In Tribute
Paul V. Sangren

Summer
1960
As the Dean of presidents of Michigan state-supported colleges and universities, Paul V. Sangren has aided materially in establishing a tradition here at Western. Long tenure for presidents can mean a stability much sought after, and an important factor in our own growth.

In anticipation of his June 30 retirement, nearly 600 friends and colleagues of Dr. Sangren gathered on April 6 to pay tribute to him. Accolades came from a dozen speakers, and the evening concluded with the gift of a new car, and the announcement of the creation of the Paul V. Sangren Foundation of Western Michigan University and an initial gift of more than $1,500 from his assembled friends and also from many who were unable to be present.

Dr. Sangren joined the Western faculty in January, 1923, fresh from public school leadership. His abilities as a researcher and as an administrator did not remain long hidden; leading quickly to sensitive positions of leadership.

In 1926 Dr. Sangren returned from the completion of his doctoral studies to become director of the bureau of educational research; two years later he became head of the education department, and in 1934 was named dean of administration; moving from there on September 1, 1936, to the presidency.

It should also be mentioned that Dr. Sangren was instrumental in establishing the Educational News Bulletin in 1931 and the later Alumni Magazine, both of which were merged in 1942 to become this publication. Dr. Sangren's continued interest in its progress has been most gratifying.
High School Days

PAUL SANGREN is, without question, the most eminent graduate of Ravenna High School, where his reputation as an excellent scholar was already established when we first met as tenth graders. Paul lived on a farm in Moorland Township about four miles from Ravenna and drove back and forth each day with a horse and buggy. Occasionally when the weather was bad he was not permitted to drive a horse, and I remember that on such days he frequently managed to get to school by walking all or part of the way.

In spite of the fact that he attended only five months during the year because of having to help on the farm two months each fall and spring, he graduated with the finest scholastic record ever attained in that school. It is reported that when he came two months late to enroll as a ninth grader the superintendent-principal was unwilling to give him a full schedule until finally in desperation Paul told him that in the eighth grade examinations of the preceding spring he had received the highest marks in the county. I remember that other pupils assumed some responsibility for getting Paul from the study hall to his classes, because occasionally he concentrated so completely on what he was studying that he did not hear the bell or notice that classes were passing. Many lunch hours were spent in study.

However, he also had time for recreation, and we frequently spent week-ends together at his home or mine. I recall that we used to spear suckers in the spring, take part in parlor sings with Paul playing the violin, and go on bicycle trips, one of which was a fifteen-mile ride on Memorial Day to Wolf Lake where we encountered an unexpected snowstorm. We also went on horse and buggy double dates. His keen sense of humor made him an enjoyable companion in any activity.

I had to work on the family farm one year so Paul graduated ahead of me and attended Ferris Institute. When I went to Ferris the following year Paul had gone on to Ypsilanti Normal College, but I saw him occasionally when he came back to see Flossie Porter, now Mrs. Sangren, who was also attending Ferris, and we spent an interesting week-end together at her home in Stanwood.

When I began teaching in Ann Arbor I saw the Sangrens quite frequently since she was teaching in Ypsilanti and he was attending the University of Michigan. They invited me several times for delicious, home-cooked meals and both the food and the companionship provided very pleasant interludes in my bachelor life. During this period Mrs. Sangren was the bread winner while Paul attended school, a procedure quite uncommon at that time but very familiar to us now. My close friendship with Paul during our high school and college days is one of my very happy memories, and although we have been unable to see each other so frequently in recent years, I shall always cherish his continued friendship.

By Forrest Averill,
Deputy Superintendent of Schools at Lansing; an old friend and confidant of Dr. Sangren.
Humor came to the Tribute Dinner when toastmaster Dan Ryan, editor of the Kalamazoo Gazette, presented Dr. Sangren with a 'K' blanket. Dr. Sangren received an honorary doctor of laws degree from our neighboring Kalamazoo College.

Proud participants in the Tribute Dinner were the Sangren children, pictured with their parents. From the left, Dr. Ward Sangren, San Diego, Calif., Mrs. Sangren, Dr. Sangren, and Mrs. Hildur Makielski, Ypsilanti.
From the Board

If it is true that great institutions are but shadows of great men, then Western Michigan University truly bears the reflection of the lengthened shadow of Dr. Paul Sangren.

Dr. Sangren came to Western as a professor in the Department of Psychology. In that position he became one of the outstanding men on the faculty. His ability and devotion to his work won for him the admiration and respect of his associates.

When it became necessary for the State Board of Education to select a new president for the college, Dr. Sangren was the first choice. Thus at a young age he was embarked upon a career as president of Western State Teachers College, as it was then known.

Under Dr. Sangren’s dynamic leadership Western became one of the outstanding universities in our country. He has given his full time and efforts to the duties inherent in the office of the President.

One of his greatest skills has been his ability to select very able personnel. Throughout the years he has surrounded himself with a staff of men and women with outstanding abilities. His own forthright manner, his strong convictions and integrity have inspired his faculty with a feeling of confidence and security in their positions. The retention of an able staff over a long period of time has been a most important factor in developing an excellent program of academic and professional training for the University.

Dr. Sangren’s organizational ability has been invaluable in directing the destinies of Western over the years of its greatest growth.

His vision and insight into the immediate needs and future requirements for both undergraduate and graduate work have been beneficial to Western and also to similar institutions in Michigan.

The colleges and universities which are under the jurisdiction of the State Board of Education work together through a Council of their Presidents. Dr. Sangren has served many years as president of this Council. In that capacity his skill in research combined with his vision and organizational ability have been a source of information and inspiration to those associated with him.

One needs only to look at the tremendous growth of Western and to have the knowledge of the purpose and use of each new building which has been erected on its campus to fully appreciate the wisdom and the zeal of the man responsible for their construction.

Dr. Sangren has directed much time and study to the cause of higher education and has secured for Western the well-deserved designation as a University.

Throughout his years of service he has never lost sight of the intrinsic dignity and worth of the individual. While he has had a strong inner voice directing the affairs of the University, he has maintained a deep humility and respect for the work of others.

President Sangren will be greatly missed when he retires from the active direction of the affairs of Western Michigan University but the results of his leadership will continue to be reflected in the University throughout the years to come.
Two major gifts were presented to Dr. Sangren: first, a gift of more than $1,500 for the new Paul V. Sangren Foundation of Western Michigan University; and second, a new car. Toastmaster Dan Ryan, left, and Dwight L. Stocker, president of the KVP Sutherland Paper Co., hold the large card.

The Long Pull

By Dr. Manley M. Ellis,
Professor of Education, longtime colleague and close friend of Dr. Sangren.

WE FIRST MET the Sangrens at Ann Arbor during the school year of 1921-22. We were both working for our master's degrees. In September of that year, Dr. Sangren went to Zeeland as superintendent of schools. Dr. McCracken was president of Western in the absence of Dr. Waldo (who served for a year as president of Bellingham, Washington, Teachers College) during the school year of 1922-23. We had an unprecedented increase of 415 students which required the hiring of several new faculty members, among them Dr. Sangren, who came for the beginning of the Winter Term in January, 1923.

His early associates in the department of education were T. S. Henry, Lavina Spindler, Elmer H. Wilds, George H. Hilliard and myself. He taught Introductory Psychology, Educational Psychology, Principles of Teaching and Educational Measurements. His public school experience, his training and his great concern for the welfare of his students earned for him an excellent reputation as a teacher. Old timers still refer with enthusiasm to the fine work he did in the classroom.

Dr. Sangren and I took leaves of absence for the school year of 1925-26 to return to Ann Arbor to work for our doctorates, which we obtained in June, 1926.

One of the most enjoyable, and, indeed, profitable experiences of our early years at

WESTERN MICHIGAN UNIVERSITY
Western was the relationships that existed between several of our families. This group consisted of the Weavers, Pullins, Sangrens, Ellises and the Berrys. Many were the picnics, parties and trips enjoyed together by the families. Our children were all small. Hildur was a baby and a little girl during this period. We all seemed to appreciate each other’s children as well as our own. There was no envy, no selfishness, no hard feelings—just fun and enjoyment. The children grew up in this wonderful pattern. I wonder if their children will have as rich an environment.

Then there were the hunting and fishing trips. The men hunted pheasants and rabbits. The Sangrens always had efficient hunting dogs. Mrs. Sangren is especially fond of dogs. The men did not take their families on the hunting trips, but usually took them fishing. It was customary to spend several days on a fishing trip. The first four families mentioned above had house trailers, which were handy for use on extended trips.

Dr. Sangren has always been an enthusiastic (and successful) deer hunter. He is a good shot and usually brings home his buck.

One of the most significant events in the history of Western was the Teacher Education Study from 1939 to 1941. It really laid the foundation for our claim to university status. It was in the Teacher Education, Student Services, General Education Study that the basic principles were laid down for our present systems of Teacher Education, Student Services, General Education and for the division of our educational offerings into the five Schools: Education, Applied Arts and Sciences, Graduate Studies, Liberal Arts and Sciences and Business. The Teacher Education Study began our modernization. The skill with which President Sangren guided us through this period of change represents positive genius. With his guidance we brought about this great reform ourselves with very little assistance from outside. And yet it was most democratically done. No one lost his job, although some were advanced in the reorganization. Everyone was offered the opportunity to help, and everyone did help. At the end we had a new institution with new and greater purposes, and with promise of greater growth than anyone had ever dreamed could happen.

I have paid tribute to Paul V. Sangren as a teacher, but it is chiefly in the administration of the University that he has made his greatest contribution. He has that rare combination of a feeling for the needs of young people and an almost infallible impulse to do what must be done to satisfy these needs. He has been able to get things done when the situation seemed hopeless, and when he failed to get all he thought he should have, he was not discouraged, but was ready to try again. He is an administrator’s administrator. It will be decades and generations before his work in building this great institution will be fully appreciated.

*President Sangren received an honorary doctor of laws degree from Ferris Institute in 1955. Ferris President Victor F. Spathelf is at the right, as the hood is placed on Dr. Sangren’s shoulders.*
A PERSON outside a university faculty might conclude that professors are hard to please when it comes to the kind of man they want for a president. On the one hand, they want a leader who looks after their interests; who has far-sighted plans; who is good at getting money for salaries, research, equipment, and buildings; and who, if need be, serves as a shield against ill-considered attacks. On the other hand, they want a president who lets them alone. To state this second matter a little differently, they want a professional person who treats them as professional people who know how to do their work.

These are exacting and somewhat contradictory demands. I doubt that there are many college or university presidents who measure high with their faculties in both scales of values. However, I believe that we who have worked with Paul Sangren would place him in that very small category of executives in higher education who have carried this double burden exceedingly well.

Many tributes have already been paid to President Sangren as a leader and a builder. The growth of Western from a small normal college set on top of a hill to a burgeoning university claiming recognition as a major institution is sufficient evidence of his capacities in these respects. As a member of his faculty, I would like to underscore his success in providing us with an image of ourselves as responsible, professional people.

Morale in a university faculty is high when its members believe that their services are valued. This has been the case at Western. The minimum of attention which has been paid to rank and the maximum of democracy which has pervaded most departments has been commented on frequently by new faculty members. Some way or other—and I believe that President Sangren has had a good deal to do with it—we have preserved in a faculty of four hundred and fifty an astonishing amount of the neighborliness and mutual esteem which prevailed when the staff was one third the size. Even after the organizing of five different schools and the appointing of as many deans as well as two vice-presidents, no one has felt that the President’s door was shut to him. We have been nuisances, certainly, but it has been heartening to discover that the problems of a teacher have been considered as important as the intricacies of a budget.

Furthermore, morale is high when the members of a university faculty have a responsible part in forming the policies and the character of the institution which they serve. It has been said that a camel is a horse put together by a committee. I suppose we have produced a good many camels at Western, but, under President Sangren’s guidance, we have created a more beautiful organism: a composition of faculty and administration whose unity has never been destroyed. The hundreds of professors who have served on the Faculty Senate, the Educational Policies Council, the Curricula Committee, and dozens of other councils and committees have grieved because of the time consumed; but they have had a very satisfying feeling of helping to determine the destiny of their university. It has been a rare occasion indeed when the recommendation of a faculty group has not been honored by the administration. The faculty has been able to see the point of view of the administration because the administration has seen the point of view of the faculty.

During the last quarter of a century, people at Western Michigan University have been beset by growing pains. They have had too much to do and too little to do it with. Problems have arisen which must have been unimaginable in the early days of the institu-
Growth of American Auto Industry Traced in Excellent New History


SEVEN OUT of ten American families own at least one car; six out of ten Americans are employed in automotive industries." This statement from the dust jacket of American Automobile Manufacturers serves to point out the significance of the subject John B. Rae, associate professor of history at Massachusetts Institute of Technology, treats in this excellent history of the formative years of the American automobile industry. The main concern, however, of Rae is not the social, economic, and cultural impact of the automobile on our society. The focus of this study is the American contribution to production and distribution of the auto—the steps by which Americans transformed the motor vehicle "from a luxury to an article of mass consumption."

Contrary to views many Americans now hold, the invention of the automobile is not an American achievement. Nor was Henry Ford solely responsible for putting the world on wheels. Instead, the early years of the auto industry present a complex story, beginning in Europe, and presenting in America a process of trial and error before men like Ford made America's real contribution—the mastery of mass production techniques.

A Current View

(Continued from Page 6) But, largely because of trust shared by faculty and administration, morale has been marvelously high. Few people who have come to teach at Western have left it.

It appears that I have said more about the faculty than I have about the President. I don't think President Sangren will mind. His best efforts have been devoted to forming a cooperative and devoted group of teachers. His efforts are reflected in the confidence which the faculty have rested in the quiet, earnest, democratic man in the President's office, Paul Sangren.

It was perhaps natural that the first American attempts at automobile manufacturing should be by established vehicle makers. Thus, bicycle and carriage firms were the first to experiment with motor cars. This had its positive and negative effects. It provided vehicles for experiment, but it also postponed the time when auto men would realize that their products were more than motors mounted on carriage or wagon bodies. A further limitation was that autos were merely a sideline for most manufacturers of horse-drawn vehicles. By 1910, however, the main lines along which the gigantic auto industry would develop were plain to would-be manufacturers; and the autos they made "shook off the influence of their bicycle and buggy ancestors."

That the heart of the automobile world would be in Michigan, and especially centered at Detroit, had also become apparent by 1910. In developing this point Professor Rae makes a real contribution. He dispenses with the commonly held assumption that Mid-Western bankers were more willing than their Eastern counterparts in risking capital for the highly speculative auto industry. As a matter of fact bankers were notably absent in the process of financing the pioneer automobile men. In determining the center of the industry geography played a large role, for southern Michigan and the surrounding areas met the industrial requirements of raw materials, accessibility and ease of transportation. In the final analysis, however, it was a distinctive type of individual that made Detroit the motor capital. By chance, men like Ford, Olds, Durant, and the Dodges lived in the Detroit area and made it the scene of their experiments and ultimate successes. Detroit and Michigan never had a monopoly on automobile manufacturing, nor is this the case today, but as the author shows, Detroit "exercised a gravitational pull on whatever might contribute to the manufacture of automobiles—capital, managerial and technical talent, labor skills."

Among the virtues of this valuable and readable book are excellent and balanced treatments of the controversial Selden Patent and the subsequent effort to exploit it by the Association of Licensed Automobile Manufacturers. In a number of books on the auto industry George Selden, with his patent, and the A.L.A.M. are presented as obstacles to the development of the industry; and Henry Ford usually emerges as the champion of individual enterprise against those who would monopolize and create a gigantic "trust." The facts, as Mr. Rae interprets them, are the the Selden Patent never seriously
threatened the industry, and that the A. L. A. M. contained enough good features to have great influence on its successor, the Automobile Manufacturers Association. Even the Ford Motor Company joined the latter.

The chronological limit of this book is set at 1935 and this date serves well to emphasize the author’s chief focus. By 1935 the “Big Three”—Ford, General Motors, and Chrysler, plus a few hardy independents were all that remained of over two hundred firms that had attempted automobile manufacturing. That such consolidation and concentration was a natural process becomes clear as the author analyzes the factors making for success in this highly competitive industry. As Rae sees it, business leadership was the essential factor in determining survival for auto makers. Such leadership included organizing and administrative ability; it also called for the ability to balance technological and business considerations. To be able to master the techniques of mass production, and to build a mechanically sound vehicle were not enough. The successful manufacturers had to build technically sound, saleable cars, and they had to know how to manage finances. The “Big Three” had these abilities: they survived and dominated.

History and the Press


In recent years there has been a refreshing revival of interest in state and local history. Indeed, many professional historians who once held only a semi-tolerant interest in this field are coming to realize the truth in the statement of a prominent specialist in this area, Professor Willis F. Dunbar, when he wrote that “state and local history is an integral part of our national history.” It is therefore a pleasure to notice the appearance of A History of the Newspapers of Ann Arbor since this book well-illustrates the above point.

Beginning with the Western Emigrant of 18 November 1829 citizens of Ann Arbor and Washtenaw County were supplied with newspapers that reflected all the major political parties of the day, as well as some sheets devoted to such reform causes as abolition, temperance, and communitarian living. Most pioneer newspapers were vigorously political, however, and here one finds the trends and movements that caused legislative debate and action on the national scene actively discussed in their local settings.

By frontier standards modern newspapers are undoubtedly tame—libel laws and the caution of most present-day editors partially account for this. As Doll points out, the disappearance of what was called “leprosy of the press” is probably a good thing, but the early newsmen’s habit of taking strong stands on issues and personalities also made for lively reading. To openly attack political opponents and their practices was considered an editorial duty, limited only by traditional respect for the principle of freedom of the press. Thus the Western Emigrant proclaimed that its columns would be open to full investigation of both Free Masonry and Anti-Masonic when the short-lived Anti-Masonic movement was an issue.

Professor Doll finds in the political preferences of the Ann Arbor papers a convenient way to discuss them, and accordingly has arranged most of his chapters to deal with the organs of the various parties as they developed. There are chapters on early Whig papers, on the Democratic press, and on those with Republican leanings. There is also a chapter on the German newspapers, illustrative of the fact that many Germans settled in Washtenaw County.

The reference to German papers and occasional mention of other early papers of which no copies are extant might serve as inducement for other localities to seek out their early newspapers. These and other items of much value to the local historian have a way of turning up in cellars, forgotten attic trunks, and other unlikely places. Any such “finds” would be of great interest to local and county historical societies, museums, libraries, archives, or similar repositories.

In addition to producing an excellent story of Ann Arbor’s press Doll has added a useful appendix, where one finds a checklist of sixty-nine extant Ann Arbor papers, two examples of the litigious nature of our Michigan pioneers, and a most interesting account of a visit by the celebrated Carrie A. Nation to Ann Arbor. As the Washenaw Daily Times reported this episode, the university students did not provide a sympathetic audience for the nation’s foremost temperance crusader.

This book, most recent of the Wayne State paperback series, has illustrations, an attractive cover design, and a useful index. Both publisher and author deserve praise, and if publication of the book encourages other historians of the local scene to write similar studies a good purpose will be served.

A Turbulent Sea


All English-oriented people are likely to hold the English channel in an awesome regard, for its frequent theme in British history as being the saviour of the island kingdom.

Dr. J. A. Williamson has brought new light to bear upon this small, turbulent, fascinating, tide-swept stretch of water. From the making of the channel and its constant changes at the whim of nature, the author traces its development, principally as it is related to the economy of England.

While landlubbers give little thought to the changes of a coast line, this new history traces in great detail the numerous alterations that have taken place—the disappearing towns, onetime harbors and the effect that these can have on shipping.

Its scholarly approach will be a boon to future students of Southern England, Northern France, and the stormy sea between.
As student, as alumna or alumnus: at both stages, one of the most important persons in higher education.

a special report
This is a salute, an acknowledgment of a partnership, and a declaration of dependence. It is directed to you as an alumnus or alumna. As such, you are one of the most important persons in American education today.

You are important to American education, and to your alma mater, for a variety of reasons, not all of which may be instantly apparent to you.

You are important, first, because you are the principal product of your alma mater—the principal claim she can make to fame. To a degree that few suspect, it is by its alumni that an educational institution is judged. And few yardsticks could more accurately measure an institution's true worth.

You are important to American education, further, because of the support you give to it. Financial support comes immediately to mind: the money that alumni are giving to the schools, colleges, and universities they once
attended has reached an impressive sum, larger than that received from any other source of gifts. It is indispensable.

But the support you give in other forms is impressive and indispensable, also. Alumni push and guide the legislative programs that strengthen the nation’s publicly supported educational institutions. They frequently act as academic talent scouts for their alma maters, meeting and talking with the college-bound high school students in their communities. They are among the staunchest defenders of high principles in education—e.g., academic freedom—even when such defense may not be the “popular” posture. The list is long; yet every year alumni are finding ways to extend it.

To the hundreds of colleges and universities and secondary schools from which they came, alumni are important in another way—one that has nothing to do with what alumni can do for the institutions themselves. Unlike most other forms of human enterprise, educational institutions are not in business for what they themselves can get out of it. They exist so that free people, through education, can keep civilization on the forward move. Those who ultimately do this are their alumni. Thus only through its alumni can a school or a college or a university truly fulfill itself.

Chancellor Samuel B. Gould, of the University of California, put it this way:

“The serious truth of the matter is that you are the distilled essence of the university, for you are its product and the basis for its reputation. If anything lasting is to be achieved by us as a community of scholars, it must in most instances be reflected in you. If we are to win intellectual victories or make cultural advances, it must be through your good offices and your belief in our mission.”

The italics are ours. The mission is yours and ours together.

Alma Mater . . .

At an alumni-alumnae meeting in Washington, members sing the old school song. The purpose of this meeting was to introduce the institution to high school boys and girls who, with their parents, were present as the club’s guests.
The popular view of you, an alumnus or alumna, is a puzzling thing. That the view is highly illogical seems only to add to its popularity. That its elements are highly contradictory seems to bother no one.

Here is the paradox:

Individually you, being an alumnus or alumna, are among the most respected and sought-after of beings. People expect of you (and usually get) leadership or intelligent followership. They appoint you to positions of trust in business and government and stake the nation’s very survival on your school- and college-developed abilities.

If you enter politics, your educational pedigree is freely discussed and frequently boasted about, even in precincts where candidates once took pains to conceal any education beyond the sixth grade. In clubs, parent-teacher associations, churches, labor unions, you are considered to be the brains, the backbone, the eyes, the ears, and the backbone—the latter to be stuck out, for alumni are expected to be intellectually adventurous as well as to exercise other attributes.

But put you in an alumni club, or back on campus for a reunion or homecoming, and the popular respect—yea, awe—turns to chuckles and ho-ho-ho. The esteemed individual, when bunched with other esteemed individuals, becomes in the popular image the subject of quips, a candidate for the funny papers. He is now imagined to be a person whose interests stray no farther than the degree of baldness achieved by his classmates, or the success in marriage and child-bearing achieved by her classmates, or the record run up last season by the alma mater’s football or field-hockey team. He is addicted to funny hats decorated with his class numerals, she to daisy chainmaking and to recapturing the elusive delights of the junior-class hoop-roll.

If he should encounter his old professor of physics, he is supposedly careful to confine the conversation to reminiscences about the time Joe or Jane Wilkins, with spectacular results, tried to disprove the validity of Newton’s third law. To ask the old gentleman about the implications of the latest research concerning anti-matter would be, it is supposed, a most serious breach of the Alumni Reunion Code.

Such a view of organized alumni activity might be dismissed as unworthy of note, but for one disturbing fact: among its most earnest adherents are a surprising number of alumni and alumnae themselves.

Permit us to lay the distorted image to rest, with the aid of the rites conducted by cartoonist Mark Kelley on the following pages. To do so will not necessitate burying the class banner or interring the reunion hat, nor is there a need to disband the homecoming day parade.

The simple truth is that the serious activities of organized alumni far outweigh the frivolities—in about the same proportion as the average citizen’s, or unorganized alumnus’s, party-going activities are outweighed by his less festive pursuits.

Look, for example, at the activities of the organized alumni of a large and famous state university in the Midwest. The former students of this university are often pictured as football-mad. And there is no denying that, to many of them, there is no more pleasant way of spending an autumn Saturday than witnessing a victory by the home team.

But by far the great bulk of alumni energy on behalf of the old school is invested elsewhere:

- Every year the alumni association sponsors a recognition dinner to honor outstanding students—those with a scholastic average of 3.5 (B+) or better. This has proved to be a most effective way of showing students that academic prowess is valued above all else by the institution and its alumni.

- Every year the alumni give five "distinguished teaching awards"—grants of $1,000 each to professors selected by their peers for outstanding performance in the classroom.

- An advisory board of alumni prominent in various fields meets regularly to consider the problems of the university: the quality of the course offerings, the caliber of the students, and a variety of other matters. They report directly to the university president, in confidence. Their work has been salutary. When the university’s school of architecture lost its accreditation, for example, the efforts of the alumni advisers were invaluable in getting to the root of the trouble and recommending measures by which accreditation could be regained.

- The efforts of alumni have resulted in the passage of urgently needed, but politically endangered, appropriations by the state legislature.

- Some 3,000 of the university’s alumni act each year as volunteer alumni-fund solicitors, making contacts with 30,000 of the university’s former students.

Nor is this a particularly unusual list of alumni accomplishments. The work and thought expended by the alumn-
alumni—or does it?
the group somehow differs from the sum of its parts

Behind the fun

ni of hundreds of schools, colleges, and universities in behalf of their alma maters would make a glowing record, if ever it could be compiled. The alumni of one institution took it upon themselves to survey the federal income-tax laws, as they affected parents' ability to finance their children's education, and then, in a nationwide campaign, pressed for needed reforms. In a score of cities, the alumnae of a women's college annually sell tens of thousands of tulip bulbs for their alma mater's benefit; in eight years they have raised $80,000, not to mention hundreds of thousands of tulips. Other institutions' alumnae stage house and garden tours, organize used-book sales, sell flocked Christmas trees, sponsor theatrical benefits. Name a worthwhile activity and someone is probably doing it, for faculty salaries or building funds or student scholarships.

Drop in on a reunion or a local alumni-club meeting, and you may well find that the superficial programs of yore have been replaced by seminars, lectures, laboratory demonstrations, and even week-long short-courses. Visit the local high school during the season when the senior students are applying for admission to college—and trying to find their way through dozens of college catalogues, each describing a campus paradise—and you will find alumni on hand to help the student counselors. Nor are they high-pressure salesmen for their own alma mater and disparagers of everybody else's. Often they can, and do, perform their highest service to prospective students by advising them to apply somewhere else.

The achievements, in short, belie the popular image. And if no one else realizes this, or cares, one group should: the alumni and alumnae themselves. Too many of them may be shying away from a good thing because they think that being an "active" alumnus means wearing a funny hat.
Why they come

DEAN! DEAN WINTERHAVEN!

TO SEE THE OLD DEAN

AND THERE WILL BE TURBULENT YEARS!

HERE IT IS, DEARS! MY OLD ROOM!!

FOR AN OUTING

HE WAS IN MY CLASS, BUT I'M DARNED IF I CAN REMEMBER HIS NAME!

TO RECAPTURE YOUTH

I JUST HAPPEN TO HAVE YOUR TYPE OF POLICY WITH ME...

TO DEVELOP NEW TERRITORY

TO RENEW OLD ACQUAINTANCE

TO BRING THE WORD

'39 WILL BE DOERS NOT TALKERS!

REPENT!

WE BEAT CHOTAW!

HOW ABOUT OUR FUND DREW A BIG YEAR?

'39 WINS AGAIN!
back: The popular view

Charlie? Old Charlie Applegate?

TO PLACE THE FACE

Appearances would indicate that you have risen above your academic standing, Buchalter!

TO FIND MEM HALL

He says he's a FRAT BROTHER of yours!

TO IMPRESS THE OLD PROF

He wants to do something for his OLD SCHOOL!

TO CONTRIBUTE MATERIALLY

TO BE A "POOR LITTLE SHEEP" AGAIN
MoneY! Last year, educational institutions from any other source of gifts. Alumni support is

Without the dollars that their alumni contribute each year, America's privately supported educational institutions would be in serious difficulty today. And the same would be true of the nation's publicly supported institutions, without the support of alumni in legislatures and elections at which appropriations or bond issues are at stake.

For the private institutions, the financial support received from individual alumni often means the difference between an adequate or superior faculty and one that is underpaid and understaffed; between a thriving scholarship program and virtually none at all; between well-equipped laboratories and obsolete, crowded ones. For tax-supported institutions, which in growing numbers are turning to their alumni for direct financial support, such aid makes it possible to give scholarships, grant loans to needy students, build such buildings as student unions, and carry on research for which legislative appropriations do not provide.

To gain an idea of the scope of the support which alumni give—and of how much that is worthwhile in American education depends upon it—consider this statistic, unearthed in a current survey of 1,144 schools, junior colleges, colleges, and universities in the United States and Canada: in just twelve months, alumni gave their alma maters more than $199 million. They were the largest single source of gifts.

Nor was this the kind of support that is given once, perhaps as the result of a high-pressure fund drive, and never heard of again. Alumni tend to give funds regularly. In the past year, they contributed $45.5 million, on an annual gift basis, to the 1,144 institutions surveyed. To realize that much annual income from investments in blue-chip stocks, the institutions would have needed over 1.2 billion more dollars in endowment funds than they actually possessed.

Annual Alumni Giving is not a new phenomenon on the American educational scene (Yale alumni founded the first annual college fund in 1890, and Mount Hermon was the first independent secondary school to do so, in 1903). But not until fairly recently did annual giving become the main element in education's financial survival kit. The development was logical. Big endowments had been affected by inflation. Big private philanthropy, affected by the graduated income and inheritance taxes, was no longer able to do the job alone. Yet, with the growth of science and technology and democratic concepts of education, educational budgets had to be increased to keep pace.

Twenty years before Yale's first alumni drive, a professor in New Haven foresaw the possibilities and looked into the minds of alumni everywhere:

"No graduate of the college," he said, "has ever paid in full what it cost the college to educate him. A part of the expense was borne by the funds given by former benefactors of the institution.

"A great many can never pay the debt. A very few can, in their turn, become munificent benefactors. There is a very large number, however, between these two, who can, and would cheerfully, give according to their ability in order that the college might hold the same relative position to future generations which it held to their own."

The first Yale alumni drive, seventy years ago, brought in $11,015. In 1959 alone, Yale's alumni gave more than $2 million. Not only at Yale, but at the hundreds of other institutions which have established annual alumni funds in the intervening years, the feeling of indebtedness and the concern for future generations which the Yale professor foresaw have spurred alumni to greater and greater efforts in this enterprise.

And Money from Alumni is a powerful magnet: it draws more. Not only have more than eighty business corporations, led in 1954 by General Electric, established the happy custom of matching, dollar for dollar, the gifts that their employees (and sometimes their employees' wives) give to their alma maters; alumni giving is also a measure applied by many business men and by philanthropic foundations in determining how productive their organizations' gifts to an educational institution are likely to be. Thus alumni giving, as Gordon K. Chalmers, the late president of Kenyon College, described it, is "the very rock on which all other giving must rest. Gifts from outside the family depend largely—sometimes wholly—on the degree of alumni support."

The "degree of alumni support" is gauged not by dollars alone. The percentage of alumni who are regular givers is also a key. And here the record is not as dazzling as the dollar figures imply.

Nationwide, only one in five alumni of colleges, universities, and prep schools gives to his annual alumni
received more of it from their alumni than now education’s strongest financial rampart fund. The actual figure last year was 20.9 per cent. Allowing for the inevitable few who are disenchanted with their alma maters’ cause,* and for those who spurn all fund solicitations, sometimes with heavy scorn,† and for those whom legitimate reasons prevent from giving financial aid,§ the participation figure is still low.

Why? Perhaps because the non-participants imagine their institutions to be adequately financed. (Virtually without exception, in both private and tax-supported institutions, this is—sadly—not so.) Perhaps because they believe their small gift—a dollar, or five, or ten—will be insignificant. (Again, most emphatically, not so.) Multiply the 5,223,240 alumni who gave nothing to their alma maters last year by as little as one dollar each, and the figure still comes to thousands of additional scholarships for deserving students or substantial pay increases for thousands of teachers who may, at this moment, be debating whether they can afford to continue teaching next year.)

By raising the percentage of participation in alumni fund drives, alumni can materially improve their alma maters’ standing. That dramatic increases in participation can be brought about, and quickly, is demonstrated by the case of Wofford College, a small institution in South Carolina. Until several years ago, Wofford received annual gifts from only 12 per cent of its 5,750 alumni. Then Roger Milliken, a textile manufacturer and a Wofford trustee, issued a challenge: for every percentage-point increase over 12 per cent, he’d give $1,000. After the alumni were finished, Mr. Milliken cheerfully turned over a check for $62,000. Wofford’s alumni had raised their participation in the annual fund to 74.4 per cent—a new national record.

“It was a remarkable performance,” observed the American Alumni Council. “Its impact on Wofford will be felt for many years to come.”

And what Wofford’s alumni could do, your institution’s alumni could probably do, too.

* Wrote one alumnus: “I see that Stanford is making great progress. However, I am opposed to progress in any form. Therefore I am not sending you any money.”
† A man in Memphis, Tennessee, regularly sent Baylor University a check signed “U. R. Stuck.”
§ In her fund reply envelope, a Kansas alumna once sent, without comment, her household bills for the month.

memo: from Wives to Husbands

Women’s colleges, as a group, have had a unique problem in fund-raising—and they wish they knew how to solve it.

The loyalty of their alumnae in contributing money each year—an average of 41.2 per cent took part in 1959—is nearly double the national average for all universities, colleges, junior colleges, and privately supported secondary schools. But the size of the typical gift is often smaller than one might expect.

Why? The alumnae say that while husbands obviously place a high value on the products of the women’s colleges, many underestimate the importance of giving women’s colleges the same degree of support they accord their own alma maters. This, some guess, is a holdover from the days when higher education for women was regarded as a luxury, while higher education for men was considered a sine qua non for business and professional careers.

As a result, again considering the average, women’s colleges must continue to cover much of their operating expense from tuition fees. Such fees are generally higher than those charged by men’s or coeducational institutions, and the women’s colleges are worried about the social and intellectual implications of this fact. They have no desire to be the province solely of children of the well-to-do; higher education for women is no longer a luxury to be reserved to those who can pay heavy fees.

Since contributions to education appear to be one area of family budgets still controlled largely by men, the alumnae hope that husbands will take serious note of the women’s colleges’ claim to a larger share of it. They may be starting to do so: from 1958 to 1959, the average gift to women’s colleges rose 22.4 per cent. But it still trails the average gift to men’s colleges, private universities, and professional schools.
for the Public educational institutions, a special kind of service

PUBLICLY SUPPORTED educational institutions owe a special kind of debt to their alumni. Many people imagine that the public institutions have no financial worries, thanks to a steady flow of tax dollars. Yet they actually lead a perilous fiscal existence, dependent upon annual or biennial appropriations by legislatures. More than once, state and municipally supported institutions would have found themselves in serious straits if their alumni had not assumed a role of leadership.

A state university in New England recently was put in academic jeopardy because the legislature defeated a bill to provide increased salaries for faculty members. Then the university’s “Associate Alumni” took matters into their hands. They brought the facts of political and academic life to the attention of alumni throughout the state, prompting them to write to their representatives in support of higher faculty pay. A compromise bill was passed, and salary increases were granted. Alumni action thus helped ease a crisis which threatened to do serious, perhaps irreparable, damage to the university.

In a neighboring state, the public university receives only 38.3 percent of its operating budget from state and federal appropriations. Ninety-one percent of the university’s $17 million physical plant was provided by pri-
The Beneficiaries:

Private funds. Two years ago, graduates of its college of medicine gave $226,752 for a new medical center—the largest amount given by the alumni of any American medical school that year.

Several years ago the alumni of six state-supported institutions in a midwestern state rallied support for a $150 million bond issue for higher education, mental health, and welfare—an issue that required an amendment to the state constitution. Of four amendments on the ballot, it was the only one to pass.

In another midwestern state, action by an "Alumni Council for Higher Education," representing eighteen publicly supported institutions, has helped produce a $13 million increase in operating funds for 1959–61—the most significant increase ever voted for the state’s system of higher education.

Some alumni organizations are forbidden to engage in political activity of any kind. The intent is a good one: to keep the organizations out of party politics and lobbying. But the effect is often to prohibit the alumni from conducting any organized legislative activity in behalf of publicly supported education in their states.

"This is unfair," said a state-university alumni spokesman recently, "because this kind of activity is neither shady nor unnecessary.

"But the restrictions—most of which I happen to think are nonsense—exist, nevertheless. Even so, individual alumni can make personal contacts with legislators in their home towns, if not at the State Capitol. Above all, in their contacts with fellow citizens—with people who influence public opinion—the alumni of state institutions must support their alma maters to an intense degree. They must make it their business to get straight information and spread it through their circles of influence.

"Since the law forbids us to organize such support, every alumnus has to start this work, and continue it, on his own. This isn't something that most people do naturally—but the education of their own sons and daughters rests on their becoming aroused and doing it."
a matter of Principle

ANY WORTHWHILE INSTITUTION of higher education, one college president has said, lives "in chronic tension with the society that supports it." Says The Campus and the State, a 1959 survey of academic freedom in which that president's words appear: "New ideas always run the risk of offending entrenched interests within the community. If higher education is to be successful in its creative role it must be guaranteed some protection against reprisal. . . ."

The peril most frequently is budgetary: the threat of appropriations cuts, if the unpopular ideas are not abandoned; the real or imagined threat of a loss of public— even alumni—sympathy.

Probably the best protection against the danger of reprisals against free institutions of learning is their alumni: alumni who understand the meaning of freedom and give their strong and informed support to matters of educational principle. Sometimes such support is available in abundance and offered with intelligence. Sometimes—almost always because of misconception or failure to be vigilant—it is not.

For example:

► An alumnus of one private college was a regular and heavy donor to the annual alumni fund. He was known to have provided handsomely for his alma mater in his will. But when he questioned his grandson, a student at the old school, he learned that an economics professor not only did not condemn, but actually discussed the necessity for, the national debt. Grandfather threatened to withdraw all support unless the professor ceased uttering such heresy or was fired. (The professor didn't and wasn't. The college is not yet certain where it stands in the gentleman's will.)

► When no students from a certain county managed to meet the requirements for admission to a southwestern university's medical school, the county's angry delegate to the state legislature announced he was "out to get this guy"—the vice president in charge of the university's medical affairs, who had staunchly backed the medical school's admissions committee. The board of trustees of the university, virtually all of whom were alumni, joined other alumni and the local chapter of the American Association of University Professors to rally successfully to the v.p.'s support.

► When the president of a publicly supported institution recently said he would have to limit the number of students admitted to next fall's freshman class if high academic standards were not to be compromised, some constituent-fearing legislators were wrathful. When the issue was explained to them, alumni backed the president's position—decisively.

► When a number of institutions (joined in December by President Eisenhower) opposed the "disclaimer affidavit" required of students seeking loans under the National Defense Education Act, many citizens—including some alumni—assailed them for their stand against "swearing allegiance to the United States." The fact is, the disclaimer affidavit is not an oath of allegiance to the United States (which the Education Act also requires, but which the colleges have not opposed). Fortunately, alumni who took the trouble to find out what the affidavit really was apparently outnumbered, by a substantial majority, those who leaped before they looked. Coincidentally or not, most of the institutions opposing the disclaimer affidavit received more money from their alumni during the controversy than ever before in their history.

IN THE FUTURE, as in the past, educational institutions worth their salt will be in the midst of controversy.

Such is the nature of higher education: ideas are its merchandise, and ideas new and old are frequently controversial. An educational institution, indeed, may be doing its job badly if it is not involved in controversy, at times. If an alumnus never finds himself in disagreement with his alma mater, he has a right to question whether his alma mater is intellectually awake or dozing.

To understand this is to understand the meaning of academic freedom and vitality. And, with such an understanding, an alumnus is equipped to give his highest service to higher education; to give his support to the principles which make higher education free and effectual.

If higher education is to prosper, it will need this kind of support from its alumni—tomorrow even more than in its gloriously stormy past.

Ideas are the merchandise of education, and every worthwhile educational institution must provide and guard the conditions for breeding them. To do so, they need the help and vigilance of their alumni.
The Art of keeping intellectually alive for a lifetime will be fostered more than ever by a growing alumni-alma mater relationship.

Ahead:

Whither the course of the relationship between alumni and alma mater? At the turn into the Sixties, it is evident that a new and challenging relationship—of unprecedented value to both the institution and its alumni—is developing.

If alumni wish, their intellectual voyage can be continued for a lifetime.

There was a time when graduation was the end. You got your diploma, along with the right to place certain initials after your name; your hand was clasped for an instant by the president; and the institution's business was done.

If you were to keep yourself intellectually awake, the No-Doz would have to be self-administered. If you were to renew your acquaintance with literature or science, the introductions would have to be self-performed.

Automation is still the principal driving force. The years in school and college are designed to provide the push and then the momentum to keep you going with your mind. "Madam, we guarantee results," wrote a college president to an inquiring mother, "—or we return the boy." After graduation, the guarantee is yours to maintain, alone.

Alone, but not quite. It makes little sense, many educators say, for schools and colleges not to do whatever they can to protect their investment in their students—which is considerable, in terms of time, talents, and money—and not to try to make the relationship between alumni and their alma maters a two-way flow.

As a consequence of such thinking, and of demands issuing from the former students themselves, alumni meetings of all types—local clubs, campus reunions—are taking on a new character. "There has to be a reason and a purpose for a meeting," notes an alumna. "Groups that meet for purely social reasons don't last long. Just because Mary went to my college doesn't mean I enjoy being with her socially—but I might well enjoy working with her in a serious intellectual project." Male alumni agree; there is a limit to the congeniality that can be maintained solely by the thin thread of reminiscences or small-talk.

But there is no limit, among people with whom their
education “stuck,” to the revitalizing effects of learning. The chemistry professor who is in town for a chemists’ conference and is invited to address the local chapter of the alumni association no longer feels he must talk about nothing more weighty than the beauty of the campus elms; his audience wants him to talk chemistry, and he is delighted to oblige. The engineers who return to school for their annual homecoming welcome the opportunity to bring themselves up to date on developments in and out of their specialty. Housewives back on the campus for reunions demand—and get—seminars and short-courses.

But the wave of interest in enriching the intellectual content of alumni meetings may be only a beginning. With more leisure at their command, alumni will have the time (as they already have the inclination) to undertake more intensive, regular educational programs.

If alumni demand them, new concepts in adult education may emerge. Urban colleges and universities may step up their offerings of programs designed especially for the alumni in their communities—not only their own alumni, but those of distant institutions. Unions and government and industry, already experimenting with graduate-education programs for their leaders, may find ways of giving sabbatical leaves on a widespread basis—and they may profit, in hard dollars-and-cents terms, from the results of such intellectual re-charging.

Colleges and universities, already overburdened with teaching as well as other duties, will need help if such dreams are to come true. But help will be found if the demand is insistent enough.

Alumni partnerships with their alma mater, in meeting ever-stiffer educational challenges, will grow even closer than they have been.

Boards of overseers, visiting committees, and other partnerships between alumni and their institutions are proving, at many schools, colleges, and universities, to be channels through which the educators can keep in touch with the community at large and vice versa. Alumni trustees, elected by their fellow alumni, are found on the governing boards of more and more institutions. Alumni “without portfolio” are seeking ways to join with their alma maters in advancing the cause of education. The representative of a West Coast university has noted the trend: “In selling memberships in our alumni association, we have learned that, while it’s wise to list the benefits of membership, what interests them most is how they can be of service to the university.”

Alumni can have a decisive role in maintaining high standards of education, even as enrollments increase at most schools and colleges.

There is a real crisis in American education: the crisis of quality. For a variety of reasons, many institutions find themselves unable to keep their faculties staffed with high-caliber men and women. Many lack the equipment needed for study and research. Many, even in this age of high student population, are unable to attract the quality of student they desire. Many have been forced to dissipate their teaching and research energies, in deference to public demand for more and more extracurricular “services.” Many, besieged by applicants for admission, have had to yield to pressure and enroll students who are unqualified.

Each of these problems has a direct bearing upon the quality of education in America. Each is a problem to which alumni can constructively address themselves, individually and in organized groups.

Some can best be handled through community leadership: helping present the institutions’ case to the public. Some can be handled by direct participation in such activities as academic talent-scouting, in which many institutions, both public and private, enlist the aid of their alumni in meeting with college-bound high school students in their cities and towns. Some can be handled by making more money available to the institutions—for faculty salaries, for scholarships, for buildings and equipment. Some can be handled through political action.

The needs vary widely from institution to institution—and what may help one may actually set back another. Because of this, it is important to maintain a close liaison with the campus when undertaking such work. (Alumni offices everywhere will welcome inquiries.)

When the opportunity for aid does come—as it has in the past, and as it inevitably will in the years ahead—alumni response will be the key to America’s educational future, and to all that depends upon it.
JOHN MASEFIELD was addressing himself to the subject of universities. "They give to the young in their impressionable years the bond of a lofty purpose shared," he said; "of a great corporate life whose links will not be loosed until they die."

The links that unite alumni with each other and with their alma mater are difficult to define. But every alumnus and alumna knows they exist, as surely as do the campus's lofty spires and the ageless dedication of educated men and women to the process of keeping themselves and their children intellectually alive.

Once one has caught the spirit of learning, of truth, of probing into the undiscovered and unknown—the spirit of his alma mater—one does not really lose it, for as long as one lives. As life proceeds, the daily mechanics of living—of job-holding, of family-rearing, of mortgage-paying, of lawn-cutting, of meal-cooking—sometimes are tedious. But for them who have known the spirit of intellectual adventure and conquest, there is the bond of the lofty purpose shared, of the great corporate life whose links will not be loosed until they die.

This would be the true meaning of alumni-ship, were there such a word. It is the reasoning behind the great service that alumni give to education. It is the reason alma maters can call upon their alumni for responsible support of all kinds, with confidence that the responsibility will be well met.
Western Michigan's basketball fortunes are on the upswing. After last year's dismal 2-20 season and last place Mid-American Conference finish, Coach Don Boven molded an excellent sophomore-junior team into a winning combination with a 13-11 season mark and fifth place in the MAC with a 5-7 record.

Using a fast-break offense, Boven stayed mainly with four sophomore starters and the lone regular from the 1958-59 squad, Sam Key. Ron Robinson, 6-5 forward from Muskegon Heights; Ron Emerick, 6-6 forward center from East Detroit; Bob Bolton, 6-10 center from Battle Creek Lakeview; and Earl McNeal, six-foot guard from Ferndale formed the starting lineup at season's end.

The victory path was not without incident, however. Starting the season, the greatest assemblage of sophomore talent was destined to be hit by key losses. After eight games, starting guard Tom Woodruff from Grosse Pointe, was dismissed for disciplinary reasons. Later, he became ineligible and hopes are that he'll be ready next fall after just one semester of competition. And starting forward, 6-4 Bob James, former all-stater from Battle Creek Central, was dismissed from the squad for similar reasons. He played fifteen games and held a scoring average of 20.9 per game, with 314 points.

Most stable scorer was Robinson who ended with 393 points and a 17.7 average for twenty-two games, Bolton averaged 11.7; Key was 10.8; and McNeal 8.7. Emerick hit 6.3 average for twenty games—he missed four early season games with an ear infection and was slow rounding into condition.

The Broncos, in twenty-four games, scored 1,886 points for a 78.5 average, breaking records in both categories. The 1954-55 Broncos had recorded 1,721 in twenty-two games for an average of 78.2. The Broncos also tied a record, scoring 118 points in a 118-100 road victory over Washington of St. Louis. It tied a mark of the 1954-55 team set in a win over Western Reserve.

The Broncos competed in their first major tourney, taking second place in the Motor City Classic at University of Detroit, behind the host team. Western humbled Valparaiso in first round play 78-64, then lost in the finals to Detroit 92-72. Western also beat Valparaiso at Kalamazoo by the resounding score of 94-68 but lost the final contest of the season at the Crusader court 82-68. It was essentially the same Valpo team which clobbered the Broncos twice last year.

Western beat Bowling Green twice, the last one a real thriller at Bowling Green, 87-85. Other conference wins included those over Marshall, Miami and Kent State. It was Western's best overall and best league finish since the 1955-56 season when WMU had a 13-9 record and finished third in the rugged league with a 7-5 mark.

Others who added greatly to the overall record include juniors Ernie Scott, Tom Dreier, Steve Holmes, and Keith Sterk; and sophomore Jesse Merriweather, a former all-stater from Michigan City, Ind. Scott is a Kalamazooan and Dreier is from Plainwell.

Western out-rebounded its opposition on average of 52 to 46.6 per game. The Broncos also held a team shooting percentage of .419 to the opponents .394. McNeal was best shooter on the team, hitting 81 of 159 for a .511 percentage. The team's top rebounders were Bolton with 241, Robinson with 225, Emerick with 167 and Key with 119.
Swimmers Set New Marks; Isbister Top Soph Prospect

WESTERN Michigan's 1960 swimming team finished with a 6-4 dual record and third places in three relays, including the rugged Mid-American Conference meet, for the best showing since the Broncos started the intercollegiate sport four years ago.

Coach Ed Gabel, WMU’s only swim mentor, directed his Broncos to a surprise third place league finish, edging Ohio University by a big half point. Bowling Green won its fifth straight MAC title with 121⅔ points, Miami was second with 104, WMU third with 78, Ohio fourth with 77½, and Kent State was fifth with eleven. Marshall and Toledo didn’t compete. Western was host for the annual conference meet.

The Broncos were also third in the Mid-American Swim Relays at Miami University in December (behind winner Miami and second place Bowling Green). WMU was third in the Loyola Relays in Chicago behind winner Southern Illinois and second place North Central. Trailing the Broncos in order were Loyola, Notre Dame and Northwestern.

Top point getter for the Broncos was sophomore Bob Isbister in the butterfly event. He scored 101 points. Co-captain Roy Moyer, River Rouge senior, a sprinter, had 99 points; Tom Meisel, junior breast-stroker from Bay City, had 97; and co-captain Jerry Misner, Battle Creek senior, breast-stroker, was next high with 91. Only other seniors who graduate are breast-stroker Bill Wollkowial of Bay City, back-stroker Bob Gose of Monroe, and diver Rich Jeric of Monroe. Moyer, Misner and Gose were members of the first WMU frosh swim team.

Isbister became WMU’s first individual winner in the big MAC meet, setting conference, school and pool marks by taking the 100-yard-butterfly in :57.7. He finished second in the 200-yard-butterfly to Miami’s Bill Mullikin, the NCAA and Pan-American champion.

Western’s 400-yard-freestyle relay team also took a first in the league championships. The team included Tom Royce, Lansing Eastern; Gary Wright, Plymouth; Charles Lott, Lansing Eastern; and Moyer.

Wrestlers Make Progress In Tough League Matches

COACH Roy Wietz’s wrestling team posted an excellent dual season record of 6-3 and finished sixth in the Mid-American Conference meet at Kent, O., in March. It was one of the Broncos’ most successful seasons in the young sport.

Bill Shaw, Ann Arbor junior, won the first league individual title Western has ever had, taking the heavyweight class. He finished the season with a sparkling 10-2-1 overall record. Shaw finished second in the 191-pound class in the 4-1 invitational collegiate meet.

Bill Forester, South Bend junior, ended his year with a 12-2-1 overall mark. Forester, unbeaten last year except for a second place MAC finish (one loss), took second place in the Mid-American this year and added third place in the 4-1. Last season, Forester won the 4-1 167-pound crown, the school’s first major wrestling trophy, and this year fought as a 157-pounder. Forester, in a dual with rugged Bowling Green, upset three-times league champion Bob Dake, a senior; but Dake defeated Forester in the league meet to win his third straight title. The loss to Forester was Dake’s only one during the year.

A lack of depth harried the Broncos during part of the season, and the 123-pound class was handicapped by periodic personnel changes.

PHOTO CREDITS

Cover—Al Williams; inside cover John Kish; 2—Kalamazoo Gazette; 4—Kalamazoo Gazette; 25—Schiavone Studio; 26—Schiavone Studio; 29—Kalamazoo Gazette; 31—Al Williams; 32—Al Williams.
Weed Continues
Fine Compositions

Dr. Maurice Weed '34, head of the department of music at Northern Illinois University, continues his outstanding composition work.

His The Wonder of the Starry Night for a capella choir, Serenity for chamber orchestra, String Quartet in D and Symphony No. 1 were performed at the first annual Mid-American Symposium of Contemporary American Music in Kansas in April, 1959.

Fanfare for Two Trumpets and Organ, and Serenity, were performed at the eighth annual festival of the University Composers Exchange, Valparaiso University, last November.

His Introduction and Scherzo for band has been published and The Wonder of the Starry Night has been accepted for publication.

Two Honored as Recreation Leaders

Recently honored by the Recreation Association of Michigan for their long and distinguished service to Michigan recreation were two Western Michigan alumni: Arch R. Flannery '17 and Walter F. Farrar '26.

Flannery became Battle Creek's first full time physical education teacher, and began its first community recreation program in 1920. In 1948 he was named general superintendent for parks and recreation.

Farrar joined the Trenton schools as a one-man athletic team in coaching and teaching upon graduation and from 1941 to 1957 headed the city's outstanding recreation program.

Schwenckfeld Studied
By Historian Maier

A theological study of an important contemporary of Martin Luther has just been published. Entitled, Caspar Schwenckfeld on the Person and Work of Christ, this book was awarded a $500 publication grant by Lutheran Brotherhood Life Insurance Society as an aid to Reformation scholarship. The author is Dr. Paul L. Maier, campus pastor to Lutheran students and instructor in history at Western.

IN MEMORIAM

ELEANOR GARDNER SCHUCK '11 died in November in Coral Gables, Fla. She leaves two daughters.

SISTER MARY BERNARD CALLAHAN died Feb. 22 at Grand Rapids after a long illness. She had taught in a number of Roman Catholic schools before retirement in 1951. She leaves two brothers. She was a student in 1921.

LURA HILL FRANCISCO '21, '25 died February 3. She retired from teaching five years ago and lived at Cressey, near Plainwell. She leaves her husband, one daughter, two sons, 11 grandchildren, her parents and four brothers and sisters.

EDDIE J. Foose, a student in 1924, died Feb. 23 in Eaton Rapids. A service station operator there for 29 years, Mr. Foose leaves his wife and two sons.

NORMA LAMBRIX WRIGHT '24 BS '30 died Feb. 21 at her Muskegon home. She had taught in Kalamazoo for a number of years and of late in Muskegon. She leaves two sons.

JANE BROWN McDowell, a student from 1925 to 1928, died early in March at Tecumseh, where her husband is superintendent of schools.

MARY HOTCHKIN BUSHONG '25 died March 16 at Muskegon. She leaves her husband, Donald, two children, two brothers and three grandchildren.

CLAUDIA GOULDBURG RONING '25 died at Bailey March 12, after a long illness.

She had retired from teaching in 1941. She leaves a brother and a stepdaughter.

KATE BALL SCHRIBER '26 died Feb. 6 in Kalamazoo. She had taught in Kalamazoo for 26 years and was a principal at the time of her retirement. She leaves a son, Nelson '32; a daughter, Virginia Slaughter '31; a sister, two brothers and five grandchildren.

SHELDON Y. BAKER, a student in 1929, died January 23 at Shelby, where he had been a teacher for 30 years and village clerk for six years. He leaves his wife, seven children and 16 grandchildren.

WILLIAM TIMM '33, BS '45 was drowned Feb. 20 when his power driven sled hit a soft spot in the ice of Lake Randall, near Coldwater. He was an industrial arts teacher.

GERALDINE M. HOFFMAN '35 died February 8 in Saginaw of a heart attack. She had taught there for 22 years.

MARTHA SCHUTTEMA, a student from 1935 to 1951, died March 20 in Grand Rapids. She retired eight years ago after being principal of the Newhall school for 25 years. She leaves her husband, one son, a brother and two sisters.

MRS. CAROLYN E. CORNELL '36 died March 12 in Kalamazoo. She was a former teacher in Battle Creek and Hillsdale County, and was a former president of the Kalamazoo Ladies Library Association. Her husband survives.

FLORENCE TAYLOR ANDERSON, a student between 1946 and 1956, died at Grayling Febr. 2. A resident most of her life in Muskegon, she had moved to Grayling a year ago. She leaves her husband, two daughters, and two grandchildren.

GLEN E. SLUTZ '47 died Feb. 20 in Indianapolis, a victim of leukemia. A native of Muskegon, he was employed by the Howard Sams Publishing Co. of Indianapolis. He leaves his wife, three children, his parents and a brother.

Finlayson Honored

Anne Finlayson '23, BS '28, supervisor of physical education for the Kalamazoo public schools, has been honored by the Michigan Association for Health, Physical Education and Recreation. A special award was presented to her in recognition of her constant efforts throughout her professional career to maintain and increase the quality of physical education. She is also a former president of the MAHPER and has been active in the national association also.
D. Gordon Knaphe has been elected president of the Kalamazoo Community Chest by its board of directors. He is vice president and treasurer of the Upjohn Company in Kalamazoo.

Helen M. McTaggart is a teacher at the New Hudson schools. Mr. and Mrs. Virgil Allenburg AB '27 (Rachel Piper AB '27) will retire this June after more than 75 years of teaching. They have been at the Otsego School during the past 12 years. Virgil has taught at Gobles and Lawrence, and has also served Lawrence and Coopersville as superintendent. In all the schools except Otsego he organized school bands. In addition to Otsego, Rachel has taught in Kalamazoo rural schools, Battle Creek, Coopersville and was principal in Lawrence.

Mr. and Mrs. Henry Lemoin BS '41 (Geraldine Manworing BS '34) will retire from the Otsego School faculty this June with more than 50 years of teaching behind them. Henry came to the Otsego system in 1928, while Geraldine joined him in 1945.

Charlotte Bakeman AB '31, mathematics instructor at Walter B. Steele Junior High School, Muskegon, was presented the Distinguished Service Award of the Michigan Department of Classroom Teachers at ceremonies in Lansing. She lives at 238 W. Dale Ave., Muskegon.

D. Margaret McKenzie is teaching health and physical education in the Detroit public schools. Hilda Baas recently received her second consecutive annual Michigan Historical Society award certificate of merit. The award is for teaching projects at the Nashville junior high school Michigan history classes. Lester Swartz BS '36 has been named to the Michigan Coaches Association Hall of Fame at a banquet in East Lansing. Coaches named to the Hall of Fame must have coached for 25 years and are nominated for the honor by member coaches of the association. He is Athens high school athletic director and shop teacher for the past 34 years.

19 '30 Pearl G. Berger is an elementary principal at Caracas, Venezuela. She lives at Apartado 4382 del Este.

22 '32 Fred W. Adams has been promoted to sales manager of the American Motors automotive sales division in Detroit. Adams had been director of advertising and merchandising for the past four years and will continue to be responsible for those activities.

23 '33 Esther Lindberg retired at the end of the fall semester as a teacher at the East Detroit public school system after more than 22 years of teaching.

24 '34 Lavern Stubbefield was recently promoted to head the control office of the Upjohn Company in Kalamazoo. This office is responsible for the product and drug stability program for all areas of control. He moved into this new job from the position of head of vitamin control in biological control. Lavern joined the Company in 1935, and in 1949 was transferred to biological control.

25 '40 Mary E. Stoddard is vice president of the newly organized Zonta Club in Kalamazoo. Zonta International is a women's organization which now includes more than 460 clubs in 16 countries.

26 '41 L. Peter Van Haften is now manager of the special products division at the Upjohn Company, Kalamazoo. At the end of his military service in 1946,

Lathrop Retires as Barry Superintendent

Arthur W. Lathrop '31, BS '39 will retire June 1 as superintendent of schools for Barry County, a post he has held for the last seventeen years. A veteran of 41 years in education, Lathrop taught in rural schools for nineteen years, and then for five years at Delton, before first being elected to the county superintendency in 1943.

Stockwell '45 New Head of Barry School System

Harold Stockwell '45 will leave the Quincy schools in June to become the Barry County superintendent of schools. A native of Branch County, Stockwell taught for 20 years in rural schools, moved to the Athens school in 1945, became high school principal in 1951 and superintendent in 1956. Mr. and Mrs. Stockwell have two married daughters.
Pete was a salesman out of the Kalamazoo branch. In 1952 he transferred to the home office sales staff. Pete was manager of sales promotion at the time of his new appointment. Cmdr. Norman D. Champlin, USN, has assumed command of the navy's crack carrier-based ASW teams, in Norfolk, Va.

Robert M. Hamlin of Ithaca has been hired by the Mattawan board of education as superintendent of schools. His contract is for a two-year period beginning July 1.

Kenneth W. Gordon has been appointed assistant manager of engineering at the Churubusco plant of the J. I. Case Co. near Fort Wayne, Ind. In this capacity he will be responsible for all design, test and engineering programs of the product engineering department. He formerly was assistant to the chief engineer of the Dodge truck division of Chrysler Corp., where he headed for several years each, the production design, advanced design and administrative engineering programs. Dr. Dalton E. McFarland, a professor at the Michigan State University, was elected secretary-treasurer of the Academy of Management at its annual meeting in Washington, D. C. The Academy of Management is a professional organization of professors in American higher education who teach management in any of its aspects or applications.

George J. Brower is an associate professor of education at Eastern Michigan University, Ypsilanti.

Jim Fox now assistant track coach at the Grand Rapids Central high school, will take over as head coach this fall. William J. Kowalski has been named a member of the board of directors of the Upjohn Company, Kalamazoo. Marjorie Lugar is head of the home making department at Kent City. W ends: Patricia A. Millar and Richard J. Adadow in Bay City.

Richard E. Beach is a salesman with Wyeth Pharmaceutical Co., Enid, Okla. Vic Lawson resigned as cage coach at Tecumseh. He will continue his duties as athletic director and a teacher, also assisting in football. Edna M. Shafer, a teacher in the Marshall schools, is secretary of the newly-formed Michigan Classical Conference. John R. Milroy has been elected first vice president of the Kalamazoo Community Chest by its board of directors.

Chester Sperry, an engineer with the Upjohn Company, Kalamazoo, was certified as a professional engineer by the Michigan State Board of Registration for Professional Engineers. R. Lorriane Arnot is a teacher at Hazel Park. John McFall is at the Plymouth high school teaching physical education. Ralph J. Charter recently joined the Letourneau-Westinghouse Co., Peoria, Ill., as a draftsman. Barbara A. Clysdale and her husband Edward '56 are in France where he is a teacher in a dependent school. Raymond L. Boozer is principal of the Riverside junior high school in Grand Rapids. Robert Burns was recently appointed to fill the position of sales service supervisor at the KVP Sutherland Paper Co. in Kalamazoo. Employed at Sutherland since 1954, Bob began here as a sales service representative. He was promoted to merchandising manager in 1957, handling bulk products in the specialties division. Ross Ellis was recently appointed sales representative for Testagor & Co., Detroit. Charles Ludlow has been named one of the recipients of the William E. Upjohn Awards given each year to employees of the Upjohn Company in Kalamazoo. The awards are given as a form of recognition to "those who contribute to the stability of business by more than routine services."

Gordon M. Solomonson, traffic supervisor in the state area traffic department has been promoted to staff supervisor in the same department at the Illinois Bell Telephone Company in Chicago. Robert L. Ball is assistant vice president of the Fidelity Savings and Loan Association in Kalamazoo. Three members of this class recently accepted teaching positions. They are: John Hramec in Detroit, Zada M. Freeborn at Sault Ste. Marie and Diane L. Stafford in Pontiac. Howard Dean recently made his debut as an opera singer in New York for the Experimental Lyric Theater, Ltd. He resides with his wife, in Union Beach, N. J. James E. Morgan was recently appointed to functional manager of Methods and Data Processing at the Oswego, N. Y., facility of IBM's Federal Systems Division.

Beverly E. Austin is an assistant professor of Spanish at Geneva College, Beaver Falls, Pa. Robert J. Bridgman has received a $6,300 federal grant to attend the University of Michigan next year to further his studies toward his doctorate. He is presently an assistant professor of mathematics at Eastern Michigan University. Donald E. Charnley has earned membership in Mutual of New York's highest sales-honor organization, the Top Club Round Table. Membership is awarded annually to MONY field underwriters who achieve "Superior" standards of production and service of life and accident and sickness insurance. About two per cent of MONY's 3950-man field force qualify for this group each year. W endings: Elizabeth Loring and J. Bryce Lockwood Feb. 5 in Kalamazoo. Rosemary Thiede and John K. Lay, Jr., March 22 in Tokyo, Japan.

1st Lt. Gerald E. Rush is an instructor at the U. S. Army Intelligence, Military Police, and Special Weapons School, Europe, in Oberammergau, Germany. His duties include class counseling for the Military Police Basic Course and teaching of photography, radio communication and maintenance, map reading, judo and physical education. Norman H. Bradley is a music teacher at the Union high school in Grand Rapids. Barbara Corey is a consultant with the Farmington schools. Barbara Culver recently resigned as Extension Service home economics agent for Oceana County.

Film Brings Rare Honor

Mildred Borton '49 has been honored by the Freedoms Foundation for work in economic education and has been presented a medal for a film strip which she developed for second graders, designed to give them a better understanding of the economic world. The film strip is entitled "Men and Machines Work Together," and is to be released nationally. Mrs. Borton teaches at the Kalamazoo Roosevelt school.
Jensen '49 Wins Promotion

Arthur M. Jensen '49, MA '53 has been named placement counselor at San Diego, Calif., Junior College. He was safety director at the Comstock schools before moving to San Diego five years ago as an accounting instructor. San Diego has some 3,800 students. Jensen and his wife, the former Marian McBride, a student in 1944-45, have three daughters.

'54 Jerrold T. French has been named an assistant cashier of the American National Bank in Kalamazoo . . . Patricia E. Brown is program director for the YWCA at 1040 Richards St., Honolulu, Hawaii . . . Elmer Walcott MA, teacher and coach at Western Michigan Christian high school in Muskegon since 1950, has been named principal of the school. He will assume his new post at the start of the 1960-61 school year . . . Rudolph F. Hanson recently opened his own business, the Industrial Waste Disposal Co. at 1401 Trimble, Kalamazoo. He will use his own new Load Lugger and its detachable containers for the removal of wastes such as sludges, metals, wood and refuse, from local manufacturing plants . . . WEDDINGS: Susan J. Reidy and Gerald E. Kortfelt Feb. 20 in New London, Conn.

'55 Daniel Walsh has been hired by the Ottawa County board of education as speech therapist . . . Wallace Hettie has resigned his position as retail coordinator of the Monroe schools to accept a similar position at the Flint schools . . . Dorothy M. Kelderhouse is doing personnel work at the Dow Corning Corp., Midland . . . William H. Mc- Candless lives in Clearwater, Fla., and is a mechanical engineer in St. Petersburg . . . Russell C. Graves is a junior high teacher at Adrian . . . Clark E. Burnett is a teacher at the Monroe high school . . . Philip Mason is working for his master's degree at the University of Michigan and studying violin. He is a music teacher at Grand Haven high school.

'56 Carole B. Boyd has been accepted in pre-med college at Wayne State University for fall of 1960 . . . Charles H. Link MA '60, a teacher in the Battle Creek Springfield schools since the fall of 1956, has been hired as Springfield's first junior high principal . . . Sally A. Cushman is a secretary at the Upjohn Company, Kalamazoo . . . Lucius E. Jackson recently joined the Aero-Jet General Co., Sacramento, Calif., as a draftsman . . . Edward G. Clysdale and his wife Barbara '50 are in France where he is teaching in a dependent school. He is also making a filmstrip of France for public school use . . . Theresa A. Douglas is an accountant in Hayward, Calif. . . . Darst B. Atherly is a lawyer with Long, Newner & Dale, 810 S. E. Douglas, Roseberg, Ore. . . . Shirley J. Downey is a teacher at the Cherryland school, Hayward, Calif. . . . Jerry L. James is an assistant personnel manager at the Post Cereal Co. in Battle Creek . . . WEDDINGS: Avis G. Amis and Richard A. Skidmore in Lansing.

'57 Alice D. Miller is working at the Wayne County General Hospital as an MT ASCP . . . 1st Lt. Donald L. Biscomb has been assigned to the Water- town Arsenal Plans and Programs Office, Watertown, Mass. He was last assigned as a company executive officer for the 1st Infantry Division at Ft. Riley, Kan. . . . Delores Urbanik lives at 775 Carmel, Sunnyvale, Calif., where she is teaching school . . . Lynn E. Brown is a teacher at the Birch Run schools . . . Robert E. Murphy, Jr. recently joined the Chandler Evans Corp., at W. Hartford, Conn., as a service engineer . . . Patricia A. Galvin teaches elementary school at the Meadow Brook school, Rochester . . . Joyce Calkins lives at 803 W. Washington, South Bend, Ind., where she is teaching . . . Judith A. Grossnickle is teaching in Coloma . . . Elsa Farrington is teaching at the Webster school, South Bend, Ind. . . . Jack D. Flanagan and Richard W. Shumar recently passed the certified public accountant examination in Kalamazoo . . . 1st Lt. Vilmars Kukainis recently completed the chemical, biological and radiological course at The Combined Arms School in Grafenwohr, Ger- many. He was trained in the offensive and defensive use of chemical agents and in the employment of proper recovery methods prescribed for CBR warfare . . . 1st Lt. Stanley M. Stewart recently completed the aircraft maintenance officer course at the Transportation School, Fort Eustis, Va. He was trained to supervise field and organizational maintenance on various types of Army aircraft . . . Doris Mustard and her husband John have a son Robert Russell, born May 30, 1959 . . . 1st Lt. Kenneth M. Irish, Jr., recently completed the 11-week officer radio course at the Army Signal School, Fort Monmouth, N. J. . . . WEDDINGS: Low A. Higbee and Robert M. Chane in St. Joseph . . . Mary F. Merlau and Richard D. Barden March 5 in Casco.


'59 Second Lt. James R. Rexrode recently completed the military orientation course at Brooke Army Medical Center, Fort Sam Houston, Tex. . . . Daniel W. Stetz has been appointed retail coordinator of the Monroe Public Schools . . . Army Pvt. Norman J. Hradek has completed eight weeks of advanced in-
individual armor training under the Reserve Forces Act program at Fort Knox, Ky. Kenneth Machata is at the Marshall high school teaching mathematics. Rick O. Geer has been appointed personnel assistant at the Watervliet Paper Company. Eileen J. Remillard is teaching at the Niles Westside school. Richard H. Jones is a research chemist at the Champion Paper Co. in Hamilton, O. He attends the University of Cincinnati, working toward his MA degree. Earl W. Malcolm is doing post graduate work at Appleton, Wis. Elizabeth A. McDaniel is teaching at the Battle Creek Lakeview school. Ronald T. Gieleczyk lives at 76 Carl Rd., Grand Island, N. Y., where he is process problem engineer with Champion Paper Co. He is working toward his MA degree. Kenneth Machata has completed the officer basic course at The Infantry School, Fort Benning, Ga. The course is designed to familiarize newly commissioned officers with the duties and responsibilities of an infantry unit commander. Jack Bond is conducting gymnastics and body building courses at Sturgis high school in addition to his regular classes. Army Pvt. Gary L. DeVore recently graduated from The Information School at Fort Slocum, N. Y. Army 2nd Lt. Roger R. Altimus has completed the final phase of six months of active duty training with the Transportation Training Command at Fort Eustis, Va. Army Pvt. Theodore J. McGraw, Jr., recently completed the 14-week construction drafting course at The Engineer School, Fort Belvoir, Va. William Karpinski has accepted the job of head football and wrestling coach in Buchanan high school for 1960-61. He is head wrestling coach, assistant football coach and physical education instructor at Hastings. Weddings: Joanne Piatkowski '60 and William A. Powell Dec. 26 in Hamtramck; Janet D. Schenck and Ronald G. Petersen Jan. 31 in Kalamazoo; Mary A. McCarthy and Charles E. Jaqua Jan. 31 in Kalamazoo; Shirley McClain and William K. Creekbaum Feb. 13 in Flint; Christie M. Garrison and Robert T. Peters Jan. 31 in Schoolcraft.

'60 The following members of this class have accepted teaching positions: Robert Brunner, science, New Haven; Lois A. Lambert, fourth grade, Hartford; Richard Morris, English and math, Cedar Springs; Jerry Peterson, elementary, Schoolcraft; Clement S. Spillane, social studies, Fowlerville; Donald Drayton, junior high, Ravenna; Roger Marrison, music, Manchester; Nancy J. Brennan has been appointed children's librarian at the Port Huron Public Library. William A. Peet has joined The Upjohn Company's Accounting Training Program in Kalamazoo. His first assignment will be in general accounting services. Paul T. Hoelderle has been appointed to a newly created position at the Watervliet Paper Co. He is a chemist and has joined the company's technical department in research and development work. Weddings: Ann Faulkner and John Clagett in Berrien Springs; Patricia A. Pinkston and Karlheinz Jaehring Feb. 27 in Grand Blanc; Barbara J. Gieseler and Paul R. Kromann in Midland.

Alumni Support

New Memberships

Clubs Compete

Norris Points To Alumni Potential

By Budd Norris
Director of Alumni Relations

This issue of your News Magazine outlines for you the importance of the alumnus to his school. Although our alumni organization is relatively young, many of the things we hope to accomplish in the future are set down in this magazine. The great academic institutions across the country are the ones with strong alumni support. Alumni support need not always be financial.

Your pride in the institution and the fact that you talk of it in that way to friends and acquaintances is of tremendous importance to us. The fact that you encourage the best high school students in your communities to attend Western is an important factor in the increasing quality of the program at Western. There are innumerable ways in which you can help support this university. Your tremendous interest in the last year has already made a difference.

If each one of us would take it as a responsibility to encourage one alum to join the Alumni Association, our effectiveness would double over night. The old saying goes, "You must crawl before you can walk." We feel that we are already at a slow run: and if you can encourage one
alum to join us, we’ll pick up to a sprint.

Dick Rittenburg ’50, 97 Madison Avenue, Red Bank, New Jersey, and other Western people in New Jersey are busy at work to form an alumni club there. Bob Bolton ’49, 1809 G Street, N.W., and Russ Fisher ’49, 3720 35th Street, N.W., and others are forming a group in Washington D.C. Chuck Higgins ’54, 6136 Stevens, South, has recently moved to Minneapolis and is interested in forming a group there. We are even reaching as far as Hawaii where an alumni club will meet soon.

We were happy to receive a membership today from Jack Olson ’42, in the Wisconsin Dells, who, by the way, is Republican candidate for Governor of Wisconsin. Other memberships came in today from Hugh ’56 and Rose ’52 Barden in Tacoma, Washington; Joann Watkins, who is now a Lieutenant in the U.S. Navy in Arlington, Virginia; and Elizabeth Bryan ’19 in New York City. We also received word today that Dr. Beatrice M. Kersten ’18 has just been appointed president of the American Board of Dermatologists, with offices at the Columbia University Medical Center in New York City.

Your Alumni Board of Directors has been working hard and after seeing your great interest and loyalty has a renewed enthusiasm to come with bigger and better plans for the future.

I hope you will take part in any Alumni Club activities near you and take upon yourself as an obligation to recruit one new member for the Alumni Association.

Newaygo County Club
James Bekkering ’47, President

Our March 8 meeting, which presented the Western Michigan University Men’s Glee Club, was certainly an entertaining one; and we all had fun working on it. The attendance was not as large as expected, but we were able to raise some money to help us with future projects.

Southern California Club
Bob Morse ’54, President

The new officers of the California club are: Bob Morse ’54, president;
Bob Spencer ’56, vice president; Norine Morse, secretary; Walter Deguchery ’41, treasurer.

We already have big plans for the future and will be announcing our May meeting soon. A couple of projects are being planned that we can all help with and have a lot of fun developing.

**Flint Club**

Eugene Boyd ’52, President

On Saturday night, April 30, we are getting together at the El Rancho Restaurant for dinner and a night of entertainment from the campus.

Campus talent will present a one-act play, "The Marriage Proposal," and other campus talent will bring us "Show Times of the Day."

By the way, we still challenge all clubs to be as active as we are.

**Southwestern Michigan-Northern Indiana**

Lee Auble ’36, President

Our spring meeting will be held April 28 in the Berrien Springs youth memorial building. Dr. Stanley Derby, professor of physics, will present an illustrated talk on "Problems of Space Travel." We will also honor Dr. Manley Ellis for his many years of service to Western and to education. Other guests from the campus are expected.

**Jackson Club**

Wilbur Kobielus ’47, President

We noticed in the alumni magazine that the Flint club was challenging everyone to be as active as they are. We not only accept the challenge but already have the best participation of any of the alumni clubs.

Check this for an interesting meeting in late May or early June. We are holding a pool-side barbecue. The vice president of our club, Warden William Bannan ’50 of Jackson Prison, will host the meeting, cook the barbecues—says he will not give the swimmers lessons.

**Chicago Club**

Willard Brown, Jr. ’53, President

Ruth and Sam Turiel have arranged accommodations for us to have the Florentine room in the Congress Hotel for a big meeting May 13. The Western Michigan University Men’s Glee club will present their spring concert, "Showtime."

We have had 75 people or more at every meeting and expect an even bigger turnout this time.

Club officers are: Williard Brown, Jr., president; Ruth Turiel, secretary; Marilyn Straus, treasurer; Thomas Coyne, scholarship chairman; James Bull, program chairman; Raymond Fenwick, publicity chairman.
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Urge Them to Join With You
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WMU Alumni Association