Vice-President's Corner

General Education Program Studied

In the last issue of the magazine, we were concerned with the fact that for the last three decades there has been an increasing concern in the colleges about general education. In that period, new programs have been developed, and some universities have established separate colleges of general education. In 1942, W. W. Charters found “that half the colleges of America claimed to have some kind of general education program.” Since the war this number has been greatly increased. As early as 1939, Western Michigan College began a serious study of the problem.

In that year there was a request from the Faculty Council “to work out a program of general education which will give to all students according to their needs a broader training in the fields of human learning and through this a richer cultural background.” A study was organized around five sub-committees working on various phases of the general problem. Several years of study resulted in the organization of some new courses as well as in a critical evaluation of what the college was doing in the various

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Cover Picture

The morning sun etches the foliage against the doors of the Campus Theatre, popular place for dramatic offerings and home of the speech department. This inviting entrance calls many students to partake of the education offered within.—Russell photo
Classroom Abroad: Social Studies Seminar in England

Students Back 'Less of Midwestern Provincials'

By LEONARD KERCHER

All morning passengers had been running the gamut of inspectors to the deck. At noon the low throb of the ship's whistle signalled departing time. Late comers hurried aboard. An unkempt character was hustled ashore by authorities. The canopied gangplank rolled back, anchoring cables were reeled in, and we were away. Shouts of farewell mingled with the crisp, cheery notes of our little German band as the ship edged out into the channel of the broad St. Lawrence. Amid it all two weary seminar directors heaved a quiet sigh of relief. All members of our Social Studies Seminar had been checked aboard, and we were off at last on our eleven week's study-tour abroad.

The search was already under way for the large, yellow lapel buttons marked, oddly enough, Western's Homecoming. These were our prearranged badges of identification. Well before old friends faded out in the distance, new ones were being made on shipboard. The lonely, doubtful feeling that comes with parting soon vanished in the excitement of meeting Laura, Chuck, Maziebell and all the rest, and in the turmoil of settling in for the long ocean voyage. There were 41 of us, including Ann, the author's nine-year-old daughter.

Not Without Diversity

Although our Seminar group consisted largely of teachers from Southern Michigan, it was not without interesting diversity, as time revealed. Eight members, including the two directors, were men, thirty-two, women. Ages ranged from 19 to 64. Eleven were either still in college or had just graduated. Teaching experience spread from kindergarten to college instruction. One member was the director of mental health education for the State of Michigan, one a Windsor nurse, and two, laboratory technicians. One, of Japanese ancestry, hailed from California, another from Rhode Island. Anticipated personality differences were soon revealed in the abrasive contacts of close association. Considering the summer's pressure, however, the surprising thing was the exceptional wearing qualities of each and every member.

We were off to England, so our brochure read, "to advance international understanding and good will," "to develop better-informed social studies teachers," and "to develop more effective community leaders." "Here is your opportunity," so it continued, "to travel inexpensively, to study foreign conditions under guidance, and to earn college credit all at the same time." This Seminar, everyone knew, was to be no glorified sight-seeing tour, no leap frog contest across the face of Europe, casual sight-seeing and planned tours, but incidental to our purposes. Our avowed goal was education, and plans to achieve it called for intense, penetrating studies of British life over a period of weeks in a conducive setting. We needed roots, not wings! The frequent appearance aboard ship of various works on Britain, ranging from McKenney's and Bransten's delightful "guide," Here's England, to weightier tomes like Willcox's Star of Empire, was evidence enough that our goal was being taken seriously. Twenty-four students were working for graduate
Keeping credit, nine for undergraduate credit.

Living Sourcebook

Despite much reading, we were scarcely prepared for the beauty, the diversity, the ease of living, and the rich-laden tradition that we were to find in England. We soon came to know this land as one of meaningful contrasts, a curious blend of the old and the new. Her neat hedges, colorful flower gardens, patchwork fields, and thatched cottages we found to be beautiful beyond comparison.

As students of social life, England seemed to us a living sourcebook, a vast laboratory of democracy. A thousand years of English history illuminate the present, while vast social transformations now in process seem to cast long shadows of the future, in America as well as in England. Here, perhaps better than anywhere else, the social forces and trends of Western civilization can be seen in long perspective. From the first glimpse of Southampton's flock of loading cranes to the fading chalk line of the Dover Cliffs, England never ceased to interest and challenge our students.

Ashridge College was the center of our Seminar program. For five and one-half thrilling weeks we lived and studied here. From months of planning with Lawrence Sutton, director of studies, we had come to expect much, but Ashridge gave more. No spot could have been more ideal. Spacious lawns, beautiful gardens, and tranquil walks give it an unusual charm, while ever-present reminders of centuries of colorful history lend a special aura. Nearby at Berkehamsted Castle, now in ruins, William the Conqueror received the keys to the city of London in 1066. Ashridge Park itself contains "one of the great historic houses of England." Founded in 1285, Ashridge served for nearly three centuries as a monastery, and then for a time as a royal residence where the children of Henry VIII, Edward, Mary, and Elizabeth lived. It was from here that Elizabeth was taken to the Tower in 1553. Following 1600 it was for many generations the family home of the House of Bridgewater. Queen Victoria romped through the spacious halls of the great Manor House as a child and a giant oak that she planted at the age of four still dominates the central lawn.

In 1929 Ashridge House became a "College of Citizenship." Impressive Gothic buildings, completed in 1814, were adapted to the needs of a modern residential college, without destroying the spacious and informal atmosphere of a country mansion. As an adult education center today its stately rooms are busy workshops for mature students from all over Britain and many parts of the world. Scores of short courses in a wide variety of topics are offered throughout most of the year. Ashridge today seems to stand as a living link between an old order that is already gone, or rapidly passing, and a new world that is struggling to be born. The service it seeks to render in this time of confusion and change is simple and direct, "to improve faith through understanding."

Program of Study Varied

At Ashridge we heard 36 lectures by outstanding leaders from all walks and stations of life on contemporary British life and institutions, the British Commonwealth and Empire, and Britain's relations with the world. Interesting and informative discussion followed each of the lectures.

Added insight into British life was gained through conducted study trips to such places as a state housing project, the Houses of Parliament, Oxford University, public and semi-public schools of various types, and by a five-day tour through southwestern England. Many places of historic and literary interest were visited, among them Stratford-on-Avon, Windsor Castle, Hampton Court Palace, Tower of London.

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THEIR PASSING MOURNED

Elizabeth Zimmerman - Anna Evans

At nearly the same hour on the morning of June 26, 1952, two retired faculty members of Western Michigan College died in their respective homes in Kalamazoo. The news, when it reached the campus, was received with much sorrow by their friends of many years standing among the faculty. Likewise, their former students were sorrowed to hear of the loss to Western's family.

It was first learned that Miss Elizabeth Zimmerman, a member of the faculty for 39 years from 1905 until retirement in 1944, had passed away. A few hours later the information concerning the death of Miss Anna L. Evans, a teacher here from 1922 until 1946, was also received.

In order to bring to you what these two women meant to education and to Western Michigan College two close friends of theirs have endeavored to tell their stories below. Dr. William R. Brown, head of the English department, has kindly furnished the appreciation which he presented at the last rites for Miss Zimmerman, while Dr. Wm. McKinley Robinson, head of the department of rural life and education, has sketched briefly the character and the contribution of Miss Evans.

By WILLIAM R. BROWN

When one evening some months ago Miss Zimmerman sent for me and with the utmost faith and courage told me that she knew this day was imminent, and asked me when the day came to speak for the faculty concerning her life work at Western Michigan College—"you have known me longer than most" she said, "and you know my work and what I have stood for,"—when she asked me this, I was overwhelmed and completely humbled by the trust she placed in me; for although I hoped that she realized the depth of my admiration for her and for her varied capabilities, and the degree of my affectionate friendship for her, I never dreamed that she would entrust to me so sacred an obligation.

George Herbert Palmer in his Life of Alice Freeman Palmer says that if his portrait of her is correct, invigoration will go forth from it and desolate hearts be cheered. Perhaps I might well take his statement as my aim in paying this tribute to Elizabeth Zimmerman. There is, in fact, a marked parallel in the lives of Alice Freeman and Elizabeth Zimmerman. Although separated by a generation in years, they both attended the University of Michigan, both graduated with honors, both taught immediately after graduation in Michigan high schools, and were both called upon in their early twenties to undertake the building up of a college department in a newly-established college. While Elizabeth Zimmerman was never called upon to become a college (Continued on Page 8)

By Wm. McKinley Robinson

Anna L. Evans is remembered by the students of the department of rural life and education of Western Michigan College between the years of 1922 and 1946 whether as teacher of curriculum or principles of teaching or as adviser of the Country Life club, as one who at all times required hard work, meticulous as to detail. While then at times somewhat rebellious as other competing interests tempted them, undoubtedly most have recalled with gratitude in the years since the discipline she imposed upon them.

Upon herself, Miss Evans placed the same exacting demands both in her personal and her professional life. She scrupulously kept alert to and incorporated in her class discussions and references professional materials appearing in current books and magazines. Serving on college committees she is perhaps best remembered for her compilations of briefs on trends in education, also for her work as editor of the college catalog during her last several years. Yet time was found for travel both here and abroad. Annual automobile trips north for the fall colors were

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NEWS MAGAZINE FOR SUMMER, 1952
Core Curriculum

By CLARA CHIARA

The past century has witnessed an amazing story in the rise of the United States to a place of leadership among nations. The American saga is one that is characterized by undreamed of treasure in natural and human resources, colorful adventure, countless inventions, and earth-shaking discoveries. The American people have eagerly grasped the benefits of our technological inventions to help make living more secure, more comfortable, and more beautiful. Progress in transportation, communication, medicine, social legislation, and mechanical devices has always been met by a welcoming and cheering America.

During the last one hundred years many amazing discoveries have also been made in the areas of psychology and education. The scientific research in these areas has resulted in recommendations which are of utmost importance to the growth and welfare of our children and youth.

But here we find a reluctance on the part of the parent, the teacher, the school administrator, and the lay public to put the best of what is known about growth and development of children into practice in our schools. So school practices tend to lag about seventy-five years behind the findings of research, and education appears to remain static in a land which is characterized by experimentation and progress.

For the past thirty years, however, there has been a concerted effort throughout the nation to reorganize the American high school to meet the real and vital needs and problems of boys and girls living in a swiftly changing democratic society. This movement to reconstruct education stems from three basic factors: (1) The changing character of the boys and girls attending high school; (2) A complex and highly technical social order: (3) The research which has been made in the study of needs, growth, learning, and development of the human organism. All these things indicate that there is an imperative need for the American high school to re-examine, re-think, re-evaluate, and re-formulate its curriculum in the light of: (1) The felt and predicated needs, interests, and abilities of boys and girls; (2) The demands our society makes on individuals in civic economic areas.

The question of how the secondary school should organize its curriculum to meet the basic needs of the adolescent in our kind of society continues to be debated in educational and lay circles. There is no one answer to this problem, and there probably never will be. If the school is to serve the community which supports it, no single curriculum pattern can be equally effective in all situations. It is the purpose of this article to present one type of curriculum organization which seeks to put what is known about the adolescent in our culture, and how he develops and learns into action.

All Experiences

Today, it is generally accepted that all of the experiences which are provided for the students under the auspices of the school constitute the curriculum. The core curriculum is one of the curriculum patterns which emerged in the 1930's, as school people tried to put the new conception of the curriculum as experience into actual school practice. Though many years have passed since the birth of the idea, there are relatively few high schools today which have translated the theory underlying the core curriculum into practical usage.

It must be kept in mind that this discussion of the core curriculum emanates from a writer with a personal point of view developed through the study of research, observation, and experience. Of all the terms used in modern American education, the core curriculum is probably the one in most need of definition and clarification. If current
COMMENCEMENT 1952—Four pictures typify the 1952 commencement scene at Western Michigan College, as some 600 students received degrees and certificates. Dr. Paul V. Sangren, WMC president in the upper left picture chats with the four honorary degree winners, from the left, Charles G. Burns, Detroit, doctor of education; Harley W. Holmes, Marshall, doctor of education; C. B. Leaver, Kent City, master of education; Dr. Sangren, and Mrs. E. L. Church, Kalamazoo, master of education. The nine summa cum laude and magna cum laude graduates posed for their picture just before the honors’ convocation. Seated are Miss Nancy Brannan, Plymouth, and Miss Barbara Anne Frederick, Kalamazoo, summa cum laude. Standing are Reginald J. McKeough, Detroit; Miss Donna Kowalski, Kalamazoo; Miss Maxine Kohlhoff, South Haven, Leo C. VanderBeek, Kalamazoo; Miss Mary June Brummitt, New Carlisle, Ind.; Mrs. Joyce Ayres Sandelin, Jackson, and Richard C. Barron, Niles, magna cum laude.—Gazette photos.

core curriculums were examined, a wide variety of practices would be found.

It has not been uncommon to have the name “core curriculum” applied to minimum essentials or requirements in the curriculum; to comprehensive areas or broad fields such as the social studies, general science, general mathematics, and the language arts; to correlated courses such as American history and American literature taught by two teachers who plan their work together to insure inter-relationship of subjects; to fused courses such as the American history and American literature taught by one teacher to insure better correlation, but each area still maintaining its own identity; to unified courses such as English and the social studies taught by one teacher who blends or integrates the subject areas, but retains the content of the social studies as a unifying center; to the course which is concerned with the basic
problems, needs, interests, and abilities of youth, and which consists of learning experiences that are organized without reference to conventional subject matter divisions.

This indiscriminate use of the term “core curriculum” for such a variety of practices has resulted in much confusion, bewilderment and misunderstanding on the part of teachers, students, administrators, curriculum directors, and the lay public. The essential point to be remembered, however, is that broad fields, fusion, correlation, and unification are based on the organization of knowledge approach, while the basic purpose of the core curriculum is to focus its emphasis on the needs of the adolescent in our society, and the solution of his problems without reference to subject matter areas or boundaries. One is concerned with how the conventional curriculum should be divided; the other with the nature of the curriculum itself.

Further to confuse the issue, the core curriculum which is centered in adolescent and societal needs, is known in some circles as “general education,” “basic living,” “common learnings,” or “social living.” For the present discussion, however, the term “core curriculum” will be used to designate the following type of curriculum pattern.

The core curriculum is that part of the total curriculum which is made up of learning experiences which are essential for all youth to help them meet their personal-social needs as individuals, and their social, economic, and civic needs as participants in a democratic culture.

To clarify and define the core curriculum further, it may be well to consider the following characteristics of the program which make it unique in current curriculum patterns:

1. The core curriculum takes up a large block of the school day (approximately one-third to one-half).

This period is a flexible one where the students and teacher are free to engage in any activity that will contribute to the clarification of the problem under consideration. This extended time makes it possible for the core class to make field trips, to use and discuss audio-visual materials, to spend a considerable period of time in the library doing research, to conduct interviews with people in the community, and to invite resource people to the class, without disrupting other scheduled classes.

2. The core curriculum uses all bodies of knowledge to help in the solution of problems.

The work of the core class does not merely replace two, three, or more subject matter fields - conventional divisions between subjects are erased, and no attempt is made to include the content of any given course or courses. The teacher and students are free to draw upon all fields of knowledge for whatever they may be able to contribute to the growth experience of the child.

For instance, if the problem under discussion is “Getting Along in the Family,” it is obvious that there could be no respect for subject matter lines. Mathematics, English, literature, social studies, science, related arts, homemaking, music, and agriculture would each have its definite contribution to make.

3. The core curriculum absorbs the home room activities of the school.

The areas which have formerly been considered extra-curricular are incorporated in the activities of the core class. Real experience is gained by participating in social affairs, student government, clubs, class organizations, school projects, and community affairs.

To illustrate, community activities such as Red Cross work, salvage drives, safety projects, etc., may be planned. Preparation for class and school parties, dances, picnics, and carnivals may be made during this class time. Problems that concern the student body such as cafeteria or assembly behavior, and the appearance of the school building and grounds may provide valuable learning experiences within the matrix of reality.

**Group Counselor**

The core teacher is the home room teacher and counselor for the group. He is responsible for keeping the records and personal files for the students under his direction, and acts as the coordinator in the total school program.

4. The core curriculum includes some of the guidance and counseling services of the school.

The core teacher is in a strategic position to work with the guidance specialists in helping the child to make the most of his potential abilities. The teacher who is with a group for an extended period of time, and works closely with students in a wide variety of activities and situations is able to use the curriculum as an instrument for effective personal, educational, and vocational guidance.

The core teacher is responsible for keeping all records for the students in the group, and recording and appraising student progress in the core activities. Teacher, students, and parents get to know each other well, and this tends to make for better, wiser, and more effective guidance.

5. The core curriculum provides for and encourages extensive teacher-student planning in developing learning units for class use.

The unit of work to be studied is determined, executed, and evaluated through the democratic procedure. Provisions are made within the unit to care for individual and group interests and abilities. Each child is encouraged and stimulated to contribute to the group in his own way. The group has continuous direct experiences in the democratic process through making decisions, plan-

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Mrs. Louise Struble Retires After 29 Years of Endeavor in WMC Campus Training School

When Louise Fullerton played as a child on the hills at the west side of Kalamazoo little did she realize the part she would take in their eventual development, and indeed it has been a large portion.

In time she saw a lone building rise above the orchard and look to the east over Kalamazoo, soon to be joined by similarly porticoed structures to the north and the south of the central building.

Then from her native Galesburg Louise Fullerton made another trek to those hills to the west of Kalamazoo to complete her high school education, which she did in 1911, graduating with five other girls in that class. Dr. William McCracken gave the commencement address that year, she recalls, speaking in the old assembly room on the second floor of the administration building.

She went on to study in this familiar place, in time earning a limited certificate and then a life certificate, returning to teach summer sessions and finally in the fall of 1923 becoming art instructor in the training school.

For 29 years she watched the children come and go, in that time enriching the lives of many as she has helped to show them a functional art that is a part of their everyday lives.

There are many who have felt her guiding touch, the friendly counsel which she has offered while guiding their hand and minds. Besides formal art instruction she has offered many other things in her classroom, teaching the children how to live together, to be considerate of each other and with the materials they are working with, to be creative with what ever materials may be at hand, to express their own ideas with honesty and sincerity and to learn that art is not superficial but an integral part of everything.

By the time Louise Fullerton returned to the campus she had married and become Mrs. Robert Struble. During all these years she has commuted daily from her home in Galesburg, where her husband has managed a farm. She has one son, Robert.

Now that the teaching days are over here in Kalamazoo, Mrs. Struble plans to open a studio in her home where she can spend many hours at a loom weaving varied materials. She will also take private pupils in leather work and ceramics, having her own kiln for the later work. She also plans to travel, work in her garden and spend lazy hours at her cottage in Osceola County.

Yet this summer she plans to return to school herself, taking a two-week course in painting at Principia, Mo. Last summer she was at the Penland, N. C., school of handicrafts, studying weaving.

After receiving her life certificate here she went in to various art schools, studying applied art at the Francis Parker school in Chicago, gaining her BS degree here in 1928, studying in the progressive education institute at Pennsylvania State College in 1929. She was at the Art Institute in Chicago in 1932, studied at the International School of Art in Toledo in 1939, took her master of arts degree from the University of Chicago in 1941 and also studied at the University of Michigan. She is a member of Phi Lamba Theta, University of Chicago chapter.

Mrs. Struble was feted at the recognition dinner in June for retiring faculty members at which time her many virtues were extolled by President Paul V. Sangren. None was prouder of her than her husband as she was praised and kidded. Western is proud to have been associated with her for the last 29 years.
Miss Zimmerman

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president as was Miss Freeman, she was, nevertheless, something of a pioneer in helping to form the patterns of both her own department of German and of the general structure of the whole Normal school, as it was then called. Her keen mind and common sense told her that college German must be more than learning paradigms, writing exercises, and thumbing a dictionary; that a modern language was a living thing and meant to be put into practice. In this attitude she was certainly a pioneer in the early nineteen hundreds. Her classroom was more than a classroom—its walls were covered with scenes from Berlin, from Weimar, from Nuremberg; with pictures of Goethe and Schiller and Heine; with photographs of the great museum pieces of sculpture and painting. Her travels abroad were a constant source of inspiration to students and instructor alike. Literature, music, art, everything cultural, found a place in the daily routine of the study of German. But because the foundation of her own accomplishment was sound scholarship, she demanded of her students accuracy, persistent application and high standards, and thus she built into her long years of teaching at Western a sincere respect for learning and scholarship.

But Elizabeth Zimmerman was more to the college than a classroom teacher. She had vision, she had high ideals for education in general, and especially for the young college which Mr. Waldo with a strong hand was creating for the young men and women of Southwestern Michigan. She gave of her time and energy in planning curricula, in studying new educational trends, in helping to re-work the Normal into a four year college, and to give it gradually a wider and wider interest and finer conceptions of the aims of such an institution. Both as a teacher of German and as the chairman for many years of the department of modern languages, she stood firmly for broad cultural training in her own field and in all fields of knowledge. The president of a college may have great vision and a firm hand, but he is no stronger than the people with whom he surrounds himself, and Western Michigan College bears today the mark of the men and women who, like Miss Zimmerman, came early and stayed long, and gave freely and loyally of their best to the president, to their colleagues, and to their students.

With her colleagues—and here one thinks first of the men and women who joined the faculty in the first decade of the school and became her lifelong friends; then of Miss Rawlinson, her house-mate for more than twenty years; and last of the rest of us who have gradually been added to the long list of associates who have admired and loved her—her colleagues, I say, Miss Zimmerman was gracious, thoughtful of the needs and interests of others, wise in counsel, and full of encouragement for those younger and less-experienced than herself. Whatever she did was done with sincerity, with a quiet intensity that was somehow passed on to those about her, an earnestness that inspired others to do their best.

But I must not give the impression that she did not know how to play—she built a shack, as she called it, out on the River road, and gave her friends outings there season after season. She loved the out of doors, and trees and flowers and all growing things interested her. But this enjoyment of Nature was bound up with her enjoyment of her friends, both colleagues and townspeople, for she was equally one with town and gown—all who were trying to make either the school or the town better places in which to live were her friends and co-workers.

Then there was the Language club which Mr. Sprau organized in 1918 with Miss Zimmerman, Miss Rawlinson, Mrs. Hockenberry and half a dozen of us as charter members. How she enjoyed her association with that group! We all recall the learned papers she read, the discussions illuminated by her wit and wisdom, her sense of humor through it all—she used to say when someone gave a particularly involved and farfetched introduction to his paper when she retired she was going to edit the introductions to Language club papers, and we all recall her gracious entertainment of the club at her shack or at her apartment. He: last social appearance was at the January meeting of this club. As for he: influence upon the hundreds of students who shared her knowledge, her travels her wide interests, her fine sense of value, her culture, how can anyone estimate the inspiration she gave, the ambition she awakened, the determination to be somebody, to carry on to some goal that her earnestness and quiet assurance impelled to young minds, or the appreciation of the beautiful, the lasting and the good which her students acquired, consciously or unconsciously, throughout her forty years of teaching? Her poise, her dignity, her fine sensitivity, her knowing when to help, when to warn or even to reprove, when to encourage—these have left their lasting influence upon students who perhaps did not sense at the time how much their lives were being re-shaped and re-directed by her.

This intense activity of mind and body went on for forty years on the campus and in the city of Kalamazoo. Though never robust, her slender body responded year after year to the vitality of her mind and of her spirit, to the driving will to give, to serve and to share unfailingly her manifold gifts. She retired in 1944, was away from her Kalamazoo friends for a few years, and then returned as Professor Emeritus to take again her place in the life of the college and of the community. She gave and served and shared as she had done before; attended college functions, the Language club meetings, the Faculty Women's teas; she served the Red Cross, various civic and philanthropic organizations, taught in her home Latin and

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Western Loses Two Coaches as Perigo and Patanelli Take Ann Arbor Posts

Announcement was made July 26 by the University of Michigan to the effect that Michigan had secured the services of William Perigo as head basketball coach there and also that M. L. Patanelli would be his assistant and also assist in football and baseball.

Perigo had been the head basketball coach at Western for the past three years, his third year seeing the Broncos tie for the Mid-American title. Patanelli came to Western four years ago as an assistant in football and baseball.

Replacements are being sought for the two men and an early announcement in that regard may be anticipated.

Eight Letterman Back for 1952-53 Basketball Race

Pre-season indications are that when the basketball season rolls around the Broncos will have six of eight letter winners back, but the loss of Bob Adams, South Bend, and Joe Shaw, Leslie, could be highly serious, especially the loss of Adams, who had been the high scorer for the Broncos for two of his three years, with Shaw the top man the other season.

Thus, while the outlook for next year is good, the Western Michigan College team, co-champions of the Mid-American Conference with Miami, will have a hard time to stick up in the midst of the title fight unless some of the veterans can take up the scoring slack left by the loss of Adams and Shaw.

In this particular Ron Jackson, Kalamazoo sophomore center next season, gives the best promise as a take-upper. Jackson was coming fast as a scorer late in the season last year and should improve much more next year. Two others who may help in this respect are Roy Healy and Charles Brotebeck, and Neil Benford should not be entirely overlooked as a prospective better scorer.

So far 21 games have been scheduled and approved for the coming season and it is hoped that one more good contest may be added.

Western Michigan has home and home games with all members of the Mid-American Conference except Bowling Green University, admitted to the loop last May when the schedule was practically set. A few former traditional opponents are also listed, Loyola University, Valparaiso University, Central Michigan for home and home and Northwestern for the usual single game at Evanston where the Broncos will aid the Wildcats in opening their new field house.

One long trip is slated for early in the season when the team will go to Hattiesburg, Miss., along with Valparaiso for two games on Dec. 13 and 15. On Dec. 13 the Broncos will meet Loyola of the South and on Dec. 15 will clash with Mississippi Southern. Valparaiso will meet the other team both nights in the double bill.

The schedule:

Dec. 1—Central Michigan at Mt. Pleasant
Dec. 6—Northwestern at Evanston
Dec. 9—Western Reserve at Kalamazoo
Dec. 13—Loyola at Hattiesburg, Miss.
Dec. 15—Mississippi Southern at Hattiesburg, Miss.
Dec. 20—Kent State at Kalamazoo
Dec. 22—Loyola at Chicago
Dec. 30—Valparaiso at Kalamazoo
Jan. 3—Central Michigan at Kalamazoo
Jan. 10—Valparaiso at Valparaiso, Ind.
Jan. 16—Cincinnati at Cincinnati
Jan. 17—Miami at Oxford, O.
Jan. 24—Toledo at Kalamazoo
Feb. 3—Western Reserve at Cleveland
Feb. 5—Kent State at Kent, O.
Feb. 7—Ohio at Athens, O.
Feb. 15—Cincinnati at Kalamazoo
Feb. 16—Loyola at Kalamazoo
Feb. 21—Ohio at Kalamazoo
Feb. 28—Miami at Kalamazoo
March 2—Toledo at Toledo
America Slowly Coming to New Maturity in Its Literature

By RALPH N. MILLER

America's coming-of-age in world politics has occurred at the same time as her coming to maturity in literature. Throughout the first centuries of our history American letters were regarded at home and abroad as meaningful but unexciting. Sidney Smith's taunt ("Who reads an American book?") was often answered in the language of exasperation, but only rarely by producing the books nobody could afford not to read. For two generations, however, a literature has been created by the national imagination that deserves the serious attention of Americans and outlanders alike.

The means of studying American literature have been steadily augmented by creating undergraduate and graduate courses of study, by the publication of an enormous number of scholarly journals and books, and lately by the Literary History of the United States (1948). Recent literature has been studied less systematically, however than that of the earlier centuries, and then usually by the writers of it or enthusiastic amateurs in criticism. An important systematic history is now being published, however. The infant firm of Henry Regnery and Company, best known as distributors of the Hutchins-Adler editions of the Great Books, has sponsored a series of short topical and critical histories, "Twentieth-Century Literature in America," to supply a responsible appraisal of the period 1900-1950. These are surveys of the drama, novel, poetry, criticism, short fiction, and non-fiction which should be attractive to the student and general reader alike. All of the authors are well-known critics, and Louise Bogan, historian of poetry, is one of the most gratifying poets now publishing.

The didacticism of these volumes is perhaps most evident in the organization of the materials, as in F. J. Hoffman's Modern Novel in America, 1900-1950 (1951). Although individual authors and general topics are discussed, the basic organization is chronological. Curious results therefore occur: Sherwood Anderson receives as much attention as Hemingway; Cabell slightly less attention than Wolfe. Precursors and literary sports take up space greater artists deserve. More than this, an eschewal of a definite critical point of view causes Hoffman to consider the problem novel and the artistic novel as equally significant, even though the problem novel is usually outrageous as Americans write it. Hoffman concludes that "no novel in the last ten years has succeeded quite so well as The Great Gatsby, The Sun Also Rises, The Sound and the Fury, or Absalom! Absalom! Not have the best achievements of Henry James and Edith Wharton been equaled." Hoffman does not include the problem novel in this list of great books; a more emphatic statement of its weakness is greatly to be desired. The inclusion of Gatsby shows a curious predisposition to praise a souvenir and exalt it to the position of art, and a failure in the standard by which greatness is judged.

This volume, like others of its kind, demonstrates a need for the crystallization of contemporary ideas about literature, which may be made possible through our newly-attained conviction that the literature of our time is important not only to Americans but to the world. With a greater understanding of the sources of our literature, and with a critical apparatus by which to judge it, we shall be able to read in terms of values, with understanding, and with profit. The Regnery series outlines the American problem in the history of contemporary literature. In time a solution of the problem may cause us to be far more enlightened about the works of the American spirit.


One year in the life of a 17-year-old missionary woman is the basis of Lady Unafraid, which is a beautiful piece of bookmaking in content and format.

The locale was the Indian village of L'Anse on the Lake Superior shore, in the year 1862. The people in the action were chiefly Ojibway
Indians, including the Great Chief (Kitchiogema) and his promising son, Wassiasiwin, "Light of the Morning." The only other white woman in that entire area was Mrs. Murch, wife of the missionary a-

BOOKS RECOMMENDED

Education and the Science of Man, by Earl C. Kelley and Marie I. Rasey. Harper, 1952. $3.00. A midcentury summary of the present facts "about the nature of the human organism as applicable to powerful futurism."
The Great Enterprise, by Harry A. Overstreet. Norton, 1952. $3.50. An appeal for more freedom in every area as the only alternative to disaster, by the author of "The Mature Mind."
The Life and Death of Stalin, by Louis Fischer. Harper, 1952. $3.50. An absorbing biography of one of the world's most controversial and powerful figures.
The Many Lives of Modern Woman, by Sidonie M. Gruenberg and Hilda S. Krech. Doubleday, 1952. $3.00. A positive approach to the problems faced by the educated woman attempting to reconcile her home responsibilities with the needs of her career.
One Man's America, by Alistair Cooke. Knopf, 1952. $3.50. Informal essays presenting a former Englishman's reactions to the American way of life.
The Silver Chalice, by Thomas Costain. Doubleday, 1952. $3.85. A tale of adventure woven around the cup used by Christ at the Last Supper.
Vitalized Assemblies, by Nellie Zetta Thompson. Dutton, 1952. $2.00. A practical handbook based on accepted educational principles for all concerned with the planning of school and college assemblies.

cross Keweenaw Bay. Occasionally Father Baraga of the Catholic mission visited them.

Rebecca Jewel Francis was sent by the Methodist Board of Foreign Missions to teach the Indian children in L'Anse. She arrived via canoe from Houghton in a terrific storm late in September. Her courage and fortitude while the three stalwart Indians plied their paddles with fierce and desperate determination, won for her the title: "Swangideed Wayquay" (Lady Unafraid).

Of her many interesting experiences in the Mission, perhaps the one best told is of the Winter Feast when she was made a member of the tribe. There is humor too in her careful planning to have her two dogs under the feast table to consume the quantities of half-rav beaver meat which the Indians ate with relish.

The great sorrow that came to the Chief and the whole tribe through the murder of the beloved "Light of Morning" is told with understanding and dignity. The reader learns much of the symbolism and the ritual which accompany death, the period of mourning, and the burial among these Indians. The demand that the offending tribe punish severely and quickly the murders in its midst; the tension while hot-heads demanded a war of vengeance, and the Chief's final decree that there would be no such war are the most gripping and powerful parts of the book. As an earnest of good faith the Chief had received from the offending tribe a belt of blue and white wampum. This he dramatically displayed with the declaration:

"Tribesman, I bring you peace - blue wampum, blue water; and white, fair weather - Peace! There will be no war. For the next two days we shall prepare to bury my son. Let us do it in accordance with all our tribal traditions; as befits a chief's son. Anything less would displease our ancestors and embarrass the spirit of Wassiasiwin when he meets them on the

Miss Evans

(Continued from Page 3)
a particular joy to her, one which she generously shared with friends. In the ownership and care of her home in Kalamazoo and her cottage at Lake Michigan, she found much satisfaction.

Throughout her life and in every aspect of her life, she was sustained by a deep and abiding faith, expressed in a choice of religious affiliation which she shared with her family, that of a Seventh Day Adventist. To her the daily routine and general obligations of life were not merely to be endured, but were the very substance of life. Small of stature and quite without pose or pretense, she nevertheless gave no impression of apology for herself, her convictions, nor her field of service.

Miss Evans' entire teaching experience was in the field of rural education in her native state of Michigan. She came to Western Michigan College of Education from the principalship of the Traverse City county normal school, and remained until the time of her retirement. She had received her life certificate from Michigan State Normal College in 1911, her B.A. degree with "high distinction" from the University of Michigan in 1916, her M.A. degree from the University of Chicago in 1922. She had also studied at Battle Creek College and Columbia University.

Star Trail to the Land of the Hereafter.

The author, Joseph Raleigh Nelson, writes with appealing appreciation of his Mother's experience with the Ojibways. He says, "After all these years, I still recall those summer evenings, when, as a very little boy, I sat on her lap and listened, fascinated and breathless, and the long winter evenings, as I grew older, when I induced her to add details in response to my eager questionings."
Baseball Team Posts Enviable Record in Westerm

By HOMER DUNHAM

Officially recognized as among the four best college baseball teams of the country!

That is the notice which came to Western Michigan College baseball team in the NCAA playoffs at Omaha, Nebr., in June when the championship teams of the eight NCAA districts of the country battled it out for the national collegiate honors.

Holy Cross, only team to defeat Western Michigan, won the national title. Missouri was second and the Broncos tied with Penn State College for third and fourth, in the double elimination series. Texas, two-time title holder in 1949 and 1950, Duke, Colorado State and Oregon State finished behind the Broncos. Duke had been the pre-tournament favorite.

The Broncos might have fared better with a different draw, but that is part of the game. Western met Holy Cross in a first round contest and lost 5-1, as Jim O'Neil of the Crusaders let the Broncos down with five hits. Tom Cole gave up five hits in the second and third innings when he also walked two men and had an error behind him. That gave Holy Cross team its opportunity and it pushed over all five runs in those innings. Paul Schartman finished and held the Crusaders at bay.

Meeting Colorado State in the second game the Broncos, bothered by the playing field, committed five errors, but managed to take an 8-6 victory over the Bears with Bob Urda, Ken Hency and Wayne Hastings on the mound. Urda got credit for the win, as Colorado State bowed out of the tournament.

Tom Cole proceeded to handcuff Duke in the next outing, letting the hard hitting Blue Devils down with two singles, while the Broncos were taking eight hits from the delivery of George Carver and Joe Lewis to wind up with a brilliant 5-1 victory that brought the surprising elimination of the Duke team from further play, as it was a second defeat. It was a tough loss for the veteran coach, Jack Coombs, facing retirement on his return to Durham, N. C. His team, which had won 30 and lost only five games up to tournament play, was forced to accept defeat in Coombs final game as coach, after a brilliant career with the Philadelphia Athletics as a player and as a coach at Duke.

The bracket lineup sent the Broncos back against Holy Cross in the fourth game. Again the pitching failed to hold up against Coach Jack Barry's team. Bob Urda, Wayne Hastings and Gary Graham gave up a total of 17 hits, with seven base on balls, as the coming national champions won 15-3 to push the Broncos out of the tournament. At the end of the third inning the Broncos led 3-1, but then the roof fell in.

A .500 percentage for the first time in a national baseball tourney and a tie for third place and recognition as one of the best college teams of the nation is not bad. In fact, it can be truthfully stated that it is a great finish to a wonderful season. Never before had a Western baseball team gained such a spot. Every man on the squad is well deserving of credit for the showing during the 1952 season possibly Western's greatest.

Leading up to the national tournament play was a great regular season which saw the Bronco baseball team win 12 games while losing only two at the time that the district committee met to name teams for the district playoffs. Eleven of those wins came in a row. Illinois, Wisconsin, Ohio University and Western were named to compete for the district title and the right to represent the district in the National Tourney. The Broncos at that time had tucked away the Mid-American title for a fourth straight year and enjoyed the second unbeaten conference season.

Ohio met Illinois in the opening round and the Broncos met Wisconsin in the best two games out of three, with the rules providing that in case a third game could not be played over the two days the winner of the first game would be the series winner. That rule helped the Broncos against Wisconsin as the team split in the first two games, with Western having the first game. The Broncos were leading in the third contest when rain prevented the game being continued, so Wisconsin was eliminated. Western won the first encounter 5-2 and in the second staged a glowing ninth inn-
ing rally to fall just short when four runs crossed the plate, with the tying run on base, as the Badgers took the second game 5-4. The Broncos led the third game 4-3 when rain stopped play.

After playing on Monday against Great Lakes the team met Illinois at Champaign Wednesday and Thursday in the final series for the district title. Cole hurled himself to an 8-2 victory in the opener and then the Broncos made it two straight over the Illini as Bob Urda hurled three-hit ball to gain a 1-0 verdict in the second contest.

After having been named for four previous years in the district eliminations the Broncos made the grade on their fifth try, mainly because they were a team that knew they could win—that they were Omaha bound. They were not only Mid-American Champions but by their victory over Illinois, co-champion of the Big Ten, they were also officially crowned as district four champions.

The Broncos then hurried home to meet Michigan State Friday and Saturday in the final two games of the regular season, gaining an even split with the Spartans as the Broncos played five games that week, a stern test for any college baseball team. Its record to be taken to Omaha was then 16 victories against four defeats.

Of the seniors on the team Tom Cole, pitcher and Jack Baldwin, outfielder, signed contracts with the Dodgers. Len Johnston inked with the Chicago White Sox. They were assigned to minor league teams, and their progress will be watched with interest by Bronco fans.

Four members of the team were named to the All Mid-American
Conference team: Tom Cole, pitcher; Bill Hayes, first sacker; Dave Gottschalk, second sacker, and Len Johnston, left fielder.

July 1, when the College All American Baseball Squad was announced, Western's Dave Gottschalk was named to the second team at second base. Dave, a junior, was the only Michigan college player to be named in the three team selections which were made.

That marked the second year in a row that Western had placed a man on the All-American. Don Edwards, pitcher, was named to the second team a year ago.

All of which can be taken to indicate the high calibre of college baseball which is and has been played at Western Michigan College. The record is indeed a proud one down through the years.

Trackman Second in League Meet

The Western Michigan College track team not only won a good majority of its duel meets during the winter and spring season but in the 1952 Mid-American Conference track meet the Bronco thinclads regain the position that they had held prior to 1951 when an Ohio University track team edged out the Broncos for second place in the collegiate loop behind Miami, which picked off the title as usual.

In taking second place Western finished far ahead of the rest of the field, almost making the meet a duel affair with Miami and the other teams staging their own affair.

The golf tournament was a tight affair with the Broncos well in the running until late in the second 18 holes. Ohio won the title as expected with 606. Cincinnati was second with 613, Kent and Miami, tied for third with 616 and the Broncos were fifth with 626. Western Reserve had 658 and Toledo 665.

Netman Capture Second MA-Conference Title in Three Years Under Sorensen

For the second time in three years the Western Michigan College tennis team won the Mid-American Conference tennis championship at the Mid-American tournament last May, which stamps Ray "Hap" Sorensen, as one of the winningest tennis coaches of the conference.

After winning the honors his first year as the Bronco tennis coach Sorensen saw the title slip away a year ago when Tony Trabert of Cincinnati, who went on to win the National Intercollegiate singles, won the first flight singles and with Bud Igel paired for the first flight doubles, while their mates were also picking up points to push Western out of the championship picture.

While Trabert was gone this year Cincinnati was back with a completely veteran cast for tournament play and the Bearcats were being favored for the title, with Western Reserve's Red Cats also seen as in the picture, along with the Broncos.

Joey Russell of Reserve won the first flight singles, eliminating Bud Igel of Cincinnati and Dick Klitch, Miami, after the latter had disposed of the Broncos' Ed Foster. Jack Vredevelt, Western freshman, battled his way to the second flight singles honors and Yale Brandt completed his competition for the Western team by stroking his way to the number three flight singles title.

Capt. Dave Kistler, also a senior, turned back Cincinnati's Jerry Gilbert in the finals of the number four flight to take that title.

Igel and Mault won the number one doubles flight, but Ed Foster and Jack Vredevelt won the number
two doubles flight and Western finished the tournament with 14 points for a five-point advantage over Cincinnati and Western Reserve which tied for second with nine points. Miami was fourth with five and Toledo fifth with one. Kent State and Ohio failed to score.

It was consistent, steady and sharp play on the part of Kistler, Brandt, Vredevelt and Foster that gave the Broncos the championship.

During the season the netters won eight dual matches and lost five, a good record when the opposition is considered. The team defeated Memphis State, Southwestern, Alabama, Detroit, Notre Dame, Ohio and Toledo in dual affairs along with a win over the Alumni. It lost to Vanderbilt, Tennessee, Michigan, Michigan State and Cincinnati.

Many Headaches
Plague Opening of Grid Season

Graduation or loss in other ways of half of the lettermen on the 1951 football squad has left the Western Michigan College football coaches with plenty in the way of headaches with only 16 lettermen returning, at most.

These headaches come from a big variety of reasons and they are all good ones. Each and every one of them will have some bearing on the football prospects of the Broncos for this fall.

One of the biggest worries confronting the coaching staff is the fact that freshmen were eligible for varsity play last fall and with the return to the freshmen rule this fall there will be nothing new in the way of material coming up to the varsity squad, except for the Jaycees or reserve team of 1951.

Along with that is the loss of a number of good men from last year's team, who apparently cannot be replaced in every case this fall by men of like ability and experience.

The Broncos suffered from lack of depth last fall and this year that may prove even more serious unless a number of men show a startling improvement over last year and provide good replacements, which cannot be seen at this time.

One good ray of light may come from Bruce Bosma, Muskegon sophomore. Bosma injured before the season started last year, could prove the find of the season. Weighing 168, 5 feet 10 inches in height, he is fast and shifty and could be a good break away runner.

To round out a good offensive backfield some men who have played one or two seasons on defense will need to be shifted to offense. That will not be true, however, of Charles Higgins, quarter, and Bill Brown, half. Behind them, however, will be the very serious matter of replacements. A shortage of ends is also seen and probably Ken Callaway will be called upon for work at both offense and defense. John Smith will probably operate offensively at one end and Jim Glick on defense. In the backfield on defense will be two returnees in Floyd Stollsteimer, safety, and Bob Chant, half. Needed are strong defensive backs who are air minded against the pass attack.

The line from tackle to tackle will have lettermen available from present indications on both offense and defense, but behind them the replacements must come from last year's Jaycee team it is indicated.

Western last year had one of the smallest squads in the Mid-American Conference and before practice for the fall season starts it cannot be seen where the personnel will be stepped up in either quality or quantity. That does not necessarily indicate a losing season.

Western broke even in eight games last fall. It might do as well or even better this year, but the road is rough and it is tough over the eight games scheduled. The slate follows:

Sept. 20—Kent State at Kent, O.
Sept. 27—Illinois Wesleyan at Kalamazoo
Oct. 4—Central Michigan at Mt. Pleasant
Oct. 11—Miami at Oxford, O.
Oct. 18—Toledo at Kalamazoo (Homecoming)
Oct. 25—Washington at St. Louis
Nov. 1—Ohio at Athens, O.
Nov. 8—Western Reserve at Kalamazoo

Miss Zimmerman

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German to young people preparing for college, taught English to Displaced Persons, and entered zealously into various activities of her church—always giving, as before, in full measure of her rich personality, her knowledge and her love. Then a day came when the now frail body could no longer respond to the driving will, and she must leave teaching and ministration to other hands.

I began this tribute with a reference to Alice Freeman Palmer and I wish to close by reading some lines written by Richard Watson Gilder on the day of Mrs. Palmer's death. They seem to me to be so apt and right for us today, so absolutely right for Elizabeth Zimmerman.

When fell, today, the word that she had gone,
Not this my thought: Here a bright journey ends,
Here rests a soul unresting; here, at last,
Here ends that earnest strength,
that generous life—
For all her life was giving. Rather this

I said (after the first swift, sorrowing pang):
Radiant with love, and love's unending power,
Hence, on a new quest, begins an eager spirit—
No dread, no doubt, unhesitating forth
With asking eyes; pure as the bodiless souls
Whom poets vision near the central throne
Angelically ministrant to man;
So fares she forth with smiling, Godward face;
Nor should we grieve, but give eternal thanks—
Save that we mortal are, and needs must mourn.
General Library Attempts Expansion to Meet Needs of Growing Campus

By KATHARINE M. STOKES

When McCracken Hall was planned, room 116 on the ground floor was designed as a library reading room for the chemistry and physics students. The thinking of the faculty members of those departments assumed that clerical assistants from the chemistry office adjoining the room could operate the library. Dr. Lawrence Thompson, the college librarian for 1946-48, advised the appointment of a professional librarian to administer the library and the setting up of a budget that would enable the librarian to build up a chemical reference library with special emphasis on materials to support the pulp and paper technology curriculum which was first offered in 1948-49.

What actually happened was a compromise between these two ideas. When the dimensions of the available space were studied, it was apparent that the room could seat no more than 50 people and that shelving for 1,500 books would be the maximum capacity. A reading room of such limited size did not seem likely to demand the full attention of a professional librarian and it would undoubtedly have to be a temporary facility until a larger space became available, but the present college librarian considered it important that the service to be set up should be a part of the College Library system, administered by a member of the library staff.

Taisto Niemi, who has been an assistant cataloger at the college library since January, 1947, was assigned to spend three mornings each week in the Physical Science Library which was opened in September, 1949. He has proved himself a happy choice for he has utilized the two summers he has since spent studying at the University of Michigan, to increase his background knowledge of scientific and technology literature as well as of the principles of departmental library administration, and has worked effectively with the faculty members of the physics and chemistry departments to build up the collection.

In addition to selecting, scheduling and training student assistants, paid from the College Library budget, to operate the Physical Science Library from 8:30 a.m. to 5:30 p.m. each weekday of the academic year, Niemi established a card catalog for the library comprising an initial 4,000 Library of Congress cards, with later additions, which he ordered and had typed, processed and filed by the student assistants.

The original collection of some 500 books and 300 periodicals in the science field transferred from the College Library stacks was largely selected by Dr. Lillian Meyer and Dr. Alfred Nadelman of the chemistry department and Dr. Warren McGonnagle and Walter Marburger of the physics department. Through the very helpful efforts of Dr. Nadelman, responsible for the paper technology curriculum, a number of periodical sets in that area, some of them duplicating volumes we already owned, were donated by the representatives from nearby paper industries who form the advisory committee for pulp and paper technology.

Notable gifts came from the Kalamazoo Vegetable Parchment Company, Dwight Stocker of the Michigan Paper Company, William Kirk-
Miss Katharine M. Stokes has directed the activities of the Western Michigan College library since coming here in 1948 from the University of Illinois. She had previously worked at Pennsylvania State College and Swarthmore College after her graduation from Simmons College. She holds a master’s degree from the University of Michigan.

at increasing our holdings on this subject. He wrote to 33 libraries throughout the country which were known to have periodical collections in this field, listing the items needed and the duplicates of our holdings which we could offer in exchange for items they might be willing to give us.

Exchanges were arranged with the University of Washington, University of Oregon, Case Institute and Oregon State College. The purchase by the Battelle Memorial Institute in Columbus, O., and the H. W. Wilson Company of New York of some of our duplicates offset the shipping costs of the exchange materials and allowed for the acquisition of some other items. The college library has also become a member of the United States Book Exchange which makes material available for exchange both in this country and abroad at a very nominal fee. Our first two shipments to the USBE comprised some 500 items each from the Physical Science Library’s duplicate collection, and we have received to date some 100 items in exchange, most of them in the paper technology category.

A microfilm reading machine was transferred from the General Library when the Physical Science Library opened until a smaller model could be purchased in the summer of 1951. Several members of the physics department faculty as well as seniors in the paper technology curriculum have been assisted in their research by the procurement of film copies of materials from other libraries to be read on these machines.

In the fall semester of 1951 a microcard reader and a set of the 55 volume Beilstein’s Handbuch der organischen chemie in microcards was purchased for the Physical Science Library, thereby making available to the interested departments of the science division of the college a basic tool for research.

As a stimulus to student interest book displays have been prepared by Niemi for wall cases in the ground floor and basement corridors of McCracken Hall, changing at intervals of a month or so.

Today the Physical Science Library comprises about 1,000 books and 500 volumes of bound periodicals and the shelves are filled to capacity. There is a larger reading room space assigned to the College Library in the new administration building. Into that area, which will have shelves for 7,500 volumes and seating space for 90 students, the Physical Science Library collection will go as a nucleus for a Library Annex which will attempt to serve the students living on the west campus, or having classes there, except for the music students who are provided for by the music library. Again, the Library Annex will be only a temporary facility. Since its size will limit the materials housed there to the minimum needed to fill reference and reserve needs for the subjects taught on the west campus. The library situation will be confused and unsatisfactory for some years to come because of this necessity of splitting the collection between two parts of the campus, but it is good to note that, while the student enrollment has gone down more than 10 per cent in the last two years, the circulation statistics of library materials have increased by more than four per cent, perhaps indicating that the students are not badly discouraged by a divided library collection.

Core Curriculum

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ment of the basic skills, techniques, and abilities.

Problems can only be solved through the intelligent use and reconstruction of the accumulated knowledge of mankind. The teacher and students recognize that skills and abilities in reading, writing, speaking, listening, and computation must be continually improved. Reference material is carefully read, weighed, and discussed. Boys and girls in working with meaningful material realize the basic importance and value of effective communication through speaking, writing, and listening. Library skills and techniques are put into practice continually, as students use the school and community libraries to locate information, gather data, and choose recreational reading materials.

8. The core curriculum necessarily calls for the close cooperation of the school's staff and immediate community.

All must help plan the broad problem areas or resource units which are selected in terms of the psychological, biological, and societal needs, problems, and interests of students in a given community. These preplanned curriculum areas serve as a flexible curriculum structure which helps give the program direction and meaning.

This is best exemplified by the Ohio State University school in Columbus. The curriculum committee, after extensive study and discussion, decided that the boys and girls in the seventh, eighth, and ninth grade classes should have experiences in dealing with problems in the three broad areas:

1. Personal Living Problems
2. Personal-Social Problems
3. Social - Civic - Economic Problems

These problem areas are used by teachers and students in planning learning units. All fields of learning are drawn upon to clarify the cooperatively chosen problem.

Scope of the Unit

The scope of the unit is stated in important areas of living for youth—"Understanding My Body," "Beliefs and Superstitions," "Sports and Recreation," "Home and Family Life," etc. The sequence is provided naturally by the maturity of the students—the needs of ninth graders in the area of family living are going to be different from those of seventh graders.

In the few schools having inaugurated this type of core curriculum to take care of the common needs and interests of students, there is a concomitant special interests curriculum which consists of such areas as foreign language, mathematics, science, history, vocational education, literature, and the arts. Students are carefully counseled in their selection of electives according to their interests, abilities, and future personal, educational, and vocational plans.

The core curriculum is founded on the democratic principle that all individuals are of great potential worth, and are capable of self-direction in solving their problems. The democratic personality is developed through providing opportunities for young people to grow increasingly toward the ability to make choices; to develop, execute, and evaluate plans; to assume responsibility: to work cooperatively and individually; to develop good human relationships; and to use reflective thinking solving problems.

A curriculum pattern such as this pre-supposes "good" teachers well trained in the areas of human growth and development, and in the accumulated knowledge of mankind; it pre-supposes teachers with political, social, and economic awareness, and a high degree of human sensitivity. Many teachers trained in the narrow subject matter areas typical of our more conventional programs are eager to grasp the meaning and know-how of the core curriculum as is witnessed by the growing demand for in-service education. Curriculum reorganization presents a challenge to the educational leadership of our nation to find ways of educating our teachers, parents, administrators, and lay public to recognize and provide for the kind

Army Contract to Permit Study of Paper Longevity

Federal recognition of the pulp and paper curriculum at Western Michigan College was received recently with the awarding of an Army quartermaster corps contract for research in the preservation of paper.

The project will be carried on in Western's paper laboratories under the direction of Dr. Alfred H. Nadelman, curriculum director, and R. T. Elias, associate professor.

Harry Parker '50 for the last two years a chemist engaged in product development work for the Erickson Research Laboratories here, will do the experimentation. He joined the faculty July 1 as an instructor in pulp and paper technology.

The exact research project will center in "the effectiveness of fungicidal treatment in extending the storage life of paper and paper products." In the actual work many types of paper will be tested and exposed to varying conditions.

Dr. Paul V. Sangren, WMC president, announced the completion of negotiations for the one-year contract. In dealings with the Army the college had the advice and help of pulp and paper advisory committee from the paper industry, headed by F. B. Curtenius, treasurer of the Kalamazoo Paper Company.

E. T. A. Coughlin, a native of this area and chief of the paper and paper products unit of the quartermaster corps, has been designated as project officer by the Army.

This contract is regarded as a real tribute to the work which has been co-operatively fostered and carried on by the college and by the paper industry in the last four years.

of education needed for effective home, community, state, national, and world living.

WESTERN MICHIGAN COLLEGE
'12 Mrs. Anna Sonke Schanz '12 died in Kalamazoo March 25 after a long illness. Following her graduation she taught for 23 years in the public schools of Kalamazoo, and also in Bellaire and Tecumseh. She was the wife of Walter Schanz, Kalamazoo postmaster.

'17 Reuben Ryding '17 has been elected president of the Detroit Historical Society. He was connected with the J. L. Hudson Co. for 46 years resigning as Publicity Director to enter his own business.

'18 Nellie L. Williams '18 in February became director of the Family Counseling Service in Battle Creek. Before this she was director of the family agency at St. Joseph for two and one-half years.

Mildred Drescher '18 of New York is a field worker with the national organization of the Women's Division of Christian Service. A missionary in India, she organized a normal school at Nagpur, Central Provinces, and since she came home in 1947 has worked mostly with foreign students in mid-western colleges. She is acting secretary of missionary personnel for the Foreign Missions Conference of North America.

'19 Walter Scharauck '19 is president elect for 1953 of the Michigan Industrial Education Society. For 31 years he has been industrial arts teacher at East Grand Rapids high school.

'25 John M. Barnes this year completed his 22nd term as superintendent of the Flat Rock school system. Before he became superintendent in 1930, he taught English at Flat Rock for four years, serving as principal of the senior high school from 1927 to 1930.

Miss Ruth Knowles '25 has been named head of the English department of Keble College, a new four-year school fostered by the Episcopal church at Pass Christian, Miss. She holds the rank of professor and is also an academic trustee of the college.

'27 Donald C. Weeks x'27 has been director of the Michigan Economic Development department in Ontonagon since it was created in July 1947. As director he set up an industrial development and factory location service and has been responsible for its operation from the beginning.

Samuel A. Wagner '27, a teacher of history in the Bryan, O., high school, was selected for a scholarship to the Workshop on Economic Education held during the summer at Ohio University, Athens.

Miss Roberta K. Wigton, supervisor of art, La Porte County, Ind., was a contributor to the May 1952 issue of THE INSTRUCTOR. She authored a Mother's Day handwork project under the title "Decorate with Swedish Designs." Instructions were given for producing colorful designs on wood and textiles in the patterns used by Swedish artists. The magazine also carried a delightful excerpt from Miss Wigton's prize-winning manuscript in a travel contest, "Vignettes of Old Mexico."

'31 Harold Mickle '31 has been named Bowling Green State University tennis coach at Bowling Green, O.; He had formerly taught at Ionia, Wayand and Jackson high schools in Michigan, before going to Bowling Green in 1947. At

Mrs. J. W. Will '40 has retired after 50 years as a teacher, the last 17 in Sturgis, where she had been principal and sixth grade teacher of the Central school for that time.

Ionia his teams won four conference championships and he took two teams to the state finals. He earned his master's degree at the University of Michigan.

The March 1952 issue of AMERICAN magazine contains a feature article concerning the John G. Van Dyke family of Kalamazoo. Mrs. Van Dyke will be remembered as Laura E. Nash '31. The article was entitled, "The Van Dykes Bring the World to Their Door."

For many years the Van Dyke home has been open to students from foreign lands who attend the colleges in Kalamazoo. The genuine hospitality of the Van Dykes has truly created a second home for many students far away from their native homes and people. Their thoughtfulness, consideration and genuine interest in the welfare of others has created an ever growing world-wide circle of friendship.
Frank Parker, former football player at Western Michigan College, has been teaching in Newaygo high school. Prior to joining the Newaygo staff he was director of the city recreation department in Fremont, from 1948 to 1951. Mrs. Parker was formerly Yvonne Valentine, also a WMC graduate. The Parkers still make their home in Fremont.

Both Myles Runk, '39, and Lester Runk, '46, are coaching this year at Tecumseh high. Miles had been at Muskegon Heights high as teacher the past several years. Both are Grand Haven high graduates.

Ivan Bossum x'40 is district manager for Trans World Airlines in Daharan, Saudi Arabia. He formerly was a traffic representative for TWA in Los Angeles. He also held the position of interline supervisor for the airline during his six-year stay on the west coast.

Mrs. Helen Kosa Beretz '40 has been doing substitute teaching in Wallingford, Conn., where she now resides. She hopes to take a full time position in the fall. An editorial by her husband, the Rev. Arnold Beretz of the Evangelical and Reformed church of Wallingford, was published in Feb. 26 Congressional Record. His subject was “World Brotherhood.”

The Rev. Keith L. Hayes '40 is president of the Newaygo County Ministerial Association. He is also pastor of the Methodist Church in Fremont.

Lt. Col. Jack Sims '40, famed Tokyo raider with Jimmie Doolittle, has returned from two years in Tokyo where he served with the USAF headquarters.

Donald T. Strong '41 is the newly-elected president of the Kalamazoo Optimist club.

Mae Irene Hanna (Mae Irene Bluhm '41) is “Regional Director” and one of the leading lecturers for John Robert Powers. Miss Hanna majored in speech and drama at Western. She has done some teaching and has had experience in radio and television work as well. Miss Hanna travels extensively over the United States and writes enthusiastically about her work.
'43 Donald Janson '43, a staff member of the Milwaukee Journal, has been honored with a Nieman fellowship from the Nieman Foundation for one year of study at Harvard University. He will begin his studies at Cambridge in September, centering on American history and politics.

'44 Arthur Lee Lindauer '44 has received an associate membership in the American Institute of Architects.

*Ensign Frederick B. Johnston '46 has reported for duty with Navy Patrol Squadron 40 based at San Diego. He received his commission in November, 1950, and is the squadron's assistant electronics officer. He received his AB degree from the College of St. Thomas, St. Paul, Minn.*

Norman Russell '46, and a member of Western's faculty, was pictured in the May issue of "Air Reserve Forces Review," national USAF publication, while instructing a class in aircraft engineering at Selfridge AFB, Mich. Russell holds the rank of captain in the reserve.

'47 Robert Hellenga '47 is superintendent of schools in Ravenna. After graduation from Western, Hellenga taught for three years in St. Clair. He went to Ravenna as high school principal in 1950 and was made superintendent the following year.

'49 John W. Kavanaugh '49 received his doctor of medicine degree from Loyola University, Chicago, in June. He is interning at Mt. Carmel Mercy hospital, Detroit.

David Herwaldt, Jr., '49 has received his bachelor of divinity degree from the Fuller Theological Seminary, Pasadena, Calif. He and his wife, the former Catherine Powell '38, expect to return to the Mid West to begin his ministry.

Ann Awdukewich '49 is a lieutenant in the Women's Army Corps, permanently assigned as a training officer at Ft. Lee, Va. After leaving Western Lt. Awdukewich taught in the commercial department of Bay City Handy high school until June, 1951. She recently spent several weeks as a special recruiting officer in Michigan.

Charles Matthews '49, a teacher in the junior high school at Benton Harbor is a member of the Benton Harbor City Commission and the youngest "city father" to be elected last spring.

'50 William Rowe '50, a recent graduate of the state conservation department school at Higgins lake, has been named conservation officer in Cass County. He was formerly employed as a salesman by the Midwest Importing Company of Muskegon.

W. Bruce Thomas '50 graduated from the University of Michigan law school in June with the degree of juris doctor and has taken a position in the legal department of the Oliver Mining Division of the U. S. Steel Corp., and is currently stationed in Duluth, Minn.

Grant H. Eldred, '50 has graduated from the officer's candidate school of the Air Force at Lackland AFB, San Antonio, Tex., and been commissioned a second lieutenant.

'51 William Dopheide '51 directs the program of speech therapy at the W. K. Kellogg Consolidated agricultural school. He also is in charge of the Milwood and Parchment schools near Kalamazoo, which take part in the same program.

Max Wilcox '51 has received his master's degree in music education from Columbia University.

Delores Snyder '51 recently assumed the post of executive director of the Berrien County Chapter of the Michigan Society for Crippled Children and Adults in St. Joseph.

Sgt. Ernest R. Hoyt '50 was an honor student out of a 170-man class at the Seventh Army's non-commissioned officers' school in Munich, Germany. He has been in Germany since October, 1951.
Muth Now Serves Two Kent Schools

C. Robert Muth, '42 who has been an instructor in the technical business curriculum of the Grand Rapids Junior College since 1949 has also been acting as business manager for the East Grand Rapids public schools for several months. Bob finds his work challenging and he is seriously considering making a career of it.

Mrs. Muth was formerly Patricia Maier 1943. They have two sons, John and Andrew, aged six and two.

After graduation in 1942, Bob entered the armed services and upon completing basic training and weather observer training, he was accepted as an AAF meteorology cadet and received training at the University of Chicago. Upon graduation there, he spent three years as Base Weather Officer at Hensley Field, Dallas, Texas and other bases. He was discharged in 1946 and returned to Western to work on in his master's degree in 1948.

Strong Art Program
Tribute to Linden

John Linden, '40 is the chairman of the art department in the Midland public schools and has been chiefly responsible for building what is recognized as one of the strongest art programs in the public schools of Michigan. Linden personally teaches high school arts and crafts but the program is started in the kindergarten and children are given the opportunity to continue the study of art through high school. Linden went to Midland nine years ago when there were only 12 students in the high school program. Today more than five times that number are enrolled and numerous Midland graduates go on to college to specialize in the art field.

The art program embraces not only drawing, painting with water colors and oil, but also includes handicrafts, textiles, jewelry making, ceramics and lapidary work.

General Education

(Continued from Inside Cover)

areas of culture—an evaluation which served as an incentive to greatly improve curricula and the general program of studies. The department of history organized a freshman course called the Development of Western Civilization, a two semester course, to acquaint all students with the major civilizations and products of world history.

Since that time, faculty groups have been engaged in an almost continuous study of general education. They have refused mere imitation of programs in other colleges and have sought to develop courses which seem peculiarly suited to our purpose as a teacher training institution. The faculty has also resisted all efforts to put into operation a complete program until we can be convinced by proper evaluation and study that we are on the right track. At the moment, each student is required to select 32 hours in general education courses. In the language and literature group, every student chooses a minimum of 12 hours. He may select eight hours of communications plus six hours of rhetoric or six of foreign language or he may choose six hours of rhetoric plus six hours of literature or six hours of foreign language. In the science group, beginning this fall, the student will choose eight hours of physical science or four hours of biological science and four hours of human geography. In the social science group, he will choose eight hours in the Foundations of Western Civilization or eight hours of Introduction to Contemporary Society. To complete a total of 32 hours, the student takes four hours of physical education.

Further studies will be needed to
Her Six-Week Stay Now Has Run 30 Years

Thirty years of service in the Placement Office of Western Michigan College has made Miss Alice Smith one of Western's most widely known and well remembered campus figures. Not only is she well acquainted with thousands of alumni, she also enjoys a wide acquaintance with school superintendents, principals and supervisors as well as the employment personnel officers of many business firms.

Miss Smith entered Western for a six-week summer term in 1918 and then spent the next two years teaching a rural school in Allegan County. In January 1920 she returned to complete her life certificate which was granted in August, 1922. Instead of returning to teaching she accepted a position as receptionist in the placement office of which the late Frank E. Ellsworth was then director. Mr. Ellsworth was also director of Western's Teacher Training schools and some of Miss Smith's work in those years was occupied with training school matters.

Upon two occasions during the past few years the heavy work of placement has fallen upon Miss Smith's shoulders almost completely. These occasions were in the interim periods created by the death of both Mr. Ellsworth and his successor Dr. L. V. Burge, who held the office of director from 1938 to 1948. In these emergencies she handled the work well because she has the confidence of employing officials who know and respect her judgment. She has an excellent knowledge of personnel work and an unflagging memory for a prodigious number of names, people and events.

A change in administrative organization at Western in 1948 removed the function of placement from its connection with the teacher training program and the new director of the office, Vern E. McBie, became director of placement and alumni relations. To this combination of activities Miss Smith brings a wealth of knowledge that is invaluable.

Recently Miss Smith completed the remodeling of her girlhood home on a farm, eight miles north of South Haven. She and her mother make their home there during the spring and summer, Miss Smith driving the 90-mile round trip every day.

Western's Classroom Abroad

(Continued from Page 2)


The easy, harmony, and good spirit of living at Asbridge with staff and students alike did much to create a favorable impression of British life. Admiral Sir Denis Boyd, vivacious principal of the college, made us feel one with the group from the first day. John Cross and David Mitchell, our two delightful young English tutors recently down from Cambridge, added much to our warmth of feeling for Britain and her people. So, also, did a genial Scot, Derrick Parish, who won an Astor Foundation scholarship and a temporary furlough from the Royal Navy to join our group for the Seminar, A host of new friends abroad was one of the rich and rewarding outcomes of our summer experiences.

Shattered Stereotypes

We feel that there were many worthwhile outcomes of our seminar project. None perhaps was more important than the fine feeling we developed for peoples of other lands, in particular for the English, but also for others in Britain and across the channel.

"What two things surprised and pleased you most about England and the English people?" we asked our students, homebound. The replies clearly showed that no small numbers of misconceptions and misgivings had vanished in the summer's experience. We make here no sweeping generalizations about British national character. We merely report the strongest impressions and convictions about English people that
our party of 40 received from thousands of varied contacts with them. Almost everyone expected to find a cool, reserved, somewhat humorless and patronizing people; but happily they found them instead, in hundreds of varying situations, to be "warm," "friendly," "courteous," "helpful," with a "ready sense of humor." One mature student put the matter succinctly. "Like almost everyone else in our group I've had to change my conception of the English arc to occupied today with reserve, humorlessness, and snobbishness to one of warmth, friendliness, and good humor."

In searching for the roots of the "bulldog" qualities of the British, we conjectured that they lay in a deeply engraved tradition of justice and fairness, in an unswerving faith in the moral integrity of their way of life, and in a well-developed habit of self-discipline.

To some it may seem that the English are too occupied today with security, the womb-to-tomb variety. If so, it certainly didn't appear to lessen their concern for personal and political freedom. About the matter they seemed in deadly earnest, often speaking to this point in our discussions with a show of real conviction and feeling. Moreover, their strong sense of fairness and deep respect for informed, responsible inquiry are obviously strong weapons in freedom's defence. Certainly, too, the English people give little evidence of being unduly preoccupied, intellectually or emotionally, with material values. They fuss little about slim and slimming ration and, then, they seem not too unhappy with old vintage cars renaissance plumbing, and frequently worse—than-renaissance heating facilities.

Institutions, Problems, Programs

Several of our lectures concerned the nature of Britain's institutions, others dealt with her internal problems and the various programs developed to meet them. Without doubt our students returned with a much clearer conception of the structure and functioning of Britain's Parliament, political parties, civil service, courts, elementary and secondary schools, institutions of higher education, press, trade unions, local government, National Health Service, and religious institutions.

Through reading, lectures, and discussions dealing with Britain's recurring economic crises, we came to appreciate more fully (1) the great and continuing importance of foreign trade in Britain's economy, (2) the growing interference with this vital trade by such forces and conditions as stiffening world competition, loss of foreign investments, increasing foreign indebtedness, worsening terms of trade, and mounting armament costs, and (3) the fact that Britain, in battling these world forces, has a long hard pull ahead.

A growing clarity and breadth of perspective resulted from a careful consideration of Britain's internal problems and the programs of amelioration and social reconstruction. Some aspects of this larger perspective may be tentatively summarized as follows:

1. That the British people are engaged in one of the most important and difficult ventures of our age, that of reconciling economic security with political liberty.

2. That the whole expanding welfare structure in Britain, The Welfare State, is a gradual creation over the past half century, and that it is beyond doubt solidly based on wide public approval and is here to stay.

3. That the National Health Service, to take a concrete example, is highly popular in Britain, and that, like free public education in America virtually no one questions the ongoing principle, but many argue over details of policy and administration.

4. That the recent growth in public ownership, "nationalization," or "Socialism," reflects wide acceptance by the British people generally of the idea that modern democratic government must control, through ownership or otherwise, essential sectors or phases of economic life.

5. That the British feel they can never return to the pre-war type of "free society," still quite operative in the United States, but must work some effective program lying between the U. S. A. and the U. S. R., and based on Britain's traditions of democracy.

6. That facile generalizations concerning the "success" or "failure" of the nationalization program or concerning the ultimate impact of current social and economic reforms on Britain's way of life are spurious and misleading if not downright harmful.

British Empire and Commonwealth

After lectures, discussions, and informal conversations on the nature and problems of the British Empire and Commonwealth, we felt considerably more up to date on the subject. All too frequently our ideas of the British Empire were those derived from a study of the American Revolution and did not take into account the tremendous changes that had taken place within the Empire and Commonwealth over the past century. We came to understand better the meaning and importance of the independent status of the members of the Commonwealth, and to appreciate the tremendous significance of the Crown in holding these peoples together.

Seeing Ourselves

Seeing ourselves as the British see us gave added perspective for evaluating our own outlook and actions, and for sizing up the human obstacles to world understanding and peace.

Of course, a people's views of another people are varied, complex, and changing. Admittedly, no broad generalization about them can be more than roughly indicative. Here again we must record our strongest impressions. British people, we sensed, were inclined to distinguish between Americans as individuals and Americans as a culture group or national entity.

Concerning the British reaction toward us as a nation, the prevailing mood seems to be one of anxiety. Our political disunity and incoherence appear to them to be serious weaknesses in a world leader. They
find it difficult to understand or account for our real or imitative McCarthies. There is honest concern, also, about our temperamental qualities for world leadership. They wonder if we will use our great power, once developed, with patience, tolerance, and restraint. The fear lurks that we might yield to economic and psychological pressures and find ourselves propelled into a war, which America might survive but certainly not Britain or her allies across the channel. Britain, resolutely rearm, not so much for war, however, as to make negotiation more effective. War to them looks like plain suicide—an episode with a negligible future.

Anglo-American Relations

The need for strengthening Anglo-American relations became pressingly apparent as we shared with British students personally and at first hand the hopes and fears for our common way of life. One soon senses the common devotion of our peoples to democratic ideals and institutions. One comes quickly to feel, moreover, that we are in this fight for freedom together. When the bell tolls for Britain, it will be tolling for our way of life also.

The desperate struggle we face together is as much one of ideas and values as it is of raw power. In this contest of will and substance we must pool all our resources. True, Britain is weakened materially; but she remains strong in things of the spirit. Her experience in diplomacy, her moral integrity in human relations, and her morale and will to fight when the chips are down, are strong weapons in the arsenal of democracy. It would be an error also to underrate Britain's economic and strategic importance in the power aspects of the struggle. Her productive capacity, her shipping facilities, and her strategic air bases might be decisive.

Certain factors that produce strain and conflict between peoples tend to come to light in such face-to-face association as we had. Misunderstanding we quickly sensed to be one source root of strain. Left to grow, it can bear a crop of evil consequences, doubt, suspicion, and distrust. From here it is but a short step to fears and hostilities that spill over into violence. A vicious circle then appears: violence breeds more fear, upon which violence in turn feeds, until President Roosevelt's dictum on our depression thirties seems pertinent: "We have nothing to fear but fear itself." Perhaps no observation on the state of the world today could be more discerning.

The highway to better Anglo-American relations must be a two-way road, paved with solid bricks of greater mutual understanding. The shedding of stereotyped prejudices and misconceptions is imperative here as in all human relations.

One crux of the problem revolves around communication. The road to understanding is rough and uncertain for we find it difficult to pierce the fog of propaganda and counter propaganda that often obscures essential truth about peoples. There is great need on both sides of the Atlantic for objective and responsible reporting in the press and on the radio. Far too often the facts of international life are distorted to serve partisan, political ends—a dangerous pastime when world freedom itself is at stake.

Another facet of the problem is education. Upon our schools, from the kindergarten through the universities, rests a crucial responsibility. If the world is to be truly free and the peace really secured, we in the classroom must articulate the fundamental truth about the cultures and life of other peoples with intelligence and integrity. This requires information, imagination, insight, and wholesome attitudes toward these peoples on the part of teachers. Here is where our Social Studies Seminar enters the picture. We are firmly convinced by our summer's experience that, for acquiring these assets, there is no substitute for face-to-face association with other people and for first-hand study and observation of their culture and way of life. Nothing, we believe, so melts mutual prejudices and misconceptions as bringing average, normal Americans into a vital living experience with average, normal Englishmen, Frenchmen, Germans, or, for that matter, Russians.

New Memories and Appreciations

Certainly our students came back to America bigger people—"less of midwestern provincials," as one put it. They returned to their classrooms and communities potentially better teachers and better citizens. They had pushed back their intellectual horizons and broadened their sympathies. They gained in knowledge and in real respect and affection for peoples of other lands. They became more aware of and better informed about the problems that plague European nations and the world today. In short, our students shared in the maturing experiences of troubled peoples and came to a new sense of the essential integrity and the essential oneness of mankind. They became more of world citizens and in so doing increased their stature as citizens of the United States. A new awareness of America's enduring values and of her great influence and responsibility in world affairs today was kindled.

Plans are well under way for a return Social Studies Seminar at Ashridge in the summer of 1954. Barring disruptive world events, we therefore have under way a project for better international understanding that we hope may continue for many years to come.
October 18

* DEDICATION
* FOOTBALL
* DANCE

HOMECOMING

New Administration Building to Be Dedicated Friday, October 17
Western's Broncos vs. Toledo Saturday at 2 in Waldo Stadium
Informal Dance 9 to 12 Saturday Evening in Walwood Hall.

Informal Alumni Reunions During The Day