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WESTERN MICHIGAN COLLEGE

NEWS MAGAZINE
THE PRESIDENT'S CORNER

Tentative Statement of Objectives, Program for Western Michigan College

SOMETIMES in periods of great physical growth, the enthusiasm over that phenomenon overshadows the more important curricular and academic developments which are really the backbone of the college and the bulwark on which the future of any institution rests. Because we have been guilty of such wanderings in the past, the News Magazine is happy to present in this February issue a formal communication from President Paul V. Sangren entitled, “Tentative Statement of the Objectives and Program of Western Michigan College.”

—Editor

1. Western Michigan College expects to continue its major emphasis upon the profession of teaching for all levels of instruction below the senior college and all those fields of teaching which do not constitute unnecessary and undesirable duplication. In this connection, the college will continue to grant the master’s degree in education. So far as we can tell now there will be no necessity for extending our teacher education program beyond the master’s degree level.

2. Continuation of development of the liberal arts and sciences field as a foundation and content for teaching in the schools and also as a background for those young men and women who may enter other higher professions such as law and medicine. Whether or not in due time there will be a year of graduate work in the liberal arts field will depend upon the qualifications of the staff and the necessity for this provision of adequate opportunities for young people.

3. The college plans to continue its junior or community college role in both pre-professional and special or terminal programs.

4. The college also plans to continue to develop additional quasi-professional or technological areas of learning in such fields as meet the needs of the day and without undesirable duplication of work done in other public institutions of Michigan; good examples of this type at Western Michigan College are paper technology, occupational therapy, medical technology and industrial supervision. Such programs will not compete with nor copy in content programs in engineering or other highly scientific areas. Programs of the type referred to are concerned with limited technical training based upon a broad cultural and general education. Such programs may be considered as applied science and arts as con-

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We are rightfully disturbed today when we hear about children having to attend school in half-day sessions as the case has been in some of our more rapidly developing urban centers during recent years. There is rather common agreement that such measures are strictly emergency in nature and should be changed as soon as possible.

There is, however, another form of part-time education about which we have shown comparatively little concern. Indeed, we accept it as a genuine characteristic of American education, and it would seem that the inconsistency of our thinking has quite generally escaped us, both as educators and as parents. Reference is being made, of course, to the deeply-rooted custom of operating schools on a nine-or ten-month basis.

In earlier times the part-time school year made sense. It fitted the needs of both the children and their parents. It should not be necessary even to elaborate regarding this. It is worth mentioning, however, that there were two general characteristics of life in earlier days which contributed significantly to the acceptance of and the need for the short school year. First, children were definitely a part of the economic effort of their parents. They were expected to fit into a work role during a share of their time. Second, much of the learning and preparation for later living that the young of all societies must experience took place in non-school activities. Put in another way, it can be said that the school was expected to concern itself with a much smaller share of the preparation was in fact carried on under the guidance of other social groups.

One of the assumptions underlying this discussion is that the conditions described above no longer exist in our society. In every direction we may look, the situation with regard to the above two factors is quite reversed. Yet we continue the structure and system used in those times.

There are other, possibly more obvious, reasons for extending the school year. There are reasons that have been suggested by other writers and by some educators and school patrons for some time. These are concerned with the considerable waste of both facilities and staff that is caused by a part-time school year. It is to be hoped that out of the current surge in school building will come a greater realization on the part of citizens that school plant and equipment are expensive, and that it is socially and economically unwise to allow them to remain idle for from two to three months of each year. Potent as these arguments are, however, there are other factors to be considered that appear to have significance that is far more compelling than that raised by the question of waste. Ultimately we should justify any change in the educational pattern in terms of philosophy and clearly identified societal needs.

The incredibly dynamic nature of modern living is increasing the need for educational services far beyond the capacity of our schools to provide them. This need for expanded services is apparent to the thoughtful observer both in terms of new services and extension and broadening of existing ones. If we accept the assumption that schools and public education exist for the purpose of preparing the individual for socially and culturally appropriate living in his society, then it is imperative that schools recognize the rapidly emerging needs that our times are creating at an alarming rate. We are in an age in which technology and scientific advancements and refinements challenge the limitations of our imaginations to comprehend. Indeed, technology seems to progress with a breathtaking geometric ratio all its own, with each advance spanning new ones at a faster rate. Life in such an age can become increasingly complex and confusing. Specialization becomes more specialized, and established ways of living become obsolete.

Educators are well aware of the challenge posed by the situation just described. It is recognized that the content, quality, methods and organization of the school curriculum need searching examination such as they have not experienced for a generation. Obviously, however, there is a limit to the amount of adjustment we can make by means of changes within the existing limitations of the
school year. More time is needed. It needs to be emphasized here that we are not taking into account sufficiently the matter of increasing the amount of time for which the curriculum of the child can be deliberately planned and directed. Extension of the school year can provide schools with new teaching opportunities in terms of available time.

Closely allied with the need for increased time for consciously planned learning experiences is the development of new educational programs that have demonstrated their value in helping to provide significant learning environments for children in our society. Some of these experiences can best be provided during the summer months. In a brief presentation it is impossible to discuss the details of these programs. They can, however, be mentioned.

One of the newer developments that has found a place in many school programs is school camping and outdoor education. Aside from the obvious opportunities for activities in conservation, nature study, recreation, and certain skills such educational programs provide, they also offer environments for social development, child study and guidance, leadership opportunities, and group living experiences that are desperately needed today and are difficult to achieve within the restrictions of the formal classroom. An extended school year would appear to make it much easier for creative school staffs to move forward in their efforts to establish such programs.

The increased emphasis that is apparent today on the preparation of youth for wholesome use of leisure time, both now and in the future, indicates another need that is becoming increasingly pressing in terms of the kind of life people are now living and will live tomorrow. Technological improvements, as they make life easier for man, must be accompanied by a parallel preparation for an increasingly higher quality of humanized living. Put in another way, the goal of technology should be the freeing of human beings from those activities that are essentially laborious and compelling for reasons of sheer survival so that they may have more time for growth in areas that reflect the essential humanness of man. The vision of the future, from this point of view, is indeed breathtaking. It will not, however, become a reality by itself. The society must take determined and well-planned steps to insure that youth will have experiences that will give them the skills for the better life, as well as the appreciations and attitudes that will make these skills operative.

The extended school year should help school people enrich their programs in such areas as the arts, music, travel, group association skills, drama, and citizenship.

The areas discussed above are only a few of the many that might well be improved or even offered for the first time because of the additional time provided by a longer school year. Many of them can be worked out in a manner that may be quite different from our accepted concepts of school procedures. Family involvement in travel planning, family recreation tied to the summer program, arts and crafts, wholesome and satisfying recreational skills for all—these are further examples of areas toward which educators and community leaders need to direct early and highly creative attention.

From the point of view of the teaching profession, the extended school year should appear as one of the most desirable developments in many years. Many teachers recognize that one of the most stubborn blocks to the complete professionalization of teaching is the part-time character of the job. This is not to argue against the value of summer study, summer travel, or even summer participation in other kinds of work. Correspondingly, the extended school year does not necessarily mean that teachers would have to give up these activities. In fact, they might become even more essential to the twelve-month teacher. All that would be necessary is appropriate planning on the part of a school staff with regard to the nature and timing of the professional improvement activities of members of the staff. The important point is that no real respected and mature profession operates today on a part-time basis. Professional practice must inevitably be a full-time effort.

The factors that have been presented are essentially positive arguments for the extended school year. The case for any new venture should, of course, be built around such positive and constructive arguments. There are, however, other factors to

The Author...

Dr. L. Morris McClure returned to his alma mater in 1953 to become coordinator of laboratory experiences in the education department. Being responsible for student teaching assignments and work, he has been very close to the summer school situation and has written the accompanying article out of that experience. He graduated here in 1940, has taught at Traverse City and from 1949 to 1953 was a curriculum consultant for the Michigan department of public instruction. Dr. McClure holds his advanced degrees from the University of Michigan and Michigan State University.

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An Old Home Amid the New Campus: A Study in CONTRAST

If any one had suggested to Robert S. Babcock, back in 1869, when he was building his house at what is now 1815 West Michigan, that it would one day be a mecca for horse lovers, he probably would have laughed. After all, he was a banker and a member of the first board of directors of the First National Bank and Trust Company of Kalamazoo, and his fancy didn’t run to horses.

He did build a fine home, though. It was built for style, with servant’s quarters on the second floor, a walk-in ice box off the kitchen, a butler’s pantry, and extra wide basement doors so the wine barrels could be put in more easily.

Mr. Babcock died in 1885, having lived in the house for about 15 years. It was then sold to Benjamin M. Austin, a local wagon industrialist and investor. It was while the Austins were living at Oaklands that their daughter, Amelia Austin, met and married Daniel Denison Streeter, a railroad magnate from Chicago, Illinois.

Dan Streeter was a railroad contractor, and he built many of the railroads in the west. He went into the west, while the buffalo were still running the plains, and brought civilization with the great iron horse.

The Streeters lived in Chicago for a while, because that’s where Dan’s business was, but the 23-room mansion soon became too much for the Austins to handle, and they turned it over to Dan and Amelia.

This was the chance Dan had been waiting for. He loved horses, and he lost no time in turning his farm into a first class training ground for racers.

The 600 acres of gently rolling ground was ideal for his purposes. But to adequately breed and raise stock, you have to have help, so tenant houses were built for trainers and other help. There was not enough room on the second floor for the necessary servant staff, so another house was built, out in back of the main house.

And, of course, there was a barn. A huge, two-story one, with an elevator running between the floors, and fresh running water for the horses. This was even better service than the house had, for there it was necessary to keep the water in a tank in the attic, under the roof, and it was impossible to get a really cold drink of water on the long summer afternoons.

It was here in this barn that the fame of the place eventually came...
into being, for it was here, in 1895, that a spindly colt was born. He didn’t look like much, that first day, but they were hoping for big things for the little fellow, and so they named him “Peter” after the trainer, Peter V. Johnson, and added “The Great” expectantly.

And Peter the Great lived up to expectations. He made racing history. This was the time when Kalamazoo was on the Grand Circuit, and racing was the most popular sport in town.

When it was Grand Circuit time, Dan deserted his business in Chicago, to stay home and watch his horses run, out at Recreation Park. This was one of the busiest times at the house, for there were always fellow horse lovers, drawn for the big attraction, to be entertained.

It was here that Peter the Great started his brief but glorious track life, and later went to Kentucky. He narrowly missed winning the Futurity as a two-year-old, and did win it when he was a three-year-old. After that race, he was sold to a wealthy easterner who tried to drive him in his carriage, as was the fashion of the time. Peter didn’t do so well, and the gentleman soon became impatient and sold him again. Peter spent the rest of his life in Kentucky, put out to stud, and many of the great horses since then have claimed him in their line.

For many years, the stall where Peter was born was a mecca for horse lovers all over the country, who came to stare in wonder and talk in unbelieving words of the record he and his line had made.

After the barn was torn down, a group of horsemen got together and put up a stone marker with a bronze plaque to mark the spot where the stall once stood. Since then it has been moved, and is standing today on the corner of West Michigan and Vandegrissen road, to the north west of the chapel. Though there was once talk of removing it from the corner because it was a driving hazard, it seems to have been forgotten pretty much by everyone except a few old timers who still talk about “Peter the Great” in awed voices and hearken back in their memory to the days of the Grand Circuit.

There stands on the property, to the east of the house, a miniature log cabin, where Dan’s grandchildren used to play, holding tea parties and all sorts of games.

Daniel died of a heart attack in September of 1909, and his daughters, Mrs. Charles Bush and Mrs. Frank Cowlebeck, came with their families to live in the house.

When they left, the house stood idle for a time, then was sold to Dr. Charles E. Boys, who lived there until Western Michigan College bought it in 1944, to use as a residence for their presidents.

Today, the spiral staircase and the 12-foot ceilings give just a hint of the grandeur of the past. The house sits quietly in its grove of trees. The windows no longer look out on gently rolling meadows and tenant houses. Instead, there are the buildings of a college. The spot behind the old barn, where Santos, Peter the Great’s dam, was buried is now nicely landscaped, for it faces on one of the girls’ residences.

The horses that once romped over the fields have been replaced by students, looking for an education. The

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CERTAIN it is that educational history was made at the National White House Conference held recently in Washington, D. C. In addition to being the first such conference on education ever held in this country, the nature and the purpose of the conference were significant. The problems faced by the schools of the nation had come forcibly to the attention of our President. He and his advisors had placed this subject, not usually considered of national concern, high on the priority list to be given national consideration.

The purpose of the conference was to find out what the average American citizen thought about the basic problems of education and to have this opinion communicated to the President. The manner in which the conference was conducted, therefore, was such as to secure that opinion and to develop a plan whereby it could become articulate in a summary statement on each topic which could be meaningful enough and short enough to be of practical value.

The conference committee had outlined six major topics for discussion. The 1,800 participants, sitting ten or eleven around a table, wrote summary statements of agreement on each topic. Minority opinions were likewise recorded. All participants at all tables discussed the same topic. The chairs then attended a second meeting involving only chairmen, and so on until only two chairmen were left, who wrote the final report.

Preceded by local and state conferences of a similar nature, the national conference included delegates from fifty-five states and territories in a ratio of more than two non-professional educators to each professional educator. Some appropriately labelled the plan of the conference the “Silex” method. Others spoke of the various steps in summarizing reports of the participants as the “distillation” process. The plan had to fit the purpose.

It should be mentioned that this was not a conference for the development of philosophic statements regarding the nature and purpose of education. The reports were not supposed to be literary masterpieces, they were to report simply what the participants believed about the topics under discussion.

Perhaps the issue in which more people had an interest, even the President, was federal participation in the support of education. This topic was fifth on the list of six and, no doubt, the committee that arranged the plan for the conference felt that subsequent topics would be an anticlimax, as it turned out to be.

On the question of whether the Federal Government should participate in helping finance schoolhouse construction for public schools, the delegates were favorable in a ratio of about two to one. The delegates were almost evenly divided on whether the Federal Government should participate in financing the operating program of public school districts. The hottest discussion around the tables was on the basis for granting Federal aid to public schools. The delegates strongest in favoring Federal support argued that it should be granted to public school districts through the State Education authority as flat grants. About an equal number felt that federal aid to school districts should be based upon some expressed and proven need. It was brought out in the Conference that the Federal government is now participating in the construction of highways and hospitals through grants to the states without regard to need.

One table in ten recommended that federal aid should be made available to states only for those districts certifying that they are conforming to the Supreme Court decision prohibiting racially segregated school systems. The issue was not discussed generally at the tables. This writer has a feeling that many other delegates would have shared the opinion of the ten per cent had the issue been given thorough consideration.

There was little support by delegates for Federal aid for non-public schools, either for building construction or operation. A few felt that the Federal, state and local governments should provide transportation aid and noon luncheons to non-public school children.

The delegates were almost unanimous in opposing any measure of control over the educational program by the Federal government. It was felt, however, that auditing or accounting controls of money spent for schoolhouse construction was not a serious type of control and it was to be expected that the federal government would exercise some such control.

Each participant was forced to do considerable reflective thinking as to whether his community or his state was doing all it should or could to meet its own school needs. Discussed were such questions as “Are there any local or state restrictions on raising money that should perhaps be liberalized or abolished, so that your locality or your state could then care for its own school needs?”

"Could the tax base locally or in
your state be broadened to furnish sufficient revenue?” Questions like these were logically discussed before taking up the question of federal aid to education.

Both the President and the Vice-President, as well as Secretary Folsom, expressed their hope that the National White House Conference was just a beginning and that the people of the nation would continue to show a public interest in the solution of the major problems facing the schools, namely, the securing of funds with which to construct the necessary classrooms and the securing and holding of enough good teachers.

It is my opinion that the Congress will enact a statute during the present session providing federal support for the construction of public schools, on the basis of some expressed and proven need. There will be other features of this act which will likewise be important in helping states with their building programs. If such legislation passes, we will be able to build up a background of experience during the building emergency which will give us a better basis for a decision on the far bigger and more significant question of providing Federal support to public schools for the operation program.

Results of the White House Conference should not, however, be looked for solely in congressional legislation. States and local areas will discuss the reports for many months. The techniques for conducting discussions on the topics will be used in local areas and in state conferences where continuing interest in education will result in the greatest good coming out of the White House Conference.

The President, I am sure, was very sincere in his desire to know how the people felt on some of the problems of education. There is every evidence that through the local, state and national conferences, the people have been sincere and conscientious in making their opinions articulate. I feel perfectly sure that there has been a new awakening among the people of our country concerning the problems faced by the public and non-public schools. The White House Conference was a long step toward continuing this interest in American education in the future.

The Author…

Dr. Loy Norrix came to Kalamazoo in 1937 as superintendent of schools, a post in which he had already served in Thebas and Gorham, Ill., and Houghton, Mich. He is a graduate of Southern Illinois State University and holds his master’s and doctoral degrees from the University of Chicago. Dr. Norrix has long been prominent in national education circles and is a member of the executive committee of the American Association of School Administrators. During his tenure as superintendent in Kalamazoo he has seen the local system enjoy its greatest period of physical development. He was one of Michigan’s delegates to the national White House Conference on Education in late 1955, and graciously consented to write this brief report.

Tentative Program

(Continued from inside cover)

Contrasted with liberal science and arts.

5. The college plans to continue the development and improvement of programs of business studies leading to the granting of a bachelor of business administration degree, emphasizing such areas as sales management and accounting, as well as contributing to the preparation of teachers of business in the secondary schools.

While the above may not be a complete statement of purposes and objectives of the college, it does indicate that the general objectives correspond to those found in every good accredited institution so far as development of leadership is concerned. Content of the curricula will be primarily confined to the undergraduate level so far as we can predict at present.

The present and anticipated enrollments of the college inevitably give some clues as to the responsibilities of the institution itself. This college is located in a rather heavily populated area of Southwestern Michigan, with roughly one and a half million people in what might be called our section of the state. The college now enrolls approximately 3,750 students on the campus and another 2,500 in the field. It is conservatively estimated that the population of Western will rise to 8,000 on-campus students by the fall of 1960, 10,000 by the fall of 1965, and 12,000 by the fall of 1970. If these enrollment predictions are correct, and I believe they are, it is inevitable that variations and new developments will occur in the curriculum patterns and contents. It is a foregone conclusion, too, that if these numbers materialize, modifications and reorganizations will have to take place in the administration, instruction and supervision of the college.

Dw. L. H. Millard
A dded fame may come to Western Michigan College in the future in the field of ecology, with the establishment this winter of the Charles C. Adams Center for Ecological Study.

As a basis for this projected work, the college has received the entire library of the late Dr. Charles C. Adams as a gift from his daughter, Miss Harriett Adams of Albany, N. Y. This was made possible through the efforts of Dr. W. C. VanDeventer, head of the biology department, and Dr. Daniel F. Jackson, who joined the faculty this last fall, and who has been named as director of the center.

Ecology is one of the newer areas of study in the field of science, and was first described in 1869 by Ernst Haeckel when he stated that the individual was the product of cooperation between environment and organismal heredity. This relationship he termed "oecology."

The Encyclopedia Britannica tells us "Historically, the subject is old in that some of its material is derived from natural history and some autecology was known to Aristotle. In modern terms, ecology is of recent origin as an organized science. It was established at about the time that another biological science, genetics, was recognized."

"Ecology was placed on a modern basis, more or less, in America by E. A. Birge, H. C. Cowles and F. E. Clements between 1891 and 1905," continues the encyclopedia.

Another among these pioneers in ecological studies was the late Dr. Adams. He was a native of Illinois and earned his college degrees at Illinois Wesleyan University, Harvard University and the University of Chicago.

From 1903 to 1906 he lived in Michigan as curator of the University of Michigan museum, then moving on to spend a year as director of the Cincinnati Society of Natural History. From 1908 to 1914 he was back in his native state to teach at the University of Illinois. He then moved to Syracuse, N. Y., where he taught also at the New York State College of Forestry until 1926.

Dr. Adams founded the Roosevelt Wildlife Experiment station near Syracuse, also, and served as its director from 1919 to 1926. He closed his active career as director of the New York State Museum until retirement in 1943.

But his interest and activity in the field of ecology did not cease here. He continued his studies and writings and just prior to his death last April at the age of 81 had completed a book on human ecology on which he had been working intermittently for 20 years. The new volume is soon to be published.

At the time of his death, the bulletin of the Ecological Society of America noted, "His half-century of work in the field accomplished much in the organization of the science and the development of dynamic concepts.

"One of Dr. Adams' first papers, published in 1892 while still an undergraduate, bore the title 'Mollusks as Catfish Food.' One of his last contributions (1940) was the introduction to a 'Symposium on the relation of ecology to human welfare.' The two titles, published nearly fifty years apart, illustrate the breadth of the man's interests and his conviction that in the ecological point of view lies the key to the understanding of the world of nature. He early became interested in plant and animal geography and between 1902 and 1905 published several papers on 'centers of distribu-
Dr. Daniel F. Jackson, left, and Dr. W. C. VanDeventer inspect a part of the Adams collection, just arrived at the loading dock. The boxes behind them contain thousands of books and pamphlets, with more to follow. A new home is now being prepared.

...
Michigan’s King
James J. Strang
Still Makes History


Just a hundred years ago, Michigan’s absolute monarchy came to an ignominious end. The king was murdered and his kingdom was quickly and ruthlessly destroyed. Sounds like the end of the villain in a fairy tale—but it was a real happening on Beaver Island off the northwest coast of Michigan’s Lower Peninsula. The ruler was King James Jesse Strang “who founded and maintained in the United States a monarchy absolute during its brief term (1847-1856) and within its narrow and isolated limits . . . in democratic America.”

The son of a New York State farmer, Strang was described as “a young man of eccentric ideas and voluble tongue, entirely reputable in life, with large confidence in his own capacity, and morbidly anxious for distinction.” He was good material for the Mormon church which he joined in 1844 and rose rapidly in prominence and leadership. That same year Joseph Smith, leader of the church, was murdered and Strang was a prompt and persistent claimant for succession to his position. His cheap deceptions and clumsy forgeries soon revealed him as a presumptuous impostor. He was excommunicated and speedily driven from the field at Nauvoo, Illinois. He did not give up easily and soon he obtained a small body of devoted followers with whom he founded “the city of Voree,” at Spring Prairie, Wisconsin. Here he published The Book of the Law of the Lord

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The very title of John Woods’ The Deaths at Paragon, Indiana limits the range of subject and tone of the thirty-two poems, which are divided into three groups. The key, perhaps to the entire volume, is found in his first poem, about the aunt whose visits “were invasions.” Filled with the sly humor which seems to be typical of Woods, the poem ends on a serious note with, we presume, the author’s first experience with death:

I came with the first frost to
another meaning:
Something of brown leaves,
withered grapes,

The ganged birds exploding
from the oak;
That someday the easy wind
would knot,
And I’d be helpless in the
grip of days.

After this clearly autobiographical note, the reader must be wary not to confuse the author with the title-character of each poem, for many of these lyrics are soliloquies or monologues, not so dramatic as Browning’s but more in the nature of Masters’ Spoon River Anthology, which Louis Untermeyer calls “self-inscribed epitaphs . . . unvarnished and typical . . . the monotony of existence in a drab township.” Though Woods’ poetry is not so musical as the “self-inscribed epitaphs” of Dylan Thomas’ Under Milk-Wood, it is not so pedestrian as the verses of Spoon
River, for everywhere one finds richness and freshness of imagery in Paragon.

Mr. Woods uses literary ambiguity and metaphor much in the manner of Frost. Like Frost and Sherwood Anderson, Woods writes of his native place in terms of humanity; and like Frost, he is sensitive to nature: to weather, wind, sun, and apples. When he speaks of the Night Constable, he asks us to

See him
Set back on his heels by fat and age ingrown,
Emptied of weathers, see him
shaking doors.

Woods has a peculiar sympathy for old men. The Old Quarry says
I am here, using my bones for canes.

... ... ... . . . . I, too, am an
old quarry,
Chased by weather, waiting for my pulse
To give me up, to strand my bones like line.

Paragon is a land of water and piers. In “The Last Resort,”

The ragged pier
Goes diving in the bulging lake.
Only water rents my skiffs.
And in “Everything Slumps at Kriner’s Pier,” old man Kriner
leaned upon the wind
And it gave way.

All the dead are sad at Paragon, the doctors and the madmen. The Totem Man is betrayed; the Garden is a place of betrayal:

The rib became
A tree. It was his smoking heart she ate.

In Paragon man joins the club of Sensible Retreat.
He forms a clan of Hate the Indifferent.

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RECOMMENDED BOOKS

Homecoming, by Kiyohiko Nojiri (Jiro Osaragi, pseud.) translated by Brewster Horwitz. Knopf, 1955. $3.75. This is the first contemporary Japanese novel to be translated into English by one of Japan’s leading authors. Its translator, the recently deceased Brewster Horwitz, was a product of our wartime need for Japanese linguists. It is the story of Kyogo Moriya, who forfeited his career in the Japanese navy because of a youthful gambling scandal, returning to his country in 1945 as a middle-aged man after many years abroad to find a new Japan coming into being.

Know Your Social Security, by Arthur Larson. Harper & Brothers Publishers, 1955. $2.95. The answers to your questions about social security whether you are employer, employee, survivor, or just an ordinary taxpayer citizen. The author, who is now Under Secretary of Labor, warns us in the preface that these are his own opinions and should not be taken to represent an official government policy or interpretation.” That he succeeds in reaching his goal of telling us everything we need to know about social security, including the 1954 amendments is due in part, at least, to his early experiences as professor of law, as consultant on Corporation Law to the New York Law Revision Committee and as author of The Law of Workmen’s Commission.

Bare Feet in the Palace, by Agnes Newton Keith. Atlantic Monthly Press-Little Brown & Company, 1955. $5.00. If you know the Keiths —Agnes, California-born journalist; Harry, Canadian-born forestry expert and their son George, a normal growing boy—in Mrs. Keith’s earlier books, you will welcome this addition to the Keith chronicle. If you didn’t meet them in Land Below the Wind (North Borneo), Three Came Home (Japanese Prison Camp), White Man Returns (North Borneo again after the war) here’s your opportunity in this story of life in the Philippines from 1953 to early 1955. The transition from the old way of life to the new which took on new emphasis with the election of Ramon Magsaysay as president —sociology, archeology, anthropology, economics, and just plain family living told in Mrs. Keith’s sympathetic, humorous way and embellished with more of her delightful line drawings.

Time for Living, by George Soule. Viking, 1955. $3.00. Another exciting look into the future, this one by a Bennington College economist, stresses what we can look forward to doing with our unpaid time, his phrase for the new leisure which improved technology will make possible.

Cancer and Common Sense, by George Crile, Jr., M.D. The Viking Press, 1955. $2.75. A surgeon discusses the illness often referred to as “that dread disease, cancer.” “Cancer phobia” says the author, who has been a member of the Cleveland Clinic since 1937, may cause more suffering than cancer itself. In his attempt to alleviate some of this suffering, Dr. Crile speaks openly and freely about the nature of the disease; the questions of earliness and lateness in treatment; the problem of whether to operate or not; the unnecessary costs of prophylactic surgery; and the accomplishments of current research. If you have or know someone who has “cancer phobia” this is your book.

Me and Kit, by Guthrie McClintic. Little Brown & Company, 1955. $3.00. Guthrie McClintic’s story of his struggle for recognition on Broadway. Acting was his ambition but fate had something else in store for him and success came in the fields of directing and producing. Marriage to Katharine Cornell had its problems as well as its satisfactions—not the least of which was being referred to as “Mr. Cornell” or “Katharine Cornell’s husband.” Therefore when it became time to select the title for Mr. McClintic’s autobiography, he was given star billing—Me and Kit.

Union, 1955, by Morris L. Ernst. Rinehart, 1951. $3.50. Read all about what your life will be like twenty years from now! Ernst, the New York attorney who is well-known as a gallant fighter for civil liberties, has here professed his love affair with the United States. It’s heartening to read how well he believes we’re going to solve our problems. This book was sent to President Eisenhower as one of the first in the Book-A-Day Plan instituted by the Women’s National Book Association to supply him with reading during his stay at Gettysburg.

—Katharine M. Stokes and Hazel M. DeMeyer
225,000 Volume Library Planned For West Campus

By Katharine Stokes, Librarian

IN the spring of 1950, the President first talked to the librarian about the need of a library on the new campus about 1957 or 1958. She placed on file with him shortly thereafter her preference in sites, the aim being to have the library centered among residence and classroom buildings if possible.

She then began assembling information and specifications for a possible building to fit campus needs. By the fall of 1952, she had her own ideas pretty well crystallized and had a tentative plan drawn, showing space relationships and sizes of rooms. At each monthly staff meeting that winter, a library staff member presented his ideas about a building, drawing up a different plan from the librarian’s if he cared to, or modifying hers.

In January 1953, the librarian attended the ACRL Building Plans Institute preceding the midwinter ALA meeting in Chicago. That spring, she asked the Educational Policies Committee, of which she was a member at the time, to consider appointing a faculty advisory committee for the library, with the first matter to come to its attention to be the new library building plans. The committee appointed, comprising seven people, met three times the next winter. They were shown the material assembled about building plans and were given various items to read, such as Carter Alexander’s Tomorrow’s Libraries for Teachers Colleges. In the spring, they asked the President when he expected to try to obtain an appropriation from the Legislature for a library. His answer was that he hoped we would be discussing plans with the architect by the fall of 1956.

A few weeks before the end of the spring term, the President appointed the librarian to a newly-formed committee on campus development. At its first meeting, he suggested that perhaps a library-classroom building should be next on the campus building agenda, taking precedence over a field house and an auditorium which had been under consideration for several years. There seemed to be no obvious disagreement, so the librarian prepared copies of her drawings to distribute to each committee member at the next meeting, along with the listing of “Some Considerations in Planning a WMC Library” which she had prepared for the faculty advisory committee earlier in the year.

In August, the President asked the Librarian to send all her building material to the college architect, Ralph R. Calder, Detroit. The first plans were drawn to fit into the site now occupied by the President’s residence. This had been mentioned as a possibility, but no one thought it very desirable. However, to place the library, as the librarian had suggested, on the edge of the college golf course, across Vande Giessen Road where is curves toward the residences, would have necessitated

(Continued on Page 14)

The whitened area, south of Maybee hall along VandeGiessen road, is the location for the proposed new general library. Residence halls are located nearby.
Both Campuses in a Recent Picture from 10,000 Feet

An Aerial Report of

The small picture at the upper right is an early view of the east campus, while at the right the campus is viewed in 1925. A picture of two years ago, below, shows the stretching out of buildings and facilities.
At the right, the photographer looks west towards an array of trailers and an expanse of golf course, just after World War II. By 1948 the development is shown, completed with barracks apartments and the beginnings of construction. At the right is Burnham hall, and on the left McCracken hall.

Progress

1920 to 1955
Detail Plans for New West Campus Library

(Continued from Page 11)

laying pipes under the road for heating facilities supplied to the campus by the State Hospital plant. While this will have to be done later when the future buildings are scheduled for erection on the golf course, it is a development which will be put off as long as possible. The President, after seeing the first library plans from the architect, suggested that a parking area directly across from the golf course site might be more suitable. This met with everyone's approval as being well centered. It had certain disadvantages, being on the southwest slope of a hill and prescribing a long, narrow building. But the architect's second set of plans drawn for that site, happily incorporating the major features that had been considered and the subsequent revisions have eliminated most of the disadvantages.

The President had been mentioning for a couple of years the amount of $1,500,000 as what he expected the library to cost, including furniture. The architect's estimate when his plans were approaching completion was $1,800,000 unfurnished. After several conferences involving the President and the faculty advisory committee, now increased to nine members, it was decided that one wing of the building plans could be shortened to bring them within the proposed budget without sacrificing any of the major features. Dr. Sangren obtained $60,000 planning appropriation from the Legislature for this year and hopes to be granted the balance of the budget for next year so that construction can be begun this summer.

The present library building was erected in 1923-24 when the student body was well under 2,000. There are now over 5,000 students and 12,000 at least are predicted for 1970. The book collection is now just over 100,000. Since 1949 the campus has gradually been dividing into two parts, the new area of concentration for classes and dormitories being about a mile from the library. Two branches have been operating on the new campus for the past six years, one of them a Music Library which will be retained because it is in the building occupied entirely by the music department and has a listening room adjoining it. The other branch, the Annex in the Administration building, holds a minimum reference collection, duplicate reserve books for classes held on that campus, a small selection of general reading, and most of the books and periodicals in the field of physical sciences for which classes are segregated there. When the new building can be occupied on the new campus, the Annex reference collection will be transferred to the old campus. The present library building is to be largely converted for the use of the department of industrial arts. Library materials for that department and for the department of business studies remaining on the old campus will have to be provided there, as well as some materials for the division of teacher education. The Educational Service Library in the Education building serves that division in cooperation with the General Library, but is separately administered, as is the Campus School Library serving teachers and students in the demonstration school.

Because of the uncertainty of future needs, a modular building was planned for maximum flexibility. For reasons of economy, two bays were cut off the west wing as originally planned. Later expansion might restore this space and add a third floor. While the site selected for the building is very desirable because it is centered among the existing residences and classrooms, the contour of the area somewhat influences the choice of building design.

Seating is planned for about 750 but can readily be expanded to 1,000. Shelving for about 225,000 volumes is planned. The college is rapidly expanding its curriculum in general education and its graduate program, also, is growing fast. The library is growing at just under 5,000 volumes a year currently, with about 500 items discarded annually.

In the existing library building, the closed reserve books are shelved behind the circulation desk and their rapid turnover from hour to hour keeps the attendants there so busy that requests for stack books seem an annoyance, necessitating considerably more steps than are required to reach the reserves. The reserve book room on the ground floor of the new building, seating 250, is easily accessible from the major dormitories and it is planned to develop a large open shelf collection of reserves and general education reading there, making it a center for undergraduate use. The open stack areas on the first and second floors are

Statistical Data

<table>
<thead>
<tr>
<th>Gross Area: 82,470 sq. ft.</th>
<th>Area on Each Floor: 27,460 sq. ft.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cubage: 1,361,982 cu. ft.</td>
<td>Basis for Space Allowance:</td>
</tr>
<tr>
<td></td>
<td>25 sq. ft. per reader</td>
</tr>
<tr>
<td></td>
<td>100 sq. ft. per staff member</td>
</tr>
<tr>
<td></td>
<td>45 vols. per linear ft. SF Range</td>
</tr>
<tr>
<td></td>
<td>Module Size: 22' 6&quot; x 34' 0&quot;</td>
</tr>
<tr>
<td></td>
<td>Ceiling Height: 9' 6&quot;</td>
</tr>
<tr>
<td>Future extension can be made easily at either end of the building, with some additional space possible on the third floor,</td>
<td></td>
</tr>
<tr>
<td>Frame is to be reinforced concrete,</td>
<td></td>
</tr>
<tr>
<td>Exterior: Brick with aluminum curtain wall, double glazed.</td>
<td></td>
</tr>
<tr>
<td>Interior Finish: Floors: Resilient tile</td>
<td></td>
</tr>
<tr>
<td>Interior Finish: Walls: Plaster and cinder block, painted</td>
<td></td>
</tr>
<tr>
<td>Interior Finish: Ceilings: Suspended acoustic tile</td>
<td></td>
</tr>
<tr>
<td>Heating and Ventilating: Forced air heating and ventilating with supply diffusers in ceiling and returns divided between central shafts and continuous slot return at base on exterior walls.</td>
<td></td>
</tr>
<tr>
<td>Lighting: Fluorescent tubes above corrugated plastic diffusing panels in ceilings.</td>
<td></td>
</tr>
</tbody>
</table>

14

WESTERN MICHIGAN COLLEGE
planned so that anyone entering or leaving them must do so by way of the Circulation Desk. Scattered seating in the stack areas will provide for 300 readers.

At present the periodical room is on the basement floor and seats only fifty people, while the reference room, seating 300, is on the main floor above. Periodical Indexes are kept downstairs, but since 1948 duplicate Readers Guide and Education Index current issues have been purchased for the reference room. In the new building these two services will be in one space on the first floor, with provision for 200 readers in the area.

The library has never had carrels in the stacks or any individual desks in reading rooms. The new building’s modules are so planned that individual desks can be placed between the pillars and the windows all around the building.

The department of librarianship, a part of the division of teacher education, is now housed in the library building. Quarters are planned to accommodate it in the new building on the second floor.

On the basement floor in the new library quarters are planned for the Audio-Visual Center set up in 1951 and now housed in the Education building. From its inception, its director and the librarian have hoped to have their services combined in one building. A member of the library staff has always been included on the advisory committee for the A-V Center and the Library Annex on the new campus acts as a branch of the center for distributing equipment there. An auditorium seating 100 people will be a part of this unit.

12-Month School

(Continued from Page 2) be considered that are somewhat negative in their origin. These are in the nature of what might happen if we continue to ignore the possibilities which exist in appropriately planned summer programs.

There is considerable evidence that there does exist today a sort of educational vacuum created by the lengthy summer vacation. As in the case of all vacuums, pressures are being exerted to neutralize them. It is the conviction of this writer based on many and varied experiences with parents and citizens’ groups that there is a readiness to accept the extended school year. Our emerging way of urban living presents a baffling problem to many parents as to how to provide constructive activities for their children during the summer. This readiness is bound to be exploited by all manner of well-intentioned groups that will seek to provide a multiplicity of programs that may be uncoordinated and have little continuity with the educational experiences provided a child during the rest of the year. This is to say that unless those who have been given the professional direction of the education of American youth rise to the occasion, others are going to take over. Many examples of this kind of effort can be seen. One example would be the excellent efforts that have been made in many communities to provide summer recreation programs for children and youth. These, however, too often consist merely of competitive sports activities. Somehow the idea has come about that if we can just get the children to playing ball in the summer, they will have a constructive and worth-while summer vacation. This is not to say that vigorous games and sports do not have a place in any summer program. It is suggested, however, that such activities need not have any greater emphasis in the summer than during the rest of the year.

Another example is the rather frightening popularity of the “little league” type of program. These are planned and executed in large part by men and women with the best of intentions who are seeking in their own way to fill a social need for youngsters. The question is raised, however, regarding the desirability of the highly competitive nature of some of these league activities for young children. A further significant point is that these programs have mushroomed tremendously and are being operated with little or no professional direction from the agencies our society has set up to direct and control the education of its youth.
It needs to be emphasized that the position is not necessarily taken that the above kinds of programs are undesirable. The whole point of the discussion is that they represent the emergence of the beginnings of a dual educational system, a system in which approximately three-fourths of the educational program for youth is planned and directed by responsible agencies who have duly delegated powers in this field, while the rest of the child’s time is left to a wide variety of haphazardly coordinated and planned groups and agencies. It would seem that the undesirability and inconsistency of such a situation should be clearly obvious.

It is recognized that there are serious blocks to the development of a productive and valuable extended school year. Chief among these blocks would be the problem of financing such extensions. Actually, however, these need not be excessively expensive. Furthermore, if we are to take into consideration the cost of the various activities mentioned above that are tending to develop during the summer, the over-all cost to the citizens of a state or community would probably not be increased at all by an extension of the school year. Although this is not the place to go into the details of school finance, it may be pointed out in passing that we are a nation that is experiencing unprecedented productivity at the present time. We can indeed afford substantial increases in our financial commitments to education without sacrificing any significant portion of our standard of living.

Another block to the development of the extended school year would be the problem of family vacations coming during the summer period. The resistance of school people to thinking and planning creatively with regard to the content of the summer program might be another. If we think of these kinds of blocks, however, as challenges to our ingenuity, then they tend to assume rather minor significance. Their solution will depend ultimately upon the quality of professional staff planning and particularly upon decisive administrative leadership.

The American way of life with its traditional inventiveness, vision, and dynamic vigor is being challenged today both from within and without. The coming age will be one of cultural competition in many ways. We cannot afford to overlook any opportunity for strengthening and enriching the developmental years of our youth to the end that they will be prepared to meet the challenges of the future both as individuals and as a society.

THIRD SEMINAR ABROAD

Social Studies Venture Again Bound For Ashridge, England

Going abroad? If so, why not join Western’s Seminar Abroad in 1957?

Western Michigan College will offer its Third Social Studies Seminar Abroad as part of its 1957 Summer Session. The Seminar will leave the United States around the middle of June and return about September 1, spending nine to ten weeks in England and on the Continent.

The Seminar will be in formal session for a period of from five to six weeks on the campus of Ashridge College near London, England. Here all students will participate, along with British students, in a series of regularly scheduled lectures and discussion forums on contemporary British life and institutions, the British commonwealth and Empire, and Britain’s relations with the world. The lectures will be given by outstanding leaders in British politics, journalism, business, labor, and the professions. American and British tutors will lead the discussions that follow.

The Seminar program includes a five-day study-tour of the Southwest of England and conducted study trips to the Houses of Parliament, Oxford or Cambridge University and to various types of public and semi-public schools; as well as planned visits to places of historic and literary interest, including Stratford-on-Avon, Windsor Castle, Hampton Court Palace, Tower of London, Westminster Abbey and St. Albans. Ample free time is provided for independent recreation, casual sightseeing, and attendance at London’s plays and concerts. A long free weekend permits also individually arranged visits to more distant points of interest such as Scotland, Ireland, Wales or the English Lake district.

From England the Seminar party will cross the Channel for a motor-coach tour of selected countries on the Continent. Tentative plans for ’57 call for a three to four-weeks tour of France, Switzerland and Italy. Never-to-be-forgotten experiences in Paris, Geneva, the high Alps, Venice, Florence, Rome and the French Riviera are in store for the group on this tour. The continental trip will end with four thrilling days in Paris.

Here is your opportunity to travel inexpensively, to study foreign countries under competent guidance, and to earn six hours of undergraduate or graduate college credit all at the same time. The Seminar is designed especially for teachers and upper-class college students specializing in the social studies and for other teachers and civic-minded persons with a major interest in contemporary social affairs.

A brochure giving further details on the Seminar will be out in April, and applications for admission to the study-tour will be accepted from May 1 to September 1, 1956. Final selection of the members of the Semi-
Michigan's King

(Continued from Page 9)

which was plain imitation of Smith's The Book of Doctrines and Covenants. The Strang book contained "minute rules as to diet, attire, personal habits, the construction of dwellings, walks and roads, the care of the forests and the similar details of domestic and municipal economy."

In May 1847 Strang and several Mormon families moved to Beaver Island in spite of the deliberate inhospitality of the few traders and fishermen already there. During the next five years more and more people came to make their homes in the "Kingdom" which James Jesse had set up with himself as King with absolute power. Its population finally reached nearly 2,000. Among the prohibitions imposed on the inhabitants were tea, coffee, tobacco, and liquor. Church attendance on Saturday was compulsory. Polygamy was sanctioned and encouraged—the King had five wives. "All the women were compelled to wear the short skirts and ample pantaloons of the Bloomer costume. The civilization of the kingdom never approached that of Salt Lake City. The men of the population were described as "rough and generally illiterate, and its women as, with but few exceptions, sensual and ignorant."

King Strang was shrewd and generally successful in his undertakings. By sheer trickery he got himself elected to the Michigan State Assembly on November 2, 1851. All was not "sweetness and light" in his monarchy. The downfall came from domestic sedition and conspiracy. On June 16, 1856, he was shot by two Mormons and on July 9th he died. The dying man had been taken back to his first wife at Voree where his body was buried in an unmarked grave in the "Cemetery of the Saints" at Spring Prairie, Wisconsin. With extreme violence invaders struck quickly with torch and axe and drove the Mormons from the Island.

This historical story was written by Charles K. Backus and was published in Harper's Monthly Magazine, March 1882 under the title "American King." In 1955 it was re-published in a limited edition as a gift book—a beautiful piece of bookmaking, with forward, notes and bibliography by Paul Bailey, under the title, The King of Beaver Island. In physical size it is little more than a brochure in hard covers, but from the standpoint of history it is a very important little book, an interesting segment of Michigan's history.

—Mate Graye Hunt

Contrast

(Continued from Page 4)

trainers and horse men have been replaced by faculty and educators. The automobile has taken its place in the old carriage house, where once the fanciest rigs in town stood. In place of the Chicago railroad mag nate is the president of a growing college. It's only taken half a century to change from a racing stable to a college. The names of the past owners are now unknown to the thousands who live there every year. We can but wonder what will happen in another fifty years.

Since being purchased by the college, the house has served as the residence for Dr. and Mrs. Paul V. Sanggren, and their grandchildren find it a fine place in which to romp.

But one has pause to wonder if the ravages of time and the rapid growth of the college will permit it to remain as a quiet, wooded retreat in the midst of a bustling campus. Only time holds the answer, but to many faculty and students the house serves as a symbol, perhaps of something old and permanent against the rapidly changing kaleidoscope of the campus.

PICTURE CREDITS

What of 1956 spring sports at Western Michigan College?

With several members of the great 1955 Bronco baseball team having graduated, Miki Schwartzkoff, star sophomore hurler, signing a contract, as did a trio of frosh stars, the baseball situation is clouded, the success or failure of the team in the spring of 1956 is wrapped up in far more than the usual number of "Ifs".

Certainly no one has any right to expect that the team will win the Mid-American Conference title; then the Fourth District NCAA honors to go on to Omaha to battle for the national collegiate championship and finish as the runnerup. Those things don’t happen every year, even when material of high caliber abounds, as competition through the midwest area is too tough.

With Schwartzkoff gone and Gary Graham graduated, the mainstays of the pitching staff have departed. At least two yawning holes in the outfield must be filled, by speedsters who can also show a .300 or better batting average and be able to hit those long ones.

Unless other hurlers of the 1955 squad show a big improvement and some of the hurlers from the freshman team show an unexpected improvement as sophomores, the Broncos may not have the hurling needed this spring.

Big Jim Smith, who made an impressive start last spring in the box before being taken ill, is probably the best pitching prospect and he might win a lot of games, but Coach Maher must have plenty of men for mound duty in addition to him to carry the Broncos. The schedule will be as tough as usual, with 10 Mid-American Conference games, a dozen contests with Big Ten teams and the usual home and home with Notre Dame.

Maher has been so successful with his Bronco baseball teams that the fans here always expect an outstanding team. But if Maher should not deliver a Mid-American title the fans will still realize that he has more than done his bit with the material available.

George Dales lost heavily, by graduation or otherwise, from the 1955 track team which finished second in the Mid-American Conference meet, a dozen points behind Miami, and well ahead of Bowling Green, which took third.

Among the men missing are Russ Henderson, Val Eichenlaub, Bob Bailey, Gordon Hope, Brennan Gillespie, Dick Shennenberg, Don Koch, Dick Madden, Walt Owen and James Arnold.

The freshman crop of last year should send a number of good men to the varsity squad this spring but it is very doubtful if the sophomore material will be plentiful enough or good enough to offset the losses which have been sustained.

This might also bring up the question as to whether or not the Bronco thinclads can maintain their second position in conference track, in view of the gain in strength shown by Bowling Green.

A good indoor schedule is being arranged with prospects that for the greater part it will mean appearances in relays, but the outdoor season, which naturally climaxes the track year, is expected to show half a dozen dual meets, the Mid-American Conference meet, Central Collegiates and the usual few entries in some of the larger events of the track season outdoors.
Hap Sorensen, who made it a habit to win the Mid-American Conference title in tennis every other season and climax that by taking the title each of the past two seasons, is expected to find the going rough this coming spring. Four lettermen, three of them among the four who helped bring the last two titles to the Broncos are gone: Jack Vredevelt, Jim Farrell and Ed Foster, along with George Carpenter, leaving only Chuck Donnelly, Denny Telder and Cliff Strong among the lettermen.

Last year's frosh squad was good but not outstanding and there may be a question as to the quality of the material coming up from that team. However, it is difficult to see at this early stage where the Broncos netters will have enough to win the title this year. It could happen, of course.

Coach Roy Weitz is in some respects a lucky guy. If ineligibility does not hit he will have his four lettermen back in Ray Bovec, Fred Osmer, Chet Faran and Stanley Fleece, along with Jerry Proudfoot, a squad member. Several men will be up from the frosh squad and some of the lettermen might be pushed for places on the team.

Last year's team had a 10 won, four lost, one tie record for the dual meet season and in the Mid-American Conference tournament finished in fifth place.

The 1956 team may not improve on the good season record, but it could boost its position in the conference tournament.

Like the tennis team, the golfers will have their usual southern spring vacation trip to aid in seasoning the team for the regular season schedule.

All in all, while no long list of championships in the Mid-American Conference can be seen at this early date, some seem to be a distinct possibility and all of them can be expected to turn in good season records even though championships may not be the lot of the Broncos in the four spring sports.

### Powell Family

Now a Tradition
On WMC Campus

Milton Powell, a one-time track-man for the Broncos, believes that college should be something of a family affair. He started on the hill-top in 1920, earned his AB degree in 1927 and is now back for summer work towards his master's degree.

During the school year he calls Wyandotte home, where he teaches history and coaches track in the Roosevelt high school.

It was a campus romance that brought he and his wife together, she being the former Avis Thrall. Mrs. Powell got her life certificate in 1928 and completed her AB degree in 1951.

To this household has come four children, starting with Patricia who graduated from Western in 1954. She teaches in Lincoln Park, but also returns summers to work on her master's degree.

Another daughter, Ann, is a sophomore, but Bill enrolled for the first time this last fall. The fourth child, David, is serving in Korea, but will enroll at Western when he completes his Army service.

One only wonders where the grandchildren will go to college.

### Ballet Program

On Assembly List
For February 16

In a well-rounded presentation of features of the entertainment world, the assembly committee has arranged for faculty and students at Western Michigan College to see the Stone-Camryn ballet company Thursday evening, Feb. 16, at 7:30 p.m. in the Central high school auditorium.

During the current college year speakers have been here, a dramatic program featuring Albert Dekker and Edith Atwater, and during November world affairs week was staged, a three-day event. In December the annual Christmas concert was presented. The fall speakers included Brig. Gen. Claude Dewhurst, on the Russian problem; Miss Virgilia Peterson, "Books in Profile," and Dr. Willi Ley, "Rockets and Guided Missiles."

Wall Camryn, who is bringing his ballet company here, danced for 10 years with the Chicago Civic Opera Company, although he didn't take up dancing until he was 24 years of age, considered too late for much development. But his devotion to this endeavor paid him handsome dividends, and his present show has received fine press notices in its more than five years of travel.

Not only has Camryn established himself as a dancer, but he has also gained a considerable reputation as a choreographer. While he has staged all of the dances which will be shown locally, he will also appear himself.

A former student of agriculture at Montana State Agricultural College, Camryn now operates his own school of ballet in Chicago. He also enjoyed a brief career as a florist.

Louis Fischer, long famed Russian authority, will be the March 7 presentation, speaking on "The Russian Problem."

One of the major highlights of the year will occur April 17, when the renowned Dublin Players come to the Central high school auditorium to present "Pygmalion."
'Educating Women' Theme for January Graduation Address

“Education draws the sexes together, makes men more like women, and women more like men,” Dr. Kate Hevner Mueller, professor of education and former dean of women at Indiana University, told the January graduating class at Western Michigan College Sunday, Jan. 22.

“As the woman rises in the educational world and uses her training to acquire a little job-experience, her interests, her understanding, her temperament, tend to follow the patterns of men. How could it be otherwise when she associates with them more frequently, when her success requires that she understand them, learn their attitudes and methods?

“Like wise, as the man climbs the educational ladder, profiting by his cultural, as well as his professional studies, when he has more time and money for the leisure activities, travel, music, theatre, his mental habits fall into the more feminine patterns.”

Dr. Mueller spoke on the subject, “Educating Women for a Changing World,” which was also the title of her most recent book.

“Considered in the longest possible time perspective, the widespread employment of women today is the final step in the two-century old industrial revolution which has drawn all manufacture out of the home and into the factory, has transformed the mediaeval guilds into labor unions and housewives into commuters,” she continued.

Technological improvements, the Indiana educator pointed out, have tended to free women from many of the dreary tasks of the home; higher taxes have provided care for older members of the family and smaller families have cut some of her home ties. “With half of her life span before her, with constantly mounting prices and the evermore advertised luxuries, she quite understandably feels the urge to self fulfillment outside the walls of her own home. Her isolation is broken and her desires awakened.”

Turning to automation and our developing revolution in this industrial arena, Dr. Mueller pointed to the problems which lie ahead in finding things for idle hands and minds to do. Shorter work hours will mean more time for leisure and for other pursuits. “For every man as well as for every woman, there is a right proportion of public and private life, which each must find in his own individual personality as well as in the pressures and responsibilities within our own society. Each must find for himself the best balance between his intimate ego-development in family, school, church and his formal contribution in the professions, industry, the community, the state, the international scene.

“Can colleges accept this enlarged concept of the home, this quantitative statement of the men’s and women’s problems in their largest dimensions? can they refuse?”

“In view of the wider significance of the so-called woman problem, all women and especially college women must study two things:

“First, themselves, the true nature of their difference from men, their physiology, psychology, emotions, needs and motivations. Second, their history and their present functions, status and roles in society today, their responsibilities, possibilities, their advantages and their hazards. Also the nature of the present transition period for women, the predictions for women’s futures, the importance of women, the economic bases of their problems, the sociological origins of the prejudices, and methods of obtaining the problems and reducing the prejudices.

“Some of these things I have said in a book, and you might think that at this point, that I would advise all the young women in my audience to buy a copy of this book, and to read it. But I shall not do that. I have confidence that here at this college their education has been good, and they already know much of what I may have said in my book.

“What I can advise them, each one of them, is to persuade some one man, perhaps a dozen good men, to read this book,—uncle, father, brother, cousin, fiance. For in the last analysis, the real problem of women is the attitude of men toward them. The task of educating our women in this changing world is actually the task of educating our men.”

Woods’ Poetry

(Continued from Page 10)

His code is intellectual regret.
Finally, “Each man dies upon his cross of bone.” . . . And
Here is where
Things wobble off to.

The second part of Paragon contains some charming lyrics, such as “A Park Song” and “Storm Warnings.” Others are bitterly ironic, such as “New Girl in Town,” “The Young Girl Speaks,” “Hate,” and “Loss.” Some of the poems are un-
Leonard Johnston, great Western Michigan College outfielder, has been burning up the various professional leagues that he has played in. He has won numerous other honors in the past four years.

Injured in a collision at first base in his senior year, he did not play in the final several games. But such had been his record in college ball that the Chicago White Sox signed him to report to the Madison team, and he came up with 40 stolen bases and a batting average of .353.

That brought him a promotion to the Colorado Springs Sky Sox of the class A Western League in 1953. At Colorado Springs Johnston set three league records that year—most assists from the outfield, 29; most runs scored, 133; most stolen bases, 64.

Johnston also led his team, which won the league title the final day of the season, in hitting with .318 and was fourth in the league. He also led his team in hits with 199.

That season Johnston also won the most popular player award, the Star of the Year award and was named the Minor League Rookie of the Year, 1953.

From the Class A league he went to Memphis of the Class AA Southern Association in 1954, where he

Plan Annual Lunch
At MSU Union March 24

Western alumni, particularly coaches and those interested in athletics, will gather at the Union building on the Michigan State University campus Saturday, March 24, for the annual luncheon meeting preceding the stat high school basketball tournament.

The deadline for reservations is March 17, and interested persons should write to Vern E. Mabie, director of alumni relations.

Bronco Hall of Fame

Len Johnston

Leonard Johnston, great Western Michigan College outfielder, has been burning up the various professional leagues that he has played in. He has won numerous other honors in the past four years.

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class A Western League in 1953. At Colorado Springs Johnston set three league records that year—most assists from the outfield, 29; most runs scored, 133; most stolen bases, 64.

Johnston also led his team, which won the league title the final day of the season, in hitting with .318 and was fourth in the league. He also led his team in hits with 199.

That season Johnston also won the most popular player award, the Star of the Year award and was named the Minor League Rookie of the Year, 1953.

From the Class A league he went to Memphis of the Class AA Southern Association in 1954, where he

Plan Annual Lunch
At MSU Union March 24

Western alumni, particularly coaches and those interested in athletics, will gather at the Union building on the Michigan State University campus Saturday, March 24, for the annual luncheon meeting preceding the state high school basketball tournament.

The deadline for reservations is March 17, and interested persons should write to Vern E. Mabie, director of alumni relations.

James O. Knauss Prize

Professor James O. Knauss, head of the history department, will retire at the end of the present college year. In recognition of his long and distinguished career as a scholar and teacher and of his great services to Western Michigan College, friends and admirers are establishing the James O. Knauss History Prize Fund. They plan to raise a fund of $1,000. The principal of the fund will be kept intact and will be invested by Comptroller C. B. MacDonald in the manner of other, similar funds. The earnings of the fund will be used to maintain the James O. Knauss History Prize, which will be awarded annually to the senior history major who has made the best record in history during his college career.

Contributions to the fund from colleagues, former students, and all other friends of Dr. Knauss are invited. Contributions should be sent to Vern E. Mabie, Director of Alumni Relations.

NEWS MAGAZINE FOR WINTER, 1956
Josephine Lynch Crane '22

Mrs. Crane died Nov. 11 in the University hospital, Ann Arbor. A native of Elk Rapids, she had lived since her marriage in Ypsilanti. She taught in Ludington, Monroe and Detroit, retiring in 1952. Mrs. Crane leaves her husband.

Donald C. Bauer '24

Mr. Bauer died Dec. 24 in Battle Creek after an illness of 10 years. While at Western he lettered in football in 1922 and 1923, playing as quarterback on the unbeaten, unscored on team of 1922. A graduate of Battle Creek Central high, he was called by many the greatest quarterback ever turned out by that school. He successfully coached at the Coldwater high school from 1924 to 1942, when he went into industrial work. He leaves his wife and one daughter.

Beatrice Giddings Hiatt '27

Mrs. Hiatt died in Battle Creek Oct. 3, having been seriously ill for five years. For 17 years she had taught school in and near Battle Creek. Besides her husband, she leaves one son.

Violet Lowes '27

After an illness of several months, Miss Lowes died Nov. 23 in Grand Rapids. She had taught in Grand Rapids, retiring in 1943.

Miss Helen Lamphere '29

Miss Lamphere died Dec. 18 in Lansing after a long illness complicated by leukemia. She was assistant advertising manager for the J. W. Knapp Company in Lansing, and had worked until two days before being fatally stricken. She was an art teacher and supervisor in the Hastings schools for five years before moving to the Knapp firm 16 years ago. Miss Lamphere made her home in Grand Ledge with her mother.

Henry G. Mason '30

Mr. Mason, secretary-manager of the Benton Harbor Abstract and Title Company, died Oct. 2 at the age of 49. He had been with his late employer for 20 years. He taught school in Niles and in 1933 was appointed deputy county treasurer for Berrien County. For six years Mr. Mason was secretary of the Michigan Title Association, and headed the group in 1946. He leaves his wife and one daughter.

Alberta Kruger Rochester '31

Mrs. Rochester died Sept. 24 at her home in Garden City, N.Y., after a long illness, following her husband’s death by two months. She had taught at Hoxeyville and Lansing, and had lived in the east for the last 15 years. Services and burial were in Cadillac. She leaves two sons, a daughter and her mother.

Lt. George C. Bender, Jr. '42

Lt. Bender was killed in the crash of a helicopter in November while serving with the Navy off the west coast. He leaves his wife, two daughters and his father.
'13 Miss Mercedes Bacon retired in June from teaching in the Long Beach, Calif. schools. High tribute was paid to her by many former students and by the Long Beach newspaper.

'22 During October, the Hackley Art Gallery in Muskegon showed the water colors of Arthur Donelson in the 13th Works in Progress exhibition held in the fifth year of the series.

'29 Mr. and Mrs. Alva Moore are teaching in the Springport school system . . . Rita Bourgoin has taught for twelve years in Plainwell in the English and French departments . . . At the Howell high school, Mrs. Harriet Frostic is teaching Latin and English.

'30 Gladys Stauffer has been teaching for 25 years in the Lakeview school system.

'31 Mrs. Ivan Wickham is teaching fifth grade in Grand Haven.

'35 E. L. Abbott is the new city recreation director for Ypsilanti . . . Teaching physics and chemistry in Belding is Charles F. Rose, Jr.

'36 Mrs. Phyllis Bromley was installed as president of the Rebekah Assembly of Michigan in October . . . For his sixth term, E. Burr Sherwood will be vice-chairman of the Michigan Economic Development Commission. Sherwood is superintendent of schools in Iron County.

'37 Jerry Neuman is teaching physical education at the Willard School in Highland Park.

'39 Albert E. Jones is the director for the Battle Creek Civic Theater play, "The Time of the Cuckoo" . . . Alden Scott is head of the Michigan Department of Health laboratory at Houghton. He has held that position since March, 5, 1953 . . . Lee Mallison is an attorney in Battle Creek. He and his wife have two daughters, Karen, 13, and Susan, 11 . . . In December, Lawton K. Smith was elected president of the Michigan Driver and Safety Education Association at a statewide meeting held at St. Mary's Lake.

'40 William Baker is traveling and studying in the eastern and southern states under the Ford Foundation's Fund for the Advancement of Education . . . Marie McMahah is head of the audio-visual aids department in the Battle Creek schools . . . Maj. Bert Adams has been graduated from the associate officer advanced course at the Infantry Center, Fort Benning, Ga.

'41 Donald T. Strong has been elected treasurer of the Kalamazoo Building and Savings Association.

'42 Mrs. Joyce Posehn is the new elementary supervisor for Ionia County Schools . . . Jack Streidl is head football coach and athletic director at the high school in Plainwell.

'43 Dorothy E. Wertenberg has been chosen for a foreign assignment with Army Special Services. She will be a recreation supervisor for two years in Japan.

'45 John Lockwood is an assistant professor in Michigan State University's department of botany and plant pathology.

'46 Dr. Paul Unger is teaching at Millikin University in Decatur, Ill.

'47 Antoinette Campbell is engaged to William Leroy Joiner . . . Katherine Hoban has taught for twelve years in the business education department of Plainwell high school.

'48 Louis Ruhs is teaching in Comstock . . . Mary Bigelow is the director of religious education of the Missionary District of Nevada . . . John Dyksterhouse teaches industrial arts and mechanical drawing at Plainwell.

Nation's Musicians
Honor Former WMC Student, Wm. Doty

One of the foremost musicians ever to study on the Western Michigan campus, Dr. E. William Doty '27, has been honored by his election in November as president of the National Association of Schools of Music.

He studied here from 1923 to 1926 under H. Glenn Henderson, beginning his work with the pipe organ which was to carry him to Germany and to earn for him an established place in music education circles in this country.

He completed his studies at the University of Michigan and while there was frequently featured as an organist. In 1938 he joined the faculty of the University of Texas, where he is now head of the music department and dean of the school of liberal arts.

On April 11, 1954, Dr. Doty appeared on the campus to present a recital on the Kanley Memorial chapel organ during the Festival of Arts.
and has two children ... Wayne Townsend is assistant football coach and head basketball coach at Fenton ... Bill Koch is coaching basketball at Grass Lake ... WEDDINGS: Dorothy H. Orr and Dean Russell Smith, in October, in Dearborn; Vera Marie Anderson and Frederick J. Laurent, in November, in Cadillac; Mary Mitchell and Bernard Green, in September, in Niles; Sandra Diane Layley and John P. Kellogg, in October, in Portland, Ore.

For more than a year Pfc Allen E. Uhl '53 has been a laboratory technician at the U. S. Army hospital, Fukuoka, Japan. He is shown making a withdrawal from the blood bank.

Marilyn E. Reid and Arthur A. Neiman were married in Saginaw last fall ... Rev. John H. Peatling was ordained into the Episcopal priesthood December 3 ... In September, Bonnie Logan and Morris Edward Anderson were married in Harbert ... Joanne Ruth Vance became the bride of Max L. Green in October in Olivet ... Teaching home economics at Plainwell is Freda Olshewsky.

Russell Patterson is teaching in the Jackson High school. He is married

Roy Cleo Caldwell has been offered a Fulbright Fellowship to some foreign university. He is now teaching mathematics and geometry and coaching the track team at Jefferson Junior High School in Pontiac ... Dr. John Friedmann has received an appointment as professor of regional administration in Belen, Para, Brazil. He will be assisting the Brazilian government in an attempt to design an economic development for the rich Amazon jungle district ... W. Bruce Thomas has been promoted to tax supervisor for the Orinoco Mining Co. He is located at Puerto Ordaz, Venezuela ... George Edwin Carrigan is teaching speech and social problems at the Nashville High School and is also head basketball coach, assistant football coach and track coach ... Lt. Bruce A. Jackson is a navigator of a KC-97 tanker plane with the 509th Air Refueling Squadron ... Kathryn Stanford is the librarian at the Ludington High School. She and her wife have two children ... Studying at the Garrett Biblical Institute in Evanston, Ill. for a divinity degree is Charles Garrod. His wife is the former Marcile Bowen ... Dean VanVelsen is teaching vocal music in Belding ... Nancy Brannan is head librarian at Wayne County's branch library in Inkster ... WEDDINGS: Marsha Sue Frank and Joseph E. Curry Jr., in September, in Kalamazoo; Dee Brondyke and Waren C. Radike, in September, in Kalamazoo; Lorraine Schadler and John R. Armitage, in October, in Niles; Lorraine Seiple and Pfc Fred C. Traver, Jr., in December. ENGAGEMENT: Martha Jane Runkel to Alfred D. Duhuisson, Jr.

Roger Hummel has enrolled in the school of architecture at the University of Michigan ... Soil conservationist for the Ludington area is Clare R. Harnden ... Peter R. Ellis is teaching U. S. history and physical education at Clio. He is also head basketball coach, assistant football and baseball coach ... Evelyn Armstrong is the new librarian at the Three Rivers Public Library. Ivan Robinson has been made acting principal of the Spalter Elementary school in Hart ... Melvin D. Goebel is teaching communications and English in Clio ... At Edwardsburg, Tom Kennedy is an assistant coach ... Pfc Mickey T. Lockner is a member of the Seventh Army Symphony Orchestra which opened its 1955 winter concert season in Stuttgart, Germany, last October. He is a clarinetist ... William C. Slack has announced the formation of the accounting firm of William C. Slack, CPA. His offices are in the Graham Building in Kalamazoo ... WEDDINGS: Elizabeth J. Schantz and Kenneth L. Johnson, in November, in Dearborn; Claudia Zabbia and Dale Crawford, in October,
in Watervliet; Marcelle Gillespie and Robert C. Smith, in September, in Hastings; Delores Mae Leach and David B. Miller, in November, in Sturgis; Patricia Fausnaugh and John A. Schafer, in December; Lorraine Ruth Bolks and Harvey Reimink, in November. ENGAGEMENT: Rita Beaudoin to Pierre D. Poux.

William J. Yankee has been appointed friend of the court for Kalamazoo County. Edward Dickerson's abstract oil painting entitled, "The City," won the Gimbel Brothers of Milwaukee award of $100 in the Wisconsin Salon of Art last fall. The company also purchased his painting. Pvt. Bertch A. Merriman arrived at Dugway Proving Ground in Utah last October. Gretchen Guck is the new speech correction teacher at Three Rivers. The Rev. Jean Crabtree was appointed in September to be pastor of the Stanwood and Higbee Methodist churches. Glenn H. Gould is in the 5th Army Band at Ft. Sheridan, Ill. Nita Clarkson is teaching in Otsego. Roger Knapp owns and operates a new firm in Bailey Park called Knapp's Kustom Kitchens. It specializes in complete kitchen modernizatons.

Fred DeGraves is on the faculty of Shelby High School. He and his wife are the parents of two children. Marine Second Lt. John A. Jennings has qualified as a carrier pilot after six landings aboard the light aircraft carrier USS Saipan. Dale H. Balke is now stationed at Nurnberg, Germany. Pvt. Ed Weisbong is a member of the 12th Marines at Camp McNair, Japan. He was pictured in the Pacific Edition of the Navy Times.

WEDDINGS: Clara L. Smith and Thomas F. English, in October, in Jackson; Beverly D. Field and James C. Davison, in October, in Ravenna; Jessica E. Smith and Robert M. LeGallely, in November, in Muskegon; Mary Jo Graliker and Clayton M. Cline, in October, in Decatur, Ind.; Mary Elizabeth Snyder and Edward J. Casey Jr., in December, in Battle Creek. ENGAGEMENT: Barbara Ann Klahn to Richard M. Graeff.

S. Richard Hall is the new associate Calhoun county welfare agent in the probate juvenile division in Marshall. George Lee Bourassa was named an assistant instructor in the psychology department at Bowling Green University in September. Donald Spohn is teaching in the George Washington High School in Agana, Guam. E. D. Gavney, Jr. is now a sales trainee for the Jessop Steel Co. He expects to make his home for the next three years at 603 North Main St., Washington, Pa., where the firm is headquartered. Larry R. Christman is a salesman for the Pearson Real-Estate Company in Royal Oak. Governor Williams has appointed Geraldine Wunsch the new county welfare agent for Calhoun County. Second Lt. William C. Nixon has been graduated from the officer basic course at the Quartermaster School in Fort Lee, Va. Pts. Daniel T. Hamilton and Edwin W. Kelley are receiving basic training at Fort Knox, Ky., as members of the 3rd Armored Division.

WEDDINGS: Marilyn Jean Morren and John H. Forsten, in November, in Kalamazoo; Lillian Jean Wolownik and Lt. Richard C. Miller, in November, in Paw Paw; Mary Lynn Glidden and John S. Messner, in October, in Traverse City; Doris Lee Kohn and Wayne C. Mann, in December; Judith Anne Lovett and Kenneth C. Griffith, October, in Decatur; Dione Dea DeMink and John E. Daley, in November, in Portage; Mary Jean Overhuel and Charles Tait Jr., in November, in South Haven; Elizabeth H. Egnatuk and Patrick C. Flynn, in October, in Albion; Saralynne Jones and Horace B. Loomis III, in December; Barbara Lee Sutton and David L. Nolan, in January. ENGAGEMENTS: Marilyn Lou Bomers to Lt. James G. Armstrong; Ruth Eleanor Veele to Ralph Kauffman; Lois L. Klenk to Roger A. Allen; Jean Louise Randall to Henry J. Brown; Thelma Arlene Putnam to Robert W. Graham; Joyce Ann Brenner to Jack L. Sherman.

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- Coordinated Program in Home Economics

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- Driver Training and Safety Education
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For Detailed Bulletin Write to Dr. George E. Kohrman, Director of the 1956 Summer School, Western Michigan College, Kalamazoo.