Fall, 1952

New Building Symbolizes Great Growth

Trends in Teaching of Science

This Business of Grammar
President's Corner
Outlook Brilliant
For WMC's Future

Western Michigan College is underway another year with a brilliant outlook for both the immediate and remote future. The most unusual circumstance is the shift from the old east campus administration building to the new administration building on the west campus site. This transfer is shaping up well with practically all of the principal administrative offices and officers, together with the several departments of social sciences, languages, and literature, settled on the new campus. The new administration building is now housing a total of between 55 and 60 staff members. The shift in scenery is bound to make a distinctive impression upon all those who have known Western Michigan College during the past year, and for the faculty it means a real adjustment.

The enrollment also has provided a pleasant surprise for us, in that our total enrollment exceeds that for the fall of 1951 by eight or nine per cent. Our present residence enrollment is somewhat over 4,000 as compared with 3,700 last fall. This enrollment includes a substantial increase in the size of the freshman class.

The graduate enrollment, too, is considerably higher than last year. This is our first year of complete independence in graduate work, permitting us to grant master's degrees in fields of education. Nearly 350 such graduate students are now enrolled as compared with about 195 a year ago. We have great faith in the future development of the graduate degree program. We hope and believe that this greatly increased graduate enrollment is real evidence of the support which is given us by our alumni. It is an indication, as well, of the confidence placed in us by graduates of other institutions of higher learning.

The ROTC program, with the quartermaster corps of the Army, is moving along very rapidly. This year there are nearly 800 young men enrolled in the ROTC program. This enrollment places Western Michigan College as having one of the two largest quartermaster units in the United States. It is most encouraging; it indicates clearly that our young men will in due time take care of their responsibilities so far as the defense of this country is concerned, and in the meantime they will seek the maximum preparation available in the way of advanced education.


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COVER PICTURE
Mrs. Hildur Sangren Makielski pulls back the curtain revealing the new portrait of her father, Dr. Paul V. Sangren, Western's president since 1936.
New Building Symbolizes Great Growth

When 185 students enrolled at Western Michigan College in 1905 the facilities then in use atop the windswept hilltop between Davis street and Oakland drive seemed more than adequate to meet the needs of the students and faculty.

As the curriculum expanded and the training school grew more buildings were added, until by 1918 the enrollment took a temporary spurt over the thousand mark. By 1921 it had reached the 2,200 level and the administration building, that first edifice erected overlooking the city below it, was beginning to show its 20 years.

The years passed, and it became increasingly evident that someday a new administration building must be added to the college campus to house the increasing needs of the office staffs involved.

World War II's close brought the great veteran influx and the first building, now more than 40 years old, became wholly inadequate both in office space and classroom facilities. The administration became quite decentralized, cutting efficiency and increasing demands on students and faculty.

The Beginning

Plans were in the wind as early as 1941 for a new administration and classroom building, and when the great building boom began on the newly-acquired Arcadia Brook golf course a site was selected for this structure. However, priority went to several others and it was not until late 1950 that work actually began on the new administration unit.

For some it progressed very slowly, but by August of 1952 the great exodus was underway from the newly-renamed education building to the administration building.

By the start of school this last September office and administrative personnel had pretty well acclimated themselves to the new quarters, and the students coming into the strange surroundings soon began to learn their way about.

It is hard to tell what this building means; everyone who enters its doors may express it differently. To many it is just another school building, but to those who have seen Western grow over the years it means many different things. Let us permit Miss Mathilde Steckleberg, chairman of the division of languages and literature, to tell something of what this building means to the faculty:

"We have come up through a hard school—from basement rooms, from classrooms in a residence more than 50 years old, from temporary housing of war surplus materials. Any new building would have pleased us.
This one is a reward for patient years of waiting. Our departments were in danger of being buried in obscure graves, here and there on the fringes of the campus. In this new environment a true esprit de corps and an intensifying of scholarship is possible through challenging daily contacts, with an easy exchange of ideas among staff members of a department who formerly could be only strangers to one another.

“We are gratified that recognition has been given to the cultural wealth of the social sciences and of the great languages and literature of the world by having instruction in them scheduled for the newest and most modern building of the campus. It is our hope that the joy and love of learning may be fostered in these beautiful surroundings.”

Miss Steckleberg, a faculty member here since 1927, voiced these sentiments at the dedicatory service held October 17, 1952, for this new building.

New Portrait Unveiled

As a highlight of this service Mrs. Hildur Sangren Makielski pulled aside a curtain which revealed the portrait of her father, Dr. Paul V. Sangren, president of Western Michigan College since 1936. Appropriately enough, the portrait was painted by her father-in-law, Leon Makielski, Ann Arbor artist.

This picture hangs on the east side of the second floor entrance to the building, while across from it hangs the portrait of Dwight B. Waldo, president of Western from 1903 until 1936. The Waldo portrait formerly hung in the lobby of the library.

Dean of Administration John C. Hockie extolled Mr. Waldo as a “pathfinder,” and Dr. Sangren as a “pioneer,” outlining the great strides which had been made during these two eras of Western’s growth from a tiny normal school to a four-year college with its own graduate program.

This $1,200,000 building brings a $9,250,000 total for expenditures for new buildings in the west campus area since the close of World War II. With, of course, a great variance in building costs over a period of years to be considered, a total of $2,770,300 was spent on the east campus for buildings.

Offices are provided on the first floor of the building for the dean of administration, comptroller, stu-
Vastly different interiors set off the new Administration building. At the upper left, the windowless first floor classroom presents an ideal situation for showing motion pictures. In the upper right Dr. Paul V. Sangren, WMC president, sits at his desk in his new office, while just a stone's throw to the east is his massive white residence.

The new library, in the lower left gives west campus students a fine chance for study and use of special reference materials. A typical classroom is shown in the lower right, modern desks, flourscent lighting and soft textured walls present a bright and harmonious interior.

dent personnel, records, business and publicity. The second floor houses the president, vice-president, graduate division and placement and alumni offices. In the third floor are the dean of men and dean of women and the partial fourth floor is devoted to the adult education and extension offices.

Faculty members in history, political science, sociology and economics are located on the second floor, and those for English and foreign languages on the third floor.

Twenty-four classrooms are also provided, one on the first floor, eight on the second and 15 on the third.

The first floor classroom is a unique unit, having tiered up seats for 110 students, but minus any windows. It is particularly designed for the showing of motion pictures, and the room has been equipped with a second set of lights which leaves it dark enough for pictures yet light enough for students to take notes.

Other facilities located in this structure include a branch library on the second floor, the main campus store and faculty post office in the partial basement at the east end, and the health service west campus branch and mimeograph department on the first floor.

Building Decorations

Classrooms and hallways consist of spray painted cinder blocks, in medium colors, restful to the eyes and quite different in conception from the average classroom building. The first floor hallway is grey, second green and third blue, with classrooms having many different colors used. Ceilings are of celotex and floors of rubber tile.

Only the offices are plastered and are generally painted in bright colors, lending a distinct personality to each room.

The coloring used throughout the building, plus the many decorative bibelots, are the result of long months of work by Miss Lydia Siedschlag, head of the art department, who has created a monument here to her own decorative skills.

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Trends in Teaching of Science

Where We Were

If a person were to examine carefully all the physical and biological objects and materials in his immediate environment, it would be obvious to him that nearly everything he could see was either the result of, or had been improved by, scientific research and the use of scientific method. Further, his hopes and aspirations for a better living would depend on the products of science. His ability to use such products wisely and effectively would depend greatly on his knowledge of science.

With these facts in mind it is clear that the place of the teaching of science in the curriculum of the public school is amply justified. Hence it would be both platitudinous and absurd to attempt to justify it further.

However, as with all fields of learning, the organization of science in the curriculum of the public schools has changed in the past, is changing in the present, and without doubt will continue to change in the future. A prediction of the future of science teaching, however, cannot be made merely by sighting from its present position. Rather such a prediction must be made by examining the past and present trends, and then by projecting such trends into the future.

Where We Were

Thirty years or more ago science teaching was relatively in its infancy both in college and in the public schools. The relationship of science to civilization was not yet recognized. The relationships among the various sciences were not fully known. Further, science was not considered to be of importance to laymen. Since the public schools of those days were designed primarily for college preparation, courses in science in high schools were minia-

Where We Are

nature editions of those in college. Among such courses were physiography, meteorology, physiology, botany, zoology, chemistry, physics, and qualitative analysis. Since the level of intelligence of the population of this early high school was high as compared with that of today's high school population, the students learned reasonably well in spite of an atomistic organization of subject-matter: that was neither logically nor psychologically sound.

As scientists in colleges came to realize, for example, that bacteria (plants) could not be adequately studied without a knowledge of their hosts (frequently animals) the boundaries of botany and zoology began to deteriorate. As a consequence the course in general biology emerged, despite the resistance of many botanists and zoologists, and became an acceptable part of both college and high school curricula. When other scientists became aware that climate could not be studied without a knowledge of topography (earth science) and air movements (meteorology), similar integration took place with the eventual emergence of general science. However, the chemists and physicists bitterly resisted any of the proposed syntheses of their fields. Hence, any integrations that have occurred in these fields resulted from erosion rather than evolution.

However, until the years of 1932-38 the curriculum in science in the public schools was based more or less on what was assumed to be the needs of students who were preparing for college. The curriculum that had developed consisted of a logical organization of “essential” facts taught within a course structure of general science at the seventh-, eighth- and/or ninth-grade level, biology at the tenth, and chemistry and physics at the eleventh or twelfth. Few of the course materials were designed for students not intending to go to college. About this time however a number of factors appeared that influenced the science curriculum of today.

Where We Are Going

The “present” in science teaching extends from the depression years of 1938 up to today. Since these depression years, a number of marked changes have taken place in the curriculum of the public schools. The dearth of jobs during the depression and the passage of the child-labor amendment caused a change in the high school population. Instead of being a majority, the population that was preparing for college became a distinct minority. In consequence, the atomistic science courses in which “essential facts of science” were logically organized and presented as primary objectives became unpopular. Enrollments in such courses began to drop, both numerically and percentagewise, particularly in physics and chemistry. However, enrollments soared in...
the generalized courses of science. The movement began therefore to
generalize more and more the content of the existing science courses
without disturbing the general structure of the science program.

The growth of the generalized course was stimulated and guided by
the publication of the Thirty-First Yearbook of the National Society
for the Study of Education entitled A Program for Science Teaching,
and the Forty-Sixth Yearbook entitled Science Education in Ameri-
can Schools. The committees preparing these yearbooks were instru-
mental in reorienting the objectives of the teaching of science toward
the generalized courses.

Even today the term "generalized course" is greatly misunderstood.
Many of the opponents of such courses express the view that the
exactness of science and the study of scientific facts are being discard-
ed. This view of course is entirely invalid. It is true that facts of
science are no longer considered primary objectives of science teaching.
Rather facts are considered as important only in so far as they con-
tributed to (1) developing understandings of principles and generali-
izations (ideas) of science of importance for the general education of all
students, (2) helping the student to think critically and scientifically
(development of scientific attitudes), and (3) helping the student behave,
and solve his problems, in a logical manner (skills in scientific method).

These newer objectives of science teaching are psychologically sound.
Research has shown that facts taught in isolation are forgotten rapidly,
but that, if facts are used for attain-

ing the objectives mentioned, then
both the facts and the other objec-
tives are retained for long periods
of time and by pupils of lower
intelligence.

The concept of generalization of
courses comes from the fact that
experiences and facts from all fields
of science are used to attain the ob-
jectives mentioned. This "cutting-
across" of subject-matter boundaries
results in the development of the
generalized courses.

Thus science courses stress more
and more the ideas of science, and
the skills of science of importance to
all persons. Nearly all teachers of
science give lip service to these ob-
jectives within the course structure
already established. However, to
state that efforts to attain such ob-
jectives are practiced universally
would be inconsistent with the facts.

As courses in science and methods in
science in colleges are modified so
as to train teachers to follow the
objectives just stated, and as such
teachers replace older ones, these
never objectives will become more
widely accepted.

At this point the reader may won-
der why elementary science has not
been discussed. The reason is that
the science program in the public
schools did not "grow like Topsy,"
but filtered from the top down. Just
as college courses in science were
written down for the high school
program so were certain elements of
high school courses in science water-
ed down for the elementary level.
This policy proved to be unsatisfac-
tory. Few educators could agree as
to what should be watered down or
as to how much to water it.

The matter of elementary science
was further complicated by conten-
tion between two groups, the ex-
ponents of nature study, and those
of elementary science. The nature-
study people believed in studying na-
tural phenomena in the natural set-
ing and placed little emphasis on
continuity of science experiences
from grade to grade. The element-
ary-science people placed more em-
phasis on continuity of science ex-
periences from grade to grade with

Dr. George G. Mallinson joined
Western's faculty in 1918, after re-
ceiving his Ph.D. degree in science
education from the University of
Michigan. An article on page 21
of this issue tells of the work of some
of his graduate students. He has
written extensively for educational
magazines on science education.

less emphasis on field study. How-
ever, since elementary teachers were
not generally trained adequately in
science, they merely heard the
tumult and the shouting without un-
derstanding the issues involved.

Another group propounded the
view that science experiences for
children should consist chiefly of
meeting the needs of such children
for "dynamic participation in a de-
mocratic social order." This group
believed that science experiences
were of little basic value per se and
that any such experiences were at
best contributory to objectives that
were not related directly to science.

From this morass a few gleams of
light are beginning to emerge. How-
ever, there is as yet little agreement
as to what constitutes a desirable
program of elementary science. Suf-
sic to say that the best thinking in
the field emphasizes the viewpoint
that facts and principles of science
are considerably less important than
training the elementary student
through science experiences to think
and behave logically and scientifically.

Where We Are Going

It should be obvious at this point
that any effort to predict the future
of science teaching will involve the
interpretation and projection of past
trends. Further, because of lag in
the acceptance of newer educational
ideas, much of the future of science
education is likely to be based on
our thinking of the past and present
decades, but especially on the re-
results of the research in science
teaching.

What Of The Future

1. The structure of the present
science curriculum will change just
as the objectives of science teaching
changed about two decades ago. The
structure will change because of
numerous research studies that indi-
cate that generalized courses in
science provide a more valuable science
program for college-preparatory, as
well as for non-college-preparatory,
students than do the traditional
courses. This change in structure
has been influenced also by the un-
certain but steady growth of science

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in the elementary school. Many science topics formerly taught in the junior high school are now part of elementary science.

It is probably that grades one through eight will be devoted to the teaching of a broad program of general science, grade nine to general biology, and grade ten to general physical science. This latter course will probably replace chemistry and physics much as general biology replaced botany and zoology.

Probably in the average school, if present enrollments are any criteria, chemistry and physics will nearly disappear. At present in many schools enrollments in these courses are too small for using efficiently available finances and personnel. Further the value of general physical science for college entrance (and obviously for non-college entrance) students can be organized.

where such relationships are found, integrations and fusions will take place over the protests of those who disagree with them. However, there is no evidence to support the validity of the wholesale combinations of immiscible subject-matter materials.

3. There will be further changes in the emphasis on objectives. It is only within the last twenty years that science teachers have recognized that the understanding of scientific principles, the development of scientific attitudes and attainment of skills in scientific method are not natural concomitants of teaching scientific facts. Hence more and more the belief in “essentiality” of certain facts will disappear. However, students will still be taught facts and will have experiences involving exactitudes in so far as they function in developing and applying scientific principles. Further, they will be expected to search for such facts and experiences and to analyze them in such a way that scientific attitudes and skills in scientific method are developed.

Further, experiences in science will

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Inventory of Teaching Graduates

An inventory of graduates of Western Michigan College now in the teaching field conducted over a three-year period shows that 80 per cent of them are considered above average in their chosen profession, according to Dr. James H. Griggs, director of teacher education.

Dr. Griggs says that he has often wondered just how well Western graduates do when they actually go out to teach. So, as a basis for evaluation, a total of 809 contacts were made of persons applying for their permanent certificate to teach in the state of Michigan.

Three years experience is required for this certificate and a recommendation must be made by the school which granted the original degree. The certificate is actually awarded by the state board of education.

Superintendents under whom applying teachers had taught were contacted with a brief questionnaire on which they were asked to rate the individual as either superior, good, average, doubtful or definitely undesirable.

With 80 per cent rated as above average, another 18 per cent were marked just average and only two per cent fell into the last two categories.

Personality traits showed up as the chief cause of rejection, comments of the superintendents showed. Only one was marked down because of being a poor student and not having sufficiently mastered his subject matter.

More than half of the ratings were made in the Southwestern Michigan area, and ratings were somewhat similar at the elementary and secondary levels. In secondary teachers 78 per cent were rated as above average, and 20 per cent as average. On the elementary level it was 83 per cent above average and only 15 per cent as average. In both categories two per cent were below average. Contacts were made on 545 secondary positions and 264 elementary.

Dr. Griggs feels that this check is indicative of the high type of training now being given teachers, and that future checks may help the colleges in determining moves in curriculum development.
A woman who had formerly taught for several years in an extremely "progressive" school was recounting some of her experiences in a talk before a teachers' club. "One day," she said, "I took a select group of my boys out behind the building, swore them to secrecy, and revealed to them what a verb is."

No doubt this story was more or less a caricature, intended to be understood as such. At any rate, in its implied satire upon "progressive" education, it has reference only to the fanatical fringe of that movement, which it would be unfair to take as representative of progressivism as a whole. This reaction against traditional procedures was probably inevitable in the long run. If in some instances it has gone to absurd lengths, perhaps that is just another example of the "all-out" enthusiasm for new ideas with which a good many people allow themselves to be completely carried away.

Our anecdote alludes to a well-known feature of the new movement, namely opposition to the teaching of "formal grammar." This phrase, which among the more radical-minded has been anathema, does not show particularly good choice of words. It apparently assumes that grammar can be taught without recognition of definite form. Too often, we fear, it has meant a general neglect of grammar tout court. With all due respect for healthy discontentment over outworn methods, it does seem that the anti-grammar reaction has gone much too far.

After a good deal of experience in individual work with students who were poor readers I am convinced that a very important factor in slow or inaccurate reading is simply the failure to seize promptly the grammatical structure of a sentence of any length or complexity. The words pass before the reader's eye like a train of freight-cars. Here and there certain ones attract attention through chance associations with something in his subconscious memory. The meaning of their combination as a whole, which comes out of their orderly relationship to each other, is seen only vaguely or hardly at all.

**Exercise and Function**

There is nothing like oft-repeated exercise in analysis of sentence-structure, taking sentences apart and observing exactly how they are put together, for acquiring the sense of grammatical construction. Part and parcel of this training is an ever-sharper realization of the distinct functions of the various parts of speech. It may be quite possible for a person to acquire a reliable feeling for sentence-structure without being familiar with standard grammatical nomenclature, but it must be much more difficult. Unless we know what to call the different parts of speech, we cannot talk about them intelligibly, any more than we can discuss a complicated machine without knowing the names of its parts. Grammatical terms, after all, have their place in the general vocabulary of any educated person in a literate world.

To be sure, the French-Latin terminology of grammar which we employ traditionally is not altogether satisfactory as we apply it to the peculiar parts of speech that we have in English. Just as the vowel and consonant sounds used in speaking our language are very special, betwixt and between those of other tongues, so we have classes of words that naturally behave in ways not to be matched in other languages which developed differently. The term *preposition*, for instance, falls considerably short of describing the
English words to which we apply it. While these do often function exactly as the name implies, they also frequently combine quite idiomatically with verbs to form what are really compound verbs though not recognized as such. Hence all the bother about "dangling prepositions," on the assumption that once something is called a "preposition," then forsooth it must live up to the name somewhat arbitrarily assigned to it. Again, in Anglo-Saxon the distinction between prepositions and adverbs was often by no means clear, and this ancient vagueness has left its traces in modern English. Yet despite occasional misfits, our conventional classifications do well enough for practical purposes.

Let us not be too sentimental over the good old days when, as some people believe, grammar was "really taught." We are not altogether sure about that; it depends upon what one really means by "learning grammar." The older method of instruction appears to have been fundamentally a matter of inculcating definitions and textbook "rules," which were sometimes too abstract and artificial in their point of view. Then there was a good deal of exercise in "parsing," which has its merits but also its limitations.

Rules By Induction

Most teachers would now agree that the best way to learn rules—the way which is both easiest and most effective—is to arrive at them by induction, by becoming familiar with example after example in which anyone can see plainly just how they "work." The correct way of doing anything is likely to seem "natural," and to be easily remembered, once we see just why it is as it is. The operation of grammar is on the whole a reasonable process which can be reasonably explained.

Presumably the goal of instruction in grammar is to form correct habits of expression. Such an outcome is not assured by the memorization of abstract general statements. I have seen students reproduce a rule of punctuation word for word and yet violate the rule in the very writing of it!

Those who are inclined to nostalgia about earlier time when, as they fondly imagine, the school's did a much better job of teaching grammar than they do now, may be somewhat unrealistic. Anyone who entertains such a notion would do well to peruse carefully some of the newspapers of several generations ago, or files of business correspondence or other run-of-the-mine writing of those times, and see what he finds. Some of us are old enough to have known intimately, in our childhood and youth, a fair number of people, products of the schools of that earlier day, who took pride in being "good grammarians" and could have recited rules or parsed sentences for you to a fare-you-well. Yet we can also recall distinctly that their usage in speech or writing was not greatly affected by their theoretical knowledge. What's the use of knowing good grammar anyhow if you don't apply your knowledge?

With all the benefit of better-trained teachers, improved methods, and all the educational aids now available, it should be possible to teach grammar more effectively than it was ever taught before. Fundamental, however, is a clear conception of the nature of grammar, of "what it is all about."

Language as a System

Any language is not simply a vast collection of names for things. More especially, it is a system. It includes the various devices which have been worked out for putting ideas into relationship with each other. These are not merely means of expression; they are ways of thinking clearly and definitely.

Every language has its own peculiar ways of handling words in order to show variations of meaning, or different kinds of relationship with other words in a sentence. Taken together, these methods amount to a system which is characteristic of the language to which it belongs. Though the principles may not be applied with absolute uniformity, they nevertheless represent customs so thoroughly established that their observance becomes largely automatic. The apparent exceptions, moreover, can nearly always be reasonably explained; often they are rare survivals of old speech-ways which have otherwise disappeared.

Thus for English-speaking people the natural way of changing a noun from singular to plural is by adding s to it. Reminders of other methods which were once in vogue still appear in such plurals as men, feet, or children, as well as in deer or sheep. In simple and familiar terms like these, old styles could subsist long after they had ceased to be used regularly, as they had formerly been, for whole classes of words. The strength of our modern feeling that -s is the proper ending for a plural is indicated by the tendency of uninformed people to add it to some words, already plural in meaning, which do not happen to end in -s. So we occasionally hear such illogical formations as "data" or "this data," and the same phenomenon has produced our colloquial word "folks," whereas folk already means people.

Another detail which shows the force of custom in language is the ending -ly. By adding this syllable to an adjective, we produce an adverb, and the process seems as thoroughly natural as the adding of -s to a noun to make it plural, or of -ed to a verb to make it express action in the past. This feeling which we have for -ly as the normal ending for adverbs is an interesting development, in view of the fact that it was once quite as definitely thought of as an adjective ending. It is a softened form of the old Anglo-Saxon ending -lic, pronounced leek. Originally an independent word, lie meant "body" or "form." So as a termination it signified "having the form of," or "like," whatever was represented by the noun to which it was added. The sense of the old word lie is still discernible in the adjective in -ly which we continue to employ. Manly, womanly, saintly,

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Brief Sketches of Faculty Additions

Jack C. Plano
A one-year replacement for Dr. Ellsworth Woods is Jack C. Plano in the political science department. Plano is a graduate of the University of Wisconsin, and is occupied in his spare time authoring his doctoral thesis, "The United Nations and the India-Pakistan Dispute."

Dr. Louis A. Govatos
During the first semester of this year Dr. Louis A. Govatos is busying himself as assistant director of extension and adult education, but with the second semester of the year he will move to the education department as an associate professor, replacing Miss Roxana Steele, who retired last June.

He received his doctor's degree last June from the University of Michigan, holds one other degree from the same school and one from the University of Minnesota. He has had a wide teaching experience before coming here, in addition to having served four years with the Coast Guard. Dr. Govatos is married and has one child.

Russell Brown
For the last four years Russell Brown has taught in the Conn Vocational Music school at Elkhart, Ind., and on a parttime basis at Western. But this fall he came here full time as an assistant professor of music.

A Phi Beta Kappa graduate of Oklahoma A. & M., Brown is also a former student at the Army Music school and served during World War II as a chief warrant officer. He has also taught at Panhandle, Texas, A. & M.

Mrs. Margery Ruby
Another addition to the music department faculty is Mrs. Margery Ruby, an accomplished violinist and for several years a resident of Vicksburg where her husband teaches in the public schools. She holds a master of music degree from the University of Michigan and has taught in high schools before coming here.

Donald Black
From a long line of prominent Kalamazoo athletes comes Donald Black, now teaching radio and television in the vocational-industrial and technical education department.

A four-letter man in football at Kalamazoo College, Black returns to the campus after three years in the retail radio business. He served four years in the Army Signal Corps in World War II, and is also a graduate of the Valparaiso, Ind., technical school. He is married.

Mrs. Hazel Snyder
Mrs. Hazel Snyder, a 1949 Western graduate, returned during the summer session to teach in the first grade of the campus training school. She attempted to continue during the regular school year, but ill health forced an early retirement.

Dr. Stanley Kuffel
The new head of the psychology department has had wide experience in the teaching field.

Dr. Stanley Kuffel marks among his prior achievements duty as executive officer of the V-12 unit at Muhlenberg College, Pennsylvania, during World War II; state superintendent of guidance in North Dakota, and director of student personnel at Bemidji State Teachers Col-
le, Minnesota.

Dr. Leo C. Stine

Filling the gap left by the retirement of Dr. D. C. Shilling in the political science department is Dr. Leo C. Stine, who joined the Western faculty this fall.

He came to Western from Millikin University, Decatur, Ill., and holds degrees from Illinois State Normal College and the University of Illinois. During World War II he was an educational specialist with the Army in the Philippines.

Don W. Nantz

Filling a vacancy in the vocational-industrial and technical education department is Don W. Nantz, who comes to Western after teaching four years in St. Joseph, Mich. He is a graduate of the Stout Institute and has studied at Bradley University.

Miss Gertrude Van Zee

Miss Gertrude Van Lee has crossed the RR tracks to Western's campus after serving on the Kalamazoo College library staff for the last 10 years. She holds degrees from Hope College and the University of Michigan and is a native of Kalamazoo.

Miss Harriet Kilroe

New art critic teacher in the campus training school is Miss Harriet Kilroe, formerly a teacher at Glencoe, Ill. She holds degrees from the National College of Education and Teachers' College, Columbia University. She served with the WAC during World War II.

Miss Rosalia Kiss

The occupational therapy department has received another teacher from Michigan's Upper Peninsula, adding to its staff this year Miss Rosalia Kiss, who for the last five years has been doing field work in the UP for the Michigan Society for Crippled Children and Adults, Inc. She is a graduate of Wayne University and Michigan State Normal College.

Miss Lorna Sibson

Miss Lorna Sibson has replaced Dr. Harold Vanner at the rural life and education department. She is a 1949 Western graduate and a native of Dowagiac, Mich.

Sherwood B. Eck

Added to the faculty in mid-semester this fall was Sherwood B. Eck of Richmond, Va. He takes the place in the economics department vacated by the resignation of John Amey. For the past year Eck has been an industrial relations analyst with the WSB.

He holds degrees from the University of Richmond and University of Chicago and has only to complete his thesis for his Ph.D. degree at the latter school.

Maj. Robert E. Crowe

A veteran of three years' service in Germany, Maj. Robert E. Crowe was sent to Western's ROTC unit as his first state-side tour of duty. He holds degrees from Seton Hall College and Northwestern University.

Joseph Hoy

Joe Hoy '42 returns to Western's campus to take the reins of head basketball coach and assistant in football and baseball. Already high praise has come from the athletic department for his work here. He had been athletic director at River Falls, Wis.

Jack Petoskey

When Western suddenly lost Matt Patanelli late in the summer as a football assistant, it began casting around for replacements and came up with the able Jack Petoskey. He is a former Michigan star and had winning teams at St. Joseph high school and Hillsdale College. He is here only for the fall semester, planning to return to Michigan in the spring to complete his doctoral thesis.

Mrs. Rosalie Fraser

The new librarian at the Paw Paw training school has had wide experience in school libraries, since her graduation from the University of Alabama. She has a master's degree from the University of Michigan, and is the mother of one son. Her husband is deceased.

Miss Mary Reams

Miss Mary Reams came to the Paw Paw training school this fall from Buchanan, where she had taught for the last eight years. She is a 1936 Western graduate, and holds an MA degree from the University of Michigan.

Dr. Jerome Manis

A new assistant professor in the sociology department is Dr. Jerome G. Manis, a native of Detroit, who has previously taught at Central Michigan College and Roosevelt College. He holds degrees from the Wayne University, the University of Chicago and Columbia University. Dr. and Mrs. Manis have one son.

Mrs. Elizabeth Jewell

After teaching last year part-time in the English department, Mrs. Jewell has joined the faculty full time this fall, taking the place of Dr. Ralph Miller, who is away from the campus for one year. She holds degrees from NorthEastern University, and teaches rhetoric, communications and introduction to literature.

Mrs. Beatrice Chait

Teaching in the fifth grade of the campus school this year is Mrs. Chait, wife of the head of the Kalamazoo public library. She has previously taught in the public schools locally, and is a graduate of Hunter College and the University of Michigan.

Lt. Donald W. Carson

Added to the ROTC faculty this fall was Lt. Donald W. Carson, who has just returned from duty in Germany. He is a native of Colorado, where his father is registrar and dean of men at Colorado State College. Lt. Carson is married and has two children.

Joseph H. McKee

Joseph H. McKee, a prospective June graduate at Western, is serving as a part-time instructor in the English department, replacing Joseph Torok who is teaching in Nantes, France, this year. McKee works mainly with the writing clinic.

Artz Commissioned

Dale E. Artz '50 has been commissioned a second lieutenant in the army after graduating from the Engineer Officers' Candidate School Ft. Belvoir, Va.
'Work Experience in High Schools,' Successful Book by 1935 Graduate


"Learning to work and working to learn are ancient educational practices," so say Ivins and Runge, in their recently published book "Work Experience in High School." An educational practice that has come to the fore in our high schools with the advent of the cooperative occupational training programs some fifteen years ago.

Since then even the more hesitant administrators in the secondary schools have joined the throng in the inclusion of work experience as a functional enrichment to the curriculum.

The rapidity of the swing toward this ancient and recently revived practice brings certain concern particularly to those of us in vocational education.

That is why we in the area of training for occupational competency welcomed this book on work experience, a real contribution to the field of education. It helps to clarify the nature and purpose of work experience to many an educator who has joined the swing without a clear conception of the practice and what it can and cannot do for high school youth.

The authors do an excellent job in tracing the development of work experience not only in the schools but also in the colleges, and its relationship to other agencies who have in the past provided work experiences for our youth.

The major portion of the book, however, deals with the organization and operation of cooperative occupational programs, such as, distributive, diversified and office training. They have handled this phase unusually well and many of their examples and forms have been taken from the distributive field. That is to be expected since Mr. Runge's background is distributive education.

It is an excellent book for educators interested in providing a functional program for the high school youth. —ADRIAN TRIMPE
Iron Country


Thirteen children in one pioneer family growing up in the Iron Country of Michigan's Upper Peninsula—that must have been fun and adventure to spare for the brothers and sisters. For the parents it was a struggle without end—to provide actual physical food and much more to guide boys and girls in a rugged environment where there were fabulous characters, plank walks, wide open saloons and red ore streets.

Lewis C. Reimann, the author of Between the Iron and the Pine, was one of the thirteen children. The place was Iron River in the 90's and later. Reimann writes vividly from his own recollections, but he acknowledges the memory refreshings that talks with many old timers have given him.

He saw the cutting of the "big stuff," and the digging of the iron ore. He served the lumber camp "cookies" as chore boy, through bushels of potatoes and onions. It was his job to take the mid-day meal to the lumberjacks, where they were working. The transpotation was by means of a two-runner sled and old Jerry, the horse. One of these noon meals in the forest he remembers thus: "Suddenly, as if in a play, the actors in this woods drama stepped into the snow-covered stage, dressed in their colorful costumes of red, blue or green makinaws, their rubber-soled boots and bright sock-tops, 'stagged' woolen pants tucked in at the bottom and tasseled caps, carrying the properties fitted to their individual parts in the act—their axes, saws, canthooks or teamster's whip, etc.

The part, "Home of the Brave," deals with the peoples from foreign lands. There were Swedes, Limeys, Irish, people from southern Europe and other places. The reader gets an interesting account of their ways of living, their customs, their homes, foods, and dress as well as the reasons for their coming to America.

A cultural feature of Iron River was furnished by "The Song Bird of the North," Carrie Jacobs Bond. She came to the village in 1888 as the bride of Dr. Fred Lewis Bond. She lived almost in poverty but contributed liberally of her time and energy to the church, the cultural, and the civic interests in the community. In 1910 she received her first big royalty check, $8,500, for her song "When You Come to the End of a Perfect Day." Reimann pays a tribute to her: "At the age of 84, Mrs. Bond had risen on the wings of faith and hope and charity, above the bitter grief and desperate poverty of her early days . . . She was to those of us who had been through the struggle of boom and bust a symbol of courage, hope, and fortitude."

The author makes no claim for his book as a piece of literature. It is a portrayal of rugged scenes and times in language rough in spots. As source material of Michigan's historical background, the book has real value for students and teachers. It is also entertaining, enjoyable reading for the layman.

—MATE GRAYE HUNT

Facts on College

THEY WENT TO COLLEGE, by Ernest Havemano and Patricia Salter West. Harcourt, Brace. 1952. 277 pages. $4.00.

This book is one of the best collections of facts about the U.S. college graduate. The information was obtained by Time magazine in a national survey of college graduate. Time magazine made the survey as an analysis of its reading public, which is about 77 per cent college trained.

The book tries to answer with objective data some of the folklore of ideas people now have about going to college, what it means to one's success, etc.

Perhaps some of the questions covered may show you the make-up of the book. Where might I best go to college, all else being equal, to make the most on my investment?

How does the "Big Man on Campus" compare with the Phi Beta Kappa as to probable success? What do they do after graduation? What does the graduate have to say about his college experiences? The ex-student, in this case the dissatisfied one, has something to say about his alma mater.

The authors, it seems to me, have done an impartial job in the selection of comments, the using of charts and graphs in presenting information to answer many of the questions one asks or hears asked concerning the pros and cons of the many factors related to going to college. The book does not answer all of these question, but is a good beginning. There is one factor that, viewed from my standpoint, seems a weakness of the book. There seems to be an overemphasis of material gain as a basis of evaluating a person's success in life.

This should be an enlightening book for not only new college and high school students but also those who work with them.

—D. B. LEONARDUELLI

Liberian Graduate Makes Great Strides

Miss Olivia Karnuga '50 is now teaching in the University of Liberia at Monrovia, among other courses rural sociology, problems of teaching, curriculum development and history and philosophy of education.

In a recent letter to Miss Roxana Steele, she told of the joys and disappointments of returning home and to actually taking such a teaching load. Many of her students, now teachers there, were her seniors in high school.

She disclosed in her letter that as of Aug. 15 she was due to become supervisor of rural schools in conjunction with the Point Four program there. She also has in process a handbook for Liberian students traveling in the United States.

WESTERN MICHIGAN COLLEGE
Broncos Close Grid Season with 4-4 Record; Beat Wesleyan, Central, Toledo, Washington

The Western Michigan College gridders wrapped up the 1952 season November 8 when the Broncos dropped their final game of the season to an underrated Western Reserve University team 16-13, forcing the Broncos to accept a 4-4 break for the season.

Before the season opened local critics were inclined to give the Bronco football team just two wins over the eight game schedule, because of heavy losses which had been taken since the 1951 season had closed.

The squad, it must be confessed, also lacked the depth in men that most Mid-American Conference teams could boast, as well as lacking in the experience that others carried over.

Opening against Kent State University, the Broncos were turned back by the Golden Flashes, 20-13. The Broncos were within striking distance of the goal when the game ended.

The Illinois Wesleyan University game at Waldo Stadium proved an easy conquest, the Titans having lost most of the material from the unbeaten 1951 team. Western ran wild in winning 44-6.

Central Michigan was given an edge over the Broncos in the game at Mt. Pleasant. It may have been the fact that the Broncos had maintained such a wide edge in the series over the years that the Chippewas felt that this was just another one. When it was over the Broncos were out in front again 18-0.

Western’s ground attack was stopped almost cold by Miami University in the fourth contest of the season. Chuck Higgins, however, threw one to John Smith that went for a 56-yard scoring play, but Miami scalped the Broncos badly. The hair trim was 53-6.

A rugged Toledo team before a Western homecoming saw an aroused Western Michigan team strike rapidly as the game got under way and score three times in less than nine minutes. Then it became a question of fighting off the Rocket aggregation, but the Broncos had enough staying power and won it 19-14. Toledo had a total offense of 213 yards net to 172 for the Broncos, who were on the defensive most of the second half.

At Washington University, when the Bears celebrated their homecoming Western again won, 28 to 20. The Broncos opened with a rush to score twice in the first four minutes to lead 14-0. The Bears came back and played the Broncos about even until late in the opening half when a blocked punt rolled behind the goal and Washington converted it into a touchdown. Bruce Bosma counted a touchdown in the third quarter, but going into the fourth period Washington scored one to trail only 21-13. The Broncos spurted again to travel 54 yards in seven plays and make it 28-13. On the following kickoff Jim Burst of the Bears broke away.

Mrs. Bertha Davis, Dean of Women for 30 Years, Dies

First joining Western’s faculty in 1914, Mrs. Bertha Shean Davis became dean of women in 1917 and held that important post until her retirement 30 years later.

During that time she became a prominent hilltop figure, a friend and counselor to many of the girls on the campus.

After an illness of four days, Mrs. Davis died October 15 in Borgess hospital, Kalamazoo.

A Tribute

For many members of the faculty the name Bertha Shean Davis first meant warm and sincere enthusiasm. As she was chairman of the social committee for several years she considered it a pleasure to make the new members of the faculty understand that Western was glad they were here and that there was no better place to teach. Her hospitality at home, graciously casual, is pleasant to recall. On the campus it was easy and natural for faculty members to drop into her office, for she was not only wise but modest about her wisdom. She could understand the point of view of the administrators, and she had the imagination to understand the problems of the teaching staff. In the office of Mrs. Davis one received an infusion of enthusiasm for Western. Mrs. Davis loved Western—her Alma Mater, her employer and friend.

Mrs. Davis as Dean of Women shared her experience and understanding with the students. She helped them organize the Women’s League in 1914. Every Wednesday the girls on the campus enjoyed her cordial welcome at the teas, and the girls who worked closely with her on the cabinet had a loyalty and love for Mrs. Davis that continued through the years. She was inspiration. She was decorum. She was refuge. In recognition of her qualities the women students requested that the League Room in Walwood Hall be named “The Davis Room.” Many former members of Women’s League return to the campus to join students and faculty for the June Breakfast. It has been a tradition that at that time one of the seniors sing a lyric written to Mrs. Davis by Mrs. Rose Netzorg Kerr. For the alumnae the sentiment Mrs. Kerr expressed after she had left Western is their sentiment.

“Oh I would give most half my heart
To climb that hill with you.”

Mrs. Davis’ warmth was not limited to the campus, and life demanded of Mrs. Davis personal courage. Her husband, Phillip Davis, died when their two sons were not yet of school age. She became a teacher of music and gave her sons not only a happy boyhood but a university education. Her understanding extended beyond her immediate family: her love, kindness, and encouragement meant much to her nieces and nephews. Her own happiness

(Continued on Page 18)
Great Growth Noted in Business Studies Enrollment Since Close of Last War

By ARNOLD E. SCHNEIDER

In recognition of the growth and importance of the business administration program at Western Michigan College, the state board of education, through the efforts of President Paul V. Sangren, has authorized Western to grant the Bachelor of Business Administration degree. This new degree will be conferred for the first time during the commencement service in February, 1953.

Education for business on the collegiate level has shown a remarkable growth and an unusual vigor. In actual numbers, it is one of the largest areas of enrollments in our American colleges and universities. This growth has taken place in an unusually short space of time. Although the first collegiate school of business administration in the United States was founded in 1881, no great movement for the establishment of business courses on the college level was undertaken until the end of the first world war. It can be fairly stated that the groundswell movement of education for business on the collegiate level had its inception in the post-war period of World War I.

It is interesting to note that the second great growth period of enrollments in business administration courses at the collegiate level coincided with the post war period of World War II. The reports of the Veterans Administration showed that business administration courses were the most frequently selected area of study by returning veterans. It was during this period that colleges, feeling the insistent demands of the returning veterans, bent their energies to providing the instructional needs of those students.

The needs for education for business on the collegiate level had their roots, however, not in the two wars, but in the cultural changes which the wars hastened and accentuated. The first training programs for business leadership were an outgrowth of the demands of our rapidly growing, complex business institutions. That our institutions of higher learning were responsive to the needs is a tribute to our basic American educational philosophy—that education must meet the needs of the culture from which it springs.

Significant changes in our business relationships and in the tools of business have taken place during the past thirty years. It is these that have set the stage for the multiplication of business courses in junior colleges, collegiate schools of business and universities. Among these changes we can list:

1. The income tax laws.
2. Business forecasting as a tool, and statistical treatment of data.
3. Scientific and professional management needed by the corporate form of business.
4. Cost controls and inventory controls.
5. Social Security records.
7. Labor laws and the growth of a body of personnel information.
8. State and local taxation programs.
9. The technology of advertising, selling, and merchandising.
10. Government controls and governmental laws and regulations.

It was these changes that set the stage for the need for trained people to work in the world of business. Western Michigan College recognized this need early. The economics and business departments established a “BUSINESS ADMINISTRATION CURRICULUM” to meet the needs of the returning veterans of World War II. This initial program followed the trend of the majority of business administration courses in that it was a liberal arts approach to leadership training for business students.

In the fall of 1947, a complete revamping of the business administration program was undertaken. This required the cooperation of Dr. Floyd Moore of the economics department, the late Dr. Deyo Fox, who was the director of the vocational education department, the Administrative Council, and the curriculum committee. One of the first major steps taken was to place the business administration curriculum under the jurisdiction of the business studies department.

As the planning for the new business administration curriculum got underway, two basic criteria were used to evaluate the action being taken:

1. How will it meet the needs of the students?
2. How will it meet the needs of the business community of Western Michigan?

These first business administration training programs were aimed at preparing young men and women in business on the managerial, executive or administrative levels. That this narrow concept does not at all meet the needs of our modern business economic system is becoming increasingly clear.

At the outset, it was determined that Western’s business training program must meet the needs of the larger community which it serves. It could not merely attempt to emulate existing collegiate business schools. It must find out what areas it should logically train for and how best to meet the demands. The business administration curriculum with its majors and minors is designed specifically for that objective.

It was not enough to train for the top management jobs in business and industry. Western deemed that its function was to train for the many and varied occupations in the business and industrial world which required specific knowledge and skills. For example, as the scope...
of accounting grew, it was necessary to train more accountants. As the scope of retailing grew, it was necessary to train more retail workers. In short, Western's objectives were to train people in keeping with the actual demands of business and industry. It was an expression of vocational education in its highest and broadest sense.

The criteria of meeting the needs of the students was answered in the curriculum through the following three objectives:

1. To give the student a background of social business understandings. To make the student aware of the larger implications of his business efforts as a part of our total business economic system.
2. To give the student a specific employable skill, i.e. accounting, salesmanship, office machines, with which to obtain initial employment.
3. To give the student a working knowledge of the how and why of business and to acquaint him with the various tools business uses to get its work done.

Business administration at Western College has shown a remarkably healthy growth. The accompanying table shows the distribution of enrollments in the business studies department. It will be noted that the business administration students are the largest single group in the business studies department.

<table>
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<th>Growth in Business Studies Students</th>
<th>1947</th>
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<td></td>
<td>533</td>
<td>503</td>
<td>698</td>
</tr>
</tbody>
</table>

Thomas Briscoe

Thomas Briscoe '37, a member of the Western Michigan College football teams in 1933 and 1936, is being seen rather frequently on television these days by WMC folk, but probably has been recognized by few of them.

Today Briscoe is one of the top licensed fight officials in Michigan, and as such appears often Saturday evenings on the Motor City fights and at other times as a semifinal or main bout referee for the bigger matches.

The confidence of his wife, and that of such men as the late Judson A. Hyames, Jerry Hagan and Hugh Nichols as paid dividends.

Several years ago Mr. and Mrs. Briscoe attended a boxing event at Brewster community center in Detroit, where he was a committee man. When his wife learned that the referee for the evening was paid, she expressed her belief that her husband could use the money, PLUS doing a much better job than she had just seen.

Three Who Believed

Thus, in 1945 Briscoe applied for and received his license to officiate in the state of Michigan. Three of his sponsors were Hyames, Nichols and Hagan. They believed in his knowledge of the fight game, in his fairness, impartiality and honesty. Commissioner John Hetteche later presented Hyames' letter to Briscoe for the fine tribute it paid the new referee.

Briscoe became a successful ring official almost overnight. In addition to working preliminaries and finals of the Golden Gloves, CYO and Diamond Belt tournaments, and such intercity tournaments as the Chicago-Kalamazoo clashes a few years ago, he worked the Great Lakes and White Plains Air Force regional and championship bouts last year.

He has been in the ring for such headliners as the Sandy Saddler-Artie Price bout; Lester Felton vs. Ike Williams; Leroy Willis vs. Beau Jack; Henry Brines vs. "Irish Bob" Murphy; Clarence Henry vs. Ome lio Agramonte; Charles Hayes vs. Jake LaMotta and Ralph Zanelli vs. Johnny Bratton. The latter four were coast-to-coast TV shows.

Fight referees, who also take their turn as ringside judges, have their share of unusual incidents. Once when a boxer lost his mouthpiece, Briscoe scooped it off the canvas and back handed it out of the ring where
Western Cagers Open Season
December 1 at Mt. Pleasant

Other new features, besides the coach, may make Western Michigan College basketball fans sit up and take notice this winter.

Joseph Hoy '32, who returns to the Broncos as cage mentor after directing the cage fortunes at River Falls, Wis., state college for several years, has revealed that he will not only use the fast break but will introduce some set plays into the pattern.

Western, of course, made history early in the '30's when Herbert W. (Buck) Read introduced the fast break and fairly ran the opposition right off the hilltop before an adequate defense could be set up. This was based on the immediate interests of students. It would be unlikely that all students would have an immediate interest in any single problem. Rather such problems will be selected because of their pertinence to the living of the students. The teacher will attempt to exploit student interest in such problems and will stimulate it where possible.

4. Elementary science will grow as an integral part of the total science program, although it is less likely to be structured than the high school sciences. More emphasis will be placed on teaching children to think critically and behave logically than on developing understandings of scientific principles.

In summary, science programs will be developed cooperatively by committees of teachers from all levels that will decide what major competencies in science all students should have on leaving the public school. In turn, the teachers at the various levels will select experiences that will contribute at those levels to the overall attainment of the competencies. This will not mean that immediate interests will be ignored. Rather it will mean that such interests will be used in attaining the competencies desired.

style was accentuated with such stars as Harold Gensichen and Bob Adams carrying the scoring load.

Adams, offensive star last year and one of the few Broncos to score 1,000 points or more in three years, will be sorely missed. But back from the 1951-52 MAC co-champions are Roy Healy and Neil Benford, forwards; Charles Brotebeck and Harold Stacy, guards and Ron Jackson, towering home-grown center.

Jack can take up some of the slack left by Adams graduation. Ron tossed in 267 points last year, to trail Adams by more than 100, but had trouble finding his way around as a freshman for the first half of the season. Healy, Benford and Brotebeck all scored well last year and if they each improve some will give the opposition much trouble.

In looking at the Mid-American conference prospects this year, Miami University again looks tough, returning every letterman from last year's team which tied for top honors. Cincinnati and Toledo can be counted for their usual tough brand of basketball, with Kent, Western Reserve, Ohio University and Bowling Green sure to give some of the contenders fits.

The schedule follows:

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 State at Hattiesburg, Miss.
Dec. 20—Kent State at Kalamazoo
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' Ohio
Feb. 14—Cincinnati at Kalamazoo
Feb. 16—Loyola at Kalamazoo
Feb. 21—Ohio at Kalamazoo
Feb. 28—Miami at Kalamazoo
March 2—Toledo at Toledo

Trends in Science
(Continued from Page 6)

be organized less and less into large units of subject-matter. Rather they will be organized about problems that the student will face in his everyday living, the solution of which will enable him to adjust more effectively to his biological and physical environment. Such a problem might be, "Is it desirable to fluoridate the water in our community?" or "Should our city streets be paved with concrete or blacktop?"

The solution of these problems will involve group experiences, but these experiences are not likely to be
Two Graduates, Both Jet Pilots, Die in Accidents

Late in the summer death claimed two Western Michigan College graduates, both pilots of jet aircraft for the Air Force, although both did not die in aerial accidents.

First to meet death was Maj. Donald E. Adams '42, who was killed in August when his F-89 Scorpion tore apart while passing over some 51,000 spectators at the International Aviation Exposition in Detroit.

Maj. Adams had served in World War II and in Korea, returning to the United States only recently. He was recently pictured in Air Force magazine as a jet ace, having downed five or more planes in jet combat over Korea.

On Sept. 4 Lt. William E. Bouton, '49, was killed when his car skidded and overturned on highway US-31 four miles south of Pentwater.

Bouton first entered Western in 1940, and after serving with the Royal Canadian Air Force and USAAF in World War II, returned here to complete his studies. He reentered service with the Michigan National Guard and was stationed at Selfridge AFB, Mich. He was unmarried.

Mrs. Davis

(Continued from Page 14)

was increased in the last few years by strong family love and appreciation surrounding her.

Her inner glow of faith and happiness was contagious. Many in the community appreciated her Irish humor and quick understanding. She was good company. By those who knew her in the home, in the school, in the church, and in the community Mrs. Davis will be remembered as a friend with unlimited sympathy, natural refinement, and strong loyalties.

—D. LOUTZENHISER

Visitors to Western Michigan College's expanded campus get a help these days from this huge directional sign erected at the intersection of Oakland drive, Lovell street and West Michigan avenue.

Earl Takes Detroit Post

W. Albert Earl '34, formerly with the Upjohn Company, Kalamazoo, has been named manager of employment and employees services of the Parke Davis & Co., Detroit.

Since 1945 he had headed the training and publications department for Upjohn, having returned to Kalamazoo after working three years in the industrial relations department of the Lockheed Aircraft Corp., Burbank, Calif., as personnel director of the Food Machinery Corp., San Jose, Calif., and as mid-west division personnel manager for General Foods.

Robert Richards '51 is now teaching public speaking and dramatics at Perkins, Mich. He also coaches seventh and eighth grade basketball where his equal compiled a record of nine wins and three losses.

W. Albert Earl
Ernest N. Storrs

Wins Praise in Radar Research

Hailed as a pioneer in "blind landing radar" equipment development has been Ernest N. Storrs '35, who recently was named chief of the navigation laboratory of the Rome, N.Y., Air Development Center.

He did much of the basic development work in military search-type radar for surveillance and navigation traffic-control purposes. He has also directed several projects having to do with development of efficient air traffic control systems. The results of these developments have produced equipment now in use all over the world by the Air Force.

In his new position, Storrs will be charged with responsibility for development of ground electronic equipment or systems for air navigation and landing, and for investigation of principles and techniques involved in automatic flight control.

For two years after graduation from Western he served as an instructor in mathematics and science at Elk Rapids high school. In 1942 he accepted a position with the Signal Corps Engineering Laboratories at Belmar, N.J., where he was assigned to special tube and circuit research for automatic warhead firing devices. In January, 1945, he transferred to the Air Force, Watson Laboratories, Red Bank, N.J.

12 Mrs. Charles Voorhees (Myrt'e Brown '12) died Sept. 7 in Marshall, following a two-month illness. She had taught school for many years in Marshall and Grand Rapids and had been active in the work of the Michigan Audubon Society.

19 Mrs. Oliver Carlson (Armeda Emmel '19) died Aug. 14 in Battle Creek. She taught music in Bellevue until her marriage in 1925, and was very active in civic affairs. She leaves her husband and her mother.

20 Mrs. Beryl B. Fox (Laura Woolpet '20) died Aug. 8 at Goodrich where she had lived the last seven years. She had taught during this time in the Goodrich school. Her husband was former superintendent of schools at Mt. Morris, and together they left there in 1932 to found the Genessee County Herald.

28 Colonel L. Schaubly '28 has been named to the executive committee of the National Education Association. He is a Kalamazoo school administrator.

29 Chester Eagleton is employed by the Besser Manufacturing Company of Alpena, Mich., where he is in charge of Navy Stores in the Besser Company war production operation. "Chet" and his family moved to Alpena from Dearborn in 1951.

32 Meredith R. Taylor '32 has accepted a position as a field representative with the Michigan Education Association. He will work in the Upper Peninsula and the northern counties of the Lower Peninsula. For the last six years he has been an instructor in written and spoken English in the basic college at MSC.

35 Its a far cry from teaching in Albion and Grand Rapids to Miss Dorothy K. Woodford's '35 present job. She's now in the U.S. for a brief respite before heading for Paris in February where she will spend most of the year as a shopping consultant for the Olson Travel Organization. At the moment she is in their Chicago office. It all had its start during World War II when she went to North Africa and Italy with the Red Cross, and fell in love with the life of the wanderer.

36 Troop information and education officer at the Rhine military post in the French zone of Germany is the new appointment for Maj. Bert Adams '36. He was recalled to active duty in July of 1951 and is a graduate of the armed forces information school. In civilian life he was a teacher at the Portage school. His wife and two daughters now reside in Grandville.

37 Mrs. Russell French (Betty French '37) spent five weeks during the past summer at L'Ecole Normale in Paris studying French literature and practical French with a group from Ohio State University. Mrs. French is a teacher in the adult education department in Kalkaska at the present time, and also keeps busy at home with her three children.

39 Gale W. Cosgrove '39 has forsaken the news photography field after 13 years with the Battle Creek Enquirer & News and is now with the VandenBurg studio, Albion.
Col. Donald Yanka

Col. Donald Yanka Gets New Post in Chemical Corps

Col. Donald E. Yanka '30 has been appointed president of the chemical corps training command doctrine board at Ft. McClellan, Ala.

He joined the special staff of the training command following graduation from the Armed Forces Staff College, Norfolk, Va., earlier this year.

Col. Yanka received his commission in the chemical corps reserve in 1932, first seeing active duty in 1935. He again returned to active service in 1940, going to Edgewood, Md.

In 1942 he moved to Camp Seibert, Ala., as executive officer and director of training, and in 1944 was named commanding officer of the 89th chemical mortar battalion in Europe. He began a second tour of overseas duty in 1946 as chief of technical and training division, office of the chief chemical officer, European command. In 1946, while overseas he received a commission in the regular army.

Returning to the states in 1949, he was sent to Command and General Staff College, Ft. Leavenworth, Kans., after that being moved to Dugway Proving Ground, Utah, as commanding officer.

He has been awarded the Bronze Star and Army Commendation ribbon. Col. Yanka is married and has one daughter.

Mrs. Frank Perrin '40 is the new principal of the Milham road school of the Portage schools. She will also serve as over-all elementary co-ordinator for the Portage schools.

Miss Alice Oman '40 was fatally injured Sept. 23 when her car struck a tree in Grosse Ponte Shores. She had taught at St. Clair Shores, Walled Lake and transferred to Detroit Eastern high school in 1951. Last February Miss Oman completed work on her master's degree at Wayne University.

Donald McCook is now athletic director and a history master at the Solebury school, New Hope, Pa., in the heart of beautiful Bucks County. His wife, He'en Marshall x'41, busies herself with portrait painting and the teaching of ceramics.

Mildred C. Bolton '44 received a master of science in library science from the school of library science at Western Reserve University in September.

Paul E. Brown x'45, Grand Rapids chiropodist, was killed Sept. 3 when his car struck the rear of a truck on M-37 in Sparta. He was a graduate of the Illinois College of Chiropody and Foot Surgery. Dr. Brown was unmarried.

Raymond L. Underwood '46 has received the master of arts degree from the University of Iowa.

Mr. and Mrs. William O. Haynes '48 (Doris J. Stephenson '47) are now living in Kalamazoo. Haynes is co-owner of the Dougherty's Corners super market, west of Kalamazoo on M-43. He recently was elected secretary of the Kalamazoo County Retail Grocers and Meat Dealers Assoc.

Neil Berndt x'48 has been appointed St. Joseph, Mich., city engineer, after having worked for several years for the New York Central railroad in the office of the division engineer in Jackson. He received an engineering degree from Iowa State College in 1949.

Harold F. Barr '38, principal of the James Couzens Agricultural school in Bath for the last year, has been named superintendent.

A master of music degree from the University of Rochester has been granted to Tom R. Fulton '49.

Victor Lockwood '49 is teaching physical education and coaching in the Bay City public schools. He was married in August to Miss Lillian Koeplin, Bay City.

Abdul Naeem '49 and his wife Zuleikha Kahn x'54 report from San Francisco "Our 'little addition' turned out to be two," a boy Sha-hid and girl Sheereen, born Oct. 16. Abdul is now librarian for the consulate general of Pakistan in San Francisco.

T. M. O'Connell '49 has been appointed as a salesman for the Kawneer Company in the Cincinnati territory. A native of Dowagiac, he has been with Kawneer since 1951.

John R. Milroy '49 has been named an assistant cashier of the American National bank, Kalamazoo, and will also put in part time in charge of the loan and discount window.

Lt. Lillian Branyan '49 is now stationed in Honshu, Japan, where she was married Aug. 9 to S/Sgt. Paul T. Winter.
Graduate Students Pioneer in Report to Be Given on Examination Research

On December 29, 1952, at the convention of the American Association for the Advancement of Science, a group of graduate students of Western Michigan College will present a research report that will offer two "firsts." One will be the report of research findings concerning the much maligned Regents Examinations in Science of the State of New York. The second will be that for the first time in its history, Section Q (Science Education) of the AAAS will devote a full session to a major report rather than to a series of short papers. Why this happened is an interesting story.

Many years ago, through the efforts of educators in the State of New York, a series of examinations were developed by the State Department of Education for measuring the achievements of students who took certain courses in the high schools of New York State. Although the examinations have never been obligatory, pressures in the school and home have influenced great numbers of students to take the examinations despite the fact that they are designed chiefly for students intending to go to college. In addition, the contents of the examinations probably influenced the contents of the courses in high school to some, although to an unknown extent. The length of time that the examinations have been in use is attested by the fact that three examinations are prepared every year and they now number over three hundred.

The system of Regents Examinations was not greeted with whole-hearted enthusiasm even from the first. Probably the most outspoken criticisms of their disadvantages and drawbacks have emerged from the universities located in the City of New York. The criticisms have failed to have much influence however, since the criticisms have merely been unsubstantiated opinions of persons and groups with whose philosophy of education they came in conflict. Not once, during the entire period in which the examinations have been in use, have they been subjected to exhaustive research.

In 1946 the New York State Science Teachers Association, together with the University of the State of New York, decided to evaluate scientifically the Regents Examinations in Science. As a result of a number of conferences, the direction of the project was assigned to an instructor at Western Michigan College, who had formerly been a science teacher in New York State, and who was directing the research of graduate students. In turn for their research work, the graduate students were to receive credit toward their master's and doctor's degrees.

Since December, 1948, the stu-
This is WMCR, the FM Radio Voice of Western Michigan College

How would like to sit in your living-room and be able to receive the equivalent of an educational convocation and a festival of arts every week? If you have an FM radio receiver, and if you live within twenty-five or thirty miles of Kalamazoo, Western Michigan College, through the facilities of its 250 watt non-commercial FM radio station, is making available to you twenty-five hours a week of outstanding radio programs, including drama, lectures, discussions, and music.

To begin with, WMCR is presenting each Monday, Wednesday and Friday the lectures of Dr. William R. Brown's class in Shakespeare. Recorded on tape during Dr. Brown's 10:30 class, the lectures are broadcast at 1:10 P.M. on Tuesdays and Thursdays at the same hour FM listeners may tune in on Dr. Willis Dunbar's class in The Westward Movement.

The station also broadcasts recitals given by members of the staff of the Music Department and by selected music students. The talks given by assembly speakers are recorded and made available to the FM radio audience of Southwestern Michigan. Important conferences are recorded and broadcast. All home athletic contests are broadcast alive. Campus news is a regular feature of the station, which endeavors to extend the campus boundaries to include a radius of thirty miles.

From the National Association of Educational Broadcasters, WMCR receives each week via tape-recording programs from the British Broadcasting Corporation, the Great Hall of the Cooper Union Forum, the French Broadcasting System, Radio Netherlands, and universities and colleges throughout the United States. The tape-network of the N. A.E.B. has been called by the London Times "the most important development in the history of American radio."

Heading the list of outstanding programs from the N.A.E.B. is "The Jeffersonian Heritage," the first of four series made possible by a $300,000 grant from the Fund for Adult Education of the Ford Foundation. Starring Claude Rains, the dramatic series is based on the research, writing, and advice of Professor Dumas Malone, Department of History, Columbia University.

WMCR is keeping the series on file, and is making copies for several schools so that they may add these outstanding programs to their audio-visual libraries.

"The Male of the Species," from the Great Hall of the Cooper Union in New York, features lectures by outstanding anthropologists, psychologists, and psychiatrists. The station broadcasts on Wednesday evenings at 7:30 the University of Chicago Roundtable heard on N.B.C. the preceding Sunday noon. Music for the Connoisseur features David Randles, professor of music appreciation, New York University.

Space limitations prevent more than mention of other popular programs.

WMCR and the N.A.E.B. tape network started out together just two years ago. With new educational stations beginning operation, and with a score of universities, colleges, and public school systems applying for TV licenses, education may eventually be in a position to make a more significant impact on society through mass media communication.
Tau Kappa Epsilon Invites Alumni

Alumni members of Theta Chi Delta fraternity, which in the last spring became the Delta Alpha chapter of Tau Kappa Epsilon, a national fraternity, are urged to acquaint themselves with the new organization and to lend their strength to this new movement by affiliating themselves with the group.

The new chapter has set as a development program the increasing of its membership, the establishment of a chapter house near the campus and the building of a strong alumni association.

Mrs. Michael E. Muha (Elizabeth Schmid '42) is the author of factual story, "Michael and Mr. Flame," which appears in the October issue of The Instructor.

Grammar

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and cowardly, for instance, indicate that the persons to whom they are applied are "like" a man (i.e., a good or admirable man), a woman, a saint, or a coward.

In Anglo-Saxon, for the sort of expression which we think of as "adverbial," the adjective ending -lic became -lice, the case-ending e being treated as a syllable. So the old word manlice may be translated by the phrase "in a manly way:"

Along with various other case-endings, this final e which marked the adverbial construction was lost in the general decline of the older language. As the suffix dwindled to -li or -ly, the distinction in form which had shown the difference of meaning between -lic and -lice was obliterated. Since then, the -ly ending has somehow found its principal function as the sign of an adverb. A fair number of adjectives in -ly remain with us; they may be considered as relics of the former usage, analogous to the irregular plurals of nouns, which still bear record of a time when plurals were commonly formed otherwise than by adding s. When we have occasion now to make new adjectives, the suffix which we naturally add is not -ly but -like.

Yet not all of our adverbs end in -ly, and, from a historical point of view, it seems reasonable to expect that not all of them should do so. The "flat" adverbs, as they are sometimes called—those which do not have the -ly ending—may remind us once more of irregular plurals, and of adjectives in -ly, in that these also are relics of a now-forgotten system. As appears clearly in our example of manlice, what made it an adverb in Anglo-Saxon was the ending e. But this ending was commonly added in Old English to other adjectives which did not end in -lic, and of course it made them just as truly adverbial. For instance the adjective hat (our hot) had for its corresponding adverb hate. With the general dropping off of unstressed final e's, both adjective and adverb came to have the same form hot, and so we find them in Shakespeare. The fact that the adverbial form of this word is now definitely established as hotly shows how the feeling for -ly as the sign of an adverb has gained in strength since Elizabethan times.

The case of hotly is typical of many others. When a method of inflection becomes the prevailing one, it spreads easily to words which in the beginning were handled quite differently. As in sing, sang, sung, or drive, drove, driven, so in Old English many other verbs shifted their vowels, but a number of these new forms the past tense by simply adding -ed like the great majority of our verbs. The tendency of young children to use verb-forms like buyed or seed or goed gives a hint as to how far this development might extend if it were left to take its course unchecked, and children who have any feeling at all for -ly as the adverbial sign are likely to create an occasional -ly adverb not to be found in the dictionary. Of course they do not need to know the term "adverb" in order to feel the relationship.

Why Do They Survive?

Now, in view of the many adverbs formerly "flat" which have long since acquired the -ly ending, we may wonder how it happened that some of the uninfl ected forms should nevertheless survive, as they still do. The truth seems to be that these exceptions would not have remained as they are, had there not been some positive reason to prevent each one of them from joining the larger group which had become "regular."

In some cases the reason may be obscure, but in others the persistence of the "flat" form is easy enough to account for. To notice a few common examples, we can plainly see why high, low, near, hard, late, and even do not take on the conventional -ly.

To say, "He threw the ball highly," would appear ridiculous, because highly is specialized in the figurative sense, "in a high degree;" one says...
that a dish is "highly seasoned," or that a report is "highly satisfactory." Low cannot be replaced by lowly, not only because the latter is essentially an adjective, but also because it suggests humility or inferior social rank; its proper sense appears in the phrase, "the meek and lowly." The adverb nearly suggests too strongly "almost" to supplant near (as in fact it formerly did) in the literal sense of "within a short distance." Hardly has too definite a meaning of "barely" or "scarcely" to be used now instead of hard in such a sentence as "They worked hard," or "He fought hard." Comparison of the two statements, "We have been coming late in the afternoon," and "We have been coming lately in the afternoon," reveals a difference of ideas which is quite sufficient to keep lately from driving out late. Even, in the sense which it has in "even now," "even at the very end," or "He rises early even on Sundays," has a figurative quality distinct from any meaning of evenly: "They spread the cement evenly," or "The wall rose evenly all along the line." It is clear, then, that there are obstructions to prevent these adverbs from joining the -ly group. Probably all such uninflected adverbs would otherwise have been drawn into the regular class.

There comes to mind, however, a conspicuous example in which no such distinction appears: The adverbs slow and slowly have exactly the same meaning. Since slowly has not become specialized in any particular sense, like that of highly, hardly, or lately, there would seem to be nothing to prevent it from supplanting slow in adverbial use. The fact is that in most contexts slow, as an adverb, will hardly sound right to the ear of a person who has developed any very definite feeling for correctness in expression. Yet here the influence of grammarians and etymologists has probably counteracted somewhat the natural evolution of our language. Distinguished authorities have defended the uninflected adverbs. The late Mr. Kittredge of Harvard called them "an ancient and dignified part of our language." It seems as if some people actually cultivate the substitution of slow where they might be naturally inclined to say slowly. Mr. Fowler, in his Dictionary of Modern English Usage, admits with an air of regret what he calls "the encroachments of -ly," but assures us that "slow maintains itself as at least an idiomatic possibility under some conditions."

It is true that the adverb slow resulted from the dropping of the final e of the Old English adverb slowe, and that its usage was long taken for granted. It should, nevertheless be regarded as a survival, not a corruption. But it is equally true that this usage was characteristic of a time different from our own, because -ly was not yet recognized as the typical ending for adverbs. At present, therefore, deliberate insistence upon the older forms seems rather an artificial pose. Meanwhile, exceptional idioms may persist here and there in the language for various reasons. Perhaps, for instance, the conjunction, "Go slow," will retain a permanent position as both natural and correct. If it does, however, the plausible explanation will be not so much a continuing respect for ancient forms as the satisfying sound produced by coupling two monosyllables which rime. At any rate, those who find slow more congenial will be obliged to make concessions. No one with any sense of correctness would say, "The man spoke slow and carefully," because it could not be pretended that careful is an adverb. To say, "The man spoke slow and carefully," would seem to emphasize a quaint distinction, and would surely sound ridiculous, and would surely the sentence will be, "The man spoke slowly and carefully." So dominant, indeed, has become the feeling for the propriety of the -ly ending that it is used even in places where no adverb belongs at all. A common example is the expression, "She feels badly," which is justifiable only if it means that the person's sense of touch is defective. It shows much the same unintelligible would-be correctness as that of people who say "an awfully lot," "between you and I," or "They invited she and I."

No doubt there will continue to be careless, cheerful souls who say, "He works regular," or "He was hurt bad," just as they say, "He done it pretty good," "He don't do so bad," or "He sure got it easy." They will manifest the same obtuseness, the same indifference and insensibility to shades of meaning, in various other ways. Even their bad grammar, however, is grammar of a sort after all, a system of thinking even though it be only a crude and indiscriminating one, unworthy of a supposedly civilized race.

New Building

(Continued from Page 3)

Wide praise has come from many people for the daring and resourceful ideas which she has incorporated here. One color expert praised her highly for her uses of large quantities of attractive and compelling colors, rather than limiting their scope to a very limited display.

Unique Stair Window

One unusual feature of the building is the four story window on the south face inside which winds the main stairway of the structure. In this window hang two drapes, each 48 feet long, dropping from the roof to the ground level entrance. Large planter boxes in the corners of the stairway help to bridge the gap between the out-of-doors and the inside building. Also to accentuate this idea, the stairways have been finished in the exterior face brick of the building.

Exterior lighting for all rooms is through short panels which pull out to provide ventilation, topped by glass bricks to the ceiling level. Both fluorescent and incandescent lighting are used.

Many and varied are the decorative devices found in the building, from the Japanese fishing floats which hang from a stair landing in
the tower window to a Chou bell from China, from six brass Indian gongs to a pig scalding pot turned into a magnificent planter.

An Imari vase graces one stairway landing, and oriental designs are used in many places to enliven the scene. A magnificent 750-pound Florentine table sits just outside the graduate office door, this just one of many artistic pieces from the A.M. Todd collection. From Harry Hefner family has come the “Robe of 100 Monks,” which hangs in a frame on the second floor.

At the westernmost entrance a massive terrazo creation, the gift of the Rossi Terrazo Company, Grand Rapids, looks down on the passing students. This representation of the Goddess of Rome weighs 500 pounds.

Outside each office door hangs a modernistic design made by students last year in Miss Hazel Paden’s elementary design class. Those who contributed include Yvonne Good, Roland Vashaw, Reba Bodary, Louise Boyce, Sandra Gage, Katherine Burk, Kenneth Rimes, Elizabeth Cunningham, Beth Lawless, Richard Brossier, Verne Knolle, Ronald Hudson, Aleta Barkey, Joyce DeMoor and Ellen Shine, one each, while Noel Johnson and Marilyn Conroy each conceived two designs.

Douglas Teller created a modern design depicting the work of the business office which appears as a mural on the office wall, aided in the painting by Richard Brossier. Louis Rizzolo created a similar thing for the records office, with the help of James Boykin.

Ralph Calder of Detroit was the architect for the building, while M. C. J. Billingham, Kalamazoo, was the general contractor.

Window patterns stand out in three exterior views of the Administration building. At the top is the Michigan avenue second floor entrance; middle, from the south one looks across the Hays Circle to the first floor entrance; and again from the north, the bottom photo shows the depth and breadth of the building.
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