Western Michigan University

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Higher Education
a Developer
of New Horizons

It often appears that we have reached the saturation point in the employment of people in this country. There has always been and probably always will be a group of persons who feel that we have reached such a stage of population increase and such levels of technological development that jobs will be more difficult to obtain. Actually, however, employment possibilities are increasing daily. In 1940 (10 years ago) Michigan's population was 5,256,000. At that time, the number of people gainfully employed was 1,832,000, or 35 percent of the total population. The 1950 census shows that we have 6,371,000 people and 2,393,000, or 37½ percent of the total population, employed. These figures cover women as well as men.

The fact of the matter is that careers for women have increased much more rapidly than those for men. It would seem as though technical developments have not resulted in a loss of positions but have resulted rather in an advancement of the number of jobs available. Rapid production rates usually make possible the satisfaction of more demands on the part of more people. With the higher consumption of produced materials and equipment in this country, standards of living have continually gone upward. Some people wonder whether for labor, skilled positions, or in the professions. More and more there are developing guarantees of satisfactory annual incomes by legal action and by union-management agreements.

It would not be fair to pass by the requirements for the complete defense of this country. While we do not wish for war, neither do we want to be caught defenseless at any time. The proximity of neighbors and their divergent philosophies, all of these things increase the chances of future wars and emphasize the necessity for adequate military defense. This point I make because the present economy of our country is bound up in part with the necessity of national defense, not on a temporary scale but on a permanent one. While we may wish and hope (Continued on page 20)
There comes a time in the lives of all institutions when the persons connected closely with them like to sit back comfortably in their chair and in a quiet voice tell the world just what a wonderful place it is and what its contribution has been to its own world.

The time has arrived for Western Michigan College.

Back in 1903 when people pointed out the scrubby slope which ran along Davis street and to the westward and opined that someday there would be there a school of which the city would be very proud there were undoubtedly scoffers.

Today there are few that will scoff at the position which Western has gained in the world of education and in the world outside its own fields.

After 50 years of rapid growth Western has arrived.

We're proud of her. We're proud of the people who have served so valiantly and so ably on her faculty. We're proud of the many, many graduates who have gone from her halls. We're proud of all those many people who have contributed to the greatness which now enshrouds her.

These have been 50 interesting years, in which the campus has grown from nothing into a great outpouring of brick and glass and steel. From a few more than a hundred students it has grown to more than 4,000. From a two-year normal school it has grown to a four-year college with its own graduate division, now a power to be reckoned with among colleges.

Its faculty has been outstanding. Great leaders have grown here. The work of the classroom teachers, many unknown outside their own narrow confines, can only be guessed at. The measurement of such intangibles cannot be made, but the power of its impact on the lives of thousands of people is the only tribute it asks. Great researchers have come and gone, and more will appear in the future. Many residents of this state and nation can attribute their present status in life directly to the influence of the tremendous personalities who have trod the hills of Western.

There is so much that Western can be proud of that it overwhelms the mere mortal spectator standing at the edge of the vast panorama that is now this vast educational endeavor.

And what of the future?

The picture can only broaden and deepen, extending its influence in countless ways into the lives of numberless people.

Those who have studied here and have devoted their lives to the education of others on this campus can look back with pride to the role which they have played, however small. Those of the future will be proud to claim themselves one of the great mass of people which makes Western.

As the slow fires of contemplation wind trails of smoke round our heads we sink lower in our chair and muse of the future, thoughts which engulf us in the magnitude of the service which this great college of education can perform for the people of this nation in the years to come.

Plan Now to Attend ANNIVERSARY Homecoming Oct. 24
Early one morning in August a group of people stood around a computing machine in the department of commerce building in Washington, D. C., and watched this complicated gadget announce that the population of these United States had reached for a 12-second period the round figure of 160,000,000 people.

And then the wheels of progress ticked onward—160,000,001, 160,000,002.

Every 12 seconds the population of this land of ours rises by one, day in, day out.

With this ever mounting population comes an increase in the problems of the institutions of higher learning in the United States. The increase in numbers and the wages of time have brought jointly an increased desire and a greater need for more education than ever before.

Businessmen, educators, almost all employers, are "degree conscious." We can't escape it at this time and it places a dilemma before the schoolmen of the nation.

You, in your own community, know what it has done to your own, once adequate, schools. You've just completed a new grade school in your own vicinity and others are underway in various parts of the city. It won't be long until plans will have to be made for a new high school and then you will be faced with finding a college that can accept your children and give them an adequate education to face the world.

The colleges of Michigan, under the steady guidance of their several presidents, have been giving this problem considerable thought. Western Michigan College has not been idle, yet the problem is so great that it...
almost overwhelms those most closely concerned.

Perhaps when you were on the campus the student population was only 467, as it was in 1908; or 1,297, as it was in 1921; or 2,132, as it was in 1930; or 2,412, as it was in 1940. Were you a veteran of World War II and saw the facilities crowded with 3,922 in the fall of 1946? Or maybe you visited on campus in 1953 when we had reached 4,145.

Whenever your time here, you were almost sure to see a crowded campus. The building has continued on now since the close of World War II at a steady rate, but that pace has not kept step with the student body. We may have 4,500 students by the time school opens in mid-September. And there are indications that it will be 5,100 in 1956, 5,800 in 1960, 6,450 in 1963 and 7,100 in 1966.

This is not wild, haphazard guessing. These are hard, cold and difficult facts, based on our increased birth rate and other factors.

A recent study made by the Michigan Council of State College Presidents presents these basic factors as important in figuring the needs of the nation in the next few years:

1. An ever-climbing birth rate, with its effect on the population and the number of people who come of college age each year.

2. Increasing percentage of the college-age population who actually attend college. This is, of course, greatly affected by the tendency of parents to seek more and better education for each new generation, particularly if the parents themselves are college graduates.

3. Continuing rise in graduate enrollments. From 1940 to 1950, graduate students in the U.S. jumped from 103,276 to 223,786. This new emphasis on graduate work will have a decided effect on enrollments in certain states which, because of facilities and breadth of offerings, have a heavy in-migration of students.

4. Encouragement by the U.S. government for Korean veterans to receive college educations through benefits similar but much less generous than those given veterans of World War II. Educators should make it clear however, that it will cost the colleges and universities—particularly those supported by public funds—considerably more to educate the Korean veteran that it did the WWII G.I.

This is the national picture. What of the state of Michigan?

Michigan can look for averages running higher than those of the rest of the nation. Heavy in-migration of families and in-migration of students will shoot our college enrollments up, as will our high per capita wealth, which tends to place more and more children in college.

Basic, of course, to all of this talk of increased enrollments is the rapid and continued rise of the birth rate. The present college students...
come from the 1932-35 period, when children in Michigan were being born at the rate of 84,000 per year. Remember those depression days? In 1952 Michigan's births were 175,000.

That is more than double the depression rate. Think ahead now to 1970 when these youngsters are graduating from high school and thinking of college. Back in 1900 only 4.5 per cent of those of college-age actually attended. By 1950 this figure—with veterans removed—was 21.8 per cent.

These are startling figures, many more of which are presented in the accompanying charts. Something must be done, the plans must be laid now for our colleges of the near future. This problem is not something for our children to handle, rather it is something with which we as educators, parents and just good citizens must cope, and for which we must soon find a solution.

There are a number of answers. We could alter the figures by boosting entrance requirements, or by merely raising the basic costs of higher education. Both would tend to eliminate many.

Both ideas, however, must be rejected as anathema to our American philosophy of educating everyone that can possibly benefit.

Our public colleges and universities have long enjoyed the cherished obligation of educating America's youth—as many as possible—for better living in our democratic society. And they accept it as their rightful role in an expanding and prospering United States. Too, there is no doubt that the people of Michigan will satisfy the reasonable needs of higher education in fulfilling this task.

To do an adequate job of educating 2.3 times as many students, Michigan's publicly-supported colleges and universities will need substantially more money, both for operations and for new buildings. And, as in the past, most of these funds will have to come in the form of

(Continued on page 14)
Dr. Ray C. Pellett retired June 30 after serving Western Michigan College for 30 years. In 1925 he became the school’s first dean of men, holding that same post until his retirement. Recently it was announced that he had accepted a position with Kalamazoo College where he will teach education next year. The following is a tribute to a Western “institution” by a longtime friend and colleague.

I have known Dean Ray Pellett many years. I have always liked him. I never will forget this man. I remember the day the late President Waldo asked him to become the first Dean of Men for Western Michigan College. The new dean and I had a short and pithy talk. I decided then that President Waldo had made a wise choice.

Since that day I have never changed my mind about the abilities of Dean Pellett and I have had plenty of time to do so. I have had many opportunities to check my judgement. During these years I have had chances to serve on committees with the dean. I have visited him in his home. I have camped out with him. I have taken long rides with him. I have shared many conversations, many rounds of golf, considerable three cushion billiards and a lot of cribbage. I think I know the dean pretty well. I have always found him to be spirited, interesting and a great competitor. He is well informed in a great variety of subjects. You better know your stuff and you better be on your game before you tangle with the dean. If you make one little slip you will find out pronto what it is like to tangle with a stimulating human buzz-saw.

When I think about Dean Pellett many items well up in my mind. His life and personality seem to have as many facets as a diamond. If the facets of a diamond make up the lusture of the stone so do the many sides of the dean make up the lusture of this man. If the facets of a diamond reflect the quality of the stone, in like manner the many sides of the dean reflect the quality of the man. They all show ability, earnestness and, above all, service to others.

The dean has spent his life serving his fellow man. I have never known him to question, evade or fail in this service. No task was too hard, too long or too complicated for him. It seems as though the tougher the job the quicker he rose to the occasion and from there on he never quit until the task was finished. He thrived on challenges that would have sunk most men. In the doing of such work I have never found a trace of self glory. Surely (Continued on page 19)
Society as a Whole Benefits by Having as Many of Its Members as Possible Able to Support Themselves

Special Education

Offers Possibilities of Bringing These People into Useful Society. The Author Asks, 'Can We Afford Not to Do It?'

By MANLEY M. ELLIS

People interested in the education of children have long given lip service to the principle of individual difference. Mounting evidence from biology, physiology, anthropology, psychiatry, psychology and many other disciplines has fixed this principle as one of the landmarks in the growth, development and education of human beings. The curve of distribution is "as inevitable as gravitation." Children differ in their abilities, their physical traits, their potentialities, their rates of growth and in every other respect. The majority, of course, are reasonably close to average.

This piece is not about them.

We are here concerned with those children who have extremely high or extremely low capacities, debilities or growth rates, the gifted and the handicapped. Both groups together are often known as "exceptional children."

There are a number of different types of exceptional or deviate children. A simple classification follows:

I. Physical and sensory deviates
   1. Blind and partial sighted
   2. Deaf and hard of hearing
   3. Crippled (including cerebral palsied)
   4. Low vitality (cardiacs, malnourished, et al.)
   5. Speech defectives

II. Mental deviates
   6. Gifted
   7. Mentally retarded

III. Neurological and social deviates
   8. Delinquent
   9. Neurotic and psychotic
   10. Epileptic

The number of handicapped and mentally gifted children in the United States is large, about 5,000,000, and by 1960 it will approach twice this number. Only 450,000 or less than 10 per cent "are now receiving the advantages of special education."

The large numbers involved present two pressing problems: (1) The cost and (2) teacher supply.

Special equipment and the small size of classes bring up the cost of special education. No school has been able to provide adequate training for the exceptional child for less than about twice the cost of educating the average child. With some types of handicapped children the cost approximates three times what it does for average children. Many states provide special state aid for the education of exceptional children, which may relieve the local district of half or more of the cost. However, the rising birth rate, which is making it difficult for many school districts to provide adequate education, may relieve the local district of half or more of the cost. However, the rising birth rate, which is making it difficult for many school districts to provide adequate education, makes it difficult to deal. The absolute necessity for special training in considerable amounts makes it impossible to provide special education teachers by any accelerated or quickie process. The teacher of exceptional children without special training in the processes involved would either be completely frustrated in dealing with the unusual needs of exceptional children, or would do more harm than good by using the wrong approach. Consider, for example, the extremely technical and complicated procedures used in teaching lip reading and oral speech to deaf children, or braille reading and writing to blind children.

Special education in every category bristles with such problems. There is no solution short of training which includes a 24 semester hour major in special education plus at least four

Dr. Manley M. Ellis began his teaching career in 1907 in the northern peninsula, and finally joined the Western faculty in 1922, serving in its education department since that time. He holds three degrees from the University of Michigan.
hours of directed student teaching. It is practically impossible to find teachers who have had such training.

The problem of teacher supply is further complicated by the fact that relatively few teacher-training colleges offer much opportunity for training in special education. In those colleges which do offer this training, the number of students being graduated from special education curricula is far below the needs of the schools.

Probably no action on the part of school boards was ever more justifiable than the abolition of salary differentials for special teachers. Higher salaries are, however, a form of motivation that, while formerly effective, can no longer be used to attract teachers into the field of special education.

Western Michigan has been training special education teachers at the undergraduate level since 1930. In March, 1953, the State Board of Education approved a plan whereby our institution will be able to train special education teachers in nine different categories. This plan provides for nearly all of the training to be done here. A certain number of hours of specializing work plus student teaching will, in some cases, be done in other institutions which have necessary facilities and personnel for such specialization. After the requirements for the degree have been completed, the student may receive his master’s degree from Western Michigan College. These requirements, which are summarized in the 1953-54 Announcement of the Graduate Division (pp. 71-72) include the major needed for certification in Michigan as outlined by the Michigan State Department of Public Instruction.

The types of special education teachers we are training at the graduate level are:

- Teachers of Crippled Children
- Teachers of Deaf and Hard-of-Hearing Children
- Teachers of Blind Children
- Teachers of Partially Sighted Children
- Teachers of Epileptic Children

Teachers of Children of Lowered Vitality

Teachers of Homebound Children

Teachers of Socially Maladjusted Children

Teachers of Mentally Handicapped Children

If we add to the above list Teachers of Speech Defective Children whom we have been training at the graduate level since we began our own Graduate Division in the Fall of 1952, we have 10 types of special education areas for which we are now providing training. It is hoped that our efforts will result in an increase in the number of qualified teachers in special education and a reduction in the teacher shortage now threatening the field so seriously.

The reader can now begin to see why less than 10 percent of exceptional children “are now receiving the advantages of special education.” But there are other reasons. One of the most potent is the philosophy of rugged individualism quite prevalent in American thinking. This philosophy seems to imply that our society should be a kind of “spoils system” in which the world belongs to the competent, the aggressive and the acquisitive. There is no place in this thinking for the years of costly and patient training of the handicapped necessary to make them self-supporting, self-respecting citizens.

The investment must be a long-term investment. There is plentiful evidence that the investment in these children pays in dollars and cents in the long run. Consider, for example, follow-up research in the case of mentally retarded people who had had the advantages of special education as reported in a 1950 Bulletin published by the Federal Security Agency. The data collected in this report indicate that from two-thirds to three-fourths of mentally retarded people who as children were given special education training are employed. One study of “1,000 nonacademic boys” reviewed in the bulletin showed that only two percent were unemployed (p. 86). The bulletin concludes as follows (p. 180): “As a human being he (the mentally retarded person) has a right to feel a real sense of personal worth and accomplishment. He may not be able to learn from our academic type of education, but he can be taught many things that will enable him to be a participating and contributing member of his community . . . Society as a whole benefits by having as many of its members as possible able to support themselves” . . .

Similar arguments and facts could be found in the case of the blind, the deaf and the other types of handicapped people. Please rest assured that a long-term investment in the handicapped really pays society back in dollars and cents. However, the humanitarian side is even more important. Our civilization is committed to the tenets of democracy, which, if it means anything, means equal rights and educational opportunities for all the children of all the people. We are being unfair and undemocratic when we counte-
Travel Journal of 1820 Revived
To Give Rare Insight Into Past

NARRATIVE JOURNAL OF TRAVELS, by Henry R. Schoolcraft.

The Michigan State College Press, as such, is an ambitious youngster to reach back into the State’s early history and revive such important accounts as this Narrative Journal.

The sub-title gives a fair idea of the theme: “Through the Northwest Regions of the United States extending from Detroit through the Great chain of American Lakes to the Sources of the Mississippi River in the year 1890.” It is a semi-official report of probably the most famous expedition in an era when famous expeditions were almost commonplace.

Governor Lewis Cass was the moving force back of the expedition. The purpose was to obtain an authentic record of the region from personal observation, from a geographical and topographical point of view. The “specific objects of this journey, were to obtain a more correct knowledge of the names, numbers, customs, history, condition, mode of subsistence, and dispositions of the Indian tribes—to survey the topography of the country, and collect the materials for an accurate map—to locate the site of a garrison at the foot of Lake Superior, and to purchase the ground—to investigate the subject of the northwestern copper mines, lead mines, and gypsum quarries, and to purchase from the Indian tribes such tracts as might be necessary to secure to the United States the ultimate advantages to be derived from them.”

Members of the expedition other than Schoolcraft wrote their accounts which the editor has included in the A to H Appendices, covering 250 pages. Through the cumulative effect of these papers, the reader can readily trace President Monroe’s recognition of the urgent need of an active Western policy and Secretary of War Calhoun’s development of the thought which had come down from Jefferson more than a quarter of a century earlier.

On May 24th, 1820 a three-canoe flotilla, manned homogeneously by soldiers, voyageurs, and Indians got under way from Detroit. On the following September 23rd the party returned to Detroit, having covered some 4,000 miles in those hundred

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Recommended Books

People, Places and Books, by Gilbert Higby. Oxford University Press, 1953. $3.50. The witty radio talks of the Columbia University Latin professor who is also book editor for Harper's Magazine. Just as delightful in their present form, perhaps more so, for they now may be “chewed and digested.”

With a Quiet Heart, by Eva Le Gallienne. Viking Press, 1953. $4.50. A continuation of the author’s autobiography, At 33, bringing the story of one of our outstanding ladies of the theatre up to 1951. A fascinating story of one who loves the theatre above all else told in a charming, quiet way with a certain lyrical quality.

Study in Power: John D. Rockefeller, Industrialist and Philanthropist, by Allan Nevin. Charles Scribner's Sons, 1953. 2 v. $10.00. A rewriting of an earlier work with new material included through the finding of additional papers and correspondence, this is the story of a man, an empire, and an era of our own history. Critical of some Standard Oil policies, defender of the empire builder when the facts warrant it, the author presents an unbiased account of the founder of one of our first industrial monopolies.

The Natural Superiority of Women, by Ashley Montagu. Macmillan, 1953. $3.50. An expansion of the article of the same title which appeared in the Saturday Review last fall and which brought forth extensive reader response in the “Letters to the Editor” department. With a good-humored light touch but none the less carrying deep undertones, the head of the department of anthropology at Rutgers University develops his theme of more mutual love and understanding and complete social equality of the sexes.

The Wonderful World of Books, edited by Alfred Steffrud. Houghton Mifflin, 1953. $2.00; New American Library, $.35. The “how to” book on reading, libraries, books, this publication is the outgrowth of a conference on reading attended by community workers, publishers, church leaders, educators, and librarians. A stimulating potpourri which should open new vistas for you through the magic of reading if you will but follow a few of its many suggestions.

A Critical History of Children’s Literature, by Cornelia Meigs, Anne Eaton, Elizabeth Nesbitt, Ruth Vi gers. Macmillan, 1953. $7.50. A book which proves beyond a shadow of doubt that there is such a thing as children’s literature. With long and successful careers in work with children and their reading interests and habits behind them, each author treats one of the chronological sections into which the book has been divided by pointing out the social, economic, and literary trends of the times, the changes in children’s interests and the high spots in writing for children. In evaluations and comparisons of interest to parents, teachers, librarians, publishers and writers, here we have a publication that fills a long-felt need in a most enjoyable delightful manner.

—HAZEL M. DE MEYER
SEVEN HALLS and how they grew

BY HERMANN ROTHFUSS

Anyone visiting the campus of Western Michigan College and looking at its impressive groups of dormitories for the first time will find it hard to realize that only 15 years ago there were no dormitory facilities of any kind for either men or women on the campus.

Since 1938, however, three dormitories for men and four for women have been built, and before many more weeks of 1953 pass, work on another girls’ dormitory will have begun. Its first unit, housing 250 girls, is scheduled for occupancy by the fall of 1954, whereupon the second wing of equal capacity will be started. This should alleviate the present overcrowding in girls’ residence halls and should also make the transformation of Walwood Hall into a men’s dormitory possible. Still later a new men’s building for 500 students will probably be built.

Thus Western Michigan College is not only trying to keep in step with the tremendous expansion of student personnel services on American campuses during the last quarter century, but also to be prepared for the increase in enrollment expected when the greater crop of children reaches college age. It should mean that within a few years no less than 2,550 men and women students can be housed in uncrowded conditions, while during the last academic year it was the rule rather than the exception for three students to live in accommodations that had been planned for two. But more: This improvement in dormitory life will also extend into the individual units, since according to present plans each unit for two will be equipped with its own individual bathroom facility. This will not only contribute to greater quiet in the building, but will also make it easier to place responsibility.

The first of the dormitories on the campus, all of them built since Dr. Paul V. Sangren became president of Western Michigan College, was Walwood Hall, opened in 1938. Its name is a composite one, coined in honor of Dwight B. Waldo, first president of the college, and Leslie H. Wood, for many years head of the department of natural sciences. It became the home of 115 girls (now 120) and was headed by Mrs. Gladys Hansen, who thus enjoys the honor of having been the first director of any dormitory on the campus. She was followed by Mrs. Guy Tyler, Mrs. Harry Hefner, Mrs. Dorothy Horst, and by the present director, Mrs. Mable Hinkle. Walwood Hall and adjoining Walwood Union, including equipment, cost $425,000. They, like later residence hall projects, are self-liquidating.

The dormitory erected next, the only one on the campus without a dining room, was Vandercook Hall, named in honor of State Senator Henry B. Vandercook, who had been instrumental in having the college located in Kalamazoo. His grandson is at the present time a student on
Dr. and Mrs. Hermann Rothfuss are presently the directors of Smith Burnham hall, on the west campus. Dr. Rothfuss joined the department of foreign languages at Western in 1944. During the last summer the Rothfusses traveled in Europe.

The third and last dormitory erected before the war was Spindler Hall, named in honor of Miss Lavina Spindler, former dean of women. It cost $300,000 and was built to house 192 girls. Mrs. Gladys Hansen transferred from Walwood Hall to become its first director. Her successors in office were Mrs. Guy Tyler, Mrs. Dorothy Hoit, Mrs. Dorothy Horst, and the present director, Mrs. Katharine R. Parsons.

These three residence halls were built just in time to serve highly patriotic purposes, for during the war, on July 1, 1943, 770 Navy and Marine officer candidates arrived on the campus to receive their training at Western. They were later supplemented by 100 Navy flyers (V-5 program). All three dormitories were taken over to serve the trainees, who were fed in Walwood cafeteria, while the civilians on the campus ate in the dining room of Spindler Hall. In the fall of 1945, all residence halls were back in civilian use, but now Vandercook Hall had become a girl's dormitory, with Mrs. Towner Smith in charge. Thus, by a curious quirk of fate, the two girls' dormitories on the campus were used as men's dormitories for a time, while the men's residence halls, conversely, had become a girls' dormitory!

This condition did not prevail long, however. By 1946, all residence halls were again used for their original purposes. In addition it had become evident that dormitory facilities on the campus were no longer sufficient. Indeed it can be said that since the first dormitories were built, enrollment figures always have gone up more than housing fac-

ities. Consequently, soon after the war, new plans were laid. By now, Cornelius MacDonald, formerly in charge of the Union building and of dormitories, had become comptroller of the college, and Donald Scott had succeeded him. In February, 1949, a little more than four years ago, the first of the post-war dormitories, Smith Burnham, could be opened, and half a year later the second wing of the building, Ernest Burnham Hall, was ready for occupancy. Five hundred and 14 students can normally be accommodated in these two halls. They were named for two brothers, long-time members of the faculty, who had been heads of the history department and of the rural education department, respectively. Mr. and Mrs. LeRoy W. Myers, now of Vandercook Hall, were in charge when the buildings were opened, and it is doubtful whether any dormitory director were ever confronted by a more confused situation than they when Smith Burnham Hall first opened. There were not even sidewalks leading up to the building yet, and tons of mud were dragged in daily. Nor was there any food service till Ernest Burnham Hall was finished in the fall. Upon its opening Mr. and Mrs. Myers moved over from Smith, while Mr. and Mrs. Matt Patanelli took up their residence in Smith Burnham Hall. Now Mr. and Mrs. Emil Sokolowski are in charge of Ernest Burnham Hall, while the writer of this article and Mrs. Rothfuss took over in Smith Burnham.

Before the two Burnham Halls were finished, construction of the two girls' dormitories, Draper Hall and Siedschlag Hall, both under one roof, had merrily gone ahead. They were planned to house 520 students, but are always overcrowded. Draper Hall, named for Miss Blanche Draper, for many years publicity director, was opened in February, 1950, and Siedschlag Hall, named in honor of Miss Lydia Siedschlag, head of the art department of the college, one semester later. Draper-Siedschlag Halls, as well as Burnham Halls, cost $2,000,000, which amounts are in considerable contrast to the money spent on dormitories before the war. Mrs. Katherine B. Chapman and Mrs. Wanita A. Stabile were the first directors of Draper Hall. Now Mrs. Helen Imman is directing it. Mrs. Chapman took over Siedschlag hall when the latter opened its doors and at the present moment is the only director of any Western Michigan dormitory who has been in charge of the same residence hall since the day of its opening. But there is one man in one dormitory who moved into it when it opened and is a resident there now. This man is Charles R. Starring, a member of the history department, who became a counselor in Vandercook Hall when it opened in 1939, and holds the same position in the same dormitory still!

So far it may have seemed as though dormitories were primarily buildings representing huge investments. That they are—as a matter of fact, they are self-liquidating investments, paid for by the money of the students living in them. Actually however, the dormitories are primarily the sum total of young people spending the major part of important years of their life in them. There is no end to the discussions going on in them—there is never a day without its major or minor crises. Friendships are formed, often for life: letters with happy or sad news arrive, draft board notices among them; here comes an invitation to appear promptly before the dean; a package is delivered with a birthday cake under a transparent wrapper; and then there are the telephone calls, the never-ending telephone calls between the boys' and girls' dormitories! And parting is such sweet sorrow when the boys find it practically impossible to turn

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If this question were asked of business leaders, academic people, or the lay public, one would expect and probably receive an affirmative answer. The next question would be: "What type of training is most effective for educating the businessman?" Probably both of these questions could be answered with relative facility if one could agree on a definition of education. While there are many schools of thought on the subject, there are two major approaches: Namely, education for specialization or training in the skills and techniques of a particular business, and general education which is directed primarily at developing the "whole man" with emphasis on personality, appreciation of our cultural heritage and understanding of our institutions. A third program of training for education might be a combination of the first two.

It appears that many businessmen are talking about the need for more emphasis on the broadly educated man and saying that businesses can create their own "specialties" after recruiting. In management conferences and other areas there are frequent complaints of over-specialization in the college programs which are training men for careers in business. It would appear that they are unhappy about the present trend and would like to see a move in the area of general education. It might be pointed out that such a move is already taking place in training for government service, and to a lesser degree in training for engineering. Those who criticize specialization often fail to assess the blame where it probably belongs.

Business expresses its demands through the numerous recruiters who visit the college campuses each year seeing young men and women, and often competing for the "best qualified" graduates. It appears that the specifications which they demand do not always reflect the statements of top executives about need for "broadly educated" people. Few of them seem interested in liberal arts majors. As an example of this, only 15 out of 91 company representatives who interviewed seniors at Yale even mentioned an interest in liberal arts. This seems to be true of other places as well, and in one instance, an applicant for a position as a writer found his English major an actual liability.

Word of this demand is passed on from seniors to underclassmen and it soon becomes common knowledge that liberal or general background does not "pay off." It almost appears that training to think is useless in industry. As evidence of this, out of 227,029 men who got degrees from 1,306 colleges and universities in 1952, less than one-third took courses in general education. Even this proportion seems to be decreasing. A related trend is the increase in the number of basic electives which tend to reduce the amount of time devoted to general education.

It would appear that the colleges and universities in response to the demands from business recruiters are moving in direct opposition to the demands of many top executives who are asking for broader gauge businessmen. The dilemma of both educational leaders and business leaders berating each other solves no problems. The answer probably lies in a deliberate attempt of both groups to evaluate their thinking and transfer it into a college program that will be mutually satisfactory. Perhaps each group should stop pointing its finger at the other and attempt to draw up some immediate and long-term remedies for the problem.

In this spirit, the editors of FORTUNE, issue of April 1953, stated three immediate steps which business should take:

First—reduce the demands on colleges for specialists;

Second—more generous support for liberal arts education, and

Third—businessmen on college boards should give at least moral impetus to general education programs in undergraduate schools.

It is assumed that the first step will be passed on to the business recruiters in the colleges.

The article makes no specific mention of long-range plans, but it is assumed that the immediate steps are part of the larger program. It is also safe to assume that the editors would approve such things as increased programs of "on job" training with a corresponding decrease in the highly specialized courses encouraged in the college.

The article ends but only one-half of the story has been told. The colleges and universities are challenged to provide an alternative to the highly specialized program, that will contribute to developing the whole

Should a BUSINESSMAN Be Educated?

Elsworth P. Woods
man sought by business but so often absent among their recruits. The system which requires distribution of the college program among the several areas was designed to accomplish these results. The random selection in course areas usually results in rather a minimum exposure to several broad fields of knowledge with few of the lofty objectives of the system actually accomplished.

A general education program should be designed to pick out important areas of learning and pursue the study systematically. The purpose is to design offerings which will help to bring out the “whole man,” provide skills which will be useful in living, and contribute to personality development. No groups would agree on how this should be done but a deliberate attempt to accomplish such objectives will be more fruitful than failure to recognize them. The businessman does not intend to create a vacuum in the educational system; indeed, it is the existence of these vacuums in the past that encouraged the inclusion of highly technical courses which many businessmen are now questioning. The alternative to narrow training for educating the businessman is a general education which can be measured in terms of its products.

Such a program does not mean the exclusion of all courses in business training. It means the undergirding of such training by a background which not only contributes to a broader man but which also serves as a more adequate foundation of the business training itself. It seems obvious that a student can benefit more from a course in “Salesmanship” if he has an adequate background in the humanities, human personality, social institutions, and the scientific world in which he lives.

If educational leaders are to answer the demands of many businessmen and make others aware of the need for well-rounded people in business, we in the field of training should think through the problems of such training and take steps to implement the results of our thinking. Frank Abrams, board chairman of Jersey Standard, puts it—“The need for technically-trained people was probably never greater than it is now. At the same time, we were never more aware that technical training is not enough by itself.” There are probably few legitimate complaints about our program of technical training. Have we been offering the broader training equally successful?

If business is willing to cooperate, let us see that those of us in education do our share.
New Michigan History Being Completed by Dr. Dunbar

What does a city commissioner do when there isn’t any city commissioning to be done?

Well, Dr. Willis F. Dunbar, one of Kalamazoo’s commissioners, is writing a history of the state of Michigan.

It’s just a hobby, says Dunbar. Some 400,000 words, two volumes, and he’s knocking it off on his spare Tuesday afternoons. But then he admits that it’s been a regular Tuesday task with him for nearly 11 years and that there are plenty of weekend and summer days thrown in to boot.

He’s still got a cool 100,000 words to churn out yet and his publishing deadline has been set at Sept. 1, 1953.

“I guess I’ll be working all summer on the thing,” says Dunbar ruefully. “I sometimes wonder if it’s worth it.”

The Lewis Historical Publishing Company of N.Y., apparently thinks it is. They are issuing it. And in a serious mood Dr. Dunbar says it has been more fun than work.

The history will be known as “Michigan Through The Centuries” and the author is not listed as a city commissioner of Kalamazoo on the cover, but as Willis F. Dunbar, Ph.D., professor of history at Western Michigan College and member of the Michigan Historical Commission.

“The first volume is complete,” says Dunbar. “I call it ‘Michigan in the Making’ and it is a chronological record of the development of our state through the 17th, 18th, and 19th centuries.

“Few people realize that a Frenchman, Jean Nicolet, the first white man to reach Michigan, actually came here only 14 years after the Pilgrims landed at Plymouth Rock in 1620,” says Dunbar.

“We are one of the most colorful states in the Union and our history is rich and almost untouched. You never read in history books about Michigan’s copper strike which came along the same time the 49-ers were heading for the California gold strike. But the wealth which came from our mining industry in upper Michigan has proven to be vastly greater than the California strike. And we had all the trimmings too—old prospectors striking it rich, killings, vigilantes, robberies and all of the rest. I’m trying to tell that story.”

The second volume of Dr. Dunbar’s state history is to be called “Michigan At Mid-Century” and it takes a close look at what makes us tick. There are sections devoted to almost every industry, our educational system, recreation and religion and government.

“This is modern history,” says Dunbar. “And you’d be surprised how much more difficult it is to dig up than happenings of a century ago. I am writing about the various major cities of the state and find that Chambers of Commerce and businessmen are better sources than libraries and museums.

“In the second volume I switch from a chronological to a topical approach, emphasizing more recent developments. I’m using newspapers, pamphlets, and personal interviews for source material.”

English Teachers to Gather Oct. 31

A conference of English teachers in the high schools of Michigan will be held Oct. 31 at Western Michigan College.

This will give practicing English teachers an opportunity to evaluate their training and to confer with English instructors of the college on what was good and bad in their training.

The committee in charge is at present trying to arrange for a nationwide authority to observe and criticize the conference.

Dr. Robert Limpus, Miss Thelma Anton and Charles Smith are in charge of local arrangements.
WMC Dormitories
(Continued from page 10)

their backs on the girls as an imaginary bugle sounds taps in Walwood or Spindler or Draper or Siedschlag. And the same will be true ere long at the new girls’ dormitory to the east of Draper-Siedschlag, after another $2,000,000 dollars have been expended so that the boys can beat a new path to new doors! How few of them remember that there was a time on this campus when the girls accompanied the boys to the latter’s dormitory doors. That was during the war when the Navy boys had to be in at 9:30 and the girls not before 10:30.

Yes, and the counselors and the directors have their happy and their sad stories to tell, too. At three in the morning someone has to be taken to the infirmary to have his appendix inspected; someone always forgets his key: somebody’s girl friend calls at an ungodly hour. There was the student who punctually at six every evening put on his roller skates and rolled thunderingly down the third floor corridor, till the director finally caught up with him; there was another one who strenuously objected to the opening of his closet during weekly inspection, and lo-and-behold, a little dog morse-signalling in the service and ways forgets his key: somebody’s boys to the latter’s dormitory doors. That was during the war when the Navy boys had to be in at 9:30 and the girls not before 10:30.

Special Education
(Continued from page 7)

nance a philosophy of education which arbitrarily decides that one child has value, but another is worthless. Consider the case of a president so crippled he could not walk without assistance; a senator who has lost both legs; the inventor of many of our most useful things, including the electric light and the phonograph, who was deaf. Suppose these people had had their infirmities in childhood, and had been condemned as worthless. Society’s loss would have been great, but probably not greater than our present loss resulting from failure to extend the opportunities of appropriate education to 90 percent of our exceptional children.

The heavy hand of the past is still upon us. We continue to think of the illiterate, mentally retarded person (“the town fool”), the blind beggar, the hopeless, helpless cripple. Time was when nothing could be done about handicapped people except to condemn them to the oblivion of misery and poverty. It is time that 50 years of progress and research in special techniques of education in the dormitory proceeds on an even keel; and arranges and carries through the items on the social calendar.

The Great Dilemma
(Continued from page 4)

appropriations from the Michigan Legislature.

In terms of 1952 dollars, Michigan’s public colleges will need in the future the following sums, if this great mass of students clamoring for education is to be satisfied:

1. Increased funds for operations, climbing from 36.5 million dollars in 1952 to 48 million dollars by 1960 and 82 million dollars by 1970.

2. Ten million dollars worth of new classroom and laboratory buildings constructed every year from now through 1970.

An experiment and an experience in cooperative living. Young people discover and learn how to live in a community of their peers. Each dormitory has its own council, largely elected by the students living in each residence hall. This council handles the problems arising in community living: makes plans to bring about improvements; sees to it that
Youthful Ambassadors

The Experiment in International Living is a program by which young people of many nations are given an opportunity to actually live with the people of another country and to learn more about their modes of life. Western Michigan College has been especially active in this field. Dean O. Harsha, recent graduate and presently a teacher at Three Rivers, has taken part for several years. In the following story he introduces some aspects of this vast international education fellowship.

BY DEAN O. HARSHA

There are four aspects of the Experiment in International Living. (1.) Mr. Donald B. Watt founded the Experiment in Putney, Vermont, in 1932. It was originally Mr. Watt's plan that groups of five men and five women, ages sixteen to thirty, should go abroad with an experienced leader. (2.) When this Experiment proved a success, European students desired to come to America. Thus the Experiment-in-Reverse began. (3.) In 1948 the Bureau of Adult Education in the New York State Education Department started a plan that was to become known as the Community Ambassador Project. (4.) Then, in 1951, the United States Department of State called in the Experiment for aid in placing State Department Scholarship recipients in American homes.

Under the first Experiment plan, individual members of the group live in the same town, each with a separate family where there is a person of similar age and sex. The Experimenter spends four weeks living as a member of this "family." The second month abroad is spent biking through the country with his "brothers and sisters" as his guests. Camping and cooking while seeing the country from the "inside" gives the group members more accurate views of the country than they would gain as ordinary tourists. The final week of the month is usually spent in the capital of the country in order for the "foreign" student to see a cosmopolitan type of life. Each Experimenter goes abroad with clear-cut goals in mind. He has a sincere interest in learning more about another country and its people. He wants to live in a foreign home and call the family "his family." In most cases, if he is going to a foreign language speaking country, he will be able to converse with the family in their language and learn their customs, attitudes, and views. The Experimenter has also determined to go with an open mind, so that he may evaluate what he sees and hears. And, to make him quite different from the traditional American tourist, he will have only a small amount of spending money, larger amounts sometimes being a barrier to understanding since the foreign family may feel awe and inferiority in the presence of the "wealthy" American.

The Experiment-in-Reverse plan whereby foreign youths come to live with American families is identical in nature, except that American families usually bear all the expenses.

Not only individuals, but communities have become interested in the Experiment method. Under the Community Ambassador Project, interested organizations and individuals of the community contribute to a fund that is used to send a local youth abroad. He represents his community in another country as a member of an Experiment group, interpreting American life to his family. Upon his return, the Community Ambassador (CA) gives talks to each of the organizations that helped finance his trip.

Michigan has been represented in the CA Program. Holland, Michigan, will send its third CA this year. Kalamazoo, Grand Rapids, Flint, Ann Arbor, Three Rivers, and Lansing—East Lansing will all send CA's this year for the first time. During the current year, the CA Plan has been promoted by field representatives traveling through the Middle West, West, and South. Their work was made possible by a grant from the Ford Foundation.

Under the program set up by the State Department and the Experiment, the incoming students are placed in American homes to acquaint them with our way of life. After a month's stay, the group members go to their respective colleges. Michigan communities have also taken part in this program. Host communities have been South Haven, Kalamazoo, and Birmingham.

The Experiment has personally given me two years of unforgettable experiences as a group leader which in turn have enriched my teaching. As a teacher of Spanish at Three Rivers, Michigan, I have been able to describe to my students life as I saw it in Mexico.

In 1951, eight group members and I, as leader, went to Guanajuato, Mexico. This town and its 1950 Experiment group were recently portrayed in the March issue of the National Geographic Magazine. Orientation meetings in Monterrey

(Continued on page 18)
Broncos Second in Four MAC Sports

It could be that the past college year will be remembered as the year in which Bronco teams failed to win at least one Mid-American Conference title, but certainly the spring season will be remembered as the season in which no WMC team of the four competing aggregations failed to finish lower than second in the torrid conference title hunts.

Certainly in a collegiate loop of nine institutions to have four different teams completing their conference seasons in second place is highly unusual and an average of which Western Michigan can well be proud.

Western's baseball team turned in one of the most glittering records in many years with a 17-4 mark in all games. The team probably lost a tie for the title in the Mid-American Conference by being washed out of two games with Cincinnati and thus finished half a game behind Ohio University when those two teams split in their two-game series, which by the way provided the only conference defeat in three seasons of play. Western split with Notre Dame, defeated Glenview Naval Air Station and against Big Ten competition won eight of 10 games.

The even split with Ohio University which let the Bobcats win the Mid-American title probably provided the edge by which Western Michigan failed to be named for the district playoffs. When the committee met Western was the second place team and in the Big Ten Michigan seemingly was the champion. Hence those two teams were named. For the Broncos it marked the first time Western Michigan had failed to gain a place in the district title fight since the playoffs were instituted. Being named five of six is a record that no other teams can show, however.

It marks a superior brand of baseball, which had no letdown in 1953 even though Coach Maher's team was on the outside looking in.

Coming to Western Michigan the second semester Coach George Dales plunged into an indoor track season with an outdoor season following with little knowledge of the material he had to work with. But his thinclads lost only one duel meet out of nine during the season and in the Mid-American Conference meet the Broncos finished a fine second with teams than Miami, the title-winner, well below the Western point total.

That George Dales will keep the Bronco thinclads well up in the van in the MAC in coming seasons is evident to those who have followed his work. The newcomer is thorough in his coaching; sound in his fundamentals and a hard worker in what ever he undertakes. Truly, we believe, track is or the upgrade. But make no mistake. Track at Western has never been poor.

The tennis team under Hap Sorensen, which had been exchanging tennis titles in the Mid-American for four years with Cincinnati, was in a rebuilding process in the 1953 season and Sorensen with his eyes on the MAC tourney made every effort to bring the squad along so that it might hit its peak at the time of the conference meet. Cincinnati in its last season in the Mid-American was also down, leaving Miami as the big threat to Western's attempt to defend its 1952 crown. A strong number one player, who had not lost a match for a year and furnished the spark for the first doubles combination which gave Miami the edge that it needed and the Redskins dethroned the Broncos as champions, with Western finishing in second place.

Roy Wietz, inheriting the golf team from Bill Perigo, went right out and compiled the best duel meet record of several seasons with 13-5 and when it came down to the MAC meet his team was ready. It was not able to overcome the two-time Ohio University champions with the Bobcats' veteran cast but the Broncos gave Ohio a brave fight of it before Ohio won the title with 605, while Western had second place with 618. The season was a far cry from the previous year.

Gazing over the freshman squads this spring and looking into the crystal ball a critic can see some good material coming up for every spring team next year, eligibility granted. Coach Maher has perhaps suffered the greatest losses to his squad and need considerable in the way of replacements. The newcomers will need seasoning, but the spring of 1954 should be a banner one, we believe, with each of the teams up in the conference title chases and producing records of which Western Michigan may well be proud.

New Coach Leads Bronco Gridders for 1953 Season

The semi-centennial year of Western Michigan College will find Western Michigan's football team operating under a new coach in Jack Petoskey, former Michigan end, and an assistant coach last fall.

The Broncos for the first time in a dozen years will discard the T formation in favor of the single wing. Perhaps another change which may also prove beneficial to the Broncos, who have lacked depth, and may continue to do so to some extent, will be the elimination of the free substitution rule.

About 20 lettermen are expected to be on hand when fall practice starts Sept. 1 and an interesting season can be expected. A good spirit is expected; a new type of play will be in vogue, and a new head coach in charge. Returning will be 60 min-

(Continued on page 20)
1953 BASEBALL
Front row: Ron Davies, Al Horn, Bud Brotebeck, Ron Heaviland, Al Nagel, Ron Eggers and Juane Emaar.
Third row: Duane Emaar, Bill Hayes, Dave Gottschalk, Ron Jackson, Jim Stephenson, Bill Lejoie, Bob Urda, Bob Diment, Dale Erickson and Wayne Hastings.

1953 TRACK
Front row: Gordon Spencer, Burt Jones, Ron Cole, Bob Azkoul and Al Renick

1953 TENNIS
Jack Vredewel, Dick Hendershott, Bob Nuding and Dick Laurent.

1953 GOLF
Coach Roy Weltz, Spike Carlson, Joe VanNess, Don Kelly and Bob Bradford.
Briggs ’34 Gets
Top School Post
at Bay City

Paul W. Briggs ’34 is the new
superintendent of the Bay City pub-
lic schools, being promoted in April
to take effect July 1. For the last
eight years he had been principal
of the Central high school there.

Before moving to Bay City in
1940, Briggs had been principal
of the Brown City high school. At Bay
City he entered the speech and dra-
matics department of the Central
high school, and three years later
came assistant principal. He held
this post one year before being pro-
moted.

He holds a master’s degree in
school administration from Michigan
State College and has done further
graduate work at the University of
Michigan and Wayne University.
He is chairman of a nine-member
state committee on college agree-
ment and is a member of the execu-
tive committee of the state high
school athletic association.

Ambassadors

(Continued from page 15)
en route to Guanajuato gave our
members, representing eight states,
a chance to become acquainted, and to
discuss Mexican life and the neces-
sary adjustments.

Upon arriving at Guanajuato, we
found some families who had had
Experimenters in their homes for as
long as seven years. Guanajuato, the
“cradle of Mexican independence,”
was a superb place in which to learn
of Mexico and its people.

My Mexican “mother” was an
unforgettable person. She had a good
education and had reared her family
of two boys and twin girls after her
husband’s death. Her husband had
been a leading citizen, a former Na-
tional Senator, and a candidate for
governor at the time of his death.
My “mother” was never too tired to
spend time talking about her coun-
try, its people, and problems. I shall
never forget her sorrow at seeing
our group leave. She said, “Each
year when the Experimenters leave
I am so sad that I am determined
ever to have another one in my
home, but when the time comes to
take another American ‘son’ or
‘daughter,’ I can’t resist.”

The Experiment has provided
some 5,000 students with a way to
make enduring friendships in twen-
ty-five countries in Europe, Asia, and
the three Americas.

Already fifty-five young men and
women residing in Michigan have
gone abroad under the auspices of
the Experiment in International Liv-
ing. According to the latest reports
from the Headquarters Office, Michi-
gan is sending more Community
Ambassadors abroad this summer
than any other state.

Since, as Dr. S. E. Gerard Priestley
says, “The destiny of the Free World
is largely in the hands of the United
States,” it is increasingly necessary
that more and more of Michigan’s
youth take part in this project for
the understanding of other peoples
and other customs.

Morris ’52 Heads
WMC Alumni in
Anniversary Year

J. Thomas Morris ’52 is the new
president of the Western Michigan
College Alumni Association.

Balloting early this summer re-
sulted in Colon Schaibly ’28 re-
ceiving the top number of votes, but
Schaibly declined the honor because
of his recent acceptance of a re-
search fellowship for the next year
at the University of Chicago. Morris
as the elected vice-president, was
promoted to the presidency.

David C. Arnold ’37 will become
an advisor and member of the board
doctors, as ex-president. Vern E.
Mabie ’24 continues as executive
secretary.

Other new members of the board of
doctors are Mrs. Albert W.
Behnke (Donna DeFrance) ’23, Kal-
amazoo; Malcolm McKay ’32, St.
Joseph; Robert Peckham ’40, Alle-
gan; W. Dean Worden ’40, Lansing,
and Rodney A. Lenderink ’37, Kal-
amazoo.

Thanks and Farewell

Dear Home Economics Alumnae:

I certainly appreciate your con-
tribution to making the party the
Home Economics Club sponsored
for me a success.

I am proud to be a life member
of the A.H.E.A.; I like my rocker
very much and it was most
thoughtful of the club members to
name the Home Economics loan
fund after Mary Moore and me.

I shall miss all my friends, co-
workers, the alumnae, and the
fine associations of young college
students very much. You have
made the time I spent at Western
very happy.

Write and come to see me at
320 W. North Street, Decatur,
Illinois, after Sept. 1, 1953.

Cordially yours,
Sophia Reed, Head
Home Economics Dept.
Dean Pellett

(Continued from page 5)

he had self respect but he never forced it on the other fellow. He served but he never presented a bill for such service.

The dean served in various manners. Lacking children of his own he took some 12 young people of college age into his own home and gave them college education. Suppose you and I try to do this once and then multiply what we have done by twelve and we might get some conception of what it means. To top this off the dean and Mrs. Pellett took a friend into their home and made his declining years one of joy and comfort such as perhaps he had never known.

I see the dean taking motion pictures of our college football games. He rode literally thousands of miles to make no one knows how many reels of motion pictures of games so that our coaches might develop better teams. I see the dean standing in the cold wind and storms to take these pictures. I see him getting home late at night after such out of town trips and I see him at his desk early the next morning.

I wonder how many committee meetings the dean has attended. I wonder how many individual conferences he has held with students. I wonder how many reports he has made out. I wonder how many records he has checked and filed.

I wonder how many free lectures and free speeches the dean has given. I know that the dean has traveled widely and that he is tops as an amateur photographer. I wonder how many people have enjoyed the beauties of nature as shown by pictures taken by the dean.

I know that the dean can work with his hands. He has built trailers, cottages including electric wiring and plumbing and that he has rebuilt and restored to new glory old homes and their furnishings. Not many professional interior decorators can compete with the work done by the dean in any one of his several homes. The dean is a builder and a restorer, bar none.

The dean is a “jumper-inner” who can see a situation and get busy, and save the day before disaster can take over. Among others, I saw the dean screen our Navy V-12 students and thereby make order out of what might have been confusion leading to disaster. I have heard prominent citizens drop remarks showing their respect for our dean’s ability to get the facts and present them when needed. Sometimes, no one knows how many, extra hours of work were required. The dean is quite a man.

Now that the dean has left, Western’s alumni come to me from time, always with anxiety written on their faces. Always they seem to ask the same question. How can Western get along without Dean Pellett? To me this seems significant in judging this man. Each alumnus tells his story. In general, all run about alike. For each man the dean gave a series of services needed by that individual, perhaps years ago. Mellowed by the years these men say “When I think of Western I think of Dean Pellett and what he did for men when I went to Western.” To my mind there could be no finer compliment.

Before I close may I say that I also see in the background of the dean some closely related people who have quietly, self effacingly but gladly and efficiently done their share in supporting the work of the dean. Wives keep home fires burning. Deft and experienced office help are not to be forgotten. They supplement, they protect and they serve without portfolio. They might be likened to the setting of a fine gem. Loose diamonds are one thing but properly set these diamonds take on added luster. The dean knows these things and I mention it to save him the trouble of reminding the reader. I think the dean would like it that way.

Those of us who knew Dean and Mrs. Pellett will cherish their memory. We will remember, we will respect and we will love them so long as we shall live.

—FRED HUFF

Travel Journal

(Continued from page 8)

and twenty-two days. No lives had been lost and no serious injuries sustained. The men were lean and tanned from work and exposure. The expedition had been successful.

A brief biographical sketch of each member of the personnel, given in the introduction, affords the reader a substantial basis for appreciation of the value of their scientific findings, according to anticipated needs there were a topographical engineer, a physician, and mineralogist among their number. The long introduction also includes a thumbnail history of the world conditions and particularly the status of affairs affecting the old Northwest Territory from about 1794 to 1820.

Out of this expedition came the pattern for subsequent government expeditions and from it grew the copper boom of the 40’s. Also from the expedition dates the beginning of the scientific investigation of the Indian—his origin, history, language, customs, habits of life and his legends. In this field especially Schoolcraft’s contributions to folklore and anthropology are still valuable as basic sources of current knowledge of the early American Indian.

Professor Mentor Lee Williams of the Illinois Institute of Technology has kept strictly to the original in his preparation of the text for modern publication. The chief deletions are the elaborate metrological tables. He says he compiled this 1953 edition of the Narrative Journal from “notes and journals kept by Schoolcraft and from data furnished him by fellow members of the tour.” He has hoped to bring to his readers within the covers of this one book the complete story of an important incident in American history and culture and make its significance evident. The serious student of Michigan history will be grateful to him for his efforts.

—MATE GRAYE HUNT
New Horizons

(Continued from inside cover)

that we need not base our financial future upon wars, it seems that we can be certain that ours will be a partial military economy for as many years ahead as we can see. This fact in itself provides a quality and quantity of career possibilities which have not existed in previous generations in this land.

There are some preliminary facts to keep in mind in considering the future of young people. Graduation from high school is a significant step and qualification in connection with the working out of a career. However, it is not necessarily, nor even generally, the final educational step that needs to be made in order to be fitted for a task of great usefulness. High school graduation, as you know, is reaching more and more toward a standard for all. Our American educational school system is geared to a philosophy and practice which provides high school opportunities for all of its young people. High schools are less and less the finishing point for a formal education. Early "teen age" jobs are appearing with somewhat less frequency each year because high schools, as a whole, are not sufficiently broad or technical to serve as a basis for an advancing career. More important still is the fact that maturity is being desired by employers. As a result, formal education beyond high school graduation is becoming more and more popular.

At the present time there are enrolled in the United States in its several colleges and universities two and a half million young people. A most generally accepted prediction is that within 10 years, four and a half million young people will be enrolled in colleges. At present, one person out of every six eligibles in the United States is a college graduate according to our present records, a man who is a college graduate stands 15 chances to one over the non-college graduate to rise to the top. A college graduate will eventually obtain a salary from two to three times as great as the non-college graduate, and while he may be some-what older in obtaining employment, his increases in salary will continue to rise longer than that of the non-college graduate. We have practically reached the point in this country where a college education is basic to substantial success in business as well as in the professions. In other words, not for the sake of culture alone, but for the sake of adjustment to a changing society, the basic educational requirements for young people are being extended more and more. Technical, scientific, and social developments in the present age place greater and greater emphasis upon the necessity for a significant amount of post-high school formal education.

Football-1953

(Continued from page 16)

ute ball player, who can work on both offense and defense.

It will be a most interesting season and a little from each of the factors involved might mean that the Broncos will be much better this fall. And don't overlook the fact that there will be a few good sophomores from last year's freshman crop.

It will be a comparatively young team, mostly juniors and sophs, who should have plenty of zip and pep.

See the games this fall. We think you will be interested, and that you will like the style of play. More over, without all those free substitutions you'll get to know the players.

The schedule:

Sept. 26—Central Michigan at Mt. Pleasant.
Oct. 3—Illinois Wesleyan at Bloomington, Ill. (Night)
Oct. 10—Miami at Kalamazoo. (Band Day).
Oct. 17—Toledo at Toledo.
Oct. 24—Washington at Kalamazoo (Homecoming).
Oct. 31—Ohio at Kalamazoo
Nov. 7—Western Reserve at Cleveland.
Nov. 14—Kent State at Kalamazoo. (Dads' Day).

Senators!

Former "Senators" are asked to get in touch with the local alumni president before homecoming if they have any news of former senators. They may call Mrs. Stewart Drum, the former Miss Elaine Eddy, 1913 Schaeffer, Kalamazoo, 5-4844.

Class Notes

'11 Miss Lydia Best retired in June from the Kalamazoo public schools faculty.

'12 Miss Verna Matrau retired in June from the Water vliet schools after teaching for more than 37 years. She is presently vice-president of the Water vliet library board.

'15 Francis Lemon and Mrs. Russell Harsha (Blanche Young) retired in June from the faculties of the Kalamazoo and Vicksburg schools, respectively. Mrs. Harsha's son, Deane, graduated from Western in 1951.

'16 Mrs. Warren Brodon (Ruth Loughead) died March 23 at her Beverly Hills, Ill., home. At one time she taught in the Battle Creek schools.

'17 Mrs. Wayne Abbott (Olive M. Lawton) is teaching physical education half days at the Lawton school this fall.

'20 Morris L. Morton, veteran certified public accountant in Kalamazoo, died June 22 at his home following a long illness. He had operated his own accounting firm since 1932.

'22 Mrs. Chester Schaus (Phyllis Pease) will teach sixth graders in the

WESTERN MICHIGAN COLLEGE
Two new pieces of equipment have recently been added to the paper technology laboratories at Western Michigan College, both machines being laboratory-size models, although designed to results similar to larger production models. At left Leonard Brice, industrial relations manager of the Black-Clawson Company, Hamilton, O., presents a new hydrapulper to John Goldsworth, superintendent of buildings and grounds. The machine is designed to reduce waste paper into a pulpy mass which can be processed into new paper. At the right Harry Parker of the faculty makes adjustment on a new calendering machine now housed in the controlled humidity testing room. It is the gift of the Wheeler Roll Company, Kalamazoo. A paper mill calendar is the machine designed to place a high finish on paper. The center, white, roll is actually made of paper compressed so much that it can be turned on a lathe.

Coloma schools this fall ... Paul Bowerson served as manager of the Briggs park pool in Grand Rapids this summer, and during the regular year teaches civics and English at Creston high school, where he has been for the last 26 years.

Mrs. Andre Driganovitch (Helen Jones) now resides in Monterey, Calif., where her husband is senior instructor in the Serbo-Croatian department of the Army language school at the Presidio. She is a graduate of the University of Michigan . . . Elwood Griffith has been named principal of the Roosevelt elementary school in Kalamazoo. He has been teaching at Central high school, and has been with the Kalamazoo schools since 1928.

Beatrice Termeer, principal of the Stocking school, Grand Rapids, received her doctor of education degree from Teachers College, Columbia University, in June. She studied in the field of curriculum and teaching, and holds her MA degree from Northwestern University . . . T. J. Barry, superintendent of the Norway township schools for the last nine years, is the new Dickinson County superintendent of schools, taking office Aug. 1. He has coached and taught in UP schools for 29 years serving at Vulcan, Waucedah township schools and high school. He resides in Vulcan . . .

Mrs. Peter Hansen (Rose Washburn), a Grand Rapids teacher for 32 years, retired in June. For the last 13 years she had taught at the East Leonard school, and before that at Coldbrook and Ottawa Hills. She has also served in Sturgis and Greenville.

Mrs. Ethel Becker retired in June from the Kalamazoo public schools faculty . . . Dr. Merze Tate, eminent American historian and the first American Negro to win an Oxford University degree, taught during the summer at Wayne University, Detroit . . . Mrs. Alvin Vänderbush (Elizabeth Elenbaas), with the aid of evening and summer classes, has completed requirements for her AB degree at Hope College. She is a fifth grade teacher in the Lincoln school, Holland . . . Ralph E. Wolff has purchased the Blue Bonnet food shop in Traverse City. He had been with A & P since 1928 and was district supervisor at Traverse City for the last 23 years.

Miss Helen Elaine Stenson is now in Honduras where she is serving as a specialist in elementary education for the Technical Co-operation Administration . . . Colon L. Schably has been granted a research assistantship at the
University of Chicago and will begin work this fall towards his doctorate. He has been with the Kalamazoo public schools for 17 years, serving since 1940 as principal of the Roosevelt school. He had been named recently principal of the new Northeastern junior high school.

'29 Michael W. Shillinger retired in June after teaching in the Grand Rapids schools for 47 years. He had been principal at the Burton Heights school for the last 10 years and acting principal from 1940 until 1943 of the Ottawa Hills school. Mrs. Kenneth Trim (Dorothy Oliver) has resigned after teaching for 24 years in the Lafayette school, St. Joseph. She and her husband left that community in June to make their new home in Birmingham, Ala., where he is affiliated with the Blue Shield commission as assistant director for the state of Alabama . . . The Rev. Glenn P. Jager has been honored by the school of theology of the National Bible College, Wichita, Kans., with the degree of doctor of theology. He was ordained in the Baptist ministry in 1934. He is now principal of the Fulton school of the Vicksburg Community schools and has been pastor of the Climax Baptist church for the last 10 years.

'30 Miss June E. Lewis has received the doctor of education degree from Harvard University in the June commencement. She teaches in the science department of the State Teachers College, Plattsburg, N.Y. . . . Miss Elizabeth Blair has been given a scholarship by the national committee on high school teaching for 24 years in the Lafayet...
New officers of the inter-chapter council, Alpha Beta Epsilon, were elected at the annual spring meeting. They are, left to right, Irene Imperi Geglio '46, recording secretary, Grand Rapids; Mrs. Arlene Rockelman Oakley '46, Detroit, president; Mrs. Florence Emerson Chubb '31, Lansing, first vice-president; Miss Alice Genn '41, Kalamazoo, advisor; Mrs. Esther Wendela Lindberg '33, Detroit, corresponding secretary; Miss Winifred Mitchell '23, Kalamazoo, treasurer, and Mrs. Harriett Snyder '30, Benton, Harbor, chaplain.

in the crash of a Navy plane near Chestertown, Md., July 7. He had been back in service since August, 1950, and was stationed at Patuxent, Md., as a flight commander . . . Mrs. Luna Pickens Van Tiffin, a teacher at Lake Odessa the last 29 years, has just had a representative of the third generation of one family in her class . . . Norris Layton quit this summer as head coach at the Coopersville high school to return to the lumber industry. He was retiring president of the new Ken-New-Wa athletic conference.

Mrs. William French (Aridean Becker), a teacher at Vicksburg for 12 years, will teach in the junior high at Bronson this fall . . . Dr. Victor J. Newcomer is chief of the dermatology section, VA Center hospital, Los Angeles, in addition to being an assistant professor of medicine at UCLA.

Herbert Auer of the Muskegon Chronicle editorial staff is the new state president of the Junior Chamber of Commerce. Three of the top four elected officers were Western alumni.

William F. Hanna was a candidate for supervisor at Norton township, Muskegon County, this spring on the Republican ticket. He is president of the Greater Muskegon Community Fund and vice-chairman of the Salvation Army board. He is a former assistant city attorney in Muskegon Heights . . . Miss Marie A. Wolf is now assistant state 4-H club leader, having first been appointed to such work in 1949. She was a one-time Kent County teacher . . . Miss Louise Ritsema has been designated principal of the new northwest elementary school in Ann Arbor, now under construction. After having headed both the Bach and Fritz schools for the last two years as principal, she will head only the Fritz school for the next year, where she will also teach kindergarten.

James E. Slaughter has been appointed vice-president of the Sun Chemical Corp., General Printing Ink Company division. The division includes 10 manufacturing firms. He had been with the E. J. Kelly company in Kalamazoo for 15 years and was sales manager at the time of his promotion. He now makes his home in Long Island City, N.Y.

Howard L. Bale has a leave of absence from the Big Rapids schools where he has taught since 1946, to take a Ford Foundation high school teacher fellowship during the next school year. He will study the Revolutionary war and colonial period, spending one semester in travel in the Eastern United States and the other semester studying at George Washington University, Washington, D. C. Myron K. "Mike" Ballard has been named assistant production manager for the Shen-Twillett Co., Marshall, with which firm he has been since 1946. Until 1952 he served as foreman in various departments, then being named an assistant engineer. His wife is the former Doris Holmes and they have two children.

Mrs. Emma Fero Reinhold, who now makes her home in Pellston, since July 1 has been home demonstration agent in Charlevoix and Emmett counties, after nine years with these two and also Cheboygan county. She was the first resident home demonstration agent in the northern lower peninsula.

CWO Robert H. Sweetland is now stationed at Fort Lee, Va.

Miss Doris Bos, a teacher in Muskegon's Jolman school since 1946, won't be there this fall as she will be teaching somewhere in Germany in a U. S. Army Dependents' school. She has just completed a two-year term on the board of the Michigan Christian Endeavor Society . . . Millard Engle, after a successful coaching career at Middleville, moves to Lake Odessa this fall as principal.

Miss Leona Kraft, manager of the cafeteria for the Eastman Co., in Longview, Tex., the last two years, is now Mrs. Ralph S. Browne, Jr. . . . Harold A. Nielsen, director of the juvenile division of the Washitawen County probate court, was a candidate in June for a seat on the Ypsilanti board of education. Formerly with the state department of social welfare, he is now working towards his master's degree at the University of Michigan . . . Miss Elva Van Haitsma has been named director of dramatics at Hope College. She was formerly a teacher of English and dramatics at Grand Rapids Ottawa Hills high school. The Michigan Speech Association bulletin for April, 1953, cited her as one of two "outstanding speech people from Grand Rapids."

Kenneth G. Hungerford is the new president of the Grand Rapids chapter, National Association of Cost Accountants. He is a partner in the firm of McEwan and Kauffman.

he was teacher-principal in the Bamburg, Germany, American school.

Dr. John Hayward is now in Pusan, Korea, where he is working as a medical missionary in a Baptist mission clinic. He expects to serve there for 18 months.

'47 Charles D. Garner has been named superintendent of the Churchill school district, near Muskegon. He formerly was a science instructor in the Muskegon Heights junior high school for five years . . . Thomas E. Koschial has received a master's degree in clinical psychology from Wayne University. He has been employed by the Allegheny-Ludlum Steel Corp., Ferndale . . . The Rev. Douglas B. Brown was ordained in the Baptist ministry June 23, 1953, at Laingsburg where he has served since 1950. He is a graduate of the Northern Baptist Theological Seminary and studied last year at MSC . . . Paul R. Fulton has received his doctor of dental surgery degree from the University of Detroit and plans to open his practice in Kalamazoo . . . Dean VanLandingham, a teacher at Paw Paw for three years, is the new principal of the Cassopolis public schools. He was recently designated as "Lion of the Year" by the Paw Paw club.

Walter A. Chojnowski of Grand Haven is a national director of the Junior Chamber of Commerce, elected from Michigan. Formerly co-ordinator of business education and supervisor of adult education for the Grand Rapids schools, he has accepted a new position with Northern Michigan College.

'48 Robert Burgoyne was chosen from 15 applicants as the new principal of the Anchor Bay high school. He had formerly taught in the St. Clair high school and will now make his home in New Baltimore . . . James W. Bussard is the new Ottawa County prosecutor, appointed in June to complete an unexpired term. Making his home in Grand Haven, he has served as an assistant prosecutor for 18 months . . . Walter S. Lowell is now coaching and teaching in Grand Haven, moving there this fall after receiving his MA degree from the University of Michigan . . . Norman Williams is the new chief of the United Press picture bureau in Tokyo, being transferred there after serving as UP newspicture manager in Detroit. Early in the Korean war he covered the combat scene for UP . . . Mrs. Richard B. Agee (Betty Austin) has received her doctor of medicine degree from the University of Virginia, graduating in the same class with her husband. Both are now interning at the Ohio State University hospital, Columbus.

Robert L. Mulder has received his doctor of philosophy degree from Ohio State University.

'49 Abdul Naem and his family visited briefly in Kalamazoo in June en route to Pakistan where he plans to set up a publishing house in Karachi . . . Dr. Harry R. Zemmer graduated this year from the U-M medical school and will be interning at Fayre, Pa., before moving on to the Belgian Congo as a medical missionary. He was born in Africa where his father also served as a missionary. Dr. Zemmer is also an ordained minister . . . Robert D. Taylor has joined the faculty of the WMC training school . . . Gordon Peckham is the new superintendent of the Hersey township agricultural school, Osceola County . . . A recent graduate of the Chicago College of Osteopathy is Richard Kik, who is now interning at the Saginaw Osteopathic hospital . . . Miss Edna Marie Ryan was one of 22 persons killed March 28 in the crash of three New York Central trains near Conneaut, Ohio . Miss Ryan was director of occupational therapy at the Criel VA hospital in Cleveland. She was a former president of the Women's League . . . Joining the faculty of the Michigan Veterans' Vocational school at Port Huron this summer was Lloyd Meadows, who will teach business education. The MVVS is an affiliate of WMC . . . First Lt. Robert G. Hall recently received the Air Medal while serving as an F-86 Saberjet pilot with the Fifth Air Force in Korea . . . Ens. John Alwood is now recreational director at the Naval base at Yokosuka, Japan . . . Mrs. William Sundberg (Rosemary Hoffman) has returned with her husband and two children to their Sycamore, Ill., home after spending two years in Jacksonville, Fla., where her husband served in the Navy.

Ora F. Weeks, of Belding, has been named principal of the Plainwell elementary school. He had been with the Belding schools for the last four years . . . James Bale, sixth grade teacher for the last four years in Buchanan, becomes a teacher and elementary principal at Three Oaks this fall . . . Howard R. Lewis, Sault Ste. Marie, has purchased the Lawton Leader from his grandfather who has served as editor and publisher of the weekly newspaper for the last 63 years. Lewis has been a meteorologist at the Soo for the last two years . . . SFC Jack E. Kerr, Saginaw, has completed his service with the 15th Infantry division in Korea. He is also a graduate of the Detroit College of Law.
Mrs. Coomer now teaches third graders in Jackson ... Irvin Boeskool graduated in June from the U. S. Naval Academy, Annapolis, Md., one of nine members of the class of 926 to boast a 4.0 academic rating. "Harry Contos is the new managing editor of the North Platte, Nebr., Telegraph Bulletin. He was editor of the Herald his senior year and then worked on the Kalamazoo Gazette before joining the editorial staff of the Nebraska paper. ... Northwest Airlines has transferred Ronald Groat to Anchorage, Alaska, where he is senior agent in charge. He had been transportation agent at Willow Run airport, near Detroit, for the airline for the last three years. His wife is the former Barbara Heidricke of Robert Palmatier, who formerly taught in Vicksburg, will meet both junior and senior high students at Allegan this fall. ... Miss Charlotte Smith leaves the Coloma schools to join the faculty of the Ann J. Kellogg school, Battle Creek. First Lt. James M. Foote has been flying transport aircraft in the U.S. Air Force. He has been a representative of the Grand Rapids Council on World Affairs and the Experiment in International Living.

Maj. Herman Visscher, WWII air force veteran, returned to the United States in May after completing another 106 missions in Korea. He served as commanding officer of the 25th fighter squadron, 51st fighter wing, there with the rank of lieutenant colonel. He was credited with one enemy jet fighter destroyed. Maj. Visscher has been assigned to duty at Selfridge AFB, Mich. He is the holder now of the Distinguished Flying Cross with two oak leaf clusters and the Air Medal with 17 oak leaf clusters. Mrs. Winifred Rush, a Coopersville grade teacher, died July 4 at her home there.

Miss Janice Mollinger has resigned as a women's physical education teacher at Sturgis and plans to teach in Arizona this fall. Thomas Rebentisch, a student at the Oberlin College of Theology in Ohio, is currently taking classes at Boston University as a part of the "Minister-in-Industry" program. In addition to classwork, he is part of the project which includes working daily in the Coca Cola bottling plant of the University of Michigan. Harold Maxson, teacher and coach at Northville high school, will assist football coach at Cedar Springs this fall. Miss Frances Howlett, a teacher at Greenville since graduation, has been chosen by the Army to teach next year in Japan. She is a classroom veteran of 21 years, moves from Newaygo to Fremont this year to teach first graders. ... Bennie E. Hartman was commissioned a second lieutenant in June from Air Force OCS. ... William A. Closson, a new Navy one-striper, is now stationed at Great Lakes, Ill. Walter D. Storey has been promoted to airman 1/c at Williams AFB, Chandler, Ariz., where he is assigned as co-ordinator of inactive reserve training and officer processing. ... Miss Phyllis Melvin has worked on the Grand Rapids playgrounds for the last summer, and plans now to enter a two-year physical-education training course at the Mayo Clinic, Rochester, Minn. She has taught for two years at Marshall. ... Lt. Dorman L. Duncan, Jr., has been transferred to Germany, after recently receiving a regular Army commission. ... Pfc. Walter Koehler, who was killed in action July 29, 1952, in Korea, has been awarded posthumously the Silver Star medal for gallantry in action. The award was made to his wife, Mrs. Jacqueline Reid Koehler. ... Pfc. Ronald F. Miller is now on the staff of the 343rd Army General Hospital in Japan, and was formerly an instructor at Ft. Eustis, Va. ... Pfc. Fred Ustimechuk has taken part in combat training in atomic warfare at Camp Desert Rock, Nev. ... Warren J. Post has been promoted by the Coast Guard to storekeeper, third class. He assigned to the disbursering section, third Coast Guard district headquarters, Newport, Va. ... First Lt. James E. Morgan was assigned in the spring to the 40th division's 140th tank battalion in Korea.

Cpl. John D. Steward was assigned to the Seoul City Command in Korea on arrival there this spring.

Thomas M. Wil- loughby was one of 141 candidates to be commissioned as ensigns in the Navy after completing an officer candidate school in April at Newport, R. I. ... Pvt. Stanley L. Vanduski is serving with the 1st Cavalry division in Japan. ... Miss Francine Howlett, a teacher at the Martin high school, appeared in April as English horn soloist with the Twin City Symphony orchestra at Benton Harbor. ... Malcolm Dunham has moved from woodland to belle Vue where he will teach instrumental music. ... Lt. Jack Ramseman has been commissioned by the Air Force and received his wings as a bombardier-navigator. He is now stationed at Shaw AFB, Sumter, S. C.

Lt. Richard J. Wallace arrived in Korea in May to serve with the 4th engineering construction group. He was a department manager in a J. C. Penney store before entering service. ... Edward P. O'Rourke has qualified as a submariner while aboard the USS Cutlass. ... Pvt. John B. Telatinik, Jr., is serving with the 32nd ordnance battalion in Korea. After graduation he began work as a student engineer for the National Tube division. ... Donald Maurer was recently promoted to sergeant with the 7th infantry division.

Sgt. Robert J. Mumma completed tour of duty with the 25th infantry division in Korea early this year. ... John L. Smallwood has joined the Ypsilanti police force as a patrolman. ... Dr. Leslie R. White received the degree of doctor of osteopathy from the Kirksville, Mo., College of Osteopathy and Surgery. May 29, and four weeks later received his bachelor's degree from Western, studying under a combined curriculum. He is interning at the McCormick hospital, Moberly, Mo.
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