared almost entirely from school physical-education routines because of the impact of progressive education ideas which condemned it as artificial, declared it had no meaning to the participant—besides, it was a grind and "they just did not like it."

Why has it returned to plague the rationalism of Dr. Williams and his associates and disciples? It certainly is something of a grind, and it never is much fun. Furthermore, some of the direction of calisthenic programs in the schools has been so listless and unconvincing that the time spent on it could well be considered as wasted. Imagine, for instance, an amiable lady school-teacher having her pupils stand beside their desks, and leading them in a few pallid arm motions.

But let us see what the military forces can claim for the procedures.
Here is the Navy point of view:

1. Posture.
2. Precision and smartness in the execution of commands.
3. A loosening and stretching of muscles preceding strenuous exercise.

This is fair enough—we need not great strength but a tonicity to all the muscles of the body, many of which are neglected or under-used in a program of games. Add to this some posture value to straighten up a poke-necked generation, and add also some exercises to aid organic function—fundamental principles in Cong Fu—and you have calisthenics adjusted to the realm of logic.

Tumbling—retained in most programs—is given new emphasis in any military preparation. This is due to the advent of the paratrooper who in his descents hits the ground with speed and force. An agile and flexible body with muscles and sinews toughened at contact points may avert crippling injury. The many fast rolls and dives practiced in tumbling will condition his body for training and battle experiences. For every aviator who may have to leave his plane, the same routine is indicated, and for every soldier who may have to hit the ground fast as machine guns open up, these simple gymnastics will prove a life-saver. Even Mr. Average Citizen could with more body suppleness so acquired save himself many a nasty accident. Insurance investigation reveals that 60% of accidental deaths in civilian life are due to awkwardness.

Apparatus work. This makes use of the devices deplored by “progressive” physical educationists as unnatural and German and lacking inherent interest. Furthermore—so it was claimed—the muscular development and the neuro-muscular coordination which were objectives could be better secured through a varied game-program.

That the devices seem largely “German” cannot be disputed, but one of life’s most important lessons is that we can learn more from our enemies than from our friends. Our enemies teach us to beat them if we appreciate that fact; our friends are tolerant and flatter even our weaknesses. That the devices are unnatural can be refuted on the historical ground that Jahn’s boys at the Hessenheide outside Berlin through the years 1810 to 1819 worked up the bars themselves to give them the shoulder and arm and wrist strength so many need. Today, this development is sadly lacking in the average American boy as he comes out of school. The “education by assumption” of the progressives has failed to turn the trick. This has been admitted by many leaders in the field, but as one of them said (Cozens) it is “unthinkable” that we should return to the old program—meaning, among other things, apparatus. With that the writer of this article will agree if anything else can be provided. Failing that, let’s use a little German stuff.

Obstacle running. Well, here’s an escape from the unthinkable if it can be made available in a gymnasium and if the work on it can be systematized to give the requisite daily dosage. Walls and ropes to climb, bars to swing along, high fences to vault, will test and aid the shoulder girdle strength as well as put the muscles of the abdominal wall and the back muscles in good tone. If obstacles are standardized and all intervening distances measured and the times made are charted, then we have a testing program that is factual and more effective than any tests-and-measurements program so far devised. The course is kinetic not static, and development goes hand in hand with the testing.

Next can be added the kind of gymnastic activities that develop and test strength and skill between two individuals, still without any weapons but leading up to the kind of combat that a soldier may be called upon to face.

First of these would be wrestling and boxing. It can easily be seen that something of these sports should be given to each American youth. The problem involved is to provide instruction and equipment and get rid of the squeamishness fostered by the thought that these are rude sports and someone is apt to get hurt. Perhaps our stratospheric educationists will say a punch in the nose might develop an inferiority complex and lead up to serious social mal-adjustments. Let me commend them to Gandhi and his whole line of spiritual ancestors.

Boxing and wrestling, wherever military training is being given, are

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Sidelights on Western's History

Edited by James O. Knauss

[Sidelights, as stated in the fall issue, will be a regular feature of this magazine. It is planned to present interesting anecdotes of Western's history which are usually not found in print. The editor hopes in this manner to recapture something of that elusive element, sometimes called atmosphere, which makes the dead past seem alive. In these anecdotes, it is hoped, the reader will sense the real spirit of Western. Alumni and friends of the institution are asked to help by contributing material for this feature.]

One of the most outstanding characteristics of those associated with Western has been the spirit of unselfish cooperation in order to advance the interests of the school. This was particularly evident in two early projects, the construction of the pine stairs and the development of the athletic field.

When the year-old “Normal” moved into its new home on the top of Prospect Hill, before the opening of the fall term in 1905, the faculty and prospective students faced a serious handicap. The only developed route to the hilltop was along Oakland Drive, then called Asylum Avenue. For those who resided northeast and east of the hill (and they probably formed a majority of those associated with Western) this meant a long walk, for there were practically no automobiles for the masses in those days. The only alternative open to these searchers for knowledge was the scaling of the escarpment from Davis Street. This was a formidable task. Not only was the grade steep, but there were no well-developed paths. There were indeed paths on Prospect Hill, remnants of the long years when it had been the favorite rendezvous of young couples who enjoyed communion with Nature as well as with one another. To follow these paths to the school building required exertion, especially on the part of those students and teachers who as late risers would have to hurry. The situation would be almost impossible for the women, who formed probably more than four-fifths of the student body. Handicapped by skirts almost touching the ground, their progress up the side of Parnassus would be extremely slow, and their clothes would gather the dust or mud along the trail.

Such a condition might seriously retard the development of Western.

The Cable Railroad

Something had to be done immediately before the opening of the fall term. Pine planks were bought by the school, but not enough money was available to hire carpenters to do the work required to construct board walk and stairs. The male faculty members who were handy with tools, including Ernie Burnham, Leslie Wood, T. J. Riley, J. T. McManis, and Mr. Waldo, came with their saws, hammers, picks, and shovels to do the work required under the supervision of the janitor, who turned out to be a skilled engineer. In a short time the famed pine stairs were completed, and prospective “school-marm” could reach their classrooms on time with no more trouble than a moderate amount of exercise. It might be added that a couple of years later, in June 1908, the completion of the cable railroad caused a still further reduction in the amount of effort needed to reach the hilltop. However, the pine stairs still held the sentimental affection of Westerners as is evidenced by the following poem in the tenth anniversary number of the Normal Record, June 1914.

When we stand at the top of the old pine stair That reaches to the Normal on the hill, How our hearts are filled with yearning, Fellowship within us burning, For the souls that hear a voice they cannot still; While we listen to the tramp Of the feet upon the plank, Climbing, climbing, climbing, To the dim-discovered land of somewhere.

In the early light, in the quiet hours of night, We can hear the Normal voices in the air; In the scorching summer breezes, In old winter's wind that freezes, There is something ever tells us they are there; And they echo to the tramp Of the feet upon the plank, Climbing, climbing, climbing, To the dim-discovered land of somewhere.

As we stand at the top of the old pine stair At the turning of the first decade of years, Still we hear the voices calling And the farther echoes falling From the hills beyond, the hills our longing ears; Still we hear the upward tramp Of the feet upon the plank. Climbing, climbing, climbing, To the dim-discovered land of somewhere.

The story of the beginning of Western's magnificent athletic plant is a fascinating one. Before 1911 the school had no athletic field. All home games were played elsewhere in Kalamazoo. The site of the future athletic field was to a large extent marsh. Arcadia Creek meandered lazily through this marsh. At the south end approximately where the baseball diamond now is, there was a pond, from which a mill race ran to supply water power for the old Eames mill, destined later to become the Play House. In 1913, about fourteen acres of this land were purchased, comprising practically all the
area now occupied by the baseball field. To make this marshy land fit for athletic contests, it was necessary to do a large amount of preliminary work. The marsh and the pond had to be drained and a new bed made for Arcadia Creek. As usual, no money was available for this purpose. A drive for funds was made and resulted in the raising of an irreducible minimum.

In order to make the funds last as long as possible, the male students and faculty members donated a day of their time to work on the new field. The school authorities declared a holiday. The men put on their oldest clothes and went to the scene of action armed with picks, spades, and shovels. A new bed was dug for the creek, and the pond was drained. Many of the workers soon found themselves in water and mud up to their knees, but they did not stop until their work was completed. Although their trousers and their shoes were hopelessly ruined, they had appreciably brought nearer to realization their dream of a Western athletic field. This spirit of cooperation made it possible for the football team of 1914 to play its home games on the first of the College's own gridirons.

Pearl Zanes Dies

Miss Pearl Zanes, forty-four years of age, who has been a member of the faculty of Western Michigan College, Department of Social Science, for the past six years, died Wednesday, January 13, at the home of her sister, Mrs. Alfred Wilsey, Woodbury, N. J., following an illness of several months. Miss Zanes returned to the campus at the opening of the fall semester, but after a few weeks was forced by illness to go back to New Jersey, hoping to be able to return and resume her duties at the opening of the second semester. In addition to her work as a member of the staff of State High School, Miss Zanes was for two years one of the counselors at Lavina Spindler Hall for Women. She was active in the work of the Southwestern Michigan Social Studies Association which she served as secretary. Miss Zanes came to Western Michigan College after eighteen years of teaching experience in the high school of East Orange, N. J. She held a Bachelor of Science degree and a Master's degree from Columbia University.

New President

Miss Lydia Siedschlag, head of the Art department, has been elected president of the Faculty Women's Club of the college for the coming year. She will succeed Miss Elisabeth Zimmerman, the first president of the club, which was organized in 1941. Other officers of the club elected for coming year are: vice-president, Miss Louise Steinway, who will succeed Miss Anne Reidy in that office; recording secretary, Miss Marian Hall, who will succeed Miss Grace Gish. The corresponding secretary will be appointed by the president.

At the annual meeting of the club, which was held in the Theatre on December 14, Miss Feather gave the report of the recording secretary, and Miss Gish, the treasurer's report. Miss Deena Loutzenhiser, chairman of the general committee on war work, gave a resume of the work done during the year by that committee. A report was also given by Miss Mathilde Steckelberg, who was representative of the club on the Better Citizenship Council of Kalamazoo.

Commissioned Officer

Zack York, formerly a member of the faculty in the department of Speech, has been commissioned second lieutenant in the Infantry, and is stationed at Fort Benning, Ga. He entered military service last March. Following his commission, which he received early in November, he was given a two weeks furlough, part of which was spent in this city. Upon its completion he returned to Fort Benning, where he is an instructor. He took his basic training at Fort Jackson, S.C., and began officers' training last August.

Becker Called to Army

Albert E. Becker, of the Speech department, has been called into military service and reported for duty at Fort Custen November 14. Becker graduated from Western Michigan College with the degree of Bachelor of Arts. He did graduate work at the University of Michigan, from which he holds the Master of Arts degree, and at Northwestern University where he has completed much of his work for the Ph. D. degree. He taught in Hastings High School for ten years. In 1937 he joined the faculty here, and for one year coached men's debate during the absence from the campus of Dr. Carroll P. Lahman. For the past four years he has been coaching debate and dramatics in State High School, and teaching Speech.
Book Reviews
Edited by Louis Foley


The title of this attractively printed little book is an allusion to lines in Shakespeare's sixteenth Sonnet:

"Nativity, once in the main of light,
Crawls to maturity, wherewith
Crooked eclipses 'gainst his glory fight,
And Time that gave doth now his gift confound."

Within this group of poems one finds considerable variety in theme, as in form and tone. Yet in these different forms the author seems to move with equal sureness of touch.

Miss Van Horn's poetry will appeal to readers who appreciate delicacy without weakness, and the courageous expression of emotion with intellectual precision. Through her verses, however fleeting the theme, one catches now and again a glimpse of the background of a Weltanschauung such as poetry, we believe, must have in order to ring quite true. Her feeling for the neutron-chiseled line, as well as for the word which surely evokes the image, may be both exemplified and symbolized by a stanza from her poem "Stone:

"The laughing flesh corrupt in dust
Still laughs in Settignano's dust.
Bronze gates of Paradise once move
Swing open with Ghiberti's door."

LOUIS FOLEY


The Child At Home and School, written in non-technical language, describes the areas of human development and their interrelationship.

Part I is introduced with a discussion of the possible heredity and the significant influence of environment including the in-utero existence. Special emphasis is placed upon sociological heritage.

The authors show that the individual is subjected early to influences of his family pattern and later to the folkways of his community. An individual does not exist in a vacuum, and therefore he cannot be considered apart from his environments in the study of development.

Physical characteristics, nutrition, and health are given emphasis in their relation to learning. "Contributory to learning is the physical well-being of the learner. Clear insights are most likely to be acquired when content and method are geared to the maturation level of the learner." In their discussion of language developments the authors offer specific aid. Parents and teachers of young children are challenged constantly by questions relating to a child's concept of God and death. The chapter, Religious and Ethical Influences of the Home, describes the procedure for possible responses which may legitimately satisfy a little child's curiosity about such matters.

Part II pictures the child experiencing group life. Major emphasis is placed upon peer relationships in the development of an individual. "A child's individuality is developed as he lives with others." Present practices in education foster close home-school relationships. Suggestions for bringing about intelligent cooperation are offered.

Growth through areas of experience in the school of early childhood is the topic for the third and last division of the book. The "subject matter" areas are presented as a part of the total pattern of growth and development. Functional learning is the key-note. "Learning is conditioned by whatever the individual does or undergoes that results in an organic change within himself."

The Child At Home and School is a practical volume for parents and for pre-service or in-service teachers. It describes growth and development simply and interestingly. Probably only persons of deep understanding are able to share insights and findings of scientific investigations in language common to us all.

BESS STIMSON


The victorious democracies were shaping the peace treaty at Versailles when Mackinder wrote this book. Its theme is that any plan for permanent peace must be founded on realities, facts of geography which are strategic in their implications.

Through the voyages of the discoverers, men first sensed the unity of the ocean. Britain became its mistress, and with shipping and markets as objectives, she founded an overseas empire of colonies, protectorates, and plantations. Sea-borne armies extended her control over the land areas of India and Egypt, but in the main, her footholds were coastal.

A unity, strengthened by the developments in means of communication and transportation which we have been slow to conceive, is that of the land masses of the earth. Europe, Asia, and Africa constitute a joint continent, a World-Island of which the Americas and Australia are but satellites. The Heartland, the pivot area of the World-Island in a strategical sense, includes east Europe and west Asia. The ocean covers nine-twelfths of the surface of the earth, the World-Island two-twelfths, and the satellites and the numerous lesser islands the remaining one-twelfth. More than fourteenth-sixteenths of the world's population live on the World-Island, nearly one-sixteenth more on the closely adjacent islands of Britain and Japan, and only one-sixteenth on the lesser continents.

The ultimate threat to the world's liberty, so far as strategy is con-
cerned, is that a large part of the World-Island may someday be united under a single sway, and that an invincible sea-power, supplemented by air-power, may be based upon it. The Americas, inferior in population and natural resources, would readily be brought under its sway.

Who rules East Europe commands the Heartland;
Who rules the Heartland commands the World-Island;
Who rules the World-Island commands the World.

The key to the situation in east Europe is the German claim to dominance over the Slav. During the middle nineteenth century, it was Russian power that was the center of organization in east Europe, that was pressing through the Heartland and against India, and that was seeking to issue into the west by way of the Dardanelles. Toward the end of the century, however, the Germans of Prussia and Austria sought to subdue the Slavs and to gain control of the land-ways through the Heartland into China, India, Arabia, and Africa. The antagonism between the Germans who wished to be masters of east Europe and the Slavs who refused to submit to them made inevitable the war that broke out in 1914.

Had Germany then been content with one front, the eastern one, she might today have been in command of the Heartland of the World-Island. It was warred against the Slavs to gain markets, raw materials, wider fields to till, Lebensraum for her million-a-year increase in population. Since the late nineteenth century, however, she had been expanding in Africa and building up overseas dominions, and her great port of Hamburg faced west. Her ultimate objective had not, at that time, been clearly formulated, whether it should be dominion overseas or the Heartland and Bagdad. The readiness of the British fleet, the military genius of the French, the heroism of the British soldiers lost her the war.

Mackinder prophesied that there would be a re-emergence of Germany under a military dictatorship, and that the Heartland would again become the center of a world war unless measures were taken to destroy the commanding position of Germany within Europe and of eastern Europe in respect to the great central Eurasian area. He advocated the division of East Europe into self-contained states; the erection of a barrier of such states between Germany and Russia; the taking of such measures as would make it impossible for any one state to become too powerful in the Heartland; the development of an intelligent international organization, in which no partner shall become predominant.

The book attracted little attention from the democracies, and its teachings were soon forgotten. Germany accepted its philosophy, and at the University of Munich Karl Haus-hofer taught that control of the Heartland was the primary step to the control of the world and should be made the basis of German strategy. The reissue of the book is timely. Perhaps it is not too late for the peoples of the western world to grasp the significance of world strategy, to see themselves as part of a world community, and to come to a full realization of the fact that they cannot, with safety, isolate themselves from the affairs of the World-Island.

LUCIA C. HARRISON

The Problems of Lasting Peace, by Herbert Hoover and Hugh Gibson, Doubleday Doran, 1942, 295 pages, $2.00.

Since he left the White House, Herbert Hoover has contributed several books to the political and economic literature of the United States. In his Challenge to Liberty and Addresses Upon the American Road we see the former president who is forced into retirement by a governmental system which can find a place for nearly every type of mind, great and mediocre and 'cracked,' but not one for a man capable of holding the highest position that can be offered to any citizen. Every page in those two books speaks of the unwillingness, the discomfort with which Hoover remains suspended—not a public official nor yet quite a private citizen. In this latest book it is the former commissioner of relief for the Belgians and Russians, the former food commissioner for the United States, and the former secretary of commerce during the post-world-war years who is writing and remembering his former activities and successes. It is strongly suspected that Hoover would very much like to be "in there" once more.

It is not easy to find Hugh Gibson in The Problems of Lasting Peace. Not entirely because Mr. Gibson has not established an easily recognized literary style, although he has written Belgium in 1939 and Rio in 1937 (he was our ambassador to both of those countries), but more probably because Mr. Hoover's style is so dominant and heavy that it tends to smother the other, as Mr. Hoover would tend to overshadow and smother the frail Mr. Gibson. Whatever Mr. Gibson brought to their literary conferences, the book appears to be definitely Hoover's. Its uninterruptable methodology, its logic, its ineliminable presentation of points 1, 2, 3, 4, etc. are unmistakably Hoover's.

Nearly everything about war and peace is here. "A handy reference book" or "A textbook on war and peace" might be fair generalizations. And what student doesn't delight in a textbook which adequately "covers the course" without the need of collateral reading? The reader finds brief discussions of the great crises which have plagued the world, as well as all of the most notable efforts to preserve the peace perpetually. It is not to be presumed, however, that the book is merely a short course in world history. The major theme is a clear analysis of what the authors call the Seven Dynamic Forces that make for peace and war. They are: Ideologies, Economic Pressures, Nationalism, Militarism, Imperialism, The Complexes of Fear, Hate, and Revenge, and The Will to Peace. The first six are dynamic forces that

(Continued on Page 19)
1. Dr. Manley M. Ellis, Director of Personnel and Guidance, advising with a Freshman, Robert E. Puckett, and his parents, Mr. and Mrs. Edward L. Puckett, Kalamazoo, in regard to choice of curriculum and selection of program of studies.
5. Barbara Moore, Clinician in the Psycho-Educational Clinic, administering the Wiggly Block test to Irwin F. Hill, Otsego, to help him determine what he is best fitted to do.
9. The Ohio College Association test being administered to a group of students as a means of predicting their ability to do college work.

2. Homer L. J. Carter, Director of the Psycho-Educational Clinic, interviewing Helen M. Pett, Butternut, in order to integrate test data in terms of her life history.
6. Dorothy McGinnis, Psychometrist and Recorder of the Psycho-Educational Clinic, administering the telebinocular test to Phyllis DeBoer, Grand Rapids, to determine adjustments needed to correct situations possibly due to faulty vision.
10. Dr. Leslie H. S. DeWitt, College Physician in the Health Service, conducting physical examination of Charles P. Salee, South Bend, Indiana, to discover physical aspects which may interfere with college adjustment and vocational choice.
3. Bertha S. Davis, Dean of Women, conferring with Marie Lauman Eby, South Haven, concerning her work-study schedule, to avoid overloads. Carrie Storri, Assistant to the Dean, has brought in case records.

7. Eva Carlile, Clinician in the Psycho-Educational Clinic, preparing an audiogram for James Callaghan, South Haven, as a basis for classroom adjustments to meet auditory defects.

11. The staff of the Psycho-Educational Clinic, meeting to interpret data from tests and case history and to suggest remedial measures.

4. Ray C. Pellett, Dean of Men, with Margaret Feather, his secretary, informing John LeRue Ruby, Roseville, concerning various opportunities for military service. Mr. Ruby is now in the U.S. Army.

8. Gerald Goodhue and Betty Rynbrand, laboratory technicians, making a blood count and analysis in the Health Service Laboratory.

12. Dr. Charles Van Riper, Speech Corrector, with James Callaghan, looking over data resulting from the polygraph to interpret relationship between breathing and speech.
Publicity Convention
Held at Western

Seeking further enlightenment on publicity problems, many of them aggravated by unusual conditions brought about by the war, college and university publicity directors of the Sixth District, American College Publicity Association, held their annual convention in Kalamazoo on December 11 and 12, with Western Michigan College and Homer M. Dunham, district director, as hosts. The directors went into two days of round-table discussion of their problems, and also had an opportunity of viewing the recent widely talked of Ohio State University sound movie, “The University Goes to War.”

At the opening luncheon Friday noon, welcomes were extended by Earl Weber, Chamber of Commerce, and Dr. Floyd W. Moore, president of Western’s Faculty Council. That evening the 36 attending the annual banquet at Walwood Hall heard Dr. Theodore Henry of Western, and the noon luncheon on Saturday was addressed by Dr. Edward D. Hinkley, dean of Kalamazoo College.

War Work of Women

(Continued from Page 3)

... the work. It was planned by those who believed that any students working together with one purpose could gain much from that social organization. All club and department divisions were ignored. The general organization had been planned so that students and faculty did not work with just those they already knew. The executive committee decided, however, that this club work might be an extra-curricular or an extra-extra-curricular work, so appointed a committee to make plans for that. Any group desiring to have some work to do at a meeting calls one of the chairmen, gives the date of the meeting, and asks for work for a specified number of volunteers. In this way, it is planned that there can be group work done within organizations, too.

Nothing has been given in this discussion about the war work that the women are doing jointly with men. Obviously, many of the men and women on the faculty and in the student body are called upon to be in panel discussions, to make speeches, to sell bonds and to help with drives. As no one is doing any of this for the sake of record, no record is kept. Dr. Sangren has suggested how the war has affected the campus, and pervasive in his article was a note of pride in our adjustment to war conditions.

The same pride comes into the voices of the women when they speak of the war work at Western Michigan College.

Dezena Loutzenhiser

Consumer Education

(Continued from Page 5)

... was a telegram from Mrs. Franklin D. Roosevelt commending the project, which was read.

Other Consumer Institutes

Among other outgrowths of the Western Michigan College Institute were Schools for Wartime Living conducted at Coldwater and Vicksburg by those from these towns who attended the Institute here. Western’s committee also cooperated with the committee from Central State Teachers College in completing plans for a similar Consumer Institute held later on the campus of that college.

Consumer Bulletins

Work has already started on the Consumer Education bulletins for elementary and secondary teachers in Michigan, which are being prepared by the committee appointed for this purpose by President Sangren at the request of the State Department of Public Instruction. Dr. Elmer H. Wilds, director of the Graduate Division and of the Summer Session, is chairman. Other members of the committee are: Howard Bigelow, department of Economics; Dr. Leonard Kercher, department of Sociology; Dr. J. Marshall Hanna, chairman of the department of Business Education; Sophia Reed, chairman of the department of Home Economics; Behrens Ulrich, department of Business Education; Jane Blackburn and Dr. O. I. Frederick, department of Education; Dr. Charles H. Butler, department of Mathematics; and Dr. Lillian Myers, department of Chemistry. The committee is working under the direction of Henry J. Ponitz of the State Department.

Blanche Draper
Sports Review for 1942

Winning 39 contests in dual competition during 1942, losing 28, and having one tie, the Bronco teams in all intercollegiate sports finished the year with an average of .582, considerably less than in the previous few seasons but a percentage that is highly creditable against the competition met during the year when many prospective athletes and team members were being attracted to the services.

Basket ball opened the year of 1942. After the pre-Holiday games of 1941 when the court team won 6 and lost 2, it went into 1942 to win 6 and lose 6 games.

Fourteen men who had been counted upon as prospective members of the 1942 baseball cast were missing, going into the services or defense work, or as in the case of Del Loranger, were out with injuries, so Coach Charles Maher’s prospects were down from the usual season, but the Broncos turned out a very creditable baseball team which won 7 games while losing 10. Only Ohio State and Fort Custer were able to win twice from the Broncos, who had even splits with Wisconsin, Notre Dame, Northwestern, Michigan, Michigan State, and others.

The tennis team won 7 and lost 4, its defeats coming at the hands of Michigan, Notre Dame, Northwestern, and Michigan State, while it gained triumphs from Purdue, Indiana, Detroit, Marquette, and others. During the same period the golf team was turning in an even-up season with 3 victories, 3 defeats, and a tie.

The track team gained fame with 3 victories against 2 defeats in dual competition, but the great recognition came with the relay team which mopped up in great style. It won the Teachers College mile relay at the Penn Games, setting a record of 3:27.7, and won first in a match affair in the Chicago relays against Marquette and Butler, won the mile in the Western Michigan Relays, and also the mile in the Central Collegiate Conference meet against such teams as Indiana, Wisconsin, Michigan State, and others.

The football team turned in 5 victories in 6 starts, losing the opening game in a driving rain to Dayton University at Dayton, O., 21-0. It turned in victories over Toledo, Iowa Teachers, Butler, Grosse Ile, and Wayne, for a fine season, which ended with Captain Bill Yambrick, center, being selected as the most valuable player, Loren Edmonds, as the most improved player at tackle, and Robert Mellen being elected as captain for 1943.

In the one other intercollegiate sport, the cross country team turned in 2 wins and 1 defeat, this from Purdue. It was third in the state intercollegiate, and in the state AAU affair won second.

During the year Coach Mitchell J. Gary entered the Navy’s physical fitness program as a lieutenant (JG), and John W. Gill was named head coach to replace him. Roy W. Wietz was selected as Gill’s assistant.

The year also had many other interesting athletic features, not the least of which was the setting of a new all-time Western scoring record for a season of 1,002 points by the 1941-42 basketball team in 20 games, an average of 50 points per game. It also marked records by Harold Gensichen, named to the all-state team and then named as Michigan’s most valuable player. Gensichen set a new all-time collegiate scoring record for Michigan with 400 points, and a new individual game high mark for the Broncos with 32 in a single fray.

Coach Smith Leaves

As we go to press, we learn that Towner Smith, Track Coach and Director of Vandercook Hall, has been commissioned lieutenant, senior grade in the Navy, and will leave on February 9 for Chapel Hill, N. C., to begin his duties in the Navy training school there.
Basketball

Coach Herbert W. (Buck) Read has come up with one of his better teams this year and over a difficult 19 game schedule it may win as many as 14 or more victories. The first five is much better balanced than was the case a year ago, when the Broncos depended to a big extent upon the high scoring Harold Gensichen to pull them through their tight games. The reserve strength is also much better than last year and any of the reserves may be counted upon to crash through with needed points in a contest.

Better teamplay than last year has brought a better distribution of the scoring of the team, with the famed Harold Gensichen becoming more of a "feeder" to the others this year, with the result that George Slaughter and Delbert Loranger are also becoming strong factors in the scoring of the team. Slaughter has averaged over 10 points per game, with Loranger not far behind him.

Gensichen is still leading the Bronco attack with an average of more than 14 points per game. He is far below his average for last year of 20 points per game, but his all around floor play and his passing, his speed, and his split-second timing make him probably still more valuable to the team than a year ago when he was named to the all-state team as a sophomore and later was named as Michigan's most valuable player.

In developing his team this year Coach Read uncovered a real star in Don Kozoroski, a freshman, like Gensichen coached by the famed All-American Johnny Wooden of Purdue, at South Bend Central. Kozoroski immediately made a place for himself as a forward, paired with Gensichen. Not a high scorer, he is consistent in his floor play and a strong foul-shooter, and is becoming more valuable with each game.

At center is Bob Smith, a 6 foot 4 inch Muskegon Heights product, and right behind him as the first reserve is Nyle Miller, a freshman from Three Rivers. Loranger and Slaughter are the guards, with Slater, Kahler, and Elsner of last year to furnish the first relief as guards or forwards, and others just behind them.

When this Bronco team had let-down for the Holidays it had won 6 of 7 games, losing only to Notre Dame, and in speeding to a brilliant 52-42 victory over Northwestern University at Evanston had looked so good that the following two days brought an invitation to the Western Michigan cagers to appear in a double bill in the Chicago Stadium on Saturday night, January 16. The Broncos will oppose De Paul University's unbeaten team, which holds verdicts over Purdue, Southern California, and others. In the other half of the double feature Northwestern and Notre Dame will tangle.

Opening the season the team defeated a great Calvin College aggregation of Grand Rapids by a 59-32 score, setting up the margin in the first half, which the Broncos led 35-28.

Against Notre Dame at Notre Dame the team battled hard until it collapsed during the final three minutes as the Irish sped to a 53-35 victory that does not indicate the relative strength. During the first half it was a seesaw affair with first the Irish and then the Broncos in the lead but a final spurt put the Irish in front at half time 26-21. With three minutes left it was 38-33 and then Notre Dame broke loose to win easily.

Northwestern sped away to a 9 point lead, but then the Broncos went to work and with teamplay of the highest order cut down the margin and went into the lead in short order and at half time had a 35-27 margin. During the second half the Broncos fought off every attempt of the Wildcats to get a counter rally started and won easily 52-42 in a game that had Chicago sportswriters gasping at the speed of the Broncos and the teamplay and scoring of Gensichen, whom they termed one of the best court men of the middle west.

Manchester, expected to be a tough opponent, proved no great match on the home floor and Coach Read used 14 men in turning in a 53-35 victory over the Indiana Spartans, but a return game with Calvin was something different with Western fighting off a final challenge to win 48-44, after the Knights had knotted the count at 44 all with three minutes of play left. The Broncos led at one stage of the second half by 10 points, after
the first half was deadlocked 23-23. With 10 minutes of play left Gensichen went out on fouls and Calvin tied it up, only to have a final strong Western rally with baskets by Fred Kahler and George Slaughter furnishing the final victory margin.

The Broncos made it 6 out of 7 in closing for the Holidays when they outbattled a good shooting and passing Central Michigan team to win 12-37. Central led many a time in this game which saw the lead change a dozen times and the score tied on nine occasions. At half time it was tied almost at the gun on a basket by Gensichen, and in the final three minutes the visitors were held scoreless as the Broncos forged ahead and piled up their five point victory margin.

After the Holidays the team opened January 5 with a victory over an undefeated Hope College team, 57-42. On January 8, they beat Wayne at Detroit, 49-46, and took the lead in the Michigan college race, but lost on January 13 to Loyola at home. After a great battle in the Chicago Stadium on January 16, Western was finally defeated by DePaul, one of the truly great teams of the nation, by the score of 57-44. This was the feature attraction of a double bill, Notre Dame and Northwestern playing the other game. The team defeated the University of Chicago, 36-40, in a home game on January 23. The balance of the schedule:

Jan. 29 — Central Michigan at Mt. Pleasant
Jan. 30 — Alma at Alma
Feb. 12 — Alma at Kalamazoo
Feb. 16 — Loyola at Chicago
Feb. 24 — Manchester at North Manchester, Ind.
Feb. 27 — Ball State at Kalamazoo
March 2 — Wayne at Kalamazoo

**Physical Education**

(Continued from Page 7)

basic to “hand-to-hand,” that tough program which includes jiu jitsu and manual devices used by the police to overcome difficult subjects for arrest. Though these are outside the pale of what could be considered possible for school youth, yet some “combat” activities of a simpler but still basic sort can be worked out in a gymnasium. Such are:

1. Hand Wrestle
2. Indian Wrestle
3. Push Across
4. Pull Across
5. Cock Fight
6. Horse and Rider Contest

The last two may involve a mild bruising, but nothing to worry about. The big point is, there is a trial of skill and strength with a touch of combat. Finally we come to the general sport-program which will involve anything from rather mild and gentlemanly volley-ball to the tough and highly combative college varsity football as played by the cadets and officers at the Pre-Flight Naval Training Schools.

Top in sports in preparation of youth for actual defense of a nation would undoubtedly be football. There is a fuller development of body strength in this sport with a toughness of spirit, stamina, an acceptance of hazard, and a high combativeness which give it something of a resemblance even to battle. Other sports have in lesser measure somewhat the same training and quality.

A sport not so well known in America is soccer, played occasionally on the playgrounds, but commanding no great public interest. Yet in England and Europe and the South American countries it is played a great deal. Pre-Flight schools have taken it up as a great conditioner and also for the footwork involved. As it can be played without much equipment and on non-sodded school areas, it would be indicated for every student not in the varsity football program.

Oddly enough, the game of pushball, played with a six-foot rubber-covered sphere, provided the most injuries at the training bases. Teams of twenty-five men each were lined up at opposite ends of a football field, and at the blast of a whistle rushed headlong for the ball placed at the center. Perhaps, if youth involved did not feel it had to get fit and tough for the supreme all-out of war, this rush would not have been so violent. As it was, there were so many broken arms and legs that the teams were later lined up only ten yards apart, to cut down the momentum. Cost of the ball is almost prohibitive for the average school, and so the game cannot come within a recommended program.

Military track merits some interest. Here's a program for the fifth week at one training base:

1. Run lap of 220 yard relay
2. Three successive standing broad jumps for total distance
3. 120-yard high-low hurdle race
4. 440-yard run
5. Obstacle race.

Modifications of this would set the program for secondary schools. Training for speed, strength, agility, and stamina is evident.

Swimming is imperative for all military men, never so much as in this war. It should be an imperative for all school youth. Equipment often fails here. Fortunately the bulk of American youth learns to swim. Then somehow the rest must be taught.

A last few words as a summation of all so far set forth. It is time to stop the play of theory and fancy and get down to the bed rock of human needs. The supreme test of any activity in physical education must be—does it arrive at the objectives? The objectives are clearly seen for this present time of war—it may be that the after-the-war era will demand a continual state of preparedness. It may be that even now American youth is dying because it was supposed primarily to have fun when it took its physical education in the schools. It could easily be that an American youth has come to grips in the deadly arena of action with a toughly-trained opponent, and at the critical moment his body was not equal to the task. It may be that in just sheer struggle with the forces of nature in the field, on the trail, and in the ocean his body did not have the stamina to last. Less fun and more force in his early training might have saved him.

**Herbert W. Read**
Winning Coaches

For many years graduates of Western Michigan College in the coaching and physical education departments of Michigan high schools have been among the outstanding leaders in their fields. Because of the outstanding feats of their football teams in winning championships during the past fall, however, attention is given here to a rather select list, some long in the coaching business and others with fewer years of experience. The honor-list of those with championship and in most cases undefeated teams includes Leo Redmond, Guy Houston, Robert Quiring, and Tim Barry.

Leo (Tiny) Redmond, who probably would be listed on any All-Time Western Michigan College football team as a center, and who undoubtedly would have been able to make any college team in the country during his playing days, has been just the kind of coach that one would expect from such a player. His teams have been consistent winners.

Graduating in 1923 Redmond coached at Harbor Springs for two years before going to Muskegon. His record there took him to Muskegon as coach, where he has continued his record of never having a losing season. His poorest season there in 1934 saw his team with five victories, three defeats, and a tie. It was actually outscored by the opposition 96 points to 103. From that low, however, Redmond's teams have been big winners in nearly every season with some of his biggest years being undefeated seasons in 1926, 1927, 1928, 1936, 1937, and 1942. Perhaps Tiny's biggest season was the undefeated season of 1927 when his team rolled up 445 points to 6 for the opposition in winning ten straight games. In going undefeated this past season Redmond's team won seven straight and had a 7-7 tie with Fenger of Chicago. The eighteen football teams that Redmond has coached at Muskegon have won a total of 129 contests, lost only twenty-two, and tied twelve. That is a record for any coach to shoot at. For many years Tiny has been ably assisted at Muskegon by Harry Potter, another Western graduate and former athletic star of the first water. Redmond always gives Potter plenty of credit for the success of the Muskegon teams.

Over at Flint Northern High School when they talk about football it is tied up with Guy Houston, coach, who is also dean of boys. Houston graduated from the Physical Education Department in 1920 and received his B.S. degree here in 1928. Houston coached his first team at Flint Northern in 1928 and has just recently completed his fifteenth season there. In 1928 and 1929 his teams won the city title and in 1930 was Northern's first undefeated team. From 1933 to 1936 his teams were undefeated, and in 1938 he started another winning streak that carried to 1941, twenty-eight contests without a reverse. Flint Northern had a rather in-and-out season in 1941 but came right back with an undefeated season in 1942, winning eight straight and being one of the three major high school teams of the state to be undefeated. In summing up Guy Houston's brilliant record at Flint Northern, he has enjoyed eight undefeated seasons out of fifteen, with his teams winning a total of ninety games, losing twenty-four, and having eight ties.

Timothy (Tim) Barry graduated from the Physical Education Department in 1925, and later received his B.S. degree in 1931. Barry gets into the 1942 football hall of fame as a result of an undefeated football season at Kingsford, after having retired from the coaching field five years ago. Barry's Kingsford team tied for the championship of the upper peninsula during the past season as a result of a 6-6 tie with Calvin which also had an undefeated season. His team won over such teams as Crystal Falls, Iron River, Escanaba, Stambaugh, Norway, and Iron Mountain. Barry had coached eight years at Vulcan, four at Kalamazoo State High, and four years at Kingsford before he retired only to have the job "wished" on him again this year at Kingsford. He has always been regarded as a successful football coach.

Robert Quiring won the championship of his conference his first year of coaching a State High team, turning in a coaching performance that was most noteworthy, with a team expected to be very ordinary because of heavy losses, winning seven games in its march to the championship, and losing one by a 7-6 score to Three Rivers, where Francis Pellegrom, also a Western graduate, was enjoying a fine season. State High defeated Niles, which in turn defeated Three Rivers, thus giving State High the title, as South Haven had previously tied Three Rivers.

Quiring graduated from the Physical Education Department in 1933 and from the Industrial Arts Department in 1935, and held several coaching jobs before coming to State High last fall, at Martin, 1936-37, at White Pigeon in 1938-39, at Grass Lake in 1941. When he came to State High in 1942 he was the third State High coach since the opening of the calendar year. Frank Noble resigned to go into the army physical education program, and his successor, Dave Arnold, went into the coast guard shortly before the opening of the school year.
Book Reviews

(Continued from Page 11)

The last is the only opposing force making for peace. I might presume to suggest that there is another dynamic force which makes for war which might well have been included: The Will to War.

In the introduction it is recognized that there are many plans now under discussion to preserve the peace after this war is over. Some of these are Utopian, and while the authors claim that they do not scoff at dreamers (for "they stimulate thought, imagination, and discussion"), nevertheless there is a great need to apply the tests of experience to all plans, to keep them realistic and practical. So it is stated that the book is based upon "certain fundamentals:")

First, that a satisfactory and durable peace must be founded on victory. Many of its essentials would crumble with compromise.

Second, that lasting peace can come only if the settlements take account realistically of the underlying dynamic forces in civilization that make for war and peace.

Third, that the new peace must provide for some organization, some machinery for international cooperation to preserve the peace once it has been made.

Fourth, that the American people must begin to think of the problems of peace, And they must think in a far larger frame than ever before.

All of the teaching, the experiences, and the observations of the last twenty or more years have made these points no longer debatable. They are definitely accepted by all persons who have done any real thinking at all on the subject. It is refreshing and satisfying to have them appear boldly in the introduction of a book on the subject of the next peace.

The suggestion that experiences of the past must be considered in dealing with the problems of the future is a thesis dear to the heart of every historian, and surely everyone will accept the fact that these two men are rich in experiences; experiences with Europe at war, and with Europe struggling to right itself after a war. As is to be expected, it is in applying their experiences and observations and conclusions to thoughts about the peace to come that the authors can speak with the authority of the elder statesmen which commands respectful attention. Indeed, the last sections of the book bear the subheading, "Some Deductions from Experience."

They begin their discussion of principles by disclaiming any intention to propose a plan for peace. Rather, they write, "we are discussing, from an analysis of experience, the principles which will need to be considered if peace is to be built upon solid foundation." Then follow thirty such principles, all designed to destroy or keep confined the six dynamic forces which make for war, or to strengthen and nurture the one force which makes for peace.

It is apparent that the authors have made no startling original contribution, but the value (and it is great) of this discussion is in its completeness and in the authority with which these men can speak. These are not the deductions of amateur statesmen or would-be diplomats, but the reasoned opinions of men who have labored in the field, and whose opinions must bear weight.

In concluding, the authors restate the purpose of the book when they write, "the purpose of this war, the most terrible of three centuries, is to make a lasting peace. We must first win the war. But we will not win lasting peace unless we prepare for it. And we can prepare only by full and free public discussion and the cold surgery of analysis."

It is a real pleasure, in passionate times like these, to encounter detached calmness in the discussion of public issues. The unemotional objectivity of Hoover and Gibson is peculiarly refreshing.

GEORGE COMFORT

Remedial Reading

Western Michigan College students are being taught to read. Or to be more exact, they are being taught to read better, to read more rapidly, more comprehensively. And the Twentieth Century film is being used to replace the old-time chart as modern and effective means to this end.

According to Homer L. J. Carter, director of the psycho-educational clinic at Western, studies have shown that from 14 to 15 per cent of the freshmen in the colleges and universities of the country have a reading ability which is at the ninth grade level.

And so at Western Michigan College it was decided to do something about it. Harvard University pioneered in the movement when S. Vincent Wilkie of the Harvard psycho-educational clinic devised a system of films calculated to improve the reading ability. The University of Michigan is using them.

The films used in the course include selections concerning various subjects. The articles are split up into sections of varying numbers of words, according to their length and content, each group calculated to be within the recognition span of the reader. These are flashed on the screen in rapid succession, affording no opportunity for the student to reread any previous sections. The rate is increased as the students develop increased reading skill.

After the entire selection, ranging from approximately 900 to 1,500 words, has been projected in rapid succession, questions are asked concerning the content of the selection in the effort to determine the extent to which the student has grasped the meaning of what he has read.

Students are keenly interested in the course, which requires alertness and concentration by a novel and unique method. This remedial work is of value not only to the student in his college work, but also to any adult in civilian or military life.
Miss Irene Boyce, who graduated in 1934 with a degree of Bachelor of Science in Physical Education, left in December with the Washington unit of the American Red Cross for overseas service as assistant program director for a recreational unit. She completed training for the work at the national Red Cross headquarters in Washington. Miss Boyce, whose home is in Lansing, was recreation one of director for the W. K. Kellogg camp at Pine lake for two years, after which she taught in Alma for a year before joining the staff of the Ann Arbor public schools.

Mrs. Mae Merica (Mae Ely) was one of Western's most brilliant graduates in the class of '35. On December 7, 1941, she and her husband were living at Pearl Harbor, in the Defense Housing Area just next to Hickam Field. For that fatal Sunday they had planned a complete and much-needed rest. Their plans, she writes, "were slightly disrupted about 7:55 when the bombs started falling. At first we thought it was just another day of maneuvers... We decided to watch the show, and drew the venetian blind beside the bed. There, flying past our window—not over fifty feet away it seemed—was a Japanese torpedo bomber. We knew the worst at once, jumped out of bed, and ran outside in time to see a Jap plane go up in flames. Since we had nowhere to go for protection, we just stood outside our house and watched during the attacks... One woman I know (about fifty years of age) drove her car clear across the island through all that dive-bombing and in direct line of machine-gunning to return a bunch of men to their ships... We were very fortunate. I think the answer is that when they got that close, they didn't waste ammunition on us, but kept right on going until they hit the ships."

The foregoing quotations from Mrs. Merica's letter will give a slight hint as to her experiences. Her present address is 6643 Western Avenue, N.W., Washington, D.C.

Harold Baker, a graduate of Western Michigan College, has been promoted from the rank of second lieutenant to that of first lieutenant in the Army Air Corps. Lieut. Baker graduated in 1940 with a Bachelor of Arts degree. He was active in campus affairs and served as business manager of the Brown and Gold during his senior year. He was a member of Pi Gamma Mu, national fraternity in Social Science, of Sigma Tau Gamma fraternity, and of the campus Press Club.

John R. (Jack) Streidl, who graduated in June with the degree of Bachelor of Science in Physical Education, was commissioned December 3 as ensign in the navy and has been assigned to duty in the coast patrol, stationed at Seattle, Washington. He reported for active duty December 12, after taking officers' training at Columbia University. Streidl played tackle on the football team for three years, and for four consecutive years won college boxing and wrestling championships. He was a member of the "W" club and Theta Chi Delta fraternity. On December 5, he was married to Miss Phyllis Miller, Comstock, who was also graduated last June, receiving the degree of Bachelor of Arts.

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**War Casualties**

KILLED

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<td>August 1, 1941</td>
<td>&quot;In the Far East&quot;</td>
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<td>January 1, 1942</td>
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<td>1st Lt. George Chipman</td>
<td>April 1, 1942</td>
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<td>2nd Lt. Elmer A. Sommerfeld</td>
<td>August 7, 1942</td>
<td>Guadalcanal</td>
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<td>Lt. Donald G. Crook</td>
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MISSING

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<td>Pilot Officer Richard B. Klintworth</td>
<td>November 3, 1942</td>
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<tr>
<td>Lt. William Reed</td>
<td>December 2, 1942</td>
<td>Terrell, Texas</td>
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<tr>
<td>David Harper</td>
<td>April 1942</td>
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<tr>
<td>Lt. Monroe Hussey</td>
<td>October 1942</td>
<td>Missing in action</td>
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<tr>
<td>Lt. Dean Foster</td>
<td>November 1942</td>
<td>Missing at sea</td>
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Faculty Appointments

Kenneth Bordine assumed his new duties as superintendent of the Paw Paw unit of Western Michigan College training-school system with the beginning of the new year, January 1. He comes to the faculty of this college after nine years of successful service as superintendent of the Marlette Township School. He is considered one of the most outstanding of the younger school superintendents of the state. Mr. Bordine holds a Master's degree from the University of Michigan, and has completed much of his work for the doctorate. During the summer of 1940 he taught at the Colorado State College of Education. Mr. Bordine will teach on the campus during the summer session as an instructor in the Department of Education.

Dr. Clyde B. Simson, director of the Kalamazoo Children's Center, has been appointed as a part-time instructor in the Graduate Division to teach graduate courses in Psychiatry and Mental Hygiene. Dr. Simson is a graduate of the University of Buffalo, and also has his M. D. from that institution. He did work in Pediatrics at the Children's Hospital of Buffalo, and later was made resident physician in Psychiatry and Neurology at the Meyer Memorial Hospital in Buffalo, including Child Guidance work in the Out-Patient Department Clinic. For a time he was an instructor in Psychiatry at the University of Buffalo Medical School. Before coming to Kalamazoo to assume directorship of the Children's Center, Dr. Simson was at the Judge Baker Guidance Center, Boston.

Kenneth Bordine

Dr. Simson

Presenting

Eileen Putney
Marian Blyton
George Weeks
Jacob Dewitt
Vivian Lewis
Azalia Knight
Helen Young
Mary Gaume

New Members of Western Faculty

Faculty Publications

A monograph written by Dr. Lillian H. Meyer, of the Department of Chemistry, with Arthur H. Smith on "Feeding the Family in Wartime" has been published by the Wayne University Press.


The November 21 issue of School and Society contained an article by Louise J. Walker, of the English Department, on "Professional Ethics." The National Education Association has sent reprints of this article to one hundred directors of their "Institute on Professional Relations."

Dr. Gerald Osborn, Chemistry Department, is author of an article entitled, "New Physical Science Course at Western Michigan College Described," which appeared in the December number of Michigan Teacher Education Topics.

John L. Feifer is co-author with J. W. Giachino and Ralph O. Williams, respectively, of two books Basic Bench Mental Practice and Basic Electricity in the new Pre-Induction Series prepared in cooperation with the United States Army and Navy and published by the Manual Arts Press, Peoria, Illinois.

Louis Foley's article, "How About Classes in French?", which appeared in The Journal of Education for September, has been reprinted for national distribution by the American Association of Teachers of French, through its information bureau at Teachers College, Columbia.

The French Review of the American Association of Teachers of French carries excerpts of the paper on "Languages in Wartime" read by Marion Tamin, before the Modern Language Section of the Michigan Education Association District Meeting in Lansing on October 30.

Dr. Elmer H. Wilds has been awarded an Honorary Membership to the Eugene Field Society, National Association of Authors and Journalists, "in recognition of his outstanding contribution to contemporary literature through the literary skill and craftsmanship of his published work, The Foundations of Modern Education."

Dr. Olive L. Frederick is co-author of an article entitled "New Professional Program for Teachers" in the November issue of the Curriculum Journal.
Faculty Activities

President Paul V. Sangren inspected graduate work for the American Association of Teachers Colleges at Murray and Bowling Green, Kentucky, December 10-12. On January 7 and 8 he inspected Concordia College, River Forest, Illinois, for approval by the Association.

Roy J. Wietz, Physical Education Department, was speaker at the banquet honoring the football team of Rockford High School on Monday, December 7.

Dr. Russell H. Seibert, History Department, gave a series of six lectures at the Annual School of Religion of the First Presbyterian Church in October and November, on the subject, "The Basis of a Just and Durable Peace." He also spoke before the Grand Rapids Women's Teachers Club in October on the subject "Positive Patriotism in War and Peace."

Mathilde Stockelberg, Department of Languages, was a member of a panel that discussed "Problems of a Teacher of Foreign Languages in a World at War" at the Michigan Education Association meeting in Kalamazoo on October 22.

Mary P. Doty, of the Campus Training School, gave a demonstration of singing and voice testing with thirty Junior High School boys at the Music Section meeting of the Michigan Education Association in Kalamazoo on October 22.

Dr. William McKinley Robinson, Department of Rural Education, addressed the Rural Division Meeting of Region Six of the Michigan Education Association at Detroit, October 8; the Michigan Rural Teachers Association section of Region Eight at Kalamazoo, October 22; and the State Conference of the Y.M.C.A. Town and Country Secretaries at Long Lake Camp, Yankee Springs, October 17.

Ephie B. Phillips, Department of Education, was appointed chairman of the Primary Seminar on Religious Education, which was held at the National College of Education on Friday, October 16.

Dr. Gerald Osborn, Chemistry Department, attended a planning conference on November 7 at Ann Arbor for the spring meeting of the Michigan Schenectady's Club. Dr. Osborn is chairman of the Physics-Chemistry-Astronomy Section.

Anna Lindsrom, Speech Department, attended the National Association of Teachers of Speech and the National Council of Tau Kappa Alpha, December 28-30, in Chicago.

John G. Kemper, Art Department, has been appointed a member of the Production Division of the Committee on Art in American Education and Society, which is sponsored by the Museum of Modern Art, New York City.

Dr. Charles Van Ripper, Speech Department, attended the convention of the American Speech Correction Association in Chicago, December 28-30, and gave a follow-up on a stuttering case reported at the 1941 convention.

Dr. Elmer H. Wilds and Dr. Orie I. Frederick, Department of Education, attended a meeting of the directors of Study Projects of the Michigan Cooperative Teacher Education Study at Jackson, December 21-22. Dr. Wilds is director of the study of Re-Service Teacher Education and Dr. Frederick of In-Service Teacher Education.

Helen M. Oexle, Consultant in Clinical Psychology, has received notice of election to Associate Membership of the American Psychological Association.

Dr. Gifford Blyton, Speech Department, attended the National Association of Teachers of Speech which met in Chicago December 28-30, and was manager of the National Discussion Conference held in Chicago at the same time. Dr. Blyton was also one of three men appointed to serve on a National Committee for future discussions.

Clella Stufit, Paw Paw Training School, led a discussion on "How Shall We Organize Our School Activities to Include Present-Day Problems?" at the county Michigan Education Association meeting at Hartford. Miss Stufit has been elected chairman of the Later Elementary Section meeting of Region Eight, Michigan Education Association for 1943.

Dr. George H. Hilliard, Department of Education, attended the Midwestern Teachers College Conference at the University of Illinois, October 19. On November 6 he was chairman of a panel on "Parent-Teachers and the War" at a District meeting at Benton Harbor, sponsored by the Extension Division of the University of Michigan.

 Homer Dunham, publicity director, has been notified by Harold Ellis, publicity director of the University of California at Berkeley, and president of the American College Publicity Association, of his appointment as chairman of the resolutions committee for the association this year.

Marquis Tamis, Department of Languages, addressed the Alliance Francaise of Chicago on November 21.

Lucille A. Nobbs, Department of English, gave a talk on "The Spirit of England Today," before the Women's Study Club of Benton Harbor, on December 17.

Dr. Nancy Scott, Department of History, addressed the History Club of Allegan, November 6, on the topic, "The War and Reconstruction."

Word was received in November that Frank Kleinsbrink, who is in the naval air service in Iceland, was promoted from ensign to lieutenant junior grade. He was graduated in 1940 and enlisted as a naval cadet in 1941.

Second Lt. Lawrence D. Stockford, B. S. 1941, who spent a seven-day leave here in December, has reported for duty at Fort Leonard Wood, Mo. Previous to his visit home he was graduated from the officer candidate school at Fort Sill, Okla., and commissioned a second lieutenant.

Herbert C. Tigar entered the navigation pre-flight school at Monroe, La., in December. He has been appointed cadet corporal of squadron H, group 2. Cadet Tigar attended Western for two years.

Lt. Williard Ramsdell, A. B. 1936, reported for duty at Fort Bragg, N. C., as an army dentist in December.

Laddie Davis enlisted in the engineering corps of the army and reported for training in November. He was a sophomore in the pre-engineering curriculum here.

Word was received in December that Leonard T. Vader, A. B. 1938, was promoted from the rank of second to first lieutenant in an anti-aircraft regiment of the coast artillery, stationed in the Panama Canal zone. He is a member of Phi Eta Kappa, which elected him a naval cadet in 1939, and entered officer candidate school at Camp Davis, N. C., last February.

It has been reported that Staff Sgt. MAINORD M. Weaver of Delphi, Ind., who attended Western Michigan College from 1939-41, is stationed at South Plains Army Flying School, Lubbock, Texas, completing training in Uncle Sam's large troop-carrying gliders.

Dana F. Kelly, A. B. 1936, accepted a position as editor in the Army Air Force Material Center at Wright Field, Dayton, Ohio, last December. Kelly has been director of publicity and instructor in journalism at Ohio University for the last five years.

Gerald Miller, ex-30, has been promoted to the rank of captain, according to word received here in December. Miller joined the army in 1929 and was sent to Schofield Barracks, Honolulu. He spent nine of his 13 years of army service at that station. Soon after his en-
listment he was promoted to the grade of sergeant, and in 1941 he was chosen for training in the Officers Training School at the Infantry School at Fort Benning, Ga.

James F. Mellus, B. S. 1936, graduated from the army air forces advanced flying school, Luke Field, Phoenix, Ariz., and was commissioned a second lieutenant in the Air Corps Reserve in December. He took his basic flight instruction at the Merced Army Flying School, Merced, Calif.

Maurice J. Foreman, A. B. 1938, completed his training in the medical administration corps, officer candidate school, Camp Berkeley, Tex., and was commissioned a second lieutenant in December. Before entering the OCS at Camp Berkeley he was a first sergeant stationed at O'Reilly General Hospital, Springfield, Mo.

Wayne McMeeken
Wayne McMeeken, 1931-1933, of New York City, who under the name of David Wayne played the part of the son in "The American Way," is doing dispatch riding for the American Field Service in the Western Desert of North Africa. The A. F. S. serves with the British Air Forces, the Fighting French, and the U. S. Air Force in the Middle East. Mr. McMeeken's home was in Bloomington, Michigan.

Gale G. Jorgenson, 1940, who was inducted into service at Fort Custer during the last summer and has been stationed for some time at Camp McCoy, Wis., has been admitted to the officer candidate school No. 1 of the army administration schools, Fargo, N. D. Mr. Jorgenson taught for one year in the Traverse City High School, and a year in the Hartford High School. At the time of his induction into service, he was completing work for his Master's degree in the Graduate Division of Western Michigan College.

Drill Sgt. Floyd E. Griffith, Jr., ex-'40, has been assigned to help train the first all-Negro battalion of the U. S. Marines. Following an eight-day leave in December he returned to duty at the new East Coast Training Base at New River, N. C.

Corporal Emerson Lockrow, 1940-41, spent a 15-day furlough with his parents in November. He then returned to duty at March Field, Calif., where he is air warning radio operator. Aviation Cadet William E. Bennett, ex-`40, has been graduated from the primary training school in the army air corps at the Rankin Aeronautical Academy, Tulare, Calif., and is now located at Lemoore, Calif., where he will receive training at the Lemoore army flying school.

Lt. Alphonse Mazer, B. S. 1941, was a guest of Coach John Gill at an Exchange Club luncheon while he was visiting in Kalamazoo during the holiday season.

Paul R. McFarland, B. S. 1942, was commissioned an ensign in the U. S. Naval Reserve in November after he graduated from Naval Officers' Training School at Abbott Hall, Chicago, after completion of four months of training.

Sgt. Ralph V. Solomon, 1938-41, has returned to Goldsboro, N. C., after spending a furlough there in November. He spent a year at Chanute Field as a chaplain's assistant before going to Goldsboro where he is engaged in supply work at the air base.

The promotion of Jack A. Sims, A. B. 1940, veteran of the historic bombing on Japan nearly a year ago, to the rank of captain in the army air force was announced in December. The officer is now on foreign duty at an undisclosed battle theatre.

In October, Captain Donald Moore, A. B. 1930, was promoted to the rank of major at Camp Walla Walla, Galveston, Texas, where he has been stationed since March, 1941. He is assistant chief medical advisor for the camp. Major Moore is the son of Dr. Floyd W. Moore, head of the Social Science Department.

Lt. Basil E. Johnson, 1938-41, with the United States Army Air Forces in England, is convalescing after receiving a broken leg while in action last October. He hopes soon to be back on active duty.

Gerald E. Clark, 1939-42, has received an appointment to the officer candidate school, Camp Davis, N. C.

Pvt. Clark J. Dye, Jr., B. S. 1940, was graduated from the aviation mechanics school, Sheppard Field, Tex., in December.

Arthur Sugas, 1939-41, was promoted from the rank of second to first lieutenant in the United States Army Air Forces in December. Lt. Sugas is stationed with the 63rd Fighter Squadron, Bridgeport, Conn.

Arthur Hinman, 1939-41, spent a brief visit in Kalamazoo during December shortly after receiving his sergeant's stripes.

Richard H. Kent, A. B. 1939, who was commissioned an ensign in the supply corps last December, returned to Norfolk, Virginia, to await further orders after spending a 10-day leave in Kalamazoo. He returned to the United States about the first of December, after being a member of the crew of the transport ship William P. Biddle, which was "in the thick of it" near Casablanca during the early days of the African campaign.

Karl E. Sherwood, B. S. 1941, completed his naval aviation course at the navy school in Miami and received his silver wings and his commission as an ensign in November.

Fred A. Beerman, ex-`41, received his commission as second lieutenant in the army air forces at Lake Charles Army Flying School in December.

Russell A. French, ex-`40, is attached to the bombardier school, Big Springs, Texas, and expects to receive his commission as a second lieutenant in March. John D. Lucas, B. S. 1941, was commissioned as an ensign in the United States Naval Reserve last October after completing a three-month V-7 training course at the New York USNR Midshipmen's School.

Donald T. Strong, A. B. 1941, received his commission as an ensign in the United States Naval Reserve in October. He is now stationed in Miami, Florida.

George J. Agar, A. B. 1939, was commissioned an ensign in the Naval Reserve in November after completing the prescribed flight training course at the United States Naval Air Station, Pensacola, Florida.

Richard T. Seccombe, ex-`43, was graduated from the Midland Army Air Force Bombardier School, Midland, Texas, in November. He received a commission as a second lieutenant.

Major Clarence E. Leonard, B. S. 1940, completed a nine-weeks course and was graduated from the nation's highest military university, the Command and General School, Fort Leavenworth, Kansas, in November. Major Leonard returned to Philadelphia, Pennsylvania, where he was on duty before being ordered to Fort Leavenworth.

Ernest P. Markovich, ex-`39, was promoted to second lieutenant in November. He was transferred at that time from Camp Lee, Virginia, to the Normolle Ordinance Motor Base, San Antonio, Texas, to take a special course in Automotive Maintenance.

Harold N. Mohnock completed the officer candidate course at the infantry school, Fort Benning, Georgia, in November and was commissioned a second lieutenant in the army.

Second Lt. Arthur Gale Eason, A. B. 1937, reported to the New Advanced Flying School, Marianna, Florida, in October as a flying instructor there.
Woods K. Rawlinson, ex-'41, left in November for a new assignment in Seattle, Washington. He was previously in Africa where he was a co-pilot on a Pan-American ship flying cargo and troops to India.

Stanley S. Kloet, ex-'43, was commissioned a second lieutenant at graduation exercises of the Officer Candidate Course at the Quartermaster School, Camp Lee, Virginia, in October.

Peter B. Cram, B. S. 1942, was ordered to report at the headquarters of the Sixth Service Command, Chicago, in November. He then proceeded to Kelly Field, San Antonio, Texas, for training in the army air force.

Ensign Douglas G. MacDonald, 1939-40, was awarded the Distinguished Flying Cross of the United States army in October for participation in the aerial rescue of 13 army fliers stranded on an ice cap in the interior of Greenland, on July 13. Ensign MacDonald is the third former Western student to receive the DFC. In November he was promoted to the rank of lieutenant junior grade.

Lt. Dale E. Case, A. B. 1931, is stationed at Lowey Field, Denver, Colorado, where he is in the photographic department.

Richard A. Early, ex-'40, was ordered to report to Chicago in October and then to Santa Anna, California, for training as an aviation cadet.

Second Lt. Glenn W. McKnight, ex-'39, was graduated from the officer candidate school, Miami Beach, Fla., in November and has reported to the Blytheville Army Flying Field, Blytheville, Arkansas, for duty.

Technical Sgt. William McKinley, 1938-39, enlisted in the army air corps in October, 1940. He is now stationed at South Plains Flying Field, Lubbock, Texas.

Corporal Adrian VandenBosch, ex-'41, was home on a four-day furlough in October and returned to Fort Davis, N. J., where he is stationed with the 91st Service Squadron.

Joe Allen Snyder, 1938-40, was awarded a commission as second lieutenant in November from the army air force navigation school, Houston, Texas.

Elmer L. Leinaar, 1939-40, spent Christmas with his parents in Kalamazoo and was at that time transferred from Kelly Field, San Antonio, Texas, to the British Spartan school of flight training, Miami, Oklahoma, as an aviation cadet in the army air forces.

Mrs. Elizabeth M. Gross, A. B. 1932, gave up a position as principal of schools in St. Louis, Michigan, to enter the WAACS in December.

Margaret J. Barnes, 1936-37, was graduated in November as a member of the WAAC's motor transport corps at Fort Des Moines, Iowa.

A letter has been received from Cyril Long, ex-40, 193rd Ordnance Co., Camp Shelby, Miss. Since last July, he has been playing the Hammond Organ, and acting as chaplain's assistant.

Lucbert Doctor, ex-'39, is now First Lt. in the Medical Corps stationed in the Hawaiian Islands. Lt. Doctor received his M.D. last year.

Joe Hoy, president of the 1942 class, is now Chief Petty Officer in the Coast Guard. Joe was recently transferred from Algonac, Mich., to the Coast Guard Station at Marblehead, Ohio.

Norman Champlin, B. S. 1941, is now an ensign in the Navy Air Corps stationed at Seattle, Wash.

John Wimar, A. B. 1941, is now a Second Lieutenant with the Marines and is stationed at Guantamano, Cuba.

William F. Hanna, B. S., 1941, is located at the Naval Air Station in Kodiak, Alaska, and is enjoying his work as Storekeeper. He reports that the radio has brought in "The Gal in Kalamazoo."” Sgt. Dale Kenneth Wilson, 1939, spent a Christmas furlough with his parents in Kalamazoo, after which he returned to Santa Ana, California.

Norris J. Layton, 1939, completed his officers' training course at Fort Benning, Ga., on Christmas Eve. He was commissioned a second lieutenant.

Robert J. Johnson, 1942, was graduated from the gunner's mate school at Great Lakes, Ill., as a petty officer, third class, in January. He then reported for advanced schooling at Treasure Island, San Francisco.

Lt. Howard M. Dunham, ex-'38, was recently awarded an air medal for "exceptional meritorious service." He has made five flights over occupied Europe as the navigator of a bomber.

Lt. Oscar Branson, ex-'41, Army Air Force, is stationed somewhere in North Africa where he has participated in major engagements.

Lt. Katharine M. Marshall, 1939, has been promoted from third officer to second officer in the Women's Army Auxiliary Corps.

Lt. Gerrit H. Stukkie, 1941, was recently commissioned in the Air Corps and is stationed at Buckley Field, Colorado.

Pete Crum, 1942, is in training in the Pre-Flight School at San Antonio, Texas.

Tom Threlkeld, ex-'42, is receiving his preliminary training as an aviation cadet at Iowa Pre-Flight School, Iowa State College, Cedar Rapids, Iowa.

Wayne Finkbeiner, 1942, is an aviation cadet, training at the Officers' Candidate School in Miami Beach, Florida.

Conrad Shoberg, 1941, is now at Fort Washington, Md., where he is an instructor in the machine records phase of personnel accounting in the adjutant general's school. He expects to start officers' training soon.

Leo Early is the author of an article, entitled “A Pupil-Made Test in Social Science,” which appears in the current issue of the Elementary School Journal, published by the Department of Education, University of Chicago.

Marjorie Hunziker and Ensign Marvin DeLoof were married in Kalamazoo, Michigan, November 13. Mr. DeLoof is an instructor at the Naval Air Base, Glenview, Illinois.

Virginia A. Dunn and Robert J. Harvey were married in Quantico, Va., on November 28. Mrs. Harvey will be graduated in June '43, and Mr. Harvey is a lieutenant in the Marines.

Marlyn Pregitzer and Donald Richards were married in Newport News, Virginia, November 1. Mrs. Richards is teaching in Byon, and Mr. Richards, an enlisted in the Flying Cadet Reserve, will receive his B. S. degree in February, 1943.

Phyllis Miller became the bride of Jack Streid on December 3. They are making their home in Washington, where Ensign Streid is stationed with the Coast Patrol. Their residence address at present is 909 McKenzie St., Bremerton, Washington.

The marriage of Celestia Westfall to Cpl. Bernard J. Fitzgerald was solemnized on October 24, in Newport News, Virginia. Mrs. Fitzgerald will remain in Three Rivers.

Max Maurer is teaching industrial arts in Hartford.

Marguerite M. Aurand and H. E. Tiefenthal were married on November 26 in Battle Creek, Michigan. Mrs. Tiefenthal is a member of the faculty of
Northern High School, Flint, and Mr. Tiefenthal is a junior at Kalamazoo College, where he is majoring in chemical engineering.

Roger Johnson has accepted a position in the Albion Public Schools, beginning with the second semester. Mr. Johnson taught in Keego Harbor from February to June 1942.

Richard E. Anderson is employed in the Metallurgy Laboratory at the Dow Chemical Company, Midland, Michigan.

The marriage of Shirley Lemmer to Ensign Donald Roti Roti was solemnized on November 11 in the chapel at the U. S. Naval Training Station, Newport, R. I. Mr. and Mrs. Roti Roti will reside in Newport.

Josephine Gibbens became the bride of Edward Russell on December 28 in Kalamazoo. Mrs. Russell is a member of the faculty at Richland Training School, and Ensign Russell is an instructor at the Naval Air Station, Memphis. The couple will reside in Memphis, Tennessee.

Barbara Bachelder and Milton Ruehl, 1939, were married December 24 in Kalamazoo. Mrs. Ruehl is a teacher in Hastings, and Cpl. Ruehl is affiliated with the air corps gunner school in Las Vegas.

Dorothy E. Waldo became the bride of John Stapler on December 18 in Salina, Kansas. Capt. Stapler is stationed at Camp Philips, Kansas. Capt. and Mrs. Stapler will reside at 447 West Second Street, Lindsborg, Kansas.

Dorothy Fullerton and William Maxwell were married December 15 in Lathem, Michigan. Mrs. Maxwell is head of the Home Economics Department of the Elk Rapids High School, and Mr. Maxwell is an Ensign in the Navy.

Theodore Bennink has been appointed to the staff of the Richland Training School, where he will teach shopwork and assist in coaching athletic teams.

Pauline Boths and John N. Orr were married October 27 in Battle Creek. Lt. Orr is in the medical corps and is stationed in Los Angeles, California.

Herb Auer is a newspaper reporter with the Muskegon Chronicle, and editor of the Frat News Letter of the Chi Chapter of WMC Sigma Tau Gamma, a recent issue of which contained greetings of the season, campus news, and a complete list of brothers in the service.

Pauline Medema became the bride of D. J. Lucas on October 29 in Kalamazoo. Mrs. Lucas is teaching in Alma High School, and Ensign Lucas is studying Diesel engineering.

Revelle and Charles Evans were married on October 26 in Kalamazoo. Mrs. Evans is a teacher in Elsie, and Sgt. Evans is in the air corps, stationed at Matagorda Island, Foster Field, Texas. Doris Romence and Hubert J. Martin were married on November 26 in Kalamazoo. Mrs. Martin is a teacher in first and second grades in Mendon, and Mr. Martin is employed as band director and teacher in Mendon High School.

Mr. and Mrs. Bruce Moore, Woodward Avenue, announce the birth of a son, November 5, in Bronson Hospital, Kalamazoo. Mrs. Moore is the former Velma Arthur.

Fern Newton and Donald Ingold were married on November 8 in Wayland. Mrs. Ingold is a nurse, and Mr. Ingold is employed by the Sani-Wax Paper Company.

Olin Vanderberg is teaching and coaching at Shelby this year.

Eileen A. Putney was appointed in October as a teacher in the English Department of Western. She has taught English for two years in the Mt. Clemens High School.

The marriage of Miss Gayle Marian Welch to Harris P. Borr took place on November 14. He is now in the army and is stationed at Selfridge Field, Michigan.

Alvye R. Bosker became the bride of James G. Squibb on November 14. They are making their home in the El Villa Apartments, National Road, Wheeling, West Virginia.

Walter John Fulton is employed in the Willow Run factory. He taught in Atlanta, Michigan, for two years.

Arthur Parks has accepted a position in the Ford Trade School, Dearborn. Mr. Parks has taught in Plainwell for the past two and a half years.

Mr. and Mrs. Francis Hamilton announce the birth of a son, David Paul Hamilton, on December 11. Mrs. Hamilton was formerly Irene B. Jones.

Mr. and Mrs. Ewald Haug announce the birth of a son, Karl Ewald, on October 28. Mrs. Haug was formerly Margaret Buck. They are now residing in New York City.

William W. Kent was chosen as secretary and treasurer of the Kalamazoo Bar Association in October.

Louis A. Meisch is teaching in Stockbridge this year. He taught in Hart from 1938 to 1942.

Frederick Wagner is now teaching in Lincoln High School, Ferridale. Mr. Wagner attended the University of Michigan last year, and received his M. A. Degree in June. Mrs. Wagner, the former Beatrice Rylander, taught in Kalamazoo before her marriage last January.

Mrs. H. S. S. Sarkesian (Lottie Broznowski) is living in Philadelphia, where her husband, a doctor, is stationed at the U. S. Naval Hospital. They have a son about five months old.

Mr. and Mrs. Paul Barthold announce the birth of a son in Borgess Hospital on December 8. Mrs. Barthold was formerly Martha Jane Abbott. They are now residing on Whites Road in Kalamazoo.

Daniel E. Nameth was hired in December as basketball coach at Central High School, Grand Rapids, Michigan. He is a former all-around athlete at Western.

Benny Laevin is living at 5120 Harper Street, Chicago, Illinois. He is a member of the coaching staff at Morgan Park High School.

Mr. and Mrs. Martin Bushouse announce the birth of a son in Bronson Hospital on October 29. Mrs. Bushouse was formerly Marian G. Working. They are now residing on Hays Park Ave. in Kalamazoo.

Don Carpp attended the National Canners Association Convention at the Palmer House in Chicago the week of December 14. While there he attended a luncheon of the Fifth District of the American Alumni Council. Don is associated with his brother in the canning industry at Lawrence, Michigan.

Mrs. Vivian Reynolds Lewis was appointed in November as a teacher of commerce in the Portage Training School.

Therman Harris, of Lansing Eastern High School, writes that 25 of his debaters are giving Victory Speeches on various war topics. The debate team at Lansing Eastern has had an interesting experience in city championship debating, having won first place, six times in seven years.

Frederick Kunzi, a graduate of the Commerce Department, is now living at 1746 Lamont St., N. W., in Washington, D. C.

Evelyn G. Rosen became the bride of Staff Sgt. Joe Anderson Hart on November 14. She is a teacher in the Kalamazoo Public Schools. He is stationed at Camp Breckenridge, Kentucky.

John Thompson, manager of Western's Campus Store, was elected Grand President of Sigma Tau Gamma National Fraternity at the National Conclave held in Nashville, Tenn., January 1-3.

Mary Phelps, former teacher in the Kalamazoo Public Schools, died in October at her home in Niles.