Thoughts on Building A 'Twentieth Century' University - Dunbar

Dr. Willis F. Dunbar, professor of history, was invited to address a "Recognition Convocation" March 1, marking an official observance of the new name, Western Michigan University. A portion of his remarks that day follow.

THERE are two phenomena characteristic of the mid-twentieth century which are, of necessity, our primary concern. They are the demand of a far larger proportion of high school graduates for education beyond the high school level, and the increase in our population, both as a result of higher birthrate and more liberal immigration policies.

We have a responsibility not only to the large numbers of students who will be coming here, but also to the smaller number among them who will be the future leaders of our communities, our state, and our nation. The concept of Western's future solely in terms of numbers of students and buildings and faculty members, which has become so general is, to me a bit frightening. University status should impel us to think of our educational program in qualitative terms as well as quantitative terms. Our scholastic standards must be raised not lowered. For the burdens of leadership in education, in science, in politics, in journalism, in the ministry, in law and medicine and engineering and every other professional field in the twentieth century are heavy. We are competing in these times with an expansive and, to us, odious ideological system, and we shall not win if we fail to challenge our future leaders and adequately prepare them for the rigorous tasks which they will be called upon to perform.

It has been the traditional role of the University to educate and train such leaders, and we dare not diminish the quality of their preparation we must rather improve it. Perhaps we at Western can pioneer in devising ways and means of doing this while at the same time providing for the needs of the large numbers of men and women who will assume less crucial responsibilities in society. The twentieth century demands mass education, and we must play our part in meeting that demand. It also calls for the finest and the most skillful leadership which free men can produce. Here is a dual responsibility for Western Michigan University.

The pattern of development for this University must be evolved through co-operative effort. President
If we are to be responsibly creative in building the Western Michigan University of the future, we must utilize means commensurate with the importance and extensiveness of the end.'

Theory and Crisis in Education

The American mind constantly encounters the appeals of slogan-thinking. Catchy or suggestive phrases frequently repeated tend to beguile the minds of men into the ease, security, and passivity of settled opinion. When thinking is paralyzed by adherence to catchwords, however, the kinds of reflective analysis, clarification, and critical verification which are necessary conditions of intelligent judgment are impossible; and crucial problems of human life continue to be problems for want of reasonable and adequate solutions.

In some of the relatively simple things of life, slogans (“You’ll wonder where the yellow went . . .” and “. . . progress is our most important product”) are easily recognized, and annoyance and disinterest may follow. (Still, while we may “ignore” the television commercial, the positive influence of such advertising is manifest in general reluctance to purchase the unknown product.) In more significant and profound aspects of living, however, the identification of slogans is not as easy, rapid, or widespread; thus the resolution of vital problems of politics, economics, ethics, and the like are reduced too frequently to the level of slogan-thinking.

Unfortunately, the problems of education do not escape such a slogan-treatment; consequently the ranks of even those sincerely concerned with education tend to be drawn into lines—to often resembling lines of battle—which take as rallying points those ideas which, in the process of popularization, have become educational slogans.

One is currently told that education is (or should be): “development of the whole person,” “intellectual, spiritual, emotional, and physical development,” “designed to make of each all that he can become,” “preparation in the ‘3 R’s,” “for quality, not quantity,” “the development of the disciplined intellect,” “the development of the critical mind,” “the realization of the integrated personality,” or “concerned with, first, the man, then the citizen, then the worker.” Others propose that “education for all is
education for none" or that "public education is education for mediocrity—conformity."

It is impossible to deny the suggestive significance of these and similar notions, yet even the most profound and significant idea becomes a slogan when it ceases to be subject to thoughtful examination and analysis, when it stirs the passions of men but not their thoughts. Passion surely has its place, but the problems of contemporary education will not be solved by men simply passionate; these problems will be solved only by men passionately thoughtful about education.

The problems of present-day education in this society are frightful, indeed, and numerous. The perplexing-in-themselves issues of democratic education are aggravated by the rapid extension of knowledge (with correlative specialization and diversity), by the dramatic changes in the structure of social organization in a "one world" world, and—no less important—by the sheer numbers of students and the inadequacy of existing educational personnel and facilities. These are not problems to fall before a battery of slogans.

It should be unnecessary here either to recount the facts and figures of the current and near-future educational scene, or to document the widespread concern with matters of education, for these are daily heralded in nearly all of the popular, semi-popular, and technical publications which reach the American public. If, in the face of public interest, those who profess to lead American education (and certainly these should include the teachers and administrators of all levels of education in our land) do not rise above slogans and platitudes, then educators shortly will find themselves in a situation as immoral as it is untenable, and leadership in education will not long be in their hands.

The challenge to educators, today, is the same one which always has faced men of science when they have been confronted with new data, new situations, and new problems. Educators must re-examine accepted ideas. They must examine even their most fundamental concepts, experimentally test and verify their basic premises, and finally, subject their proposed conclusions and solutions to the most rigorous tests of adequacy which can be devised.

This means, in terms of educational institutions and programs, that educators must clearly identify the crucial concepts and theories which guide their educational efforts. They must be prepared to subject their cherished ideas to deductive predication and experimental verification, and ultimately, they must be able to project their lofty aims and objectives into curricular terms.

More specifically, this may mean that educators will be required to examine more carefully and to clarify more precisely such concepts as: "democracy," "intelligence," "knowledge," "critical mind," "learning," "science," "art," "emotion," "integration," "liberal arts," "practical," and the like. Subsequently a number of "old saws" of educational thinking will have to be confirmed through carefully controlled and interpreted experimental procedures. Is it the case, for instance, that "liberal arts courses produce critical minds," "professional education courses make better teachers," "science courses develop the scientific attitude," or that "arts courses develop aesthetic appreciation?" Such questions, in educational circles, initiate much debate, but surprisingly little effort to test ideas in any experimental setting.

As answers are found to these and similar questions, educators may be required to face, with disturbing candor, a wide range of related concerns. Questions of evaluation and standards cannot be resolved without reference to the nature and objectives of programs of education, and an increasing number of teachers admit to serious misgivings when pressed to identify and justify the criteria with which they evaluate. Some, indeed, suggest that the system of evaluation with which education has been "saddled" has served—as grades have become ends rather than means—to encourage the passive, parrot mind, to glorify cyclopedic retention instead of creative understanding, and to nurture the mind that is both disinterested in and disrespectful of ideas.

Consideration will have to be given, too, to the structure of student experience. How thorough has been the attempt to empirically justify present curricular organization? Are the "shotgun" and "smogasbord" approaches to the many fields of human activity (both cognitive and aesthetic) best suited to educational objectives? Is the (college-level) program of fifteen-semester-hours and four to ten subjects a desirable means to desired ends? Are one-hour periods better than two-hour periods? Are four or five periods necessarily better than one or two? Can instructor-time be made better available to students through large, impersonal lectures combined with intimate discussion periods? What size class does provide, in fact, the best student experience? These and like questions demand searching consideration, for answers to them will significantly influence the nature of adequate programs of education. However, satisfactory answers to such questions will not come through intricate and intriguing speculation,

1. It is not unusual for articulate and stirring spokesmen in educational matters to disdain any effort to translate their proposals into curricular terms. Unfortunately, it is in curricula and the evaluation of the consequences of curricula that educational theories meet their most crucial tests, and ideas which cannot be translated ultimately into some form of curriculum have no efficacy in organized, deliberate education.

2. H. D. Aiken well has said, "... the task of clarifying such golden words as 'liberty,' 'justice,' 'democracy,' 'person,' and 'love' is... essential to the wellbeing of any people whose way of life is expressed in terms of them. For if they are unclear or confused or inconsistent, then the way of life is also." ("Moral Philosophy and Education," Harvard Educational Review XGV, Winter 1955, p. 57.) Such clarification of "golden words" is no less essential to efforts to educate, for programs of education, too, can be unclear or confused or inconsistent.
Five Points to Consider

By Richard Barron
Assistant Director of Alumni Relations

The job of an alumni man is often a lonely one. Driving over deserted highways late at night the mind reviews random thoughts and bits of long forgotten and unrelated ideas march across your consciousness. One item that often recurs to me is a poem I remember only bits of. I believe Carl Sandberg wrote it and the title has slipped away. In the poem Sandberg places you aboard an express train speeding across the nation and directs your thinking toward a contemplation of man’s destiny. He breaks the mood by asking another traveller where he is going. The traveller misses the deeper significance of the question and answers simply, “Omaha.”

The thought that I find troublesome is, have we as loyal alumni of Western Michigan University missed the deeper meaning in our relationship to the University? Have we like the traveller gone astray with lesser goals? Are we content with just another Omaha? Where are we going in our alumni relationship to the University?

Perhaps we should first inquire, where are we now? The answer indicates that our destination may have been even less than Omaha. Out of a potential alumni membership of more than 20,000 graduates only 750 have felt the need to enroll in the Alumni Association. Another 871 women graduates are members of Alpha Beta Epsilon chapters of the alumnae sorority. This has been the extent of organized alumni support.

Certainly alumni loyalty has always been high; but because our graduates were often uninformed about the program and needs of the institution, perhaps because they felt neglected by the University, or because established channels for reciprocal services between campus and graduate were uncertain, this loyalty was often frustrated or ineffective. The University was aware of the situation and deeply concerned but other more pressing problems had to be dealt with first. We are now ready to move ahead and our goal is not just another Omaha.

Where do we need to go? What ought our goals be? Is the tremendous amount of time, funds, and energy consumed by an alumni program really justified if the results are less than an increase in the responsible role played by our graduates in advancing the educational leadership of Western? Can the University stand behind a program which seeks to do less? Will our graduates support with pride a program which allows them to shirk an opportunity to make a real contribution to the growth of their Alma Mater? I doubt it! In what ways then can an active alumni organization serve to further an objective of improving the quality of higher education available at WMU?

First, through regular reports from the campus at organization meetings and the publications the alumnus can be kept well informed about trends and events on the campus. He will be provided with the necessary data to interpret our program, problems, and goals to the people of the state of Michigan and across the nation. In short, he can serve a vital public relations function. Our institution must catch the public eye if we are to receive the public support our program requires. This is necessary in public approval as well as in legislative appropriation.

Second, the University needs to know how its graduates feel about institution policy and growth. An alumni organization provides the natural and effective channel for the expression of alumni opinion. The necessary function of keeping the University informed is alumni business.

Third, the pressure of numbers seeking admission to higher education is ever increasing. It is imperative that our institution continue to upgrade it’s admission standards. This is being done. It is further essential that at this time we draw off a larger share of the students of outstanding talent. Western provides an environment in which outstanding abilities can find their fullest development. Our alumni are in a position to identify the student of outstanding ability and to advise him of his opportunities at Western.

Fourth, the responsibilities of university status do not always carry with them an increase in financial support. Yet, our role as a multipurpose institution cannot be ignored. To attract and keep the brilliant student or the outstanding youth of athletic or musical talent, we must have a greatly expanded program...
Has a men's athletic association and the Mid-Western intensity of alumni population is such that local clubs can effectively organize. Kalamazoo has a men's athletic booster club which has played a major role in increasing the amount of athletic aid available to student-athletes. Grand Rapids, under the leadership of club president Wendall Emery, has carried on a popular program for a large men's club. The Muskegon Men's Alumni club met May 13 to adopt a charter and elect officers. May 17 the Flint Area Alumni Club met for dinner and an organizational session. April 23, fifty-two men of Berrien and Cass Counties met to form an organization under the temporary leadership of Chairman Harold Crocker. The cities of the Saginaw Valley held a social meeting where interest for permanent organization was high. Men and women in the Sturgis-three Rivers area turned out in force to enjoy a fine dinner, hear reports from the University and indicate an interest in more formal organization. Additional meetings are planned for the Battle Creek area and for Lansing.

Future plans are to organize in several more Michigan cities as well as Northern Ohio, Central Ohio, Northern Indiana, and the Chicago area. Meanwhile additional classes will be organized. To coordinate the total picture of alumni activities your alumni office will be on the job around the year and almost around the clock. To advise us and set alumni policy an Alumni Council composed of a delegate from each local and club will meet with us each year.

Where do you fit into the picture? There is a place and a job for you! To do the ground work in preparing for organization outstanding local leaders are needed. To carry the program forward imaginative members are needed. To reach the high goal of a responsible role in the support, interpretation, and improvement of higher education at Western Michigan University organized alumni participation is needed. I hope that you will be an alumni traveller who knows where he is going. Don't be content with Omaha.

Dick Barron
Alumni Relations

Is This the First Golden Wedding for A WSNS Graduate?

The editor believes that a new milestone has been reached in the history of Western Michigan University.

On February 23 of this year the former Miss Vivian Simmons and Warren H. Carlton celebrated their 50th wedding anniversary, an event which we believe is the first to involve a WMU graduate.

Mrs. Carlton had the distinction of being one of seven members of that first graduating class in 1906. While this milestone is frequently marked by ideas of retirement, Mr. Carlton has no such intentions and continues daily with his work as an engineer for the Clarage Fan Company.

The Carltons have one son, an attorney, and three grandchildren.

Cooper '48 Honored By JCC at Marshall

Joe Cooper '48 was the first winner of the JCC distinguished service award in Marshall in January.

He is junior high school principal, head basketball and head baseball coach there, and has contributed greatly to the youth guidance program in the community.

Cooper was given a plaque inscribed: "Presented for outstanding community service through loyal, faithful, and unselfish effort resulting in lasting contribution to community and nation."

Holmes EdD '52, Retires

Dr. Harley W. Holmes, who received an honorary doctor of education degree from the University in 1952, is retiring July 31 as superintendent of schools in Marshall. He has been active in education the past 46 years and is a former president of the Michigan Education Association.
WHEN a person has been the vital center of a variety of interests that have radiated from her into numerous departments of the college-that-became-a-university, she can’t really leave, even if she retires like Miss M. Dezena Loutzenhiser, associate professor in English, who goes on retirement at the close of the summer session, after 34 years at Western. Parts of university life and function that Miss Loutzenhiser created or nourished with her enthusiasm will continue for some time in the image and likeness she established.

Born in Blockton, Iowa, Miss Loutzenhiser took her college degrees at the University of Iowa and at the University of Washington; she did other graduate work at Columbia and at Oxford, and pursued educational travels in the Carlyle country and in England and Wales. Before coming to Western in 1923, she taught in secondary schools in Iowa and Washington state.

“Progeny” of her active interests in Western and its students have been the writing clinic, the special freshman English composition classes for foreign students, the seven annual festivals of arts, the comparative arts course, and the unified syllabus for freshman composition courses. Both town and gown profited from the high level of adult education provided by the lectures of such literary persons as Mary Ellen Chase, John Mason Brown, Jan Struthers, Louis Untermeyer, Robert P. Tristram Coffin, the Papashvili, and others—programs arranged in the 1940’s by Miss Loutzenhiser at the request of former Dean John Hoekje. She not only got the celebrities to Kalamazoo for public lectures, but she arranged a Van Gogh room dinner for the speaker, and as likely as not, additional appearances next morning in classes, at residence halls, or special group assemblies of students.

A shaper and maker of the services provided by the writing clinic, Miss Loutzenhiser has worked closely with everyone connected with it from the beginning. Various modes of testing for composition skill and language competence have been developed for strengthening students whose written English was weak. She brought Miss Carrie Stanley, the genius of the Iowa writing clinics, to Western’s campus for consultation; and constantly sought new light on improving the faulty student writer.

The image of Western as a friendly, sympathetic, enthusiastic, and warm-hearted college home that has been carried back by foreign students who came here from Norway and Finland, or Thailand and Pakistan, and all way-stations between, has been partly the product of Miss Loutzenhiser’s freshman English class, these last few years. Sometimes Dr. Willis Dunbar and Dr. Charles Van Riper have shared the responsibilities of explaining American attitudes, institutions, and speech to foreign students; but often, with Mrs. Isabel Beeler, Miss Loutzenhiser has extended contributions to their understanding far beyond class confines, with trips, social gatherings at home, and innumerable individual services.

Rewards from working with students have always been her most-

(Continued on page 18)
Charlie Nichols will retire next June. Charlie has been in and around Western since 1906, and has taught wood shop for the last thirty-six years. It is my firm conviction that in the minds of his former students he ranks at the top not only as a master teacher but also as a wise counsellor and a friend. Somehow or other he got under their skins and remains there. He wears well.

Charlie first attended Western's Rural High School under the late Dr. Burnham. He graduated from the Normal proper in 1913 and taught one year in South Haven, Michigan. He taught the next two years in Burlington, Iowa, and then came back to teach in Kalamazoo Central High School for the next four years. He finished work on his A.B. at Western in 1921 and began teaching at Western that Fall. He has been here ever since, though he did take a sabbatical leave in 1928 to complete his M.A. at the University of Michigan.

If Western Michigan University may be compared to a ship we might think of our President and his staff of administrators as officers in charge. They are the men on the bridge of the ship. They set the course but they also depend on the crew below decks. In times of stress they might set the right course but if someone down below fails to open the right valve the boilers could blow the ship and crew into oblivion.

Charlie Nichols has always chosen to remain below decks but the writer of this article hopes to show how Charlie may have saved our ship and crew. As ships may run into difficulty, so do colleges. During World War II every able bodied male student left our campus for service. All shop drafting and men's physical education facilities were empty and to lesser degrees the whole college was slowed down. There was talk in Lansing about closing the college and using the buildings for "other purposes." Our neighbor, the State Hospital was knocking on our door. The war was increasing their enrollment. To remedy this desperate situation and also contribute Western's facilities to the war effort President Sangren brought some 1,100 Navy and Marine officer trainees to our campus. Each one of these new men would have to take Engineering Drawing and Descriptive Geometry. The Navy's little gray book said so and the little gray book was the "boss." Western had one teacher and one room equipped for thirty students. Eleven hundred men must have six clock hours a week working on a drawing board in class or Western would lose its contract. Perhaps safety was in sight but Western was not yet out of trouble. The situation became a game and Western did have a few trump cards to play. Western had friends. Western had luck and a little time to get ready and Western had Charlie Nichols.

Space for this article does not permit describing details. Combinations of luck and friends in the right places provided critical equipment and supplies. Extra teachers showed up just in time. The last bottle neck was lack of drawing benches, for the war had closed the usual sources. We needed 125 drawing benches, stools and several large storage files. Without these things we were sunk. Knowing full well the work involved and that this was not his problem Charlie volunteered to do the work. I doubt if any other person could have done so well. Male help
IT was nearly 11 o'clock in the evening when the telephone rang and a soft, cultured voice inquired, "Professor Stulberg? I am Theodore Pashkus," and that was the very beginning of our trip to Europe.

Professor Theodore Pashkus, and his wife, Alice, are among the outstanding teachers of violin in the world today, listing among their pupils such masters as Yehudi Menuhin, Ossy Renardy, and Ivry Gitlis. Mrs. Pashkus was still in Europe, but Mr. Pashkus was making a tour of the United States to acquaint violin teachers with the recent publication of their Young Violinists' Editions—a genuine contribution to violin pedagogy—and wanted to know if he could visit with me "between trains to Chicago"—to show me the new Editions and speak about violin pedagogy in general. We spent the following day speaking "violin"—and a great mutual understanding and respect developed. Subsequent correspondence led to an invitation to spend the summer with the Pashkus's in Europe—where they annually hold a Master Class—and to bring the entire family. What at first seemed an absolute impossibility, gradually developed into a reality.

On June 9, we sailed for Genoa on the S. S. Constitution. Mrs. Pashkus was flying to Vienna the following day, Mr. Pashkus would come a little later, and we were all to meet in Folgaria, Italy—where the Master Class would gather—on July 8. We enjoyed the sea voyage immensely, and immediately had the opportunity to absorb some Italian—most of the passengers were Italian-Americans going to Italy for a visit, and they were "brushing-up."

We arrived in the beautiful city of Genoa and immediately were filled with the excitement of the old and the new—which we observed wherever we went in Europe—and each member of the family contributed to the excitement with "what?", "where?", and "how?" (If you want thorough, unrelenting, sometimes unreasoned educational enlightenment, travel with your family.)

In Genoa we were joined by Sharon Rogers, now a senior in the music department at Western, who came to continue her studies with me and with Mr. Pashkus, and to share our experiences during the summer.

We planned to remain in Genoa only a day but encountered a disappointment. We had ordered a Volkswagen Micro-bus in which we were to travel in Europe, and it was to await us in Genoa. Unfortunately it was not there upon our arrival. It was 10-days-and-one-visit-to-the-American-consul later that we took possession of this wonderful little bus which so immeasurably added to the pleasure of our Summer. (It almost changed our personalities, for everyone stared at us. Compared to the usual European automobile it was so large—and in the United States it was so "different.")

We later were grateful for this extended visit in Genoa for we came to know and truly love this wonderful city. Two experiences will always remain in our memory.

I recalled that Genoa was the home city of Niccolo Paganini, perhaps the most amazing violinist of all time. He developed violin playing to such heights that even today his compositions can be performed.
only by the most advanced violinists. He was, and remains a most fascinating musical figure. You can therefore imagine our pleasure to learn that our pension was only a short distance from the home of Paganini.

Full of excitement, the entire family headed toward the Old City. We approached the old tower gates and surrounding walls, past the home and garden of Christopher Columbus, and entered a city so quaint and old, that it appeared like a picture from a book of fairy tales. Old shops, narrow streets, cobblestone roads, washing from every window, odors and sounds of every description. Through the use of our “best” Italian, we found our way to the “Alley of the Black Cat”—where we would find the home of Paganini. We approached the street and as we descended some old stone steps, directly in front of us loomed an old-old house, an ancient shrine carved out of the wall, and a plaque below—telling the world that in such miserable, poverty-stricken surroundings flourished the genius of NICCOLO PAGANINI.

We were all filled with awe and excitement. When we recovered our composure, we decided to photograph everything in sight. All the children lined up near the plaque, and I took a “half dozen” pictures, in spite of the fact that our light meter said it was too dark in that alley to take pictures. (P.S., Every one of them came out well.) This was our first exciting introduction to the wonders of Italy.

Encouraged by the successful visit to the home of Paganini, we thought further about the miraculous career of this genius of the violin.

I knew that Paganini had owned several Stradivari and Guarneri. Further, I recalled that his favorite violin—a beautiful Guarnerius—was given to the city of Genoa, upon the death of the Virtuoso, and for many years the glorious tone of this musical treasure remained silent. It was believed that no artist would be worthy to play upon this instrument after Paganini. It was many years later that the world-renowned violinist, Bronislaw Huberman, was invited to Genoa, and as a great tribute to his own mastery, was invited to play a concert upon this violin—the first time it had been played since Paganini. (It was my great privilege to have been a student of Mr. Huberman, and I heard him speak of this singular experience.) Last year Life Magazine carried a story and pictures of Francesotti and the Paganini Guarnerius when this artist was given the tribute of playing upon the instrument.

We decided to go in search of the Guarnerius. After much gesturing, Anglicized Italian, and “miles” of walking, we came to an old palace, only to learn that we had been misinformed—the violin was not there. Tired and discouraged we decided to turn back when the attendant at the palace told us to try an old museum—or art gallery—not too distant.

We found our way there, gained entrance, and explained the object of our search. To our great pleasure we were turned over to another guide, who, learning that I was a musician, told us to follow him. He took us through a beautiful, large, meeting room—which we learned was used for the meetings of the City Council—and into an adjoining room. There, he walked to a door, unlocked it, and swung it open—before our eyes was a treasure—the Golden-orange colored Guarnerius of Paganini. We were breathless. It was in a special chamber—air-conditioned and humidity controlled to safe-guard the beautiful instrument. Beside it was a small picture of Paganini.

I asked permission to photograph the Violin. The guard was hesitant—but due to the fact that I was a Professor of Violin (and had several hundred Liras ready in my hand) he permitted me to do so. We have three beautiful pictures of that treasure.

Shortly after this we loaded our faithful Volkswagen—17 suitcases, several violins, eight passengers, all inside the car—and started on a trip which was to take us to Rome, and then north again to meet the Pashkuses in Folgaria. (I cannot go further without imparting some valuable information. A splendid couple from London, with whom our children soon made us friends, told us that four Italian words are indispensable to the traveler. At all times ask “Quanto costa?” (How much?) and immediately follow with “Tropppo caro!” (Too Much!) It amounts to quite a saving during a summer.)

We followed a route suggested by Mr. Pashkus which took us through beautiful Santa Margherita, Rapallo, and Portofino to Pisa. The magnificent cathedral, baptistry, and famous tower, first viewed in full moonlight, is a sight long to be remembered. From there, to art-laden Vienna, where we also visited the world-famous music conservatory, and then to Rome.

In this glorious city it was our fortune to obtain a private guide, for there was always additional room in the miraculous micro-bus, and the splendid knowledge of Mr. Giovannetti—together with his poetic taste, love for, and dedication to, the beauties and glories of Rome and its surroundings—greatly enriched our experiences.

We knew that the Baths of Caracalla had been turned into an outdoor opera house—a mecca for all musicians!—so when we learned that the relatively unknown Rossini’ Opera Moses was to be presented we all decided to go. (It is a curious coincidence that I had for many years known about the opera Moses because of virtuoso variations on a theme from Moses which Paganini had written—played entirely on one string of the violin—which has been in my repertoire since early student days.) We observed in awe—so did all the critics according to the reviews—as the cast of Moses and the children of Israel stood on the banks of the Red Sea. The movement of the waves was so realistic we could almost feel the spray. Suddenly the waves parted, and before our eyes, the hosts walked thru the passage, the waves closed, and we were left incredulous. A remarkable emotional reaction, and astonishing staging. The soloists, chorus, and orchestra
The Paganini violin brought wondering glances from the Stulberg boys, while in the lower picture the party (except for Cameraman Julius) poses in the Colisseum at Rome.

were of course excellent. Probably among the finest in Italy.

We reluctantly left Rome and started north. In magnificent Florence we were fortunate to hear an outdoor, evening concert in the courtyard of the Pitti Palace, near the old Ponte Vecchio. Perhaps it was the splendid atmosphere and surroundings—and European tempos—but the familiar, standard repertoire which they played sounded new and fascinating. (Since this is a sort of “musical highlights” narrative, I have—and must continue to do so—left out a number of memorable cities and experiences.)

Folgaria is a beautiful little Italian summer-resort town—perhaps 6,000 people—between Verona and Trento, and situated high on one of the mountains which make up the foothills of the Alps. We never ceased to marvel at its beauty. Mrs. Pashkus and several students had been awaiting us—Mr. Pashkus was unexpectedly delayed in New York and had not yet arrived—and immediately took us to our apartment and made us welcome. (During the Spring one of the Italian students had gone to Folgaria to secure accommodations for all of us. We were amazed to find ourselves with three bedrooms, a living room, kitchen, and modern bath.)

We were probably the first American family to come to Folgaria, and the inhabitants were most cordial and helpful. The children were happy to settle and found friendly playmates immediately. (Our oldest son, David, had the foresight to bring along an extra baseball mitt, over my protestation—“Why so much extra luggage?”—and since everyone had heard of Joe DiMaggio, I’m happy to state that, upon departing, the Stulberg children left a well-trained baseball team in Folgaria.)

I’d like to state here that traveling as a family was our greatest joy. We had our problems—the children at times passed art treasures with descriptive but uncomplimentary remarks, the food though excellent was often strange and we were apprehensive, they grew tired,—and someday my wife and I shall write a book on extremely pertinent, confidential information for families that we feel will be welcomed by all parents traveling in Italy, Switzerland and Austria. The populace enjoyed seeing a traveling family. We were, thank the Good Lord, all well, and through the children’s eyes we saw things denied to most travelers.

The musical experiences in Folgaria were enriching. The students—or rather artists—came from all parts of Europe to prepare for concert careers. It was a joy to be associated with such mastery, in teaching and performing, and to witness and be a part of such sincerity, industry, and purposefulness. The days were spent in practicing, teaching and in observing and appreciating the beauties surrounding us.

Only the promise of further musical and cultural experiences helped us overcome the reluctance to leave Folgaria.

Upon leaving Folgaria we became

(Continued on page 17)
New Mental Health Gains Noted in Michigan Hospital


R AUWOLFIA, Serpasil, Fen-qual, Thorazine, Ritalin, or Doxylamine may not mean much to the general public. To the medical profession and especially to those people who are concerned with the care of the mentally disturbed, those apparent confusions of the alphabet are vitally related to the term "tranquilizing drugs."

A Man Against Insanity is the story of Dr. John T. Ferguson now of Traverse City, Michigan, State Hospital. His unconventional, revolutionary methods of dealing with the mentally disturbed "have produced impressive results and done a great deal of good." The first part of the book is the story of the Doctor himself and his varied, colorful experiences. The climb to his present position was a long hard one, through a maze of experiences such as that of bartender, railroad fireman, steel worker, insurance salesman, whiskey peddler, country doctor, and more than once a barbiturate addict. Personally he has known what it is like to have the iron door of a locked ward slam in his face and because of that knowledge his treatment of his patients has two distinct points to its program: chemical and T.L.C. (tender loving care). He is dedicated—and so are his 107 trained nurses—to the belief that the T.L.C. is the follow-up essential if results are to be satisfactorily attained and maintained.

In his earlier years (Dr. Ferguson is now crowding 50) he treated many patients in the Indiana State Hospital at Logansport with the dreaded electro-shock therapy and he also performed all too many of the prefrontal or transorbital lobotomies. Of this type of operation, Dr. Walter Freeman says: "Pre-frontal lobotomy is the last resort, the end of the line."

Dr. Ferguson confines his treatments now chiefly to chemistry and he has high hopes that in the not-too-distant future the family doctor (the general practitioner) may assist materially in emptying the mental hospitals by diagnosing and prescribing for his patients as early preventive measures, even to the advances of senility in the aged. He is a fervent believer in the great future of chemicals plus tender loving care in the treatment of mental and emotional disturbances.

The author of Dr. Ferguson's biography is Paul DeKruif, a Michigan author whose several books have been credited with making medical progress familiar to the layman. His first book: Microbe Hunters, published in 1926, was an immediate success. It has sold over 1,000,000 copies and has been translated into 18 languages. H. L. Mencken said of him some years ago: "The man writes like a house on fire."

The greatest criticism against Mr. DeKruif is that he is such an ardent heroworshipper that his uncritical laudatory manner runs riot with unbridled enthusiasm. His documentation takes the form of a liberal sprinkling throughout the book of direct quotations from well-known medical men and organizations. The book contains no illustrations, no table of contents, no index but it does have nine pages of notes and bibliography.

Generous expressions of praise for A Man Against Insanity have come from medical men in Michigan and elsewhere. The statements of Dr. Howard D. Fabing, celebrated neurologist and psychiatrist of Cincinnati, are good to quote:

"It was a wonderful reading experience... The literary device. This is artistry if I am any judge of these things. It pitches the material out of the stolid dullness of the medical journals into the highest kind of dramatic key, and makes it sing as it goes.

"The biography. This is one of the most remarkable things I have ever seen. I don't know when I have ever encountered an actual mortal so fully undressed down to his complete nakedness in the middle of his life like this anywhere in literature. It's the kind of candor which is usually reserved for verbal speech—and then only very occasionally.

"The scientific material. It is good, it is true, it is beautifully written. It is tough as nails."

The American Library Association evaluates A Man Against Insanity thus: "Informative, encouraging, and extremely readable."
Notable Career in Teaching
Nears Close for Marie Rasey ‘07

MARIE Rasey, a graduate of Western in 1907, is now a professor of educational psychology at Wayne State University. She is this year’s recipient of the Leo M. Franklin Memorial Lectureship in Human Relations. This lecture series, which has been hers to arrange this year, has as its theme, “The Nature of Human Nature.” She presented the final lecture of the series May 12.

One of the most interesting parts of Dr. Rasey’s work, which she carries on in addition to her teaching at the university, is her directorship of Rayswift Gables, a home for exceptional children in Richmond, Michigan—her own beautiful home at the edge of the village, from which she commutes to the university.

Rayswift Gables is often called a school. However, all children who are fit attend the village school. At Rayswift Gables superior children find avenues for questing in the surroundings of lake, brook, and living things. Those of a scientific bent follow their creative urges with whatever is about. A potato chip can recently figured in the production of a rather effective steam boiler.

“The reason for putting superior, average, and below average children together,” Dr. Rasey says, “is that the first place to look for leadership in the next generation is among the more able. Leaders are not born. They have to learn to lead. They must be exposed to the less able and learn to nurture them.”

Planning for this home for children is done by the board of directors composed of six medical men and six educators. Never more than ten children live at Rayswift Gables at one time. The home and the work are about two-thirds supported by fees from the children’s parents, and one third by Dr. Rasey herself.

Dr. Rasey is the author of many books and articles. One of the best known is Education and the Nature of Man, written in collaboration with Earl Kelley. In It Takes Time; An Autobiography of the Teaching Profession, she has written the story of her own professional life. Her most recent book, written with J. W. Menge, What We Learn from Children, has grown out of her years of work with the children at Rayswift Gables. One of her favorite books is an earlier one, Toward Maturity, The Psychology of Child Development, published in 1947.

The year 1954-55 Dr. Rasey spent in India as director of a Fulbright project under joint sponsorship of the Foundation Board in India and the Fulbright Conference Board of the Associated Research Council working on Problems of Teacher Training.

Her degrees are A.B., 1910 and M.A., 1917, both from the University of Michigan; Theoretical Diploma, 1928 and Practical Diploma, 1929 from the Institute of Individual Psychology, Vienna, Austria; and Ph.D. in 1936 from the University of Michigan.

Demands for Dr. Rasey as a speaker and as an instructor are constant. Her radio and television appearances have been numerous. One of the most satisfying to her was her participation a few years ago on Edward R. Murrow’s “This I Believe” program.

C. S. Nichols

(Continued from page 6) was not available but Charlie hired two girls and trained them to work well and fast. They seemed to run all day and into the nights. So did the machines.

The first day of recitation we had to put four sailors on one drawing. They took turns drawing lines and we watched the door for the Navy “Brass” to close us down. The “Brass” was busy with other matters and the benches began flowing down the hall from the woodshop into the drawing rooms. By the time the “Brass” came down the hill to see how things were going in the drawing rooms everything was peaceful and quiet. The saws and surfacets were shut down. The two girls were quietly making some thousands of blue prints and Charlie Nichols had a new job. He was teaching Engineering Drawing.

Yes, Charlie will retire but should he and Mrs. Nichols so desire they have many choices for their leisure. They have the means to get on a cruise ship and stay on board as long as they choose to do so. If they come ashore they have the choice of two places to live in—Kalamazoo or their new summer home on the shore of Grand Traverse Bay. They are delightful people with a host of friends. They have good health and a fine record to remember. We who remain at Western will miss them. We wish them good luck and many years of enjoyment. Au revoir but not goodbye.

—Fred S. Huff
The Dawn of a New Era

SIGNING THE BILL—left picture, signs the University on Feb. 26, Carlton H. Morris, Arnett '23.
CONGRATULATION—President Weimer K. His institution of higher learning a new student center and.... The students got President Sangren with a plaque of Randall, AWS presid.
ALUMNA HELPS—Now a member of the now a member of the who cast a vote for the signing of the bill President Sangren.
Century University

(continued from Inside Cover)

It alone. He will need our consoul, understanding. It will help if we all care a great deal in the days that lie ahead. Are associated with Western want be a great University. Whether it action in our time will depend on fort which we give to it. I believe and effort we will be wise to think as a University but as a distinctively University.

Governor G. Mennen Williams, in the upper changing our name to Western Michigan 57. Looking on are Rep. Cyril Root, Senator President Paul V. Sangren, and Rep. Homer In the lower group of pictures, left, Presi- of Kalamazoo College, the state's oldest ding, congratulates President Sangren. (The Illsworth hall show in the background) . . . he first to congratulate President Sangren the act that same evening as Tom Rowley, nce' Halls Association, presents President 'The First President of WMU.' Miss Joan and Mrs. Sangren are at the left.

Lucille McCollough, former WMU student giviture from Dearborn, was among those name change and was on hand to witness she is shown in the governor's office with
Football Preview for 1957

The New Look

Western Michigan University's 1957 football team will definitely sport the NEW LOOK!

An overhauled football staff is expected to revitalize Western's football fortunes in two or three years. The new staff will attempt to improve on last season's mediocre 2-7 record which included a sixth place finish in the Mid-American Conference. The change is expected to take time.

Head coach Jack Petoskey has been replaced by energetic Merle Schlosser of the University of Missouri staff. Petoskey is now working in the placement office at Western. Petoskey's assistant, Paul White, is with the athletic staff as an instructor.

Schlosser's NEW LOOK staff is now complete. Included are Richard Raklovits, former University of Illinois football and baseball star, and William Rowekamp, former West Point and University of Missouri athlete.

Holdover members of Schlosser's staff are line coach Roger Chiaverini, and freshman coach Thomas Slaughter and his assistant Fred Stevens. Also assisting until the start of basketball practice are coaches Joe Hoy and Don Boven.

Schlosser's NEW LOOK will include a new offense. He intends to install variations of the T-formation offense and he expects to have a running team.

The three new coaches have had playing experience at almost every position. Schlosser played end in high school, fullback and end at Illinois, and quarterback and fullback at Great Lakes (during his tour of duty with the armed forces).

After graduation from Illinois (MS 1952), Schlosser coached high school football in Illinois and Michigan before moving to Missouri where he assisted Don Faurot, who originated and developed the T-formation offensive.

Raklovits was an all-Big Ten fullback at Illinois his senior year. He was also selected honorable mention All-American. An outstanding third baseman, Raklovits was also chosen All-American in baseball his senior year. He played professional baseball in the Brooklyn Dodger chain.

Rowekamp played football at West Point, then moved to Missouri where he was regarded the most outstanding player at Missouri in ten years. After graduation, he played professionally in Edmonton, Canada, in the Canadian pro league. Rowekamp has experience as an offensive end and defensive halfback.

Schlosser and his aides had very little time to prepare for spring practice which opened April 29th, but they have covered much ground in a short time. The three new coaches have travelled most Michigan cities and parts of Indiana, Illinois, Wisconsin and Ohio. They have talked with over 200 perspective athletes, searching for the best-qualified to receive 11 football scholarships, a NEW LOOK feature inaugurated this year. The staff considers approximately 65 candidates in the group to be outstanding football prospects. These athletes were given a very close look. Schlosser and his staff obtained movies showing the players considered in action at least one time. In many cases, the staff has seen a high school player in as many as six different games.

Last year, Western's sophomore-dominated starting lineup won just two games. Six of those starters return to this year's action, and it is
Smith Shatters Cager Marks in Three-Year Spree

Western Michigan’s basketball team posted a record of nine wins against thirteen losses in the 1956-57 season, and finished fifth in the Mid-American Conference.

On the brighter side, senior Jack Smith of Grosse Pointe broke a school record and established a new individual scoring mark. Smith broke his record of 445 points (set in the 1955-56 season) in 22 games by hitting 457 this season for an average of 20.8 per game, a new school record in points scored for a season and a new school record in percentage. A year ago, with the 445 points, Smith had broken the record held by all-time great Harold Gensichen. But Smith had to wait until this year to break Gensichen’s percentage record because Gensichen scored 400 points in 20 games in the 1942-43 season, a percentage of 20 per game.

Smith also broke the cumulative scoring record of 1,099 set by Don Boven, now Western’s assistant to basketball coach Joe Hoy. Boven set his mark in the 1948-49 season. This year, however, Smith scored 457 points to push his collegiate mark to 1,137—38 points more than Boven’s mark. Smith set his record the hard way, too! His scoring is based on three years of varsity competition, whereas Boven’s mark was set during four years of varsity play. Boven was able to compete during his freshman year because of the post-war freshman eligibility rule.

Smith, a 6’5” forward, will be graduated in June. If the armed forces don’t press him, Smith wants to start in the personnel field.

Aside from the school records he established, Smith’s 274 points in 12 Mid-American Conference games placed him second in conference statistics behind Miami’s Wayne Embry. Smith’s conference average was 22.9 per game.

Coach Hoy loses three other seniors besides Smith: all are guards and all were considered “starters.” Roger Newman, Allegan, who also played forward; Jerry Mitchell, Three Rivers; and Larry Pedracine,
Theory and Crisis

(Continued from page 2)
but through experimental inquiry. Similar inquiry should be directed toward teacher competence and responsibilities and the teaching experience. What criteria of competence should apply to the teacher? Are the competencies of teaching and research correlative? Should more attention be given to “individual differences” in teachers? What kinds of responsibilities should be placed upon teachers? What “workload” is conducive to the achievement of the objectives of the educational program? What kinds of facilities and assistance would permit teachers satisfactorily to fulfill their responsibilities? Answers to these questions are not a whit less necessary to the construction of an adequate program of education than are answers to other kinds of questions.

If, in fact, new conceptions result from a re-assessment of current ideas, then it can be expected that novel programs and procedures will make novel demands upon all persons—students, teachers, administrators, governing boards, legislatures, and the general public—concerned with education. Still, if searching re-examination of the concepts and theories which guide programs of education is avoided because of either dislike of change or fear of novel demands (whether financial or what); then programs and procedures of education will continue as confused and inconsistent “hash,” and stirring, but vacuous, pronouncements will stand as the only evidence of our “golden” aims and objectives.

We face, in the coming months and years at Western Michigan University, both challenge and opportunity as we consider the implications of our newly achieved “university” status. In our deliberations we must confront the challenge of change; for, if nothing else, the simple—but extreme—increase in student enrollment will have some effect. We face, also, the opportunity to control and direct this change, beyond the demands of mere conformity to tradition, into novel patterns of educational programs and procedures. We face, in short, the opportunity to be creative.

Responsible creativity, however, must proceed from conceptual adequacy, and conceptual adequacy is not developed in one-hour-a-week departmental meetings or one-day-a-year faculty work-shops. If we are to be responsibly creative in building the Western Michigan University of the future, we must utilize means commensurate with the importance and extensiveness of the end. If these means—possibly four or six-week faculty work-shops during coming summers, extensive research and experimentation and the like—require additional financial means, then we will have to accept the challenge of persuading the legislature and general public of the importance of a “new look” in education.

Moreover, we will have to approach our deliberations with that humility which is appropriate to the quest for conceptual adequacy, rather than with the impatience and arrogance which is characteristic of the enunciation and perpetuation of dogma; for if we do not proceed with reason (and reasonableness ought to be a characteristic of the personnel of a “citadel of reason”), then no extent of provision for workshops, research, experimentation, and the like will be effective in the achievement of an adequate program of education. If we fail to participate responsibly—with reason—in cooperative deliberations, then our university “program” will be unavoidably either a mere aggregate of autonomous units or a vast structure of confusion and inconsistency.

This, in sum, is the challenge to us at Western Michigan University: will we meet our crisis in education with partisan slogans, simple tradition, and virtual acquiescence to whatsoever “fate,” or will we devote the necessary means—time, effort, money, and facilities—to cooperatively building an adequate, creative, and extensive conception of the nature and objectives of the “Twentieth Century University?”

Recommended Books

(Continued from page 5)
A Small Fire, by Gladys Schmitt. Dial Press, 1957. $3.50. Novels about college faculty members have usually been about English teachers, perhaps because it’s usually English teachers who write them. But this time a Carnegie Institute of Pittsburgh English professor, who is the wife of a musician, tells a story of the Music Department faculty of a small college, particularly of a woman voice teacher and the new man who comes from New York to teach piano, though his absorbing ambition to be a successful concert artist. Mrs. Goldstein’s earlier novels have been equally concerned with tortured personalities, but the woman in this one relieves the tension by her understanding and willingness to compromise.

Trial Balance; the Education of an American, by Alan Valentine. Pantheon, 1956. $4.50. This modern counterpart of The Education of Henry Adams will interest anyone born in the early 1900’s. Here again he will experience the questions and disillusionments of his first quarter century though he is in the company of a New Jersey Quaker, Swarthmore graduate, and Rhodes Scholar at Oxford. From there on the ways will probably separate, for Dr. Valentine “made a career of education, faute de mieux,” and eventually spent more than a decade as President of the University of Rochester. Then the government called him to be chief of the ECA mission to the Netherlands and later, briefly, first chief of the Economic Stabilization agency in Washington. Now president of the Committee for a Free Asia and director of the Radio Free Asia broadcasts, he is learning to live “as happily as it is ever possible to do,” accepting the difficult necessity of keeping a delicate balance between conformity and individual independence.

—Katharine M. Stokes, Librarian
Zaremba Busy with TV, Movie Roles; Also a Journalist

Jack Zaremba was a busy individual on campus and seems never to have slowed up since then.

He studied here from 1928 until December, 1930, and an investigation shows that in that time he was variously president of the freshman class, drum major of the band, vice president of the student council, and also sang with the choir and men’s glee club and appeared in dramatic and musical productions.

His present day record seems almost as busy.

In January of 1931 Jack joined the staff of the Chicago Tribune, and remained there until 1936 when he took his new bride to Grand Rapids, his hometown. There he worked for the Press and later owned and published the Creston News.

But by 1948 he had tired of this.

Basketball

(Continued from page 15)

Madison, Wisconsin, will all be graduated.

Also on the brighter side for Coach Hoy is the fact that three letterwinners and several players from the freshman team return to the cage wars next winter.

Returning to varsity competition are center Edgar (Red) Blair of River Rouge who turned in a sen-

(Continued from page 9)

tourists”—but we decided as we went along what we would see and the pace at which we would see it. We did establish several objectives: Cremona, Geneva, Salzburg and Vienna.

In Cremona dwelt the greatest of all the violin makers. This was the city of the Amati, Stradivari, Guarneri, Bergonzoe, Storioni and others.

I cannot describe the depth of feeling which engulfed us when we stood before the grave of Stradivarius, or observed a main thoroughfare named after Guarnerius. (It is my privilege to own a splendid Storioni—who was a pupil of Guarnerius—and I was humbly grateful at the awareness that I had that violin with me in the city, and perhaps upon the very spot, where it was made.) There is still a school of excellent violin makers in Cremona. The city is modernizing, and some of the old places, like the shop of Stradivarius, must give way for modern structures, but the very tools with which the master built his instruments are still preserved in a “Stradivarius Room” in the museum.

We came to Geneva, found the building in which was held the “International Exposition of Education,” walked into a room displaying excellent geometric drawings, and on the title page—I ask you to imagine our reaction when we read “from the Campus School, Western Michigan College, Kalamazoo, Michigan, Miss Grace Gish, Teacher.” David’s “room and teacher.”

We visited the major cities of Switzerland, drove through Lichtenstein (on the King’s birthday), spent some time in beautiful Innsbruck and due to a short delay on the German border, followed the Duke and Duchess of Windsor into Salzburg—the children and Sharon never will forget it.

What I shall long remember are the scares of horror we received when we brought our four children into the Mozarteum to hear the splendid concert by the Munich Chamber Orchestra. Our little girl, Mira, then 2½ years old, sat through the entire two-hour program without uttering a sound. The children were smiled upon by all, and one dignified, bearded, professor stroked Mira’s head and told her “Brav! Brav!” I was duly proud. (Never attend a concert without an adequate supply of life-savers.)

We also heard the wonderful Vienna Philharmonic Orchestra, with Mitropolos conducting, and Casadesus as piano soloist. It, too, was a splendid experience—but best of all was just being in this wonderful city of Mozart.
I had long heard that Vienna was the musical center of the world—I now most ardently believe it. Wherever you go are statues of Mozart, Beethoven, Brahms, Schubert, Strauss, Goethe, Schiller—every creative genius in every field of culture is remembered in Vienna. During the summer they have outdoor symphony concerts, on Wednesday and Saturday evenings, in a courtyard seating 3,000 people—we hadn’t been able to get tickets in advance and couldn’t get in. Hundreds, along with us, were turned away. (We did buy tickets for Saturday, and were rained out.) Theaters, chamber music groups—everything exists in Vienna.

The Opera House is one of the most beautiful structures we visited. Badly damaged during the war, it is completely restored, and “now it has a copper roof.” Operas are performed here every night from September 1st to June 30th. Prices are ranged so that the most needy students can attend.

Here again we had a splendid guide, and Frau Muldner was excellently schooled in music. (She had recently taken Andre Kostelanetz on a musical tour of Vienna and she was determined to do no less for us.) She took us to the various “Beethoven, Mozart, and Schubert Homes,” where these masters lived and worked.

She guided us to the great cemetery where one section is set apart as the final resting place for some of the musical giants. To stand before the tombs of Brahms, Strauss, Schubert, Hugo Wolf and others, was an awesome and unforgettable experience. Finally, because she wanted to “do something special” for us, she used her friendship with the housekeeper to get us into the home of Franz Lehár. We all enjoyed the lovely estate and the many remembrances—I saw the hand-written score to the Merry Widow, and we all played a few chords on the Lehár Piano.

As we returned to the hotel the beautiful Vienna Woods were in back of us, and the hotel orchestra was playing Viennese Waltzes.

The Good Lord willing, we hope to again visit Vienna.

Of course, we were in the “fairy city” of Venice, swam in the Adriatic, observed Bernie’s “Italian” birthday on beautiful Lake Garda, saw the fabulous cathedral and famous “La Scala” in Milan, and much more.

But we were glad to return to Genoa and again board the Constitution for “home,” (“Perfect trip,” said Joe as he won his second ping pong championship.) We had seen so many wonderful things that even the children were saturated. On September 20th we arose, very early, to greet the Statue of Liberty, and in the morning mist our Mira spied the tower of the Empire State building and exclaimed “Daddy, that’s a Big Church!”—but we thankfully knew we were back in America.

M. Dezena Loutzenhiser
(Continued from Page 5)

cherished riches; and the parts she values most from her experiences as chairman of the Festival of Arts committee include the programs created out of student-selected passages from Milton’s Paradise Lost, performed by student choral readers and soloists, danced by the Modern Dance club to music arranged by students; and the similar choral-reading and dance performance of Benet’s John Brown's Body. Miss Loutzenhiser was principal adviser for these projects, and equally enjoyed experiences with original student verse librettos for dance festivals.

“Esthetic Discernment,” which later became Comparative Arts, was partly created by Miss Loutzenhiser, and knitted her interests into those of the art and music departments, for she represented the literary arts in this three-teacher inter-departmental course. Frequently she organized safaris by bus to Chicago for students to see paintings or dramas, or to Notre Dame to hear G. K. Chesterton, or to Ann Arbor to see King Lear.

Other courses especially associated with Dezena Loutzenhiser have been Masterpieces (English literature), Carlyle, Browning, English Novel, Contemporary Novel, and Teaching of English. She enjoyed learning the new techniques required to teach Communication. Probably her constantly renewed effort to find new ways to teach every course was one reason for the combined informality and originality with which her classes were conducted.

“Class sessions were usually the occasion for spirited exchange of ideas,” one of her former students reports. “She held students to a high level of accomplishment without the use of fear, for she encouraged you to think as well as you possibly could, knowing you wouldn’t be penalized for disagreeing with the teacher.”

Fair-mindedness and a high standard of achievement are what other students mention most often about her contribution to their mental and spiritual development. “To have tried hard produces a valuable form of accomplishment, she persuaded us,” according to another student. “She would always give unstintingly of her own time to help us, or to advance our social development, which she considered an important aspect of our college careers.” Coffees and dinners at her Ruthin Road home, picnics and houseparties at her Gull Lake cottage are remembered by other students.

“She was a fine stabilizing influence on the girls who belonged to Senate,” one of the Senate leaders reports. “She channeled our enthusiasm without dampening it, and corrected our immature judgment without registering her disapproval in any obvious way. Not until years after we had left college did some of us realize the character values she had established in our minds without ever seeming the least bit fuddy-duddy.”

In addition to her years as adviser to Senate, Miss Loutzenhiser was an adviser to the Women’s League (now AWS), and other student groups. She was president of the Western Michigan College district of the Michigan Education Association, worked several years on editing
Facts for Faculty and planning orientation programs for new faculty members. She was an early president of the Faculty Women's club, and was much involved in projects to carpet, furnish, and provide silver services for the faculty lounge and dining room at Arcadia Brook club-house. She was a member of the committee that worked out policies for using Arcadia Brook. Her interest in planning and decorating buildings was utilized repeatedly, not only in building the home she shares with Miss Isabel Crane and her sister, but in equipping English Hall (the barracks building behind Vandercook which brought the English staff together from scattered points), and subsequently in re-building it after the fire. Then when the English department moved into its new headquarters in the Administration building on the West Campus, Miss Loutzenhiser worked industriously to get the best possible offices for everyone, storage, conference, and clinic facilities, as well as china, silver, electric tea-kettle, kitchenette equipment and other indispensable for serving coffee and tea to lubricate English department deliberations, meetings with majors, Language club and Stratford club meetings. Indoor plantings to beautify the department were one reflection of her interest in gardening, which she also exercised with a notable African violet collection at home and an extensive yard containing flowering trees, shrubs, borders, and other plantings.

Her ardor and devotion to her family were expressed in many ways, not the least of which were the sacrifices she willingly made in order to "see through college" eight assorted nieces, nephews, and cousins who attended Western, mostly from Iowa. Not that blood relationship was necessary for students who received her financial aid, meals, and all kinds of help to stay in college during the depression. "No one will ever know how many she sustained when they were in mighty precarious situations," several colleagues testify.

For neither her students nor her faculty associates and friends will the fire which has always been at the heart of Diz Loutzenhiser cease to glow just because she's "retiring." Warmth and light don't retire.
—Thelma E. Anton

IN MEMORIAM

Mabel Chaffee Williams ’10

Mrs. Williams died March 31 in Decatur. She taught in Bellaire, Paw Paw and Manistique. Following her marriage in 1924 she lived in Plainfield, N. J., returning to Paw Paw in 1941. She leaves one stepson, three nieces and a nephew.

Jennie McBain ’16

Miss McBain died in Hastings February 21. She began teaching in rural schools in 1887. She later taught a year in Holland and three years in Hickory Corners before starting in Grand Rapids in 1913. Her retirement came in 1940. Miss McBain leaves two brothers.

Clara Eldridge Stuck ’16

Mrs. Stuck died February 16 at her home in Kalamazoo. She graduated from Kalamazoo College in 1912, then studied at the University of Chicago, and received her high school life certificate in 1916. Besides her husband, she leaves a son, David '49, and two grandchildren.

Lillian Volay ’24

Miss Volay died in St. Joseph March 10. Teaching assignments took her to Watervliet, Wayne, Ypsilanti, Lawton and Buchanan. She was principal at Wayne from 1942 to 1948. She also held degrees from the University of Michigan. Miss Volay leaves her father and three sisters.

Roscoc Lambrix ’25

Mr. Lambrix died April 2 at Bradenton, Florida. He was a roofing contractor in Kalamazoo until 1943 when he moved to Bass lake in Oceana County and established a roofing business in Pentwater. He leaves his wife, the former Mary Loughead '14; a son, Donald; his parents, and a sister, Mrs. Norma Wright '24, Muskegon.

Jennie A. Emery ’27

A teacher for 52 years, Miss Emery died March 24 in Grand Rapids. She taught there at the Pine, Union and Fairmount schools before retiring in 1940.

Paul L. Howes ’27

Mr. Howes, vice president of the First National Bank of Niles, studied at Western one year. He died February 18 in Pawating hospital, Niles, after a week's illness. He had been a member of the bank's board of directors for two years. Mr. Howes leaves his wife, his father, three sons, including Paul, Jr., '51, three grandchildren and a sister.

Merle E. Mosier ’30

Mr. Mosier, associate secretary of the Council of Social Agencies of Grand Rapids and Kent County, died March 2. He held that post since 1941, and before that was a probation supervisor for the department of corrections, and affiliated with the Kalamazoo Bureau of Social Aid. He leaves his wife, a son, his mother, a sister and a brother.

Lillian V. Quist

Mrs. Quist had studied at Western in 1954, 1955 and 1956. She had taught in the Iron Mountain schools since 1943, and died in that city March 20. She had also taught at Clintonville, Wisconsin, and Norway. She leaves her husband, three sisters and a brother.

Class Notes

'04-'20 L. E. F. English ’20 is curator of the Newfoundland Museum in St. Johns, Canada . . Mrs. Charlotte Ford (Charlotte Morrill) ’10 has announced her retirement from teaching at the end of the present school year. This will culminate 40 years of teaching, 37 of them in the Union City schools. She hopes to devote more time to some of her hobbies, one being to combine verse she has written over the years into a book. Among her writings have been poems on Queen Elizabeth’s wedding and on the birth of Prince Charles . . Pearl Stephens ’18, junior high school mathematics teacher in Albion for 36 years, will retire with the close of the school year in June. She is the only teacher to

NEWS MAGAZINE FOR SUMMER, 1957
have taught regularly in Room 114 at Washington Gardner High School building in Albion since its opening in 1927. Miss Stephens actually began teaching in Albion in 1918 as an Austin grade school teacher.

Harry Potter recently resigned as Muskegon high school football coach after 10 years. He remains as athletic director and baseball coach.

Grace Rynberg, a school teacher who had served the Richland community for more than 33 years, was honored at a surprise version of the show "This Is Your Life," in the Richland school recently. Many relatives, friends, former pupils and well-wishers were on hand to honor the beloved teacher.

Lewis A. Shaw, assistant manager at the Battle Creek office of the Michigan Employment Security Commission, officially retired after nearly 20 years with the service. The MESC personnel gave him a farewell dinner at the Inman restaurant in Galesburg.

Dr. E. William Doty, dean of the College of Fine Arts at the University of Texas, was recently re-elected president of the National Association of Schools of Music at the Cleveland, Ohio, meeting of the association. He is a familiar figure in Grand Rapids educational circles since 1918 as an Austin grade school principal. Many relatives, friends, former pupils and well-wishers were on hand to honor the beloved teacher.

Dr. Alvin D. Loving, professor of education at Flint College of the University of Michigan, recently spoke in observance of Race Relations Sunday at the East Grand Boulevard Methodist Church in Flint. Dr. Loving served Detroit area school systems for a period of 16 years, and was for a time principal of the River Rouge School. In recent years Dr. Loving was honored with a Fulbright Award and went to India as a good will ambassador for the U.S. Government. Warren P. Byrum has been named regional sales manager for the Mid-Continent region of Mead Johnson & Company's nutritional and pharmaceutical division. His new headquarters are in Kansas City, Mo. Byrum has been associated with Mead Johnson since 1947.

Francis R. Pelligrino was elected president of the Community Chest committee in Three Rivers.

The 1957 Master Teacher award of the Michigan Industrial Education society has gone to Walter J. Schramm, industrial arts teacher at the East Grand Rapids high school for 37 years. He began his teaching career at Flint Central high school, where he stayed for two years. He then went to East Grand Rapids. John Suchovsky was the successful proprietor of the West Michigan Wholesale Co., Dowagiac, at the time doctors told him he was a victim of a brain tumor. Now recovering from an operation Suchovsky hopes to start a teaching career. He holds a life certificate in secondary education and was a teacher before he went into business in Dowagiac in 1946.

The Symphony of the Air, formerly the NBC Symphony, played the "Symphony No. 1," by Dr. Maurice Wein, in New York City's Carnegie Hall. Weed is currently head of the music department at Illinois State College, DeKalb, Ill. Weed's symphony was first played by the National Symphony in January, 1936, after he was awarded a $2,000 prize for the composition as the best entry in the National Symphony's 25th anniversary composition contest. George MacDonald has resigned as superintendent of the Parchment school system, effective at the end of the present school year. MacDonald has been superintendent for the past 20 years and a member of the Parchment staff for 30 years.

Georgia E. Christlieb has been teaching French and Spanish in the Benton Harbor high school since 1945. Hank Ceasar is the host at Erbyderby's, a top eating place in Phoenix, Ariz. Before going there in 1955 he had managed clubs in Port Huron.

Dana P. Kelly has been named director of public relations for the Flying Tiger Air Line with offices in New York City. Formerly Kelly was on the Kalamazoo Gazette staff; was an instructor in journalism at Ohio University, chief of the review branch for the Air Force in Dayton, O., director of public relations for the American Museum of Na-
tural History in New York, and most recently, a partner in the public relations firm of Paul F. Ellis and Dana P. Kelly Associates.

'38 Dr. Charles B. Hicks, associate professor and director of secretarial and office management programs at Ohio State University, recently conducted an all-day workshop sponsored by the National Secretaries association in Grand Rapids. Dr. Hicks is co-author of "College Secretaries Procedures" and "Office Management."

'39 George Althouse has been appointed office manager of the comptroller department of Heath company, a Benton Harbor subsidiary of Daystrom, Inc. Althouse joined Heath in 1955 as supervisor of customer sales . . . Max Damoth, an East Jordan high school teacher since 1942, has been selected by the board of education as new superintendent of the school. Before going to East Jordan he taught in Pentwater.

'40 The Rev. Keith Hayes of the First Methodist Church in Three Rivers will mark 17 years in the ministry in June, with the last five having been in Three Rivers. He is director of the Kalamazoo District Adult Work and a member of the Michigan Conference Board of Hospitals and Homes . . . William F. Koney, has been appointed an assistant prosecutor of Wayne County. In the past, Koney's experience in practice has been mainly general legal matters . . . Marvin Frederickson, former Breitung township school teacher, has been named principal of the Manistique high school. Frederickson has been with the Manistique schools 10 years.

'41 E. E. Lull recently was appointed assistant product manager tool steel sales of the Crucible Steel Company, Pittsburgh, Pa. Lull has been with the company since 1946 when he started as a salesman. In 1947 he was promoted to sales engineer. In 1945 he was transferred to Syracuse, N. Y. as product service engineer in the Tool Steel Sales Division. Two years later he was promoted to staff assistant . . . Robert Hamlin has taken a new position in the sales organization with the Atlas Press Corporation of Kalamazoo. For the past three years Hamlin has been principal of the Cassopolis High school.

'42 For the past three years A. Mitchell Gordon has been program director of station WWTV in Cadillac. He formerly has served as manager of radio stations in Delray Beach, Florida and Mt. Pleasant and Gaylord, Mich. He was manager of both the Otsego County Chamber of Commerce and Grand Haven Committee for Economic Development.

'43 Robert Vanderburg has accepted a position on the staff of Northern Michigan College. He is school coordinator for Mrs. Goodwin's industrial programs. Formerly Vanderburg was employment manager and safety director of the Sealed Power Corp., of Muskegon for four years; then personnel director of Oldberg Manufacturing Co., in Grand Haven; and later the Celotex Corp., of Chicago as training director and personnel manager . . . Dr. D. E. McFarland is an associate professor of general business and associate director of Michigan State University's new labor and industrial relations center. He has personnel and labor relations experience with Redmond Co., Inc. of Owosso and Allis Chalmers Co. in Milwaukee. Before going to MSU in 1952, he was on the staff of Cornell University.

'45 Russell E. Duffey, principal of Barryton school for the last 10 years, has been named superintendent of Me-costa County Schools. Formerly Duffey taught in the rural schools of Charlevoix County for four years, was superintendent of Kalamazoo suburban Recreation Park for 14 years and athletic coach at Reed City high school for one year before becoming principal of Barryton school.

'46 Dorothy Ester was named assistant professor of textiles, clothing and related arts extension specialist at Michigan State University in October, 1956. Prior to her appointment, Miss Ester had been acting associate west district supervisor of home economics extension.

'47 Thomas Koschial, clinical psychologist and assistant to the director of the Detroit Cerebral Palsy Center at Farmington, has been testing children attending the Grand Rapids Orthopedic School . . . George L. Reed was recently presented with a standard certificate by the American Institute of Banking, in Cleveland. Reed is employed as a night transit clerk by the Union Commerce Bank, Cleveland, where he has been since 1948.

'48 Otto Kindshoven has been appointed to manage the new car training in the sales training department of the Chrysler Corporation sales and service training center in Centerline. Prior to his new appointment, Kindshoven was assistant used car sales manager for the Dodge Division . . . Jay W. Formina will become the new principal of Holland high school July 1. Formina has been principal of Belding high school since 1954 . . . Juanita Goodwin has resigned as assistant director of the Douglas Community Center. She has been with the association since 1948. While a staff member, Mrs. Goodwin was instrumental in organizing several clubs among the young people and closely supervised their operations. She is the present city women's golf champion and a former champion of the city women's table tennis . . . John Wild will be head football coach at Wayland high school this next season. He previously coached basketball, football and baseball at Marcellus high school for seven years . . . John A. Castino has joined the Chicago Regional Group office in the group insurance division of United of Omaha and Mutual of Omaha. He has been active in group field work for nine years in the Chicago and Milwaukee area.

'49 Arthur Steward has accepted a position as instrumental director at Hastings high school. He was band director and head of the Wayland school music
department for the past seven years. Steward organized the first band at Wayland and since that time started bands for beginners, intermediate grades, junior and high school varsity bands. Steward is married and has three children.

'50 Lloyd Hartman is the new head football coach at Muskegon high school. For the past several years he has been assistant football coach and basketball coach. Howard H. Smith is on an assignment with the 21st Fighter Bomber Wing in Chambly, France. Smith graduated from the University of Michigan with a B.S. degree in electrical engineering in January under the Air Force Institute of Technology program. His wife and son will join him in France in August.

Robert S. Harper recently was elected vice president of Twin Cities Container Corporation, in Coloma. Harper joined Twin Cities in 1950 as an accountant. Barbara Trotst has been made director of occupational therapy at Children's Rehabilitation Institute at Reisterstown, Md., where for the past four years she has been assistant director. Before she went there she worked with the Illinois Association for Crippled Children two years. Mrs. Katherine Butler, speech correctionist in the Kalamazoo public schools, will conduct a symposium on public school speech correction June 24-25 at Pennsylvania State University. Sgt. Keith Sheeler, of the Police Department's Youth Bureau in Kalamazoo, has returned from the University of California taking part in a three-month course at the University's Deinquency Control Institute. Sgt. Sheeler applied for and was awarded a scholarship grant from the national office of the American Legion. Kent Freeland is teaching chemistry and physics at the Constantine high school. Wilbart K. Laubach and his family are new residents of Jackson. Laubach took a position as assistant academic teacher in the elementary division at Southern Michigan prison. Laubach and his wife have three children, Kathy Dee, 4 1/2, and Connie Lee and Cindie Lee, 3-year-old twins. Kenneth H. Summeyer, Flint Junior College mathematics and physics instructor, has been elected president of the Michigan Science Teachers Association. Summerer was one of the founders of the organization in 1933. Before joining the Flint Junior College staff three years ago he taught three years at Grand Blanc high school. He also worked a year at AC Spark Plug Division as a detail engineer. Dr. Jack H. Townsend has been released from active duty with the U. S. Army, and has returned to Grand Rapids to begin his second year of residence football coaching at Grand Rapids High School. Formerly he coached at Pittsford High School, near Hilldale, the next year he coached at Howard City, then in three years he went to Wyoming where he was assigned as reserve football and basketball coach, and also coached tennis. Kramer and his wife have two children.

'51 Jacqueline Anderson is now Mrs. Garth Tompkins, and makes her home in Traverse City. Since 1955 she has been teaching in the business department of Northwestern Michigan College. Norman Harris, Three Rivers High School coach of football and track, is resigning at the end of the school year. He will seek a new coaching post elsewhere. Before going to Three Rivers two years ago Harris was on the Sparta coaching staff three and one-half years.

Douglas Johnson has been awarded a $1,300 teaching fellowship in French for 1957-58 at Northwestern University, Evanston, Illinois. Doug will teach eight hours in the language department and work toward his M.A. In 1952 he received a teaching fellowship for France, and spent the following year at the College Moderne in Nantes, Brittany. He is now teaching French at the high school in Fenton, Michigan. Harry P. Hoyt has been promoted to manager of the Denver District Group office, in the group insurance department of United of Omaha and Mutual of Omaha Companies. Formerly he was Service Manager in the New York District Group office. He was a school teacher before joining the companies in 1954.

Barbara Frederick is the author of a meditation being used in the May-June issue of "The Upper Room," a devotional guide published by the Methodist church. She has based her writing on Psalm 145:16. She is now on the faculty of Michigan State University. Lewis Van Camp has been named football coach of the second team at Muskegon High School. Formerly Van Camp coached football for five years at Wayland High School. In addition to coaching the second team, Van Camp will teach speech, history and drama at Muskegon high.

Fredrica Jaffe is planning to retire from teaching at the end of the
Two occupational therapists are now on active duty with the U.S. Navy. Ensign Mary L. Rooney '53, left, is serving at the U.S. Naval hospital, St. Albans, L.I., New York. Lt. (jg) Esther N. Omachi '56 has been assigned to the Naval hospital, Philadelphia, Pa., for her first duty. Both spent eight weeks training at the U.S. Naval Station, Newport, R.I.

For the past twenty-six years she has been teaching Latin, English and library at Colon. Mrs. Jaffe has been teaching thirty-two years in the seventh grade mathematics class, athletics and coaching basketball and track. She turned twenty last January.

Gregory R. Anrig is social studies teacher at the Eastview Jr. high school, White Plains, N.Y. He received his master of arts degree from Harvard University in 1956... William French is the new principal of Bronson high school. He formerly taught social studies and for the past two years served as assistant principal with testing and counseling as his special responsibilities... Paul N. Richwine was head of the annual educational and fund raising campaign of Monroe County Branch, American Cancer Society. Richwine is on the staff of the First National Bank of Monroe... WEDDINGS: Bonnie Ray Housworth and James L. Merrifield, March 6, in Buchanan.

Dobbel, promising rookie baseball player under contract to the Washington Senators, has had to interrupt his career. The big, rangy outfielder got his draft call late in February... Specialist Third Class Elwin R. Northrup, recently participated with the 8th Infantry Division in "Lion Noir," a two-week field training exercise in Western Germany. Specialist Northrup, assigned to the division's Headquarters, entered the Army in 1956 and received basic training at Fort Carson, Colo... Ronald J. Heaviland holds the new position as the village of Trennon's director of parks and recreation... WEDDINGS: Gretchen Guck and Ray Fifer, March 2, in St. Joseph... Gloria Joan Phillipsen '53 and Willard Mejeur, Feb. 18 in Elkhart, Ind... Barbara May Youdell and Richard Coy Spigelmyer, April 12, in Kalamazoo.

Hugh Janes has accepted a position in the controller's division of Parco Davis & Co. in Detroit. Janes received his master's degree in business administration from the University of Michigan in January... Daniel L. Beggs, is a member of the 24th infantry division in Korea, where he is a chaplain's assistant in the division's headquarters... Second Lts. Dale E. Stebby, Don E. Phillips and Richard T. Laurence recently graduated from the basic officer course at the Quartermaster school, Fort Lee, Va... Second Lt. William R. Huntinger, recently played in the second army basketball tournament at Fort George G. Meade, Md., with the Walter Reed Army Medical Center team from Washington, D.C. Huntinger is regularly assigned as an assistant quartermaster property officer at the center. Before entering the army in '56, he was a mathematics teacher at Farwell Area Schools... Now qualified as a carrier pilot in Naval Aviation Cadet Thomas L. Rhoades, he is stationed in Pensacola, Fla. To qualify he completed six landings aboard the light aircraft carrier USS Saipan in the Gulf of Mexico... James F. Webber is on special duty to the Armory Education Center in Heidelberg, Germany. He is teaching classes and also has the title of Assistant Education Advisor. He handles USAFI work, administers tests, and handles University of Maryland Overseas enrollments...

Robert Van Schelven has transferred east with the Keller Tool division, Gardner-Denver Company, and is assistant office manager of the Teterboro, N.J., branch office... Marvin Terry junior engineer at Martin Co. in Baltimore, Md. He has been working on the Air Force's new TM61B ground-to-ground guided missile... Mary Elizabeth Amrhein recently was chosen as Battle Creek's first "Community Ambassador." She will visit Austria this summer in the program sponsored by the Battle Creek Junior Chamber of Commerce and other organizations... Frank A. Castelluccio is the New Buffalo township highway commissioner, elected by the one write-in vote he cast for himself. He is also a Detroit law student... Jack Riegle, junior high teacher in the Bronson Community School for the past two years, has accepted a post as grade school principal at Hamilton, near Holland... Robert Hughes, English and drama instructor at Delton high school, has written his first play. The junior class thespians presented it to the public the first of April. The play "A Little World of Our Own" revolves around a young English girl who enrolls in an American Midwestern school as an exchange student... Larry Starr, a teacher at Lincoln Junior High School, has been named as caddie master at the Kalamazo Country Club for this summer... WEDDINGS: Nancy Inman and Ensign Charles F. Ake, Feb. 16 in Muskegon... Jo Ann H. Wilson and Charles O. Garnsey, March 31, in Battle Creek.

Donald Anderson recently was named new track coach at Grand Haven high school. Formerly Anderson taught history and directed an intramural program at the Hart school... Matthew D. Maloney has completed eight weeks of basic combat training with the 9th Infantry Division at Fort Carson, Colo... David L. Towns recently arrived at Fort Eustis, Va., and is now assigned to the
David T. Spayde ‘55 has been promoted to first lieutenant while serving at Schweinfurt, Germany. His wife, the former Mary Blandford ‘55, is with him overseas.

399th Transportation Battalion of the 4th Transportation Terminal Command (Daniel Premo) is one of two United States students granted a convention fellowship for the promotion of inter-American cultural relations. He will spend a year in Bogota, Colombia, in study and research to further the understanding and friendship between the peoples of the American republics. Premo will also teach a class in English and participate in cultural group activities besides doing research in social studies and Spanish literature. Nancy Noren has replaced Miss Helen Bradley as art teacher for the Ionia public schools. During the summers Miss Noren has had extensive experience with young people by teaching art at the summer camp at Benton Harbor and Yankee Springs. Lloyd Leach is the new mathematics teacher at Breckenridge high school in St. Louis. Mrs. Donalyn Huylor (Donalyn Colkins) is third grade teacher at Walnut Elementary school in Greenville this year. People doing Occupational Therapy work and the places are, Lt. Carol Burns, Eglin Air Force Base, Florida; LaVonne Dalympie, Walnut Street School, Lansing; Nancy Henderson, St. John’s Crippled Children’s School, Springfield, Ill., and Eugene Kuszmaul, Maxidaum Security Division, Norman J. Beatty Memorial Hospital, Westville, Ind. The first track coach ever signed at Springfield high school in Battle Creek is Jim Brouwer. For a school that never has sponsored the sport before, track is catching on fast. The turnout of 36 is second highest reported in the KVA league. Lt. Adam S. Miekowski, has been commended by his commanding general for his work in operation “Safe Haven” in the feeding of refugees in Southern Germany. His efforts brought a written commendation from Brig. Gen. A. W. Beeman, along with promotion to first lieutenant. Undergoing training at the Navy’s Pre-Flight School, Pensacola, Fla., is Naval Aviation Cadet Larry L. O’Neil. Upon completion of Pre-Flight he will be assigned to the Saufley Field Naval Auxiliary Air Station also at Pensacola, where he will receive primary flight training. WEDDINGS: Thomas L. Mitchell and Wanda S. Crull, Feb. 2, in Marshall; Harriet Ann Day and Donald E. Van Loo, Feb. 2, in Constantine; Nola Ann Davis and Paul G. Wetherbee, Feb. 16, in Detroit; Marilyn Jo Willison and Lynden R. Johncock, Feb. 16, in Delton; Mary Dee Beatty and Leonard A. Collins, March 8, in LaGrange, Ind.; Phyllis Blood and Andrew J. Landheer, March 24, in Grant.

‘57 Donald L. Bartol has joined the Mather high school’s faculty. He has been there since mid-February. David VanPelt recently joined the Freeport high school faculty. He has taken the position of coach and he also will teach American history, eighth grade math and citizenship. Ivan Hyser is teaching at the Froebel school in Muskegon. Peter L. Klausen was an award winner in Mechanix Illustrated magazine’s monthly photo contest for March. His prize-winning picture, “Another Round-up,” shows a herd of cattle being driven by cowboys in Utah. Maurice Garson is instructing English and French at Montrose high school. Walter S. Wilk recently began his duties as assistant welfare agent of the juvenile division of the probate court in Marshall. Maureen Jones is teaching in the business education department of Allegan high school. Joy Hartwein is the new fourth grade teacher at West elementary school in Benton Harbor. New sixth grade teacher at West elementary school in Benton Harbor is John McDonald. David Potter has joined the staff of the Muskegon County Board of Education as a fourth speech correctionist. He will work on an intensive survey of schools not at present having speech correction service and help in planning a program for them in this field. People doing Occupational Therapy work and the places are Zoe Ames, County Welfare Department, South Bend, Ind.; Carol Billow at Duke University, Durham, N. C.; Carolyn Calkins at Lansing Chest Hospital, Lansing; Rhea Hous, at Michigan Society for Crippled children, Saginaw; Barbara Packard, at V. A. Hospital, Cleveland; and Dorothy Gietzen at La Rabida Jackson Park Sanatorium, Chicago, Illinois. Charles H. Clark will be the instrumental music instructor at Centreville high school next year. WEDDINGS: Louise Shapley and Eugene F. Wallace, Feb. 9, in Kalamazoo. Two WMU graduates were commissioned March 1 in the 30th class to graduate from the U. S. Navy’s officer candidate school. Both are now ensigns assigned to duties with the fleet. Left is Burke D. Campbell ‘56, and right, Thomas L. Peck ‘55.
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WMU Alumni Association
Gilbert Twins Still Confusing Students as U-M Instructors

Teachers at almost every school have the problem of distinguishing between twin students, but at the University of Michigan College of Engineering, it's the students who find it hard to tell two of the instructors apart.

The instructors are Edward O. and Elmer C. Gilbert, identical twins whose careers have been strikingly similar since they were born 26 years ago in Joliet, Illinois.

Both hold the same degrees and appointments in the aeronautical engineering department, share the same office, teach approximately the same courses, engage in a common research project, and expect to receive their Ph.D. degrees this year.

They did not set out to follow identical careers, Elmer points out—it "just happened" both took an early interest in mathematics, electronics and amateur radio operation. They moved to Battle Creek in the late 1930's, and when they graduated from high school there in 1948, they enrolled in the pre-engineering program at Western Michigan University.

In 1950, they came to the U-M, and were awarded their B.S. degrees in electrical engineering two years later. They earned master's degrees in 1953, the same year they were appointed instructors.

They teach courses in instrumentation engineering, and are interested in automatic control, analog computation, communication theory and engineering measurements.

Both are six feet, two inches tall and have blond hair.

The only flaw in the symmetry of their lives is the fact that Edward was married in 1954. Elmer has not rushed out to follow suit in the name of similarity, however.

As for the future, both would like to remain in the academic field, probably in the same department of the same university.

"We like working together," Edward says, "and we probably will continue to do so for quite some time."