Higher Education’s Background Reviewed

The story of higher education in the present century is as fascinating as it is dramatic. The world has never seen such a revolution in higher education, such a staggering increase in enrollments, such enlargement of the physical facilities, such multiplication of courses of study, and so general an increase in knowledge. We are reminded of the words of John Harvard, who, when asked by the British King as to what he had been doing in the new world, replied, “I have planted an acorn which when it grows into a sturdy oak, God alone knows what the fruit thereof will be.”

In this century many changes have taken place in the form, content, purpose, and method of higher education. Some of these changes are inherent in education itself, and some come from changes in the social order in which educational institutions operate. Change is inherent in education because it is not a condition but a process of living and learning which is never static. But the changes which take place in the social and (Continued on Page 20)

Cover Picture

A landmark for students of the last decade and more are the stately windows of the Walwood Union building. As weary feet climb the toilsome walks along Oakland drive the sight of the Union means the end of the trail as comfort rests within—spacious lounges, soda bar and cafeteria give of their all to the succeeding generations.

Vice-President's Corner

Dr. Wichers

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Western's Own Graduate Degree Work to Begin in Fall Semester

Another milestone in Western Michigan College's eventful history will be noted next September 20, when the first student steps up to register for graduate work leading to a degree of master of arts from Western.

Graduate instruction had its beginning on the hilltop in February of 1939, when a co-operative arrangement with the University of Michigan took effect. For several years it was possible to do all the work in Kalamazoo, while getting the degree at Ann Arbor, but soon that changed and it was necessary to spend at least a summer in residence at the university to receive a master's degree.

But October 12, 1951, saw the state board of education give its final stamp of approval permitting the colleges of education to carry on their own work towards the master of arts degree. Western, however, is the only school prepared to start actual graduate work towards a degree on its campus with the fall of 1952. Other schools will hold off for a year or more.

Dr. Elmer Wilds, director of the graduate division, reveals that applications are being received daily from persons wishing to begin graduate work at Western in September. He says that the interest shown by prospective students has been most gratifying during the spring months as the first graduate announcement has been in preparation. (It may now be secured by writing Dr. Wilds' office.)

This summer students may continue work under the co-operative plan with the University of Michigan, then in the fall all those who wish to do so may have their credits transferred to Western for continuance of study. However, the announcement states: "No student will be granted the degree unless he has been enrolled for at least two semester hours of credit... after September, 1952."

The first master's degrees from Western will be awarded at the commencement in 1953, for those who have transferred most of their credits here and have finished their work.

The catalog reveals that 30 hours of credit are needed to qualify for the degree and that a thesis is optional. If written it may not count for more than six hours of credit.

As to courses of endeavor in the graduate program, the catalog specifies that 10 hours of the work must be done in the department of education, taking required courses; a minimum of 10 hours in courses outside the department of education, and 10 hours of courses from any department giving graduate credit.

An extensive program of curricula have been set up for graduate students... with a view to providing a program of courses which have a high degree of functional value and to assure as much flexibility as is possible while at the same time providing that the minimum requirements are satisfied.

"The details of these curricula have been set up in terms of the vocational objectives of those preparing for types of educational service such as: Elementary teaching; elementary administration and supervision; teaching in the fields of social science, literature and language; science and mathematics; home economics, industrial education, business education, music, physical education, art, speech education, and distributive education; guidance and counseling; school librarianship; secondary administration; and general administration and supervision."

While Dr. Wilds is director of the graduate division, he is aided in overall planning by a graduate council composed of Dr. William R. Brown, Dr. Charles Butler, Mitchell J. Gary, Dr. James H. Griggs, Dr. Leonard Kercher, George Kohrman, Miss Lydia Siedschlag, Miss Mathilde Steckleberg and Dr. Elsworth Woods, Dr. Paul V. Sangren, WMC president, is an ex officio member, and Mrs. Margaret T. Mabie, secretary of the graduate division, is council secretary. Dr. George G. Mallinson is chairman of the graduate advisors.

Capt. Andrew L. Messenger '44 has been awarded the Bronze Star for meritorious service in Korea. Recalled in February 1951, he was assigned to the Third Infantry division and arrived in Korea June 25, 1951. The decoration was presented in recognition of service from July 15 to Nov. 30, 1951.
The Choice
of the Age

By Anna Salne

Let us have a look in the past. The time is, say, around 1936. The world is fairly peaceful. Why not go and see the old Europe. And instead of landing at one of the harbours of England or somewhere along the shore of France, this time the captain of your big and nice vessel takes you farther north. The ship enters the North Sea, passes all those fine German ports with famous names from the Hanza times and there you are now in the Baltic Sea.

"Riga," says the captain, "was a fine Hanza city too, centuries ago, of course. Have a look at the city and maybe you will have a chance to see a little of the rest of the country too. Oh, by the way, this small country at the end of the Baltic Sea is Latvia, and Riga is the capital. They say, you can almost read the whole history of the country just in Riga. There are buildings representing the old and new times and there always is some nice guides around to explain you everything."

So into Riga you go; and the minute you get down, the guide begins to tell you: —

Our country is very young. It was born in 1918, as one of those little independent nations in the north-east of Europe. But our culture is older than that. The Baltic tribes, and among them the Latvian tribes, had lived around the Baltic Sea since very old times. Thick woods they had in the Baltic plains in those days, full of wild game, rivers and lakes with fish, fertile lands to clear for crop and the Baltic Sea, of course. Happy were the Latvians in those days. They lived in their woods, took care of their fields, exchanged furs, honey and amber with foreign traders who landed occasionally someplace along the Baltic shore. And together with these goods the traders took back to the Mediterranean the name of the people and some historians think first mentioned them in old Greek (Herodotus) and Latin (Tacitus) chronicles. Sometimes the Latvians had a little trouble with the Vikings who came in their restless boats from the North, eager for gains and spoils; or other times border misunderstandings with Estonians in the North or brother Lithuanians in the South. But on the whole they led a quiet, peasant life. From time to time they had gay feasts to worship their gods, personified natural powers; and fond of singing they were. They created little folksongs; just four lines in the stanza, made in a meter of trachee. There they expressed their feelings; sorrows and joys, their love for nature and daily tasks and their simple philosophy of virtues and religion. Home weaving was the style of the day and the maidens busied themselves embroidering and weaving their colorful gowns and white linen shirts for their brothers, husbands and loved ones.

The East Awakes

But around the ninth century A.D. the neighbor in the East begins to grow in power and soon the Russian czars would be ready to exercise this power over the less unified Baltic tribes in the West. But the Russian culture is not yet to cope with that one soon to come from the southwest. The twelfth century is the age of crusades and toward the close of the century the German knights had found out that there still were pagans in the Baltic regions. The Teutons came to bring the Christian creed with swords and fire. They liked the fertile lands and they stayed. Riga was founded in 1201 by the German Bishop Albert and centuries later joined into the Hanza union. There are still to be seen old Hanza buildings in the city. Soon the Baltic was made a German province of Livonia. Gradually the Western feudalism was established and Latvians made serfs on the manors run by German lords.

But as I said, the Russians in the East had greedy eyes for the Baltic lands and the Baltic Sea too, and as soon as they had power enough they were ready to try. Wars between Russia and Germany, wars between the Swedes, and they all left marks on our country. There had been times when different parts of the country had different foreign rulers.

The eighteenth century; the Age of Enlightenment. First world wide call for liberty. By the nineteenth Czar Alexander II of Russia has some of the new ideas too. Abolition of serfdom in Russia follows and so in Latvia, a province of Russia at the time. The serfs can move around now. Some of them are lucky to get some schooling in Russia or in Germany. New ideas are in making. Call for liberty soon goes over the country.
And then the First World War. Russia and Germany meet again. But by this time the Latvian people have gained education enough, and they have learned from their folk songs how happy and independent they had been before. They want a free, unified, independent Latvia. When toward the end of the First World War Russia and Germany are weak, there rises a call for arms to fight against the historical invaders. On November 18, 1918, the day has come: Declaration of Independence.

**Happy Latvian People**

Now, you foreign traveler, today, in 1936 in Riga, you can see these happy Latvian people. They are full of national pride, proud of what they have achieved in this short time of their independence. Scientific agriculture has raised the food production. Butter, pork, bacon and other farm products are export goods to other countries; and lumber of the Latvian woods travels by the Baltic Sea to faraway places. Now schools build. They believe firmly in education and they feel that mainly through it they have gained their independence. Foreign languages they learn to tell other people in the world about themselves and to learn from others what they have. New poets have grown, anxious to tell their story, and also translated works of everything worthy in the world’s literature fill the shelves of the bookstores. Soon the small country of Latvia is in one of the first places in the world as for the number of books edited per year according to the percentage of the population, and if you look across the square in the center of Riga, you see the large, white building, the National Opera House. Fine arts are cultivated in there. Especially proud the Latvians are of their ballet. Its fame has outgrown the national borders of the country already. The little folk songs are collected and written down in big books now and are useful for historical research and as a source of inspiration for national art. Scientists work to restore in detail the patterns of ancient national garments and on national festival days the modern Latvian ladies put on those colorful gowns they have made after these patterns.

The foreign traveler may think by now that he has heard and seen quite a lot of Latvia. These people are enjoying their newly gained independence. Everything is in making, full of potential power to grow; and they live in an age when people in the world believe in national fame. Maybe they will make the world talk about them someday, who knows.

So they did. But in what a way! No happy traveler landed in the harbor of Riga five years later, in 1941. The picture had changed. Red flags overflow Riga on festival days. Pictures of Stalin and Molotov, as big as they themselves, and bright slogans calling for factory workers to unite in fight against capitalism. To the people in agricultural Latvia, where there are neither very many factory workers nor capitalists nor big land owners, these slogans sound a little odd. Nevertheless they are there, and the fact is that the big neighbor in the East wants our Baltic Sea again. In the schools they teach now the constitution of Soviet Russia as the best one in the world promising complete personal liberty to everyone. But when on a nice spring morning a little Latvian girl goes to pass the final examination in this course, trying to remember desperately that according to the constitution no citizen is supposed to be arrested without reason and investigator, the picture she sees on her way to school assures quite the opposite. The streets of the town are full of Red soldiers and hundreds of people are put into trucks and taken no one knows where and what for and they never come back. But she goes on and recites before the teachers the fine clauses of the constitution, fearing about her own safety and full of shame about herself that she has to tell things she cannot believe in.

**Old Fight Renewed**

Then World War II goes over the country. The Old fight between the East and West is fought on the Baltic territories again. And when in 1944 Germans are losing positions in the East front there is a cry going over Latvia: “No, no, never under Russian communists again.” But the Russian army is coming back. Where to go then? Germany is the only free escape, and ships of Baltic refugees land in German harbors with people ready to undergo hard bombing in German cities instead of waiting for another Russian occupation.

When the spring of 1945 comes, the war is over, but without much hope for the Latvian refugees to go back to their country, free as before. And as the time goes on, people in the after-war age have to realize that the world has changed: It has split in two. There is the communism in the East and the Western democracy. This choice is there for us, the refugees, to join the East or the West. If we join the West we must look for new places overseas because Western Germany is overloaded with refugees and the food question is essential. And now is the time the Latvians make the world talk about them. How? By crying loudly against communism. So it happens that this cry of the war refugees from Western Germany to the United States begins.

(Continued on Page 24)
France Fosters Change in Appearance

Ford Traveler Inspired by Europe

Where there is a "genuine will to communicate" on the European continent with non-English speaking persons, traveling professor Howard Mowen finds that peoples from various lands can make themselves understood.

Mowen, an assistant professor of history on the Western Michigan College faculty now traveling in Europe under a Ford Foundation grant, made that observation after a most gratifying experience in Granada, Spain. There he met a group of students from many lands, and with the aid of pidgin French, German, English and Spanish, plus copious gestures, they were able to convey their ideas through the group. He also says that the same system has often worked for him while riding in trains on the continent.

At the writing of his latest informative note, Mowen had stopped in Rome. But breath came short there as he spent his time dashing about the seven hills acquainting himself with the ancient city and its treasure of relics.

Living near the edge of the Villa Borghese, he began each day by passing through the Aurelian wall and then wending his way across the beautiful park towards the relics with which he craved communion.

Using the system tried by many travelers, Mowen spends his first few days in each new city exploring its entirety, and then settles down to a careful study of the high points. He feels that his experience thus far has been very rewarding, giving him new insight into the cultural past of the European peoples.

"Rome is thoroughly magnificent," he confides, "and I look forward confidently to each day's observation of it increasing my enchantment."

From Rome his plans called for pushing on into Florence and Venice, and then leaving Italy to cross the mountains into Yugoslavia.

Mowen landed first in England on his pilgrimage, and while there became seriously infected with a desire to raise a mustache. In France his desires got the best of him and after a month's work he had produced the treasure pictured in these pages. The snapshot for posterity was made in Spain.

A tip for other travelers interested in the cultural aspects of Europe is contained in his note, telling of the fine contacts which he made by consulting with the U.S. consulate in various cities, talking with the cultural attaché.

In Spain he embarked on a barnstorming tour of the universities and found his reception warm and thorough. Besides observing classes, he was also invited frequently into the homes of professors where he learned at first hand of Spanish college life. The language barrier proved conquerable in almost all cases, opening up vast areas of experience to him.

He'll be back in Kalamazoo in the fall, infected with new desires to bring the glories of Europe more vividly to his students.

Citations for 19

Nineteen Western Michigan College faculty members are listed in the latest edition of Who's Who in the Midwest.

Included are Dr. Grover Baker, Dr. William R. Brown, Homer L. J. Carter, Dr. John L. Feirer, Miss Pearl Ford, Dr. Joseph Giachino, Dr. Julian Greenlee, Dr. James H. Griggs, Dr. George H. Hilliard, Miss Mate Graye Hunt, Dr. Leslie A. Kenoyer, Dr. Leonard C. Kercher, Lester Lindquist, Dr. George G. Mallinson, Dr. Alfred Nadelman, Dr. Paul Rood, Dr. Paul V. Sangren, Dr. Russell L. Scibert and Dr. Wynn Wichers.
Let's Look at Modern Education: Three Stars of Hope for Today

Current Issues in Education

This is the second in a series of articles by members of the education department written especially for the WMC News Magazine. The articles are handled by a departmental committee.

By JAMES H. GRIGGS

One summer evening during World War II after a meeting in New York City, Dr. Charles Beard, one of the great American historians, was driving to his home in Connecticut with a companion. The companion asked him, "Dr. Beard, if you were asked to sum up in three statements the whole history of mankind and its progress on this planet, what would you say.

Dr. Beard thought for quite a while and then said, "That is quite an assignment, young man, but perhaps I can attempt it." They traveled on quite a while in silence, then Dr. Beard said, "I believe the first of my statements would be something like this: 'The milks of the gods grind slowly, but they grind exceeding fine.' " They rolled on a little while longer in silence, then Dr. Beard said, "I believe my second statement would be this: 'Whom the gods would destroy they first make mad.' " And then they rode along until they came to the driveway of his home in Connecticut, got out of the car, stood there on that summer night looking up at the heavens, and Dr. Beard said, "I believe the third statement, and most important of all, would be this: 'When the night is darkest, you can see the stars.' "

Now I would like to look with you through the darkness in this night of educational uncertainty and chaos and discover three important stars in the American educational firmament today.

Star number one—and I say this advisedly because it is documented by the experience of people, documented by the lessons of history, and documented by educational research—is this: Education in America today is better than it has ever been in our history. Education in America today and in all the communities therein is better than it ever has been before. We are proud of the progress we have made in the past three centuries in education, greater progress than any other people on the face of the earth.

Let us take a few examples. Compare the windswept, poorly heated homes of the Dame schools in New England with even the worst educational buildings we have today, and then go on to compare them with the latest of buildings and equipment—there is just no compari-son. Our buildings reflect the interest, the vital interest, of the American people in providing good housing and good equipment for the education of their children.

Another area of improvement is in terms of materials and resources in education. From the Horn book and the New England primer and even the McGuffey readers to all the beautiful text and reference materials, all the audio-visual materials, and even television and radio as educational media, we have made tremendous progress. American children now are exposed to learning situations unthought of, unheard of, undreamed of, a century ago.

Pride in Our Teachers

Another source of pride is our teachers, our force of almost one million teachers, some still not too well-trained, it is true, because of various factors, but nevertheless dedicated, loyal to their jobs, and interested in boys and girls.

Further we have extended our educational opportunities upward and downward. It was only in 1871 that the courts in the city of Kalamazoo decided that a child, a boy or girl in Michigan, was entitled to a free public education through the high school. It is only in the past few decades that we have put in Kalamazoo and in some other communities nursery schools and junior colleges or community colleges.

Based upon the great American dream of educating all of the children of all of the people, the curriculum of the schools has been terrifically improved, progressing from a study of the alphabet and in the New England academies a study of Latin, Greek and Hebrew for high school pupils to all the subjects which are now being taught in the elementary and secondary schools of
American. Not only have we added experiences which make people better citizens, better workers, better home makers, but we actually do a better job of teaching reading, teaching arithmetic, teaching spelling.

This is documented by research from various sources. Recently some criticism has been levied at the schools for not teaching the three R's and some of us have been a little worried about it, because if the charge is correct we want to know it. I note one community, however, where the junior high parents thought the children were not learning to spell as well as they should, the school authorities conducted a significant study in that town—they gave both the junior high school children and their parents the same spelling test at the same time. Results of the tests indicated that the junior high school students were much better spellers than their parents were on the basis of that particular performance at that time. Studies in other communities show that we are doing a better job of teaching the three R's than we used to.

A further step is the inauguration of valuable extra-curricula activities in school programs, recognizing that work in sports, student government, public speaking and other important clubs and extra-curricula activities tends to develop leadership, citizenship, worthy membership in a group and many other important competencies.

Furthermore, each school system and each school within the school system in most communities has indulged in a very thorough-going comprehensive and continuing program of curriculum improvement. We are not satisfied in doing things that we have always been doing. We are satisfied only when we test the things that we are doing, and move out in the direction of improving the program. We also have had and are having improved guidance programs. The school has accepted the responsibility that has been thrust upon it of helping students to find jobs suited to their abilities. We have also social guidance, emotional guidance, and educational guidance as an integral part of school programs.

**Problems Arise**

Along with this improvement have come concomitant problems, however. First of all, we are asking schools to do much more today than we used to ask them to do. We are asking the teachers to be much more than we used to ask them to be. This fact is very well illustrated by a little squib that appeared on the fly-leaf of Chapman and Counts' book, "Principles of Education."

> "Greeting his pupils, the master asked,
> 'What would you learn of me?'
> And the reply came:
> 'How can we care for our bodies?
> 'How shall we rear our children?
> 'How shall we work together?
> 'How shall we live with our fellow man?
> 'How shall we play?
> 'For what ends shall we live?'
> And the teacher pondered these words, and sorrow was in his heart, for his own learning touched not these things.'

We are asking teachers to not only good masters of practice and drill, but we are also asking them to be creative, we are asking them to be in a sense psychologists, mental hygienists, and psychiatrists. We are asking them to be peacemakers between parents who cannot get along, who cannot provide a consistent way of working with their children. We are asking them to have a knowledge of many fields in the elementary school, some knowledge of everything from reading, arithmetic, to woodworking, working plastics, teaching music, art, arithmetic, science, history, health, etc. We are asking a great deal more than we did in the days of McGuffey and before.

So it is not surprising that we have a shortage of well-qualified teachers in this country, especially when you couple these conditions which I have indicated with low salaries and in some cases lack of prestige and poor working conditions that confront teachers in a good many areas.

**Differences Exist**

I would be remiss in my analysis here if I did not point out that just as in the medical profession, in the legal profession, and in the dental and theological professions there exist honest and somewhat pointed differences of opinion as to what should be done in the treatment of disease, or in the saving of souls, or in the filling of a tooth, so within the profession of education there are legitimate, internal professional conflicts as to what should be taught and how it should be taught and when it should be taught. These conflicts have some times revealed differences between so-called traditional and progressive education.

Just two or three illustrations of legitimate conflicts will illustrate the point: (1) What do we mean by saying that a program of education should meet the needs of children? Whose needs? Whose idea of needs? Present needs or future needs? Does every child need the same thing at the same time, or not? Is there such a thing as an average need which everybody should be held to, even though the range of ability is quite different at a particular grade level? What about these children who drop out of high school? Are the schools meeting their needs, and if not, why not? (2) Another area of conflict is on the nature of learning. How do people learn? How do they learn best? Do they learn best by sitting still and absorbing and mastering what somebody in authority and somebody with knowledge tells them to master? Or do they learn best by a process of problem solving? (3) Another area is the problem of "standards" versus "individual differences."
Seniors to Hear Three Outstanding Speakers

Three outstanding midwestern educators will be on the Western Michigan College campus as the end of the academic year approaches. Dr. Ralph W. McDonald, left, new president of Bowling Green State University, will be the speaker at the honors convocation May 29. His topic is "The Challenge to Leadership Today." Dr. Robert Worth Frank, center, president of McCormick Theological Seminary, will be the speaker at the senior vesper service Friday night, June 13, at 7:30 in Hyames field. At the right is Dr. Raymond Walters, president of the University of Cincinnati, who will address seniors at the commencement service Saturday afternoon, June 14.

These are problems with which professional educators are struggling, and this struggle is being reflected in various school programs. Just as different doctors will prescribe various treatments for particular symptoms, so different educators have various treatments for certain educational problems. We are working on these problems and on others, making progress in their solution. One thing is pretty clear. We cannot return to the "good old days." There is no retreat from 1952 back to something that was thought of, and you know distance lends enchantment—as the "good old days." Some people say, "Let's go back to the good days of about 40 or 50 years ago." If they would look into the educational literature of those days they would find a series of articles asking for a return to the good old days of 100 or 150 years ago, and in that literature we find the same type of thing until we get back to that inscription on a tablet in the museum at Constantinople which says "The world is waxing very old and wicked, politics are corrupt, children are no longer respectful to their parents." That tablet is dated approximately 3800 B.C.

Second Star

The second star I would like to call to your attention is that modern education has kept faith with democracy, has kept faith with American democracy, and is keeping faith with it. Now, in analyzing this particular point the first thing we need to recognize is that American democracy in 1952 is not the same as it was in 1776, or 1789, or 1861, or even 1914. And just as American democracy has improved, as we have improved in our ways of meeting problems collectively and individually, and as we have improved into the greatest single exponent of the democratic procedure anywhere in the world, so our educational system has perforce kept pace with this development and in some cases has taken part in the development of better practices.

We have been questioning certain traditional school practices in America and I think we have been questioning them correctly, because whether we like them or not many of these school practices came over across the ocean from Western Europe. They represent non-democratic European influences that were pitched at a class education of the children of the rich, of the wealthy landowners, etc., and were transported (Continued on Page 21)
Sidelights on Western's History

Definition of Normality Changed
With Return of Veterans to WMC

By ROBERT J. BURGOYNE

Following the departure of Bob Harvey for the service, Helen Newlin became the first woman to edit the Herald since the paper had come under the management of the student body. Helen served ably for two years and then that post was filled by Mary Ellen Dodd. Both girls carried on in fine style and during this time the staff could boast some male members in the feature, news and sports departments. At no time do I ever remember that being under the direction of a co-ed seemed disagreeable to them. If I am not mistaken this was the last time a woman served as editor until last year’s editor, Connie Ongley, accepted the position.

The Brown and Gold ran through three editors in 1943. Stan Bradshaw was elected to this position first, but before he could finish he was called into the service and Jim Plough, serving first as business manager, took over. Jim quickly followed his predecessor into the military and the first girl to take over this top position on the yearbook was chosen in the person of Kay Austin. Following Kay as editor the next year was Dorothy King; the next year Carlene Bagnell; and the next, Lois Austin. Despite war shortages of material, reduced enrollment, limited funds and many other obstacles, the girls proved that they could assume executive positions such as these and carry them out successfully. This brought an end to male editing until 1948–49.

The Student Council continued to work and administer to the student body’s needs throughout the war, with a reduced budget, but without any noticeable reduction in enthusiasm. Bill Steenrod finished up the year in 1943 as council president, but by this time the students were becoming used to women in office and in the fall of ’43 Jean Gorman was swept into office at the head of an all-woman executive committee and a council that could boast only three men. The office of president was held by two other women in succeeding years as Yvonne Fisher and Elaine Edly ably took charge of the top campus post. Feminine minds did yeoman service in a good many more campus offices, many more than time or space will allow me to mention. I might add, however, that they served well, confidently, and in many cases more competently than some of their male contemporaries.

Of course, on numerous occasions, especially in the later years with more men on campus, I know that many of the present day teachers consider the real founder of the campus training school as it now is. The outstanding features of the training school building owe much to her. She was also responsible for the first thorough revision of the course of study which went into effect when the building was occupied . . . in 1910.”

In 1928 Mr. Phelan began his tenure of 22 years as a member of the Carleton College faculty. At first he held the position of professor of psychology and education for three years. He was then appointed chairman of the newly-created department of sociology and anthropology and became professor of sociology and anthropology of the Fred B. Hill Foundation.

During a leave from Carleton in 1937–38 he taught in the American University, Cairo, Egypt, while Mrs. Phelan taught in a girls’ school there. Besides his wife, he leaves a son, John, Indianapolis, and several grandchildren.

Former Student and Teacher at Western Dies in Indiana

John Phelan, student and teacher at Western Michigan College in its early days, died March 15 at his home in Indianapolis.

After leaving Kalamazoo he made his mark in the field of sociology, spending his last 22 years as a teacher at Carleton College, Northfield, Minn.

Mr. Phelan completed the then two-year course at Western in 1908, receiving his B.A. degree from the University of Michigan in 1910. His master’s degree was awarded by the same school in 1912.

He taught rural education and sociology here from 1910 until 1912. For one year, during a leave of absence by the late Dr. Ernest Burnham, he headed the rural education department. He also taught for varying periods at Stevens Point, Wis., Amherst, Mass., Simmons College, Columbia University, Hanover, Ind., and Ohio University.

On Jan. 1, 1913, he was married to Miss Ida Densmore, who had become director of the training school at Western in 1907. Of her the 1929 history of Western states, “... Miss Ida Densmore whom
some very able, and certainly more deserving girls were defeated in campus elections simply upon the cry, "This is an important office and needs a man to fill it." Nevertheless, I know that a good many of us had a chance to see what the women could do in jobs that, up until that time, they never had been given a second thought as to their ability, or even their right to attempt such jobs. It is enough to say that the women "showed us, by gosh" and it made us the wiser I'm sure.

One of the biggest changes upon campus during the war was the establishment of the military program and "tri-semester" schedule in July, 1943. The military took over all dorms on campus making it necessary that civilian students be housed entirely in homes. Some of the co-eds were housed temporarily in the houses on Walwood Place. There were five of these residences, formerly the homes of faculty members, and they served as small women's dorms throughout the emergency while the Navy commandeered the larger residential halls. You may remember the account of this in the "Sidelight's" article by Ben Wheatley in the spring edition of the News Magazine.

One of the most interesting sights I can remember in connection with the military trainees on campus was when payday rolled around. On this favorite day for the Navy men, a military truck would roll up to the Union and two very trim and efficient looking Waves would alight. One girl would be be carrying a heavy sack full of currency and the other one would be cradling a murderous looking submachine gun under one arm. Both women would be carrying .45 Colt automatics on their belts and the trainees used to stand and stare in amazement as the girls marched up the walk and into the ballroom where they distributed the pay.

In 1945 two incidents come to my mind in connection with the war. One was the day word was received of the death of President Franklin D. Roosevelt. Classes were excused the next day to hold a memorial service in honor of F.D.R. in the women's gymnasium, crowded to capacity.

A committee for Inter-Campus Social Action was instigated with students from Kalamazoo College to work out problems and attitudes existing between the two campuses. Several student forums were held in the Little Theatre on such problems as "Am I Getting An Education?" "Is Extension of the Draft Necessary?" and "Problems of the Post-War World." We listened to speakers at assemblies who were men of international standing and we began to have an ever growing group of foreign students arriving on campus from all over the world. They were students who did much to contribute to our activities and our understanding of other people.

Classes during the war were much the same as far as content, I imagine, with the exception of specialized courses, but the personnel was quite different. In my freshman year I enrolled in Rhetoric 106A taught by a visiting professor from Marquette University. I remember I was unable to attend the first day because of some failure to register correctly and in the second day I was a few minutes late and the door was closed. Imagine my reaction when I slipped into the room and found myself in the center of some 40 girls, including the instructor. I was the only male in the class!

New activities sprang up to replace those that were dropped through lack of support. It was in 1944 that Student Council planned an extensive clean up day. As part of the build-up and publicity, some of us managed to talk members of the administration and staff into dressing up for a photograph that appeared in the Herald. I still have that issue of the Herald dated April 16, 1945, with a large picture showing John Thompson, Floyd Moore, John Hoekje, Paul Sangren, Gerald Os-

Long lines of students waiting to register marked the return of veterans to the campus
born, James Knauss and John Goldsworth all in fatigues, posed as the clean up squad.

Another innovation was the establishment of the annual student variety show. The Brown and Gold Fantasies. The history of this appeared in a recent issue of the News Magazine, written by Dick Kishpaugh. Some clubs and organizations gained strength from members of the military too. I remember playing in the band under George Amos in 1943, 44 and '45 when a good part of the band was made up of men from both the Navy and the Marines. It was during this period that the band accepted women into its ranks. My ability to remember names fails me but I can still remember some of the beautiful solo and sectional work those fellows in the military produced. The military unit had a band on its own that played at their reviews on Saturdays and for special military events. Throughout the war they saw to it that colors and retreat were played each day as the flag was raised on the hilltop. Those students arriving for early morning classes, or crossing the quadrangle after an afternoon in the library, were always stirred by the Navy bugler blowing his salute as Old Glory was raised or lowered.

I think in some instances that the campus underwent a more rapid and drastic change after the war during 1946 and '47 than did following the outbreak of war. It seemed like the returning servicemen literally swarmed back on campus in endless waves. They filled the rooming houses, the dorm, the trailer camp and every available housing unit until I'm sure that Dean Pellett and Miss Margaret Feather were on the verge of nervous breakdowns. The return of the men to the campus brought with it numerous new attitudes that flared and died quickly. Combinations of uniforms, shirts, officer's pinks, G. I. shoes, battle jackets, and coats served as the only available clothing due to shortages. The girls were agog with the sudden abundance of male escorts. The campus was again filled with strolling couples, classes were more balanced and Vanderscot and raised with masculine voices and the smell of shaving soap and the switchboard was carrying out more calls than were being sent in.

The tradition of "no smoking" on campus fell by the wayside with the return of war weary G. I.'s and the Campus Book Store was forced to undertake the Veteran's Administration procedure for selling books and materials to veteran's under the G. I. Bill. The G. I.'s, for the most part, brought into the classroom a new seriousness, a determination to get their education and get on with the life that had been so suddenly snatched away from them two, three, or four years before. The fellows were older, some in years, some in experience and some in both. These were men with a new purpose, men with families, wives, with a definite goal in mind; to get on with the business of living and learning. Western "grew up" over night.

Homecoming in 1945, the first celebration since 1942, was a thing of feverish intent. The entire campus worked to make that "first" homecoming a real success. Freshmen, sophomores, and even juniors, never having witnessed a homecoming on campus before, planned, shared, and worked together with senior or returned veterans and faculty to put on a display that has never quite been equalled for sheer spirit, enthusiasm and heart. Somehow that fall the bonfire seemed a bit brighter than ever before, the Union almost toppled under the crush of students and alumni, and the entire campus rang with excitement and a true feeling of homecoming. It was a homecoming to Homecoming itself.

To have been a part of Western during those "war years" was a valuable and worthwhile experience. You saw the ending of things and beginnings of new events and activities. You met many people who otherwise might have not crossed Western's campus and become a part of its life. They were abnormal times in a way, yet in another way, they were normal for the American spirit of life . . . they produced a challenge, a spirit of determination that somehow seems to demand the best that is in us. I firmly believe that as a college, Western can look back on those years as an indication of her growth; a development of her tradition and spirit of the search for truth and advancement.

Robert Burgoyne

This is the second and concluding article on Western during the years of World War II as recorded by Robert J. Burgoyne, a student during those troubled times.

The editor feels fortunate in having been able to persuade Burgoyne to have undertaken the great task. He was a student leader, and a writer of vivid prose, as the accompanying article attests. He is now a teacher in the public schools of St. Clair, Mich.

The opening article in this series appeared in the Winter, 1952, issue of the News Magazine. - James A. Knauss, Editor.

Mr. and Mrs. Loren G. Edmunds '47 (Mary Jane Mummaw '48) are living in Midland, where Loren has been coaching and teaching physical education at the Northeast Intermediate school since 1950. They now have two children.

WESTERN MICHIGAN COLLEGE
Book News and Reviews

Broad Program of Education for Librarians Fostered at Western

By ALICE LOUISE LEFEVRE

During the seven years of the Department of Librarianship of Western Michigan College, its faculty has kept a close watch on national trends in the field of library education. The purpose of the department as stated in the terms of the W. K. Kellogg grant (1945-46) was to provide opportunity for the preparation of librarians to serve in school libraries and in public libraries with special emphasis on small towns and the rural areas. As one unit of the Division of Teacher Education of Western Michigan College, the department carries on a broad program aimed at meeting the North Central Association's requirements as well as national standards for library education. Also as a training agency fully accredited (1948) by the American Library Association, the faculty strictly adheres to the requirements established for equipment, maintenance, activities and personnel.

Consultant service is frequently given by the faculty in cooperation with that offered by the Michigan State Library for school and public libraries. Through such service, both on and off the campus, with active participation in conferences and workshops, the faculty keeps an appreciative awareness of the educational and library needs of the state and country in general. Cooperatively with the campus school librarian, the department helps the student teachers to understand the vital place of the school library in the teaching program. The department's laboratory is open to student teachers for the examination of enrichment materials for classroom teaching.

Membership in the Association of American Library Schools gives the personnel of the department a vantage point for watching the rapid changes in library school curricula and furnishes a straw-in-the-wind direction for keeping in line so that the graduates may be acceptable not only in Michigan but in other states as well. A trend observed is that of developing a fifth year curriculum, leading to a master's degree rather than the pattern of the past of a fifth year leading to a second bachelor's degree.

Flexibly Planned

An undergraduate minor in library science similar to that offered at Western, is found to be more and more prevalent as a foundation for the graduate program. Western's program in library science is being planned with adequate flexibility to take advantage of successful experiments being tried in other library schools. At present an undergraduate program is being offered in both the school and public library programs. In the near future a graduate curriculum will also be offered for school libraries.

The opportunities for librarians in secondary schools are comparable to those in other special fields, such as Home Economics. In view of the additional pressure on the small high schools to meet the North Central requirements, the school library in many cases offers a new position. The increased support that is being given for the development of county library service and the raising of standards for the professional personnel in such libraries have created a great demand for well-qualified librarians.

In addition to the requests for public librarians, the department is constantly receiving urgent appeals for candidates for libraries in industrial firms, in hospitals, in Army Library Services, and other highly specialized libraries. In many instances these positions call for young (Continued on Page 19)

BOOKS RECOMMENDED


Dance to the Piper, by Agnes De Mille. Little, 1952. 342p. $3.00. Autobiography of the famous ballerina.


The Lost Library, by Walter Mehring. Bobbs-Merrill, 1951. 290p. $3.50. Literary history told in a very engaging style.


They Went to College, by Ernest Havemann. Harcourt, 1951. 277p. $4.00. The college graduate today.


—Taisto John Niemi
Dr. D. C. Shilling, retiring head of the political science department, is looking forward to the development of what he calls a “cultivated leisure” in the years that lie ahead.

His retirement from classroom duties gives him the first opportunity he has had since his boyhood days to take a long rest and plan activities on his own schedule.

Born on a farm in Hancock County, Ohio, as the eldest of four boys, he learned early in life that the only sure formula for success is a steadfast aim toward a worthy goal, coupled with hard work. No one will ever say that Dr. Shilling has ever deviated from that formula. His standing among America’s political scientists demonstrates the successful application of the formula in his chosen field of specialization. The recognition that came to him through Ohio University when it conferred the honorary degree of Doctor of Pedagogy illustrates further his achievements as a truly great teacher.

He had a knack in handling his classes that might well be envied by others. Sudden quizzes seemed to materialize out of thin air on a moment’s notice. Invariably they came when he had just the gem of an idea that perhaps not quite every member of the class was prepared on that day. His students had the good fortune to be taught by a scholar who still believed that intelligent opinions and decisions are based upon sound knowledge of subject matter.

We used to smile in our sophomore way at his rare puns and what we sometimes thought were whimsical witticisms. Occasionally we were even known to wonder what the point was anyway. Sometimes we thought he was bearing down a little too hard on fundamental principles – the Constitution, political machinery, foreign “isms,” and many others.

In reviewing these experiences in his classes, however, his former students must admit that the ten minute quiz kept them at their lessons like nothing else would; that Dr. Shilling’s sly humor frequently conveyed points that they would have seen in no other way; that constant emphasis in the fundamental principles underlying our form of government was the best training that could have been given to help these same students cope with the modern day attacks on our democratic way of life.

**Wide Influence**

Although he has been on our campus since 1921, Western shares the influence of D. C. Shilling with many other institutions and communities.

There being no rural high school in his home area, he attended the two year preparatory department at Ohio Northern University where he prepared for a rural provisional certificate. He then taught six years, three of them as superintendent of the Rawson, Ohio, public schools.

Returning to college to earn his bachelor’s degree, he graduated from Miami University in 1909. Many of his friends know that he was awarded the Phi Beta Kappa key, but not so many know that he was (Continued on Page 17)
to Other Fields After June Retirement

Miss Roxana A. Steele

One of our poets is on record as having written "Truth is such a rare thing, it is delightful to tell it."

That is about the way I feel about writing this brief article on the contributions of Roxana A. Steele. It is a delightful experience to have the privilege of preparing for print all of the things that are true about this remarkable woman.

She has many "firsts" to her credit.

Miss Steele was among the first group of students at Teachers College, Columbia, that went on to give American education practice a new direction. She participated actively in the Baltimore County Course of Study, an attempt at curricular improvement that was famed in educators' circles.

She was a member of the faculties of the Speyer and Horace Mann schools of Teachers' College, Columbia, and helped develop in these institutions a new approach toward the education of children. It was not long after the New York banker, Frank Vanderlip, had organized Scarborough-on-Hudson that Miss Steele was invited to be its assistant director. Built to house the facilities for a new educational experience for the children in that community, this private school immediately attracted national attention.

A graduate of the Maryland State Normal School, Miss Steele continued the professional preparation that helped open opportunities for promotion to her. She received a life certificate to teach in Maryland after having finished her course at the normal. To the latter institution, she transferred directly after eighth grade graduation from what was known as the "Female Grammar School No. 10."

Miss Steele's teaching has not been classroom work. She taught in one of the rural schools of Charles County, Maryland, where she directed the work of all eight grades. In the Baltimore County grade school, she taught the first three grades. During these teaching years, she also found time to attend summer sessions at Teachers College, Columbia, and when she was within 30 hours of graduation, she took leave from teaching to spend that final year on the campus and finish her work for limited to college the bachelor of science degree. While at the Speyer school, she must have had an interview with a registrar, because she found it necessary to take afternoon and Saturday classes to make up all of her missing high school credits.

Before coming to Western in 1924, besides her other appointments she had also been principal of the training school at Bloomsburg State Teachers College in Pennsylvania. A master's degree had also been earned. To her two degrees was later added an honorary master of education conferred by Michigan State Normal College.

Work at Western

When Miss Steele arrived in Kalamazoo she brought a background of training and experience that led to her appointment as associate director of the campus training school. She was in charge of student teacher assignments to the off-campus train-

(Miss Roxana Steele, retiring member of the education department, won't be without something to do when she leaves the Western campus. Her large pottery collection will go with her to Baltimore.—Morgan photo.)

(Continued on Page 24)
Western Off to Good Start in Current MAC Title Chase; Drop 2 Games Early

The Western Michigan College baseball team should win the Mid-American Conference Championship for a fourth straight year is a prediction for this spring, with the Mid-American race just one-third over as this is written.

Coach Charles Maher, back from GI clinics in Japan just a week before the opening of the season, found that Assistant Coach Pat Patanelli had done a great job while he was gone in getting the men in good shape and getting a line on the better men of the squad; the players that Maher is depending upon to bring the Broncos through with another fine season.

In the outfield are three veteran flychasers in Len Johnston, Stanley Malec and Jack Baldwin with others to be brought along for another year, including such boys as Bill Malec, Max Lee and Al Nagel.

Al Horn, understudy behind the plate last year, has taken over the first string catching duties, with other men such as Bob Taylor, Duane Emaar and Bob Klingenstein.

First base has the veteran Bill Hayes, with Kalamazoo's Ron Jackson, freshman, pressing him all the way. Jackson probably not as good a fielder as yet, is a better hitter apt to see pinch hitting duties when not playing. Dave Gottschalk, clever fielder and hitter, is back at second and Charles Mikulas is again holding down third, while Ron Heaviland, Detroit sophomore, is covering the shortstop position in acceptable fashion. In Jack Dobbs Maher also has a most acceptable replacement for second and he is also hopeful of finding a few good replacements for other positions as the season wears along with a view of filling vacancies in another year.

The pitching staff seemingly has two top men in seniors Tom Cole, Flint, and Bob Urda, Cleveland. Paul Schartman, Cleveland; Ken Heney, East Detroit; Gary Graham, Flint; Charles Atkocunis, Cedar River, and others also give promise. In fact Schartman, a sophomore, has already taken credit for one win, an 8-2 affair over Marshall. Graham and Heney, along with Atkocunis, have also been on the mound for short stints, with Graham and Heney showing good possibilities.

The Broncos opened the season against Ohio State, defending Big Ten Champions. The Buckeyes had played eight games in Texas, also clashed with Pittsburgh before meeting the Broncos, were well set and eked out a 4-2 win.

Meeting Marshall College of West Virginia just ahead of the Ohio University series Maher held his top pitching choices, Cole and Urda for the Bobcats and Western accepted an even split there. Schartman got credit for the opening game of the series, but a barrage of hits and eight runs in the fourth and fifth innings sent Atkocunis to the showers and gave the Thundering Herd a lead that the Broncos could not erase and they lost the second game 8-6.

Ohio University, expected to be one of the strongest teams of the Mid-American Conference race, along with Miami bowed to the Broncos twice as Western started its title defense. Bob Urda was on the mound in the opener against Shelley Swank, Ohio ace, and took a 5-3 verdict. In the second game Tom Cole waged a pitchers' battle with Don Kries and at the end of nine innings the score was deadlocked at 1-1. In the tenth inning the Bronco

(Continued on Page 18)

Maher Wins Plaudits from U. S. Army

Accepting an invitation from the War Department, Coach Charles Maher of the Western Michigan College baseball team, in company with Art Mansfield of Wisconsin, was in Japan for GI coaches baseball clinics during March, returning home just in advance of the opening of the college baseball season.

The two coaches conducted clinics at both Tokyo and Yokohama for the Far East Command. Both were highly commended for their leadership and instruction in the two clinics and both have received testimonials to that effect from officers in Japan with whom the two coaches were associated in the conduct of the clinics.

Dear Dr. Sangrén:
The assistance provided by Mr. Charles H. Maher in conducting the 1952 Far East Command Baseball Coaches Clinic was an immeasurable contribution to the successful culmination of this important sports activity.

In this regard, the cooperation of Western Michigan College in permitting Mr. Maher to participate reflects a generous and patriotic interest in the welfare of members of the Armed Forces of the United States and is greatly appreciated.

In behalf of all those who profited by Mr. Maher's valuable instructions, I wish to extend appreciation and congratulations for a job well done.

Sincerely,
Norman C. Caum,
Colonel, Infantry
Special Services Officer
Frank Secory, who enrolled in Western Michigan College from Grand Haven, and for three years was an outstanding baseball and football player in the mid-thirties, has become the first Western Michigan College graduate to get a whirl at umpiring in the majors. President Warren Giles of the National League is giving him a trial this year after several years of successful umpiring in the West Texas-New Mexico and the Texas leagues.

Secory did considerable umpiring during the grapefruit play this spring and on opening day of the majors he was in New York getting his first taste of major league umpiring.

Secory was a star guard for Mitchell J. (Mike) Gary, back in 1933, 1934 and 1935, when Gary was head football coach. He was a great centerfielder for three years, 1934, 1935 and 1936, under the late Judson A. Hyames, then baseball coach.

When he graduated in 1936 Secory signed a Detroit Tiger contract and was sent to Alexandria in the Evangeline League. Secory spent 1937 and 1938 with Beaumont in the Texas league, and in the spring of 1939 was called up by the Tigers. Detroit farmed him to Toledo of the American Association, and in 1940 he was again with Beaumont.

In September of that year he was purchased by Cincinnati, and in the spring of 1941 he went with the Reds remaining with them until May, when he was sent to the Syracuse club of the International League. Early in May he broke an ankle and did not play for the balance of the year.

In 1942 he was again with the Reds, who sold him to Milwaukee of the American Association, in May. Dislocating his right shoulder early in the season Secory played little that year. In September he asked for and secured his release.

(Continued on Page 18)
Organizations of Alumni Name New Officer Slates

David Arnold '37 is the new president of the Western Michigan College Alumni Association, results of the mail balloting having been announced at the spring alumni luncheon held in Kalamazoo May 3. Arnold is now assistant state high school athletic director at Lansing.

New vice-president is F. Swift Noble '17 Kalamazoo school teacher. Members of the board of directors include Herbert Auer '40 Muskegon newsman; Miss Eloise Johnson '13 East Grand Rapids teacher; Ernest Weber '23 Kalamazoo teacher; Harold Bacon '28 Flint recreational director, and Francis Hamilton '36 Kalamazoo banker.

President of the Kalamazoo men’s alumni club, an organization which is being given new life by an enthusiastic group is Homer Arnett '23 Kalamazoo attorney. A big meeting was held at Walwood hall May 7, with future programs being planned to interest a larger group.

May 3 was also the occasion for the spring convention of Alpha Beta Epsilon, WMC alumnae sorority, bringing 125 delegates from 13 cities to the Arcadia Brook clubhouse.

During the course of the meeting new officers were elected. They are: Mrs. Arlene Rockleman Oakley '46 Detroit, president; Mrs. Florence Emerson Chubb '31 Lansing, first vice-president; Mrs. Shirley Suchovsky '32 Dowagiac, second vice-president; Miss Alice Osadchuck '50 Grand Rapids, recording secretary; Mrs. Esther Wendela Lindberg '33 Detroit, corresponding secretary; Mrs. Juanita Secord Lake, '35 Jackson, treasurer, and Mrs. Elizabeth King Hall '40 Midland, historian.

Miss Alice Gernant '41 president of the inter-chapter council for the last two years, was presented with a gift from the group and was named an advisor for the next year.

Among the new Alpha Beta Epsilon inter-chapter council officers are, left to right, Mrs. Juanita Secord Lake '35, treasurer; Mrs. Shirley Suchovsky '32, second vice-president; Mrs. Arlene Rockleman Oakley '46, president; Mrs. Florence Emerson Chubb '31, first vice-president, and Miss Alice Gernant '41, past president and advisor. — Schiavone photo.

Gornick Takes Post

Pfc. Robert F. Bunde '49 is serving with the First Cavalry division in Japan and Korea. He has been in the Far Eastern theatre since March of 1951 and has earned a Korean service ribbon with one battle star. The division was rotated out of Korea in December after 17 months of combat.

Frank J. Gornick '31 was recently named superintendent of the W. K. Kellogg school, Hickory Corners, to take the office July 1, succeeding Arthur E. Burkland.

He is now completing his fourth year as high school principal there, having taken the post after teaching for 12 years at Lawrence.
Three traveling professors check their routes: Dr. Ralph Miller, Dr. Chester L. Hunt and Dr. Elsworth Woods.—Russell photo.

Three WMC Faculty Members Recipients of Outstanding Fellowships for Next Year

Western Michigan College feels highly honored this spring at having three of its faculty members chosen for unusual opportunities for further study and new teaching experiences.

First to come to public attention was Dr. Chester L. Hunt, associate professor of sociology and dean of the Kanley Memorial chapel, who has been awarded a Fulbright fellowship for the 1952-53 year which will take him to the Philippine Islands.

After his long journey across the Pacific Ocean he will settle down at the University of the Philippines to teach for nine months. Dr. Hunt plans to take his wife and two daughters with him.

He joined the Western faculty in 1948, after long service in the army as a chaplain during World War II. He has a Ph.D. degree from Washington, St. Louis.

About a month and a half later the Carnegie Corporation announced that Dr. Elsworth Woods, associate professor of political science, would be given an internship in general education for the next academic year, to be spent as an instructor in education at Harvard University.

He was one of 12 scholars from across the nation to receive this privilege, and is one of a team of three going to Harvard. Yale, Princeton and Chicago will also have other teams.

In addition to teaching at Harvard (where he served six months in World War II), Dr. Woods will also do research as to the general education programs being carried on in the other three schools involved in this internship plan. Mrs. Woods and their three children will travel east for the year.

Only a week later Dr. Ralph Miller, associate professor of English, was happily surprised to learn that he had been selected by the Fund for the Advancement of Education for a Ford Foundation grant to permit him to carry on research work for one year.

Dr. Miller reports that he will spend his time at three of the major universities and several of the larger libraries engaged in research work on the philosophical and historical backgrounds of American literature, with special attention to be given to some of the theses he has developed during his years as a teacher.

This announcement came at a time when Dr. Miller and his wife were just completing arrangements to have a new home built for them in Kalamazoo. Which combine to make 1952 a banner year in his professional and personal life.

The Ford Foundation grant to Dr. Miller and Western Michigan College was regarded somewhat as a surprise, as it had been little expected that Western would be honored with such an award for two years running. Last year Howard Mowen was the recipient for a Ford Foundation fellowship permitting him to travel in Europe.

Dr. D. C. Shilling

(Continued from Page 12)
captain of the baseball team, starring as second baseman.

During four years teaching in the high school at Hamilton, Ohio, he did graduate work at the University of Wisconsin which granted him the master's degree.

The early years of World War I found him teaching history at Monmouth College. When the United States entered the conflict, he went to Camp Sherman where he became education director with the rank of first lieutenant. Later in the war, he was transferred to the Student Army Training Corps at Miami University, where again he was in charge of the educational program.

After moving from Illinois to Kalamazoo in 1921, Dr. Shilling added to his academic achievements. More and more his class schedules found him going into fulltime work in the field of political science. He was designated head of this department in 1945 during the reorganization of the social science division. As a longtime member of the American Political Science Association, he has made many outstanding contributions to his field.

Major Writings

was published by the Historical and Philosophical Society of Ohio and cited by Channing in his seven-volume history of the United States.

D. C. Shilling has given generously of his time, knowledge and experience to state and community enterprises. A member of the Kalamazoo City Planning Commission since 1928, he was its chairman for six years. He has been in Kalamazoo’s Zoning Board of Appeals since 1942. His outstanding interest in these fields led to his election to the Board of Directors of the Michigan Society of Planning Officials.

Seldom accused, and never successfully so, of partisanship in his teaching, he was a well qualified person to have been appointed by two different governors—one a Democrat and one a Republican—to membership on non-partisan state commissions in the areas of merit systems and reform and modernization of government.

Dr. Shilling is a member of the First Methodist church, where he is serving on the official board and is a member of the board of trustees of the Bronson Methodist hospital.

His contributions to the community at large, however, are richly supplemented by his “extra-curricular” contributions to Western. He has been a popular teacher of extension courses. He has served on the faculty council, where his colleagues will recall his enthusiastic support of the semester system, his interest in having Western recognized by the A.A.U.W. and his arguments favoring the establishment of a system of professional rankings. For many years, he also spear-headed the movement on this campus that built up the offerings among the pre-professional curricula.

**Fraternity Guide**

For twenty-five years Dr. Shilling was the friendly faculty guide of the fraternity that was called the Forum. He saw it go into the Greek letter status of Phi Sigma Rho, and later helped organize it as a local chapter of the national fraternity, Sigma Tau Gamma. As a token of their deep appreciation his “boys” in the fraternity made him a honorary life member. To them, away from home and sometimes lonesome as only a college student can get, he was their second “Dad” to whom they could go at any time for help and sound advice. His boys loved him for his interest in their organization, for his quiet friendliness, and for his sympathetic understanding of all their troubles—and they had many.

A brief resume like this would, of course, be incomplete without giving recognition to Mrs. Shilling whose unassuming influence runs through this whole story. Companions since 1905, Dr. and Mrs. Shilling can look back with genuine satisfaction over many years in college life, travel in nearly all the 48 states and eight foreign countries, and contacts with hundreds of friends and students who will never forget them.

—LEONARD GERNANT

**1952 Baseball**

(Continued from Page 14)

The telephone started to ring and Secory could not resist his old love. He resigned at Port Huron and again went to Milwaukee for the season.

In 1944 the Brewers sold him to the Chicago Cubs in August and he finished the season with them, and continued with the Cubs through 1945 and 1946.

In 1945 Secory with the Cubs and Frank “Stub” Overmire with the Tigers gave Western Michigan College former ball players on the opposing teams in the World Series; probably the first time that men from the same college were on opposing teams in seeking the world title.

In August of 1946 the Cubs sold Secory to Kansas City. He was with Kansas City, Newark and Dallas during that season, which marked his final year of active professional baseball playing.

In 1948 Secory was umpiring in the West Texas-New Mexico League. In 1949 he was up in the Texas league as an umpire, where he continued for the next three years. While Frank Secory was achieving a great reputation as an umpire in the Texas league other things were also commanding his attention and when the 1951 season ended Secory decided once more to leave the professional game and take up teaching and coaching.

He accepted a position as a coach at Marysville early this year, but hardly had he done so than the National League offered him a trial as an umpire. Secory requested and obtained his release at Marysville and left almost immediately for the spring training grind as an umpire.

Mr. and Mrs. Secory have been making their home in Port Huron for the past few years, at 2020 Griswold Street.

**Frank Secory**

(Continued from Page 15)

having decided to teach and coach at Port Huron.

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Librarianship

(Continued from Page 11)
people with minors or majors in the fields of science, art, psychology, etc.
Salaries for qualified candidates in both school and public libraries have gone up parallel with those in the teaching profession. The median beginning salary of the 1951 graduates was $3,000. Michigan library salaries are now somewhat higher than those in many states as revealed in the letters received in the office of the Department of Librarianship. Cost of living is of course also high in many areas of Michigan but somewhat compensated for by such beginning salaries in one county library as $4,050.

Change in Scene
It is time that the stereotype of the little old lady at the public library desk should be replaced in the public mind by the wide-awake, active, well-read, socially competent young person now to be found on the staff of the modern library, whether it be one serving a community, a school, or a private institution. No longer are the opportunities primarily for women. Attendance at any library meeting reveals the increasing number of men in the profession. A number of excellent positions requiring men candidates have had to go unfilled by Western because of a dearth of men students in this department. The first young man to complete work for the Certificate in Librarianship (the credential given here for the student who already has a bachelor's degree on admission) graduated in June, 1951 is now in charge of one of the branch libraries in Wayne County. Two more young men will graduate in the June, 1952 class and both have a wide choice of good positions.

Visitors are welcome in the bright quarters on the second floor of the college library where at almost any time of day or evening, librarianship students can be seen at work with books of all kinds, preparing attractive displays or getting ready for a meeting of the Colophon club which is the social and professional club of the Department of Librarianship.

Dr. Feirer Authors New General Metals Book

"General Metals" is the title of the new book written by Dr. John L. Feirer, head of the Industrial Arts department, and published by McGraw-Hill Book Company. In announcing Dr. Feirer's new textbook, the publisher states that it should be valuable not only in regular junior and senior high school industrial arts classes, but in many other situations such as the home craft or hobby shop, industrial training programs, pre-engineering courses, occupational therapy, and the metal working classifications of the Armed Forces.

It is becoming increasingly evident that the adjustment and orientation of boys and girls to a highly complex industrial environment must be given careful attention, thought, and planning. Modern industry, a dominant factor in our American way of life, will become even more important in the future. It is the responsibility of the schools, therefore, to provide educational experiences which will enable youth to grow up as happy, useful, and successful citizens in our industrial democracy.

Dr. Feirer has selected a very important phase of our industrial economy as a medium through which educational experiences may be developed for the adjustment of boys and girls to modern life. Metal working is one of the most essential phases of American industry. Millions of workers are employed in the manufacture of metal products, and these products influence the life of almost every individual.

Metal work is increasing in popularity as a high school subject. It includes such areas as bench and sheet metal, art metal and jewelry, forging, heat treating, foundry, welding, and machine shop work. The book by Dr. Feirer, not only includes basic shop experiences in each of these areas but also features related information which is designed to make students more intelligent producers or consumers of metal products. It also emphasizes modern...
trends in simplicity of design in metal products.

Numerous educational authorities have pointed out the need for the elementary and junior high schools of America to provide children with developmental experiences which give expression to their natural urges to investigate, explore, create, beautify, possess, and work gregariously. This is a challenge to teachers of industrial arts subjects. The availability of simply written, practical, well-illustrated textbooks, such as "General Metals," should prove helpful to educators in meeting this challenge.

—GEORGE E. KOHRMAN

TWO SOFAS IN THE PARLOR, By David Cornel De Jonge. Doubleday, 1952, 253 pages. $3.00

The two De Jonge brothers, David and Meidert, have done well in bringing to their reading audiences the romance and difficulties of Dutch immigrants to America. Each writer has produced a dozen or more books. The name De Jong (pronounced De Young) was originally DuJon, a name of a noble French family whose members fled to Friesland during the Hugenot persecution.

In 1913, Ammeren De Jong, an architect and builder, brought his family from the Netherlands to Grand Rapids, as part of a large Dutch community. David has given a vivid picture of the grim years in their new home, through his autobiography, With a Dutch Accent (1944). Of the nine or ten other books that have come from his pen, some are fiction, some poetry and some are prose.

David De Jonge's latest book, Two Sofas in the Parlor, portrays the everyday life of the Kegel family (strangely like his own) that came to Grand Rapids in 1913. A prominent reviewer says succinctly that this family, in its move from a small village in the Netherlands to Grand Rapids, traveled a distance much greater than the geographic miles covered. They came from a world of orderly and understood values to a new world where values were changing and often bewildering. From a clean, godly house in the old country they came to an alley hovel, impossible in uncleanness and an environment equally ungodly where the leering face of immorality constantly grimaced over the back fence. The pastor and his church, the grocery store and farm where the boys worked, the school attended by these strange children with their strange clothes and stranger ways are drawn with warmth and understanding, often with a sparkle of gentle humor, dangerously bordering on pathos.

David De Jonge does not become sentimental about his characters. He penetrates deeply into the world greater than that which the Kegels left or even the one to which they came — "the mind and heart of the child struggling to find and define his place in the world."

Higher Education

(Continued from Inside Cover)

economic structure in which education operates also have tremendous effects upon our educational thinking. These changes will be reflected in our educational institutions because colleges are not solitary outposts in a philistine world, but are alive, sensitive and responsive to the needs of society. It is not strange, therefore, that conflicts arise as to the purpose, content and organization of higher education. In fifty years, I have had good opportunity to witness and to participate in some of these battles.

One of these conflicts is that of the required curriculum and the system of free electives. The latter system was first introduced into the University of Virginia by Thomas Jefferson. Finding that the universities were resisting all curricular changes, he urged the inclusion of many modern subjects. As time went on, this had a profound effect upon American higher education. The critics watched the progress of the free elective system and denounced it as the crime of the century against American youth. Actually the situation was not that bad, because colleges had already begun the search for a solution. The complete solution has not yet been found, but the tide has turned in favor of some type of prescription and required courses, while at the same time allowing plenty of room for specialization and professional training. In the last twenty years, educators everywhere have been reviewing education philosophy. Never has there been so much study of the ends and means in education.

Among the educators are certain extremists who hold that education for free men must be the same for everybody. This theory is represented by men like Hutchins, Adler and Mark Van Doren. Opposed to these is a more moderate group who start with the assumption that there are no curriculums and procedures which are valid for everybody. On the basis of this assumption, they proceed to search for programs which will bring about synthesis and integration in certain areas of knowledge and values, while at the same time allowing the election of courses along the lines of special interest and need.

These attempts to give meaning to the educational program are commonly called programs in General Education. This movement has become a very important one in the last twenty years. It represents no uniform thinking on the methods of obtaining general education, but it does indicate extensive thinking about attempts to provide a common background of knowledge for all graduates in the broad fields such as the humanities, natural and physical science, and the fine arts. Experiments are many and varied.

Opinions differ as to what the core of general education ought to be and also whether it should be contained in the first two years of college or beyond. The hopeful thing about it is that the movement is so widespread. Western Michigan College of Education has been working on such a program for more than ten years. In the next issue, I shall tell you about it.

WESTERN MICHIGAN COLLEGE
Officers of Tau Kappa Epsilon instruct Donald Shaw, president of the new Delta Alpha chapter at Western, formerly Theta Chi Delta, on the occasion of the fraternity becoming a part of the national organization. Besides Shaw are left to right, Donald Baker, president of the Albion College chapter; Fred Kettlekamp, St. Louis, Mo., alumni director, and V. J. Hampton, Champaign, Ill., executive secretary.

Teacher Spends Evenings Studying

Education never ends for most people, but few keep at it as intensely after their college days as Eleanor Long Cetin '48.

She's now studying a third grade grammar—in Turkish, that is, so she can better understand the letters which come from Turkey to her and her husband who now live in Allegan.

While studying at Columbia she met Ismail Cetin, also a student, studying physical education. Their friendship soon ripened, and after overcoming international legal barriers they were married in 1949.

Eleanor is now teaching art in Allegan, but its his pictures that adorn the walls of their apartment. A liking for art first brought them together, and since their marriage they have spent many hours with paint brush and palette for Eleanor and just fingers for Ismail, who has developed a fondness and talent for fingerpainting.

Three Stars

(Continued from Page 7)

bodily to America without significant change. One thing we are questioning, as the Educational Policies Commission report shows, is the value of a program where every bit of subject matter, every bit of knowledge is cut and dried and set out by somebody in authority to be learned and mastered by the pupils. Plato once said, "A slave is a person who works continually under the purposes of somebody else." Are we going to educate for slavery or for independent, intelligent thinking?

We are also questioning the practice of uniformity in schools. For example, everybody in the fifth grade in some schools is studying the same process in the addition of unlike fractions. I have heard parents complain because their children were only on page 28 of the textbook and somebody else's child in another school was on page 13. Uniformity. Everybody does the same thing at the same time regardless of the terrific range of ability which we all know exists at any particular skill. It is important to note that uniformity does not mean equality of opportunity in a democracy.

We are also beginning to question the practice of conformity. Everybody does the same thing, does what the teacher says at the time he says it, or else. "Get back on page 136, get off page 138." "Why?" "Because all the rest of us are on page 136." "But, teacher, I have read pages 137 and 138 and I would like to go on." "Get back anyway." Creative individuality is snuffed out just like that, day after day, week after week, year after year, through attempts on the part of misguided teachers and parents to make these youngsters who are different, who can be creative.
if we let them be creative, conform to a pattern. We must never forget the fundamental principle of the Hebraic-Christian ethic that each individual is worthy because he is human being, and in each individual there exists a potentiality for growth and development and creative power that the schools ought to release.

Another thing we are beginning to challenge is the one-way report care, system. The idea that the school knows all the answers and dictates to the parent or reports only to the parent is being criticized as fundamentally undemocratic. We are realizing that a cooperative two-way program must be set up with parents, teachers and pupils working together to evaluate growth and progress.

And last but not least, we are challenging the whole structure of authoritarian teaching and authoritarian administration—the line-and-staff type of organization that came to us in education from the military through the structure of business and into the public school system in the late nineteenth century and early twentieth century. Under this scheme of administration the decisions were made at the top and handed down, the teachers were the sergeants in the army and the children were the privates; because they didn’t have anybody else to tell what to do, they did the job. We are now progressing toward cooperative planning, cooperative administering of school programs, cooperative decisions as to what is valuable for children to learn.

A New Program

We have developed a positive program of democratic education, which, if it is allowed to continue by far-sighted parents and boards of education, will promote and foster the kind of democracy that we have been proud of, are now proud of, and will always be proud of. We have developed programs of cooperative planning, pupil-teacher planning, teacher-teacher planning, teacher-parent planning, teacher-community planning, based upon the oft-repeated fundamental principles that a person who has an equity in a decision must have a share in making that decision, or as it was stated in the Revolution, “No taxation without representation,” as it was put forth in Ireland, “Home Rule,” as enunciated by Thomas Jefferson, “Government rests on the consent of the governed.”

The last way in which modern education keeps faith with democracy is in the realm of diagnosis rather than censure. Here we are a little closer to the medical than we are to the theological profession. We want to find out rather than to blame or to scold, and so the democratic procedure uses all kinds of devices to find out, whether they be the Mooney Problems-Check list, whether they be the Wishing Well, whether they be Rohrshack tests, whether they be blood pressure or endocrine tests, whether they be eye tests, whether they be observations of behavior, whether they be records of this or that. We must get the facts and use our intelligence rather than blame and scold and punish because we represent authority and somebody challenges that authority or exhibits behavior that at the moment seems to us undesirable.

So we have the second star—we have kept faith and are keeping faith with democracy.

The Big Star

Star number three, and this is the big star, without which all the rest would be rather hollow-sounding brass and tinkling cymbal, is this—modern education has kept faith with the children. We have kept faith, first of all, by seeking to understand children better. We are asking the question more and more, “How do children grow and develop?” “What are the patterns of development?” We have had thousands of research studies that are now only beginning to be applied to educational programs. For example, we are realizing that a particular symptom of behavior now can be taken care of by what my former colleague, Lucy Gage, used to call “wise neglect.” It is wonderful when parents and teachers arrive at the stage of using “wise neglect” for various little symptoms that will disappear as the years roll over the child’s head.

We also understand children better by asking the question not only, “How well is the child learning to read?” “Is he learning to like school?” “Is he learning to get along better with other people?” “Is he learning to accept his strengths and weaknesses, to live with his weaknesses, to live with his weaknesses and build up his strengths?” “Is he learning correct attitudes toward law and order?” “What is happening to him while he is learning to read?”

In that connection we are listening to the child’s language more and more. Here is an excerpt from Earl Conrad’s book, “The Public School Scandal,” which came out last year. In this particular passage it seems to me that he has captured what we have done to too many children in America. It is called “Sand in the Cornerstone of Education,” or “Marie Louette Interprets the Adults Since They Won’t Interpret Her.” This is Marie Louette speaking.

Nobody loves me. Just nobody. I’m Marie Louette. I’ll be seven years old in a few weeks, and nobody loves me. My teacher don’t love me and neither does my mother, and neither does my father. My dog don’t love me, my doll don’t love me, and nothing loves me. I guess I just want to die. I must be a bad girl too, a bad, bad girl. I must be the worst girl in the class. Every time she calls on me to get up and read I stand and I twist and put my thumb in my mouth and I make faces at the teacher and at the others. Then they laugh and I make out I laugh and I know what it really is is Nobody loves me. Before I went to school everybody loved me. (And here is the most perfect description of a block that I have ever seen.) Everything seems to have stopped. When I get in school everything is stopped. I keep wondering how the clock moves when everything else has stopped. I hear the teacher talking but it’s still stopped. Everything just hangs there all day stopped, until it’s three o’clock. I know mama don’t love me because she keeps saying, ‘You must try. You must try.’ Teacher says it. Father
sirs. They have more fun anyway. I'm going to do real bad. I'm going to hate them. I'll be hateful and nasty and mean and bad. I'll teach them how bad I can be when they don't love me."

Listen to the child's language. Too many children in America, if they were given a chance, could say similar things.

Doing Something

We keep faith with children by not only understanding them and listening to their language, but by doing something for them now. Some of you read with horror, the article in the Woman's Home Companion for February, 1952, called, "The Criminal in the Kindergarten." Psychologists at Harvard University have discovered potential criminals whose behavior can be detected and changed by corrective procedure beginning in the kindergarten and carrying up through the school. And society could be saved some hundred and thousands of potential juvenile delinquents and criminals, if we only know what to do and begin to work on them at the time when they can be worked on. Now since each teacher cannot be skillful enough to go to the necessary lengths to determine this potential capacity for good or for evil, the teacher needs help from medical doctors, psychologists and guidance people, social workers, psychiatrists, and others. Enlightened public schools are beginning to use, either on their own staffs or in the community, help from all these sources in trying to educate each child.

Listen again to Earl Conrad's study. "My name is Robert, age 8. The principal said I am sly, malicious, and quarrelsome. I had to ask those around me for help. I didn't seem to understand what the teacher said. I was nagged by teachers and at home. Then the Chicago Clinic examined me, found I had sinus trouble, bad tonsils, and a serious hearing defect. Why did they injure me because I was sick?"

"I am Fred, age 16, and was called dull, slow, retarded. I was embarrassed when the teacher called on me to recite. Finally I ran away from home. They brought me back to the Detroit Guidance Bureau. They learned I had had two ear operations and was almost deaf. Why did they punish me because I was hurt?"

"Frank is my name. I am 10. The principal said I was untruthful and unmanageable. I was truant and very upset. I was tired, so very tired. I couldn't do my work. But the New York Child Guidance Bureau gave me a thorough check and found I had had four attacks of rheumatic fever. Why did they kick me around before trying to understand me?"

Modern education is keeping faith with the children by doing something for them now. And on the teachers college level we are trying to prepare teachers who can keep faith with children, who do have in them some insight and understanding into children's behavior.

So we have, in conclusion, these three stars in modern education today. The first, education in America is better than it has ever been before, in spite of all the problems which beset us. The second, modern education is keeping faith with the best concepts of American democracy. And the third, modern education is keeping faith with your children. I can, therefore, honestly say that schools in Michigan and schools are good schools, and are getting better all the time.

1st. Lieutenant Nelson Van de Luvster '23 assistant professor of modern languages at The Citadel, Charleston, N.C., has been promoted to the college rank of captain. Before going to The Citadel, he taught at the University of Michigan, Michigan State College, and the University of North Carolina.

Delores Marie Nyman '50 is now living in Wayne, where she is a kindergarten teacher at Monroe school.

Leroy C. Bennett '51 has been commissioned an ensign in the U. S. Naval Reserve after completing officer candidate's school at Newport, R. I., Jan. 25. He was a member of Kappa Delta Pi while on campus.
The Choice of the Age . . .

(Continued from Page 3)

Today you can find quite a few of us in your country. What have we taken with us? Some bitterness of this age, I am afraid. But I dare say, something positive too. We still have left the belief in education and that is why you find so many of us in the colleges, I hope.

As I talk to you now, I remember the words of my history teacher in this school. Last spring, discussing the world's situation of today, he said something like this: "There is now the communist creed and that of ours, the belief in democracy. In this age people give up their homes, brothers, sisters, whole families and countries to join one of these creeds. You students, as free individuals, have to question them and to decide for yourselves which side you are going to take."

And in conclusion I may say to you: We Latvians are here in the United States of America today because we have made the choice of the age.

Recent Weddings Among the Alumni

Jeanne Weber to John W. Slosson '51 Jan. 26 in Benton Harbor.
Colleen Joanne Duryea '52 to Lt. Richard E. Atherton in January in Reading.
Catherine Erb '51 and Harry E. Schubel Dec. 22 in Mayville.
Barbara Johnson to Charles M. Bourassa '51 Jan. 12 in Cadillac.
Muriel Lantz to Pfc. Richard J. Thompson x'52 Jan. 13 in Adrian.
Laura Ebbert to Cpl. John L. Brownell Jan. 4 in Battle Creek.
Joyce Parker '55 and Wayne Siegel '55 Jan. 18 in Port Huron.
Doris M. Spivey '51 to Cpl. R. D. Cox Jan. 17 in Dowagiac.
Virginia Dworak to Eugene Hanson x'53 Jan. 19 in Kalamazoo.
Audrey Hart to Miles Hadden '54 Jan. 18 in Kalamazoo.
Janet Crossley '55 to Frank J. Vella Jan. 26 in Kalamazoo.
Joyce Osterman to Robert Tassell '52 Jan. 31 in Kalamazoo.
Barbara Jean Fricke '51 to James Walker Jan. 29 in Battle Creek.
Patricia Korn '51 to Charles D. Kisling Feb. 2 in Port Huron.
Thomas Francis Jennings '52 to Jane Marie Conner Feb. 9 in Kalamazoo.
Ruth Ann Burns '48 to Richard Kelley Jan. 27 in Battle Creek.
Raymond E. Latowski x'52 to Mary Ann Conroy Jan. 27 in Battle Creek.
Marilyn Hagerty '50 to William Fleming '51 Dec. 29 in Detroit.
Walter L. Julian x'52 to Ruth Bushey Jan. 23 in Alpena.
Patricia Nugent '52 to Donald Young McIntosh '51 Feb. 16 in Kalamazoo.
Robert J. Perry x'51 to Frances Palmer Feb. 16 in Kalamazoo.
Janet Whaley x'52 to Thomas Lenard '51 Feb. 16 in Kalamazoo.
Joan Osmun '50 to William Ernest Dalman Feb. 16 in Kalamazoo.
Norman C. Eader x'50 to Betty Newald Feb. 2 in Muskegon Heights.
William Kaiser '52 to Emma Lou Boone Feb. 2 in Battle Creek.
David E. Wiese '50 to Helen Severance Feb. 16 in Battle Creek.
Helen Muller '51 to Vernon E. Clark Feb. 16 in Niles.
Wallace H. Matthyes '51 to Charlton Borton Feb. 24 in Vicksburg.
Stanley S. Makowski, Jr. '55 to Jo Anne Crooks Feb. 23 in Vicksburg.
Carol Ann Niles x'54 Robert Jay Doud Feb. 23 in Kalamazoo.
Frederick King Cheek x'47 to Suzanne Jean Gardner Mar. 1 in Kalamazoo.
Vern G. Morse '51 Lavada Richards x'54 Feb. 19 in Holton.
Lloyd Powel McKinney '51 to Barbara Jane Martin Mar. 1 in Battle Creek.
Peggy Joan Black x'53 to Lelie Brown March 1 in Flint.
Raymond S. Pallister '51 to Donna Rae Brink Feb. 22 in Long Beach, Calif.
Arlene Damerau '51 to Clyde Pappas Feb. 22 in Gary, Ind.
Mildred Rebber x'51 to Ernest William Feb. 24 in Constantine.
Marilyn J. Stanfield '53 to William H. Shingedecker Mar. 3 in Richland.
Kenneth Ivan Pratt '50 to Evelyn R. Allen Mar. 15 in Kalamazoo.
Faye Coral Bell x'51 to Lawrence Nuyen, Jr. Mar. 15 in Kalamazoo.
Gertrude Maria Heinz '51 to Raymond R. Ranta Mar. 1 in Charlotte.
Jane Marie Fuller x'52 to Robert L. Arnsen Mar. 8 in Muskegon.
Leora June Nieuwoonder x'50 to Vernon M. Kirkens Mar. 19 in Kalamazoo.
Nancy Christmas '50 to Manfred R. Martin Mar. 22 in Kalamazoo.
Barbara Scott '48 to Robert C. Malaney Mar. 29 in Kalamazoo.
Homer A. Doxey '49 to Joan Georgia Haas Mar. 29 in Kalamazoo.
Marica Rae Rudesill '50 to Ronald Schroeder Mar. 27 in Lake Odessa.
Constance Coughlin '51 to Paul Marlett Dec. 29.
Karl Rainer Sandelin '50 to Joyce Ellen Ayres '52 April 4 in Kalamazoo.
Lois Ann Kief '51 to A. Eugene Kitchen April 5 in Muskegon.
Jane Grace DeYonker '51 to Robert M. Peterson April 5 in Flint.

Miss Roxana Steele

(Continued from Page 13)

centers.

Across the hall from her present office is a pleasant spot for the study of curriculum materials now known as the Educational Service Library. The origin of this library reaches back to 1924 when Miss Steele and Miss Edith Seekell started a curriculum library on a shaky little card table in their already overcrowded office on the second floor of the campus training school. Contributing many of their own books, they organized the only professional textbook library on the campus and made its resources available to the college students.

Besides her classroom contributions at Western, Miss Steele was active in the Michigan Education Association in working for the defeat of the 15 mill limitation. She has also served on the state planning committee of the M. E. A. We are all aware of her many line contributions to committee work on our own campus.

Great Traveler

A traveler and nature lover, she has brought to her students many stories of her trips to England, Germany, and other foreign countries. An indefatigable hiker, she has walked through a good share of Glacier and Yosemite National Parks. Her interest in wild flowers and trees would stamp her as an amateur botanist. Many of her close friends know that she also holds a certificate

WESTERN MICHIGAN COLLEGE
to teach art in the Michigan schools, awarded upon the basis of her training in the East.

In the more recent years of her service on our campus, Miss Steele has become known as one of the outstanding foreign student advisers in Michigan. When she was appointed to this position six years ago, she accepted her new responsibilities with enthusiasm. Applying her unusual energy, initiative, and resourcefulness, she became the foreigner's valued contact on our campus.

If we judge her administrative ability by the way she plans her work and clears her desk, then she is an unusually good administrator. If we judge her efficiency in counselling by the honor her foreign students have achieved at Western and at their graduate schools, then she is an unusually fine adviser. That her influence in the lives of others is a lasting one may be concluded from the reports that keep coming to us from students in more than a score of lands abroad. Without leaving Kalamazoo, Roxana Steele has achieved an "outreach" that is truly remarkable.

Those of us who still have years of service to be given to this great college and who seek the key to the success that persons like Miss Steele have experienced might well ponder her remark when she was asked, "What do you most enjoy as far as hobbies are concerned?" She replied: "I don't really enjoy collecting pottery and keeping it. The fun comes in choosing a piece to give to someone you will enjoy it."

She has spent a lifetime in preparation, in teaching, and in collecting many wonderful experiences. Yet her main aim throughout the years has simply been to share all this with others.

Such a career as this did not just happen.

'A Unique Ability'

Roxana Steele has never quite understood why one should postpone a duty or shirk an obligation. Even her routine appointments were always kept promptly. The solution to every problem was arrived at in a businesslike manner. One of the faculty members who knows her best has said, "She has the unique ability to see things through."

Known for her adept handling of details, it is to her credit that she never became so enmeshed in them that she could no longer distinguish the significant from the insignificant. Always she maintained a balanced perspective and an adequate sense of proportion.

It is these qualities that we have seen her develop during her years at Western. Nineteen fifty-two will be for her not at all a year for retirement. It will simply mark the cessation of her duties at this institution. For her, going back to Baltimore will be just the beginning of another period of fruitful experiences that will again enrich the lives of others. That just happens to be the kind of person she is.

—LEONARD GERNANT
1952 SUMMER SESSION

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