Dr. John Hannah Counts Ideas More Powerful Than Man’s Greatest Explosion

Dr. John A. Hannah, president of Michigan State College, appeared on the Western Michigan campus Jan. 23 to deliver the commencement address to the 178 seniors and graduate students.

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It is a privilege to have the opportunity to visit Western Michigan College again and to see so much evidence of the substantial progress made here under the leadership of your President, Dr. Sangren. All friends of education in our state have noted with approval the growth of Western Michigan in size, strength, and usefulness in recent years, and look forward with confidence to even greater accomplishments in the years ahead. A solid foundation has been built here for an educational structure of great importance to the people of Michigan and of the nation, and much of the credit must go to President Sangren and the far-sighted and courageous men and women he has gathered around him as his associates.

Speaking on behalf of Michigan State College, may I salute Western Michigan as a strong and respected associate in a common program of service, and as an ally upon which we know we can rely as all colleges and universities enter the critical period of greatly increased enrollments just ahead.

You young men and women who are graduating today go forth to take your places in the world well-equipped for your important life work. You have mastered the techniques and methods you will use in your professions, and I know that you have been encouraged to round out your formal educations with generous portions of studies intended to make of you more than just narrow technicians. The content of your courses has been richer than at any time in history for the reason that we live at a time when

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Classroom Crisis

Despite Concerted Building Activity of Last 10 Years, Rapidly Rising Enrollments Engulf Available Classroom and Laboratory Facilities; Future Requirements of Western Michigan College Discussed

In this day of crisis for higher education, a period rampant with swift increases in enrollment and ever greater demands upon the colleges, we need to know and understand the present and future requirements of Western Michigan College in the area of physical facilities. All of the institutions of higher learning in the United States, both public and private, have their special needs for improved facilities. Western Michigan College has problems in this respect both especially unique and and acute, as will be recognized by studying facts set forth herein.

In this publication the plan is to present the basic and significant facts to be faced. Reference is made to increasing enrollments, advancing functions and programs, local, state and regional population growth. Accompanying these problems are the tremendous needs for added classrooms, laboratories, shops and housing facilities. Enrollment at Western Michigan College has moved steadily upward, with few pauses, during its fifty-one year history. The future promises more rapid and more substantial increases.

Studies made by the Michigan Council of State College Presidents have pointed out this trend. We face an ever-climbing birth rate, an ever-increasing percentage of the college-age population attending college, a continuing rise in graduate enrollments and continuing government aid to veterans as factors in this pattern. There is no reason to expect that there will be any reversal of present trends, except in the case of national disaster.

The effects of such student movements towards college campuses will be apparent in classroom and laboratory needs, increased teaching staffs, and more equipment.

In the fall semester of 1954 Western Michigan College experienced a 16 per cent increase in students, and totalling 737 more students than in the previous year. It is conservatively expected that enrollments will increase in like numbers during the next five years; still further increases will continue to the year 1970 or later.

Western Michigan College of Education had its origin in an act of legislature in 1903 and was established as Western State Normal School. The first classes were held for a little more than 100 students in June, 1904, and the 50 years' life of the college has been one of almost continuous growth.

Students traveling between the two campuses of Western Michigan College do so against a background of new construction. Giant cement trucks move with earth-shaking frequency out West Michigan avenue to satisfy the tremendous demands of floors and walls. In the picture at the left a steam shovel works along the edge of the excavation for the swimming pool in the new men's physical education building, a $1,500,000 project for which half the funds have been appropriated. At the right an addition to the maintenance building at the point on the east campus runs through the area once occupied by the familiar World War I "Barracks" structure. Winter weather has offered little to slow building progress.
Western State Normal School first offered work leading toward a life certificate to teach, a three-year certificate, and a rural school certificate. This brief program was adequate to serve the requirements of the times; but the young school, under the principalship of Dwight B. Waldo, soon found a need for extension work in the Southwestern Michigan area; and, under his dynamic leadership, the scope of the school's program grew steadily.

By the World War I period, the increase in studies leading to positions in the teaching profession fostered talk of advancing the program of the school to a four-year baccalaureate degree. In 1919 work towards the Bachelor of Arts degree was instituted. In 1924 it also became possible to earn a Bachelor of Science degree. This growth of the general college program was given further status in 1927 when the name of the school was changed to Western State Teachers College. In 1934 it first became possible to earn both the Bachelor of Arts and the Bachelor of Science degrees without taking education courses.

In 1939 further professional education growth at Western State Teachers College was signified by the opening of a cooperative program with the University of Michigan leading towards the Master of Arts degree. In 1941 recognition was given to the stature of the college by changing the name once again, by act of the legislature, to Western Michigan College of Education.

The impact upon the college of World War II was tremendous: sharply limiting the academic work and decreasing the regular student body. In 1946 the great demands of the returning veterans for higher education were faced. Since that time there has been a steadily growing program designed to meet the needs of the dynamic economic areas in Southwestern Michigan and the state as a whole.

Western Michigan College is probably the largest college in the United States devoted principally to the training of public school teachers. More than one-half of the present 5,104 students are studying with the teaching profession as their goal. The graduate program, devoted wholly to teacher education, has grown from an initial number of 100 students, rising by 1952 to 200,

Industrial arts classes have moved into the makeshift surplus structure at the lower left, where they find little in classroom accommodations and a minimum of shop experience. At the right are the two ROTC structures. The brown shingled affair began its life on the campus as an ROTC drill hall, surrounded by classrooms. Decay, however, has set in rapidly and the building has not even been heated this winter. Classes have been shifted into the adjacent headquarters building and into the men's gymnasium. The buildings are difficult to heat and almost impossible to maintain in a manner to be of real benefit to the college.

and now has 417 enrolled for advanced study. Thus, Western Michigan College has risen to meet the needs of the State of Michigan for better schools through better-trained teachers.

While, originally, almost all students had as their ultimate goal in attending Western Michigan College the

(Classroom floor space is figured at 190 square feet per student. National average recommended is 200 square feet per student).
better preparation of themselves for the teaching profession, there has been noted for the last 30 years an increasing number of students who are seeking a higher education with other goals in mind. While large numbers of these students are training to become teachers, many of them are equippping themselves to serve in the business, industrial, and technical areas, as well as law, medicine, engineering, et cetera. This, of course, is true to a large extent in all the teachers colleges in this state and throughout the country as a whole.

What is the future enrollment outlook at Western Michigan College in terms of actual numbers?

On the basis of recent studies by state legislative groups and others, it is predicted that Western Michigan College will have more than 10,000 students on its campus by 1960, doubling the present enrollment. Indications are also that the enrollment will continue upward from that point, severely taxing the facilities of the college and requiring many additional buildings, more teachers, and more laboratory space. If this trend were to continue in even a lesser degree, Western Michigan College might well expect to have 15,000 students on its campus by 1970. These figures point up the recent studies made by the Michigan Council of State College Presidents that colleges of Michigan can expect vast enrollment increases because of high birth rates in Michigan, a high in-migration of college students from other states, and ever-increasing percentages of college-age people attending colleges.

Through the centuries education has been found to be the key-stone upon which the better life is built. This is not education for the elect only, but broader, more extensive education for all those persons able to benefit from such an experience.

This latter factor certainly fits the pattern traditionally held at Western Michigan College. A regional college serves many persons intimately, being a part of their life from birth to death. To deny people the opportunity of studying at the college in the midst is to deny them almost their birthright. It is these same people who render the college's position tenable and it is these people who should be given the opportunity for personal betterment.

Western Michigan College is gaining many friends with its specialized programs. Of particular note are the two-year technical and vocational programs, which have flourished since the end of the World War II. Instituted to meet the demands of the state for training beyond high school in several varied fields, the courses have been found to be excellent in their terminal aspects, but also to be a stepping stone towards further education and better employment opportunities. They have been

World War II surplus structures filled a very definite need in the veteran-clogged enrollment era of 1945-50. But after 10 years of usefulness, the buildings are even more crowded in their "old age." To the left below is shown the "English hall" situated west of Vandercook hall and south of Waldo stadium. Now housing many classes for the speech department, the structure is noisy, dirty, a marked fire hazard and totally inadequate in serving the needs of an expanding regional college. To the right is the neighboring business studies building, one of the busiest classroom structures on the campus and rapidly deteriorating.
recognized by business and industry as meeting definite needs for technical training.

Western Michigan College has also entered the picture in training persons for occupational therapy and paper technology, to mention only two special areas. In occupational therapy Western Michigan College is now the largest school on the undergraduate level in the United States, and the paper technology department is only one of five such centers for undergraduate study in the nation.

If you were to view a graphic presentation of the growth of the teacher education program at Western Michigan College, you would quickly note the tremendous broadening of the curriculum. While Western Michigan College began as a two-year normal school in 1904, it was entirely in keeping that a very simple program was adequate to meet the demands. But as the concept of the over-all educational program has expanded, we have found it necessary to constantly broaden our curricula to better serve the schools and the state. We have always been aware of the need for introducing new areas of instruction and, as they have been needed, added such areas.

Education work in 1904 was generally confined to three limited programs. Now we offer certification in three areas and expect that students will specialize in a wide variety of fields within these three certification groupings.

That Western Michigan College is serving to meet the demands of the teaching profession with its graduate program is adequately evidenced by the more than doubling of the graduate enrollment since 1952. (In 1952, under authority granted by the State Board of Education, Western Michigan College established its own graduate program leading to the Master of Arts degree in education.) Graduate work necessarily should entail closer supervision of the students and a more personal relationship between each student and his teachers. If this is to be achieved, then there must be more teachers, classrooms, and laboratories to serve them. Western Michigan College now enrolls 417 graduate students in education. Almost all of them are public school teachers seeking to do a better job as teachers through a more complete training program.

The needs of Western Michigan College will not likely abate or even stabilize in the foreseeable future, rather they will move always upwards as the demands for increased and improved training are expressed by parents, students, businessmen and industrialists, schoolmen and governments.

This is a dynamic age in which we live, dependent greatly upon an adequate and inspired educational system.

Building needs are of prime importance in the Western Michigan College scene. Great rises in enrollment at the close of World War II were partly met by the erection on the campus of a number of temporary structures formerly used in national military installations.

## Proposed Five-Year Capital Improvement Plan for WMC Campus

### 1955-1956

**New Construction**

1. One-half Physical Education Building $720,000
2. One-half Library—Classroom Building 750,000
3. Field House 1,000,000
4. Ten Tennis Courts 30,000 $2,500,000

**Remodeling and Additions**

1. Remodel Garage for Vocational Education $6,500
2. Remodel old Men’s and Women’s Gymnasium 150,000 $156,500

**Total 1955-1956** $2,656,500

### 1956-1957

**New Construction**

1. One-half Library—Classroom Building $750,000
2. Natural Science Building 1,500,000
3. Ten Tennis Courts 30,000 $2,280,000

**Remodeling and Additions**

1. Addition to McCracken Hall for Paper Technology $250,000
2. Remodel Library for Industrial Arts 150,000 400,000

**Total 1956-1957** $2,680,000

### 1957-1958

**New Construction**

1. One-half Auditorium and Speech Classrooms $1,000,000

**Remodeling and Additions**

1. Remodel Natural Science for Business Studies 150,000

**Total 1957-1958** $1,150,000

### 1958-1959

**New Construction**

1. One-half Auditorium and Speech Classrooms $1,000,000

**Remodeling and Additions**

1. Additional facilities for maintenance, storage, and vehicle repair 150,000

**Total 1958-1959** $1,150,000

### 1959-1960

**New Construction**

1. Education Classroom Building $1,000,000

**Total 1959-1960** $1,000,000

**Total New Construction 1955-1960** 7,780,000
**Total Remodeling and Additions 1955-1960** 856,500

**TOTAL CAPITAL OUTLAY 1955-1960** $8,636,500
Faced with shortages of building materials and a backlog of orders from all corners, the nation's colleges met their needs in this manner. Such methods won the hearty approval of parents and students as a stopgap means of providing housing for education, but such measures are no longer welcome nor are they to be condoned.

Designed for from three to five years of use, several of these buildings are still taking care of vast numbers of students. Here at Western Michigan College, the ever-growing Business Studies department is housed in a former Army mess hall. The building has been altered for classroom use, but certainly meets such demands only in a minimum manner. Not only are they hard to teach in, but they are noisy, drafty, unsightly and present great fire hazards.

Several thousand students each week receive instruction here under less than mediocre conditions. Next door to the building mentioned above, the speech department conducts many of its classes, facing similar conditions.

The industrial arts department, overcrowded in a building erected 35 years ago, has been enlarged by erecting balconies on all sides of the building's interior to provide both storage and more shop space. It has pushed out also into a surplus building that is not good for classroom use, and has now been found to be entirely inadequate in meeting departmental classroom and shop needs.

Most noticeable of the aging buildings being used at present are the two ROTC structures. Western Michigan College now provides a general military science program for more than 600 students. Not designed for the uses to which they have been placed, these two structures are rapidly going to pieces, and conditions have dictated the abandonment of portions of one of the buildings and the subsequent crowding of R.O.T.C. classes into other quarters. Lack of better quarters in this regard imposes a constant threat of having the Army withdraw its training unit from the college.

All of the present temporary structures on the campus have been condemned by the fire marshal as unsuited for continued classroom use. A cursory examination of the buildings by any layman would quickly substantiate the fire marshal's opinion. There must also be considered in this matter the problem of attempting to maintain these buildings over any period of time. Their basic construction was not intended for long use; and because of this, maintenance is an ever-growing problem.

Western Michigan College is also faced with the problems of trying to conduct classes in outmoded buildings comprising the first units of the college built back in the early part of this century. The education building, women's gymnasium and training school are all pioneer buildings, in constant use for nearly 50 years. Particularly here should we note the training school. While we are a teacher training institution, much of our work in this field must be conducted in a completely out-dated building, inadequate in every respect in meeting the
needs of college students, teachers and the elementary and high school students being educated there. Little has been done over the years to modernize the structure and now it is so outmoded as to warrant early replacement. The training school provides instruction for 750 students on the campus from nursery school through high school.

Modern technological development assures that buildings and their equipment will go out of date at a relatively rapid pace. This is not only true in scientific areas but is a fact that must be faced in any school system. Western Michigan College is now reaching the stage where its original buildings are no longer adequate in size or properly equipped to train teachers and technicians of the future. Much of the equipment in some of these buildings is completely outdated by modern developments and is a certain deterrent to a proper classroom atmosphere.

During the last fall, classroom and laboratory facilities in all fields have been found to be woefully inadequate, unable to meet the tremendous demands of more than 5,100 students. As a result of lack of space, in many courses requiring laboratory experimentation students have had to be put off for a semester or a year, with little prospect of anything better in the future.

Another noticeable lack on the Western Michigan College campus is the fact that there is no place on the campus, or even in the city of Kalamazoo, where any appreciable number of the student body can be brought together indoors. The women’s gymnasium, long used for such gatherings, seats a few more than 1,000. The men’s gymnasium limit is set at 2,600 by the fire marshal. This points up the great need for an auditorium building, as well as a field house.

It will be our experience, we fully expect, as it has been found in many other colleges and universities that, as the enrollment grows it will be necessary for certain departments of the college to be provided with separate and distinct buildings. While we can now operate successfully with six or seven departments in each building, it will become necessary soon to expand several of these departments into their own structures.

Since 1938 on-campus housing has become an increasingly important function at Western Michigan College. Prior to that time all students from out of town were housed in private homes. In 1938 Western Michigan College opened Walwood Hall, a residence for women; and by the start of World War II had completed two more such dormitories.

At this writing, eight dormitories are now open on the campus and a ninth one is scheduled for completion in the fall of 1955. Seven of the dormitories provide food service units as well as housing.

It might be pointed out that all permanent housing constructed on the Western Michigan College campus has been constructed without capital outlay expense to the state of Michigan. The state’s only contribution has been to cover the cost of utilities necessary to operate the buildings. Western Michigan College does not now house nor does it plan in the future to house more than 50 per cent of its total enrollment.

In addition to housing some 2,000 students on the campus, Western Michigan College has also erected eight apartment buildings with 96 apartments for married students. These also have been put up at no capital outlay expense to the state of Michigan. It will be expected that the demand for such residential housing will increase proportionately with the enrollment rise. Many parents have expressed the belief that they would prefer to have their sons and daughters living in such quarters, far away from home, rather than renting rooms in private homes throughout the city.

Where does this brief review bring us?

The need for funds on the part of Western Michigan College must now be apparent. Tremendous increases in college students mean more buildings are needed, more equipment must be bought, and we must not forget the factor that more teachers will be required.

All of these things demand money, we know. But the dividends to be reaped by the state of Michigan from such advances in education are all round us. Everyone has benefitted from his educational experiences, and students are keenly aware of the advantages of continuing their training beyond the high school level.

Each goal attained in education means the opening of more doors to greater opportunity. It also means the general rise of opportunity for all people residing in the state. Technologically we have moved steadily onward, and though history has been marked with temporary setbacks, progress has always been the way of the future.

Education is the greatest key with which to unlock the doors of progress.

**CLASSROOM SQUARE FOOTAGE DISCUSSED ACCORDING TO ORIGINS**

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By CHESTER L. HUNT

IN JUNE, 1952, the Hunt family sailed to the Philippine Islands where I had been given a Fulbright grant to teach sociology in the University of the Philippines. At the time we felt that our journey would take us into a strange and exotic land but we soon discovered that Philippine culture had, to a considerable extent, been recast in the American image.

I had thought of myself as somewhat of a bearer of American educational practices to an area where these were little known, but I found that three-fourths of the Filipino faculty at the University of the Philippines had taken graduate work in American universities and that most of the textbooks in use were of American origin. The university was organized in the same manner as an American campus with about the same type of subject matter, semester intervals, and fifty-minute classes along with a plethora of extra-curricular activities. These included fraternities and sororities, basketball and baseball teams, glee clubs, dramatic performances, student dances, and a student paper printed mostly in English with literary sections in Spanish and Tagalog. Finally, as though my interests had been specially considered, the main part of the campus had been converted into a golf course which ran between the principal academic buildings.

One could go on to speak of American influence in government, religion, public health, business, and other areas. The Philippines are keenly interested in the United States, and the World Series and the elections form topics of conversation in many circles. Radio programs and newspapers are mostly in English and include a heavy diet of American news. Most interesting of all was the general evidence of a friendly feeling toward the United States and its citizens. A trip anywhere in the Islands was in the nature of a grand tour in which an obscure professor would be treated as an important dignitary by absolute strangers who were anxious to manifest their friendship for Americans. During our two years we were never victimized in any way and we were constantly overwhelmed with unexpected courtesies. My Filipino colleagues at the university were most hospitable, and the students were keen, earnest, respectful, and quite patient with the blunders of a visiting foreigner.

This rather idyllic situation did not grow up overnight, and to understand how it developed, one must delve into history a bit and go back to the time when the end of the Spanish-American war confronted the United States with the need to make a decision concerning its future role in the Philippines. The Americans had never seriously considered the addition of a colonial area of this size; they were not inclined to hand the Islands back to Spain and they felt that the Filipinos were not yet prepared to conduct the government of an independent nation. The ultimate decision which governed American policy was expressed in the words of President McKinley:

There was nothing left to do but to take them all and to educate the Filipinos and uplift and civilize and Christianize them, and by God's grace, do the very best we could by them, as our fellowmen for whom Christ also died.

Most of the world regarded this statement as merely the attempt to

Dr. Chester L. Hunt and his family returned to the Western Michigan campus last fall after spending two years in the Philippine Islands. Dr. Hunt served during the time on the faculty of the University of Philippines and did much pioneer work in establishing textbooks for Philippine students in the field of sociology.

The University of the Philippines expands into a modern liberal arts classroom structure, where Dr. Hunt taught his classes.
cloak imperialistic motives in pious terms. Filipinos regarded themselves as already civilized and Christian and only the force of arms persuaded them to accept American rule. Americans, for the most part, accepted the doctrine in good faith. They combined a dislike of colonial empire with a deep-seated faith in the superiority of their own culture. To them, the obvious procedure was first to "Americanize" the Filipinos and then let them run their own affairs.

Educational institutions in the Philippines had been limited to a few church-controlled schools which served only a small percentage of the population. Most of the people were illiterate, and schools were sparsely distributed. The Americanization process was incompatible with this kind of situation, and immediately plans were laid for a full scale public education system modeled after that in the United States. Some six hundred teachers were recruited and sailed to the Philippines on the transport Thomas. American teachers penetrated all parts of the Islands. English became the language of instruction and a school system was established in which Filipino children learned about George Washington and Abraham Lincoln from American textbooks. Gradually, the American teachers decreased in number to be replaced by Filipinos trained under their supervision or educated in the United States. Seven thousand miles from the United States, a country steeped in a combination of Spanish and Oriental culture stepped into the twentieth century under the tutelage of American teachers. It was an epic experiment whose ultimate outcome is still to be decided.

The immediate results of this policy were impressive. Literacy increased from twenty to fifty per cent of the population within eighteen years time. Schools were located everywhere, and educational facilities became nearly as accessible in the Philippines as in the United States. Few of the Filipinos had known Spanish and they spoke a variety of different local languages which cut them off from many of their own people. Under those circumstances, English served not only as a medium of instruction for the schools, but also as a lingua franca for the educated group throughout the Islands.

Soon after the development of elementary and secondary schools came expansion in higher education. Today the city of Manila has over one hundred colleges and universities, and the Philippines has the second highest proportion of college students of any country in the world. Higher education is mostly under non-sectarian private auspices, conducted as a business and supported entirely by tuition. Religious schools and government institutions care for only a minority of the college student. Most of the religious schools are run on about the same basis as the business type of institutions, although one or two of them do get financial contributions and maintain higher than average standards of instruction. The University of the Philippines, with ten thousand enrollment, is the only government university, and would compare in tone and standards with similar institutions in the United States.

As in other countries, some problems have appeared. One of these concerns the choice of language, which is still a matter of debate. English did not displace the local languages as the usual media of conversation, but simply became an additional tongue. About half of the total number of students attend school for four years or less and most of this period is devoted to an unsuccessful attempt to master the English language. Many schoolmen believe that it would be more desirable to conduct primary education in the local language and to shift to English at about the fifth grade. Other authorities feel that this would weaken the whole structure of the school system and would mean the eventual elimination of English in the schools.

A major point of dissatisfaction concerns the relationship of the school to the community. Education has been viewed as a means of escape from the farm and a part of the process of urbanization. For the brighter student, the school represented an avenue by which he could

(Continued on Page 10)
Dr. Elmer H. Wilds

Dr. Elmer Harrison Wilds retired from the faculty of Western Michigan College of Education January 1, 1955, after almost exactly one-third of a century of service on this campus.

Dr. Wilds was born in Pittsburgh, Pennsylvania. He attended Allegheny College, Pittsburgh, and received his A.B. degree from that institution in 1910. He received his Master of Arts degree from the University of Chicago. Not content with one master's degree, he entered Harvard University where he earned the degree of Master of Education in 1929. Continuing his work at Harvard, he received the Doctor of Education degree in 1933. The title of his doctoral dissertation, indicative of his life-long interest in secondary education, was "Interscholastic Contests: The Reorganization and Redirection of Interscholastic Relationships in American Secondary Schools."

In addition to Dr. Wilds' academic degrees, he has been elected to several honorary societies, including Phi Beta Kappa, Pi Kappa Delta, and Phi Delta Kappa.

Dr. Wilds' professional life has been interesting and varied. After serving as instructor in English at University School for Boys, Chicago, from 1911 to 1913, he obtained his first college position. This was a professorship of English at William and Vanderbilt College, Aledo, Illinois, during the school year 1913-14. Dr. Wilds' next move was to Dakota Wesleyan University, Mitchell, South Dakota, where he served as professor of speech from 1914 to 1917. He changed his field from English and speech in 1917 when he went to Wisconsin State Teachers College, Platteville, as professor of education. He was at Platteville for four years until 1921 at which time he was invited by President Waldo to join the faculty of what was then the Western State Normal School. Except for brief interludes and a few summer sessions, he has been here ever since. He has taught summers at the Universities of Maine, Michigan, and Tennessee.

Dr. Wilds' activities since coming to Western are indicative of his versatility. From 1921 to 1940 he taught education courses. He was interested in the history and philosophy of education and in all phases of secondary education as well as the "required" courses, such as "Principles of Teaching" which all members of the department taught. One of Dr. Wilds' early interests here was in the field of intelligence testing. He directed the first general intelligence test survey of our student body during the winter of 1923. Early associates were the late Drs. Theodore S. Henry, Orrin Powell, and William Halnon. Others who worked and taught with him were Dr. Paul V. Sangren, Dr. George H. Hilliard, Dr. Samuel Renshaw, Miss Lavina Spindler, and Miss Katherine Mason.

In 1940 Dr. Wilds was appointed chairman of the Graduate Division. In 1943 his title was changed to director of the Graduate Division. He also became director of the Summer Session in 1940. He continued to serve in these capacities until his recent retirement. Under his direction, the enrollment of the Graduate Division has grown from 144 to 417. The courses offered numbered six when he took over. The number of courses for which graduate credit is
given the present semester is 79.

Editorial responsibilities have been an important part of Dr. Wilds’ work at Western. He was editor of the Educational News Bulletin from 1939 to 1942. In that year the name of the publication was changed to Western Michigan College News Magazine with Dr. Wilds continuing as editor until 1951. He was chairman of the important committee on publications from 1947 to 1950. One of the chief duties of the chairmen of this committee was the editing of the college catalog as well as other official college bulletins. As director of the Summer Session, Dr. Wilds edited the Summer Session Catalog from 1940 to the present.

Dr. Wilds is chiefly known outside of Western for his writings, which have been extensive. He has contributed articles to School and Society, Journal of Education, School Executive, Encyclopedia of Modern Education, and others. His first book published in 1926 was Extra Curricular Activities. This book was a major contribution to an area of education in which, at that time, there were few authoritative sources. His next book was The Junior Discussion Book, published in 1930. Dr. Wilds’ last book has gone through two editions. It was first published in 1936, the second edition came out in 1942. The book, Foundations of Modern Education, is still a major reference in the history and philosophy of education.

An interesting avocation is the Rotary Club, of which Dr. Wilds has long been a member. He served for one year as district governor. He is also interested in music and has, with his wife Helen, attended concerts of the Kalamazoo Symphony Orchestra and those of the Kalamazoo Community Concert Association for many years. Another interest is the Civic Players. Dr. Wilds has not only been active and interested in this organization from its beginning, but has acted in several of its plays.

It is hoped that this brief sketch adequately portrays the main events in a long and useful professional life.

Pacific Export

(Continued from Page 8) leave the rural community and travel to the metropolis, where he engaged in professional service or governmental employment. Education did not have the effect of increasing the economic resources or raising the cultural level of the local community. Recently, under the impact of the mass education movements, there has been a change in this direction, and, in common with many other places in the world, the Philippines is trying to build community schools which will be directly related to the problems of social life and economic activity in the local community. Students are being trained in better agricultural practices, sanitary habits, and political participation. This is a major break with the academic policies of the past, and how successful the new trend will be still remains to be determined.

Another aspect, somewhat distressing to an American, is that the spirit of the schools is still characterized by reliance upon a lecture-memorization technique with little class discussion and with relatively little usage of either laboratories or libraries. Schooling in too many places is a matter of verbal instruction which the students take down in their notebooks and regurgitate on examinations. The overwhelming demand for professional education has also a rather unfortunate effect on the development of the country. Large numbers of young people are preparing to be lawyers, doctors, teachers, and accountants, and thus are turned away from activity in agriculture or in business. The Philippines is a predominantly agricultural country with a desperate need for improved farming and for increased activity, but relatively little possibility for the employment of a vast number of professionals. Thus the schools are channeling the most talented youth of the nation into activities which, for many of them, can only lead to frustration and unemployment. Although the unemployed or underemployed college graduates are at present a fairly quiet group, their situation would seem destined ultimately to create an intellectual proletariat who would be deceptive to revolutionary agitation.

The belief in education has not always carried with it an appreciation of the importance of high standards of education. The Filipino school system never had an eighth grade and for about fifteen years also abolished the seventh grade, whereas the first six grades receive only a half day’s time, allowing schools to operate in two shifts. This meant that the Filipino student had the impossible task of assimilating in ten years of part-time study what the American student covered in twelve years of full-time study. This handicap has been recognized, and recent legislation encourages the re-establishment of the seventh grade; but there has been a tendency to compromise on standards in both higher and lower education in order to make the available funds cover a wider area. Maintaining a high standard of education on a broad scale represents a heavy drain in the finances of an under-developed country. And while it is easy to criticize Filipino practices, it is difficult to suggest a solution.

While Philippine education has many problems, it also has many accomplishments to its credit. It has carried over the American concept of universal literacy, social mobility, and responsible citizenship into a country in which these concepts had previously been almost totally absent. The village teacher has been the pioneer in the effort to bring the best aspects of Western culture to this Oriental people and the universities have trained an intellectual elite which plays an important role in the development of a democratic government. The Philippine school system can serve as a laboratory from which we can observe both the difficulties and the potentialities of the transplanting of American educational institutions.

Dr. Wilds’ numerous friends wish for him many, many years of happy and well-deserved retirement.

—MANLEY M. ELLIS
SIDELIGHTS ON WESTERN'S HISTORY

Anna French Recalls First Library; 'A Happy Place in Which to Work'

The modest beginnings of the college library gave no hint of the glories of the new library building now being planned. It started cheerfully in two classrooms in the old administration building on the northeast corner, and proudly added what was known as "the long reading room," now an education classroom, when the gymnasium was built.

A calm, studious atmosphere was seldom achieved, with the busy passage along its whole length and the music and marching feet at the end. The increasing number of students made it necessary to crowd more tables into the reading rooms, with the resulting slenderizing of the staff. It was an interesting event: when a popular member of the football team known as Tiny—a decided misnomer—made his way delicately between the tables with the same skill which took him through the enemy line on the field, never disturbing a single chair.

The bookstacks were in the first room. In the northeast corner a small space was separated from the traffic by the librarian's desk and a long counter which doubled as circulation and catalog desks. In this enclosure were shelved the reserve books, the United States catalogs and other library tools. In the busy hour from four 'til five, when books were drawn out for overnight use, a primitive shelf was dropped down in the reading room doorway and the stacks were "closed."

Without doubt the most remarkable part of the library was a long, airless room between the hallway and the stackroom, originally meant for a cloakroom, and known as the Black Hole of Calcutta. Shelving in this narrow room housed the back numbers of magazines, and a long table took up the remaining space. This was where new books were unpacked, book orders typed, mail checked, and the place to which one retired when it was necessary to work without interruption, never possible at the desk, and seldom realized here. Some member of the faculty was sure to peep in at the door, for just a word, and settle down for a good visit. Occasionally an attempt was made to serve tea but practical difficulties were too many. There are many amusing memories of the Black Hole.

And that library was a happy place in which to work: for the students who for the first time were to be introduced to books other than textbooks, to know the fun of browsing; also for the first fulltime assistant in the library who had found work that was a joy, and the guidance of a librarian who opened up

(Continued on Page 13)
Portion of 1954-1955 Faculty Additions Reviewed

Dr. Eston Asher, Psychology

Dr. Asher, a native of Kentucky, is an assistant professor in the psychology department. He is a graduate of the University of Kentucky and holds his advanced degrees from Purdue University. He holds membership in the American Psychological Association and Sigma Xi fraternity. Dr. Asher is married.

William Engbretson, Education

Mr. Engbretson completed his undergraduate work at Western in 1947 and returns to the campus as an assistant professor of education. He taught last year at Roosevelt College while completing course work at Northwestern University for his doctorate. Since 1947 he has also served as a county welfare agent and done considerable teaching.

Lee Baker, Agriculture-Biology

Mr. Baker is splitting his teaching time between biology and agriculture, after eight years as a vocational agriculture teacher in Readstown and Hartland, Wis. He is a graduate of he Platteville, Wis., State Teachers College and the University of Wisconsin.

John Freund, English

Mr. Freund is teaching communication in the English department, after completing most of the requirements for his doctorate at Indiana University. He holds two degrees from Miami University, Oxford, O. He is a native of Chicago.

Mrs. Joyce Berger, Campus School

Mrs. Berger replaces Miss Harriet Kilroe as art supervisor in the campus elementary school. A graduate of the University of Minnesota and Columbia University, she has had extensive experience in teaching in New York and Kalamazoo. Her husband is a member of the music department.

Mrs. Twyla Gay, Speech

A graduate of Southern Methodist University and Ohio State University, Mrs. Gay has taught at Central Michigan College and in the public schools. Her principal duties are with the speech department.

George Egland, Speech Clinic

Mr. Egland comes to Western Michigan from Eugene, Ore., as assistant director of the speech clinic. Former head therapist at the University of Minnesota clinic, he has spent the last three years in speech therapy work on the west coast. He holds degrees from the State University of Iowa. Mr. Egland is married and has three children.

Mrs. Emma Goodell, Hurd School

Mrs. Goodell, a Western Michigan graduate with a long career in rural school teaching, is the new critic teacher at the Hurd school near Kalamazoo. She is a native of Ionia.
First Library

(Continued from Page 11)

a whole new world of books. To be sure, there were only two thousand volumes at the beginning of the third year, but it was a good collection, not at all the typical normal school library of the day—made up of duplicate copies of books on methods of teaching. Occasionally a generous legislature would provide large sums—as much as $1,500—for special purchases, causing much rejoicing and weighing of values.

The student assistants of those days were always entertaining. One pink-cheeked boy who added small bits to his income by singing in church choirs was apt to lace his regular vocabulary with phrases from anthems and oratorios. At closing time he would ask if he might go into the reading room and sing out the glad tidings. Luckily for the library, one of the best student assistants recovered from the blow she had received in her first homesick week, when an early I.Q. test had labelled her mental ability as sufficient for a street-car motorman. The psychologist who delivered this verdict never knew that the University of Chicago found her worthy of Phi Beta Kappa.

In the informal atmosphere of the small library students stopped to talk about their work, their families...
BOOK NEWS AND REVIEWS

Frontier Classic of 1839 Revived in New Edition Tells Thrilling Stories

A NEW HOME or LIFE IN THE CLEARING, By Mrs. Caroline Matilda Kirkland. New York, G. P. Putnam's Sons. 1953. 308 pages

John Nerber is the editor of this revised edition of "a classic of the American Frontier," originally published in 1839. At that time Mrs. Kirkland used the pseudonym "Mrs. Mary Clavers" but the characters represented in her thinly disguised account of daily life in a backwards settlement in Michigan easily and resentfully recognized themselves.

Mrs. Kirkland wrote from an inside position, as she already had lived for some time in the settlement (Pinckney) whose homely aspects she recorded. She was one of the first writers to examine the pioneer woman's daily life unromantically and in detail. The Kirklans with their four small children lived in a one-room "loggyery" where a toad frequently came to call and obtain a generous meal from the abundance of flies. A rattlesnake, the deadly massasauga, habitually slithered under the floor for warmth. Mrs. Kirkland's humorous accounts of encounters with toads and snakes in her own house; her realistic portrayal of her feelings during the attacks of the ague, and her prosaic recognition of the utter lack of conveniences of any kind, all make interesting reading.

Edgar Allen Poe once described Mrs. Kirkland as "frank and cordial, brilliant, witty and now and then not a little sarcastic... Unquestionably she is one of our best writers, has a province of her own, and in that province has few equals." She was one of the best educated women in America when she arrived on the frontier in 1836 with her scholarly husband. She saw the "primeval with an acute and sophisticated appreciation, trained by an aesthetic background."

The Saturday Review says, "She is at her best when writing of her

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at home, or their plans for the future. A sixteen-year-old janitor's helper used to pause in his sweeping to tell about his hope of being a doctor. He is now a distinguished physician. Two students used to come in almost daily to cross swords and one such battle ended, in stentorian tones with "Some day I'm going out and buy you a large glass of social amelioration!"

No one ever learned that the stacks were not a safe place for gossiping. Two young women who had chosen that supposedly quiet nook to vent their wrath at a young psychology professor who had used the previous class hour to discuss the inferiority of the mind of woman, were horrified to see him walk out of the next aisle. They passed the course too, in spite of what might be known as an incident.

A little black book kept a list of some of the funny mistakes always heard in libraries. At the time when motivation was the important word in educational vocabularies, someone asked for Wilson's Mode of Evasion of School Subjects. The translation of "some sort of magazine by Smith and Owen" into a report of the Smithsonian Institution was counted a major triumph; and in the files of the library is still preserved a carefully written call slip for John Fiske's Cosmetic Philosophy.

The move to the new library building in 1924 brought ample book stacks, spacious reading rooms with wide tables, and freedom from the limitations of the old crowded rooms, but it left behind a gemutlichkeit still remembered.

—Anna L. French
Librarian 1907-1946
By RAYMOND J. FOX

ONE OF THE highest honors that can come to any attorney was conferred upon W. Wallace Kent of Kalamazoo on June 30, 1954, when he was sworn in as Judge of the United States District Court for the Western District of Michigan. In impressive ceremonies held in the Circuit Court room for Kalamazoo County, the oath of office was administered to Judge Kent by the Honorable Charles C. Simons, Chief Judge of the Circuit Court of Appeals for the Sixth Judicial Circuit of the United States. In attendance were all of the Federal District Court Judges of Michigan and hundreds of attorneys and friends of Judge Kent.

His appointment was made by President Eisenhower upon the recommendation of Michigan’s two senators, Ferguson and Potter, and was unanimously confirmed by the Senate of the United States. Judge Kent is now holding court in Grand Rapids and Marquette and under new legislation will, in the future, also hold court in Kalamazoo and Mason.

Just thirty-eight years ago, Judge Kent was born in Galesburg near Kalamazoo, the son of Mr. and Mrs. Harold Kent. He commenced school in the Training School of Western Michigan College and completed the ninth grade. He then attended Kalamazoo Central High School from which he graduated in 1933. Enrolling at Western Michigan College, he receiving his A.B. degree in 1937. Judge Kent then attended the University of Michigan Law School from which he graduated with high honors, receiving his juris doctor degree in 1940. During his senior year he was elected to the Order of the Coif, which is the highest scholastic honor that can be conferred upon any law student.

Returning to Kalamazoo, he was admitted to the practice of law, and was appointed assistant prosecuting attorney of Kalamazoo County.
He held that office until 1944 when he resigned to enter private practice as a partner in the firm of Mason, Stratton, Kent & Wise. When a vacancy occurred in the office of the prosecuting attorney, he was appointed to that position by the then Circuit Judge, George V. Weimer, and held the office from 1945 to 1946. He then again returned to private practice. Judge Kent is a member of the Kalamazoo County Bar Association, the State Bar of Michigan, and The American Bar Association.

The entire family of Judge Kent has been a part of Western Michigan College and its Training School. His brother, Richard A. Kent, a certified public accountant employed as assistant manager of the tax division of Ernst & Ernst in San Francisco, attended the Training School and graduated from Western Michigan College. His brother, Stanley, a partner in the Detroit Sterling Hardware Company, also attended the Training School.

While at Western Michigan College, Judge Kent met and courted Miss LeVerne A. Fredlund of Iron River, who also graduated in the class of 1937. They were married in 1940 and are the parents of six children, Wallace, Virginia, Eric, Robert, Anne, and Martha. Four of the children are now enrolled in the Training School, and as the younger two reach five years of age, they too will become a part of the campus school.

In addition to his active life in the practice of law and now on the Bench, Judge Kent has found time to participate in many civic affairs. He has been active in the Boy Scouts and the Optimists’ Club of Kalamazoo. He has served as chairman of the Kalamazoo Legal Aid Bureau and has been active in Republican politics, on many occasions being elected as a delegate to the state convention. He is particularly active in Masonic affairs, holding membership in Anchor Lodge No. 87 and all Masonic bodies, and he has been recently elected Grand Marshall of the Grand Lodge of the State of Michigan.

Like President Eisenhower, who appointed him, he too enjoys bridge and golf. He is a member of the Gulf Lake Country Club and on his better days shoots in the low eighties. He also enjoys hunting and fishing, and it has even been rumored that he may arrange the court sessions in Marquette to coincide with the hunting and fishing seasons. Judge Kent is an Episcopalian and together with his family has been active in St. Luke’s Church in Kalamazoo.

Possessed of a brilliant legal mind, his many friends know that he will make an outstanding contribution to the administration of justice in the Federal Court.

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**RECOMMENDED BOOKS**

(Continued from Page 14)

*The Science Book of Wonder Drugs*, by Donald G. Cooley. Franklin Watts, Inc., 1954. $2.95. The story of the miracle drugs: the sulphas, the antibiotics, the vitamins, the hormones, all of which have had a part of play in the changing of human life expectancy from the fifty years of 1900 to the sixty-nine years of 1954. Written by a science and medicine editor for numerous general magazines, this is an exceptionally readable account of the experiments and discoveries continually going on which are responsible for the wide spread changes in the practice of medicine.

*You and Your Car Insurance*, by George G. Coughlin and Joseph J. Schneider. William Morrow and Company, 1954. $2.95. The suggestions and recommendations of two experts—a lawyer, who has handled automobile accident cases for over twenty-five years, and an insurance adjuster, more recently a district claims manager—as to the “do’s and don’ts of automobile accident claims and insurance.” The “small print” on your policy is interpreted through numerous illustrations of actual accidents, claims and court rulings.

*My Several Worlds*, by Pearl S. Buck. The John Day Company, 1954. $5.00. Subtitled “a personal record” this is a curiously detached personal record of Pearl Buck’s first forty years in China and the last twenty years in this country, establishing her roots. What she observed, how she reacted, what she thought, are all faithfully recorded, but concerning her personal life she is exceedingly reticent—the facts are presented but names are not used and comment is sparing.

—Katharine M. Stokes and Hazel M. De Meyer

**Book News**

(Continued from Page 14)

neighbors: her book is a book of characters, keenly observed, whose turns and rhythms of speech have been caught by a true ear and reproduced by a clever pen. It is obvious that she could not help feeling superior to her fellow settlers—how could she have helped it, with her background and education?—but she strove mightily to conceal this feeling in a society that was belligerently egalitarian.” (Sat. Rev. Oct. 24, 1953, page 39).

According to Mr. Nerber, A NEW HOME is a documentary book . . . “one of the few sources to which we can go . . . for an authoritative and rounded view of the life of the average man on the frontier, and more particularly his wife.” The book immediately became a sensation both in America and in England. The response in “Montacute” (Pinckney) was so unpleasant that the Kirklands moved back to their old home in New York. There Mrs. Kirkland continued to write and to entertain as formerly in a lavish, sophisticated manner, the many socially prominent people with whom she was on friendly terms and the literati of the time.

The format of A NEW HOME or LIFE IN THE CLEARING in its present revision is unusually attractive and its interest and value to laymen and researchers are increased by sixteen reproductions of photographs and drawings of Michigan more than a hundred years ago.

—Mate Graye Hunt
Rough 23-Game Schedule Faces Bronco Nine

With heavy inroads made in the pitching staff and the entire infield swept away, Coach Charles Maher is facing one of the hardest tasks of his coaching career in rebuilding Bronco baseballers to face the tough 23-game baseball schedule this spring. The card includes 11 contests with Big Ten teams, 10 games with Mid-American Conference opponents and the usual home and home frays with Notre Dame.

Kenneth Tucker, pitcher, graduated, and Ed Fouchey, Detroit, who led the Bronco hurling staff last year as a sophomore, has signed a contract in the Philly chain.

Duane Emaar, catcher, has graduated as has his brother, Juane, a southpaw hurler. Ron Jackson first sacker, penned his name to a White Sox bonus contract after the season closed last year. Jim Stevenson, Detroit, second baseman, graduated as did Ron Heaviland, third sacker. Jerry Schust, Cleveland, shortstop, also signed a league contract.

When the squad gets outdoors Maher will be expecting to have last year’s outfield fairly well intact, but in the rebuilding this spring must depend to a great extent upon sophomores to fill the yawning gaps in the infield and in providing new pitchers for the mound chores to go along with Gary Graham, Flint veteran.

Although close to the action last year, Maher saw his team play only the first game as he was sidelined by illness at Iowa City. Don Boven, former Bronco great, who took over the reins last year, will again be on hand to assist Maher with the 1955 team.

Baseball

April 8—Ohio State at Columbus, O.  
April 9—Ohio State at Columbus, O. (2)  

Records Falling Fast as Hoymen Consistently Find the Basket

While this year’s Western Michigan College basketball team will not win the Mid-American Conference basketball championship it is a team that seems to be record-minded and has already set a number of new marks.

Captain Harold Stacy, senior guard from Grand Rapids, had a field night for himself against Bowling Green State University of Ohio, January 18, in collecting some choice individual marks.

Stacy set a new floor and single game record when he whipped 35 points into the basket that night. The Bronco individual single game mark had been set by Bob Adams, at 33 points against Butler in the 1949-50 season and equaled by Ron Jackson last year. The floor record of 34 points had been set in the 1937-38 season by Chuck Chuckovitz, Toledo’s All-American, and tied a year ago by Walt Walowac, Marshall great. It is also an all-game individual mark.

In scoring his 35 points Stacy had 19 free throw attempts, an individual mark for one game and his successful 17 charity tosses constituted another individual single game mark.

Against Bowling Green the Western team had 51 chances at the free throw stripe for a single game record. It converted in 42 of those chances, also a single game scoring mark.

Back in December of 1954 this year’s team set a single game scoring record when it hit 118 points against Kent State University, with the combined score of 118-76 also achieving a single game record.

All in all, team records to date and Stacy’s new marks give this year’s Western Michigan aggregation a total of nine new records to January 19.

(Ed. Note: As this issue goes to press still more records are falling, with the Broncos in the thick of the MAC race.)
Losses High, But
Replacements Look
Good in Track

Mitchell J. Gary, athletic director at Western Michigan College, has announced the indoor and outdoor track schedules for the coming season, both slates being highlighted by two dual meets and one triangular affair, in addition to the usual relays and conference meets.

Coach George Dales has suffered heavy losses from last season, topped probably by Ira Murchison, Chicago, and Fred Beane, Irons, sprinters, now in the service. Other losses include Gordon Spencer, Saginaw senior and 440 star; Bill Wright, Detroit, pole vaulter; Jack Bond, New Buffalo, pole vaulter; Al Manne, shot and discuss; Burt Jones, Auburn, Ind., sprinter and relay team member, and Dick Teugh, sophomore from Kalamazoo, miler, called to active service in the Marines.

An encouraging note to Dales is the probable return this year of Bob Bailey, 1954 captain, forced out of competition last year by illness, but who was Mid-American Conference champion, two years ago, and the return of Frank Nugent, former State High star, Mid-American 440 champion three years ago. Nugent has had a bad foot the past two years.

Gordon Hope, Mid-American high jump champion and record holder, is another letterman as is Russ Henderson, Dayton, O., unbeaten in the high hurdles in the conference for three years.

Loss of Murchison and Beane will put a heavy burden on John Hudson, Chicago junior, who, however, finished second to the speedy Murchison in most meets last year. Tom Coyne, in the two-mile and Leonard Eason, Chesterton, Ind., in the shot are other lettermen who can help.

The indoor trackmen made a fine first appearance in the Michigan AAU meet Jan. 29.

Indoor Track
Feb. 12—Marquette at Milwaukee
Feb. 19—Central Michigan at Mt. Pleasant
March 5—C.C.C. at Notre Dame
March 19—Milwaukee Journal Relays at Milwaukee
March 25—K. of G. Relays at Cleveland
March 26—Daily News Relays at Chicago

Outdoor Track
April 15—Ball State at Muncie, Ind.
April 23—Ohio Relays at Columbus, O.
April 29-30—Drake Relays at Des Moines, Ia.
May 7—Marquette at Milwaukee
May 9—Cincinnati, Bowling Green at Bowling Green, O.
May 13—Miami
May 21, 22—MAC meet at Athens, O.
May 28—Central Michigan
June 4—C.C.C. at Milwaukee

Spaulding Honored
Bill Spaulding, coach of Western Michigan College athletic teams from 1908 to 1922, was honored last year when the University of California at Los Angeles named its football practice field in his honor. After leaving Western, Spaulding coached at the University of Minnesota for three years and then went to UCLA where he stayed until his retirement in 1938. During the fall Spaulding was again honored by being given an honorary life membership in the Bruin Bench organization, a booster group for UCLA athletics.
Comprehensive Intramural Athletic Program Offered Western Men

The men’s intramural program at Western Michigan College offers all students an opportunity to participate voluntarily in a wide selection of wholesome recreational and physical activities which carry over into adult life.

Not only do intramurals at Western serve to develop interests and skills in sports activities, but they also help to provide for socializing experiences, sportsmanship, and desirable attitudes of cooperation. Intramural sports afford a laboratory in democratic living as students actively participate in planning, organizing, and putting the program of activities into action in addition to playing and competing in the many areas.

The aim of the intramural program is to meet the leisure-time student needs in sports and recreational activities and to reach all students possible. Intramurals supplement and enrich the physical education and the varsity and freshman athletic programs at Western Michigan College.

A comprehensive and diversified program of outdoor and indoor activities is offered after classes in the afternoons and early evenings during all seasons with special emphasis placed on team and individual sports such as softball, touch football, basketball, track and field, golf, tennis, and handball.

Annually, just before Thanksgiving, a two-mile cross-country “Turkey Trot” is run for individual and team prizes—turkeys, ducks, and chickens. Intramural competition is scheduled among natural campus student groups—dormitories, fraternities, clubs and organizations and off-campus residents (See Table). League and all-campus individual and team championships are declared in each sport after round-robin and elimination tournaments are played and appropriate modest awards are presented to winners and runners-up.

Student team managers and student intramural assistants help to draw up schedules, keep records, assign student officials, check on equipment and facilities, and notify participants when they are scheduled to play.

Facilities for intramurals include the men’s gymnasium, Waldo Stadium track and field, Hyames Field, several acres of Kanley Park, tennis courts, golf course, handball pits, and a playing field adjoining the men’s gymnasium. With plans for a new physical education building, a six-lane swimming pool, a large new tract of land for recreational activities, and a modern field house, the scope of the intramural program will be further expanded.

During the school year 1953-54, there were 1,135 individual participants, or about 50 per cent of the 2,224 undergraduate male enrollment participating in the intramural program. The 1,135 participants averaged more than 13 separate participations in one or more of the 10 different activities offered for a total of 15,551 individual participations.

**Intramural Participation by Teams and Sports**

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In a change of allegiance, Western Michigan College’s Sigma Alpha Delta fraternity in January became the Western Michigan chapter of Delta Chi fraternity. John B. Harshman, left, Chicago attorney and legal advisor to Delta Chi, presents the new charter to Ivan Crawford, Flint, chapter president. Western Michigan’s chapter becomes the nation’s 41st and the state’s third. The chapter house is the old Wilbur mansion across West Michigan Avenue from the administration building.
Dr. Hannah

(Continued from inside cover)

the discovery of new knowledge is proceeding at a breath-taking pace.

It is a popular past-time on the part of some to deplore the tremendous strides being made in the physical and biological sciences, the argument being that man’s discoveries are outrunning his capacity to comprehend and to manage to the end that he may well invent the means for his own destruction before he learns to harness and control the miracles his hands and brain have wrought. Such critics use as a prime illustration the development of the atomic bomb. They cite the reports about the destructive power of our thermo-nuclear weapons, and emphasize the damage just one such device could inflict upon a populous city. They say, in effect, that man through his ingenuity and intelligence has created for himself on the one hand problems for which his intelligence and ingenuity are no match on the other.

This view is fashionable, but is it true? The weight of current opinion is in favor of this explanation of the difficulties in which we find ourselves today. But in the hope that your study here has helped develop in you a healthy skepticism for fixed theories, I propose that we examine another theory for a few moments. In this spirit of skepticism, let us examine the possibility that, contrary to popular opinion, developments in the physical and biological sciences are not outstripping the field, but actually are lagging behind developments in the social, moral, and economic fields.

Let us begin to test this proposition by agreeing that man is most impressed by those things which impinge upon his senses. Those things we see, and hear, and smell, and touch, and taste, have an immediate impact; we are much slower to appreciate those things which require extended mental effort for us to understand them.

This is an over-simplification, but it serves to explain why we are much more easily impressed by, and influenced by, those things which are tangible—which can be grasped, and weighed, and counted. This serves to explain why we are awe-struck by the force of a hydrogen bomb and remain but dimly conscious of the truth that a single idea may have an explosive force so powerful as to make the explosion of an atomic device seem puny by comparison—a mere puff of smoke in the winds of time.

Henry James suggested what I have in mind when he said: “Ideas are, in truth, forces. Infinite, too, is the power of personality. A union of the two always makes history.”

In defense of this position, let me cite three great ideas which have had a tremendous effect upon the affairs of mankind and which have demonstrably exerted far more power than man has ever been able to produce and exert through his manipulation of physical forces.

The first is the idea underlying the Hebrew-Christian tradition that man, made in the image of God, has a soul and an individuality; that as a son of God, he has inherent dignity and indestructible worth, and has the right to the opportunity to work out his destiny in freedom, fearing God alone.

The shock waves of that idea are still rolling around the world, nearly two thousand years after the idea was given its most perfect expression by a humble carpenter teaching in the hills and valleys of Galilee and Judea. Reflection will convince us that His words and philosophy represented more force for good than any physical force or combination of physical forces ever developed by all of the human beings who ever lived, whether for good or evil purposes.

A second great idea need only be mentioned to convince us of its infinite power: it is the idea that men should govern themselves and to whom that idea first came; we do know that it was given its most understandable explanation in our own Declaration of Independence, with its ringing words:

“We hold these truths to be self-evident; that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed...”

This idea, in union with the powerful personalities of the leaders of the American Revolution, still sends its shock waves around the world. The initial explosion was enough to shake ancient empires, send thrones toppling down, and bring about changes in the world’s political structure so great that we are still feeling the repercussions. What physical forces controlled by human beings have ever exerted as powerful an effect on the world, for good or for evil, as this idea has exerted?

A third great idea which has the force to change the history of the world was the idea behind our public schools, colleges, and universities. There is no need to recall the history of the development of that idea to graduates of Western Michigan College; you know how the idea began to take root and spread in the earliest days of our country. Here in Kalamazoo it is especially appropriate to recall how the idea was enlarged, after a bitter fight, to encompass education at the secondary level. And we in Michigan have many proud memories of how our state was in the forefront of the movement to extend education at public expense to the college and university level.

It is to be regretted that this latter decision, made more than a century ago, has been called into question again in recent days, that once again we hear expressed the discredited theory that education at the higher levels benefits the individual more than it does society, and hence the individual should bear the burden of cost. I am sure you share my confidence that there will be few
converts to that way of thinking, and that the people of Michigan will continue to give generous support to education at every level, knowing from experience its tremendous value and potential for social good.

We need but look at the tremendous growth and development of our as-yet young country and realize that only trained and thinking men and women could have wrought what has been accomplished to understand the validity of the idea that education at public expense is not only necessary to our survival but is a sound public investment. It has paid tremendous dividends and the world is much different, and much the better, because of it.

So much, for examples of the irresistible force of a great and good idea. But what is it that gives a good idea this tremendous power? The philosophers may not agree, but I believe a sound idea is in reality the discovery of a minute fraction of the Creator’s plan for the universe. Think of it in these terms: The power locked up in the atom has been there since the beginning of time. It was not produced artificially by man—he has only recently learned something of how to gain access to this mighty force by learning just a little more about the physical laws by which the universe is governed.

Why, then, should we doubt that equally great treasures of useful knowledge about man’s mind and soul have awaited discovery since the beginning of time? Why, then, should we doubt that when the mind of man uncovers another tiny fraction of such knowledge, it may set tremendous moral and spiritual forces into action, just as the discovery of how to split the atom set tremendous physical forces loose in the world? Can we not thus account for the unmeasured force exerted by the great ideas in the history of the human race?

If, for purposes of this discussion, we accept the premise that the Creator intended man to grow and develop and come ever nearer perfection, then there is reason enough to question whether it is indeed true that the physical and biological sciences have outstripped the social sciences in the race for knowledge.

There is no escaping the fact that man’s inborn aspiration to better himself and the environment in which he lives is one of the greatest forces in the world today. From nations like our own, under-privileged people have learned that improvement is not beyond their grasp. From history, and economics, and sociology, and anthropology, and kindred sources, they have garnered truths which stimulate them to discard the old and the false with which they have been chained for ages. Is there not reason to believe that the unrest in the world today, with wars and threats of wars, arises from man’s unsatisfied natural longings for the things which should be his, unsatisfied in large part because science has failed to provide those things? Where are the points of unrest and crisis? Are they in the lands where political freedom and high standards of living obtain, or in the lands where people are oppressed by political tyrants and unreasonably denied access to the good things of life, even the fundamental good things like cleanliness, health, enough food, and the knowledge of how to read and write? For these things, they look to the physical sciences as our ancestors looked a century ago.

Our Communist enemies are well aware of the force of the idea that a man is entitled to a decent share of those good things of life. They cynically prey upon noble human aspirations with specious promises. They promise land, food, and freedom knowing full well their inability to deliver what they promise, and worse, having the studied intention to keep people in subjection once they have lured those trusting souls into their iron grip with false promises. Here we have a disturbing example of the fact that an idea can be perverted into a great force for evil if it is not counteracted by the truth.

You well may ask what significance this has for education, for young men and women just receiving their degrees. In answer, I would say that as trustees of the knowledge of the past, colleges and universities have the solemn obligation to pass on to students of each succeeding generation the essential truths that man has slowly and painfully discovered over the span of recorded history; they have the obligation to inculcate in our students a love of truth and a belief in the fundamental principles which have worked such tremendous good for mankind when put into practice—belief in the dignity of the individual, belief in government by law, and not by men; belief in the existence of a good God; respect for the truth—these and like precepts which mean so much to Americans.

Beyond that, colleges and universities—and their graduates—must redouble their efforts to discover some of the yet undiscovered knowledge concerning the way mankind behaves under given conditions—how best to communicate truths and beliefs, how best to counteract unreasoning fear, how best to diminish prejudice, how best to counteract intolerance—all in the belief that men were intended to live together in mutual tolerance, respect, and good will.
Our colleges—and their graduates—must try harder than ever before to find ways to feed the hungry millions of the world, to help them provide adequate shelter, to eliminate disease, to relieve the monotonous drudgery of labor—in short, to blow away with the fresh wind of hope the noxious atmosphere of despair into which so many of our fellow men are born, and in which they are doomed to live and die. Moreover, we must try harder than ever before to convince the underprivileged peoples of the world that their best chances to achieve those benefits to which they are entitled will be found under a free political, social, and economic system.

With these challenges—these great challenges—facing college graduates of this generation, I say confidently that never before in the world have there existed so many true opportunities to achieve lasting satisfaction in a lifetime of useful service.

To each student in this audience, let me offer one word of encouragement; you may be the one to develop one of the truly great ideas of history, but if you are not, there is a place for you, too, in the challenging future. Ideas are beyond price—but Emerson told us, “Ideas must work through the brains and arms of good and brave men, or they are no better than dreams.”

President Sangren, it appears plain to me that here at Western Michigan College, you are producing young men and women capable of conceiving or of giving meaning to the great ideas by which civilization grows, the kind of men and women of whom Emerson wrote—good and brave, willing to use their brains, and their hearts, in the service of others and for the good of mankind.

As long as you continue to produce that kind of graduates here, then you may rest content that your college is performing its essential mission, that it is contributing heavily to the improvement of our state, and our nation, and that is upholding the finest traditions of public education.

I could wish nothing better for you graduates than that you remain true to what you have been taught here and to what you believe. Knowing young Americans as I do, I am confident that you will remain true, and in so doing, build happy and satisfactory lives for yourselves.

Class Notes

'19 Dr. Florence B. Stratemeyer, a professor of education at Teachers College, Columbia University, appeared on the WMC campus last fall as a guest lecturer at the opening sessions for campus school teachers and members of the education faculty.

'20 Rolland Dawes was killed early in October in a trucking accident near Sparta. He was employed and resided in Kent City.

'29 Marian Lamphere has been with the J. W. Knapp store in Lansing for 15 years, spending much of her time writing and making up display advertisements for the firm. She makes her home with her parents in Grand Ledge. . . Mrs. Virginia Beach is back at teaching after a try at office work. She teaches typing and shorthand in the Belding high school . . . Now in her 25th year with the Sturgis schools is Mrs. Helen Brokaw, who teaches mathematics to seventh and eighth graders. She also finds some time left to visit with her two grandchildren.

'30 After 14 years in the Montcalm County schools, Mrs. Beatrice Frost has moved into Greenville where she teaches fifth graders in the Pearl street school . . . Mrs. Fran Nichols (Hazel Weed) has moved into the Springport high school, where she teaches and conducts student counseling. Her husband is a retired police officer . . . Clarence L. Dooley has been cited by the Kalamazoo Optimist club as the man who “has done the most for boys in Kalamazoo during the past 12 months.” The club presented him with a scroll for his 1954 work at

Among many visitors to the campus in early 1955 was Maj. Gen. Charles L. Dasher, Jr., deputy commanding general of the Fifth Army in Chicago, who is shown discussing ROTC problems with President Paul V. Sangren.
Harold Wetherell has signed a three-year contract as superintendent of the Belleville schools in Wayne County. He resigned at Cheboygan, where he had been superintendent for six years.

C. Carney Smith,CLU, general agent for the Mutual Benefit Life Insurance Company in Washington, D.C., since 1947, has been presented with a key to the city. Smith is also president of the North Washington Lions club and the District of Columbia Life Underwriters Association. His business address is 100 Indiana avenue, N.W. . . . Marie Hardy has moved to Fremont as a first grade teacher . . . Raymond V. Shoberg has joined the staff of Ferris Institute at Big Rapids as an administrative assistant, primarily in charge of the office of institutional relations . . . Not a candidate for re-election in November, John Fikkarat, prosecuting attorney for Kalamazoo County since 1948, has opened offices for the private practice of law at 605 Kalamazoo building.

Howard C. Strandt was re-elected last fall as register of deeds for Allegan County, a post he has held since 1941 . . . Mrs. Frances Scott has moved from the Grand Rapids schools to Holland where she is a first grade teacher in the Longfellow school.

Mrs. Bernard Barber (Lois Harrington) is now in her second year of teaching in the Sparta junior high school. She has two sons and a daughter in high school.

Mary M. Laramy has succeeded Beatrice Terncer '25 as principal of the Stocking school in Grand Rapids. Since 1948 Miss Laramy had been principal of the Lexington school . . . John P. Harrold, Midland high school biology instructor, is the new president-elect of the National Association of Biology Teachers. He was named for the top post in 1956 at the holiday season national convention in San Francisco. He is chairman of the biology section of the Michigan Science Teachers Association, and also finds time to act as cross country coach.

Dr. G. S. Bennett has opened offices as a consulting physicist in Saginaw, specializing in ultrasonics and acoustics. His office is in his residence, 620 Hoyt.

Betty Jane Johnston, an assistant professor of home management at the University of Connecticut, has received the Omicron Nu fellowship from the American Home Economics Association. Her research work on the $1,000 grant is concerned with work simplification, including methods of adapting procedures to home making activities . . . Donald T. Strong has been promoted to treasurer and city sales manager for Doubleday Brothers & Company in Kalamazoo. He has also been placed in charge of the election department, including the processing of ballots and statistical election forms and records. With the firm since 1939, he became city sales manager in 1952, and was elected to the board of directors in 1954 . . . Robert B. Burns, a Grand Rapids attorney since 1949, has been appointed municipal court judge there.

The husband of Dorothy Early, Capt. Ward E. Hecock, was killed when his jet fighter crashed on takeoff in December at Kaiseraltn, Germany . . . Luther I. Daines became prosecuting attorney for Van Buren County in January.

Alumna Receives Honor Medal

Dr. Merze Tate '27, now a professor of history at Howard University, Washington, D.C., has been presented with the Radcliffe College Alumnae Association Graduate Chapter Medal for "Distinguished Professional Service."

Dr. Tate received her master’s degree from Columbia in 1930, and in 1941 Radcliffe College awarded the doctor of philosophy degree.

Mrs. Nathaniel Roe presented the Graduate Chapter Medal to Dr. Tate, and stated: "This medal is bestowed really on behalf of the whole college community, which shares in the joy of recognizing the achievements of one of its own." The citation runs:

"To Merze Tate, professor of history and international relations at Howard University, an American scholar honored at home and abroad, for her distinguished contributions to historical scholarships — in teaching and in research, for her services in Europe and in the Orient as a worthy ambassador from the academic community of the United States, for the valuable light she has shed on the problems of international peace and cooperation, for her illuminating studies of the political complexities involved in the international regulation of armaments, for her analysis of the possibilities of a constructive organization of force in the world."

NEWS MAGAZINE FOR WINTER, 1955
Robert Swartz is now principal of the Litchfield high school. Kenneth W. Gordon is project engineer in the truck chassis design section of the Chrysler Corporation.

Miss Valerie M. Owsiany is home demonstration agent for Van Buren County. She had formerly taught in Onsted.

Alfred Hinckley is directing the Marshall Civic Players this year, while teaching speech, dramatics and English at the Battle Creek Lakeview high school.

A call to the newly-organized Bethel Baptist church in Lansing has been accepted by the Rev. Douglas B. Brown, after serving more than four years at Laingsburg. Jane Marie Bennett was married New Year’s day to James E. Vick in Ravenna. She is a librarian in the music department of the Free Library of Philadelphia. Robert Williams left his Grand Rapids South high school post at the end of the first semester to become an assistant professor of speech and forensics at La Sierra College, Arlington, Calif.

Mrs. Clarence Decker (Lucille Thompson) is working on her doctorate in bio-chemistry at Michigan State College. (See her husband in 1930 notes.) Charles Welch is teaching driving and coaching baseball in the Belding high school. William J. O’Donoghue has been named an account executive formerly with the Kellogg school, Hickory Corners. He operates a 120-acre farm, one half mile cast of Prarieville. Ten years in the Springport schools is the record of Mrs. Arleen Campbell. Berkley high school has named Jim Beadle as its new basketball coach. Edna Scott is the new home training teacher in the Grand Haven junior high school, effective Jan. 28. Marjorie Silver has been appointed head librarian for the Cass County library. She had been an assistant librarian at Monroe since 1952.

Ardith M. Blood was married in December to James W. McCall. She is Hillsdale County home demonstration agent. Their honeymoon was spent in Bermuda. Fran Reidy is in his first year as head basketball coach at Battle Creek St. Philip high school. Susan Thompson, librarian in the education department at Wayne University, was married Thanksgiving day to Donald K. Beauchamp. Max Burt became principal of the Commerce and Glengary schools at Walled Lake, the first of this year.

John Amrozowicz is teaching eighth graders this year at Litchfield. Neil Van Dis, a teacher at Battle Creek Lakeview, is planning an April wedding with Miss Marilyn Byram. Lt. Jack Burr has returned to the U. S., after 10 and a half months in Korea. He is at Ft. Bliss, Texas. Norman Weatherwax and Joyce Young were married in June. Following their marriage, Alice Cubbon and Eugene Hamaker are living in Marshall. James Orwin, Kent Tucker and Lora Linington were married in August and are now living in Mt. Morris. Miss Lois Danneberg and Richard McDermott were married in August. They are living in Columbus, O., while they study at Ohio State. Paul Czuchna is speech correctionist for Reading, Jonesville, Quincy and Litchfield schools. James Mandrell and his wife have moved to Cheboygan where he is teaching. Niles Central school has added Maribeth Day to its faculty. Marilyn Bryant is teaching music at Marshall. Firmin Murakami is the first Japanese-American teacher in the Grand Rapids schools and is at the Plainfield school. Janet Piggott was married in August to Leo Swerbinsky and they are living in Ann Arbor while he attends the U-M. Carol States and her new husband, John Cecil, are making their home in Detroit. Anita McGlocklin and James McDermott were married in August in Hastings. Wayne schools have two music teachers this fall, Georgene Meyer and her husband of last August, Edward McKenzie, Jr. Diana Cummings and Don Cain announced their engagement in September. Before going into service in September, Dave Howes, married JoAnn Korhonen. Florence Fenwick Brenner is teaching this year at Alma. Peggy Davison and her Aug. husband, Edward W. Hirt, are living in Ann Arbor while he attends the U-M dental school. Ruth Kauffman and James B. Preusel were married in Aug., and he has since entered service. Miss Marie Pona is now Mrs. Paul.
19th Annual Guidance Conference
Planned at WMC Saturday, March 12

“Guidance and Discipline: Working Together for Self-Discipline” is the theme chosen for the 19th annual guidance conference to be held at Western Michigan College all day Saturday, March 12.

The event which last year drew only about 700 educators because of extremely bad weather, is expected to attract a crowd of 1,000 or more this spring. It is sponsored annually by the Southwestern Michigan Guidance Association and Western Michigan College.

Austin Buchanan, Holland, president of the association, has headed the planning for the conference, aided by Dr. George H. Hilliard, director of student personnel and guidance.

Dr. E. G. Williamson, dean of students and professor of psychology at the University of Minnesota since 1941, will be the principal speaker for the day, taking the rostrum at 1:45 p.m. to talk on “The Nature of the Relationship Between Discipline and Counseling as a Fusion in an Educative Process.”

The Minnesotan is responsible on his own campus for nine specialized personnel departments in the student counseling bureau, student housing bureau, student activities bureau, loans and scholarships, discipline, speech and hearing clinic, coordinator of students’ religious activities, foreign student adviser’s office and veterans’ counseling center.

A graduate of the University of Illinois (1925), he received his doctorate from Minnesota (1931) and in 1932 joined the faculty as an assistant professor of psychology and director of the university testing bureau. He is past national president of the American College Personnel Association and the division of guidance and personnel psychology of the American Psychological Association and last year was vice-president of the National Association of Student Personnel Administrators.

Herbert, Jr., and is teaching in Muskegon . . . Doris Brockway and Floyd Stolsteimer were married this summer and he is working for Sutherland . . . Royal Oak is the home of newlyweds Jacquelyn Koomen and Rex Millsap . . . Paul Harding and Elaine Dobbs were married Sept. 4 . . . Evelyn Stegenga is teaching at Plainwell, while her husband, Richard Haueter, teaches at Martin . . . John M. Bachman is the first coordinator of Coldwater’s new cooperative vocational education program . . . Earl Ekel took Gladys Kieckentfeld for his bride Aug. 19. They are living in Holland . . . L. Hollis Wenning and his summer bride, Norma Walz, are now living at Sault Ste. Marie . . . Sally Rademaker’s engagement to Howard E. Davis was announced during the summer . . . Ted Dickerson spent summer at the Saugatuck Summer School of Painting and was married in October to Barbara L. Houllberg. He is now at Fort Sill, Oklahoma . . . Dorothy Cook and Calvin Frey were married in August and now live in Ionia . . . Bob Taylor is coaching football, basketball and baseball at Springport . . . Kay Blodgett is the first speech correction teacher for the Three Rivers schools . . . Dick Larson married Marilyn Riepma Sept. 2 . . . Mrs. Laura Hagenbarth is supervisor of the obstetrical department at the Benton Harbor Memorial hospital . . . Felix Survilla has been commissioned in the Air Force at Lackland AFB in Texas . . . Sue Shrack Beimers is teaching in El Paso, Texas, while her husband George, is stationed at nearby Ft. Bliss with the 50th AA battalion.

Katharine Sobesky and Richard Zerfas were married November 5. They are living in Three Rivers . . . Clare Hoag is assistant basketball coach at Delton . . . Fred DeGraves is coaching this year at Shelby . . . Battle Creek’s new Sun Life Assurance Company of Canada agent is Don Walbridge . . . Joyce Phares and Robert Harner were married in December. She is on the staff of the Battle Creek Community hospital, while Bob is stationed at Ft. Leonard Wood, Missouri . . . Joyce Dale is teaching at the Wyandotte Conservatory of Music.

A prolific author in his field, Dr. Williamson in 1953 received a research award from the American Personnel and Guidance Association and has received citations from the Secretaries of War and Navy.

The conference, according to preliminary announcements, will begin at 8:30 in the education building and adjoining women’s gymnasium. President Paul V. Sangren will be on hand to extend a welcome.

At 9:30 the formal program will begin with a symposium, “Problems Faced by Youth,” featuring Ernest Shelley, chief psychologist, Boys’ Vocational School, Lansing; the Hon. Donald T. Anderson, Judge of Probate, Kalamazoo County, and Dr. Marion DeVelder, pastor, Hope Reformed Church, Holland.

Following at 10:40 will be a panel, “How Youths’ Problems Can Be Solved,” with Otto Yntema, director of extension and adult education, as the moderator. Panelists will include Judge Anderson, Dr. DeVelder, Shelley, Dr. Williamson, Miss Dorothy Sonke, Central high school, Grand Rapids; Eugene Thomas, principal, Kalamazoo Central high school, and William J. Yanke, youth bureau, Kalamazoo police department.
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