THE PRESIDENT'S CORNER

More Than A Name

FEBRUARY 26, 1957, is a date of tremendous significance in the history of Western Michigan College. On this day and from this time forward, Western bears the new name, Western Michigan University. For a young institution, only 54 years old, Western has had many names—Western State Normal School, Western State Teachers College, Western Michigan College of Education, Western Michigan College, and now Western Michigan University. Each name in its time has been appropriate in respect to the purposes of the institution, its scope, and its contributions. The historical trends in education and the demands of the time have been responsible for these numerous changes.

1. Western State Normal School, the first name of the institution, signified a two-year training college designed to prepare rural and elementary school teachers. At the time of its founding, admission to the school did not require anything above the eighth grade. Limitations in educational background, as well as limitations in the nature of the profession of teaching, were experienced in the very earliest years of Western's history.

2. Western State Teachers College, the second name of the college, signified a four-year program based upon a high school education. This applied to both the elementary and secondary levels of teaching and to other programs designed to prepare for special teaching abilities and teachers in special fields.

3. Western Michigan College of Education, the third name, was given to emphasize the word Michigan in the title. There were so many teachers training institutions in several parts of this country called Western State Teachers College that one did not know in which state a given college operated. More significantly, however, the change of name to Western Michigan College of Education was made to recognize the liberal arts aspect of the curricular offerings. With emphasis on College of Education as contrasted with Teachers College, many young people took advantage of the more economical possibilities of study in basic courses of professions other than teaching. More and more students entered the state-supported college instead of the more expensive schools of professional training.

4. The fourth name of this college was Western (Continued on Page 18)
As the twenty or thirty interested persons gathered in the outer office of Governor G. Mennen Williams on Tuesday, February 26, 1957, there was considerable talk of the growth of Western Michigan College and its future.

Among those present were five administrative officials of the college, six students, one senator, four representatives, numerous press, radio and TV people, and members of the governor’s staff. Cameras were much in evidence as photographers prepared to record this historic event.

About 10:15 all was ready and the group was ushered into the office of Governor Williams. He greeted each person at the door and then seated himself in the peeled bark chair at his desk. President Paul V. Sangren, Senator Carlton H. Morris, Representat­ives Cyril Root, Homer Arnett, Walter Nill and C. F. Rapp gathered around him and at 10:23 the governor affixed his signature to the bill changing the name to Western Michigan University.

After signing numerous copies for those present, and distributing some of the pens which he had used, the governor offered a brief statement keyed to the responsibility assumed by the legislature in this act.

Thus closed a drama which had opened on the Western Michigan campus last October—the culmination of the fondest dreams of those close to the institution.

For when Senator Morris stated at the dedication of the men's physical education building that he would be happy to initiate such a name change bill at any time desired by the college and the state board of education, he set off a chain reaction that concluded sooner than any one had dared hope.

At first it was mere conjecture, but slowly, under the guidance of President Sangren things began to happen. Letters of commendation came from the presidents of Michigan's three other state universities; the State Board of Education took formal action recommending such action; and the college began to think in new terms.

A brief pamphlet was prepared outlining some of the factors influencing this new thinking, and the faculty underwent a formal briefing on events. Of course, as it began to gather steam the student body reacted—some favorably, some with questions in their minds.

At one point President Sangren expressed concern at the lack of opposition, stating that he knew not were to "point the gun." It was with considerable disbelief on the parts of many persons that no single great voice rose to challenge this act. Scattered editorial criticism was noted in the state, but this was offset by an extremely favorable press in other areas.

As is now history, the Senate voted 28 to 0 in favor of the new name Western Michigan University. Less than two weeks later, the House of Representatives gave 96 votes for, and one lone dissent.

Of inestimable value in this legislative work were the efforts of Senator Morris, Representatives Root and Arnett. The ardent support of the local legislators quickly brought together the necessary votes to insure an early and favorable vote.

The bill was given immediate effect, so that Western Michigan University is now a reality. The historical background of this tremendous growth, physically and academically, is noted in The President’s Corner, beginning on the facing page of this issue.

While Western Michigan was already a university in the scope of its offerings and in its administrative and academic organization, the new name will mean much in the years to come. How it will affect the institution, only the future can tell. But already Registrar Clayton J. Maus reports that requests for admission in the fall of 1957 are reflecting the change.

In the May issue of the News Magazine we hope to record pictorially and in writing much more graphically the events of February, 1957.

(Continued on back cover)
THE CASE FOR AN

Honest Diploma

By John A. Buelke

Less than a year ago an article in the Journal of the Michigan Education Association presented the case for the consideration of more honest and more meaningful diplomas to graduates of modern high schools. Although the editor of the Journal anticipated strong reaction from educators as a result of its publication, the scores of letters, telephone calls, and comments which the editor and the writer received in response to it were totally favorable and most approving. It appeared that lay citizens and professional educators were more inclined toward reconsideration of the means by which mid-twentieth century high schools recognize the achievements of their graduates than might have been expected.

In brief, the honesty of a given high school administration may be challenged when students are awarded diplomas which misrepresent to them the true nature of their achievements while in school. Misrepresentation may occur as a deliberate effort to deceive youth on the part of school authorities, or it may occur because there is widespread misunderstanding among grantors and recipients over the fundamental meanings of diplomas. Circumstances in present-day American schools seem to preclude the former, but appear to provide evidence of much confusion, disagreement, and conflict in regard to the latter. More considered attention needs to be paid to misunderstandings now prevalent.

Almost without exception, traditional diplomas are worded in terms of the successful achievement of certain required levels of academic proficiency. Almost without exception the manifold achievements of graduating students are quite disparate from, and most inconsistent with, the specified levels of competence. It might be much more exact to consider a traditional "sheepskin" as a certificate of attendance for a young person than to consider it in the nature of honest recognition of his accomplishments. At least there should be little misunderstanding about the nature and meaning of an "attendance certificate." Without precise definition or without careful description of the accomplishments which a traditional diploma is supposed to recognize, however, there can be nothing but confusion, misrepresentation, and even dishonesty in its award.

Student Status and Need for Its Honest Recognition

Through the years the school diploma has come to represent one of the most common means of recognizing the educational status of a student. Educators have been sincere as well as psychologically sound in trying to furnish "leave-taking" students with some recognition for their accomplishments while in school. Further, they have tried to indicate to the general public that certain levels of proficiency in academic matters have been attained by certain students. Efforts made in both regards have been admirable. Difficulty has arisen, however, when recognition for accomplishment has been given recklessly or indiscriminately, and when the nature of recognition provided has not been true to the real nature of the achievements of youth. Both of these conditions prevail today. More respected bases for appraising student status, its honest and forthright recognition, and more qualified means of describing it must be found soon if present difficulties are to be overcome.

Young people today are faced with many arenas in which their enterprise may bring them recognition and feelings of successful accomplishment. Unfortunately for educators, a relatively small number of them accept the academic arenas which are prescribed and dominated for them by adults. When they face competition and the possibility of failure in arenas which are prescribed speculatively for them by adults and which are proscribed by the natures of their own native predispositions, they invariably seek elsewhere for avenues to satisfactory status. In contemporary schools the modern teen-ager has found many kinds of success and many forms of recognition which will substitute or sublimate for rigidly imposed class-
room status systems. A feeling of success in the kind of personal accomplishment of status which draws the attention of peers appears to be a psychological “must” among all people, in school or out.

The truths of educational practice and malpractice in regard to student status today are discernible by speculation as well as by science. The persistence of adults in imposing very limited opportunities for status in academic settings, and the foolish struggles of “educators” in trying to establish primacies for certain academic arenas have been implicitly rejected by youth. Young people have generally been wise enough to avoid open and explicit rejection of the imposed limitations and idolatrous primacies of adults while they have implicitly established opportunities and status systems of their own. Every device by which adults have tried to motivate, compel, or induce submission of their youth to narrow academic status systems has either been circumvented or implicitly denied in ways which have caused authoritarian “oldsters” chagrin and misguided determination. The diploma device is conceivably one of many means by which those who, having found their own particular avenues to status in an academic world, are attempting to bolster the insatiable security they feel in a changing and very diversified society.

Education in many settings has thus become infested with a mass of schemes and procedures for acquiring the submission of youth to the status systems best known to educators. Many artificial devices and much fanciful symbolism are being used for dramatizing and glorifying the status of adults so that youth will be motivated along identical courses toward the traditional ways of their forbears. The traditional diploma has become a symbol of status, and something to be held aloft as the ultimate goal of education. As a symbol rather than a true indication of stature in academic ways, the diploma today has become one of the thousands of trappings of status which Americans have learned to seek by any means. It is part and parcel of the tragic and dangerous American illusion that security in learning, physical possession, and all well-being can be purchased cheaply in the human market place. Young people of the twentieth century are inclined to be just as happy (?) with the cheapness of symbolic status, wherever encountered, as adults appear to be.

It should be quite clear then, that the conventional diploma is not the same to the youth as it is to the adult. It has become a kind of necessary tradition in education. Its meaning to young people is the culmination of many years of effort in trying to adapt personal lives to adult artificial systems and symbols contrived as indications of status. Its meaning to adults is the successful accomplishment stature in the only arenas of achievement which they know and understand. Both meanings are tragically naive and conducive to misunderstanding in everyone concerned.

Changes must be made in the fundamental concepts of educators where the over-all aspirations and achievements of high school people are considered. The misunderstanding which has grown up around the meaning of the traditional diploma is but a part of a greater picture of conflict and confusion which has gone beyond the concern of teachers and learners today. What appears to be misunderstanding within the whole educational enterprise is viewed in homes and communities as dishonesty and professional malpractice. Fortunately, however, it is quite possible for all educators to isolate and consider certain meanings and practices where student status and student leave-taking of schools are concerned. As young people leave institutions of learning in the future they may be recognized for having achieved the competencies, values, feelings and attitudes, as well as the integrities of person that their schools conducted within them. Moreover, the disciplines of quality, of enterprise, of reality, and of consequences may be entered upon their lives in ways which will make the disciplines of people, of symbolism, of rationality, and of expediency appear to be the dangerous illusions which they are. These matters involve understanding more than honesty.

Needed Changes in the Conventional Diploma

Apart from its breakdown in confusion and misunderstanding as a means of recognizing in youth, and for youth, status along academic lines, the conventional diploma may be criticized in professional ways. Criticisms can be stated which could lead to changes which could, in turn, restore it to respect and meaning in the educational setting. First of all, as intimated above, the present day diploma should be a comprehensive account of the over-all accomplishments of individual high school students. Second, the diploma should present a boy or girl with a straightforward and accurate account of his stewardship of time and potentialities. Third, but not least, the diploma should be psychologically and professionally sound as recognition of status which has been truly and honestly achieved by the individual learner. Upon these three points, changes may be predicated in school diplomas with the hope that constructive thought and forthright action may lead to better understanding of methods by which the in-school accomplishments of youth are recognized.

The conventional diploma should be a comprehensive account of the over-all important accomplishments of high school students. Public school organization or administration today is flexible enough to permit most young people to attend school for twelve or thirteen years and then to take their leaves with certain personally valuable achievements to their individual and collective credits. It is also flexible enough to allow young people to spend time in mastering the requirements which have been named for them by the various agencies to which they turn for further education, public recognition, and employment. There is to-
day little excuse for the school administration which fails to maintain the flexibility which makes both personal and extra-personal prescriptions for achievement possible. Similarly, there is little excuse for the educator whose school program fails to develop in each learner an understanding of his growing order of accomplishment, be it motivated by his own potentialities or the demands of those he would serve.

Means must be found whereby the high school diploma recognizes the particular accomplishments of youth which arise from the motivations of their own special potentialities and strengths. The “sheepskin” must not be used as an instrument by which peculiar strengths and special aptitudes are restrained or denied expression. In addition, means must be found by which the particular demands of society—the state, the community, the employer, and the other demanding agencies of contemporary life—are accountably recognized and accepted by the aspiring student. In every possible way all of the worthwhile directions of human enterprise of each high school student must be recorded and described in commonly respected notation for everyone concerned. In many ways there must be departure from the way of thinking under which a diploma is narrowly conceived against a world which is so broadly demanding of citizens today.

The conventional diploma should present a boy or girl with a straightforward and accurate account of his time and potentialities while in school. The stress point here is the word “accurate.” Some means must be found whereby a more precise description of the student’s achievements is made a part of his own record on a personal and permanent basis.

There are many points along the educational front where difficulties have arisen out of differences between teachers and learners. Misconceptions of so-called “continuous growth” patterns of school organization continue to be expressed and condemned. The usual contention of the critics is that only the teacher can understand the status of the learner. The naive and unlearned educator is prone to believe that a learner’s status is somehow changed by terminology used to describe or categorize him. “Continuous promotion” does not mean that learners are deceived into believing that they are something which they are not. It means that the status of each student is well-considered by him, his strengths and weaknesses are honestly recognized, and his progress through twelve or more years in school is systematically recorded and studied by both him and his teacher. Only the uninformed educator is likely to believe that a student is fooled by gestures and symbols when his real achievements are a matter of record to him.

Understanding educators today realize that many practices are possible under which a learner can face and evaluate his own status on each of many achievement fronts and kinds of enterprise. There are many ways by which the true status of an individual may be objectified, dramatized and tested to the end that not a shadow of disagreement exists between the teacher and the learner himself. It is quite tragic that so few modern teachers actually understand what a wonderful thing it is for the unlearned to be comfortable in the presence of the learned. When educators use diplomas, marks, and superficial awards as methods of destroying the learning climate in which the improved status of the individual is most wholesomely achieved, educational malpractice is present. Sensitive and observing teachers know well how accurately and candidly learners can appraise their own and other’s status in any given area. Diplomas and all similar devices may some day become simple statements of accounting of progress which are rendered to young people on the day they decide to take leave of their schools.

Through the years it has become quite customary for teachers to use “disciplines of people” in lieu of other much more demanding and obviously inevitable impingements upon human wills. To many educators it is quite conceivable that learners will respond more wholesomely to the disciplines of consequence and quality conscience than they will to the demands of their teachers. To others who lack confidence in the discretionary insight and the sense of personal responsibility which are supposed to mark individuals in a democratic society, any means employed by an adult in the discipline of a youth is justified by the outcomes which are desired. The use of psychological clubs, humiliatory devices, and artificial consequences (diplomas expressly included here) may appear expedient to educators, but actually they are serious deterrents to young people who need to examine their own states honestly and candidly. All forms of recognition for student achievement need to be true to the conditions which give rise to them; perversions of tribute and respect for achievers into embarrassment of non-achievers are neither respectable nor accurate in educational practice.

The conventional diploma should become psychologically and professionally sound as recognition of states which have been truly and honestly achieved by individual learners. As a means of describing the status of a graduating student in mutually understood terms, the present-day diploma fails quite miserably. It leads to confusion and uncertainty because its meaning as a contrived symbol of status is so far apart from its desirable meaning as a description.

(Continued on Page 20)
Rare Michigan History Revived
In Unique Publishing Effort


People who have come to Michigan within the past twenty-five to fifty years may not be familiar with the name Flavius Josephus Littlejohn (1804-1880). Judge Littlejohn was for eleven years one of Michigan’s outstanding circuit judges with legal jurisdiction embracing twenty counties in Central Michigan, extending as far north as Traverse.

He came to Michigan from his native New York State in 1836 and during seven of this state’s formative years he was instrumental in shaping its destiny by serving as a state representative and later as senator. He was not only a statesman but an author, lawyer, surveyor, geologist and friend of the Indians. His evaluation of the Indian character was unique. He faithfully set forth the life of these “strong and sturdy red folk of the Michigan forests and prairies and brought back the tremendously interesting times of the renowned chiefs—Okemos, Pokagon, Pontiac, Wakzoo, and Elkhart. Touches of deep tragedy make the pioneer American White and the native Red Man of the forest kin . . . . The blending of heroism, hardness, friendliness, and generosity in the character of Judge Littlejohn gained for him the confidence of the Indian tribes. His work, The Legends of Michigan and the Old Northwest, is a comprehensive presentation of first-hand material, and is a valuable addition to our scanty literature regarding the Indian tribes of Michigan.” From Indian Legends to the Modern Book-Shelf, by Edith R. Mosher and Nella D. Williams, 1931).

The Allegan County Historical Society recognized the need for a reissue of this book, long out of print. Under the leadership of the president, John C. Pahl, an edition of 500 copies was brought out in the late 1956. The expressed purpose was to place the book back in “circulation among the people interested in Indian life or even those who just like a fascinating story.” Incidentally it also serves as a belated memorial to the author who had his home in Allegan for many years. This present volume contains 572 pages. It was produced through the use of modern lithographic processes with new plates being made from the original pages. Unfortunately the 28 illustrations, line engravings mainly of famous chiefs, reproduced poorly.

According to Mr. Pahl, the only major departures from the original text were additions rather than deletions. An index, table of contents, list of illustrations, and a map of the area were added to make the book more useful to the scholar.
THE NEED FOR ARCHIVES:

Waldo-Burnham Papers Examined

The following article is not simply an account of the sorting of the papers of ex-president Dwight B. Waldo and the former director of the department of rural life and education, Ernest Burnham. It is also a plea for assistance from the alumni and friends of Western to aid in the location and collection of further letters written by these two men. Furthermore, the article shows the need of a systematic effort to assemble, preserve and organize all possible material that is relevant to Western's history.

Several years ago two investigators not living in this part of Michigan, made inquiries which made us here at Western feel very uncomfortable. One was doing research work on the life and activities of one of the most outstanding superintendents of public instruction that the state has ever had, Henry R. Pattengill. The other one was collecting material for the celebration of Michigan State University's centennial. Both wanted to know whether we had any correspondence in our files relating to their fields of interest. The only possible answer that we could give was that we did not know, as the Waldo collection was stored in three large filing cases and two cartons, and the Burnham papers were in thirty small filing boxes, three cartons and one suitcase. Almost all of this material was so poorly sorted and arranged that it was practically impossible to answer the inquiries satisfactorily, unless the research people were willing to spend weeks scrutinizing the thousands of documents.

Apparently moved by the fear that similarly embarrassing questions might be asked in the future, and also knowing that Western's graduate students needed source material that was readily accessible, our librarian, Miss Katharine M. Stokes, decided to do something about the chaotic condition of the Waldo and the Burnham papers. She asked the writer, as a superannuated septuagenarian, whether he would be willing to assume the task of sorting, arranging and cataloging them. Since he had an abundance of leisure time and since the work appealed to his historical interests, he gladly accepted the preferred task.

He (the first person pronoun will be used hereafter) was soon immersed in work that he found more time-consuming than he had anticipated, although almost more interesting. I soon discovered that there was a great difference between the two collections. Dr. Burnham had apparently kept everything that he received—letters, post cards, and even his receipted bills. There were hundreds, maybe, thousands of letters from former students. Correspondence was maintained with educational leaders in Michigan, in other states, and on the national level. He communicated frequently with many people who were interested in rural conditions, such as the grangers and rural pastors. The letters from his brothers and his father are particularly interesting. On the other hand, the manuscript papers of Waldo are relatively few. The greater part of the collection consists of pamphlets and reports. The Waldo correspondence must at some time have been thoroughly sorted and items unintelligently discarded. The result is that the important letters in the Burnham collection outnumber those in the Waldo collection in an estimated ratio of seven to one, if not higher.

From the standpoint of a person interested in Western's history, this is deplorable and even tragic.

The first question that I had to answer was what steps should be taken to make this mass of material readily accessible to those who wanted to use it. The answer required knowledge of processing manuscripts which I did not possess. I accordingly interviewed the officials of the Clements Library and of the Michigan Historical Collections in the University of Michigan, and also the librarian and the president of the
American Antiquarian Society, Worcester, Massachusetts. I may add that this librarian is also archivist of Harvard. Using their suggestions and experience as a guide, I plunged into the work.

The first step was the discarding of material that was completely of no value. The question of relevancy of material can never be answered completely. So far as I can see, there are no hard and fast rules on this point. In some respects, every preserved scrap of paper illuminates some niche in the activities of the men concerned, but certainly some have so little value that they may be destroyed without any qualms. However, no two historians or archivists will entirely agree on exactly which items should be kept and which discarded. Anyway, I started sorting. I arranged the manuscripts by years but discarded very few items. Many were retained because it appeared probable that they might be significant if other letters on the same subject or from the same person were found later on, although by themselves they were practically valueless.

By November the first step of sorting and arranging by years had been completed. Then began the second step, which is far more time-consuming. This time the letters were arranged under the years by dates and by recipients. All the letters from one person in any one year were put into a manila folder after having been arranged chronologically. During this operation more letters were discarded, if they came from unimportant persons who did not follow up the correspondence, and if the subject matter was very trivial. This second step is about one-fourth completed at the present time (during the Christmas holidays).

After completing this stage of the work it is planned to catalog each item, the most necessary task of all for the convenience of research workers. We shall have three filing cards for each paper. Each of them will have typed on it the date, the sender and the receiver of the letter. One of these cards will be filed according to the date, month and year, another one under the name of the sender and the third one under that of the receiver. The papers themselves, in their manila folders, will be permanently placed in filing boxes especially designed for the purpose and appropriately labelled. This will make it relatively easy for the student to examine the material in which he is interested. Thus, if someone is interested in a phase of the development of rural education in the state of Wisconsin or at Columbia University, he can turn to the important years or to the names of the persons who were leaders in the movement and in a short time find out what our collection contains. One further step might be taken by us, to have filing cards listing the chief subjects and persons mentioned in each letter, but this would entail such an enormous amount of work as to render it impractical for the time being.

**A Plea to Alumni and Friends**

The Waldo and the Burnham papers should be a nucleus around which can be built a comprehensive collection of papers relating to our institution, to the history of Southwestern Michigan and to our national educational development from 1900 to 1940. To form such a collection at least two things are needed, one of them immediately and the other in the near future. Steps should be taken now to obtain all letters written by Waldo and Burnham that are still in existence. The bulk of Western's manuscripts, probably ninety-nine per cent, is composed of letters to these two men. That is the serious weakness of the collection, for letters by them would contain many of their own thoughts and reactions and thus would add greatly to our knowledge of the institution's history. **Right here is where the alumni and friends can help.** Some letters by Waldo and Burnham should still be in existence. **I am urging those who possess them to send them to us, so that they can be preserved and cataloged. Please help us if you can.**

**Need for an Archivist**

Another thing should be done in the near future. The administration should provide for the establishment of Archives with a permanent office of Archivist. This official should have the responsibility of collecting and cataloging all material possible that relates to the history of Western—letters, photographs and printed material. Waldo and Burnham were not the only ones who were closely associated with the institution's development. A systematic attempt should be made to obtain information about the activities of Smith, Burnham, Frank Ellsworth, Lucia Harrison, John C. Hokeje, William McCracken, Lavina Spindler, George Sprau, Roxanna Steele, Elisabeth Zimmerman, to mention only a very few.

Further, the Archivist should be designated as the person who would decide what official correspondence, publications, and minutes should be preserved. All that is no longer current should be turned over to him for disposal. The need for this was brought home to me when I discovered in the Waldo collection the minutes of the curriculum committee for three years while Dr. Sangren was chairman. I doubt very much whether a complete file is extant. The same doubt exists about the minutes of other faculty and student committees. If they do exist, they are widely scattered. They should be preserved in a central location easily accessible to all. In doing this Western would follow the example of leading educational institutions, as well as of the national government and many state governments.

Such an archival collection would be of great value to the historian, the educator and the administration. The two histories of Western that I wrote would have been much fuller and much more nearly accurate, if I had had at my command a well arranged and large archive. The necessity for one will be even more acute for the person who writes the next history. Our Graduate School's

(Continued on Page 18)
Olympian Returns

By George Dales, Track Coach

The Murchison story is one of triumph, and the greatest athletic honor of all, to represent his country in the Olympic Games. But, before all this, there were almost as many disappointments as there were moments of success on the long journey to Melbourne. This is the story that can now be told of loyalty, sacrifice and devotion, relentless training and a goal.

Murchison’s natural endowment of speed was first discovered by Henry Springs, track coach at Chicago’s Wendell Phillips High School. Springs is well known as a discoverer and developer of sports greats such as Buddy Young, Jim Golliday, Byron Skinner and many others. Murchison in his one and only year of high school competition, won the Illinois State High School Dash Championships and in the same year he went on to the National Senior A.A.U. Track Finals where he placed third.

These sensational performances made Ira one of the most sought after athletes by many well known institutions of higher learning. Upon the urging of his friend Ken Lyles ’48, Ira visited Kalamazoo and Western Michigan University. He indicated a serious interest in the Industrial Supervision and in the Printing Technology courses, but the lure of the “Big Time” and the “Big Ten” was too great and he enrolled at the University of Iowa in February, 1951. This Korean War year was a significant one for it was then that the freshman residence rule was waived by the NCAA and freshmen became eligible to compete as varsity athletes for four years. Murchison ran second in the “Big Ten” and third in the National Collegiate Track Championships during the spring of 1951. He achieved the honor that year of being the first to defeat the fabulous Golliday in
college competition. This was really the beginning of his many races with the fastest men in the world.

Ira did not return to Iowa in September. In his own words, “It was too far from Chicago and the hills to the field house were too much to climb each day without a meal.” The Iowa track coach later said of Ira, “Give the little man three meals a day and a track to run on and you have the nearest thing to the happiest man in the World.” There was no truer statement even without the meals.

It was during the following January when Henry Springs again came into Ira’s life. In his kind, fatherly manner he encouraged Ira to give college another try, but this time not only as an athlete but as a student seeking to improve himself. He spurred Ira to reconsider his earlier vocational interests at Western Michigan University. At Western Murchison joined his high school friends and running opponents, John Hudson and Tom Hughes. Little did he realize then that the hills in Kalamazoo between Mrs. Clark’s house at Oak and Maple Streets and Western Michigan University were mountains to overcome as compared to those at Iowa.

Ira paid the price of the transfer athlete in taking his long daily hikes to school and in not competing in intercollegiate competition until he met the NGA A one-year residence requirement. At Western, Ira became indebted to Hudson and Hughes both on and off the track. John Hudson’s lightning fast start taught Ira to get off the blocks still faster and Tom Hughes’ driving finish at the end of a sprint “pulled” Ira to a strong finish. Hudson was later rewarded by becoming the 1956 Mid-American Conference sprint champion, record holder and high point winner, and by equalling Murchison’s school record performance of 9.6 seconds in the 100 yard dash.

In the Spring of 1953, Murchison was eligible to compete for Western. He worked at a sixty cents an hour maintenance job assisting Nelson Schrier two hours daily before practice. He is well remembered riding “his” tractor and keeping “his” track dragged, rolled and manicured with great pride. On the day of the University of Michigan, Marquette and Western Michigan triangular meet, Don Canham stated that his boys had not run on a better kept track in years. This gave both Ira and Nelson almost as much personal pleasure and joy as did Ira’s record breaking sprints that day.

Murchison ran several brilliant races, but not without considerable discouragement and disappointment in the “big” meets. From time to time he experienced cramps in his tight and muscular legs and he was seldom able to run “all out” without caution. He was confident he could beat anyone out of the blocks but he had difficulty “pulling away” in the middle and at the end of a race without further injuring his already sore legs. It was the writer’s opinion that the poor eating habits of many months were taking their toll. This time it was Dean John Hockje who came to Ira’s aid. He approved a $30 student grant without which Ira could not have existed at Western to the end of the school year.

During that track season, Ira became the Central Collegiate and Mid-American Conference sprint champion. He won both dashes in the Mid-American, he ran on the record breaking relay team, and he placed third in the broad jump to become high point winner of the meet. On that day Ira stated confidently he felt he could again defeat Golliday and make the Olympic team. Many wished him well but little did they know at that time how this five feet, three inch bundle of energy, muscle and smile would be Western Michigan’s first bona fide Olympic track team representative.

Coach George Rider gave him encouragement in presenting him with the 1952 Olympic Book as his reward for being the outstanding performer of the conference meet. In the book Rider wrote, “The difference between a champion and a great champion is work, attitude and frame of mind.”

During that summer, Murchison received his Army Draft notice, and he looked forward to the three square meals a day and the G.I. Bill benefits that promised better college days later.

As late as May, 1956, less than a month before the Olympic trials, Ira Murchison was not even rated among the top ten sprinters from the United States. On all the pre-Olympic trial dope sheets there appeared the famous names of Dave Sime, Jim Golliday, Bobby Morrow, Than Baker, Dick Blair, Willie Williams, Leamon King, and Rod Richards. At the time of this writing Murchison has taken the measure of each of the top ten sprinters of the world today. This is a record in itself.

Murchison’s gradual rise to the high ranking position he now holds is best told in excerpts from his Racing Diary:

The Way of a Champion

1955
June
European Army Championships at Nuremberg.
Won 100 meters in 10.5 and 200 meters in 22.3, tying Golliday’s records.

July
Company “V” Corps Championship Meet at Frankfurt. Won the 100 meters in 10.7 for a meet record and 200 in 22.3 in the mud.

August
German International Meet. Ran 2nd to Futterer of Germany in both 100 and 200 meters at 10.5 and 21.2.

(Continued on page 18)
WHAT happens to airline stewardesses when they decide to give up flying for home life and do they retain an interest in flying?

Pegasus, a monthly publication of the Fairchild Aircraft and Instrument Company, recently decided to look into the matter at some length and to find out just how closely the thoughts of such a housewife stayed tied to the aviation scene.

Their subject was none other than a former Western Michigan University coed, Marjorie Ellen Perry '43, and now Mrs. Charles Beatley of Alexandria, Va.

"We wanted a first hand look at the situation on the basic level, the housewife herself, and after a touch of snooping around Washington came up with one we would call typical—though she didn't marry the boy back home. Our witness is Mrs. C. E. Beatley who now lives in Arlington County across the Potomac from the Capital.

"Mrs. Beatley is a very active member, former treasurer, of the Washington Chapter of Capital Airlines "Diamond Wings Club." There are close to 50 members in Washington, and a new chapter in Pittsburgh.

"I'd guess about 15 to 20 per cent of the girls married pilots," Mrs. Beatley said. "A lot of them married Army and Navy and Air Force officers. Some married lawyers and one is the wife of a paving contractor.

"The club meets once a month at the home of a member, and every third month we meet downtown somewhere. Two or three times a year we have a party where our husbands are invited, like our anniversary dinner dance in May of this year. Each Christmas we have a progressive party, you know, cocktails one place, the main course another, and dessert at a third. And in the summer we always have a party for our children at some swimming pool.

"The airline bosses, magazine editors and other outside speakers are called on to attend the regular meet- ings and keep the girls in touch with latest developments. Early this year, in Washington, the Diamond Wings ladies did right well with a fashion show they sponsored, with the help of the most exclusive department store in town, for the benefit of the Northern Virginia School for the Blind in Alexandria. Last year the benefit was for the Alexandria School for Handicapped Children. Busy, these babes.

"Mr. and Mrs. Beatley have been married ten and a half years and have two children, Elizabeth, seven and a half, and Christopher, five. Yes, Chuck is a pilot, flying Viscounts for Capital on the Washington-Chicago run.

"This housewife, who more than 10 years later maintains a keen interest in aviation and her old airline pals, now 34 years old is a native of Michigan. She graduated at Western Michigan University and taught school in Flint for a year before joining Capital as a stewardess. She flew a year and a half before turning in her wings for a wedding ring.

"Chuck, then a co-pilot, spotted her in a company office, learned her name and called her for a blind date. She "looked him up" as she puts it, and eventually accepted. Marriage came a year later. Mrs. Beatley said she flew as stewardess with Chuck his first trip as captain in 1945, a junket to Norfolk, but can't recall that they ever made any other trips together. That's a deal, she said, that is pretty tough to arrange.

"They lived in an apartment in the early days while buying a five-acre tract, complete with pond, where Chuck built, with his own hand, a log cabin intended eventually to be a guest house. The couple, children and all, then moved into the log cabin while the captain spent two years building "the big house," a three-bedroom affair where again he did all the carpentry and masonry.

"There is still a lot to do," Mrs. Beatley said, "little things, mostly. You don't have to ask where Chuck spends his off time on this place."
Belmont Farley
Leaves NEA: At WMC 1927-1929

Dr. Belmont Farley, an occupant of the publicity office at Western Michigan University from 1927 to 1929, and since that time director of the division of press and radio relations for the National Education Association, has retired.

Dr. Farley received signal honors from colleagues in the nation's capital late last fall when he stepped down from the post which he had so ably filled since leaving Western Michigan.

In addition to his many duties as a publicist for national educational groups, Farley "made" time for eight years to write, cast, produce, act in and serve as master of ceremonies for an NBC network radio show, "Our American Schools."

He first attracted national attention when he undertook as his doctoral study at Columbia University school news reporting and readership. This was later published as "What to Tell the People About the Public Schools" and is still being used.

Perhaps something of Dr. Farley's interest in American schools can be gathered from the following quotation: "I've always been interested in expanding this field of public relations. We have dozens of things to teach about education from Kindergarten to graduate school—thrilling things—and we don't do it. You remember the missionary who went to Pongo Pongo to save the heathen from evil, found they didn't know what evil was, so he had to teach them that first. We let our children become 'heathen,' or at least allow them to remain uninformed about their schools, then, when they are adults, we have to try to convert them to the school's support." • • •

Ralph Snyder Wins National Fame on TV

The calm voice of the MC for the popular TV quiz game, "The $64,000 Challenge," is really Ralph Snyder, a student on the Western campus in 1938 and 1939.

Under the name of Ralph Story he has rocketed from small radio stations into the national limelight—although some think he would really prefer his former early morning radio show in Hollywood.

Story took over the national spot on September 2, and has done a consistently fine job since that time.

It was while at Western that he began his radio work with WKZO, now the local CBS outlet. From there he moved to Grand Rapids and then on to Buffalo. At this stage World War II interrupted, and Story (Snyder) soon found himself as a fighter pilot, and flew 63 fighter-escort missions in a P-51 Mustang with the 8th Air Force.

In 1945 he returned to Buffalo and WGR as a disc jockey-announcer. Then in 1949 he took his morning spot at KNX in Los Angeles. Ralph's first national notice was as the moderator of a CBS TV show from KNX, "What Do You Have in Common?"
Western and the Paper World

The paper industry, the State of Michigan and Western Michigan University can well be proud of their latest offspring.

As a result of cooperation between these elements, there is now in use on the Western campus a new Paper Industry Laboratories building, which was made possible through an appropriation of $125,000 by the Michigan Legislature and gifts of more than $183,000 from paper making firms, suppliers to the paper industry and interested individuals.

The building itself cost nearly $250,000, and the remainder of funds are to be used in the securing of equipment for the laboratories and pilot center.

Eventually it is hoped to have on the scene a laboratory scale model of a huge Fourdrinier, the fabulous machines which turn raw stock into a finished sheet of paper, feeding...
continuously on a roll. It is also hoped that an experimental coating machine can be included for studies in that field.

Already the industries in this complex field have given much equipment over the last nine years.

Built adjoining McCracken hall on the northeast corner, the new laboratories add some 12,000 square feet of floor space for use in the growing paper technology program. Starting in 1948 with six students, there are now 116 enrolled.

Gerald A. Hale, chairman of the paper technology alumni association and assistant to the executive vice president, Minerals & Chemicals Corporation of America, commented during the dedicatory ceremonies January 25 that such training permits industry to eliminate the apprenticeship period for graduates, and offering them an opportunity to become contributing members of an industrial family at a much earlier age.

At the dedicatory ceremonies in the Kanley Memorial chapel, all parties concerned joined hands in welcoming the new building. Bert H. Cooper, vice president of the Kalamazoo Paper Company, and as chairman of the college-industry advisory committee for paper technology a great driving force in raising the funds, said “many shoulders are still to the wheel” and work will be begun on the equipment still needed.

Dr. Clair L. Taylor, state superintendent of public instruction, said “Society demands cooperation between government, industry and education today.”

President Paul V. Sangren gave considerable credit to Earnest E. Ludwig, first chairman of the advisory committee, and to that gallant group of Kalamazoans who sat through the birth pangs of the new paper technology curriculum.

A luncheon followed the dedicatory service and inspection of the building, with Cooper presiding. Speakers for this occasion were C. E. Libby, head of the pulp and paper technology curriculum at North Carolina State College, Raleigh, and James E. Wise, president of the Kalamazoo Paper Company.

Libby, one of the consultants in the early stages of development of the curriculum at Western, said “Now that your building worries are over, you will have more time to concentrate on that ever-present and longer lasting worry of how to fill your new building with the number and kind of students who have the aptitudes and abilities to complete successfully a rigorous technical curriculum and who are blessed with the finances to maintain themselves through four years of mounting inflationary costs.”

He discussed at considerable length the work of the Pulp and Paper Foundation of North Carolina State College, remarking that “this pioneer effort of the paper industry in providing a financial background for four years of vocational undergraduate education for its future personnel is going to pay big dividends in easing the manpower requirements of this industry . . . This development in technical education needs to be repeated in every paper-making region in the United States.

“It is our earnest belief that only through a cooperative educational effort of this kind will the paper industry ever again be able to command a competent working force, adequate to keep pace with the tremendous expansion of this industry, which lies just ahead.”

Both Libby and James E. Wise,

(Continued on Page 19)
Murchison Heads
Strong Field of Bronco Trackmen

The Bronco track team faces a strong indoor schedule and in the outdoor season the card seems to be still tougher with a half dozen dual meets, the Mid-American Conference and Central Collegiate affairs, and competition in two big relay events along with competition in other meets.

Coach George Dales has nine lettermen back from the team which placed third in the Mid-American last year: Bob Adelizzi, Chicago; Ed Avery, Mansfield, O.; Jerry Bruggeman, Cleveland, O.; Tom Edwards, Dayton, O.; Covert Lefler, Detroit; John McKenzie, Grosse Pointe; Roger Shepler, Detroit. Back from his tour of service with the army is the Bronco star Ira Murchison, co-holder of the world mark for the 100 meter dash.

Also expected to aid is Tom Hughes, another Chicagoan, back from Army service, and several sophomores, Dallas Shoe smith and Ed Henley, hurdlers; Lyle McCauley, hurdlers and relay, and Alex Marshall, middle distances.

Some transfers are also available from junior college ranks, Terry Mack and Ron Kamarner, broad jump and hurdles, and Bob Crupton, two-mile and distance medley relay.

Of the lettermen from last year’s team Bill Pyle is the outstanding returnee. He holds the Mid-American and school mark for the two-mile in 9:33.7, and may better that this year. He might also set new conference and school marks in the mile. The school mark in this event is the oldest on the Bronco books, a 4:16 by Ray Schwartz in 1930.

Murchison, who promises to be an outstanding figure in every meet in which the Broncos will have entries this spring, has a fine prospect of being the winner in the 100 and 220 dashes in most meets and will also lend strength to the 880 relay team, which he could make a winner because of his exceptional time over the 220 yards.

Jerry Becker, who has done better than 13 feet in the pole vault, is also seen as a first place winner in most dual meets, and might also be a first place conference winner.

These three men, and John McKenzie, if he is recovered from his injured foot, could be big assets with the thinline.

26-Game Card
Faces Diamond Crew in Spring

Coach Charles Maher’s baseball team will face a 26-game schedule this spring—12 contests with Mid-American Conference teams, a dozen with Big Ten teams and the usual home and home series with Notre Dame.

To successfully meet this challenge Coach Maher must have much better pitching than he was able to get last year, must have better hitting, and he must also plug a big gap in the outfield and turn up a capable second sacker.

Among the hurlers who won letters last year and are back this year are Dick Sosnowski, Tom Goldsberry, Norm Hradeck and Jack Rumohr. They should show some improvement over last year, perhaps one or two of them may blossom forth as a real star.

Maher expects to have lettermen back for most positions: Fred Messenger behind the plate; Jack Smith and Bob Mason, first sackers; Leland David, third; Kenneth Hamlin, short; and Henry Wurster and Terry Mack, outfielders.

In addition to most of the Mid-American Conference teams being seen in action here this year the schedule will also call for the appearance of Iowa, Ohio State, Michigan, Michigan State and the Irish on the local diamond, insuring that Kalamazoo fans will see top grade collegiate baseball this spring. Iowa and Ohio State will each play three times at Hyames field.

1957 FOOTBALL SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Opponent</th>
<th>Stadium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 21</td>
<td>Central Michigan at Mt. Pleasant</td>
<td></td>
</tr>
<tr>
<td>Sept. 28</td>
<td>Miami, Band Day</td>
<td></td>
</tr>
<tr>
<td>Oct. 5</td>
<td>Marshall</td>
<td></td>
</tr>
<tr>
<td>Oct. 12</td>
<td>Bowling Green at Bowling Green</td>
<td></td>
</tr>
<tr>
<td>Oct. 19</td>
<td>Washington U., Homecoming</td>
<td></td>
</tr>
<tr>
<td>Oct. 26</td>
<td>Toledo at Toledo</td>
<td></td>
</tr>
<tr>
<td>Nov. 2</td>
<td>Ohio University at Athens</td>
<td></td>
</tr>
<tr>
<td>Nov. 16</td>
<td>Kent, Dads' Day</td>
<td></td>
</tr>
<tr>
<td>Nov. 9</td>
<td>Western Reserve at Athens</td>
<td></td>
</tr>
<tr>
<td>Nov. 15</td>
<td>Marshall</td>
<td></td>
</tr>
<tr>
<td>Nov. 22</td>
<td>Michigan</td>
<td></td>
</tr>
</tbody>
</table>

WESTERN MICHIGAN UNIVERSITY
The English and Suez

Lawrence Sutton has been director of studies at Ashridge College in England for a number of years. Dr. Leonard Kercher and Dr. Russell H. Seibert made his acquaintance during their first Social Studies Seminar in 1951, at which time he was of great assistance in working out the English phase of the project.

He is a graduate of the University of London, specializing in economics. He served some five years in the British Army of Occupation in Germany after the war, and in 1952 made his first trip to this country when he was a visiting professor in Western's summer session. Here he made many friends and was highly thought of by both his students and colleagues.

The following recounting is in answer to a query on the Suez situation by Dr. Kercher.

I OUGHT to say something of the atmosphere before the crisis broke, because you may not have appreciated the extent of the deterioration of Anglo-U.S. relations on Middle East policy. We were fully aware of Nasser’s ambitions to destroy Israel, to become leader of the Arab world and to become sole master of the Canal. We know that he was blocked by Russia, that Russia was infiltrating the Arab countries and that her real plan was to make Nasser merely a puppet leader of the Arabs, the real controller being in the Kremlin, with all the horrors and dangers which that would mean.

“We were therefore terribly worried that the U.S. appeared to take so little interest in the Middle East and the problems of Israel. There was quite a widespread feeling that the U.S. was allowing her sober judgment of the situation to be obscured by anti-colonialism.

“Then came the nationalization of the Canal. At first it seemed that John Foster Dulles had at last seen the danger ahead and was prepared to offer at least a modicum of support. Very soon, however, this support was so whittled down that nothing remained of any substance.

“As it had long been obvious, that the United Nations would do nothing about anything without a lead from the U.S., the sense of frustration and exasperation grew. Anti-American cartoons began to appear in the press. The motor show was on at the time and one cartoonist depicted a salesman as offering ‘The world’s fastest car, fitted with the Dulles rapid change.’ Another showed a schoolboy answering a question on English grammar with ‘dull, duller, Dulles.’

“It was with this atmosphere that the bombshell of the 12-hour ultimatum burst. When the Israeli attack upon Egypt took place, most people thought that this was the last straw and that the chaos and confusion which had ruled for eight years (while UNO had held 200 meetings on the subject) really would have to be cleared up. But the general opinion was that at last the United States would be compelled to give the necessary lead. I knew of nobody who contemplated even five minutes before the news broke, that France and Britain would ‘go it alone.’

“The country was deeply divided. There were the usual two extremist fringes, the one saying, ‘At last we’ve gotten tough,’ the other glad of any stick with which to beat the Government. But the great central body of opinion which normally in a crisis would have swung behind the Government was split with opposing and hostile camps. Nor, except in the House, was this a party division. I have met life-long Socialists who support Eden and staunch Conservatives who oppose him.

“The split was in the main between those who supported the United Nations in principle and practice without reservation and who felt it morally wrong and degrading to act in defiance of established rules and procedures, particularly without prior notice or consultation, and on the other side, those who believed that action was imperative to stop the war and that as nobody else would act we should have to do so ourselves. Those on this side ranged from whole-hearted supporters of Eden to those who gave this support with grave misgivings as to the (apparently) undue haste and unnecessarily high-handed method.

“At the number myself among the last of these groupings I will from now on give only my personal views. First, there was the character of Eden himself. He has given thirty years of service to the League of Nations and to the United Nations. In 1938 he jeopardized his career by resigning at the dictates of conscience. Unless he had been bitten by a mad dog or got a tumour on the brain (both unlikely, as he had the firm support of top members of his Cabinet), it therefore seemed impossible that he should act as he did unless he was fully convinced that he was justified by the urgency of the situation. This meant that he must be in possession of secret information, and this was borne out by his own statements and those of other ministers. The fury of Russia also gave strength to the belief that she had been forestalled, and the curious inaction of Syria and Jordan against the Israeli flank looked as though they may have been non-plussed by events.

“But what sort of secret could it be that could not be told to the President or the Commonwealth or the Leader of the Opposition? Rumours were flying around, the strongest being that when the French detained in Algeria the plane carrying five rebel chiefs, they captured the plans for a Russian-sponsored uprising against Israel and the West.
What Keeps Men ‘on the Straight and Narrow’?

Glenn Stewart, advertising director of the KVP Company in nearby Parchment, each month edits a small magazine, The KVP Philosopher. It always contains a series of short sketches of interest to everyone; frequently those enriching tidbits of human success. One of them which appeared in May, 1955, was about the late Dr. Ernest Burnham, longtime head of the department of rural life and education. As the magazine masthead says, “Not copyrighted. If there is good here, we want to share it!” we are taking the liberty of quoting a brief sketch of Dr. Burnham.

The kindest, the most loveable man I have ever known was the late Dr. Ernest Burnham, a longtime teacher at Kalamazoo’s Western Michigan College. “Loveable” is a word more often associated with women or children than with men, but Dr. Burnham was masculine enough for anybody.

After his retirement, I used to take him on occasional trips with me to near-by towns. He always said it was because I was “being kind to a lonely old man,” but it was not that at all. It was far more selfish than that, for I was able to work many things he told me into articles of this little magazine.

On one of the trips we got to talking about what it is that keeps men “on the straight and narrow.”

We found a number of reasons, such things as conscience, self respect, family pride, religion, even fear.

“I am going to add another” Dr. Burnham said, “one I am sure has had more of an influence on me than all the others combined. I will tell you when I first became aware of it before I give it a name.”

“When I was 18 or 19, I decided to leave the old home farm in Michigan where I was born and go to Oklahoma to seek my fortune, that territory only then recently being opened up to white settlement. It was my first extended trip away from home, and I felt pretty big, I want to tell you. Me, little Ernest Burnham, clear out in Indian Territory and on his own.

“One day when I was writing a letter home telling all about what I was doing and seeing, suddenly decided I ought to shock or startle my parents into thinking I had become a ‘man of the world.’ Of course I didn’t know what that meant, but it sounded real devilish, anyway. So I closed that particular letter with a postscript that said, very mysteriously, I hoped, ‘I bet you don’t know what I did last night.’ Boy that would sure shock ‘em!

“Now the truth is, I hadn’t done anything at all, unless maybe look inside the swinging doors of a saloon when they tossed a drunk out. I was just acting smart. Not really smart, you understand, I just thought it was smart.

“Well, I didn’t fool mother a bit. She knew Ernest too well to be taken in by anything like that. When her
Seventh Festival of Arts—Art, Drama, Music, Dance

THE gaiety and fun of the arts will be keynoted in the opening number of the seventh annual Festival of Arts at WMU March 28 through April 19.

Shakespeare's Taming of the Shrew will be given three nights (March 28, 29, 30) by the campus players under the direction of Dr. Zack York. This comedy supplied inspiration for this year's cover design by John Kemper which will be used for all programs in the festival. His abstract creation in sienna, black, parapets, sunbursts of wit and joy, royal crowns, and parts of the Shakespearean clown's coxcomb.

The dance festival April 2 and 3 will include modern dance creations to “Symphony 5½” by Don Gillis, “The Last Spring” by Edward Grieg, and “Troubles” as sung by Harry Bellefonte. A college orchestra under the direction of Julius Stulberg will play the instrumental music. Peggy Case, Jane Kilburn, and Helen Goldbold will dance the Grieg number; Joyce Whitsitt will dance “Troubles.” Members of the Modern Dance club under the direction of Mrs. Helen Brown will do the symphony.

One visiting celebrity for this year's festival will be Paul Engle of Iowa, who will speak April 4 on “Poetry and Modern Life” in the campus theatre. He will also discuss “The American Way in Poetry” with English majors at a coffee that afternoon in Kanley chapel social room. He says, “I hope we can rattle the teeth of the students about poetry.”

Sunday afternoon music by small ensembles will constitute the April 7 program in Kanley chapel. Performers will be faculty and students of the music department. Mrs. Dorothea Sage Snyder is in charge of arrangements.

Angna Enters, the celebrated dance-mime, will bring her one-woman “dance-theatre” to the campus for a large assembly program April 9. Among the character creations Miss Enters is most famous for are the evil “Boy Cardinal—Spain 16th Century,” “Moyen Age No. 2” in which she reconstructs the Virgin in Medieval guise; “Pique-nique (1860—Dejeuner au Bois)” as well as ‘Fleau du Mal—Tango Dancer (Paris—1900)” and “Figures in Moonlight (Commedia dell’Arte)” are among her best-liked period evocations. She often programs “American Ballet—1914-1916,” a resume of ballroom dance steps; and she has a dozen other character dramatizations in her repertoire.

A novel feature this year will be the Beaux Arts ball April 12, plans for which are being developed by Sterling Breed, Norman Slack, and Janet Mackenzie. Prizes will be awarded for the best student design for the entire party, and also for the best-designed costumes by individuals, by couples, fraternity and sorority groups, and non-Greek groups.

In the final week of the festival, the Southwestern Michigan Vocal Festival April 17 will involve hundreds of singers, as well as the anticipated large audiences that are customary.

The student art exhibit, which opens Sunday, March 31, on the third floor of McCracken hall, will close April 19. This showing of 200-300 pieces of student work in half-a-dozen of the visual and plastic arts traditionally draws many hundreds of visitors.

Miss Dezena Loutzenhiser is chairman of the festival committee, and is being assisted by John Kemper, Stanley Phillips, and William Griffith for the visual arts; Mrs. Snyder and David Zelinski for music; Mrs. Brown and Betty Watts for dance; Dr. York and Sherwood Snyder for drama; Breed, Slack, and Miss Mackenzie for Beaux Arts ball; and Miss Thelma Anton and Helen Romek on publicity.
The Way of a Champion

Saarbrucken Meet: again 2nd to Futterer in 10.4 and 21.3.
CISM Army Championships at Athens, Greece.
Won the 100 in 10.7 and 2nd in the 200 in 21.1.
Hanna, Germany: won the International Track Meet in 10.5 and 21.8.

1956

January
Trained daily indoors and out through February. It cost $2.00 for round trip each Tuesday, Thursday and Saturday to go to Frankfort to train and run with a German track team.

March
Indoor Meet at Munster. Won 60 yards in 6.1 on boards. Kiel, Germany: won 60 meters in 6.5 for a German record.
Munster, 60 meters again in 6.5
Frankfort Indoor Championships: 70 meters in 7.5 for German and World Record.

April
Kiel, Germany—10.4 for 100 meters outdoors.
Munster—10.4 for 100 meters.

May
British Empire Games at White City. Won 100 meters in 10.5 against a 11 miles per hour wind and the 200 in 21.5.
Time trial in Nuremberg ran 10.3 and 21.0 with no competition. Flew to the U.S. with All Army Team and ran in the 100 yard dash at Compton Relays in an open lane when Baker dropped out. Won and ran 10.2 to tie Jesse Owens (and others) World Record.

June
Ran in the All-Army Meet to qualify for the All-Service Meet and ran third in 10.5 to qualify with a sore leg. Did not run 200. Ran in All-Service Meet to qualify for the Olympic Trials with 10.4. Olympic Trials, ran 10.2 to win semi-final heat for new Coliseum Record.

Olympic Trials finals ran second to Morrow with poor start.

July
Nuremberg, Germany ran 10.2 to qualify for CISM meet.
Berlin CISM meet, Willie Williams ran 10.1 in prelim for new World Record. Murchison won 2nd prelim in 10.1 to tie Williams new record. In final both clocked in 10.1 as Williams won.

September
Returned to U.S. to train for the Olympic Games. Trained at WMC.

October
Olympic Team meet in San Francisco ran 2nd to King in 10.4 and tied World Record on the 400 meter relay team—40.1.
Second Olympic Team Meet ran third behind King and Morrow in 10.4.
Third Olympic Team Meet ran third behind King and Baker in 10.3.
Fourth Olympic Team Meet ran 2nd behind King in 10.4.

November
Melbourne Practice Meet ran 2nd behind King in 100 yards in 9.4.
Olympics: Won first heat in 10.5
Won 2nd heat in 10.3 to tie Olympic Record
Won semi-final in 10.5
In Finals was fourth in blanket finish. Led off on record breaking 100 meter relay—39.9.

December
Chicago Holiday Meet—won 70 yards in 7.0.

1957

January
Chicago A.A.U. Meet—70 yards in 7.0.
Philadelphia Inquirer Meet—defeated Sime in 50 yards 5.4.
Washington Star Meet—defeated Sime at 70 yards, 80 yards and won the 100 yards.

First Brown
Lecture May 8

Invitations are being sent to alumni and other friends of Dr. William R. Brown, retired head of the English department, to attend the first of the Lectures on Literature in his honor, May 8, in Kanley Memorial chapel.

"All other alumni and admirers of Dr. Brown who are not reached by mail are most cordially invited to attend," according to the committee chairman, Miss Thelma Anton. "We don't have reliable addresses for many people we think would like to participate in the project; if those who know about it will tell someone else, we shall be grateful."

Contributions to the endowment that is being established to finance the honorary lecturership will be enthusiastically welcomed, the chairman indicated. They may be directed to any member of the committee: Miss Mathilde Steckelberg, Mrs. Georgiann Burge, Joseph McKee, Robert Palmatier, Kenneth Reber, or Miss Anton, chairman.

Waldo-Burnham Papers

(Continued from Page 7)

enrollment is increasing rapidly. Graduate students are expected to do some research work in unpublished material. Here again an archival office would be able to furnish great help. The administrative offices would be almost continually aided. Questions may and do arise concerning actions taken fifteen or more years ago. Many documents that would help to answer them may have been discarded or scattered. With the creation of a functioning archival office these administrative difficulties would be reduced to a minimum, as the old records would be cataloged and stored in one place.

Western Michigan College is a rapidly growing institution, and its problems and activities are becoming more and more varied and complex. The need for an archivist is apparent and pressing.

Editor's Note: The coming of University status points up even more the importance of gathering materials of tremendous future historical importance.

More Than a Name

(From Inside Cover)

Michigan College, recommended by a special survey committee of the State Legislature. The distinct intention of the title of Western Michigan College was apparent; namely, to remove the limitations of edu-
Ten ROTC cadets received commissions as second lieutenants in the U. S. Army Reserve before January commencement. Front row, left to right, David VanPelt, Cadillac; Joseph A. Boyle and Henry A. Borgers, Kalamazoo; Kenneth Blayden, Rockford; and William D. Jackson, Kalamazoo. Back row, Eric Peterson, Kalamazoo; Roland Vanderven, Holland; Frederick Swintz, South Bend; Richard Hestwood, Detroit, and Gerald Graham, Kalamazoo.

Educators and laymen have for the past few years expressed the opinion that Western Michigan College was already a university in scope, in purpose, content, and organization and that the change to university title only stood in the way of the full acceptance of this fact.

What will be the meaning of Western Michigan University in the minds of the faculty, students, alumni, and patrons? We can, of course, go through the motions of printing the new name on posters, letterheads, and catalogs. We can refer to the “University” rather than to the “College.” We can strut and we can boast, but none of these will make our institution a great university.

We are determined that Western Michigan University shall mean something more far-reaching in the educational sense. We shall need to take seriously the true intentions of the State Board of Education and the Michigan State Legislature. We shall, insofar as finances permit, improve the facilities for study and research. We shall increase the quality of the faculty and their teaching. We shall extend the variety of offerings. We shall improve the administration of the program by establishing five or more colleges of learning.

We shall go farther. We shall need to attract better students. The title of “University” shall mean something more than a new name. We shall attempt to increase the prestige of the institution by all the methods and means possible. We shall repeat again and again that the title does not make the university but we shall use it as a signal for guidance and stimulation to attain higher levels of quality and service to the young people of this state.

The Paper World

(Continued from Page 13) president of the Kalamazoo Paper Company, placed stress on the need for technologists with a broad general background in education.

“The thought I want to leave with you today,” said Wise, “is that industry in its crying need for men with engineering technical training fails to say that it wants much more than the technologists it is asking for.

“Training available in schools such as the fine department of paper technology here is necessary but it should be in addition to a broad liberal education. As young men come out and progress in their jobs their work will change from dealing with things to dealing with people and ideas. Broad basic studies will give the balance and understanding which are so necessary in our specialized activities today.

“All industry has need for and is aggressively seeking young men and women with better and more thorough training. This demand will continue. Like other industry, the machinery of paper is becoming more complicated and requires more
of the mind while it is removing the burden from the back."

Trioule was paid by Cooper to Dr. A. H. Nadelman and his staff for their work in bringing about the establishment of a strong academic program, now adequately housed.

The Honest Diploma  
(Continued from Page 4)

of a learner's genuine accomplishments.

In many ways educators are faced with the same problems faced by laymen everywhere when human status needs description. There is much evidence in the behavior of the American people to support the contention that true status has been, or is, (successfully?) confused with contrived status through the wishful and conjectural devices of the mind. The example of the citizen who displays the trappings of the "Jones's" while lacking the real financial wherewithall to be secure in his devices is but one illustration. In the nature of public education, each learner has status which is real. It is affected not a whit by censure, by humiliation or by ostracism from a contrived and artificial "elitism." It has become tragically and humorously true of educators that a mass of trappings, of which the diploma is but one, has become the most commonly accepted evidence of learning. The real status of the learner now begs description in terms which all parents, students, and educators themselves can understand clearly.

The conventional school diploma is a part of a great system of subjective judgments which American educators have assumed as their prerogatives. The vagaries of opinion and prejudicial statement on the part of teachers are too well known to be denied. The methodology of science and research has long been available as a substitute for pure conjecture and unsupported conclusion regarding the status of a learner but never found widespread acceptance. It would appear that many educators fear loss of academic respect and eminence if they allow scientific and objective description to supplant their egotistic and righteous judgments of learner achievement. The glaring disparities which have appeared between true stature of the student and the unsupported opinion of his instructor have become commonplace to the teaching profession. As part of the whole scheme of authoritarian judgment of learned over unlearned, the conventional diploma is deeply rooted in the illusions of contemporary educators; because it is a part of such a subjectively contrived scheme it is most difficult to make it convey common and objective meanings among all people who might be concerned.

These three fundamental changes may well be among many which will demand much deeper and more profound understanding of the roles of teachers and schools on the part of educators. They may require that academicians "grow up" in the kinds of faith they have in human aspiration and basic motivations. Most important of all, the changes suggested here may require that kind of intellectual stature among leaders which conduces to respect for those basic disciplines of life which are above the pitiful contrivance of little minds and insecure people.

The Case for Improved Understanding of School Diplomas

There is nothing so dishonest about the conventional school diploma that it cannot be affected for better by improved understandings of modern educational practices. Misunderstandings which are prevalent are symptomatic of conflict over deeper and more fundamental issues. The obvious difficulties of diplomas which must be constructed simultaneously as symbolic contrivance, as recognition of meritorious achievement and as psychological intimidation (motivation) by teachers, learners, parents and laymen are too obvious to be disregarded.

The case for better understanding of school diplomas, and some of the conditions in American education which they betray, must be based on forthright consideration of these
Alumnus Contributes Much to Southern Science Advancement

H. Lewis Van Dyke has had a distinguished career in the cause of science since graduating in 1927.

He is chairman of the department of science, Alabama State College, Montgomery, and vice president (chemistry) of the National Institute of Science.

Majoring in organic chemistry, Dr. Van Dyke earned his MA degree at the University of Michigan and his Ph.D. degree from Michigan State University.

As the first president of the Alabama Association of Science Teachers, he headed the group for two years. Since then he has been a director of the southcentral region of the National Institute of Science, vice president of the southeastern region, Beta Kappa Chi, honorary scientific society, and later national president and then national treasurer.

His work has not all been in the classroom, for Dr. Van Dyke has delivered learned papers before the American Chemical Society and other such groups. He has authored numerous scientific treatises for journals, and is currently conducting research for the Research Corporation of New York and the American Philosophical Society.

Dr. Van Dyke is also extremely proud of his two daughters, one of whom, Mrs. Jacquelyn Williams, is now an instructor in the department of nutrition at Michigan State University.

more fundamental issues. All of the avenues to personally satisfying status among youth must be isolated and studied critically, all of the forms of recognition to which learners aspire, and all of the schemes by which adults inspire and motivate young people toward desirable accomplishments must be appraised by reason and research. So many aspects of contemporary educational enterprise are wrapped in fears for professional security, in illusions of academic indispensability, and in the determination of adults to maintain authoritarian domination over the directions of youthful development, that the challenge of improved understandings is monumental. More respectable procedures may be anticipated among educators who are even now learning how to be comprehensive in looking at the accomplishments of learners, how to be accurate in rendering accounts of the stewardships of youths' time and talent, and how to make diploma awards psychologically and professionally sound as indications of status for everyone concerned.

• •

IN MEMORIAM

Charles Palmer '18
A lawyer, real estate dealer, teacher and railway post clerk marked the career of Mr. Palmer, who died in Plainwell. He leaves one daughter and two grandchildren.

Jean Hyma Hulscher '23
Mrs. Hulscher died in January at her home in Battle Creek. She taught in Kalamazoo and Battle Creek before her marriage to Hilliard Hulscher, former Western student. She was the oldest active teacher in the First Congregational Sunday school of Battle Creek. She leaves her husband, one son and two grandchildren.

Deane D. Burnham '27
Mr. Burnham died December 19 in Lansing after suffering a heart attack. He had been associated with the Lansing schools for 31 years, the last six years as principal of the Pattengill junior high. Before that he had taught in Cassopolis. He leaves his wife, two daughters, five brothers and two sisters.

Monica Manning Romig
Mrs. Romig died January 13 in her home in Owosso, where her husband is vice president of the Owosso Savings Bank. She leaves two daughters and four grandchildren.

John F. Martens '28
Mr. Martens, retired from the classroom since 1946, died in Kalamazoo in January. He had taught for 51 years and was superintendent of the old South Westnedge school in Kalamazoo. He leaves his wife, two sons and two daughters.

Rennette Nancarrow Blumenshine '29
Mrs. Blumenshine died December 3, 1956, in the Lockwood General hospital, Petoskey, following a long illness. She taught near Kalamazoo until her marriage to the late Dr. Elmer Blumenshine. A resident of Flint for many years, she moved to Alanson following her husband's death and taught at Pellston.

Blanche Cummings '31
Mrs. Cummings died December 30 in Grand Rapids, after an illness of five weeks. A resident of Grand Rapids since 1921, she retired from her teaching duties five years ago. She leaves her husband, Howard, and three sisters.

Melvin Gelow '36
Mr. Gelow died in January at his Hagerstown, Md., home, where he was chief electrical engineer for the Fairchild Aircraft and Engine Company. Only a few days before his death he had returned from Europe. He leaves his wife and two children.

Charlotte Hice Harpham '37
Mrs. Harpham died Feb. 1 in Pontiac, where she had lived for the last several years. She had taught both in Flint and in Pontiac. She leaves her husband and three daughters.

John T. Tapley '38
Mr. Tapley died December 26 while visiting a brother in Omaha, Nebraska. He had resided in Pontiac and lately in Detroit where he was a social worker and customs inspector. He leaves his wife, a brother and two sisters.

NEWS MAGAZINE FOR SPRING, 1957

21
On January 25, 1957, the campus was preparing for the 10 a.m. ceremonies dedicating the new Paper Industry Laboratories. But news wise, it proved to be an even bigger day. At 9:20 the west campus area was jarred by a major explosion which ripped open the new, unoccupied married student apartment, Building Q. Dedicatory ceremonies proceeded on schedule, but many were more interested and concerned over the explosion. Damage was centered in the one structure, as shown in the two pictures above. A gas leak, ignited by a match in the utility room on the second floor, was the immediate cause of the blast. Two workmen installing clothes drier vents were badly hurt, but later recovered. One other apartment was damaged, but opened on schedule February 9.

Class Notes

'07 Dr. Marie J. Rasey, world renowned authority on educational psychology, will be 70 this fall, but the passing years are not dimming her vision or slowing her activities. In May she will receive the Franklin award, first woman ever to be so honored. Also this year she has planned work at both the Universities of Colorado and Kansas, collaborating on the authorship of books. Dr. Rasey has been on the faculty of Wayne State University, Detroit, since 1921, and also has taught at various rural schools and at the Stoner and Maple Grove schools near Lansing.

'25 Hoyt L. Ferm, Iron River Central school science instructor, has recently received a bronze plaque for non-professional accomplishment in conservation of natural renewable resources such as soil, water, forest, fish and wildlife. Ferm’s award was based upon his junior high Conservation club at the Central school which published a monthly conservation newspaper, prepared displays for a UP science fair including public stream pollution of the area, soil erosion of the Iron river valley, and also projects involving planting of wild rice as waterfowl food, the study of starvation in deer yards and other experiments in actual conservation problems.

'26 Merwin A. Lewis, principal of the Harvey H. Lowrey school, has been re-appointed to the Dearborn civil service board for a third six-year term by Mayor Orville L. Hubbard. He is a past president of the Dearborn Federation of Teachers, an AFL affiliate; past president of Fordson Teachers Club; former chairman of the Dearborn Community Forum; one-time boy’s counselor at Fordson High School; and member of the board of trustees of the city’s General Employees Retirement System.

'28 Colon L. Schaibly, public school principal in Kalamazoo until 1953 and presently Waukegan Township High School administrative assistant, has received his doctor’s degree in education from Michigan State University.

'32 Muri Spencer of Penn township has been nominated for county juvenile agent at Cassopolis. Spencer was the only one of six candidates for the position who met the qualifications set by the Michigan Association of Probate Judges and the Michigan Social Welfare Commission.
'33 **Francis D'Amour** of Escanaba has been named senior sanitarian of the Delta-Menominee Health District by the committee of supervisors from the two counties which administers the department. Formerly he was sanitarian in Houghton County for six years.

'34 **Mrs. L. O. Gallup** (Lucy De-fluent), Sturgis public librarian, has written a book titled "Spinning Wings" based on her observations of birds which nested near her home.

'36 **Dr. Hackley E. Woodford** recently attended the Fourth International Congress of Internal Medicine in Madrid.

'38 **Dr. Charles B. Huelsman**, associate professor of education at the School of Education of Miami University, Oxford, Ohio, has been made a fellow of the American Academy of Optometry. The recognition was given for his research and teaching in the field of visual problems of children.

'40 **Robert Kellogg** is presently chairman of the Disaster and Civil Defense committee for the Livonia schools and chairman of the PTA Council Civil Defense committee. Recently he was appointed principal representative to the Livonia School Board Advisory Committee. He has been the principal of Jackson School since it opened last March. His family consists of his wife, the former Lenora Wilcox, sons Bob, 17, Jeff, 13, and Tom, four and an eight-year-old daughter, Karen.

'33 S. Warren has been named assistant works manager of the National Waterlift Co. in Kalamazoo. Formerly he was production department superintendent at the Ford Motor Company.

'45 **A. Jean Smith** received her master of arts degree Jan. 27.

'46 **Jack Lyle** recently was elected assistant cashier of the First National Bank and Trust Co. in Kalamazoo. Formerly he was assistant manager of the consumer credit department. Before joining the First National Bank in June, 1954, he was field credit manager for Montgomery Ward Co.

'48 **John H. Shirley** in January was promoted to vice president of the Kalamazoo Savings and Loan Association of Kalamazoo. A member of the firm since 1951, he had formerly been assistant secretary. **Juanita Overby Goodwin** received her master of arts degree Jan. 27.

'49 **Dr. Richard Kitt Jr.**, osteopathic physician and surgeon, has opened his office for general practice in Richland... **Don Melville** and his wife (Marg Allen '52) now live at State College, Pa., where he is interim director of the Presbyterian Student Center (Westmin-
George P. Barr '54, left, and Gerald P. Kenyon '55 are both serving as second lieutenants in the Army's European Quartermaster Market Center in Frankfurt, Germany. They have been in Europe for nearly a year. Barr is a motor officer, and Kenyon an accounting officer.

Bruce Breland put on a one-man show entitled 17th Works in Progress at the Hackley Art Gallery in January. Breland is with the University of Mississippi as assistant professor of art to teach design and painting. He was one of two painters selected to represent the state of Mississippi in the Gulf-Caribbean International Sculpture and Painting Exhibition which is currently touring the United States. He also received a citation from the Museum of Modern Art's "Play-Sculpture Competition" a recent exhibition for new designs in playground equipment. The former Beatrice Afmans' husband, Robert L. Gren, has gone into partnership with William H. Marshall, owner of the Marshall Funeral Home in Plainwell. The funeral home will be operated under the name of the Marshall and Gren Funeral Home.

Robert Westoff is the new principal of Casnovia School. Formerly he taught at Merritt School, at Marcellus three years and two years at Caledonia. He will teach seventh grade in addition to his duties as principal. Edward A. Gillespie has joined the Columbus Division of North American Aviation, Inc., as an engineering test pilot. He is a former Navy pilot, and will perform tests flights on various jet planes. New superintendent of the Hile township school just south of Muskegon is Wendell P. Hill. Hill was the former principal of Hart high school. At the Hile school Hill is superintendent of an eight-grade elementary school which lists 650 pupils and 25 teachers. Twins, Edward and Elmer Gilbert, are teaching aeronautical engineering at the University of Michigan. Edward is teaching the theory of oscillation of nonlinear systems this semester, and Elmer is teaching engineering measurements and instrumentation. Next term they may switch roles, as they can both teach the same things. Besides teaching they do research work for the government and industry. They also work in the Air Force guided missiles program, using such things as an analogue computer. Charles K. Evans, Victor W. King, William Lee Mouyry, Edward J. Matherka, and James S. Rolfe, received their master of arts degrees Jan. 27.

Alden Howard is teaching machine shop at Petoskey high school this year. New coach at the Ashley high school is Tom Tober. For the last two years Tober had had successful seasons at Fennville high school as head coach in basketball, baseball, and football. Ferris Post has been named head basketball coach in the Forest Hills school district near Lowell. For the past two years he had been physical education instructor at the Alma school. Before this he was assistant coach at South High School in Grand Rapids. Robert McLeland Jr., will become the new principal of Plainwell Junior High School next fall.

Mary L. Barnum, OTR, is director of a part-time occupational therapy treatment program at Bronson Hospital. Formerly she was employed as therapist with the Michigan Society for Crippled Children and Adults. Dale D. Lancaster is teaching sociology and government the second semester in East Grand Rapids High School. John J. Fritz received his master of arts degree Jan. 27. WEDDINGS: Barbara Correia and Edward E. Foster '55 Dec. 22 in Kalamaoo.

Helena Oliver is teaching the second grade in the Clio schools. Formerly she taught in Bellevue Community School teaching kindergarten and the first four grades in various combinations. Charles Rector recently assumed his duties as child welfare worker in Iron and Dickinson counties. Peggy Birkhold attended the summer session in San Diego State College, California. She is teaching in the third grade of one of Coronado's schools. Lola Hailer received her Master of Arts degree Jan. 27. Lorraine B. Lancaster has been appointed librarian at the Creston public library branch in Grand Rapids.


Joy Berk is beginning her career as a flight stewardess with Capital air-
lines. She recently completed her indoctrination with the company in Washington, D.C. . . . Pvt. Daniel L. Beggs recently was graduated from the Fourth Army Food Service School’s eight-week course at Fort Hood, Texas . . . Carl N. Sattelmaier is teaching seventh and eighth grades in the elementary school for U. S. Army dependent children at Böblingen, Germany. Sattelmaier formerly was employed as a teacher in Cass and Berrien County rural schools . . . Charles W. Church was recently promoted to first lieutenant in Korea where he is a member of the 9766th Technical Advisory Group . . . Richard E. King recently was promoted to specialist third class at Fort Gordon, Ga., where he is a member of the Southeastern Signal School . . . Louis A. Trudel, recently arrived at Fort Detrick, Md., and is now a member of the 9766th Technical Service Unit . . . Richard D. Bryck, Dennis S. Burgess, and Charles E. Fairley, all received their master’s degrees Jan. 27 . . . David N. Gillette is Greenville’s junior high vocal music instructor. He also teaches eighth grade history and guidance . . . WEDDINGS: Marilyn Wentzloff and Gerald L. Jamieson Dec. 22 in Shelby . . . Barbara C. Correia and Edward E. Foster, Dec. 22 in Kalamazoo . . . Barbara A. Noble and Duane G. Kowalk Jan. 4 in Grand Ledge . . . Jean Louise Randall and Henry James Brown Dec. 29 in Reed City.


57 Don Bartol recently joined the faculty of Mather high school as a commercial teacher . . . Ruth E. Wilcox is the new vocal instructor at Albion high school.

Delta Sigma Phi fraternity captured top honors for its snow sculpture at the annual Men’s Union Snow Carnival in February. Its rendition of an Eskimo spearing fish, shown at the top, captured the judges’ eyes. A loyal Delta Chi frat brother and his date are shown seated in their sleigh, en route to the Sno-Ball, taking second prize in the day’s sculpturing event.
The University

(Continued from Page 1)

The remarkable growth since 1903 of this institution may well be matched, and probably surpassed, by the events of the next 50 years.

On the evening of February 26 the students of the University arranged and carried out a very successful dance, labeled as "The First University Dance." Both students and faculty were well pleased with the turnout and the decorum of the group. During the evening President and Mrs. Sangren were escorted to the scene and given mementoes of the occasion.

Then on March 1 a "Recognition Convocation" was held, as the university took formal notice of its new title, and Dr. Willis F. Dunbar presented a searching picture of the future, pointing out pathways for progress. (Dr. Dunbar's address will be included in the Summer News Magazine.)

How have the students reacted? Soberly, but enthusiastically. Most have been well pleased by the action, and June graduates are expectantly looking forward to the University designation on their diplomas.

This has been a joyous time, but well marked by serious overtones.

Western Michigan University is looking forward to a brilliant future, with countless opportunities for service to the people of Michigan.