Editorial Comment

That Western Michigan College is alert to the needs of the times is clearly indicated by the nature of its program during the summer session just closing. Every department of the college made a special effort to offer courses particularly designed for the needs of teachers in service who wish to keep up with the latest developments in education and stay abreast with the times. It has been highly gratifying to find such teachers so willing to take advantage of these offerings. The enrollment in the summer session has been much higher than last summer; we have had over 1,600 students on the campus during the past six weeks.

It has been possible for our summer session students to study some very timely subjects. We have had courses in such fields as School-Community Relations, Adult Education, Community Hygiene, Conservation of Natural Resources, Foreign Policy of the United States, Teaching of Office Practices, Economics of the Consumer, Marriage and the Home, Child Psychiatry, and many others of like nature. By taking such courses, in-service teachers are better prepared to meet the present-day needs of their pupils in the schools.

One of the most inspiring features of the summer session this year was the Institute on School and Community Relations. Taking as their slogan, "Education—A Cooperative Community Activity," almost three hundred representatives from various state-wide patriotic, religious, business, industrial, and social organizations met for two days with representatives of schools to discuss ways in which all the agencies of a community could best cooperate in solving community problems through education.

By far the most successful of our offerings have been the workshops. The Radio Workshop on the campus has done some outstanding work. The generosity of the W. K. Kellogg Foundation in turning over for our use the Clear Lake Camp has provided exceptional facilities for conducting workshops in Camping Education and Guidance and Personnel work. By conducting a Children's Camp in connection with these workshops a real working laboratory has been made available, such as few workshops have had in the past. Our readers will be interested in our feature article which tells the story of the Clear Lake Camp. The picture on the cover shows a part of the water front at the camp.

WESTERN MICHIGAN COLLEGE NEWS MAGAZINE
Western Michigan College of Education, Kalamazoo, Michigan

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

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Volume 2 Summer Quarter, 1944 Number 4

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A quarterly publication issued in November, February, May, and August. The subscription rate is $1.00 per year; single copy, twenty-five cents. Send contributions and address all communications concerning editorial matters to Dr. Elmer H. Wilds, Director of Graduate Division and Summer Session.

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

Entered as second-class matter January 2, 1931, at the post-office at Kalamazoo, Michigan, under the act of August 24, 1912.
All-aboard to the Western Michigan College Clear Lake Camp! Our hilltop class rooms are left behind and we are en route to a new adventure in education. As our bus rattles along over the thirty miles of country highway, each prospective camper is envisioning what is to be his new home for the next six weeks. Our day dreaming is brought to a sudden close when our bus turns abruptly from M-37 and we find ourselves descending into a wooded area which camouflages the new but remote addition of Western's Campus. Cordial greetings welcome us, and we are introduced to our new surroundings.

Almost without thinking one can see that the low, rambling lodge will be the center of great activity. Its immense fire places, comfortably furnished lounges, inviting library, large recreation hall, and the several reading rooms impress one with the completeness for intellectual and recreational living. Here too are located the spacious dining hall, and adjacent to it a modern, well-equipped kitchen. The second floor of the lodge is a dormitory used by the staff for sleeping quarters and offices.

There are twenty-four large, comfortable screened sleeping cabins completely furnished with good spring cots and mattresses. These cabins are located in two separate areas near the lake front. In the center of each of these cabin areas is a community wash house with modern toilet facilities, showers and sinks with hot and cold running water. Generous living quarters in a duplex log house are provided for a resident director. Apart from the cabin area is a five-room infirmary which offers accommodations for any and all emergencies.

A broad cobblestone walk leads from the lodge to the expansive beach. Here we find adequate water front facilities consisting of two long white docks, and a beach house for the storage of game, swimming and boating equipment. Off shore, inviting us to swim, is a super raft equipped with diving platforms.

In this perfect setting we are now ready for six weeks of cooperative living.

We soon learn that this experimental adventure in education includes the integration of three separate programs. These are: (1) the Children's Camp, (2) the Camping Education Workshop, (3) the Guidance Workshop. This unique program of “three in one” offers the Children's Camp as a laboratory for observation, study, and practice in counseling and guidance techniques by the two workshop groups.

The fundamental theme for the Clear Lake project, as determined by its members, is “A Knowledge and an Understanding of the Individual in His Total Environment.” Besides this theme, which serves as a unifying factor in our working together, each one has an opportunity to work on an individual problem based upon his needs. Adequate library facilities, together with many competent resource persons, in an environment conducive to study, makes for growth, social as well as intellectual. Each participant’s problem is related to his own teaching situation. Examples are:

1. The Organization and Administration of a Visiting Teacher Program in Michigan.
2. Guidance through the Social Studies Curriculum.
3. Let's Try to Understand Sophomores!
5. A Description and an Evaluation of a Course of Study in Geometry Based upon the Mathematical Background and Needs of Students Enrolled in the Chrysler Co-operative Program.
6. Adjusting the Program in a Rural School to Fit the Needs of the Slow-Learning Child.
8. A Program of Adjustment for the Physically Handicapped Children in the Vine Junior High and Central Senior High Schools of Kalamazoo.
10. A Study of the Camp as an Agency for Better Teacher Training.
11. A Vocational Survey of the Occupational Opportunities in and around Flat Rock.

A Discussion Group in Action

One of the unique features of the workshop is the degree to which teacher-pupil planning with continuous evaluation is practiced in each division so as to consummate its purposes. In the Guidance Workshop a steering committee of five persons elected by the members of the group to serve for one week, together with representatives of the staff, plan the activities, both curricular and extra-curricular. During our six-weeks session every member has an opportunity to serve on this committee. This is, indeed, an adventure for many of us. Since the Camping Education Workshop is composed of fewer members than the Guidance Workshop the entire group works as a committee of the whole.

Our experiences and interests are varied. From the Kindergarten teacher to the Latin teacher, from teaching in a Vocational Junior High School to teaching in a private school for girls, we find a common meeting ground—understanding the individual. In our general meetings, the student chairman presiding, the theme of the workshop is developed. Numerous resource persons, among whom are national and state education leaders, the president of a college, speech and reading specialists, a psychiatrist, a vocational counselor, a pastor, and many experts in child growth and development, give generously of their time and effort to help crystallize our thinking.

As we grow more familiar with each other’s problems similar interests become apparent and they formulate the basis for the organizing of small interest groups. These groups meet regularly as the members decree. Much discussion and sharing takes place. Knowledge and ideas are presented or re-evaluated. Challenges of all kinds are met. One or more staff members are always present to guide and to assist. Truly, a give and take at its best.

Up to this point the emphasis has been placed on the various group activities which form a part of the organization of the Clear Lake experiment. High among the values of the workshop experience is that afforded the individual for consultation with the consultants and specialists on his particular problem. These conferences may be formal or informal, planned or unplanned, but they serve to motivate extended work in research on the problem which concerns the participant and they afford a medium for frequent evaluation.

The group in Camping Education is primarily concerned with the training of leaders in camp activities, with the camp as an opportunity for educational experiences not available within the present school situations and with carrying on a four-weeks camp for boys and girls of Allegan County.

During the training period before the opening of the children’s camp, we explore the field of camping education through group discussions of and reports on such topics as the philosophical basis, the purposes, the history, and the expected outcomes in camper growth. We observe demonstrations of and practice techniques for satisfactory camp living. These include water front safety in swimming, life saving, boating and canoeing, building of camp fires for ceremonials and outdoor cooking, and the planning, preparing, and cooking of well-balanced meals over an open fire.

The opening of the junior camp allows us to live in the cabins twenty-four hours a day with the children. This laboratory provides experiences in organization and administration essential to camp living. Problems indigenous to the immediate camp situation and those of
particular interest to individuals within the group become the basis for our cooperative planning and continuing appraisal.

As mentioned earlier in this article, the group as a whole in Camping Education forms the steering committee for determining procedures and ways of working. Standing committees, upon which each member serves in rotation, determine the individual responsibility for providing and carrying through the activities for the daily living of the junior campers. Committee reports are brought before the whole group for suggestions, criticism and revision. The plan is then put into practice and its results are given a final evaluation. In this planning every effort is made to use such activities as are unique to camp living and to stress the educational values to be obtained by the individual child. Each counselor is encouraged to be aware of the desirability of providing for the camper's expression of choice and the sharing in the responsibility during the period of living together.

We of the Camping Education group have a variety of concrete ways through which we may see evidences of progress in activities for which we are responsible such as: progress in swimming, increased whole-hearted participation in a variety of activities, ability to take longer hikes, completion of craft projects, and a deeper appreciation of nature and the out-of-doors.

Along with this each individual is developing a problem of his particular interest through conferences, use of library facilities, and by observation while visiting a variety of camps. These experiences are frequently supplemented by opportunities to confer and work with specialists in the field of Camping Education. Our individual problems are of such a nature as: "A Study of the Methods of Developing the Use of Good Design in a Camp Craft Program", and "A Study of the Educational Experiences to be Derived from a Week-end Camp for the Sister Lakes Girl Scouts."

Equally important for all groups living at Clear Lake are the many and varied recreational and cultural opportunities. Expert instruction is made available to us in swimming, canoeing, boating, contract bridge, Swedish embroidery, crafts, and in many games of skill. Much neglected pleasure reading, interesting book reviews, and satisfying music appreciation hours are highlights of activity. Camp-fire and country dancing programs are other evening entertainment features. All this living together in a democratic manner affords maximum opportunities for social development through working and playing together and through the interchange of experiences by members of the camp. All-around growth at its best!

Our reactions to this experiment in education in a camp setting are echoed through the following excerpts from personal evaluations:

"This summer has been a new high in my educational life".

"The workshop has led me to discover a range of interests and to develop an increased appreciation for some of the social contacts which are necessary in a democracy".

"Most teachers do not relax enough. The camp setting (with its conveniences) helps one to get close to nature and unconsciously to relax".

"The very informal social atmosphere created by the staff and echoed by the students allows every person to become really acquainted with each other".

"Access to an excellent library, recreational activities both indoor and out, in short, opportunities afforded for both work and play in a most wholesome environment were conducive in making a splendid workshop program day after day".

"The recognition of the necessity for social and recreational activities is very desirable and contributes to the sense of well-being that comes from achievement in all phases of human activity".

"Stimulation of the speakers has opened many new avenues of thought".

"The methods of the workshop itself have taught the basic essentials of study for a purpose rather than a grade".

"Reading about children as a whole is one thing, but living with them and being one of them twenty-four hours a day creates a much better learning situation than any from a book".

"It has made me more cognizant of my own abilities, more confident that I can solve the problems which
Training Teachers for Adult Education

The need for greater consideration to adult education in the professional teacher-training programs becomes apparent when we realize the extent to which the public schools are at present participating in the movement, the increased demand for teachers which will result from the expansion of the adult programs, the role that the public school, hence the professional teacher, will play in this expansion, and the qualifications that are essential to a well-trained, successful teacher of adults. In spite of the fact that very little attention has been given to the training of teachers for adult work, it is safe to say that approximately 70 per cent of the larger school systems are at present conducting adult education programs.

As many as 60 per cent of the entire group of the large and the small schools contacted by this investigation are currently sponsoring adult classes. A total number of 1,360 teachers were reported employed in these programs. This does not include the hundreds of others working in the schools which were not investigated in this study. It can be safely estimated that a minimum of 2,000 teachers in Michigan are now teaching adult classes, not including the superintendents, principals, and supervisors serving in an administrative capacity. Not including Detroit, which has the largest, if not the major enrollment, there were almost 17,000 adults enrolled in the programs of 85 of the schools reported in this study. When we add to this figure the total adult enrollment of the city of Detroit and that of the schools concerning which we have no information, the total number of adults may approximate 30,000.

Should the adult movement remain static this situation could, even now, hardly be ignored. But neither can we ignore the possibility of its future growth when 90 per cent of the public school administrators who replied to this question predicted an expansion after the conclusion of the war. The pressure resulting from the national defense effort has introduced adult classes into many communities which had never engaged in adult education. There is at the moment a demand for certain classes dealing with problems resulting from the war effort, classes dealing with the problems of the peace, with taxation, and with agricultural production, and numerous others, many of which have more than a temporary value. Many of these courses will remain in the public school adult curriculums after the emergency has passed. Moreover, the effectiveness of the present adult programs in many communities has given the public an appreciation of their permanent value. There has been created in many communities not only a sympathetic public but also a sympathetic public school personnel. Many administrators and teachers who formerly were not aware of its potentialities are now convinced of the opportunity for service that an adult program offers.

There is no doubt that some of the rehabilitation of the war veterans will be carried out under the auspices of the public school adult programs. Since almost the entire effort of the present industrial education curriculum is geared to the training of persons for work in war plants, there will be a great demand for retraining to prepare the war worker for new peacetime employment. The facilities for adult education which have been multiplied by grants from federal, state, and local agencies, now that they have been put into practical use and are readily available, are certain to be utilized for the retraining that will be necessary as soon as industry reverts to peacetime production.

Probably the greatest impetus to expansion will result from the needs and the demands of the returning war veterans who have been unable to complete their formal education. Thousands, probably millions, will never return to the high schools, colleges, and universities to continue their regular schooling. Thousands will attempt to resume their studies on a part-time basis and take the opportunity to enroll in the evening school courses which are made available to them. It is imperative that our teacher-training institutions recognize this trend and do what they can to train an adequate personnel to meet this contingency.

Much encouragement will result from the increased federal and state aid which will be made available for rehabilitation, retraining, and for the continuation of the educational opportunities of the ex-service men. Because of added local interest, Boards of Education will also be induced to expend a larger percentage of their regular appropriations for adult education. The public will be more inclined to realize that the education of adults in the areas of retraining and rehabilitation for the purpose of mobilizing labor resources along the lines in which industry is expanding will become an excellent investment toward the conservation of community resources, and that, in the long run, such an invest-
The greater emphasis to the training imperative that the colleges give to the training of teachers in adult education. The facilities now at their disposal, already tremendously increased by the impetus of the war effort, will be available and should be utilized.

According to the census figures, there are still millions of our citizens who are not literate beyond their ability to do simple reading, and to write their own names. Their training, if it were possible to get them to attend classes, would receive immediate financial support because the public school has already accepted the responsibility of financing remedial education for adults. Although occupational training has in the past been granted less financial support than remedial training, its expansion during this crisis and the necessity for retraining for peacetime employment will encourage greater public approbation and increased financial assistance. When the public realizes that the unemployed citizen is a financial loss to his community and when the public school shares its part of the responsibility in attempting to promote his productivity, the full value of investing in an adult program to this end will be appreciated, and financial support will be forthcoming.

The public school is an agency that can give effective and impartial leadership in the field of adult education. If the school does not assume the responsibility, it is possible that the adult education movement will be taken over by special interest groups. Each group would, either conspicuously or unconsciously, assert its own particular point of view upon the adult students. Social, economic, and political problems of a controversial nature would be subjected to a preconceived interpretation. It is hardly possible that it could be otherwise.

The public school adult education movement will continue to expand because more of the administrators are beginning to realize that the value of the school to the community increases in direct proportion to the services that it provides for its citizens. Although the services that it gives to youth are often underestimated, the opportunities that the school offers directly to the taxpaying and voting public, by which a great number are personally benefited, can only serve to enhance its prestige. A well-balanced adult education program set up in cooperation with local agencies and meeting the needs of many of its citizens is one of the most effective methods of serving the community and at the same time increasing the prestige of the public school. The consciousness of this responsibility can be immeasurably promoted by giving adult education greater emphasis in both the pre-service and the in-service training programs of our teacher training institutions.

The Qualifications Necessary To a Successful Teacher of Adults

Because there is already a need for professionally trained teachers and since it is probable that adult education will continue to expand during the next ten-year period, it is essential that immediate consideration be given to expanding and improving our present teacher-training programs to this end. Our available evidence indicates that the majority of teachers of adult classes will be selected from among those professionally trained by our teacher-training institutions. This makes it possible for basic preparation during the pre-service training period. However, the present in-service training programs will also have to be reconsidered and revised. Much, if not most, of the training in service will be carried on by the colleges and universities, but before it is possible to introduce a satisfactory training program, either pre-service or in-service, it will be necessary to determine what qualifications are essential to a successful teacher of adults. It may be well to consider briefly a few of the most essential qualifications as revealed by the administrators of the public school adult education programs and by the members of the college faculties responsible for teacher training.

The teacher of adults must have a thorough knowledge of the subject-matter. Many adult students have had greater experience than their instructors. Since some of them will be exceptionally well informed, and because their motivation is more purposeful, adults will often prepare their lessons more thoroughly than students in the day classes. Their opinions, therefore, require more tactful if not more careful consideration by the teacher. Although mastery of the subject-matter is one of the absolute essentials of the qualified teacher, the need for giving more attention to it in the training of teachers is not so great as in some of the other areas. In most instances the secondary school teacher working in the adult program covers the same subject that he regularly teaches in his high school classes. However, it would be erroneous to conclude that no particular emphasis is needed in the subject field. While one-half of the administrators declared that the college preparation in course content had been sufficient, slightly less than this number indicated that the subject area needed more stress during the training period. Their comments stressed the point that elementary teachers were more handicapped in this respect than their high school colleagues. They also pointed out that the social sciences needed greater consideration.

The instructor of a class of adults must have acquired a mastery of the operational or manipulative skills required to teach the subject. The adeptness in the operational or manipulative skills is very closely associated with a thorough knowledge of the subject-matter. Though some might include this under general methods of teaching, such is not the exact implication of its meaning here. It refers more specifically to the teacher's ability to handle skillfully the tools and the materials which are an integral part of the course itself. Thus the teacher of an
adult class in typewriting must be a good typist; the teacher of shorthand must be adept not only in the methods by which it is to be taught but also in the practice of writing in shorthand. The printing instructor should be able to set type skillfully. The woodshop instructor should himself be an expert if he is to attain the maximum success in teaching adult students. But this alone does not insure his success as a teacher. He must also be able to impart his skill or be able to explain satisfactorily the procedures by which it may be acquired by his students. This ability to impart it to his students falls into the area generally classified as method.

The teacher of adults should be well trained in all the methods necessary to the most successful presentation of his subject. Method as used here refers to the organization of subject-matter, to the various techniques of presenting it to the audience, and to the ways by which the students may be taught to learn the skills necessary to meet the requirements of the course. The teacher must be thoroughly trained in the use of various teaching techniques. No one method is suitable for all groups or is sufficient to meet all situations. The employment of the wrong method or the misuse of the right one can render the best of content valueless. This would be disastrous to the teacher whose students, unlike those in the regular day classes, are not compelled to remain in the class when they react unfavorably to the procedures employed by the instructor.

Mastery of the technique of leading group discussions is most essential in a training program according to 82 per cent of those responsible for administering the public school adult programs. This does not infer that the ability to lead a group discussion is the most important qualification to the successful teaching of adults. It does mean, however, that in the opinion of the administrators the average teacher is less adept in this skill than in most of the others. Group discussion is the usual procedure in many farm and homemaking classes. It is one of the most desirable methods employed in courses dealing with political, social, and economic problems. Frequent comments were made to the effect that group discussion was often ignored when it should have been used because the instructor did not feel himself competent to use it. The average teacher has not been trained in the techniques of group discussion. Seldom is he given the opportunity to participate in the type of discussion that he himself should be capable of conducting. Most of us who seek to inform our students of the virtues of group discussion and elaborate in great detail upon the techniques to be employed do so by means of a lecture and leave it at that.

Special attention is already being given to training teachers in conducting group discussions in the vocational areas of homemaking, agriculture, and business education. In some instances this is being accomplished by giving them actual student teaching experience. In others, by allowing the prospective teacher to participate as a member of an adult class group. It is also done by making available to the in-service teacher pamphlets and other kinds of instructional materials designed to this end. This should be extended to other fields as well, particularly to the social sciences where the exchange of opinion concerning controversial questions lends itself very well to the frequent employment of the group discussion technique.

The teacher of an adult class should be adept in determining and analyzing group desires and group needs. Before a proper beginning can be made and a suitable program outlined, it is necessary that the teacher know the purpose for which each adult student selected the course. The instructor must also have the ability to judge the speed at which the individual student is absorbing the class work. When we keep in mind that there is a much wider variation in the preparation and experience among individual adult class members than the students in regular daytime classes, and that each member of the class has a definite, personal reason for enrolling, we can more fully appreciate the necessity for training the teacher in the methods by which he will be able to determine the desires of his students and to set up the procedures by which they can be realized. This was affirmed by the responses of 87 per cent of the administrators of the adult programs and 96 per cent of the college faculty members.

The successful teacher of an adult class must have an understanding of adult behavior. This is very important to the successful handling of an adult class. One cannot plan and organize the course to meet the demands and the needs of his students without giving proper regard to it. Satisfactory student-teacher relationships depend largely upon the instructor’s ability to treat his adult students tactfully and on the basis of equality with himself. That is why most instructors of adult classes are the older and more experienced teachers. Contrary to the opinion of some, the fact that the teacher is himself an adult does not necessarily qualify him in this respect, nor does it give him, ipso facto, a sufficient understanding of adult psychology any more than an adolescent can understand the psychology of his own group by virtue of his being an adolescent. It is essential that the teacher of an adult group have an appreciation of the stresses and strains under which his adult students live from day to day. All too frequently the leader of an adult class in current history or current problems does not understand the point of view of the farmer, the factory worker, or the business man enrolled in his class. What is academic to the instructor may be a matter of immediate concern to the student. It is very difficult to bridge this gap between the student and the instructor unless the latter is tolerant, understanding, and allows the adult student a full expression of his views.

Knowledge of the behavior of adults is also closely associated with
the problem of maintaining desirable public relations, particularly in dealing with adult class members individually. The professional teacher in the elementary or secondary school should be especially aware of this. Although the lay teacher may not realize it, his continuous association with people of his own age or group more or less instinctively encourages him to treat his students in a manner different from that which the average professional teacher would assume. The experience of the professional teacher is contrary to that of the lay-specialist. The students of the former are generally not considered his equals in the classroom. To treat them as such, and in the same manner as adults should be treated, would be contrary to our present practices. Therefore, the average teacher is tempted to "teach down" to his class and to handle his adult students in the same manner as those in his regular classes.

A better understanding of adult behavior will also serve to make it easier for the teachers to handle issues of a controversial nature as well as many of the problems of public relations involving the school and the general public. The great majority of both the public school administrators and the college faculty members asserted the need for giving more emphasis to the broader aspects of public relations. Eighteen classroom teacher and superintendent should have a knowledge of the scope of the adult education movement, and an appreciation of the services that the adult program renders to the community. A better understanding leads to greater service. It is essential that both the prospective and the in-service teacher obtain some information concerning the scope of the adult education movement and the agencies through which it functions with special emphasis as to the services rendered by the public school. If important for the prospective teacher who later may be called upon to teach adult classes, it is even more essential to the prospective administrator who will not only administer the program, but who should also be alert to the services that the school should offer to the adult citizens of his community. It is probable that many communities are today without an adult program largely because the superintendent is not in sympathy with the movement. He may not be aware of the advantages that it offers to the school as well as to the public, or his lack of experience or information may cause him to move too slowly in this direction. No doubt a better understanding of the adult education movement with stress upon the role of the public school will greatly enhance the program where it has been introduced and encourage its growth where it has failed to take root.

It is essential that all teachers of adults have a thorough knowledge of current affairs. Many adults are well informed regarding current affairs, especially those touching upon their vocational or cultural interests. It is important that the teacher also be informed. Adults are especially apt to apply the material they are studying to practical use. Thus the teacher must be continually alert to all current news touching his field of teaching. He must be able to adjust his class work accordingly. No teacher of adults, regardless of the subject that he may be teaching, can afford to remain oblivious to the world of affairs that is constantly and directly affecting his students. He must grow with them. He must undergo, in so far as possible, the same experience in order that he may better understand their interests and their reactions.

Otto Yntema

Awarded Navy Medal

Lt. (jg) George Humm, Western graduate, who saw fourteen months of service in the Mediterranean area in the invasions of North Africa, Sicily, Salerno, and Anzio with amphibious forces of the navy, has been awarded the Navy department's Legion of Merit medal, an award which goes principally to commanders and officers who have distinguished themselves by exceptionally meritorious service in action.

The award to Lt. Humm was accompanied by the following citation: "For exceptionally meritorious conduct in the performance of outstanding service as officer-in-charge of the U. S. LCT 32 during the advanced landings in the Anzio-Nettuno area, Italy, in January and February, 1944.

"On January 22, 1944, Lt. Humm operated the U. S. LCT 32 with great skill and determination in carrying out his hazardous assignment of landing troops, vehicles, and armoured equipment over the assault beaches in support of the invasion forces.

"Throughout the subsequent thirty days he continued in a fearless and dependable manner to perform vital tasks in connection with the unloading of follow-up shipping, the evacuation of casualties, the rendering of assistance to stricken ships and craft damaged by enemy action."

Lt. Humm more recently has been assigned to the amphibious base at Solomons, Md., and is now in charge of all amphibious operations at that base.
Sidelights on Western's History
Edited by James O. Knauss

[In the February issue of this magazine, Sidelights gave an account of the selection of Prospect Hill as the home of Western. One of our present-day students, Alda-mac Hammond, became interested in the former ownership of the land which comprised the campus before the recent Kanley addition. She spent considerable time interviewing a number of people who were able to give her information not easily obtainable. She gives the results of her investigations in the following article.

The editor of Sidelights is, as always, ready to receive suggestions about future articles. He is particularly eager to communicate with people who were here as students before 1910. He would like to obtain a first-hand account of student life of thirty-five years ago, together with student reactions to the faculty members.]

It did not take a college campus to make the land which Western now occupies a favorite playground for the young people of Kalamazoo. For over a century from winter to summer and throughout the year young people have been using this land for coating parties and picnics. The story is told that during the last half of the 19th century the boys of Kalamazoo had a small cannon placed in the center of Mr. Colt's woods which they used to shoot the pigeons as they flew overhead in flocks of thousands. Many families spent Sunday afternoons in Colt's woods. Besides being a playground for Kalamazoo for generations, the land of Western holds many interesting historical tales.

The land on which the Union Building and Walwood Hall are now located changed hands three times and had two fires on it before it was purchased by the state for the college. Both of these fires destroyed the buildings that were standing on the property at the time the fires occurred. Benjamin Austin, who originally owned the land and who was the first to build on it, erected a home for himself and family there about 1860-63. He was vice-president of the Kimball & Austin Manufacturing Company in Kalamazoo. He was also connected with the Austin, Tomlinson & Webster Manufacturing Company which was located at Jackson, Michigan. The house that Mr. Austin built was erected in the space which is between the Union Building and Walwood Hall. It was a massive structure and very elegant. Stephen H. Wattles, attorney-at-law in Kalamazoo at the present time, described it as a “Gingerbread House” with a great deal of decoration on the outside consisting of lattice work, etc. Others have said that it was a French colonial house. The center of the house was a huge hall where the Chapins later held dances to entertain the young people of Kalamazoo. The other rooms of the house were on either side of the hall. A picket fence completely surrounded the house.

Benjamin Austin's property was bounded on the south by Austin Hill, on the cast by Davis Street, on the west by Oakland Drive, and on the north by the Tashjian line. This whole piece of property was sold to L. C. Chapin about 1870-75. Mr. Chapin was a physician and surgeon. In the Holland Kalamazoo Directory for 1876 he was listed as President of the School Board and President of the firm of Lawrence & Chapin. In 1890 the house which had been built by Benjamin Austin was destroyed by fire. Mrs. Clifford Beebe, formerly Maud Chapin, is the only living member of the Chapin family.

After the death of Dr. Chapin's wife the Chapin property was sold to Dr. Charles Fletcher who operated a tuberculosis sanitarium on the land. This sale took place about 1895. As far as I can find out, it was at this time that the Chapin property was divided and Dr. Fletcher bought only part of the land. The land that Dr. Fletcher bought is the land that Western now has which borders on Austin Hill. Dr. Fletcher's sanitarium was built of red brick and erected in about the same place that the Austin house had been built. Dr. Fletcher rented his sanitarium to Dr. Baldwin who also ran a sanitarium there for a time. Sometime between 1911-13 this building was also destroyed by a fire but it was empty at the time. Dr. Fletcher sold the property to the state.

The story behind the strip of property to the north of the Chapin land has not unraveled itself so well. I was able to find out, however, that President Waldo and Mr. Wood bought the property. Mr. Wood built one of the houses, the one which is now called Howson House. President Waldo never built on his land and in 1909 Dr. Tashjian bought two lots from him and built “Tash House.” Dr. Tashjian sold his home to the state for a dormitory.

Like the latter strip, the story about Prospect Hill, as our hill was called, is somewhat hazy. Just north of the Tashjian land was a narrow piece of property owned by a man named Captain Judson. This land, though not very long north and south, ran from Oakland to Davis Street, east and west. Captain Judson, probably a New Englander, was not too well known by his neighbors. He was an attorney-at-law, and according to the Holland Kalamazoo Directory for 1876, he was established in 1859 at 21 North Burdick Street.

Running north from Captain Judson's property was Colt's Woods, which was owned by George Colt. This property was also known as Prospect Hill by the residents of Kalamazoo. George Colt had a pear orchard planted there. In the middle were oak and hickory trees which provided a great resort for picnickers about 1900. Among these trees the small cannon, already men-
ttoned, was stationed. The steep slope, to the north of our library, was once a well-patronized gravel pit and was included in George Colt's property extending north to Lovell Street. Finding it necessary to mortgage the property, Mr. Colt turned the option over to Crane Brothers in Westfield, Massachusetts. When the city of Kalamazoo purchased the seventeen acres of land for the state, the mortgages from Crane Brothers were also included in the sale. [Editor's Note: These mortgages were presumably the reason why the Honorable N. H. Stew-

ard made a trip to Massachusetts while negotiations for the purchase of the land were in progress. See page 18 of the February, 1944, issue of the News Magazine.]

The year 1835 brought Phillip Chapin Davis to Kalamazoo from Chick-a-Dee Falls, Mass. After establishing his residence here, he started a wholesale and retail grocery business in Kalamazoo in the Burdick block. Davis became interested in real estate and bought the east slope of Prospect Hill as well as other land on Davis Street. At his death, his son George Davis inherited the property where Western's tennis courts are now located. When the city of Kalamazoo bought the property for the state, it was George Davis who sold his land to the state.

The land that Western occupies on the west side of Oakland Drive holds many fascinating tales and was most interesting to work up. The land from Oliver Street north to two hundred yards south of Lovell Street was originally owned by Mr. Trowbridge. Mr. Trowbridge built a home and lived there from about 1860 until 1881 when he sold the land to Stephen H. Wattles. Mr. Trowbridge ran a general store in the middle of town, and because it was impossible for him to store his powder in the store, he built a block house of oak and walnut back in the woods where Spindler Hall now stands. This was later used as a play place for the Wattles. In 1881 Mr. Trowbridge sold the land to the Stephen H. Wattles family. This land began about two hundred yards south of Oliver Street. It started on the east at Oakland Drive and extended west into the woods.

Traveling in a lumber wagon, Stephen H. Wattles arrived in Kalamazoo from New York in the year 1830. Three generations of the Wattles family lived on this property which was purchased from Mr. Trowbridge. During the Civil War Stephen H. Wattles was a commander of an Indian Regiment in the Union Army. He received his commission directly from President Lin-

coln and acted as the President's personal bodyguard for a time. In 1912 the state purchased the land for our Athletic Field from the son of Stephen H. Wattles, who was also named Stephen H. Wattles. At the time the state purchased the land from Mr. Wattles, it was a swamp which held the attention of many during the winter months after it was frozen over. During the rest of the year the land was used for pasture for horses and cows. I am told that it was a marvelous spot in which to catch trout. The rest of the Wattles property was sold to the state in 1920.

The last piece of land on which Western is built is the piece which comes to a point at the corner of Lovell Street and West Michigan Avenue. This was owned by Gardner Eames and his father before him. The Eames family operated a machine shop there for many years. Gardner Eames devised a drill press in the shop during his spare time and finally perfected it enough to begin selling them. At first he only sold about one a month but later the business became quite large and was known as the Atlas Press. While Mr. Eames was operating the machine shop, there were two mill races which ran along the ridge of the hill just to the north of Vandercook Hall and supplied the machine shop with water. The lower race ran where the north wall of the men's gymnasium stands. The water for these races was supplied from Arcadia Creek. The upper race was sometimes referred to as the Indian Trail.

While doing the research for this paper I also found out some interesting facts about the streets in the territory. Perhaps the most interesting was Oakland Drive, the name of which has been changed twice since the original maps of Kalamazoo were made. On these maps it was first called "Dry Prairie Road" because it led to Dry Prairie which lies to the south of Kalamazoo. After the State Hospital was built, it became known as "Asylum Avenue," and some of the cement blocks in the sidewalk still have "Asylum Avenue" printed in them. Davis Street was named after Phillip Chapin Davis and Austin Street was named after Benjamin Austin.

These Marines, together with other members of Western's V-12 Navy unit and civilians who were members of John Plough's classes in metal work, made knives, which they intend to use in actual service, when they get into actual combat. "Tojo better watch out," they say as they test the razor-like sharpness of the knives, which were made from steel salvaged from discarded cutter knives found in a junk yard. The men tempered, shaped, and sharpened the blades, and each man designed his own knife. Handles are varied in shape and color, and are made of bone, metal, plastics, and leather. Each has made a leather case for his dagger. Left to right, Pvt. Norman Sutton, USMCR, Eldorado, Ill.; Pvt. George Knerze-
vich, USMCR, Gary, Ind.; and Pvt. Stanley Semokaitis, USMCR, Gary, Ind.

A good idea of the contents and the aim of this little book can be obtained from its sub-title, “A Chinese View of Far Eastern Post-War Plans and Requirements for a Stable Security System in the Pacific Area.” The author is professor of international law at the National Wuhan University of China, and a member of the People’s Political Council of Chungking. As Hu Shih, former Chinese Ambassador to the United States, notes in a foreword, Chow is well qualified for the task of writing on this theme, having spent thirteen years as a student in Japan, Great Britain, and France, and having been for years an active member of the Institute of Pacific Relations.

The reader of the book will be impressed by at least five points: first, the unusual logical coherence of the work which indicates a well-trained mind fully conversant with the subject; second, the writer’s insistence on Japan’s defeat which will permanently eliminate that nation as a threat to world peace but will give her people an opportunity to live; third, the author’s belief in the greatness and importance of China; fourth, the realization of the enormously complicated problems which must be solved satisfactorily as a necessary pre-requisite for a durable peace; fifth, the concrete suggestions made for the implementation of such a peace. The first of these points does not need to be discussed in this brief review, but the other four must be slightly elaborated:

Japan, according to the author, must be completely disarmed. A strong international police force stationed at a few strategic places in Japan would see that Japan did not re-arm. The nation must be dispossessed of all territories which she acquired since 1894, in addition to the Loo Choo Islands between Japan and Formosa. On the mooted question of what attitude to take toward the Mikado, Chow declares that his continuance at the head of the Japanese state should depend on whether he was a tool or leader of the militaristic samurai oligarchy which has spearheaded the nation’s aggressions. Further he believes that it is necessary to require reparations to help rehabilitate China. However, he stresses that a “reformed Japan” should be allowed to “live and prosper.”

The author, like every other Chinese leader, insists that China should re-assume absolute sovereignty over her internal affairs, which she began to lose more than a century ago at the end of the Anglo-Chinese (Opium) War. He insists that all of the territory which she has lost since that time to hungry imperialistic powers should be restored, including Hongkong. (The reviewer senses that Chow has the same attitude toward imperialism as Lin Yu Tang, although he expresses his feeling far more subtly and diplomatically than the latter.) He demands in the interests of international good-will that racial discrimination against the Chinese by other nations must stop. He believes that the very real problems between China and Russia, and between China and Great Britain, can be settled amicably.

Dr. Chow discusses all too briefly the welter of complicated problems in the Pacific. There is, first, the desire of the peoples to be independent and the unwillingness or hesitancy of the Colonial empires to take steps in this direction. Next there are the problems of heterogeneous racial and religious groups in many of the geographical areas. Then there are the many problems which have to be solved in educating the natives for self-government. There are also the ever-recurring difficulties which are bound to arise between independent nations in the Pacific area as well as in other parts of the world.

The author bases his hope for a permanent peace in the Pacific area on the establishment of a Pacific League of Nations which he names a Pacific Association of Nations, including China, Russia, India, the United States, Canada, Australia, New Zealand, the Philippines, Great Britain, the Netherlands, Japan, Thailand, and Korea. This regional Association would be subordinate to a World League, if and when organized. Chow’s outline of his proposed organization is distinctly reminiscent of the Wilsonian League, but it differs from that attempt to promote peace in several essential particulars. The Assembly, here called the Conference, is the chief legislative organ of the Association. The Council is practically an executive body of five members elected annually by the Conference, with no two members elected from the same nation. Member nations are not to be represented equally in the Conference but “according to the areas and population of the respective countries, their economic resources, and other political or cultural factors.” Instead of a unanimous vote, a two-thirds majority will be required to take action. An international police force will be organized to enforce the orders of the Association. All colonies and dependencies in the region will be supervised by the Association. All the variations from the Wilsonian League are quite apparently made for the purpose of making the proposed Association stronger than its precursor.

As can be inferred from the foregoing brief résumé of the book, Dr. Chow is not strikingly original. He approaches his subject in no dogmatic spirit, but succeeds in making the reader feel that he has thought long and deeply about the matter. Whether his solution would be successful or even practicable is a question that no one can answer. However, it is stimulating to know that men of Dr. Chow’s calibre are optimistic enough to plan even in these days for an era of universal peace. May his tribe increase and prosper!

James O. Knauss
War and Education, by Porter Sargent, published by the author, 1943, 478 pages. $4.00.

Many writers with varying talents and qualifications are today re-echoing Hamlet's lament that "the times are out of joint" and are seeking to point out just what is "rotten in Denmark." Frequently established institutions, the family, the church, the press, government, industry, education, war, and the like, provide the most convenient and vulnerable scapegoats. Just which one of the institutions is chosen to bear the brunt of the attack depends largely upon the predilections and prejudices of the writer. Porter Sargent has become a chronic critic of American education and of the social, economic, and political forces which he believes vitiate its purposes and its functioning. Consequently in this work educators and education stand most directly in the author's line of fire. However, in dealing with his over-all theme of "human behavior and adjustment" he lashes out in many directions at the forces that shackle our institutions of learning.

The conceptual frame of reference of the work is the familiar thesis of cultural lag. The contention is that the root of our social ills lies in our failure to understand the far-reaching social changes of the past two centuries and our consequent inability to adjust our ideas and our institutions to the new realities of power and technology in the modern world. We are in difficulty because we are trying to control high-powered machinery and its social by-products with horse-and-buggy ideas and with archaic cultural instruments.

The philosophical orientation of the work is strongly pragmatic and well within the progressive tradition. "My faith in man and his future gives me a feeling of certitude. For it is founded upon ways of life, of adaptation and adjustment that were pragmatically true, that worked, for man for millions of years and brought him from the ape upward." After the writer delivers a broadside against the educational philosophy of Mortimer Adler as representing a futile retreat to medieval scholasticism, to super-naturalism, and to anti-science, he goes on to praise and embrace what he regards as the forward-looking, pragmatic scientific philosophy of John Dewey and his followers.

The author employs a sort of literary shock technique. He amasses a great weight of pertinent ammunition, including numerous armor-piercing accusations and a prodigious volume of quoted opinion and research data. All this he throws at the reader in disconcerting profusion. His literary style has much in common with the principle of the blunderbuss. It relies more upon sheer volume of material than upon coherence and precision in presenting it. The reader, at considerable expenditure of energy, is called upon to supply the latter.

A few quotations may serve to indicate the thought trends of the books and to suggest its belligerent tone.

"Education, which is supposed to prepare the young for life, has been out of tune with the life they have actually had to lead. Anachronistic precepts and practices of medieval times still control. Like all other social institutions, education has developed a self-protective priesthood, with traditions and tabus that tend to keep it in a rut."

"Alma Mater, cohabiting with Mammon, was worshipped and sacrificed to."

"With no clearly defined objectives, we don't know which way to go. Timid lest we overstep the bounds set by the overlords, there is little incentive for us teachers to explore new fields. We dare not inquire into the pragmatic value of our little knowledge of the world, of life, nor attempt to estimate its human value."

"One may well be charitable in condemning the limitations of the academic mind. Consider from whence it is begotten — from the theologians of the Church and the medieval Scholastics."

"Drilled in our schools on things meaningless to them, conditioned to a world that is past or passing, without lasting satisfactions or absorbing interests, and lacking the forward look, youth has been frustrated."

"If one has the long historical, archeological view, he will know of the many dead cultures and civilizations recently revealed by the spade of the archeologist. . . He will know that there is no insurance of survival of any species except through adjustment. . . To insure that continuance and survival, any individual may contribute by some observation in adding to the present sum, or in modifying the accepted structure of human knowledge, which determines our behavior, our adjustments, our survival value."

Despite the rather obvious shortcomings of this book — its dogmatic advocacy of its thesis, and its lack of literary cogency, to mention two — this review recommends it to the discerning student of education and human affairs. It will, no doubt, please some, make some uneasy, and greatly provoke still others. It is the kind of work that should be read slowly and pondered. With the proper expenditure of time and energy it will provide plenty of food for thought for the discriminating reader.

Leonard Kirscher


This book is one which should be of interest to all thoughtful persons concerned not only with the future of this nation but also with the survival of the world civilization. It is not an easy book to read, for it presents the fundamental facts of history which must be considered in all constructive thinking on war and peace. It differs from the majority of the contemporary books about peace in that it contains no actual peace plans. It is a philosophical analysis of the problems which must be considered in formulating any plan for ultimate peace.
Dr. Adler discusses the difference between real peace and a truce, which he defines as a period when there is no shooting, and nations seek to defend themselves by preparing for future wars, not only in military matters but also by making treaties and forming alliances with other nations, in reality, a state of potential war. It is his opinion that the present war will end in a truce, that universal peace cannot be achieved in less than 500 years, a conservative estimate according to Mr. Fadiman. This is based on the economic interdependence of nations, a factor which makes a world state necessary if nations are to live together in anything more than a prolonged truce. Such a world state should be a federation with an organized constitutional government democratic in form, which can enact laws for the good of all concerned and will have the power to enforce those laws, for it is only through the effective operation of government that peace can be made and kept. Neither an alliance nor a league of nations could ever secure true peace, because neither would have the power to enforce their decisions on member nations who did "not obey through moral obligation."

There are many reasons why a successful world state cannot be formed in this century. The first of these is that political homogeneity is necessary among the federated states. If the world federation is to be constitutional, then the member states would have to be republics, for absolute monarchies or dictatorships and constitutional governments cannot federate. Today there are still too many nations without constitutions to make federation possible.

Next, democracy recognizes liberty and suffrage as belonging to all normal men. Therefore, a federation would require that there be equality in political status and in educational opportunity for the populations of the member states, a condition which does not prevail at present.

Race prejudice, which has become prevalent among the people in some nations, would have to be overcome because in a world community under federal government there can be no racial discrimination.

Economic nationalism also is a hindrance in forming a world state. The richer nations having a larger proportion of natural resources and greater technological development would be opposed to the economic implications of a world federation. For instance, they would consider that free trade among the nations would jeopardize their advantages.

The misconception that the states in a federation become dependencies also works against the founding of one. Each nation would still be sovereign within itself and would bear the same relation to the world state as do the individual states within our country to the national government.

The erroneous idea of patriotism is another obstacle. Dr. Adler defines patriotism as "loyalty to the welfare of one's community." In a world state, loyalty to the common good of all is the essential factor, but it need not interfere with one's devotion to his local community.

In addition to these reasons, there is the unwillingness of many people to make the necessary sacrifices and adjustments which would be needed to form such a government. They think that they want universal peace, but they are still unable to think of government beyond the nationalist concepts.

The last and probably the most difficult question which will need to be solved will be that of proportional representation in the federal legislature, which should be bicameral. This problem has its roots in centuries of national independence, and probably will require the longest time to solve.

While these facts may give one a pessimistic attitude toward the possibility of universal peace, Dr. Adler points out that the study of history reveals hopeful progress toward its realization. Democracy had its beginnings in the Greek city-state, and through the centuries it has always emerged after each struggle stronger than ever before. He sees no reason why it will not continue to grow and spread to more nations of the world more rapidly than it has done previously.

Also, international organizations such as the League of Nations and the World Court have a great value in that they tend to turn man's thinking away from purely national ideals to the common good of the entire world.

Another important factor is that there is now a thinking minority which believes that universal peace can be accomplished. Such a group can have great influence in promoting the coming of peace.

Once the problem is recognized, the power of education to prepare the nations for a world state is perhaps the most hopeful sign. It must become universal, however, and all peoples must be educated in all nations, not just the more privileged classes.

In view of all of these factors, there are two goals for which the present generation must work: first, the immediate objective, to make the truce at the end of this war last as long as possible; and second, the remote objective, to keep the thought of universal peace in mind in making all plans so that nothing may be done which may defer the realization of that goal. It is to be expected that there will be more wars, but the problem is to prevent as many as possible. Too, it is difficult for many people to work for the remote objective. They feel that results must be realized within their lifetime in order to be worthwhile.

Truly this is a work on how to think about war and about peace. As Mr. Fadiman had said in his introductory Plea to the Reader: "During a war, the dread pair of alternatives facing the soldier, and less directly, the civilian, is: Fight or Die. But below this set of alternatives lies a deeper and more persistent one, for it will confront us when the war is over. That set of alternatives is: Think or Die. . . We didn't think in 1919; and we are dying now."

Proeha Lumaree
Writings Attract Wide Attention

Widespread interest has been aroused by the article, "Let's Get This Language Business Straight," by Louis Foley, which was published in School and Society for October 2, 1943.

The article has brought its author a volume of correspondence from various parts of the country. Letters, mostly expressive of enthusiastic commendation, came from university professors, public-school teachers, supervisors, members of state and local boards of education, and distinguished laymen. There were numerous requests for reprints.

Different quotations from the article, of several paragraphs each, were published in two separate bulletins issued by the National Information Bureau of the A.A.T.F. at Teachers College, Columbia University. The article in its entirety was reprinted in Le Messager de New-York for December 15, 1943.

Among those who read the School and Society article with much interest was the editor of Relations, a French-language monthly review published in Montreal, Canada, under the auspices of the Ecole Sociale Populaire. This editor promptly wrote the author a cordial letter, suggesting that he write for Relations an original contribution which "would discuss substantially the same topic under another presentation," but would "elaborate particularly" the author's ideas concerning French. Mr. Foley's response to this request was his "Langues et Bon Voisinage" (Languages and the Good-Neighbor Policy), which appeared in Relations for December.

That review is said to be the most circulated and quoted magazine of opinion published in French Canada. With its title prominently featured on the cover of that issue, the article quite naturally attracted some attention. So an editorial in Le Canada, French morning newspaper of Montreal, for January 3, "Sur l'art de traduire," was built around extensive quotations from Mr. Foley's contribution to Relations, accompanied by highly favorable comment. This article in turn was reproduced in the January number of Le Recueil of Quebec, which is a French Canadian periodical comparable to our well-known Reader's Digest.

Among the letters written to the author by interested readers of these latter articles was one from a French Canadian student at the Seminary of Quebec who also happens to be named Louis Foley. It was not the first time that such a coincidence had occurred; a few years ago one of Mr. Foley's articles in an American educational magazine brought a response from another Louis Foley who is principal of the high school in Hollywood, California. Another of Mr. Foley's contributions has aroused the interest of another "namesake" in New York City.

The article on language-teaching published in School and Society is not the only one of Mr. Foley's recent writings to have international echoes. His "Unorthodox View of Latin" which appeared in The School Review (University of Chicago) for February, 1944, is being read in a seminar on the teaching of languages, conducted for the benefit of the language staff and the linguistic specialists of the Mexican National School of Anthropology, at the English Language Institute in Mexico City.

When this article came out, it brought the author some lengthy and enthusiastic responses from university professors, one of whom pointed out a certain relationship of ideas between the article and a chapter in Winston Churchill's book, A Roving Commission. As a gesture of courtesy, Mr. Foley accordingly sent a reprint of the article to M. Churchill, along with a copy of another, "Mr. Churchill's 'Anglo-Saxon' Language," which had appeared in The Journal of Education for December, 1945. The prime minister promptly acknowledged these offerings with a message of appreciation.

Such international ramifications, however, are merely incidental compared to the attention which Mr. Foley's writings have attracted within the United States. A considerable number of different articles on various linguistic, literary, educational, or other subjects, have brought him a large volume of letters from practically every section of this country, many of them written by persons very prominent in educational affairs. While the overwhelming majority of these have been strong expressions of commendation, the few which have been adverse in their criticism have not been the least appreciated. Sometimes they have furnished definite inspiration for new articles, and often they have opened up discussions which have helped to clarify points of view on both sides.

In more than one state, some of Mr. Foley's writings have been taken into consideration by state authorities in connection with the discussion of educational policies. A number of his articles have been reprinted in such periodicals as Current Concepts (New York Board of Education), Loyola Educational Digest, The Education Digest (Ann Arbor), and others. One of the latest examples is his article in School and Society for May 29, 1944, which is being currently republished in The Baltimore Bulletin of Education sponsored by the Maryland Department of Education.

Louis Foley's publications outside of academic fields, though fewer in number, have had their share of publicity. The latest of these, "Dewey Looms as Radio Threat to FDR," was written by request for the editor of Broadcasting and published in the issue of May 15. (The author had published a study of Wendell Willkie as a "radio personality" after the last presidential campaign.) Especially because of this article, that issue of Broadcasting was advertised in the New York Times and the New York Herald Tribune, nothing else.

(Continued on Page 19)
Western Defeats Big Ten Champions Twice

During another great baseball season, the Western Michigan College team ended the season literally and figuratively in a blaze of glory when the Bronco aggregation turned Michigan's undefeated Big Ten Champions, twice in two days, on June 16 and 17, by scores of 5-4 and 3-2.

While there were many other praiseworthy feats during the season, the final series with Michigan will stand out for years in the minds of the fans for real interest and real thrills. The opening game of the series saw the Broncos forced into ten innings to win, after having taken a 3-1 lead at the end of the first frame as Western handed Michigan's Bliss Bowman, southpaw star, an unexpected setback; then in the final game the fans saw the Broncos fight off one of the most determined ninth-inning rallies it has ever been our privilege to see as Michigan players twice homered in that inning to remain behind only 3-2, after Ray "Red" Louthen of Western had seemingly won a shutout victory over the Champions.

In opening the season with a 3-3 ten-inning tie with Northwestern, the Broncos did not look impressive, but they returned home and in the second game defeated Iowa 4-3. This was followed by a crushing defeat to Fort Sheridan 10-0, with Biddle hurling a one-hitter, and Fort Custer, with Pete Modica former hurler for New Orleans of the Southern Association on the mound, fell before the fast-traveling Broncos 5-2.

It was at this point of the schedule that the Western team went to Ann Arbor to meet Michigan in the first of the two two-game series of the season and the Michigan team of veterans crashed out two victories. Bowman let the Broncos down with one hit as Michigan won the first game 9-0 and in the second Hirsch gave up two hits in winning 2-1.

Western led this game until the eighth when Michigan tied it and then won in the ninth.

Wayne offered little opposition, losing 13-0, but the Irish of Notre Dame were different. The Broncos won the opener at Notre Dame 8-5 on Friday and dropped the second contest 3-1.

Playing the undefeated Great Lakes game, which ran a string of twenty-three victories over major league, minor league, semi-pro, and collegiate teams before losing a game, the Broncos had their big chance and gave the all-major league lineup a great game before finally losing in the ninth, 5-3, as the Sailors scored two runs.

Junior Thompson, former Cincinnati Red hurler, started for Mickey Cochrane's team, but with the Sailors leading 2-0, the Broncos chased Thompson in the third when they tied it up. Schoolboy Rowe, former Tiger great, and with Brooklyn when he entered the service, finished for the Sailors. He was taken for a run in the fourth. The Sailors tied it in the seventh and then finally pushed across two ninth inning runs to win.

Fort Sheridan came to Kalamazoo and again lost 5-0, just a week before they were to dump the Chicago White Sox, but Notre Dame's visit to Kalamazoo was not so fortunate for the Broncos, who dropped both ends of a hard-fought double bill 2-1 and 4-2. In the opening game, the winning Irish run was scored off Biddle without the aid of a hit, as Biddle walked two men, then erred and put a runner on third, after which he wild-pitched him home. A great Western ninth inning rally did not die until after Western had loaded the bases in this inning. Better base running would have seen the score tied and the Broncos might have won it right there.

A good Kellogg Field team from Battle Creek lost here on June 3, 6-0, in setting the stage for that final great series at home with Michigan.

John Gill, who took over the baseball coaching with Lt. Charles Maher in the navy, must be credited with a bang-up job during the season over the tough, disheartening schedule. He started with a group of eager boys, few of whom had played collegiate baseball, and in winning 10 of the 16 games played, turned in a remarkable season. Nearly the entire squad consisted of trainees of the V-12 unit.

Letter winners were Gus Gorguza, center fielder; Nick Milosevich, short; John Hovance, first; Kenneth Rotman, right field; Bill Morton, third; Tom Krupa, left field; Capt. Bernie Compton, second; Bill Kowalski, catcher; Bill Ward, catcher; Warren Biddle, pitcher; Ray Louthen, pitcher; Paul Phillips, pitcher; Tom Hill, reserve first sacker and catcher; Bill O'Brien, reserve outfielder; Harold Throop, reserve second sacker.
Sports Review

A V-12 trainee-studded track team opened the outdoor season at the Drake Relays where the Broncos recouped off with three relay events, making a runaway of the events in the college division. Bob Maloney, Allen Dow, Dick Behler, and Charles Rice won the mile event, and Behler, Henry Fonde, Dow, and Bob Epperson won the half-mile relay. Dow, Epperson, Behler, and Fonde teamed up to win the sprint medley relay.

A week later, however, the team was upset in a dual meet with a strongly laden service team at Kent State University of Ohio, starting a series of defeats against competition that was of the toughest where victory was hardly to be expected.

In a quadrangular meet with Michigan, Purdue, and Minnesota, at Lafayette, Ind., the Broncos were third, topping the Gopher track team by 8 points in taking this position. On May 27, Notre Dame won a dual meet on the Western track by 13 points. In the State AAU meet the Broncos were topped for first place by the Detroit Police, but Byford Barr, star of the Bronco team, rolled up 51 points, while Bill Watson, former Michigan star and mainstay of the Detroit team, was second with 48. Detroit Police had 191 points and Western 141. Huron Club of Ypsilanti was third with only 30, showing the runaway made by Detroit Police and Western.

In closing the season in the National Intercollegiate Meet at Milwaukee, where most of the stars of the nation were entered, the Bronco team came up with 10 points.

Frank Secory, former Western star in football and baseball, has just signed a contract with the Detroit Lions professional football team. Secory graduated in 1936, after three years of football and baseball. He signed a contract with the Detroit Tigers; later was sold to the Cincinnati Reds, who farmed him to Milwaukee of the American Association, with which team he is now playing as an outfielder. He will report to the Lions as soon as the baseball season of the association is ended. Since his graduation, Secory has also coached at Port Huron.

Harry Potter, Western Michigan College graduate and coach of the Muskegon High School baseball team, has continued in the limelight this spring as one of the "winningest" high school coaches in state ranks. Potter's 1944 team went through the season without a defeat to stretch a winning streak of that high school to 49 straight games starting with the 1941 season.

With an all-big-time tennis schedule the 1944 tennis team, composed entirely of navy trainees, found the going rough, losing 5 out of 6 matches. Notre Dame's unbeaten team won twice from the Broncos and Michigan's Big Ten Champions did likewise, while the Western team dropped a single match to the always strong Northwestern team. It won from Purdue for its only victory. Captain John Hockje's team was probably as strong as usual, but it happened to be meeting teams that had plenty of talent, most of it outstanding players in the naval reserve in those institutions.

Under Chief Specialists Tom Haynie and Mike Alyea as coaches, a swimming team was organized at Western Michigan College this year with its members either Marine or Navy trainees. While few matches were scheduled because the season was already launched when the team was started, the Broncos won two of three dual matches, twice defeating Illinois Institute of Technology, and losing to the powerful Great Lakes team.

In a recent baseball game Bob Jenkins of the Olathe (Kan.) Naval Air Base team, created what probably is a single inning record for home runs. The former Bronco catcher and football quarterback was credited with driving out three homers in a single inning against the National Distillers team at the Air Base when the service team won 35-0.

Two recent important coaching changes in the state affecting Western graduates have been announced, the outstanding one an announcement that Floyd "Bill" Lear will succeed Gordon MacDonald as the football coach at Alma College this year. The other sees Carl Faunce of Sturgis succeeding "Cuddy" Shaver as coach of the East Lansing High teams.

Western's golf team of the 1944 season had one of the shortest schedules in history—four matches. It won twice from University of Detroit and lost a like number of times to Michigan's Big Ten Champions. The team was composed of navy trainees.

John Czemeeres, Milwaukee trainee, and lone holdover of the swimming team of last winter, recently won the 200 and 400 meter races in the Central AAU meet at Chicago.

Earl Meyers, Western graduate, will take over the coaching duties at North Muskegon this coming year.

FOOTBALL SCHEDULE

September 9—Fort Sheridan at Western.
Sept. 16—Wabash at Western.
Sept. 23—Open.
Sept. 30—Miami U. at Oxford, O.
Oct. 7—Central Michigan at Western.
Oct. 14—Great Lakes at Great Lakes.
Oct. 21—Illinois Wesleyan at Western.
New Leaders of Western’s V-12 Unit

Lt. Commander Bartlett

Lt. Commander Frederic S. Bartlett, the new skipper of the good ship, “Western Michigan,” arrived in Kalamazoo during June to take over his new post here as the commanding officer of the V-12 unit, succeeding John T. Tuthill, Jr., who was transferred to a new post at the University of South Carolina.

Lt. Commander Bartlett, a native of the State of Maine, is forty-five years old and is a graduate of the U.S. Naval Academy with the class of 1921. Following his graduation he spent two years in the service and then went into business in Philadelphia. In that city he was connected in a business way with the Detroit Lubricator Company at the time that he re-entered the service in September of 1941 with the coming of the period of the emergency just prior to the outbreak of the war.

For a year after he re-entered the service, he was stationed with the Cramp Ship Building Company in Philadelphia and then was transferred to Washington with the navy bureau of personnel, division of procurement. Later he was connected with the V-12 program there, being associated with this phase of navy development almost from its inception.

When the V-12 program was launched in various colleges and universities a year ago July 1, Lt. Commander Bartlett was named as the commander of the V-12 program at Colorado College, Colorado Springs, Col., where he developed a highly rated V-12 unit. In size it was considerably smaller than the one at Western Michigan College, but it had gained such efficiency in its work that when a new commander was desired for the post here, he was singled out for the job.

Captain Clark

Captain Grenville Clark, USMC, came to Western Michigan College late in May from active service in the South Pacific, to succeed Captain Ralph E. Britt, USMC, as officer in charge of the marine detachment of the V-12 unit in training at Western Michigan, when Capt. Britt was ordered transferred to Camp Lejeune.

Like many of the other officers of the V-12 unit at Western Michigan College Captain Clark is a native of New England, being a resident of New Hampshire.

Captain Clark graduated from Harvard in 1941 and five days later with a few classmates enlisted in the marines. He received his training at Quantico, in the 3rd officers’ candidate class and was graduated from what was known as the sixth reserve officers’ class.

After graduating he was with the First Division for two months and then with the Third Division with which he went overseas in August of 1942, going to the South Pacific area.

From that time on he was constantly busy doing garrison duty in the Samoan and other areas where he contracted tropical diseases, which caused his return to the United States in October of 1943. He has been treated in various naval hospitals in New England.

He was married soon after his return to the United States last fall and, when he returned to active duty as the officer in charge of the marine detachment here, Mrs. Clark came with him to make this their home.
For the purpose of co-ordinating the work of the various chapters of Alpha Beta Epsilon Sorority, an organization to which all alumnae of Western Michigan College are eligible for membership, the first annual convention of delegates from the various chapters in Michigan and Indiana was held on the campus Friday, June 23. As a result, organization of an Inter-Chapter Council was effected, which has for its purpose united effort of all the chapters in the interests of Western Michigan College, and in giving assistance to worthy students, who give evidence of ability.

Officers of Sorority Council

Mrs. Adeline B. Netlhorpe, Benton Harbor, one of the initial organizers of the mother chapter of the Sorority, was elected president of the Council. Other officers were elected as follows: Vice-president, Mrs. E. R. Chisolm, Jackson; recording secretary, Miss Sylvia Pence, South Bend, Ind.; corresponding secretary, Mrs. Mannon Howard, Kalamazoo; treasurer, Mrs. C. A. Storm, Grand Rapids; historian, Mrs. Robert Schram, Benton Harbor. These officers were formally installed by President Paul V. Sangren at the banquet in the Crystal Room of the Columbia Hotel, which concluded the day's program.

This sorority, which was organized less than four years ago, has five chapters, including Benton Harbor and St. Joseph, Grand Rapids, Kalamazoo, Jackson, and South Bend, Ind., with a total membership of 300. A new chapter is to be installed in Lansing in September. Twelve students have been sent to Western on scholarships provided by these chapters. Any woman who is a graduate of Western is eligible to membership in the organization.

A class of 167 members was graduated on the occasion of the fortieth annual Commencement exercises of Western Michigan College which were held Saturday morning, June 24, in Hyames field. It was the smallest class to be graduated from the college during the past twenty years.

Students as well as faculty members interviewed high school graduates interested in attending Western Michigan College this year. Approximately forty-five representative students assisted in this activity during one week-end of the spring trimester. These students went to the high schools in their home towns, where they held conferences with seniors interested in Western, and answered their questions.

Shown above is a group of students receiving from John C. Hoekje, registrar, their final instructions and a generous supply of literature about the college to be used in their conferences. Left to right, they are: Lois Harvey, South Haven; Jean Morrison, Traverse City; John C. Hoekje, registrar; Jack Ryan, Benton Harbor; and Yvonne Fisher, Grand Haven.

(Continued from Page 3)
College News

Yvonne Fisher, of Grand Haven, who will be a senior next year, has been elected president of the Student Council for the year. She will be the second woman in the history of the college to head the Student Association.

During the past year, Miss Fisher served as secretary of the Council. She was publicity chairman for the Women’s League. She is also a member of the Women’s Glee Club.

Freshman days for the fall trimester at Western Michigan College will open Wednesday, November 11, it is announced by Dr. George H. Hilliard, director of Student Personnel and Guidance. Freshmen will meet with counselors on Wednesday, November 1, when upperclassmen are also urged to meet with their counselors. Both Freshmen and upperclassmen will enroll Thursday, November 2, and classes will begin Friday, November 3.

Already plans are being made by Senior Sisters, headed by Shirley Ann Bockeloo and Betty Earle, to welcome the new women students. The Senior Sister activity will be sponsored, as in former years, by the Women’s League, and plans are being made to provide each new woman student with a Senior Sister who will give every assistance possible during the opening days of the trimester.

Among the entertainment features being planned for incoming freshmen will be the concert Wednesday evening, November 1, to be given by the Philadelphia Symphony Orchestra, Eugene Ormandy, conductor, in Central High School Auditorium. The committee in charge of the Kalamazoo Community Concerts is cooperating with Western Michigan College in making arrangements for a block of 400 seats to be free of charge for freshmen.

To Martha Sherwood, daughter of Mr. and Mrs. Marion J. Sherwood, belongs the distinction of being the first student to graduate from the five-years’ combined course in Nursing, offered by Western Michigan College in cooperation with Bronson Hospital.

As the result of the work done on Western’s campus in the pre-professional curriculum, combined with training at Bronson and affiliated hospitals, Miss Sherwood received the degree of Bachelor of Science from Western in June, and has qualified to take the state board examination required for registration as a registered nurse.

Jean Arnold of Richland and Jean Gorman of Greenville, both of whom were members of the June graduating class of Western Michigan College, were given the annual senior awards at the class-day exercises this year.

Miss Arnold received the award given by Western’s chapter of Kappa Delta Pi each year to the senior student making the most outstanding contribution to education. Miss Gorman received the award given each year by the Women’s League to the most outstanding woman in the senior class in scholarship, personality, and leadership. Miss Arnold was graduated with summa cum laude honors. Miss Gorman was president of the Stu-

As a finale in their preparation to become music directors, these six music majors in the Western Michigan College June graduating class did most of the conducting for the Music Festival program in which all the musical organizations of the college participated before a large audience, early in June. It was part of the policy of the department to give students actual experience in activities in which they will be expected to engage in the communities to which they go. Left to right, they are: [Seated] Elizabeth Van Allsburg, Coopersville; Imogene Cooley, Hastings; and Jane Marburger, Kalamazoo. [Standing] Mrs. Florence Warren, Kalamazoo; Lorraine Hole, Kalamazoo; June Miller, Vicksburg.
dent Council during her senior year, the first women in the history of the college to serve in that capacity.

Margaret Parrott of Ludington has been elected president of the Women's League for the coming year. Miss Parrott, who will be a senior next year, served during the past year as secretary of the Women's League. She is also a member of Academy Sorority, Kappa Delta Pi, and is active in the work of the Student Fellowship. Last year she was a member of the student committee on religious activities on the campus.

Six Western Michigan College co-eds, who will be seniors during the 1944-45 year, have been honored with selection as members of Arista, honor society of Senior women on Western's campus. They are chosen on the basis of scholarship, personality, and service to the school. Those chosen are Louise Fuller, Kalamazoo; Ruth Schnoor, Paw Paw; Florence Marcelletti, Paw Paw; Margaret Parrott, Ludington; Mary Ellen Wood, Plainwell; and Marilyn Van Soest, Comstock Park.

They were "tapped" at the June Breakfast given by the Women's League, in accordance with the tradition of the organization, and initiated at a breakfast in Walwood Hall the following Sunday morning.

A Western Michigan College chapter of Phi Delta Kappa, national fraternity in education, was installed, and thirty-two members were initiated on May 18. Western's chapter, the Beta Eta, is the third campus chapter in Michigan, other campus chapters being at the University of Michigan and Wayne University.

National officers participating in the event were Dr. Ullin W. Leavelle, George Peabody College, Nashville, Tenn., who is president; Dr. Frederick G. Noel, Bloomington, Ind., historian; and Dr. Floyd Goodier, department of education, Illinois State Normal University, Normal, Ill.; and Paul M. Cook, Homewood, Ill., executive secretary.

Officers of the chapter are: President, John Clementz, Kalamazoo; vice-president, Gordon Blaisdell; and secretary-treasurer, Homer Davis, Kalamazoo.

Dr. Elmer H. Wilds and Dr. George H. Hilliard were co-chairmen of the committee which promoted the organization of the chapter. During the summer session a joint meeting of the campus chapter and the field chapter was held at the W. K. Kellogg Camp at Clear Lake where the members were guests at the camp workshops in Camping Education and in Guidance and Personnel sponsored by Western's summer session.

Two co-eds, both graduates of Battle Creek Central High School, have been chosen to edit the student publications on Western Michigan College campus for the coming year. They are Mary Ellen Dodd, who will edit the Western Michigan Herald, campus newspaper, and Carlene Bagnall, who will be the editor of the annual, the Brown and Gold. Both young women are Juniors. Miss Dodd has been a member of the Herald staff for two years, and was acting editor during part of the spring trimester. She is a member of the Student Council, Senate, and Early Elementary Club.

Miss Bagnall is also a member of Senate, and during the past year was president of the International Relations Club.

Florence Marcelletti of Paw Paw has been named business manager of the Herald, and Helen Schultz business manager of the Brown and Gold.

That the Navy's physical fitness program at Western Michigan College is in keeping with the high degree of physical education that the college has reached in the athletic department headed by Judson A. Hyames, director of physical education and athletics, is seen from recent statements by officers of the navy and by reports which continue to indicate the splendid standard that the program has achieved here.

At a recent meeting in Washington of navy physical fitness officers, Lt. Commander Metcalf, in charge of the physical fitness program for the Ninth Naval District, was credited with telling his audience that Western Michigan College had the finest program in the entire naval district.

Following various inspections during the past year and various reports that have also been made from time to time, others concerned with the naval physical fitness program have also had high praise for the conduct of the program at Western Michigan.

Writings Attract Wide Attention

(Continued from Page 13) The article was reviewed in the New York Times for Sunday, May 21.

As a sequel to this last contribution, shortly before the Republican Convention in Chicago, when there seemed to be a possibility of Governor Bricker's nomination for President, Mr. Foley was asked to make a study of his broadcasting and to be prepared to come through on short notice with an appropriate article on that subject. The turn of events, however spared him the necessity of undertaking that extra effort.
Interesting Alumni

Don C. Weeks, a former student at Western Michigan College, has been named director of the Michigan Planning Commission, which is in charge of the distribution of a $5,000,000 fund to local communities for post-war planning.

Weeks was a student on Western's campus from 1923-1927, and during that time was also engaged in publicity work for the college. After leaving the campus he returned to his home in Traverse City, where he became secretary of the Chamber of Commerce, and won national recognition for his activity in promoting the Traverse City Cherry Festival.

Dr. Martin Patmos, one of Kalamazoo's leading physicians, who received his life certificate from Western Michigan College in 1921, has been promoted to the rank of Lieutenant Colonel of the Medical Corps of the United States Army with which he has been in service for the past two years.

Lt. Col. Patmos was commissioned major in July, 1942, and on August 1 reported to Camp Grant, Ill. After a brief period there he was transferred to Fort Custer, where he was stationed for approximately a year. He then was transferred to Fort Sheridan, and later to Gardner General Hospital in Chicago. When the Mayo General Hospital at Galveston, Ill., was completed early in the year, he was sent there and was made assistant chief in medicine, in which capacity he is still serving. He was promoted to the lieutenant colonelcy on July 8.

Patmos

After completing his work at Western Michigan College, Patmos taught history for a year, after which he entered the University of Michigan, from which he received the degree of Doctor of Medicine in 1928. Following two years internship at Butterworth Hospital in Grand Rapids, he spent three years as a Fellow at the Mayo Clinic, Rochester, Minn., and in 1933 came to Kalamazoo to practice medicine. In 1934 he received the degree of Master of Science in Medicine from the University of Michigan. He is a member of the American College of Physicians.

Paul W. Briggs, who was graduated from Western Michigan College with a degree of Bachelor of Arts in 1934, and who has been assistant principal of the Bay City High School for the past year, has been named principal of the school to succeed Harry Adams who has accepted a similar position in Schenectady, N. Y.

Following his graduation from Western, Briggs served for a time as assistant instructor in the extension division of the University of Michigan. For three years he was principal of the Brown City High School. He has been a teacher in Bay City for four years, teaching speech and coaching debate.

Briggs

Briggs has served as vice-president of the Michigan Association of Teachers of Speech, director of the Bay City Teachers' Club, president of the Saginaw Valley Debate League, director of the Bay City Junior Chamber of Commerce, member of the Michigan Council of Education, delegate to the National Education Association, and one of three members of the forensic committee of this organization, president of the Bay County unit of the Saginaw Valley Mental Hygiene Society, and a member of the recently organized Veterans Clearing House Association in Bay City. He received the degree of Master of Arts in Education and Speech from Michigan State College in 1942.

Gordon French, who was graduated from Western Michigan College in June with a degree of Bachelor of Science, was awarded a teaching fellowship by the University of Michigan, department of Chemistry, for the coming year. The fellowship provides for $1,125 in cash, and the opportunity to pursue graduate work in Chemistry, in addition to teaching in the department. During his college work at Western, French majored in Chemistry. He has also completed the basic work for majors in Mathematics and Physics, and maintained a high academic record. He is a graduate of Kalamazoo Central High School.

French

George R. Walcott, teacher of Geography and Civics in the Harrison Park Junior High School in Grand Rapids, is completing his work in the summer session of the Graduate Division of Western Michigan College for the Master of Arts degree to be conferred upon him by the University of Michigan.

Walcott

However attending summer session is nothing new for Walcott. He has been doing it every year for the past twenty years, with the exception of three. And even during these summers he attended the Lake Geneva YMCA Conference in connection with his work in the boys' division of the Grand Rapids YMCA.
As a matter of fact, with the exception of one year on the campus, he has done all his undergraduate and graduate work in summer sessions and extension classes. All of which establishes some sort of a record for the cumulative value of persistent summer session and extension work.

For nineteen years he has been teaching in the Kent County schools, and for twelve years has taught in Grand Rapids. For several years he has been interested in recording, and has already made about 100 recordings, many of which he uses in his regular class work.

This summer Walcott is doing his final graduate work in the Radio Workshop of the summer session, doing intensive work in the field of transcriptions and the use of recordings and radio in education.

"I have found, among other values, that it encourages students to do their very best if they realize that recordings will be made of the two or three best papers or reports made by members of a class, and those recordings are to be played before some other groups in the school," he says.

He has also made recordings of important radio addresses, including some of Prime Minister Churchill's speeches and others by President Roosevelt, which he plans to use as effectively in the future as at present. He has also recorded many other programs. Included among those he has made during the summer session were some of the numbers given in the Artist Recital by William Woods Franklin, Negro baritone now starring in the Broadway production of "Porgy and Bess."

"My work this summer is devoted to the study of professional techniques in recording and its use in class rooms, which I am sure will be of great value to my class room work," he says.

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**Faculty News**

Prof. John E. Fox, who for thirty-eight years has been a member of the faculty of Western Michigan College, and for thirty-three years was chairman of the department of Physics, retired at the end of the year, July 1.

When, in 1906, Prof. Fox came from Three Rivers to teach Mathematics at Western, then known as Western State Normal School, the school was only two years old. It had sixteen instructors, and 266 students. Prof. Fox succeeded Dr. Thomas J. Riley, and was for five years head of the department of Mathematics.

He spent the year 1910-11 at the University of Chicago, where he specialized in Physics. When he returned to the campus, the late Dwight B. Waldo, then president of the school, named him chairman of the department. Later, in 1917-18, Prof. Fox spent a year in graduate work at the University of Pennsylvania, from which he holds the degree of Master of Arts. His major interest in Physics was in light, and his master's thesis was based upon "A Calibration of the Iron Spectrum." While at the University of Pennsylvania, he developed unusual interest in astronomy, studying with Prof. Eric Doolittle at the Flower Laboratory. Together with his colleagues, Dr. Paul Rood, and Prof. Walter Marburger, he perfected a photo-electric time signal, a description of which was published in 1929 by the Journal of the Optical Society, and which gained national recognition.

Prof. Fox was instrumental in organizing the Michigan College Teachers Association, which meets annually at the University of Michigan. Together with the late Frederick Gorton of Michigan State Normal College and Prof. C. W. Chapman of Michigan State College, he has served as a member of the steering committee for this annual meeting.

He is a member of the American Physical Society, and was active for many years in the Physics-Chemistry section of the Michigan Schoolmasters' Club, serving as chairman of the section, and contributing many papers. He was one of the organizers of the Faculty Science Club of Western, served it in many official capacities, was its second president, and was president again in 1940.

Dr. Paul Rood of the faculty of Western Michigan College has been named chairman of the department of Physics to succeed Prof. John F. Fox, who retired July 1, it is announced by Dr. Paul V. Sangren, president of the college.

Dr. Rood became a member of Western Michigan College faculty twenty-eight years ago after receiving the degree of Bachelor of Arts from Albion College. He did his graduate work at the University of Michigan, from which he holds the degrees of Master of Arts, received in 1921, and the degree of Doctor of Philosophy which was conferred upon him in 1938.

His research at the University of Michigan was carried on under the direction of Dr. Ralph Sawyer on the production and identification of certain lines in the spectrum of the metal sodium. The research was undertaken at the request of Dr. C. E. Moore in connection with the identification of the infra-red solar lines in the Mount Wilson observatory. His thesis, entitled "The Bergmann Series in Sodium" was published in the Astrophysical Journal in January, 1938.
Dr. Rood has also studied at the California Institute of Technology, and in 1926 was research assistant at the Research Laboratory of the General Electric Company, Schenectady, N. Y. He is a member of the American Association for the Advancement of Science, the American Physical Society, and the Society of Sigma Xi.

D. C. Shilling, professor of political science at Western Michigan College, and a member of the faculty of the Graduate Division, has been honored by Ohio Northern University, Ada, Ohio, which conferred upon him the honorary degree of Doctor of Pedagogy. The degree was conferred at the annual Commencement exercises of the University.

The citation stated that the degree was given by the University in recognition of Dr. Shilling’s “productive scholarship in the field of government, years of service as a teacher of college men and women, and service rendered to your state as a counselor in problems of local and state government.”

Dr. Shilling holds the degree of Bachelor of Arts from Miami University, Bachelor of Pedagogy from Ohio Northern University, and Master of Arts from the University of Wisconsin.

Before joining the faculty of Western Michigan College in September, 1921, he taught at Miami University and Monmouth College. He is author of a text book on Michigan government, and has presented papers before the Michigan Academy of Arts, Letters and Sciences. He has recently been elected chairman of the History and Political Science division of this organization.

Miss Elisabeth Zimmerman, who since 1907 has been a member of the faculty of Western Michigan College in the Language Department, and for twenty-five years chairman of the department, retired from the faculty at the end of the academic year, July 1. She has gone to her home in Chicago.

When Miss Zimmerman joined the faculty of Western, it was known as Western State Normal School and was only three years old. Its faculty numbered twenty-five. The enrollment in the fall of 1907 was 332. She came here as instructor in Latin and German. The Language Department, which she has headed for twenty-five years, now numbers eight members.

Miss Zimmerman holds the degree of Bachelor of Arts from the University of Michigan, and the degree of Master of Arts from the University of Wisconsin. She spent two years in residence in Germany and Italy, during which she studied at the University of Berlin, and Heidelberg University in Germany, and the American Academy in Rome.

She has been actively affiliated with professional organizations, among them being the Modern Language Association of America. When the Faculty Women’s Club was organized on Western’s campus, she was elected its first president. She is also a charter member of Altrusa Club, and served one year as its president.

**Faculty Publications**

Dr. William McKinley Robinson, director of Rural Education, has written a chapter on “A Rural Point of View” in the volume, *The Parent-Teacher Organization, Its Origins and Development*, published by the National Congress of Parents and Teachers, Chicago. Dr. Robinson also wrote the section on “Rural Service” in the *National Congress of Parents and Teachers Proceedings* for 1943.


Bess L. Stinson, Campus Training School, has had an article, “What Do We Mean by Healthful Living?—Some Broader Aspects,” published in the Yearbook of the Association for Childhood Education on *Living for Children* which appeared in April.


Recent publications by Louis Foley, of the English Department, include “Fluctual Nec Mergitur” in *The South Atlantic Quarterly* for April, “Defense of Diagnosis” in *Word Study* for May, "Dewey Looms as Radio Threat to FDR" in Broadcasting for May 15, and “Passing All Pupils — And The Buck” in *School and Society* for May 20.

**Faculty Activities**

Anna E. Lindblom judged the high school speech contest at Marshall on April 24.

Herbert W. Read gave addresses and showed athletic pictures during May and June at Dowagiac, Centreville, Battle Creek, and Grand Rapids in addition to several local appearances.

Louis Foley, as president of the Michigan Chapter, American Association of Teachers of French, presided over the meeting held at Ann Arbor, April 21.

Ray C. Pellett gave Commencement addresses at Galesburg, May 15; Burke School, Kalamazoo, June 1; Parchment, June 18; and spoke at the Honors Recognition Banquet held at Schoolcraft, May 17.

Judson A. Hyames attended meetings of the American Health, Physical Education, and Recreation Association at the Hotel Pennsylvania, New York City, April 22-27. On June 22 he attended the Governor’s Committee’s State Training School at Lansing, Michigan, for recreation leaders for the summer school program. During May and June Mr. Hyames gave a number of addresses at Commencements and athletic banquets.

Reva M. Volle spoke on “Clothing During Wartime” at a meeting of the Business and Professional Women’s Club of Battle Creek on June 5.

John C. Hoekje gave the Commencement address at Hesperia on June 1.
Mrs. Violet Lawson Weiland, Wave, 1941, has been promoted to the rank of lieutenant, junior grade, in the United States Naval Reserve. Lt. (jg) Weiland, who was the first Wave to enter the service from this area, is stationed at the Naval Air Training Station, San Diego, Calif., where she is a member of the air navigation teaching staff.

Milford F. Bloom, 1940-42, warrant officer attached to the Merchant Marines, has been killed in action somewhere in the Atlantic, his parents, Mr. and Mrs. Dale S. Bloom, 817 Wheaton Avenue, Kalamazoo, were notified.

Ensign Rex A. Sherman, 1942, United States Naval Reserve, spent a week leave with his wife and daughter at Gourndale Lake, and with his parents, Mr. and Mrs. Charles R. Sherman, Route 6, Kalamazoo. Ensign Sherman is a navy instructor in Baltimore, Md.

Dean H. Freund, 1941-43, son of Mr. and Mrs. Herbert C. Freund, Kalamazoo, has been promoted to Technical Sergeant as announced from the 15th Air Force in Italy. T./Sgt. Freund has been participating in bombing raids on a B-17 Fortress over France, Germany, Hungary, Yugoslavia, Austria, Poland, Rumania, and recently took part in the good will shuttle bombing mission to Russia. He is stationed near Foggia, Italy.

Howard E. Branch, Santa Monica, Calif., was graduated from the United States Naval Reserve Midshipman School, Northwestern University, in March, and now is on active duty in the Pacific area. He attended Western in 1940-41.

Reynolds L. Woolfe, 1935-36, has been graduated from the San Angelo Army Air Field, Texas, and received the silver wings of a bombardier.

First Lt. Leroy W. Ellerbrook, 1941, lead bombardier of a Liberator squadron, was killed in action over Italy and Southern Germany on March 19, 1944. His first mission overseas was flown on Feb. 12, he informed his wife, the former Jean VanderJagt.

Lt. (jg) O. Jay VanSyc, 1941, is supervising training of Free French troops in Corsica in invasion tactics.

Cpt. Hackley E. Woodford, 1936, was called to active duty as a medical officer on Sept. 16, 1942, was recently reassigned to the Tuskegee Army Air Field. Prior to entering the armed forces, Capt. Woodford was a practicing physician in Benton Harbor, Michigan. He is the son of Mr. and Mrs. T. E. Woodford of 1114 North Park Street, Kalamazoo.

First Lt. Frederick Moritz Broecker, Chelsea, Michigan, 1937-38, has been promoted to captain. He is a company commander with a tank destroyer battalion on the Fifth Army's Anzio beachhead in Italy.

Miss Ardis C. Anderson, 1942-43, daughter of Mr. and Mrs. Everett Anderson of Ravenna, enlisted in the U. S. Marine Corps Women's Reserve, and reported to Camp Lejeune, New River, N. C., April 1, for indoctrination.

Second Lt. Verlin Eller, 1933-35, is one of the few American airmen to wear the wings of both the American Army air forces and the British RAF. He was one of fifty-one air cadets chosen from 1,500 graduates of pre-flight school, San Antonio, Texas, for pilot training at the British Training Center, Ponca City, Oklahoma.

Douglas Turner Horst, 1942-43, son of Mr. and Mrs. Walter Horst, Three Rivers, has been graduated from the Naval Air Training Center, Corpus Christi, Texas, and was commissioned an ensign in the Naval Reserve.

Albert D. Goudreau, 1940, Kalamazoo, has been promoted from the rank of first lieutenant to captain at Fort Benning, Ga., where he is stationed.

Heartening news that Lt. Robert P. Humphrey, American air force pilot and son of Mr. and Mrs. Hubert R. Humphrey, Kalamazoo, who was reported missing April 5 following a mission over Germany, is a prisoner of war in Germany, was received by his parents. He attended Western in the 1942-43 semester.

Sgt. Raymond A. Pergival, 1940-43, Flying Fortress gunner, is missing in action in the European theatre of war, since April 13, according to word received by his parents, Mr. and Mrs. A. L. Pergival, 226 West Vine Street, Kalamazoo.

Gerrit H. Fletcher, 1928, Portage, has been promoted from the rank of major to lieutenant colonel. He has been operating with the fleet in the Pacific since leaving San Francisco, Nov. 12, 1941, for Pearl Harbor.

First Lt. Charles Slayton Pearson, 1940-41, has been awarded the Air Medal and two Oak Leaf Clusters. The presentation of the Air Medal took place at an Eighth Army air force station in England. It was granted for "meritorious service in aerial flight in the completion of ten operational sorties or the equivalent thereof, over enemy-occupied continental Europe."

Bernard Zuidema, 1941-42, son of Mr.
and Mrs. Peter Zuidema, Kalamazoo, has been graduated from the San Angelo, Texas, army air field AAF training command bombardier school with the rank of Second Lt. and has been retained at San Angelo as an instructor.

Kenneth J. Stillwell, 1940-43, has been commissioned an ensign in the naval reserve and following a leave which he spent here with his wife, the former Betty Newhouse, he reported for duty at the Naval Training Station, Great Lakes, Ill. Lt. (jg) Karl E. Sherwood, son of Mr. and Mrs. Marion J. Sherwood, Plainwell, has been reported missing in action, according to a telegram received by his parents from Vice Admiral Randall Jacobs. As carrier-based dive bomber pilot, Lt. Sherwood has been located with the fleet in the Southwest Pacific.

Frederick M. Mills, Kalamazoo, for twelve years municipal court clerk under former Justice Gordon L. Stewart, reported at Detroit, April 28, for duty in the United States Navy. He attended Western Michigan College in 1926.

Raymond C. Constock, 1926-28, Kalamazoo, was recently promoted to the rank of lieutenant-commander in the medical corps in the Naval Reserve. Lt. Com. Constock is on duty at the Naval Hospital, Mare Island, San Francisco, Calif.

Home after serving in the Mediterranean area since Feb. 8, 1943, as eyes for the army in aerial reconnaissance work, Capt. David J. Fletcher, 1940-41, Muskegon, tells of flying alone in a P-38 Lightning, unarmed and trusting to its great speed and maneuverability to escape enemy airmen. Originally trained as a fighter pilot, Capt. Fletcher was given reconnaissance jobs and later shifted to that exclusively in a combined photo-reconnaissance wing under Col. Elliott Roosevelt.

Second Lt. Richard A. Early, 1937-40, son of Arthur C. Early, Kalamazoo, who recently received his commission and wings as a U. S. Air Corps aerial observer night fighter, spent a week-end in Kalamazoo, en route from Boca Raton, Fla., to Hammond Field, Fresno, Calif.

Jack Olson, 1942, recently was commissioned an ensign after completing a course of training at the naval training station, Great Lakes, III., and has left for Hollywood, Fla., to report for duty.

Lt. Robert C. Baker, 1942-43, son of Mr. and Mrs. Howard W. Baker, 1927, 11a Avenue, Kalamazoo, received his commission and wings, May 20, at Naval Field, Monroe, La.

Lt. W. J. Carroll, 1936-37, U. S. army air transport flier, was forced to take to his parachute after a clogged oil line put his P-31 Mustang pursuit plane out of commission while flying near Franklin, Pa. Lt. Carroll was on a routine flight when his motor stalled. He parachuted to the ground and landed about 100 feet from the spot where his plane crashed and was demolished. He escaped with a sprained ankle.

Junior Lt. Claude Myers Evans, 1937-40, U. S. Navy pilot, son of Mr. and Mrs. C. C. Evans, 923 Roseland Avenue, Kalamazoo, was killed in a plane crash in the Caribbean area. He leaves his wife, the former Anne Liixa of Benton Harbor, and eight-months-old son, Jack.

Capt. Blesch Malmstone, 1936-38, son of Mr. and Mrs. Frank Malmstone, Wayland, has been promoted to the rank of major in the Troop Carrier Command, led by Brig. Gen. Warren R. Carter.

First Lt. Ray C. Kooi, 1936, now is on duty somewhere in the South Pacific with an infantry unit. Lt. Kooi is the son of Mr. and Mrs. Daniel Kooi, 1224 Merrill Street, Kalamazoo. His wife, Jane Flick Kooi, resides in Detroit. A. Gale Eason, 1947, has been promoted from the rank of First Lt. to Captain at the Marianna, Fla., army air base, where he is a squadron commander. Capt. Eason was a basketball coach and English teacher in the Oakwood School for five years prior to entering the service.

Daniel Parker, 1930-32, a practicing attorney in Kalamazoo and Battle Creek since 1936, has been commissioned a lieutenant junior grade in the United States Naval Reserve, and reported to Fort Schuyler, New York, for indoctrination on May 2.

Sgt. George M. Woods, Jr., 24, 1937, U. S. coast artilleryman, died in England May 20 as a result of a vehicle accident. His parents, Mr. and Mrs. G. M. Woods, Sr., of Hastings, were given no further details.

Lt. (jg) Wendell H. Emery, USNR, former Western student and athlete, has reported to the U. S. naval armed guard center in New Orleans, La., for assignment to duty as commander of a navy gun crew aboard a merchant ship.

Sgt. Gordon Culp, 1938-39, has been reported missing in action since the ship he was aboard was torpedoed in the Mediterranean area April 20. Sgt. Culp is the son of Mr. and Mrs. Scott Culp, Mendon.

Sgt. John A. Perry, 1940-41, has been awarded the U. S. Army Air Medal for "meritorious achievements" in the Southwest Pacific area. After being stationed in Australia for about nine months, the Kalamazoo radioman was sent to an advanced air base in New Guinea where he is still stationed. His award covered operational flight missions with an unarmed transport from April 4, 1943, through Nov. 17 of the same year.

Donald J. Pilkington, 1940, Kalamazoo, has been promoted from the rank of ensign to that of lieutenant (jg) in the United States naval reserves. He has been on duty aboard a mine sweeper for nine and a half months.

1944

Del Loranger is coach at Fordson High School, Fordson, Mich.

Miss Barbara Lois Hooch, daughter of Mr. and Mrs. Karl W. Hooch, Hawley Street, Kalamazoo, became the bride of Pfc. Donald R. Wilson, son of Mr. and Mrs. Raymond W. Wilson, South Westridge Avenue, Kalamazoo, in a ceremony performed April 28, in the Zion Lutheran Church.

Mr. and Mrs. Roy B. Meade, Jackson, announce the marriage of their daughter, Elsie Jane, to Lt. Patrick B. Cook, Tampa, Fla., son of Mrs. Salem F. Cook, Grand Rapids, in a ceremony performed April 4. After a short wedding trip the couple returned to Tampa, where Lt. Cook is stationed as the pilot of a flying fortress. Mrs. Cook graduated from Western in June, 1943.

Charles B. Ford, 1943, 605 McCourtie Street, Kalamazoo, was one of ninety-one graduate students awarded fellowships to the University of Chicago for 1944-45. Mr. Ford, who was awarded one of the Mary Strong Sheldon Fellowships at the University of Chicago for research in the division of physical sciences, will work toward a master of science degree in geography.

Miss Mary Ellen Tomes, daughter of Mrs. George Tomes, Chicago, became the bride of Ensign William R. Kersten, USNR, son of Mr. and Mrs. Frank W. Kersten, Kalamazoo, in a service read April 29, in the rectory of the Holy Name Cathedral, Chicago. Ensign Kersten will make their home at 7621 North Eastlake Terrace, Chicago. Ensign Kersten was graduated from Western in 1943.

Miss Lydia Jean Richards, daughter of Mr. and Mrs. Edwin D. Richards, Fennville, became the bride of Capt. Harold Sauer, Fort Custer, son of Mrs. Lydia Lee Sauer, Toledo, 0., in a service read at the home of the bride's parents, April 8. Capt. and Mrs. Sauer will reside at 311 Woodward Avenue, Kalamazoo. He is stationed with the tactics department of the PMG school, Fort Custer, Mich.

The marriage of Miss Margaret Esther Smith, daughter of Mr. and Mrs. Robert Dixon Smith, Caledonia, to Julius Leslie Mutschler, son of Mr. and Mrs. Julius Mutschler, Wayland, was solemnized June 3, in the Leighton Evangelical Church.

Miss Berle Marilyn Willford, Dowagiac, became the bride of Albert Henry Hayes, Jr., Dowagiac, June 17, in the St. Paul's Episcopal Church. They will reside at 521 Main Street, Dowagiac.

Miss Margaret Mary Mahoney, daughter of Mr. and Mrs. C. L. Mahoney, Ford-
est Street, Kalamazoo, and Aviation Cadet Robert N. Oudsema, son of Mr. and Mrs. Nicholas Oudsema, Ravenna, spoke their marriage vows in a service read May 6, in the Post Chapel, Kirkland Field, Albuquerque. The couple will reside in 423 North Fourth Street, Albuquerque, New Mexico.

1942
Miss Doris Jane Holmes, daughter of Supt. and Mrs. Harley W. Holmes, of Marshall, was united in marriage to Myron K. Ballard, M. M. 1-C, United States Navy, stationed at Great Lakes, Ill. He is the son of Mr. and Mrs. Lester Ballard of Marshall. The ceremony was performed at the home of the bride's parents.

Frank (Stub) Overmire, former Western Michigan College mound star, is counted upon as a regular starting hurler this season by the Detroit Tigers. Overmire won seven games and lost six last year in his first season in the big show.

The marriage of Miss Rachel Lucille Gray, daughter of Mr. and Mrs. Earl Gray, Otsego, to Marvine Lewis Hays, Allegan, was solemnized June 17 at the home of the bride's parents. Mr. and Mrs. Hays will reside in Allegan where he is the manager of the Skylight Grill.

1941
Lt. and Mrs. Milton Ruehl (Barbara Bachelder), Carlsbad, New Mexico, announce the birth of a daughter, May 31, in Bronson Hospital.

Miss Rossana Streeter, daughter of Mr. and Mrs. E. W. Streeter, Augusta, became the bride of Pfc. Dwight Frye, Augusta, in a service read in Jackson, April 12.

1940
Capt. and Mrs. Bert Adams, Grand Rapids, announce the birth of a daughter, Virginia Kay, June 13, in Grand Rapids. Capt. and Mrs. Adams are both graduates of Western.

Announcement has been made of the marriage of Miss Elizabeth Isabel Graham, daughter of Mr. and Mrs. Stanley Graham, Sault Ste. Marie, to Aviation Cadet Harry Blanchard, Jr., Burlington, Vt., son of Mr. and Mrs. Harry Blanchard, Sturgis. The wedding service was read April 30, in Burlington.

1939
Mr. and Mrs. Dick Boven, Kalamazoo, announce the birth of a daughter, May 8, in Bronson Hospital.

Kathryn Keillor painted the portrait of the famed Muskegon lumberman poet, Douglas Malloch, which was unveiled in a dedicatory ceremony in the Muskegon County Museum. Miss Keillor is art supervisor of the Muskegon Heights Public Schools, and a relative of Mr. Malloch.

Miss Viola Winifred Bagwell, daughter of Mr. and Mrs. E. C. Bagwell, Wilmington, N. C., became the bride of L. Rex E. Benson, Oshtemo, in a service read May 13, in the Grace Methodist Church. They will make their home in Lexington, Va., where Lt. Benson is attending a special service school. Lt. Benson was graduated in 1939 and before entering the service was a member of the faculty of Marlette High School.

Miss Betty Jane Olin, daughter of Mr. and Mrs. Seymour S. Olin, Richland, became the bride of Berwyn McLaren Robinson, son of Mr. and Mrs. Lawrence Robinson, Ipava, Ill. The service was read June 17, in the Richland Presbyterian Church. They will reside in New York, N. Y.

1938
Sgt. and Mrs. Harold Wisner, Oak Street, Kalamazoo, announce the birth of a son, April 18, in Bronson Hospital.

Mr. and Mrs. Joe Larson, Kalamazoo, entertained in their home at a garden party honoring her brother and sister-in-law, Mr. and Mrs. Fred LaViolette, who were married at Niagara Falls, N. Y., May 28. Mr. LaViolette was graduated from Western in 1938 with an A. B. degree. The couple will make their home in Posco, Wash.

Word has been received of the wedding of Miss Gladys Epson, Bangor, Ireland, and Lt. John A. Stratton, 1938, U. S. Army. The service was read April 1, in St. Peter's Church, Belfast, Ireland.

1937
Miss Rosetta Ramsey, has accepted a position at the University of Hawaii, where she will do speech-correction work and teach speech.

1936
Miss Martha E. Jacobs, early elementary teacher in the Roosevelt School, died suddenly at her home, 728 South Burdick Street, Kalamazoo, following a heart attack and illness of one day. She had taught at the Roosevelt School for eight years and her home was formerly in Charlotte.

1935
Mrs. John Underwood (Eleanor Brown) passed away at her home in Sault Ste. Marie, Sunday, July 16. Prior to her marriage just a year ago, she was a teacher in the city schools of Ypsilanti. Immediately on leaving the campus she taught for one year in Marshall. At Western Michigan College, Eleanor was a most active student. In her senior year she was President of the Women's League, a member of the Early Elementary Club, the Academy, Tau Kappa Alpha, Kappa Delta Pi, and Theta Pi Alpha.

Mrs. Carroll Varner, Jr., (Roberta Haas), and daughters, the Misses Carolyn and Katherine, have returned from West Palm Beach, Fla., to reside with Mrs. Varner's parents, Mr. and Mrs. O. S. Haas, Kalamazoo. Lt. Varner, Jr., is chaplain of the 16th U. S. Marine paratroopers.

J. Douglas O'Brien recently resigned as men's program secretary of the Greater Muskegon Y.M.C.A. He plans to locate his family in Grand Rapids, and while awaiting a call for service in the Navy, he will serve as industrial program secretary of the Grand Rapids Y.M.C.A.

1934
Mrs. Hilton Ux, formerly of 211 Burgham Dr., Kalamazoo, will instruct at Central Michigan College, Mount Pleasant, as substitute for Miss Frances Fitch, assistant of art, who has been granted a leave of absence. Mrs. Ux is the former Katherine Ardis.

The home of Mr. and Mrs. Lawrence H. Knooblin, Axtell Street, Kalamazoo, was the scene of a wedding May 1, when their daughter, Marion Barbara, became the bride of Cpl. Wayne J. Brinkert. Cpl. and Mrs. Brinkert will reside in California where he is stationed at Camp Haan.

1933
Mr. and Mrs. Robert Constandge, Englewood Pk., Kalamazoo, announce the birth of a daughter, Ann, April 28, in Bronson Hospital. Mrs. Constandge is the former Mary Gill.

Mr. and Mrs. Spencer Haines, South Dartmouth Street, announce the birth of a son, April 17.

1931
Mrs. and Mrs. Donald Pilaar, South Westnedge, Kalamazoo, announce the birth of a son, June 14. Mrs. Pilaar is the former Pauline Renne.

1930
Leonard L. Bestrom, who was superintendent of the Ravenna schools for four years, has accepted the superintendancy of the Brown City system for the next year.

1926
Dr. Arthur E. Secord, is on the faculty of the Brooklyn College in New York. Miss Frances Little became the bride of Emil J. Hoos at the home of Mrs. William Little, Kalamazoo, May 23. Mr. and Mrs. Hoos will reside in New Brunswick, N. J., where Mr. Hoos is an attorney and a member of the New Jersey judiciary.

1925
Mr. and Mrs. George MacDonald announce the birth of a daughter, May 31.

1923
Coach C. Leo Redmond has been appointed to direct a supervised summer playgrounds' recreation program for Muskegon.

Send alumni news items to Carl R. Cooper, Alumni Editor.