WSNS, WSTC, WMCE and Now WMC Tell the Story of Western Michigan’s Growth

Those of you who have been following radio broadcasts and news items will have become acquainted with the controversy over the change in the name of Michigan State College. While it would seem as though Michigan State College is following the trend in higher education as it relates to land grant colleges, there has been considerable difference of opinion as to whether the name Michigan State University would seriously conflict with that of the University of Michigan. The upshot of the whole matter, however, is that the Legislature, by what seems like a large majority, voted to change the name of Michigan State College to Michigan State University of Agriculture and Applied Science.

The Colleges of Education are likewise involved in the problem of name change. There is a bill pertaining to this matter which has passed the House of Representatives and also the state Senate. This bill changes the names of the four Colleges of Education under state control. Michigan State Normal College becomes Eastern Michigan College, Central Michigan College of Education becomes Western Michigan College, Northern Michigan College of Education becomes Northern Michigan College, and Western Michigan College of Education becomes Western Michigan College. A second bill introduced (and has passed the House of Representatives) which withdraws the restriction against the admission of any students who do not plan to teach. This restriction has not been observed for many years. The present intention is to indicate that the Teachers Colleges are no longer institutions for the preparation of teachers alone, but have become state regional colleges free to offer not only teacher training curricula but curricula of other types which would naturally result from larger numbers of students enrolled.

This is the history of teacher institutions in the United States. In the early days, they were usually

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Michigan Books for Young Readers

By Mate Graye Hunt

The year 1955 shows promise of producing an abundant crop of reading material on Michigan for young readers. Authors, illustrators and publishers are cooperating to wipe out some of the deficit in this field that has existed too long.

There is a rich heritage for every Michigan boy and girl in the state's history, folklore and traditions. Someone has said: "The roots of the present lie deep in the past, and nothing in the past is dead to the man who would learn how the present came to be what it is."

Where the Turnpike Starts, by Harriett H. Carr (Macmillan) gives a picture of the eastern part of the Michigan Territory in 1833 with its turbulent agitation for statehood. There is much about Stevens T. Mason, "the boy governor" and his problems. The action centers chiefly around a young girl, Anne Rogers, and her family who are moving to the wilderness frontier of Michigan from New York State.

Miss Carr was born and reared in Ann Arbor and began her newspaper career in Michigan. At present she is associated with the Scholastic Magazine.

Ojibway Drums, by Marian W. Magoon (Longmans) has its locale on Birch Island in the Georgian Bay region. It may be more Canadian than Michigan but its story is equally at home in either place. It is the exciting story of courage and duty as an Ojibway Youth comes of age. It is concerned with Indian versus Indian — The Ojibway and the Iroquois, white man does not enter into it.

Mrs. Magoon teaches children's literature at Michigan State Normal College but in the summer she lives in a log cabin on her island in Georgian Bay. There she is surrounded on three sides by Indian Reservation mainland. Through her friendship with the Indians she has come into possession of much lore not often told to white men. These customs and traditions she has woven into a good story.

The scene moves up Lake Huron to Mackinac Island in Beaver Trail, by Regina Z. Kelly (Lothrop). The time is 1811 when the rivalry between the two great fur companies is at the boiling point and the War of 1812 is in the offing. We experience the situation with orphaned 11-year-old Jimmie Russell who is on his way to Fort Dearborn with his uncle. When their Mackinaw boat beaches at the Island, circumstances intervene to keep it there for three months. It is the exact time of the rendezvous when Indians, trappers, and voyageurs gather to exchange their furs with one of the big companies — "it was like Christmas, New Year's, and the Fourth of July rolled into one." The latter part of the book is about the massacre at Fort Dearborn. Here Jimmie is befriended and protected by some Indians and he resolves that when he is a fur trader he will do all he can to see that the Indians are treated fairly by the white man.

Mrs. Kelly is director of public relations at the Austin High School of Chicago, which is said to be the largest co-educational high school in the country.

During April and May the following titles are scheduled to be released: Land of the Sky Blue Waters, by August Derleth (Aladdin), The Young Voyager, by Dick
Gringhuis (McGraw), and The Black Falcon, by Olive Knox (Bourgey & Curl). These titles may be available for young readers before this magazine is off the press.

Land of the Sky Blue Waters is the skillfully told story of Henry Rowe Schoolcraft and his search for the source of the Mississippi River. The Black Falcon is the author's account of John Tanner, a notorious character on Mackinac Island. He has been a debated subject for many years. He was white but lived the life of an Indian—hating both whites and Indians. He has been pictured by some writers as noble and generous, by others as treacherous, dishonest, dangerous, and "the meanest Indian of them all."

Dick Gringhuis who is currently producing the attractive covers for the Michigan Education Journal is a young Michigan artist—author worth watching in his development. He has written and illustrated other books with Holland (Michigan) settings. Hope Haven (1947) is about the first pioneer Hollanders; Tulip Time (1950) is concerned with the famous festival. Here Comes the Bookmobile (1952) follows a day's route of the bookmobile in Kent County. The Young Voyager is the story of an American boy and his adventures during the French and Indian wars in early Michigan.

Gringhuis was born in Grand Rapids and grew up there. Later he studied art in Chicago, Detroit, and New York. From 1947 to 1950 he was head of the art department of Hope College. He now lives in East Lansing where he does freelance illustrating and writing.

Teachers in the lower grades often ask me this question: "If you could have only one Michigan book, which one would you choose?" My answer never varies: Paddle-to-the-Sea, by Holling Clancy Holling. This is the simple story of a tiny figure in an Indian canoe, whittled by an Indian boy and set a-drift on the upper waters of Lake Superior. It floats down Superior, through the locks, down the other Lakes, over Niagara and down the Saint Lawrence River to the sea.

The flora and fauna of Michigan, her industries, her geography and topography, her climate and her transportation are well handled. When it was published by Houghton in 1939, it was an immediate success with critics, booksellers and children. After sixteen years its popularity has not waned. It is superbly illustrated by the author with many full page colored pictures and numerous marginal sketches in black and white that illuminate and extend the text. All of Holling Clancy Holling's books are right and rich in many of the things a child should find in his books: dramatic story, exciting history, natural science, beauty, honesty, accuracy, and simplicity.

This artist-author was born at Holling Corners, Jackson County, Michigan, August 2, 1900. He now lives with his wife, Lucille who is also an artist, in the foothills of the San Gabriel mountains near Pasadena.

During the summer of 1955 the city of Sault Ste. Marie will be celebrating the one hundredth anniversary of the completion of the first locks. June 18, 1855, the first ship passed through the locks, making the beginning of the greatest shipway in the world, "the Miracle Mile."

Dr. F. Clever Bald's attractive, informative booklet: The Sault Canal Through 100 Years is available from the University of Michigan free or for a nominal sum and it should certainly be in every school room in the state.

The official historical map of the state—pictorial and colorful may be bought ($1.50) from the Historical Society of Michigan in Lansing.

The Michigan State Library has an excellent annotated, classified list of materials on Michigan for all reading levels. It is free in quantities for distribution: "Michigan in Books 1954, A Selected List."

With all this material available and all the help that is being offered, it is to be hoped that Michigan boys and girls may become better acquainted with their heritage. A knowledge of local and state history is a basic foundation for the understanding and appreciation of national and world history without which a people can hardly hope to make their future great.

RECOMMENDED BOOKS

Gift from the Sea, by Anne Morrow Lindbergh. Pantheon, 1955. $2.75. When Anne Morrow Lindbergh began her search for "my own particular pattern of life, my own individual balance of life, work and human relationships," she thought this a matter peculiar to herself. Evidence proved otherwise so we find her reflecting upon the frustrating elements of today's busy life and suggesting possible solutions. Told through the symbolism of the shells discovered upon the beach of her island retreat and written in her characteristic poetic style, Mrs. Lindbergh has produced a wise and charming book.

The Red Carpet, by Marshall MacDuffie. W. W. Norton, 1955. $4.50. The record of a 65-day, 10,000 mile trip through eight republics of the Soviet Union made in the fall of 1953. On a visa granted by Khru- shev, whom this American lawyer had met when he served as Chief of the UNRRA Mission in 1946, the author was granted an unusual amount of freedom behind the Iron Curtain and was permitted to grind out hundreds of pages of uncensored notes and as many pictures. A valuable picture of developments in the "other world" because of the author's earlier experiences in the country.

Many a Good Crusade, by Virginia C. Gildersleeve. The Macmillan Company, 1954. $5.00. Distinguished dean of Barnard College for 36 years; pro-

(Continued on page 11)
Some Sources of Strain in
Anglo-American Relations

By Leonard C. Kercher

The Anglo-American alliance has solid foundations in mutual self-interest. National survival and individual self-preservation may depend on its continued success. It rests, moreover, on broad areas of common ideological agreement: 1) that liberal Western democracy is the desired way of life, 2) that international communism poses a menace to this way of life, and 3) that Britain and America must cooperate to insure its survival. Little wonder, then, that the Anglo-American alliance is widely accepted on both sides of the Atlantic, by politicians and public alike, as the indispensable cornerstone of British and American foreign policies.

This is not to say that Anglo-American relations are free of strain. To the contrary, Britain and the United States are frequently at odds in their views and proposals concerning specific international problems. Changing events, at home and abroad, bring different issues into focus from time to time, creating new points of strain in the Anglo-American alliance and new tests of its strength and resiliency. At this writing some thorny issues of Far Eastern policy are at the fore: 1) How organize the defense of Southeast Asia? 2) How deal with Communist China, particularly with reference to the offshore islands of Quemoy and Matsu? 3) How treat Nehru’s India and the “Neutralism” of other non-communist countries in Southeast Asia.

In this article we are concerned chiefly with some of the roots of Anglo-American tension. Why don’t the two dominant forces of the free West always see eye to eye on the nature of the Communist threat and on what to do about it? Any complete answers to this question would require an involved analysis of the differences in historical background, geographic position and current social, political and economic realities of the two countries. Here limited space narrows our consideration to some of the more general factors contributing to Anglo-American discord.

Meaning of Colonialism

One of the underlying roots of Anglo-American tension over the years lies in their divergent colonial experience. Britain, as the center of a vast empire over the past three centuries, has had a long history of successful colonial administration. On the whole Britishers are proud of this record and think of themselves as real benefactors to their colonial peoples. To them “colonialism” has little, if any, unfavorable connotation.

The United States, on the other hand, came into being through rebellion against British colonialism, and this dramatic experience left a deep impression on our thinking as a people. It is, no doubt, the principal source of our historic tradition of anti-colonialism, which has expressed itself in almost automatic sympathy toward peoples striving for independence, such as the Irish and Hindus. This difference in attitude toward colonialism has been the source of much Anglo-American friction in dealing with issues that concerned dependent or semi-dependent peoples in the Near, Middle and Far East.

British and American views have differed in recent years not so much over whether people should be free and independent eventually as to the methods and timing in bringing this independence about. In general, we have pressed for the early granting of independent status, trusting that people would make good use of their newly-won freedom. The British reverse the emphasis. They stress the necessity of preparing peoples for freedom as the first step toward the granting of political independence. Confronted with the dilemma of Communist exploitation of nationalism in Asia and with our own difficulties in freeing the Philippines, we have moved since World War II closer to the British position on colonial development. There remains, however, something of an emotional commitment to their historical points of view on both sides of the Atlantic which even today creates some mutual irritation and tends to impede cooperation in dealing with such matters as Iranian oil, the Egyptian Suez, and the Israeli-Arab conflict.

Prospects Through Negotiation

Another historical root of Anglo-American tension derives, at least in part, from the same source. Having gained our independence in one dramatic stroke, we tend to think in terms of quick, tidy, and final solutions to troublesome international problems. The British, disciplined by centuries of difficult diplomacy, view the solution of complex international issues more as a slow, organic, non-logical process. They are, therefore, inclined to accept patient, and if necessary, long-drawn-out negotiation and compromise. To the Americans, this approach appears cautious and somewhat blind to current realities and dangers. Moreover, the well-publicized frustrations of conferences with the Communists at Teheran, Yalta, Potsdam and Panmanjon seem only to confirm his suspicions of such an approach.

This is particularly true among right-wing elements in the Republican Party who tend to regard negotiation with Communists as appeasement, if
not treason. To the British, the American’s impatience with negotiation and his tendency to insist upon neat and immediate solutions for complex international issues appears naive and immature.

These differences in attitude concerning the efficacy of negotiation in dealing with Communist aggression are clearly evident in the two powers’ approach to the present tense world situation. The British government, firmly supported by public opinion, leans strongly to negotiation as a means of easing present world tensions in Europe and in Asia. There is something akin to dealng with Communist aggression, as a means of easing world tensions in Asia. There is something akin to handling such negotiations as a waste of valuable time, if not an invitation to further aggression. It was basically this attitude of no faith that kept us from the Geneva Conference on Indo-China in the summer of 1954. Our political leaders continue to insist with more or less firmness that they will be willing to negotiate with the Communists only when the Communists offer substantial proof that they will negotiate and work out compromise agreements in good faith, and not simply use the conference table for propaganda purposes.

**Defense of Southeast Asia**

These divergent attitudes toward negotiation are reflected in the differing approaches favored by the two countries for halting the communist advance in Asia. The United States pushes for a broad general policy of mutual defense, secured by treaties among the leading free nations and supported by a military defense organization and build-up sufficient to counter any communist threat with “massive retaliation.” This policy is advocated in something of the spirit of an anti-communist crusade, which all right-minded nations of the Orient should join.

The British, while somewhat reluctantly supporting a military defense system, put no such faith as we do in its ability to halt Communist expansion, especially if such a defense organization lacks the support and confidence of the non-communist Asiatic countries—India, Pakistan, Ceylon, Burma, Thailand and Indonesia. British leaders press for diplomatic negotiation on specific issues and for the kind and quantity of economic aid that will strengthen democratic institutions and promote internal security. While America has been, and still is, liberal with general economic aid to Asian countries, she has more recently tended to stress military aid and strategic defense. The British seem to feel that promises of military aid to governments, or appeals to join an anti-communist crusade will have little impact on the man in the paddyfield if he remains hungry and dispossessed. In fact, they are definitely skeptical of American efforts to get Asiatic peoples committed to a definite anti-communist stand, fearing that such an approach will be interpreted by many Asians as basically a desire to use them in a world-wide fight against Communism rather than a genuine concern for their welfare. Communist propaganda can be counted upon to promote this view.

**Problem of Quemoy and Matsu**

Differences between the two powers on the Far East center at the moment on the future of the island groups, Quemoy and Matsu. The United States holds these islands to be important in the defense of Formosa and the whole Western Pacific, and contends that they cannot be abandoned without serious military and even political repercussions. We are more or less vaguely committed to their full scale defense if it appears they are being attacked as an initial move on Formosa and the Pescadores.

Anthony Eden, reflecting British official policy and public opinion, has openly advocated in recent weeks that these islands be turned over to Communist China as the first step in a cease-fire agreement that would set the stage for diplomatic negotiation and long term settlement of the issues involved. There is no significant support in either Britain or America for turning Formosa and the Chinese Nationalists over to Communist China. Efforts to resolve the offshore islands issue are at present on dead center. At this writing both the United States and China are assuming postures of force and violence toward each other over the issue, and both governments have maneuvered themselves into a position which it appears neither can retreat from without damaging loss of prestige at home and abroad.

**Future of International Communism**

Other sources of Anglo-American discord on matters of policy and approach toward Communist aggression lie in differing attitudes and interpretations concerning the situation in Asia. In the first place, British and American people differ in their outlook on international communism. We tend to view communism as an unmitigated evil against which every right-thinking person and nation should take an uncompromising stand. With us anti-communism assumes the proportions of a moral crusade, and issues involving communism tend to be viewed as a black or white proposition with any shade of “neutral” gray seen as distinctly red. So-called

(Continued on page 19)
Retirement-1

J. C. Hoekje, Dean of Administration-Registrar, 1916-55

On July 1, 1955 John C. Hoekje will retire as Dean of Administration-Registrar. This statement, to many who have watched the development of Western, will seem like saying that one of the vital dynamos providing impetus for the growth and operation of the college will be lost. For over a third of a century, to the students, the alumni, and the faculty the names John C. Hoekje and Western Michigan College have been so closely linked as to be well-nigh synonymous.

Western is a relatively young college. In the little more than one half century since it was established in 1903, it has grown to one of the largest colleges of its kind in the country. Whenever you find this type of phenomenal growth, you immediately look for the reasons. Good geographical location and high-quality personnel gave Western the opportunity, but it also required the proper dynamic leadership. Western has been very singularly blessed in having two outstanding, progressive presidents,—and John C. Hoekje to assist them in putting their plans into operation, as well as to handle the multitudinous detail work of the college.

John C. Hoekje, a minister's son, was born in Kansas, but graduated from high school in Fremont in 1902. He received his bachelor of arts degree at Hope College in 1906 and did graduate work during several summers at the University of Michigan. Hope College later paid him tribute by conferring upon him the honorary degree of master of education.

Dean Hoekje started his teaching career in 1906 as superintendent of schools in Sioux Center, Iowa, a region which at that time boasted the highest assessed valuation in Iowa. He held this position for four years. In 1910, being selected from a field of 32 applicants, he accepted the position of superintendent of schools in Zeeland, leaving in 1913 to become superintendent of schools in Grand Haven. From Grand Haven he came, in 1916, to Western as a teacher of psychology and education.

In 1917, while retaining part of his teaching load, Hoekje became director of extension, a post he filled until 1947, contributing much to the stature of Western through its services in the field. He was appointed registrar in 1921, and has admirably filled this position to the present time. In 1945, in keeping with his many responsibilities, he was given the highly deserved title of Dean of Administration-Registrar.

It would be quite impossible, of course, to even try to estimate the tremendous reach of his influence or measure the value of his service through the many years he has been so close to the pulse and heart of Western, but sometimes a flashback is illuminating. When John C. Hoekje first came to Western, the Administration-gymnasium and Science buildings provided all the college facilities, with the Campus Training School separated from the "Ad" building by a busy driveway spanned by an overpass for pedestrian convenience and safety. The book store had not yet outgrown, or at least had not yet moved from, its "counter" location along the west wall of the main hall (no west-side exit then), and the Library was increasingly overflowing onto the marble steps so that trips upstairs had to be "routed" through the crowd. No separate Men's Gym, either, and,

(Continued on page 8)
Professor William H. Cain will retire from active teaching at Western Michigan College in June after thirty-four years of service on the campus.

Mr. Cain was born near Bloomfield, Indiana, and he attended a rural school in Knox County, near Sanborn, Indiana. After completing the work of the eighth grade in the rural school, he entered Sanborn high school, graduating in 1903. His first teaching experience was in a rural school, of Knox County, following high school graduation, from 1903 to 1906. During these years he attended summer sessions at Indiana State Normal at Terre Haute. From 1906 to 1908 he was the principal of a grade school in Vincennes, Indiana.

At the close of the school year 1907-1908, Mr. Cain resigned the Vincennes position, and attended the Terre Haute Normal during the years 1908-1910, and earned the Indiana life certificate in August, 1910. He immediately enrolled at the University of Michigan in September, 1910, and was on the Ann Arbor campus until 1912, earning the A.B. degree at the close of summer school of that year.

Mr. Cain came to Kalamazoo in September, 1912, and taught mathematics in Central High School until June, 1914. The fall of the year found him in Hancock, Michigan, as high school principal, where he remained until 1919. In June of that year he was offered a three year contract as superintendent of the Hancock schools, but he thought that he would experiment with a few months of selling life insurance in Minneapolis. A few months was enough to convince Mr. Cain that teaching was his field, and in June, 1920, he met D. B. Waldo, president of Western, in Chicago, and agreed to make what was to be his last move. He did field work for Western from April to June, and in the fall of 1920 he became principal of State High School, succeeding Miss Olive Smith.

Mr. Cain had a background for his new work that is rarely encountered today: a rural school teacher, principal of a city elementary school, a class room teacher in high school, principalship of a high school, and a short interlude in the business field. Mr. Cain remained as principal of State High School until 1937, except for the school year 1926-1927, when he was on a leave of absence, attending Columbia University, where he earned the Master's degree.

These years, 1920-1937, were times of great development in the activities of State High, and this growth was encouraged and actively promoted by Mr. Cain. A strong debating team developed that was active in regional and state competition, musical organizations, including a choir, orchestra and smaller ensembles flourished, and the football and basketball teams received state wide recognition. A woodwind ensemble from State High won first place in the national contest held in Tulsa, Oklahoma, in 1931. (Glenn Allen, Kalamazoo's present mayor, was a member of this quintet.) The children of the writer's family all passed through the high school during these years of Mr. Cain's administration, and I can personally testify to his wise and stimulating leadership.

In 1924 an event occurred that was to have great significance in Mr. Cain's life. Mr. Waldo added to Western's faculty a most attractive young woman who had been studying at Columbia University, Miss Bernadine Champion who became Mrs. Cain the following year, and a faculty home was established that is outstanding for efficient housekeeping and gracious hospitality.

Mr. Cain relinquished his administrative duties in State High in 1937, and came to the mathematics department for full time teaching. He has remained in the departmental work at Western since 1937, except for some graduate study at the University of North Carolina in the third quarter of 1938. He will retire from teaching with the rank of full professor.

Mr. Cain is an excellent teacher, a clear lecturer in his field, kindly and constructive in his suggestions and criticisms of his students' work, but not tolerant of carelessness and laziness. The writer had the pleasure of sharing the office with Mr. Cain in my last years of teaching at Western, and I can testify to his industry in class room preparation, help and consultation. He was most helpful and cooperative on committee work, both in the department of mathematics, and in the wider affairs of the campus.

Mr. Cain is a member of the National Education Association,
Miss Cora Ebert, Campus School Eighth Grade, 1930-55

Miss Cora Ebert will retire from the faculty of Western Michigan College in August, 1955, after twenty-five years of service to the school. During that time she has established an enviable position for herself as a teacher, colleague, and friend.

Cora Ebert was born in Allison, Iowa. While still a child her family moved to Waverly, Iowa, where she attended the public schools. After graduating from high school she began her career as a teacher, working for two years in rural schools in Iowa. This was followed by two years of study at Iowa State Teachers College, after which she taught for nine years in the public schools at Livermore, Waverly, and Cherokee, Iowa. Miss Ebert then returned to college, attending the University of Iowa and Iowa State Teachers College. She received the Bachelor of Arts degree and the Critic Teacher's Diploma from the latter institution. Her next position was at Winona State Teachers College at Winona, Minnesota, where she remained for two years. She then attended Columbia University, from which she received the degree of Master of Arts.

While in New York Miss Ebert did part-time teaching at the Horace Mann School for Girls and at the Teachers College at Trenton, New Jersey. In the fall of 1930 she came to Western Michigan College as a supervising teacher in the training school. Since then Miss Ebert has continued her education, studying at the University of California at Berkeley, at Columbia University, at the University of Chicago, and at the University of Munich.

Miss Ebert is a member of several professional organizations and societies, including Kappa Delta Pi and Pi Lambda Theta.

As a supervisor in the junior high school, Miss Ebert has contributed much, both to her students and to the school. She has earned the respect of students, parents, colleagues, and administrators. Her standards of behavior and performance, both for herself and for others, have always been high. Assemblies presented by her students would have done credit to adults. She has always had an important role in guiding children in the Christmas play. Annual trips taken by her classes have been well organized, successful ventures. Younger teachers have always found her friendly and helpful. Serving on many committees, she has shown the ability to work with others. Her seasoned judgment and her sense of humor have been especially evident when she has worked in groups.

Outside the classroom, Miss Ebert has kept herself busy. The Music Festival at the University of Michigan has been an annual date on her calendar. She has traveled extensively throughout the United States, Mexico, and central Europe.

Miss Ebert's plans for the future are full. She intends to return to her home in Waverly to live with her mother. Several nieces and nephews and their children, in whom she expresses much interest, will occupy some of her time. Building and enjoying her record collection, which is a result of her deep feeling for music, will take more of it. Travel is also included in her plans for the future. She is also considering getting a part-time position at the local library or in the local college, as if the above activities were not enough to keep her occupied.

Miss Ebert has earned the right to years of happiness in retirement. The good wishes of her many friends will be with her.

—William Jerse
in season, the track team "high-and low-hurled" down the main corridor after hours. There were as yet no faculty postoffice boxes, and the faculty picked their letters off a wire rack hanging on the wall of the main office. The Women's League was functioning, but the Student Council and the Men's Union were yet to be organized. The six weeks' professional training requirement had just gone into effect, and in 1918 the bachelor of arts degree was authorized, both contributing to "big" summer school enrollments. There were three 12-week terms, and no final exam schedules—and the tuition and fees were only $7.50 a term! The Manual Arts building was a brand new in the fall of 1921, the year Hoekje took over his new duties as registrar, which were to grow to such comprehensive proportions as are everywhere visible on today's campus, and reflect not only the stature of the man, but also his years of devoted loyalty and his amazing genius for organization. Like most success, this ability to organize was coupled with sound judgment and hard work, and while he was always aware of the over-all picture, he never relaxed his vigilance in the attention of small details. Those who worked with him knew, for example, that the ever-recurring enrollment days never were mere routine, but each one was a challenge to "double-check" so that not one forgotten item could mar the smooth-running machine. It was he, too, who saw to it that there were adequate and permanent records of all students. One of his well-remembered criteria, which he exemplified in his own experience, was, "Keep ahead of criticism," and certainly it is typical of him always to foresee and be prepared for any contingency that might arise. Such efficiency does not just "happen."

In the early years of Western, and as the college grew in stature and influence in the state and beyond, the duties and responsibilities of Dean Hoekje multiplied. Many of our present activities have developed from his ideas, or were ideas or policies which the president passed along to him to be implemented. Always mindful of the many adjustments students must make to college life, he was alert to try to meet their needs. One answer was the organization of "Freshmen Days." Also under his direction the guidance and counseling system was started. The Guidance Conference is still another of his innovations. He developed the system of disseminating information about Western to the high school graduates of Southwestern Michigan, terminating in the competitive examinations resulting in scholarship awards to outstanding students. He set up the final examination schedule, and has been active in the changing pattern of Commencement exercises. He initiated and awarded the "Oil Can" to the winners in Debate. He has served as chairman of several important committees dealing with student welfare, such as scholarship, loan fund, student activities, to name a few. At one time he served on nineteen different committees.

One of Dean Hoekje's most valuable contributions has been in the area of athletics. His constant efforts to achieve a sound and sensible, as well as an outstanding, athletic program at Western has paid tremendous dividends. In this connection, he has served as chairman of the Athletic Board of Control for over a quarter of a century. It was under his direction that the regulations and controls governing the operation of intercollegiate athletics at Western were published in a handbook. This handbook was one of the first to present pertinent information in consolidated book form in the Mid-American Conference and is highly regarded as an excellent piece of work in athletic management. He also served as tennis coach during the years 1925 and 1926, before Western acquired a regular tennis coach. He himself was an enthusiastic tennis player, participating very successfully in the Summer Session Faculty Tennis Tournaments back in the '30s. He also played on the faculty basketball teams in those earlier years. Always a staunch supporter of Western's teams, he has been a familiar figure at all athletic events, and has earned a unique record for attendance at home varsity contests over the last thirty-nine years.

Dean Hoekje has always been a progressive student of his profession and holds memberships in many important educational organizations. Among them are the National Society for the Study of Education, the (American Education Fellowship) the National Extension Association, and Phi Delta Kappa. He is a life member of the Michigan Union, the Michigan Schoolmasters' Club, the Michigan Education Association, Association for Higher Education and the National Education Association. He is also a member of Western Michigan's Physical Education Alumni Club, and an honorary member of Western's W Club. He served as president of the Registrars Division of the National Association of Collegiate Registrars, and is listed in Who's Who in Michigan.

Along with his professional life, Dean Hoekje found time to enter energetically into many civic, educational, and religious activities of the community. He was a member of the Chamber of Commerce for over twenty years. For thirty years he was an active member of the Kiwanis Club, during which time he served eight years as secretary, three years on the board of directors, one year as president, and one year as lieutenant governor of the Michigan district. He is now an honorary life member. He is an elder in the First Presbyterian Church and was superintendent of its Sunday School for many years. Later, he taught the John Calvin class of young married people. He is an inspiring speaker, and for many years was very much in demand at luncheon clubs, parent-teacher groups, other organizations, and especially for high school commencements.

In spite of all the demands of
Scientific Measurement of Community Attitudes Work of Claud Bosworth '34

For some time, tests have been used to measure characteristics of an individual, and now a Michigan State College department headed by a W. M. C. graduate contends that a similar scientific approach can measure community attitudes.

A two-year study has been completed under the leadership of Dr. Claud A. Bosworth, head of the M. S. C. Continuing Education Service Department of Community Services. He is assured that these new tools can provide a systematic approach to community problems.

Dr. Bosworth was graduated from Western Michigan College with a B.S. degree in 1934, and received his M.A. from the University of Michigan in 1934. He joined the M.S.C. faculty in 1948 after teaching at Muskegon, 1946-48; Grand Haven, 1936-46, and Lawton, 1935-38.

Chamber of Commerce managers, representatives of community development agencies, and college staff members have worked with Dr. Bosworth to devise a questionnaire and a professional approach to the whole problem of community inventory and organized progress. One of the greatest uses for the questionnaire approach, Dr. Bosworth points out, is to help community leaders learn in advance what kind of package the people will buy.

Here are some sample questions . . . try scoring your attitudes on the basis of “strongly agree,” “agree,” “undecided,” “disagree,” or “strongly disagree”:

1. Most communities are good enough as they are without starting any new community improvement programs.
2. In general, church members are better citizens.
3. The first and major responsibility of each citizen should be to earn dollars for his own pocket.

“This new questionnaire-approach is valuable,” contends Dr. Bosworth, “because the attitude of the people is the key towards community progress.” He explains, “Industrial firms expanding or seeking new locations, city councils planning civic improvements such as sewer and water expansion programs, health services, community centers, and school boards considering new buildings are always concerned with the question, “What is the attitude of the people of the community towards this project?”

Naeem Publisher of 'Moslem World'

Abdul Naeem '49 is the new publisher of “Moslem World and the U. S. A.,” a magazine which recently made its appearance in strategic points throughout the world.

Published in Iowa City, Iowa, the magazine was an immediate success and received high commendation from world observers. The American Friends of the Middle East sent copies of the January issue to Alexandria, Egypt, by air for a Christian-Moslem conference, and the U. S. Information Agency has agreed to purchase copies for all of its information centers in Moslem areas.

NEWS MAGAZINE FOR SPRING, 1955
1755: Background for Tragedy

By LOUIS FOLEY

It seems a thoroughly safe opinion to believe that among French-speaking Canadians nothing in American literature has greater celebrity than Longfellow's Evangeline. In Canada it is doubtless considered unquestionably the poet's chef-d'oeuvre, the authentic and moving account of the tragedy of a people, the dispersion of the Acadians in 1755.

What does the average American of today think of the poet Longfellow—if he ever thinks of him at all? Probably, as an off-hand opinion, he would be inclined to classify that poet as a rather stodgy conservative. Yet from some points of view at least, such a notion is utterly unrealistic. Not merely for his own time, but for any period, Longfellow should be recognized as a daring innovator. He set out to do things in poetry which had never before been seriously attempted in the English language, and which on the face of them would have seemed impossible. They were things which apparently had never before occurred to any capable maker of verse in English. And he succeeded almost unbelievably well.

For one thing, he was certainly the first American ever to succeed in writing poems of considerable length. Of course we do not forget Poe's dogma that "there is no such thing as a long poem," but Poe had in mind only poetry of lyric intensity. The long poem is a different form of art. It does not deal merely with momentary ecstasy of emotion which obviously cannot endure, but represents, as it induces, a calmer esthetic enjoyment which may continue indefinitely. It requires a different kind of "inspiration" from that which Poe envisaged; it calls for patience and sustained power, untiring energy and artistry such as comparatively few poets have ever had at their command.

As a poet Longfellow was ambitious; he was determined to be a great poet. In the course of a letter written to his father before his graduation from college, December 3, 1824, he said: "I most eagerly aspire after future eminence in literature; my whole soul burns most ardently for it, and every earthly thought centres in it." He was sufficiently earnest in this desire that he was willing to go through a long period of preparation, and to devote himself temporarily to non-literary occupations, never losing sight of the goal while working toward it only very indirectly.

Now it is traditional, from Homer down, that in order to stand as a great poet one should produce an epic poem. Yet the epics which have timeless existence as literary landmarks were not created out of hand. The materials for their construction had gradually accumulated through oral tradition, in ballads and folklore in general, during many generations from primitive ages to a time when a race or nation was becoming conscious of its identity. Coming at the proper moment, the epic poet fused these materials into a coherent, unified form which of course bore the stamp of his personal genius but was made possible only by the myriad preparations of countless others who had gone before.

Longfellow, however, was a poet in a new country, a nation which simply did not have a past such as epics require. There was no background of evolution of a race from the dawn of its civilization; America was settled by people who were products of civilizations already developed far beyond any point at which anything like an epic poem could evolve in the old way as a "natural" outgrowth. What, then, could the poet do? In truly modern spirit, he boldly took short-cuts. He seized upon the folklore of the Indians, the native inhabitants whose way of life had been developed upon American soil. From this material he constructed what most critics consider his greatest work, Hiawatha, which was actually accepted as genuine by the Indian people themselves. And this he was able to do, not by virtue of any first-hand acquaintance with Indian life, but merely by reading books about it, chiefly the accounts of the pioneer Schoolcraft. Hiawatha appeared in 1855. Meanwhile, in 1847, he had produced Evangeline, the poem which concerns us here.

Evangeline also was inspired by a background of reading, with no personal experience or observation whatever of the regions in which the action of the narrative had taken place. It seems to have been considerably influenced by the descriptions of American scenery in the works of Chateaubriand, which Longfellow was enthusiastically reading about that time. There is evidence that he obtained some helpful information from a former Harvard law student living in Louisiana, concerning the Acadians who were exiled there and the nature of their new home along the Mississippi. The story of the two lovers which forms the central thread of the narrative was related to him by a friend of Hawthorne's. Both Hawthorne and Whittier had considered using the story for literary purposes, but relinquished it in favor of Longfellow, who was evidently more eager for it, and whom they felt to be the better man to handle it.

It is in the form of his long poems, however, that Longfellow shows his remarkable originality. For through the long history of poetry in English, it had been virtually axiomatic that any long poem—as well as most shorter ones—had to be in iambic pentameter, whether unrhymed as in Shakespeare's plays or Milton's Paradise Lost, in the "heroic stanzas" of Dryden, or in the rimed couplets of Pope.

This is not an arbitrary notion; it seems to fit in with the very na-
ture of the English language as it happens to be. The iambus, a "foot" composed of an unaccented syllable followed by an accented one, corresponds to the inevitable stresses of so many word-combinations in English: prepositional phrases, nouns preceded by articles, verbs preceded by pronouns, nouns preceded by short adjectives, and countless situations less obviously separable from phrasing as a whole. As for the five feet of a pentameter line, that seems to be just about the average mouthful of words, approximately the "right" length for an ordinary clause, long phrase, or complete sentence in English.

Now Longfellow had the courage and linguistic ability to carry through successfully a most astonishing tour de force. He wrote long poems in metrical patterns to which English was not habituated and yet made these unaccustomed rhythms seem quite convincingly "natural." For Hiawatha he adopted the metre of the Finnish epic Kalevala, which by coincidence rang true as appropriate for the Indian legend. For Evangeline (as later for The Courtship of Miles Standish) he used classical dactylic hexameter. Rimming, of course, was out of the question with such form for any but a short poem of humorous intent. Likewise of course, the last foot of each line had to be a trochee rather than a dactyl, else it would seem unfinished, and many feet along the way had to be trochees also. The "weight" of these feet of fewer syllables is generally compensated by their length, or at least somehow they achieve an air of being as "standard" as their technically dactylic counterparts. Always the metrical pattern fits naturally as it should; there is no forcing of intonation such as we find in the lines of unskilful versifiers. If you read the words as they simply have to be said, you follow the established pattern inevitably:

This is the forest primeval. The murmuring pines and the hemlocks . . .

Yet in connection with the story which the poem has to tell, and the

**RECOMMENDED BOOKS**

(Continued from page 2)

motor of the International Federation of University Women; chairman of the Advisory Council that set up the training program for the "Waves;" the only woman in the seven-member delegation representing the U.S. at 1945 San Francisco Conference which drew up the charter for the United Nations; concern for the cultural and educational problems of the Middle East and Japan—are a few of the many interests in Miss Gildersleeve's life which she records in her memoirs. Frank, first-hand accounts concerning the issues of our day.

Johnny Appleseed, Man and Myth, by Robert Price. Indiana University Press, 1954. $5.00. Fact and legend about the itinerant nursery man, John Chapman—better known as Johnny Appleseed—who carried seeds from the cider presses of western Pennsylvania into the Northwest Territory and who had orchards awaiting the permanent settlers when they arrived in that great wilderness area in the early 1800's.

Now Is the Time, by Lillian Smith. The Viking Press, '955. $2.00. Miss Smith, southern born and bred, has long been a champion of the Negro. Now with the Supreme Court decision abolishing segregation in our schools, she is apprehensive lest we move too slowly. Though over-emotional at times, it is a lucid account of the current situation. Worthy of special consideration are the last two chapters: "There Are Things to Do and Things to Say," and "The Twenty-Five Questions.

Academic Freedom, by Russell Kirk. Henry Regnery Company, 1855. $3.75. Dr. Kirk, who has so ably presented the cause of conservatism in two early books, now takes up the defense of academic freedom. In this publication which he subtitles "An Essay in Definition," he opens by quoting the definition of the former editor of the University of Chicago Press, W. T. Couch, "Academic freedom is the principle designed to protect the teacher from hazards that tend to prevent him from meeting his obligations in the pursuit of truth." He delves into the historical backgrounds of this idea which he believes has reality and is therefore more important than the "Ephemeral reality of particular persons and places"; he discusses current attacks upon this freedom and closes with a final paragraph that is a statement of propositions or truths toward which all education should be dedicated. Though you may not agree with all of the author's theories, you will find it a stimulating and challenging discussion.

K* "Krebiozen—Key to Cancer?, by Herbert Bailey. Hermitage House, 1955. $3.50. The story of the development and use of the cancer drug which aroused the opposition of the American Medical Association; cost a university president his position; and has been the subject of a great deal of controversy in current newspapers and magazines. Written by a former newspaper reporter, who, more recently, has been writing medical articles for a number of popular magazines.

Gertrude Lawrence as Mrs. A., by Richard Stoddard Aldrich. Greystone Press, 1954. $5.00. The delightfully charming story of the marriage of the cockney-born star of the English and American stage and the proper Bostonian who deserted banking for theatrical producing. Written by the husband, it is a frank and revealing—but never sentimental—account of the unusually successful marriage of two individuals of widely differing backgrounds and temperaments.

—Hazel M. De Meyer

That he had done very extensive reading in French cannot be doubted. Having spent about eight months in Paris (1826-27,) he was supposed to have "acquired a good practical knowledge" of the language. With whatever brilliance of intelligence and persistent effort, however, he could hardly escape the ineluctable consequence of constructing all the foundation of one's "knowledge" of a living language on
a purely bookish basis. Certain intrinsic qualities of the spoken tongue, in which the whole thing is profoundly rooted, must always have somewhat eluded his grasp. Otherwise how could he have done just what he did with this poem, and felt right about it?

Could he have fully realized the simple, fundamental fact that French words cannot be written in "metre"? Was he quite aware—English-speaking people so seldom are—that in French all syllables are practically equal in force, so that as soon as you put French words in metrical "feet," they cease to be French? One wonders how he would have read French orally! At any rate, the metre of Evangeline absolutely obliges the reader to distort, that is to Anglicize, the pronunciation of every French name that appears therein. Try pronouncing these names as in French, in any line where any of them occurs, and you immediately throw the dactylic pattern out of joint.

Perhaps the most discordant note of all is the very title, the name of the heroine, Evangeline. Any currency that name may ever have had in French is so slight as to be quite negligible; the poet appears to have invented it. As a theoretical French name, phonetic principles would require it to be E-van-gel-i ne. Of course everyone calls it "i-vang-uh-lun," in accordance with the way modern English is naturally pronounced, and with the metre of the poem, in every line where the name occurs.

On November 1, 1931, Evangeline was presented dramatically over the network of the Columbia Broadcasting System, with Joan Fontaine reading the title-role. Mr. James Hilton, who presented the program, called it "a story which is part of our history." It was based upon textual quotations from Longfellow's poem.

In view of what we have been considering, the pronunciation of proper names in this poem presents a real problem to the oral reader. It is not surprising that the handling of it in this instance was something of a hodge-podge. Grand Pre was usually pronounced approximately as in French (sometimes simply English: "grand") though Longfellow's accentuation requires the un-French pronunciation of "Bellefontaine," whereas Felician came out as "Felicianne." The name Gabriel sounded usually about as in French, though that character himself always said "i-vange-uh-lun" as in English. Perhaps as strange as anything, for a linguistically sensitive listener, was hearing "Evangeline," supposedly a French girl, speak with the British diphthong of "o" and suppression of "r" which have had a certain vogue in American theatrical circles since World War I! Maybe the problem was simply insoluble. But for those of us who dislike incoherent mixtures of dialect, it would have been better just to read the whole thing as plain, straightforward (but good!) American English.

How important are such matters anyhow? Is it pedantic to take these details seriously? Well, that depends. If it be read without any preoccupations, the poem must impress anyone with the harmonious music of its well-chosen words. No doubt it "rings true" to the reader, because its narrative was sincerely imagined, vividly seen and felt in the poet's mind. It must have won a good deal of sympathy for the cruel misfortunes of the exiled Acadians whose sad fate it typifies in the moving story of the tragically parted lovers.

Yet we may as well face its limitations. How can one read it comfortably, if he is aware of how French names sound, so that they seem "natural" to him only in their true form? How can Anglicized reading of such names—including some which have no Anglicized form—or reading anything in this metre—be reconciled with the French "atmosphere" which belongs with the story?

There can be only one conclusion: the poem is not written for bilingual readers. The esteem in which it has been held in French Canada shows that French-speaking people can read it with pleasure, doubtless because they are not sufficiently at home in English to recognize the rhythm as the poet wrote it. Most Americans read it before they learn any French (if they ever do) and probably never go back to read it again. So it escapes criticism on both sides. Maybe this is all for the best.

There is no need to belittle Longfellow's achievement in writing this poem, which is a wonderful piece of work in any case. Yet for the serious student of literature there may be a "moral" in these flaws of Evangeline as we deem them to be. No matter how intelligent or industrious, an author can never avoid the danger of making egregious blunders, if he "knows" very little of his subject through real life but is acquainted with it only through books—books which, in the full-toned sense of reading a living language, as it is read by one who naturally speaks it, he could not perfectly read.

**Western's First Art Instructor Succumbs**

Mrs. Irving Clark (Emelia Goldsworthy), Western's first art instructor in 1905, died March 27 at her home in Los Angeles, Calif.

Mrs. Clark remained until 1920 as a member of the faculty here. She was married in 1920 and in 1921 she and her husband moved to California. Mrs. Clark was educated at the Art Institute of Chicago and the Pratt Institute in Brooklyn, and had taught in Calumet, Mich., and Indianapolis before coming here. She later taught two years in Los Angeles before retiring.

Her husband practiced dentistry until his retirement in 1936. Prior to that time they had constructed an apartment building, the management of which occupied much of Mrs. Clark's spare time.
Two Significant Gifts Expand WMC Library Offerings

There has been considerable library talk on the campus this year. The budget office recommended the construction of a new library on the west campus and the governor sent to the legislature the request for one-third the necessary funds.

Be that as it may, the blood pressure of those interested in books went up several degrees on two occasions this year.

First there came the announcement of the gift of nearly $2,000 worth of books from D. C. Everest, chairman of the board of the Marathon Corporation, Rothschild, Wis.

These volumes were very interesting numbers confined to paper technology, but to any book lover would arouse praiseworthy comments for their beautiful craftsmanship.

There were 41 volumes received, several of them the unique creations of Dard Hunter. Hunter early in life became intensely interested in printing and paper making, and as a result of this began the work necessary to produce an entire book without outside help.

He first wrote the book, designed the type, made the paper, cast the type and set it, printed the pages and then bound the finished product.

In April another gift was announced, this from Charles E. Feinberg, Detroit, the world’s leading authority and collector of items from the pen of Walt Whitman.

During the Whitman centennial observance of the publication of “Leaves of Grass,” the Western library put on display the 19 items valued at nearly $1,000.

He also presented to the library 314 issues of the “Conservator,” a leading literary journal published by Horace L. Traubel from 1890 to 1919. Some 38 issues are lacking to complete the set, and efforts are being made to secure them. This magazine devoted considerable space to Whitman.

The issues of the “Conservator” were given in memory of Horace and Anna Montgomerie Traubel, while the Whitman books were presented as a memorial to Mrs. Drusilla Farwell of Detroit.

Leonard has held the post for the last eight years, and says he intends to finish out his career in education as a classroom teacher. He has served previously in Augusta, Galsburg, Scotts and Milwood.

Bradfield ’35 Succeeds Leonard ’27

One Western alumnus will supplant another on June 30, when Albert L. Bradfield ’35 becomes Kalamazoo County superintendent of schools, succeeding Clarence Leonard ’27.

Feinberg has been collecting Whitman materials for 30 years, and David C. Mearns of the Library of Congress, says of him, “He has formed the most magnificent collection of Whitman materials in existence.”
An address at the Second Annual Teacher Training Conference, Indiana State Teachers College, Terre Haute, Ind., May 7, 1932.

The goals of the social studies are obvious. These studies provide useful information. These are names, dates, places, important events, world-shaping ideas, governing principles, and fundamental industrial, social, and political institutions, whose origin, development, and significance ought to be known to every man. Social studies help us to understand the world we live in and our cultural heritage from its past. Speaking of one of these studies a great American says, “History enriches literature, it explains civil government, it justifies social institutions, it gives character to art, speech to architecture, and accompaniment to music.” But history, in particular, does more than interpret the past for us. It helps us to understand ourselves; better still, it helps us to understand, to appreciate, and to sympathize with other men, other races, other ages.

The pursuit of the social studies develops special techniques and trains specific abilities. In this field the student learns to collect, evaluate, organize, and apply to definite problems the same kind of information which he must handle in solving the social and political problems that he will meet as long as he lives. The social studies ought to help develop certain highly desirable attitudes. Prejudices ought to shrivel and intolerance fade away before them, and a fairer mind, a more judicial spirit, and a broader vision grow in their places. It is commonly accepted that the social studies are especially useful agents in training in citizenship. Surely, they ought to help to develop men and women who know what ought to be done in civic life, who want these things done, and who are willing to help do them. Finally, is it to much to ask that the social studies add to the joy of life. The student in this field is an explorer, a discoverer. He may be the spiritual companion of the heroes of all the ages. If through reading he extends the circle of this companionship or makes his contacts with these friends of the spirit more intimate, his whole life will be full and rich.

Just what is meant by “Newer Methods of Teaching” is not so obvious. For the purpose of this study it is assumed that this caption covers all the newer ways of teaching that have gradually superseded the old time memorizer recitation in recent years. Parenthetically, one wonders just how complete this supersession is. Despite a recent book upon “The Passing of the Recitation,” there is grave reason to suspect that the traditional recitation still lingers in many places.

When psychological study began to reveal the nature of the learning process and at the same time to disclose a wide range of individual differences, supervised study, as a method of teaching, began to attract attention and, presently, to secure widespread adoption. Individual instruction quickly followed in its train. Older teachers will remember the interest with which they read Preston W. Search’s “An Ideal School” in which some startling results of individual instruction were revealed more than thirty years ago. More recently various schemes for self instruction, like the Dalton Plan in which the class group retains its organization although each member of it may progress at his own rate, and the Winnetka procedure in which pupils are encouraged to go it alone, have been widely exploited. The socialized recitation with its stimulus to serious work and its provision of means for the mastery of information, and at the same time its tendency to permit the clever to monopolize the class period and its danger of superficiality, represents another reaction against traditional methods of teaching. The development of project teaching with its application to real life situations and its greater freedom of working conditions and, at the same time, its possible failure to integrate the pupils’ education is another evidence of the same reaction. In the same category are all the recent efforts to find and organize vital teaching material and to develop new teaching techniques that make for mastery, notably the cycle of exploration, presentation, assimilation, organization, and recitation.

After this brief definition of the terms of the topic, we turn to its heart, namely, the evaluation of the “Newer Methods of Teaching,” the social studies as means of attaining the acknowledged goals of these studies. Are the fundamental goals of the social studies reached when the “Newer Methods of Teaching” them are used? Do the “Newer Methods of Teaching” provide the only means by which these goals can be attained?
The proof of the pudding is the eating. How far have our American youth of high school and college age and our younger citizens up to thirty-five years of age most of whom, to some extent at least, have come in contact with the newer methods of teaching, attained the goals sought through the social studies? How full is their knowledge of our fundamental social and political principles and institutions and their comprehension and acceptance of the ideals upon which our national life is built? How clear is their understanding of the incalculably complex industrial civilization of the machine age in which they live? How far has their training in the social studies by any method, new or old, developed in them a disposition to settle all matters of controversy in the fields of industry, society, and politics on the basis of reflection rather than from the standpoint of traditional opinions and inherited prejudices? Is narrow nationalism becoming less keen and the humane spirit which looks beyond the barriers of race, creed, and nationality growing broader, more appreciative, more sympathetic? Is the enrichment of life which we call culture increasingly in evidence among the youth who go out from our schools?

A dogmatic answer to these searching questions would be most unwise, but every fair diagnosis of our social and political condition reveals symptoms which at first sight raise grave doubts about the efficacy of the prevailing methods in the social studies, if it is assumed that these studies, at their best, are promoters of social health. Time permits only a summary of the findings of our keenest social diagnosticians. They tell us that American life is steadily becoming mechanized, a process that is quickened in our day by the generation, transmission, and diffusion of electric power. In this splendid machine order they see a failing business order whose shortcomings have been much in evidence in the past five years; a standardization of life and thought due in large part to mass production and nationwide advertising and propaganda; and a rapidly developing urbanization with the good and ill that follow in its train. They find an antiquated political machinery made for rural America. They note a lack of intelligent public spirit and widely diffused political indifference. They tell us of a breakdown in the primary function of government—the protection of life and property—which fills our great cities with a lawlessness which Chief Justice Hughes calls our “disgrace” and Ex-President Hoover names “the most malign of all dangers to the state.”

If we fix our attention only upon these apparent trends and tendencies in the citizenship, culture, and character of our people, we may well
question whether the newer methods of teaching the social studies are helping us to attain the fundamental goals of those studies. We may go further, and question the effect of all our educational efforts. But such questioning is likely to lead us to false conclusions because it overlooks two vital factors in the case, namely, that in our complex and intertwined civilization it is possible to discover many upward trends and tendencies to offset the all too apparent downward ones, and, in the second place, that mere schooling is not and never can be a substitute for a well ordered industrial, social, and political environment.

The far-reaching revolution in life and in thought of our day conditions the problems of education. At the same time it enormously magnifies them. Teachers of the social studies face a challenging task. The development of the newer theories and methods of teaching these studies is the result of their efforts to arm themselves for the fight before them.

How do these newer methods help teachers of the social studies toward the goals upon which they fixed their eyes? Let it be understood that these methods are tentative. The wise teacher uses them for all they are worth, while ever eager in his quest for better ways. Thus far certain gains from the use of the newer ways seem clear. I venture to name a half dozen of them:

1. The newer methods substitute thinking for parrot-like rote learning. The pupils are trained to collect and evaluate data which they use as material for thought. They are challenged to look for cause and effect.
2. The recitation period becomes a time for clarifying rather than one for regurgitation.
3. The newer ways of teaching tend to develop emotional reactions which can find outlets in class work and in home life.
4. Teachers who practice them try to relate the past to our own time in such ways as to help us to appreciate our blessings and to understand our weaknesses. Pupils learn that history repeats itself in the sense that similar causes often lead to similar results.
5. The newer theories and methods stress the interrelationship of our history with that of other countries. They make for fairness and vision and help to build world consciousness.
6. They help to develop a critical attitude toward our own country, not "muckraking" or "one hundred percent Americanism" but the truth as their goal.

Over against these gains I see at least one possible danger. The key words in some of the newer methods are freedom and self expression. When these methods are used, as they sometimes are, by over enthusiastic devotees, freedom may easily become license and self expression may run wild. If this happens the school will train not young democrats but young anarchists.

It is forty years since I heard Professor Albert Bushnell Hart say in a lecture on teaching history before the Harvard Summer School, "Good methods of teaching are always in a state of unstable equilibrium." Doubtless the development of educational psychology through the forty intervening years has rendered the equilibrium more stable, but it is still shaky. Let us be students of all the newer ways and use all that we find good in them without becoming their slaves.

Three things the successful teacher of the social studies must have. First, scholarship, accurate, broad, growing. The medieval schoolmaster who said, "I desire to teach what I learned and am daily learning," had the right idea. Only this week a supervisor of practice teaching in one of our training schools said of one of her practice teachers, "He is so lacking in background." Good teaching is done from a richly stored mind.

Second, mastery of technique. The newer theories and methods of teaching the social studies offer much to help us in this field. Let us use them wisely, ever remembering that they are only means to an end.

Third, that indefinable but very real and tremendously significant thing called personality. Conviction, purpose, courage, understanding, and a loving heart have touched and moved more lives than all the techniques in the world, vastly important as they are.

I have in mind another young teacher of the social sciences, well-trained, scholarly, a master of technique, diligent in every detail of his work, whose students call him deadly dull.

I have in mind another young teacher who taught for a single year a village school in Michigan half a century ago. His teaching technique was that of his time. The school district had never sent a boy to college. In one year this young teacher inspired half a dozen boys with a burning desire for an education and started them on the quest for it. Today one of those boys is a publicist of world wide fame, another is the dean of one of the colleges in a neighboring state university beyond the Mississippi. The influence of that teacher still lives in the little community which he touched briefly fifty years ago.

Professor Frank McMurr gave us the supreme word about teaching. At the close of a long life devoted to our common task of teacher training, after exalting scholarship and teaching skills, he declared:

"Greater than these is a flaming heart."

L. C. Mohr Retires
At Close of Year

L. C. Mohr, who received an honorary doctor of education degree from Western Michigan College in 1942, retires in June after 35 years as superintendent of schools in South Haven, and 39 years with the school system there.

His wife, the former Louisa Durham, has also served on the state board of education, governing body for the college.
Sophs Strengthen Bronco Attack in MAC Cage Chase

The eagerness of sophomores and the steadiness of upperclassmen paid off in many respects for Coach Joe Hoy's 1954-55 basketball team.

The Broncos closed out the season with a tie for third in the Mid-American Conference and an even break over the 22-game schedule.

Many new team and individual records were set during the season, some of which may stand for several years to come, while others could be broken next year.

In scoring a 118 to 76 victory over Kent State the team set a new single game scoring record. The previous high had been 103 points against Valparaiso in the 1953-54 season.

The 113-100 win at Cleveland over Western Reserve University brought an all-time away from home scoring mark and the combined score of 213 set a new all-time aggregate scoring mark for a single game.

During the season the team rolled up 1,721 points, a new season high scoring total, breaking the previous high of 1,680 points in 24 contests in the 1951-52 campaign. That yielded a scoring average of 78.2 points per game, also a record, the previous mark having been 70.6 per game over 21 contests in the 1953-54 season.

Another record of the past season with the one and one foul shooting when expected to cut down on personal fouls, was a new record in foul making by the Broncos. They had 557 personals called against them, an average of 25.3 personals per game, breaking the mark of 341 set in the 1951-52 season.

Other team marks for a single game saw the Broncos hit 53.9 percent of their shots against Manchester, getting 27 fielders in 51 attempts. The smallest number of personal fouls called on the Broncos was in the Toledo contest, Western being guilty of just nine infractions. Toledo had 16 and the total was a record of 25 for the game. Western's high in personals against the team for a single game was 36 against Western Reserve.

In that game the Broncos had 55 chances at the foul line, a record for a single game for Western. In shooting 42 free throws against Bowling Green the team also had a game mark. In the Kent game the Golden Flashes set a game mark when they had 61 chances at the foul line.

Getting down to individual single game marks during the season, Captain Harold Stacy against Bowling Green on the home floor set a new single game mark with 35 points. He also had an individual game mark with 19 free throw attempts and another game mark in converting 17 of them.

When Dick Howard, Western Reserve, plunked in 37 points in the Broncos 82-76 win here, he set a new floor record, cracking the mark of 36 set by Walt Walowac of Marshall the previous season.

Captain Stacy was the only senior to finish the season with the squad. Coach Hoy will look forward to having seven lettermen back next year when he is also expected to get some valuable aid from members of this year's freshman team. It is also probable that Robert Diment, a former star guard, will be out of the service and back in college when the 1955-56 campaign is ushered in.

So taken all in all the future is anything but black for basketball, and perhaps the 1955-56 season will see much better results.

Bronco Hall of Fame

'Swede' Ellingson

An outstanding coach at one high school for a quarter of a century and a coaching experience of almost 30 years in all, is that of Maynard "Swede" Ellingson of Union High School, Grand Rapids. Down through the years he has seen a number of his former athletes make good at Western Michigan, from which he graduated in 1929.

Ellingson's career has been noteworthy from the time that he started in college in 1922. As a student he was trainer for some of Western's fine teams. But to make his collegiate days even more outstanding Ellingson was both a pitcher and catcher on some of the good Bronco baseball teams. That in itself is really a rarity. He was on the baseball teams of 1923, 1924 and 1925.

In the fall of 1925 Ellingson went to Shelby as coach of all sports, remaining there for three years. In 1928 he returned to Western and in 1929 got his degree, and during that year again acted as trainer for Bronco teams.

In 1929 "Swede" went to Union High School and has been there since that time.

When Ellingson went to Union he

Maynard Ellingson
was coach of the reserve football team and head coach in basketball. Later he became baseball coach and at that time dropped his work with football.

In basketball Ellingson’s career seems to run in sixes. Six times his teams have won the city championship in Grand Rapids. Six times they have been runners up for the city title. Six times his teams have been in the state tournament, losing out twice in the finals.

Since they started baseball at Union Ellingson has had teams that have won five city championships and four times they have finished in second place.

While at Shelby Ellingson also had teams of note. He had a football team that played Grand Rapids South a 7-7 tie; a basketball team that went to the state finals, losing to Reed City for the state championship. In baseball his teams played for the state title twice, losing once to Detroit Northwestern and winning once from Paw Paw.

During his years at Union High School “Swede” has seen a few of his athletes enroll at Western Michigan College over the years, among them Capt. Harold Stacy, baseball; Stanley Olszewski, basketball; Eddie Wierzbicki and Stanley Levanduski, baseball; Bill Sneathen, football, and now in college is Jack Ver Duin, out for baseball this year and regarded as a strong candidate in football next fall. Another Union man was Karl Waivio, on the track team a few years back. Two others who were out for baseball in years past were Milt Cudney and John Heeren. This list is by no means a complete one.

“Swede” has not only done a fine job in building good representative teams at Grand Rapids Union but has been no small factor in molding the character of hundreds of the young men, who have played on his teams down through the years.

Ellingson continues to favor Western Michigan and is a frequent visitor on the campus and at gatherings of Western alumni in other communities.

Harry Greenwall Dies; Taught at WMC 1914-1951

Harry P. Greenwall, one of the best known figures on the Western Michigan campus from 1914 until his retirement in 1951, died April 4 in Bronson hospital, Kalamazoo, after a week’s illness.

While he taught languages, it was for his artistic ability that he will probably be remembered longest. After his retirement he was a frequent visitor on campus with a brief case full of things which he had made.

Often he was called back to the campus to help with decorations, a task which he loved and one which he dispatched with the skill of a real expert. He was the third person in the United States to receive a certificate as a flower show judge, and traveled extensively in this capacity.

During the 50th anniversary convocation Greenwall was summoned to the campus and asked to aid in the preparation of table decorations and other items for the various dinners and luncheons. The unique stylings which he evoked brought forth much comment from all who took part.

He was born in Ridgway, Pa., March 31, 1887, and in 1914 came to Western Michigan as an instructor in languages and penmanship. His handwriting and printing were real works of art, and many calls were made upon his time to hand-letter significant papers. For a time he taught German, and later exclusively worked in Spanish.

He had degrees from Ohio Wesleyan University, Western Michigan and Columbia University. He had also found time in his frequent trips abroad to take additional academic work at the University of Berlin, University of Mexico, University of Hawaii and in Denmark.

Final services were held in Kalamazoo, with Dr. Charles Johnson of the First Presbyterian church delivering the address. The body was taken to Ridgway, Pa., for interment.
Anglo-American Relations

(Continued from page 4)

"neutralism" on the part of any person or nation tends to be viewed with strong suspicion and disapproval. The American public, moreover, is inclined to link Russia and Communist China together, viewing them as aspects of a common evil. Their unfavorable attitudes toward international communism have tended to crystallize and harden as real or alleged infiltrations of Communists into sensitive government posts at home were publicized, and as costs in American lives and in material resources mounted in Korea.

The British, while deploiring Communist tyranny and tactics quite as much as we, still contend that Communist governments must be recognized as a political reality and as such must be worked with. Their emphasis is more pragmatic than moral, and carries no overtones of an anti-communist crusade. They, moreover, view Chinese Communism as a problem apart from Russia Communism, and contend that something like it would exist today as a kind of a strong challenge to the West even if Russian Communism had never developed.

Chinese Communism, as they view it, is a kind of fusion of mass revolution against an old order, and of Asiatic nationalism. Its roots, they contend, lie more in Sun Yat Sen's "Three Peoples' Principles," 1) independence (from foreign domination), 2) democracy (Eastern style), and 3) land reform, than in Marx or Moscow. One of its central and strongest dynamics, they feel, is a strong hostility toward the West—a bitter legacy of colonialism, amounting almost to a mass neurosis.

Britishers with long diplomatic experience in the Far East feel that Americans overlook or misconstrue the facts of life in the Asian situation and are therefore unprepared to appreciate or understand the sincere doubts of an Asiatic leader such as Nehru concerning U.S. intentions in Asia, or the deep fear and hostility provoked by any sign or semblance of a return of Western imperialism. Western democracies, they contend, must move with these psychological realities in mind if they are to win and hold the support of non-communist countries in Asia.

Nehru and India

Stemming more or less directly from their divergent views on the Asian situation are others concerning the treating of Nehru's India. Nehru tends to be regarded by Americans as a naive and somewhat deluded idealist who, proving difficult, can be safely ignored. His "neutralism" is interpreted by many people here as pro-communism and, as such, is considered dangerous to India and the whole free world. We contend that the United States and Britain should work hard at disabusing Nehru and other Asians of their unrealistic attitude. Britishers, while not happy, either, with Nehru's "neutralism," do not regard it as pro-Communism, but rather as an expression of Asians' anti-West "neurosis." Seen in this perspective they are prepared to understand and discount it. From that point, they move on to accept Nehru as the strongest political personality in Asia and the strongest bulwark against the spread of Communism there. Nehru, they contend, should be cultivated and his India helped so that both may at least be kept where they now appear to be—squarely between the two power blocks. To oppose Nehru or overlook India's need for help is to comfort his enemies, which for the most part are enemies of the West also. Massive economic assistance via some such route as the Colombo plan, the British believe, is likely to prove more effective than threats of massive retaliation in winning the support of Nehru and his depressed masses.

The fact that India is none too secure a member of the British Commonwealth of Nations is, of course, another prime motive for Britain's deference to India's point of view and Britain's concern for her economic well-being.

Red China and the U.N.

Still another Anglo-American policy discord that arises, in part at least, from differing interpretations of Chinese Communism is the issue...
of the recognition of Peiping government and the admission of its delegates as China's representatives to the United Nations. Britain recognized the Peiping government in January, 1950, partly in response to Indian opinion and partly for its own reasons. By so doing, British officials contend that they did not express approval but simply recognized an empirical fact. In deference to American opinion and as a reproach to Peiping's irresponsible international conduct, Britain has sided with the United States ever since in blocking the admission of Communist delegates. Most Brit- ishers seem to believe, however, that sooner or later the Communist government must be recognized as the rightful representative of China in the U.N. If the Peiping government desists from force and shows a willingness to submit the issues of the Formosa area to negotiation, its case for admission to the U.N. will gain strength among the free nations and the United States will be under increasing pressure from her allies to approve Red China's delegates.

Before the present administration in Washington could acquiesce in such a move, it would have at least two delicate political issues to resolve, one domestic and the other international. The first involves placating right wing Republicans who want no truck with Chinese Communists, and the second concerns the touchy problems of abandoning, without too serious international repercussions, Chiang Kai-shek and his followers who have been nurtured on the illusion that they would soon return to the mainland and once again rule over China. As for the British, they long ago abandoned Chiang, and tend to regard him as perhaps the greatest current menace to peace in the Far East.

Differences between Britain and the United States over the admission of Red China to the U.N. stem from still another source—their diverse conception of the United Nations organization itself. American opinion tends to view the U.N. as an association of morally responsible nations who are ethically, if not legally, bound to condemn and move against Communist aggression. Those who seek admission should therefore come with clean hands. The British, reacting more pragmatically, view the U.N. chiefly as a universal body for conciliation where international peace and justice may be furthered through negotiation and compromise. To turn it deliberately into a weapon to restrain Communist aggression would, they fear, lead to its breakup. To bar lawless nations from its conference tables is to close much needed doors to discussion and persuasion.

**Big Four Conference**

Under pressure from our British and French allies, and facing a possible stalemate in our Asiatic policy, our government is at present cautiously shifting its position in favor of a top level conference of the Big Four powers, Britain, France, Russia and the United States. In late March, President Eisenhower declared his willingness to have the foreign ministers of these countries meet to consider a possible agenda and otherwise to explore the feasibility of such a conference. Since Senator George, Democratic chairman of the powerful Senate Foreign Relations Committee, has been urging such a move, this strategic shift on the issue of negotiation appears to have some solid bi-partisan support. It is likely, however, to encounter opposition from those who take their cue from Senator Knowland, moreover, the spectre of troublesome Red China, conspicuous by its official absence, will certainly be about to haunt this conference table.

**A Fluid Situation**

At this writing in early April the international situation remains highly fluid and confused, especially in the Far East. Whether it is pregnant with new life and a more secure peace or with further disorder and world chaos only time can demonstrate. Here we have been concerned simply with revealing some of the roots of discord that have at times made Britain and America uneasy, even though indispensable, allies. To lay bare these roots is, we believe, to serve the cause of a stronger Anglo-American alliance.

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**Class Notes**

**'14** Verne R. Johnson is a research and financial analyst with the transportation division, Michigan Public Service Commission, and has made his home in Lansing for the last 29 years. Ernest W. Cutting, a manual training and mechanical drawing instructor at the Albion high school since 1914, will retire in June, having reached the compulsory age of 65. DeForest Walton (A. Louise Potter) died Jan. 11 at her Hastings home, after an extended illness. A resident of Hastings for 25 years, she had been very active in many civic activities.

**'19** Miss Lila M. Koch died Feb. 16 in Grand Rapids, after a two-month illness. She had taught in Grand Rapids for nearly 23 years, and before that at St. Joseph, Mancelona, Midland and Decatur. Her area of interest was home economics. Thirty-four years of teaching at Ferndale will be observed by Earl R. Gaskill this June as he retires from his manual arts shops. He plans to make his future home in Florida.

**'20** Mrs. Keith Elliott (Mary Blackman) of Battle Creek has served for the last year as vice president of the National Fellowship of Congregational Christian Women. She is also a member of the board of the YWCA and from 1948 to 1952 was president of the Michigan Fellowship of Congregational Women.

**'21** Carol Westfall married Frank Hicks of Dragerton, Utah, Dec. 28. She formerly taught at Berrien Springs, and since retiring has served two terms as township treasurer at Edwardsburg. A Mexican wedding trip followed ceremonies in Niles. Her husband has recently retired as general superintendent of mines and quarries for the Columbia-Geneva Steel division of the U. S. Steel Corp. Mrs. George Patrick (Beulah Henderson) died at 55 on March 16 at the Owosso Memorial hospital. She had made her home near Ovid for 30 years.
John Patchin ’39
On ROTC Staff at U. of Pennsylvania

Lieutenant Colonel John W. Patchin ’39 is assistant professor of military science and tactics at the University of Pennsylvania, in Philadelphia.

He earned the degree of bachelor of arts at WMC, where he was captain of the golf team and a member of Theta Chi Delta Fraternity.

After a brief career in the trucking industry as a dispatcher for Allied Van Lines, he was inducted into the Army in January, 1941, and served as an enlisted man for a year and a half at Fort Custer, Mich. Sent to the Quartermaster Corps Officer Candidate School at Fort Lee, Va., he was commissioned a second lieutenant in August, 1942, and assigned to the Transportation Corps, in which he has remained. Overseas duty followed, from 1943 to 1945—13 months in New Guinea, 13 months in the Philippines.

Back in the United States, Patchin served from 1945 to 1948 in the Office of the Chief of Transportation, in the Pentagon. Sent to take an advanced officers’ course in 1948 at Fort Eustis, Va., he found himself teaching there for the next three years.

Foreign duty called again, and Patchin served a year with the U. S. Military Mission to Turkey before being assigned in March, 1953, to the University of Pennsylvania, where he teaches military transportation to Army ROTC cadets. Meanwhile he had moved up the Army ladder to first lieutenant and captain in 1943, major in 1945 and lieutenant colonel in 1951. He was integrated into the Regular Army in 1946.

Colonel Patchin is married to the former Burnetta Wood, of Denver. They have a daughter, Patty Lynn, almost 7, and a son, John Craig, almost 4.
lege . . . Mrs. Paul Shook (Marie Bixler) has taught first graders in the Park Street school at Sturgis for the last three years. She has two daughters and is the proud grandmother of three . . . Virginia M. Bundy was married March 20 to Walter F. Newhouse. She has taught in Berrien County schools for the last 25 years and is a former president of Alpha Beta Epsilon. Her husband is general manager of the Saranac Machine Company in Benton Harbor.

'30 The appointment of Mrs. Clara Torrant to teach fifth graders at the Jackson Bennett school was made in March. She has seven years of teaching experience.

'31 Mrs. Lee Myers (Lois Carter) is filling out the year teaching home economics at Vassar . . . Wayne Edgerton died early in February in Kalamazoo, where he had taught since 1949 . . . Ron Bigelow turned in an outstanding job this past winter coaching basketball at the Flushing high school.

'32 Carl Stelter has been named principal of the Lincoln elementary school in Flint . . . Glendon Gifford has taught seventh graders at Springport since 1951 . . . Mrs. Leo C. Beebe (Lorraine N. Bockeloe) has been appointed to the Dearborn City Recreation Commission. Her husband is a public relations' executive with the Ford Motor Company. She was Dearborn's first director of women's recreation activities. . . Arthur E. Henry, who has been district executive of the Detroit area council, Boy Scouts of America, on April 1 became scout executive for the Paul Bunyan Council, with offices in Midland. This northern council operates in Midland, Gladwin, Arenac, Iosco, Ogemaw, Roscommon and Crawford Counties. He has been in Scout work since 1938 in Muskegon, Minneapolis, North Dakota and Detroit, and is the father of seven children.

'33 Truman G. Pippel, one of the winningest coaches in Michigan high school football, is retiring as an active coach and becomes Algonac high school's first athletic director. In eight years at Algonac his gridders won 62 and lost three.

'34 Fourteen years in the Springfield schools is Earl Mead's record. He teaches shop classes, when not doing carpentry work or vacationing at Grand Marais.

'35 Dwight A. Snyder is general manager of the Lansing Dairy Company. He is former chairman of the Kalamazoo County GOP and a past national director of the U. S. JCC . . . The Belding high school lists Charles Rose as teacher of chemistry and physics, related training coordinator, director of adult education, director of visual education, senior class advisor and radio club advisor. Also an amateur radio operator in his spare time, he lists W8JUB as his call letters. He and his wife boast five children.

'36 Miss Lucille Burnside is to be the principal of the new Wall school in Sturgis. In her spare time she serves as a nurses' aid . . . Mrs. James Ross (Maurine Martinson) has been named director of the Alpena Girls' club. She has three daughters, 12, 7 and 6, and her husband is an elementary physical education director . . . Stanley B. Wheater has received his doctor of philosophy degree from the University of Wisconsin this spring, and is currently teaching speech at Hanover College. Hanover, Ind . . . Miss Irene Edlin (AB '49) has taught first graders at the Belding Washington school for the last seven years. She lives with her mother at their farm home 10 miles southeast of Belding.

'37 Bartlett R. Smith, an attorney at Milford, has climax ed four years on the city council, by being named president this spring. He is a graduate of the Detroit College of Law. . . . Gareth Dominy, superintendent of schools at Cassopolis since 1947, has resigned his position, effective July 1. When he leaves Cassopolis he will move a short distance east to become superintendent of the Constantine schools in St. Joseph County.
Richard Marcus left Michigan State College April 1 to become staff assistant of the Drop Forging Association in Cleveland. He had been at MSC for more than seven years as a field representative in adult education, business manager for the continuing education service and latest head of the department special courses and conferences. Marcus is busy arranging conventions and conferences for the association, assisting in development of educational projects and is responsible for general office operations. Russell J. Kleis is a member of the staff of the continuing education service at Michigan State College.

Mrs. J. H. Gallbraith (Elizabeth Sorenen) was a candidate for the Grand Rapids board of education. She is director of the health and recreation department for the YWCA in that city. Lee Mallison, an attorney and justice of the peace at Battle Creek, is president of the suburban Lakeview Kiwanis club.

Jessie D. Parks practices law in Lansing, while living in Holt. He is a past president of the Holt Methodist Men's organization, and formerly was employed by GM. Walter Gillett leaves Wayland at the end of the current year, after taking his basketball team to the state class C finals, to lose by three points to Houghton. He goes to Ann Arbor where he will devote his time to recreation work.

Elizabeth Whitelock will take an eight-week vacation from her Sturgis High classes this summer to travel in Europe, with her itinerary to include the large cities. She has taught in Sturgis for the last eight years. Murl Conner, at Belding since 1953, is director of guidance and assistant to the principal. Donald B. Norton was married in April to Miss Barbara Rosencrans. He is director of instrumental music at city college in Baltimore, and will soon receive his doctor of education degree from Columbia University. Grace Herman Myers is director of student practice at the VA hospital in Los Angeles.

Mrs. DeForest Walton (Shirley Crane) was hired as a first grade teacher in the Midland Glasgow school in January. Miss Berneeta Pedow was one of the "Career Women Night" speakers at a program in January by the JCC auxiliary of Saginaw. She teaches in the Jerome school there, and is a past president of the Saginaw branch of the Association for Childhood Education.

Helen L. Spaulding '54 has completed training as a stewardess for Eastern Air Lines, and is now working on flights south out of New York.

Mrs. David Booth (Elizabeth Parker) is finishing out the year as a kindergarten teacher in Homer. Harold Vroegindeweey has been named administrative assistant to the resident vice president of the State Farm Mutual Automobile Insurance Company in Marshall. He joined the firm in 1946 and was transferred to the Marshall office in 1953. He had formerly been service superintendent of the Western Michigan division. Edward A. Sampson is chairman for promotion and publicity of the Battle Creek Area Committee of 100, a group seeking to promote new business and industry. He is owner of the Ed Sampson Tire Company, and is a director of the Battle Creek Country club and third vice president of the Lions club. Virginia Anton has now taught for seven years at the Sturges Wenzel street school. Before that she was in Coldwater.

Dr. William Creason, a Grand Haven dentist, was elected an alderman in February. He is a past president of the Rotary club. Don Pounder has been named "basketball coach of the year" in Macomb County, after leading his South Lake team to a 15-5 season and the co-championship of the Bi-County League. He has also coached at Farmington, Coopers-ville, Lakeview and Grant. Rolla Anderson, athletic director and football coach at Kalamazoo College, was a member of the committee on Michigan in Sports for Michigan week. He resigned recently as basketball coach at the neighboring school.

Miss Katherine Frans has practiced psychology privately in Muskegon and is now teaching in the Muskegon schools. Miss Arvilla Dyer is now chief occupational therapist at the U.S. Army hospital, Fort Campbell, Ky.

Jane M. Bennett was married Jan. 1 to James E. Vick. She is a librarian in the music department of the Philadelphia Free Library, while her husband is studying dentistry.

Walter Lowell is the new head basketball coach of the Grand Haven high school. Dr. Allen C. Seaboldt is now practicing chiropractic and foot orthopedics at 214 Commerce building, Grand Rapids. He recently graduated from the Illinois College of Chiropraxis and Foot Surgery. Sumney placed 31st among all agents of the Equitable Life Insurance Company of Iowa for sales in 1954. He maintains offices in Kalamazoo. The new head of the home consulting department of the Bailey Company store in Cleveland is Mrs. Alice Kennedy Pugh. Duane Guss Lord has resigned as football and basketball coach at Ontonagon. His teams had won several titles. Miss Mary Ellen Black has moved from Virginia to become chief occupational therapist of the VA hospital, Syracuse, N.Y. Audrey Maar is director of the Kalamazoo School for Retarded Children.

Mrs. Edward H. Brink, Jr. (Norma Schippers) was a candidate for the Grand Rapids board of zoning appeals. Sumney now a member of the Grand Rapids board of zoning appeals. Miss Belva Riley was married to Earl Weber in February. She teaches in Midland. Miss Muriel Hopkins, who has lost both legs through amputations, is now a registered OT and works in the Beatty Memorial hospital, Westville, Ind. Robert Masten will continue next year as principal of the Manchester high school. Mrs. Jean Dougherty, after four years of teaching special remedial work with small children in Grand Rapids, will move to Grand Haven to teach first grade in the Central school. Robert E. Fitch, with Michigan Bell Telephone for the last three years, will become head basketball coach at the Sparta high school next fall. He will also assist in football and coach a spring sport. He is now living at 1228 Courtney, Grand Rapids.
The varsity ROTC rifle team, coached by M/Sgt. William Sullivan, posted a fine record during the season, moving up to sixth place in the Fifth Army area competition. Sgt. Sullivan kneels at the left, instructing H. James Keats, top ranking marksman on the squad, while seated at the right is Robert Spencer, second best marksman. Grouped around, from the left, are Douglas Wood, John Wagner, Clarence Wentz, Donald Haan, William Jensen, Bruce Henderson, William Williamson, James Fitzpatrick, Charles Burket, James Vogt, Ronald Tompkins, Richard Kremer and Ramon Bovec.

'50 A September wedding is planned by Bernard Green and Miss Mary Mitchell. He is now employed in the office of the Tyler Refrigeration Corp., Niles ... Phoebe L. Walz is director of the Cerebral Palsy Center, Kalamazoo ... Edna Scott and Dr. Peter A. McArthur were married Dec. 26 in Marine City. He is practicing medicine in Grand Haven, where they are making their home following a wedding trip to Bermuda ... Basil Brown is the new legal assistant to Detroit Congressman Charles C. Diggs, Jr. He maintains offices in Detroit and commutes to Washington ... Wayne Terwilliger has been sold by the Washington Senators to Minneapolis of the American Association ... Eli D. Holes became assistant principal of the Cass City high school in January, moving from Owosoo. ... Ed Rossi left Sutherland Paper this spring to take a sales job with E-tenant Paper Bag Company of Long Island, N. Y. He will represent the firm in Michigan ... A brain tumor was fatal to Donald G. Budnick March 5. He was a partner in the Budnick Manufacturing Company in Grand Rapids. His wife and two children survive ... Diana R. Carroll has been selected by the Army to serve as a librarian for two years in Germany and France ... Donald Snow and his wife have purchased a general store and home in Walkerville and moved there in March. He had been employed by the Orthopedic Frame Company in Kalamazoo since 1947 ... Dorothy Spagnuolo is now a stewardess for Northwest Airlines, based in Minneapolis ... Donna McElhenie is engaged to Pvt. Stephen S. Castle ... Dean R. Smith is planning an autumn wedding with Miss Dorothy Orr. He is employed as a chemical engineer in the research department of Standard Oil Company at Whiting, Ind. ... Jane Durrstein was married May 14 to William R. McCampbell. He is employed as a lawyer by Price, Waterhouse & Co., in Battle Creek ... Wilhelm J. Markwart died in February in the VA hospital. Hines, Ill.

'51 James and Robert Colman, brothers from Hartford, were admitted to the Michigan Bar jointly in Van Buren County March 14. James is practicing law in Watervliet and Robert in Kalamazoo ... Dr. and Mrs. Norman Persman will go to Latin America soon to do missionary work for the Immanuel church of Holland. He received his DVM degree from Michigan State College in 1951 ... Jeanne M. Fox was married to John W. Schier in Athens Jan. 15. He is now attending WMC and she is continuing her graduate study of Chester Finch is teaching in Greenville this year ... Robert L. Murphy became an assistant probation officer in Berrien County last January ... Duane L. Hooker joined the Athens schools in February ... The new principal of the Glengary and Commerce elementary schools in Walled Lake is Max Burt ... Bill Zabonick has resigned as Coldwater football coach, but will continue as a teacher and assistant football coach. The Lawton schools added Kenneth Van Haitmsna to their faculty in February ... A May wedding is planned by Robert L. Nelson and Miss Patricia Pope, in Grand Rapids ... The new head football coach at Three Rivers is Norm Harris, former Bronco quarterback and passing wizard. He has been doing graduate work at Western and living in Galesburg this year ... John Spindler was married in February to Miss Joan Shoemaker. He is completing work towards his master's degree at MSC. ... Mrs. Gladys Fay is teaching at Belding. An August wedding is being planned by Ralph P. Gies and Miss Virginia Hollar of Belleville. Gies is teaching at Athens ... Charles Fry will move from Holland to Muskegon in the fall as a shop teacher ... Dr. J. Robert Miller is practicing veterinary medicine in Benton Harbor and had been in Huntington, W. Va. He and his wife live at 1290 Southport street ... Joan Chapman is now director of OT. LaRibada Sanatorium, Chicago ... The new OT consultant for the Indiana Society for Crippled Children at South Bend is Janet Kistler Devine.

'52 John VanStratt has been hired by the Grand Haven schools to teach industrial arts, after two years at Grandville ... The Rev. John Amrozowicz has been assigned as pastor of the Dundee Assembly of God church. He is still teaching eighth graders at Litchfield ... A February wedding included Richard George and Mrs. Mercedes Beukema at Rockford. ... Miss Irene Shoemaker was married to A. Paul Monson, Jr., Oct. 2. She is a social worker and a psychologist at the Newberry state hospital ... Phyllis Bowers (now Mrs. Ronald Bodtke), and her husband are making their home in the Canal Zone where he is stationed. She is teaching kindergarteners in the Army school there, and during the holidays they took a tour through Costa Rica ... Mike Gendzwill has been promoted to sergeant with the second infantry division at Fort Lewis, Wash ... Donald L. Greenbach and Miss Catherine Marxer were married Jan. 29 in Grand Rapids. He is now in Europe playing with an Army band ... Farrell Elliott has received his bachelor of laws degree from Wayne University and is now practicing in Sault Ste. Marie ... An April wedding was observed by Miss Barbara Crosby and Fred Tremblay '54 ... George Kostelich and Miss Patricia Myers were married Feb. 5 in Cleveland. They are making their home at 461 E. 155th St., Cleveland, while he is playing baseball with the Reading, Pa., farm club of the Cleveland Indians ... Margery Hodgman and Jim Waldo are planning an August wedding ... Judy Longwell '55 and Robert Murphy are engaged, and plan a late summer wedding ... Lucella Furlong and Dale A. Lewis '55, have announced their engagement ... Marilyn Brown,
a home economics teacher at Flint, was married Feb. 12 in Marcellus to Charles Orban . . . James K. VanderWeele is out of service and engaged to Miss Wilca Pyle, Muncie, Ind . . . It will be August wedding bells for Dolores Oszustowicz and Walter Chubka in Hamtramck . . . Patricia Wood, a Kalamazoo school teacher, and Fred Markle '54 will be married this summer. He is in the engineering department of Ingersoll Products . . . June 18, soon after graduation from the University of Michigan will be the wedding date for Patricia Watson and Nathan Williams. Both will receive their MA's in June . . . Lt. Bruce Munger will marry Miss Lucy Redman this summer. He is stationed with the Marines at Pensacola, Fla . . . Mary Agnes Welling is engaged to Leo D. Tremblay. She is on the staff of Hamady House in Flint . . . Richard G. Meitz and Miss Shurlie Strong have set June 25 for their wedding date in Grand Rapids . . . Barbara Thomas Burke is now working in OT at the Northville State hospital and Evelyn Michel is an OT consultant with the Indiana Society for Crippled Children, Indianapolis.

'53 Russell I. Larson was married Feb. 12 to Miss Marilyn Nelson. He is employed by American Box Board at Manistee . . . Howard Boshoven and Pearl Trestrail '53 are planning a summer wedding . . . Joyce Frank and James T. Cleveenger were married in December in Flint. They now live at 1135 Saginaw, Mt. Morris . . . Richard Race is teaching at Belding . . . W. Earl Robinson has opened an insurance office in Whitehall with his brother, although Earl is still in service . . . Miss Robert Brown is taking graduate work at MSC . . . Marcia Wamhoff and Fred Jacoby have set June 25 for their wedding at Hopkins . . . Agnes Stevens was married in March to Robert Ingersoll in Flint. She teaches now at the Flint Potter school.

'54 Doris McKenzie is teaching kindergarten at Portland and also attending MSC . . . Nancy Behr is now practicing OT at the Chicago Municipal TB Sanitarium . . . David McKenzie is coaching baseball and teaching shop at Portland . . . It's a busy week every week for Bob Taylor at Springport. He handles all physical education classes, teaches biology and driver training, and coaches football, basketball, baseball and track . . . The highest score ever recorded at Ft. Lee Va., in the basic officers' course was that recently by Lt. Jim Hoekje . . . A junior Audubon club has caught the fancy of students at the Oak Park Tyler school. It was formed by Valerie Horon, who is teaching fifth graders . . . William J. Yankee has been promoted to detective on the Kalamazoo Police force. He is also doing graduate work at WMC . . . Firmin Murakami is the first Japanese-American teacher in Kent County, and is teaching at Lowell . . . Salvatore Minta will teach all music in the Bangor schools next fall as well as driver training . . . David Holcomb will be the art instructor at Bangor . . . Recent graduates at the Armored school, Ft. Knox, Ky., are Lt. Charles R. Bradshaw and Lt. Dale H. Balke . . . Pvt. Elmer J. Evink is a member of the Seventh Army headquarters in Germany. He is a clerk-typist . . . Lt. John L. Christie is now serving in Alaska . . . Lt. Floyd O. Stollermeier recently graduated from the quartermaster school at Ft. Lee Va.

ENGAGEMENTS—Janet Mollhagen to Richard A. Fitzgerald, a 1936 graduate of Western Michigan College, has been elected assistant vice president of National Airlines, Inc. He lives with his wife and two children at 1706 Noyes Lane, Silver Spring, Md.

He was formerly a member of the Washington law firm of Cummings, Stanley, Truit, Cross & Reeves. The firm has represented National Airlines for more than a decade. Fitzgerald left a partnership in the firm to accept the executive post with the airline.

He is also an honor graduate of the George Washington University law school, and served in the Navy in World War II. He was overseas for 15 months. He is a member of the University Club in Washington, and in law school was elected to membership in the Order of Coif, the honorary legal fraternity.

Fitzgerald has practiced law in the nation's capital since 1941, primarily before the Civil Aeronautics Board, handling legal work for the airline he represented.

Fitzgerald is one of the youngest corporate executives in the airline industry, with his election to the post of assistant vice president. He will continue to have his offices in Washington.

At Western Michigan, Fitzgerald was a member of the debate team, and was elected to Tau Kappa Alpha, the honorary debating society.

Richard A. Fitzgerald
Broncos Win NCAA District Baseball Title; Mid-American Champions, Too

Eighteen regular season victories, plus four more in district four playoffs for the National Collegiate Athletic Association, enabled Western Michigan's Bronco baseball team to post a record of 22 wins and five losses prior to entering the national tournament in Omaha.

For the second time since the national playoffs were begun after World War II, the Broncos qualified and thus became the first mid-western team to enter the finals on two occasions. Western went in 1952, and since that time the district has been represented only by teams from this state.

This was an unusual season in baseball, as the Broncos found themselves repeatedly behind, only to be rescued in late innings by the solid hitting of various team members. While the veteran outfield came in for much praise, there were game-winning blows by almost every regular in the lineup.

As an indication of just how weird the season really was, you have to look no farther back than the game at Notre Dame ending the regular play. This was following our qualification for the national tourny. Early in the contest the Irish grabbed an 8-0 lead. We fought back and finally in the ninth inning tied the score at 10-10, sending it into extra innings. Only a terrific throw from the outfield in the bottom of the ninth cut down the winning run at the plate.

The teams battled on, and then in the 13th inning with two outs the Broncos broke the ice, scoring five times before the Irish could put out the fire.

Hometown fans were treated to a terrific playoff series in late May. Leading off with Alma College, MIAA champion, we lost the first, a loosely played game, 9-8. Then came back with 3-0 and 15-4 wins to meet Ohio State. On Memorial day, the two teams' ace pitchers locked in a great mound duel, with Western winning in the last of the 10th 1-0 on a triple and single.

Ohio State took the second game as the Bronco defense faltered, 8-5, and then Western swarmed over the Buckeyes 7-5 in the deciding game June 1, after trailing at an early stage.

Five seniors will leave the squad this year, including Gary Graham, ace pitcher from Flint; Al Nagle, Marshall, and Bill Lajoie, Detroit, two of the fine outfield combination and the 1955 leading hitters; Rog Eggers, Holland, who turned in some timely mound victories, and Don Finnefrock, Watervliet, pitcher.

Miki Schwartzoff, sophomore pitching sensation led the team with seven victories and no defeats and a 2.03 earned run average. Graham had 6-1 and Eggers 4-2. Graham's ERA was 2.09.