WESTERN MICHIGAN COLLEGE

News Magazine

Spring, 1953

Three Department Heads Retire
Kenoyer
Reed
Shaw
Mildred Stephen Fontaine Succumbs at Ohio Home

The death of Mrs. Paul Fontaine, nee Mildred Stephen, on March 9, 1953, leaves to many faculty members and student alumni a cherished memory of one with a colorful, inspirational and buoyant personality. Mrs. Fontaine served on the faculty of the women's physical education department from 1928 until 1937. A portion of her program consisted of critic work for physical education students in the Portage schools.

To her many friends, she will be remembered for her attractiveness, her radiant youthful spirit, her delightful manners and her zest for living. She possessed a keen sense of humor linked with a deep sympathetic understanding and love of people.

She was a very capable instructor with an insatiable desire to give to her students only the best of her efforts. Her contributions were many. She gave unstintingly of her artistic ability which was always in demand. She possessed ideas on which to build traditions; many of these the department will always hold as quite indispensable. Community projects always claimed her as a faithful worker. In Athens, O., where she had lived since her marriage, she devoted much time to the Girl Scouts.

Though young, Mrs. Fontaine had crowded into her life a quantity and quality of useful service which is not to be measured in time. Somehow the radiance of her warmth and good cheer, her thoughtfulness for others and her contributions to the happiness of those about her will ever remain with us.

—MARY BOTTJE
After a long and distinguished career, Dr. Leslie Alva Kenoyer, of the biology department retires at the close of the academic year, June, 1953. His last teaching assignment will be at the Conservation Training School on Higgins Lake where he will teach botany of flowering plants, June 14 to June 20, 1953.

Dr. Kenoyer came to Western Michigan College in 1923 succeeding the late Dr. LeRoy Harvey as head of the biology department. Dr. Kenoyer was born in Dover, Ill. He received his A.B. degree from Campbell College in 1906, the M.A. from the University of Kansas in 1908, and Ph.D. degrees from the University of Chicago as well as Iowa State College in 1916. His early years of teaching at the Salina, Kans., high school, were followed by an assignment at Leander Clark College, Toledo, Iowa, 1910-1915, where he taught biology. During the years 1916-1922 Dr. Kenoyer taught biology at Ewing Christian College, Al-

Dr. L. A. Kenoyer

lahbad, India, where he conducted a field trip to the Himalayas at the request of the Indian government. While in India as a biology teacher he served as acting director of the agriculture department for a time. Following his return from India he taught botany at Michigan State College during 1922-1923.

Dr. Kenoyer’s interest in teaching has not been confined to biology. In addition to his courses in botany and general biology, he has also taught ecology, conservation, evolution and genetics. In the latter course his students have observed chromosomal behavior in fruit flies.

During his more than thirty years of service as a teacher, his field trip experiences have not been limited to the United States. He can truly be called the “Dean of Field Trip Education” at Western Michigan College. Since 1925 Dr. Kenoyer has conducted some dozen trips for credit enabling botanists, students and teacher-scientists to gain first hand information concerning the fauna and flora of the Colorado Rockies, the Great Smokies, the James Bay, Ontario, region and even Mexico where he has taken groups in 1939, 1950, and 1952.

Dr. Kenoyer has collected plants and carried on research in widely separated parts of the world including India, Panama, Guatemala, the United States, Canada and Mexico; as a result of his collections the herbarium at Western Michigan College has been greatly enriched serving for teaching and research purposes. Innumerable specimens collected from widely separated parts of the world have been added to the collection begun by the late Dr. Harvey.

Dr. Kenoyer has also been instrumental in building up a fine collection of plants from around the world to be found in Western’s greenhouse.

Dr. Kenoyer has distinguished himself as a scientist, an author, a lecturer, teacher and above all, a scholar. Dr. Kenoyer has been honored by many learned societies including Sigma Xi, national society for research in science. He is past president and member of the council of the Michigan Academy of Science, Arts and Letters, having served as president in 1941, and giving as his presidential address Botanical Investigations and Opportunities in Mexico. He was chairman of the botanical section of the Michigan Academy during the year 1952-1953. He holds coveted memberships in the American Association for the Advancement of Science (1916 to date), the Botanical Society and the Ecological Society, having been a (Continued on Page 9)
might qualify to teach in high school vocational homemaking departments.

With this out of the way she went on to institute a program to train dietitians; developed the two-year homemaking program; organized courses of general interest for students not majoring in home economics, and within the last two years has busied herself in setting up requirements for those wishing a master of arts degree in the field.

But the eventful years have told on Miss Reed, and she says that in order to enjoy life she feels it is time to leave and let a younger person take up where she has left off in building Western's home economics department into a notable organization.

Her interests aren't confined just to the classroom, as she has made a great effort to keep pace with education and home economics through other organizations. Miss Reed was first president of the local chapter of Delta Kappa Gamma, national honor society for women teachers; and is a member of Pi Lambda Theta, national honor sorority for women in education. For two years

One wish as Miss Sophie Reed nears retirement has been fulfilled in that she was given a rocking chair by former and present students so she might just "rock and rock" after she leaves her classroom at Western Michigan College this June.

But, as she has spent little time resting during the last 15 years, it is unlikely that she will begin a long period of relaxation in the near future.

More likely Miss Reed will travel widely, filling in the few gaps left in places to see in the Western Hemisphere.

Miss Reed came to Western in January of 1938, and it has been a most eventful 15 years on the campus. Vast changes have been effected in home economics during that period with her touch felt in all of them.

The beautiful new quarters on the third floor of McCracken hall are a tribute to her careful planning. They, without a doubt, are bringing many new students to the home economics department who might have sought further education elsewhere. They resemble only slightly the old food lab in the basement of the training school and the clothing lab and classroom in the soon-to-be-dismantled temporary building along US-12.

She was brought to Western to reorganize the college curriculum in home economics so that graduates she was national home economics club sponsor for the American Home Economics Association. She has been vice-president of the Michigan Home Economics Association and for six years was chairman of its library committee. She is also a member of the State Counselors Association, American Association of Family Relations, American Vocational Association, Michigan Education Association and Business and Professional Women's club of Kalamazoo.

The 48 states all having been visited by Miss Reed in the past, she now hopes to spend some time traveling in Hawaii, Mexico and South America.
Among the new members added to the teaching staff in the fall of 1918, of what was then Western State Normal School appeared the names of Blanche Draper, publicity director and editor of the Herald; Dorothea Sage Snyder, music department; Eugene D. Pennell, commerce department; Doris Hussey, women’s physical education department, and Laura V. Shaw, speech department.

Miss Shaw had received her A. B. degree from Ohio Wesleyan University, had taught dramatics two years at Illinois Women’s College (now MacMurray’s College for Women), Jacksonville, Ill., had received her A. M. degree from the University of Michigan, and had taught one year at Southeast Missouri Teachers College, Cape Girardeau, Mo.

Most of her college speech work was done under Robert I. Fulton and Thomas C. Trueblood, giants in the field of speech training, and the first men to inaugurate speech courses in American universities; Fulton at Ohio Wesleyan and Trueblood at the University of Michigan.

To appreciate fully Miss Shaw’s approach to speech training, it is essential to understand the men who provided the foundation upon which her philosophy was built. Fulton and Trueblood represented a small minority who decried the artificiality that was discrediting eloquence, and who based their speech approach on the conversational style of speaking. Their aim was to train the student to operate as a coordinated whole.

“Impression must precede and determine all expression” was the cornerstone of their philosophy. They worked to get students to think, to form attitudes, and to communicate these thoughts and attitudes to a listener.

Studying with these two men after they had spent many years building the strongest speech departments in the country gave Miss Shaw a basic concept of speech to which she has added, but from which she had never deviated.

Miss Shaw availed herself of every opportunity to learn more about speech and theatre. She studied summers at the School of Speech, Oxford University, the Breadloaf School of English, and the Provincetown Wharf Theatre. Her great interest in creative acting led her to study with Ivan Lazareff, director of the Chicago Art Theatre and Maria Ouspenskaya of the Moscow Art Theatre. Shorter vacation periods found her in New York seeing the best plays on Broadway and studying the techniques of outstanding actors. During the 1924-25 school year she took a leave of absence from Western to teach dramatics six months at a women’s college near Tokyo, Japan.

However, a sound basic approach and a wide background of experience are but two elements that go into the make-up of a master teacher. Speech training is an arduous process. Improvement does not come easily. Miss Shaw’s interest in her students as individuals, her beliefs in them, and her strong desire to

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Evidence gathers, says expert, that although we are enthusiastic about the progress that has been made in understanding, we are not using what we know about

Young Children

BY SARA SWICKARD

In our Mothers’ Study Groups, Parent-Teacher Associations and professional staff meetings, we are enthusiastic about the progress that has been made in the understanding of young children. We point with pride to the resource people we have heard, the books we have read and the audio-visual materials we have used.

A careful look at our school and home programs for young children, however, indicates that we are not using what we know. We still need to discipline ourselves to a consistent, positive and creative application of those principles of growth and development which we know and accept as good for children.

Young Children Need Play

The young child learns about life through his play activities. He needs the push, pull, feel, taste, and smell of life. It is through his play that he develops a real zest for living. He finds not only what materials feel like, but something of what he can do with them. His curiosity is encouraged; his understanding of others is heightened; his creative powers are released; his muscles are developed and his mental processes stimulated as he works out his ideas and feelings in individual and group play. We know this and yet many of our kindergarten programs do not provide ample time, materials, space and freedom for this kind of learning.

Over-crowded classrooms have caused us to rule out certain large muscle activities necessary if children are to become well coordinated. Class size has grown to such an extent that both children and teachers become cross and frustrated because too many personalities are forced into too close proximity. As a result, many of our kindergartens are reverting to the use of peg boards, the stringing of beads, and other quiet activities in the name of free play. This is particularly unfortunate at this point in our culture.

The young children who are attending our schools at present have never had the security of going to bed knowing that tomorrow will be much like today. Many of them have not had the joy of free, independent wandering about their communities.

Increased traffic has made streets unsafe for children, increased adult and juvenile delinquency have made our wooded areas and parks unsafe for unescorted children. We have surrounded these children with radar, jet propulsion, atom bombs and with super men, guns and planes. Most of our school equipment and space, however, has remained at the Lobby Lou stage.

Perhaps we should pause and ask ourselves, what we can do for today’s children while we await new schools? More dramatic equipment and additional staff? Might informed parents and teachers, through cooperative, responsible action, find some temporary solutions? One such group took an inventory of the kindergarten room and decided that fewer tables and chairs would allow for more space to move about. Lightweight, easy-to-store mats were purchased to replace the chairs. Centers of interest were established around the edges of the room. This afforded space in the center of the room for large block-building projects, woodworking activities, creative dramatics and limited riding of wheel toys. The fathers made several low, folding screens so that certain areas in the room could be marked off for designated interest groups.

Parents used their knowledge about children to help with small group planning sessions, to supervise certain play areas, to assist with clean-up activities. This solution was not ideal but children had better play experiences than they would have had. It is one evidence of what can be done if we believe in the importance of play. When we know that children learn to think critically, make decisions and respect individual and group effort through guid-

Dr. Sara Swickard
Dr. Sara Swickard is a native of Steubenville, O., and joined the Western Michigan College faculty in 1952 after a number of years of public school and university teaching. She took her AB degree at Ohio State University, and also two more degrees, receiving the doctor of philosophy in 1948. Dr. Swickard is regarded as an authority on early elementary children.

Many and Varied Experiences

We know this and yet a wide variety of printed materials for children’s use are seeping into our kindergartens under the guise of reading readiness. The more time that is spent on these, the less time there is for real, dramatic, meaningful experiences which are our only real assurance that children will bring meaning to the printed page. It is possible to teach young children to “call words,” but there is a vast difference between this and true reading which is always a matter of meaning. Abstract symbols have no meaning except as the child brings understanding to them.

Kindergarten is the time when the child needs to have contact with real things. Trips to the corner store, the airport, the fire station, conversations with the milkman, the postman, the policeman, give him an opportunity for real vocabulary growth and exchange of ideas. Through these and many other real experiences he is helped to understand and be excited about the materials he will read later. It is the time when he should be encouraged to raise questions, voice doubts, and be helped to find answers. It is the time when he should develop a love and enthusiasm for stories, so that learning to read from books will be a natural, happy experience.

This is a time when we should protect his eyes from the strain of small configurations and his muscles from the bondage of confined work. His school day, rather, should highlight opportunities for him to move about freely, hold conversations with his friends, discuss simple problems that come up through living together.

His own problems, purposes and goals should be the focal point of discussion around which he organizes his thinking. Problems such as: “What shall we name our guinea pig?” “What kind of a house does he need?” “What sort of food does he eat?” are within his range of interest and ability to solve. Why have children of this age to engage vicariously in the experiences of character stereotypes when their own lives are full of rich, important problems?

One of the greatest emphases in the five-year-old’s activities should be in the area of oral communication. Both the in-take and out-go, or speaking and listening experiences, are vital to developing expression, appreciation and understanding in language. Such activities could include planning for the day or event, dramatizing, telling experiences, listening to stories and recordings, creating rhymes and riddles, and expressing ideas through rhythmic movements.

This is a time when we should help children observe what goes on about them and encourage them to see meaning in situations, pictures and events, putting on television shows, playing store, reporting signs of the season, discussing plans for the airport, explaining what happens to various things when the wind blows, describing how to mix a needed color, are just a few examples.

This is the time when we should invest a considerable amount of our budget in a good camera and plenty of film. Children of this age are much more interested in pictures of their own activities than in those of other children. Being able to identify with the picture is important if we expect the child to see meaning in a picture which is completely foreign to them in action and in background setting. Asking young children to do this when they are living such exciting pictures of their own is just one more indication that we have not yet learned to use the real experiences of children as a basis for their learning.

Together, parents and teachers can watch the child’s free play, provide new and stimulating materials for his use, encourage his ideas and free expression, and thus build a solid basis for language understand-
ing and experiences. Then, when eyes, mental ability, understanding and muscles are ready, reading from books becomes an exciting adventure.

Adults Who Care About Them

We know that the young child needs to be able to depend on adults for the kind of living climate in which he is free to make mistakes. He needs to be able to rely on the fact that adults have consideration and respect for him and for his activities. This means that we do not interrupt his play or work as if it had no importance. It means that we treat him as we treat any other good friend.

He needs to be reasonably sure of what to expect under certain circumstances. We make it difficult for him when our expectations are not understood by him or when we are so inconsistent in our reaction that there is no depending on him.

The young child looks to us for security. He needs to be prepared for new experiences. Coming to school for the first time, and not knowing where the bathroom is, and when he can go there, is a frightening experience. The introduction of a new pet can be terrifying if the child is not reasonably sure of how this animal behaves.

The young child needs to know that we like him. A warm, friendly smile, a casual pat on the head, a genuine excitement about his idea of how to solve a problem are all evidences that we care. Our lack of partiality, our calm, interested voice, our understanding of his moods and feelings, our complete acceptance of him even though we may disapprove of his behavior, are vital to his emotional well-being.

We know these things and yet we tend to desert children and turn punitive toward them when they give evidence of needing us most. We belittle children by telling them that they are not acting their age when in reality that is just what they are doing. When a child uses abusive language or take things which he knows are not his or kicks and screams or bites his friends or otherwise indicates that he cannot cope with his feelings in positive ways, we tend to withdraw affection by tone of voice or look or aggressive action. The fact that adults are human too, excuses this kind of withdrawal once in a while; as a rule, however, we should be able to rely upon our own emotional maturity to the extent of being able to give him the support he needs. Perhaps we need to enlarge our own sphere of activity and work consciously for a better mental health attitude.

Children Want to Learn

We know this and yet very often we refuse to teach them. We start or stop behavior, but too seldom do we take time to teach the child. We may get angry if he does not know what to do, and tell him that he should pay attention. We may excuse his behavior because of certain mental or environmental conditions. We may ignore him, thinking that that will bring him around to doing things our way. We may try to “even the score” by striking back at him. These kinds of reactions take little effort and no teaching ability. It takes information and patience and time and endless creative application of known principles to teach him what he needs to know. Sometimes it even takes the courage to recognize that he doesn’t yet need to know what we are trying to teach him.

We need to study about young children and see what the research says about how they grow and develop and learn. We need to keep careful anecdotal and observational records about individual children in order to give them the kind of help they need.

We need to listen to children and see what they are really saying by their words and actions. We need to provide the kind of classroom climate that will help present interests to flourish and new ones to develop. We need to make sure that our particular classrooms provide the challenge that will help each child to realize his full learning potential at any given time.

We need to know the parents of our children so that we can work together to provide the kind of consistent guidance necessary to well-rounded growth. We need to feel the mutual support that comes through this working together toward common goals.

One thing we can do together is some honest self-appraisal. An appropriate and intelligent appraisal cannot start, however, with a whining, afraid cry of, “Let us return to the old tried-and-true methods of child rearing.” True, the methods were tried, but they have been found to be woefully lacking. One needs only to witness the state of the world to recognize that these “tried and true” means have resulted in a group of adults who are, in far too great a number, neurotic, sadistic, afraid and unhappy. There is no road back. There is no middle of the road. There remains only the road that is and the unfolding one of the future. It is much easier to employ sentimental sensibility about the untroubled pathways of a childhood long gone than to think through a positive program of responsible action.
"Great Railroad Conspiracy" Brought National News Focus to State in 1851


Dr. Hirschfeld has presented, in a most interesting manner, a full account of the events leading up to what is usually called "The Great Railroad Conspiracy Case," and a review of the grim trial that ran from May until October, 1851—a trial that aroused national interest, and enlisted the talents of an imposing array of legal talent for both the prosecution and the defense.

Hirschfeld's monograph is based on exhaustive research, and he seems to have examined most thoroughly all possible source material. The best basic source is the "Report of the Great Conspiracy Case" published by the Advertiser and Free Press of Detroit in 1851, and in addition to the "Report," the author examined the files of contemporary newspapers in the Jackson County area, as well as Detroit, the letters written by Fitch, one of the accused, to his wife and the records and reports of the Michigan Central Railroad.

A summary of the facts leading to the trial will be helpful in evaluating Dr. Hirschfeld's report.

The Michigan Central Railroad was built by the state from Detroit to Kalamazoo between the years 1837 and 1846, and in 1846 the state sold the railroad to a corporation organized by John W. Brooks and James F. Joy, with the backing of Eastern capitalists, and gave possession in the spring of 1846, to the Michigan Central Railroad Company. During state ownership, the railroad was a pretty primitive affair with the right of way largely unfenced, and it was inevitable that sand and trains were derailed and stoned and shot at. The large Michigan Central depot in Detroit was burned, but Dr. Hirschfeld thinks that the testimony concerning this deed was shaky—and perhaps he is right.

The company hired a number of private detectives who went to Michigan Center and obtained evidence that resulted in the conviction of twelve after a long, bitterly fought trial. Dr. Hirschfeld tries to leave us the feeling that the defendants were poor, honest agriculturists, persecuted by a powerful corporation; but your reviewer feels that the evidence offered in the trial would not warrant any such conclusion.

Granted that the evidence concerning the burning of the Detroit depot depended largely on the testimony of a most untrustworthy character, Phelps; the much more serious charge of the sabotage of the trains was unquestioned and the penalty for this grave felony could well have been life imprisonment. Only extreme caution on the part of the engineers, and a kindly Providence, avoided a passenger train wreck with the possibility of a considerable loss of life.

The only touch of humor that your reviewer can find in this grim trial is in the statement of one Lewis Snyder who was being examined as to his financial ability to offer bail for the defendants. He testified: "I consider my property worth $5,000 over and above all debts, having no liabilities on my farm except MY OLD WOMAN."

—HAROLD BLAIR

Osborn Tales


One of the few books published by the Historical Society of Michigan is Northwoods Sketches, by Chase S. Osborn. Lewis Beeson, secretary of the Michigan Historical
Mrs. James C. Parker

Cortisone Researcher

When a team of five physicians at the University of California school of medicine and the Wadsworth Veteran's hospital, Los Angeles, reached a conclusion that the "wonder drug" cortisone may be harmful and even fatal under certain circumstances a WMC graduate was on the team doing the work.

Dr. Victor Newcomer '40 is with that medical group which is carrying on further experimentation into the effects of cortisone.

Alumna Tireless Worker for Youth in Grand Rapids

The youth of our country and well organized free public education find one of their strongest protagonists in America today in a mild-mannered teacher and homemaker from Grand Rapids, Michigan. A tireless worker in the interests of both is Mrs. James C. Parker, (Kaarla Van Ostrand '15 national chairman of congress publications for the National Congress of Parents and Teachers.

Upon graduation from Western Mrs. Parker taught for eight years in the elementary grades, home economics department, and evening schools of Kalamazoo. Possessed of an inquiring attitude of mind Mrs. Parker has acquired great breadth of knowledge on social, educational and governmental problems, particularly as they relate to public education on both state and national levels. Although somewhat limited in carrying on activity outside the home while her own daughters were small, she found ample time to become a rather prolific free lance writer on the many facets of her varied interests. As her children grew to maturity she found more time to devote to active participation and leadership in community, state and national activities.

In addition to serving the National Congress of Parents and Teachers, Mrs. Parker is a past regional vice-president of that organization and a past president of the Michigan Congress of Parents and Teachers. Besides taking an extremely active part in the Parent Teacher Association work of her home town, Grand Rapids, she was also a leader in the local Campfire Girls and public recreation commission.

Many of the articles written by Mrs. Parker have appeared in such publications as the Christian Science Monitor, Better Homes and Gardens, American Cookery, The Writers Digest, The Michigan Education Journal, and the National Parent-Teacher magazines.

Know more of the generous flow from this versatile author's pen. He will find the governor's autobiography, The Iron Hunter, rewarding. It is as "indigenous to Michigan as the Northern Spy apple."

A reviewer in an educational journal expresses his endorsement of the Northwoods Sketches and the author in this manner: "I quote the Latin maxim, 'de mortuis nil nisi bonum' (Of the dead say nothing but good) and with great reverence for a great Michigan pioneer, recommend the book heartily,—to Michigan readers."

—MATE GRAYE HUNT
GUIDES FOR THE FUTURE — Three fine speakers will address the 1953 senior class of Western Michigan College during the next few weeks, bringing messages which may help them plan their future. Thursday, May 28, has been set for the honors’ convocation and senior swingout. Dr. Willis F. Dunbar, left, a Kalamazoo College graduate and now professor of history at Western Michigan, will be the speaker. His topic will be “Are Brains a Liability?” Appearing next, Friday, June 12, as the vesper service speaker will be Dr. Robert Draper Swanson, center, vice-president and associate professor of homiletics of the McCormick Theological Seminary, Chicago. His theme is “Making Life Go All The Way.” The commencement speaker Saturday, June 13, in the Waldo Stadium, will be Dr. George D. Stoddard, president of the University of Illinois since 1946. His address will be “Paranoids Versus the People.”

Dr. Kenoyer

(member of the editorial board in the Ecological Society. Dr. Kenoyer has some thirty scholarly research papers in such varied fields as tropical ecology, Mexican botany, and nectar secretions, to his credit published in leading research journals.

Dr. Kenoyer has had at least four or five species of plants from Panama and as many from Mexico and a species of bumblebee named in his honor. In the past he has contributed a chapter, the “History of Vegetation on the Lake Michigan Dunes,” to A. C. Quick’s book, Wild Flowers of the Northern States and Canada.

Dr. Kenoyer collaborated with the late Dr. Henry N. Goddard in writing the widely accepted textbook, General Biology, and with Dr. D. D. Miller, University of Nebraska, in the third revision of the textbook, which was recently republished by Harper and Brothers. A revised edition of the laboratory manual which accompanies the text, and which was written by Kenoyer and Hinds was also published by Harper and Brothers in 1953.

Dr. Kenoyer’s interests have not been confined to his teaching, conducting field work, and research. He is a charter member of Torch club of Kalamazoo which was founded in 1929. He has been very active since 1923 in the Men’s Faculty Science club of Western and has served as sponsor for the Natural History club as well as for the Student Science club here at Western. He spent one school term during the fall of 1937 on a sabbatical leave studying and photographing flora of Mexico. One of his hobbies is kodachrome photography and he has delighted thousands of students and non-students in Michigan and elsewhere with his fine colored slides. Throughout the years Mrs. Kenoyer has shared the interest in garden flowers with Dr. Kenoyer and they have always maintained a very fine flower garden.

Dr. Kenoyer has always been a teacher of science with a keen understanding of the problems in his field of endeavor, and a thorough and painstaking scientific worker.

No question, however insignificant, asked by one of his students ever went unanswered. He is truly admired for his unselfish attitude towards others and for his expertness in his chosen field. He is kindly, inspirational and a most understanding person. To know him is to admire and respect him.

Dr. Kenoyer’s retirement is indeed a loss to the biology department. Dr. Kenoyer plans at present to travel and finally settle in Texas not too far from the Mexican border where he can continue his research in the plants of the region where he lives and perhaps continue to conduct tours into Mexico.

It is the wish of Dr. Kenoyer that many of his friends will find time to visit Mrs. Kenoyer, his daughter Elizabeth and himself when they finally become located in their new home.

—FRANK J. HINDS

Rehabilitation Worker

Since 1946 Charles J. Crawford ’38 has been associated with the division of vocational rehabilitation, department of public instruction. Located in Traverse City, the Crawford family makes its home four miles out of the city on West bay.
New Press Improves Printing Department

By LAWRENCE J. BRINK

Since its inception as a publication, the News Magazine has been produced in the printing department at Western Michigan College, but of the 33 issues published to date this one marks only the second to be printed on the Miehle Model 29 cylinder press recently installed in the department.

A complicated and expensive piece of machinery, occupying nine by 15 feet of floor space, the press gives more flexibility in layout of the magazine, and should give better quality printing. Once it is set up and adjusted to the job being run, this machine is completely automatic, and turns out sheets of paper up to 22 x 28 inches in size, at rates of speed from 2,500 to 3,000 per hour. It cruises best on the News Magazine run at about 3,000 sheets per hour.

But this is a story about the printing of the magazine and the press is the middle of the story.

Typed copy of the material to be used in the magazine is delivered to the printing department starting about six weeks before the publication date and continuing to within about two weeks of that date. This copy is sent to the linotype machines where the operators set the type to be used. By striking the proper keys on a keyboard containing 180 different characters, the operator assembles the individual letters which together become the mold for a line of type. Molten metal is forced into this mold, and one line for the magazine is made. In setting regular copy the operator casts about 200 lines each hour. From 4,500 to 5,000 lines are set for each issue.

The shining, new type is placed in trays, or galleys, and proofs are taken for first reading. The editor reads these galley proofs for mistakes in the type setting and returns them to the printing department for correction. Each line containing an error is completely reset and inserted in its proper place in the galley of type. Normally two or three sets of galley proofs are read and corrected in an effort to eliminate all errors.

While the galley proofs are being corrected, several other steps are taken to insure a smooth flow of the necessary materials into the finished News Magazine. The pictures to be used are sent to the engravers where printing plates, or halftone engravings, are made and delivered to the printer. These engravings resemble prints of the pictures on pieces of zinc instead of the paper used in the familiar snapshot.

Copy for the headlines to be used with the articles is also sent to the printing department during the galley proofreading period. The heads are set from foundry type instead of linotype. This means that each individual letter is picked out of its compartment in the type case and assembled into the finished line. Proofs of both engravings and headlines are also sent to the editor.

During this same time the paper to be used in the edition is ordered. The magazine is printed on a coated book paper of good grade and 70 pound substance or weight. The cover is the same kind but of heavier weight. An edition of 5,000 copies uses about 1,250 pounds of paper.

To complete the supplies needed to print the magazine ink supplies are checked. In many cases the ink manufacturer mixes a special color to be used on the cover. About five pounds of color ink and 10 to 15 pounds of black go into each issue.

After the proofreading of the various elements to be used in a particular edition, the editor prepares a dummy magazine which consists of proofs of the pictures, headlines, and stories pasted in their proper sequence and place in a sample magazine. From this dummy the printers assemble the type and engravings into pages of equal size. The process of making all pages fit on an eight and one-half x 11 inch sheet with proper margins is much like a game in which the editor and printer try to fit together the pieces of a jigsaw puzzle.

After the pages are made-up, proofs are again taken and checked for errors in the type or in the ar-
rangement of the pages. Any needed changes are made and then the pages are placed in steel frames to be locked on the press. They are arranged in what to the laymen appears to be a confusing order—1, 4, 21, 24 in one form and 3, 8, 17, 20 in another—but when the various sections are folded and assembled they fall into 1, 2, 3, 4 order. The paper is now cut to the 17½ x 22½ inch size which is used for this run, and the magazine is at last ready for the press. About four weeks has elapsed since the first copy was sent to the linotype machines.

Since the Michie Model 29 press will print four pages at a time, this means that in the regular size magazine of 24 pages plus cover eight different runs are made. On the press each form is first madeready, that is, the press is adjusted to the size sheet being run, the pages positioned on the paper, the type and pictures made to print sharply and clearly, and the ink adjusted to cover the form evenly and in the right quantity.

One sheet at a time is now automatically fed into the press, printed, on one side, and re-piled at the end of the press. If a torn or otherwise mutilated sheet is delivered to the press, it automatically stops to prevent damage to itself or the type. While the press runs at about 3,000 sheets an hour, only two or three forms of 5,000 each are printed in each working day because of the madeready time involved.

After approximately 40,000 impressions, the sheets are all printed on both sides and are sent to the bindery. Here they are first fed through the folding machine where the large sheet is folded to magazine size. About 1,500 sheets an hour are folded of the 20,000 sheets needed. The magazine is next assembled. In a hand operation the sections, of eight pages each, are placed one inside the other and then inside the cover to, at last, make a complete magazine. From the gathering tables they are taken to the stitching machine where they are opened at the exact center and two stitches driven through to hold the sections together.

The magazines are counted into piles of 25 each and trimmed on three sides in a paper cutter to square all the edges and to remove the folded edges at the tops of the signatures.

Some six weeks and 150 working hours after starting the new issue, the News Magazine is ready to wrap and deliver to the alumni office for addressing and mailing. The printing department’s job is done.

Miss Shaw

(Continued from Page 3) help them develop their potential capabilities to the utmost meant giving unstintingly of her time and energy. Any student seeking help and guidance always found in Miss Shaw a ready friend and counselor.

To her acting and play production students she brought a wealth of knowledge in all branches of theatre. Most important, she gave them an approach: to acting based on and supplementing the principles of every day speech as taught in the beginning courses.

In an era when most directors were concerned primarily with the externals of production, mapping out action on the stage and moving characters much as a puppeteer manipulates his dolls—Miss Shaw constantly urged her students to search for meaning and motivation behind the actual lines of the play.

“Don’t try to act. Think!” “Why do you say this?” “Realize the significance of what you are saying here.” These and similar admonitions were invariably among the comments made to neophyte actors and actresses during rehearsal.

She was able to use as texts in her acting classes books written by leaders in the Moscow Art Theatre movement, but never could find a text she found satisfactory for classes in play production. Ironically, on the eve of her retirement in 1953, a

Society Honors Alumna

RESOLVED, that the Michigan Vocational Business Education Society and friends in vocational education hereby express their profound sorrow at the death, on October 27, 1952, of one of their beloved members,

VERDA A. ZUSCHNITT

She had spent her life in educational and community work in which she was deeply interested and to which she gave her efforts and time unstintingly. She graduated from Western Michigan College of Education and had been teaching on the high school level since 1924. For the past nine years she had taught commercial students in the high school at St. Johns, Michigan, and served as co-ordinator on the co-operative training program there. Her students regarded her as their friend, and adviser.

She was active in community affairs, always striving for justice to her fellow man. She spent her entire life devoted to the interests of others.

As a member of the St. Johns Methodist Church, she sang in the choir and was a leader in many of the church activities. The flowers which decorated the church altar were frequently her own arrangements.

She was a member of many professional organizations and active in all of them. As a member of Michigan Vocational Business Education Society she will be greatly missed and deeply mourned.
Basketball Future Bright; Hoy Ends Season with 12-9 Mark

Another successful basketball season at Western Michigan College has been written into the records and now the Broncos are looking ahead to possible greater successes in another year when the squad may have considerable more depth.

During the season the team won 12 of 21 games and finished in the Mid-American Conference season with a 6-6 won and lost mark. It is noteworthy in regard to the conference contests that four of them were lost by narrow margins. Depth in capable reserve material might have pulled any or all four of those from the fire. A total of seven points accounted for two defeats from Toledo, nine settled one Cincinnati game and 11 points the Miami game at Kalamazoo, which at one stage of the final period saw the margin down to two points.

The Western Michigan cagers in their first season under Coach Joe Hoy, himself a former Bronco, did a good job. They hit their peak early against Northwestern University, as the Wildcats were opening their new field house, staged a gay and heart-warming scoring spree to establish a new away from home single game scoring mark, in winning 95-79. The Broncos hit on 48 percent of their shots during the contest. That proved to be one record. Two other marks were also established. The previous high game scoring average for the season was 70 points, the previous year. This past winter the average per game for the season rose to 70.8 points per game. The defense, however, did a little sagging over previous seasons with the opposition showing a scoring average per game over the season of 68.5 points.

Topping the Bronco scorers, was Ron Jackson, Kalamazoo six foot six inch sophomore center, who came up with 330 points for an average of 15.7 per game. Co-Captain Charles Pindar, Manager Edward Gabel, Harold Stacy, Ronald Jackson, John Findar, Manager Melvyn Edgerton and Coach Joseph Hoy.

Henry Schrump, former Bronco great in both basketball and baseball and for 23 of the last 24 years a coach at Creston High School in Grand Rapids, is one of those fine leaders who modestly and sincerely says: “It is the friendships and loyalty of my boys that have made possible whatever measure of success I have achieved.”

His first year out of college Schrump coached at Whitehall where he had charge of football, basketball, baseball, track, tennis and golf.

In 1929 Schrump went to Creston high school as head basketball coach. In addition he assisted Marty Van Wingen in football until 1942, giving up football at the same time that Van Wingen resigned.

Schrump’s basketball teams at Creston failed to win any city titles but they always managed to be up near the top and often turned in major upsets. One city title was lost by one point and this past season by a single game. His basketball teams have won three state regional championships and this past season were again in the thick of the regional title fight.

In his 14 years of coaching baseball his teams have won six city championships and finished in second place five other times. From 1943 through 1946 his teams won four straight city championships in winning 32 games while losing only two.

While “Hank” has dropped basketball coaching he will continue to coach baseball and it is taken for granted on every hand that he will continue to develop strong and smart baseball teams for Creston.

In his own high school days at Niles he proved to be one of the all-time greats being a member of the basketball teams that won 56 straight games in 1922 and 1923, and in 1922 went on to win the regional and state titles. Schrump was credited with making 26 of his team’s 31 points in the finals against Alma, a record in state tournament play that stood for years.

Graduating at Niles, Schrump enrolled at Western Michigan College, playing baseball for four years and basketball for three. His popularity with his teammates and his ability in both sports was reflected in the fact that he captained teams in both.

When he graduated from college he was sought by the Chicago White Sox and reported for spring training. He stuck with the squad until the final cut and when he was offered a minor league contract made up his mind to go into coaching instead of professional baseball.
'18 Mrs. Norton H. Pearl (Dorothy Waitt) is assistant director for women's affairs, Cleveland regional office, Federal Civil Defense Administration. In 1946 she was national president of the American Legion auxiliary and was instrumental in the organization of Girls' Nation. From 1947 to 1951 she served on the women's advisory committee to the Economic Cooperation Administration. Her work with French orphans has brought her the Chevalier of the Legion D'Honner, presented by the president of France.

'22 Miss Mary Kastead has received much attention of late spearheading the drive in Detroit against communism among teachers. Her statements have appeared frequently in the press and she has taken part in radio and TV conferences on the matter. Since 1922 A. H. Sywassink has been teaching industrial arts in the Adrian junior high school. He received his MA from the University of Michigan in 1931. Miss Caroline Castle, a teacher at Three Rivers for 44 years, died Feb. 4 in the M. J. Clark Memorial home, Grand Rapids, where she had resided the last two years. She retired from active teaching in 1941.

'25 Mrs. Stanley M. Hallam (Dorothea Curtis) who has made her home in Detroit for the last nine years and also is a proud grandmother, recently obtained her MA degree from Wayne University.

'26 Clifford Klapp broke into print in the February issue of Camping magazine with an article, "Most Camps Are Doing a Miserably Inadequate Job!" Klapp has been connected with scouting 25 years and is now executive of the in Southwestern Michigan for more than Southwestern Michigan Council, with headquarters in St. Joseph. In his article he told of the development of Camp Madron, an outstanding venture in the Iberian area. His wife is the former Helen Barton.

'28 Dr. Arthur Secord is supervisor of adult education at Brooklyn, N.Y. College, but currently is on a leave of absence to devote most of his time to speaking. He also has a degree from the University of Michigan. Mrs. Secord is the former Metha Jackman '27.

'29 Kathleen O. Higgins, girls' health education teacher at Chadsy high school, Detroit, was named Detroit's "Teacher of the Month" for February. Fellow teachers report that her leadership and personality has inspired several girls to seek careers as physical education teachers. She was honored at a reception at the Detroit Historical Museum. . . Mrs. Walter Lee (Irma Farrow) a teacher for 31 years and at Burr Oak for the last 16 years, will retire at the end of the present school year.

'30 Harry L. Murphy, an AC spark plug division supervisor in Flint and former superintendent of the Hoover school there, died March 28. Since 1941 he had been with AC as production supervisor in ceramic materials. Owen Lyons has been named head of the agriculture department at the Nashville W. K. Kellogg school, moving there from Evart.

'31 Rudolph J. Steeby, superintendent of Wayland schools since 1932, has been elected president of the Wayland Rotary club. He has been with the Wayland schools since 1925 and holds an MA degree from Hope College.

'32 Mrs. Joseph Fryear (Helen Sorr) is principal and a commercial teacher at the Marne high school.

'34 Harold Zuehlke, Mt. Clemens, was a candidate for the GOP nomination as supervisor of Clinton township at the Feb. 16 primary election. He is a TV serviceman and owns a 54-acre farm. For the last six years he has been chairman of election board No. 1. Nelson Volz, a teacher at Muskegon Central junior high school, is president of the Muskegon Sports Officials' club. . . Mrs. Herman Epble (Florence Bundy) has taken the fourth grade at Waterlily.

'35 Dwight A. Snyder is president of the Kalamazoo Visiting Nurses Association, a Red Feather agency. . . Paul Ottman was one of the five outstanding Christians in the Grand Haven area honored at a service dedicating the new

Robert Ellis Dowagiac, senior, was selected as colonel of the Western Michigan College ROTC regiment during the spring semester. He was also named as winner of the Quartermaster Key award as the most outstanding senior cadet.

Revised Standard Version of the Bible . . Frank Meyer has been nominated by a Grand Haven committee for a Ford Foundation fellowship which will permit him to study next year in Washington, D.C., where he can observe government at work. He has taught journalism and social studies at Grand Haven since 1936, and before that taught one year at Wayland. While in Washington he will join the staff of Rep. Gerald Ford as a non-paid worker.

'36 Mrs. Robert McCracken (Ingrid Johnson) is teaching sixth grade this year in the Grand Haven Central school. . . Miss Hazel Van Horn recently collaborated with Dr. Charles Van Riper in producing an album of five records, "Fun With Speech." They are to be used for improving speech in young children and were published by Encyclopaedia Britannica. Miss Van Horn is a Kalamazoo speech therapist.

'37 Harold F. Lillie is director-secretary of the Lansing Safety Council. His wife is the former Winifred Thayer '24.

'38 Paul Dillon has been made supervisor of A & P markets in the Southwestern Michigan territory. He started
In January of this year the Ypsilanti board of education took action to honor its superintendent of the last nineteen years, Ernest H. Chapelle '16, by naming a proposed new elementary school after him. Mr. Chapelle had played an influential role in the life of his community where he had directed the schools since 1934. Prior to that he had been a superintendent in Charlotte, Rockford, Richland, Climax and Remus. But Mr. Chapelle will not see the completion of this new school, for he died April 4 at the age of 64 after having undergone surgery earlier in the week at the Beyer Memorial hospital, Ypsilanti. Mr. Chapelle is pictured in the insert above.

with the company in 1933 and went to Kalamazoo two years later. He has also worked in six other area communities. Since 1947 he has been in Kalamazoo as a produce manager, assistant manager and manager . . . Mrs. John S. Olds (Claire Chamberlain) is now settled in Hartford where her husband has a law practice. She received her MA degree from the University of Michigan in 1940 . . . The Rev. Oliver B. Francisco is associate pastor of the Port Huron First Congregational church and minister of music. He has his BD degree from the Evangelical Theological Seminary, Naperville, Ill.: a master of sacred music from Union Theological Seminary, New York, and has done work in pastoral psychology at the Boston University School of Theology . . . Y. W. Pelong is teaching industrial arts and is assistant coach of football, basketball and baseball and head track coach at the Imray City high school, where he has been for the last seven years. His wife is the former Eleanor Johnson '40 . . . Giles Sinclair, regularly an English professor at Manhattan, Kansas, State College, has taught during the second semester at Western Michigan, while working on his doctorate at the University of Michigan.

'39 Mrs. J. J. Galbraith (Elizabeth Sorenson) is the new YWCA health education director in Grand Rapids. During World War II she served two years in the Pacific with the Red Cross . . . Charles E. Henry became manager of the VFW National home at Eaton Rapids March 15. Before that he was director of Boy's Republic, near Detroit. He had earlier assisted in the reorganization of the Boys Vocational school, Lansing. During World War II Henry served with the Marines, being released as a captain in 1946 . . . Alfred Ryll, principal of the West Hollywood, Fla., elementary school, became a candidate this spring for re-election to the Hollywood city commission. He is superintendent of the Sunday school of the St. John's Lutheran church there, president of the Hollywood Shrine club and past exalted ruler of the Elks.

'40 Miss Dorothy Ribe is the new principal of the Porter school, Muskegon, having taught for seven years previously at the Bunker school.

'41 Henry Beukema of the WMC industrial arts faculty has an article "Manufacturer's Literature: A Drafting Aid," which appears in the March issue of School Shop.

'42 Richard Wekenman, principal at New Buffalo for the last two years, has accepted the principalship of the Belding high school, where he succeeded Francis Pellgrom '32. Wekenman had formerly taught and coached at Battle Creek Lakeview and Dowagiac. Pellgrom has returned to Three Rivers to enter the insurance business . . . Mrs. Mary Jane Ditzler has been appointed librarian for the Millwood Community library, Kalamazoo . . . Kenneth W. Prescott is now assistant officer-in-charge of the U. S. Naval Preparatory School at Brainbridge, Md. He holds the reserve rank of lieutenant commander.

'43 Gordon Snow is the new probation director for the Calhoun County juvenile court. For the last four years he had been employed by the Manhattenville Neighborhood Center in New York, an agency of Columbia University. He has an MA in guidance counseling from the University of Michigan . . . Milton E. Sorenson has recently moved to San Juan, Puerto Rico, to become production manager of the Caribbean Container Corp., large new business venture in that area. A football letter winner in 1942, Sorenson went on to the University of Michigan studying business administration and then became a consulting engineer. He most recently had been with the Highland Box Co., Highland, Ill. . . . Miss Harriet Mulder will teach next year in the Holland high school, having classes in Latin and English. She had more recently taught at Plainwell.

'44 Robert Lindemann has received his doctor of philosophy degree from...
Indiana University in history... Capt. Robert E. Leininger has been assigned to the 779th Medical Detachment at Munich, Germany. He is a graduate of the Northwestern University Dental School. Mrs. Leininger is the former Lois Evans... Richard Slater has succeeded Richard Wekenman '42 as principal of the New Buffalo High School. Slater had been a teacher and coach at the school prior to his advancement. He holds an MA degree from the University of Michigan.

Rodney W. Everhart received his doctor of philosophy degree from the University of Michigan in February, majoring in speech correction and educational psychology. He has been a speech correctionist in the Willow Run School for the last four years. Dr. Howard Grum is on the staff of the Department of Biological Sciences at Stanford University, Calif., teaching plant anatomy and plant taxonomy. He has in the press a manual of Puerto Rican music, which is to be published by the New York Academy. He received his doctor of philosophy degree in botany from the University of Michigan and is working on a post-doctoral fellowship at Stanford... Lt. O. M. (Med) Kendall expects to be released from the Navy soon and to become a civilian swimming instructor in San Diego. He has been serving with an underwater demolition team there. He reports that he played his 10th season of football in 1952, this time in Japan... Wayne Lenneman is one of the youngest Chamber of Commerce presidents in Michigan, heading the Cooperstown group... Dr. William L. Garbrecht has joined the staff of the Eli Lilly & Co., Indianapolis, as chemist in the organic chemical development department. He received his Ph.D. degree from Michigan State in 1952.

George Webster has received his doctor of philosophy degree in biochemistry from the University of Minnesota and is now working under a postdoctoral fellowship at the California Institute of Technology... Maurice "Suds" Sprague has completed a graduate seminar offered by the Life Insurance Marketing Institute at Purdue University. He is a Kalamazoo underwriter for the Equitable Life Insurance Company of Iowa. His wife, the former Charlotte Bishop '49, teaches in the psycho-educational clinic at Western... Principal Orville Snellenberger has announced that he will withdraw from the faculty of the Hesperia School at the close of the present year... Robert J. Nordstrom has been appointed assistant dean of the college of law, Ohio State University. He received his law degree from the University of Michigan and has taught at Ohio State before taking his present post. His wife is the former Avis VanderWeele '44... Karol Decker Good has moved from the VA hospital, Wadsworth, Ohio, to the VA hospital, Kansas City, Mo.

'49 Patricia Rooney has joined the Army as an occupational therapist, leaving her post at the Downey, Ill., VA hospital... Helen Mager married Charles Lahti last year and now resides in Dowagiac where both are teaching... David Soule was released from the Navy last November and has been working at Mendon. His wife is the former Mari- beth Bennett '47... William N. Wahl is with the AF and was recently transferred to Europe. It is now Capt. Hubert Bronson, with the AF issuing recall orders in March to the former superintendent of the Beckwith School, Mayfair. He reported to Lackland AFB, San Antonio, Tex... The Rev. Eugene Ballard has been pastor of the Gersdue Baptist Church since December. He received his BD degree from the Northern Baptist Theological Seminary, Chicago. William C. Murphy has been named manager of the maintenance and production incentive department for the Eli Lilly & Co., Indianapolis.

Dorothy Warren Benson has joined the Michigan Society for Crippled Children, 13 in Kalamazoo... Harriett Hague, OT, has transferred from the University of Oklahoma to Ford Hospital, Detroit... Wallace Kristy has purchased the Allerton Pattern Works in Benton Harbor... Edwin J. Lasko was recently named program director of WBKZ-TV, new Battle Creek UHF outlet... Mary Jane Smith Kriedler is O" consultant for classes for mentally retarded at the Orthopedic School, South Bend... Zelda Bailey OT has changed VA hospitals, from Excelsior Springs, Mo., to Albuquerque, N. M. A master of arts degree from Drake University is the recent attainment Julius F. Kozerski... Mrs. Beulah Husted Coomer authored an article in the November 1952, issue of The InSTRUCTOR, a unit of primary and middle grades, "Appreciating Our School."... Barbara Teig is working with the Children's Rehabilitation Institute, Rockville, Md., having transferred from the Illinois Association for Crippled Children... Catherine MacDonald OT is now working at the St. John's hospital, Springfield, Ill.
'51 William Hanichen (MA '53) began new duties late in March as coach at the Burr Oak high school. Clare B. Kenaga has a graduate assistantship in botany and plant pathology at Michigan State college and is working towards his Ph. D. ... Joan Chapman OT has moved from the Omaha public schools to St. Luke's Hospital, Chicago. ... Capt. Betty Coulter OT is now stationed at Ft. Belvoir, Va. ... Helen Conroy OT is now working at Warm Springs, Ga. ... Marine Corp. Thomas W. Hughes participated in the Eisenhower School inaugural as a member of the Marine Barracks Ceremonial Battalion, Washington, D.C. ... Lt. Thomas R. Calkins has received his pilot wings from the Air Force after completing jet training at Bryan AFB, Texas. ... Janet Kistler OT has transferred to the Wallum Lake, R.I., State Sanatorium from her post at the Kalamazoo State hospital. ... A new addition to the Rochester, N.Y., Rehabilitation Center is Patricia Mullin OT. ... Richard Flegal is at present a member of the Ray Pearl studio, Chicago, with which group he works under the name of Dick Martin. He is baritone soloist and also plays saxophone, clarinet and flute. ... Many Virginia Van Ark OT is at the Indiana University Medical Center, Indianapolis. ... Guelda Glynn has joined the staff of the VA hospital, Ft. Custer, Mich. ... Dorothy E. Todd is occupational therapist at the Stewart School Treatment Center, Springfield, Ill.

'52 Arthur Hupp has left the Michigan Paper Company, Plainwell, to take a position with the technical staff of the Watervliet Paper Company, Watervliet. ... Lt. Roger McGlynn has been commissioned a second lieutenant in the Air Force at James Connally AFB, Waco, Tex., where he completed training as an aerial observer. ... Pvt. Jack H. De-Young was chosen outstanding trainee of the day recently at Third Armored Division basic training center, Ft. Knox, Ky. ... Donald A. Burge has been promoted to manager of the application department of the Michigan Mortgage Corp., Detroit. ... Edmund Young has taken a post as children's worker in Iron County and now lives at Crystal Falls. For the last year he had been studying at the U-M ... 2nd Lt. Howard Englebys is athletic and recreation officer for the 505th signal group at San Luis Obispo, Calif., and took part in the March series of atomic tests at Camp Desert Rock, Nev. ... Ted Hellenga, baritone from Three Oaks, recently made his first concert appearance with the "pops" orchestra in the Whitcomb hotel. ... Mrs. Joseph Brooks (Carolyn Brooks) is now speech therapist in the Alpena schools. Her husband graduated in 1952. ... Peter A. Lamer (MA) has been named superintendent of the Climax schools, taking the post late in February. He had been superintendent of the Calhoun rural agricultural district before returning to finish his graduate work.

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WESTERN PLANS
A BIRTHDAY PARTY
1953-54

* Homecoming, October 24
* A new history of the college by Dr. James O. Knauss
* Educational Convocation
* A special News Magazine
* Festival of Arts
* Brown and Gold Fantasies
* Many other events to point to our 50 years of progress

50 Years of Service to Education
1903-1953