Industrial Engineering
Newest Curricular Advance; First Classes Next Fall

A NEW program in industrial engineering will be offered at the University next fall, marking another venture in education for this institution, although the inception of the program does not mean the addition of vast numbers of new courses or instructors.

"Because of the heavy concentration of industry in this area the establishment of such a program seems logical and wise," says President Paul V. Sangren, "and this particular type of engineering can be initiated with our present staff and physical facilities."

A study of the possibilities of establishing industrial engineering has been underway for some time, being a normal progression from the technical programs established more than twenty years ago. It was found that through the addition of three courses in applied mechanics, a curriculum could be organized comparable to those found in the best engineering schools of the country.

Already the University offers extensive work in such areas as mathematics, chemistry, physics, drafting, time and motion study, industrial management, quality and quantity control, electricity, metallurgy, etc.

Offered through the department of industrial technology of the School of Applied Arts and Sciences, the program will work along with other such four-year technical areas as industrial supervision, industrial distribution, air transportation, paper technology, automotive transportation and printing management.

Dr. John D. Russell, who has headed a Michigan Legislative study on higher education in Michigan, wrote in his published report: "It would seem that the development of an engineering school might well be considered at Western Michigan University because of the large volume of industry of a highly technical sort in this region, and also because of the foundation that has already been laid in the program of instruction in technology at this institution."

Dr. Sangren told the State Board of Education that the new program will begin next fall, with most initial enrollment from the freshman class. However, some sophomore and junior students may be admitted. At the present time some 300 students are enrolled in four-year technical programs, with another 200 pre-engineering students and 200 in two-year technical areas.

It will not be necessary to add any staff members in this field until the fall of 1960 when advanced courses in statics and kinetics, dynamics, and fluid dynamics will first be offered.

Again Western Michigan University exhibits its leadership among schools of its kind in fostering such developments for service to the youth of Michigan.
Dr. A. H. Nadelman, left, describes the complex operation of the new Louis Calder Paper Machine to President Paul V. Sangren. They are standing at the "wet end" of the machine. An overall view of the machine room is shown on page 2.

Do-It-Yourself Comes to Paper Laboratory

WHILE two preceding pulp and paper conferences on the University campus had been successful, it was the third such venture in January which soared into an outstanding presentation, attracting some 230 persons. A year ago about 75 participated.

Although the technical papers were of greatest interest to the paper industry representatives, two other items were of more concern to the university as a whole.

On Wednesday evening, Jan. 14, following an afternoon of technical discussion, a dinner and a speech, the group returned to the auditorium of the Paper Industry Laboratories building for the dedication of the new Fourdrinier paper machine, a $75,000 creation which will enable the paper technology department to manufacture a continuous web of paper at the rate of 500 feet per minute.

Bert H. Cooper, president of the WMU Paper Technology Foundation, presided, and in the course of his introductory remarks announced that an additional gift of $165,000 from the Louis Calder Foundation of New York would make possible the construction of an addition to the present paper laboratories and the equipping of this addition with a complete coating machine. There will also be included calendar stacks, dryers and color mixing equipment, giving the University one of the most complete instructional and research units to be found in the world.

Work is expected to begin at an early date, with completion set for the summer.

The Calder Foundation previously had made gifts of $30,000 for two laboratories and $75,000 for the Fourdrinier.

Louis Calder, president of the Foundation, has been associated with
of the concern. His local representatives are James Foxgrover and R. T. Trelfa.

In his brief dedicatory remarks, President Paul V. Sangren named the new Fourdrinier, the “Lou Calder Paper Machine.”

When finally placed in operation this spring the machine will produce non-coated, Fourdrinier papers of a wide range in weights and grades. It is designed to produce a 24-inch sheet at speeds up to 500 feet per minute, or up to a production rate of 230 pounds of paper per hour.

Dr. John A. Fanselow, associate professor of paper technology, spoke during the dedication, pointing out that the purpose for the paper machine and its auxiliary equipment is three-fold: to train WMU paper technology students, for student and faculty research, and as a service to members and to suppliers of the paper industry.

Dr. Fanselow said: “For their most gracious generosity we wish to pay recognition to the following friends who contributed to the assembly of these facilities:


“While neither large nor elaborate, this machine and its accompanying equipment contains the basic elements found in mill scale producing

(Continued on page 22)
Guideposts for Educational Travel

By Leonard C. Kercher

Dr. Leonard C. Kercher and Dr. Russell H. Seibert have learned much of foreign educational travel through ventures to England and the continent in 1951, 1954, and 1957. Dr. Kercher has consented to put forth herein some of their observations regarding objective criteria for educational travel in this article. For those looking ahead, Drs. Kercher and Seibert are planning a similar summer study tour in 1960 to England and the continent again. Interested persons may address Dr. Kercher for more detailed information.

So you are planning to take to the road for part of your college education. You want to travel and study, to see a bit of this country or the world and earn college credit all at the same time. That’s good! This writer is all for it, but his advice is to stop, look, and meditate before you sign for a particular study-travel course. Make certain that it is all that it pretends to be, that it has real educational merit, and that it will provide for you personally a significant learning experience. Otherwise you may be surprised to find how little of permanent value can come from so much expended.

No one, I suspect, can tell you with absolute certainty what you should buy. What is best for you depends much upon you—your interests, your needs, and your abilities. Moreover, there are many variables and some imponderables having to do with the study-tour itself—its purpose, leadership, learning resources, study program, membership, cost, organization, and management—that determine its value for you.

Out of a modest experience co-directing study-tours abroad over the past eight years, Dr. Seibert and I can perhaps offer you some helpful shopping hints. We can at least suggest some of the more important questions to ask, and in some instances, indicate the answers that we have come to prefer. From there it is yours to choose.

Programs, many and varied

Once on the look you will discover no dirth of offerings. Every tourist agency, it seems, and a whole host of its academic and professional cousins are in the act. You will soon learn also that there are tours, and tours among the wide and confusing assortment of study-travel programs available. They range from virtually out-and-out, touch-and-go, rubber-necking junkets to serious, well-planned, and well-executed study-travel courses for credit.

It is helpful we believe, to appreciate the difference between ordinary tourist travel and authentic educational travel. Although they are likely to overlap in some measure, they tend to be quite distinct in motivation and orientation. Tourist travel has, of course, a validity in its own right. It may well be a matter of simple pleasure and relaxing diversion—rewards of a delightful vacation interlude. The values obtained are generally those derived from casual sight-seeing and shallow cultural participation. Little else is desired or expected. Typically, the whole process is hurried and the resulting experiences and insights, relatively fleeting and superficial. While new outlooks and changed attitudes may result, these educational outcomes are usually incidental and quite limited.

Authentic educational travel, on the other hand, is oriented essentially toward learning objectives. It is planned with specific educational objectives in mind.

About the Author

Dr. Leonard C. Kercher joined the faculty of the University in 1928, and has been head of the sociology department since 1944. Following study at Western Michigan, he earned B.A., M.A. and Ph.D. degrees at the University of Michigan. He has been a leader in sociological research on the campus, and has appeared before in the News Magazine as a writer on foreign travel.
needs of the students in mind. Academic goals are central, not merely peripheral to the travel experience. A study-travel program worthy of the name will stress these educational values and will be offered as an integrated part of the academic program of an accredited institution of higher learning. Moreover, any college or university worthy of academic respect will make certain of the integrity of its study-travel courses and will make them available to qualified students as a part of the students’ over-all credit requirement.

Most study-tours aimed at students stand, no doubt, somewhere between these characterized extremes, combining elements of both in varying degrees. Some may smack of mere tourism, others may be weighty with intellectual grind. We believe that a happy and profitable combination of pleasant travel and serious study is possible and desirable. Study-tours can be great fun as well as significant intellectual and emotional experiences. Moreover, they can be organized and conducted so as to be worthy of recognized college or university credit, if that is desired.

Before you start to shop for a study-tour, it might be profitable to examine your own motives. What do you need or want most from a travel experience? What do you expect? If you are chiefly interested in vacation diversion—to see a bit of the Old World perhaps, attend a play at Stratford, tour the Trossachs, look in on the Louvre, poke among ancient ruins, relax a while in a gondola or on the Riviera, and dash from shop to shop along the way—then most any well-organized tour should satisfy your wishes. Few if any seasoned travellers would disagree with Montaigne, I suspect, that such travel can be a valuable experience in itself. To recognize and take advantage of the general cultural values of purely tourist travel is fine, if desired, but these should not be confused with the more exacting demands and achievements of serious study-travel programs for college credit.

If you are genuinely interested in advancing your college education, if you desire an educational experience likely to exert an enduring impact upon your intellectual and cultural growth, you will do well to seek out a carefully-planned study-travel program that gives promise of providing you a deeper and more organized and concentrated learning experience. What are likely to be your rewards? From our experience we are convinced that such a program can make a very beneficial contribution to the higher education of the able and conscientious student. It may, we believe, open up new avenues of interest and appreciation. It can clothe the abstractions of ordinary classroom experiences with new meaning and vitality. It can alter the untrue stereotypes that the uninformed are likely to hold about unfamiliar peoples and places. It can, on occasion, put the student next to valuable first-hand data, and can often provide fresh and penetrating insights into comparable problem situations and soc-
Ocean liner provides a pleasant, but slower, means of travel for 1954 Seminar

ial viewpoints abroad and at home. These, we believe, are some of the educational values that can be derived from properly conceived and conducted study-tours. If this is what you need and desire, our advice is that you search out an academically worthy program and join up. If on the other hand you want a carefree vacation, then join a tourist tour but don’t short-change yourself academically by expecting, or even allowing, a college to grant you credit for it.

But how, you ask, can one tell when a travel-study program is academically worthy and suited to one’s needs? This, as I have already indicated, is a difficult though very pertinent question, and one probably without any exact answer. It is complicated further by the fact that there is no indelible line that separates ordinary tourism from educational travel and no infallible marks of worth or quality that identify authentic educational travel itself. It is probably true, as Howard E. Wilson of the Educational Policies Commission of the National Education Association contends, that “There are many educational tours in which everybody has a good time, but nobody knows exactly what he has learned. There are other tours in which the intellectual content is high.” That is the crux of the problem which gave rise to this paper. Here is where the helpful questions and comments may help. However, before getting down to specifics, a general consideration or two.

First consider sponsorship

It is well in the beginning, we believe, to have a good look at the over-all sponsorship of any study-travel project in which you are interested. This in itself can be a fairly complicated chore. There are many fingers, for various reasons, in the educational travel pie today. Academically-oriented projects are frequently initiated by interested professors, academic departments, or specially appointed committees in American colleges and universities. Cooperative arrangements for the carrying out of a study program may then be worked out directly, or through an intermediary, with some institution of higher learning abroad such as Cambridge in England, Oslo in Norway, or Zurich in Switzerland. The study program may on the other hand be developed and carried through on an independent basis by such American sponsors with or without the assistance of a foreign representative. For their tour arrangements academic sponsors usually turn to one or more of the several commercial or “non-profit” travel organizations seeking their business. Here too, however, the sponsor may go it on his own, working out the tour arrangements himself.

There are, of course, other ways that study-tours get started and carried out. A number of travel organizations, particularly those specializing in student travel, are diligently at work actively organizing and conducting educational tours. These include such organizations as American Travel Company, American Student Tours, American Youth (Continued on page 17)
Is India Neutral? By Samuel I. Clark

Contested Kashmir is one of the most beautiful areas in India
TWO attitudes are developing concurrently in the United States which will be of importance in shaping the public policy of the country during 1959. One is a growing awareness that Soviet Russia is our equal or superior in certain areas of science. The other is a diminishing fear that Soviet Russia will disturb the peace of the world by a major war. These two attitudes are revealed in our reactions to the Russian moon rocket and to the visit of Anastas Mikoyan to the United States. Both in their way indicate that Russia still dominates the thinking of Americans. Soviet Russia remains the central concern of this country.

Other nations of the world perforce take a position in the minds of Americans second to Russia and are judged important as they relate to the “Russian problem.” Regardless how regrettable it may be, Americans do judge and will continue to judge international problems and foreign nations in terms of the cold war. Eventually history may determine whether this attitude of ours is a perilous obsession or the perceiving insight of a wise people. No matter how long or heated the question be debated, after a point it must wait upon the future when time will tell who was right.

It is therefore in the context of the cold war that we approach India and ask the question: Is India neutral? We mean by neutrality only one thing, neutrality between Russia and the United States.

In entertaining this question today, Americans have moved a considerable distance away from political attitudes of a few years back. A few years ago we asked non-communist states whether they were on our side; we now ask whether they are on no one’s side. I mentioned our growing awareness of Soviet success in science. This is causing us to weaken in our convictions of sure superiority over Russia. It is causing us to approach with more humility the uncommitted nations of the world. Their relevance to the cold war grows. This means that we are in greater need today of positive support from them, but it also means that we are less able to demand it.

I mentioned also that Americans are experiencing a diminishing fear of Soviet Russia. Russia will still occupy our minds but more as a curiosity and less as an enemy. One aspect of this is a reduced insistence in the country that the State Department press uncommitted nations to ally themselves with us and against the Soviet block.

Thus prudent necessity and calmer judgment combine to shape our present attitude toward uncommitted nations. They no longer must be on our side (although we would desire this). Suffice that they be on no one’s side.

The largest self-professed uncommitted nation in the world is India. Is she what she professes to be? Is India neutral?

Neutrality is understandable as a characteristic of action or as a state of mind. That is: a nation’s actions can be neutral or its attitudes can be neutral. Furthermore, neutrality of action or neutrality of attitude can result from an equality of involvement or an equality of non-involvement. To use a figure, a parent may be neutral toward two children by refraining from interfering in a quarrel between them or refraining from moral judgment about who is right; or a parent may be neutral toward two children by helping both equally or by making impartial moral judgments.

With this four-way understanding of neutrality in mind let us look at India. Certainly so far as actions are concerned India is neutral in the cold war. Her territory is being used by neither Russia nor the United States, she will sell products to both, what little military power she possesses is deployed to neither nation’s benefit but only to the annoyance of Pakistan. In actions India is neutral and it is the neutrality of non-involvement.

Can India be said to be neutral so far as her attitude is concerned? At this point it is necessary to ask: Who speaks for India? For the attitude of a nation must be expressed by someone. Clearly it is Jawaharlal Nehru who speaks for India. The dominant political parties of India stand behind him when he addresses the world and chorus a thunderous Amen. India is Nehru and Nehru is India in the conversations among states.

It is equally clear that if India be neutral so far as her attitude is concerned it is not the neutrality of non-involvement. Hardly a week passes without Nehru adding to his numerous pronouncements on the behavior of other nations. He is a man very much present in the world; he is determined to have India’s presence felt, and since India has no strength in the realm of action her presence must be entirely in the realm of attitude—of judgment, conscience and morality. India is far from being uninvolved. No state in the world equals her in moral presence and material importance. Indeed it is amazing how India under the leadership of Nehru has acquired such influence in the councils of the nations while remaining helpless as a military and economic power. Nehru in some respects is the self-appointed keeper of the conscience of mankind.

It is here in the area of moral pronouncement and judgment that the question really arises whether India is neutral. Is she neutral as a judge ought to be neutral? Does India stand devoid of strength but keen of conscience, like the traditional figure of justice, blind to parties, with an ear only to truth? Nehru has not led his nation into silence on the matter of the cold war. Unlike the policy of Washington (which Indians at times like to claim is the present policy of India), a policy which was that of no opinion on the quarrels of Europe, India has an opinion on every quarrel, a judgment about every international contention. Does this precocious moralism proceed without fear or favor? Does Nehru have an eye only to the just and the good or does he have an eye on other things? We must examine recent history.

In the Fall of 1956 two military actions developed in Europe and the Middle East almost simultaneously.
The Hungarian revolt broke out and was finally crushed by Russia. The Israeli, British and French attacked the Suez and Egypt, only to be drawn off eventually by the United Nations. American reaction to these two resorts to violence is well known. We vigorously condemned the Russians and worked manfully for the withdrawal of troops and eventual freeing of Egypt. In this we were ignored by the Russians and criticized by the Israeli, British and French. It is to be remembered that while Nehru was immediately vocal in his condemnation of colonial aggression in Egypt it was only after time and some prodding from keener minds in India that he complained about the Russian aggression. And while he was insistent that the status quo ante bellum be established in Egypt, no such similar insistence was shown by India in the case of Hungary.

Currently India is vigorously condemning France for her imperialistic war in Algeria. Nehru has made specific references to French atrocities there and has spoken up in defense of Algerian rebels condemned by French courts. It is difficult to find comparable complaints about atrocities committed in Russia or China (although, in Nehru’s favor, it should be mentioned that recently he criticized the executions of the Hungarian freedom fighters, General Pal Maleter and the ex-chief minister Imre Nagy).

Race relations in the United States have concerned the Indians for years. Their concern for the American Negro is considerable. They have no comparable concern for the peasantry of China.

The Salazar dictatorship of Portugal disturbs Indians very much. The Russian and Chinese dictatorships are for Indians uncontested facts, but then Portugal holds Goa on the West coast of India.

I was in India when Nehru conspicuously sent birthday greetings to Paul Robeson at the time he was being denied a passport to leave the United States. This action was obviously a protest against American policy in the matter. Fortunately (and correctly I think), Mr. Robeson has been given his passport and is now traveling abroad without harm to this country. However, Nehru has not protested the refusal of Russia to permit Russians to leave their country. Nor is he noted for his concern that Russia return prisoners of war to their respective countries.

The picture of India moralizing to the world is not that of a saint who chastises all sinners. It is more like that of a man who, coming upon a thief struggling with his victim in the street, chides them both for their unseemly conduct and the victim more for his noisier protestations. Finally to settle the quarrel he suggests that the victim’s purse be divided. This done the thief goes in peace commended for his good conduct while the victim, still protet-
The Introduction by Russell W. Fridley of the Minnesota Historical Society contains a lengthy, informative survey of the background of the author and his subject. Kohl, a German scientist and historian, traveled extensively in Europe and America. In his later years he served as librarian in Bremen, the city of his birth. Just one hundred years ago (1859) this book was first published in Bremen, Germany, and a year later the English edition was published in London.

*Kitchi-Gami,* the Ojibway name for the Great Lake or Big Water, is the first-hand account of the author's travels with various bands of Chippewa or Ojibway Indians along the south shore of Lake Superior. Besides his own experiences and observations, Kohl had available for study and comparison the *Algin Researches* (1839) by Henry Rowe Schoolcraft and Longfellow's *Hiawatha* (1835).

He attempted to avoid the stereotype and painstakingly attempted to record as faithfully as possible what he saw, heard, and felt. He wrote clearly and understandably of the customs, superstitions, ceremonials and way of life of the Indians.

*Kitchi-Gami* is one of six books coming from the author's studies and travels on the North American continent. Thomas W. Field, collector and authority on books about the American Indian says, "... the eminent German traveler, Mr. Kohl, has given one of the most exhaustive and valuable treatises on Indian life ever written."

Kohl was fascinated by the new world he had entered, by the Indians, voyageurs, missionaries and fur traders. The sustained popularity of *Kitchi-Gami* through a hundred years is due largely to the author's power of description. "He writes with feeling and grace, evoking powerful images and painting vivid word pictures." Through this talent he was able to carry his reader with him whether he was dramatizing the immense influence of the pipe on the Indian's way of life; or witnessing the terrific initiation ceremony and power of a Mide-winwin; or the building of a birch bark house; or the making of a canoe; or the brewing of spruce beer; or many other aspects of Chippeawa life—religion, food, crafts, sports, dress, music, hunting, picture writing, family life, etc., etc.

The author was an excellent storyteller himself and he was much impressed by the Indians' narrative ability. His own ability to listen enabled him to catch much of the rich pageantry of Indian life, it being as he realized, permeated by magic and spells. "He gives countless examples of Indians' affinity with and dependence on the world of nature, and of their reverence for the sun, the forest, the water, and the animals."

The book contains no pictures except a few symbolic drawings and no index but it does have a detailed table of contents which can serve as a poor and tedious substitute for an index.

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**Vein of Iron**


Pickands Mather has for 75 years been one of the stalwarts of the Michigan and Minnesota iron min-
ing developments. During this time they have been among the leaders in producing iron ore and in carrying it to the lower lakes' areas for processing.

The story of many of the Pickands Mather leaders is the thrilling story of the growth of this area in world importance, and in the dynamic outpouring of iron mines. Their stories are those of woodsmen, miners, geologists, ship captains, owners, financiers. They were often rough and ready pioneers, but with a touch of genius thrown in.

Mr. Havighurst, a member of the English faculty at Miami University, has long been interested in the upper lakes area, and in this book portrays a straightforward story of the Pickands Mather combine. However, there is little that is critical in the book, and perhaps therein lies its weakness. While he is not critical of Pickands Mather, neither is he critical of the competing firms.

The News Magazine for Fall 1958 contained an interesting article entitled Debate Marks 30th Anniversary. But the article contained an historically inaccurate statement when it stated, "Debating actually began at Western in 1921."

When the writer enrolled at Western in 1913 there were two literary societies. During the fall of 1913 several Normal men felt that a debating society ought to be organized. The sense of urgency with respect to the need of a debating society grew as the fall passed. The upshot was a meeting in which some of the Normal men met and organized a society. At the organization meeting officers were selected and a committee was chosen to draft a constitution and bylaws. The present writer was appointed chairman.

In due course a constitution and bylaws were drafted. At the meeting which passed on the drafts of these documents, some amendments were enacted by the members of the club. One amendment was with respect to the name. The committee had felt that the society should be called the Western Normal Debating Society and had so provided in their draft of the constitution. But the majority of club members felt otherwise. They felt that the society ought to be named after, and in honor of, one of the beloved faculty members who had given much aid and counsel to the men who desired a debating society. And so the name of the society became the Hickey Debating Club.

T. Paul Hickey, whose name was adopted for the club name, was a teacher of history, political science and sociology at Western.

The bylaws provided that each meeting of the club should be conducted according to the rules of parliamentary law as enunciated in Robert's Rules of Order. The consequence was that not only were meetings conducted on the basis of those rules of order but at many meetings, if not all meetings, the club engaged in parliamentary drill. At each drill a different member, on a rotation basis, presided. The members in their seats, many of whom had diligently studied the text by Robert, did every thing possible to entangle the presiding member in the meshes of parliamentary procedure so that the officer would become stumped.

New Alma Mater Sought in Contest

The idea of writing a new pep song and alma mater is not a "fly by night" idea. Neither is this intended to be just another contest. Professional song writers could have been hired to give us an appropriate pep song and alma mater, but it was decided by Student Council that this is something that should come from within the University itself, from the alumni, faculty, administration and students.

This is your invitation to write the lyrics for the new W. M. U. alma mater and/or pep song. Please follow the simple rules printed below.

Members of the faculty and student body have been chosen to judge the entries. The judges will select the top three alma mater lyrics and the top three pep song lyrics. These six entries will then be published in the Western Herald. From these entries, the student body will vote and select the best alma mater entry and the best pep song entry.

The winning alma mater entry and the winning pep song entry will receive twenty-five dollars each. The contest will then continue during the 1959 fall semester with the writing of music arranged to suit the winning alma mater and pep song lyrics.

RULES

1. All students, members of the faculty and administration, and alumni may enter the contest except those serving as judges.

2. The first step of the contest will be confined to lyrics only. The lyrics must follow a definite rhythmic pattern. Type or print your entry, name and address on plain paper.

3. Send as many entries as you like to: Miss Lucille Kately, 814 Gilkison Ave., Kalamazoo. Entries must be postmarked not later than midnight, May 15, 1959. No entries returned. All become property of Western Michigan University. The judges reserve the right to reject any or all entries.

4. Prizes will be awarded as listed elsewhere. Entries will be judged by members of the faculty and student body, on the basis of originality, aptness of thought, and sincerity.
The *Kalamazoo Normal Record* of March 1914, commented concerning the newly-organized club:

"Along with the general growth and advancement of the Western State Normal, it has been considered well to further promote the interest in literary efficiency. With this end in view, sixteen men of the Normal met on December 10, 1913, and organized what later came to be called The Hickey Debating Club. At the first meeting in President Waldo’s office, H. H. Fuller was elected president, A. C. Bowen, C. E. Wickers and T. P. Hickey, constituting the committee to make general arrangements for the programs. The second meeting proved that it was the intention of the members to insure the permanence of the organization, as the time scheduled in the program was consumed in considering the report of the constitutional committee. The same spirit of thoroughness and interest has been manifested in each of the subsequent meetings.

"The principal object of the club is to promote a greater interest in current education and political questions, and to promote the individual member’s ability to discuss these problems comprehensively and temporarily. The spirit of the club, it is hoped will be an unbiased attitude toward the merits of constructive argument as presented by each speaker. It is much more earnestly hoped that a keen argumentative spirit will dominate the club as a whole, that each member may become able to see all sides of a question, and with equal ability, be able to defend logically his position not only in the Debating Club but also in the class recitations, in social gatherings or wherever there are questions to be settled."

Of Normal men whose individual pictures appear in the 1914 *Brown and Gold*, the following were credited with membership in the Hickey Debating Club: Judson Hyames; W. Clyde Huff; John Hoyt; James C. Donovan; Dorr Wilds; Alton C. Granger; Albin D. Granger; Robert J. Sage; Raymond Jones; Paul Snauble; Hugh A. Slater; Forrest Bowers; Merlin J. Loew; Fred W. Stuck, and Leonard Mniece.

James O. Knauss, in *The First Fifty Years*, p. 142, stated, "The distinction of being the oldest national Greek letter social organization on campus as well as the oldest in its beginning belongs to the fraternity Sigma Tau Gamma. It was installed in 1940, thus antedating the second oldest by seven years. However, the group had a long history of almost thirty years before this time. It had its origin in 1913 as the Hickey Debating Club, named after Paul Hickey of the history department. At the beginning of 1911 its name was changed to the Forum. In 1933 it became Phi Sigma Rho, one of the very earliest Greek letter organizations."

Knauss asserts that debating and oratory were the earliest of student speech activities that made their appearance at Western, "being almost contemporaneous with the opening of the school, during the fall term of 1904, when two literary societies were organized, "The Riley for men and the Amphictyon for women . . .

**U. S. Supreme Court Backs Attorney**

Carl L. Rhoads ’38, Ecorse attorney, is justly proud of the role which he played in a five-year court fight to free a client from Alcatraz prison, where he had been placed following a life sentence for a murder committed in 1949.

Final victory in the law suit came in a January decision, 6-2, by the U.S. Supreme Court.

Rhoads is a lieutenant colonel and judge advocate for the 5439th Army reserve area service unit at Fort Wayne, Detroit.

After graduation Rhoads had been a field assistant for the Social Security Board in Kalamazoo, and then following World War II entered the law school at Wayne State University, earning his degree in 1951.

These societies had regular meetings with programs which consisted largely of debates and declamations . . . A third society, The Normal Literary, open to men and women, appeared in October 1906, and continued to function until about 1917 . . . The Amphictyon Society opened its membership to men in 1911 and remained active until 1917."

It is historically accurate, then, to assert that debating began at Western almost at the opening of the school in 1904. It seems wholly inaccurate and false to assert that debating began at Western in 1921. By 1913 debating had become the chief feature of one club. By 1921, four debating societies had been formed, and interclub debates began not later than 1918.

—S. Forrest Bowers

**Editor’s Note:** The reference made by the editor in the previous issue of the *News Magazine* was in regard to intercollegiate debating. However, as this was not carefully defined, it is a pleasure to have received this contribution from Mr. Bowes and to have been able to include it in this magazine.
Background
for
Praise

Lawrence J. (Larry) Brink discusses the operation of a piece of print shop equipment. He directs the production of the NEWS MAGAZINE and all other work handled by the University Print Shop in the Industrial Arts building.

Dick Hamelink, pressman on the Miehle 29 unit, examines a sheet. On this machine most of the inside of the NEWS MAGAZINE is printed.

THIS is a story about our magazine.
Perhaps is should be entitled a tribute to those who put it together and make it appear as it does—the unsung heroes of the university's print shop.
Our magazine has come in for a lot of attention lately, with many of the comments leveled at the covers we have been producing. At the recent winter meetings of the Great Lakes district of the American Alumni Council in Chicago the praises were many, and this editor did not tire of hearing about them!
But it made him realize that some comment on the origins of the magazine are long overdue.

Much of the credit for the outstanding appearance must go to L. J. Brink, who is listed on the inside front cover as the publisher, and under whose direction it is produced in the print shop in the industrial arts building. Without his guidance and his willingness to try new things the magazine we now have would not be possible.

A couple of years ago President Sangren gave the "go-ahead" to four-color covers, a development relatively new in alumni publishing. As far as we can determine, we are the first midwestern magazine from any size school to use a four-color cover, the first having appeared on our May, 1956, issue.

Michigan State University followed very soon with such covers as a regular feature. We skipped an issue and by November of that year were in regular production. We have missed only one process color cover since that time—for budgetary reasons.

At first we used a letter press method of printing our covers and were generally successful, although the editor must confess to learning a lot about cover production in that period. But mounting costs quickly posed a problem and it seemed unlikely that we would be able to continue such covers very long.

By February, 1958, money was short and in May we were back to one color and black on the cover.

At about this time the print shop acquired a Chief 20 offset press and Brink and the editor discussed at some length its capabilities and the chances of using it to print three-color offset covers for which necessary color separations could be secured commercially for under $100.

(Continued on page 22)
Gridders Raise Conference Standing; Coleman Outstanding, Back as Senior

Br onco gridders took a giant stride in the 1958 season toward their goal of being a representative team in the Mid-American Conference. They climbed from within the shadows of the conference cellar by posting a league mark of two wins, four defeats to gain a fourth place tie with Ohio. It was WMU's highest league finish since 1954 when the Broncos had a 3-4 conference mark.

Finishing the season with four wins, five losses overall, Coach Merle J. Schlosser can now look forward to next season when his rebuilding plans should start to pay off. He should have a nucleus of twenty experienced lettermen returning. And from within this group, thirteen have won two letters. A veteran can be utilized at each position.

Western was upset in the opener by a highly-charged Central Michigan eleven, 33-32, although Western's top star fullback Lovell Coleman alone outgained the Chippewas total offense when he rushed for 282 yards to set a new WMU single game rushing record. WMU more than doubled Central's offense in the game, but lost it when the last run for the extra point failed in the closing minutes.

Western was also upset in its homecoming contest by Toledo. After leading 6-0 at the end of three quarters, and with Coleman out of action the last half due to a bruised hip, Toledo scored three times in the final period to pull the 21-6 upset.

But the Broncos had their high points of glory in the season, too, gaining upset wins over highly-regarded Marshall at Huntington, W. Va., and Ohio University at Kalamazoo. WMU attendance reached its highest mark in several years. The Broncos played before a home crowd of 15,300 (Central Michigan) and totalled over 64,000 for the nine-game home-away schedule.

Coleman, a half-brother of WMU's great Horace (Hap) Coleman of the early '40's, gained strong support for both the little All-American and the Football Writer's (Look Magazine) All-American teams. He was simply sensational. The Hamtramck junior scored fifteen touchdowns and ran two extra points for a new school record of 94 total points. He carried the ball 143 times for 1,068 yards rushing or an average per try of 6.02 yards, another record at WMU. He had six punt returns for 143 yards, an average of 23.8 per return, which included two touchdowns and a run of 70-yards. He had eleven kickoff returns for 317 yards, an average of 28.8 per return; this included two touchdowns and runs of 85 and 100 yards. He was one of the nation's leaders in scoring, rushing, and kickoff returns.

Superb performances were also turned in by four seniors: tackle Bill Watkinson, halfback Bill Taft (who gained a starting berth at mid-season), guard Jack Krueger (a team co-captain along with center Jim Eger, also a senior), and fullback-guard Bill Karpinski who also doubled as a top linebacker. The quartet will be sorely missed next season also with seniors Paul Schutter, tackle; Roger Avers, halfback; and Charlie Karpinski, tackle and extra point kicker.

Jay Roundhouse, junior, and Chuck Mac Donald, sophomore, were the starting ends. Both will return along with sophomore Jim Woehler as letterwinners. Top returning tackles should be juniors Dave Brueck, Ted Binkowski, and Dale Dittmer. Three lettermen guards will be back. They are Dick Olmsted, Rich Jeric, and Clarence Cheatham. Three lettermen centers should be back. They are Leroy Repischak, sophomore, and Ted Nixon and Bill Pappas, juniors.

Coach Schlosser doesn't lose many backs. All the signal callers should return. They are juniors Jim Kolk and Bill Bolm, and sophomores Carl Younkind and Wayne Davison. Returning letterwinners at halfback will be junior Fletcher Lewis (also a defensive standout); sophomore Lloyd Swelnis, and junior Jesse Madden (who is certain to move to quarterback to help run Coach Schlosser's projected Split-T offense for next season).

Senior Joe Grigg, a top letterman for two seasons with WMU, was lost after the opener with a bruised kidney and was unable to compete after the injury. He was missed very much.

The squad elected Olmsted and Lewis as next year's co-captains.

The football picture ahead for WMU is much brighter indeed! With the addition of several top candidates off Coach Tom Slaughter's unbeaten frosh team, and with twenty returning lettermen, next season's outlook is most encouraging.

1958 results:

Central Michigan 33, WMU 32
Miami University 34, WMU 20
WMU 30, Marshall, W. Va. 24
Bowling Green 40, WMU 6
WMU 34, Washington (St. Louis) 2
Toledo University 21, WMU 6
WMU 21, Ohio University 14
WMU 33, Western Reserve 0
Kent State 32, WMU 6
To be selected as one of Detroit’s high school coaches of the year is an honor for any coach, but when that honor is accorded twice in the space of half a dozen years it is most unusual and is significant of a coaching record of far more than ordinary achievement.

That is just part of the honor that has come the way of Harry Collins, Western Michigan graduate in 1940, after he had played a lot of football as both a tackle and end for Mike Gary, in 1937, 1938 and 1939. As might be expected of a fellow who could play both of those difficult line assignments and do a good job of it, Harry R. Collins had to be a rough and ready guy, able to take it as well as “dish it out,” as the saying goes.

Culminating thirteen years of football coaching in all, Collins at the end of the past football season was accorded the Detroit high school “Coach of the Year,” an honor that was also accorded to him in 1952 when his team had a seven game won and one game lost record and won the Detroit East Side championship.

This past season Collins’ team won six and lost one to become co-champions of the East Side Metropolitan League.

Collins has had a wide and colorful career including several years spent with Uncle Sam, during World War II. In 1941 he was taken into the army in the first draft drawing and was assigned to the 32nd Red Arrow Division.

In 1942 Collins was commissioned a second lieutenant at Fort Benning and was assigned to the Schofield Barracks, Honolulu, Hawaii, where for the next two years he was the
post athletic director, coordinating the athletic program for 75,000 troops. After two years there Collins was assigned to the 111th Infantry in 1944 on the Pelieu Islands.

Collins, who gained his Master's degree at Wayne, after leaving Western Michigan, returned to Detroit where he was assigned to Detroit Eastern high school, and he has been the football coach for the past thirteen years. In addition to that, Harry has coached basketball for eight years, track for four years and has coached tennis and golf for three seasons each.

Harry, has two sons, aged 12 and 9 years.

During the summer vacations he is a director at Camp Hiawatha, which lies in the heart of the Huron National Forest.

PICTURE CREDITS

BEST IN WMU HISTORY
Only NCAA Title Eludes Greatest Cross Country Team

WESTERN'S cross country team under Coach George Dales had the best season in the institution's history. Winners of the Michigan AAU championships, the Mid-American Conference, the Central Collegiate Conference, and unbeaten in regular season meets, WMU's great harrier squad finished second in the NCAA run held Nov. 24 on a snow-covered four-mile course at Michigan State University.

The Bronco's second place NCAA finish ranks alongside baseball's second place finish in 1955 as the school's highest points in collegiate athletics. And, but for the misfortune of illness to WMU's number three runner, Ron Hopkins, Western probably would own the national title.

Michigan State, eventual team winner of the 1958 NCAA run, was humbled only twice during the season—and both times by Western's runners. Western toppled the Spartans in the Michigan AAU championships, then repeated with a close 27-30 dual victory a week later. Therefore, MSU (Big Ten and ICA-H champions) and WMU (Mid-American and CCC champions) were ranked as favorites to take the coveted NCAA championship.

Running in strong wind and below freezing temperature, Michigan State captured the NCAA title with team place finishes of 1-5-10-25-38 for a 79 total. MSU was paced by the individual champ Crawford Kennedy. Western Michigan netted second on team place finishes of 3-6-22-30-43 for a 104 total. WMU runners, in order of finish, were Art Eversole, Monroe junior; Jarrard Ashmore, Griffith, Ind., sophomore; Dave Redding, Ft. Wayne, Ind., sophomore; Sheridan Shaffer, Holland junior; and Larry Taylor, Benton junior. Next (but not counted
in team scoring) were Jerry Boci, Detroit junior, and Ron Hopkins, Lansing sophomore.

Top individual Bronco star during most of the season was Eversole. Certainly one of the nation's outstanding distance runners, he won the CCC and MAC individual titles and was a favorite for the NCAA title. In the latter he finished third in a field of 108 starters. Eversole was consistently under twenty minutes on four mile courses and posted his best time of 19:31 in a triangular at Milwaukee against Indiana and Marquette Universities. Eversole was individual champ in the Notre Dame septangular and was third in the Michigan AAU run.

Pressing Eversole throughout the season was Ashmore, another of the country's top distance stars. Ashmore was never lower than third place in any of the season's races except the NCAA run in which he was eighth. Ashmore's best time was 19:46 at the Milwaukee triangular, his third time under twenty minutes. Ashmore was individual winner in the Central Michigan dual, the Michigan AAU, and the Miami-Bowling Green triangular meet.

Coach Dales doesn't lose a man off this fine squad. All should be back. And with some help from this year's fine frosh squad, perhaps the 1950 WMU cross-country team will record a perfect record.

In posting the record for 1958 as listed below, keep in mind that the team with the fewest points is the winner in cross-country.

WMU 18 Central Michigan 40
WMU 27 Michigan State 30
WMU 21 Miami 45, Bowling Green 63
WMU 23 Notre Dame 41, Michigan 88, Bowling Green 119, Central Mich. 116, Loyola 121
WMU 15 Ball State 44
WMU 26 Indiana 42, Marquette 64
MAC—WMU 22 Michigan 56, Bowling Green 64, Kent State 108, Ohio 116
CCC—WMU 23 Notre Dame 40, Drake 73, Marquette 88, Valparaiso 136
NCCA—Michigan State 79, WMU 104, Army 111, Notre Dame 114, Iowa State 126, Kansas 144, Indiana 173, Iowa 202, Arkansas 239, etc.

Guideposts for Educational Travel

(Continued from Page 5)

Abroad, American Youth Hostels, Inc., Association of Academic Study Abroad, Brownell Tours, Bureau of University Travel, Catholic Youth Travel Office, Columbia Tours, Inc., Drewes Tours, House of Travel, Institute of Academic Travel, Inc., Intercolligate Tours, Laborde Travel Service, Marsh Tours, Midwest Tours, National Student Association, Scandinavian Student Travel Service, S. I. T. A. (Student International Travel Service), S. T. O. P. (Student Travel Overseas Program). Study Abroad, Inc., University Travel Company, Wells Tours and Wynn Tours, for example. A complete and accurate listing would be difficult and would go beyond our function here. The inclusion or the omission of any organization from the foregoing list has no bearing on the quality of its student travel projects or services. Most of these organizations offer a number and variety of study-tours. Together they cover a wide range of academic interests including among others, anthropology, art, business and commerce, economics, education, engineering, geography, history, journalism, languages, librarianship, literature, medicine, music, political science, religion, and sociology. In the case of a number of these study-tours, arrangements have been worked out with institutions of higher learning so that college credit can be earned. Many are offered as non-credit, student or educational tours.

There is a variety of other types of organizations either actively organizing and conducting study-tours or giving strong promotional and service assistance to this thriving enterprise. Among these are certain professional bodies such as the American Federation of Teachers and the National Education Association, certain religiously-oriented groups such as the American Friends and the National Y. M. C. A., some transportation companies—Trans World Airlines and Pan American Airways, for example—and a number of national embassies and national tourist associations in this country. The Council on Student Travel, an association of fifty-seven member organizations, including twenty academic institutions interested in educational travel, is concerned primarily with providing transportation and other travel services to its members and to others who request them.

The profusion of study-tour offerings under such varied sponsorship makes intelligent evaluation and choice difficult, to say the least. Sponsorship, moreover, is but one of several factors making for the worth of a project. At most it can be but a limited index of merit, and certainly worthy study-tours are no monopoly of any one type of sponsorship. The sponsor is nevertheless important and you might well ask these questions about him.

1. Has the sponsor a good rating and reputation for financial responsibility? You will not welcome unexpected hikes in charges. Neither will you like being stranded in some remote spot with a financially irresponsible or pinch-penny sponsor if an unforeseen emergency throws the tour budget out of kilter. Our group was unexpectedly delayed twelve hours on take-off from Paris recently. The chartering airline in firm support of our sponsorship spent upwards of an extra thousand dollars in making that delay comfortable and profitable for our group. Check the financial rating and reputation of the sponsor.

2. Does the sponsor have experience in organizing and conducting study-tours? Know-how can iron out a lot of abrasive spots that are bound to arise in any tour adventure. It can also do much to add to the effectiveness of the study program. Check on experience as a significant but, of course, not all-important factor.

3. Does the sponsor have a good reputation for making full delivery on his promises? Nothing is quite so annoying as cutting corners on desirable facilities and needed services.

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Ask those who are most likely to know about this, his former clients.

4. Is the sponsor one who is most likely to provide recognized academic credit, if that is desired? Ordinarily this can best be assured if the course is sponsored directly or indirectly by a college or university of high academic standing, and if it is recognized by the institution as an integral part of its regular credit offerings.

**Examine the sales pitch**

Now to another general consideration. Some idea of the nature of a particular study-tour and of its value to you might be gained by examining its promotional and informational literature. Here you should find some clues as to the value orientations of the sponsors and leaders. Is it primarily scenes and sensations or the values of serious study that they are interested in? Examine the sales pitch and read the fine informational print.

Are you promised in considerable profusion “memorable drives” down the Rhine Valley and over Alpine passes, “unforgettable visits” to lovely cathedrals and ancient castles, “moonlight dancing” at the fashionable Lido, “breathtaking views” of white-capped mountains, “unbelievable” bargains in Florentine leather, linens, jewels, and ceramics along the Ponte Vecchio, sunbathing on the Riviera, and relaxed “dining at fascinating coffee houses and superb restaurants with piquant dishes”? Do there seem to be endless trips in the offing through “exciting” casinos, “historic” museums, and “prehistoric” caves, or endless attendance at “famous” operas, “magnificent” concerts, “picturesque” bull fights, and “ancient” beer halls? If these sorts of phrases and promises dominate the promotional literature, they will, no doubt, warm the heart of the publicity agent, but they should be a dead give-away to the serious student of what not to buy if he wants a deeply significant educational experience worthy of academic credit.

**Getting down to specifics**

Turn now to the informational releases. Do they set forth in detail the over-all itinerary? Do they spell out the objectives of the study program? Do they outline a course of study, a series of lectures, a list of related field trips, interviews, or other significant learning experiences? Do they indicate the qualifications of the tour leaders, lecturers, and other resource persons engaged in instruction? What is said about credit, costs, admission qualifications, course requirements, tour arrangements, and the like? If information on these and other matters is not spelled out in tour publicity you will do well to request it by letter. Other good ways to supplement it, and to get a feel for the intangibles of personality and leadership qualities involved will be to have face-to-face conferences with the tour leaders. Former tour members, if they can be contacted, provide another valuable source of tour information. All these should be fully exploited if you really want to know what you are buying.

What should you look for? What questions should you ask concerning the specifics of the study-tour? I shall raise what we believe to be key questions under three broad aspects of course planning: 1) over-all course arrangements, 2) the academic program, and 3) membership eligibility and group make-up.

**Course arrangements important**

Here we are concerned whether or not the project as a whole is well conceived and carefully planned. Loose, ineffective planning at the outset can generate many headaches later on for students as well as for tour leaders. What questions should we ask, then, on over-all course plans?

1. Is the itinerary as a whole well laid for achieving the educational goals of the course? Does it provide sufficient time in one, or more, places for a study-in-depth of some significant area of human experience? Or, does it instead require the tour group to flit from point to point, reminiscent of a humming bird under stress. Practices between tour projects differ widely, from keeping the group in one place for a period of weeks to more or less continuous touring of several countries. From our experience we believe it preferable, if the selected study areas and objectives at all permit, to provide for a continuing period of four to six weeks in one location for carrying on the study program. Otherwise, much interest and much energy are dissipated in mere mobility. It has been our practice, for instance, to break our ten-weeks' period abroad into a period of approximately six weeks for academic study in England, followed by a four-weeks' sight-seeing tour of three or four continental countries. Planned side trips and individual free time take up about ten days of the English period. Our students have liked this rather clear-cut separation of the study period and sight-seeing tour.

2. Do the tour leaders appear to be well qualified? Is there evidence of good organization and leadership ability? What training and experience have they had in conducting similar study-tours? Are they familiar with the geographic area to be visited? Are they approved by the college authorities or competent in the field under study? Do they appear to be agreeable and personable individuals to work with? Do they answer your letters promptly and your questions frankly? Effective tour leadership is extremely important to the success of a study-travel program. Be wary of projects under leadership which gives evidence of inefficiency.

3. Are transportation and travel arrangements being handled by reputable agencies? There are several commercial as well as “non-profit” travel organizations that can provide first-rate travel services. Student ships are slow but otherwise quite satisfactory, and usually there is no alternative way of ocean travel for groups of any size. Chartered flights by chartering airlines are also satisfactory and generally more economical than lowest scheduled rates. The land accommodations can vary widely. Top-rated hotels and restaurants are not worth what they cost to the average tour member. We have
found second-class accommodations entirely satisfactory and give one much more of the flavor of the country itself. First class hotels are more likely to be inhabited by your own countrymen. Check the accommodations that are promised in your tour information, especially if such matters concern you greatly.

4. What will and should the study tour cost? Are total costs clearly indicated in tour information or are there hidden and obscure items of cost? Are tuition, shipboard tips, all meals, admission fees, baggage handling, for instance, covered? Does the over-all cost appear to be in line for what you are promised? This is difficult to determine because of varying cost items, but the comparison of costs for roughly similar study programs and tour accommodations and inflated fees that have little relation to the academic worth of the program for you. In any decision on costs your own ability to pay is obviously an important consideration. Don’t hesitate to shop a bit.

5. Are other travel details adequately and promptly provided for? Are clear instructions forthcoming on passports, visas, international health certificates, insurance protection, suitable clothing, travel gear, and the like? Perhaps none of these are terribly important in themselves, but prompt instructions on handling them is one mark of good organization and leadership. To have the information in good season will also add to your own security and pleasure in preparing for the tour.

Study program central

The academic program is, after all, the meat of an educational travel course. Without a worthwhile study-learning experience it is a skeleton without flesh. You should therefore carefully examine the project for clearly stated educational goals and for evidence of a well-organized and well-administered program for achieving them. You will do well to ask at least the following questions in evaluating the worth of a particular study-tour for you.

1. What are the stated educational goals of the course? Do they appear to be well-conceived and sufficiently delimited as to be within reach of reasonable attainment? Courses that purport to survey the culture of half a continent, or study “art through the ages” are likely to wind up studying nothing very deeply or meaningfully. Is the course focused in a field of study and on objectives that are within effective range of your interest and abilities? Do course objectives allow reasonable leeway for satisfying your individual interests and needs? Does the course provide a pattern for individual as well as group study, if desired? We believe that most students can and should profit from such flexibility. Is opportunity provided for supplementing the formal study program with worth-while periods of relaxed sightseeing and pleasure? The old adage of “all work and no play...” holds here, too.

2. What is the content of the course? Is it clearly indicated in the tour information? Does it seem intellectually significant to you? In what area of subject matter or human experience is it centered—art, education, history, politics, social problems, religion, or what? At what academic level are the content materials and the instruction aimed essentially, freshman-sophomore, junior-senior, graduate, or post-graduate? What is the proposed scope of treatment of the subject area? In art, for instance, is it “Flemish Painting,” “Gothic Architecture,” “Art of Western Europe,” “Art through the Ages,” or what? Is the approach one which involves a study of some depth, or essentially a superficial survey of some subject area? Carefully considering the course in the light of these questions do you find the subject matter content, and the level, scope, and depth of its proposed treatment well suited to your needs and abilities? Do you possess the interest, intellectual curiosity and alertness, academic background, language and special skills or talents, physical vitality and whatever else it takes to participate profitably in the project. Here, even more than on campus, your aptitudes and abilities should reasonably match the requirements of the course.

3. What are the academic requirements? Are these made clear? Are there recommended and/or required readings to be done? If so, when? We believe both are desirable in most study-tour projects over a six month period prior to take-off. You cannot possess too much background information we are certain. Is written work required, such as subject papers, project reports, or reading reports? If so, are they required of all tour members, and when are they due? Insist upon clear instructions on any such requirements. We have required subject papers of all graduate members, due three months after return. Are examinations required over the subject materials studied? If so, what kind and when will they be given? We require them for all students enrolled for credit.

Answers to the foregoing questions will and, no doubt, should vary with projects. Many, especially non-credit educational tours, require little or no formal study and little or no evidence of academic achievement. Travel-study courses offered as integral parts of a college academic program and offering recognized academic credit are more likely to spell out substantial requirements. We believe they should. Your experience and your credit are both more likely to be worth while, other things being equal, we are convinced.

4. What is the nature of the overall instructional program? Is there an adequate program of orientation lectures designed to prepare students for making the most of their study-tour experience? These can be very helpful. Are there regularly scheduled periods for organized instructional-lectures, planned discussion, audio-visual presentations, guided museum studies, or others? How close does the instructional program as a whole approach the usual on-campus norm for academic work of fourteen clock hours of scheduled instruction

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for each semester hour of credit earned? From our experience we believe that it would be very difficult to convey or acquire significant insights into experience on study-tours without setting aside substantial blocks of time for organized instruction. Dr. Seibert and I would be reluctant to recommend any travel-study course for credit that failed to do so. Are opportunities provided for taking advantage of informal learning situations such, for instance, as visits to institutions, interviews with knowledgeable people, visits in homes, other person-to-person contacts, attendance at cultural events, individual browsing, and the like? One can learn much about a people and their culture this way, especially if such experiences supplement a formal study program.

5. Who provides the instruction? What role do tour leaders play in it? Do they appear to be well qualified in training and experience for their instructional roles? Are foreign lecturers used? If so, what are their qualifications, and how are they selected? Are they from the academic world or from the world of practical affairs? In our case, we have always drawn our lectures from both sources and feel that doing so has given us a better balanced program of instruction. The important point is, that from wherever they come they should be at least as well informed and as well qualified otherwise to instruct on the subjects assigned as on-campus instructors. Beware of projects serving up typical tourist guides as instructors, or typically guided tours by them through museums and what not, as sound instruction.

6. What about academic credit, if offered? Must all tour members enroll for credit, or are non-credit students accepted? How many semester hours of credit can be earned? Is it available at the graduate as well as the undergraduate level? In what academic field or fields can it be credited? Is it fully recognized by the institution of higher learning associated with the study-tour and by appropriate academic departments in that institution? Can it be transferred to other institutions if you need to do so? Is it what you need and want by way of credit in the first place?

If you need and want credit you should assure yourself that the credit offered is authentic, recognized, academic credit that you can use when and where you need it.

Eligibility and group make-up

Here we are concerned chiefly with the standards used in the selection of tour members and in the character of the group likely to result. At minimum, these standards should be equivalent to those required for admission to regular on-campus courses. At best, they should give reasonable assurance of the selection of tour members with demonstrated interest, competency, background, and general suitability for effective participation in the study-tour program. The make-up of the tour group resulting from the selection standard applied could significantly affect your enjoyment of the study-tour and its value to you. Moreover, these requirements determine, in part at least, your own eligibility and chances for admission. You would do well, therefore, to size up the matter of student selection and group composition as best you can before choosing a course.

1. What academic level and background is recommended or required for admission? Are graduate level as well as undergraduate students admitted? Is some minimum background in the subject area covered required—in art, architecture, history, music, biological sciences, literature, or the social sciences, for instance. What you can contribute academically to the learning experience, and what you receive from it through interaction within the group will depend a good deal on this background preparation.

2. What academic achievement level is required, if any, for acceptance—C average, B average, or what? One doesn't have to have geniuses, of course, but it certainly helps to have the group sprinkled with persons well above average in intelligence, curiosity, and alertness. It will be good insurance against mediocre academic results if reasonable standards of intellectual ability and performance, commensurate with the educational goals to be accomplished, are required for admission.

3. Is any consideration in membership selection given to qualities of leadership and to potentials for being a good ambassador abroad and a good contributor to international understanding upon return? Attitudes that bear upon one's ability to relate oneself to people in different cultures in a sympathetic and influential way are important in selecting members for study-tours in foreign lands. You will profit most if you are a member of a group comprised of individuals who can listen and learn, but can also hold their own in serious discussions with leaders and students abroad.

4. What attention is paid, if any, to such factors as age, sex, health, intercultural attitudes, personal appearance, character reputation, and other personality attributes? The weeks spent in the close interrelationships necessitated by study and travel together can be all the more pleasant and profitable if spent with tour members who are reasonably congenial, stimulating, and personable. We have had good results, in spirit and participation, from groups comprised of members varying in ages from nineteen to seventy. We always strive, without much success, for some measure of sex balance. The sharing of experience up and down the age ladder and across sex lines adds meaning and content, we feel.

We recommend thoughtful attention to the make-up of any study-tour group you consider joining. If careful consideration is given to your application and qualifications in relation to worth-while standards, you have some assurance of landing in an effective and congenial group. If, on the other hand, the tour organizers appear to be out beating the highways and byways to fill a tour quota, if they seem over anx-
Is India Neutral?

(Continued from page 9)

for Russia has something to give which he very much desires to have—namely Kashmir.

The northern most part of India is the Vale of Kashmir. It is the most beautiful part of India and it is the home of Nehru's ancestors. Most of its inhabitants are Moslem; if they were permitted they would vote to be part of Pakistan rather than India. At the time the subcontinent was divided into India and Pakistan, Kashmir became an area of contention which finally was seized by the armies of Pakistan and India. The dispute was taken to the United Nations where both Pakistan and India initially agreed to have elections in the area permitting its inhabitants to decide which of the countries they wished to join. Nehru knows that if this election is allowed to take place India will lose, for Pakistan is Moslem and Kashmir is Moslem, while India is predominantly Hindu. He knows also that Pakistan has allied itself with the United States in military pacts against Russia. Only Russia would be disposed to veto any United Nations action forcing India to accept elections in Kashmir, and Russia is more disposed to do this as she is less subject to Indian criticism. This sounds pretty crass, but it is the most consistent explanation of Indian policy.

India’s determination to possess Kashmir is the central theme of her foreign policy. It is essentially imperialistic since it refuses to respect the voice of the people involved. It is profoundly disconcerting morally to Indians for they desire to be democratic: unfortunately they desire even more to be in possession of Kashmir. Russia with her disregard for such moral problems may have a certain unconscious appeal to Indians. In any case India is unwilling to do anything which will jeopardize her hold on Kashmir. Since America is allied with Pakistan and since Americans cannot ignore the rights of democracy in Kashmir, Indians tend to be excessively critical of the United States and excessively lenient toward Russia.

Furthermore one is led to feel that India’s preoccupation with morality in international affairs is in part the consequence of efforts to cover certain lacunae in this dimension so far as she herself is concerned. For years India has kept certain political prisoners in jail without trial. While Nehru criticizes American armament he himself is building an Indian army at great expense. And men are dying in the streets of Delhi from disease, starvation and general neglect. Indians, faced with difficulties at home which challenge not only their industriousness and technical knowledge but also their political and moral principles, find relief in holding others morally at fault and particularly a nation like America which prides itself on upholding international morality. In particular one is able to sense that John Foster Dulles is a difficult man for the Indians to accept because he seems to compete with Nehru in speaking for God.

Finally we should realize that weak states are able to acquire equality with strong states as morality and law dominate international politics. India is ambitious to become a great power; economically she is unable to do so in the foreseeable future. Only by championing moral causes is she able to have any leverage in international politics and her greatest leverage will come as she maintains a delicately balanced position between Russia and the United States. This is a modification of the traditional balance of power role of lesser states in that the weight involved is not economic and military power but moral power. India picks her way through the complexities of great power politics by shifting her moral strength from side to side. It is a new, fascinating and disturbing use of moral power, for instead of morality being a means of judging the conduct of states it becomes a counter in the manipulation of states. It is this which often causes Americans to be undone, annoyed, bewildered and confounded by Indian policies. Americans are too naive for such ethical sophistication.

We can draw certain conclusions. India is thoroughly uninvolved and neutral between Russia and the United States so far as action is concerned. She is very much involved in this cold war as far as attitude or moral participation is concerned. Her involvement is not neutral but biased, if by neutrality we mean an impartial application of moral principle to international events. The bias is in favor of Soviet Russia and against the United States. The reason for this bias is not essentially a pro-Russian and anti-American disposition of heart. India at heart may be more the other way around. India’s leaning toward Russia comes from India’s imperialistic designs on Kashmir, her annoyance at American association with Pakistan and her desire to occupy an influential position in the international community while unequipped economically to do so. By substituting morality for military power and manipulating this to maintain balance between the great nations she is able to secure her objectives.

However we may estimate the Indian art of employing morality for balance of power purposes, we should not underestimate India’s success. She has become a great power; she speaks for the uncommitted nations of the world. And we Americans, while primarily concern-
ed with Russia, must recognize this fact. India is a new force in the world of an unusual kind. She has strength, the strength of persuasion; she has power, the power of moral influence. All this she is using and will continue to use to further the interests of India. India is not neutral; she is pro-India. She would be a remarkable moral state, indeed, if she were otherwise.

—Samuel I. Clark

**Background for Praise**

(Continued from page 13) Brink secured a kit to use in trying the method and found that it produced acceptable color work.

Thus, last August we produced our first three-color offset cover, featuring Sonie Rogers Sloan, the university's outstanding baton twirler; and again in November we used the same method for the scene of a mural in the new library. Definite improvement was noted in the quality of the reproduction of the second cover.

Of course, we were much interested in cutting the cost of the color work by two-thirds in maintaining our color appearance.

At the recent AAC meeting our magazine received more attention than any other publication, with praises heaped on by Otto Forkert, noted Chicago graphic arts expert and critic. As this is the only known publication in the alumni field in the country using this process, Forkert was especially interested in the fine results being achieved.

And again acclaim was given for the very fine printing quality. The skill evidenced throughout the magazine in its mechanical reproduction reflects highly upon Brink and his print shop assistants.

Those responsible for the magazine production are Brink; Jack Richards, print shop foreman; Vernon Vorenkamp and Owen Horton, linotype operators; Joseph Kruizenga, Richard Hamelink, and Bernard Zwart, pressmen; Ronald Kennedy, Peter Heber, Russell Hover, students of printing; and Virginia Buettner, proofing.

**John C. Hoekje Dies; Served WM as Teacher, Administrator 39 Years**

John C. Hoekje, dean of administration and registrar emeritus, died in Bronson hospital, Kalamazoo, Wednesday, Jan. 21, following a brief illness.

Mr. Hoekje retired from the faculty in 1955 after 39 years of service to the institution, during which time he became personally acquainted with a large number of the students, and was a most familiar figure at campus events and in particular at almost every athletic contest occurring during those 39 years.

During most of that time he was chairman of the athletic board of control, and also chaired the powerful student activities committee for many years.

**Bekkering Heads Newaygo Club**

James Bekkering is the first president of the new WMU Alumni Association of Newaygo. Meetings were held in November and January, and the spring meeting is set for April 2.

Other officers are: David Mackenzie, Hesperia, vice president; William Graeme, Fremont, secretary, and Donald Rathbun, Newaygo, treasurer.

Directors are Leon Mosher, White Cloud; Norman Dieters, Holton, and Jack Collmer, Grant.

**New Paper Machine**

(Continued from page 2) Fourdrinier paper machines. In the design and layout of this machine much thought was given to provisions for possible future modifications. We could not predict these needs, but we tried to design for flexibility of arrangements.”

Special tribute was paid by Dr. Sangren and others to Bert H. Cooper, vice president of the Kalamazoo paper Company, president of the Paper Technology Foundation, and newly-elected chairman of the advisory committee on paper technology.

An indefatigable worker, Mr. Hoekje took few vacations and spent most of his waking hours at his desk, or elsewhere working for the institution. Commencements were meticulously organized by him, and his grasp of committee work throughout the campus was legendary.

Beginning as a teacher of education and psychology, Mr. Hoekje was delegated in 1917 to direct extension work and traveled extensively in this cause. By 1921 he was tapped to serve as the registrar and continued in this important post for 34 years. During this span of time he also served two presidents in many other capacities.

Educated at Hope College, Mr. Hoekje was honored by that institution with an honorary degree. He served successively as a superintendent of schools at Sioux Center, Iowa; Zeeland and Grand Haven, before accepting the invitation of President Dwight B. Waldo to join the WMU faculty.

Memorial services were held for Mr. Hoekje Saturday, Jan. 24. at
the First Presbyterian church in Kal-
amazo.

He leaves his wife, Helen; three children, Mrs. Spencer Brown, Dar-
ien, Conn., John, Jr., Grand Rapids, and James, Wheaton, Ill., and 10
grandchildren.

Ruth Schumacher,
Home Ec, Dies

Mrs. Ruth Schumacher, an in-
structor of home economics from
1925 to 1935, died Nov. 18 at the
home of her daughter, Miss Jean
Schumacher in Hollywood, Calif.
She was a graduate of Iowa State
College and came to Western after
taking her MA degree at Columbia
University. From here she joined the
faculty of the University of Califor-

Besides the daughter, Mrs. Schu-
macher leaves one son, Capt. V. E.
Schumacher, Washington, D. C.

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IN MEMORIAM

Miss Susan Miles '05
Miss Miles died Jan. 13 at her
Hopkins home. She had been a
teacher for 27 years, and is survived
by one sister.

Juliet B. Comstock '12
Miss Comstock died Jan. 6, 1959,
in Vicksburg, Michigan. She had
been a Chicago resident for 30 years,
while teaching in the Evanston
schools. She leaves one brother.

Florence Crolius Dolcez '12
Mrs. Dolcez died Jan. 11 in Saw-
yer. She had been a student here in
1912 and her late husband, E. J.
Dolcez, was a graduate of that year.

Everett C. Russell '13
Mr. Russell died Dec. 20 at his
home in Escanaba. He went to Pon-
tiac in 1922 and served as director
of vocational education from 1930
until retiring in 1955. He then spent
three years as a consultant for the
Royal Oak schools, moving to Es-
canaba last summer. Mr. Russell

was a past president of the Pontiac
YMCA.

Harrison A. Beach
Mr. Beach, a student in 1915 and
1916, died Dec. 4 in Schoolcraft
Memorial hospital, Manistique.
Starting his career as a photo-
gerapher, Mr. Beach moved into
teaching at Rochester, N. Y., fol-
lowing World War I, and there
pioneered in audio-visual education.
He later taught in Evansville, Ind.,
and Kearney, Nebr. In the late '30s
he joined the staff at Blaney Park,
and for the last 12 years lived at
Manistique, where he authored a
widely-read column for the Manis-
tique Pioneer Tribune. In 1955 he
was named Manistique's "Man of
the Year." He leaves his wife, the
former Frances Perkins '18, and a
sister.

Cary Bird '16
Mr. Bird died Dec. 28 at Bay
Pines Veterans' hospital, St. Peters-
burg, Fla. A resident of Saugatuck,
Mr. Bird and his wife had wintered
in Florida for a dozen years. He
taught in Boise, Id., and after World
War I service was an electrician for
many years in Saugatuck and until
1951 operated the Bird Center Re-
sort. He leaves his wife, one daugh-
ter, four grandchildren, two brothers
and two sisters.

Rhea Terry Moore '18
Mrs. Moore died Dec. 17 in Lan-
sing, having been ill since July. She
was at one time principal of the
Algonac high school, and was a
charter member of the Ingham
County Humane Society. Mrs.
Moore leaves her husband, her
mother and a sister.

Harry Huller '21, '25
Mr. Huller died Dec. 10 at his
Dearborn home. He was principal
of the Edison junior high school
there, and from 1932 until 1950 had
been assistant principal of the Ford-
son high school. Mr. Huller earned
his MA degree at the University of
Michigan, and had taught in Iron-
wood and Croswell before going to
Dearborn 29 years ago. He earned a
life certificate in 1921 and his AB
degree in 1925. He leaves his wife.

Miss Claudia Siple '24, '28
Miss Siple died Jan. 12 at her
home in Royal Oak. She taught
mathematics and home economics
at Cedar Springs from 1934 to 1947
and was high school principal the
last three years. Of late she had
been teaching in Warren township.
She leaves two sisters and a brother.

Roy Peterman '32, '33
One of the original faculty mem-
bers of the Muskegon Heights high
school, Mr. Peterman died at Cadil-
cac Dec. 1. His home was in Crystal.
He also attended Ferris Institute,
and began his teaching career at
Oklahoma State University and
moved to Muskegon Heights from
Traverse City high school in 1921.
He was head of the commercial
department there, retiring because
of ill health in 1951. He leaves his
wife, one daughter and two broth-
ers.

Eleanor Ann Carpenter '50
Miss Carpenter died Jan. 11 in
Kalamazoo, and had taught in Ham-
tramck, Cheboygan, Clare and
Hickory Corners. She leaves her
parents in Allegan, two brothers and
a sister.

Class Notes

'20 Lewis W. James, Cass County
prosecuting attorney in 1931-32 and
Dowagiac City Attorney for 10 years
recently filed his nominating petitions
in Lansing for the post of circuit judge for
Van Buren and Cass Counties, compris-
ing the 36th Judicial Circuit, for
the April 6 elections.

'21 The North Park elementary school
in Grand Rapids, which was opened in
September, has been dedicated in honor
of Helen M. Weller. She has been the
superintendent since 1940 . . . Stephen
Mead (BS '29), principal of Grand
Haven junior high school for 30 years,
uses his Piper airplane for both business
and pleasure. He has been flying for 20 years and is manager of the Grand Haven
airport.

25 Russell L. Bloom (BS '33) is included in the personnel for the new
branch office of Willis S. Diller, realtor, at 6634 South Westnedge Ave., Kalamazoo.

28 Wilma H. Sink was among the graduate students at WMU to receive her
MA degree this January.

32 Otto F. Wormsbacher, postmaster
at Mt. Clemens, is proud of the new
$500,000 post office. He started with the
Mt. Clemens office as a temporary carrier in
1935 . . . Barbara R. Acker and H. Kenneth Adams received MA degrees at
WMU this January.

36 Robert Warner was elected a
director of the Michigan Children’s Aid
Society in Kalamazoo in January. He is
associated with the Uppjohn Company . . .
Mildred E. Bos participated in the Jan-
uary Commencement at WMU to receive
her MA degree . . . Francis P. Hamilton
has been elected executive vice president
of the Industrial State Bank, Kalamazoo.

37 Harold Jacobson has been named
a director of the American National Bank
and Trust Co., Kalamazoo. He is a vice
president of the Kalamazoo Chamber of
Commerce and has been a bank vice
president since 1947.

40 Marian E. Gillet was awarded
her MA degree at WMU during the Jan-
uary Commencement.

41 Ruth L. Early, Ella G. Holdeman
and Irene M. Buxton received MA degrees
at Western during the January Commence-
ment.

42 Dr. J. W. Hunt, optometrist, re-
cently opened an office at 115 N. Phelps
Street in Decatur . . . Nelson Kreuz
(AB’47) is now a lieutenant commander
in the Naval Reserve and acting executive
officer of the Surface Division 9-73 at
Goguac Lake Training Center, Battle
Creek . . . Violet F. Lange was among
the graduate students at WMU to re-
ceive her MA degree at the January Commencement.

43 Warren Luttman, who has been
principal of the schools in Petoskey since
1948, assumed his new duties as superin-
tendent of the schools there January 1.

Dr. John J. Lee, head of the special educa-
tional and vocational rehabilitation depart-
ment, Wayne State University, has been
elected president of the National Society
for Crippled Children and Adults. He is
also president of the Michigan Society. The
above picture was taken last June when Dr.
Lee returned to the campus to receive an
honorary doctor of laws degree.

45 Grace M. Watson was among the
graduate students awarded MA degrees at
the WMU January Commencement.

46 Lucille J. Schegardus is work-
ing in Saginaw on the work-study pro-
gram . . . Junior high mathematics
teacher at Allegan is James Tomson . . .
Dr. Lloyd E. Fales is now a school plan-
ing consultant with the Michigan De-
partment of Public Instruction. He works
with architects and school districts on
planning, and reviews submitted construc-
tion plans . . . WEDDINGS: Patricia A.
Fritz and Thomas R. Riggs in Ann Arbor.

48 A special committee of the Cal-
houn board of supervisors named Dr.
James T. Haefenden, Battle Creek oste-
oplastic physician and surgeon, as Cal-
houn county’s first medical examiner . . .
Robert H. Bartlow is returning to Kala-
mazoo to become head of the Council of
Social Agencies, effective April 1 . . .
Last January Ray Colbert assumed his new
duties at field representative of Food
Packaging Sales in the Kalamazoo ter-
ritory for the Sutherland Paper Co. He
had previously been a service represen-
tative in the department.

49 Edward W. Marineau has been
appointed franchise manager of the Swan-
son Cookie Co., at Battle Creek. He will
coordinate sales and advertising for all
franchise operations and direct a pro-
gram involving a development of a new
line of products . . . Frank Ingham has
been appointed Northern YMCA Youth
Secretary in Highland Park . . . Warden
William H. Bannon of the Southern
Michigan Prison, Jackson, received con-
siderable laudatory comment in the press
for his handling of a November uprising
at the prison . . . Jack L. Hoke and
Kenneth Vander Meulen received their
MA degrees at WMU during the Jan-
uary Commencement.

50 C. Keith Sheeler, friend of the
court for Kalamazoo County, has been
elected a director of the Family Service
Center in Kalamazoo . . . Richard M.
Harlan and Russell G. Conway were
among the graduate students to receive
their MA degrees at WMU during the
January Commencement.

51 Wesley Urich, purchasing agent
for the Heatube division, McGraw-Edison
Corp., Allegan, was the subject for a
lengthy article in the July 21 issue of
“Purchasing” magazine . . . Warren A.
Geiger, William P. Golden, Louis L.
Lacette, Philip E. Ramsby and Lyla M.
Spelbring received their MA degrees at
WMU during the January Commence-
ment . . . Lyonne Rieberg, registrar of
Grand Rapids Junior College since 1951,
is one of the women included in the first

52 Dean Van Velsen has entered the
Grand Rapids school system on the music
faculty . . . Wesley Maas has been made
chairman of the science department at
the Pontiac Central high school . . .
Rebecca Lee is the successor of Minnie
McFall as elementary principal at Mid-
dleville . . . Leo Boller has resigned his
position as administrative assistant at
Howard Community School, Niles, to
accept the superintendent position of
Boynton School, Benton Township. His
duties began last January . . . Donald
J. Gray received his MA degree at the
WMU January Commencement . . .
WEDDINGS: Constance A. Greenhoe and
James Morrison in Kalamazoo.

53 Seven members of this class were
awarded the MA degree in the January
Commencement at WMU. They are,
Martin E. Ball, Joyce E. Bourdon, Wil-
liam L. Brown, Homer C. Fry, Paul S.
Kruzel, Vera I. Loscalzo and Harvey
Ribben . . . WEDDINGS: Iva J. Harper and
Richard F. Hendershot in Hudson . . .
Barbara A. Johnson and Darrell J.
Allen, Dec. 20 in Allegan . . . Mary H.
Marvin and David H. Bulman Aug. 9 in
Adrian.
'54 Robert Ellinger has been hired to teach high school English and handle library duties at Three Oaks high school. Byron K. Seeley was ordained in the Episcopal priesthood Dec. 20 at Paw Paw. He is now in charge of a mission church near Lacoma. Maxine P. Howard and Launa E. Mallison were among the graduate students to receive their MA degrees during the January Commencement at WMU. Bertha A. Messman has joined the staff of the Sault branch, Michigan College of Mining and Technology, as an administrative assistant. He formerly taught at Morenci. Weddings: Bonnie J. Sieber and Wesley J. Dauney, Oct. 11, Bainbridge township Church. Carolyn K. Koannen and Albert E. Unger Oct. 11 in Trenton. Marlene F. Edlund and Richard W. Huntzell Jan. 3 in Chicago.

'55 Leslie N. Koster has been named a registered representative for the Bradford-Ames Co., investment bankers, McKay Tower, Grandville. The new guidance program at Watervliet high school this year is being headed by Walter Schwantz. Awarded their MA degrees at WMU in the January Commencement were Velma I. Collins and Donald E. Fitzgerald. Mrs. Art Paisel (Jacqueline Young) is teaching sixth grade at the Lake Section District of the Three Rivers school system. Her husband is the new manager of the Little Brothers mill at Climax. Weddings: Mary L. Woodworth and Donald W. Miller in Schoolcraft. Jane M. Korte and Rondel L. Waldso in Adrian. Donna M. Young and Wallace A. Hettle in Hastings.

'56 Mr. and Mrs. James VanWestrienen (Donna Radush '54) are stationed with the U.S. Army in Germany. A recent visitor with the VanWestrienen was Virginia Flugrath '51 who was on a six-week European tour from her position as therapeutic dietitian at St. Joseph's Hospital, Milwaukee. Spec 4 Gerald R. Post was recently named "Soldier of the Month" of the Army Garrison at Ft. Hood, Texas, for October. An editing clerk with the garrison, Post entered the service in March 1957. Charles Niddler is the new head football coach at Ovid. Hired by the Lingsburg Schools to teach senior high school English, is Richard C. Reyl. Douglas H. Teller represents Battle Creek in the 13th annual Area Exhibition at the Corcoran Gallery of Art in Washington, D.C., with a drawing. Conran Fisher is teaching metal shop at Algoma high school.

Mary R. Welch '37 is the first woman to be named an officer of the Upjohn Company, Kalamazoo. She was appointed assistant secretary of the firm in January and will continue her work in banking, taxation and other fiscal matters. She was a magna cum laude graduate, and later earned her MA degree in mathematics at the University of Michigan.

'57 Mr. and Mrs. Frank Riley (Susan Christiansen) are teaching in the Marshall schools. Susan is teaching first grade at Pierce elementary school, while Frank is teaching high school English and journalism. He also serves as the adviser for the high school bi-weekly newspaper and the year book. Cassopolis high school has named William Putnam as guidance counselor. He was formerly the 7th and 8th grade science teacher. 2nd Lt. Jack A. Page is taking part in "Exercise Rocky Shocks" with the 4th Infantry Division on the California coast. Page is assigned as a platoon leader in Co. C of the division's 14th Transportation Battalion, at Ft. Lewis, Wash. Henry D'Agostino is head football coach and assistant basketball coach at Berrien Springs. Commissioned a Naval ensign at Pensacola, Fla., James D. Curry is now assigned to the Saufley Field Naval Auxiliary Air Station in Pensacola undergoing primary flight training. 2nd Lt. Gerald Ricecomb has been chosen to direct the trainee chorus of the 2nd Battalion, 5th Infantry. Ft. Carson, Colo.


'59 Susan K. Darling is working in the cerebral palsy unit at the Mary Free Bed hospital, Grand Rapids. Roman Weres has been named the new assistant librarian at the Adrian public library. James Kogan is one of the new speech correctionists in Kent County. June Hoff is teaching second grade at the Central school at Hastings. Weddings: Edna Killian and Richard Sou- walski in Battle Creek.

NEWS MAGAZINE FOR SPRING 1959 25
New Alumni Office Developments

BUDD J. Norris has been appointed assistant director of alumni relations for the University, and is serving during the current semester on a parttime basis, while continuing his fulltime duties as boys' advisor for University high school.

With the end of the year, Norris will move into the alumni program fulltime, taking over from Richard Barron '50, who resigned last September to join the Michigan Bell Telephone Company at Lansing.

Norris comes well qualified for his new work, having been a teacher, coach, and since 1956 an administrator on the campus. Following his WMU graduation in 1950, he taught in Cadillac and at Muskegon Catholic Central high school. During this time he also earned his MA degree from the University.

With June will come fulltime direction of the program, taking the reins from Vern E. Mabie, whose duties as director of placement become ever more time consuming.

During the year that Barron was on campus, the alumni office was moved from crowded quarters in the Administration building, to the second floor of the Walwood Union. Here they took over the old committee room and part of the Men's Union's former quarters. This gives ample space for the extensive mailing and record operation.

In the next issue of the News Magazine we will include several pictures of the new quarters.

Norris has already met with the Alumni Council, and as time permits during the spring, will be meeting with alumni and alumni clubs throughout the state.

Mr. and Mrs. Norris reside at 717 Oakland drive, just north of the Walwood Union building, with their three daughters.

The College Teacher, 1959

With more students than ever planning to go to college, and with competition for trained men and women becoming more and more intense—what is likely to happen to the quality of college teaching in the decade ahead? Can America's institutions of higher education hope to keep pace with the growing demand? Will there be enough GOOD teachers—or are we entering an era in which teaching standards will have to be compromised? In May the Western Michigan University News Magazine joins 250 other college and university magazines in presenting a special report on the state of college teaching in America today—and the outlook for the years immediately ahead. Be sure to read it—in the May issue of this magazine.