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Western Michigan University

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WESTERN MICHIGAN COLLEGE
News Magazine

Spring Song
Editorial Comments

It would be a sad commentary on education if it were true that the average alumnus drops out of his college world because he desires to do so. Yes, we do have to work to keep alive the things that really matter, so no college man who really cares can be separated from his college. He knows its values are significant and will be, so he keeps a watchful eye on his growing institution and plans to go back to it frequently.

Saturday, June 12, is Western Michigan College’s 1943 Commencement Day. Graduation exercises are to be at 10:30 in the forenoon. Immediately following, there will be the annual Commencement Luncheon to which the alumni are invited. A good menu is being planned.

Commencement Luncheon, Saturday noon, June 12, at 12:30 P. M. Seniors and their friends, alumni, and faculty members welcome. Tickets, at 85c, may be reserved by mail, over the telephone, or by calling at the office of the Alumni Secretary.

the Alumnae Glee Club is scheduled for a return engagement, Senior Class members and their guests will be present and President Sangren and members of the faculty will be there. All of them welcome the alumni and urge your attendance.

Have you thought of a trip to the campus this June? We are reminded that there were alumni reunions long before the days of the automobile. Trains still run, and so do the buses. You will be surprised to see how many busses come into the Kalamazoo Union Bus Station now.

Western’s campus is beautiful in June. There are new plantings of trees and shrubs, new activities conforming to our country’s needs, and the ever more excellent environment for prospective students who should be coming in September.

We urge our readers to take advantage of the varied and attractive offerings of our 1943 Summer Sessions. Sessions of different lengths and at different periods are provided this year in order to meet the needs of as many as possible. Several workshops have been organized to serve special groups.

On the cover we are presenting an attractive picture of the Varsity Women’s Trio, including, left to right, Jane Marburger, Kalamazoo; Florence McComb, Kalamazoo; and Imogene Cooley, Hastings.

Western Michigan College News Magazine
Western Michigan College of Education, Kalamazoo, Michigan


The News Magazine is designed to keep Western Michigan College alumni, faculty, students, and other interested school people informed concerning the policies, practices, and activities of Western Michigan College, and the activities of its alumni.

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

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“Health is not only life divorced as much as possible from disease, but it is a wholesome, courageous reaction to all assailing diseases and discomfort. It is personality uncatalogued by disease, and unadvertised by ailments. It is vigor expressing itself in enriching interests.”

In these three short sentences, Miss Ellis J. Walker, for sixteen years director of the Health Service at Western Michigan College, epitomizes her conception of the goal towards which the work of this important department of the college is directed.

This statement expressed the philosophy underlying her untiring efforts during her sixteen years on Western’s campus, to help students attain not only physical well-being, but also an attitude of mind with which to meet with fortitude, intelligence, and courage, whatever life brings to them, thereby achieving not only physical, but mental health, which finds expression in worth-while living.

Because of this underlying philosophy, the work of Western’s Health Service under Miss Walker’s direction has been one of education quite as much as healing, and has made an incalculable contribution to the personnel work on this campus. The physical discomforts which have taken them to the Health Service have been for many students the proverbial “blessing in disguise,” which in innumerable instances has resulted in eventually developing a changed attitude, out of which has come a richer, happier life.

It was a typically busy morning at the Health Service, but Miss Walker, with her characteristic cooperation, took time to chat a bit about her work.

Her small but attractive office is conveniently located in the new Health and Personnel building, equally available from the reception room in which students await their turns for consultations, the examining rooms in which clinics are conducted, and the infirmary, where those who need brief hospitalization are given care.

And even as she talked, there came a telephone call which gave assurance that one student, whose hopes and plans had been temporarily shattered by the findings of a certain clinical test, was already adjusting himself to his situation, and that interestingly enough, he was being helped in making that adjustment by one who, as a student at Western a dozen or more years ago, had been confronted by the same condition, and is today enjoying good health, working hard, and living a full and happy life. It was just another of many similar instances in the course of the Health Service work.

“The Health Service is not an isolated department,” said Miss Walker as she replaced the telephone receiver. “It represents one small phase of the personnel work on this campus, which starts with the pre-enrollment counselling of freshmen, and continues throughout the student’s days at Western, in such service as setting standards for student houses, directing life in dormitories, providing opportunities for social contacts, presenting fine assembly programs, and all the rest of the efforts made by this college to give the best to its students.

“If health work were to be segregated from personality evincings and opportunity for higher understandings,” she continued, “it would become a leisurely impersonal, uninspirational daily grind, enlivened only by infrequent instances of unusual pathology. Most ailments and complaints in the college group are of negligible importance as ailments, but of major importance in the reactions they enlist from the person concerned.

“The personnel work of Western’s Health Service is peculiar in that it comes through the discomfort of the individual,” Miss Walker points out. “It has to do with the responsibility of the individual to meet discomfort well, and his responsibility to assume an obligation to maintain the best attitude that he can, in avoiding dis-
comfort, in meeting discomfort, and in recovering from
it. For it is his philosophy toward the inevitable unpleasant
experiences, through which he can make them far
from unpleasant records of unspectacular courage.

"Every instance, in its outcome, may become an
opportunity to learn," continued Miss Walker. "Such
questions as: Why use alcohol on that cut?; Why
use that bandage instead of a heavier one?; Why don't
you give me something so I won't feel that headache?;
Why do you say there is no medicine to cure a cold?;
Why should a rest be good for a sore throat?; My
temperature is not high. Why can't I go out?"—these
are all questions which indicate a learning opportunity
for the student.

"Some students who come to the Health Service ask
these questions because they really want to learn," she
continued. "Others who come merely want relief, and do
not care to assume any responsibility.

"I didn't come to learn how to take care of my
hand," one student may say, while another will say:
'Let me show you what I can do,' and will proceed to
do as good a piece of first aid work as you could ask
to see.

"There are also those students who love to learn
symptoms, because they wish to observe them. The dan-
ger in this is, that the individual may become over-
solicitous. On the whole, however, there is a growing
tendency on the part of the student to cooperate.

"Health could be more quickly achieved by total-
itarian methods, but it would be lacking in understand-
ing, and there would be no educational opportunity
possible," Miss Walker points out. "Education and evo-
lution are synonymous, and are slow processes. Educa-
tion in the work of the Health Service means an
understanding of existing conditions, methods of cor-
rection, and outlines of potential results. There is then,
the adaptation of the individual to the necessary steps
in the procedure, which are varied and include per-
sonal decision; economic adjustment; philosophical att-
tuning to physical discomfort; rational attitude toward
possible disappointment in results; and a definite desire
to cooperate. Students are more responsive, and do more
thinking concerning their responsibilities when they have
an understanding of the objectives."

Asked to describe a typical day at the Health Service,
Miss Walker responded: "No two days are alike. Every
day has some minor ills. There are the skinned knees,
the turned ankles, the colds, the boils, the gastric upsets,
the lame shoulder, the speck in the eye. And every day
has something unusual and spectacular, such as an acute
appendix, a broken ankle, a severed artery, a high tem-
perature, teeth damaged by a fall or blow, or a dis-
located knee. But always there are the personal problems
which crop out in these interviews, and these have
varied in their kind with the years.

"At first these problems were caused by worries
about getting the credits necessary for a life certificate," she
recalled. "Later came those lean years, when not a
few faced a problem of getting stomachs filled, and
others were worried about 'getting work to help me
through.' Then with the recovery from the depression
there came to some, girls especially, problems arising
from a sense of difference in economic status, which,
however, quickly disappeared into oblivion.

"Right now it is the men who are having the greatest
problems in the emotional adjustment necessary in
trying to finish their college work before being called
into armed service, and the fear that they may not
make the particular branch of service of their choice.
The uncertainty of call is another cause for worry.

"In addition to the problems of an emotional nature
arising out of the war, there is an increase in the
examinations which must be made to clear up fears
about preceding health conditions. There is, for instance,
the boy whose heart rate was once rapid, or the one
who once had a positive Mantoux test, or the one who
is underweight, or the one who is color blind. All these
need examinations. And there are the summaries of old
health contacts which must be made, and affidavits
explaining why a boy could not report to his draft
board at the appointed time, because he had the
measles. We have sent reports to practically every state
in the Union.

"And the pre-marital reports," she continued.
"These have increased with leaps and bounds with the
increase of war marriages. In one week we sent pre-
marital reports to five different states."

Western's most direct war health service, however,
is found in the care it gives to the naval cadets and
ensigns assigned to the campus for aviation training,
who are given free access to the facilities of the Health
Service. At one time a group was housed in the in-
firmary for several days, while an outgoing class was
completing its work, and those who have been ill have
been given care there.

(Continued on Page 18)
Inspirational Values of Music in War and Peace

Music is a part of the Divine plan of life. People give expression to their emotions by listening to music or by participating in it. In some form it has always played a part in the life of man by ministering to him in his varying moods and emotions. It has the power to carry him from the lowest levels of depression to the greatest heights of exaltation.

Music, since the turn of the century, has made a marvellous growth. It has become a part of the curriculum in our system of public education beginning with the kindergarten and extending through the colleges and universities, carrying with it a great wave of interest and enthusiasm into the lives of the people. The phonograph and the radio have accentuated and broadened this interest so that at the present time nearly all people have a speaking acquaintance with many of the classics as well as many of the artists. Concerts by the great and near great artists and organizations have gained popularity through the development of the phonograph records and later the radio. Music publishers have been keen and quick to respond to the wants and desires of the public and have brought to the educational institutions and the performing and teaching public a rich store of the world’s finest music. Participating organizations have become a vital part in the growth of the people. Orchestras, bands, choral organizations, and festivals have given the professional and amateur musicians opportunities to become familiar with many of the major works of the masters. The music of America has been greatly enriched by the work of the vast army of choir directors in the churches. An increasing appreciation of Sacred Music of a higher kind is being developed. In addition to the influence of all of these organizations, probably the most powerful and most sustained influence for music comes from the people themselves; what the people think about is always worth while. Parents are keenly interested in having their children participate in some form of musical activity. This brings music into the home, and in due time the children play or sing in public performance and the parents go and listen and, in many instances, participate.

What effect has our participation in the present world war had upon this development of music in our nation? What is the place of music in wartime education? Glen Haydon, President of the National Musical Society, answers the questions in these words:

"Slowly but definitely there is emerging out of the vicissitudes of the present conflict a clearer realization of the far-reaching significance of music for a nation at war. With our armed forces as with our civilian population the fact is being demonstrated every day that far from being an unessential frill, music makes a vital contribution to the balanced well-being of man."

George Lindsay, Director of Music Education of Philadelphia, says:

"We are happy to say that music as organized and geared to the war effort in our public schools has greatly influenced and unified our whole social structure here. American Unity Through Music has been the theme of our music courses and activities since 1940. Students are entering whole-heartedly into music activities in the camps and at the front. This alone confirms our conviction that national and international understandings and unity can be best brought out by the arts, with music the universal language leading the way."

The following is a quotation taken from an article, "Music Goes to War," appearing in one of the nationally-known popular magazines, by Irving Cheyette of Indiana (Pa.) Teachers College:

"While music may not win the war, it will go a long way toward helping us to victory. What is even more important, it will help us to resolve our differences of opinion when we can all join in singing of a Brotherhood of Man, and a Government of the people, by the people, and for the people for all the nations of the Earth."

Edward B. Birge, Emeritus Professor at the University of Indiana, states that music does not win battles, but it cultivates the soil out of which grow qualities which enable battles to be won. Dr. Ernest G. Hesser, of the Division of Music Education of Baltimore, concedes that music can do and is doing many things to help in our present crisis, and that we must seek to keep vigorously alive those activities which contribute to high standards of living and thinking, since music is the power that can stir the soul, arouse patriotism, and restore confidence. Dr. Karl W. Gehrken of Oberlin, in an article published in the Educational Music Magazine of recent date, says:

"Fine music has a deep and vital function. Most of what we call 'the function of music in the war effort' deals with music as a garnish—something pleasant, something to amuse us or cover up our tears—but something that has no fundamental or permanent influence on the individual so far as affecting his life is concerned."

"Music is potentially capable of modifying the individual's life because of the fact that fine music—especially if one is participating in it—provides us with 'high moments.' The high moments are the aesthetic thrill that we feel when
we play or sing or listen to the works of Bach, Mozart, Schubert, and other great composers.

The high pitch of intensity in which we work at times may produce marvellous results or it may mean destruction in some ways. When these upper realms of intensity are thrown in the direction of creating something of value, the individual and the people rise to a higher peak of attainment, and if it is in the realm of teaching or directing great music, the groups are brought to a much higher plane of aesthetic accomplishment, enjoyment, and satisfaction. The intensity of feeling brought on by war has been the means of inspiring some of our patriotic songs that have lived for years. The text of the "Star Spangled Banner" was written on a battle ship during the War of 1812. "Battle Hymn of the Republic" was penned by Julia Ward Howe during the early days of the conflict of '61, when intense patriotic feeling was running high. Dr. Gherken goes on to say:

"So let us use music freely as a temporary pain-relieving, spirit-stimulating agent in the various ways that people are telling us of. But let us continue also to use really fine music, beautifully and artistically performed, as the unique and most important activity for which we musicians are responsible in a scheme of education whose principal business it is to provide an ideal environment for the growth and development of intelligent, friendly, well-adjusted citizens for carrying on the ideals of democracy in a world which at best will be war-torn and desolate for decades to come."

Dr. Howard Hanson in his annual convention address to the faculty and music students of the Eastman School of Music, in speaking of music in the present world conflict, says:

"But it should mean something positive. It should mean the rededication of our purpose to preserve all that is good in human life and in human institutions. It means that if something was good before, it is doubly valuable now. It means that if something was genuinely worth fighting for before, it is doubly worth fighting for now.

"The day will come when there will again be peace in the world. When that day comes, you must be prepared to take your places in the spiritual battle which must follow if the world is to have a spiritual rebirth."

In a recent address given before the National Educators Association and the American Association of School Administrators, Educational Policies Commission, on "What the Schools Should Teach in Wartime," Mr. William Carr made the following statement:

"In peacetime the arts have been taught primarily as avenues to wholesome pleasure, self-expression, and emotional support. War, however, destroys most pleasures and comforts, cuts heavily into leisure time, and severely limits the possibility of self-expression in the interest of national unity. There remain, however, tremendous opportunities for the enlistment of the arts in the war effort. Such enlistment is necessary for the very preservation of the arts during these years of catastrophe."

"Among the important services which music education can and should render to the war effort are: to promote morale and unity through the singing of patriotic, folk, and otherwise characteristic songs; to recognize American, Latin-American, and other United Nations' musical contributions; to teach correct singing of the National Anthem; to provide cheerful 'send-off' songs for inducted men; to participate in community singing, parades, pageants, and other gatherings where music plays a part; to serve as a restorative and invigorating force in camps and hospitals, fields, and factories."

Dr. Frank C. Biddle of the Department of Music Education of Cincinnati Public Schools states that music is a vital factor in the development of the cultural, aesthetic, and individual resources so vital to the American way of life, and in the building of a state of mind and heart which is essential to the American spirit and morale. Ada Bicking, former State Music Director of Michigan, now head of the Arthur Jordan Conservatory of Music in Indianapolis, Indiana, points out that music schools are making very great contributions to the war program, by providing well-trained men as leaders and players in the bands in the service. The Superintendent of Schools of Omaha, Hogart M. Corning, reminds us that music has always had an important place in the hearts of a people at war, that music must have an important place in our present educational program geared as it is to wartime needs, and that we must seek to hold the rich, ennobling experiences which music brings to the hearts and characters of children.

The thirty-sixth Special Annual Edition of *Musical America* carries five pages featuring the U.S.O. Camp Shows. A number of pictures are printed, including a half-page photo of an out-of-door performance showing thousands of men in uniform seated on the ground, listening attentively to the program, other pictures of military bands, a special performance of Carmen at the Waldorf Astoria, choirs, a string quartet, and dance bands. "Keep 'Em Listening!" is the slogan of the U.S.O. From this slogan and the extensive portrayal of what is being done by the U.S.O., it would seem that every effort possible is being made to bring entertainment of the highest caliber to the armed forces. The leading orchestras of America and many of our finest artists are giving their services to the organization as they are en route for playing and singing at regularly-paid engagements. In addition to these concerts there have been four organizations touring the camps on a regular schedule. Plans are being made by the U.S.O. to extend their activities to all of the conflict areas. Organizations and artists agree that a wonderful enthusiasm always greets their efforts and that while they do not give a Carnegie Hall recital or concert, yet the men show fine discrimination, at times calling for their favorites which include many of the finest classics.

Slogans do not always portray the running of the tide, but the U.S.O. slogan "Keep 'Em Listening!" is quite to the point, and apparently it is a healthy outgrowth of the slogan "America has been using in the educational program for some time. "I Hear America Singing." Without a doubt, most of the men in the service have at some time participated in music. So we have had excellent training and splendid musical experiences, others have heard much over the radio and in concerts, and as a result the appreciation of music...
today is at a much higher level than during World War I, when there seemed to be a much greater participation in the singing of songs that were in vogue at that time.

Music organization and activities other than the bands have gone forward with rather faltering and halting steps. In World War I the "V" hats were the scenes of many a stimulating "sing" when the soldiers sang "Katy," "Pull Your Shades Down, Mary Ann," "Liza Jane," "Long, Long Trail," "Home Fires," "Let Me Call You Sweetheart," and many other songs to their liking. This was real participation, and the men got a real "kick" out of really singing themselves. Whether the men have become accustomed to idly listening instead of actively singing, or whether they have not been encouraged to sing by having inspiring leadership, I am not quite sure. Here and there we read occasionally of the musical activities, or a letter comes from a soldier in the ranks telling of their programs and experiences, but no one has reported a thrilling time singing together, as in World War I. Why? Lawrence Tibbett says that it disturbs him that the men in service do not sing so much as they did in the last war. This is unfortunate, for there is nothing so uplifting to the spirit of the individual as joining with his fellows in inspiring song. Nothing is so effective in relieving the tenseness of jangled nerves, restoring buoyancy in moments of sinking fatigue, or keeping the light of hope burning in time of dark discouragement. The men need song, and they need to make it themselves.

There are a few men of national reputation as organizers and leaders of group singing, now actively engaged in organizing and stimulating vocal musical activities in military and naval units. These few men have been assigned a colossal task. This work should be organized similarly to the arrangements for the band with time allowed for the activities, and the men encouraged to participate. Occasionally we hear from a camp of a glee club hastily rehearsing for some program, and then the performance being marred as some of the men are assigned other duties and hence not allowed to sing. These are discouraging elements and should be ironed out if we are to have in the army any other music than the band. Bands of some sort have been a part of military procedure since early Biblical times when Joshua fought the Battle of Jericho and brought down the walls of the ancient city by the blowing of horns, and the commanding of the people to shout. There is no shadow of doubt as to the place and the significance of a well-trained military band in military life. A fine military band always makes an inspiring and invigorating scene which seldom fails to stimulate precision of posture and accuracy of movements on marches and in parades. The Government has made ample provision for schoolui competent musicians so as to provide adequate leadership for all band units. The men in these bands have had excellent training in the high school and college bands and orchestras of the country and are well equipped to do fine work. The music in the armed forces seems to be gaining influence and momentum. It got off at a limping start because of apparent conflict of ideas among the men in authority. It is quite obvious from the trend of affairs that there has been one phase of music that has generally been accepted by military men from the beginning, military bands.

Lawrence Tibbett sees the "birth of a new audience" emanating from the informal singing and playing that are being done by artists in the various camps and fronts throughout the world. The audience response is becoming more apparent. Heifitz once told his audience to "Hiss if you don't like it, clap if you do like it, but have an honest reason for doing it." In other words, there is and should be a growing cooperation between the audience and the artist. The war may help to build a genuine appreciation of music.

Ward French, of the Community Cooperative Concert Service, New York, in commenting on the interest and attendance of concerts in a recent edition of Musical America said:

"We find that music lovers are flocking to the concerts in just as large numbers as ever, and whether they come by train, bus, or on foot, nevertheless they still come, and often in spite of inclement weather. It is an interesting commentary on the greater need which we all feel for inspiration of good music during times of stress and strain."

"It is a patriotic duty to keep open the channels of music provided by our concerts for the men and women of their communities who look to them for relieving the tension of war and to lift them to a more alive, exalted sense of what our victory will mean.

"In times of stress, people need more than ever spiritual exaltation to fire their courage; they need emotional release and relaxation to act wisely in situations of emergency; they need mental poise to keep alive the will to win. Music is one of the main sources from which these spiritual, emotional, and mental qualities may be derived. Therefore, our musical life during the conflict must be as rich and active as possible. Symphony orchestras, operatic organizations, concert artists should maintain as normal performance schedules as conditions will permit, and popular prices should prevail so as to make available to the entire music-loving public the musical experience it so earnestly craves.

"As part of this larger program, the musical activities within the school should be shaped around our country's current needs. Not only must we strive to inculcate in the minds and hearts of our children the patriotic ideals for which our nation stands, but we must also, at the same time, surround them with an atmosphere in which calm and quiet resolution abound. Such an atmosphere can be maintained in no better way than through group singing."*

One of the fundamental reasons why Music Education has gained the place it now occupies in the curriculum and in the hearts of the people is that it proves to be highly gratifying and stimulating and leaves a vivid impression of something that is beautiful.

In the participation and re-creation of great music, whether it be vocal or instrumental, solo or ensemble, young people are provided (Continued on Page 9)

Sidelights on Western's History
Edited by James O. Knauss

[Sidelights is a regular feature of this magazine. In it interesting anecdotes of Western's past will be related. It is hoped that these tales will help the reader to recapture that most subtle but very important element of history—the spirit which infuses the institution under consideration. The editor desires suggestions for subjects of future articles.

Several persons have asked whether the pine stairs, discussed in the February issue of the magazine, were those leading up the hill beside the cable railroad. The answer is in the negative. They were located between Davis Street and the entrance to the Administration Building.]

Teaching extension classes has long been a feature of Western's educational program. This activity has been a boon to public school teachers who desired more knowledge but found it impossible or difficult to attend the regular sessions of the college. It has also been a boon to the faculty members who felt the need of raising the standards of teachers in service. Of course, the remuneration attached to extension work has been a welcome addition to the meagre income of the staff.

Various incidents which have occurred on extension trips have attained almost the status of folklore. Wherever and whenever four or five of the old-timers gather, someone usually gives a reminiscence of extension days. Some of the tales are so good that they should be put into literary form—poetry or fiction (as some of them essentially are). However, this editor must needs be content with a simple narration of the facts given to him.

The history of extension work may be divided into two chief periods—the earlier one when railroads and interurbans were the chief means of transportation, and the later one in which automobiles replaced the railroads. Life was strenuous in the former period. Like their adventurous pioneer ancestors, the faculty members left the case and security of their homes in Kalamazoo and sallied forth on long, tedious, and, at times, actually dangerous trips. One instructor, who had a class in Traverse City, left at four o'clock on Friday afternoon and came back on the one-thirty train on Sunday morning. Another had two long trips each week. On Monday noon he went to Grand Rapids by train, took the bus to Muskegon, taught two and a half hours at that place, caught the last bus to Grand Rapids, and arrived in Kalamazoo on the train scheduled to arrive at half-past one on Tuesday morning. On Saturday morning he left at half-past five for Hastings on a combination freight-and-passenger train. The single passenger-coach was itself a wooden combination express-and-passenger coach, heated by a coal stove and lighted by kerosene lamps. After teaching at Hastings in the morning he caught a train to Charlotte, where he taught another class in the afternoon. He would then hop on a train for Battle Creek, and after a wild dash in a taxi across town would, if lucky, barely catch the Michigan Central train to Kalamazoo, where he would arrive at half-past six in the evening. Another instructor had an even more strenuous trip. He would leave at half-past five on Tuesday morning for Saginaw, and change trains at Battle Creek and Flint. After teaching a class at Saginaw from four to six in the afternoon and another one at Bay City in the evening he would take the Chicago sleeper, reaching home at four o'clock on Wednesday morning, in good time for his eight-o'clock class.

On these long and numerous trips many unforgettable incidents happened. The most noted of these bids fair to become a legendary tale. One Saturday morning in a winter between 1917 and 1920, three of Western's faculty, Theodore Henry, John Hoekje, and George Sprau, boarded the four-o'clock interurban for Grand Rapids. The weather was about as unfavorable as it ever is in southwestern Michigan. The mercury in the thermometer showed eighteen below zero, and the wind attained the gale velocity of sixty miles an hour. When the interurban reached Monteith Junction, about a mile from Martin, it had to wait for the arrival of cars from Battle Creek, Allegan, and Grand Rapids. The ones from Grand Rapids and Battle Creek eventually came, but the one from Allegan was unable to get through, although its crew and the few passengers came to the Junction on foot. The crews decided that it was impossible to proceed north, east, or west, but that an attempt to reach Kalamazoo might be successful. Accordingly our three heroes boarded the car, and when it stalled in the drifts were compelled to walk a mile back to the Junction. The passengers and the crew, in all about twenty-five persons, were marooned in the baggage room at that place for more than thirty hours. Sleep was difficult if not impossible. Food was scarce and lacked variety. The Battle Creek car had carried bread, cookies, and a can of milk addressed to some buyer along the route. The stranded travelers consumed these and afterwards received permission to use them.
The milk was eaten not drunk, for there were no facilities to thaw it. Their very surroundings seemed to tantalize them. The one thing which could be seen through the swirling snow was a nearby sign with the well-meant advice "Eat a plate of Piper's ice cream."

The state of mind of our teachers was not improved by certain incidents. Hoeckje, the strait-laced son of a strait-laced Dutch Reformed minister, was embarrassed and made extremely uncomfortable by the emphatic and sulphurous language used by members of the crew. Henry exhausted his supply of his vitally needed cigars. Consequently it was with feelings of unmixed relief that the party proceeded to Martin late Sunday afternoon on the subsidence of the storm. Sprau, according to reports, was an unusually striking figure. Since he had no cap or earmuffs, he tied a big handkerchief around his head to protect his ears. The crowd after spending the night in Martin took the morning Pennsylvania train to Kalamazoo. There they began talking about their adventures and have not yet stopped. It is believed by the editor that the story may have been improved and expanded by its numerous repetitions.

With the construction of better roads and the development of speedier and more reliable automobiles, extension work at Western entered a new phase. Now the faculty members drove their own cars. The work was probably more strenuous than before. In the earlier period the teachers could relax and read on the trains, but now they would often drive from two to three hours, teach an equal length of time, and then drive home again. There was little opportunity to relax. The only apparent advantage gained was the shorter time consumed on the trip. This advantage, however, was entirely nullified by the increased hazards. Fogs, icy pavements, poor roads at times, snow, all were not conducive to safe driving.

Such conditions were a strain not only on the driver but on the family at home. This is well illustrated by an episode which occurred several years ago. The teacher left home on a stormy winter day when there was doubt whether he could reach his destination. After the usual time for his return from the trip had long been passed, his wife became thoroughly alarmed. Unable to obtain immediate help from the extension authorities, she enlisted the aid of an accommodating neighbor. Together they cruised over the highways and byways of southwestern Michigan, but the missing spouse, who was peacefully sleeping at a rural inn, could not be located.

One of the more absurd accidents happened in Kalamazoo before the extension addict had driven two miles. He started from home at half past five one Saturday morning to meet a class at eight o'clock in Ionia. The weather was somewhat foggy and his mind was foggier. At that time the street car company had just erected safety-zone posts at Michigan and Burr Oak. The instructor, driving along with no traffic in sight, smashed into one of the posts, wrecking the machine so badly that the repairs cost over a hundred dollars. He called the wrecker, secured another car, and proceeded to Ionia. Since he did not wish to awaken his wife, he did not phone her about the mishap. Sometime during the morning the garage man, seeing the wrecked car and not knowing anything about the details of the accident, called up the home to inquire about the condition of the husband, who he thought might be seriously injured. The result naturally was a bewildered and distraught wife.

Extension work of the type Western has had in the past generation may well soon be a matter of history. It will certainly be conducted under increasing difficulties as long as the present conflict rages. However, the memories of the arduous days will linger for many years in the minds of Western's faculty members. The episodes connected with the work may well develop into tales of the Paul Bunyan or Munchausen type.

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Business Education

Teachers Enter Navy

Dr. J. Marshall Hanna, head of the department of Business Education, has been commissioned lieutenant (jg) in the United States Naval Reserves and left April 1 for New York City for training in the Naval Training School at Columbia University, after which he expects to be engaged in instructional work.

Dr. Hanna joined Western Michigan College faculty in the fall of 1940, coming here from Fredericksburg, Va., where he had been a member of the faculty of Mary Washington College. In addition to his work with undergraduates at Western, he was also an instructor in the Graduate Division.

George A. Kirby, of the faculty of Western Michigan College, department of Business Education, has been commissioned lieutenant (jg) and left March 14 to report for duty at Treasure Island, San Francisco, Calif. He is serving as assistant paymaster to the disbursing and commissary officer.

Mrs. Kirby is also engaged in war work as secretary and research assistant to T. R. Fenley, chief research engineer and executive secretary of radio division of the Army signal corps, stationed in Detroit. Mrs. Kirby and their sons will reside in Detroit.

Kirby became a member of Western's faculty nine years ago, coming here from the State Teachers College at Fredericksburg, Va. He has been active in the work of the Adult Education Committee of the college.
Fifty Years a Schoolmaster

After fifty years of continuous service in the public schools of Southwestern Michigan, Edson V. Root, associated with the Paw Paw unit of the Western Michigan College system of training schools since its inception nearly twenty years ago, retired from the teaching profession last January 1.

During that half-century, this veteran teacher and school administrator has ably served the cause of education, both from within and without the field. He has taught in one-room schools and village schools, has been county school commissioner, high school principal, and school superintendent.

His long years of experience in these various capacities within the field of education gave him firsthand knowledge and understanding of school needs and problems which admirably fitted him to serve the cause of education from without, when ten years ago he became a member of the state legislature, as representative from Van Buren county. During the entire decade he has served as a member of the House committee on Education, six years as its chairman.

Root began teaching school when he was sixteen years of age, with no other preparation than graduating from Bangor high school. His salary was $20 a month for a seven-months term. Since that time he has taught a full school year every year, including seventeen years in Bangor, during twelve years of which he was superintendent. He served as county school commissioner of Van Buren county for eight years, and began his work in the Paw Paw school one year before the school was taken over by Western Michigan College. He was principal from 1924 to 1935, when he became superintendent.

Root is an outstanding example of what may be achieved by an individual through perseverance and utilization of opportunity. Without interrupting his teaching career, he succeeded in completing seven years of college and university work by means of attending summer sessions, and taking extension work off campus and in Saturday campus classes. Finally, in 1939, he was awarded the Master of Arts degree by the University of Michigan.

“My first college” was Ferris Institute, where I received my urge for more learning from the late Woodbridge N. Ferris,” said Root in speaking of his college work. “I next attended Michigan State Normal, and in 1899 attended a summer session at the University, and continued summer school work there until I came to know Dr. Waldo.

“When Dr. Waldo opened the first summer session of Western State Normal School in the Vine Street building, I was there on the opening morning, and have watched with joy and pride the growth of Western from that first day,” he said.

Root finished four curricula at Western Michigan, including the Bachelor of Arts, after which he did graduate work, resuming attendance at summer sessions of the University of Michigan.

During his half-century of activity in the public schools, Root has seen many changes, both in the attitude of the public toward the schools, and in the teaching profession itself. He says: “On the part of the public the most outstanding change, it seems to me, has been in the greatly increased demand for secondary education, with stress on vocational education: and the general acceptance of music, art, and physical education, and an activity program. From the teacher angle, the greatest change has been in the professional attitude which has developed, the recognition of teaching as a profession, and the higher professional standards which have been established.”

A half-century of teaching and school administration has also provided the experience and observation upon which Root bases his philosophy of education, which he states briefly as follows: “My notion of education is growth in the direction of responsible citizenship. I think that desirable habits must be built in. They do not just grow. I am not very sympathetic toward ‘soft’ pedagogy.”

As a member of the state legislature, Root has had opportunity for excellent service, and has made an enviable record. In addition to his ten years on the Education committee in the House of Representatives, he has also been a member of committees on Agriculture, Horticulture, and Liquor Control, all of which are his choice. He is also serving on the University committee, and the committee on Revision and Amendment of the Statutes. He gave up several other committees, preferring those on which he now serves, he states.

Not only has he served the state through his work in the schools and the legislature, but also as a community leader. Without thought of remuneration, he has appeared on programs in every corner of his county—more than 1,000 occasions his records show. For several years he has been the “keynote” speaker at every Republican county convention in Van Buren county. During one campaign, he recalls he spoke every night for a month, except Sundays, many times speaking at two meetings the same night. During the legislative session he writes a column for the county press, called “Day by Day in the State Legis-
lature,” through which he attempts to keep the people of his county informed concerning legislative trends and his position. “I believe in representative government, and that the people have a right to be heard. I welcome suggestions and criticisms,” he says.

Asked concerning his plans for the future, Root said: “I have none. Fifty years in a profession is a long time, and probably long enough. I recognize the limitations of age. I do not aspire to public office, I have agricultural interests to take my time. But as long as I am a member of the legislature, and can work in harmony with educational thought, I expect to sponsor and guide needed legislation in behalf of education, particularly in the field of finance.”

**Blanche Draper**

**Values of Music**

(Continued from Page 5) the opportunity of thinking the thoughts of superior musical talent and genius. This absorption process is a part of the great plan of growth and development. These sources of inspiration and exaltation become the background and bulwark which stabilizes young people under stress. We need well-ballasted boats in which our young people can learn to sail and balance their lives and ways of thinking. There must be greater participation in music by the people. “We learn by doing.” There are times when we must listen for not all can attain the musicianship and the technical facility to perform the more complicated music. However, if all have actively thought music and had at least a general insight into the unfolding treasures of rhythm, melody, and harmony, then they can more actively participate while they are listening.

It is by active listening, by anticipating the rhythm, melodies, and harmony that we gain a much greater thrill from music. Music must teem with thrills. One of America’s most astute managers said, “I never engage an artist unless his performance thrills me. People want to be thrilled.” The doing of something that takes effort is of value. Effort and accomplishment are essential to complete the circle. Effort alone becomes dull unless something happens. If the composition one is studying is itself of recognized value, the process of learning and absorbing it is valuable. The picture is complete when the composition has become a part of the performer. The re-creating of an art treasure brings the performer to a higher plane of attainment, now that he has become a part of the truly great genius, for in the process of re-creating, the performer stimulates his imagination and creative powers and rises to greater heights. Higher planes of attainment and accomplishment are fundamental for growth. The approaches leading to these “higher planes” are varied and multitudinous. No two music minstrels travel identical paths to the higher planes. The paths of the traveling minstrels cross and recross and intertwine as they wind upward towards the higher planes of minstrelsy.

Travelers of similar attainments mingle freely together. Some of them remain on the same “plane” a long time, seemingly contented, making no effort toward accomplishment or attainment. Others re-creating and accomplishing, “toiling on through the night,” gradually wind their ways to the “higher planes.” This maze and mass of music minstrels are an inspiring band. Their contributions to education, to the church, and to the people in “peace and in war” have been enormous.

The musical geniuses of the ages have provided the world with masterpieces of musical literature. Artists and organizations have re-created these works for the people. The people have sung their own folk songs and spirituals, the great hymns of the church and the patriotic music of the times. When the people of the earth unite as a great choir singing “A Mighty Fortress is our God,” and the great invisible antiphonal choir responds singing “For the Lord God Omnipotent Reigneth,” and then these great choirs unite in one massed choir singing “Hallelujah, Amen,” music will have fulfilled its mission in life as a part of the Divine plan.

**Harper C. Maybee**

**Russel Commissioned**

Dr. Robert R. Russel of the faculty of Western Michigan College, department of History, has been commissioned first lieutenant in the Army Air Forces, and left April 1 for Miami Beach for training, after which he expects to go to Randolph Field to do instructional work in the Army Air Corps training program.

Dr. Russel joined the faculty in 1922, coming here from Ottawa University, Kansas. He is the author of two books, “Economic Aspects of Southern Sectionalism,” published in 1924, and a book just completed and awaiting publication, entitled “Communications in the Pacific—As an Issue in American Politics 1783-1864.”

**Hubert G. Archer**

Mr. Archer

Hubert G. Archer, superintendent of the Portage Training School unit, has also received a commission as second lieutenant in the Army Air Corps. He left for Miami Beach, Florida, at the same time as Dr. Straw, and has likewise completed his training and has been ordered to Randolph Field, Texas, from where he too expects to be assigned to some army air corps school as instructor. Lieut. Archer joined Western’s faculty four years ago and has served as superintendent at Portage the entire time.
Book Reviews

Edited by Louis Foley

RISING WIND, by Sister Mary Edwardine, R.S.M., published by Bruce Humphries, Inc., Boston, 1942, $2.00.

In this little book lovers of poetry will find a rare treat and an abiding pleasure: for it is genuine poetry, the kind of poetry one looks for in new volumes offered to the reader, and so often looks for in vain. The collection contains exactly sixty-two titles arranged in four groups: I. Runes, II. Better Rind, III. Candles at a Shrine, IV. Flame Blown Inward. From the title-page:

"How sound you sleep here in the rising wind,"

quoted from the poem "At Ravenna Today" and placed opposite to the title-page, one would infer that the title is drawn from this poem which is definitely inspired by reflection on the life and work of Dante.

All of the poems are lyrics representing a range of subject-matter and a variety of mood seldom found in so small a volume. In general they are characterized by intensity of feeling imaginatively represented so as to provoke thought that goes deep into the heart of human nature and the world in which men live. Many of the poems reflect a quick response to the beauty and the loneliness in our ever-changing world. Naturally, some poems are religious in theme and temper, but always religious in the sense of human experience here in man's earthly life. In a few lyrics that may justly be called dramatic, as "Strange Past Understanding," "Creusa Meets Dido in Orcus," and "Come Closer, Severn," the author reveals a very delicate sympathy with the most intense human experiences, imaginatively conceived. In form there is no evidence of strict adherence to convention nor of studied revolt, but always the choice and arrangement of words are adequate to the sense, showing independence of invention under the steady hand of restraint.

Some of the poems here collected had appeared before in various magazines, and some were included in a collection which was awarded the highest prize in the Hopwood contest in poetry at the University of Michigan in the summer of 1941. Readers of The Nove Magazine will be interested to know that Sister Mary Edwardine is a teacher in Michigan and a graduate of Western Michigan College.

GEORGE SPRAGUE


Gross inequalities are depriving not a minority but a full half of the Nation's children of the opportunity which should be their birthright. This is obviously a national problem.

So conclude the authors of this very excellent report based on a study carried on under the guidance of a committee of rural sociologists and economists with the aid of specialists in the several fields represented and financed by the General Education Board. The report has been written for educators, and quite as much for public-spirited and informed laymen, both rural and urban.

Fifty per cent of the children and fifty-four per cent of the teachers of the United States are in the elementary and secondary schools in rural areas. Though the number of one-teacher schools has been reduced more than a third in the last twenty years, they must still be regarded as an important part of our school system, and they promise to remain such for decades to come. They enroll approximately 2,800,000 pupils, and the two-teacher schools enroll another 1,300,000. The typical rural high school, too, is a small institution, half enrolling fewer than a hundred students and one out of five enrolling fewer than fifty pupils and having only two or three teachers.

The effort to secure a more satisfactory organization of rural education has two separate though related phases: (1) reorganization of attendance areas and (2) reorganization of administrative units. There is clearly a need for an intermediate unit, between the state and the individual school, which can furnish both able lay and professional leadership.

In many cases the community can not serve as the basis for the elementary-school attendance area as well as the neighborhood. The child in his own neighborhood remains in close contact with the home and family, does not have to spend excessive time in getting to and from school, and his introduction to a new and complex environment is delayed until he is more mature and more sturdy physically. Unfortunately, some past efforts to reorganize rural schools have been unsound and unsuccessful. Coercive attempts to alter school units have almost invariably aroused antagonism, limited the effectiveness of changes, and retarded further reorganization.

Indispensable to realization of equality of educational opportunity are better qualified, better prepared, and better satisfied rural teachers. The great majority of teacher-education institutions recognize the necessity of meeting the special requirements of prospective rural teachers, but they differ among themselves on the way to do it.

Everywhere, but especially in rural areas, the teacher's task has been made immeasurably more difficult by the school's attempt to relate itself more intimately to the community it serves. In the cities, experts or other agencies are often available to relieve teachers of many responsibilities, but the rural teacher must be able to pull her own weight and if possible exercise leadership in the adult affairs of the community she serves.

Throughout the book are accounts of promising developments in many
and widely scattered communities. While the problems of Rural America today are presented as very serious, yet they are not treated as insurmountable if approached as of national concern.

Generally speaking, those most articulate about the weaknesses of the rural school are urban-minded educators. This book is a pleasant relief to their panaceas. The constant awareness of the sociological implications of rural education is to be commended, even if perhaps a little more guidance from rural educators as ever against so many rural sociologists might have resulted in a still more significant report.

W.M. McKinley Robinson

Education In The Elementary School, by Hollis L. Caswell, American Book Company, 1942, pp. xiv, 322, $2.50.

The central purpose of this book to analyze the program of the elementary school from this orientation, and to indicate problems which must be dealt with if the cooperative role which is implied is to be played successfully. What function should be served? What problems are faced? Have past experience and present conditions proved helpful in meeting these problems? It is questions such as these which concern Dr. Caswell, who writes from a "middle-of-the-road" point of view, neglecting neither the sound principles of modern education, nor the tried and true ones that have come from the experience of the past.

Twelve chapters make up the book. In chapter I, a number of major issues and problems are discussed. Then follow, in turn, chapters dealing with the development and status of the elementary school; the characteristics of a good elementary-school program; the administration of education in the elementary school; the children of elementary-school age; the development of social understanding and sensitivity; the development of creative interests and abilities; the development of command of skills; organization of the curriculum; the general organization of the elementary school; and the policies and practices for regulating the pupil program. The closing chapter, entitled "Looking Forward," is really a summary, restating the point of view maintained throughout the book. Two pages of recent and timely general references on the elementary school are given in conclusion. The treatment of each of the chapters is given on the basis of a broad general concern and with no effort to review comprehensively the researches in elementary education or to describe in detail all practices common to elementary schools. In the reviewer's judgment, this adds value to the book—unless the generalized treatment proves to be a handicap for teachers who may not be familiar with the researches which support the conclusions. The suggested readings given at the close of each chapter, while relatively few, will help to overcome this difficulty.

Dr. Caswell has incorporated a number of ideas such as training for responsibility in a democratic social order, the understanding of child growth and development, the basic theories in connection with the curriculum, the need for social orientation, the policies and practices in regulating pupil progress, and the importance of the elementary school in the conduct of the war. The check-list on the general characteristics of a good elementary school (pp. 67-71) appeals to this reader as a practical instrument for evaluating the elementary-school program.

In closing, mention might be made of the author's notion of a common-school program. He believes that elementary education is suffering today in comparison with other aspects. So much of our attention recently has been drawn to problems of youth and the secondary school, that we are in danger of neglecting the elementary program. If we can conceive of a common school running from the kindergarten through the secondary school, and possibly through two

BOOKS RECOMMENDED

On Native Grounds, by Alfred Kazin, Reynal and Hitchcock, 1942, $3.75.


Gaudalcanal Diary, by Richard Trengavsk, Random House, 1943, $2.50.

Tokyo Record, by Otto Tolischus, Reynal and Hitchcock, 1943, $3.00.

Report from Tokyo; A Message to the American People, by Joseph C. Grew, Simon and Shuster, 1942, $1.00.


Counseling and Psycho-Therapy, by Carl L. Rogers, Houghton Mifflin Company, 1942, $3.60.

Analytical Experimental Physics, by Harvey Brice Lemon and Michael Ference, Jr., University of Chicago Press, 1943, $7.00.
years of college, and destroy the gap that exists between elementary and secondary education, we will meet the demands set forth very vividly in this book. Elementary school and secondary school should be convenient units for administration and organization of the program. But otherwise, these schools should be drawn together in the closest possible relationship, forming a continuous program of education. This is in agreement with the author's view that the education experience of the child at any given time should be continuous and cumulative from week to week and from year to year. The nine points outlining the characteristics of a good elementary-school program are useful for teachers and administrators in judging the effectiveness of their schools.

George H. Hillard

I Remember, I REMEMBER, by André Malraux, Harper and Brothers, 1942, 258 pages, plus index.

M. André Malraux, who is well-known to the English-speaking public for his novels and especially for his sympathetic interpretations of English lives—Shelley, Byron, Disraeli, and others—has now written his own biography. The English title, slightly sentimental: I Remember, I Remember, reminds us that at the height of worldly success, the author suddenly had to leave behind him a crumbling world which he had dearly loved, to come to the United States where he had made lasting friendships on previous occasions as official lecturer of the Alliance Française and exchange professor at Princeton University. The title of the French edition of his Memoirs is merely indicative of the logical evolution of his life: I, Years of Apprenticeship, II, Years of Work. Both titles are fully justified by the text, which answers the criteria of beauty demanded by the author for any artistic undertaking: "designs must be intelligible, simple, and elegant."

M. Malraux was born Émile Herzog, the son of wealthy industrialists of the old school who had moved their woolen mills from Alsace to Normandy after the disastrous treaty of Frankfort in 1871. His father, "an unselfish man, brave, discreet, and appealingly modest, had four passions, France, Alsace, his mill, and his family," his mother's most remarkable characteristic "was her exclusive and absorbing affection for her family." He lived therefore in a wholesome, cultured home atmosphere which was to leave with him many happy memories. In describing his parents' childhood, his school days, his military service, he describes, in fact, without pretense at being dogmatic, the life of thousands of young "out-geos of his generation throughout France.

He pays a magnificent tribute to his teachers in remembering their personalities, their scholarship, their leadership. There was Monsieur Kittel who taught sixth form "by vocation and not by necessity," who gave the author a taste for literature: taught him respect for language; instructed him so thoroughly in the rudiments of Latin that "everything that came afterwards seemed easy." There was Monsieur Mouche, of the moist drooping mustache and the vest covered with chalk, whom Herzog senior mistrusted because he had failed in business before resorting to the teaching of mathematics for a living, yet who taught well and "more important still, gave his pupils a method of procedure... He who goes steadily, step by step, finds everything easy... Hein? Do you understand? Do you understand?"

After ten years of concentration on "form, grammar, and style" there was the much-awaited Mon- sieur Chartier, better known as Alain the writer, a thinker, a professor of philosophy, a challenging teacher who gave his adolescent listeners "not so much a system, as a method and a faith," a radical "who thought that intelligence must follow faith, never precede it and never destroy it," who though "bitter about reactionaries chose Balzac as his favorite reading, Balzac a Catholic and a Royalist." But this is one of those miracles of France, adds the writer. "Alain's passions made him distrustful and rebellious. His instincts of a Norman peasant brought him back to the wisdom of Balzac."

The young man left the lycée with honors piled high in gymnastics as well as in scholarship. His apprenticeship was now to go from abstract concepts to human beings "with their violent or lethargic appetites, their passions, their desires, their loves, their follies, their fancies meshing together, completing one another..." and he praises the training he received in his daily contact with ordinary men, in the army, in the factory, to help counterbalance the "dangerous self-assurance given by academic successes."

This is just the preparation of a well-integrated life which for almost thirty years was not to know what real sorrow meant. The author tells of his meeting one of "Reynolds' angels" on a trip to Geneva, their romantic meetings in England, their marriage, the birth of the first child... then the War.

Émile Herzog became André Malraux with his first literary success, "Silences of Colonel Bramble," written about his pleasant relations with British officers during the war. André, for a cousin killed in action: Malraux, for a small village in Flanders. Out of four years of war, André Malraux was emerging the writer he had always wanted to be, and was definitely forsaking the manufacture of cloth.

In an old abbey in Pontigny, he spent summer days with writers, professors from all parts of the world... "Each day brought its own drama, for there was an immediate clash between the morbid suscepti- bilities of Monsieur Desjardins, the meticulous and desperate seriousness of Christian Dous, the diabolical maliciousness of Gide, and the naiveté of some of the foreigners... The Germans, Curtius and Gerd- hansen, enveloped the lucid ideas of the Frenchmen in profound and vague abstractions..."
the other, shut his eyes in amazement at our lack of humor and went to sleep." The war, anguish, illness, the death of his wife had now "given him his apprenticeship in sorrow, but also an apprenticeship in patience and pity."

When he met Simone de Caillavet, the cultured descendant of a famous literary family, he resumed once more the steady climb towards greater achievement and continued literary success. They had a quiet country wedding attended by a small intellectual elite, in Périgord. The rest of the book shows their daily associations with people who, to most of us, are "the powerful and unapproachable divinities" whom we know through society pages and literary criticisms, whom we discuss without ever hoping to have a glimpse of them, and so we read on and on, deeply interested.

This is one more book of André Maurois which will have a strong appeal to his appreciative public. In troubled times, he chooses to keep aloof from politics; because of this, his work hardly reflects the political struggles which have placed France at the very mercy of German opportunists. Paradoxically enough, it seems the serene record of troubled times, but it is a monument to the enduring qualities of French civilization, told in a fluent, agreeable style which makes truth at all times palatable and more fascinating than fiction.

Marion Tamin

The Summer Sessions

Despite the extensive wartime activities in which Western Michigan College is participating, four different summer sessions and eight integrated programs and workshops for the training of teachers in various fields will be featured by the Summer Session of Western Michigan College. In addition, a variety of courses will be offered in the Graduate Division, through which a student may complete from one-fourth to one-third of the work required for the Master's degree.

An innovation this year will be the Pre-Summer Session May 17-June 11. Other sessions are: six-weeks session, June 21-July 30; nine-weeks session, June 21-August 20; and a three-weeks session August 2-20. As a result those who have but three or four weeks to spend on the campus, may take courses in which they may earn credits toward certificates or degrees, while teachers or students whose schools close early, may by attending the Pre-Summer and the nine-weeks sessions, complete an entire semester's work, and earn a maximum of 15 credits.

Specialized workshops and integrated programs will be offered for experienced teachers and administrators, including integrated programs in Special Education for Exceptional Children; Guidance; Curricula, Methods and Child Development; Child Care; Industrial Arts and Farm Shop; Workshop in Radio Script Writing, Radio Broadcasting, and Use of Radio in Education; Physical Education for those called upon to direct Physical Fitness Programs; and three three-weeks Refresher Workshops for rural and elementary teachers, designed for those returning to teaching after an absence, or for those entering teaching on special or emergency certificates. There will be the usual extensive program of concerts, lectures, plays and feature entertainments in addition to social and recreational activities.

County Commissioner Edits Book

From every state in the Union, from five provinces in Canada, from Puerto Rico, from the Hawaiian Islands, from four South American countries, and several departments in Washington, including the Bureau of Education, have come requests for Schools Awake. In fact the Kellogg Foundation has printed 75,000 copies of the publication, and George Schutt, A. B. '29, County Commissioner of Schools in Van Buren County, edited the copy. Schools Awake is a beautiful brochure, artistically printed on an excellent grade of white enameled paper stock with a graphic presentation of educational problems and their solution.

The study in Van Buren County very carefully surveyed the true condition of public-school education in the rural areas. With the camera the educational assets and liabilities of the county, including fruit orchards, small dairy farms, acreages of mint, celery, vineyards, grain, hay, potatoes, and small fruits, were photographed. Fish markets, petroleum resources, pulp and clay supply docks for paper mills, and industrial products appear. Bathing beaches, sand dunes, lake shore cottages, and vacation facilities are graphically presented. The conditions of rural school education, both interior and exterior, appear in the publication.

With a mass of materials at hand, the rural problems of education were studied and analyzed, all symptoms were tabulated, careful notations of situations were made, and plans of procedure finally were drawn. Plans for financing are suggested with a concluding idea from Thomas Paine: "Those who expect to reap the blessings of freedom, must, like men, undergo the fatigues of supporting it."

Carl R. Cooper
Winning Basketball Coaches

Many coaches in state high school ranks, graduates of Western Michigan, turned in some exceptional coaching during the basketball season just closed, winning their league championships or area tournaments and in many cases both. Among larger high schools which had exceptional records were Port Huron, Muskegon Heights, Benton Harbor, Grand Rapids Union, Grand Rapids Davis Technical, Kalamazoo St. Augustine, Hastings, Kalamazoo State High, along with many other class B, C, and D schools.

Oscar “Okie” Johnson coaches at Muskegon Heights, where he is also athletic director. Johnson has coached basketball for 18 years, 2 at Mt. Pleasant where his two teams won 27 games and lost only 5 and won district and regional honors both years, a record so attractive that the rapidly growing Muskegon Heights High School secured his services as coach. Looking to the future Johnson started from the ground up at Muskegon Heights where it took 2 seasons to get really organized in a school where athletics had been at a low ebb. In those 2 years his teams won only 9 games and lost 28, but the following year his team won 132 games and lost only 1 in one of Michigan’s toughest class A leagues.

In 18 years of coaching basketball Johnson has had teams among the last 8 in state tournament play, and three years at Muskegon Heights, where he had most outstanding teams, they were beaten in the state tournament play only by the Flint Northern team, state champions. At Muskegon Heights in 16 seasons his teams have won regional championships 6 times, and this year won the area title. His teams have won 2 Southwestern Michigan Conference titles and this year were tied for the honor.

Joe Brozak, athletic director, basketball coach, physical education instructor, and this year head basketball coach at Hastings, a Class B high school, had a record most unusual in state ranks and with his team scoring 826 points for an average of over 51½ per game for 16 games had Michigan’s highest scoring high school team capable of speeding up and down the floor all night with 10 to 15 men usually breaking into the game.

While the past season was Joe’s first as head basketball coach, it was really Brozak’s team, as he had coached the reserves for years and since the formation of the West Central League in 1935 his teams of reserves had lost only 2 games. Brozak thus earlier coached the boys that he coached on the varsity this year, who were headed by Ted Banash and Ken Lane, who scored 264 points and 251 points during the season, remarkable totals in high school play. Only twice in 16 games was Hastings held to less than 45 points as it won the league championship and went on to win the Class B area title. Hastings lost just a single game out of 16 played, breaking even with Charlotte during the season and taking the third game in the area tournament from Charlotte in winning the title 46-28.

Brozak has been at Hastings High School since he graduated in 1930.

C. V. “Brick” Fowler, who left Western in 1926, has coached at Port Huron High for 17 years with unusual success at a school not in any league and hence forced to do a lot of traveling for its games to the point that its teams are probably the most traveled of any in Michigan high schools. Since the death of Melvin “Tubby” Myers, one of Western’s all-time greats and for many years athletic director at Port Huron, four years ago, Fowler has been athletic director. He gave up football coaching then after 12 years on that job, but continued with basketball.

Brick’s teams play the best teams of Michigan’s several class A high school leagues and for years have had keen competition with Toledo’s three high schools, Waite, Libbey, and Scott.

In 17 years at Port Huron, Fowler’s teams have won 219 games and lost only 71, and have won 3 district tournaments and 9 regional tournaments, the latter including this year’s area affair.

Fowler, who is a “Brick” in more than just his nickname, has always been a firm believer in strong defensive play and this year in 17 games through tournament play held the opposition to 21 points per game, while Port Huron averaged more than 30. His team won 11 games and lost 3 during the regular season and in winning the area championships successively defeated Ferndale, Royal Oak, and Pontiac.

It is also interesting to note that Fowler’s regional play in basketball is perhaps the only class A district which always has 8 teams entered. Another fine coaching job is being turned in by William Perigo, former star Bronco center, who will be remembered by thousands of basketball fans over the state. In 2 seasons at Marblehead, Ind., his teams won 31 and lost 15 games and won one tournament. Perigo then

Johnson

Brozak
went to Benton Harbor, a class A school, where he has coached for 7 years with good success, twice having tied for the title in the Southwestern Michigan Class A Conference and winning one state championship in class A in state tournament play. In addition to a tie for the title this past season, Perigo’s team also won its area tournament. It won 15 games and lost 4, for a four by a total margin of 10 points.

One of the “winningest” records that have been piled up over a long period of years in state high school competition is that which has been achieved by Harvey Freeman, Bronco graduate, and his St. Augustine High School teams of Kalamazoo, and prior to that his two previous years of coaching at Osseo. Freeman has been at St. Augustine 18 years, so his entire record is one of 20 seasons and covers that span in both football and basketball, during which time he never had a losing season in basketball and only one in football.

Freeman’s basketball teams have the remarkable record of 281 victories and 86 defeats in 360 games. His St. Augustine teams have had the noteworthy record of 32 consecutive tournament games in winning three state titles in succession and going to the semi-finals in seeking a fourth title. Over a period of 13 years at St. Augustine his teams have won 10 district titles, 7 regional championships, and 4 state crowns. Competing in class A with a class C team over a 5-year span his teams have won three regional titles, including the recent area affair.

Perhaps, however, his most remarkable basketball achievement was to take a bunch of green lads, some of whom had never even seen a basketball game, when he started coaching at Osseo, where they had previously had no gymnasium, and mold them into a good strong team.

Homer M. Dunham

Freeman

An indoor track season which ranked with some of the best in history was completed just ahead of a reserve army call which took nearly the entire squad and left only a mere skeleton of a team for the outdoor season.

Topping the indoor team in ability to win was a great one-mile relay team, which won first in six different meets and was defeated during the season only by the strong Notre Dame team in the Central Collegiate Conference Meet. Then it was only a matter of some two yards, with the Bronco foursome in second place ahead of such touted relay teams as Marquette, Drake, Michigan State, and others. The team was an easy winner of first in the state relay carnival and in dual meets with Chicago and Albion before its only defeat in seven starts in the Central Collegiate Meet to the Irish. Then it won the college mile in the Illinois Technical Relays and the following week in the Chicago Daily News Invitational Meet won a matched mile from Drake University and Michigan State. It closed its season with a brilliant performance at the Purdue Games for its sixth and final victory.

During these meets the exceptional work of Co-Captain James Kerwin stood out, as he was second in the 300-yard dash in the opening relay carnival, with “Hap” Coleman just behind him in third, and keeping up a great record won the 440 against Chicago and Albion and in the Central Collegiate Conference Meet. Also most noteworthy during the indoor season was the work of Edward Taylor, Hamtramck freshman, in the high jump. He won first and set a state record in the state relay carnival with a leap of 5 feet 6 3/8 inches and later set a gymnasium record of 5 feet 5 inches for the Bronco gymnasium. Other individuals and the two-mile relay team also turned in good results during the season.

Awarding of letters usually left until the conclusion of the outdoor season was made at the end of the indoor season by the athletic board as a result of the unusual situation brought about by the call to the services of most of the members of the team, letters going to Co-Captains James Kerwin and Horace Coleman, Fred Bouwman, Edward Taylor, Louis LaGro, Joseph Wheeler, Russell Peek, John Zielinski, and Robert Hagelshaw, manager.

Coach Roy Wietz, realizing that there was little prospect of a good dual meet team, recommended to the Athletic Board of Control that outdoor dual meets be cancelled, which was done, but any track men with sufficient ability will be sent to various relay carnivals and meets during the outdoor season, assuring
competition for such men as are available.

Going into the final four games of the basketball season in the second semester when eligibility hit the Bronco team a blow, Coach Herbert W. Read injected a green freshman, Melvin Van Dis, midyear graduate at Kalamazoo Central, into the center post, replacing Bob Smith and Nyle Miller, ineligible first and second string centers, and the Western Michigan team set up a scoring spree that would not be denied as the aggregation won over Loyola University at Chicago in two overtime periods 58-57 and then went on to defeat Manchester, Ball State Teachers, and Wayne University by wide margins to make the season record 15 victories against 4 defeats.

So heavy was the scoring in the last four games, 58-57 with Loyola, 67-46 with Manchester, 68-17 with Ball State, and 72-29 with Wayne, that the team broke the all-time season scoring record set a year ago of 1,002 points in 20 games. This year in 19 contests the team rolled up the impressive total of 1,005 points for an average of just under 53 per game. Harold Gensichen again led the scoring with a total of 301 points, giving him an average of just under 16 points per game. With 400 points a year ago and 301 this past season, Gensichen has now scored 701 points in two seasons, breaking the previous three-year scoring mark held by Dave Arnold.

Gensichen was again a mainstay of the team and was again voted by the coaches in the Free Press poll as Michigan's most valuable player, receiving 65 points to 41 for Jack Howe of Alma in second place, a wider margin than the one by which he won the award a year ago. Gensichen is now the only player who has ever won the trophy as the most valuable player of the state for two years. The South Bend lad was also unanimous choice as a forward on the All-State team and was also selected as a forward on the Chicago Herald-American's All-Western team.

For their work during the season varsity awards were voted to Co-Captains George Slaughter and Fred Kahler, Harold Gensichen, Emil Elsner, Dick Slater, Delbert Loranger, Lewis Lang, and Fred Stevens. Because of the unusual situation the board also voted a varsity letter to Melvin Van Dis, who stepped into the breach late in the season and played a strong steady game for the Broncos, who had one of the best season records in several years.

Baseball prospects for the season just getting under way are problematic to say the least, with every indication that the schedule will be the shortest since 1927, and yet one of the toughest as it does not contain a single game that could be counted in advance as a percentage contest for the Broncos. Only topflight teams of the section are listed, and it is just possible that one or two more games may be added.

Since the season closed a year ago more than a dozen and a half men, who would be considered good prospective candidates for the team, have joined one of the service branches with the result that, although freshmen are eligible for the duration, the squad is one of the smallest in years. It lists the smallest number of veterans in many years. Gene Conley, pitcher, Fred Stevens, first sacker, and Kenneth Simwell, and Gene Nyhuis, outfielders, and with just a slight possibility that one more may be available.

With five positions to be filled with green men in addition to badly needed new hurlers, it is readily seen that Coach Charles Mahler faces one of the biggest tasks of his coaching career, but it is generally agreed that regardless of the ability of the in-

dividuals and the team as a whole he will have an aggregation which will be well grounded in the fundamentals of the game and which will give a good account of itself in the strongest of competition.

In connection with baseball, Alumni and other followers of the diamond game will be interested in knowing that two former Western Michigan College hurvers are taking their turn with major league teams this year. Lloyd Dietz is with the Pittsburgh Pirates again and is expected to be a big winner. Frank "Stub" Overmire, a more recent Bronco hurler, is with the Detroit Tigers.

This issue of the magazine also gives another baseball feature in a picture of Western's great undefeated team of 1915, which won 11 games and had 2 ties. One of these was a great 14-inning pitching battle between George Sider, Michigan, and Ernie Koob of the Broncos, the fray being called by darkness with a scoreless tie. Later in a playoff Western won 4-2 over the Wolverines. It is interesting to note that Sider, who later became a first sacker, and Koob, both wound up in major league and finally played together with the St. Louis Browns. On Western's team that year was Judson A. Hyames, Bronco director of physical education and athletics.
Campus News

John L. Feirer of the faculty of the Industrial Arts department has received the commission of ensign in the Naval Air Corps, and has just been ordered to Norfolk, Va., where for the present he is engaged as an instructor in Recognition. Feirer enlisted in the Navy during the holidays, and left in January for Columbus, Ohio, where he spent several weeks in training in the naval training school on that campus, preliminary to his commission.

Dr. H. Thompson Straw, of the faculty of the Geography department of Western Michigan College, has been commissioned second lieutenant in the Army Air Corps. He left February 3 for Miami Beach, Florida, for six weeks of training. He was ordered to Randolph Field, Texas, March 21, and expects to be assigned to an air corps training school to serve as an instructor. Dr. Straw came to Western Michigan College three and a half years ago, from Murphysboro, Tenn.

Charles Hicks, director of secretarial training at Western Michigan College, has been inducted into military service, and left April 7 for Camp Grant, Ill., for training. A graduate of Western Michigan College, Hicks returned to the campus after three years of teaching in North Muskegon, and completing the work for the Master of Arts degree from Columbia University, to join the faculty. Since his return he has been a counselor at Vandercook Hall, and has been adviser to the Sophomore class and to Omega Delta Phi fraternity.

For the first time in the history of Western Michigan College, a co-ed was named as president of the Student Association of the college, when the annual student elections were held March 31. She is Miss Jean Gorman, Greenville, a junior in the Secondary School curriculum.

Dr. Straw

Mr. Feirer

Mr. Hicks

Miss Gorman

Miss Lorenz

Miss Gray

Western Michigan College Players, confronted with a wartime shortage and uncertainty of men, took advantage of their problem of casting, and wrote a revue, entitled "This Is The Campus," which was produced in the Theatre of the college April 15, 16, and 17.

It presented a portrayal of Western's campus in wartime, and included original rollicking songs, with the theme song based on "This Is The Army." The serious war work of the campus was also depicted. The entire production was original, and the membership of Players cooperated with Wallace Garneau, of the faculty of the Speech department, in the writing. It was presented under the direction of Miss Laura V. Shaw.

Western Michigan College held its first mid-year Commencement exercises Sunday afternoon, February 7, when degrees and certificates were received by a class which numbered eighty-one members. For the first time also, Commencement exercises were held in the College Theatre, Dr. Edwin Blythe Stason, provost of the University of Michigan and dean of the Law School, gave the address, speaking on the subject "The College Graduate Faces a New World.”

Presenting what he termed the "overflow" of the present situation, Dean Stason said that the forces which govern the social, economic, and political thoughts today are in just two classes—the forces of stability, and the forces of instability. In the legal structure, the constitution represents the forces of stability, and legislation, through which laws are changed, represents the forces of instability. These two forces and their resolution permeate the entire structure of our modern life. Forces of change are in the ascendency in war. While on the home front there is a desire for stabilization, there is also realization of the need for the destruction of destructive forces.

"The human race has a desire for stability and continuity. It is the task of leadership to give proper
direction to these forces. This is the essence of the task of the college man," he declared. It is the duty of the college graduate in this changing world, he said, to provide the leadership which will so resolve the principles of stability and change, that the destructive forces shall not be allowed to prevail, and that ultimate progress shall be attained.

Discussing the theory of conflicting forces, he advocated the principle of checks and balances, in order that the social change might be achieved through evolution, rather than by revolution; that the forces of stability might not be allowed to perish; and to prevent the forces of change from producing totalitarianism. It will be the duty of the college graduate, the speaker said, to apply these principles of checks and balances to the past war world to such problems as inflation, the Negro problem, and the preservation of educational freedom.

Dr. Paul V. Sangren, who presided, spoke briefly before conferring the degrees and presenting the diplomas. He called attention to the accelerated program which made it possible for many of the class to complete their work earlier, in order to meet present military and professional emergencies. He stated that some were already engaged in the work for which they had prepared. Music for the program was furnished by the Varsity Women's Trio, and the Western Michigan College Choir, directed by Dorothea Sage Snyder.

Immediately following the baccalaureate address, the faculty will receive the members of the senior class and their guests at a tea to be given at Waldo Hall.

Again this year, it is planned to hold the Commencement exercises in Waldo Stadium, an innovation started last year. The program is scheduled for 10:30 instead of in the afternoon as last year. In case of rain, provision will be made for an auditorium in which to hold the exercises.

The address will be given by Carl Taylor, Executive Secretary of the Wisconsin Building and Loan League, a speaker of outstanding ability. The subject of his address will be: "How to Be Happy Though Educated."

**BASEBALL SCHEDULE**

April 22—Illinois at Kalamazoo
April 24—Notre Dame at Kalamazoo
April 27—Michigan at Ann Arbor
May 1—Notre Dame at Notre Dame
May 4—Michigan at Kalamazoo
May 7—Ohio State at Kalamazoo
May 8—Ohio State at Kalamazoo
May 11—Selfridge Field at Kalamazoo
May 17—Wisconsin at Madison
May 18—Wisconsin at Madison
May 19—Western at Northwestern
May 23—Michigan State at Kalamazoo
May 28—Selfridge Field at Selfridge Field
June 5—Michigan State at East Lansing

**Health Service**

Continued from Page 2

All this indicates that Western’s Health Service has come a long way since it was first organized back in 1927 by Miss Walker, with Dr. L. H. DeWitt making appointments once a week and available on call.

For eleven years the Health Service was housed in the basement of the Science building. Many a night found Miss Walker there at 10 o’clock cutting bandages by hand with a long sharp knife, for use on the following day.

When in 1939 the Health Service moved into the new Health and Personnel building, the one bed and two cots in a dark corner of a dark room in the basement of the Science building, which had been available to students for rest and observation, were replaced by an infirmary with seventeen beds in light and colorful rooms. Dr. Wallace Borgman had already joined the staff, and medical clinics were held daily. Dental examinations, which had been available only at the opening of the fall term, were to be had in semi-weekly dental clinics conducted by Dr. Thomas W. Howson. Skin clinics started by Dr. Arthur West were extended, and orthopedic clinics were conducted by Dr. Matthew Peelan. Facilities were available for physiotherapy treatment in well-equipped rooms, and there was a nursing staff of five members.

The growth of the clinic reflects in a measure the growth of the college and has been coincident with it. But the scope of its achievement can scarcely be indicated. It is to be measured only by such intangible standards as more healthful living, better knowledge and understanding of what total health means, and improved attitudes toward the inevitable in life, which has come to thousands, who during the past sixteen years have benefited, not only by the physical relief they have received through the efforts of the Health Service staff, but who have also been exposed to the philosophy which, from the beginning, has been one of the motivating forces of the Service.

Miss Walker came to Western Michigan College with excellent educational background and experience. She graduated from the Oshkosh (Wisconsin) Normal School, and from the University of Wisconsin. After a year of high school teaching, she taught for five years in teacher-training schools in Wisconsin and Missouri. Then she took nursing training at Augustana Hospital School for Nurses in Chicago from which she was graduated. During World War I she served as instructor of nurse aids, and then went into Red Cross work, in the field of organization for educational health work. After four years of public health work in Kalamazoo she joined the faculty of Western.
Sidney Seeley is engaged in an outstanding piece of pioneer work in the Special Services office of the War department. He is stationed at Fort Custer. Seeley organized at Fort Custer the first Art Workshop for soldiers to be set up in this country. Men at the fort, who have had art training or who have artistic talent, are encouraged to spend their leisure hours at the workshop, where facilities and assistance are available for the development of their talent. As a result of this activity, some exceedingly creditable work has been done which has been exhibited at the Chicago Art Institute, the Boston Art Museum, and other places. An exhibit is to be made at the Modern Museum of Art in New York City. Approximately 75 of the paintings are to be reproduced and compiled in a book, which is to be published soon.

Recently Seeley gave a lecture in Walwood Hall under the sponsorship of the Adult Education Committee, and at that time he displayed some of the original pictures, reproductions of which are to appear in the book. “We must keep alive in these boys the desire to continue their careers in art after the war is over. If we fail to do that, what can we expect in creative art in the post-war world?” he says. “If we are going to salvage anything that is cultural out of this war, we must give these boys a chance, through some organization, to make possible the continuance of their work.”

Seeley maintains that the talents of soldier artists will be needed in recording, for future generations, information concerning this war. Picture; are the universal language which may be read by all mankind, regardless of their nationality, he points out. Soldier artists through their work, he holds, can provide an interpretation which will reveal as can nothing else, the very heart of many phases of the conflict. Men who have availed themselves of the opportunities of the Fort Custer Workshop are now in most of the theatres of war. Many of them are devoting to art what leisure they have. Particularly in Ireland, they are finding considerable time for their art, and some exceptionally fine examples of their work have been sent back to the Fort Custer Workshop. An effort is being made to provide funds with which to purchase supplies to be given each soldier artist when he leaves training.

Seeley’s own work has been exhibited at the Cincinnati Museum Association, Scarab Club, Michigan Artists Exhibit, International Watercolor Show, the New York Professional Exhibit, and in traveling shows.

Dr. Arthur Secord, 1928, is engaged in work of state-wide scope as manager of the Michigan High School Forensic Association, in connection with his work as an instructor in the Speech department of the University of Michigan.

Secord has been a member of the faculty of the University since 1937, and has been director of both men’s and women’s debate. Immediately following his graduation he taught Speech and coached debate at Paw Paw high school training unit of Western Michigan College for seven years. After a year at the University of Michigan as teaching fellow and director of men’s and women’s debate, he returned to Western’s campus where for one year he coached men’s debate and taught Speech. Since that time he has been at the University of Michigan from which he holds the M. A. and Ph. D. degrees. For five summers he was professor of Speech and director of the Speech Correction Clinic at the University of Western Ontario, London, Canada.

While at Western Michigan College he was a member of the Forum, the forerunner of Sigma Tau Gamma fraternity, was a member of the Student Council, and was class president during both his Junior and Senior years. He was also a member of the men’s debate team. He is a member of Tau Kappa Alpha and Delta Sigma Rho, national forensic fraternities, and of Phi Kappa Phi, honorary literary fraternity. For three years, he served as president of the Michigan Association of Teachers of Speech, and he was a member of the executive council of the National Association of Teachers of Speech. In addition to memberships in these two organizations, he is also a member of the Central States Speech Association.

Dr. Secord’s wife, the former Metha Jackman of Sturges, is a graduate of Western, and was president of the Women’s League. They have two children, seven-year-old Jim, and Janet, who was born in February.

In the less than three years since he graduated from Western Michigan College in June, 1940, Theodore Bennink, who is now teaching at the Richland school unit of the college, has been engaged in a variety of social service work, through which he has accumulated a fund of exceptionally interesting experiences. This work has taken him to the foothills of Kentucky and the Indian reservations in New Mexico.

Having spent one summer during his freshman year in the Kentucky mountain district, he welcomed the opportunity which came to him following his graduation from college, to return for several months to en-
gage in work there under the sponsorship of the Home Mission Board of the Reformed Church.

There in Jackson county, where the people dig their living out of the hand-operated coal mines, and raise their food by the most primitive cultivation of unproductive soil, Bennink supervised their recreation during the week, and conducted religious service on Sundays. He taught the young folks games, and organized their play, he visited them in their homes, he became a friend to young and old, and learned to like and appreciate them.

On Sunday mornings he conducted services in a little school house, no larger than a double garage, with but four windows, some of the panes of which were boarded up. His audience ranged in age from babes in arms to tottering grandfathers. They sang and participated in their own religious service, which they finished just in time to tune in on a gospel service broadcast over the radio, and received through a battery set furnished by a philanthropic evangelist, who made that contribution to many mountain communities. Then in the afternoon he journeyed to one of the homes, where each week a Sunday school was conducted, classes meeting in various rooms of the house, and in the back yard, and finally at both ends of the porch, which was built onto the house to afford space to meet the rapid growth of the school.

His next assignment from the board took him to Dulce, New Mexico, where he worked among the Apache Indians on the government reservation. Here he taught them industrial arts, supervised their recreation, taught them Scouting, organized Scout groups, took them on hiking trips, and before he left the reservation, had nearly all the young folks on roller skates.

"Working among these people with backgrounds different from ours is most interesting," he says. "You soon learn that back of their color and underneath their primitive exteriors they are, after all, human beings just like the rest of us, with capacity for friendship, sorrow, love, and all the rest, and there is great satisfaction in being their friend. I believe if all the various races and nationalities could come to know each other in this way, peace could be realized and wars would end."

Bennink spent practically all his school days on Western's campus, going through the training school from the kindergarten through State High and the college, with the exception of two years at Kalamazoo Central. He joined the faculty at Richland last fall, teaching shop, and social science, and coaching the reserve basketball team.

Leonard H. Germant was appointed to the faculty of State High school at the opening of the second semester, to fill the vacancy caused by the death of Miss Pearl Zanes.

A native of Kalamazoo, he graduated from Kalamazoo Central, received his Bachelor of Arts degree from Western Michigan College in 1934, and also attended the University of Michigan, from which he received the Master's degree in 1935.

Eager to again participate in the ensemble singing and musical study which was such a pleasure to them during their college days on Western's campus, thirty alumnae of Western Michigan College have organized the Western Alumnae Glee Club, which is winning very favorable recognition in this section. For more than a year this group has been meeting every Tuesday evening to spend two hours in singing together. They meet in the same room on the second floor of the Ad. building in which they met as undergraduates. And to add even more inspiration and enthusiasm, they have their same director, Mrs. Dorothy Sage Snyder, herself an alumna of Western, and during her college days a member of the Women's Glee Club and Women's Quartet. Mrs. Vivian Paulas Chandler is business manager of the club, Miss Miriam Bennink is the treasurer, and Miss Frieda Germant, secretary. Mrs. Beatrice Fileen Vander Roest is accompanist. Soloists are Miss Elva Brimmer and Mrs. Newell Stoner, sopranos, and Mrs. Chandler, mezzo soprano. Mrs. Marian Working Bushore was soloist for the club's first concert. An excellent repertoire has been prepared by the group under Mrs. Snyder's direction, which includes both sacred and secular music, and folk songs.

A schedule of six concerts has kept the club busy during the past month, including a program for a luncheon at the First Methodist Church April 7: a program on April 14 for Alpha Beta Epsilon, Western's alumnae sorority of which the club is a part: a concert at the Damon Methodist Church April 18, and one at the Oakwood PTA meeting April 19. The club sang for the Women's Committee of the Kalamazoo Symphony Association April 6, and on May 2 they will give a concert in the College Theatre.
Faculty Activities

DEAN RAY C. PELLETT, at the request of the War Department, visited the Armored Force School at Fort Knox, Ky., the Infantry School at Fort Benning, Ga., the Air Force Administrative School and the Physical Education School at Miami Beach, Fla., during the period March 1 to March 11.

Dr. Elmer H. Wilds visited several eastern universities in and around New York and Boston, February 6-16, for the Michigan Cooperative Study of Teacher Education. Dr. Wilds reported the results of his study to the State Committee on Higher Education on March 11 at Lansing, the State Directors of Summer Sessions on March 18 at Lansing, and the Teacher Education Conference at Ann Arbor on April 15.

Dr. William J. Berry read a paper at the Geography section of the Michigan Academy of Science, Arts, and Letters at Ann Arbor on Friday, March 26. The title of his paper was "Habitability of the United States."


HELEN E. MASTERS read a paper on the Children's Theatre before the Later Elementary Literature Club of the Kalamazoo Public Schools on Tuesday afternoon, March 23.

Carl R. Cooper, Dr. Ernest Burnham, and Judson Hyames were in Do-warda on March 11 where they participated in the program of the Cass County Teachers Institute.

Reva M. Volle has been appointed to serve on the Clothing and Textiles Committee of the Michigan Home Economics Association.

Crystal Werner attended a meeting of the executive council of the Michigan Association for Health, Physical Education, and Recreation at East Lansing on February 20.

Dr. Charles H. Butler attended the regional meeting of the National Council of Teachers of Mathematics at the LaSalle Hotel in Chicago, Friday and Saturday, March 5 and 6.

Dr. Russell H. Seibert gave a series of six lectures in Paw Paw during January and February on the subject "The Bases of a Just and Enduring Peace: The Citizen's Responsibility." A series of three lectures was given in Decatur on the same subject during March. On February 1 he addressed a number of clubs in Coloma on the subject "America in the Postwar World," and on March 3 spoke before the Park Congregational Men's Club in Grand Rapids on the same theme. Dr. Seibert has also been appointed recently to the State Committee on Race Relations of the Michigan Council of Churches.

Katherine Mason, Ethel Shimmel, Roxana A. Steele, and Dr. George H. Hilliard attended the Teacher Education Conference at Michigan State Normal College on Saturday, February 6. The meeting was planned especially for college elementary-education staffs and instructors and for teachers preparing students for elementary teaching.

Roxana A. Steele led a discussion on Child Guidance on Tuesday, February 23, with the members of the Mar-O-Not Club of the Baptist Church in Kalamazoo.

Registrar John C. Hoekje addressed the Honors Convocation at the Bellevue High School on March 5.

Dr. W. Valdo Weber acted as educational consultant on the teaching of contemporary social science in the schools of Berrien County on March 1, 2, and 3. Dr. Weber presented materials in the social-science field dealing with the teaching of contemporary political, economic, and social problems and indicated many sources from which the material could be obtained.

Grace A. Spaeth participated with Dr. George H. Hilliard and a group of four students from the elementary and secondary laboratories in Education in an inter-college visitation program at Central Michigan College of Education, Mt. Pleasant, Michigan, on January 21 and 22.

Pearl Ford has been named a member of the National Education Association Committee on Cooperatives for the current year.

Anne Reddy addressed the Honors Day Assembly at the Comstock High School at the end of the first semester.

Anna E. Lindblom judged the State High School Debate Semi-finals between Marshall High School and Cranbrook School.

Orie I. Frederick visited the North Muskegon schools on March 18-20 and conferred with members of the faculty on a program of curriculum revision.

Elisabeth T. Zimmermann and Mathilde Steckelberg attended the annual meeting of the Michigan Chapter of Teachers of German at Ann Arbor on April 16. Miss Zimmermann is President of the Chapter and Miss Steckelberg was Discussion Leader of the meeting.

Dr. Edwin M. Lempert, Dr. Orin F. Felberich, Dr. Elmer H. Wilds, and Dr. George H. Hilliard, together with several members of the Michigan Cooperative Teacher Education Study staff, visited the School of Education, Ohio State University, Columbus, on February 23.

Judson A. Hyames gave an address on "Family Life in Wartime" at the annual meeting of the Young Married People of the Grand Rapids Churches at Grand Rapids on April 2. Mr. Hyames attended a meeting of the State Civilian Defense Committee at Lansing on March 10, and the National War Fitness Conference at Cincinnati on April 13-16.

Dr. George H. Hilliard gave a paper at a conference of teachers college representatives from six mid-western states, at the Palmer House, Chicago, March 24, on "The Nature of Additional Programs Needed in Teachers Colleges to Meet Postwar Conditions." Dr. Hilliard attended a meeting of the Publications Commission of the Michigan Education Association, of which he is chairman, on March 12 and 13 at Lansing.

Louis Foley was the assembly speaker for Scholarship Day at Muskingum.

Who will help us to identify these members of a Women's Glee Club of the early days of Western State Normal School?
College, New Concord, Ohio, on April 19. The following evening he gave the address at the annual banquet in honor of the outstanding students of the college.

Mary P. Doty attended the Music Education Wartime Institute in Cincinnati, March 26-29.

Gifford Blyton accompanied the debate teams to the University of Detroit on March 12-13, where they won second place in the debate tournament. On March 15, he addressed the Parent Teachers Association of Schoolcraft on "Should School Funds Be Curtailed at the Present Time?"

Dr. Charles H. Butler and Hugh M. Ackley attended the regional meeting of the Mathematics Association of America at Notre Dame University, South Bend, Indiana, on April 9.

**Faculty Publications**

In the February 26 issue of the Michigan Christian Advocate Louise J. Walker of the English Department has an article entitled "What Shall We do with Our Evenings at Home?"

Ruth G. Van Horn has a poem, "The Seasons," in the winter number of The Rectangle, a quarterly publication of the Sigma Tau Delta, Professional English Fraternity.

The Encyclopaedia of Modern Education, published this spring by the Philosophical Library of New York City, contains a number of articles by Dr. Elmer H. Wilds, who was one of the contributing editors.

Albert B. Becker is the author of an article entitled "Honors Assembly," which appeared in the March, 1943, issue of School Activities.


D. C. Shilling, professor of political science, is the author of a monograph which appears in the Papers of the Michigan Academy of Science, Arts, and Letters, published in March. It is entitled "Some Aspects of Constitution Making in Michigan." The publication deals with the state's three constitutions, those of 1835, 1850, and 1909, and the two others prepared in 1867 and in 1873 which were defeated, and points out the evolution of democratic political thought during a century of American expansion and growth.

Robert Stewart, 1942-43, is now located at the marine base, San Diego, California. He enlisted in the United States marine corps last January. He is seeking an assignment in the marine communications service.

George E. Beck, 1939-40, was among the men to be graduated from the officers' candidate course, Eastern Signal Corps School, Fort Monmouth, N. J., and commissioned second lieutenant in March. After a short leave he returned to Fort Monmouth for a six-weeks specialty course.

Sgt. Donald L. Kosteff, 1938-40, of Quincy, Michigan, was a member of the Royal Air Force's famous "Spitfire Squadron" which last summer set the record by shooting down 33 enemy planes in one day. During his service in this squadron, Sgt. Kosteff's score was four and one-half planes and a barrage balloon.

Richard K. Hawkins, 1940-42, was graduated from the officer candidate school, Fort Benning, Ga., and commissioned a second lieutenant in March. Following a 10-day leave with his parents in Kalamazoo, he reported to Camp Joseph T. Robinson, Ark.

William E. Bennett, 1940-41, was graduated from the army air force advanced flying school, Williams Field, Chandler, Ariz., in March. He received his silver wings and second lieutenant's commission and has reported for duty with the 89th Troop Carrier group, Del Valle Field, Austin, Texas.

Richard Cathcart, 41, has been promoted from the rank of second lieutenant to first lieutenant. He has been serving as meteorologist with an AAF unit in North Africa ever since the first American troops arrived there.

Cpl. Walter A. Reineke, '38, is now on duty with the chaplain's division at Camp San Luis Obispo, California, and is chapel organist for several Sunday services.

Robert Boughner, 1936-38, has been promoted from the rank of corporal to sergeant at Uvalde, Texas, where he is an instructor at a government-leased civilian airport. He previously was a trainer at Waco, Texas.

Lt. (JG) James P. Lenderink, 1937-38, who has been aboard a U. S. destroyer attached to the Atlantic fleet for nearly two years, returned home for a brief leave in March pending a new sea-going assignment.

Gilbert Stephenson, 1936-37, has been promoted from the rank of first lieutenant to captain. His promotion to captain was won at Pote, Texas, and he since has been transferred to Walker, Kansas.
Frank S. Noble, '37, has successfully completed his three-months course at the officer candidate school, and has received his commission as a second lieutenant in the army. Before entering the service, he was coach at State High School.

Gysbert A. Ruster, 1930-31, successfully completed the officer candidate course at the field artillery school, Fort Sill, Oklahoma, in March and was commissioned a second lieutenant. He now has reported for duty at Fort Bragg, North Carolina.

Ensign Al Karchman, ’40, began his navy experience on campus at the University of Indiana. Dartmouth College was his next destination. Following his stay at Dartmouth, he went to Princeton University for specialized training in navigation, seamanship, and the handling of small craft.

Lt. Gerald Clark, 1939-41, was ordered to report for duty at Camp Han, Cal. On March 11, Miss H. Ball, of Kalamazoo, and their infant son will accompany Lt. Clark west, where they will make their home near Riverside.

Russell A. French, 1937-39, received his commission as second lieutenant from the Big Spring, Tex. Schools. He entered the AAF in May, 1942.

Gordon W. Smith, ’41, entered the United States Naval Reserve, Great Lakes, Illinois, as a chief specialist in February. He is undergoing a period of advanced training at the Naval Training Station, Great Lakes, to qualify as a company commander at a recruit training station.

Eugene W. Smith, 1939-41, was a member of Class 43 B which graduated from Eagle Pass Army Air Field, Eagle Pass, Texas, in February. He was commissioned a lieutenant in the army air force.

Naval Aviation Cadet Harold J. Berner, 1940-42, was transferred to the Naval air station, Corpus Christi, Texas, after successfully completing the primary flight training course, naval air station, Minneapolis, Minn. After a three-months advanced flight training course at Corpus Christi, Cadet Berner will be commissioned an ensign in the naval reserve, and will receive his wings as a naval aviator.

Robert Harvey, ’42, was at home for a few days recently. Last September he enlisted in the Marine Corps Officer’s Reserve and spent twenty-two weeks in training, after which time he was commissioned a second lieutenant. At the end of his leave he reported for duty at New River, North Carolina.

Frank Scott Allen, ’37, who came to Western’s campus from Chicago, Ill., and later made his home for a time in Mancelona, Michigan, is now located in North Africa. Mrs. Allen (Virginia Switzer, ’37) is at her home in Grand Rapids.

Miss Mabel Rawlinson, 1939, of Kalamazoo has joined the Women’s Auxiliary Air Force and left for Houston, Texas, January 15 for four months of training, upon completion of which she will ferry military aircraft within the borders of the United States. After completing the work for her degree in 1939, Miss Rawlinson returned to Kalamazoo’s campus in 1940, to take the civilian pilot’s training course, which was at that time open to women. She received her civilian pilot’s license in 1941, and at the time she left for Houston had 180 flying hours to her credit. Miss Rawlinson was president of the Kalamazoo Aviator Club, and a corporal in the Civil Air Patrol. While at Western she was a member of the Women’s League Cabinet and Academy, and was employed in the office of the Health Service.

Lt. Victor C. Brattie, ’40, has been transferred from Maxwell Field, Alabama, to Kirtland Field, Albuquerque, New Mexico.

Norman C. Dutt, ’30, is now located at Balboa, in the Canal Zone. He recently sent a gift to Dr. J. O. Knauer for a copy of the book, *Roughing It in the San Bias Island*.

Lt. Leonard Vander, ’38, from Ada, Michigan, is on duty with the armed force in an undisclosed tropical region. Mrs. Vander (Edna Strahan, ’39) is working in the bomber plant at Willow Run.

Wallace B. Marshall, ’43, son of Mrs. and Mrs. J. A. Marshall of Iron Mountains, who enlisted as an aviation cadet in the Army Air Forces last August, was called to report in Detroit on February 24. Pvt. Marshall is now stationed at Miami Beach, Florida.

Ralph Dean, Jr., 1941-42, is with the 73rd Army Air Force Training Detachment, Camp Institute of Aeronautics, Harris Field, Cape Girardeau, Missouri.

Pvt. Reuben Martin is with the 373rd Fighter Sqn., U. S. Army Airdrome, Glendale, Cal. His home is in Kalamazoo, and he received his degree in 1932.

Harold E. Wisner, ’38, went into the army on June 21, 1941, from the Big Rapids High School where he was an instructor. He is now at the Indianantown Gap Military Reservation in Pennsylvania.

Stanley Phillips, 1941-42, has written to members of the Art Department that he is now located in England with the armed forces there.

Pvt. John M. Pikkaart, ’33, who until his induction into the army was circuit court commissioner, Kalamazoo County, is now located at Yuma, Arizona. In his absence Mrs. Pikkaart and the infant daughter, Carol Anne, who was born February 22, are at the home of John’s parents, Mr. and Mrs. Mitchell Pikkaart, Kalamazoo.

Lt. Walter D. Chronert, 1937-40, reported recently at Fort Mason, California, and was assigned to duty in the United States Army Postal Service at the San Francisco Port of Embarkation.

Sgt. Robert E. Telfer, 1938-41, Rich- land, is now located in Glassow, Montana, with a Flying Fortress Squadron.

Plt. Donald C. Johnson, ’40, is now at an overseas station.

Floyd B. Wawrzyn, 1937-41, is now a lieutenant with the 33rd Armored Engineers Battalion at Camp Polk, Louisiana.

Earl Klatt, 1938-42, San Antonio Aviation Cadet Center, San Antonio, Texas, has recently qualified for training as an aerial navigator.

Russell Abbey, 1938-40, is now a sergeant. He has seen action in the New Guinea campaign, and at present is recuperating from a case of malaria.

Floyd Zerbe, 1939-42, of Kalamazoo, has applied for aviation cadet training at the Hill Field, Utah. Since entering the army, he has been with the Ordnance Department.

Max Cooper, 1935-38, has been in England for two years. He enlisted in the Canadian forces and later transferred to the American forces. Recently he has been convalescing from a minor operation.

Lt. John Dale Gregg, 1937-38, and his brother Robert, 1936-38, are both serving the United States Government, John with the army combat engineers, and Robert at the Ford River Rouge Plant in Detroit. Robert is operating an X-ray machine in industry, and John very recently left for a new assignment on the Pacific coast.

Dr. Max Van Den Berg, ’41, has recently been commissioned an ensign in the United States Navy. His advanced training is being done in Boston. Mrs. Van Den Berg (Mary Cogswell, ’40) will continue to reside in Kalamazoo.

Sgt. Donald M. Christlieb, ’39, son of Mrs. and Mrs. Morris Christlieb, Kalamazoo, is now in the personnel department, Chanute Field, Ill. He taught industrial arts and agriculture at Bear...
Lake before entering the service in August, 1941.

Lt. Richard N. Percy, '36, is at Camp Davis, North Carolina, where he is an instructor in the anti-aircraft Officers' Candidate School. His parents live in Menden.

Sgt. C. F. Evans, 1939-41, has been stationed on Matagorda Island in the Gulf of Mexico, enjoyed a furlough recently. He was in the pre-engineering course before going into the Army Air Corps. Last October Sgt. Evans was married to Vivian Rosselle, '40. She is now teaching at Elkie, Michigan.

Don O. Horsfall, 1939-40, was commissioned a second lieutenant in the army air forces and received his wings at Marfa, Texas, in February. Following a short leave, he reported for duty at Denning Field, New Mexico.

Adrian Morris VandenBosch, 1936-41, was graduated from the anti-aircraft artillery school, Camp Davis, North Carolina, and commissioned a second lieutenant. He is now on duty at Camp Haan, California.

Robert George Parker, 1941-42, was graduated from the naval air training center, Corpus Christi, Texas, and commissioned an ensign in the United States Naval Reserve. He spent a 15-day leave with his parents in February, after which he reported for duty in New Orleans, Louisiana.

Roger Alman Sheldon, 1935-36, was graduated from the armed force officers' candidate school, Fort Knox, Kentucky, and commissioned a second lieutenant in March. After a short leave he reported for duty with the 783rd Tank Battalion, Fort Knox.

Cpl. Lloyd E. Havens, '42, is now stationed at Harmon General Hospital, Longview, Texas. He was inducted into the army last August.

Lt. William H. Roe, '38, is back from North Africa on furlough. He enlisted in the Army Air Corps in July, 1941. One year later he received his commission as second lieutenant at Turner Field, Albany, Georgia. Near Palestine in November, 1942, he was promoted to the ranking of 1st lieutenant. Lt. Roe is one of Western's men who have already had an extended experience, nearly 300 hours of actual combat flying to his credit. Lt. Roe's mother, Mrs. Lela Roe, resides in Nashville, Michigan.

William N. Gladston, '41, who came to Western's campus from St. Petersburg, Florida, has been commissioned an ensign in the United States Naval Reserve and has been asked to report for active duty in San Francisco, California.

Hubert Charon, '41, son of Mr. Hubert Gerard, Grand Rapids, will soon receive his silver pilot's wings and an assignment in the Army Air Forces, with the completion of his advanced flight training at the Army Air Forces Advanced Flying School, Pampa, Texas.

Howard W. Neis, '39, has been commissioned a second lieutenant at the adjutant general's office candidate school at Fort Washington, Md.

Second Lt. Bleech Malmstone, 1936-38, has recently been awarded the Distinguished Flying Cross by the army for having participated in fifty or more operational flights in support of ground troops in the Southwest Pacific New Guinea area.


Lt. Donald Cline was married to Margaret Spearuow on February 22. The wedding took place in the First Methodist Church of Kalamazoo.

Frank "Stu" Overmire is now a member of the pitching staff of the Detroit Tigers.

Mr. and Mrs. Hugh H. Wilt, of Algonac, Michigan, announce the marriage of their daughter, Helen Mae, to Henry J. Beukema.

Lt. Robert Eldridge was married Saturday, March 20, to Corlys B. Watkins, of Chicago. Mrs. Eldridge will be remembered as having been employed in the Records Office on the campus for the two years following her graduation.

Lt. Eldridge is the son of Mr. and Mrs. Robert Eldridge of Kalamazoo and at the present time is an instructor at Fort Benning, Georgia.

The marriage of Eunice Guthrie to William Lutz was solemnized February 13. Mrs. Lutz was graduated from Western in 1940. Mr. Lutz was graduated from the University of Detroit.

Mr. and Mrs. Eugene Andreic announce the birth of a daughter, January 19. They are now residing on West North St., Kalamazoo, Michigan.

Mary Jane Nash became the bride of Ensign Robert DeYoe on January 22. The wedding took place in the chapel at the USNA station, Corpus Christi, Texas. Ensign and Mrs. DeYoe are now residing in 10190 Santa Fe St., Corpus Christi, Texas.

Miss Elva Anderson was married to Robert E. Root on December 31 in Rockford, Illinois. Mrs. Root was a member of the Home Economics Club and is now teaching in the Plainwell High School.

Mr. and Mrs. Arthur Parks, of Detroit, announce the birth of a daughter, Mary Ann, March 17, 1943. Mrs. Parks is the former Ruth A. Milliron.

Mr. Walter L. Snow, the former Mary Francis Otis, is now living in Royal Oak, Michigan. Her address is 1103 N. Alexander St.

Miss Dorothy Thompson became the bride of Clarence A. McClellan, Jr., in a ceremony read on January 5. Mr. McClellan is completing a radio course at the Stevens Hotel, Chicago, in the service of the Army Air Corps.

Helen Chilham was married to Donald C. Smith on February 14. Following a short trip, they left for Washington, D. C., where they are now residing.

The marriage of Aldona Yulek to Ensign John Stephenson was solemnized January 9, in Key West, Florida. The couple are now residing in Key West.

The marriage of Elizabeth Olive Francisco to Ensign James Leidden took place February 7, in Palo Alto, California.

Dwight Faust is attending the Union Theological Seminary, New York. Dwight is a "miller" at the seminary and is serving as assistant pastor at the First Presbyterian Church in Jersey City.

Ensign and Mrs. Kenneth R. Utter were married January 16. The bride is the former Marjorie Zoller of Detroit, and Ensign Utter is from Grand Rapids. Mrs. Dana P. Kelly and son, Dana, Jr., recently moved to Ohio, where Mr. Kelly is editor, technical data section, army air force, material center, Wright Field, Dayton. Mrs. Kelly is the former Charlene McConnell.

Don Ellerdink is now living in Benton Harbor, where he recently built a new home at 490 Utica Road. Don is production manager at the Heath Aircraft company, where aircraft component parts are being manufactured.

The marriage of Miss Aneta Garside to James Buchanan was solemnized on January 16. Mrs. Buchanan was pre-
dent of the Early Elementary Club and has been teaching in Kalamazoo.

Ensign and Mrs. George Humm announce the birth of a daughter, February 7, in Kalamazoo. Mrs. Humm is the former Helen Dunham.

Mr. and Mrs. Wallace Kent announce the birth of a daughter, February 16, in Kalamazoo. Mrs. Kent is the former LaVerne Frdlund.

Woodrow Eber has been chosen superintendent at Caledonia for the coming year. He has taught in Caledonia and Dearborn.

Irene Sheehan has accepted a position in Bay City for the second semester of this year. She has taught in Escanaba since her graduation.

Mr. and Mrs. Ensign and Mrs. Wallace Kent have announced the marriage of Eunice Bogue to Lt. Forrest Tanner in Coronado, California. Lt. Tanner is now training in San Diego, preparatory to duty in the war area in the South Pacific. They are residing in San Diego, California.

The marriage of Eunice Bogue to Lt. Forrest Tanner was solemnized April 1 in Coronado, California. Lt. Tanner is now training in San Diego, preparatory to duty in the war area in the South Pacific. They are residing in San Diego, California.

1935

From Arcadia, California, comes the announcement that Richard de Pont has been appointed state chairman for Arizona Music Week in the month of May. At the present time he is employed as a designer at a Douglas Aircraft Plant.

Harold Knight is in charge of the physical training, R. O. T. C., at Tufts College, Medford, Massachusetts, and is assisting in the physical conditioning program of the Boston Red Sox baseball team.

1932

Dorothy Bowser is now employed by the Tennessee Valley Authority. She is living at Hiwassee Dam, North Carolina.

Wineta E. Fox was married to Pvt. Kaye DeWeese of Carthage, Missouri, on January 1. Mrs. DeWeese was a member of the Alpha Sigma Delta sorority.

1931

The marriage of Miss Lillian M. Connor to Lt. Walter W. Wegerly, USNR, was solemnized March 17 in the chapel of the Metropolitan Methodist Church, Detroit. Walter was president and house manager of the Theta Chi Delta fraternity, and he was president of the freshman class of 1927.

Annie Bell Sibley Drake is now living at Alexandria, Virginia. Her friends will remember her as residing at Parchment. Mrs. Drake's husband, Elton F. Drake, B. S. 1933, is now a 1st lieutenant and is in the control section in the corps of engineers in Washington, D. C. Mrs. Drake is working part time in the home service department of the Alexandria Red Cross.

1930

Therman G. Harris is director of forensics at Lansing Eastern High School. The Eastern High School debate team will participate in the final state championship debate in Hill Auditorium, University of Michigan, Friday evening, April 16.

Willis Bates, who has been high-school principal in Covert for several years, has been advanced to the superintendent there for the coming year.

1929

The marriage of Margaret Roberts to Lt. Marvin C. Volpel was solemnized on March 21. Lt. Volpel was associate professor of mathematics at Alma College, before his induction into the army. He is now stationed at Camp Davis, North Carolina.

1928

E. E. Sawyer, Jr., has been appointed assistant secretary of the Kalamazoo Chamber of Commerce by a unanimous vote of the board of directors. Sawyer will take the position on April 1.

C. P. Titus, Commissioner of Schools, Delta County, has resigned from the Michigan Public Education Study Commission. Edson V. Root, Chairman of the Education Committee of the House of Representatives, is a continuing member of the commission.

Mary Teusink, of the Public Schools of Escanaba, is working on a salary schedule committee for teachers in the Escanaba system.

Helen Stenson is now a member of the faculty at the State Teachers College, Macomb, Illinois.

1927

Vivian Buergin became the bride of Thomas F. McCoy, March 4, in Three Rivers, Michigan. Mrs. McCoy is now a teacher in Three Rivers.

1926

Two Western men have been elected to the Michigan Council for Vocational Education Administration. They are Howard D. Crull, '42, of Port Huron, and Supt. Harley Holmes, '26, of Marshall.

1922

Three sisters, Blanche, Beatrice, and Shirley Denton of Lawrence, are all subscribers to the News Magazine. Blanche and Beatrice are graduates of the Class of 1922 and are living in Holland, Michigan. Shirley graduated in the Class of 1925. She is teaching in the public schools of Rochester.

1920

John J. Lee, associate professor of special education at Wayne University, has been elected president of the International Council for Exceptional Children. The Council has a membership of more than three thousand special-education teachers.

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Wesley Merritt, '33

Wesley Merritt came to Western Michigan College campus from Springfield, Massachusetts, in 1929. Now ten years after his graduation, with a major in the department of music, he is head of the music department of the Brockton High School, Brockton, Massachusetts. The city of Brockton has a population similar to that of Kalamazoo, so, as may be expected, there are about 2500 students in the high school. Besides his work in the music department of the public schools, Wesley has a contract as a baritone soloist in one of the churches. In the letter accompanying the photograph, is a reference to Susan, the elder daughter, who appears with her father and who is now two years old. Susan has a baby sister, Polly, who is only five months old. Wesley writes that when his day's work is done, "he goes home to his three girls"—Mrs. Merritt and the two little daughters.