Like other institutions of higher education, Western has seen the great majority of male students dropping their ordinary academic pursuits to serve their country in time of war. On the face of it, this change would mean that our enrollment would be cut in half, with only the young women remaining on the campus. As matters have turned out, however, there is no dearth of young men in our college halls this year. Only, nearly all of them are now in uniform; they belong to the armed forces of the nation.

Alumni who have not seen our campus since the first of July would be surprised at its new aspect. These young men who are already a part of America's fighting machine occupy the dormitories, fill the classrooms, work in the gymnasium, march and drill on our walks and grounds. Never, it seems, in the whole history of the college, has its atmosphere been so suddenly and radically changed. It must be instantly apparent to the most casual observer that Western is now thoroughly committed in every way to our country's war effort.

The shifting of all our facilities to the definite purposes of the new régime has required many adjustments. Some of them were not easy to make. We have had to give up features of our institutional life. Nevertheless we wholeheartedly welcome the new order of things. We are proud of the responsibility which our government has laid upon us, and we have faith in the fine young men who have been entrusted to us for training. We are confident that the stricter discipline and heightened seriousness now in evidence will be a good influence for years to come.

Meanwhile Western has not abandoned any of the kinds of students whom the college exists to serve. Along with the special military programs we are continuing all the usual opportunities for civilians, who indeed have now a new advantage in being able to study for three semesters a year. So our institution, which is making its contribution toward winning the war, is also taking pains not to neglect civilian preparation for other kinds of responsibility in the years of peace that lie ahead.

The three fine young men in the cover photograph represent three branches of Western's military unit. Two are enrolled in the V-12 program, Apprentice Seaman Charles A. Downer, USNR, Kalamazoo, left, and Private Louis A. Kennedy, USMC, Montgomery, Ala., center. Aviation Cadet John LePine, USNR, Detroit, right, is enrolled in the V-5 program.
Western's Military Program

On the campuses of approximately 500 colleges and universities in the United States are to be found special educational programs arranged for trainees in the various branches of military service. Western Michigan College is one of the institutions where such a program is being carried on. This college is now housing, feeding, and giving training to approximately 900 young men.

Under the program now in operation on this campus, from 120 to 145 young men in the U. S. Naval Cadet program known as V-5 are enrolled for the purpose of receiving ground and flight instruction in order to become flight officers for the Navy. These young men spend three months on the campus and are then transferred to another pre-flight school for purposes of physical hardening. Their preparation consists of 240 hours of ground instruction incorporating the subjects of navigation, aerology, aircraft familiarization, communications, civil air regulations, and recognition. In addition to this, they are given thirty-five to forty-five hours of flight instruction during their period of residence. All of these young men are high school graduates and most of them have had from one to four years of college work.

A second group of 770 young men known as the Navy V-12's are enrolled in an educational program on the campus. This group is equally divided between Marines and Navy men. The Marines are scheduled to become officers of the Marine detachment, and those of the Navy, too, are scheduled to become deck officers. These young men are all high school graduates and about 75 per cent of them have had one or more semesters of college training. Their courses of instruction extend over a period of from one to four semesters, depending upon the length of time they have already been in college. For the freshmen, the basic curriculum consists in college mathematics, physics, English, history, engineering drawing, naval organization, and physical training, to be followed in the second year with courses in navigation, nautical astronomy, chemistry, physics, mathematics, naval history and elementary strategy, and elementary psychology. Those young men who have already had some college training and have met minimum requirements in mathematics, physics, English, and engineering drawing may elect rather freely from the various fields of instruction available in the college in such a way that they can complete their major requirements for the degree.

Under the plan of organization for the V-12 group, it is necessary to run the college instructional program on the year-round basis. Consequently, Western Michigan College has shifted to a plan of three semesters of sixteen weeks each per year. This same plan of organization will prevail so far as civilian students are concerned. That is to say, civilian students can also attend college the year-round and can thereby complete the regular four years of work in three years. It is expected, of course, that the regular short summer sessions will be maintained in the future just as in the past. Furthermore, all of the civilian work of the institution will be carried on in the future as in the past. All of the regular courses which had been available to students will continue to be offered for them. The situation which prevails on the campus with respect to this new development is as follows:

The First V-12 Group Arriving on Campus
Relatively few young men of civilian status are now enrolled or can be enrolled in the work of the college. The young women, of course, continue in nearly the same numbers as previously. This means that since our enrollment was approximately equally divided between men and women under normal conditions, our regular enrollment of students now probably only slightly exceeds 50 per cent of the normal enrollment. Therefore, it is possible for the faculty to take care of the added 900 Navy trainees, plus the civilian students, without in any way reducing or modifying the educational program available for civilian students. The only point at which any real modification has occurred is in the addition of some instructors to teach in the fields of mathematics, physics, and engineering drawing, where the load is especially heavy because of the Navy requirements.

In order to feed and house the Navy trainees, it has been necessary to discontinue the use of our regular dormitories for civilian students, and to use them exclusively for the V-5 and V-12 programs. On the other hand, we are engaged in the process of preparing a group of large houses owned by the college for a considerable number of the girls ordinarily accommodated in the dormitories. So far as feeding facilities are concerned, we have reserved the large kitchen and dining room in the Union Building exclusively for the Navy and are using the kitchen and dining-room in one of the larger dormitories exclusively for civilian use.

Our experience to date with these programs indicates clearly that we can through this medium make a very direct and respectable contribution to the promotion of the war effort. While the work is strenuous, the faculty is enthusiastic about the opportunity to contribute in this way to the certain victory. They feel that the substantial nature of the requirements and the seriousness of purpose of the students will have a desirable and permanent effect upon the educational program of the institution. The young men themselves have been found to be of high caliber and good behavior, well-disciplined, and definite in their purposes. While they come to the college by transfer from a large number of colleges and universities with varying programs and backgrounds, they adjust cheerfully and quickly to the requirements and traditions of this campus.

It is our clear conviction based upon experience to date that the college will profit by participation in this program, and will point with pride in years to come to the fact that it was enabled by government selection to make its contribution to the restoration of freedom in America and throughout the world.

Paul V. Sangren,
President.

**ADMINISTRATIVE STAFF OF NAVAL UNIT**

These are the members of the "ship's company," the administrative staff of Western's Naval Unit, taken in front of the staff headquarters in Spindler Hall.

Front row, left to right: Lieut. [jg] William J. Meisel, USNR, Physical training; Capt. Ralph E. Britt, USMC, officer in charge of Marine Corps detachment, and commanding officer in the absence of Commander Tuthill; Commander John T. Tuthill, Jr., USNR, Commanding Officer; Lieut. [jg] Ernest W. Carl, USNR, Executive Officer; Lieut. [jg] John J. Rieder, USN, Medical Officer; Marine Gunner Leon J. Gaynor, USMC.

Second row, left to right, Harold N. Fries, CSp, USN; Matthew L. Patarelli, CSp, USN; Paul Thomas Sutton, Platoon Sergeant, USMC; Odell J. Cherry, Gunnery Sergeant, USMC; Frank MacDavitt, CSp., USN.

Third row, left to right: Francis V. Mason, Jr., H1c, USN; Alvin B. Mann, H1c, USN; John R. Harding, PhH1c, USN; August E. Weidner, SK2c, USN; Herman R. Delozier, Y1c, USN; Joseph E. Monaco, Y3, USN.

Fourth row, left to right: Corporal Howard D. Blakely, USMC; Corporal Robert J. Mayhorn, USMC; Carlton D. Phillips, S1c USN; Corporal Harold Coye, Jr., USMC; Corporal John J. Crumley, USMC; Corporal Roscoe Altomari, USMC.
Opportunities of the Pre-Summer Session

Estimates released within the month indicate that the teacher shortage for the coming school year will reach 100,000, with possibly as many as a half million children locked out of classrooms. As usual, the brunt of this falls upon the rural schools, some urban school systems reporting an excess of applicants in all but a few subject-matter areas in the high schools, giving them unusual opportunities for selection. This does not minimize the seriousness of the problem, however, either from a national or a state point of view, for slightly over one-half of the children of the nation and somewhat more than one-third of the children of Michigan are in rural schools. Last year three thousand emergency certificates were issued in this state and many of the smaller schools were closed. This year four thousand emergency certificates are anticipated with more schools being closed. While some rural schools in Michigan could be closed to the advantage of the children and communities, unfortunately the present emergency is resulting in a random rather than a selective closing which but further complicates the future of rural education in this state.

The problem is staggering, with the probable result that standards will be lowered even more than necessary. There is a danger that teaching in many rural schools may be on more nearly a technical than a professional level if some of the present makeshifts and suggested panaceas persist. One wonders if the profession as a whole is making as much effort as it could to save the day. One commissioner of schools, faced with a very serious immediate shortage in his schools, has recruited seventeen from his county who will enroll in the rural education curricula of Western Michigan College this summer and fall. But most school administrators seem to be devoting their full time and energy to their own particular reading. Through daily observations under the guidance of Mrs. Lorena Purdy and informal discussions with several subject-matter and general as well as rural-education faculty members, a surprising amount was accomplished in a very short time. Special adaptations to meet the needs of schools in farm and rural non-farm communities were stressed. The maturity of the members of the group, plus years of participation in community life, gave them a margin of understanding which made this phase of the work particularly vital. The work was planned to assist in re-orienting them in the newer educational concepts but with thought to leaving them a comfortable degree of security in their own adequacy whether or not they could revolutionize their philosophy and techniques.

But one member of the group in her written work reflected the reactionary attitude that some of the active teachers have rather dreaded on the part of those returning to the field; i.e., that here is the opportunity to show how schools should be taught. She stated at the end of the four weeks, “From my study and observation I feel that I did rather good work in my teaching before and that I could again.” These other statements more nearly typify the general attitude of the group. “I have observed the real value of beauty in surroundings, the importance of the atmosphere of the classroom.” “The children by participating in all decisions which affect the group and by assuming responsibility are given opportunity for freedom of choice and social adjustment.” “Noting the stress now laid upon science, I am reminded the rural school has unlimited opportunity in this field.” “Entertainments in my school shall be more a demonstration of school activities or dramatization of work accomplished than the usual puppet-like performances.” “I have been greatly im-

(Continued on Page 7)
The Summer Sessions of 1943

Presenting a program which was definitely designed to be sufficiently elastic to meet the varied needs of pre-service, in-service, and re-service students, Western Michigan College has conducted unusually successful summer sessions during the past two months, the last of which, the nine-weeks session, will close August 20, when a class of approximately fifty will complete the work required for degrees and certificates. A group of sixty-seven was graduated at the end of the six-weeks session, July 30.

Included was an excellent program of work presented in the six-weeks session of the Graduate Division, at the conclusion of which fifteen were presented as candidates for the degree of Master of Arts from the University of Michigan. A total of 607 students was enrolled, including 130 in the Graduate Division.

Under the direction of Dr. Elmer H. Wilds, director of summer sessions and the Graduate Division, it was planned through the summer sessions to provide not only the work which would be of the greatest practical value to each of the varied groups of students, but also entertainment which combined educational value with relaxation. How well this plan succeeded was evidenced by the apparent interest of the general student body, the enthusiasm of the workshop members, and the large audiences which attended the series of feature entertainments to which the general public was also invited.

Three workshops were conducted during the summer, one in Special Education, one in Guidance, and one in Radio, which was the first of its kind to be conducted on Western's campus. Each of these groups was engaged in definite work of practical value to its individual members, who brought to the workshops their own particular problems.

Dr. Norma V. Scheidemann, of the faculty of Drake University, was director of the Graduate Work-
Sidelights on Western's History
Edited by James O. Knauss

[Sidelights is a regular feature of this publication. It is planned to record here unusual incidents and anecdotes of Western's past—events which might otherwise have been forgotten but which reveal the spirit which has always animated this institution. The editor is asking for suggestions for future articles.]

If history as a whole does not repeat itself, there are nevertheless striking similarities between events of the present and of the past. For instance, the activities at Western in 1918 during the First World War are startlingly like those of today. The following is a schedule printed in the Herald of October 9, 1918, which seems to be prophetic of July 6, 1918:

First Call .......... 5:55 A.M.
March ............. 6:05 A.M.
Reveille ........... 6:10 A.M.
Assembly ........... 6:15 A.M.
Mess ............... 6:25 A.M.
Assembly ........... 6:30 A.M.
School .......... 7:30 to 11:30 A.M.
Mess ............... 11:40 A.M.
Assembly ........... 11:45 A.M.
School ........... 12:30 to 2:30 P.M.
Drill .............. 2:30 P.M.
Assembly ........... 2:40 P.M.
Recall ............. 4:45 P.M.
Retreat
First Call .......... 6:05 P.M.
Assembly ........... 6:10 P.M.
Mess
Call to Quarters... 7:15 P.M.
Tattoo ............. 9:15 P.M.
Taps ............... 9:30 P.M.

This was the schedule of the Students Army Training Corps stationed at Western. The S.A.T.C. (the familiar initials seem an early forerunner of the numerous alphabetical organizations which have flooded the country in recent years) was composed of four hundred enlisted men who received their basic training here and attended college classes at the same time.

The Corps' existence at this institution was brief. The first announcement that a detachment would be stationed here was officially made in June, 1918, and the disbanding took place on December 21 of the same year. During these six months Western was the scene of an almost hectic activity. Probably the chief headline to the authorities was the problem of housing the four hundred men. At that time there were no dormitory facilities at Western. All students roomed in private homes. Government regulations required barracks. Accordingly, steps were taken to erect a satisfactory building. George Sprau was made chairman of the committee to supervise that work. Although the work was pushed as rapidly as possible, the barracks were not ready for occupancy before October 20—almost a month after the S.A.T.C. had become a reality at Western. The Herald of October 30 declared that "Western Normal barracks were among the finest in the state... A splendid study hall, a large number of shower baths, steam heat, electric lights, and a perfect system of ventilation contribute to the comforts of the building." All of which may have been true, but the barracks were a far cry from the barracks that house our present naval and marine contingents.

When the S.A.T.C. arrived on Monday, September 30, the men found as much confused and confusing activity at Western as their successors did twenty-five years later. "The faculty and clerical force of the school have been taxed to capacity to take care of the hundreds who have thronged Normal hill during the past two days to complete arrangements for admission to the school for the opening of the fall term." The inductees were given thorough physical examinations by a staff of twelve local physicians assisted by an orthopedic specialist from Camp (now Fort) Custer and by Dr. L. H. Harvey of the faculty. This work was done in the present Women's Gymnasium. Later in the month mental tests were given by Professor Samuel Renshaw of the faculty.

One of the most interesting events of the first week was the ceremony connected with the formal induction of the men into the armed forces of the United States. This took place on the play grounds south of the training school in the presence of fifteen hundred people. The orders of the day were read by Lieutenant Chamberlin, as well as messages
from high government officials. The oath of allegiance was taken by the men. President Waldo gave the address of the day. A part of this speech should be quoted here: "Despite all the horrors of the past four years, these are the best days the world has ever known. For these are days when young people are facing real problems and are deciding for the right even though it may mean the supreme sacrifice. You men will go forth to free the peoples of the world. You will help to free Belgium. You will help to free France. You will stand shoulder to shoulder with the valiant armies of Great Britain. You will stand side by side with the Italians. You will do your part to help free Serbia, Roumania and Poland, and you will help set Russia up where she should be."

"We want you to live clean lives. We want you to study hard, to drill well. We are going to help you to do your level best to prepare yourselves to free these countries."

"Never were there days like these in all the world. We men of the faculty envy you. There have been many heartaches because we could not do real war work. But now we feel that we have some real war work to do. We are going to do our best to carry out everything the government expects us to do to prepare you for your work. We want you to know that this faculty stands behind every one of you. We are going to stand behind everything these officers in charge of this unit do because we want you to be fully prepared for your work."

"In behalf of the state board of education of Michigan, and the faculty of this school I welcome you to Western Normal. At this hour 150,000 high school boys all over the country are being taken into the Student Army Training Corps, boys of fine mental ability, of fine physical qualifications. We at Western Normal want to do our utmost to prepare you boys to do your duty one hundred per cent."

The military organization was divided into two companies, known as Company A and Company B, each headed by a lieutenant of the U. S. Army. Each company was divided into three platoons, each in charge of a drill sergeant who had previous military training. There were about forty corporals on duty. The whole organization was under the command of Lieutenant R. G. Walters.

The mess hall, always an object of interest to men in training, was in the basement of the training school. The food was satisfactory, if this menu is typical, which was prepared for November 10. Breakfast—Apples, rolled oats, scrambled eggs, potatoes, hot biscuit, coffee. Dinner—Cream of tomato soup, celery, sirloin steak, fried potatoes, asparagus tips, salad, apple pie with ice cream, and coffee. Supper—Cold meats, salad, hot Parker House rolls and coffee.

The members of the S.A.T.C. engaged in a number of extra-curricular activities. They participated in athletics. Eighty-three men desired to enter the choir, sixty-one the glee club, thirteen the band, and seventeen the orchestra. The result was that football had a successful season under Coach Spaulding, and musical activities were highlighted under the able direction of Harper Maybee.

The musical program introduced by Maybee at Western was officially adopted by the S.A.T.C. organizations of Illinois, Wisconsin, and Michigan. It consisted of the following: group singing one-half hour each week, two half-hour periods of music each week, five or ten minutes of group singing preceding each meeting of War Issue classes, two hours a week for band rehearsal, and the inauguration of a school for song leaders.

The month of October was necessarily a time of adjustment. This was made especially difficult by the world-wide "flu" epidemic which hit Western in full fury during the month. Quoting from the Western Normal Herald of October 2, 1918, the work of the health committee is shown: "For the protection of Western Normal students against the epidemic of influenza and Spanish influenza which is sweeping over the country, Dr. L. H. Harvey, head of the health committee, has issued the following warning and prophylactic measures, which all students of the school are urged to follow conscientiously for their own benefit and the health standards of the student body. Dr. Harvey says: "The country is being swept with an epidemic of influenza and Spanish influenza with a high degree of fatalities. Great caution is needed to guard the institution against infection, quarantine, and dire results. The conscientious co-operation of every member of the institution is demanded if we would escape an epidemic." A set of rules was drawn up by the committee before the opening of school.

All students were ordered to report to a member of the committee whenever they were suffering from the slightest indisposition. Arrangements were made for immediate hospitalization at Borges Hospital for those stricken with the disease. As a result, the mortality at Western was lower than in most institutions. On October 30, the announcement was made in the Herald, "The flu came. The flu went. Day by day the number of cases is dwindling."

At the beginning of November, both the military and civilian authorities believed that at last the S.A.T.C. plan was ready for a fair trial. However, on November 11 the war came to an abrupt end with the signing of the armistice. This made the organization unnecessary and it was formally disbanded on December 21.

Thus passed out of existence the forerunner of our present naval program. The plan had not been thoroughly tested. Whether the present program will receive a more complete trial, time alone can tell, but we are afraid that history, the fickle jade, will not repeat herself in this case. When the winter term of 1919 opened at Western, the uniforms were gone, although many of the S.A.T.C. students returned to school as civilians. The barracks, popularly called Sprau Hall, remained to be
used as badly needed classrooms for the growing institution.

The December 11 issue of the Western Normal Herald printed the following interesting and apropos editorial signed with the initials G. S., and entitled “Tomorrow and Tomorrow”: “If existing orders are not countermanded, the passing of this week will bring to a final conclusion the work of the S.A.T.C. among us. After a very few days we shall be in a position to judge in retrospect the wisdom of the undertaking, and to come to some definite notions concerning its success or failure. In this as in many other matters, judgments will vary according to politics and religion, but one thing is certain, the S.A.T.C. as history will be different from the S.A.T.C. as experience. What it was to be, what it has been, and what it might have been, will suddenly become of little concern to most of us, and we shall soon find ourselves talking about what it was with the patriotic fervor becoming to all good citizens.

But the end is not yet. And during the interim that remains, it may be expedient for us to direct our thoughts elsewhere. Leading from the S.A.T.C. there are many ways. Which shall you follow? Back home? The old job? A new job? Idle adventure? Fame? Wealth? All of these are alluring, and any may be possible. However, spirits that are finely touched temper their judgment with wisdom and guide their valor to act in safety. Immediate rewards are not always the most to be desired, and a carefree tomorrow is often the seed of years of repentance. Youth is the time for learning, for culture, for ideals. These are fundamental in democracy, fundamental in civilization, fundamental in life. Without them righteousness becomes hypocrisy and sacrifice a mockery. For them we have pledged our national honor, for them our fellow citizens have died.

The way of all ways for the student soldier is to remain in school. The world needs him no less than it did three months ago. Now it offers no immediate financial rewards, no promise of heroic romance, no waving of flags, and no bugle calls, but only the unspectacular routine of necessary work often to be done at a sacrifice and without appreciation or thanks. Yet, if we are to accomplish the purposes we have so clearly defined for ourselves, this work must be done. There is no longer need to discuss the value of a college education. This has long since passed the stage of doubt and debate. The question before every member of the S.A.T.C. is not whether a college education is worth while, but whether he will shirk the responsibility that fate and circumstances have thrust upon him. Youth is the time for education. Never again will it be as easy to go to school. Think hard and decide right. Tomorrow and tomorrow it may be too late.”

Pre-Summer Sessions

(Continued from Page 3)

Others were willing to have students enroll in their regular classes and through reading and guidance afforded by personal conferences complete their credit requirements. The variety of subjects offered would have satisfied the requirements of almost any undergraduate student. As long as the pre-summer session meets a real need, it will be continued. Present indications are that it will be meeting a real need both for refresher and other rural teachers as well, at least for the duration and reconstruction periods.

WM. McKinley Robinson.

On Military Leave

Dr. W. Valdo Weber, a member of the faculty of the Social Science department of Western Michigan College, has been commissioned lieutenant (sg) in the United States Navy. He has been assigned to the V-12 Navy unit at Dartmouth College, Hanover, N. H., as assistant executive officer.

Following the receipt of his commission, Weber went to Columbia University for a period of training, during the final week of which, he, with three others, was sent to Washington for instruction in supervision, after which he visited the V-12 college training units in Texas, Arkansas, and Louisiana. He then returned to Washington to the Bureau of Naval Personnel, where for a time he was engaged in coordination of reports from the 153 active navy college training units.

Weber joined the faculty of Western Michigan College in 1937, coming here from Huntsville, Texas, where he was head of the department of Political Science at the State Teachers College.
In Memoriam

Emma Watson
1894-1943

On June 28, 1943, Emma Watson finished her day’s work here and entered that great University over the line in which her splendid gifts, aptitudes, and aspirations will find complete fruition.

In Miss Watson’s death, Western Michigan College has lost a capable executive, an indefatigable worker, and a fine teacher; the faculty and students have been bereft of a loyal and inspiring friend.

No tribute would be complete that did not recognize her great friendliness. Emma loved people and had a genuine interest in them. She counted her friends by the hundreds and came to know all sorts and conditions of people. The interesting personalities whom she met were the outstanding feature of any vacation trip. Although she added new friends each year, she never forgot the old ones. In the college circle, she cultivated the friendship of the entire group. She was vitally concerned in all the problems of the Faculty and of the Institution. The Business and Professional Women’s Club of the city and her church felt the warmth of her vigorous personality. The welfare of her students was of primary importance to her. In fact, in my judgment, no teacher whom I have known has maintained a more lasting interest in her students than she. Her extensive correspondence with former students, her frequent visits to schools in which they were employed, and her keen anticipation in meeting them at professional conferences gave evidence of this fact. She was interested in all their problems and rejoiced in their success. Emma’s nature was so generous and fine that she saw only the best in people or else she overlooked any idiosyncracy or foible that might have annoyed someone less sympathetic. Her vitality, vivaciousness, and versatility captivated all who came within the circle of her influence.

One cannot extoll too highly her staunch loyalty to her friends. No one spoke disparagingly of one of them without her rebuke. She loved them in spite of their faults. Those who knew her best admired her for her genuineness and sincerity. At times, she was brutally frank. Sham and pretense had no place in her life. She never resorted to feminine wiles to gain an end. Clothes and finery meant little to her personally. Emma loved life. She liked to play hard. She found delight in fine music and played the piano with considerable feeling. She read widely. Biography, history, and current literature were her favorites.

She loved the good in life. She was not without strong convictions. To these she gave unfaltering allegiance.

Then too, she loved to work. She realized that the world’s business is not constructed on the self-running principle and that those who bring things to pass have to work hard to do it. To her profession, she gave of her time and ability unstintingly. Whatever she did was well done. She had little patience with any service that was scamped and slovenly. She held high standards not only for herself but also for her students. Consequently, both the students and the faculty respected her teaching ability.

We are thankful that life is not measured by length of days but rather by what we put into it. Emma Watson lived the abundant life. She crowded it full of useful service. We shall cherish the memory of this fine friend whose disposition was radiant with good cheer, contentment, thoughtfulness for others, trust, and hope.

Louise J. Walker.

Emma Watson  Anne Reidy  Pearl Zanes
The death of Anne Reidy early in June was the sort of personal loss to the College and to her friends of which no just expression can be made.

The positions held by great persons who were members of our faculty can be filled by other great persons or even, adequately, by persons not so great. We mourn the passing of Anne Reidy because, as companion and associate, she was irreplaceable. It is true that she left us in the discipline of her profound religious faith and in the integrity of her character and thus made a gift to us of those grounds for confidence and joy in her. But in that sunny weather of Commencement-time we knew that the uniqueness which had influenced us was gone forever. That fact was as difficult to accept as to comprehend.

Anne Reidy's pupils in the fourth grade of the campus training school, of which for fifteen years she was the critic, remember her for her teaching them self-reliance and humor. And to them (as to others) it was probably not a matter of unimportance that she was always fresh and stylish and laughing to look upon. The college students whom she counselled and directed found that she received them expectancy, as though she were an invitation to their good sense and their idealism.

As for her colleagues, we placed trust in her. Professionally, Anne Reidy was level-headed and well-informed. She had no talent for annoying people or doing things in difficult ways. When, in making her especially great contribution to the development of our professional program of teacher-education, she spoke, it was to illuminate an issue and to prove a course of action reasonable: her voice and her knowledge carried a welcome authority. Conscious of the need for unity of spirit and influence among the women of the Faculty, she inspired their organization and relinquished the leadership to those before whom she felt a real humility. Everyone who knew Anne Reidy recognized her vigilance in giving people their due.

The faculty at Western has become so large that our acquaintance with many of our colleagues is scarcely more than passing. But the testimony of passing glimpses can be interesting. Anne Reidy had a way of establishing herself with whomever of us she casually met. For a moment we felt her distinction and the accompanying surprise and gratitude that she should also be so informal and so personal. We felt that she was a busy person, occupied with matters which she had singled out because they were in her view important. She wasted no attention upon what seemed to her non-essential. Yet she lent her humor and her dry unsentimentality to a five-minute conversation, and made us feel she had established a relationship. When relationships between herself and others were of necessity longer lived and more important, she brought to them that same combination of deference and private individuality. Both our administrators and her students would testify that Anne Reidy's sense of right and her loyalty to others never embarrassed each other: she was so clear in her own following of a right direction and it was so genuinely a right direction that the wills of others could operate at peace with her. As a result, she never needed to play safe with anyone. Indeed, she would have scorned to do so had she even thought of so foolish a possibility.

To those of us who have watched the tradition of frankness and energy and kindness grow and expand within this college, the presence of Anne Reidy among us has been one of the evidences. She will have shown others the way.

Herbert Slusser.

Pearl Zanes
1898-1943

All of us who knew her will cherish the memory of the friend so fine and inspirational—Pearl Zanes. Her release from suffering came January 13, 1943, but the influence of her warm, genial personality and intellectual alertness will remain with us.

Idealist, teacher, counselor, and friend—she was all these and much more. As an idealist the future for her was envisaged with social science developed into an exact science so that government would be carried on by trained individuals for the good of all. In her daily life she provided opportunities for students to experience the principles of better living and feel a greater tolerance for human frailty.

As a teacher she had an insatiable desire for knowledge of historical background and for an understanding of current trends; her ever-growing and changing educational philosophy kept her always on the alert and made her a pioneer in the classroom. Students looked to her as one who was aware of their individual needs and abilities and who would do all within her power to help improve their status in a group.

Many students will remember Pearl Zanes for the wise counselling which she gave. She willingly gave of her time and her talents and was never too busy to listen and to share in the solution of their problems. In State High School she was popular as an adviser to clubs, to the seniors, as well as to individuals in their studies.

In the two years in which she lived as a counselor in Lavina Spindler Hall, the women students found enjoyment in her companionship, in her many books, and in the delightful atmosphere which she had created within the walls of one room. The poles of her interest ran from sports and the out-of-doors to music, art, and literature so that conversation around her flowed easily.

(Continued on Page 12)
Book Reviews
Edited by Louis Foley


Mr. Culp is Director of Rural Education, State Teachers College, Aberdeen, South Dakota, where he has been dealing, in a very first-hand way, with the preparation of teachers for the rural schools of that state for many years. In collaboration with the late M. M. Guhin (father of the Young Citizens League of the North Central States), he established and has effectively utilized the most elaborate laboratory of one-teacher schools to be found in use by any American teachers college. This college, through its campus department of Rural Education and thirteen associated Rural Demonstration Schools, trains each year more than 200 rural teachers.

The author was graduated from Western Michigan College and has degrees from the University of Michigan as a background of scholarship for his intensive and matured experience. He has gained status as a writer by the production of many valuable articles for leading educational periodicals.

He has written this work-book because he found the available material in Rural School Management too difficult for students who had but recently finished high school. His main purpose was to include necessary material and discard less essential content found in many larger volumes. However, he has not neglected to consult other recent books, studies, and practices. Questionnaires to rural teachers were also used as a basis for selecting topics. The material chosen for inclusion in his new book had been used by him in classes and was recently reviewed in a Teachers' Work Shop at the University of Michigan. To keep to a minimum price for the book, desirable pictures, illustrations, tables, and forms were excluded.

Every page of this book is characterized by the vitality of brevity and the author's straightforward way of going at his work. Topics are discussed with a forthright directness and a specificity of style which make vigor of presentation the main characteristic of his work. The 100 pages are distributed to twenty-one brief chapters as follows: I. The Rural Life Background; II. The Rural School Problem; III. Advantages and Disadvantages of Teaching a Rural School; IV. Preparation of the Rural Teacher; V. Applying for a Position; VI. Getting a Good Start; VII. The Teacher and the Community; VIII. Health and Recreation for Teachers; IX. Health and Play for Pupils; X. The Daily Program; XI. The School Plant; XII. Heating and Ventilation; XIII. The Discipline of the School; XIV. The Technique of Teaching a Rural School; XV. A Socializing Program; XVI. Improvement in Service and Professional Ethics; XVII. School Records; XVIII. Tests and Measurements; XIX. Safety Education; XX. Character Education; XXI. Conservation Education.

In concluding his chapters the author boils out of what he has written two transparently-stated summaries: First, a numerical list of the ideas discussed; and second, an enumeration of exercises and activities useful for rubbing in these ideas. For example, in his final chapter he presents a consideration of Conservation Education, which raises and pointedly discusses these pertinent questions: 1. What should be included in conservation education? 2. What methods and devices should be used? 3. What is the status of our heralded natural resources? 4. What are some of the difficulties in achieving a reasonable goal? and 5. Should the work be taught as a separate subject or a part of some other subject? Then in suggestion of action about the situation he inquires specifically: 1. What are the great conservation problems of your state, and what steps have been taken to solve them? 2. How can the sins of the past two generations in relation to natural resources be partially blotted out? 3. How may Arbor Day be best made an occasion for community celebration? and 4. What have been the contributions of the following organizations: Izaak Walton League; C.C.C.; 4-H Clubs; and Future Farmers of America?

As an early teacher and lifetime friend of Vernon H. Culp, I most heartily congratulate him upon two obvious merits of his How to Manage a Rural School: first, that he so thoroughly clarified in his mind in advance what it was that he was undertaking to do; and second, the dynamic unity of his effort, which makes every page in his book ring in the mind of the reader a specific call for the next page.

Ernest Burnham.


"In this book," says the announcement on the cover, "teachers in twenty-three representative high schools report in their own words how they carried on programs in foreign languages and in foreign cultures." These schools may be taken to be particularly "representative" of California, for it appears that all of them, except one in Phoenix and one in Seattle, are located in that state.

"It will be noted in the chapters that follow," the editors tell us, "that, although the programs differ widely in methods, organization, content, and activities, all represent different approaches to a common ultimate goal. This goal was anchored in the long-range individual and group needs of American life. . . ." (p. 16)
A hundred pages, one-fourth of the volume, are devoted to "Illustrative Materials for Class Use." Forty of these hundred pages are occupied by an index of "Foreign Literature in English Translation." So this section seems to reflect the feeling, expressed in the beginning, that a person can "achieve the presumed social and cultural values of foreign-language study more readily through English... if you do not care to learn the foreign language." (p. 12) In fact, there is no insistence upon the learning of language as something of basic importance in a well-rounded education. It is deemed worthy of serious consideration only where "community interest in learning to communicate through a foreign language is sufficiently strong to justify foreign-language instruction." (p. 13) Such a view is characteristic of those educators who look upon the choice of subjects in a curriculum not so much as a matter of principle as of simply accepting what is judged to be a "trend."

The attitude of subservience to "trends" shows itself indeed in other ways. Of the hundred pages of "Illustrative Materials," aside from the forty of them which are occupied by the index of English translations, fourteen pages are taken up with a French puppet show (L'Abbé Constantine), all but three of these fourteen pages being used for the text of the scenes chosen. All the rest of this section of "Illustrative Materials" is devoted to Spanish. In its emphasis throughout, the book obviously rests upon the assumption of a "trend" toward Spanish in our schools. Aside from the clear reflection of the more or less peculiar conditions of a limited region, this emphasis suggests also a certain bias in line with the special interest of the principal editor. It may not be irrelevant to note such items in the reports as: "After Dr. Kaulfers had given us that interesting lecture in Spanish..." (p. 104) or "Their pertinent questions in Spanish at the conclusion of Dr. Kaulfers' lecture were a good indication of what they had gained by listening." (p. 111)

The disproportion of emphasis in this work requires for its demonstration no further criteria than such principles as the editors themselves announce. The Stanford Language Arts Investigation, in stating the cultural basis for the language arts, recognized as a central objective "the conscious purpose... to understand and appreciate American civilization as an integral part of present and past world civilizations..." and stated further as the first of its "enabling objectives."

To evaluate the various contributions of European, Asiatic, and African peoples to the building of American life and culture... (p. 17) Considered with reference to such a basis or purpose, the "Illustrative Materials" are a rather ill-balanced assortment. If one were really serious about "beginning at home," one might for example start with some of the innumerable French contributions which are inseparably incorporated in modern civilized life in America and elsewhere. Within the practical realm of everyday affairs, such French inventions as standardization of weights and measures and of machine-parts, the use of structural steel which made skyscrapers possible, the automobile, photography, or moving pictures are obvious starting-points. Food, clothing, gardening and horticulture, natural history, military organization, modern crime-detection, geography and map-making, the exploration of much of our own country, are a few others of the many possibilities, to say nothing of art and architecture. Just as a matter of realistic general information, students should be made aware of the incomparably important French element in modern American and European culture—something of which our "Latin" or "Spanish" neighbors to the south are more fully conscious than we. Vague mention of "various contributions of European, Asiatic, and African peoples to the building of American life and culture" can hardly give the student much enlightenment unless it is based upon truly fundamental things in American life as we know it.

While it is plain that the Stanford group are committed to the "correlation" and "integration" of all kinds of language-teaching under "Language Arts," yet the title of the book, after all, uses the phrase "Foreign Languages." As that phrase is commonly understood, it does not suggest the teaching of either English or Latin, but means modern foreign languages. No small amount of space, however, is devoted to English and Latin. In the handling of both of these, we find uncritical acceptance of the now-traditional indoctrination concerning "Latin" words in English. Pupils' testimony, quoted with evident approval, shows the "trend" of the teaching. "Bob thumped his desk and said, 'You can't tell me that English isn't a Romance language. I know too many English words that come from Latin.'" (p. 56) "(Latin) has great value because a great many words are taken from Latin... Latin is the best all-round language to take."

(p. 63) So the unrealistic interpretation is cheerfully carried on, and generations of high-school students (and even teachers!) are kept completely unaware of the plain fact that most of the so-called "Latin" words in English were simply adopted as French words, often with French meanings and uses which the ancient Latins never imagined. Of course it is unorthodox to point out such facts when they disturb the smooth correlation of a "trend." Yet the handling of this matter alone is difficult indeed to reconcile with the announced aim of dealing with a "country and its people in relation to their contribution to American and to world cultures." (p. 22) According to this criterion, the extreme emphasis upon Spanish—to the detriment not only of French, but of Italian and German—seems a serious distortion.
The editors are quite certain as to "the futility of a formal disciplinary type of education," (p. 279) though they do admit that "at times there will need to be specific practice or drill." (p. 18) Those of us who have not completely surrendered to progressivism do not read with perfect equanimity such statements as the one about a pupil who in class "does very little work, but he has a good time." (p. 32) We learn that the pupils in that class "use no text," (p. 35) and that "none of these subjects is developed thoroughly." (p. 39) Teachers who are not altogether content with the apparent inability of so many present-day students to read even simple material with anything like thoroughness may be somewhat disconcerted by the statement that "it takes time to make a methodical, inquisitive Mexican realize that he can read for pleasure and information without knowing the meaning of every word." (p. 37)

Yet this congeries of opinions contains some truly heartening expressions. It is encouraging to see these educators recognize reading as not merely a "tool subject" but "a key to life, . . . an essential life activity in itself." (p. 19) Incidentally they give the answer to those who, only a few years ago, would have had us throw out foreign language in favor of "social science:" "language, . . . is man's most significant social invention and most indispensable medium of thought." (p. 19)

Some of the methods and activities reported in this book may have succeeded admirably in certain special circumstances and yet not be so generally useful as the editors imagine. The compilation contains much that is controversial, much with which many language-teachers will strongly disagree. Nevertheless they may find the book genuinely stimulating, and anyone interested in this field will do well to read it carefully, if only to be informed as to things which are now going on in the name of language-teaching.

LOUIS FOLEY

Dr. Scott Honored

Dr. Nancy E. Scott of the Social Science department of Western Michigan College has been invited by the national board of directors of the American Association of University Women to become a member of the A.A.U.W., national committee on International Relations.

The appointment is for six years.

The committee meets at least once each year, usually at the organization's headquarters in Washington, D. C. It functions as a liaison group with the International Federation of University Women, especially through its sub-committees on Selections for Oxford, Interchange of Teachers, and Refugee Aid in the United States.

This committee also defines the points for emphasis for the study and activity programs of the Association as a whole, and promotes action on public issues which affect the foreign policy of the United States. Among the members of the committee is Dr. Mary E. Woolley, president emeritus of Mt. Holyoke.

For the past four years Dr. Scott has been state chairman of International Education and Relations of the Michigan Division of A.A.U.W., and her appointment to the national committee is partly in recognition of the excellent work she has done in this state.

Dr. Scott has been much in demand by various groups as a speaker on War and Postwar topics. Upon the invitation of Dr. Charles H. Fisher of the Extension Division of the University of Michigan, Dr. Scott gave an address on the subject, "The Greatest Patriotism" at each of the two division meetings of the eleventh annual Adult Education Institute held at Ann Arbor, May 18 and Traverse City, May 27.

On June 10 she represented Western Michigan College at the fourth meeting of the Committee on Discussion of War and Postwar Problems of the Michigan Council on Adult Education.

At the state convention of the Michigan Division of University Women, Dr. Scott presided at a round table discussion on Postwar Problems.

At the state convention of Delta Kappa Gamma, national honorary society for women in education, which was held at Lansing, May 21, Dr. Scott was initiated as a state honorary member.

Dr. Scott is not only active as a speaker but also as a writer. In the next issue of the News Magazine will appear a review of Walter Lippmann's new book, U. S. Foreign Policy, prepared by Dr. Scott for publication in this Journal.

In Memoriam

(Continued from Page 9)

To her many friends many small things seemed significant — auburn hair as radiant as her youthful spirit, a smile as winning as her delightful manners, and a zest for living an intensely full life.

An inner strength that made her quite self-sufficient did not in any way hamper her appreciation of her friends. She had a happy faculty for giving her undivided attention to her friends and sensed readily and sympathetically their moods. No effort was too great if it could gratify the expressed or unexpressed desire of others.

To have known her, to have watched her fighting for a cause, to give to others, is a challenge to a have felt the glow that her intensity better way of life that we can never forget — for to all of us she was idealist, teacher, counselor, and friend.

GLADYS HANSEN
GRACE SPAETH
Playing a shortened schedule because of travel difficulties and one which listed only the “Big Time” institutions of the Middle West, the Bronco diamond men this spring turned in a surprising record in view of the fact that over a score of prospective candidates had gone to the service and Coach Charles Maher was forced to build almost a new team, doing a most commendable job in his final season for the duration.

Over the eleven games on the schedule the Western Michigan team won six frays while losing five. They split even with Notre Dame, Michigan, Wisconsin, and Michigan State, took single engagements from Illinois and Selfridge Field, and lost a single contest to Ohio State.

Playing unusually steady ball although not flashy in their work, were Del Loranger, catcher; Fred Stevens, first sacker; and John Bero, third. Bero with .288 led the hitters for the season with Tom Krupa, outfielder, just behind him, although Ben Almany, pitcher, with only nine times at bat boasted a .333 average.

Bob Albertson turned in the best pitching record in victories and defeats, being credited with two wins and no losses, but Warren “Red” Biddle was probably top performer in the box. He won three and lost two, both of his defeats coming when he hurled two-hit games, one to Wisconsin and one to Michigan State.

Coach Maher, who was commissioned a lieutenant (s.g.) in the naval reserve, left with three games still to play, and Judson A. Hyames, athletic director, and former baseball coach, finished the season as the acting coach of the team.

Harold Gensichen, Western Michigan’s sensational forward in basketball, named the most valuable player of the state for a second straight year by the collegiate coaches of Michigan, has been named to ‘Chuck’ Taylor’s All-American basketball team for the Converse Rubber Company Basketball Yearbook, soon to make its appearance. Studying at Western under the navy program, Gensichen may be here when the basketball season rolls around.

Speaking of basketball brings to mind that a large number of college basketball players have also been transferred to Western under the Navy program, among whom is Burgess, a three-year star from the University of Montana; and Marve Bybsna, star from Calvin College.

Stationed on the “ship” here in the physical fitness program for the navy and marine reserves are several well-known coaches, topped by Lieutenant William Meisel, former baseball coach at Columbia University, who is the athletic officer. Chief Specialist Matthew Patanelli, former three-sport star at Michigan; Chief Specialist Harold Fries, former Wisconsin athlete; Chief Specialist Frank McDavid, a swimming coach in New York for many years; and Corporal Howard D. Blakeley of the Marines comprise the balance of the staff, which is working with the Western Michigan College coaching and physical education staff in the co-ordinated program.

Lieut. Meisel has a large squad out for baseball practice and is planning on a late summer Western Michigan College baseball team which may be able to play a few games with industrial league teams and perhaps end the season with a game with an all-star industrial team of Kalamazoo, which should be an attraction that would really pack in the fans.

With well in excess of 100 men out for football, prospects for a winning team at Western Michigan College are unusually bright this fall, the reserve navy and marine programs having given the Broncos many men with experience in other colleges over the Middle West and the Northwest, from a score or more of colleges in Idaho, Montana, Iowa, North and South Dakota, Wisconsin, Missouri, Illinois, Indiana, and Michigan.

Because of the fact that no spring practice was held this year due to the unusual conditions of wartime, Coach Gill called out the men for practice during the latter weeks of July, with plans calling for about four weeks of workouts and then a week of rest before the start of the usual fall practice.

Included in the squad are plenty of men with college experience for every position. There are twenty-one ends, twenty-one tackles, twenty-one guards, nine centers, nine quarterbacks, including Captain-Elect Bob Mellen of the Broncos, twenty-nine halfbacks, and six fullbacks.

During the earlier practice Coach Gill and his assistants, Roy Wietz, line coach; Clayton Maus, freshman
Because conditions cut space allotted to high school sport more and more during the past year, it has been hard to keep contact with the performances of some of the teams coached by Western graduates. Some coaches have turned in such outstanding and unique coaching records that they have been widely commented upon by columnists in various state publications. Chief among these have been the baseball records that have been piled up in coaching by Harry Potter at Muskegon and Robert Miller at Sturgis.

In piling up great winning records over a number of years with new teams each year, high school coaches are faced with a big problem because they must take the raw material — much of which has not previously played high school ball — and mould it into a strong combination, well versed in the fundamentals of the sport.

In doing this, both Potter and Miller have displayed that they laid solid foundations during their playing days at Western and as “teachers” in the coaching game proved their ability to put over the subject with their pupils on the diamond. They have not only won an exceptionally large number of games, but have developed some outstanding players.

Of the better known baseball coaches of the state, Harry Potter at Muskegon High School ranks high, with his Muskegon teams having a record of thirty-eight straight victories, and three straight championshipships in the Southwestern Michigan Class A Conference.

Baseball was started at Muskegon in 1937 and right from the start Potter displayed the keen baseball instincts as a coach which had earlier made him a great athlete at Western in not only baseball but basketball and football as well. In 1937 his team won seven and lost only three games and the following year it won eight and again lost three. Identical records of seven wins against three losses were turned in in 1939 and in 1940.

The great mark of thirty-eight consecutive baseball games for Coach Potter started with the 1941 season when the Muskegon team won eleven games straight, going fifteen innings against Kalamazoo Central High at Hyames Field, Western, in the championship game before winning it 5-4. It was Kalamazoo Central again in 1942 which stood in the way of Muskegon’s march to the title and this final and deciding game was played at Muskegon where Potter’s team was a victor 4-3 in the ninth inning, as it made its 1942 record fifteen straight victories. This past season Muskegon won twelve straight in its march to an undefeated season and in its final game for the Southwestern Class C Conference title it was again Kalamazoo Central that Muskegon had to defeat to win the championship and again Coach Potter’s team stood the test and went to twelve innings to take the victory and the title 10-6.
This gives Muskegon, since it started baseball under Coach Harry Potter, a total of sixty-seven victories and twelve defeats, a truly remarkable and praiseworthy record, and one which must stamp Harry Potter as one of the leading high school baseball coaches of the state.

While Muskegon has been running its string of thirty-eight straight games in the past three seasons, the pitchers have turned in five no-hit, no-run games—one in 1941, one in 1942, and three in 1943.

Potter aids 'Tiny' Redmond during the football and basketball seasons and does a fine job there, but when spring comes 'Tiny' takes to track coaching and Potter becomes the baseball coach. Judging from Muskegon High School athletic records they make a swell coaching team.

Down at Sturgis where Robert "Bob" Miller has been coaching for the past thirteen years the high school teams under his direction have been piling up some amazing winning records; in fact, they have been doing that with all teams that Bob has been coaching, marking him as one of the really successful coaches of the state.

During the past thirteen years, Miller's baseball teams have won a total of 101 games, lost only twenty-one and tied one, giving him an all-time winning baseball average of .829. Such a record over such a long period of time when records tend to equalize around the .500 mark is indeed a tribute to his coaching.

In 1931 Miller's team won the county championship, but did not play in a league or conference again until 1934 when the Twin Valley League started baseball as a league sport. During the nine years that the sport has been one of those sponsored by the league, Miller's baseball teams have won the championship seven times and in the other two seasons finished in second place with a single loss in each of those seasons in league play.

During the reign of Sturgis at the top of Southwestern Michigan class B schools in baseball, they have played Class A, B, and C schools, most of them, of course, in Class B with Kalamazoo Central and Battle Creek as the Class A opponents.

Prior to going to Sturgis, Miller, who graduated from Western with his degree in 1925, coached at Mason for a five-year period where he also enjoyed outstanding baseball success, not having a losing team during that entire period.

It is a tribute to Miller that he has enjoyed great success in other sports that he has coached at Sturgis and Mason.

His thirteen years of basketball coaching at Sturgis shows 130 victories against 58 defeats for an average of .691 during the regular schedules. In eleven years in the Twin Valley Conference play, his teams won the title six times and finished in the second division only once. The tournament record of his teams shows six district titles and two regional championships, with his team a runnerup for the state title in 1941. At Mason in five years he did not have a losing basketball team.

Miller retired from football coaching last year when Dale Faunce, another Bronco graduate, took over in this sport. Miller coached football there for twelve years and his teams had fifty-four victories, thirty-three defeats, and five ties for a .621 average. In ten years in the Twin Valley Conference his teams won three championships and finished in the second division only once. One season Miller had an undefeated team. In five years at Mason, Coach Miller also had a great success in the gridiron sport with two championship teams, one undefeated team, and never a losing season.

A survey of the Sturgis records in the various sports indicate that the Sturgis team has played good competition throughout, in meeting such teams as Kalamazoo Central; Kalamazoo St. Augustine; Western State High; Battle Creek Central; Dowagiac; Elkhart, Ind.; Goshen, Ind.; St. Joseph; Three Rivers; Niles; Buchanan; Otsego; Allegan; Constantine; and White Pigeon; among others.

Homer M. Dunham.

Former Track Star
In Army Air Corps

Lieutenant Gerrit H. Stukkie, '41

Lieutenant Gerrit Stukkie has been Assistant Director of Physical Training at Lowry Field in Colorado, since being commissioned in the Army Air Corps. Stukkie was another of the outstanding Bronco athletes to go into the service of their country. He was a star track man for three years, member of the mile and 880 relay teams, which won honors at the Penn Games and also set an 880 relay mark in the Central Collegiates at Milwaukee in 1941. During his three years track competition, Stukkie had a record of not being beaten within the state in the 100 yard dash and only once in the 220.

Stukkie came to the campus from Ada, and was active in many other school activities besides track. He was a member of the "W" Club and Theta Chi Delta.
Commencement exercises were held on Wednesday evening, July 28, to honor the 110 students who completed their work for degrees and certificates during the six and nine-weeks summer sessions.

The exercises were held in the campus Theatre, and the address was given by Dr. John Wirt Dunning, former president of Alma College, and for twenty-one years pastor of the First Presbyterian Church of this city. Following the exercises, a reception was held for the graduates and their friends on the stage of the theatre.

This was the occasion of the first summer session graduation exercises to be held in the Theatre, although a similar program was presented when degrees were conferred and diplomas awarded to members of the February graduating class.

Miss Patricia Eldridge and Miss Margaret Ackley, both of Kalamazoo, and Joe Nagel of Detroit, all members of the June graduating class, were given the annual awards as the most outstanding members of their class. Nagel's award was made in absentia, since he is in service with the Army Air Corps.

Miss Eldridge, who recently became the bride of Clark Boumann and has gone to St. Petersburg, Florida, to live, was presented the Woman's League award, given each year to the woman student most outstanding in scholarship and leadership.

Miss Ackley received the Kappa Delta Pi award given each year by Western's chapter of this national fraternity in education to its senior member voted most outstanding in leadership and scholarship.

Nagel's award was the one made each year by the Men's Union to the senior man voted most outstanding in scholarship, personality, character, leadership, and service to the college.

Both Miss Ackley and Miss Eldridge were members of Senate, Arista, honor society for senior women, and of Kappa Delta Pi, and both graduated with magna cum laude honors, and had served as class officers.

Nagel was a member of the Industrial Arts Union and the "W" Club and was outstanding in his service as football manager in 1941 and 1942.
New Faculty Appointments

Ten new appointments have been made to the faculty of Western Michigan College, it is announced by Dr. Paul V. Sangren. Of this number three will teach college classes, two will teach in State High School, one will be a supervisor in the campus training school, one will teach in Paw Paw training school, two at Portage, and one at both Richland and Portage. In addition, two members of the Paw Paw training school faculty are transferred to the college campus, one to teach in the V-12 program.

Henry Beukema and Albert Munk will teach college classes. Both are graduates of Western. Munk, who will teach physics in the V-12 program, received his A.B. degree from Western Michigan College in 1928 and has done graduate work at the University of Michigan. Beukema, who will teach in the Industrial Arts department in the V-12 program, graduated from Western Michigan College in 1941 and has been teaching in Algonac.

Arthur L. Walker joined Western's faculty in the department of Business Education July 1. He came here from Mary Washington College, Fredericksburg, Va., where he had been assistant professor of Commerce since 1927. He has done considerable professional writing, including a text in College Business Arithmetic, in which he collaborated with Dr. J. Marshall Hanna of Western's faculty, who is now away on leave for service in the Navy.

Miss Elizabeth Hathaway has been appointed instructor in English in State High School. She was graduated from Western in 1935 with a degree of Bachelor of Arts, and has since taught in the South Haven and Kalamazoo public schools.

Donald Dolan, who will teach social science in State High School, holds a Bachelor of Arts degree from the University of Michigan, and has been teaching in the Kalamazoo public schools.

Miss Helen E. McCall will be third-grade supervisor in the campus training school. She has a Master's degree from Teachers College, Columbia University, and comes to Western from New Britain, Conn., where she was third-grade supervisor in the State Teachers College.

Mrs. Nevada Midland and Miss Eleanor T. McLaughlin will be supervisors in the Portage training school. Mrs. Midland, who has a Master's degree from Iowa State Teachers College, comes from Superior, Wis., where she has been supervisor of teaching in kindergarten at the State Teachers College. Miss McLaughlin, who will be sixth-grade supervisor, is completing her work for the Master's degree at Columbia University. She comes from the Teachers College at Plymouth, N. H.

Mrs. Margaret Sommerfeld, who will supervise music at Portage and Richland, graduated from the Music department of Western Michigan College in 1941 and has been teaching in Muskegon County schools.

Jacob DeWitt and John Brickner have been transferred from the Paw Paw training school to the campus, the former to teach physics in the V-12 program, and the latter in the department of Business Education.

Donald Scott, who has been coaching in the Kalamazoo public schools, has been named trainer in the department of Physical Education, and manager of the locker room.

Miss Leona Adolf, who will be fifth-grade supervisor at Paw Paw, is completing the work for the Master's degree at Colorado State College of Education at Greeley, Colo. For the past three years she has taught at Marlette, where during the past year she has been elementary principal.

Miss Dorothy King of Toledo, Ohio, has been named editor, and Miss Avis VanderWeele, Kalamazoo, business manager for the 1944 edition of the college annual, the Brown and Gold.

Miss King has completed her junior year and will be on the campus at the opening of the second semester November 1. She has been active in campus affairs.

Miss VanderWeele, who is enrolled as a Junior, is in college this semester. She served as business manager during the latter part of last year most successfully.

As we go to press we learn that Mrs. Gladys C. Hansen, assistant dean of women, has been granted leave of absence to serve as field representative of the Red Cross in the Pacific Coast area.
Interesting Alumni

Despite the fact that for the past four years he has been fighting a terrific battle for his very life, and is even now an invalid confined to his wheelchair, Paul Burkhead, a graduate of Western Michigan College, is making his contribution to the war effort. He is tutoring men in physics, and mathematics, who need this assistance in order to make the grade for officers in the armed forces. During the past year he has tutored an average of thirty hours a week, sitting in his wheelchair at his home, 362 Elm Street, Battle Creek.

The story of Burkhead's fight for life is one of heroic courage. He was graduated from Western with the degree of Bachelor of Science in June, 1939, after having maintained a high scholastic record. He was appointed to a teaching position in the Vassar High School. During the summer he took a position in a boys' camp at Walloon Lake. On the day he was scheduled to leave the camp, July 17, 1939, he took a dive. The water was shallow. His neck and three vertebrae were broken. He was rushed to the University of Michigan hospital at Ann Arbor, where he was a patient for three months. So extensive was the paralysis resulting from the accident, that no hope was given for his recovery.

But his mind was clear, and his courage high, and if his hope ever wavered, nobody knew it. He was removed from Ann Arbor to Leila Hospital in Battle Creek where he remained flat on his back for two-and-a-half years. During that time with the help of friends and nurses, he completed a short-wave radio set, which by a clever contrivance he was able to operate. He communicated with points all over the world, and through the facilities of Western's station was in continuous contact with the campus. Then came the war, and he immediately went off the air.

More than a year ago he was removed to his home, and soon began tutoring, in which he has had much success. Not long ago he enjoyed an interesting experience when Lt. (sg) William G. King of the United States Naval Flying Corps, home on leave, came to visit him. The two had lived together during their years at Western. After graduation, King had entered service. He received his ensign's commission, and was sent to Alaska. Later he was awarded the Distinguished Flying Cross for "extraordinary heroism in operations against the Japanese at Kiska."

On one of his missions over the Aleutians he was forced down on Akutan Bay at Akutan Island. He went ashore. In an old deserted fishing shack he found a volume of Dickens, which he read to pass the time away. As he turned the leaves he came upon a clipping, yellow with age and tattered at the edge. He turned it over, and there looking up at him was a picture of Dr. Nancy E. Scott, whom he had known as a teacher of history back at Western Michigan College.

He put the clipping in his billfold. Knowing that there was a family connection between the great grandparents of Burkhead and those of Dr. Scott, he decided to save the clipping for his old college friend. And so he carried it for more than a year, and when he recently visited Burkhead, brought it to him. It was a clipping and syndicated picture of Dr. Scott which had appeared in newspapers in 1926. Who had occupied the shack, or where the clipping had been made or why, furnished a topic for interesting speculation when King visited Burkhead.

While at Western, Burkhead was a member of Players, Science Club, Kappa Rho Sigma, Kappa Delta Phi, and Omega Delta Phi.

Martelle L. Cushman, who graduated from Western Michigan College with the degree of Bachelor of Arts in 1932, received the degree of Ph.D. in Rural Education from Columbia University in June. He wrote his doctoral dissertation on "An Evaluation of Rural District Reorganization in Michigan." A copy has been presented to the Burnham Rural Life Library at Western Michigan College, which was established on this campus by former students of the college to honor Dr. Ernest Burnham, founder of the Rural Education department of this college.

After receiving a life certificate from the Rural Education department of Western in 1928, Dr. Cushman taught for three years at Ellsworth before returning to Western to complete the work for his A.B. degree. He has served as superintendent of schools at Cedarville, and taught at the W. K. Kellogg School at Augusta. He attended summer sessions to complete the work for the Master of Arts degree from the University of Michigan. For three years he served as superintendent of schools at Richmond, and for the past two years has held a teaching fellowship at Cornell. Dr. Cushman's wife, the former Florence Haas, was graduated from the Art Department of Western in 1933.

Therman G. Harris, who graduated from Western Michigan College in 1940, is now head of the Speech department at Eastern High School at Lansing, where during the past seven years as director of forensics he has coached high school debate teams that have brought dis-
tinct credit to themselves and their school, as well as their coach.

Last spring his debate team placed second in the state championship debate at Ann Arbor, where they were defeated by Cranbrook School. However, at the time of the state championship debate, Howard Cole, captain of the team and star debater, was in New Orleans participating in a semi-national oratorical contest sponsored by the American Legion in which he won third place and a $300 scholarship.

During his seven years at Lansing, Harris-coached teams have won four tournament championships, and reached the quarter-final in the state series, preceding this year’s success. The school has been awarded seven plaques for excellence in debating. Five trophies for debate have also been received—two from Lansing State Journal for defeating Lansing Central, two from the Michigan High School Forensic Association for winning district elimination tournaments, and one from the University of Michigan for participating in a state championship debate.

At Western, Harris was a member of the Varsity debate team for three years, a member of the International Relations Club, Tau Kappa Alpha Fraternity, and of the Forum, forerunner of Sigma Tau Gamma Fraternity. He taught for half a year at Lakeview Junior High School at Battle Creek and five and one-half years at Ionia before going to Lansing. He received the Master of Arts degree in Speech from the University of Michigan in 1934. His wife is the former Pauline Brown of Battle Creek, also a graduate of WMC. They have two sons.

Miss Rosamond Haas, Kalamazoo, who graduated from Western Michigan College with a Bachelor of Arts degree in 1932, was the recipient of the $1,000 Hopwood prize for poetry, awarded each year by the University of Michigan.

Miss Haas’ book entitled “Delay Is the Song” has been accepted for publication by the E. P. Dutton Company, and will be published next year.

Following her graduation from Western with an A.B. degree in 1929, Miss Haas taught in Hart and Richmond public schools. She completed the work for the Master of Arts degree at the University of Michigan in 1934. She has also completed a secretarial course, and is now secretary to Dr. George E. Carrothers, director of the Bureau of Co-operation with Educational Institutions, University of Michigan.

Summer Sessions

(Continued from Page 4) Devi Dja and the Bali-Java dancers; Edward T. Camesich in a travel lecture; J. Franklin Caveny, artist and sculptor; Deep River Singers; Jack Rank, Shakespearean monodramatist, whose appearance attracted so large a crowd a second performance of “Macbeth” was given; and the Tatterman Marionettes.

Exceptionally interesting assembly programs were also presented, including the opening convocation address by President Paul V. Sangren; Curtis D. MacDougall, Medill School of Journalism; Joseph Hornsby Spear, director of the Pan-American Council in Chicago; Lillian Loth Koch, who gave the annual book lecture; J. Claire Monteith in an illustrated travel talk.

Social events which added to the pleasure of the summer session were the faculty reception and dance, which included an enjoyable floor show; a tea given by the Faculty Dames and Faculty Women’s Club for the women of the college; and several all-college parties attended by summer session students, first semester students, both civilians and Naval and Marine trainees. Workshop members and other small groups also enjoyed informal social affairs, all of which combined to make the 1943 summer session one of the most profitable and enjoyable in the history of the college.

Visiting Professors From Three States on Summer Faculty

Dr. Arthur J. Manske
Dr. Norma V. Scheidemann
Dr. E. W. Dolch
Faculty Activities

Cristal Warner attended the "Victory through Fitness" Workshop sponsored by the National Association of Directors and Teachers of Physical Education for Women in Colleges and Universities at the University of Wisconsin, June 21-30.

Mary Moore attended the meeting of the Michigan Dietetics Association at East Lansing on April 17. On May 7 and 8 she attended the Michigan Home Economics Meeting also held at East Lansing.

Dr. Charles H. Butler was chairman of the Mathematics Conference at the annual meeting of the Michigan Schoolmasters Club in Ann Arbor, April 16.

Minnie Dezena Loutzenhiser served as resource person on the subject, "Leisure Reading" at a district meeting of the Michigan Education Association held in Muskegon.

Eunice E. Kraft read a paper on "Roman Wit and Humor" at the Classical Association meeting in Chicago on April 22-24.

John W. Gill has returned from Peterborough, New Hampshire, where he taught softball in the June camp of Sargent College of Physical Education, Boston University.

Dr. Edwin Lemert spoke to the Student Fellowship group on "Marriage in Wartime" at a meeting held at the Congregational Church in Kalamazoo, Sunday, May 2.

Dr. Lawrence Knowlton attended the gas specialist school held at Purdue University, Lafayette, Indiana, during the week of June 13.

Dr. William Brown spoke on "Contemporary Fiction" before the American Association of University Women at New York on May 18; the American Association of University Women at Battle Creek, Michigan, on May 22; and the Business and Professional Women's Club at Battle Creek on July 12.

Harold Blair addressed the Kiwanis Club of Kalamazoo on June 2 on the topic, "Steam Locomotives."

John G. Kemper was elected a member of the Board of Directors of the Kalamazoo Institute of Arts at the Annual Membership Meeting of the Institute in April at which meeting Mr. Kemper was guest speaker. An oil painting, "Opus '43," by Mr. Kemper received second award in the Annual Kalamazoo Artists' Exhibition at the Kalamazoo Institute of Arts held from May 2 to May 21.

Dr. W. McKinley Robinson on May 22 installed a new chapter of Kappa Delta Pi, honorary educational fraternity, at the State Teachers College, Eau Claire, Wisconsin, as a member of the National Executive Council.

Dr. William J. Berry was chairman of the Geography Section of the Michigan Schoolmasters Club at its meeting in Ann Arbor, April 16.

George D. Weeks attended the Music Educators Wartime Institute at Cincinnati, Ohio, in March as a delegate from Western Michigan College. Mr. Weeks is now on leave of absence for military service.

Dr. Gerald Osborn presented a paper, "The Postwar Science Program in Teachers Colleges," before the Midwestern Teachers College Conference in Chicago on May 4. On May 18, Dr. Osborn spoke before the Zeeland Rotary Club on the topic, "How Chemistry is Solving the Problem of Critical Materials."

Dr. George H. Hilliard presented at one of the Teachers Colleges," before the Midwestern Teachers College Conference in Chicago on May 4. On June 25-26, he attended a meeting of the State Teacher Education Committee at Ypsilanti, and on July 14, presented papers before the Sixth Annual Conference on Reading at the University of Chicago.

Sophia Reed attended the meeting of the State Home Economics Association which was held at Michigan State College May 7 and 8. As vice-president of the Association she presided at the Saturday morning meeting. On June 25, Miss Reed gave a talk on nutrition to a group who attended the regional institute of Civilian Health and Social Welfare at the Y.W.C.A., Kalamazoo.

Harper C. Maybee addressed the Presbyterian Men's Club on Ladies' Night on "Music in the Making" assisted by a sextette of senior music students on May 27. On May 21 he directed the eighth annual high school-college music festival in which college musical organizations and nine high school choirs participated. Noble Cain was guest conductor.

Dr. Ernest Burnham attended the annual meeting of the Board of Directors of the American Country Life Association at Louisville, Ky., June 9-11, and participated in two panel discussions and a radio broadcast at the fifteenth annual Rural Leadership School, Purdue University, July 6-9.

Judson Hyames attended the Conference of the American Association on Health, Physical Education, and Recreation, at Cincinnati, Ohio, April 14-16. Mr. Hyames has delivered a number of addresses during the spring and early summer at various banquets and commencements. On June 14 he addressed the State Christian Endeavor Convention held in Kalamazoo.

Roxana Steele had the honorary degree of Master of Education conferred upon her at the Commencement of Michigan State Normal College, Ypsilanti, in June.

Faculty Publications

Grover C. Bartoo, department of Mathematics, in collaboration with Dr. J. O. Osborn of Harris Teachers College, has written a new text book, Home and School Mathematics, which was published in June by the Webster Publishing Company, St. Louis, Missouri.

Roy C. Bryan, principal of State High School, has an article, "In Defense of Honors and Awards," in the June issue of The School Review.


"Some False Notions about School Discipline," by Roy C. Bryan and Louis Foley, in the January issue of Educational Administration and Supervision, has reappeared in condensed form in Loyola Educational Digest for June.

Ensign Hugh D. Allen, '37

Hugh went into the service a little more than a year ago. After completing his basic work at Northwestern University, he was transferred to Norfolk for further training and early in the year went overseas and is at present in the North African area. In his collegiate days he was a member of the Flayers and other organizations and also a member of Bronco track teams.
Cpl. Kenneth E. Sweetland, 1941-42, Kalamazoo, was graduated from the radio technical school last December 12. He then went to Orlando, Fla., for advanced training and now is stationed in Philadelphia. Donald M. Christlieb, 1939, Kalamazoo, has been promoted to the rank of staff sergeant at Chanute Field, Ill., where he is in charge of the greenhouse and field gardens.

Letters received in this city from Pvt. Richard Ford, 1940-41, of Kalamazoo, now with the Rangers in North Africa, state that he was among those who participated in the initial invasion.

Leon Edward Burgoyne, 1939, Berrien Springs, entered the U. S. Naval Reserve Midshipmen’s School located on the campus of Notre Dame University in June. After he had completed the prescribed course in officer training, he will be commissioned an ensign and assigned to active duty.

Atty. Ivan M. Wheeler, 1932, Mattawan, has been notified of his acceptance in the aviation branch of the service, with a commission as junior grade lieutenant. He received orders to report on May 1 to the naval aviation navigation school at Hollywood, Fla., for training.

Pvt. Richard Francis Shields, 1940-41, of Kalamazoo, has arrived at the Scott Field, Ill., reception center for training. He is the son of Mrs. Helen F. Shields, 936 W. Kalamazoo Ave., Kalamazoo.

Miss Phyllis J. Barnes, Kalamazoo, is awaiting orders to active duty as an officer candidate of the United States Marine Corps Women’s Reserve. She was sworn in June 1, 1943.

Lt. Frank Kleinbrink, 1940, Otsego, formerly listed as “missing on an airplane flight,” is now reported by the Navy Department as dead from exposure on a life raft in the service of his country.

Orlando Chapman, 1938, Colon, has been promoted from the rank of second to first lieutenant at Fort Benning, Ga., where he is a weapons instructor.

Lt. Hugh E. Graham, 1941-42, Kalamazoo, was among the men awarded silver wings and commissioned second lieutenants in the first 1943 class of graduating fliers in the army air force Gulf Coast Training Center with headquarters at Randolph Field, Texas.

A navy promotion has been granted to Russell D. Gould, 1936-37, Kalamazoo, who has been advanced to the rank of yeoman second class.

Pfc. Robert M. Jones, 1940-41, Kalamazoo, has been assigned to duty at the technical school, army air force technical training command, Sioux Falls, South Dakota, for training as a radio operator-mechanic.

Second Lt. Keith Warren, 1942, Laingsburg, received his commission upon graduation from the Lubbock army flying school at Lubbock, Texas.

Jean A. Miller, 1940-42, and Richard Kelley Chappell, 1940-41, both of Kalamazoo, were commissioned second lieutenants in the army air force reserve and awarded the silver wings of AAF pilots in ceremonies at Spence Army Air Field, Michigan, N. Y.

Robert D. Craig, 1941-42, was called to active duty in the naval air corps on April 14, 1943.

Howard Thompson, 1940, Otsego, has been graduated from the Army Air Force Candidate School in Miami Beach, Florida, and is now stationed at DeRidder, Louisiana.

Mrs. George McCormick has received word that her husband, George McCormick, 1936, Three Rivers, who is on duty with the United States army somewhere in the South Pacific, has been promoted from first lieutenant to captain.

Claude O. Walker, Jr., 1938-40, Kalamazoo, has been promoted to the rank of lieutenant (jg) in the United States Naval Reserve. He has been on active duty with the navy since last August and now is stationed at Lake City, Fla.
Lieutenant David A. Kribs, '40

Recently commissioned Lieutenant, David A. Kribs is now attached to the infantry at Camp Atterbury, Ind., as a physical education instructor, a position for which he is well fitted because of his athletic and physical education background. He played three years of baseball, starred in football at half, and was also a member of the basketball squad. He played some semi-pro ball after leaving college. Lt. Kribs has been stationed at several places: Fort Riley, Fort Leavenworth, Camp Forrest, Fort Brady, Fort Benning and Camp Atterbury.

Robert McGowan, 1939, Caledonia, has recently been commissioned lieutenant (sg) in the Navy. At the end of his eighteen-day leave he expects new orders.

Second Lt. R. Donald Hawkins, 1934-35, spent a leave with his parents after successfully completing the course of training at the Adjutant General's School, Fort Washington, Md. He reported for duty June 2, 1943, at Seattle.

John L. Tidd, 1942, Kalamazoo, was promoted from the rank of private to corporal technician at the army air base, Reno, Nevada. He is serving with the 901st Signal Corps Company at the Reno base.

Ensign Burton W. McCormick, 1939-41, Kalamazoo, son of Mr. and Mrs. Burton F. McCormick, died in a plane crash at Peru, Indiana, naval aviation training station June, 1943. Members of the coast guard conducted the military services at the grave in Mt. Everest Memorial Park, Kalamazoo.

Ivan Mowry, 1939, Vicksburg, has been commissioned an ensign in the navy and ordered to duty in Washington.

Robert O. King, 1940-42, Kalamazoo, is at Big Springs, Texas, in training as a bombadier cadet.

Lieutenant Charles H. Irwin, '34

Lieutenant (jg) Charles H. Irwin had taught and coached until he went into the navy physical education program this spring. He taught physical education for six years at Grand Rapids Central High School. For five years he was basketball coach there and in the 1942 season was football coach where he lost only a single game, 6-0. From 1934-1936 he was also an assistant football coach at Grand Rapids Junior College. He received his indoctrination work at the Navy Pre-Flight School at the University of North Carolina.

Lieutenant Oscar Branson, '41

Graduating from Fort Wayne North Side High, Oscar Branson was a member of three of Coach Towner Smith's track teams and also earned two varsity letters in cross country. He enlisted in October, 1941, received his basic training at Maxwell Field, Texas, and his advanced training at Mather Field, Calif., where he was commissioned May 23, 1942, being immediately assigned to the Troop Carrier Command, inaugurated at that time. He went to England in July, 1942, and later was transferred to North Africa, being one of the first U. S. boys to arrive there.

Lt. Helen L. Dunlop, 1940, Kalamazoo, is second officer in the 159th WAC Post Headquarters Company, Camp Hood, Texas.

Jack Frey, 1943, Grand Rapids, is in training at Camp Hood, Texas, and has been made organist in the chapel at the post and placed in charge of the music there. He is training at the Tank Destroyer Center.

Howard J. Kisinger, Jr., 1940-42, Kalamazoo, has been commissioned a second lieutenant in the tank destroyer branch, Army of the United States, following completion of the officer candidate course at Camp Hood, Texas, June 11, 1943.

Pfc. David Wenzel, 1942-43, Kalamazoo, spent a brief furlough here before reporting to West Maryland College to which he transferred for basic training as an army specialist cadet in preparation for service in the engineering corps.

Pfc. Kenneth D. Barnes, 1935, Kalamazoo, has gone to Colorado State College of Education, Greeley, Colorado, where he has been assigned to the training detachment, U. S. army air force technical training command.
Lt. John L. Vanderberg, 1935-36, of Kalamazoo, has been transferred from Strother Army Field, Kansas, to the Fort Worth, Texas, Army Air Field.

William R. Kersten, 1943, Kalamazoo, who enlisted in V-7, naval reserve, in December, 1942, left in May for the Naval Reserve Midshipman School, Abbott Hall, Northwestern University, Chicago.

Mr. and Mrs. Edward E. Wood, Jr. (Summer '40), have received word that their son, Edward E. Wood, III, has been promoted from first lieutenant to captain at Camp Joseph T. Robinson, Little Rock, Ark., where he is stationed.

Clarence Willard Delinke was graduated from the Navy Air Training Center, Corpus Christi, and also was commissioned an ensign in the U. S. Naval Reserve.

In May Lt. Donald Martin, 1942, Baroda, reported to Selfridge Field as weather officer for the army air corps. Pauline Martin, 1941, his wife, will be research analyst at the University of New York, and her sister, Maxine Stein, 1941-42, Kalamazoo, has a position as government forecaster in Washington, D. C.

The promotion of Richard R. Ketchum, 1937-40, Kalamazoo, from the rank of second to first lieutenant has been announced by Lt. Col. J. H. Hutchison, commanding officer of the army air navigation school, San Marcos, Texas.

Richard N. Servaes, 1937-38, Kalamazoo, has been promoted from the rank of second to first lieutenant at the Newport, Ark., Army Air Field, where he is assigned to duty as a flight instructor.

Second Lt. Walter E. Kenyon, 1929-30, reported for duty June 8, 1943, at Fort Sam Houston, San Antonio, Tex., after spending a leave in Parchment with Mrs. Kenyon, the former Miss Esther Zoutendam.

Aviation Cadet Charles N. Walker, 1940-42, Niles, entered the service in February and spent his first month in basic training at Boca Raton, Florida. From there he was transferred to the Army Air Force W e a t h e r School at Grand Rapids, where he is now stationed at the Paulin Hotel.

Aviation Cadet Victor De Boer, 1937-41, Kalamazoo, is receiving training as a navigator at Ellington Field, Texas, after which he will be sent to another base for advanced instruction.

Sergeant Technician Edward V. Perkins, 1941, Albion, is doing special detail work in Headquarters Company at Baltimore, Maryland.

Pvt. Truman Wright, 1941-43, Mendon, and Robert Stevens Lawson have arrived at Davidson College, North Carolina, for a course of instruction lasting approximately five months.

Lt. (jg) Richard W. Cole, 1935-37, Kalamazoo, Mrs. Cole, and daughter, Barbara, left for Boston, Mass., to make their home where Lt. Cole is an instructor at Harvard University. He was graduated from that university as the highest-rated navy trainee in a class of 150 last June.

Wilbur H. Hutchins, 1934, Bangor, who has been in the navy nine months, has been commissioned an ensign and now has been ordered to report at the navy's indoctrination school, Tucson, Arizona.

Pvt. Dale Sherrod, 1936-37, Kalamazoo, received his basic training at Fort Knox, Ky., where he still is stationed with the medical corps.

Aviation Cadet Robert D. Waiber, 1940-42, Kalamazoo, has entered the army air force pre-flight school (bombardier-navigator) at Selman Field, Monroe, La.

Donald E. Ellis, 1940-42, Kalamazoo, was commissioned an ensign in the navy air corps at Corpus Christi, Texas. His special training has been with patrol bombers.

James Lenderink, 1937-38, is now a senior lieutenant in the U. S. Navy, assigned as engineering officer to the U. S. destroyer Hazelwood.

Decorated three times, Sgt. Wilnott E. Wallace, 1937-38, arrived home safely after eleven months air combat duty with the British 6th Army in North Africa. He bombed enemy-held islands of the Mediterranean from Suez to Gibraltar, engaged in thirty-one air raids, and helped General Montgomery's troops chase Rommel's Afrika Corps from El Alamein to Tripoli.

Lt. William A. Prater, 1938-39, Paw Paw, who was assigned to the First Troop Carrier Command after receiving his wings in the army air force, is continuing his ground school and flight training at Bergstrom Army Air Field, Austin, Texas.

Lt. Gerda Bouwhuis, 1937-38, Kalamazoo, who completed nurse's training at Bronson Hospital in 1940, is one of twenty-four American nurses who were the first white women to visit the many South Pacific bases after the Marines landed last August.

Miss Eddyte Large, 1940-41, Sturgis, has joined the Navy Nurses Corps, Great Lakes, Ill. She recently reported for duty at the Great Lakes station.

Miss Lucille Ann Lynch, 1938-39, Kalamazoo, enlisted in the Spars in February at St. Louis, Mo., and left in March for Hunter College, New York, for training.

Miss Velma Varner, 1937, Kalamazoo, was assigned to active duty March 9, 1943, as a commissioned ensign with the Waves, United States Naval Reserve. She received her training with the Waves at Smith College, Northampton, Massachusetts.

Paul R. Fulton, 1937-41, Kalamazoo, has been promoted in rank from second lieutenant at Cape May, New Jersey, where he is stationed with a liaison group.

Clarence A. McClellan, Jr., 1939, Kalamazoo, has been promoted to the rank of corporal at the New Orleans army air base.

Capt. Gilbert L. Stephenson, 1936-37, Kalamazoo, left the United States for England early in April and was reported missing on May 21.

John L. Dobberteen, 1939-40, Sturgis, since the first of the year, has made ten Atlantic crossings — six trips to North Africa and return, and four round trips to England. His title is First Officer John L. Dobberteen, U. S. Air Transport Command.

Lt. Walter Heisler, '40
Walter Heisler, 1940, Albion, is, so far as is known, the first WMC man to be commissioned lieutenant in the para-troopers. He was commissioned second lieutenant last October and assigned as a platoon leader in the 507th Parachute Infantry and stationed at Alliance, Kan.
Alumni Personalts

1943

Janet Gray, who was graduated in June, was awarded a scholarship at the Horace H. Rackham Graduate School, University of Michigan, for the school year beginning next fall.

Miss Mary Lee Foglesong became the bride of Staff Sgt. Ernest J. Surge in a ceremony performed June 12, 1943, in Salina, Kansas, where they will reside.

Stetson Memorial Chapel, Kalamazoo College, was the scene of the wedding of Miss Patricia Ruth Eldridge and Clark Herbert Boonman in a ceremony read June 13, 1943.

The marriage of Miss Lois Jane Field to Gordon J. VanderWeele, sound man, third class, U. S. navy, was solemnized July 3, in the Trinity Methodist Church, Charleston, South Carolina.

1942

Marian E. Borrorn became the bride of Weley E. Eaton in a ceremony read February 20 in Litchfield, Michigan. He is stationed at Grandforks, North Dakota.

The marriage of Audrey Louise Nesse to Llewellyn W. Gray was solemnized April 22 in Flosscroft, Michigan. They are now residing in Three Rivers.

The home of Mr. and Mrs. Howard W. Beckelow, Maple Street, Kalamazoo, was the scene of a wedding June 5, 1943, when their daughter, Ardith Helen, became the bride of L. Robert A. Eims. Lt. and Mrs. Eims are residing in Pendleton, Arizona. June 3, 1943, fifty guests witnessed the ceremony uniting in marriage Miss Marjorie C. Sugden, daughter of Dr. and Mrs. Charles Sugden, Kalamazoo, and William H. Bradley, son of Mrs. H. N. Bradley, Ann Arbor. Miss Shirley Jean Sherrod and Staff Sgt. Joseph W. Lynd spoke their marriage vows June 4, 1943, in the Palmer House, Chicago, Ill. They will reside in Greensboro, North Carolina.

Miss Hazel Irene Van Brussel became the bride of Lt. Richard Wayne Overmyer in a double ring ceremony read June 20, in the Wayland Congregational Church.

Plyna Mae Gilchrist became the bride of Ension Donald T. Strong in a ceremony read in the garden at the home of the bride's parents.

1941

Virginia Ruth Heidamius was married to Allan J. Wexinik, June 5, in Kalamazoo. After September 15 the couple will reside in Holland where Mr. Wexinik is a student at the Western Theological Seminary.

The marriage of Patricia Jean Smith to Tech. Sgt. William H. Howe, Jr., took place May 14, in Ludington, Michigan.

The wedding of Mary Hough to SK3-c Wayne E. Roe was solemnized April 17. Mrs. Roe is employed as psychologist at the Caro State Hospital. Mr. Roe was a trainer in Dearborn before enlisting in the navy.

Wilma Rottier became the bride of Aviation Cadet Murl Connor April 24 in Grand Rapids. Cadet and Mrs. Connor are residing in Grand Rapids, where he is stationed in the Meteorology School with the army air corps.

The wedding of Miss Bertha Guenther and Aviation Cadet William Halmon took place June 12, 1943, in the Trinity Lutheran Church of Kalamazoo.

Miss Barbara Ann Bergh and Chief Petty Officer Gordon William Smith spoke their marriage vows in a ceremony read in the rectory of the St. Augustine Church of Kalamazoo in July. They will reside at 630 North Greenbend Road, Highland Park, III.

Bette Jane Larr, formerly of West Lafayette, Ind., where she was employed in the office of the Dean of Women at Purdue, is now a member of the Spars.

Lt. and Mrs. David Kribs announce the birth of a son, June 16, in Camp Atterbury. Mrs. Kribs formerly was Miss Marilyn Hicks.

Miss Anna P. Rhodes and Richard E. Crenshaw spoke the wedding vows in ceremony performed June 20, 1943. They will reside in Radford, Virginia, where he is employed by the Hercules Powder Company.
Alex McLeod, now teacher at North Muskegon High School, is camp director at Children's Home Camp at Big Blue Lake in Muskegon County.

Miss Marjorie Lorraine Donaldson became the bride of Staff Sgt. Herbert Spencer Snow in a ceremony read May 8 in Tracy, Minnesota. They are residing in 740 West 10th Street, Sioux Falls, South Dakota. Sgt. Snow is stationed at the army air force Technical School, Sioux Falls.

Barbara Gerber Taylor became the bride of Lt. Howard Earl Thompson May 22 in Ann Arbor. The couple is residing at DeRidder, Louisiana, where he is a physical training officer at the DeRidder Air Base.

1939
July 6, Miss Eileen Major and Lt. Charles E. Henry were married in the Church of the Nazarene in the presence of 200 guests.

Miss Anna Schuring and Matthew Scholten were married June 26 by Rev. Richard Van Farrow, pastor of the Portage Reformed Church.

1938
Lieutenant Maxwell Gurman, Detroit, nationally known tennis star, is now a physical fitness officer at Scott Field, Ill., parent radio school of the AAFITC.

Maurice J. Foreman, Austin Lake, stationed with an army medical corps unit in Oahu, Hawaiian Islands, has been promoted from the rank of second to first lieutenant.

Louis Meisch, former outstanding athlete of Muskegon Heights High School and Western Michigan College, has been added to the Boy Scouts Muskegon Area council staff. Mr. Meisch will be the director of Camp Merritt on Big Blue Lake and will have charge of activities outside the office during the summer. At the close of the summer season, the new staff member will attend the Scout school at Mendham, N. J., after which he will be field executive for the area.

1937
The marriage of Jeanne A. Harrington to Lt. Donald Phillips was solemnized April 24 in Gainesville, Florida. They will reside in Interlochen, Florida, while Lt. Phillips is stationed at Camp Blanding. Mrs. Phillips' home is in Paw Paw, and she taught in the Cadillac public schools for several years.

1936
Lt. Hackley E. Woodford, Kalamazoo, has been transferred from Fort Custer to the Tuskegee army flying school, Tuskegee, Alabama, to assume the duties of ward surgeon in the station hospital there.

1935
Millard Prichard is Muskegon County's child welfare agent. He received his master's degree in social work from the University of Chicago in 1937 and has been engaged in relief and child welfare work since that time.

Glady's J. and Kenneth D. Rhoads announced the birth of a daughter, Bonnie Kay, July 3, 1943.

The wedding of Esabel Rice and J. Ray Gillham took place April 17 in Evanston, Ill. Mr. and Mrs. Gillham are now residing in 357 Judson Avenue, Evanston, Ill.

1933
Ebenzer W. Pennock, chairman of the athletic board at Ferris Institute, died April 26 of a rare blood disease.

Nicholas Musselman has been appointed by the Kalamazoo Junior Farm Bureau as director of a summer camp for boys of working parents at Chief Noonday Camp in Yankee Springs July 3 to August 14.

Mr. and Mrs. Robert Quiring announced the birth of a daughter, July 4, in Bronson Hospital, Kalamazoo.

1929
The marriage of Miss Theda Van Donselaar to Cpl. Elmer D. Stillwell was solemnized May 20 in Kalamazoo. Cpl. Stillwell is now an instructor in the supply school of the Quartermaster Corps, Vancouver, Washington.

1928
Mr. and Mrs. Reginald Hills, Parchment, announce the birth of a son, May 9, in Bronson Hospital in Kalamazoo. Mrs. Hills is the former Marian Voke.

Miss Margaret Van Peenen and Fred Bosker were married June 26, 1943, at the home of the bride's father. They will reside in 408 Steward Avenue, Jackson, Mich.

1927
The marriage of Miss Irene Emig to Cpl. Daniel Fernandez was solemnized May 2 in Kalamazoo. Cpl. and Mrs. Fernandez are residing in Kalamazoo, where she is a teacher in the music department of the Public Schools.

1926
Marian H. Ayres, former physical education professor at the Northern Michigan College of Education, Marquette, received her notice of appointment as a member of the U. S. Navy Waves in May.

Miss Pauline Renne and Donald L. Plaiz spoke their marriage vows in a ceremony solemnized June 26, in the First Methodist church, Decatur. They will reside in 426 Eldred Street, Kalamazoo, Mich. Mrs. Plaar taught in Ishpeming, Mich.

Ray McIntyre was a recent visitor on the campus. For more than a year now he has been in the instructional department of the Willow Run plant at Ypsilanti.

Mrs. Mabel V. Lacy, principal of the Territorial School for Deaf and Blind in Honolulu, died May 11 at the home of her daughter in Beloit, Wisconsin.

Viva Hunt Connelly visited in Kalamazoo recently and called at the Alumni Office July 8. Mrs. Connelly had not been on the campus for many years.

The marriage of Mrs. Ethelyn L. Crofoot to Ernest Shugar was solemnized July 7, in the First Presbyterian church with Dr. John Wirt Dunning officiating.

1915
Mrs. Laura E. Stein, former Kalamazoo teacher, died in Riverside, Calif., in June, 1943. Mrs. Stein was one of Western Michigan College's most loyal Alumni.

1912
Carl A. Price, who has been secretary of the Kalamazoo Lions club for seven years and deputy district governor for a year, was elected governor of district 11-B at the Lions convention in Flint. Carl was graduated with a Life Certificate in 1912.

Please send news items concerning alumni activities to Carl R. Cooper, Alumni Editor.