

Western Michigan University
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Western Michigan University

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Cover Picture

Four outstanding teachers selected by the Brown and Gold yearbook staff exemplify good teaching at Western. From the left, Dr. Howard Mowen, history; Robert Wetnight, accounting; Dr. R. A. Diehm, paper technology; Dr. Clara Chiara, education.

250 Participate in *The College Teacher: 1959*

A goodly portion of this issue of the NEWS MAGAZINE is devoted to a nationally prepared feature, *The College Teacher: 1959*.

Because Western Michigan shares this concern over the coming college faculty, it was decided to cooperate in bringing this to the attention of our alumni.

About 250 colleges and universities are including this feature in a spring issue of the alumni publication, and we are proud to be a part of the national group. Turn to page 5 for the opening of this inspiring presentation.

Below we have listed the many other schools who are participating:

Agnes Scott College, University of Akron, Alabama College, University of Alabama, Albion College, Albright College, Alfred University, Alleghany College, American Alumni Council, Amherst College, The Annie Wright Seminary, Arizona State University, University of Arizona, Arkansas College, University of Arkansas, Ashland College, Assumption College, Austin College, Baldwin-Wallace College, Ball State, Baylor University, Beaver College, Belhaven College, Beloit College, Berea College, Berry College, Bowdoin College, Bowling Green State University, Bradley University, Brandeis University, University of Bridgeport, Brown University, Bucknell University, Buena Vista College, University of Buffalo.

University of California, Carleton College, Carnegie Institute of Technology, Carthage College, Cedar Crest College, Chatham College, Chestnut Hill College, University of Chicago, The Choate School, University of Cincinnati, Claremont Men's College, Clark University, Clarke College, C.M.E. School of Medicine Alumni Assoc., Colby College, Colby Jr. College, College Hill, College of Medical Evangelists, Colorado College, University of Colorado, Columbia College Development Office, Connecticut College, Converse College, Cooper Union Alumni Association, Cornell (Alumni News) University, Culver Military Academy, Culver-Stockton College, Dana Hall, Dartmouth College, Davidson College, University of Dayton, University of Delaware, Denison University, University of Denver, DePauw University, Douglass College, Drew University, University of Dubuque, Emma Willard School, Emory University, Franklin College, Franklin and Marshall College.

Georgia Institute of Technology, Goshen College, Goucher College, Grand Canyon College Alumni Assoc., Greenville College, Gustavus Adolphus College, Hahnemann Medical College, Hamline University, Hardin-Simmons University, Harvard Business School, Heidelberg College, Hendrix College, Hobart College, Hollins College, Hood College, Hope College, Howard College, Idaho State College, Illinois College, Indiana State Teachers College, Indiana Technical College, Iowa State College, State University of Iowa, Iowa Wesleyan, Johns Hopkins University, Kansas State College, Kansas State Teachers College, University of Kansas, Knox College, Lafayette College, Lebanon Valley College, Lehigh University, Lewis and Clark College, Limestone College, Lincoln Memorial University, Linfield College, Loyola College, Lycoming College, Lynchburg College.

Macalester College, Marquette University, Mary Baldwin

(Continued on Back Cover)

By James O. Knauss



FLOYD A. MOORE RETIRES

A Busy 40 Years

THE year 1919 is significant in Western's history because no fewer than six faculty members joined the staff in that year, each of whom was destined to remain with the institution for at least twenty years and was to leave a lasting impression on its development. Two of these, Smith Burnham and Floyd Moore, were appointed to positions in the history department which included subjects in the other social sciences. The former was chairman and the latter his chief assistant. The present strength of the department, now a division with four departments, is to a large degree due to these two men. The unusually harmonious relations that have almost always existed among its members was fostered by Burnham for twenty years up to his retirement in 1939 and by Moore for the last forty years.

When the writer first came to this campus in 1926 he met and liked Floyd Moore immediately, attracted by his geniality and alertness. This admiration grew as he became better acquainted with him. Moore was a man of many interests, a hard worker with much common sense, a superior teacher, and a frank constructive critic of things which he thought needed improvement or change. A brief summary of the life and work of this outstanding faculty member should be preserved for posterity.

Floyd Wayne Moore was born on a farm near Moscow, Michigan, on February 3, 1889, of Scotch-Irish parentage. He attended the usual public schools of those days, a one-room country school and a high school, the curriculum of which led to graduation at the end of the tenth grade. He matriculated at nearby

Albion College from which he graduated in 1910. While an undergraduate he was active in intercollegiate debating, and was captain of the debate teams in his senior year. After graduation he began his teaching career in Owosso High School. During his two years there he showed his versatility by being assistant football coach. On the faculty of Owosso High there was a teacher of mathematics, Sophie, a daughter of Judge Dunham. This bright, intellectual girl and the affable, alert Moore were mutually attracted with the inevitable result, marriage in 1913. The union has been an unusually happy and congenial one.

In 1912 he left the public school teaching ranks permanently. He enrolled for graduate study in the University of Michigan. Although he remained there only one semester, he became a member of the debate

teams and captain of the negative one. In the second semester he entered the collegiate teaching world by accepting a temporary position in the normal school at La Crosse, Wisconsin. Here he began to teach economics, the field that had been his area of specialization at both Albion and Michigan. In the fall of 1913 he started a six-year stay at the normal school in Winona, Minnesota, where he taught a multiplicity of social science courses, including economics. He, probably emulating another eminent teacher of the social sciences, Woodrow Wilson, coached the football team.

President Waldo offered him, as mentioned before, a position at Western in 1919. We can readily see what attracted Waldo to Moore,—an engaging, alert personality and a teacher with a fine reputation. On the credit side, although maybe minor in importance, were the facts that Moore knew something about football (a sport in which Waldo had an active interest), that he was a native of Michigan, a graduate of Albion, Waldo's alma mater, and that he had taught in a normal school. Western at this time was only fifteen years old but had already achieved a very high standing among the normal schools of the nation, and the president was the type who foresaw future possibilities for further development. The school was just introducing a four-year course leading to the Bachelor of Arts degree. The scholastic qualifications of public school teachers were rising and would continue to do so, it was believed. Waldo, a trained social scientist himself, knew the importance of the social studies in this expanding normal school world. He therefore took special care in selecting new faculty members for this field. Waldo made no mistake in appointing Moore, for he became a leader in an expansion that even the president probably could not envision.

When he started work here, he was unable to restrict himself to his chosen field of economics, as the courses offered in that area were not numerous enough to give one teacher

a full teaching load. Accordingly he also taught history and political science (civics). Within a short time, however, by 1922, all of his work was in economics. In fact, two more teachers in the field had been added by 1929. This rapid increase in the number of sections was due to various factors: the rapid increase in the student body, the growing consciousness in the public mind of the importance of economics in our everyday life, and especially the influence of Moore as a teacher and leader. Before the end of his first decade at Western, everybody recognized him as an unusually good teacher, very clear in the presentation of his subject, a stimulant to the students' thinking, witty, but insistent on good work. The writer of this article remembers very distinctly how the director of extension, John Hoekje, embarrassed him by unfavorably comparing him as a teacher with Floyd Moore. This esteem was and has remained practically universal. He also was alert to developments in his field so that gradually more subjects were introduced.

Smith Burnham turned over to Moore the care of the evolving field, so that the latter arranged the schedule of classes. The concept of economics as a distinct department of the social sciences began to appear in the mid-twenties. The year book of 1924 stated definitely that the social science department was composed of four distinct departments of which economics was one although no presidential cognizance of this appeared at that time by designating a head for each department of the group. Burnham continued to be the head of the group until his retirement in 1939. President Sangren appointed Moore as his successor with the hearty approbation of every staff member of the group. Six years later, in 1945, the social science department had grown so large that the president decided to reorganize it as a division with four departments, each having a chairman designated by him. There was also to be a divisional chairman who was to be chosen

for a term of three years, each department head serving in rotation. The president showed his appreciation of Moore's long and able service by selecting him as the first divisional chairman, again with the complete approval of the other heads.

While concentrating most of his thought and energy on his teaching and the advancement of his department, he was engaged in other activities both inside and outside of the institution. Although he had an apparently secure future at Western, he was not satisfied with his own knowledge of his subject. Consequently he continued his graduate study obtaining his master's degree from the University of Michigan in 1922, and his doctorate from Northwestern in 1941. The subject of his doctoral dissertation was "The Evaluation of a Modern City Free from General Fund Indebtedness"—typical of the man as it showed his interest in the community of which he was a resident.

His concern with debating became evident shortly after his arrival at Western, when he was made one of the two coaches who started in 1921-1922 the student body in the path of intercollegiate debating. Although he dropped out of this work the following year when the president appointed as a regular member of the faculty a man whose specialty was speech, Moore continued to keep in touch with debating activities for many years by judging numerous interscholastic debates.

His ability as a good public relations man was recognized early by the institution. In fact, it may have been one of the reasons why he received his appointment here, as he had done much along this line at Winona. His work here in this area may be grouped under two headings. He was sent out to deliver many commencement and other addresses. He also became John C. Hoekje's chief assistant in the drive to organize extension class. Whenever the extension director found it impossible to meet with those interested in having work at a certain

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Books with Mate Graye Hunt

Gabriel Richard, the Remarkable Pioneer, Comes to Life Again in New Biography

GABRIEL RICHARD: FRONTIER AMBASSADOR, By Frank B. Woodford and Albert Hyma. Detroit. Wayne State University Press. 1958. 158 pages.

WHO WAS the first and only Catholic priest in American history to sit in the Legislature of the United States?

Who brought the first piano and the first organ to the Michigan Territory?

Who brought a press to Detroit and printed the first home town newspaper? And the first books in the Michigan Territory?

Who might well have been named the "Father of Education in Michigan"—but wasn't?

What white prisoner during the war of 1812 did the great Indian, Tecumseh, order Proctor to set free?

Who established the basis for all later training in the Indian schools throughout the United States?

Who was the first vice-president of the University of Michigan? Serving under a president who was a Protestant minister?

Who gave his life, serving victims of the cholera in Detroit (1832)?

A hundred and twenty-five years passed over Michigan before a definitive biography of Father Gabriel Richard was written. *Gabriel Richard: Frontier Ambassador* serves to remind the reader of the debt and eternal respect Michigan is due this pioneer priest who "comes close to being our patron saint. And his book deserves a place of honor in the library of every one who loves history."

Detroit has done well in keeping Father Richard's memory fresh through two heroic statues, two school buildings and library named for him, also a sesqui-centennial celebration in 1948, but the hinterland is not so mindful of the just tributes too long withheld.

Gabriel Richard: Frontier Ambassador is a beautiful book in its appropriate crimson binding and prominent gold lettering. The pictorial end papers are attractive and informative. The front one is of Fort Lernoult (Detroit) March 29, 1799, while the back one is an "1810 survey map showing the Detroit settlement and its surrounding ribbon farms." There are included many reproductions of old photographs, a lengthy section of notes and references and a satisfactory index. The

generous Foreword by Roscoe O. Bonisteel and the equally generous Introduction by Msgr. Edward J. Hickey add much to the reader's understanding and appreciation of this great man in early Michigan. The latter says of his subject: "He was able to overcome difficulty in pursuit of worthy objectives. Without flinching, he could face danger. Neither poverty, disease, nor disaster deterred him. He did not weaken in the face of trouble or retreat from responsibility."

The two authors have ample equipment through training and experience to write a book worthy of their chosen subject. They arranged their material in five large divisions, as they recognized Father Richard's contributions: The Emigre, The Missionary, The Citizen, The Educator, and The Statesman.

(Continued on Page 22)



A few of the select items from the University's collection of Dard Hunter books were on display at the time they were given by the late D. C. Everest.

A Life Among Books

My Life With Paper, by Dard Hunter. 1958, Knopf, New York. \$5.

Dard Hunter has been throughout his life a man dedicated to the graphic arts, and seemingly has been able to pursue his interests to their fullest extent, without the encumbrance of a daily job. The paper world is the richer for Hunters having been able to roam the world at leisure, while he has searched out, studied

and preserved the most ancient methods of making paper by hand that have survived to our own age.

We at Western are particularly interested in Hunter because of the close association with paper making in our own department of paper technology, and also because in our Waldo Library repose a number of the rare handmade volumes which Hunter produced.

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*“If I were sitting here
and the whole outside world
were indifferent to what I
was doing, I would still want
to be doing just what I am.”*

I'VE ALWAYS FOUND IT SOMEWHAT HARD TO SAY JUST WHY I CHOSE TO BE A PROFESSOR.

There are many reasons, not all of them tangible things which can be pulled out and explained. I still hear people say, "Those who can, do; those who can't, teach." But there are many teachers who *can*. They are teachers because they have more than the usual desire to communicate. They are excited enough about something to want to tell others, have others love it as they love it, tell people the *how* of something, and the *why*.

I like to see students who will carry the intellectual spark into the world beyond my time. And I like to think that maybe I have something to do with this.



THERE IS A CERTAIN FREEDOM IN THIS JOB, TOO.

A professor doesn't punch a time clock. He is allowed the responsibility of planning his own time and activities. This freedom of movement provides something very valuable—time to think and consider.

I've always had the freedom to teach what I believe to be true. I have never been interfered with in what I wanted to say—either in the small college or in the large university. I know there have been and are infringements on academic freedom. But they've never happened to me.

**I LIKE YOUNG PEOPLE.
I REGARD MYSELF AS YOUNG.**

I'm still eager about many of the things I was eager about as a young man. It is gratifying to see bright young men and women excited and enthusiastic about scholarship. There are times when I feel that I'm only an old worn boulder in the never-ending stream of students. There are times when I want to flee, when I look ahead to a quieter life of contemplation, of reading things I've always wanted to read. Then a brilliant and likeable human being comes along, whom I feel I can help—and this makes it all the more worthwhile. When I see a young teacher get a start, I get a vicarious feeling of beginning again.





THE COLLEGE
TEACHER: 1959

PEOPLE ASK ME ABOUT THE
“DRAWBACKS” IN TEACHING.

I find it difficult to be glib about this. There are major problems to be faced. There is this business of salaries, of status and dignity, of anti-intellectualism, of too much to do in too little time. But these are *problems*, not drawbacks. A teacher doesn't become a teacher in spite of them, but with an awareness that they exist and need to be solved.

AND THERE IS THIS
MATTER OF “STATUS.”

Terms like “egghead” tend to suggest that the intellectual is something like a toadstool—almost physically different from everyone else. America is obsessed with stereotypes. There is a whole spectrum of personalities in education, all individuals. The notion that the intellectual is somebody totally removed from what human beings are supposed to be is absurd.





**TODAY MAN HAS LESS TIME
ALONE THAN ANY MAN BEFORE HIM.**

But we are here for only a limited time, and I would rather spend such time as I have thinking about the meaning of the universe and the purpose of man, than doing something else. I've spent hours in libraries and on park benches, escaping long enough to do a little thinking. I can be found occasionally sitting out there with sparrows perching on me, almost.



"We may always be running just to keep from falling behind. But the person who is a teacher because he wants to teach, because he is deeply interested in people and scholarship, will pursue it as long as he can."

—LOREN C. EISELEY

THE CIRCUMSTANCE is a strange one. In recent years Americans have spent more money on the trappings of higher education than ever before in history. More parents than ever have set their sights on a college education for their children. More buildings than ever have been put up to accommodate the crowds. But in the midst of this national preoccupation with higher education, the indispensable element in education—the teacher—somehow has been overlooked. The results are unfortunate—not only for college teachers, but for college *teaching* as well, and for all whose lives it touches.

If allowed to persist, present conditions could lead to so serious a decline in the excellence of higher education that we would require generations to recover from it.

Among educators, the problem is the subject of current concern and debate and experiment. What is missing, and urgently needed, is full public awareness of the problem—and full public support of measures to deal with it.

HERE IS A TASK for the college alumnus and alumna. No one knows the value of higher education better than the educated. No one is better able to take action, and to persuade others to take action, to preserve and increase its value.

Will they do it? The outlines of the problem, and some guideposts to action, appear in the pages that follow.

WILL WE RUN OUT OF COLLEGE TEACHERS?

No; there will always be someone to fill classroom vacancies. But quality is almost certain to drop unless something is done quickly

WHERE WILL THE TEACHERS COME FROM? The number of students enrolled in America's colleges and universities this year exceeds last year's figure by more than a quarter million. In ten years it should pass six million—nearly double today's enrollment.

The number of teachers also may have to double. Some educators say that within a decade 495,000 may be needed—more than twice the present number.

Can we hope to meet the demand? If so, what is likely to happen to the quality of teaching in the process?

"Great numbers of youngsters will flood into our colleges and universities whether we are prepared or not," a report of the Carnegie Foundation for the Advancement of Teaching has pointed out. "These youngsters will be taught—taught well or taught badly. And the demand for teachers will somehow be at least partly met—if not with well-prepared teachers then with ill-prepared, if not with superior teachers then with inferior ones."

MOST IMMEDIATE is the problem of finding enough qualified teachers to meet classes next fall. College administrators must scramble to do so.

"The staffing problems are the worst in my 30 years' experience at hiring teaching staff," said one college president, replying to a survey by the U.S. Office of Education's Division of Higher Education.

"The securing and retaining of well-trained, effective teachers is the outstanding problem confronting all colleges today," said another.

One logical place to start reckoning with the teacher shortage is on the present faculties of American colleges and universities. The shortage is hardly alleviated by the fact that substantial numbers of men and women find it necessary to leave college teaching each year, for largely

financial reasons. So serious is this problem—and so relevant is it to the college alumnus and alumna—that a separate article in this report is devoted to it.

The scarcity of funds has led most colleges and universities to seek at least short-range solutions to the teacher shortage by other means.

Difficulty in finding young new teachers to fill faculty vacancies is turning the attention of more and more administrators to the other end of the academic line, where tried and able teachers are about to retire. A few institutions have modified the upper age limits for faculty. Others are keeping selected faculty members on the payroll past the usual retirement age. A number of institutions are filling their own vacancies with the cream of the men and women retired elsewhere, and two organizations, the Association of American Colleges and the American Association of University Professors, with the aid of a grant from the Ford Foundation, have set up a "Retired Professors Registry" to facilitate the process.

Old restraints and handicaps for the woman teacher are disappearing in the colleges. Indeed, there are special opportunities for her, as she earns her standing alongside the man who teaches. But there is no room for complacency here. We can no longer take it for granted that the woman teacher will be any more available than the man, for she exercises the privilege of her sex to change her mind about teaching as about other matters. Says Dean Nancy Duke Lewis of Pembroke College: "The day has passed when we could assume that every woman who earned her Ph.D. would go into college teaching. She needs something positive today to attract her to the colleges because of the welcome that awaits her talents in business, industry, government, or the foundations. Her freedom to choose comes at a time when undergraduate women particularly need distinguished women scholars to



inspire them to do their best in the classroom and laboratory—and certainly to encourage them to elect college teaching as a career.”

SOME HARD-PRESSED ADMINISTRATORS find themselves forced to accelerate promotions and salary increases in order to attract and hold faculty members. Many are being forced to settle for less qualified teachers.

In an effort to attract and keep teachers, most colleges are providing such necessities as improved research facilities and secretarial help to relieve faculty members of paperwork and administrative burdens, thus giving faculty members more time to concentrate on teaching and research.

In the process of revising their curricula many colleges are eliminating courses that overlap one another or are considered frivolous. Some are increasing the size of lecture classes and eliminating classes they deem too small.

Finally, somewhat in desperation (but also with the firm conviction that the technological age must, after all, have something of value to offer even to the most basic and fundamental exercises of education), experiments are being conducted with teaching by films and television.

At Penn State, where televised instruction is in its ninth semester, TV has met with mixed reactions. Students consider it a good technique for teaching courses with

large enrollments—and their performance in courses employing television has been as good as that of students having personal contact with their teachers. The reaction of faculty members has been less favorable. But acceptance appears to be growing: the number of courses offered on television has grown steadily, and the number of faculty members teaching via TV has grown, also.

Elsewhere, teachers are far from unanimity on the subject of TV. “Must the TV technicians take over the colleges?” asked Professor Ernest Earnest of Temple University in an article title last fall. “Like the conventional lecture system, TV lends itself to the sausage-stuffing concept of education,” Professor Earnest said. The classroom, he argued, “is the place for testing ideas and skills, for the interchange of ideas”—objectives difficult to attain when one’s teacher is merely a shadow on a fluorescent screen.

The TV pioneers, however, believe the medium, used properly, holds great promise for the future.

FOR THE LONG RUN, the traditional sources of supply for college teaching fall far short of meeting the demand. The Ph.D., for example, long regarded by many colleges and universities as the ideal “driver’s license” for teachers, is awarded to fewer than 9,000 persons per year. Even if, as is probable, the number of students enrolled in Ph.D. programs rises over the next



few years, it will be a long time before they have traveled the full route to the degree.

Meanwhile, the demand for Ph.D.'s grows, as industry, consulting firms, and government compete for many of the men and women who do obtain the degree. Thus, at the very time that a great increase is occurring in the number of undergraduates who must be taught, the supply of new college teachers with the rank of Ph.D. is even shorter than usual.

"During each of the past four years," reported the National Education Association in 1958, "the average level of preparation of newly employed teachers has fallen. Four years ago no less than 31.4 per cent of the new teachers held the earned doctor's degree. Last year only 23.5 per cent were at this high level of preparation."

HERE ARE SOME of the causes of concern about the Ph.D., to which educators are directing their attention:

► The Ph.D. program, as it now exists in most graduate schools, does not sufficiently emphasize the development of teaching skills. As a result, many Ph.D.'s go into teaching with little or no idea how to teach, and make a mess of it when they try. Many who don't go into teaching might have done so, had a greater emphasis been laid upon it when they were graduate students.

► The Ph.D. program is indefinite in its time requirements: they vary from school to school, from department to department, from student to student, far more than seems warranted. "Generally the Ph.D. takes at least four years to get," says a committee of the Association of Graduate Schools. "More often it takes six or seven, and not infrequently ten to fifteen. . . . If we put our heads to the matter, certainly we ought to be able to say to a good student: 'With a leeway of not more than one year, it will take you so and so long to take the Ph.D.'"

► "Uncertainty about the time required," says the Association's Committee on Policies in Graduate Education, "leads in turn to another kind of uncertainty—financial uncertainty. Doubt and confusion on this score have a host of disastrous effects. Many superior men, facing unknowns here, abandon thoughts about working for a Ph.D. and realistically go off to law or the like. . . ."

ALTHOUGH ROUGHLY HALF of the teachers in America's colleges and universities hold the Ph.D., more than three quarters of the newcomers to college and university teaching, these days, don't have one. In the years ahead, it appears inevitable that the proportion of Ph.D.'s to non-Ph.D.'s on America's faculties will diminish.

Next in line, after the doctorate, is the master's degree.

For centuries the master's was "the" degree, until, with the growth of the Ph.D. in America, it began to be moved into a back seat. In Great Britain its prestige is still high.

But in America the M.A. has, in some graduate schools, deteriorated. Where the M.A.'s standards have been kept high, on the other hand, able students have been able to prepare themselves, not only adequately but well, for college teaching.

Today the M.A. is one source of hope in the teacher shortage. "If the M.A. were of universal dignity and good standing," says the report of the Committee on Policies in Graduate Education, "... this ancient degree could bring us succor in the decade ahead. . . .

"The nub of the problem . . . is to get rid of 'good' and 'bad' M.A.'s and to set up generally a 'rehabilitated' degree which will have such worth in its own right that a man entering graduate school will consider the possibility of working toward the M.A. as the first step to the Ph.D. . . ."

One problem would remain. "If you have a master's degree you are still a mister and if you have a Ph.D., no matter where it is from, you are a doctor," Dean G. Bruce Dearing, of the University of Delaware, has said. "The town looks at you differently. Business looks at you differently. The dean may; it depends on how discriminating he is."

The problem won't be solved, W. R. Dennes, former dean of the graduate school of the University of California at Berkeley, has said, "until universities have the courage . . . to select men very largely on the quality of work they have done and soft-pedal this matter of degrees."

A point for parents and prospective students to remember—and one of which alumni and alumnae might remind them—is that counting the number of Ph.D.'s in a college catalogue is not the only, or even necessarily the best, way to judge the worth of an educational institution or its faculty's abilities. To base one's judgment solely on such a count is quite a temptation, as William James noted 56 years ago in "The Ph.D. Octopus": "The dazzled reader of the list, the parent or student, says to himself, 'This must be a terribly distinguished crowd—their titles shine like the stars in the firmament; Ph.D.'s, Sc.D.'s, and Litt.D.'s bespangle the page as if they were sprinkled over it from a pepper caster.'"

The Ph.D. will remain higher education's most honored earned degree. It stands for a depth of scholarship and productive research to which the master has not yet addressed himself so intensively. But many educational leaders expect the doctoral programs to give more em-

phasis to teaching. At the same time the master's degree will be strengthened and given more prestige.

In the process the graduate schools will have taken a long step toward solving the shortage of qualified college teachers.

SOME OF THE CHANGES being made by colleges and universities to meet the teacher shortage constitute reasonable and overdue reforms. Other changes are admittedly desperate—and possibly dangerous—attempts to meet today's needs.

The central problem is to get more young people interested in college teaching. Here, college alumni and alumnae have an opportunity to provide a badly needed service to higher education and to superior young people themselves. The problem of teacher supply is not one with which the college administrator is able to cope alone.

President J. Seelye Bixler, of Colby College, recently said: "Let us cultivate a teacher-centered point of view. There is tragedy as well as truth in the old saying that in Europe when you meet a teacher you tip your hat, whereas over here you tap your head. Our debt to our teachers is very great, and fortunately we are beginning to realize that we must make some attempt to balance the account. Money and prestige are among the first requirements.

"Most important is independence. Too often we sit back with the comfortable feeling that our teachers have all the freedom they desire. We forget that the payoff comes in times of stress. Are we really willing to allow them independence of thought when a national emergency is in the offing? Are we ready to defend them against all pressure groups and to acknowledge their right to act as critics of our customs, our institutions, and even our national policy? Evidence abounds that for some of our more vociferous compatriots this is too much. They see no reason why such privileges should be offered or why a teacher should not express his patriotism in the same outworn and often irrelevant shibboleths they find so dear and so hard to give up. Surely our educational task has not been completed until we have persuaded them that a teacher should be a pioneer, a leader, and at times a non-conformist with a recognized right to dissent. As Howard Mumford Jones has observed, we can hardly allow ourselves to become a nation proud of *machines* that think and suspicious of any *man* who tries to."

By lending their support to programs designed to improve the climate for teachers at their own colleges, alumni can do much to alter the conviction held by many that teaching is tolerable only to martyrs.

WHAT PRICE DEDICATION?

Most teachers teach because they love their jobs. But low pay is forcing many to leave the profession, just when we need them most

EVERY TUESDAY EVENING for the past three and a half months, the principal activity of a 34-year-old associate professor of chemistry at a first-rate mid-western college has centered around Section 3 of the previous Sunday's *New York Times*. The *Times*, which arrives at his office in Tuesday afternoon's mail delivery, customarily devotes page after page of Section 3 to large help-wanted ads, most of them directed at scientists and engineers. The associate professor, a Ph.D., is job-hunting.

"There's certainly no secret about it," he told a recent visitor. "At least two others in the department are looking, too. We'd all give a lot to be able to stay in teaching; that's what we're trained for, that's what we like. But we simply can't swing it financially."

"I'm up against it this spring," says the chairman of the physics department at an eastern college for women. "Within the past two weeks two of my people, one an associate and one an assistant professor, turned in their resignations, effective in June. Both are leaving the field—one for a job in industry, the other for government work. I've got strings out, all over the country, but so far I've found no suitable replacements. We've always prided ourselves on having Ph.D.'s in these jobs, but it looks as if that's one resolution we'll have to break in 1959-60."

"We're a long way from being able to compete with industry when young people put teaching and industry on the scales," says Vice Chancellor Vern O. Knudsen of UCLA. "Salary is the real rub, of course. Ph.D.'s in physics here in Los Angeles are getting \$8-12,000 in

industry without any experience, while about all we can offer them is \$5,500. Things are not much better in the chemistry department."

One young Ph.D. candidate sums it up thus: "We want to teach and we want to do basic research, but industry offers us twice the salary we can get as teachers. We talk it over with our wives, but it's pretty hard to turn down \$10,000 to work for less than half that amount."

"That woman you saw leaving my office: she's one of our most brilliant young teachers, and she was ready to leave us," said a women's college dean recently. "I persuaded her to postpone her decision for a couple of months, until the results of the alumnae fund drive are in. We're going to use that money entirely for raising salaries, this year. If it goes over the top, we'll be able to hold some of our best people. If it falls short. . . I'm on the phone every morning, talking to the fund chairman, counting those dollars, and praying."

THE DIMENSIONS of the teacher-salary problem in the United States and Canada are enormous. It has reached a point of crisis in public institutions and in private institutions, in richly endowed institutions as well as in poorer ones. It exists even in Catholic colleges and universities, where, as student populations grow, more and more laymen must be found in order to supplement the limited number of clerics available for teaching posts.

"In a generation," says Seymour E. Harris, the distinguished Harvard economist, "the college professor has lost 50 per cent in economic status as compared to the average American. His real income has declined sub-

stantially, while that of the average American has risen by 70–80 per cent.”

Figures assembled by the American Association of University Professors show how seriously the college teacher’s economic standing has deteriorated. Since 1939, according to the AAUP’s latest study (published in 1958), the purchasing power of lawyers rose 34 per cent, that of dentists 54 per cent, and that of doctors 98 per cent. But at the five state universities surveyed by the AAUP, the purchasing power of teachers in all ranks rose only 9 per cent. And at twenty-eight privately controlled institutions, the purchasing power of teachers’ salaries *dropped* by 8.5 per cent. While nearly everybody else in the country was gaining ground spectacularly, teachers were losing it.

The AAUP’s sample, it should be noted, is not representative of all colleges and universities in the United States and Canada. The institutions it contains are, as the AAUP says, “among the better colleges and universities in the country in salary matters.” For America as a whole, the situation is even worse.

The National Education Association, which studied the salaries paid in the 1957–58 academic year by more than three quarters of the nation’s degree-granting institutions and by nearly two thirds of the junior colleges, found that half of all college and university teachers earned less than \$6,015 per year. College instructors earned a median salary of only \$4,562—not much better than the median salary of teachers in public elementary schools, whose economic plight is well known.

The implications of such statistics are plain.

“Higher salaries,” says Robert Lekachman, professor of economics at Barnard College, “would make teaching a reasonable alternative for the bright young lawyer, the bright young doctor. Any ill-paid occupation becomes something of a refuge for the ill-trained, the lazy, and the incompetent. If the scale of salaries isn’t improved, the quality of teaching won’t improve; it will worsen. Unless Americans are willing to pay more for higher education, they will have to be satisfied with an inferior product.”

Says President Margaret Clapp of Wellesley College, which is devoting all of its fund-raising efforts to accumulating enough money (\$15 million) to strengthen faculty salaries: “Since the war, in an effort to keep alive the profession, discussion in America of teachers’ salaries has necessarily centered on the minimums paid. But insofar as money is a factor in decision, wherever minimums only are stressed, the appeal is to the underprivileged and the timid; able and ambitious youths are not likely to listen.”



PEOPLE IN SHORT SUPPLY:

WHAT IS THE ANSWER?

It appears certain that if college teaching is to attract and hold top-grade men and women, a drastic step must be taken: salaries must be doubled within five to ten years.

There is nothing extravagant about such a proposal; indeed, it may dangerously understate the need. The current situation is so serious that even doubling his salary would not enable the college teacher to regain his former status in the American economy.

Professor Harris of Harvard figures it this way:

For every \$100 he earned in 1930, the college faculty member earned only \$85, in terms of 1930 dollars, in 1957. By contrast, the average American got \$175 in 1957 for every \$100 *he* earned in 1930. Even if the professor’s salary is doubled in ten years, he will get only a



TEACHERS IN THE MARKETPLACE

\$70 increase in buying power over 1930. By contrast, the average American is expected to have \$127 more buying power at the end of the same period.

In this respect, Professor Harris notes, doubling faculty salaries is a modest program. "But in another sense," he says, "the proposed rise seems large indeed. None of the authorities . . . has told us where the money is coming from." It seems quite clear that a fundamental change in public attitudes toward faculty salaries will be necessary before significant progress can be made.

FINDING THE MONEY is a problem with which each college must wrestle today without cease.

For some, it is a matter of convincing taxpayers and state legislators that appropriating money for faculty

salaries is even more important than appropriating money for campus buildings. (Curiously, buildings are usually easier to "sell" than pay raises, despite the seemingly obvious fact that no one was ever educated by a pile of bricks.)

For others, it has been a matter of fund-raising campaigns ("We are writing salary increases into our 1959-60 budget, even though we don't have any idea where the money is coming from," says the president of a privately supported college in the Mid-Atlantic region); of finding additional salary money in budgets that are already spread thin ("We're cutting back our library's book budget again, to gain some funds in the salary accounts"); of tuition increases ("This is about the only private enterprise in the country which gladly subsidizes its customers; maybe we're crazy"); of promoting research contracts ("We claim to be a privately supported university, but what would we do without the AEC?"); and of bargaining.

"The tendency to bargain, on the part of both the colleges and the teachers, is a deplorable development," says the dean of a university in the South. But it is a growing practice. As a result, inequities have developed: the teacher in a field in which people are in short supply or in industrial demand—or the teacher who is adept at "campus politics"—is likely to fare better than his colleagues who are less favorably situated.

"Before you check with the administration on the actual appointment of a specific individual," says a faculty man quoted in the recent and revealing book, *The Academic Marketplace*, "you can be honest and say to the man, 'Would you be interested in coming at this amount?' and he says, 'No, but I would be interested at *this* amount.'" One result of such bargaining has been that newly hired faculty members often make more money than was paid to the people they replace—a happy circumstance for the newcomers, but not likely to raise the morale of others on the faculty.

"We have been compelled to set the beginning salary of such personnel as physics professors at least \$1,500 higher than salaries in such fields as history, art, physical education, and English," wrote the dean of faculty in a state college in the Rocky Mountain area, in response to a recent government questionnaire dealing with salary practices. "This began about 1954 and has worked until the present year, when the differential perhaps may be increased even more."

Bargaining is not new in Academe (Thorstein Veblen referred to it in *The Higher Learning*, which he wrote in

1918), but never has it been as widespread or as much a matter of desperation as today. In colleges and universities, whose members like to think of themselves as equally dedicated to all fields of human knowledge, it may prove to be a weakening factor of serious proportions.

Many colleges and universities have managed to make modest across-the-board increases, designed to restore part of the faculty's lost purchasing power. In the 1957–58 academic year, 1,197 institutions, 84.5 per cent of those answering a U.S. Office of Education survey question on the point, gave salary increases of at least 5 per cent to their faculties as a whole. More than half of them (248 public institutions and 329 privately supported institutions) said their action was due wholly or in part to the teacher shortage.

Others have found fringe benefits to be a partial answer. Providing low-cost housing is a particularly successful way of attracting and holding faculty members; and since housing is a major item in a family budget, it is as good as or better than a salary increase. Oglethorpe University in Georgia, for example, a 200-student, private, liberal arts institution, long ago built houses on campus land (in one of the most desirable residential areas on the outskirts of Atlanta), which it rents to faculty members at about one-third the area's going rate. (The cost of a three-bedroom faculty house: \$50 per month.) "It's our major selling point," says Oglethorpe's president, Donald Agnew, "and we use it for all it's worth."

Dartmouth, in addition to attacking the salary problem itself, has worked out a program of fringe benefits that includes full payment of retirement premiums (16 per cent of each faculty member's annual salary), group insurance coverage, paying the tuition of faculty children at any college in the country, liberal mortgage loans, and contributing to the improvement of local schools which faculty members' children attend.

Taking care of trouble spots while attempting to whittle down the salary problem as a whole, searching for new funds while reapportioning existing ones, the colleges and universities are dealing with their salary crises as best they can, and sometimes ingeniously. But still the gap between salary increases and the rising figures on the Bureau of Labor Statistics' consumer price index persists.

HOW CAN THE GAP BE CLOSED?

First, stringent economies must be applied by educational institutions themselves. Any waste that occurs, as well as most luxuries, is probably being subsidized by low salaries. Some "waste" may be hidden

in educational theories so old that they are accepted without question; if so, the theories must be re-examined and, if found invalid, replaced with new ones. The idea of the small class, for example, has long been honored by administrators and faculty members alike; there is now reason to suspect that large classes can be equally effective in many courses—a suspicion which, if found correct, should be translated into action by those institutions which are able to do so. Tuition may have to be increased—a prospect at which many public-college, as well as many private-college, educators shudder, but which appears justified and fair if the increases can be tied to a system of loans, scholarships, and tuition rebates based on a student's or his family's ability to pay.

Second, massive aid must come from the public, both in the form of taxes for increased salaries in state and municipal institutions and in the form of direct gifts to both public and private institutions. Anyone who gives money to a college or university for unrestricted use or earmarked for faculty salaries can be sure that he is making one of the best possible investments in the free world's future. If he is himself a college alumnus, he may consider it a repayment of a debt he incurred when his college or university subsidized a large part of his own education (virtually nowhere does, or did, a student's tuition cover costs). If he is a corporation executive or director, he may consider it a legitimate cost of doing business; the supply of well-educated men and women (the alternative to which is half-educated men and women) is dependent upon it. If he is a parent, he may consider it a premium on a policy to insure high-quality education for his children—quality which, without such aid, he can be certain will deteriorate.

Plain talk between educators and the public is a third necessity. The president of Barnard College, Millicent C. McIntosh, says: "The 'plight' is not of the faculty, but of the public. The faculty will take care of themselves in the future either by leaving the teaching profession or by never entering it. Those who care for education, those who run institutions of learning, and those who have children—all these will be left holding the bag." It is hard to believe that if Americans—and particularly college alumni and alumnae—had been aware of the problem, they would have let faculty salaries fall into a sad state. Americans know the value of excellence in higher education too well to have blithely let its basic element—excellent teaching—slip into its present peril. First we must rescue it; then we must make certain that it does not fall into disrepair again.

Some Questions for Alumni and Alumnae

- ▶ Is your Alma Mater having difficulty finding qualified new teachers to fill vacancies and expand its faculty to meet climbing enrollments?
- ▶ Has the economic status of faculty members of your college kept up with inflationary trends?
- ▶ Are the physical facilities of your college, including laboratories and libraries, good enough to attract and hold qualified teachers?
- ▶ Is your community one which respects the college teacher? Is the social and educational environment of your college's "home town" one in which a teacher would like to raise his family?
- ▶ Are the restrictions on time and freedom of teachers at your college such as to discourage adventurous research, careful preparation of instruction, and the expression of honest conviction?
- ▶ To meet the teacher shortage, is your college forced to resort to hiring practices that are unfair to segments of the faculty it already has?
- ▶ Are courses of proved merit being curtailed? Are classes becoming larger than subject matter or safeguards of teacher-student relationships would warrant?
- ▶ Are you, as an alumnus, and your college as an institution, doing everything possible to encourage talented young people to pursue careers in college teaching?

If you are dissatisfied with the answers to these questions, your college may need help. Contact alumni officials at your college to learn if your concern is justified. If it is, register your interest in helping the college authorities find solutions through appropriate programs of organized alumni cooperation.

Detroit. Bob James, all-stater from Battle Creek, scored 286 points in fourteen games (two intrasquad included) for a 20.4 average. And other all-staters, all over six feet, coming up are: Tom Woodruff of Grosse Pointe; Ron Emerick, East Detroit; Ron Robinson, Muskegon Heights; Earl McNeal, Dearborn; and Jesse Merriweather, Michigan City, Ind.

Boven is considered by many to have turned in an excellent job despite the losing mark. Next year's abundance in talent could spell victories but, as sophomores, the Broncos are a year or two away from being a great team. ● ●

Floyd W. Moore

(Continued from Page 2)

center, he often asked Moore to take his place. Thus he became widely and favorably known in Southwestern Michigan. Unquestionably the personality and activities of Moore and others like him did much to make Western popular with the general public of the area.

His work on committees was time-consuming for him but beneficial to the institution. All who participated with him will remember his level headed approach to the perplexing problems that were frequently presented, while his humor and wit often smoothed ruffled feelings. It is not necessary to attempt to enumerate all the committees on which he served. He was elected by his fellow teachers to at least three terms on the faculty council. In each term he served one year as chairman of the council. He was one of the prime movers in the organization of the Inter-Faculty Council, composed of representatives from each of the four state-supported teachers' colleges. He was among those who agitated for higher salaries for the faculty. In fact, there were few movements of a general nature started at Western in which he was not active.

He was interested in activities which were only distantly related to the school. Thus he served for a term as president of the Kalamazoo City Council on Economic Educa-

tion, of the Michigan Council on Economic Education, and of the department of higher education in the Michigan Education Association. He was one of the leaders in the movement to start the last mentioned. For several years he was one of the persons who conducted classes for local minor bank officers who had aspirations for advancement.

Thus Floyd Moore has kept himself busy during the last forty years. In the meantime his wife and he raised and helped to educate two sons, Don and Bob. The former is a psychiatrist and is medical director of the La Rue D. Carter Hospital in Indianapolis. The latter is a business man in Traverse City.

Yes, Floyd Moore has been busy. We shall all miss him. We hope that he will not miss us and his activities more than we are going to miss him. We hope that he will find some work to do—maybe not as strenuous as the duties that he is relinquishing. If his interest in his family, consisting now of his wife, two sons, seven grandchildren and one great grandchild does not occupy his leisure time satisfactorily, we hope that he will travel or be able to teach his beloved economics as a supply teacher. We may further suggest that he do research work and write on the "Economics of Gerontology." ● ●

Dard Hunter

(Continued from Page 3)

At considerable inconvenience, expense and personal hazard, Hunter traveled through the Pacific islands, Korea, China and India, learning at first hand from wizened patriarchs how they laboriously, and often beautifully, produced paper as their ancestors had. Always at the conclusion of a lengthy journey he recorded his information, complete with pictures and numerous samples.

Hunter also was interested in type design and printing, and is perhaps the only modern man to have designed and cast type, set this same type, written the manuscript, made the paper, printed the pages and bound the completed book. ● ●

Bronco Summer Golf Outing August 3

The WMU-Bronco Boosters Club will hold its annual summer golf outing Monday, August 3, at the Elks Country Club course. Last year 186 boosters enjoyed the day of fun, and capped it with an outdoor steak dinner.

The Boosters advise this year that a maximum number of people can be accommodated at the Elks and that a limit of 300 has been put on the outing.

Expecting the annual outing to blossom into a large affair, the Boosters are asking for advance reservations, to be made by writing to M. D. Sunney, 608 American National Bank Building, Kalamazoo.

Gabriel Richard

(Continued from Page 3)

Chase S. Osborn once wrote of Father Richard: "The attitude of Richard was the first great exhibition of religious tolerance in America. This might be the biggest single thing that Father Richard ever did." Msgr. Hickey adds his eloquent appraisal in these words:

"No one can doubt that there is a felt need for Richard's spirit in our own times. For we realize that without a belief in a supreme being and his wise providence, all that we cherish and hold sacred—the spirit of free inquiry, the practice of free speech, the free way of life, the world's heritage of art, the aspirations of science and the spiritual ideals of religion—may be destroyed. Godless materialism can wreck our civilization. Today, God's law has, in a literal sense, become the law of survival. In the immortal words of the Northwest Ordinance, RELIGION, MORALITY AND KNOWLEDGE are indeed, NECESSARY FOR GOOD GOVERNMENT AND THE HAPPINESS OF MANKIND." ● ●

Bronco Boosters Name New Officers

At a meeting of the Bronco Boosters Club's board of directors Feb. 16, the following friends and alumni of WMU were re-elected to the 1959 board of directors: Ralph Townsend, Don Pikkaart, Gerald de Mink, Reid Arnold, Rodney Lenderink, Rudel Miller, Jerry Hagan, John Dill, M. D. Sumney, and T. M. McCarty, the retiring president.

Newly elected members to the board are: Commander Bill Wiese, USN, Vic Vanderberg, Bob Quiring, and Ed Rossi.

The newly-elected officers of the club for 1959 are: President, Don Pikkaart; Vice President, Rudel Miller; and Secretary-Treasurer, Ralph Townsend.

Heads M. E. A.

John H. Strandberg '25 has been elected president of the Michigan Education Association, the 104th person to hold this office. He now teaches in the Detroit public schools. More details in the August issue.

IN MEMORIAM

MRS. HAZEL BARNES MILLIKEN '12 died March 28 in Paw Paw.

DR. CHARLES BARKENBUS, a student in 1914, died Feb. 21 in Lexington, Ky. He was on the chemistry faculty of the University of Kentucky for 40 years.

MISS BERNICE SMITH '16 died Feb. 8 at Shelby.

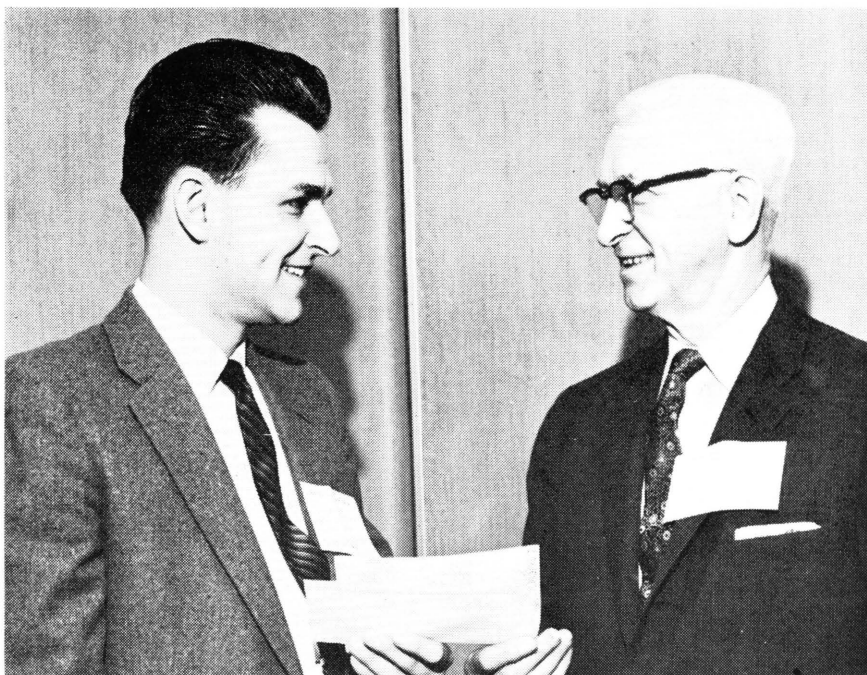
MISS MABEL MORGAN '17 died Feb. 28 in Pasadena, Calif. She retired as a Methodist missionary in 1941. Among survivors is a sister, Margaret '25.

MRS. LOUISE SPANENBERG TAYLOR '19 died April 11 in Benton Harbor. Her husband, George, is vice president of the Farmers and Merchants National Bank. Among survivors is a sister, Pauline Spanenberg Murphy '23, Roseville.

SISTER MARY VINCENT KROPP, a student between 1920 and 1931, died Feb. 14 in Grand Rapids. She had been a parochial teacher.

MRS. EDENA ROYCE '20 AB '22, died April 1 in Kalamazoo.

MISS MYRTLE DIETZ '21 died Dec. 20 1958 in Muskegon.



William Putnam '57, left, is shown receiving the first annual George H. Hilliard Award from the Southwestern Michigan Guidance Association, being cited as an outstanding young person in the field of guidance. He is now teaching at the Cassopolis high school and continuing his graduate work on the campus. Dr. Hilliard, retired director of counseling, made the presentation of a citation and check at the 23rd annual guidance conference in March.

K. CLARE BILDERBACK '23, AB '26, died March 4 in Kalamazoo. He was associated with the Kooi-Knapper Co.

MISS LUCILLE A. SANDERS '23, AB '31, died April 28 in Kalamazoo after a long illness. She had served from 1923, until retiring in 1957, as secretary of the department of rural life and education.

MISS MARY A. TIPPETT '23 died March 13 in Bronxville, N. Y., where she had taught the past 20 years.

GEORGE V. PAPPIN, a student in 1924 and 1925, died Feb. 21 in Detroit after a fall. He had been a teacher. Among survivors is a brother, Herbert, a student at the same time.

MRS. IRIS D. BARBOUR '26, a teacher from 1895 to 1941, died Jan. 28 in Grand Rapids.

MISS MYRTLE C. DEHLIN '26, AB '38, died Jan. 31 in Grand Rapids.

MRS. LAURA KNAPP '27, B.S. '28 died April 13 in Battle Creek. She retired as a teacher in 1947.

GEORGE R. TUTTLE '29 died Feb. 11 in his car near Holt. He retired as a teacher in 1956.

MRS. DOROTHY TOLLAN GREENAWAY '30, AB '41 died March 20 in Monterey, Calif.

MRS. DOROTHY STEMM UNDERWOOD

'33 died March 12 in St. Joseph. She had taught until 1952.

DR. HAROLD H. VANNATER '35 died Jan. 30 in Aberdeen, S. D. He had been on the WMU Hurd school faculty from 1949 to 1952 and of late at the Northern State Teachers College, Aberdeen. He leaves a sister, Elsie (Mrs. William Chapman) '31, BS '39, and three brothers, including Carroll '49 and Donald '51.

MRS. EVELYN MUNN BUTCHER, a student in 1940, died March 17 in Three Rivers.

MRS. MARY BOWLING LYON '40 died March 31 in a two-car crash in Barry County.

MISS MURIEL K. HOPKINS '49 died Dec. 10, 1958, in Holland.

ARTHUR A. FLETCHER '53 died Feb. 13 in East Lansing where he was with the Michigan department of social welfare.

PICTURE CREDITS

Cover—Ward C. Morgan; page 1, Beverly Studios; page 3, Ward C. Morgan; special insert photos, see page 20; page 21, Schiavone Studios; page 23, WMU Publicity; page 24, WMU publicity.

Class Notes

'32 *Kenneth Saunders* has received a National Science Foundation faculty fellowship for 15 months of advanced study in physics. He plans to have some of his study supplemented by course work arrangement between the University of Kentucky and the Oak Ridge Project . . . *Raymond (Hap) Sorensen* has been named to the membership and policy committee of the National Collegiate Tennis Coaches Association for the mid-west area.

'33 *Elizabeth Palmer* has taught at Middleville for the last three years . . .



Several alumni club presidents were on hand for the February alumni council meeting on campus. Left to right: Lloyd Hartman, Muskegon; James Bekkering, Newaygo; Harold Bradford, Berrien Springs; Paul Grein, Bay City; Virgil Westdale, Farmington, and Marshall Simpson, Lansing.

C. Carney Smith, Washington general agent for the Mutual Benefit Life Insurance Co., recently received the Bernard L. Wilner Memorial Award. This award, given annually, is considered the top honor in the life insurance business at Washington, D. C.

'34 *Dr. Maurice Weed*, currently head of Northern Illinois University's music department, has been announced as the winner of national and regional awards for the composition of works for band and string quartet. He will receive a prize of \$500 by the Ostwald Band Uniform Co., for his "Introduction and Scherzo for Band," which was adjudged the outstanding band composition for 1958 by the American Bandmasters Association.

'35 *Dr. L. Dale Faunce*, University vice president, has been named to a one-year term as a director of the Kalamazoo Chamber of Commerce.

'36 *George Mills* is superintendent of the new Saginaw Township junior and senior high school. Mills has been assistant superintendent of schools at Dearborn since 1951 . . . *Frances French*, head of the business education department at Grosse Pointe high school, is the new president of the Michigan Business Education Association.

'37 *Dr. Roy E. Sommerfeld* is associate professor in the school of education at the University of North Carolina . . . *Arthur W. Sterenberg* is representing the KVP Co., in Northern Ohio, where he has lived since 1934 . . . *Vern Neidlinger* has been appointed basketball coach at Britton-Macon.

'39 *Dale Clark*, Reed City High School football coach for 17 years, recently announced his retirement from coaching that sport. Clark continues as track coach this spring.

'40 *Herbert Auer*, formerly assistant city editor of the Muskegon Chronicle and more recently director of information

services at the Kellogg Center, Michigan State University, in March became associated with the Michigan State Medical Society, with offices in Lansing . . . *Howard E. Thompson*, director of health, physical education and safety for Jackson schools, was named president-elect of the Michigan Association for Health, Physical Education and Recreation. As president-elect, he will automatically become president of the state organization in 1960.

'41 *Major Alfred Pfliger* has been assigned to Michigan State University as assistant professor of Air Science. This appointment is for a three-year duration, and will start in August.

'42 *Donald M. Moody* has been named superintendent of the Delton high school.

'47 *Francis Zinser* is branch manager of the Todd Company (Division of Burroughs Corporation) office in Honolulu, Hawaii. He is also an officer of the Hawaii Chapter of the National Association of Accountants. Zinser and his wife Annabelle Myers '46 have been in the Islands since 1951 . . . *Dr. M. Jerome Bigelow* joined the physics and chemistry department as an associate professor at Central Michigan College . . . *Anthony Stamm*, county clerk for Kalamazoo county, was re-elected to the Republican State Central Committee for Michigan in February.

'48 *John B. Murray*, a consultant with the department of public instruction for the last two years, has been named a consultant in pupil transportation with the United States Office of Education in Washington, D. C. . . . *Richard Kishpaugh*, accountant for the KVP Co., is the author of an article entitled "The Capital Expenditure Control Program" which has been published in Accounting Practice Report, a publication of the National Association of Accountants.

'49 *Ray Howe* is the new president of the Dearborn Federation of Teachers. He teaches school at the Edsel Ford high school in Dearborn . . . *Gaylord Woodard Jr.* has been awarded a scholarship to the Yale University summer school by the Michigan Board of Alcoholism. Woodard will receive a thorough course of study on the alcoholic and problem drinkers . . . Mr. and Mrs. *James Stark* (Fran Gay '56) now have a daughter, Sandra Gay, born March 9 in Manhattan Beach, Calif . . . WEDDINGS: *Evelyn E. Anderson* and George Jennings Jan. 31 in Muskegon.

'50 *A. Robert Anderson* was recently named Kiwanian of the Year by the El Monte Kiwanis Club, El Monte, Calif. He is business manager of the Medical Center of El Monte. Anderson lives in Covina, Calif. . . . *John D. Tapper* has been promoted to staff accountant of the accountant-results, general accounting department with the Illinois Bell Telephone Company, Chicago.

'51 *Oliver W. Scott* has been appointed western Michigan regional manager for the Badger Mutual Insurance Co. of Milwaukee . . . *Donald M. Wright* of Kalamazoo recently joined the construction and maintenance department of the Upjohn Company . . . *Robert Ball*, assistant vice president of the Fidelity Federal Savings and Loan Association, has been elected president of the Kalamazoo

'56 *Merla Neeb* is teaching art at the Midland high school . . . *Kathryn L. Woods* is a speech therapist at the Mary Free Bed Child Hospital and Orthopedic center at Grand Rapids. She received her M.Ed. degree in clinical speech from Pennsylvania State University in January . . . Mr. and Mrs. James Stark '49 (*Frances Gay*) now have a daughter, Sandra Gay, born March 9 in Manhattan Beach, Calif. . . . *Paul D. Bos* is coaching major sports at Lawrence high school this year. Paul and his wife Gloria have a baby daughter Shawn Diane born Feb. 25 . . . WEDDINGS: Laurice A. Vandermer '58 and Gordon G. Hope Jr., in Albion.

'57 *Martin (Marty) McGavin*, ninth grade football coach at Godwin high school, was recently named head baseball

Society of Wheaton, Ill. Miss Perry is a sixth grade teacher at the Gilkey school in Plainwell and expects to do educational work in the Congo . . . *Edward A. Livingston* is a member of the Army Band playing the tuba . . . Pvt. *Harold Leep* is a social worker in the closed psychiatric ward of the Fitzsimons Army hospital, Denver, Colo. . . . WEDDINGS: Jacqueline J. Delong and *Fredrick R. Zweering* in Three Rivers . . . *Barbara A. Tews* and Robert A. Reichenbach in Bay City . . . *Jacquelin S. Johnson* and Michael Monaghan Dec. 27 in Kalamazoo . . . *Laurice A. Vandermer* and Gordon G. Hope Jr., '55 in Albion.

'59 *Charlene Cooper* is teaching home economics in the Mendon high school during the spring semester . . . *Reinhart Krause* has joined the commercial department at Franklin Southfield high

Homecoming - - - October 17

Society of Residential Appraisers . . . *Richard Gibbs* has been promoted to the position of personnel and safety supervisor for Consumers Power Co.'s Bay City division.

'52 *Robert Loomis* has been promoted to vice president and sales manager of the Loomis Roofing and Siding Company in Grand Rapids . . . *Joseph Harrison*, recently appointed superintendent of the Weidman Community School, was formerly principal of the Mecosta Schools . . . *Norbert J. Boyan* has been appointed group manager of the Chicago branch of Diebold Inc. He, his wife (Marilyn Gibles '53) and son David now live in Park Forest, Ill.

'53 *John Broski* is the basketball coach of a Cleveland East Tech team that has a 49-game winning streak and was undefeated last season, sweeping the Ohio state title . . . *Marilyn Gibles Boyan* and her son David now live in Park Forest, Ill., where her husband Norbert '52 was recently appointed group manager of the Chicago branch of Diebold Inc.

'54 *Lt. Herschel King* is flying Globemasters for the Air Force . . . *Leonard Johnston* is playing baseball with Houston this year. Houston bought his contract from Richmond, Va. . . . WEDDINGS: Edythe Tuinstra and *William Rockhold* in Kalamazoo April 5.

coach by the school's board of education . . . *Jack H. Linders* is teaching general business and ninth grade English in the Allegan junior high school . . . *Forrest A. MacKellar* recently joined the physical and analytical chemistry department of the Upjohn Company . . . *Mrs. Ronald G. Wildeman (Kathryn A. Radke)* was on a three month tour of Europe with her husband last summer on which she saved a doll from every land. Her husband was serving with the Army in Germany during this time . . . *Frank Riley* is teaching English and journalism at Marshall high school . . . For his "loyalty, initiative, devotion to duty and professional competence," Specialist Four *Frank A. Goodrich, Jr.*, has been awarded the Army's Commendation Ribbon with Metal Pendant at Fort Richardson, Alaska . . . *Gerald deMink* will direct activities of the Kalamazoo Toastmasters Club the next year as president . . . WEDDINGS: Priscilla G. Moore and *Keith D. Renbarger* in Galien last February.

'58 *Willard (Willie) Sweeris* is the new assistant baseball coach at Godwin high school in Grand Rapids . . . Lt. *Lee Greenawalt* is stationed as an Army courier at Ft. Myers, Va. During his two days off each week he is working as a volunteer in the office of Rep. Gerald R. Ford of Grand Rapids . . . Pvt. *Kenneth L. Huggett* recently completed the eight-week finance procedures course at the Finance School, Ft. Benjamin Harrison, Ind. . . . *Elaine Perry* was recently appointed as a missionary to Belgian Congo by the Conservative Baptist Foreign Mis-

school . . . *Ame Krueger* is assistant manager for the Seaboard Finance Co. in one of their branch offices in Detroit . . . *Robert A. Huston MA* has joined the law firm of Stratton, Wise, Huston, Early and Starbuck in Kalamazoo, but will continue to handle labor problems for the Fuller Manufacturing Company, where he has been vice president in charge of labor relations for several years . . . *Thomas W. Arch* has been added to the faculty of the Jonesville Schools . . . *Paul Frederick* has been hired to teach the second grade room at the Union City elementary school . . . *June Huff* has been engaged to teach second grade at Central school in Hastings . . . *Donald Meska* has accepted a position as food and drug inspector with the Chicago District Office of the Federal Food and Drug Administration. He was formerly with the Mattawan high school as government, history and mathematics teacher . . . *Lois Craney* is the new third grade teacher in the Mattawan school . . . *Eleanor Crane* recently began her duties as an occupational therapist in Ingham and six other counties, working under the Michigan Society for Crippled Children and Adults . . . *Marilyn J. Dobson* has been assigned to music at the Madison school in the Wyandotte school system . . . *Arlon King* and his family have moved to Shawano, Wis., where he is employed at a Shawano paper mill . . . WEDDINGS: *Hinako Ishii* and Austin Regier in Kalamazoo . . . *Erma L. Stevens* and Larry Weber January 27 in Allegan . . . *Arlene Loeffler* and *Richard G. Bareis* in Chelsea . . . *Marian E. Day* and *Peter M. Rhein* in Kalamazoo April 5.

Participating Schools

(Continued from Inside Cover)

College, Marywood College, Maumee Valley Country Day School, Mercer University, Miami University, Michigan State University, Michigan College of Mining and Technology, University of Michigan, Mills College, Mills College of Education, Millsaps College, Milwaukee-Downer College, Mississippi Southern College, The University of Mississippi, University of Missouri, Monmouth College, Montana School of Mines, Montana State College, Montana State University, Moravian College, Mount Holyoke College, Mount Union College, Muckingham College, Muhlenberg College, Nazareth College, University of Nebraska, Nebraska Wesleyan University, New Mexico College of Agriculture and Mechanical Arts, University of New Hampshire, College of New Rochelle, University of North Carolina, North Central College, University of North Dakota, Northern Illinois University, Oberlin College, Occidental College, Ohio Northern University, The Ohio State University, Ohio Wesleyan University, Oklahoma State University, University of Oklahoma, Olivet College, Oregon State College.

Pacific Lutheran College, Pembroke College, University of Pennsylvania, Phillips Exeter Academy, Pine Manor Junior College, Polytechnic Institute of Brooklyn, Pomona College, Portland State College, The Principia, Randolph-Macon College, Randolph-Macon Women's College, University of Redlands, Rensselaer Polytechnic Institute, Rhode Island College of Education, Rhode Island School of Design, University of Rhode Island, University of Richmond, Riverdale Country School, University of Rochester, Rockford College, Roosevelt University, Rutgers University, College of St. Catherine, College of St. Elizabeth, St. John's University, St. Lawrence University, St. Louis Country Day School, St. Mary's College, St. Mary's University, St. Mary-of-the-Woods College, St. Michael's College, St. Norbert College, Salem College, University of San Francisco, University of Santa Clara, Simpson College, University of Southern California, Southern Illinois University, Southern Methodist University, Stanford University, Stephens College, Stratford College, Susquehanna University, Sweet Briar College, Syracuse University.

Temple University, University of Tennessee, University of Texas, Trinity College, Trinity College, Tulane University, University of Utah, Upsala College, Ursinus College, Vanderbilt University, Villa Madonna College, Virginia Polytechnic Institute, University of Virginia, Wagner College, Wake Forest College, Wartburg College Alumni Association, Washington College, State College of Washington, Washington University, Wayne State University, Webster College, Wellesley College, Wells College, Wentworth Institute, Wesleyan University, West Virginia Wesleyan College, Westbrook Junior College, Western College, Western Maryland College, Western Michigan University, Western New England College, Wheaton College, Whittier College, Whitworth College, University of Wichita, Willameta University, College of William and Mary, Wilkes College, Wilson College, Wisconsin (Alumnus) University, Women's College, U.N.C., College of Wooster, University of Wyoming, Yankton College.