Western Michigan University Newsletter, April 1958

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Public Understanding and Support for Education

The American Council on Education's committee on problems and policies has recently adopted the following statement on "Public Understanding and Support for Education." The statement has received the full approval of President Paul V. Sangren of the University.

Propositions that need public understanding

1. Most Americans now realize that our leadership, and indeed our national survival, is being challenged as never before in history. Most Americans must be brought to realize that the survival and well-being of this nation depend no less upon the strength of our educational system than upon the strength of our military establishment.

2. Educational institutions in a democracy are properly expected to meet the fundamental needs of society. If they are subject to passing whims and fancies, schools and colleges cannot perform this function. Responsible citizens share with educators a moral obligation to insist upon wise and careful planning to meet fundamental needs and to protect our educational institutions from hysterical demands and panicky reactions.

3. Critical analysis of our educational system is certainly in order, but mistaken efforts to place blame through name-calling and fault-finding should not be permitted to obscure the fact that our schools, colleges, and universities are seldom much better or worse than their respective publics want them to be. The best of our institutions certainly rise above common levels of aspiration, yet the vast majority simply mirror the values most commonly held. If American education is to undergo a general improvement, the people at large must place a higher value upon intellectual achievement and must be prepared to uphold higher levels of educational performance.

4. Lip service to the value of education is not enough. The critical need is for material support. The American people can afford to spend more on education. Doing this, however, will necessitate assigning a much higher priority to the importance of teaching and research as crucial forms of enterprise in a dynamic society. There must be a willingness to practice self-denial in paying higher taxes and in making heavier voluntary contributions to provide greater material support for education.

5. The time factor is extremely important, and
basic issues must be faced now. Nothing less than a massive national effort, launched immediately, will do. Local support and control will remain the best safeguards and guarantors of excellence for our diverse educational system. They can and should be preserved, but bickering over forms and sources of financial support necessary to meet the present emergency can be disastrous. Positive and immediate action on all levels—Federal, state, local, and voluntary—is the first imperative.

6. Economic inflation has already levied a heavier toll on educational institutions than on most other forms of enterprise. Still further inflation would be a more serious threat. If this possible consequence of vastly increased governmental expenditures for education is to be avoided, investment in our schools, colleges, and universities must take precedence over existing expenditures which are of less importance to our national security.

7. The total economic resources available for higher education, whatever they may be, will necessarily exist in limited amounts. One demand upon those resources is to raise the general level of performance in all schools and colleges. If this is allowed to be the only call, however, a tragic mistake will be made. A second, and vital, call upon our economic resources is to strengthen our leadership in all important fields and to add to our best existing institutions the appreciable support needed to meet the demands for the highest order of quality. Statesmanship must see to it that adequate support for the attainment of both goals is provided.

8. A genius of American education has been its unity through diversity. This diversity should be preserved, with strengthening all along the line and greater stress on the importance of quality everywhere. In short, all our human resources must be vastly strengthened through the medium of improved education.

Propositions that need public support

1. The magnitude of the job to be done can hardly be exaggerated. We are not spending nearly enough on education. Modest measures will not do the job. In colleges and universities alone, the number of qualified students will be doubled by 1970, and a doubling of expenditures will not even perpetuate present inadequate quality levels. To do the job effectively, the following order of priorities should be observed:

* Salaries for teachers, scholars, and scientists should on the average be at least doubled;
* Existing institutions should be maintained more adequately and some of them greatly strengthened;
* Support for the establishment of new institutions will be necessary, but should not be supplied at the expense of existing institutions;
* Scholarship programs should stress quality rather than quantity, graduate as well as undergraduate study, and should be accompanied by a parallel system of grants to the institutions in which scholarship holders enroll.

2. Although federal support for educational activities already exists in many forms, excessive reliance upon it may weaken other sources of initiative. However this may be, we are in a national emergency, and prompt action of unprecedented magnitude is urgent. The truth seems to be that the Federal Government is the only agency which can act with sufficient speed and on a scale large enough to enable schools, colleges, and universities to accomplish their tasks. Action by the Federal Government need not, and should not, extend federal controls over education. Further, as a partial attack on a problem of such great size, it need not weaken initiative and action at the state, local, and voluntary levels. Federal support should be considered only as a necessary supplement to action by state and local entities, corporations, alumni, parents, churches, foundations, and philanthropic individuals. The initiative and interest of these agencies and individuals are the greatest asset of American education; they must now be exercised to an extent never before demonstrated.

3. Greatly increased amounts of money must be allocated to fundamental research and other forms of creative and scholarly activity. These can be carried on more effectively in our colleges and universities than anywhere else, because in the academic environment the creativity of central figures is reproduced by students who have worked with them.

4. If American education is to continue to serve the best interests of the nation, drastic measures to increase the supply of highly trained persons are required in many areas other than physical science and engineering. The need for teachers at all levels and in all fields is a compelling illustration. Continued progress in the humanities, the arts, and the social sciences, as well as in science and technology, is highly essential to our national survival and well-being.

5. Totalitarian methods are not necessary to counter the threats of a totalitarian power. These threats can be countered and overcome by our American strengths, strengths which in education include academic freedom for teachers, scholars, and scientists; freedom of mobility and choice of programs of study and vocations by college students; diversity of programs, forms of control, and philosophies among institutions. These qualities of American education must receive continuous, vigilant support.

The actions called for cannot be postponed. The priorities must be established immediately. Should we fail to do these things, the deferred costs will be too staggering to be met in time. If the nation is to survive and prosper, we must start making the basic provisions now.
New Music Therapy Curriculum Approved; Advisors Appointed

Music therapy, a new four-year program, will be offered by the University for the first time next fall.

Such specialized training has been underway in the United States only since 1944, and the need for such therapists has increased steadily.

An advisory committee has worked on the curriculum for some time, and approval has been given for the work. Committee members are Dr. Elwyn Carter, head of the music department; Dr. Charles Holder, Kalamazoo State Hospital; Dr. Stanley Kuffel, head of the psychology department, and Dr. Gerald Osborn, dean of the School of Liberal Arts and Sciences.

One of the degree requirements will be six months of clinical experience in psychiatric institutions, and for persons planning to work especially with mentally defective or handicapped children, two months of the internship will be concentrated in a children's hospital.

Successful candidates will earn the bachelor of music degree, with major emphasis in music therapy and minors in theory and applied music.

Details are carried in the new Music Bulletin, available at the University.

Thomas Wood, Kalamazoo senior, was the top discussant in the MISL discussion festival in March.

Baseball

| May   | 2-3—Toledo |
| May   | 9-10—at Miami |
| May   | 16-17—at Kent State |
| May   | 19-20—Wisconsin |
| May   | 23—Notre Dame |
| May   | 31—at Notre Dame |
| June  | 7—at Michigan State |

Track

| May   | 3—at Michigan |
| May   | 6—Kent State |
| May   | 10—Indiana |
| May   | 16—at Miami |
| May   | 23-24—MAC meet here |
| May   | 28—at Central Michigan |
| May   | 31—Michigan AAU here |
| June  | 7—at CCC, Milwaukee |
| June  | 14—at NCAA, Berkley |
| June  | 21—at National AAU, Bakersfield |

Debaters Take State Honors

Western Michigan University varsity men debaters won top honors at the Michigan Intercollegiate Speech League's varsity debate tournament in February.

Kenneth Noble and Lynn Clapham were the only debaters to receive superior ratings and finished in that order.

The A division men’s team, including also Robert Morsink and Kenneth Keyser, won five matches and dropped one.

Chemistry Advisory Committee Chosen

An advisory committee in chemistry has been formed at the University, to give consultation in the development of chemistry curricula at both the undergraduate and graduate levels.

Invited to the campus for this have been Dr. Paul D. Applegate, chief chemist, Paper Makers Chemical department, Hercules Powder Co.; Dr. D. I. Weisblat, director of chemical research, Upjohn Co.; H. L. Roehs, plant manager, American Cyanamid Co.; Dr. J. J. Thompson, vice president, Kellogg Co., Battle Creek; Dr. M. F. Zienty, section head, Sumner Chemical Co., Elkhart, Ind.; Varnum D. Ludington, manager of research, General Foods Corp., Battle Creek, and Paul H. Todd, president, Farmers Chemical Co.

Representing the University are Dr. Russell H. Seibert, Dean Gerald Osborn and Dr. Lillian Meyer.

Adams Center Book Collection Grows

The books and pamphlets from the collection of the late Dr. Wallace Craig, pioneer ornithologist and animal psychologist, have been added to the collection of the Charles C. Adams Center for Ecological Studies at the University.

A close friend of Dr. Adams, Dr. Craig’s widow in Woods Hole, Mass., made the materials available, and they will in turn be on hand for ecologists throughout the world who can make use of them.

Dr. Daniel Jackson, director of the Center, reports that eight cartons of materials were received from Mrs. Craig.

Southwestern Michigan County Boards of Education will hold their eighth annual conference on campus April 29.
Edward Zwergel
Accepts Post
As 'U' Physician

Dr. Edward H. Zwergel, a physician and surgeon at Cassopolis for 21 years, will come to the University campus in June as director of student health.

Dr. Zwergel holds a medical degree from the Hahnemann Medical College, Philadelphia, and has practiced at Cassopolis since completing his internship.

He is a former president of the Cass County Medical Society and of the Cassopolis Exchange club.

The new health director has more than a passing interest in Western, as his son, Philip preceded him to the campus as a student. Dr. and Mrs. Zwergel have two younger daughters.

Engineering Books

The Kalamazoo Engineering Society has fostered a new collection of books important to engineers in the Western Michigan University Library. These reference materials are available to the general public in the main library.

Seventh Summer Music Camp Set

The University’s department of music will conduct its seventh annual summer music camp for high school-age students from July 6 to July 20, this year. Leonard V. Meretta will serve as the camp chairman.

Many opportunities for solo, ensemble and large group instruction will be afforded the young musicians.

Last year the camp had more than 100 persons enrolled.

Student IMS Chapter

The first student chapter anywhere in the United States for the Industrial Management Society has been formed on the University campus, being sponsored by the Southwestern Michigan chapter of IMS.

Robert Marlette, executive vice president of IMS, came from Chicago in February to present the charter. Rodney Chittenden has been named by the area group to work with the student chapter.

WMU Accepted by National Groups

Two academic areas of the University have recently achieved national affiliation with professional organizations.

A biology club has been created, belonging to Beta Beta Beta, national biological fraternity.

The former Colophon club of the librarianship department has become a chapter of Alpha Beta Alpha, national fraternity in library science.

Hesperus, the new men's honor society, has completed a formal petition to Omicron Delta Kappa, national honor society.