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Western State Teachers College Bulletin v32 n2: Inauguration of Paul V. Sangren as President of Western State Teachers College

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BULLETIN
Western State Teachers College
KALAMAZOO, MICHIGAN

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Inauguration
of
Paul V. Sangren
as President of
Western State Teachers College
Kalamazoo, Michigan

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INAUGURATION

OF

PAUL V. SANGREN

AS PRESIDENT OF

WESTERN STATE TEACHERS COLLEGE

AT THE MEN'S GYMNASIUM
SATURDAY, NOVEMBER THE SEVENTH
NINETEEN HUNDRED AND THIRTY-SIX
TEN O'CLOCK
INAUGURATION EXERCISES

FRANK CODY, PRESIDING
President of the State Board of Education

I PROCESSIONAL
Processional - - - - - - - - Clutsman
Teachers College Orchestra
(THE AUDIENCE WILL REMAIN SEATED DURING THE PROCESSIONAL)

II INVOCATION
The Reverend Robert J. Locke, D. D.
Minister of the First Congregational Church

III CHORAL PRELUDE
A Mighty Fortress is our God - - - - Bach-Damrosch
Teachers College Orchestra and Choir

IV ADDRESS
Frank D. Fitzgerald
Governor of the State of Michigan

V ADDRESS
Teacher Education for Community Leadership
Florence Stratemeyer
Professor of Elementary Education
Teachers College, Columbia University

VI INAUGURATION CHARGE
Wynand Wichers
Member of the State Board of Education

VII INAUGURAL ADDRESS
The Democratic Ideal and the Education of Teachers
Paul V. Sangren

VIII BENEDICTION
The Reverend Robert J. Locke, D. D.

IX RECESSIONAL
Fame and Glory - - - - - - - Matt
Teachers College Orchestra
(THE AUDIENCE WILL REMAIN SEATED DURING THE RECESSIONAL)
INAUGURATION EXERCISES

FRANK CODY, Presiding
President of the State Board of Education

ADDRESS

Teacher Education for Community Leadership—Florence Stratemeyer, Professor of Elementary Education, Teachers College, Columbia University.

Friends of Western State Teachers College:

It is fitting that on such an occasion we give attention for a few minutes to a problem that brought Western State Teachers College to its present stage of leadership in the field of teacher education—a question which we are confident continues to be uppermost in the minds of those interested in education.

What are the new demands upon education? How can we best prepare teachers to meet them effectively? Whether administrator, supervisor, or college teacher in service, teacher of wee small folk or middle size folk, our goal is the same. It is a two fold goal: (1) The development of a teacher leader who, in turn, (2) can help others grow in the hour of leadership.

Let us think together for a few minutes about this problem of leadership. What are its characteristics for us and for children? Never has the challenge been so great. I should like to suggest that the real problem of leadership is how we can keep our power in subjection, holding it as the instrument of purpose which our spirit establishes and our judgment approves. I repeat that: How keep our power in subjection, holding it as the instrument of purpose which spirit establishes and our judgment approves? It is the central problem of those whose creative material energy constantly increases.

All claims to education leadership must be defined and tested. It is the peculiar privilege of the teacher to play a large part in such leadership. It is recognized that teaching must be a fine art, a composite art of living. Those who enter must not only possess a high degree of technical skill, but they must also be able to awaken and share intellectual and spiritual life in contact with people, children and adults too. This means first, contact with and participation in life in its various phases, and then understanding of it—a rich scholarship based on two factors, first, on breadth of experience, and second, on participation in living. Long years ago Emerson in his essay on "Society and Culture" said, "The best university recommended to the ideas of man is the gauntlet of the mob." This recognizes the teacher as a three-fold person: 1. An individual. 2. A citizen. 3. A member of the teaching profession.

To the first of these two I should like to give primary attention. The needs of students as potential citizens assume a large importance today. If schools and education are to be more efficient, teachers should not only be aware of life's realities, but should participate in social and civic activities. Not only that, it makes you responsible to teach children about education—not the technical aspects, but education problems and the forces of education in the schools and in the life of any community. It is meaningful only in relation to social and economic conditions of the time. In practical application, for example, the problem of wages, unemployment, and industrialization take on new meaning. The time may come when the members of the student body of Western State Teachers College may find it a part of an educational program to have a period in industrial pursuits. The other day I met one of our students at a formal social function. She had just recently secured a job. I asked her how the work was going. She said she had lost the job. So I asked her what the trouble was. She said, "I just wasn't good enough
with my hands." I wonder if she can understand the problems of children and parents better for having that kind of an experience? A young member of our student body was interested in running for election on the school board in his local community. One day I said, "Charles how about the election, did you win?" "Oh no I dropped out." "What happened?" "I wouldn't have anything to do with a school system that asks me what my religious affiliations are." It was my time to teach as I saw it. How important for him to realize the subjugation of a personal selfish interest. His attitude at that time should have been to get into the community and become a part of that community, and later try to make the community a better place in which to live. That is what I mean by active participation.

That is our first essential. Second I should like to suggest that it means a wider conception of the curriculum. Your real curriculum in mind becomes all of the subject content and experiences with which we come in contact. Education in its broad aspects can no longer be limited to the four walls of the classroom. Many of the richest things come from outside of the classroom. Likewise personal and social life and development become an integral part of the curriculum. It is necessary to organize these experiences in a manner to give focus and direction. The school itself is only a swifter and more controlled central contact. It changes social and economic order to intellectual subject matter and suggests a program of education, not merely toward the active subject matter, but toward the control maintaining strength and solidity when novel perplexities arise and emerge.

It means emphasis in our curricular program; persons able to awaken intellectual and spiritual life; basic persistence of problems of living drawing upon the various fields in their natural relationship to problems. Leadership in a democratic social order, which rests fundamentally on independence of thinking and resourcefulness in handling problems today, can only be remotely seen. It means that the method of study becomes an integral part of the curriculum and becomes quite as important as any body of organized knowledge. It means a program that has an atmosphere of study and suggests work rather than talk. It means contact, as Matthew Arnold put it, "To the sense in him for conduct, to the sense in him for beauty;" the use of facts for selective thinking, in other words. If teaching is to be truly an art, it must have that essential quality of all arts-unity, binding thinking together.

Our young student must be held to—he must be able to focus significant experiences on—new situations, bringing all pertinent materials to bear on a problem. He must apply the principles of courage to moral as well as physical aspects. He must be able to bring the principles of honesty to labor disputes as much as to other factors.

And a third characteristic: Wide experience contact with life, ability to think independently, and to recognize human value to the end of life itself. In our present order the discipline of kindness that recognizes and requests the working integrity of the individual is in danger of being lost. We must undertake a new and comprehensive study of human forces. We must perceive that all use of character and action is equally as important as full rational use of the mind.

What does it mean to the program of teacher education? First of all, it increases and emphasizes contact on mind with mind, students with the staff, and students sharing the planning, when activities are carried forward. The old form of education meant that everybody was treated identically, not equally. We are saying let's treat them equally now, not identically—the qualitative versus quantitative standard. This happened in one of our schools where the teacher was very much interested in teaching the students long division. She couldn't explain it so the children could understand it; so finally she conceived the idea of going on a picnic. She asked each one of her students to bring something, and then she was going to have them figure out how much it cost for each one of them to go. When she asked this
question no one answered; so she repeated the question and still had no response. Finally one little lad said, "I know, but Miss X, you don't usually ask your hostess how much it cost to be entertained." Let's not forget those finer values in our endeavor to look for other types of materials. It means qualitative not quantitative materials. The thrill of participation will be used more often. It means better marks, more credits, more rapid promotion, and more degrees. It means basically a better program for teachers and children. First of all an increasingly large choice of experiences. Choose experiences wisely. Second, ability to carry them forward once collected, and third, a willingness to do it. Sometimes we have the ability to do it but do nothing about it. Ours is the ability of helping others, children and adults, to develop in the direction of such activity leadership. We are asking for the teacher student what she in turn will ask for children. First of all a purpose or task. And second, a plan and freedom in the hands of teachers who can understand and feel the needs of childhood and adulthood. We recognize and know how and whose deep convictions of worth leave no stone unturned, recognizing the worth of the individual in the social group, a leader who will say, "I am only a fellow traveler of whom you ask the way. I pointed ahead, ahead of myself, still I am learning."

So within yourself, may you, Western State, through a continuing leadership under the guidance of our new president, meet the opportunities, the same loyalties too, through the same love of learning; the same devotion to the independence of students; the same willingness to test an idea and see what it is worth; the same spirit of service that has made you, and us, your children, learners and leaders, able to make a point which yesterday was invisible, our goal today and our starting point tomorrow.

INAUGURATION CHARGE

WYNAND WICHERS, Member of the State Board of Education.

Mr. Chairman, Dr. Sangren, Members of the Faculty, Ladies and Gentlemen:

The State Board of Education has charged me with the very agreeable duty of inducting into office the second president of Western State Teachers College. For thirty-two years this institution has been shaped and molded by the heart and the brain of the old chief, who was able to convert his dreams into reality—the old chief who planned wisely, dared courageously, and achieved nobly.

Now the mantle falls upon the shoulders of another man, and upon him we lay the responsibility of carrying on and of maintaining the vigor and integrity of the academic life of this campus.

We give you a man who is young in years, strong in mind and spirit, and not without experience in the management of this institution.

He is a native of the great state of Michigan, and has one of the highest academic degrees the University of Michigan has to offer. In his life and by his life he promises greatly to enrich the life of the people of this state.

By authority of the State Board of Education I now declare Dr. Paul V. Sangren President of Western State Teachers College with all the powers and privileges, all the duties and dignities, that pertain to that high office.

I give you your new Chief, Dr. Paul V. Sangren.
INAUGURAL ADDRESS

The Democratic Ideal and the Education of Teachers

PAUL V. SANGREN

I deeply appreciate the high honor being conferred upon me today. I cannot describe the feeling of humility which I experience at this moment as I recall the remarkable history of development of Western State Teachers College under the leadership of its first President. To hope to duplicate this record would be an objective worthy of any president. Here are assembled students who have sought out this institution confidently expecting to find greater opportunities for intellectual enrichment and professional improvement. Here are alumni who have returned to pledge again their loyalty to the institution that helped prepare them for their work in life. Here are members of the faculty who have earnestly devoted their lives and labors to the upbuilding of a collegiate institution which would reflect their highest ideals. Here are state officials, delegates, and other friends of the institution who year after year have given freely of their moral and financial support. To all of you I feel a personal responsibility not only to maintain what has been established during the past thirty-two years, but also to provide the leadership in carrying forward a progressive program worthy of the best traditions of this college. And especially do I feel responsible to the State of Michigan. Western State Teachers College exists for no other purpose than to meet the needs and to advance the interests of this state, now and in the future as well. Toward the acceptable discharge of this great responsibility I dedicate whatever talents and abilities I may possess.

To build a great state educational institution, however, is not the task of one man. It involves the united efforts of the State Board of Education, college and state officials, faculty members, students and alumni, and the confidence and good-will of the entire citizenship of the state. This co-operation and support we confidently expect to receive.

The history of American education in its more important aspects is well known to all of us. That the unusual growth of American public schools is not paralleled in any other country in the world bears material witness to our sincere faith in education. Our devotion to our schools, however, is but the reflection of our devotion to democracy. In fact, we strongly believe that the school is the cradle of democracy. In this institution have we fondly nursed the political and social philosophy which we claim as the proud possession of the American people. While we have criticized our schools and ridiculed them for their hospitality to every passing fancy and for their costliness, nevertheless, we are convinced that they are our only hope. Without them democracy cannot succeed.

Time will not permit us to call to mind all of the elements of the philosophy underlying the creation of the American public school. Certain phases of it are very obvious. Our dominant individualism, in both its sterling and less desirable aspects, found expression in the development of our public school system, in administration, in subject matter, in methods, and in purpose. Our belief in the right of every individual to start equal in the race of life with other individuals, unhampered by conditions of birth or the economic status of parents, has been a marked force in the support of a universal and unified system of common schools, as well as in the constant increase upward of provisions for school facilities and in making them free. Our social conception that the republican form of government requires universal literacy and the conception of the claims of individuality have united to create the
ardent faith which has made possible and necessary state supported education on a wide scale. If we turn our backs on these ideas we abandon what is most significant and most distinctive in the tradition of American life.

Under these conditions recognition of the growing pessimism about the possibility and value of democracy, not only as a form of government but as a principle of social relations and organization, sharply reminds us that the first need of the American public school, if it would survive, is to preserve the philosophy which justifies its existence. How can the school resist those forces which undermine and contract the essential elements of the democratic faith? Shall we indoctrinate and propagandize our children and adults with what we believe to be the proper principles and program and demand unquestioned adherence thereto? That seems to be the Russian plan. Their schools and their social organization are engaged in a common program. This program consists in remaking the institutions and psychological attitudes of a tremendously diversified nation in conformity with the pattern of communism. The principle of this program must not be criticized by anyone. With the Russians the same elements of the program are stressed inside the school and out. The same atmosphere prevails in the schoolroom and in the factory. Communism is made synonymous with patriotism and religion, and it brings children and adults together in a common educational enterprise.

There are many reasons why such a program would appear attractive to the pedagogic mind. Its simplicity and directness appear commendable. But do we want to set before ourselves the establishment of a social program which must not be questioned by anybody? I think not. A cause that tolerates no criticism makes it a virtue to trample human values underfoot if they get in the way. When the cause of human rights becomes dogma, it gradually ceases to be humane. Here in America we have not felt the necessity of resorting to a plan of militarization or propagandizing as a scheme for moulding people into unthinking acceptance of pre-established patterns. We do believe in the necessity of bridging the gap between formal education and the social order, but it must come as a result of our common desire to consider and solve our social problems with intelligence and openmindedness.

Our democracy has its defects. The American way of life is not without its shortcomings; and all efforts to maintain a non-critical optimism toward these things profits us but little. We recognize the presence of the problems of crime, disregard for law, capital, labor, unemployment, international relations, chronic insecurity, excessive acquisitiveness, excessive competitiveness, the tendency toward serious religious and moral confusion, and general apathy of thought on social matters. An honest facing of our defects, needs, and unsolved problems will not bring pessimistic hopelessness as to the possibility of a rebirth of our native ideals. We are aware at the same time that democracy cannot find complete fulfillment so long as these problems exist. The claims of the individual cannot be realized unless the best interests of society are considered. We see in this a real challenge to public education. This means that the task of the public school is not merely to give lip service to democracy by a recitation of platitudes. The school shall contribute materially to the modification of those practices and institutions which retard the extension of the democratic ideal.

The school must definitely direct its attention both critically and constructively to the concrete social situation in its needs, defects, conflicts, and problems, as well as in its positive achievements. This does not mean that the welfare of the individual is to be less important in the work of the public school, but it does mean that a new and greater social emphasis must prevail. The school shall not thrust a preconceived social program upon children and youth by the use of selected facts and points of view. In contrast with the which experience demonstrates so clearly to be their need? Fifty years ago this area are in most cases too narrow even to prepare them well to teach Russian plan, the American plan must assume that people in the possession of full knowledge and stimulated to thoughtful participation are able to solve their own problems.
This very fragmentary and inadequate consideration of the place of the public school in American democratic society probably justifies this statement. The task of the public school is to promote every condition in school and out by means of which the individual, first, can realize his potentialities unhampered by birth, economic status, unequal legal restrictions or other external factors, and second, is enabled not only to fit comfortably into society but becomes an effective citizen with an intelligent social outlook.

In the educative process, so far as we rely on the school to guide it, the teacher, not the textbook, not the course of study, stands forth as the important factor. The quality of the school cannot rise above the quality of the teacher. In fact, the weak and ineffective teacher threatens the very existence of the public school. Ninety years ago Horace Mann made this point especially clear at the dedication of the first American normal school as he said: "If the character and qualifications of teachers be allowed to degenerate, free schools become pauper schools, and the pauper schools will produce pauper souls, and the free press will become a false and licentious press and ignorant voters will become venal voters and through the medium and guise of republican forms an oligarchy of profligate and flagitious men will govern the land."

Neither can the quality of the teacher rise above the quality of the institution in which he is prepared. If the education of youth is a matter which the state dare not neglect, if the state may take money from all of its citizens to pay the expenses of it, if a teacher is absolutely necessary to the success of a school, if a poor teacher causes money expended for the schools to be wasted and undermines the very purposes for which the schools are established, then clearly it is the obligation of the state to provide for and support the preparation of teachers in institutions which are worthy of the state's highest objectives. If the cultured mind is the guardian genius of democracy, then truly do we protect our state in planning and providing for such teachers as through quiet labor guard our gates against ignorance, direct our children toward the light of learning and with becoming humility represent the truest statesmanship of the human spirit. Only a sincere effort to attain this high objective can justify the establishment and the expansion of the American teachers college. To accomplish this primary task Western State Teachers College must dedicate its resources and energies.

The absolute interdependence of the public schools and the teachers college is too obvious to demand great elaboration. The quality and effectiveness of the public schools reflects the quality and effectiveness of our product. The task of the public schools is our task. Their problems are our problems. If they are confused it is because of our uncertainty. If they need change, it is because we need change. If we would know what the teachers college needs, we should study the public schools until we know their needs. From this point of view I would like to consider briefly certain aspects of the education of teachers.

If it is true, as I have stated, that the teacher is the key to the educative process as it occurs in the school, then a matter of absolutely first importance is the proper selection of candidates for training and certification. Benjamin Franklin's notion that the "poorer sort" would be qualified to act as schoolmasters may have been appropriate in his day, but it is certainly very much out of place at a time when the responsibilities of the teacher are of such great proportions. Our first obligation is to decide who shall be permitted to become teachers. Certification to teach is not a right; it is a privilege to be granted only in terms of proved capacity. Children do not learn simply arithmetic. They are also always and of necessity building significant attitudes and interests with reference to the subject, to the school, to themselves, to government, and to moral ideals. It behooves us, therefore, to select individuals who by reason of cultural background, emotional balance, and native ability will contribute most to the complete welfare of children. Capacity for scholarship, knowledge, health, personal and social qualities, character, and
ideals are absolutely essential for education in a democracy. The task, therefore, which falls upon us—and one which we have side-stepped for years—is the development of a progressive program of selection and certification of teachers which will assure us of a supply of individuals well able to carry on the important work of public education on its highest levels of efficiency and effectiveness.

Something should be said regarding the length of the period for professional preparation of teachers. It would seem very clear at the outset that to place the responsibility for the development of future American citizens in the hands of immature, scantily prepared teachers is inconsistent with the best interests of the state. In the rural schools of Michigan, as in most states, teachers are given one or two years of professional preparation. The present rule in most of the urban schools both elementary and secondary calls for four years of college education. I am certain it will be readily admitted that such discrimination against the rural child is unjustifiable in a democratic state which believes in equal opportunity for all.

There is, however, at all levels and in all localities not only a definite tendency but a distinct need for a longer period of training for teachers. Already we find the five year requirement being set up as the minimum preparation essential in medium to large high schools. With four years as a minimum requirement for certification to teach in most elementary schools, additional educational opportunities must be found for the elementary as well as for the secondary teacher. How can they otherwise obtain that in-service training and continued professional growth to which they are entitled and which experience demonstrates so clearly to be their need? Fifty years ago the usual medical course in this country consisted of two years of six months each, identical lectures being repeated each year. Is there any reason to suppose that an analogous increase in the preparation expected of teachers will not take place? There would seem to be no sufficient reason why those who care for the child as a whole personality in his ever-growing social relationships should not be as well prepared as those who care for the body. Perhaps one of the chief reasons why more adequate preparation of teachers has not already been more generally demanded is that there has been difficulty in observing a clear connection between the extent of teacher-preparation and the educative results in children. Such a condition, to the extent that it exists, places a responsibility squarely upon the institution preparing teachers to provide a program of training that will vitally and noticeably affect the quality of individuals prepared.

As American political and social life is a maze of conflicting demands and issues, so is the typical American personal outlook. Conflict and confusion are within and without. As a consequence no task falls more heavily upon the school than helping individuals to become capable and independent in finding their respective ways out of this maze. Education as a social process directing itself cannot be intelligent or act so unless it knows the social situation and acts accordingly. One guiding aim, therefore, in the preparation of the teacher for his work is that he build an evermore inclusive and adequate social outlook and attitude. This outlook and attitude must be sufficiently balanced and consistent so that intelligent direction can be given to the growth of the whole child in both his individual and social aspects. This means that the teacher shall be no mere hireling. He must be devoted to his work, he must love to see others grow, he must have a breadth of social vision, he must wish to give himself wholeheartedly to the cause of improvement of associated living in our country and in the world as well. This point of view has been so well stated by Kilpatrick that I quote: "May we hope that each student teacher will go forth as an openminded proponent of the public good tied to no prior chosen plan but intelligently aware of life's problems and difficulties, and tremendously concerned to help in their solution, able in interest at least to take hold in any community however backward or however complacent, determined as far as in him lies not only to
work with the children of the school but also to help the community study its own problems in the light of the best he knows or can come to know, first on the community's own terms and then to move on as far and as fast as the argument may lead. Such is the social vision we hold for the preparation of teachers."

A very legitimate question would be—"How is such a social outlook and attitude to be developed in the teacher training institution?" One accurate answer would be that the teachers college cannot do it alone. The prior education of the candidate lies mostly beyond our control. But it is just such a situation which makes it clear that the public school and the teachers college cannot work independently. We stand or fall together. Another accurate answer would be that such an outlook and attitude certainly cannot be developed by the requirement of a series of traditional courses in the social sciences. Not that the importance of learning, scholarship, and subject matter should in any sense be minimized, for scholarly interests are essential to good teaching, but the social science that vitally affects social vision will lack the narrow compartmental quality and the strange avoidance of critical issues and practical situations which now characterize most traditional courses. Still another accurate answer would be that the prospective teacher will never catch a social vision worthy of the name unless the social outlook and attitude of the professional staff is intelligent and positive. If the staff under whom the young teachers have done their studying is indifferent to social life, their students will probably teach in the same manner. Like teacher, like student. This does not suggest that partisan bias and thoughtless meddling in social and civic affairs are expected from the professional staff. It does mean, however, that sheer inertia and indifference toward social issues and problems are not becoming to any citizen, least of all to one who should be a guardian of democracy.

One other aspect of the program of teacher education deserves consideration. I refer to what has been said to be the real center or crux of the work in teacher-preparing institutions; namely, directed or practice teaching. Practices in this direction have been and in most instances still are too artificial and fragmentary to really occupy a central position. Student experiences in this area are in most cases too narrow even to prepare them well to teach traditional subject matter in the traditional way—to say nothing of the demands made upon teachers as directors of the personal and social development of children and as effective citizens in the community. So long as we continue to give practice in but a narrow phase of the real job, we may expect to produce teachers who cannot accept their full responsibilities in a community.

No mere extension of time, although that is necessary, will suffice as a solution to this problem. Student teachers need much more participation in the actual teaching of children and that under conditions which are normal. They should have opportunity to work with children under conditions which involve a practical dealing with all of their individual problems undivorced from the social bearings. All the aspects of child life should become the potential subject matter of the student teacher. He needs to be much more a part and parcel of the community and the surrounding social life where he is to practice. The student teacher needs to study the social situation immediately at hand, in the school and in the community, and to find continued opportunities through which he can make social life actually better. Only by such an extension of the student teaching activities and responsibilities can we prepare individuals who will be in a position to assume their full responsibilities in a community.

There are many other equally important aspects of the program of teacher-education which deserves consideration, but this is neither the time nor the place to discuss such problems at further length. What I have attempted to do on this occasion is to refresh our minds on the fact that the establishment and perpetuation of the American system of public education rests upon an adherence to the democratic ideal; to demonstrate that institutions engaged
in the preparation of teachers and the public schools are inseparable and inter-
dependent in their problems and responsibilities, and to illustrate that such
changes in teacher-education as improved selection of candidates, increased
length of training period, the development of individuals with broader social
outlook, and a more practical and inclusive scheme of directed teaching are
improvements needed if public education is to make a successful adjustment to
a changing and advancing democratic society. May a courageous program
of education in this institution ever be in harmony with these high ideals.

INAUGURAL BANQUET
Program of Greetings
SMITH BURNHAM, Chairman

The City of Kalamazoo—Honorable Paul H. Todd, Mayor
The Public Schools of Kalamazoo—Mr. Herold C. Hunt, Superintendent of
Schools
The Business and Professional Men of Kalamazoo—Honorable George V.
Weimer, Judge of the Circuit Court
The Civic Organizations of Kalamazoo—Mrs. Carl C. Blankenburg
Presentation of Governor Fitzgerald and Staff—Mr. Frank F. Ford, Chairman
of the Michigan Department of Labor and Industry
The Department of Public Instruction—Dr. Eugene B. Elliott, Superintendent
of Public Instruction
The State Board of Education—Mrs. Earl F. Wilson
The University and Other State Institutions of Michigan—Dr. Clifford Woody,
Professor of Education, University of Michigan
The Liberal Arts Colleges of Michigan—Dr. John L. Seaton, President of Albion
College
Michigan Council of Teachers College Presidents—Dr. Webster H. Pearce,
President of Northern State Teachers College
The Junior Colleges of Michigan—Mr. Arthur Andrews, President of Grand
Rapids Junior College
The Michigan Education Association—Mr. David VanBuskirk, President
The School Superintendents of Michigan—Mr. E. E. Fell, Superintendent of
Schools, Holland, Michigan
The North Central Association of Colleges and Secondary Schools—Dr. Calvin
Olin Davis, Managing Editor of the North Central Association Quarterly
Former Faculty Members—Miss Lucy Gage, Professor of Elementary Educa-
tion, George Peabody College
The Students—David Arnold, President of the Student Council
The Alumni—Mr. Ernest H. Chapelle, Superintendent of Schools, Ypsilanti

INAUGURAL BANQUET

Speaking for the State Board of Education and for the faculty of Western
State Teachers College, it is my privilege to welcome our guests today. We
are glad to see the Governor of the Commonwealth and other members of the
administrative and legislative departments of the government. We are glad
to see our neighbors and friends. We welcome the representatives of many
sister institutions of learning and above all, may I say, we are mighty glad to
see such a host of sons and daughters of Western State Teachers College.
Now I know every one of you would like to say a word of greeting to the new president, but that is just simply impossible. There is a football game, and sons and daughters particularly have their hearts set on seeing that game. It has been arranged, however, that the various groups shall each have an opportunity to say something to the new president of Western State Teachers College by way of greeting. I have just one word to say to those whose names I shall call presently. I hope everyone of them will remember that "Brevity is the soul of wit."

The first words of greeting should come from the city of Kalamazoo. From a very small beginning a century ago, Western State Teachers College has grown to be an intricate part of the life of this community. We belong here, we are a part of the city of Kalamazoo. It is a great pleasure to introduce the Honorable Paul Todd, Mayor of the City of Kalamazoo, who speaks for the municipality.

**MAYOR TODD:**

On behalf of the people of the city of Kalamazoo, I wish to extend to Dr. Sangren our most hearty welcome as the new head of Western State Teachers College. I also give him our most sincere congratulations. I am sure we all in Kalamazoo, feel a growing sense of pride in the unique and unusual position that Kalamazoo has come to occupy as a center of liberal education. I was very much impressed by the two excellent talks this morning, which outlined the aims of the new president of the school which, as I understood, were to give unrivaled education to the students and to equip them to assume leadership. I want also to extend our unanimous hopes for a long and prosperous occupation of this chair.

**Chairman:**

Western State Teachers College has always worked in close harmony with the public school system of this city; so close is that relation that the Superintendent of Schools of Kalamazoo is an associate director of teacher training at Western State Teachers College. He will speak for the public school system. Mr. Herold C. Hunt.

**Mr. Hunt:**

Mr. Chairman, Friends of Western State Teachers College:

On location as it were, and therefore having the happy privilege almost at any time, I cite the high esteem and affection in which he is held by the Kalamazoo public schools. I desire merely to utilize sufficient time to convey to him our greetings and felicitations on this, his inaugural. We hope to be afforded the privilege of working helpfully, profitably, and understandingly with Western State Teachers College. We predict a most successful and outstanding administration.

**Chairman:**

Business and professional men of Kalamazoo will extend their greetings through the voice of George V. Weimer, Judge of our Circuit Court.

**Judge Weimer:**

Mr. Chairman, President Sangren, all our distinguished Guests, Friends of Western State Teachers College:

It is a real privilege to have the opportunity to present the good wishes of business and professional men and women—I don't know why the women should be left out—of Kalamazoo to President Sangren at this time. During his years of residence among us we have come to know him as a real honest to goodness fellow townsman, who has always, and still has, sincere, genuine interest in all things that contribute to the general welfare of the community.
INAUGURATION OF PAUL V. SANGREN

We know that the wide influence of Western State Teachers College in the field of education and learning will be maintained and advance under his able leadership. We congratulate Dr. Sangren and Western State Teachers College.

Chairman:

Civic organizations of the city will be represented by a lady concerning whom I wish only to say this, that she has in an efficient and worthy way been carrying on the work of her own mother. Mrs. Carl C. Blankenburg.

Mrs. Blankenburg:

Dr. Sangren, Mr. Governor, and all the rest of you:

It is indeed with humility that I come to give to you all the greetings on the part of the city organizations of Kalamazoo. I have figured out that I have mothered something like fifty-nine years of student training at Western State Teachers College, and it doesn't take any fifty-nine years to find out that the result, not the object of the modern education, is to take the pride out of happiness.

I can remember in my childhood of the torn and tattered hill on which we picked berries in the summer time and coasted in the winter, known to the community as Prospect Hill. From the top of that hill we could look down upon the then very new city of Kalamazoo, having but recently outgrown the reputation of being the largest incorporated village of the country. At a small town we looked down Prospect Hill and could visualize the future of Kalamazoo; then when the State School was put upon its top, we still went up to Prospect Hill for inspiration both in the building and for the view that it gave. The names changed, first it was Prospect Hill, then Western, then for a long time street cars would stop at the Normal Hill, and then in the last few years it is State to which the students go. It is that change of names that indicates the change of the community's attitude to you. I am delighted to bring to you the greetings and promises of cooperation on the part of all the citizens in Kalamazoo.

Chairman:

Our fellow citizen Frank Ford, Chairman of the Michigan Department of Labor and Industry will introduce some of the gentlemen from the State Department. Mr. Ford.

Mr. Ford:

Mr. Toastmaster, Mr. Governor, Dr. Sangren, Mr. Mayor:

First I want to present the gentleman down at the end of the table, one of the state officials, the Senator from the seventh senatorial district, which comprises Berrien county and Cass county, and who was a few days ago elected Secretary of State—Honorable Leon D. Case of Watervliet.

And we also want to present our own Senator, from—I think it is the sixth district—St. Joseph and Kalamazoo counties. The Honorable Miller Dunckle, of Three Rivers.

Perhaps the next is not an official, but I am going to introduce one who may be perhaps the severest critic and best pal of the Governor of the State of Michigan, Mrs. Frank Fitzgerald. I feel that we are very highly honored to have the wife of the Governor here because she doesn't go out very much.

Michigan has had for many years great faith and confidence in the man and gentleman who has served the people of this state for many years, and two years ago they expressed that faith and confidence in him by electing him Governor. He has during these last two years given the people of the State of Michigan fine outstanding, upstanding, honest, businesslike administration. I have felt it a great honor to have been called by him to serve in his cabinet at Lansing, and it has been a great honor to see the administration he has given the State of Michigan. We are honored to have here today the Honorable Frank D. Fitzgerald, Governor of Michigan.
Governor Fitzgerald:
President and Mrs. Sangren, Mr. Chairman:

I came very near saying "Fellow Republicans", following so closely on the heels of a very hectic campaign and then, of course this dinner too, made me realize that the campaign was no longer on, because it has been either roast beef and brown gravy or baked ham and scalloped potatoes, so this is the real treat of the banquet. I am sure that I speak for Mrs. Fitzgerald when I say we feel highly honored in being invited over here today to join with you, fine ladies and gentlemen, admirers and supporters of the new president of this outstanding teachers college.

You know education has become a part of our government, I mean in this way. It has been recognized that it is an institution of state and federal government, an obligation that rests upon government to support, and to insure the high standard of education that our children and our young men are entitled to. Our government has gone on record as supporting the public schools of this state and other schools of higher education. We spent this last year, $43,270,000 for education, and I am sure that the state will continue to recognize its duty along this line. Education is the fundamental background of our citizenship. It is the background or starting point of social security. Without it we cannot have any of the things worth while in life. I think that it is generally recognized by all our citizens. So you can look forward, I am sure with faith and confidence in the incoming administration of Michigan, that the state's obligations will be carried out in full to your school systems and to your colleges and normals that so justly command the full support of this fine government of this great commonwealth of Michigan.

We are glad to be here as private citizens, Mrs. Fitzgerald and I, to present our personal greetings to President and Mrs. Sangren, and also to present the official greetings from Michigan. It seems very odd to be among these very noted educators, when you know it will soon be the ex-governor of Michigan. It is a wonderful occasion and we take pride with all your friends, Mrs. Sangren and President Sangren, in presenting our felicitations, congratulations, and well wishes.

Chairman:
Dr. Eugene B. Elliott, Superintendent of Public Instruction, will bring greetings from his department.

Dr. Elliott:
Mr. Chairman, Dr. Sangren:

The Department of Public Instruction brings its heartiest congratulations, and to Western State Teachers College we bring the happiest of congratulations and we sincerely hope that this is the beginning of a most illustrious administration.

Chairman:
Mrs. Earl F. Wilson, of the State Board of Education, will speak for that board.

Mrs. Wilson:
Dr. Sangren:

It is indeed an honor for me to represent the State Board of Education, and the State Board is particularly happy in the tremendous support given their choice of Dr. Sangren. We feel sure he will live up to your highest and our highest expectations. In the changing social and economic order, of which we heard a great deal this morning, the spirit in which the educational leaders approach these changes is the important thing. It may be called the spirit of adventure if you wish; there certainly is no place for reactionists or the unimaginative.
I am sure that Dr. Sangren and the faculty of Western State Teachers College will see that the teachers that go out from Western are inspired to hand out the joy of intellectual and social cooperation. Dr. Sangren is fortunate in being a young man, because I know he will see his ideals brought to a happy fruition.

Chairman:

Dr. Clifford Woody, Professor of Education, University of Michigan, brings greetings from the University and other State Institutions.

Dr. Woody:

Mr. Chairman, Governor of the State, Dr. and Mrs. Sangren and Friends of Western State:

I bring greetings and felicitations from the University and other state institutions. While there are no limitations placed on the definition of state institutions, I suppose that it refers to the educational institutions. Yet, lest we forget, I bring greetings also from Jackson and Marquette.

I suppose that, representing this time one of the institutions that dates back to 1817, it might be fitting to delve into the history of the relationship between the state institution at Ann Arbor, and the other institutions of the state. However, I venture to submit that an institution that must get its personal satisfaction out of the past may be in a state where disintegration is setting in. We probably find ourselves at this time in the situation of the man who had to choose between having his memory and his vision. He chose to have vision, because he said he would rather see where he was going than remember where he had been. And at this particular time it seems to me what we need is vision and one of the problems, for instance, on which we need vision is the thing which was mentioned in the president's address this morning.

The affairs of man can be divided into two classes. Those of the professions and those of the non-professions. It seems any criticism we might have today grows out of the non-professions, the individual as a citizen. I want to suggest to you that if the history of education repeats itself the reform of the program of education for citizenship probably will come from some agency outside the teaching program itself.

Since I represent the University, the Agricultural College, the technical colleges, I want to suggest that possibly those particular institutions have a real contribution to make. Western State Teachers College by virtue of extension of its program from a two to a four years program has a real contribution to make in the training of the individual as a citizen, and as your president outlined this morning, you have a leader who has the vision to accomplish these things.

The University of Michigan and other state institutions bring greetings and felicitations, and we hope that we shall have a successful administration under Dr. Sangren.

Chairman:

I now present Mrs. Leoti C. Britton of the Western State Teachers College faculty, who will sing for us.

Chairman:

May I introduce a man whose name does not appear on the program, President Grover C. Dillman, of Michigan State College of Mines at Houghton. I am sure you will want to greet him.

President John L. Seaton, Albion College, will bring greetings from the liberal arts colleges of Michigan.

Dr. Seaton:

The first president of Western State Teachers College who was described this morning as the old chief, perhaps old in years but forever young in
spirit, was a graduate of Albion College. Three other members of the faculty are also graduates, including the chairman of today. I take that to be a symbol of the intimate and mutually helpful existence which is between the liberal arts colleges and other institutions of higher learning.

In behalf, therefore, of all these liberal arts colleges I wish for Dr. Sangren a fine administration, an administration long enough to permit fulfillment of his own ideals, enriched by many years of happy companionship and joys that come from deserved success.

Chairman:

President Webster H. Pearce, of the Northern State Teachers College, will speak for the Michigan Council of Teachers Colleges. It seems peculiar to introduce Webster as (though he doesn't look it) he was once a boy in one of my classes.

Mr. Pearce:

My dear Teacher:

I wish to bring greetings to Dr. Sangren from the college and from the Council of Teachers Colleges. We bring to him our affection for him as a man, our appreciation of him in his ability, our confidence in him to do very finely and well the work to which he is called.

Chairman:

Arthur Andrews, President of Grand Rapids Junior College, represents the Junior Colleges of Michigan.

Mr. Andrews:

Mr. Chairman:

It is a very genuine pleasure to have this opportunity to speak a few words in behalf of the junior colleges of the State of Michigan. Some of us on a good many occasions have had conferences with Western State Teachers College officials in regard to transfer of students. We were invariably referred to Dr. Sangren as chairman of the curriculum committee. We found a courtesy and spirit of cooperation, an evidence of quality of leadership such as all you who know Dr. Sangren recognize.

We extend our congratulations on his new honor, new responsibility and congratulations to Western State in having found such sane and sagacious leadership.

Chairman:

Superintendent David VanBuskirk, President, The Michigan Education Association.

Mr. VanBuskirk:

Governor Fitzgerald, distinguished Guests and Friends:

Being fully assured that you, President Sangren, will carry on with honor and efficiency the great work of this institution, I am pleased to bring you the greetings of the 32,000 members of the Michigan Education Association and their sincerest wishes for a long, honorable, and outstanding administration as president of this great school.

Chairman:

Mr. E. E. Fell, Superintendent of Schools, Holland, Michigan, is the voice of the city superintendents of Michigan on this occasion.

Mr. Fell:

Mr. Chairman and Friends:

The superintendents of the schools of Michigan look upon Western State Teachers College as a tower of strength to the educational set up of the state. We want to say, Dr. Sangren, your appointment to the presidency of the
institution meets with the approval of the superintendents of the state to the superlative degree. We pledge our support and wish you every possible success.

Chairman:

The North Central Association of Colleges and Secondary Schools will be represented by Dr. Calvin Davis.

Dr. Davis:

Mr. Chairman, Dr. Sangren:

A great honor and great privilege for me it is to speak here. Perhaps all in this room know that the North Central Association itself had its conception in Michigan. In 1895, the University of Michigan began to accredit secondary schools. It did not accredit institutions of higher learning until 1913. Two years later, in 1915, Western State Teachers College was accredited by the North Central Teachers Association of Schools and has been continuously accredited from that time to this. It is my belief that so long as the North Central Association lasts and continues to accredit institutions of higher learning Western State Teachers College will be on that list. I want to congratulate you and particularly Dr. Sangren on this occasion.

Chairman:

Well, my friends, we have heard from our neighbors in Kalamazoo and representatives of the commonwealth of Michigan and from various organizations and institutions represented here today. We come at last to our own family. I am going to ask some of our former teachers, present teachers, and students to say a word. I am going to say the word for the faculty myself.

I simply want to say this to you, President Sangren, that your colleagues have come to know you, to trust you, to believe in your leadership, and to be heartily disposed to follow it. I give you my pledge.

And now, not all the teachers of Western State Teachers College are on the faculty now; some of them have been moved away from us to larger fields of usefulness.

Miss Lucy Gage, of Nashville, Tennessee, Professor of Elementary Education of George Peabody College, is to speak for the former teachers of Western State Teachers College.

Miss Gage:

Mr. Chairman and President Sangren:

It is my happy privilege to bring to you congratulations from the Southland. There is a very happy relationship between our institutions. Some of our students come to this institution. There is a give and take between the North and South and we are wiping out that Mason and Dixon Line.

For the former faculty people may I say that during the past we have enjoyed in this institution hospitality toward growing ideas. President Sangren gave us evidence this morning of what the former administration of this school gave us the privilege. There can be no institution growing whose faculty is not growing in proportion to the students' growth.

Chairman:

There is one man whose bodily presence we don't see here today, but who is here in spirit. I feel very certain (nobody told me to say this, I was told most of the things to say this morning) I feel very sure that my old friend and yours, our long time leader in this institution, is looking down in blessing from his location on the Pacific coast, and I am sure none here today extends to President Sangren a warmer greeting than his colleague, for we are all glad to call him that, Dwight B. Waldo.

Now we ought to have a word from the students of the institution. When 1,800 students select a young man to be representative we ought to hear from him. David Arnold, President of the Student Council.
Mr. Arnold:

Mr. Toastmaster, President Sangren, and Guests:

As president of the Student Council, I wish to bring to Dr. Sangren the greetings of the students of Western and to wish him every success and also to pledge him the same degree of loyalty which has been so highly characterized in the former classes of Western State Teachers College.

Chairman:

Western State Teachers College has graduated thirty-one classes. They are all represented here today—all but one and the representative of that class has sent us his deepest regrets of his utter inability to be here. I am not going to let them say a word, but I would like them to all stand up as I call their names.

Chairman:

Surely one word should be said for the alumni. It will be said by Mr. Ernest Chapelle, Superintendent of Schools of Ypsilanti, and present Alumni President of this school.

Mr. Chapelle:

Chairman Smith, President Paul, distinguished Guests and Friends:

It is unnecessary to tell you, President Paul, that the Alumni of Western State Teachers College are here in person and in spirit and we pledge to you our continued support in the program you have set for this institution. This institution is our institution. Students may come and go, faculty members might resign or be promoted, but we can never deny we are alumni of Western. We recognize you as a real educational leader. We congratulate you and the Board of Education of Michigan.

Children, Behold your new step-father!

President Sangren:

Mr. Chairman, very distinguished Guests and Friends:

I am very sure at this time you are not looking for another speech. As far as I am concerned I bit off more than I could chew this morning, I am told, and I think it is time to call a halt on further speeches. I would like to say I do deeply appreciate your very kind and sincere greetings, your excellent attitude. I can only say that I believe, as I mentioned this morning, Western State Teachers College exists for only one purpose, that is to further the interests of the State of Michigan. If we can fulfill that purpose according to the highest ideals I shall be very well satisfied.

I am very happy to be the central figure on this occasion; I enjoy it greatly and appreciate it. I thought as I sat here, if anyone had modesty when he entered as president of an institution, it wouldn’t last long. When I say I am very happy to be a part of this occasion I mean it. I shall, as I said, do my level best to carry on the traditions of this institution. I hope we shall be able to put forward and carry to conclusion a program worthy of the support of every representative here today.

Chairman:

The next number will be performed on the football field.
As President of the Women's League it is my pleasure to speak for the women of Western State Teachers College on this important and significant occasion.

In the Herald of this week I came across the comparison of this college to a ship on a voyage, and so I wish to tell you about the women who have sailed on this splendid craft.

At the launching of the vessel, back in 1904, there were only a few adventurous maidens on board; but from old records they must have found it a pleasant and profitable trip, for we know that they encouraged many more to secure tickets. The feminine portion of Western's passenger list grew by leaps and bounds; in fact, it soon out-numbered the masculine element two to one. These women went out from these trips into crafts of their own. Needless to say, sooner or later many of them chose "houseboats" and I am sure that they, and you too, will agree that their sailing experience stands them in good stead anywhere. Others have gone on in professional fields and advanced from lowest rank to offices of honor and distinction.

During their college years the girls were planning and striving for the advancement of themselves and their school. They studied the many aspects of nature, the secrets of science, the theories and contributions of the great to civilization; but just as on a voyage the sky and stars and sea, however absorbing, grow a bit tedious at times, so did all work become monotonous, and clubs and organizations sprang up.

The enthusiasm and ardor of the women of this early period may be gathered from a little human interest story which I recently read as to just how the "Women's League" came into being: It was in the fall of 1913 after a rousing and important football game, where Western had come through with flying colors. It seems that the students took "shore leave" that night (rules not being so well established as now). They went downtown and enjoyed one grand theatre party "on the house". When explanations were demanded,
many of the overenthusiastic young women who had participated in the event declared there were so few parties and social activities at Western, and this had offered diversion. Other needs were discussed and then, with the aid of certain faculty members, the constitution of the League was drawn up. The League work was begun. It has been growing and expanding each year. Its aim always has been and always will be for the benefit and pleasure of the women of the college. The early struggles of the organization are an inspiring story to hear. It is one of sacrifice and service and determination.

Also the Y. W. C. A. is an old, old organization on this campus, even antedating the League. The Kindergarten Club, now the Early Elementary Club, is of long standing; and the Later Elementary Club is somewhat younger. Players, first known as the Dramatic Association has flourished, and no dramatic organization could long exist without the aid of young women. The Home Economics Club was an early comer, as were also Senate and Academy. The latter two are non-departmental. Later societies of this type are Theta Pi Alpha and Pi Kappa Rho.

Women's debate, both intercollegiate and intramural, has played no small part in college life for women. In the Physical Education Department for Women there is the Physical Education Association which does much for its members. There are also the departmental organizations to which both men and women may belong, such as Art Club, Inglis Club, International Relations Club, Science Club, Choir, and other music organizations. I am sure that you will find that many women through outstanding contributions of time and effort, have played a vital part in the progress of this college.

The Student Council takes precedence over all other organizations. In this connection, here is a most interesting bit of information to which the attention of the men of the college is called. The Student Council grew out of the Booster Club which was started by some girls who felt that the school spirit needed some bolstering. More than that, the chairman of the committee which drew up the constitution for our council was a girl, by the name of Maebelle Vreeland.

So you see, the women of the college have accomplished fine things. I have mentioned many organizations this morning, but please do not feel that I speak only for them. I speak for all of the girls who have been privileged to attend Western State Teachers College.

It is a long time since the craft first sailed in 1904. We have made many ports of call and changed passengers many times. The crew, too, has changed. Now we are to have a new captain. Just as the women of the college do not need to plan the first women's organization, so President Sangren does not have to plan the first building or select the first faculty. Rather it is our task to improve and expand that which is our heritage here.

President Sangren, we know you have great dreams and plans for Western State Teachers College. As you so impressively said in your inaugural address, education in the future must come through a closer connection between the schoolroom and the social and economic life of the people. We shall have great opportunity to carry out this ideal. In view of past and present records, I know that you may rely on the women to strive toward this. We, the women of Western State Teachers College pledge to you and to your ideals our loyalty and utmost co-operation—a loyalty and cooperation inspired by our confidence in your leadership. We are ready to sail on!

HUGH L. ALLEN, MEN'S UNION REPRESENTATIVE

Dr. Sangren, Mr. Chairman, Members of the Administration, Members of the Faculty, and Fellow Students:

Rome wasn't built in a day; neither was Western State. To reach its present high-ranking position this institution has gone through thirty-two years of steady progress under the leadership of its first great president, Mr. Waldo. Last Saturday marked the beginning of the second chapter in our institution's
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history. At that time thousands of alumni, students, friends, and co-workers joined together in the inauguration of our second president, Dr. Paul V. Sangren.

Today we, the students, join together in formal recognition of the man who has been chosen to pilot our mighty ship through the broad sea of accomplishments that we have yet to cross. Miss Wray has voiced the sentiment of the women very well. Speaking for the men of Western I say we are equally proud of our new leader, and I speak with the sincerity and conviction of a group of men who recognize true leadership and are eager to follow it. During the past week we have heard many great tributes paid to Dr. Sangren—tributes which made us even more confident of his fine leadership, as they brought out the record of a man wonderfully well qualified to execute his duties academically. Dr. Sangren's ability and professional integrity have been recognized by people far more capable of expressing them than I, so I wish to set those things aside for a moment and say something of Dr. Sangren's extra-curricular activities, and show how he is qualified as an all-around Man's man.

From Dr. Sangren's closest associates I learned things that in themselves show our new president to be vigorously alive and alert, physically as well as mentally. I learned that Dr. Sangren is as much at home out of doors as in his office. Fishing for Cod in the Atlantic, pike in Canada and trout in the Yellowstone are all known to our president. One of his colleagues, who has accompanied him on many of these trips, expressed one of the most genuine tributes that a man can know when he said, "Paul Sangren can take it!" He went on to say that Dr. Sangren could get up at the most ungodly hours of any man he knew, hunt or fish all day in any kind of weather, and never lose his sense of humor or reason being that he usually gets his limit. It is generally conceded that Dr. Sangren Is an excellent shot, and has been known to bring in some fine game. One member of the administration explained to me why it was that Dr. Sangren hunts rabbits with a double-barrelled shot gun. With a shot from one barrel he clears the brush, and with the second he brings down the rabbit. As a golfer, Dr. Sangren has few equals on the faculty—and that takes in some pretty good men, too. As is common among golfers, his sanity has been questioned, as he was once caught shooting golf in a snow storm. For the sake of discretion I won't mention the names of his companions on that occasion. Dr. Sangren loves to travel, and has made many interesting trips, always with his family and friends, all over the country, and he has learned to love and appreciate nature.

It is this side of our president that makes us truly proud of him as a man's man. At football games, on the campus or on the streets, he is the sincere, companionable, fair and square man that years of vigorous life have made him. The men of Western State are entering into the spirit of their Union, confident and determined that it shall have a great place in college life. The dream that once seemed so far away has been realized, and we go into this new project knowing that President Sangren is with us and leading us on to new achievements.

Dr. Sangren, the men of Western are with you—one hundred per cent. We accept your leadership and sincerely hope that you will have a long and successful administration.
I greatly appreciate the very kind things which have been said by your representatives, Miss Wray and Mr. Allen, this morning. From what has been said I clearly understand that the students are for me and are willing and anxious to give their best that this institution might continue along the path of progress. During the past few weeks the spirit and attitude of the students have been perfect. So many fine things have been said and so many tokens of regard have been sent to me that I could not take the time on this occasion to recognize all of them. Suffice it to say that I do greatly appreciate all these good things. I am for you.

Western State Teachers College and its program exist for the students. It must be our purpose to do everything within our power to carry forward a program of activities both curricular and extra-curricular that will contribute most to the welfare of each one of you. Briefly, I have three primary objectives in mind.

First, I hope we may be able in an institution of this size to increase the attention given to individuals. The great likelihood that students will enroll in the institution, accumulate credits, and be granted certificates and degrees without a full knowledge of their talents and tastes having been acquired and without adequate adjustment to these individual differences having been made is something we ought to attempt seriously to avoid. It should be our ambition to make it possible for every individual to realize his greatest potentialities as a student and as a prospective citizen.

In the second place, I naturally have some ambitions for improvements in student scholarship. In saying this I do not wish it to be inferred that I am critical of the quality of scholarship which exists in the institution at the present time. I know that it is of high grade but at the same time I believe it is always possible to attain higher levels of scholarship and to make the students themselves always more enthusiastic for learning and what it has to contribute to life.

Finally, I should like to pledge myself to do everything I can to maintain a faculty of high grade. With a faculty of fine qualifications as scholars and teachers and a student body with the capacity to grow, we shall produce alumni who will be a credit to the State and proud to call Western State Teachers College their Alma Mater.