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Western Michigan University

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1953 Important Year on Campus
At Kalamazoo

After only a year's cessation in building here at Western Michigan, we are again expanding, trying to keep pace with our ever growing student body.

The Miller-Davis Company, working with Architect Ralph Calder, is putting up on the west campus a new dormitory for women and 96 apartments in eight units for married students. Both are badly needed and will be quickly occupied on completion.

Our undergraduate enrollment for the first time went over the 4,000 mark this fall, and with our graduate on-campus students brought the total to an all-time high of 4,367. Too, our contacts off the campus through extension and correspondence study have reached record heights and we are academically reaching more than 6,000 people this fall.

All of this expansion, of course, necessitates physical plant improvements and enlargements. In addition to the new buildings now under construction we are again thinking seriously of a new physical education unit for men, with an adjoining field house, and our future planning calls for a new auditorium building, with extensive classroom facilities.

We have presented to the state department of administration this fall a tentative request for capital outlay for fiscal 1954-55 of $2,500,000, including $1,500,000 for the physical education unit and $1,000,000 for the beginning of an auditorium. Those of you who are former students or who are familiar with the campus will quickly recognize the need which we have for both such additions.

This has been an interesting fall on the Western Michigan campus. Our 50th anniversary homecoming was eminently successful and certainly set a pattern for future celebrations of this kind. Your attention is called to the educational convocation which we will stage the first of April in 1954, featuring Dr. Milton Eisenhower, president of Pennsylvania State College, who will address the main gathering.

May I direct your attention elsewhere in this issue of the News Magazine to the review of the examination conducted of Western Michigan College last spring by the American Association of Colleges for Teacher Education. Our growth is not only directed in a physical way, but we are constantly striving to make Western Michigan a better school, serving Michigan more completely each year.

Dr. Sangren
A Guide for Growth

Often no one is able to ascertain the weaknesses of a business enterprise, industrial combine or educational institution better than those people working daily with the situation, although many of them might not qualify as experts in the larger field. More than a year ago the faculty and administrative staff of Western Michigan College began a searching inquiry into many of the facets of operation of a now vast enterprise, searching painstakingly for the faults, dwelling simply on the virtues. The fruits of their labor were not in vain, but served well to strengthen the opening hypothesis.

Much of their preliminary spade work was backed up by an investigating team of the American Association of Colleges for Teacher Education which visited the campus for several days last May. By the time school was ready to get underway this fall the full report of the committee had been received on the campus and a careful critique of their estimates was begun.

Now comes the time for the faculty and staff to step forth and put into practice such desirable features as were commended to the school if it is to progress as much in the next fifty years as it has in these first fifty.

It is not an easy job, this dissecting your own program and then putting it back together with a newer and stronger glue. It requires iron nerves at times, patience, forbearance on the part of those who may be injured seemingly by the twists and turns of evolution. But inevitably steps must be taken.

The stair which looms before Western Michigan is long and tortuous. No easy climb will it be to make one's way forward, but the way of progress is generally difficult and Western Michigan will certainly rise to the occasion to bring about a better organization and a stronger program of teacher education.

It was to be expected that the newest phase of the teacher education program — graduate study — should be the most heavily hit by the critique. Herein has the least work been done because of the very nature of its history. Here will be placed a considerable of the stress at a pace calculated to match that of the birth rate of a vigorous nation.

"A reasonably high degree of emphasis on democratic values" came at the top of strengths listed by the committee in its overall evaluation, with objectives of the college and the continuing study of the academic program ranking behind in that order.

But the investigating committee thought it advisable for an established definition of the aims of the teacher education program to be made, along with a re-examination of the basic administrative organization and a re-study of student membership on policy-recommending committees.

High praise came for the student personnel services, although it was again recommended that study be given to streamlining such efforts and improving communication between the serveral co-ordinate offices.

Of interest to teachers and alumni will be the statements that the placement and alumni office is now greatly understaffed for the job which it is attempting to do and that there should be a diffusion here of duties among several people.

In its discussion of the present faculty of the college the investigators expressed some concern over two factors of training: The large number of advanced degrees secured at the University of Michigan and Columbia University, and the "rather large number" of staff members who hold their undergraduate degrees from Western Michigan. Excessive teaching loads carried by many of the present faculty were unhealthy to adequate cultural growth, as well as lack of credit given for assuming semi-administrative posts, thesis supervision, committee work and counseling.

After complimenting the faculty on its intense desire to initiate a general revision of present curriculum patterns, the committee went on to ask a number of searching questions, any one of which represents extensive study and work to realize improvements in present curriculum pattern.

The questions: Should not the faculty as a whole reach certain basic agreements in regard to a definition of general education? . . . the type of general education program most suitable for Western Michigan? and . . . is a survey course the best type of general education program? Do the curriculum-instructional patterns provide adequate guarantees that each student will have the experiences designed to meet the objectives of general education? Should not the faculty study the possibility of developing more interdepartmental, or even interdivisional, courses in general education? Should not provision be made for a student's "testing out" of a general education requirement on demonstration of competency? Do not all teachers need the general education experience? Is basic skill in typing and in the use of duplicating equipment sufficiently needed by prospective teachers to warrant their being included as a general education requirement? Should not all teachers be required to have some experience (Continued on Page 6)
Knauss Authors Second WMC History

About two years ago Dr. James O. Knauss, eminent historian on the faculty of Western Michigan College and for several years head of the history department, undertook the writing of his second history of Western Michigan College.

More than 25 years ago he had been called upon to do a similar task by Dwight B. Waldo, Western's first president. Then quite new to the campus, Dr. Knauss entered upon the job with some trepidation, but finished the work beautifully and saw the book through to publication.

In anticipation of a second great milestone for Western, Dr. Paul V. Sangren summoned Dr. Knauss again in 1951 with a like proposal—that he write a 50-year history of the college.

Again Dr. Knauss felt himself unequal to the job, but with the best in historical research carried on the assigned task. After more than a year of writing and rewriting a completed manuscript was ready.

Before this a search had been begun by a publications committee for a publisher, the one stipulation being that the book must have the appearance of a fine publication. An agreement had nearly been reached with the University of Oklahoma Press, when negotiations broke down. We then turned to the R. R. Donnelly Company of Chicago and they would accept the work and could meet our deadline.

The copy was sent to them, set up in type and returned to Kalamazoo where Miss Marta Zimmerman, sister of the late Miss Elizabeth Zimmerman, long time Western professor, began the long job of proofreading.

While this was underway John Kemper of the art department was finishing his designs for the jacket

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THE FIRST FIFTY YEARS

For those of you who have not already obtained a copy of Dr. James O. Knauss' 50th anniversary history of Western Michigan College we are here reprinting chapter 10 on the faculty. Some details of the book are told on page 2 and details on ordering copies are given on the back cover.

Twenty-four years ago the writer stated in his quarter centennial history of Western that "a discussion of the teaching force of the institution . . . should be (entrusted to) a disinterested outsider, not (to) a member of the force who is naturally more or less blinded by partisanship." He is still of the same opinion but since a well-informed, unbiased outsider is not available to present an undistorted picture of the faculty the attempt must be made by one of its members. We presume that the success of an educational institution depends largely on the ability and conscientiousness of the teachers who must labor unremittingly to stimulate and guide the students. The administration is naturally indispensable since it selects the teachers, coordinates the work and sets the general goals. Of course, equipment and buildings are necessary. Nevertheless, the teachers both as individuals and as a group are directly responsible for the success or failure of the education process. They are unfortunately too often forgotten by historians and publicists.

Since Western has had almost fifty years of success, it is necessary to consider the teachers who helped to make that success possible. Let us try to see what kind of people they are. First of all, they are men and women who are sympathetically interested in their fellow human beings and their problems. Both Dwight B. Waldo and Paul V. Sangren were opposed to the freakish individual who might have been a specialist in his own field but branches out into completely unrelated areas. Although no statistics have been collected, it is believed that the majority of the teachers have visited more than half the states in the Union. Moreover this writer sometimes feels that almost every member of the faculty except himself has been in Europe. Some have visited Asia, Africa and South America. Naturally this extensive reading and wide traveling gives the individual a broader point of view and should make him more sympathetically interested in his fellows.

The third characteristic of the institution's teachers is their knowledge of the subject matter in their particular fields. Most of them belong to their professional national and regional groups. They read and study the latest ideas and developments in the area of their specialization. (Continued on Page 19)
After about a year of building inactivity on the Western Michigan College campus, the brick layers are hard at work again, with an eventual expenditure of $2,700,000 involved in the projects which were started this fall.

Rapidly going up are new married student apartment buildings, lying in the area between Burnham halls and the New York Central tracks, a space formerly occupied by war surplus apartment structures.

By spring a total of 96 student families should be housed in pretty block apartments, 12 apartments to each 168-foot unit, utilizing two floors. The buildings are of cement and cinder block, with redwood and brick trim.

The apartments are small but adequate for husband and wife, with 84 units of one bedroom size and the remaining two bedrooms. In addition, there are for each a living room, kitchen and bath. Storage and laundry facilities are also provided.

Just across the street, to the east and between Draper-Siedschlag halls and the railroad tracks is now rising a great new dormitory for women, with the first unit to house 250 girls. In addition, a service unit is provided for kitchen and dining space which will accommodate 500 girls.

Some radical changes in design have been effected, based on the experience gained in the operation of the large new dormitories. The new residence will be in two distinct portions, each for 250. Their only connection will be through the separate service unit, admittance to which will be gained by covered passageways from each dormitory.

With the L-shaped portion now under construction, it is hoped to begin the T-section in the fall of 1954 when the first part is ready for occupancy.
Looking to the southwest from a point in front of Siedschlag hall, workmen are busy pouring the foundations for the new women's dormitory. Faintly in the distance can be seen the outlines of the new married student apartments.

Girls will be housed with a sitting room and bedroom for each two girls, and in place of the present large toilet and shower facilities will be substituted individual baths for each two girls. It is felt that the change will make little or no difference in cost of the buildings and will materially reduce maintenance costs.

The huge new dormitories built since the war have furnished a considerable amount of experience for the WMC staff in operating them efficiently. It is felt that many of the earlier problems have been solved in relationship to this new building, but that many more will arise.

The temporary housing provided for veterans after the war has seen better days. The trailers are now a thing of the past on the campus and the administration is sure that other such units must give way to more permanent housing for the ever increasing family of married students seeking a higher education.

The new married student apartment buildings will appear something like this, although the exterior design has been altered somewhat since this drawing was made.
AACTE Report

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in the arts, music and mathematics areas? Do the curriculum-instructional patterns provide sufficient insurance that the student will have become adequately acquainted with instructional materials prior to student teaching? Would it not desirable to have a faculty group study the entire matter of group majors? Should not all secondary and special teachers have a methods and materials course in the teaching of their particular field or fields prior to student teaching? Would it not be desirable to have a faculty group study the entire matter of group majors? Should not all secondary and special teachers have a methods and materials course in the teaching of their particular field or fields prior to student teaching? Would it not be wise to permit at least some students to do their practice teaching before their senior year? Is the staff trying to do too many things in one or two professional courses (e.g. Human Growth and Development, or Psychology of Reading)? Has the instruction, particularly in the professional courses that accompany student teaching in the so-called "professional semester," placed too much emphasis on application or recently developed techniques of group dynamics as a method of instruction?

In their survey of recommendations in the field of curriculum improvement the investigating team stressed the need, not for adding new courses or more hours, but for re-studying present courses and the best use of the time permitted.

"Western Michigan College is to be commended for providing substantial funds for maintaining an excellent laboratory school on the campus and for establishing cooperative and affiliate arrangements with off-campus school systems. The training, experience and competence of the critic teachers and supervisory staff are excellent . . ." "While the program of professional laboratory experiences at this institution is, on the whole, good, the visiting team wishes to draw attention to a number of aspects which require re-thinking on the part of the staff.

"At the present time the teachers of the so-called content subjects appear to have little direct concern with the proper preparation of teachers at the high school levels. Steps need to be taken to involve the content teachers more directly and intimately in the thinking and planning of programs for prospective teachers. The two facets of the prospective teacher's training—the subject matter preparation and the professional preparation—cannot be successfully carried on in isolation.

"There appears to be some basis for the criticisms that student teachers are assigned to practice teaching before they are adequately prepared. The visiting team was concerned with what seemed to be a rather wide-spread feeling among pupils in the campus high school that the practice teachers were inadequately prepared both in subject matter and in methods of teaching. This seems also to be shared by a number of the critic teachers.

"A second basis for the complaint may stem from the present policy of permitting students to begin their practice teaching before they have had systematic instruction in the basic principals of curriculum and instruction, particularly with reference to their subject areas . . . Perhaps it is unwise, furthermore, to concentrate so much of the work in education in the last year. Thought should be given to the advisability of moving the first courses in education down a year to make room for more training prior to practice teaching.

"The visiting team recommends that steps be taken to screen the candidates for the admission to the teacher-training program, and especially student teaching, more carefully."

Moving along to the graduate program, the report stated "The sincere desire to serve the school personnel in the region surrounding the college was clearly indicated and deserving of praise. Apparently the response on the part of teachers in the field has been excellent since there has been a seventy per cent increase in enrollment in the graduate program since September of 1952 . . . It should be noted, however, that such rapid expansion carries with it the danger that the standards of the program will deteriorate unless a similar expansion of staff and facilities is made proportionately. . . The increased degree to which the total resources of the college are becoming involved in the advanced professional program is also praiseworthy."

Many suggestions were made concerning improvements in the graduate program, most of which will probably be effected as time removes the rough edges from the present endeavor and Western Michigan moves more fully into this program. Where does all of this survey place Western? It furnishes the administrative staff and the faculty immediately concerned with any portion with definite objectives towards which they can aim their specific programs, or at least points of origin from which to begin a study or reevaluation of what they are now doing. Certainly not all of the suggestions will be realized for a variety of reasons, but many will be effected in that constant fight to provide a superior education for the fast increasing student body at Western Michigan College.

Already the faculty and staff are working to effect changes suggested by the inspection team, and needs found in the study on which the faculty first worked.
By LOUIS FOLEY

Going through some old papers the other day, I came upon something which reminded me vividly of a man whom I had not heard of for many years. Through the perspective of time, I see him now in a different light from that in which I viewed him when I was a callow youth. He seems to me to illustrate very strikingly a truth which is borne in upon me more and more strongly as the years go by. It is the fact that we owe much to many people whom we hardly think of as having "helped" us at all.

He was a man who, so far as I know, devoted most of his life to the profession of teaching. If only it were possible to turn back the flight of time, I could wish that before he went too far as a teacher he might have made use of a modern device which I have known to be very helpful in a number of cases. It is a plan by which a teacher may find out, in an impersonal way, just what his pupils think about his manner of doing his work, and particularly what faults he has that grate upon them.

Perhaps in his case it would have done no good; I am not at all sure. At any rate I feel impelled to testify. Out of all my experience and observation, his deportment comes readily to mind as the most outstanding example of objectionable habits of which all too many teachers are guilty in some degree, and of which they ought to be made aware before it is too late to start correcting them.

During the period when he must have been in his prime, it was my fortune to be enrolled in more than one of his classes. This was not a matter of choice on my part; it was simply that I was either required or advised to complete certain work which he taught. It was, however, subject matter toward which I had some natural inclination. So I came to him as a pupil rather more favorably predisposed toward him than otherwise.

Now I can honestly say that throughout all my years of school-going, from the primary grades to my latest graduate studies in several universities, I have felt a genuine liking and admiration for the great majority of all the teachers that I ever had. I can remember some, in fact, whom I liked and respected when it seemed to me that most of their other students did not. My natural attitude toward an instructor was always an assumption that whatever he did was all right, an acceptance of him as a model virtually beyond criticism. The subject of this sketch, however, aroused me to consider a teacher's behavior less uncritically.

With extreme vividness I remember all his peculiar mannerisms in the classroom. Like many "self-made" public speakers, he was in complete bondage to a small set of pointless gestures which he repeated continually. They were always irrelevant, and instead of enforcing anything that he had to say, they merely distracted attention because they were too conspicuous to be ignored. They were awkward movements, timid and negative, never aggressive or suggestive of any power or thought behind them.

More distinctly than anything else about him, I remember his hands. Any person's hands, I think, have a kind of natural beauty when they look capable of doing things. His, however, had as little of that appearance as any that I can recall ever having seen. Though he was softer, slender than otherwise, his hands looked fat; they seemed stiff without strength, lacking in any suggestion of physical force, and without any sign of grace or delicate dexterity to make up for it. He always looked as if they were made to be holding something else, though you couldn't imagine what. His inevitable gestures, which might have been annoying anyhow, constantly made more inescapably obvious that unattractive part of his physique.

Every class-hour began with a ridiculous ceremony which was always repeated as exactly as anything can be that is done awkwardly. He would enter the classroom with a somewhat diffident, apologetic air, usually carrying a pile of books which were mere stage-properties; he seldom opened any of them, though he might later move them to half a dozen different places on the table. Walking rather quickly and yet stiffly, he would reach the haven of his desk and get safely behind it. (I remember his ungraceful, old-fashioned shoes, which always looked too tight. I imagined that he suffered from corns.)

His general appearance faintly suggested that of an old-time farmer who is all dressed up and not very comfortable in his go-to-meeting clothes. He seemed a little vain withal; in neckties, for instance, he was by no means conservative in choice of colors, and they were seldom in what I considered good taste. They were the sort of thing that is too conspicuous not to have been consciously chosen; yet he was the kind of person who, when he wore something "loud," would do so not boldly and confidently but a little ashamedly.

Having arrived behind the desk, with a jerky movement he would pull out the lowest right-hand drawer. Thus, with his chair turned at

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How a Teacher Should NOT Behave

NEWS MAGAZINE FOR FALL, 1953
A quarter of a century ago MAC would probably make one think of Michigan Agricultural College. That designation has long gone by and today MAC means only the Mid-American Conference, of which Western Michigan College is a member.

It is an intercollegiate conference which has gained surprising prestige, solidarity and harmony in a period that has seen more or less confusion and upheaval in comparable groups around the country.

With a number of strong midwestern institutions looking for the advantages that are to be derived from a conference the Mid-American was started from scratch as a five-member organization in the winter of 1946-47. However, it didn't get into full swing until the following year. It has broadened its membership and the scope of its activities gradually and deliberately. In this development some of the original members dropped out, feeling that the competition was too rugged or for other reasons, but the conference had applications of other institutions on the table requesting admission to membership so that the growth of the Mid-American Conference to an eight-member organization was assured. Under its constitution, two more members may be admitted in the future.

In this growth, change and development its officials feel that the Mid-American Conference still has some distance to travel before it achieves the status that they hope for it, but they can see the way toward that development which is still being sought.

The Mid-American Conference's general operation is distinctive in many ways, much of which can be attributed directly to the man who has fathered it through its formative years. That's Dr. David E. Reese, who has been the conference commissioner since its inception. He has an exceptional background for the position, having been a one-time great Denison University athlete and later a football and basketball official of national reputation.

Possibly the most unusual feature of the Mid-American has been the carefully-planned program of developing a strong conference spirit through personal friendship and understanding among the officials and contestants of the member schools. This is one of the main purposes of two sessions each year to which each school is urged to send its entire coaching staff, a representative of its faculty athletic board and its sports publicity director.

The meeting this past spring at Western Michigan College when the conference track meet, tennis tournament and golf tourney were held was a good example. For the better part of three days, officials and contestants of the member institutions combined good fellowship and athletic competition. They were, for the greater part, living together in Western's dormitories. They played golf together, enjoyed various meetings together as the host school's guests, at a smoker one evening and a banquet another evening. Together they watched the competition for conference championships. The non-athletes enjoyed themselves and got better acquainted. A lot of problems of running a conference were ironed out in both the business sessions and the various informal discussions.

Commenting upon the success of the spring meeting, Dr. W. P. Roubush, vice-president of Miami University said; "It's amazing to find approximately 200 athletes and at least 100 coaches and officials of such a highly-competitive organization spending three days together in this way. It is one of the things which has made this conference a success, I am sure."

The Mid-American Conference is now in action as an eight-member conference with a nine-sport program A major step towards the sought-for national recognition of this young, but lusty, conference, came last year when it was listed for the first time as one of the conferences whose champions automatically qualify for the annual NCAA basketball tournament. At least one and usually two of its baseball teams have been picked for the regional NCAA playoffs since these playoffs were first promoted.

Homer Dunham

MAC
Conference officials hope that the day is coming when the MAC will be recognized as a major football conference, too—but that covers a complex problem which hinges on many considerations. Possibly the biggest of these is the feeling of the wire services and the American Football Writers Association that at last one major conference must be recognized from each of eight geographical areas, regardless of the results that obtain in intersectional competition.

Member institutions of the Mid-American Conference now are Bowling Green University, Kent State University, Marshall College, Miami University, Ohio University and Western Michigan as state schools; University of Toledo as a municipal institute and Western Reserve University as a private, endowed urban school. They are roughly in the same undergraduate enrollment bracket and they are all in the same general competition bracket in most sports—five of the member schools were undefeated outside of the conference in football a year ago. They have surprisingly similar problems in athletics and their goals are very much the same. Temporary physical limitations have created a few exceptions but most of them will be fielding a real contender this year in some of the nine sports: Football, cross country, basketball, swimming, wrestling, baseball, track, tennis and golf.

There have been occasional changes in the makeup of the Mid-American Conference but the changes have been accomplished with a sympathetic understanding. When Cincinnati withdraw from the conference because it felt a five-game conference schedule in football offered too little opportunity to schedule big name and big money games in football, it participated fully in conferences activities right down to its announced withdrawal date of June 1, 1953. Director Charles M. Mileham and most of his staff attended all official and unofficial spring gatherings and the Cincinnati teams competed fully in all four spring sports.

The Mid-American originally was formed with Cincinnati, Ohio University, Butler, Western Reserve and Wayne. Before the first full year of operation was over Wayne had withdrawn and Miami University and Western Michigan College were added. Toledo became a member in 1950 when Butler withdrew to settle on a less ambitious sports program. Bowling Green and Kent State became members in the spring of 1952 and Marshall College was admitted at the meeting November, 1952.

Speaking in regard to the conference, Commissioner Dave Reese will tell you: "The growth of the conference has been one of the closest things to my heart. I think we have something fine for college athletics and for these schools in particular.

"You don't just build a good conference overnight. You don't start getting national recognition just because you have a name. We are seeking a measure of prestige and recognition in competition with conferences which have been in operation for twenty, thirty, even forty years. They didn't get national recognition quickly, either. Gradually we are arriving, and I think it's good our prestige hasn't come too rapidly. I think our future position is stronger if we build carefully."

"We feel that Western Michigan College has much to gain by membership in a strong conference such as the Mid-American. It must still build in some sports. That was known when Western joined the loop. But you don't just wish a thing and have it done over night. Proper growth and development comes over a period of time in athletics as in everything else.

Therein lies a challenge for the college, its student body and its alumni.

22-Game Card Revealed for 1953-54 Cagers

With the coming of November Coach Joe Hoy started basketball practice with his Western Michigan College squad, this being the date that the Mid-American Conference sets for the start of work in the winter sport, with the opening game not to be before December 1. Heavy losses to the service and by graduation took five of the first six lettermen of last year and as a result Coach Hoy must start a rebuilding process with the Broncos this year and the team will be composed principally of sophomores from all indications and just who may make the grade probably will not be known until just before the season opens December 2 with Central Michigan College here.

Listed in the 22-game schedule this winter are three entirely new opponents on the hardwood as far as Western is concerned. Home and home contests have been arranged with Washington University of St. Louis and late in the season the team will travel eastward for a meeting with the University of Buffalo in the Buffalo Auditorium. The

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Many Changes in 1953-54 Faculty

With the retirement of four key persons and the transfer of another last summer, the stage was set for vast changes in the faculty at Western Michigan College.

As school opened in the fall, many moves had been made by the administration, but as the tempo of enrollments increased it was found necessary to make several more additions to the faculty so that the students might be cared for.

Not pictured on this page, but also added to the faculty were William Campbell, Paw Paw school; Tom Fulton, Music (part-time); Mrs. Gerald Osborn, English; Mrs. Theodore Carlson, English (part-time); and Alexander Schuster, Music (part-time).

The most recent addition has been that of Don Boven to be a part-time assistant coach in basketball and baseball.

Changes effected among the faculty included the appointment of Mrs. Frank Householder as assistant dean of women in charge of social affairs; Miss Evelyn Steketee to the counseling office, and Leonard Gernant as dean of Kanley Chapel in addition to being associate director of extension and adult education.

New additions to the faculty this fall included, back row, Dr. William C. Van Deventer, head of the biology department; Lt. Col. Comet Gibson, ROTC commandant, and Dr. Zack York, head of the speech department. Seated are Dr. Paul V. Sangren, president; Dr. Lilyan Galbraith, head of the home economics department, and J. Towner Smith, dean of men.
Stirring Story Told of Au Sable River Region


NORTH OF SAGINAW BAY is the author's first full length book but as a hobby in his retirement he had already written many "Tall Timber Tales" which appeared daily and weekly in newspapers all over Michigan.

The reader who has seen the National Lumberman's Monument on the High Rollways overlooking the Au Sable River, twelve miles up the river from its mouth at Oscoda, will appreciate the author's identifying his hero, Clay Woods, with the timber-cruiser of the monument.

Mr. Petersen was a lumberman himself from age twelve to his retirement a few years ago. In his book he hopes to bring back the days of the virgin pine and bring the three woodsmen down from atop the monument and place them in action in the "environment and among the associates of their day, and to relive again a few of the more famous sagas of an era that is gone."

Names are fictional but old-timers have little difficulty in recognizing them in real life. The great Struthers swindle, Old Tillie and her whoels, the one-legged trapper of Big Bear Swamp, Clay Woods himself are part of the colorful period. Chief Greensky of the Missaukee Reservation and old Sho-be-gun are Indians that figure in the story as real as whites.

The plot is simple and the style is straightforward and very readable. The extent of fictionizing has disappointed many readers in the chosen locale. That didn't bother the movie company that has bought the rights and will begin soon to film it. Through recently retracing Clay Wood's range from Bay City to the Missaukee, west of Houghton Lake, this reviewer can testify to the possibilities for many interesting "shots" all along the way.

In his review in the Michigan History magazine (March 1953), E. C. Beck of Central Michigan College says: "Pete may be an amateur writer, but he is no amateur woodsman. His commas may not be in the right spot, but his rollways are. The book will be valuable to all those who want the authentic atmosphere of the lumberwoods north of Saginaw Bay."

—MATE GRAYE HUNT

Basketball (Continued from Page 9)

third entirely new opponent is Marshall College, admitted to the conference late in 1952, home and home games being slated with the Thundering Herd and for the first time a Bronco basketball team will be invading West Virginia.

Northwestern University continues on the schedule for the annual game at Evanston and also continued of non-conference opponents are Loyola and Valparaiso, old time rivals of Western court teams.

Of the 22 games listed 10 are with Mid - American Conference teams.

The schedule:

Dec. 2—Central Michigan at Kalamazoo.
Dec. 5—Northwestern at Evanston
Dec. 11—Western Reserve at Cleveland
Dec. 12—Kent State at Kent, O.
Dec. 19—Bowling Green at Kalamazoo
Dec. 21—Loyola at Chicago
Dec. 30—Ball State at Kalamazoo
Jan. 2—Washington at St. Louis
Jan. 8—Western Reserve at Kalamazoo
Jan. 12—Valparaiso at Kalamazoo
Jan. 16—Cincinnati at Cincinnati
Jan. 22—Kent State at Kalamazoo
Feb. 2—Washington University at Kalamazoo
Feb. 6—Ohio University at Athens
Feb. 9—Loyola at Kalamazoo
Feb. 13—Cincinnati at Kalamazoo
Feb. 15—Marshall at Kalamazoo
Feb. 20—Ohio at Kalamazoo
Feb. 23—Valparaiso at Valparaiso, Ind.
Feb. 27—Buffalo at Buffalo, N.Y.
Mar. 1—Bowling Green at Bowling Green, O.
For many years the Office of Extension and Adult Education has been offering educational courses to persons who were unable to participate in regular full-time undergraduate programs at Western Michigan College.

The extension program has enabled teachers to meet requirements for either special or regular certification. This program has made it possible for many schools to fill their teaching staffs. Not only do extension courses enable persons to become qualified for teaching, but they also serve to keep teachers well-informed in various fields.

Since the Michigan Colleges of Education were interested in obtaining the reactions of off-campus students and college instructors concerning the relative merits of extension classes and other pertinent data, a special survey was conducted by each institution during the fall of 1952. The questionnaires were devised by Dr. J. D. Marcus, Assistant Director of Field Services, Central Michigan College of Education, and were sent to each of the Michigan Colleges of Education. A composite tabulation has been made of the results obtained from each of the Michigan Colleges of Education.

The present study is concerned with an analysis of the data as it applies only to Western Michigan College of Education. This study is limited to those instructors who were teaching extension courses during the fall of 1952, and also to the undergraduate students who were taking off-campus courses from Western Michigan College.

The questionnaires were sent to off-campus students residing in the sixteen counties of Southwestern Michigan and to 62 faculty members at Western Michigan College. Out of the 1,200 students contacted, 693 or 57 per cent returned their questionnaires in time to have the results tabulated. Of the 62 faculty members teaching extension classes, 55 or 89 per cent returned their questionnaires completed.

The primary purposes of this study were: (1) To determine the opinions of off-campus students and faculty members at Western Michigan College concerning the difficulty, value and marking of extension offerings in relation to similar courses on campus, and (2) To determine the maximum of hours in which a full-time teacher should be allowed to enroll per semester in off-campus classes.

The secondary purposes of this study were: (1) To determine the extent to which off-campus students were participating in extension courses at Western Michigan College, (2) To determine the age groupings, marital status and sex of the off-campus students; and, (3) To determine the years of teaching experience, amount of credit earned on and off-campus, amount of correspondence credit earned, and the types of teaching certificates now held.

Also, members of the faculty and off-campus students were given an opportunity to make comments concerning the various items in the questionnaire. However, these comments are not presented in the main body of this article, but the most important ones have been summarized in the statements at the end of this paper.

Furthermore, this study attempted to ascertain the validity of the following assumptions made by many individuals concerning extension offerings at Western Michigan College.

1. Off-campus students obtain practically all their college training in extension centers.

2. Off-campus students take a considerable number of correspondence courses.

3. The quality of off-campus work is inferior to similar courses offered on campus.

4. The benefits obtained from off-campus courses are few when applied to educational situations.

An analysis was made of the data in terms of the above mentioned purposes and assumptions and are set forth in the following graphs and explanatory notes.

On examining Graph 1, it was noted that 45 per cent of the off-campus students and 42 per cent of the participating instructors reported that the difficulty of the work, in similar on-campus and off-campus courses, was the same. Twenty-seven per cent of the instructors thought off-campus courses were somewhat more difficult. In view of the evidence presented in Graph 1, it may be stated that a greater percentage of the students and instructors felt that courses on-campus and off-campus were equally as difficult.

According to Graph 2, the majority of the participants reacted quite favorably to the value of off-campus courses. Fifty per cent of the instructors and 46 per cent of the students indicated that much was to be gained by taking off-campus courses. A very small percentage of students and instructors reacted less favorably to the value of off-campus courses.

It was readily noted in Graph 3...
that the opinions held by instructors and students concerning marking in off-campus and on-campus classes seemed to vary considerably. For example, 60 per cent of the students and only 15 per cent of the instructors agreed that marking in off-campus and on-campus classes was the same. Whereas, 69 per cent of the instructors and 11 per cent of the students thought that marking was somewhat higher in off-campus courses than in on-campus classes. Less than 10 per cent of the students and instructors felt that marking was somewhat lower in off-campus courses than in on-campus classes.

In terms of the number of hours in which a teacher should be allowed to enroll in off-campus classes during any semester, the data presented in Graph 4 indicated that six semester hours should be the maximum. However, when the students were encouraged to list the reasons for their selection, even though a large number of students favored taking six hours per semester, those who did, also felt that their teaching duties and household obligations prevented them from doing a good job either in their extension classes or teaching assignments. Twenty-four per cent of the instructors reported that off-campus students should not take more than six semester hours, whereas, another 35 per cent indicated that students should be limited to three hours per semester.

An examination of Graph 5 revealed that 55 per cent of the off-campus students had earned less than 60 semester hours on a college campus. Less than 10 per cent had apparently earned all their requirements for either the degree of Bachelor of Arts or Master of Arts on a college campus.

Graph 6 showed that 59 per cent of the 693 off-campus students had earned less than 30 semester hours in extension, while 33 per cent had earned between 30 and 59 semester hours. Less than two per cent had earned 90 or more semester hours in off-campus work.

An examination of the age grouping of 693 off-campus students revealed that the majority were between the ages of 25 and 59 years. Although the percentages for the age groupings, 25-44 and 45-59 years, were the same, their combined total numbered 84 per cent of the
students reporting in this study. When the extreme ends of the age grouping were considered, only 11 per cent of the students were under 25 years of age, while 5 per cent were 60 years or over.

In terms of marital status, 72 per cent of the off-campus students were married and only 13 per cent were single. The remainder of the students were widowed, divorced or separated.

Seventeen per cent of the 693 off-campus students had approximately one to four years of teaching experience; while 44 per cent had from five to fourteen years, and 21 per cent had between fifteen and twenty-four years of experience.

Fifty-four per cent of the 693 off-campus students had not taken any correspondence courses, whereas, 13 per cent had completed between 8 and 15 semester hours, and three per cent between 16 and 22 semester hours.

Approximately 34 per cent of the students held special teaching certificates; 21 per cent, state limited; and 16 per cent, two-year life certificates. Only seven per cent held provisional certificates and four per cent were permanently certified.

In view of the foregoing data certain summary statements and conclusions concerning extension offerings at Western Michigan College appear warranted.

1. Many instructors and off-campus students appeared to be in agreement concerning the difficulty of work in off-campus and on-campus

WESTERN MICHIGAN COLLEGE
classes. Most instructors were trying to meet the needs of their off-campus students. Assignments appeared to be quite difficult due to the lack of library facilities and apparent fatigue of some of the students who were teaching full-time. In general the instructors were in agreement concerning the eagerness and interest which off-campus students displayed in desiring to learn.

2. Over 50 per cent of the instructors and off-campus students were quite favorably impressed with off-campus classes. Many off-campus students stated that they could share their common experiences and obtain more individual attention than on-campus. Apparently another factor increasing the value of off-campus classes is the accessibility of these courses to the students. From the instructors' point of view, off-campus classes keep them alert to the educational problems in the field.

3. There were differences of opinion between instructors and students toward marking in off-campus and on-campus classes. Over 65 per cent of the instructors indicated that marking was somewhat higher off-campus than on-campus, while 60 per cent of the off-campus students felt that instructors marked the same in both situations.

4. As a result of their experiences in off-campus classes, over 50 per cent of the teachers (students) encouraged their students to participate in classroom planning and make use of community resources.

5. The data revealed that the greater percentage of students were married women.

6. A very small percentage of the off-campus students held provisional

(Continued on Page 19)
Many Mourn
Untimely Death
Of Mary Doty

"We loved Miss Doty. Everybody did." With deep conviction and beautiful simplicity a ten-year-old boy in the Campus School voiced the feelings we all had toward Mary Doty. When the news of her death, August 10, reached us we were stunned. Eight-year-old Joey's question of disbelief, "Do you think there could be a mistake?" became ours also. The thoughtful remark of Eddy, "Oh, she has done so much for me," were unspoken words in our hearts. It is the artist teacher who can bring forth such sincere comments from children. It is the understanding friend and colleague who, with a cheery greeting, an encouraging word, a genuine concern, can unite us to a singleness of purpose. Mary Doty was such a teacher and friend.

Mary Doty was born in Athens, Michigan, July 26, 1900. She graduated from Western Michigan College in 1921. She received a master's degree in music education from Columbia University. Previous to her position at Western, she had taught music in the Stone school district and the Marysville school in Michigan and in the city schools of Hammond, Indiana. She joined Western's faculty in 1930. She was an officer of the Women's Faculty club, sponsor of Sigma Alpha Iota, and a member of the National Music Association. Not only did she teach campus school children and supervise music student teachers, but she taught college and extension classes as well. She had many opportunities to teach college students exclusively, but she chose to devote the major part of her time to children and student teachers.

Mary's was a unique position in our school. She watched and guided each child as he progressed from kindergarten to the eighth grade. She had longer association with the children than any of the other teachers. Not only did she instill in the boys and girls a love and appreciation for music, but she gave them a new understanding of themselves. Her enthusiasm and high standards of workmanship were contagious.

If you had walked into the Rotunda of the Campus school at eight o'clock in the morning during the first weeks in May, you would have been greeted by the delicate blending into song of many children's voices. This was the rehearsal for the annual May Festival. Each child was "watching Miss Doty" who, in her untiring way, was vigorously directing a difficult musical score. We, who listened, could detect no flaws, but Mary, with her sensitive ear, quickly recognized the slightest word or tone inaccuracy. Like the director of a dramatic production, Mary helped the children identify themselves with the music they were singing. Every rehearsal was a joyful, happy occasion. When the performance of the May Festival was given in the latter part of May, the audience listened to music that lifted them to heights of indescribable beauty. Every word of "The Walrus and the Carpenter," "The Pied Piper of Hamlin," or "Robin Hood" was distinct and the quality of the music was perfect. You could tell by the children's expressions that they were sharing with "Miss Doty" an experience that would always be remembered. At the conclusion of the concert, it was Mary Doty whom the children applauded while a third grader presented to her a floral bouquet from all of them, symbolizing their love and expressing gratitude for their thorough training.

Mary Doty was a beloved teacher and friend. She has met the prophet Micah's requirement: "To do justly, and to love kindness, and to walk humbly with thy God." — Betty Johnson, 6th grade supervisor, Campus School

How a Teacher

(Continued from Page 7) a certain angle, he had a place to prop his foot. Then with his right hand he would pick up the nice, new, long, yellow pencil (you couldn't keep your eyes from following it) which he always used in gesturing. With these indispensable preparations, and glancing vaguely at the first few rows over the top of his spectacles, he was ready to begin.

Of course everyone has his little mannerisms, but they are not necessarily offensive and may even be mildly pleasant as a sort of "human" touch. His, however, annoyed me more than any other person's that I recall. They seemed to go along symbolically with his methods and attitude. His class-hours remain clear in my memory because they were among the dullest that I have ever lived through. At bottom, I think, they were boresome for us because they were so for him. They were chores to be gotten out of the way so that he could get back to his books, which probably seemed the real thing in his world.

Never, in his classroom, did I feel in any degree the qualities by which I have seen many another teacher: turn a moment of teaching into an intellectual or aesthetic illumination that remains as a permanent possession. There was none of the smooth mastery that might make one admire even a teacher whom he disliked; none of the gay enthusiasm which
some people have (and make contagious) for subjects far more "dull" than his; none of the suppleness, the give-and-take, the spirited attack, which might make a class-hour an exciting experience, even though sometimes you dreaded it; no good-humored establishment of immediate rapport with the class; no warm air of dealing with real people in a living situation; no businesslike taking hold of the task and going at it for all you are worth. The hour never had the effect of crystallizing into a definite lesson that you felt you had.

The method was mainly the old-fashioned one of "recitations." Those who had systematically studied the day's assignment, and happened to be called upon, no doubt were enabled to gain a little firmer grip on the material by the exercise of public expression, but otherwise I think no one profited very much the minutes we spent with him. He was not a skillful questioner, not quick at adjusting or starting again from a new angle, and not particularly patient with honest misunderstanding. Yet he was as putty in the hands of a few shrewd bluffers in the group, who could make a little knowledge go a long way. I feel that he wronged both his students and himself by his ways of doing in the classroom.

And yet, after all, I am very glad to have been in his classes. Though that experience has left in my consciousness no facts or principles which he was supposed to teach, nevertheless I feel that I have greatly profited from it. He gave me unforgettable lessons in the details of how a teacher should not behave. Surely an important part of recognizing something genuine is the clear recognition of what it is not. By his demonstrations of the opposite of my own ideals, I believe that he helped me to avoid many faults, and to make my own classes better, or at least less objectionable, than they might otherwise have been. So I suppose that I should be grateful to him. But I think also that he does not deserve too much credit, for he certainly did not plan it that way.

### Extension

(Continued from Page 17)

7. Apparently correspondence courses did not have wide appeal to off-campus students who were able to meet their needs in extension centers. However, the preceding statement did apply to out-of-state students who were taking correspondence courses from Western Michigan College at the time this study was conducted.

8. Since 92 per cent of the students had taken less than 60 semester hours of undergraduate work off-campus, and because the majority of married women students found it more expedient to take extension courses which were available to them within their immediate vicinity, the offering of more extension courses seems desirable.

9. In terms of chronological age, amount of college training, and the kinds of teaching certificates now held by off-campus students, teacher training institutions are in a position to render valuable services to teachers in need of improving their professional qualifications.

Dr. Louis A. Govatos joined the staff of the extension division at Western in 1952. After one semester there he was transferred to the education department as an associate professor. He holds degrees from the University of Minnesota and the University of Michigan.
than twenty-nine per cent have their doctorates and more than sixty-one per cent their master's degrees. Even if advanced degrees may not always indicate a better grasp of the material in the field of specialization, they are surely indicative of a general trend in that direction. Although often overloaded with work, many of the teachers have written articles, monographs and books. The calibre of their work and their ability has been recognized by being made members of honorary organizations, such as Phi Beta Kappa, Phi Kappa Phi, and the American Antiquarian Society.

Receptivity to new ideas is a fourth striking trait that is apparent in the teaching force. It is probably an outgrowth, at least partly, of the traits just mentioned, and it is an expression of their idealism and optimism. However, we hasten to add, it does not make them visionary dreamers, for they weigh new developments and reject those that they believe are unsound or impracticable. Naturally they do not always agree on the value of suggested innovations, and consequently spirited disagreements arise.

This leads us to the fifth trait of our teachers, outspoken frankness on points of disagreement. Faculty meetings and conferences are filled with debates that to the uninitiated might seem to lead to permanent antagonisms. However, as a rule everyone respects the right of his neighbor to have his own opinion, even though he denies its validity, and usually the minority yields without rancor to the majority. In fact, the tradition of democratic procedure is one of the finest features of academic life at Western.

The sixth characteristic of the faculty is their abounding sense of humor and their love of fun. This is apparent not only in their individual contacts but particularly in their parties. It is impossible to trace the origin and development of these social affairs, as they were usually not recorded in any permanent form. Occasionally one was so outstanding that we find a brief mention of it, or it has been preserved in the memory of the participants. Two examples of this fun-loving proclivity in the earlier days may be given, one occurring in the fall of 1920 at the time of the annual football banquet, the other during 1925. In the former, Harper Maybee had one of his students who was an accomplished violinist masquerade as Fritz Kreisler, the famous Austrian virtuoso, so successfully that the entire audience of faculty and students was deceived. In fact, the deception was so thorough that great difficulty was experienced the next day to convince certain faculty members that the whole performance was a hoax. The episode of 1925 arose because the administration made the mistake of issuing a bulletin listing speakers who were available for public addresses without including in the list any women. The ladies, both peaved and amused, prepared a counterblast by issuing a typed bulletin with the title, "Western State Abnormal School Bulletin, Shriekers Prevalent," listing women speakers only who offered to take on absurd topics, many of which were direct parodies of the subjects mentioned in the bulletin. The "bullets" were distributed during some school function and caused great amusement even among the satirized male members of the faculty. The final result was exactly as the women desired—a new issue of the bulletin which listed six women speakers. Probably the best instance of faculty humor during more recent years is provided at the annual banquet given to those members who are retiring. The occasion could be a very sad one but an elaborate program is devised which depicts with gentle and restraining humor the foibles of those who are being honored. The result is an evening of gaiety which might readily have been almost heartrending. The writer feels that he should close this paragraph by coining a new beatitude, "Blessed are the fun-makers."

A final and outstanding characteristic of the members of the faculty is that with few exceptions they are very good teachers. A discussion of what are the earmarks of a good teacher is not within the province of this work, but the six traits mentioned above are certainly helpful ones for anyone who wants to be a classroom instructor. It must also be admitted that no systematic attempt has ever been made to evaluate the quality of teaching at Western, and it may well be doubted whether such an evaluation is feasible or even possible. Hence this belief in superior teaching ability in the college is based to a large extent upon a subjective, probably biased feeling on the part of the writer. It is true, however, that he is convinced that as a class Western's faculty outranks, by a wide margin, in ability and harmony any other with whom he has been associated in almost forty years of college teaching.

The activities of the faculty are varied—not only do they teach, keep abreast of the developments in their fields and participate in the civic and social life of the community, but they also perform other tasks closely related to their work and their position.

Mention was made in chapter one of seven standing faculty committees appointed at the beginning of the first school year. The work of some of them must have been heavy. As the years passed, the duties of some of the committees were absorbed by the administrative officers, but some of the new tasks continued to claim the attention of the teachers. The number of standing committees listed in the Catalog of 1952 is only eight—one more than in 1904. This might give the impression that committee work is lighter now, since the faculty is more than twenty times as large as in 1904, but this impression is illusory due to several factors: The problems facing the committees are more numerous and complicated and there are more sub-committees, many special committees and the committees of the Faculty Council, none of which are given in the Catalog.

The Faculty Council had its origin April 17, 1928, when the faculty accepted the plan, the idea of which
had probably come from Waldo. The main functions of the Council have remained unchanged. They are to deal with problems delegated to it by the administration, to consider recommendations and suggestions made to it by the faculty, and to make recommendations to the president. Originally there were fourteen members on the Council: Nine faculty members elected for terms of three years by the faculty at large; three appointed by the president for one year, and the president and registrar as ex-officio members. In the 1940's slight changes in the personnel were made; the vice president replacing the registrar as ex-officio member, and the president of the Western Michigan College district of the Michigan Education Association being added. This group elects its own officers, composed of a chairman, vice-chairman and secretary. The chairman appoints the committees, the number of which varies from year to year. In the year 1952-1953 there are fourteen standing ones plus an indefinite number of special ones. The Council has done much important work some of which will be discussed in a later chapter.

In addition to institutional committee work, many faculty members have divisional and departmental work along the same line. Protests are sometimes heard that so much time is consumed that the teachers are unable to devote sufficient time and energy to their basic function—teaching. While there may be truth in the complaints in some instances, it must not be forgotten that committee work has at least two valuable results: It enables the administration to obtain ideas and facts based on research and thought which it would be difficult to obtain otherwise and it gives the classroom teacher an opportunity to study systematically the problems of the institution, division, and department as the case may be, so that he can become a better-informed and more useful member of the academic community.

A somewhat different faculty activity is found in the departmental and divisional clubs. Some of these have regularly elected officers and other are headed by the chairman of the department or division assisted by committees appointed by him. All of them have the same two-fold purpose, professional advancement and sociability. The former usually takes the form of papers read by the members and informal discussions, although at times an outside speaker is invited. The Language club is probably the oldest of these organizations having been started in 1918. It was closely followed by the Faculty Science club which has perhaps been the most active of them all, and certainly the most prominent. It was started at the suggestion of Leslie H. Wood of the geography department. Its purpose was to stimulate scholarship and research work in science and mathematics in the institution. The first meeting was held in Wood's home on November 13, 1918. After a sumptuous dinner the members listened to a paper on immunity by LeRoy H. Harvey, followed by a general discussion. This initial gathering set the pattern for all subsequent meetings which have been held every month during the regular school year. The club became active immediately in another direction. During the first year of its existence it started the Southwestern Michigan Science and Mathematics Association which brought together teachers and students from this section of the state for discussion and lectures. Some of the lectures had world-wide fame, such as the physicist, A.H. Compton. In the fall of 1920 the association originated Kappa Rho Sigma, the local honorary student science fraternity and has sponsored this fraternity ever since.

The other faculty organizations of this type have the same general features, although details naturally vary. Several of them were started in the 1920's but most of them later. Probably none of the others have dinners at all of their meetings but they do occasionally serve refreshments. Many of them encourage honorary student groups and sponsor the lectures of eminent speakers in their fields.

In order to get acquainted with faculty members of other colleges some departments and divisions have developed the plan to hold joint meetings with similar groups from other institutions of higher learning. For example, the Social Science division as early as 1927 began to hold joint meetings with the group from Kalamazoo College. Somewhat later the Social Science faculty members of the three teachers' colleges in the lower peninsula, Michigan State Normal College at Ypsilanti, Central at Mt. Pleasant and Western, started an annual conference for the discussion of mutual problems.

This cooperative spirit has manifested itself in other directions not only on a departmental but also on an institutional level. The faculty took the lead in organizing a department of higher education in the Michigan Education Association in 1950, thus giving further opportunity for the exchange of ideas. After five or six years of tentative efforts by faculty leaders at Western, an Interfaculty Council was created July 26, 1952, composed of representatives from the three colleges of education in the lower peninsula. This Council has functions similar to those of Western's Faculty Council. In the school year 1950-1951 a branch of the American Association of University Professors was organized at the college, as a result of the work of individual faculty members who were already members of the group.

The activities of the faculty extended beyond the community and sister institutions into state and national organizations. Many members have been officers, to mention only a few, in the Michigan Education Association, Michigan Historical Society, Michigan Historical Commission, the Schoolmasters' club, the Michigan Academy of Arts, Letters and Sciences, as well as in national organizations. A local branch of UNESCO has been established on the initiative of a faculty member, who is also active in The Experiment in International Living.
This account of the faculty shows them to be an energetic, alert, social and contented group of people. It may so idealize them that they seem almost beyond human frailties. However, such is not the case. Each has his weaknesses and peculiarities so that a satirist could paint a fairly devastating picture of the staff. Yet admitting freely their imperfections, one must grant that their finer qualities have been one of the major causes of Western's development.

In looking over the institution's forty-eight years of history, the observer will be struck by the large number of teachers who remained here for twenty years or more and whose influence and memory have become a part of the tradition of the school. Although it would be tedious to name them all, a few should be mentioned. The pioneers who came before 1910, included the sagacious and friendly Ernest Burnham of the department of rural education, the kindly Leslie Wood of the geography department, the humorous William McCracken of the chemistry department, the meticulous John Fox of the physics department, the energetic Elizabeth Zimmerman of the language department, the quiet-spoken and scholarly Lucia Harrison of the geography department and the incisive George Sprag of the English department. All of these except Wood served more than thirty years. During the decade from 1910 to 1919, at least twelve teachers became associated with the college who were destined to be active for more than thirty years, and two others who remained twenty years or more. Six of these fourteen were particularly prominent: The able organizer, Harper Maybee of the music department, the critical John Everett of the mathematics department, the pungently witty Theodore Henry of the psychology department, the versatile Smith Burnham of the history department, and two members of the department of physical education for men, the dynamic Judson A. Hymes and the silver-tongued Herbert W. Read. Since 1919 only nine teachers have been appointed who served twenty or more years before their retirement and only two of these were here more than thirty. Probably the most notable of these were the shrewd Carl Shilling of the political science department, and the hard-working Hugh Ackley of the mathematics department.

When a teacher retires his long period of activity comes to an abrupt end. No longer is he stimulated by daily contact with his fellow teachers and all too often he can barely eke out an existence while he "dreams dreams" of his pleasant experiences in the past. The administration at Western has for a long time tried to help the retired teacher. For more than thirty years attempts have been made to persuade the state to set up an adequate pension system. At first the efforts met with only slight success but during the years the pensions were increased in amount so that now they are beginning to be of real assistance. In addition the institution in 1945 began giving the emeritus status to retiring teachers who had taught at Western a minimum of twenty years. They are now entitled to the full privileges of the college library and are invited to all social functions of the school. It is hoped that they will feel that they are still members of the college which they have served long and faithfully.

Class Notes

'14 Charles S. Snell died Aug. 14 at his home in Lansing. He retired two years ago after teaching manual arts for many years in Wauseon, O., Bryan, O., Battle Creek and Lansing.

'17 Miss Suzanna M. Bartzen died July 14 at the home of a niece in Battle Creek, following a long illness. She was a member of the first graduating class at Western and had taught in Athens and Union City.

'22 Miss Mary E. Kastead has been re-elected to one of the seven vice-presidencies of the Michigan Federation of Teachers. She is executive secretary of the Detroit Federation of Teachers, AFL.

'27 Mrs. James Wiles (Helen Wiles) died July 23 in Battle Creek. A resident of Schoolcraft, she had taught school for 30 years . . . Dr. Herbert J. Vogt is now an assistant professor and a member of the department of real estate and insurance at Florida State University, Tallahassee. His most recent degree is that of juris doctor from the John Marshall College of Law. From 1946 until 1952 he conducted his own insurance and real estate business.

'28 Ralph W. Barr has left his post as superintendent of the Comstock schools to take a similar position at Tustin in Oceola County . . . Mrs. Edwin Norgard (Marjorie Fisher) has her own radio program over WMI, Cedar Rapids, Iowa. She reviews both adult and children's books. She is also a student at Coe College . . . Miss Marian Aldrich has been named a counselor by the Ferndale school board. She had previously taught physical education . . . Colon L. Schaibly is now studying under a research assistantship at the University of Chicago, working toward his doctorate. Schaibly, who was to have been principal of the new Northeastern junior high in Kalamazoo, has a one-year leave of absence. He is participating in research in the various fields of school administration directed by the Mid-West Administration Center. He had been with the Kalamazoo schools for 17 years . . . Dr. Herbert G. Tag this fall joined the faculty of the University of Connecticut as an assistant professor of education. He reports: "My duties are all on the grade level, with concentrations on curriculum improvement in several school systems in Connecticut." He received his Ph. D. from Peabody College in 1951 and since 1946 had been assistant superintendent in charge of curriculum in the Kanawha County schools, Charleston, W. Va.
Fred Strong is the new superintendent of schools at Monroe, moving there after one year at Melvindale. During the prior 14 years he had been at Cassopolis, Inlay City and Belding... The new assistant superintendent in charge of secondary education for the Romulus schools is Clarence H. Schantz. He has four children, one daughter having graduated from WMC and another now being enrolled... Mrs. Leora Smith is teaching third graders at Hastings.

Dr. Ivan M. Lacore in September became medical superintendent of the Pontiac State hospital... Frank Householder was hospitalized during a part of the summer after suffering a heart attack. He returned to his WMC teaching duties in the fall... Miss Maude Fish has been named for her 34 years in teaching in Grand Rapids with a life membership in the Michigan Congress of Parents and Teachers. Since 1947 she has been principal of the Sibley school there.

Carl F. Steinborn, until recently director of adult education in the Port Huron schools, has been appointed principal of the Woodrow Wilson school there. He has been with the Port Huron schools since 1935, after being superintendent at Lexington... Fred W. Adams has been named advertising manager of the recently combined Willys Motor Co., and Kaisser-Frazier Motor Co. He had previously been advertising manager for Pacnaard Motor Car Co... Miss Gladys Irene Spruner is a teacher in the Gradevity school, a private institution in New York City. She has also found time to write lyrics and music and to record them.

Ralph D. Wolter, popular Fendale music teacher, died July 28 in the University hospital, Ann Arbor. Death was attributed to acute bacterial asthma, a condition from which he had suffered for years. Surviving are his wife and three children... Robert Quiring became head football coach at Kalamazoo Central high this fall, after having previously headed the staffs for basketball and baseball.

After three years as superintendent at East Detroit, Evart W. Ardis moved this fall to Ypsilanti as superintendent, succeeding the late Ernest Chapelle '16. He served first at Freeport for nine years and was superintendent at Inkster for seven years before going to East Detroit. He has his master's degree from Northwestern University.

Valdo W. Smith, director of special services for the Ludington schools, resigned in August to enter the insurance business as representative of the Equitable Life Insurance Company in the Mason County community. He had held his latest post since 1950... Mrs. Frank Dombroski is now principal of the Central and Lincoln schools in Petoskey and supervisor of all elementary grades. She was named to the position in September after having been a fifth grade teacher and assistant principal in the Central school. She has taught in Petoskey from 1935 to 1941 and since 1946. From 1941 to 1944 she taught in Wilmette, Ill.

Richard N. Percy is the new principal of the new Northeastern Junior high in Kalamazoo, moving there after having been principal of the Wilson and Brucker schools last year.

George E. Billings has resigned after 18 months as industrial agent for the Michigan Economic Development Commission. He has accepted a post as director of the Columbia, S. C., industrial service bureau. He has also been a treating engineer with the American Lumber and Treating Company and a park manager for the Michigan conservation department.

Major Karl L. Rhoads of Ecorse was a summer student at the judge advocate general's course at the Northwestern University law school in Chicago. He received his LLB degree from Wayne University in 1951 and now is engaged in the private practice of law in Ecorse... Don Ellerdink has become the sole owner of Gardner's store in St. Joseph, a sporting goods firm with which he has been associated since 1946. Ted Blahnik '50 has joined the new firm as its high school representative... The editor of the all-college news bureau at Michigan State College is A. Westley Rowland, for the last 10 years director of public relations and head of the speech department at Alma College. He is also working on his doctor of education degree at MSC... Donald Weaver '38 is the new principal of the Berkley high school, having been at Waterford until last year. For the last five summers he has directed a camp for the Kellogg Foundation, Battle Creek... Robert Wirschem, formerly director of high school vocal instruction at North Muskegon, is a vocal instructor now for the junior and senior high schools in Muskegon Heights. He had held his former post since 1945.

From 1938 until 1945 he taught in Holt, Evart and Big Rapids.

Willis C. Bullard has become a member of the Detroit law firm of Dyer, Andrews, Meek and Batten. They maintain offices in the Dime building... W. John Fulton is now a labor relations representative for the Willys Motors, Inc., Willow Run, handling third step grievances as company representative. He has recently aided in the writing of a new aircraft agreement.

Raymond A. Whiting has been named co-ordinator of the first Junior Achievement, Inc., movement in Ann Arbor. An auto shop instructor in the Ann Arbor schools, Whiting also holds degrees from Tri-State College and Wayne University... James A. White, assistant principal of the Mt. Clemens high school died in August, the city's first polio victim of 1953. He had a master's degree from the University of Michigan and is survived by wife and three daughters... Mrs. Ellis Bollerman, after eight years of retirement, has returned to teaching half days in the Ravenna schools.

Mrs. Louis J. Moon (Frances Pikkaart) has joined the faculty of the Manton schools, teaching in junior high... Theodore Schaad has moved from Williamson to Cheboygan, where he is teaching junior high mathematics.

Lt. Raymond A. Jamieson is now stationed at the Corpus Christi, Tex., Naval Air Station, having been with the Marine Corps since 1941.

Rolla Anderson became head coach at Kalamazoo College, leaving Battle Creek Lakeview high, where his football teams in the last three years had dropped only one game.

Mrs. Frank Westra has joined the faculty of the Galesburg-Augusta school, teaching first grade. A resident of Kalamazoo, she had not taught for the last seven years... Dr. Richard S. Howe recently opened offices for the practice of chiroprody and foot surgery in Alma. He is a graduate of Northwestern University and the Ohio College of Chiroprody and Foot Surgery, Cleveland... John Lockwood has been awarded the degree of doctor of plant pathology by the University of Wisconsin. He also holds two degrees from Michigan State College. He is now in Wooster, O., where he is doing research work at the Ohio agricultural experiment station.
'46 After a long trip west, Joan Dodd landed in Yokohama this fall where she is teaching Spanish, French and Latin at an American dependent's school. She had previously taught in Birmingham and expects to be overseas for one year.

Joan Dodd

'47 Capt. Glenn Rodney, now serving with the U.S. Marines, recently was awarded the Silver Star medal for gallantry in action. He recently began a two-year tour of duty in Pearl Harbor...

Walter A. Chojnowski has been named business education coordinator at Northern Michigan College, Marquette...

Mary Alice Milburn is now teaching in N.J., he was to take up his duties in Lenawee and Monroe counties about Nov. 1.

'48 Samuel S. Triplett, has been named an elementary teacher in the Grand Rapids schools... Norman W. Williams has been named United Press Asia Division photo editor. For several months he had been in Tokyo as bureau manager before his September promotion. His last stateside post was as UP photo editor in Detroit... Kenneth K. Kistner became principal of the Grand Rapids Godwin Heights high school this fall, after five years at Nashville. He is now studying for his doctorate at MSC.

Mrs. Kistner is the former Carmen Wingerich. They now live at 66-39th street... Robert Burgoyne has become principal of the Anchor Bay high school, New Baltimore... Jack Ryan and his wife, Lois Patterson '49, are now living in Royal Oak while Jack is attending the medical school at Wayne University.

'49 Dr. George Stiglich has opened an office for the practice of dentistry in the Ben Franklin building, Paw Paw. He is a graduate of the U-M dental school... The new director of athletics at the Byron Center high school is Fred Service, who came there from Marne... Arnold Brown is with the Old Republican Credit Life Insurance Co., Denver, and needless to say, is Rocky Mountain table tennis champ... Don Boven signed his

1953-54 contract with the Fort Wayne Zollners, to begin his fifth season in professional basketball, but a few days before homecoming received his release... Miss Nancy Nevins married Ens. Douglas L. Jordan in October and they are now making their home in Honolulu while he is assigned to duty in the Pacific area... Joseph J. Noorthoek is a new elementary teacher in Grand Rapids and will specialize there in speech correction work... Thomas M. O'Connell has been appointed Kwameer Company field representative covering the newly-created Boston area. He had more recently been in the Cincinnati territory... James Thornton is serving on the staff of Adm. McCormick, commander of the Atlantic fleet and is stationed at Norfolk, Va. He was recently promoted to lieutenant (g)... Mary McLeod McFall is now living in Ann Arbor with her three-year-old son while her husband serves in Korea with a USAF weather detachment.

'50 Edwin H. Leggett received his master of arts degree in music from Columbia University this fall. He is continuing his graduate study there... W. Bruce Thomas has joined the Orinoco Mining Co., in New York as a tax accountant. He transferred in September from the Oliver Mining division of the U.S. Steel Corp., at Duluth. The Orinoco Mining Co. is a subsidiary of United States Steel.

Mrs. Kistner is the former Carmen Wingerich. They now live at 66-39th street... Robert Burgoyne has become principal of the Anchor Bay high school, New Baltimore... Jack Ryan and his wife, Lois Patterson '49, are now living in Royal Oak while Jack is attending the medical school at Wayne University. For a time, after leaving service in World War II, he was director of athletics at the University of Alaska, and later held the same post in the Douglas high school... Barbara Gail Troost is on the staff of the Children's Rehabilitation Institute, Cockeysville, Md., as an occupational therapist... M. Catherine MacDonald is director of occupational therapy at the St. John's hospital, Springfield, III... A. Wayne Berger has joined the Galesburg junior high faculty on being released from service... Donald H. Hayes, on release from service in 1952, joined the John I. Thompson Company as a project engineer and is now working on explosive ordnance for the department of the Navy at Bellefonte, Pa.

'51 Clyde F. Chambers is owner of the Electronic Service Company, Battle Creek, a business set up primarily to serve aircraft communications systems and other mobile equipment... George T. Telgenhoff has completed a tour of duty with the armed services and has been named football, basketball and track coach at Mattawan... Mark J. Neveau has joined the Petoskey school faculty...

The Rev. and Mrs. Charles Fry have moved to Decatur where he is serving the Methodist church, and is also continuing his studies at the Garrett Biblical Institute, Evanston, Ill. He had served the Climax and Scotts churches for four years. Now he moved to the Douglas High School and is assigned to duty in the Cincinnati territory... James Thornton is serving on the staff of Adm. McCormick, commander of the Atlantic fleet and is stationed at Norfolk, Va. He was recently promoted to lieutenant (g)... Mary McLeod McFall is now living in Ann Arbor with her three-year-old son while her husband serves in Korea with a USAF weather detachment.

'52 Mrs. Vada Bender is now teaching a private art class in Shelby... The customer relations department of the administrative offices of the Oldsmobile mobile division, General Motors, Lansing, includes Neal LaVanway... After working for a while as a laboratory assistant for the Weyerhaeuser Timber Company, Everett, Wash., Pvt. William C. Geiger entered service and is now with the 2nd Armored Division in Germany... Harvey Weaver has been added to the faculty of the Dowagiac schools, moving there from Stanton... Donald Griesbach is head of the music department in the Grant schools, after teaching a year in Stanton... Among the new enigmas stationed with the Navy at Bayonne, N.J., is Robert C. Andrews... Nancy Brannan received her master's degree in library science from the University of Illinois in August and accepted a position as assistant librarian in the Dunning
More than 1,300 high school bandsmen from 30 southwestern Michigan high schools were on hand Oct. 10 to observe Band day. Here they are arrayed the length of the Waldo Stadium turf at halftime, spelling out SOUSA while they played some favorite Sousa marches. Miami University furnished the opposition on the gridiron this day, winning 52 to 7.

Memorial library, Plymouth . . . Ray Browneye is engaged in missionary work for the Grace Christian Reformed church of Kalamazoo. He is a graduate of the Reformed Bible Institute, Grand Rapids . . . Ens. Jo Ann Watkins is one of three women officers attached to the Naval Air Missel Test Center at Point Mugu, Calif . . . Naval Aviation Cadet Roger E. Marquardt has qualified as a carrier pilot after six successful landings on the USS Monterey in the Gulf of Mexico . . . Lt. Roger G. McGlynn is a radar observer with the 319th fighter interceptor squadron in Korea . . . Stanley Levanduski is with the 29th anti-aircraft artillery battalion in Japan and during the last summer played with the 1st Cavalry Division Artillery’s baseball team . . . Leo Niemi has been appointed co-ordinator of the job-training program for the Comstock schools . . . Mrs. Bernice Krieger of Rockford has accepted a five-year appointment from the interdenominational Africa Inland Mission as an elementary teacher for missionaries’ children in Kijabe, Kenya Colony. She has taken her 12-year-old daughter with her, while a son continues his studies at the Moody Bible Institute, Chicago . . . Jack Raseman has been commissioned as a second lieutenant in the USAF, receiving the wings of an aircraft observer . . . Offices for William J. Brown have been opened in Parchment. He is a recent graduate of the Illinois College of Chiropractic and Foot Surgery . . . Lt. William J. Elliott is now stationed at New Carlisle, O., where he is a mathematician for the USAF . . . Rose Dursum is starting her second year on the St. Clair school faculty . . . Mrs. Charles Replogle (Erta Allen) has moved to Battle Creek to teach in the Southeastern Junior high. Last year she was at St. Clair. Her husband is in service . . . Lt. Robert W. Burns is now in Korea where he is serving as company security officer with the 511th quartermaster service company.

'53 Arthur Phillips has joined the faculty of the Henry Ford Community College where he will work in the program of related instruction classes for the skilled trades. Apprentices and upgraders in the Dearborn area will make up the student body . . . Mrs. Vera Hall has joined the faculty of the Muskegon Lincoln school, teaching in the eighth grade . . . Murray Stout (MA) now heads the co-operative occupational training program for the Greenville schools, moving there from Bangor . . . Ruth Jean Whipple is director of occupational therapy at the Detroit Cerebral Palsy Center, Farmington . . . Betty May Jepkema is now an occupational therapist on the staff of the Kalamazoo State hospital . . . Ens. William R. DeGraw, Jr., has reported for duty to the communications division of the headquarters of Adm. McCormick, Commander in Chief, Atlantic Fleet . . . Stanley Stenek is the new director of the Cadillac youth program . . . James C. Martin has joined the engineering staff of the Bendix Products division, Bendix Aviation Corp., South Bend . . . Bruce Flanagan heads the speech clinic at the Ella White school, Alpena.
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