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EDITORIAL COMMENTS

This is the first issue of a new publishing venture on the part of Western Michigan College. In a sense, however, it is not a new publication; it is really a merger of two journals that have very effectively served for a number of years the publicity needs of the college in two different areas. We believe that by combining the two into one, we can reach a wider reading public with a much more attractive and useful publication than either one could be made by continuing separately. The best features of both the EDUCATIONAL NEWS BULLETIN and the ALUMNI MAGAZINE are being incorporated here, and additional features hitherto impossible are being added. We hope our readers will be pleased with the new magazine. The editors will welcome criticisms and suggestions for improvement, and will make every effort to produce each quarter a magazine worthy of the institution it represents.

The NEWS MAGAZINE will attempt to portray the life and activities of our college, and of its students, faculty, and alumni. It will record the more significant happenings, not only as information for those who are interested in knowing about them as they occur, but particularly as a permanent record of the important events in the growth and development of the institution. We particularly desire to reveal the spirit of Western. This is not easy to do, for it is less tangible than events. But such a spirit does exist, as any will testify who have lived and worked on our campus; even short-time visitors have been aware of it and commented upon it. We hope the pages of our magazine will reflect to some degree at least this Western spirit.

It will be impossible for us to publish news unless we get it. The editors need the help of the faculty and the alumni. Keep us fully informed as to what is happening on and off the campus. We particularly urge all our alumni to send us news notes concerning themselves and other alumni. The personal items in the last pages of this issue indicate the type of news we want to publish each quarter, but all kinds of news will be received gladly. Subscribe to your magazine and urge other alumni to do so too. Remember, a contribution of one dollar or more to the Alumni Loyalty Fund covers a year’s subscription to the magazine.

Be sure to read the article by President Sangren on “Western and the War,” and also the detailed report of the proceedings of the recent Faculty Conference on Wartime Problems. Western Michigan College is determined to make its maximum contribution to the winning of the war and the peace.

WESTERN MICHIGAN COLLEGE NEWS MAGAZINE
Western Michigan College of Education, Kalamazoo, Michigan

A merger of the EDUCATIONAL NEWS BULLETIN, founded in 1930, and the ALUMNI MAGAZINE, founded in 1938.

The NEWS MAGAZINE is designed to keep Western Michigan College alumni, faculty, students, and other interested school people informed concerning the policies, practices, and activities of Western Michigan College, and the activities of its alumni.

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Send subscriptions and notification of change of address to Carl R. Cooper, Alumni Secretary.

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Western Michigan College recognizes that we cannot do "business as usual." It is our purpose and the purpose of every member of the faculty and student enrolled in the institution to help win this war. Looking at the present emergency both from immediate and long-time points of view, we are rapidly readjusting our programs to the end that the college will make a maximum contribution to the all-out effort for victory and a peace that will justify every sacrifice made.

**War Council**

In December, 1940, at a meeting of the faculty, the place of this institution in connection with the emergency confronting the country was discussed. A committee on Defense was appointed to consider and place before the faculty and students, from time to time, all those problems and suggested solutions of problems which might arise out of the present conflict. Since that time, the committee's name has been changed to the War Council and it has given consideration to the numerous problems of modification of curriculum, introduction of new courses, acceleration, expanded sessions, introduction of reserve training programs, etc. This committee has had frequent meetings and has made every effort to keep up-to-date on the possible readjustments that might take place in this college in order that we may lend our maximum effort to the purpose in mind.

**Acceleration**

One of the first decisions of the War Council was that we should attempt to accelerate the training of students with the thought in mind of making it possible for a greater number of young men to complete their formal education before entering military service, taking up some of the slack in the shortage of teachers in the State of Michigan, and also to train more rapidly some of the technical persons required in the professions such as medicine, dentistry, and engineering. This acceleration took the direction of making it possible for students to complete four years of work in three years by carrying a somewhat heavier load and attending an extended summer session. Many of our young people have taken advantage of this plan. During the past summer, several times the usual number of regular students were enrolled at Western Michigan College. Many of our regular June, 1943, graduates will finish in February, 1943, and will be prepared to take positions or go into military service.

**Enlisted Reserve Programs**

Western Michigan College has been approved for the reserve training of young men in the Army, Navy, and Marines. These programs make it possible for competent young men, who will eventually become leaders and officers in the various military branches, to complete all or a major part of their work for degrees before being called into active military service. At the present time several hundred of our young men enrolled are in these reserve programs. Following is a general outline of the military reserve programs now in operation on the campus:

**Army Enlisted Reserve Corps.** The War Department has outlined an enlisted reserve program which provides for the enlistment until further notice of specified quotas of first-, second-, third-, and fourth-year men who, after enlistment, may continue in college at their own expense. Freshmen and sophomores will be required to take a qualifying examination toward the end of their second year. Passing this examination with a satisfactory mark will permit the student to continue his college course in an inactive reserve status. Failing the examination, the student will be ordered to active duty at the end of the term then in session, provided he has no acceptable reason for deferment.

Students who withdraw from the college for any reason except to transfer to another participating institution will be taken into active service.

**Army Air Force Enlisted Reserve.** Students eighteen to twenty-six years of age inclusive and who have the physical and educational qualifications may enlist in the AFERC and continue their college work. The same conditions as to qualifying examinations and withdrawal from the college apply here as in the ERC above.

Enlistees here must meet the standards for pilot, navigator, and bombardier. Later the student may
be permitted to transfer to the ground crew when the necessary educational requirements have been met.

Naval Reserve Class V-1 Accredited College Program. Freshmen and sophomores between the ages of seventeen and twenty-six who can meet the educational and physical requirements may enlist as apprentice seamen, Class V-1, and continue in college in an inactive status. The student must be pursuing a course leading to a degree of Bachelor of Arts or Bachelor of Science. Applicants must agree to complete a year of mathematics and a year of physics. In addition a course in trigonometry must have been taken either in high school or in college.

Toward the end of their second year, students in Class V-1 are given a qualifying examination. If this is passed successfully, they may then elect Class V-5, Aviation Cadet, or Class V-7, Deck or Engineering Officer. If Class V-5 is chosen, the student enters active duty at the end of the second year. If Class V-7 is chosen, the student is permitted to continue in college until graduation two years later.

Naval Reserve Class V-7. Junior and senior students between the ages of eighteen and twenty-eight who can meet the Navy requirements may enroll as apprentice seamen, Class V-7, in an inactive reserve status and continue their college work until graduation. The same requirements as to mathematics and physics apply here as in V-1 above.

Marine Corps Reserve. Students may enlist in the Marine Corps Reserve and continue their college work in inactive status, provided they will be able to graduate with a degree and complete their officer candidate training before their twenty-seventh birthday. They are not required to take special courses. As in all the other programs described above, a student who withdraws from college is taken into active service immediately.

Physical Fitness

In keeping with the general program of preparing our young men physically for participation in the war effort, the entire physical education program has become more vigorous and toughening. All of the regularly required work in physical education has been extended to include types of training which will develop our young men physically so that they will be better fit to participate both as followers and leaders in military activity. In addition to that, for all those young men who are on the reserve programs, we have inaugurated a special hardening program in physical education which will provide them daily training and exercise designed to make them ready for active participation in military service.

Aviation Training

Early in 1940, Western Michigan College inaugurated a program of training aviation mechanics under the direction of Mr. E. C. Weaver. Since that time, we have constructed a building called the Mechanical Trades Building, and fully equipped it for the purpose of training young men for skilled work in the field of aviation mechanics. Many of these men have already been trained in this area and have been sent out to do effective work in the leading aviation industries of the United States.

Early in 1940 also we inaugurated the first programs for the training of pilots. Since the inauguration of that program better than 300 students have had training as fliers and approximately 200 of them are in military service flying for the United States Army, Navy, or Marines. At the present time there are enrolled twenty young men who are in the Army, twenty young men who are in the Navy, and ten young men who are regular students of the college to become pilots to add to that growing list of our former students who are to pilot the planes to help bring victory to the United Nations. During the present year alone we shall probably train 150 or more pilots for the United States Army and Navy.

War Training for Industries

Beginning in 1940, we inaugurated at Western Michigan College, and have expanded since that time, a program for the training of skilled mechanics for absorption in the important war production industries of the United States. This program has involved the use of our equipment and instructors night and day, twenty-four hours a day. We have through this medium trained some 3,000 men for war work. These men have gone out as skilled mechanics, inspectors, and foremen in the various industries. We are now engaged in expanding the program to include the training of women who wish to take the places of those men who are called into military service.

Teacher Shortage

In order to help overcome the present teacher shortage due to the war emergency in this country, we have inaugurated in summer session refresher courses for people who have come back into the teaching field, have speeded up the preparation of our regularly enrolled students, and are offering numerous opportunities in the field for study in all parts of Southwestern Michigan. It is our intention that we should do everything possible to help fill the teaching vacancies now existing in the public schools of Michigan without turning into those positions people who are poorly prepared and people who will tend to deteriorate the general quality of the teaching profession.

Faculty Study

While we have for the duration of the war discontinued leaves of absence for members of the faculty to study, we have attempted to keep the faculty up-to-date on the problems of the college, and of our college in particular, as they rise out of the present war. In faculty meetings frequent discussions take place relative to the necessary adjustments of the college to our present situation. This fall, an all-day conference of all members of the faculty was called dealing with the general theme, "This War and the College." At this time we discussed the implications of the war, post-war planning, new governmental controls and regulations, personnel shortages.
Faculty Conference on Wartime Problems

Preliminary to the opening of the fall semester, an all-day conference was held by the faculty of Western Michigan College, Friday, September 28. This war and its relationship to higher education in general, and Western Michigan College in particular, furnished the basis for the day’s program.

At the morning session, which was held in the Theatre, addresses were given on four different phases of the subject. Following luncheon in the cafeteria in Walwood Hall Union building, the faculty divided into six groups, each of which discussed the implications of the morning addresses, as they were applicable to Western Michigan College. A summary of these discussions was presented at the dinner meeting, with which the day’s program was concluded.

Speakers at the morning session were Dr. George Carrothers, director of the Bureau of Cooperation with Educational Institutions, University of Michigan, who spoke on “Recent Educational Trends Resulting From the Present War Emergency;” Dr. John W. Dunning, former pastor of the First Presbyterian church of this city, and for the last four years, president of Alma College, who spoke on “The Religious and Spiritual Implications of the War;” Dr. Clarence Shettler, Office of Price Administration, Washington, D.C., who spoke on “Some Problems in Economics Facing This Country;” and Dr. Nancy E. Scott, professor of History at Western Michigan College, who spoke on “Problems of Post-War World Organization.”

Discussing recent educational trends resulting from the war, Dr. Carrothers presented a list of questions, dealing with the relationship and functions of the college in the war effort. He pointed out that “new problems arise daily as institutions of higher education attempt to adjust their activities so that they may aid most effectively in the total war effort, and at the same time provide the best educational experiences for youth not yet called to the armed services.”

In discussing some of the questions which he said are being raised at this time, Dr. Carrothers expressed the opinion that: (1) as many high school seniors as possible should be enrolled in teacher education now, in order to fill the increasingly depleted ranks of the teaching profession; (2) that no effort be made to take women from war work to prepare them for teaching; (3) that colleges should readjust requirements to make it possible for a larger number of students to go into teaching; (4) that colleges should lend their influence to secure more attractive salaries for teachers in the elementary and secondary schools; (5) that placement bureaus should do all they can to prevent superintendents of larger school systems from “enticing” teachers away from smaller schools; (6) that colleges should encourage students to continue their educational work until drafted into service; (7) that colleges should not allow their institutions to become “victimized” by draft dodgers; (8) that if American born Japanese students evacuated from Pacific coast colleges are willing to be loyal to the United States there is no good reason why, under certain conditions, they should not be admitted to college through there is no necessity for wasting too much sympathy upon them because their programs have been disrupted; (9) that colleges should offer all possible assistance in pre-induction training; (10) that credit should be given for pre-flight training taken in secondary schools; (11) that while no over-all changes need be made in college entrance requirements, admission officers should use common sense and have the backing of the faculty; (12) that the war may cause the closing of the doors of some private colleges; (13) that college students should not be deferred from selective service; (14) that every course well taught and successfully taken by a student in any college should be accepted by any other college to which the student transfers, subject to evaluation.

“We are living in an age of barbarism. We are aliens to the ideal state, foreigners to the kingdom of Heaven for which we so thoughtlessly pray, and so nonchalantly work,” said Dr. Dunning in discussing the religious and spiritual implications of the war.

“The revival of paganism is as global as the war which it produced,” he continued. “The dictators are by-products of the civilization of which we are a part. They are exaggerated examples of all of us.”

Education, declared the speaker, is essential as a remedy for the situation. “Our world is not aged and sick; it is young and in need of education. Our business is to educate out of a pagan world which makes war possible, into a civilization in which this cannot happen again,” he said.

“Much as there must be emphasis on manual and technical preparation, there must also be emphasis on spiritual and ethical backgrounds. Material organization is not a substitute for a spiritual order. Mind has out-distanced the spirit, and as a result we have improved means directed toward unimproved ends. The great function of education is to keep God’s model safe. A nation best achieves the perfect state when it becomes the sanctuary of ideals.

“We need more religion which is a philosophy of life, and which embraces a deep-seated conviction of the worth of the individual personality; a philosophy which promotes the practice of altruistic good will as the motive for human relations; and a philosophy which looks out beyond the present, and leads us
to believe that we are as a segment of the ages, and that the future of the world depends upon the kind of people we are,” he said.

In introducing his discussion of the economic problems which this country faces, Dr. Shettler emphasized the importance of civilian morale, which, he said, includes the ability to receive bad news from the front, and the ability to make sacrifices until the war is won. By maintaining high civilian morale, people at home may do as much to aid the war effort as can the armed forces, he said.

He outlined the needs of our armed forces, and of our allies, which will decrease the volume of production for civilian consumption. Added to this, he said, is the decrease in the amount of raw materials. The increased purchasing power of civilians, coupled with the speculative tendency of both producers and purchasers makes rationing a necessary supplement to price ceilings, he said. He stressed the importance of seeing to it that ceiling prices are posted, and advised buying by weight instead of by price.

The speaker listed many activities through which the college might use its various facilities for helping the community to better understand the economic problems produced by the war, and to increase participation of the community in a cooperative effort to meet these problems.

Among his suggestions were the following: (1) every college should have a war board; (2) discussion of economic problems by all college groups, administrative officers, students, faculty membership, part-time students, and adult education groups; (3) lecture series on inferences of war activities; (4) forum for high school representatives of the area including students; (5) retail clinics for merchantmen; (6) institutes in family and child care; (7) war information center which would furnish service to schools, loan information packets to clubs, give advice to speakers, furnish bibliographies, assist in furnishing material for radio programs, provide visual aids, provide classified files of pamphlets, clippings, and a consumers’ book shelf; (8) exhibits and demonstrations on “doing without”; (9) cooking demonstrations; (10) cafeteria demonstrations and checking of diets; (11) budgetary charts; (12) correlation of economic problems with the various college courses wherever possible, such as the study of the history of previous inflations, literary criticism in wartime, good civilian concept of sound mathematics, problems of civilian life, demonstration classes, and many others.

Dr. Scott, in discussing world organization after the war, emphasized at the outset the immediate importance of first winning the war. However, she declared that “peace plans would aid in maintaining morale, and through improving morale would help in the conduct of the war.”

“Our idea of peace plans is an index of our comprehension of the scope of the war. In peace plans which unite the Allies we have the spirit which will win the war,” she said. “An entangling element is the fact that the industrial revolution has reached a stage in which it has produced an integrated economic world. The American people are not aware of this economic revolution, but it is here. We must have a vision of the scope of this great revolution.”

An integrated world is a necessity, the speaker said. There are but two ways in which this war may end, she said, the one the Hitler-Japanese way, and the other a cooperative world state with equality for all. If one would really know what would be the horrors of a totalitarian world dominated by a master mind, she recommended reading five serious books, not simply reviews of them, written by people who have lived in these countries.

In the Atlantic Charter, a copy of which, she said, should be in the possession of every child, she found the basis for a cooperative world state. The only difficulty, she said, is in “the gap between the ideals expressed in the charter and its practical application.”

In such cooperation as was shown at the Rio conference, she said, the conduct of the war is shaping plans for peace. She advocated a war council in which each of the allied nations would be represented, which, she said, would result in unity of command, rather than mere conversations.

“Peace treaties at the end of this war cannot simply prescribe new frontiers, or pronounce punishments. They must represent new ways of life. Peace must be found in a plan whereby there is cooperation of nations with government help, not government ownership. It must provide against a greater post-war world depression. Through international cooperation it is possible to prevent wide-spread unemployment by raising standards of living throughout the world.

“The machinery for this is already available. It is the duty of educated groups to make effective use of the machinery at hand. We in the United States should remain true to the spirit of our creation. We stand at the threshold of our maturity and we are now in a position to take a leading, not a dominating part, in this world cooperation. Ours is the obligation to supply the knowledge necessary to make an integrated world, and to carry the torch of the liberty of man,” she concluded.

Dr. Paul V. Sangren, president of the college, presided at the morning session. Speakers were introduced by Dr. Floyd Moore, chairman of the conference committee.

Following luncheon in the cafeteria, Miss Edith Eicher made announcement of the Teachers Lyceum course, and Dr. James O. Knauss spoke briefly of the report on the Teacher Education Study. Dr. George H. Hilliard presided.

Six conferences were held during the afternoon at which the implications of the addresses of the morning were discussed with reference to their application to Western Michigan College. Chairmen were: Hugh Ackley, John Fox, Miss Eunice Kraft, Dr. Gerald Osborn, D.C. Shilling and Dr. Elmer Wilds. Sec-
secretaries were Dr. Gifford Blyton, Miss Anna Evans, Frank Householder, Miss Esther Dean Nyland, Miss Carrie Stoeri, and Miss Pearl Zanes.

A summary of these discussions was presented by Dr. Russell Seibert at the semi-formal dinner in the cafeteria dining room which was attended by faculty members, and their wives and husbands. In a clear, concise manner he presented a summary of the opinions expressed by all the groups on each of the topics of the morning’s program.

Relative to standards, he said there was a feeling that individual colleges should maintain their regular standards for teacher-preparation requirements, but that the state might make provisions for temporary certification of persons who might not be recommended by the college as a measure to meet the existing emergency. It was suggested that colleges might attempt to find among their alumni those who had previously had successful teaching experience, and urge them to re-enter the field as a patriotic duty. It was also suggested that refresher courses for teachers be carried into the field, he said. More health education was recommended, and also greater emphasis on intramural athletics with less on intercollegiate competition. Corrective and toughening training was also recommended.

Insistence that students work to the limit of their capacity as a matter of discipline was urged by some, Seibert said. Concerning education related to problems of the present war, it was the opinion in some of the groups that more could be done to inform Southwestern Michigan communities as well as the students of the college. A series of articles written by faculty members to be published in the local newspaper was suggested. Presentation of such information before adult education groups, and more participation on the part of the faculty in community war activity, were mentioned. It was also felt that there should be an effort to make students more aware of existing conditions and problems.

Forums and discussions on nutrition, consumer, and other problems, more assembly programs dealing with war problems, and unit courses taught on a cooperative basis, were suggested. It was also felt that the course on Causes of the War might be opened to the public free of charge, he said.

In discussing the implications for this college of Dr. Dunning's address, Dr. Seibert said there was expressed a strong opinion that members of the faculty might be more public in letting students know that they feel religion is an important part in an individual's life. Among the suggestions made, he said, were a course in ethics, a weekly chapel period in the Theatre, development of a greater spirit of brotherhood among the men of the college, and an effort to develop greater morale among the women of the school through encouragement of war work on the campus.

Following Dr. Seibert's summary, the address of the evening was given by William D. Saltiel, special assistant to the Attorney General of the United States, who spoke on “The War and the College.”

“The United States was blind to the challenge of German philosophy and ideology, the pattern for which might have been seen many years prior to the opening of the war, had Americans been alert,” he said. “Because of this blindness, when the Japs attacked Pearl Harbor we were not conditioned,” he added.

The speaker said at that time 200,000 manufacturing plants in this country, 56 per cent of which were capable of producing 75 per cent of materials needed for the war, were caught without tools, patents, and materials needed, and “we stood naked against a barbarous enemy.”

Had America listened to Thomas Mann and many others who had tried to enlighten us concerning the German peril, this might not have happened, he said. The educational propaganda, and the youth movements, not only in Germany but in Russia have fired the young people of these countries with the idea that they are fighting for the right. “That is why the battle of Stalingrad is the greatest epic of all time,” he said.

“We have no right to blind ourselves to the courage of our allies,” he declared. “We face a war on two fronts: the war which our soldiers are fighting on foreign soil, and the one we on the home front are fighting to maintain morale and destroy subversive influences. One of the most vital duties of the schools is to keep before the youth the ever-increasing implications of a constantly changing world. When this war is over we will have a big job for those you are training, to build the kind of social order which will prevent future wars.

“We must fight not only against the enemy, but for our way of life, and the ideals of the founding fathers, which recognized the dignity of the individual. If we profit by past mistakes in government and education, and accelerate our action, we may hasten the end of this war. Our nation, the baby republic of the world, has proved the virtues of democracy. It is worth saving,” he concluded.

President Sangren presided at the dinner, and introduced the new members of the faculty. Miss Jane Marburger sang two vocal numbers. Group singing was led by Harper C. Maybee. Blanche Draper
Summer Workshops Achieve Fine Results

The Guidance Workshop

The Guidance Workshop, which was organized during the 1942 Summer Session on the campus of Western Michigan College, proved to be a unique educational experience for the twenty-six participants who were enrolled.

The Workshop, which was directed by Dr. Arthur J. Manske, of Peekskill, New York, was co-sponsored by Western Michigan College and the University of Michigan with the assistance of Mr. Carl M. Horn, of the State Department of Vocational Education. The purpose of the workshop was to afford an opportunity for graduate students to select and work on their own particular problems. Each participant identified his problem, planned his approach and procedures for working on it, and continued his study and research without the usual interruptions of class requirements and assignments.

Many types of schools and positions were represented in the workshop. These ranged from rural schools to colleges and included elementary and secondary as well as college teachers. The problems that were studied during the six-weeks' period which the workshop was in session included many phases of guidance.

A group of ten teachers from one school system worked cooperatively on the problem of personality growth and the development of vocational maturity. The group included the following:

- One special education teacher
- Three elementary teachers
- Three junior high school teachers
- Three senior high school teachers

A most interesting experiment in cooperative group action was carried on by this group of teachers as each member worked on his own problem as it was related to the "total growth pattern" of the child. Many formal and informal meetings were held during which the problem was studied and group thinking was developed. At the final meeting of the workshop, this group of teachers presented a panel, stating their problem, the development of their study on it, and finally made specific recommendations for immediate action on it. The administrative and supervisory officers of their school system were guests at this meeting and heard the results of their study.

The workshop program was definitely planned to meet the interests and needs of the participants. Inherent in the philosophy of the workshop is the democratic

The Refresher Workshops

During the past summer Western Michigan College of Education offered refresher workshops at three-weeks intervals for those returning to teaching in the rural and elementary schools of the state. The first two workshops were attended by small groups, but the one running from August 3 to August 21 had over 30 applicants for admission. Twenty-six of the applicants were admitted to the workshop, the rest being guided into other courses in order to meet other needs considered more vital to their training. The twenty-six admitted to the workshop represented eleven counties. They ranged in experience all the way from no teaching in two cases, to twenty or more years. All except two were married and most of them had been out of the teaching field for from fourteen to twenty-six years. A number of these women had sons or sons-in-law in various branches of the armed service. One woman had quit a job in a defense plant in order to return to teaching for the duration. Her feeling was that teaching needed her services worse than industry needed her.

The workshop was organized on a very informal basis. It was the hope of the staff to make democracy really work by having the group actually determine what the content and procedure of the program would be. The program worked excellently except that instead of being able to have the students work in small groups on specific problems, most of the group were interested in anything that came up in the way of a problem, and general sessions took most of the time.

The enrollment at Western for the weeks from August 3 to August 21 was not as large as for the earlier weeks so that there was an abundance of space. A

(Continued on Page 7, Column 1)
procedure. This was actually experienced through the formation and functioning of the following:

1. Steering committee
2. Social committees
3. General meetings
4. Special interest groups
5. Informal groups
6. Individual conferences
7. Excursions
8. Self-directed study

The function of the steering committee was that of cooperatively planning with the staff the theme of the general meeting, the choice of speakers, the groupings for discussions, the making of the weekly schedule and the appointment of all of the committees.

During the workshop period every member of the group had the opportunity to serve on the steering committee. Thus every participant experienced the technique of "teacher-pupil planning."

General meetings were planned and administered by the steering committee. The normal growth and development of the individual was the theme selected by the committee for the general meetings.

Members of the college staff contributed generously of their time and talents, both as speakers and discussion leaders, in the general meetings and also in individual conferences with many members of the workshop.

The excursions were planned to meet interests and needs of the various members of the group. Kalamazoo affords varied and valuable opportunities for excursions.

Of great significance in the philosophy of the workshop is the socialization of the group. Daily luncheons in the college cafeteria, to which attendance was voluntary, afforded excellent opportunities for the participants to get acquainted. Other activities which contributed to the socialization of the group were picnics, parties, and dinners. A valuable asset to a workshop located on a college campus is the opportunity for the members to share in the social and recreational life of the college.

Too much emphasis cannot be placed on the value of the library facilities extended to the workshop participants by the college. In fact, all the resources of the college were made available to the staff and the participants. Among these were:

1. Psycho-educational laboratory
2. Shop laboratories
3. Home Economics laboratory
4. The facilities of the Union Building
5. The Little Theatre
6. Broadcasting Studio

Weekly evaluations were made by all workshop students. These were valuable to the steering committee in group. The final evaluation indicated an almost unanimous feeling that the experience in the Guidance Workshop had been of great value.

The staff which directed the workshop represented a variety of interests and abilities. It consisted of fifteen consultants and advisers.

Louisa Durham

three-room suite was available for use by the workshop group.

Three members of the education department staff served as a full-time staff for the workshop. Twelve other members of the faculty and three persons from the outside were invited in during the three weeks to contribute to the program. The schedule included most of the forenoons, from one to two or three hours in the afternoons, and one evening dinner meeting per week. Six general areas were set up for discussion during the mornings. These areas included a study of the purposes of elementary education, how children grow and develop, the elementary school program, the teacher's place in the elementary school, the classification and promoting of elementary school children, and the organization of the learning environment. During the first week the afternoon sessions were devoted to studying the things that a teacher would need to survey in planning the program for her school. On Thursday afternoon the members of the group were free to go to their school communities to collect data as a basis for study in planning their respective programs during the remaining two weeks of the workshop. Most of the group reported excellent results from their week-end stay in their communities. The evening sessions were devoted to discussions led by specialists in various areas.

The group was divided into four committees. Each committee rotated its chairmanship and was from time to time responsible for directing the activities of the larger group. There were no classes and everybody worked.

Each committee compiled a log of its activities for the term, and a summarizing committee pulled the most significant ideas from each of these committee logs and compiled them into a report for the entire group. This report was mimeographed so that each member of the workshop group could have a copy for future reference.

The group entered heartily into the other activities of the college. They attended the lectures and entertainment programs provided and in addition had some get-togethers of their own for singing and having a good time in general.

At the end of the term the members of the group were asked to evaluate the program and to rate their own participation in the program. The result of their response was heartily gratifying to the staff. Not a single dissenting note was expressed by any member of the group. All were impressed by the sincere friendliness of the faculty of the institution and their eagerness and willingness to contribute to the program. Some honest criticisms were offered for the improvement of the program, should it be offered again, but these were few since most of the group felt that they had gotten from the program more than they had expected to get in the beginning. The group was unanimous in the feeling that a follow-up program should be offered next summer in which more specific problems could be attacked after a year of teaching.

Otis C. Amis
"W" Comes Next After "V"

The initial which commonly represents the name of our college is so familiar that we simply take it for granted. Perhaps it might be worth more thought than we usually give it, for it has some interesting connections. An obvious approach at present is the letter which comes just before it.

In England, in France and other enemy-occupied countries, in Canada, and finally in our own United States, the growing determination to fight on, at any cost, for ultimate Victory, has given to the twentieth letter of the alphabet a prominence which it never had before. Formerly it was a modestly inconspicuous item trailing along near the end of the list. In the dictionary, the words which v introduces occupy, for instance, only about one-seventh the number of pages devoted to s. The way this previously little-regarded symbol has come into the spotlight of world attention may remind us of the way some hitherto unimportant village suddenly acquires unlimited publicity because a battle is fought there.

Now, while we whole-heartedly accord to "V" the rank of honor which it demands, we can also find reason for treating respectfully its close companion, the twenty-third letter. It is really very appropriate that these two characters should be next to each other in the alphabetical file. No other two letters have more of a family resemblance.

If we had named this twenty-third letter for its appearance, we should surely have called it "double-v," as it is known in French, where its phonetic value is also in keeping with the latter name. In this as in many other matters, the English language is peculiar. Other languages, in general, pronounce the letter "w" like our "v," as is the case in both French and German. Since a long way back, English seems to be practically unique in treating "w" as the half-consonant half-vowel that it naturally is for English-speaking people.

For a long time, in writing and printing, "v" and "u" were commonly used interchangeably. Many old texts show this use of the two letters as equivalents. We see the substitution working both ways, for instance, in this line from an old ballad of Robin Hood:

And if thou haue need of vs, master.
Elsewhere in the same text appear "neuer" for never, "glue" for give, "gane" for gave, "sleeve" for sleeve, "glue for glaine, "grawe" for grave, along with "vntill", "vpon", "ypp", "vnto", while in other places both letters are used as we use them now.

Latin inscriptions on monuments traditionally employed "v" instead of "u", because its angular form fitted more harmoniously with the shapes of most other characters. This practice carried over into English, as appears in Shakespeare's epitaph: TO DIGG THE DVST . . . AND CVRST BE HE.

In fact the same thing can be seen in the inscription on one of the buildings on our own campus, a detail which has occasionally puzzled some of the more naive students: MANVAL ARTS.

It is clear, however, that "w" has customarily been thought of in English as double-u. There was a time when it made little difference whether a person used u or w. Our ancestors saw no objection to writing "owt" for out, "yow" for you, or "Dowglas" for Douglas. To the present day, the distinction remains none too clear. Flowl and flower, for example, are merely variant spellings of the same original word, and their relationship still appears in flourish, which literally means "to flower".

The nature of this letter "w", standing for what it does in our language, makes its very name, for better or for worse, a kind of registering instrument which marks the quality of a person's speech.

Good pronunciation is of course a very complicated affair involving many details and fine shades of discrimination. Yet it is, in important ways, more simple than most people seem to imagine. It is not a matter of scurrying to find out and adopt the "correct" sound of this or that word which suddenly comes into general notice. Nor does it mean the "fancy" mouthing of some expression in imitation of a popular movie-actor or other personage temporarily in the limelight. What really counts is the way a person habitually treats all the words that he has occasion to utter, day in and day out. This is at bottom very largely a question of how one treats the syllables of which a word or phrase is made up.

By comparison with other languages, English is very peculiar in the emphasis given to accented syllables, and the corresponding neglect of syllables which are not accented. This is a linguistic phenomenon which we could not change if we would. It does make our speech peculiarly vulnerable, however, to all tendencies toward lazy and slipshod pronunciation. Even for a trained ear, it makes English probably the hardest language to understand as it is spoken. It is the basic reason, for instance, why opera sung in English, or songs as sung by American singers, are so frequently meaningless if the hearer does not already know the words.

Now a fundamental thing which in the long run goes far toward determining the difference between good and bad pronunciation is the distinctness with which one pronounces the unaccented syllables. To mark the extreme limit of negligence in this respect, no more glaring example could be found than an expression which of late years has become exasperatingly common: the crude and ugly distortion of going to into "gonnah". Nothing goes deeper into the quality of spoken English than the question whether unaccented syllables, while of course they remain unaccented, are nevertheless distinctly pronounced.

Another curious characteristic of
English comes into operation in the name of the letter "w." This is the double test of what ordinarily constitutes a compound word. On the side of meaning, a compound does not mean simply what the combination of its elements might logically indicate; "double-u" is something different from a mere "doubling" of u. In the second place, as soon as a compound is really felt to be such, the accent naturally shifts to its first element.

As English is regularly spoken, the stress falls not upon an adjective but the noun which follows. Thus, when we refer to the doubling of a letter in spelling a word, we say "double s," "double t," or "double n." So the pronunciation of "double-u" marks it as a true compound, not thought of at all as a repetition of the letter u. Yet the second part of the name has every right to be actually pronounced, instead of degenerating into a mere lazy grunt.

The name of "w" involves yet another point worthy of notice. While we might argue in favor of a sort of democracy in the alphabet, and maintain that each letter has as good a right as any other to be well pronounced, the fact remains that certain letters are commonly neglected more than others. Naturally they are the letters whose proper sound calls for a little more precision, a little more accurate effort, than a person of hit-or-miss habits is willing to give. That is no doubt why the letter u comes in for more than its share of negligent treatment. In the worst spoken English, whatever other kinds of barbarism may or may not be present, poor enunciation of u will always be noticeable. Of course this takes place especially in unaccented syllables. Nothing is more characteristic of crudity in speech than "figger" for figure, "regn" for regular, "ac-rut" for accurate, "perndich" for perpendicular, or "pacl" for particular. In all such distortions the failure to pronounce an unaccented u is a fundamental cause.

This subject has far-reaching ramifications, and leads into many details which we have no time to discuss here. What has already been suggested may suffice, however, to demonstrate that the letter w has more significance than a casual observer might suppose. The way the name of "w" is pronounced may be taken to indicate with fair accuracy how a speaker pronounces his English. The way he handles this detail can be pretty well relied upon to show how he will do elsewhere throughout the language.

It would be contrary to the principles of spoken English to pronounce the name of w as "double-you," but it can certainly be distinctly pronounced "double-you." Radio-announcers, whose stations use the letter as a symbol, seem to name it correctly without any undue strain. Surely there is no excuse for the atrocious "dub-yuh" into which it has been known to degenerate in college cheering. If we have no more pride about w than to allow it to be publicly and loudly yelled as "dub-yuh," we are not merely exposing ourselves to ridicule but actually asking for it. As has already been hinted, our college initial might well be the starting-point for speech-exercises of educational value. Why not make the most of it?

Perhaps some "practical-minded" people may feel that mere details of pronunciation scarcely deserve attention in such a time of crisis as the present. But let us not forget that patriotism has its positive side as well as its negative. It has to envisage not only the destroying of implacable enemies, but the cherishing and reinforcement of all the values in our own civilization. How can we expect other peoples to believe that there is much refinement in our way of life, if we show no decent respect for even the most obvious niceties in our own language? Though a small enough item, to be sure, even the way we say "w" does imply something of an attitude toward American institutions, and particularly our "institution" of Western.

Finally, if the foregoing considerations do have the effect of making anyone more "w-conscious," it might be pointed out that in the present emergency this letter is not of merely local significance. Maybe the coincidence is only an accident, but at least it is interesting, for it brings us back to our beginning. Just as "w" and "w" are closely related in the alphabet, so Factory is just another term for Winning the War. Besides, our cherished name of "Western" is, in a more general sense, almost a synonym for modern civilization. Less now than ever ought we be indifferent toward the handling of this outstanding symbol, if.

Louis Foley

1942 Homecoming

Saturday, October 24, was the occasion of the annual Homecoming on Western Michigan College campus. As usual the festivities started on Friday evening and continued until midnight Saturday.

While the student body staged its usual Homecoming parade Friday evening there were no floats, and the parade was confined to the campus. Flares and gay shoo-shoo wands added their touch of gaiety, and the parade ended at the men's gymnasium where campus organizations presented stunts in a "circus" program.

Then followed the traditional bonfire on the athletic field, with songs and pep talks, after which a "pep-rally" dance was staged in the Walwood Hall ballroom.

War bonds and war stamps were given as prizes for the best "circus" stunts, and the proceeds from the "pep-rally" dance were contributed to the Community War Chest.

Throughout the day Saturday, the various campus organizations held coffees, teas, open house, luncheons, and dinners for the entertainment of their returning alumni. In the afternoon Western met Butler University on the gridiron in the annual Homecoming game. The festivities were concluded with the dance given in the evening in the men's gymnasium under the sponsorship of the Men's Union, which was attended by both students and alumni.
Sidelights on Western’s History

Edited by James O. Knauss

[It is planned to make Sidelights a regular feature of this magazine. The articles will give anecdotes connected with Western’s history. It is hoped that they will be presented in a new, informal manner. Such a feature will serve two purposes: to preserve the atmosphere of bygone days at the institution thus helping to enable the historian to include in his formal history that elusive but vital element; and to give pleasure and even amusement to the readers. Suitable anecdotes and suggestions for topics are solicited from the subscribers.

The subject selected for this issue is the first president, Dwight B. Waldo. To many of us he is a mere name; by more he is remembered as an old man. The following anecdotes, it is hoped, will show him in his younger years when he was noted for his buoyancy, his ability to see things in their proper perspective, and his quickness in solving problems that faced him as head of Western.

Dr. Ernest Burnham, who was the first teacher selected by Mr. Waldo after he was chosen principal of Western State Normal School in 1904 and who was head of the department of rural education from 1904 to the time of his retirement in 1940, wrote the following personal reminiscences. The anecdotes were written by Dr. Burnham in the belief that the editor would put them into his own words. However, Dr. Burnham’s notes so clearly show the man Waldo and are so infused with the true “Ernician” spirit that they are published here in the conviction that any changes would mean a marked decrease in their excellence.]

In April 1904, D. B. Waldo invited a nearby county school commissioner to meet him in Kalamazoo. The county school commissioner objected that this was Saturday, his office day, but D. B. in a hypnotic voice said, “Get right over here, you can start back at once.” Met at the Michigan Central Railroad station, this county school commissioner was taken to the old Burdick Hotel and for ten minutes was told in that same hypnotic voice about the kingdoms of the world of education with especial reference to a glowing future for the dear children of the farms, hamlets, and villages. The next move was to the northwest corner of some twenty acres of a most God-forsaken pear-orchard and grape-vineyard. From this point the climb was made up the very hardest way to the hilltop, fifteen feet higher than now, in the middle of the acreage. On the instant that the valley of the Kalamazoo River came to the full view, it was proposed that the county school commissioner join D. B. in what was to be the most exhilarating adventure in public education yet to be experienced by mere man. A recent increase of $300 in the annual salary of the county school commissioner jolted but did not stop D. B. “Go home, and talk it over but be sure to let me know in two weeks that you have decided to come. You will get as much salary as anybody and you can’t lose!” The county school commissioner did decide to come, and never heard another word from D. B. about salary for twenty-four years. — In June 1928 a letter said: “Dear C.G.C., after July 1 the schedule will be $5000.”

Late in July 1908, the Dean of the College of Agriculture of the University of Wisconsin showed up on our campus and after a long conversation engaged the former county commissioner to come to the University and make two lectures on education. This was done a fortnight later and in a few days came a long legal-looking envelope with a University contract for head of a department post. In the face of what looked like indifference on the part of D. B., the hosting faculty member gave a dinner the next day at the Post Tavern in Battle Creek for the State Superintendent of Public Instruction and his Deputy from Lansing. In his absence from home, D. B. called up and was told the truth by the guardian of the hearthstone. Ten minutes after he was back at home in Kalamazoo, he was called up by D. B. “What did they tell you?” “They both told me to go.” “Come in in the morning.” In D. B.’s office next day this happened. “You are not thinking of going, are you?” “I think it is worth considering.” “I know you are not going.” “Why not?” “You were brought here to do a piece of work and you have not done it yet.”

Ten years later the former county school commissioner suffered an almost fatal illness of some three months at Amherst, Massachusetts.
When he had to write D. B. that he could not get home to teach in the summer session, thus was the reply of D. B.: "Don't give it a second thought, we can run this summer session without any of your assistance, I will see to it that full pay starts July 1, and you can come home when you get ready."

If time permitted I could illustrate further D. B.'s perennial buoyancy, generosity, faith, and friendship. Up to the time of his last long and fatal sickness, his own distinction in intellect and spirit constituted the real endowment of Western.

[This ends Dr. Burnham's narrative. The editor has thought it proper to present sketches of two more incidents which illuminate another angle of Mr. Waldo's personality. The source of these is Mr. Waldo himself who related them to a group of his faculty about fifteen or sixteen years ago. The incidents show the same spirit as appears in Dr. Burnham's sketches, this time directed not toward congenial intimates but toward people who had committed acts that were censurable in the opinion of the president.]

A certain male member of the faculty had cornered himself downtown in such a manner that it seemed injurious to the prestige of the institution. When the president took him to task, the teacher defended himself by asserting that Mr. Waldo had no right to criticize his actions off campus, as long as his on-campus activities did not violate the proprieties. Mr. Waldo replied: "All right, from this minute consider yourself as permanently off the campus." Thus was severed the man's connection with this institution.

One evening during the school year, Mr. Waldo was called up at home by a householder of Kalamazoo who complained that the students next door were disturbing the neighborhood by "roughhousing." The president rang up the house and asked for one of the students who knew roomed there. This conversation ensued: "Mr. Smith, this is Mr. Waldo talking. The neighbors are complaining that you are making too much noise." "Ha! Ha! You can't fool me, you are not Waldo." "All right, I shall come to your house immediately." Mr. Waldo hurried to the house and asked for the young man. When the youth saw who the visitor was, all of his cockiness vanished, and he became contrite indeed. No further punishment was meted out, as the defamation was penalty enough.

**Starring Enters Army**

Charles Starring, of the faculty of Western Michigan College department of History, was inducted into service in the Army at the end of the summer session. He is now at Camp McCoy, where he is serving as a personnel worker engaged in interviewing new recruits. He was granted a leave of absence from the college.

Mr. Starring, who is a graduate of Western Michigan College, has been a member of the faculty since 1928, and counselor at Vandercook Hall for Men since it opened three years ago.

**Dr. Amis Resigns**

Dr. Otis C. Amis, for the past four years a member of the faculty of Western Michigan College in the departments of Education and Rural Education, resigned in September to accept an appointment as head of the department of Education at Union College, Barbourville, Ky. He began his new work at the beginning of the fall term.

**Betsky Joins Forces**

Seymour Betsky, a member of the faculty of the English department of Western Michigan College, was inducted into military service during the past summer, and ordered to Camp Seibert, Gadsen, Alabama, where he is in training in the Chemical service of the army.

**Music Instructor Dies**

Miss Adina Goering, for four years a member of the faculty of the Music department at Western Michigan College, died June 22 at Bronson hospital, following a surgical operation.

During her four years at Western Michigan College, Miss Goering was supervisor of Music at Richland and Portage Training Schools, and had appeared as one of the directors at each of the annual Children's Music Festivals held in the Men's gymnasmium of the college.

A native of Kansas, she did her undergraduate work at Bethel College, Newton, Kansas. She held a Master's degree from Northwestern University, and had also studied at Chicago University, Chicago Musical College, and Chicago Theological Seminary.
BOOKS RECOMMENDED

The Way of the Story-Teller, by Ruth Sawyer, Viking, 1942, $2.50.
A Thousand Shall Fall, by “Hans Habe” (Jean Bekessy), Harcourt, 1941, $3.00.
The Black Book of Poland, by Polish Ministry of Information, Putnam, 1942, $3.00.
The Disarmament Illusion, by Merze Tate, Macmillan, 1942, $1.00.
My India, My America, by Krishnalal Shridharani, Duell, Sloan, and Pearce, 1941, $3.75.
The Unquenchable Light, by Kenneth Scott Latourette, Harper, 1942, $2.00.

to present conditions is forthcoming. Their lack of respect for tradition and their desire to make new departures are reflected not only in their philosophy but also in the manner in which their views are organized and presented.

The content is indicated by the questions which serve as captions to the six parts of the book. They are: (1) What does it take to be a successful secondary-school teacher? (2) How does American secondary education happen to be what it is? (3) What is the secondary school supposed to do? (4) How can the school tell how well it is doing what it is supposed to do? (6) What must I do if I am to be a successful teacher in service?

The book has several features which will not be found in most other textbooks in this field. Most of these are excellent and will probably be well received by both students and teachers. Part one (What does it take to be a successful secondary-school teacher?) and part six (What must I do if I am to be a successful teacher in service?) represent departures from tradition that are long overdue. The discussion of the aims of secondary education is excellent. The reviewer knows of none better for apprentice teachers. The series of directed study tests, in the form of true-false and multiple-choice statements, has been carefully prepared and should be very helpful to the student in estimating his understanding of the issues treated. Each test is preceded by an unusually long list of classified, supplementary reading conferences.

Most readers will probably welcome the direct, conversational style of writing which is liberally sprinkled with the personal pronoun “I” (in spite of the fact that two persons collaborated in writing the book). The double-column newspaper arrangement of the print on each page is an innovation to which the reader will readily become accustomed.

Even though the book is addressed to prospective teachers, I highly recommend it to any educator who is
interested in having his thinking about the secondary school challenged. For the benefit of those who may be interested in this book as a prospective basic text, certain shortcomings should be noted. One of these is the failure to give the reader a better picture of the American Secondary School as it operates at present. The authors generally refer to present practices as starting-points for their criticisms, and assume either that their readers will have an adequate understanding of the traditional practices which come under their fire or that the supplementary reading references will be used to supply the necessary background.

Many educators will feel that the authors' destructive criticisms of present practices are not adequately balanced by constructive suggestions based on enough experience or research to warrant confidence. For example, many will disagree with the authors' opinion concerning the value of marks, honors, and awards as means of motivation. Many of those who accept their criticisms will refuse to accept their conclusion that honors and awards have little or no place in the modern school. Some who are conversant with the limited preparation that most beginning teachers can obtain, and the unfavorable conditions under which most of them have to work, will read the criticisms of the present organization of the school and the curriculum, along with the proposed improvements, with a feeling that the authors have a tendency to ignore realities.

Roy C. Bryan


During the turbulent decades of the twentieth century, both novelists and the critics of novelists have become increasingly concerned with the social interpretation of fiction. Maxwell Geismar in Writers in Crisis labels his book "a study of the changing beliefs of the contemporary novelist in our period of social crisis." The book is intended, he says, to show through a few key figures the shifting directions, the creative conflicts, and the social impact of our writers. The aim of a book so labelled is, of course, highly sociological, but the interest manifested in these authors as human beings struggling to voice their own doubts and sufferings through art, and so to find some kind of hope where it seems for the moment that hope can never come, lends a sympathy and kindliness to the treatment which raise it to a higher level than a mere catalogue of the absurdities or the atrocities of any given decade.

The key figures chosen for study are Ring Lardner, Ernest Hemingway, John Dos Passos, William Faulkner, Thomas Wolfe, and John Steinbeck. All of these writers have by their mockery of the accepted tradition, by the varying degrees of their violence and their frankness of language and detail, aroused storms of protest and disapprobation from the "old school" readers, and been heralded with acclaim and quoted with exultation by the "moderns." It is satisfying to have them subjected to a careful analysis by a man who is undoubtedly sincere in his interest in them and their art.

The outlines of the various short stories and long novels of these men are interestingly presented in terms of the social background depicted, and they convince the reader in the main of the rightness of the author's judgments. This is especially true of the treatment of Hemingway and Steinbeck. Taking Ring Lardner's frenzy over the "glittering twenties" as a starting-point, the critic builds up a thesis that whereas the voices of these glittering twenties, "the Jazz Age of American finance," had no more stability than the characters they portrayed, yet by the date of Steinbeck's Grapes of Wrath these writers have, in spite of varying degrees of frustration, brutality, or sentimentalized violence, turned from "hobgoblins to humanity," and have attained force and sincerity in their novels.

The study opens with the failure of Ring Lardner to combat the rising egoism and glamour and restlessness of the Jazz Age and the Midas Age which he so cleverly presented in his stories. He was the "Success" boy himself, laughing at the flimsy externals of a society which engulfed him while he laughed at it, and left him so confused that he never could rise beyond the promise of something really great in fiction.

Hemingway, on the contrary, is traced in flight from the woods of Michigan, from the grand sweep of America, through the first world war and A Farewell to Arms; to Spain and Death in the Afternoon; on to The Green Hills of Africa, where he found his "nada" in a wounded jackal consuming its own vitals; back through the Spanish war and For Whom the Bell Tolls to his rebuke of a guerrilla leader because the Spaniard put "his foxhole before the interests of humanity." With this new note of social consciousness born of depression and war, Mr. Geismar thinks that the new faith of Hemingway here revealed symbolizes a steady growth through Wolfe, Dos Passos, and Steinbeck toward a "rising cycle of belief in the American future" which the twenties could not have fostered.

In the study of Dos Passos, which the author calls "The Conversion of a Hero," we have the analysis of the social rebel seeking social positives, but overwhelmed by the confusion and dissolution before him. Novel after novel is studied with keen observation of character and reaction to social scene until the conclusion is reached that Dos Passos has set himself the task of settling down to face the contemporary scene and trying to contribute to its cultural development.

In the chapter on Steinbeck, we see that he, too, with all his violence, his distrust of modern civilization, his sentimental treatment of poverty, finally settles down to face the world of the Joads, and by his vivid descriptions and colorful, if often almost unprintable language, to force the American public to treat them as human beings. The history of
Steinbeck's ten years of creative work is very well done, one of the best chapters in the book.

William Faulkner and Thomas Wolfe are used to represent the large group of Southern writers in contemporary fiction. Faulkner, like Caldwell, deals with the deep South, and, unlike the other writers included in this study, finds no hope; no solution, for what the critic calls the tragedy of the Negro and the Female, The Sound and the Fury, As I Lay Dying, and Light in August with their fury of intensity and frequent sensationalism are used to demonstrate this conclusion. Wolfe, likewise, finds an impasse, or as the author calls it, "The Unfound Door." He is the intensely emotional Southerner trying to find a way through the thirties, raging at society, revealing in egoistic outbursts, writing melodramatic scenes, all in an effort to satisfy his unceasing desire really to know men and women, to get at the root and source of their natures. Words pour from him; he wants to capture all human experience. His nine creative years are here reviewed with the note of approach to success, approach to a day when he might have found a clue to his own problems, and through its expression have contributed wisely and effectively to the betterment of the forties. The chapter is worth study if only to become acquainted with the exuberance and vitality of Thomas Wolfe, his big scenes, his love of masses of men and things.

Writers in Crisis is, then, a sincere and often illuminating attempt to relate six contemporary and representative writers to their times, a combination of biography and criticism of them as artists in terms of the social world that enveloped them, challenged them, and in the end overwhelmed Lardner and Faulkner, and well nigh overwhelmed the other four. But the book has one rather serious hindrance to its full enjoyment in the flamboyant and melodramatic quality that recurs in the "glittering" subtitles placed before each chapter, and in the constant use of capitalized numerals to represent the decades and capitalized labels, The Midas Age, The Mars Age. Such subtitles as "Paradise by Pullman" and "Success Story, 39" give an impression of flippancy, whereas the book is really scholarly, and except for the very casual sentence structure, which may be the result of so much reading of the "moderns," very readable, and on the whole a valuable contribution to the study of the interpretation of our times through the medium of prose fiction.

WILLIAM R. BROWN

Western and the War

(Continued from Page 2) military selective service, etc. The discussions of the Faculty Council for the several forthcoming meetings will be devoted largely to further consideration of the implications and suggestions growing out of this conference.

Effect on Students and Faculty

The war is having its effect upon the maintenance of a satisfactory faculty in the college. We, of course, have given leaves of absence for the duration of the war to all those members of the faculty who are called into military service or into research work for the government. Up to the present time, fifteen of the faculty have been granted such leaves. In addition to that, we have lost several other members of the faculty who, because of the war conditions, have entered other professions or have taken other positions which seemed advantageous at the present time. During the present year we have had the largest turnover of faculty personnel that the institution has experienced in its entire history.

The war is also making itself felt upon the enrollment of the institution. In the fall of 1940, the total resident enrollment of the graduate and undergraduate students in the college was about 2,800. In the fall of 1941, the total enrollment of graduate and undergraduate students was approximately 2,400. This fall of 1942, we shall have a total resident enrollment of graduate and undergraduate students of between 2,000 and 2,100. One of our principal losses, of course, is in the men enrolled in the institution. Whereas under normal conditions our enrollment is approximately equally divided between men and women on the campus, at the present time we have approximately 40 per cent men and 60 per cent women. This distribution between men and women is likely to vary considerably more in the immediate future with the percentage of women increasing while the percentage of men students decreases.

The President's office has been a clearing house for advising with faculty as to what steps they should take in planning for their futures, and particularly in making their plans for entering military service. The office of the Dean of Men has been the clearing house for advising with all men students relative to their plans for the future, and particularly with reference to their relationship to the government's military program.

The Future

Western Michigan College and its faculty have just one purpose, as stated at the outset—that is, lend its every effort to the winning of this war. We have every confidence that victory will be ours. However, we have an obligation to our students, to the State of Michigan, and to the country as a whole to give our students the best possible preparation for participation in the present war and for contributing to its success. We must lend our efforts as individual faculty members to the attainment of the same end. We must help to build up and maintain the kind of civilian morale necessary to the successful prosecution of the war program. We have every confidence that when this war is over, we shall be in a position to do an even better job in the training of young people for effective citizenship and professional competency, and that we will quickly return to normal enrollment and a more effective peacetime educational program.

PAUL V. SANGREN
Mural Painted
In Walwood Hall

A mural which depicts the development of Western Michigan College and suggests further broadening of its scope was painted on the walls of the northwest corner of the lobby of Walwood Hall Union building during the summer by Miss Kathryn Keillor, a graduate of Western Michigan College, who during the summer was a member of the faculty of the Art department of the college.

The mural is done in oil paint on canvas in values of terra cotta and blue green to harmonize with the colors in which the lobby is decorated. It blends beautifully with the furnishings.

In designing the mural, the chronological order of the school’s development was followed, as its progress is portrayed step by step through the growth of the institution from its beginnings to the present. In addition, there is the suggestion of future broadening.

Four panels are employed to depict the story. The first is called “Prospect.” In this appears the figure of the late Henry B. Vandercook, known as the “Father of Western,” who introduced into the state legislature the bill by which Western State Normal School, now Western Michigan College, was established.

Kalamazoo citizens are shown selecting “Prospect Hill” as the site for the school. A far-seeing eye subtly suggests the vision which characterized the establishment of the school. There is also emphasis on one of the early purposes of the school, the training of rural teachers.

Then follows the panel called “Foundations.” In this are incorporated the figures of the late Dwight B. Waldo, first president and organizer of the school, Dr. Ernest Burnham, the first member of the faculty to be appointed, and the late Prof. L. H. Wood, another early member of the faculty.

In this panel recognition is also given to the fact that the organization of a department of Rural Education at Western State Normal was a pioneer activity in this field, which gave to Western a department unique among teacher education colleges of the country. The first buildings on the campus appear in this panel, and also the “railroad” at the northeast corner of the hill, which is another feature unique to Western’s campus, and one of its earliest acquisitions.

“Expansion” is the theme for the next panel, in which appear some of the new buildings which have been erected during the past five years. Included are Walwood Hall, the Health and Personnel building and Vandercook Hall for Men. In the foreground is the figure of Dr. Paul V. Sangren, president of Western Michigan College, facing the fourth panel, which is entitled “Forward.”

In the “Forward” panel are incorporated buildings which will house many of the activities which will contribute to the forward development of the school, among them Spindler Hall, the Theatre, Waldo Stadium, and the Mechanical Trades building. In the airplanes against the horizon is the suggestion of aviation education among the factors in the plans for the future.

Much inspiration for the panels of the mural which depict the beginnings of the school was received from the history of the first twenty-five years of the school’s existence which was written by Dr. James O. Knauß, professor of History, and published in 1929 at the time of the observance of the twenty-fifth anniversary of the college.

Miss Keillor, who painted the mural, has painted several other murals on the campus, including the one on the wall of the serving room in Walwood Hall cafeteria, one in the powder room of Walwood Hall Union building, and one in the recreation room of Walwood Hall Residence for Women.

She graduated from Western Michigan College in 1939 with a degree of Bachelor of Arts, and is now supervisor of Art in the Muskegon Heights schools.
Classes Graduate

The two classes graduated from Western Michigan College during the summer session were honored with a complimentary dinner given by the college on the evening of July 29, in the ballroom of Walwood Hall, when the speaker was Dr. F. L. Redefer of New York City, a member of the Wartime Commission of the United States Office of Education.

Members of the two classes numbered 150, of whom 95 completed their work at the end of the six-weeks session, and 55 at the end of the nine-weeks session. Two of the members graduated with honors: Mrs. Margaret Katherine Marchetti, of Norway, who received the degree of Bachelor of Science, magna cum laude; and Miss Elsie May Ransford, Quincy, who received the degree of Bachelor of Science, cum laude.

Dr. Redefer, who spoke on the subject: “The Role of Education in War and Reconstruction,” declared it is the task of education in wartime to make use of the disruptions brought about for the purpose of developing a sense of world citizenship among young people, in order to enable them to cope with the problems which will be facing the world when the armistice is signed.

Preceding the dinner, an informal reception was given for the members of the class. The guests were received in the Bertha S. Davis room by President Paul V. Sangren and Mrs. Sangren, Dr. Elmer Wilds, director of the summer session, and Mrs. Wilds.

During the day Dr. Redefer addressed two other groups on the campus. At luncheon he discussed educational problems with a group from the faculty. In the afternoon he presented motion pictures of “English Schools in Wartime” before an audience of students and faculty in the Theatre.

Graduate Joins Waves

Miss Violet Lawson of Lawton, who graduated from Western Michigan College in June 1941, is the first alumna of this college to join the WAVES. She left October 6 for Northampton, Mass., to take a thirty-days’ doctrine course, after which she will take a three-months’ officer’s training course at the successful completion of which she will be eligible for commission as an ensign.

Visit Western

Presidents of 112 Teachers Colleges from 42 different states were guests of Western Michigan College Tuesday, June 23, when a group of 125 educators were entertained on the campus during the afternoon and evening. It was the largest assemblage of college presidents ever to have gathered in Kalamazoo.

The guests were in Michigan to attend the two-weeks School for Executives sponsored by the American Association of Teachers Colleges, which was held at the W. K. Kellogg Foundation camp at Clear Lake June 15-29.

Since her graduation from Western Michigan College, Miss Lawson has been teaching in the elementary grades of the W. K. Kellogg Consolidated School near Augusta. While at Western she was a member of Theta Pi Alpha Sorority and of Western’s chapter of Kappa Delta Pi, national honorary fraternity in Education.

Three alumnae of Western Michigan College have joined the WAAGS, including Miss Kathryn Marshall, Mrs. Mary Garrison Collard and Miss Florence Twiest.

Lectures on War

A series of nine lectures on “The War, Its Causes, Issues and Progress” is being presented by members of the faculty of Western Michigan College at 7:30 o’clock Wednesday evenings in Room 118, Kalamazoo Central High School, under the sponsorship of the Public Evening School of the city.

Dr. James O. Knapp, professor of History, opened the series October 7 with a lecture on “Nazi Ideology.” The two succeeding lectures were given by Dr. Russell H. Seibert, also of the department of History, who spoke on “The Road To War in Europe,” and “The Spread of the War,” after which Dr. Knapp gave another address on “Japanese Aggressions.”
Homecoming has come and gone, and Western Michigan has won its homecoming struggle from Butler University of Indianapolis, 13 to 7, and its third victory in four contests. It was safe to assume that Coach John Gill’s team would turn in an unusually good record in spite of injuries which have kept some key men out of almost every game.

Heavy losses in personnel from last year’s undefeated team, particularly at the tackles and ends and with backfield reserve material, were overlooked pretty generally in scanning prospects for the present season with the first-string backfield men returning and probably the more optimistic fans expected that the Broncos would start off this year where they left off a year ago.

They overlooked the fact that good reserve backs were needed not only for replacements but as a threat to the regulars to keep them on their toes, and to some extent they overlooked the big need that there would be for real experience at the tackles and ends which bear much of the brunt of the opposition attack, either on the ground or in the air, and whose experience and capabilities are needful that the Bronco offensive may be successfully launched.

With Coach John Gill, former backfield mentor, stepping into the head coaching position and with Roy J. Wietz as his assistant, the type of game to be used by the Western Michigan College team was not to vary to any degree, except that it might become more of an open game than it had been in the undefeated 1941 season. Hence many of the difficulties that come with a new coaching staff were missing at Western.

With freshmen made eligible for varsity competition for the first time since the middle twenties, Coaches Gill and Wietz were greeted by a good group of newcomers to collegiate football, both sophomores and freshmen, material that had promise but lacking in any collegiate experience and in any previous work with the difficult-to-master T-formation. To fit this material into the needed "key" spots was no small task, particularly with injuries constantly bobbing up to plague and trouble the coaches as time neared for the opening game with Dayton University. Not of least importance in this string of injuries was a broken shoulder suffered by Fred Stevens, who alternated at left half this year; bad ankle hurts suffered by Carroll Kyser and James Hoag, end candidates; and injuries to Arnold Zink, Ted Hermans, and other backfield prospects.

With these injuries to men who probably would have otherwise seen service in the opening game and replacements at their positions cut to a low ebb, the Broncos were in poor shape to face a team such as the Flyers, who boasted twenty-one let-termen. A soggy, rain-drenched grid-iron did not help with its tendency to slow down the Broncos fast-breaking T-formation plays. Defeat was expected by close followers of the team and it came by a score of 21 to 0, although this score did not really represent the merits of the two teams. Dayton was better, but probably not that much better.

Picked to meet defeat at the hands of the University of Toledo team, which had won its first encounters by wide margins, the Western Michigan aggregation outplayed the Rockets for three periods and scored two touchdowns, with Horace
“Hap” Coleman personally conducting the pigskin over the goal-line on both occasions, once on a long punt return and the other after receiving a pass in the flat zone on the Toledo ten-yard stripe. In the final quarter Toledo put on a strong rally and threatened twice to score, but the Bronco defense was equal to the Rocket drives and turned back Dr. Spears’ eleven short of the goal and won a brilliant 13-0 victory.

A veteran Iowa Teachers team, rested the previous Saturday, and undefeated as it had rolled up sixty-five points in two games to nineteen for the opposition, was also credited by the critics with sufficient power to win over the Broncos, especially with the veteran Art Maciosczyk, full-back, out of the game, with injuries sustained in the Toledo game.

The contest with the Iowans was a hard-fought affair with the Panthers scoring in the opening period when they displayed their best football of the day to outplay the Broncos by a considerable margin. Western came back strongly and in the second period took a 7-6 lead as a result of a fifty-four yard touchdown run by Don Hendricks, sophomore reserve fullback, and then saw the half end with the team on the opposition’s three-yard mark. The Broncos continued to hold the upper hand in the second half but it was not until the final period that the Western team scored again to make victory certain. It came when John Schnieder, reserve end, raced into the Panther backfield and picked a shovel pass out of the air and ran fifty-seven yards to score.

Ahead are games with the U.S.N.R. Aviation Base team of Grosse Ile, which lists a large number of former college stars on its roster, and the annual game with an eastern Michigan rival, Wayne University. The U.S.N.R. Aviation Base contest is set for November 14, when the teams will battle for possession of the Optimists Club trophy, offered last year for the first time.

Unless something very unexpected should happen in the next few weeks, the 1942 season will go down in the books as a highly successful one, and John W. Gill, Western’s first graduate coach, and his assistant, Roy Wietz, will have more than proved themselves.

**Students Give Bell for Scrap**

The Victory bell, which for the past three years has pealed forth triumphantly on Western Michigan College campus to herald the glad tidings of Bronco athletic victories, has been added to the nation’s scrap heap in an effort to help score a final victory for the United Nations.

Men of Vandercook Hall, where the bell has been a treasured possession, voted unanimously to contribute the bell to the Scrap drive. “There will be no victory worthy the name until the war is won,” they said. “Then we’ll buy another Victory bell,” they added. And the big bell was delegated to the scrap pile.

The bell weighs 150 pounds, and provides enough metal for many one- and two-pounders. And the men are a unit in thinking they would rather hear it ringing against the side of a Jap bomber, then peeling forth triumph of even the most coveted athletic victory. Robert Vanderburg, president of the Men’s Union, and Joe Nagel are shown taking a last look at the bell.
New Short Course
In Retail Selling
Offered at Western

One of the interesting wartime adjustments that Western Michigan College made during the beginning of this school year was the inauguration of a short intensive course for students of the college wanting to do part-time work in the stores of Kalamazoo.

This course given during the month of October was open to any student on the campus and was offered as a refresher course for those with some experience and wanting to do such work while in college. This was intended as some relief for the personnel shortage being experienced by retail establishments, which it seems will be more severe as the Christmas season approaches. Recent studies made on the campus also have shown this kind of part-time work very popular with Western students.

The class was scheduled for the early evening so as not to interfere with the regular curriculum and other campus activities. It carried no academic credit and was given at no cost to the students. Included in the course were a survey of part-time work in retailing for college students, what the employer expects, what the employee may expect, what the wartime customer expects, an analysis of the steps in a sale, ways of getting a job and holding it by doing it well, and war-time regulations and adjustments in retailing. Sales demonstrations for practice were put on by the group and analyzed by them. At the end of the course placement assistance was given the students to help them obtain suitable part-time positions.

This work was given by Behrens Ulrich, Coordinator of Distributive Education, of the two-year cooperative retailing program which was established on Western’s campus in the fall of 1941.
Faculty Publications

Dr. Roy C. Bryan is the author of an article entitled "The Cumulative Discipline Record" published in the School Executive, September, 1942.

Two articles in French written by Louis Foley have recently been featured in Le Travailleur, French newspaper of Worcester, Massachusetts, "Combattons le bon combat" in the issue of July 23, and "Voyage autour d’un timbre" in that of September 10. Other recent publications by Mr. Foley include "A Tryptych of the Trinity" in The Holy Cross Magazine for August, and in September, "Language Sanity" in the Michigan Education Journal, and "How About Class in French?" in The Journal of Education (Boston).

The September issue of the Athletic Journal published an article "An Obstacle Pentathlon" by Herbert W. Read, of the Physical Education Department.

Charles H. Butler is the contributor of an article appearing in the October issue of the Alumni Quarterly of the Illinois State Normal University. The title of the article is "Mathematics and the Schools and the War."

Marion Tamin is the author of an article "Itarians and Texas: I. Etienne Cabet" in La Bayou (published University of Houston, Texas).

Albert Becker and Dr. Roy C. Bryan were co-authors of an article "Tradition in the Assembly Program," published in School Activities, September issue.

Howard F. Bigelow, professor of Economics, is the author of one of the chapters in the new text, Marriage and the Family, which has just been published by D. C. Heath and Co., Boston. Bigelow's contribution to the work is entitled "Money and Marriage" and deals with many of the problems of family finance. More than a score of well-known men and women in the fields of economics, sociology, medicine, architecture, and social service have contributed chapters of the book.

Faculty Activities

Dr. H. Thompson Straw, Department of Geography, has received notice of his election as a fellow of The American Association for the Advancement of Science. Election was made upon the recommendation of the Geology and Geography section.

Harper C. Maybee, chairman of the Music Department, on Saturday, October 10, attended the first fall meeting of the Chicago Singing Teachers Guild of which he is a member.

Dr. Leonard C. Kercher and Robert S. Bowers, both of the Social Science Department, attended the Biennial Congress of the Cooperative League of the United States which was held in Minneapolis on September 28-30. They also participated in a panel forum, discussing the problems of minority groups before a meeting of the Southwestern Michigan Presbytery in Kalamazoo on September 15.

Dr. Maxley M. Ellis, director of the Division of Student Personnel and Guidance, has been appointed a member of a statewide Committee on Application of Research Findings. Dr. Ellis attended the Workshop on Human Development and Education at the University of Chicago July 27-August 7.

Dr. Charles H. Butler, Department of Mathematics, has been elected secretary of the Mathematics Conference of the Michigan Schoolmasters Club for the year 1942-1943.

Mathilde Stockelberg, of the Language Department, attended the summer session at the University of Wisconsin, Madison, Wisconsin, from July 15 to August 21.

President Paul V. Sangren spoke to the Jackson, Michigan, teachers at their first fall meeting on September 8.

Pearl L. Ford, Mathematics Department, attended the National Education Association convention in Denver, June 28-July 3, as a delegate from the Eighth District of the Michigan Education Association.

J. Towne Smith, Physical Education Department, spoke before the faculty of the Caledonia High School at a two-day assembly held at Camp Kewano, Holland, Michigan, on September 11. Mr. Smith's subject was "Recent Trends in Health and Physical Education."

Charles B. Hicks, Department of Business Education, was office practice assistant at Columbia University during the regular summer session, July 3-August 15.

Helen Merson, Department of Physical Education, attended summer school at the University of Minnesota, Minneapolis, Minnesota.

Dr. Lawrence Knowlton spent the summer working in the laboratory of the Filer Fiber Co., Minster, Michigan, investigating various problems involved in pulp and paper manufacture and instructing laboratory workers in chemistry. He attended the national meeting of the American Chemical Society which was held in Buffalo, N. Y., September 7-11.

George R. Miller, Vocational Mechanics Department, spoke before the Michigan Education Association Machine Shop Section at Kalamazoo on October 23. His topic was "Machine Shop Standards and Practice."
Edward Cleveland, ’42, enlisted in the Army Air Corps in August and was sent to Sheppard Field, Texas, where he will be in training until he receives appointment to a pre-flight school. Clark Rushton Williams, ’22, who enlisted in the Naval Air Corps December 18, 1941, has been commissioned an ensign in the U.S. Navy.

Lt. Stanley Kloet, ’41, was home on a ten-day leave in October. He is now located at the Quartermasters’ School, Camp Lee, Va.

Western Michigan men included in a current pre-flight class at the San Antonio Aviation Cadet Center are Keith L. Warren, ’42; Jack S. Waling, ’41-42; and William A. Prater, ’38-40.

Lt. Roderick W. Baker, practicing dentist in Kalamazoo, was commissioned in the U.S. Army and reported in October to the Army Air Force Technical School in Madison, Wisconsin. Lt. Baker is the son of Mrs. Bess W. Baker, a member of the faculty at Paw Paw Training School.

Jan Verhagen, ’40, enlisted in the Navy and is stationed at Great Lakes, Illinois. He is in training as a storekeeper, third class.

Bob Harvey, last year’s Herald editor, reported recently for officer’s training in the U.S. Marines at Quantico, Virginia. Corp. Edward Price, a junior at Western Michigan prior to his induction in March, is now attending Officers’ Training School at Fort Sill, Okla.

Pvt. V. C. Glenn is a switchboard operator at Felts Field, Parkwater, Washington.

Bob Metzer, ’42, has been commissioned as Lieutenant at the Marine Corps Base, Quantico, Virginia.

Pvt. Stanley I. Rumble is a member of the U.S. Marine Corps and has been assigned to the office of the commanding general at the Marine Base, San Diego, Calif.

Corporal Stanley B. Wheeler is now serving with the U.S. Army Air Force at Pecos Army Flying School, Pecos, Texas.

John P. (Jack) Eggertsen enlisted in the army coast artillery service in June and left immediately for Fort Custer.

Earl Nelson, who enlisted in the army air corps in January, has been in training at Kessler Field, Biloxi, Mississippi.

James P. Lenderink was home on leave from the Navy in July. He was aboard the U.S. destroyer McDougall when it was in transport with the Augusta at the time President Roosevelt had a conference with Prime Minister Churchill off the coast of Nova Scotia on the HMS Prince of Wales.

Richard Wells has graduated from the Naval Air Station, Corpus Christi, Texas.

James T. Ledden enlisted July 15 and is now a blimp instructor at Lakehurst, N. J., Naval Base.

John L. Tidd, ’42, has successfully completed 480 hours of training off the coast of Nova Scotia, at the Illinois Institute of Technology. He is a member of the signal corps.

Harold Knight, ’35, enlisted in the Navy last January and after a training period at Norfolk, Va., in the Physical Fitness Program was stationed at Tufts College, Naval Reserve Officer’s Training Corps, Medford, Massachusetts.

Vern Mason, Jr., and Robert C. Miller, after receiving basic training at Jefferson Barracks and Scott Field, have been assigned to Hartington, Texas, for advanced air training.

DeForest Walton, Jr., ’41, following training at Corpus Christi, Texas, received an ensign’s commission on July 4 and has been assigned to a Pacific fleet carrier.

Gordon Vander Wheelie, who is at the Great Lakes Naval Training Station, was home recently. Upon completion of his present training, he expects to be assigned as a physical training instructor.

Floyd Zerbe, former industrial arts student, recently was transferred from Patterson Field, Fairfield, Ohio, to Ogden, Utah, where he is attending a technical school.

Corp. Tech. Lloyd L. Morrison has completed his basic army training at Camp Crawler, Mo., and is now attending the radio signal corps training school at Kansas City.

Tony Malinowski, ’39, who enlisted in the U.S. Navy in August as a radio technician, recently completed his "boot" training and is awaiting assignment to a radio school.

Glenn Phillips, Jr., has been named a member of the Great Lakes Naval Training Station choir. Corp. Paul Roger Fulton, who enlisted in 1941 while a senior, recently visited his home in Kalamazoo, after returning to the United States from the coast ar-
tillery navy transport Wakefield which caught fire and burned in the Atlantic on September 3. He will enter Officers' Candidate Training School at Fort Eustis, Virginia.

Sergeant Jean M. Ulbes recently graduated from the Armored Force Officers' Candidate School, Fort Knox, Ky., as a second lieutenant.

Aviation Cadet Don O. Horsfall has completed basic training at the army's new Marana basic flying school, Tucson, Arizona.

Alex Sibley, after landing in Hawaii on the first troop transport after the attack on Pearl Harbor, returned to the United States for officers' training at Camp Davis. He later was transferred to San Diego.

Corporal Jack Early is in Mississippi. He is serving as radio operator on bombers over the Atlantic. Aviation Cadet Richard N. Servaes received the silver wings of an Army Air Force pilot on October 9 at Napier field, Dothan, Alabama. At the time Lt. Servaes was accepted for service last January, he was practicing law in Illinois.

Robert E. Conroy, a senior this year, has enlisted in the United States Marine Corps for duty with the Marine Air Corps in the Aviation Mechanics branch. Robert Baxter, '39, also enlisted in the same branch.

Pet. Yeoman W. Pelorg, '38, recently graduated from the Chanute Field Technical Training School as an airplane mechanic. He expects his next training will be as a power plant specialist.

Russel S. Hillert, '29, former superintendent of schools at Romeo, who was called to service September 10, has been promoted to the rank of First Lieutenant, and is now stationed at Miami Beach, Florida.

Raymond C. Gilbert, '25, has received his commission as Captain from the Armored Force Officers' Candidate School, Fort Knox, Ky.

Oliver Fend, tennis star, who is in the Air Corps, recently crashed in the swamps of Florida. He was not seriously injured and is now back in active service.

A. Gale Eason, '37, recently received his commission as a lieutenant at Napier Field, Alabama. Lt. Eason was in the Royal Canadian Air Force for eight months before transferring the U. S. Army last March.

Melvin P. Davison has been sent to Lake Charles Army Flying School, Lake Charles, La., where he is now in training in the Officers' Candidate Army Air Force school.

William H. Milbourn has been promoted to the rank of sergeant in the Army Air Force at the Marana basic flying school, Tucson, Arizona. He was transferred from Chico Field, California, in September.

Gerit H. Fletcher, '28, has been promoted from the rank of captain to major. He was assigned to overseas duty in September, 1941, and is now "somewhere in Australia."

Robert Feather, '40, was graduated from the Field Artillery Officers' Training School at Fort Sill, Oklahoma, this summer and was commissioned second lieutenant, remaining at Fort Sill as a member of the O.C.S. staff.

Howard L. Bah, '42, left in July for Manhattan Beach Training School, Brooklyn, after enlisting in the coast guard with a rating of chief petty officer.

News has come to the campus from the Boston Office of Naval Officer Procurement that Max W. Sullivan, '32, has been commissioned a lieutenant.

Lt. John Van Bruggen, formerly a CPT instructor at Lindbergh Field, Kal- amazoo, has been training student pilots at Grosse Ile since last December. Recently he has been transferred to Atlanta, Georgia, where he will act as training instructor.

Corp. Norris J. Laxton is now stationed at Fort Benning, Georgia, where he is a candidate in the Officer Training School.


Clifford W. Brackenridge is now a first lieutenant in the Medical Administration Corps, and is located at Fort Brady, Michigan.

Raymond E. Comstock received his commission in the Naval Reserves last March and reported for duty at the Norfolk Naval Hospital, Norfolk, Virginia. In July he was transferred to Moffett Field, San Francisco, and was assigned to foreign duty in August. He has recently arrived at some unknown foreign port.

Myron Keith Ballard, '42, was graduated in September from recruit training as honor man of his company at the U.S. Naval Training Station in Great Lakes, Illinois. Through a series of aptitude tests he was selected to attend one of the Navy's Service Schools.

Jack B. Olsen, '42, enlisted in the U. S. Naval Reserve as a chief specialist and has been transferred for recruit training duty at the Naval Training Station in Great Lakes, Illinois. He is now serving as an instructor in the physical hardening program.

Kenneth Wilson enlisted in the Army Air Corps last April. He was assigned to the Psychological Research Unit 3 of the Air Corps and is now stationed at the Santa Ana, California, Air Base.

Lt. Vincent Schumacher, stationed at the Naval Academy, Annapolis, played an active role as commander of one of the speed boats in the escape of General MacArthur and his staff from Bataan to Australia. Lt. Schumacher is the son of Mrs. Ruth Schumacher, who taught Home Economics at Western until 1938 and is at the present time teaching at the University of California.

Corporal Milton J. Roeb, '39, former captain of the tennis team, is pictured on the cover of Western Tennis Magazine for June with other members of the Las Vegas Gunners School net team.

Lt. George Theodore, '41, was commissioned July 18 as a second lieutenant in the mechanized cavalry unit at Fort Riley, Kansas.

Mary Garrison Collard, '21, is one of the first Western Michigan College women to join the Women's Auxiliary Army Corps. Helen Dunlap, '41, and Florence Twiest, '39, have also affiliated themselves with the WAACs.

Fred Borrows is a member of the U.S. Marine Corps and is in training at the Aerial Torpedo School, Great Lakes Naval Training Station.

Mr. and Mrs. Garret Van Eck, 1435 Maple Street, have the distinction of having three sons in the service. Harold Van Eck, '39, is a private first class in the Air Force—Headquarters and Headquarters Co.; Douglas Van Eck, who was a student at Western for two years, is in the ground crew, 27th Fighter Squadron, Tunwater, Washington; and Garret Van Eck, Jr., is in the Coast Guard, Baltimore, Maryland.

Joe Killinger Snyder is in training as a navigator cadet at the AAF Navigation School, Hondo, Texas.

Corporal Henry Van Nus, III, is at Camp Lee, Virginia, attending the Quartermasters' Officer Candidate School.

Ensign George Humm, '37, Allegan, who recently completed a course at Northern, is stationed at Norfolk with an amphibian group. He was a member of Proneco Track teams for three years.

Howard Dunham, former Western student, received his commission as a second lieutenant at Mather Field, Calif., in July as a navigator in a bombing group. He went overseas within the past month, but his present location is not known. He is the son of Homer Dunham, publicity director.

Dr. Thomas Howson, B. S. '34, who has been awaiting a call into the army, has received orders to report at Atlanta, Georgia, November 6, as a first lieutenant in the dental corps. Dr. Howson is president of the Alumni Association of Western Michigan College, and has been a member of the staff of the Health Department.

Miss Doris Hussey, of the department of Physical Education for Women, has received official information that her nephew, Lieut. Monroe Hussey, a former student at Western Michigan College, is missing in action.
Mrs. Dorothy Hinga Hoover is teaching in Elk Rapids. Mrs. Hoover was graduated from the music curriculum and last year taught music in several rural schools in Kalamazoo County.

Miss Jean Applebydard became the bride of George St. Ryno on June 21, 1942.

Herbert Meyer wed Miss Phyllis Cooper, daughter of Carl R. Cooper, Alumni Secretary, during the summer. Mrs. Meyer was treasurer and vice president of Women's League, president of Arist, and a member of Kappa Delta Pi, Pi Gamma Mu, and Senate sorority. Mr. Meyer was president of Kappa Delta Pi his senior year.

Miss Ruth Vennema was married in August to Edward Sievers, Jr. They are living at 771 West Main Street, Kalamazoo. Mrs. Sievers is teaching in Calhoun County.

The marriage of Shirley Crane to Ensign Delores Walton, Jr., was solemnized last August in San Diego, California.

Charles Churchill is now in the Navy, serving in the Intelligence Division in Honolulu. Churchill was editor of Western Michigan Herald during his senior year at Western. At the time he was called into service he was a member of the staff of the Kalamazoo Gazette.

Marshall Orr, who received his wings in the Army Air Corps last August upon the completion of his training at Brooks Field, Texas, was married, September 25, to Miss Dorothy Planck of Dowagiac.

1940

Elizabeth Graham, commerce major, has accepted a position in the General Motors Technical School in Flint. She taught in Centreville for two years. This past summer Miss Graham attended the Graduate School of Chicago University.

Esther Morse, who has taught in the Plainwell high school for the past two years, has gone to Greenville high school this year.

John Linding is teaching in the high school at Scotts. Mr. Linding was a member of the Mattawan High School faculty last year. He attended the University of Wisconsin Graduate School last summer.

Theodore Bennink has been appointed to the staff of the Richland Training School where he will teach shop-work and assist in coaching the athletic teams.

Gladys Ten Brink, Kalamazoo, became the bride of Ensign Donald Pikkaart, at Yorktown, Virginia, recently.

Bert Adams is scheduled to give the address at the dedication of the Service flag of the Grand Prairie School November 11. Adams, who is now a lieutenant in the Infantry, is stationed at Fort Sely, Hattiesburg, Miss. He was teaching at Lake Farm Home for Boys at the time he was called into service in 1940 as a member of the National Guard.

Betty Lou Palmer is teaching in Parchment this year. Following her graduation, Miss Palmer taught third grade in Vassar for two years.

Walter Gillett is teaching in the high school at Wayland this year.

Marjorie Grabbe is on the teaching staff of the University of Michigan Hospital this year. Miss Grabbe taught in Kent City last year.

Ruth Scott is now teaching home economics in Otsego. She taught in Schoolcraft for two years. Miss Scott attended Columbia University Graduate School this summer.

Louis Gilson is principal of the South Bardinick Street School, Kalamazoo County, this year.

Estelle Quigley is teaching a primary grade in Grosse Pointe. Miss Quigley has been teaching in Vassar for the past two years.

Frances French, who has been teaching commerce in Otsego since her graduation is now teaching in the Port Huron High School.

Helen Schubert, early elementary curriculum, is teaching in Grand Haven. Miss Schubert taught in Rochester for two years.

Virginia Ries, art curriculum, has a position in St. Clair Shores. She taught in Lake City for the past two years.

Announcement has been received of the birth of Neil Nichols Browne, son of Mr. and Mrs. Harry H. Browne. Mrs. Browne was Barbara Nichols. Mr. Browne teaches in Armour Institute of Technology, Chicago.

1939

Garrett Veld is coaching and teaching in Bellevue this year. Before going to Bellevue, Mr. Veld was at DeTour for two years.

Albert Zagers has accepted an elementary school principalship in Belding. Mr. Zagers taught in the Prucker School, Kalamazoo County, for three years.

Fred Heuer, former teacher in the Emerson Jr. High School, Flint, is Civilian instructor in the Army Air Corps at Chanute Field, Rantoul, Ill.

Walter Clark is a lieutenant in the navy and is now stationed at Northwestern University, in the Supply division. Lieut. and Mrs. Clark, formerly Mary Long, are the parents of a son born August 26 in Evanston.

1938

Gordon Caswell accepted a position in the high school at Stockbridge this summer. He taught at Nahma for several years.

Mary Ellen Nevins has accepted a position in East Lansing. Mrs. Nevins taught in Mt. Pleasant from 1938 to 1942.

Jack Malette, who has been teaching in Hart since his graduation, has joined the junior high school faculty in Sault Ste. Marie.

Edith Ione Rich, home economics, is teaching in Farmington this year. She taught in Hart from 1938-1942.
Westley Rowland has been appointed a faculty member at Alma College as an assistant professor in the Department of Speech. Mr. Rowland's position in Alma was formerly held by C. Carney Smith, A. B. '33, who recently resigned to accept a position with the Regional Office of the Red Cross.

Nelson R. Yorks and Miss Ruth Engemann were married August 8, Mr. and Mrs. Yorks are both teaching in Elberta. Miss Ruth Engemann was formerly taught by Charles B. Huelsman, Jr., announce the birth of a son, Charles B. Huelsman, III, on October 2, 1942. Mr. and Mrs. Huelsman were married in 1940 and are now residing in Metamore, Illinois.

James Sanderson has accepted a position with the St. Johns Military Academy, Delafield, Wisconsin. He was high school principal in Nahma for several years.

Virgil Meisel, physical education major, has accepted a position in Bay City. Mr. Meisel taught in Cadillac before going to Bay City.

Herbert Lugers, art major, has gone to Roseville to teach.

Genevieve Kern is teaching an elementary grade in Hastings this year. Miss Kern has taught in Dansville and Grand Haven.

1936

George E. Mills and E. Maybert Camfield, '33, were married during the summer. Mrs. Mills is a teacher in Gobles and Mr. Mills has been principal of the Wyoming Jr. High School, Grand Rapids. He was recently inducted into the Army.

1935

Caroline Glassman left recently for Grand Caymen Island, British West Indies, where she will teach in a private mission school.

Harold H. Van Atter completed his work for the M. A. degree during the past summer at Columbia University. He majored in rural education.

1934

Ted McHold writes that his present address is 6602 Gade Ave., Takoma Park, Maryland. Ted is an assistant statistician on the War Production Board.

Ray J. Puchloe is director in the Department of Education at the Michigan Branch Prison in Marquette. One of his duties is the editing of The Weekly Progress, a publication issued by the prison.

1932

Robert Decker is coaching and teaching in Dundee this year. He has also taught in Camden, New Troy, Augusta, and Stephenson.

Walter Scott was elected to the superintendency of the Olivet schools this year. He taught in Rockford High School for several years, and has been superintendant of schools in Columbiaville for the past four years.

Margaret Feather has been appointed a member of the staff of Lavina Spindler Hall for Women, succeeding Miss Pearl Zanes, who will devote her entire time to work as a social science instructor. Miss Feather has been secretary to Ray C. Pellett, dean of men, since her graduation and will continue in that capacity.

Fred Adams, who went to Detroit last May to take a position with the Packard Motor Co., has just been transferred from the Personnel Department to the Department of Advertising and Public Relations of that company.

1931

Louise Mumbur, who has been teaching in Alma since her graduation, is now a member of the junior high school faculty of the Lansing Public Schools.

1930

Fern Snyder is teaching music in the Kalamazoo Public Schools this year. She has just completed two years of study at the Westminster Choir College. Miss Snyder taught in Sault Ste Marie following her graduation from Western.

Eleanor Dennert is teaching in the high school at Ann Arbor this year. Miss Dennert received her A.M. from the University of Michigan in 1940. Before going to Ann Arbor, Miss Dennert taught English and Latin in South Haven for several years.

1929

Ruth Woodman completed the work for her A. M. degree at the University of Michigan in June. Miss Woodman has taught in Caledonia, Coloma, Vassar, and this fall went to Benton Harbor.

George Schutt is Commissioner of Schools in Van Buren County. Very recently a publication titled Schools Awake has come from the press carrying a foreword by Commissioner Schutt.

1928

The alumni luncheon in District 2 in October was arranged by Harold Baron, who is now in the Physical Education Department of the Public Schools of Flint. Howard Brown, '33, assisted with many of the details.

1927

Lillian Swanson is now teaching mathematics in the high school at Mattawan.

Dr. Merze Tate has accepted an appointment as associate professor of history at Howard University, Washington, D. C. Miss Tate is the author of a recently published book, The Disarmament Illusion, published by Macmillan. She has done graduate work at Columbia University, Radcliffe College, and Oxford University, England.

Victor Sheldon has accepted a position with the Eastern Area Red Cross for the duration. Mr. Sheldon taught in Michigan for four years and then went to Dayton, Kentucky, where he taught in the junior high school for twelve years.

Donald Patterson has accepted the principalship of the Bracker School, Kalamazoo County.

1923

Frank P. Stein, now of San Diego, California, recently stopped off in Kalamazoo for a short visit on campus on his way to Washington. He is Boys' Vice-Principal at the Herbert Hoover Senior School in San Diego.

1922

Dr. Martin Patmos has been commissioned a major in the medical division of the Army and is stationed at Camp Grant.

1929

Mrs. Russel S. Hibbert has returned to the teaching profession and is now in charge of the fifth grade of the Ramo school. In preparation for this work she attended the three-weeks' summer refresher workshop at Western Michigan College.

W. Harold Anderson is an accountant for the Stanolind Oil and Gas Company of Tulsa, Oklahoma. Very recently Mr. Anderson was delegated by President Sangren to represent Western Michigan College on the occasion of the 50th anniversary of the founding of the Oklahoma Agricultural and Mechanical College at Stillwell, Oklahoma.

Mrs. Louise Trabert Norwood, of San Diego, California, has been visiting her husband, Mr. G. J. Norwood, a naval officer stationed at Norfolk, Virginia. She was accompanied by her son, Byron Norwood. They made a brief visit at the home of Mrs. Norwood's sister, Mrs. G. J. Haines, of Detroit.

John Plough, formerly of the Toledo schools and now living in Kalamazoo, believes in continuing study at Western Michigan College. He received a Limited Certificate in 1909, a High School Certificate in 1915, a B. S. Degree in 1942, and has recently done work toward a Master's degree in the Graduate Division. At the present time, he is busily engaged in work at the Mechanical Trades Building on campus.

1914

Arthur Martin, '14, County Commissioner of Schools in Cheboygan County, enrolled his son, Richard Dean Martin, this fall. He is out for freshman football and is living at Vandercook Hall.

1909

While attending the MEA in the Upper Peninsula in October, representatives from the campus saw Wayne McClintock. In 1913 Mr. McClintock became an instructor at Northern Michigan College and has been on that faculty ever since. Wayne's older son, David, a graduate of Annapolis, is on a submarine somewhere in the Pacific. The younger son, Walter is in the Ford School as an instructor.
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