Winter, 1953

Under Fire
First Step
The Future
Impressions of Academic Europe
President's Corner

Problems, Future Cited for Alumni

The President's Corner is to be used this time to summarize some important possibilities and problems connected with the operation of Western Michigan College. It is particularly important for the alumni to know at least what problems we face in the future. What appears below is a summary of facts recorded for purposes of public information.

Known factors on which the enrollment outlook is based include the following:

1. The steady increase in the birth rate and the corresponding larger student population each year.
2. The larger number of students graduating from high school and the proportion who go on to college.
3. The improved economic status of families, making it possible to finance college education for the children.
4. The increasing demands for a college degree as a requisite for obtaining desired employment.
5. As applied in particular to WMC, which emphasizes training in that field, the need for more accredited teachers to overcome an already existing shortage and to instruct the continued increases in school enrollments.

Summary of enrollment studies to the future of WMC, using best, modest estimates:

- 1952-53 - 4145
- 1953-54 - 4500
- 1958-59 - 5570
- 1962-63 - 6900

Summary of building needs during this expansion period. There may be some modification when and if new facts and trends appear:

**Most urgent needs:** Physical education bldg., $1,500,000; field house, $1,000,000; auditorium and speech classroom bldg., $1,500,000; completion of maintenance bldg., $100,000; four tennis courts on west campus, $10,000; paving of Oliver Street, $4,000.

- 1954-55 - Remodeling of men's gym for women, $150,000; remodeling and enlargement of men's gym for ROTC, $150,000; remodeling of women's gym for training school, $200,000.
- 1955-56 - Natural science classroom building, $1,500,000.
- 1956-57 - Remodeling of present natural science building for industrial arts and vocational education, $300,000; addition to McCracken hall for paper technology, $250,000; 10 tennis courts, $35,000.

1957-58 - West campus library, $1,500,000.

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**COVER PICTURE**

Charles (Bud) Brotebeck seems well tied up by Western Reserve University players as he attempts to locate the loose ball, floating beside him. Note the hand barring his right arm, and the grace with which the player on his left has moved.
UNDER FIRE

A Study of the National and Local Patterns of Public School Criticisms

A MERICANs are examining the public schools of the United States to see how well they are perpetuating the American way of life. Public school teachers as agents of the state have an obligation to aid in this examination. For this reason they need the ability to recognize the just criticisms from the unjust. The purpose of this article is to explore the nature of the national and local patterns of public school criticism in order that those who work in the field of education might become more conversant with these patterns.

In evaluating the total over-all situation of the criticism of the public schools the reader should keep in mind what has happened in the United States these past ten or twelve years. Since 1940 all Americans have been caught in the inflationary spiral of rising prices. The United States has fought and helped win a major world war and is now in a semi-suspended state of truce. A state of fluidity exists. American ingenuity is being challenged to find substitutes for vital minerals essential to the nation’s industrial and war potential. American ingenuity is being challenged to provide an adequate educational program for youth needs for both the future peace and war potentials of this nation. Tax rates have been increasing. The trend in the support of governmental activities has been away from the local, to the state and national levels. The average citizen is troubled because he does not know where this whole trend of centralization will end. Yet never before has America’s productive capacity been so great or its prosperity so marked.

Looking at this fluid scene the professional educator is troubled because he realizes that the population is increasing faster than the school facilities. Teachers’ salaries, although better than before, in real dollars, are not as good as they should be. There is a school building shortage. There is a never-ending shuffle of teachers in and out of the profession. Despite all these difficulties the educator has faith, which has been the faith of the American people, in the efficacy of public education for developing American children who will have the vocational fitness and moral and spiritual strength necessary to perpetuate the American way of life. The educator’s peace of mind is further disturbed by the increasing number of criticisms of the public schools. He is troubled because the criticisms seem to have become organized even on a national scale. What are the patterns of these criticisms?

The criticisms can be divided into three groups: (1) Those which seem to be national; (2) those which seem to be local; (3) those which are both national and local.

The National Pattern

The national pattern of criticism of the public schools seems to center around three major problems: (1) Criticisms of federal aid to education; (2) criticism of subversive teachers; (3) criticism of subversive textbooks.

1. Criticism of federal aid to education. This problem probably more than any other illustrates the nature of the criticisms the public schools face and have faced at the national level. It would seem in the literature available that this problem has been responsible for much of the criticism the public schools have faced. In this complex problem it is difficult to sort out the motives of the individuals who are for or against federal aid to education. The problem on the surface is a financial one. But education in the United States is a state function. The federal constitution makes no mention of education. Hence the issue becomes a question of whether or not federal functions shall be enlarged. The complexity of the issue is increased when federal aid is equated with federal control.

There are at least four major opinions on federal aid to education: (1) Some observers definitely favor federal aid to public elementary and secondary schools; (2) others favor federal aid to education if it means provisions for auxiliary services for independent school groups; (3) some observers oppose federal aid because of the fear of federal control; (4) others oppose federal aid believing it is a communist-inspired plot.

Those who favor federal aid for public education are generally the professional educators supported
Twelve years after taking his bachelor of arts degree from Western, Dr. A. L. (Mike) Sebaly returned to the hilltop in 1945 as a teacher. He is now an associate professor in the education department, but has had extensive experience teaching, first in the Battle Creek schools for seven years, then as superintendent at Level Park, Battle Creek suburb, for two years. He holds a master of arts and doctor of philosophy degree from the University of Michigan.

by organizations such as the Congress of Parent-Teachers Association, various national women's groups, and labor and farm organizations. The National Education Association has taken the leadership to secure federal aid for public education. The majority opinion of this association is for the allocation of federal monies, through congressional action, to all states, territories, and possessions of the United States for public education. The purpose is to equalize educational opportunities for those attending public elementary and secondary schools. This association's basic principles for federal aid legislation are these:

1. That federal aid legislation should provide a flat grant, probably of $5 per child, for each state, and that this should be accompanied by a large equalization fund to improve educational opportunity in the states least able financially to provide good schools for their children.

2. That the fund should be available for educational services such as salaries of teachers and other professional employees engaged in curricular services, and plant operation and maintenance.

3. That no funds be available for auxiliary services of any kind in either public or private schools, that the funds be used exclusively in publicly administered, tax-supported elementary and secondary schools.

4. That there should be minimum requirements and safeguards for all minority racial groups.

5. That the allocation of funds to the states should be on an objective basis, that the administration of such funds should be fair and just to all children, and that any taxpayer who feels himself aggrieved over the administration of such federal funds should have the privilege of entering the federal courts for redress.

Those who favor federal aid to education provided it furnishes auxiliary services for the independent school groups largely represent a sectarian point of view. This group holds that such things as bus transportation, hot lunches, health services, and non-religious textbooks should come with federal aid to education. If federal monies are to be appropriated for state aid, the grants should follow the child whether he is in the public schools or not. Federal aid for auxiliary services seems to be winning favor in various sectors. Since 1947, especially, it has had minority support in the NEA representative assembly. Numerous petitions to Congress have expressed favor for federal aid to independent schools for auxiliary services. The Supreme Court's favorable decision in the Everson Case seems to sustain the use of public funds for transportation of students to parochial schools. This group's belief is based on the conception that parents have a primary and principal right in the education of their child. However, not all parochial school leaders are for federal aid because they feel that with the aid will come control over their school programs.

Those who disapprove of federal aid for fear of federal control regard any extension of federal power as an evil. This group considers the financing of public education to be a state and local problem. The major arguments of this group against federal aid to education are these:

1. It is against the philosophy of the Constitution; (2) the states are better able to pay for public education than the federal government; (3) it is a part of a long-range program for federal bureaucratic control of education; (4) it represents a pressure group movement of teachers; (5) states' rights are threatened; (6) federal spending should be reduced, not increased; (7) there are no accurate figures to show the needs of the public schools; (8) it is not sound to say that the amounts of money spent determine the character and worth of the educational instruction. This group's attitude seems to be that federal aid to education is opening the door to federal control of education. Individuals with this point of view are suspicious of any federal aid in any field because it means to them a surrender of freedom to a centralized bureaucracy in which the United States would be veering from a constitutional government to a form of national socialism.

The group that considers federal aid to education to be a communist-inspired plot carries the thinking of the previous group one further step. Federal aid is called a part of a gigantic plot to secure control over the schools and eventually over the children's minds. Individuals in this group seem to feel that federal aid is the number one communist idea to centralize educational activities in the United States. Hence, anyone who supports federal aid to education is in the eyes of this group, if not a communist, at least communist-inspired, whether the individual knows it or not. Individuals in this group are not generally connected with school activities in a professional way. To what extent these individuals are adjudged sincere in their purpose depends on the at-


titude of the readers of their publications.

The National Education Assoca-
tion's support of federal aid for pub-
lic education has subjected it to the
potential criticism of the other three
groups. All four groups seem to be
in favor of public education. The
point at issue is the manner of sup-
port. This issue is important to all
teachers whether they belong to a
professional organization or not.
Since the NEA is widely regarded as
the spokesman for the teachers, by
the process of transference the quar-
rel over federal aid to education is
made the concern of all teachers
whether they favor the aid or not.
The fact that federal aid is equated
with federal control has led to addi-
tional criticism of the NEA.

2. Criticism of subversive teachers.
Professional organizations have taken
a definite stand that any individual,
communist or otherwise, who ad-
vocates a change in the American
government by other than constitu-
tional means should not be allowed
to enter teaching or to teach in the
public schools. Educators are con-
stantly screening their ranks for
those who are un-American. Public
school teachers are taking the lead-
ship in promoting citizenship training.
They are aware that local school
districts are creations of the state.
They have indicated by statement
and action that the function of the
public schools is to develop stamina,
physical vigor, mental health, scien-
tific knowledge, basic technical skills
and civic competence. Yet by some
quirk the loyalty of the American
public school teacher is being chal-
gened.

To what extent subversive teachers
are employed in the public elemen-
tary, secondary schools, colleges and
universities seems to be debatable.
There is a charge, however, that
there are many communist fronts and
citizen conspiracies which seem to be
injuring the American school system. In
an attempt to guarantee teacher loyalty, in-
dividuals have resorted to teachers' oaths.

There are apparently two areas
of thought on subversive teachers.
One school of thought arises from
the current threats of communist
aggression. These threats have led
to demands for exposure and expul-
sion of communists wherever they
are. The other school of thought
believes that the threat of socialism
and communism in the United States
is a problem of much longer stand-
ing. This second group holds that
propaganda injuring the American
way of life did not originate with
classroom teachers but arose among
so-called radicals in schools of edu-
cation. The charge is that subver-
sive teaching is going on in the
United States.

3. Criticism of subversive text-
books. This problem is closely allied
to subversive teaching. Again the
question is to what extent subver-
sive textbooks are in use in public
elementary and secondary schools,
colleges and universities, of this
country. The American Textbook
Publishers Institute has taken this
stand on the issue:

Critics should bear in mind that
no products are so carefully examin-
ed and scrutinized as textbooks.
They are carefully and repeatedly
screened: first by the publishers and
their editors, then by textbook selec-
tion committees, then by the teach-
ers who use the books (a continuing
process), and finally by self-ap-
pointed reviewers. This cumulative
screening is such as to make any
certified effective drive to indoctr-
inate the children of the United
States along collectivist lines virtu-
ally impossible. To think otherwise,
would imply that our authors, pub-
lisbers, editors, teachers, school ad-
ministrators, and subject matter
specialists are all involved in a gi-
gantic conspiracy .

Publishers, as business men, would be foolish
indeed to include in their books
materials with which segments of
the public would take issue.

The criticism is not of the teaching
profession but of the policies
which seem to be injuring the
American school system. However,
the teaching profession on the sur-
fice at least has taken an apathetic
attitude toward individuals wishing
to examine textbooks. Because of
the seeming indifference of some
teachers toward textbook examina-
tion, some individuals see in this an
MIDYEAR graduation at Western Michigan was witness to a historic scene as Dr. Paul V. Sangren, WMC president, presented to 36 graduate students the first master of arts degrees which the school has given in its 49-year history.

Fourteen other undergraduate students were also in a select class, being those who received the bachelor of business administration degree, thus the BBA joins the three bachelor's degrees already offered at Western.

Thirty-three received bachelor of arts degrees, 88 took bachelor of science degrees and two received the bachelor of music degree. Ten students received teacher's certificates and eight earned two-year terminal certificates.

Dr. Harold C. Hand, professor of education at the University of Illinois, was speaker for the commencement service held Sunday, Jan. 25, in the women's gymnasium. Mrs. Vanderberg '40, Lyle J. Vanderbrook '31, Robert L. Van Voorhees '42 and Ruth L. Walker '33.

Graduates of other schools carrying the degree were Tosca E. Albert, Opal Harsh Fraser, Edward A. Gabel, Louis W. Grother, Gerrit J. Klinge, Paul R. Leistad, LeeRoy Pettiford and Richard F. Welch.
LAST FALL we began our independent graduate division after having operated it as an extramural unit of the Horace H. Rackham School of Graduate Studies of the University of Michigan for over thirteen year. This action on Western’s part has been received with highly gratifying results. During the first semester, we enrolled 345 students as compared with 194 students for the first semester last fall and we are anticipating another fine enrollment for the second semester. These figures indicate that our new independent graduate division is being received with highly gratifying results.

During the past several months we have been making every effort to determine by thorough study just what the people in the field expect from this new program. A Committee on Graduate Study has been set up under the chairmanship of Dr. Orie Frederick, with the following program to twenty. The new curricula are Teaching of Occupational Therapy with Miss Marion Spear as adviser, Special Education with Dr. Manley M. Ellis as adviser, and Curriculum Development and Coordination with Dr. Orie I. Frederick as adviser. The addition of these new curricula will provide more adequately the satisfaction of the vocational objectives of our students and satisfy more completely the general purposes of our program which are: 1. To increase the effectiveness of elementary and secondary school teachers in present and future positions. 2. To prepare teachers for supervisory, administrative, and guidance positions. 3. To prepare curriculum coordinators, school librarians, and teachers of special education. 4. To improve abilities of school people in human relations with pupils, teachers, supervisors, administrators, and the general public. 5. To develop ability of school people to evaluate and use results of research in practical situations.

In addition to setting up three new curricula, the council has encouraged the departments to offer and has approved many new courses for graduate credit and is now more adequately prepared to take care of the needs of more students than ever before.

With the opening of the second semester, extension courses are now being offered for graduate credit both of the type open to graduate students only (500 courses) and those open to both graduate students and upperclassmen (400).

For the summer session of 1953, we are particularly well prepared to take care of our graduate students. The advisers of each of the curricula have set up many new courses and workshops especially well adapted to the needs of the summer school students, and we have engaged several exceptionally well prepared visiting professors who have been teaching in other institutions and have been acting as educators in outstanding school systems.

--ELMER H. WILDS

Three WMC students graduated in January with honors. They were William J. French, Vicksburg, magna cum laude; Miss Muriel Gill, Lansing, cum laude, and Howard Rutgers, Hopkins, cum laude.
Rich Reward Promised for Reader of Vandenberg’s ’Private Papers’


The Private Papers is not a book for the light or casual reader but one who wishes to "ponder the deeper lessons of the swift flow of public events during the last decade." It is one of the most important books ever to come out of Michigan, its values heightened by the fact that the material was written by the man himself and not by a ghost writer.

The papers were in the form of scrapbooks, diaries, documents and like items which began with Pearl Harbor (1941) and ended with the Senator's death (1951). The editors have done a good piece of work, according to Senator Paul H. Douglas in his review in the Saturday Review. Much of the text retains the diary form.

James Reston, writing in the New York Times, calls the Papers an intimate record of the conversion from isolationism of a man and a nation during one of the most critical periods of world history. He pays tribute to the great Michigan Senator as a complex and fascinating human being, who played a critical role in the development of American leadership in the world.

John Foster Dulles (New York Herald Tribune) says the book is good reading with a distinctive and vibrant style where the reader who seeks new light on history will find it. He also refers to the Senator's deep sense of the good of the country above his persona' ambition and advancement, which gave him an inner serenity and the ability to function effectively on the highest level. His tribute to the Senator is that his spirit was such that more than any other American of modern times he embodied the dynamic and righteous faith on which this great nation was founded.

With that thought, Walter Lippman was in complete accord in his statement to the editor, Arthur H. Vandenberg, Jr., in which he said "I would argue at the bar of history that his spiritual experience, which great masses of our people entered

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THE MAIN building of the University of Barcelona has the appearance of a fortress that combines a clouded elegance with a molding massiveness. It was in these quarters that I had an experience of personal satisfaction that further was touched with nostalgia. Professor Vives, a great writer and analyst of European affairs in the 19th century, had invited me kindly to sit in on one of his classes. This was in a large rectangular room, where books she's of rare books, large globes, colorful wall-hangings, antique statues and intriguing oddments combined in an aura of refined and scholarly pursuits. The measured, firm voice of the distinguished professor was bringing a most penetrating lecture on the Metternichian system to a close when I glanced about the room and suddenly caught my breath. Was this Barcelona or Kalamazoo? The sudden identity of the two was prompted by a feminine student who, quite undeterred by the flow of wisdom breaking about her, was repairing with great intent some important damage to the nail polish on one lovely finger. Eureka! The memory of this superb resistance to learning from a Great One amid such an atmosphere will bring serene solace to me before the fingernail-repairing generations I have still to face.

I brushed again upon the Internationale of campus life in a conversation with a faculty member of the University of Madrid. This gentleman sighed wistfully about the promotional policies of the Spanish colleges bearing so little relationship to ability or Service to the Academic Cause. He complained that being favored by the right clique was the essential determinant for advancement. O Mores! O Gripeis!

In becoming acquainted with European colleges and universities, there is this constant delight in noting the similarities and the differences in the campus and in the student life. To quite a singular degree, the University of Madrid bears the closest resemblance in its physical plant to the new Western Michigan. The old University City of Madrid was severely ruined by the Civil War but by 1943 they had gone far in the reconstruction of the site. The earliest buildings set the tone of clean, modern brick and glass construction to which our eyes have become accustomed on the west campus in Kalamazoo. The latest ones, especially the dormitories, tend to seek a free adapting of conventional Spanish architecture to the modern feeling and, I think not too successfully. The building for the social sciences was fortunately among the earlier ones and is a delight indeed with the planned "loafing" terraces and study nooks that have been landscaped in with the surroundings. On the interior, much thought has been devoted to blending function and ornament into a lavish creation of lecture halls, seminar rooms, offices, and student and faculty lounge rooms. The final civilizing touch, perhaps, is that the student snack-bar and restaurant dispense a satisfactory white wine for two cents a glass.

The wisdom of the p'anners of this structure was evidenced by the priority they gave to the history offices and classrooms in having access to a view to go along with the generosity of glass walls and sweeping windows. The building perches on the shelf of the Madrid plateau and looking from the history rooms one would be compelled to put into focus the pettiness of man's works and ambitions. The great swathes of earthen color that push into the "impossible" blue of the Spanish sky start in a vast flattened valley of sandy colors contrasted with green shades, and the swirling contours carry the eye finally to the snow-capped bulk of the massif beyond which lies the mystic ravines of Toledo. Man's share and purpose seems to be that of pointing up the grandeur with his erratic scattering of white houses and villages that fleck the sun-glowing scene with bright tiny dots and patches.

There may be a rival to the University of Madrid in its setting if the current plans for the University of Zagreb are carried through. This elderly seating of learning (1669 is its founding date) is responding with a remarkable renaissance to the energy of the new Yugoslavia. A planned and gradual withdrawal will take it from its urban center to a new University City posited close to the natural wonderland, more gentle but as agreeable as that of Madrid. Elsewhere, the location of a college may offer some remark-
able feature as the residential quarter of the University of Paris or the Georgian squares of the Bloomsburg setting of the University of London but somehow will lack the unity of Madrid or of the Zagreb of tomorrow. The abandonment of old quarters does not always mean a move into s'eeck new ones. The University of Seville is consolidating and expanding its facilities by a move into the amazing architectural giant that had been the royal tobacco factory since the early 18th century. The university will be adapting a historic building to itself and will be adopting a number of legends, one of which has this as the scene of the life and memorable loves of that most famous "cigaret girl," Carmen.

This latter type of change would seem in one respect to be more suited to the European student than of the gossy hallways of model constructions. Somehow, the student may feel he must live up to his

new material surroundings and if so, then he must lose one of his oldest distinguishing badges, poverty. For above all, the European student has been a person with a mental occupation and one rather wholly apart from any economic occupation at the same time. The educational philosophy has never called for an organized recreation program as any part of the university's function and the lack of an organized, unified campus was an obstacle to such a development. The student has not found the alternative to have been an absence of a social life. His

"Some of the impressions made on him by Europe are told here by Howard Mowen, a member of the history department faculty at Western since 1949. He is a graduate of Baldwin Wallace College and Western Reserve University. The year of 1951-1952 was spent by Mowen in travel throughout Europe under a grant from the Ford Foundation."

...
considered a mass eccentricity. The libraries are often unwholesome places in their lack of organization as in the vast caverns of the library of the University of Ljubljana where books are stacked on the shelves only according to size. The mettle of the librarians at this school is tested finally by the call numbers being placed meticulously well onto the side covers of the book and never on the spine where they would reveal unsportingly the book sought. Let it be said, that apparently neither librarians nor students submit to despair and the research goes on. There is, of course, no correlation found by Europeans between hours tackled to a course number and a university degree. They remain heroically unimpressed by the efficiencies of this system of organization too. Hence, the European's interest is not in tallying hours of courses successfully passed but in attending certain lectures and in reading extensively from bibliographies. Even though these two admirable avenues of instruction are directed toward the ultimate examination lying ahead of all his efforts, the student is informed that not everything worth knowing or likely to be tested can be attained through them. He must fill in the gaps himself. The ensuing activities which then he sees fit to institute bear some relationship to what elsewhere is called a term-paper but, I wager, the resemblance must not be forced too far. Although the student occasionally may find that Kant or Spencer were there before him, the research goes beyond this preparation for the examination. This derives from the requirement that the student frequently must prepare a paper of his own original work in addition to passing the comprehensive examinations to have a correlation with a university degree.

The academic scene in Europe is a fascinating one. There is both substance and variety of solid worth. One must come away impressed with the practical working of the adult education in Sweden as one example of the rewarding alliance between the cooperatives and education there. There is inspiration for all in the operation and achievements of the great Danish People's School's. There is a grand excitement in being exposed to the bubbling intellectual life at the University of Zagreb and the breadth of student participation in that life. Further, there are so many intangibles and imponderables that would certainly never be listed in the most methodical of complete catalogues as advantages. But what would the University of Granada be without the Gypsy caves, or Zagreb without the "Korso," or Copenhagen without the "Round Tower" quarter, or Paris without the "Boul-Mich?" The academic scene may be raucous with the creaks of a creaky system that any red-blooded reformer should wish to dismantle but, personally, I should dislike to see him even near with a single can of grade-A lubricant. I suspect I shall never attain to that devotion to efficient organization which could cause me to discourage any American student who wished to have his whirl at the Boulevard Saint-Michel.

Former Gridder Commands Depot for Air Force

Its been a long trip for Milton F. Summerfelt 'x30, now Col. Summerfelt of the Air Force. He entered Western in the fall of 1926 from Benton Harbor and won two letters and an outstanding name for himself on the gridiron before leaving Michigan for West Point.

The present commanding officer of the Rome Air Force Depot, Rome, N. Y. Col. Summerfelt attained fame early in life. In 1932, he captained Army's football team and was named an All-American. The following year, in June, he was commissioned a second lieutenant and graduated from the U.S. Military Academy. An outstanding athlete at the "Point," Col. Summerfelt won three letters for both football and lacrosse.

His first assignment was at Randolph field, the Army Air Corps' West Point of the Air, where he attended primary flying school. He received his wings at Kelly field.

By 1935 Col. Summerfelt was off on his first overseas tour of duty with his destination: Luke Field, Pearl Harbor, Hawaii.

Upon returning two years later, he was assigned to Mitchell Field, Long Island, and remained there until 1940 when he was transferred to the Aberdeen Proving Grounds where he commanded the Air Corps testing detachment for ordnance. From Aberdeen, Col. Summerfelt went to Washington, D.C., in August, 1942, and became assistant Chief of Staff for Requirements; a position which he held until August, 1944.

He then formed the cadre of the 33rd Bomb Group (B-29s) at Dalhart, Texas, and after training took them to Okinawa in July 1945. October of the same year found Col. Summerfelt back in the U.S. attending the first command class for senior officers at Fort Leavenworth, Kans.

Upon completion of the course
New Pioneers Needed

By WILLIS F. DUNBAR

People of other lands are fond of saying they can tell an American as far as they can see him—or hear him. They like some things about us, and other things they do not like. Those who come to live among us often are puzzled about us and baffled by us. They wonder why we behave as we do. Why we behave like Americans. This is an attempt at self-analysis, based not upon the idea that we are all good or all bad, but that we are what we are because of the circumstances which molded our character and the stocks from which we sprang, as well as the traditions which our forbears inherited from the countries of their origin.

We have been shaped, first of all by our basic English background. Our language is English, with many modifications which we have impos-

Dr. Willis F. Dunbar, who joined Western's history faculty in 1951, gave this brief talk to the foreign students at Western Michigan College early in the first semester. Because of its impact it is reprinted here. Dr. Dunbar is former dean at Kalamazoo College and served several years as program director of WKZO. At present he is vice-mayor for the city of Kalamazoo.

ed on it. Our ideas of liberty are English in origin—guarantees of personal freedom, a two-house legislature, and our common law. The American Revolution occurred because Americans felt they were being deprived of their rights as Englishmen. In spite of our English origins, we are fond of twisting the lion's tail. We have had more disputes with the British government than any other. And yet, when crises have arisen, we have stood together, ever since 1815. We have settled our disputes without war. We have battled as comrades in arms against aggressors. In many respects our ways are like those of Englishmen.

But our manners and customs are modified by the fact that we represent an admixture of national stocks. Because our national origins were diverse, and because peoples of differing national stocks intermingled, we were compelled to find a way for these peoples to dwell together in peace. Our success in this venture is one of our great achievements. Americans may be English at the core, but they are much else besides.

The fact that this continent was thinly populated by native peoples resulted in the almost total exclusion of the culture native to America from American character. We have been affected profoundly by the process of conquering and civilizing a virgin land. Pioneering has left its marks upon us. We are inclined to be materialistic because our pioneer forbears had to be concerned mainly with food, clothing, shelter, and physical security. Our passion for liberty can be traced back to the freedom of the pioneer, isolated from organized society. Our intemperance in most things stems from the tendency of our pioneer forefathers to do most things to excess. They worked hard, played hard, and (even in their revivals) practiced religion hard. Our restlessness and nomadic tendencies come from our pioneer ancestors. Our rugged individualism, as well as our capacity for voluntary cooperation (the latter not so often recognized) are inheritances from the days of the frontier.

The fact that the land we inhabit was fabulously rich in natural resources has left its mark upon us. We are inclined to be wasteful of what we have. We take wealth for granted. We cannot understand the problems of peoples who are less richly endowed.

Our isolation from Asia and Europe, made possible by the great oceans, has been an important influence in our national life. We never have been literally isolated, contacts always have been maintained. But the average American had the idea, at least up until recent years, that he didn't need to be concerned about what happened anywhere else.

At the mid-point of the twentieth century, Americans are much concerned and troubled about their future. The growth of industrial production, and the increasing inter-dependence of our people have made a tremendous increase in the regulatory functions of government inevitable. This has meant curtailing certain of our liberties, which goes contrary to many of our instincts, particularly in economic matters. We do not like government, but there appears to be no escape from it. Nor do we like the active role in international affairs that circumstances have compelled us to play. We have no yen for empire. We don't like big military establishments.

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Late 1952 saw several major changes effected in personnel on the Western Michigan College campus. While only one new staff member was added at the time, various others changed jobs or were promoted. Persons involved are pictured from left to right, John Gill, George Dales, Clayton Maus, Dr. Louis Govatos, Leonard Gernant, Charles Maher and Ernest (Jack) Petoskey.

Major Shifts Effected Among Faculty, Administration for Second Semester

Early in December several shifts in personnel were announced for Western Michigan College, most of which took effect Feb. 1, 1953. Although seven people were involved, only one new person was actually added to the staff.

Dr. Louis A. Govatos, who joined the Western faculty in September as assistant director of extension and adult education, has moved to the education department where he fills the vacancy created by the retirement in June, 1952, of Miss Roxana A. Steele. Dr. Govatos will have the rank of associate professor.

Leonard Gernant '34, who had been assistant registrar since 1945, was transferred to the extension office becoming associate director under Otto Yntema.

Filling Gernant's post in the administration building is Clayton Maus, track coach since 1947. Maus first joined Western's faculty in 1942, coming here from Ohio.

The only new addition made to the faculty in this interchange was George Dales, a former Miami University athlete, who comes to Western as track coach. Dales has been studying recently at the University of Michigan towards his doctorate in physical education. He has established a fine record as a high school coach and also has shown more than average ability as a gymnast.

Athletically the most important change came in the retirement of John Gill '24 as head football coach, a post he had held since Mitchell J. Gary entered service during World War II. Gill returned to the campus in 1928 and had been a member of the coaching staff since that time.

Replacing him is Ernest (Jack) Petoskey, a former U-M footballer and experienced coach who made good records at St. Joseph high school and Hillsdale College. Petoskey joined the staff last September as an assistant football coach.

Gill, who was promoted to associate athletic director, will assist Petoskey with football and will also coach freshman baseball.

Charles Maher '25, received a promotion to full professor and will direct the general physical education program. Maher has served Western continuously since his graduation and for many years has coached baseball.

Former Student Credited with Saving Aircraft

A 1/c Gordon A. Goldberg '53 is credited with having saved his B-29 superfortress from destruction over North Korea last September.

He climbed in an open bomb bay and threw out three photoflash bombs, which exploded with a blinding flash seconds after being released from the plane.
Former Director of Cafeterias Dies

Miss Grace E. Moore, assistant professor emeritus of home economics at Western, died Sunday, Jan. 25, in Borgess hospital where she had been a patient for two weeks.

Miss Moore came to Western in 1910 to open the school’s first cafeteria, and remained to serve the college for 35 years until her retirement in 1945. She had made her home in Kalamazoo with her sister, Miss Mary Moore, who holds a similar emeritus rank at Western.

In 1910 the first cafeteria on the campus was organized in the basement of the training school and Miss Moore became its first director. At that time the cafeteria served only one meal each day with only from 50 to 100 students taking part.

With time the cafeteria grew into a major operation and when the Walwood Union building and dormitory was opened Miss Moore became director of the Union cafeteria, the Van Gogh room and the dormitory dining room.

Horton Article Widely Printed

Did you read “False Dichotomies” when it appeared in the September, 1951, issue of the Michigan Education Journal?

This exposition on erroneous right and wrong choices offered children in today’s world written by Dr. Paul B. Horton, WMC sociology professor, and his wife, Rachel Horton, is now being published for the fifth time by Row, Peterson and Company.

In September of 1951 it was chosen the “outstanding education article of the month” by the Educator’s Washington Dispatch. Education Digest reprinted it in November of 1951 and it was quoted extensively by The Clearing House in November and December of 1951 and was again reprinted by the Journal of True Education in April, 1952.

Veteran Jackson Teacher Dies

Charles H. Blair ’31, a teacher in the Jackson schools for more than 25 years, died in December after suffering from a heart ailment.

Not only was he a teacher, but Mr. Blair was also much loved for his work with the Audubon society, Boy Scouts, Hi-Y and other organizations.

Originator of the Audubon society in Jackson, he was first vice-president of the state organization at the time of his death, and was credited during his term as secretary-treasurer with putting the society on a solid financial basis.

From a rural mail carrier and farmer, Mr. Blair turned his attention to education. He moved his family to Kalamazoo in order to study at Western, and to finance the venture drove the Kalamazoo-Jackson bus route. He later received a master’s degree from the University of Michigan.

He was one of the most popular teachers in Jackson.

WESTERN MICHIGAN COLLEGE
Bronco Hall of Fame

Robert Kerr - Ford Hess

Robert Kerr, a gift to Western from Bluffton College of Ohio by the U. S. Marines, is making a name for himself in collegiate coaching circles these days.

Currently he is basketball and tennis coach and assistant in football at the University of New Hampshire, going there last fall after a successful three seasons at Anderson College.

After being captain of the Bluffton College football team in 1942, Kerr found himself transplanted by the whims of World War II on the WMC campus in July of 1943. By February of the following year he had received his AB degree and after being away for a time, managed to return to earn his teaching certificate by June of 1945.

That fall he moved to Manchester as football, basketball and baseball coach, his most notable effort coming in basketball were in the 1945-46 season his team went to the state finals and lost the title in an overtime match with Detroit Country Day school. The following year he left a team with 5-0 record to move to Pontiac as a coach, where he did a commendable job in football, basketball and track.

He elected to remain out of sports in the 1948-49 year and returned to Kalamazoo to enter business, but the lure of athletics was too great and in the fall of 1949 he went to Anderson, Ind., College as director of athletics, football, basketball, track and tennis coach, and achieved a fine record in the Hoosier conference.

Kerr's football teams there finished second twice and fourth once. In basketball a similar record was achieved, but in track his 1950 and 1951 teams were undefeated in dual competition, placing second in two conference meets. His first net squad took sixth place, then jumped to third and moved on up to second.

This year, his first at New Hampshire, his cagers are doing all right, managing to stay over the .500 mark.

Kerr took his master of arts degree from Michigan in 1946 and only the dissertation stands in the way his doctorate from Indiana University.

The former Miss Shirley Emmons of Kalamazoo is the wife of this successful college coach who came to Western through the vicissitudes of war and found an atmosphere much to his liking.

Three Rivers Church Gets WMC Graduate

The Rev. Keith L. Hayes '40 is the new pastor of the First Methodist church at Three Rivers, accepting that pastorate after seven years at Fremont.

He is well known in the church for his work with youth.

Down through the years thousands of people across the nation have laughed on seeing the same Slippery Rock listed among sports scores. Many dismissed it as a gag; others were interested enough to write to the press associations to find out if there was such a college. Some, it is said, have even become sidewalk alumni and now make small annual contributions.

Its no longer a joke here at Western that there is such a school because we are represented among its faculty. Ford Hess, former Bronco great in track and cross country, is now an instructor there and also coach of golf and cross country, a post he first took in 1948.

Hess graduated from Western in 1939, but his name still has a place of honor among the track records of Western. Back in 1937 he was a member of the mile relay team along with Horace Coleman, Fred Veenkamp and Jim Kerwin which set a school mark of 3:20.2.

From 1939 to 1941 he studied at New York University, while coaching track and swimming at a Bronx boys' home. He also was a member of the New York AC cross country team. Back in Michigan the next year he coached baseball and taught at Garden City. The following year he moved east again to become director of athletics and coach in basketball and baseball at Staten Island Academy, N.Y.

Before this year was out he found himself in the Navy, first as a physical education instructor at the Sampson, N.Y., boot camp and later as a chief petty officer with the Naval ROTC at the University of Virginia.

In 1944 he was commissioned and assigned to the Navy hospital at Parris Island, S.C., as a physical education officer in rehabilitation.
Harbor Springs Puts WMC Grad in Mayor’s Chair

This is a memorable year for William T. Baker ’40, who by his record must be one of the busiest and best known men in Harbor Springs, a community of 1,600 on Little Traverse Bay.

As of Feb. 1 Bill moved his possessions into the principal’s office of the Harbor Springs high school where they will remain for the balance of the year.

Last November his feet went under the major’s desk of the community, so he is rather in the forefront in two of the most important local functions. In November’s local election he received enough votes to give him the job for two years.

In addition, he is chairman of the high school testing program; was president of the faculty club until Feb. 1; is secretary and trustee of the local Methodist church; vice-president of the local Methodist Men, and a member of the Smith-Hoover post, American Legion.

Bill came to Western in 1938 from Grand Rapids Junior College, re-ceived his BA in 1940, taught briefly and then spent 40 months with Army MP’s as a clerk. He returned to Harbor Springs as a teacher in 1946, but felt the lure of Kalamazoo also and spent four summers here and one at the U-M working on his MA degree, which he received in August, 1951.

In 1946, he went off to Los Alamos, N. Mex., for work as a summer youth camp director and in the fall moved to Champlain College, Plattsburg, N.Y., to direct cross country and golf. At the end of the year he resigned to return to NYU for study on the doctor of education degree and while there was appointed a health educator by the New York City health department.

In February of 1948 he moved to Slippery Rock and has been there since except for two years back in the Navy as assistant personnel officer at Newport, R.I.

His teams have done well at Slippery Rock, with the harriers taking one Tri-State team title and two individual titles.

But what stands out more about Hess is his own personal record on the cinder paths, starting back in 1933 when he took second place in the Michigan HSAA mile run, tying the existing state record of 4:36.5. The following year he took first in the run.

In 1935 he finished second the Michigan AAU harrier chase and in 1936 took first in the Olympic quarter finals trials in the 10,000 meter run.

In 1937, while at Western, he won the Michigan AAU cross country title and took second place in the two-mile at the state collegiate meet. The next season he won the indoor two-mile title in the Michigan State intercollegiate meet and first place in the mile in the Armour Tech relays.

Jumping forward to 1944, he finished fourth in the 5,000 meter run at the National AAU championships and later capped the Virginia AAU two-mile crown.

Prison Chief Among Alumni

Few students on Western’s campus probably ever got to know William Bannan ’50. During several summer sessions he made his way to the campus, but requirements for his degree were met largely through extension and correspondence classes.

He first began college work in 1941 and nine years later he’d made the grade. He wasn’t a poor student, but was a busy man during the day light hours as a vital cog in the Michigan penal system.

After 22 years of such work he was placed in command of the Southern Michigan Prison at Jackson in July of 1952, entering the scene following the riot which shook the state.

Calmly, but determinedly, Ban-nan walked into the scene. With no sign of boasting he vowed to take over the situation and to straighten out the muddle if possible.

Bannan is described by his fellow workers as a “realist,” fearless and sympathetic but not ruthless. He was popular both with inmates and employees at the Ionia Reformatory where he was deputy warden.
British Visitors to Direct Summer Session Workshop

Two British visitors who will serve on the Western Michigan College summer session faculty for 1953 should add a truly international flavor to the scene.

Under the direction of Dr. Russell H. Seibert of the history department, John Cross and David Mitchell will conduct a workshop on "Contemporary Britain and Anglo-American Relations." With the great interest that has developed in the coronation of Queen Elizabeth II, this course will undoubtedly attract much attention.

The visit of Cross and Mitchell to the United States is an outgrowth of the social studies seminar conducted by Western at Ashridge, English, in the summer of 1951. Both young men, tutors at Ashridge and Cambridge University graduates, won such enthusiastic favor with members of the seminar that arrangements were made almost immediately for them to teach at Western.

Since 1951 both men have left Ashridge, but are still engaged in educational work. Cross is now a lecturer to Her Majesty's Forces under the extension department of Southampton University, and Mitchell is assistant training officer of the large British corporation, Unilever, Ltd. Both men, specialists in the social sciences, have had a good deal of experience in the informal type of education usually characteristic of a workshop.

The workshop is for graduate students and upperclassmen. It is designed to increase the student's understanding of the political, social and economic changes which have taken place in the other great democratic power of the Western world, Great Britain, during the 20th century, and to help understand better her relations with the United States, the United Nations, NATO and the other members of the British Commonwealth of Nations.

The workshop will run for five weeks and carry five hours of credit in the social sciences.

Anyone who is interested should write to Dr. Seibert.

New Pioneers

(Continued from Page 10)

But in this age of long-range aircraft, radio communications, and other scientific wonders, how can we escape? We long for the old America, and yet know it never can be re-created. Perhaps this longing is largely confined to our oldsters, and perhaps other peoples also look back to the good old days with nostalgia. The American people are confronted by the challenge of two new frontiers at the same time. They do not quite know what to make of it. But the younger Americans give evidence of being willing and able to tackle the job of pioneering in this new age in the same confident and adventurous spirit that their fathers moved westward to settle the continent.
Second Try at Retirement Succeeds

It took two tries, but Miss Emily Wise ’38 has finally retired after teaching for 40 years.

She got her first certificate from Western in 1913, another in 1918 and then by persistent effort earned her AB degree. For the last 31 years she had taught in the Allegan schools.

In 1946 she retired as a teacher, forced to quit the work she loved because of ill health. Four years found her fit again and she went back to the classroom. Last August she broke her leg, and when school time rolled round again her doctors advised her not to trying teaching again. This year would have found her working in one of Allegan’s fine new elementary schools, but time has denied that chance.

Crash Kills ’52 Graduate

Pvt. Peter Magelsson ’52 was killed Jan. 20, 1953, when he was struck by an auto which hit the end of a marching column in a night maneuver at Ft. Leonard Wood, Mo.
Ends 39-Year Teaching Career

Six Michigan communities have witnessed the teaching of Miss Millie Whalen '15 who closed out a 39-year career in the public schools in June of 1952. She has returned to her old home in Eau Claire.

Hers has been a productive and interesting life, ranging from riding to school as a youngster astride her St. Bernard dog to mothering a foster-son, Jay Holland, who was killed in World War II.

Upon graduating from Eau Claire high school in 1910 she secured a third grade teacher’s certificate, and began teaching in Eau Claire the next fall for $42 a month. After getting her life certificate here, she went on to teach at Calumet, Hesperia, Midland, Niles and wound up with a nine-year stint at Middleville. While at Niles she was instrumental in the organization of the junior high school program for that community.

When well rested from her long years in the school room she hopes to do a bit of traveling.

‘Private Papers’

(Continued from Page 6)

into vicariously, was the creative element which made his other political power so enormously effective.”

The Senator specified in his will that his son should receive all papers and documents relating to his official position in public life. Publication was to be at the son’s discretion but with the admonition that “great care be used in making any portion of these records available for publication.” With this heavy trust, Arthur H. Vandenberg, Jr., found most helpful his close association in his father’s office during fourteen of the twenty-three years of the Senator’s public career. Probably the Senator’s last public expression was on March 7, 1951 (he died on the following April 18th) in answer to a telegram from the President: “... I have abiding faith in the future of our good old U.S.A. . . .”

The format of the Private Papers is attractive. Red and black binding, good paper and type, seventeen photographs, explanatory notes, and a carefully constructed index add much to the usefulness and enjoyment of the book.

—MATE GRAYE HUNT

Hester Moore Osborn
Now Kent Housewife

Mrs. Donald Osborn (Hester Moore ’26) has lived a life typical of the thousands of busy, happy homemakers who have graduated from Western. After teaching one year in Cassopolis she met and married Donald Osborn.

Osborn was a music teacher, having graduated from the University of Wisconsin school of music. Besides doing some teaching in Wisconsin, Osborn taught in Niles, Cassopolis, Vicksburg, Cadillac, Coopersville and Grand Rapids. Like many other teachers, Osborn accepted work in industry during World War II, and the roving teacher’s family settle in Grand Rapids where Osborn is now final inspector in the electronics department of Lear, Inc.

The Osborns have two daughters and a son, and now they are very proud of their year-old granddaughter. Their elder daughter, Viola, is now Mrs. George Hallacy, Jr. Son Fredrick, after four years in the Navy, is studying engineering at Grand Rapids JC, while daughter Mollie is waiting to begin studying to become an airline stewardess.
Tri-Faith Week
Planned on WMC
Campus, March 1-5

An intense program of religion, including the three faiths, is planned on the Western Michigan College campus from March 1 to 5.

Under the sponsorship of the Student Christian Mission of the National Council of Churches of Christ in America, both Western and Kalamazoo College will launch the week's program, with a team of more than a dozen speakers and counselors coming to the two campuses.

On Sunday, March 1, Dr. T. Z. Koo, noted Chinese expert now teaching in the United States, will be in Kalamazoo to give an address in the Central high school auditorium launching the program.

For the next four days regular programs will be held on the two campuses, with speakers available for classrooms, for bull sessions, for seminars and for informal talks with students on many different occasions.

This is the first attempt made on the Western campus in several years on such a program. From more than 100 schools applying for the help of the Student Christian Mission, Western was one of a dozen chosen for this experiment. A full report on who appeared and the contribution the program made to the campus will be made on the May issue of the News Magazine.

Weitz New Golf
Coach for 1953

Mitchell J. Gary, athletic at Western Michigan College, has announced that Roy J. Wietz, assistant football coach for the last 11 years, has been named as the golf coach to succeed William Perigo.

Wietz has had much experience since his graduation from Illinois in 1930. He coached at Toledo Waite High, Miami University and University of Vermont prior to coming to Western in 1942.

Benefit Fetes
50th Anniversary

"Orchids to Western, 50th Anniversary" was the theme of a benefit bridge party given in November by Zeta chapter, Alpha Beta Epsilon, in Lansing.

Table decorations and tally cards carried out the color scheme, orchid to match the flowers which were presented to each lady present, and gold for Western's coming anniversary.

More than $130 was added to the scholarship fund from the successful venture. Zeta chapter is now sponsoring two scholarship students on Western's campus: Miss Mary Ann Hallenbeck, a junior, and Miss Barbara Jean Wright, a freshman.

Mrs. Marjorie Peterson Barnes was the chairman. Committee members not in the accompanying picture were Elsie Komm Maile, Kathleen Carpenter, Helen Harrell Hamman, Maurine Vind, Ann Farley Inman, Mary Raber Norris, Marguerite Zimmerman and Marie Sheehan Griffin.

Wietz is expected to have three letter men back from last year's team which won two, tied three and lost nine.

Class Notes

'17 Henry J. Ponitz is director of the division of adult education of the department of public instruction, and has been a Lansing resident for more than 50 years. His wife is the former Jeanette Bouman '18.

'20 Walter A. Graff, a longtime Michigan high school coach, is now secretary-manager of the Lansing Credit Exchange. His wife is the former Martha Bentges '22.

'22 Miss Eda A. Telstad, after teaching many years in Kalamazoo and other Michigan communities, died June 8, 1952, in her Kalamazoo home.

'23 From his post as assistant superintendent in charge of buildings and grounds at Royal Oak, O. J. Flickinger has moved to the new Jane Addams junior high school there as a drafting instructor. His wife is the former Gertrude C. Marshall '20.

'24 Teaching fifth graders at Vicksburg this year is Mrs. Norman Vershure (Consuelo Follett). In the last 15 years she has taught in Belding, Battle Creek, Detroit and Dearborn. She now makes her home in Kalamazoo where her daughter attends high school. A son is a Naval aviator.
A famous Western athlete in the early '20's, Wilbur B. (Whip) Johnson, died Oct. 15 at his home in Kalamazoo after an illness of several weeks. He played tackle on the 1922, 1923 and 1924 grid teams and was a member of the 1923 and 1924 cage groups. For the last two years he had worked for the Kalamazoo Vegetable Parchment Company...

W. Scott Hamlin has been manager of the Lansing office of the social security administration for eight years, after serving five years in similar post in Battle Creek. After teaching 14 years at Alma, he joined the government service in 1939.

Mrs. Forrest E. Mohr (Marjorie Holben) is now living in Boyne City where her husband has taken the pastor- ate of the Methodist church. ... Emery C. Smith died Oct. 20 at Three Rivers after suffering a heart attack. He was a member of the Mendon school faculty and also operated an insurance office in Three Rivers. He was 55. ... Mrs. Dale Carter (Fredericka Rouan), a substitute teacher in Kalamazoo since 1944, has been named a full time elementary teacher.

William S. Poe died in July at the age of 69, after teaching for the last 27 years in Michigan and Indiana schools. He left his wife and five children. ... Mrs. Olive Marie Clark, a teacher at Lowell, studied last summer at the University of Hawaii.

Miss Grace Letcher, a teacher in the Berrien County schools for 19 years, has entered the convent at Nazareth, near Kalamazoo, becoming a nun postulant. ... A new member of the board of manager of the state fair in Michigan is Mrs. Doris Flint, now a teacher in the Ovasso public schools. ... Mrs. Hal Locker (Alice Dines) is a new teacher of English and mathematics at the West Intermediate school, Jackson.

Richard H. O'Brien has been elected vice-president and general manager of Arrow Products, Inc., in Grand Rapids. He is also a new member of its board of directors. Formerly of Grand Haven, he has lived in Grand Rapids for the last 14 years, working in the design, manufacture and distribution of materials handling equipment.

The certificate of merit, highest award of the American Red Cross, was recently presented to Webb Hagadone, director of the Muskegon YMCA. His wife is the former Florence Knuth '29. ... After teaching six years in the same grade, same room and same building, Mrs. Betty Gould Sheldon has moved this last year into one of the new elementary building of the Comstock schools. ... Vernon Downing, superintendent of schools at Manchester for 11 years, has taken a similar post with the Litchfield township agricultural schools. His wife, Cly- thene Smith '51, is teaching there in the fifth grade.

After several years absence Mrs. Bernice Wierzbinska (Caroline Glassman '32) visited SW Michigan recently. She now lives in Grand Cayman Island, British West Indies, where her husband is owner-manager of the H. O. Merren Co. ... Donald K. Beckwith, chemist for Parke, Davis & Co., in Detroit for the last 15 years, died in August at the age of 46. Surviving are his wife and three daughters.

Robert Quiring received the third annual award of the Kalamazoo Optimist club in 1952, named as the man who had “done the most for Kalamazoo boys” in the past year. His Kalamazoo Central basketball teams won three successive state class A championships, and he also operates a very successful summer sports school for boys. Presentation of the award was made by Donald T. Strong '41, Optimist president. ... Albert C. Johnson has left the Chelsea schools to become superintendent at Willow Run. He had been at Chelsea for 18 years.

Miss Lila Collins died Christmas night at her home in Bronson. For the last 16 years she had taught the fourth grade at Bronson, and for eight years had worked as a nurses' aide in the Branch County Health Center, Coldwater. Miss Collins had been seriously ill since October, spending most of the time until her death in hospitals.

Asa G. Fieck, principal of the Deckerville Community schools for the last three years, has been named superintendent. His wife is the former Jean Oliver Smith '36. ... Miss Mildred Fox has retired from Grand Rapids Godwin Heights school after teaching for 30 years. She had also taught in Muskegon, Lansing and Holland.

Mrs. Fred Baker (Martha Thompson) has returned to the University of Nebraska as a full time elementary teacher. She is also a Chamber of Commerce director. ... Art training at Western has not come amiss for Mrs. D. S. Bloom (Alice Wallace '36) who is now living in Benton Harbor. She and her family have made quite a name for themselves in the area for the exquisite Christmas gifts they have created.

Gil Powers, well known in Michigan coaching circles, has resigned as head football coach at Grand Rapids Creston high, where he has been for the last 10 years. He will remain as a teacher in physical education. While at Western he competed in football, basketball, golf and track. ... Ralph Gesler, former assistant professor of audio-visual education at Michigan State Normal College, Mrs. Gesler is the former Avis Levandowski. ... Mrs. James Preston (Margaret Mount) has been appointed a teacher at the Bloomfield school in Jackson, starting with kindergartners the second semester of this year.

New traffic commissioner in Dearborn is Anthony R. Smith. He has resided there for the last 32 years and has been safety director of the Dearborn schools for three years. ... Mrs. Arlyne Schneider Stowe is teaching fourth grade in the Montague township school, and she recently moved her family there from Bay City. ... Glenn Wooster is new superintendent of schools at Vermontville.
moving there from Holt where he had been superintendent for three years. His eldest daughter is a freshman at Western, and there are four other children still at home.

"39 Miss Verda Zuschnitt died Oct. 27 in a Detroit hospital where she had been ill for 10 weeks. For the last nine years she had made her home in St. Johns, and had been a teacher in various Michigan schools since 1919. A memorial in her name has been presented to the St. Johns Methodist church. Mrs. J. H. Galbraith (Elizabeth Sorensen) is director of health education for the Grand Rapids YWCA. Before her marriage she held a similar post at Benton Harbor, and during World War II spent two years with the American Red Cross in the Pacific. Ralph B. Peterman, a resident of Lansing since 1919, is head of the business education department and director of placement at the Lansing Eastern high school.

"40 Maj. Clayton Forbes has the distinction of being a "Hurricane Hunter." He had been stationed in Bermuda where planes daily scout the weather for signs of hurricanes. He is now an instructor in the Air Weather school, Chanute AFB, Rantoul, Ill. Philip J. Proud, educational consultant in the office of vocational education, state department of public instruction, is author of an article, "Vocational Education and the Task Ahead," appearing in the January Michigan Education Journal. His wife is the former Dorothy Hutchins '42. Mrs. Victor Marquardt (Doris Biddlecome) has resigned from the faculty of the Comstock Western elementary school. Now listed as a saleswoman's office representative is David A. Kribs, who joined the Sutherland Paper Company on release from service in 1945.

"41 Among the newer lawyers in Kalamazoo is Kenneth A. Fricke, who is practicing with C. S. Beebe. He served nearly five years during World War II and then entered the University of Michigan law school, graduating in 1948. Robert L. Scranton became football coach at Brighton in 1952. Miss Martha Campbell, a teacher at Tenney for 10 years, is now high school principal and a commercial and social studies teacher.

"42 Appointment as a consultant to the NEA committee on tax education and school finance has gone to Mrs. Ernest Slaughter (Martha E. Hudson), a Kalamazoo Roosevelt school teacher. Lyle E. Ewing, part owner of the North-Eastern School of Commerce in Bay City until recently, has left that post to take up a fulltime position as an accountant in the Bay City school's auditing system. Mrs. R. W. Herrington (Ann Houston) is now making her home in Bay City, while her husband is employed by the Dow Chemical Company. She is the daughter of Guy V. Houston '28 and Eva Loveland Houston '18. Teaching classes while studying law at the University of Wisconsin keeps Edward Cleveland busy. After World War II service with the USAAF, he studied at Johns Hopkins University, taking his Ph.D. in English in 1950. H. Duane Plough left his post as assistant manager of the union building at Western to become manager of Lee and Carey halls at Northern Michigan College, Marquette.

"43 Mrs. Clifton Woods (Earline Powels) is studying for the master of arts degree at Loyola University, Chicago, where she is a social case worker for the Chicago department of welfare. Her husband last summer was invited to address the Second International Congress of Biochemistry, meeting in Paris. He is presently studying at the Illinois Institute of Technology and is chief of the antibiotic laboratory at the VA hospital, Hines, Ill. Meyer Warshavsky, South Haven, who took a teacher's certificate at Western, has turned his career to law and was recently unopposed for election as a Van Buren County circuit court commissioner. One of 12 newspapermen from the nation privileged to study this year at Harvard University under a Nieman fellowship is Donald Janson, a copy-reader for the Milwaukee Journal.

"44 The Bronze Star medal for meritorious service in the Army medical office in Korea has been awarded to Capt. Andrew F. Messenger. In November Robert Finan purchased Reid's store in Port Austin. Since the war he had worked in the Port Austin State bank. Dr. William Creason has been recalled to duty by the Navy, after practicing dentistry in Grand Haven for the last six year. His wife is the former Mary Helen Rawlinson. Mrs. Arthur Lindauer (Gretchen Oas) died Nov. 13 at the Marine base hospital, Cherry Point, N. C., following her newborn son in death by one day. She leaves her husband and two daughters. Her father is R. G. Oas of the Paw Paw training school.

"45 Studying at Columbia University this year under a Laura S. Hahn scholarship is John R. Cochran, a former teacher at the Battle Creek Central high school. He is studying in the field of curriculum and teaching. Mrs. Cochran is the former Jean Hamlin '44. Glen Moerdly will coach tennis at Grand Rapids Union high school next spring. His wife is the former Maxine Smith '48. Emerson B. Ohl, formerly assistant manager in Lansing for the Michigan Bell Telephone Company, has become manager of operations in the Benton Harbor-St. Joseph area.

"46 Mrs. John Gault (Alice E. Pratt) is teaching kindergarten in Adrian where her husband is a senior in Adrian College. After graduating from Western she taught for a while in Rapid City, S. D. Robert L. Borsos, Kalamazoo attorney, has been elected to the governing council of the junior bar section, State Bar of Michigan. Until recently Borsos was director of the Legal Aid Bureau in Kalamazoo but now has opened his own office for the practice of law... Robert Barstow has been named associate state superintendent of the Michigan Children's Aid Society. John B. Murray, a teacher at Portage for the last four years, is now superintendent of the Lincoln school near Muskegon. Dr. Charles Henderson is the third successive generation of his family to be represented among the graduating classes of the dental school of the University of Michigan. He has opened his practice in Holt.

"47 George McLaughlin is plant superintendent and chemical engineer for the Fabri-Kal Corp., Kalamazoo. Since graduating from the U-M he has served a second tour with the Marines. His wife is the former Kathryn Nash '46. Miss Lynette R. Oelz, after three years at Dowagiac has moved to Benton Harbor to teach Spanish and English. Fremont has a new assistant coach in William C. Young. He is a graduate of Wyoming University.

"48 Among the motion picture people appearing in the January Michigan Education Journal. His wife is the former Dorothy Hutchins '42. Mrs. Victor Marquardt (Doris Biddlecome) has resigned from the faculty of the Comstock Western elementary school. Now listed as a saleswoman's office representative is David A. Kribs, who joined the Sutherland Paper Company on release from service in 1945.
has opened dental offices in Kalamazoo, taking over the practice of a service returnee. He graduated from Northwestern University. Victor Lawson has moved from Greenville to Tecumseh where he is also coaching. Dr. Robert S. Dewey has opened a dental office in Kalamazoo after graduating from the University of Michigan last June. His wife is the former Barbara Vandenberg. Victor B. Grandy is winner of the first prize of $150 in the 1952 Nathan Borkan memorial competition at the University of Denver law school. His prize-winning paper was entitled "For rights in the Law." Grandy is now practicing in Colorado, working as an assistant to the revisor of statutes for the state of Colorado. Miss Alice Swenson has become an instructor in the U-M school of dentistry. She recently received her MS degree in the science of biological chemistry. Robert R. Maisten, three years an instructor at Eau Claire, is now principal and science instructor in the Manchester high school. His wife is the former Marjorie Smits '50. Miss Marylea Williams received her AB degree in June from MSC and is now a graduate assistant there in the education department.

'50 Joseph G. Duda has received the doctor of surgical chirplogy degree from the Illinois College of Chirpology and Forer. JayFormosa, former coach at Kent City, is now principal at Eau Claire. Frederick Laurent has been named sanitary engineer for St. Joseph County, moving from his post with the Kalamazoo County health department. Thaddeus Z. Dolengowski has been commissioned a second lieutenant following his graduation from the Engineer Officer Candidate school at Ft. Belvoir, Va. Eugene Roon is the new principal and coach at the Potterville high school, after teaching at Martin for two years. Mr. and Mrs. Roon have three children. Roon is now doing graduate work at MSC. Miss Lucille Beeker has joined the staff of the Ernst Kern Company in Detroit. The new secretary and treasurer of the Century Boat Company, Manistee, is Leonard A. Holmes, the appointment becoming effective the first of the year. He is also active in the state VFW. After two successful cage seasons at Constantine, Richard V. Boles has moved to Harbor Springs. Lloyd Hartman, football and basketball coach at Fremont for two years, has moved his talents to Muskegon. His wife is the former Ruth Rathburn. Norman E. Low died November 14 at his home in Climax after a brief illness. He left his wife. Theodore Boyer died at the age of 29, Oct. 6 in Royal Oak, a victim of polio. He attended Mexico City College after leaving home and for the last two years had taught at Lake Orion nd Royal Oak. Besides his wife, the former Carolyn Crissy, he left one son. W. Bruce Thomas, an attorney for the Oliver Mining division, U. S. Steel Corp., Duluth, Minn., has been admitted to the practice of law in Michigan. Robert W. Hansley has been admitted to the practice of law in St. Joseph. He is a U-M law school graduate. Tekonsha claims Virgil Weaver as a new coach, as Weaver left Galesburg after two years there as assistant coach and shop instructor. Sgt. Robert J. Wunderlin is now serving with the Army at Fort Richardson, Alaska. Mrs. William Zuhl (Verna Burke) has opened a gift shop at Schoolcraft with her husband.

'51 Miss Luella Brady is the new director of the Kent County bookmobile. Richard N. Gregg has been named to the faculty of the Worcester, Mass., art museum where he is teaching special design. New staff member of the Kalamazoo YMCA is Harold G. Smith, who formerly taught at Burr Oak. Pfc. Walter T. Kochler was killed in action in Korea where he was serving with Company G, 15 regiment third division. He was a company medic. At the time of his induction he was a member of the Greenboro, N. C., baseball team, a farm club of the Chicago Cubs. Pvt. Raymond M. Lydens is a graduate of the personnel section of the adjutant general's school, Ft. Benjamin Harrison, Indianapolis, Ind., and is serving with the 37th division. The youngest teacher in the Muskegon Heights school system, Harry Robinson has been named principal of a new unit there. Max E. Wilcox has received his master of music education degree from Columbia University. Allegan County has hired Wesley V. Urrch as its new welfare agent. Lt. Ralph Dr. named Nov. 15 in a airplane crash in Korea. It is believed he was one of 44 to die in an accident involving a C-119 craft near Seoul. He received his wings at Waco, Tex., Feb. 26, 1952, a graduate of the first class from the aircraft observer radar interception school. His wife, the former Jane Redman, teaches in Detroit. Erwin Spitzer will enter industry after resigning as a teacher with the Comstock schools. School closed early for Robert Porter at East Grand Rapids as he was called into service late in 1952. He has now completed basic training with the Army signal corps at Camp Gordon, Ga. Donald K. Rice has entered the Navy to serve his internship as a dentist. He was graduated from the U-M dental school. James E. Honken has taken his MA in education from Wayne University.

'52 Lt. Richard J. Wallace was commissioned in October at the Engineer Officer Candidate school, Ft. Belvoir, Va. Miss Clara L. Brune, a teacher in Coloma for more than 10 years, resigned in December tobei in Detroit. Frank Hardy. She had also taught in other Berrien County schools and in Caledonia. Miss Virginia Marks is teaching this year at Westall, where her mother is also a member of the faculty. A teacher for nine years, Mrs. Shirley Hatchinson has joined the St. Joseph public schools as an elementary teacher. Mrs. Elizabeth Dugan Laluzeo is head of the Milwood community library, Kalamazoo. Harry Edwardson has recently returned from the Navy and is teaching in the Lakeview junior high school, Ludington. Resigning from the faculty of the Comstock school, James Nichols plans to enter the advertising business. New chief chemist of the Park mill, Marinette Paper Co., Marinette, Wisc. is Roderick Perkins.
O’Brien ’35 Heads Minneapolis YMCA

John D. O’Brien ’35 is a busy man these days, serving as executive secretary of the downtown branch YMCA, Minneapolis, and is also assistant general secretary of the Metropolitan YMCA there.

Active in YMCA work for many years, O’Brien formerly served as men’s program director and coordinator of all men’s activities at the Grand Rapids YMCA. He also served as industrial secretary in Grand Rapids, as well as taking an active part in several state and national professional “Y” workers organizations.

Mrs. O’Brien is the former Rose Miller ’35 and ’36, and they have three sons aged 9, 13, and 18.

Problems
(Continued from inside cover)

1958-59 - Business studies building, $1,500,000. Remodeling of old library as branch, study center for graduate studies in education and center for division of extension and adult education, $300,000.

1959-60 - Further enlargement of maintenance storage and vehicle repair building, $225,000; 10 tennis courts, $35,000.

1960-61 - Education bldg., $1,000,000.

1961-62, 1962-63 - Additional land, $100,000; training school, $2,000,000.

Patterns of Public School Criticisms
(Continued from Page 3)

United States seem to emphasize the difficulties faced by the American people. It would seem from the evidence that those who gathered these pictures did little thinking on the effect the pictures would have upon children seeing them. Their thinking may have been conditioned, too, by the fact that at the time the material was published Russia had received approximately five billions of dollars in lend-lease aid from the United States. However, the use of controversial materials carelessly cannot be justified.

Materials about UNESCO provide a second area of textbook criticism. The point here is that teaching about UNESCO is a perversion of public education in the United States, used to capture children’s minds for the cause of world government. The criticism asserts that patriotism and nationalism are suppressed for internationalism. The criticism could be that the United States is doing a more extensive job than any other country in teaching about the United Nations and its specialized agencies. The Economic and Social Council of the United Nations indicates that more is done in the United States by non-governmental organizations to spread information on the United Nations than in any other country.

There seems to be several trends in the screening of textbooks. The American Textbook Publishers Institute favors a program to interpret the industry to the public which includes: (1) Requesting members of the Institute to act as a clipping bureau for attacks on textbooks; (2) reviewing means for keeping the membership informed of current developments in attacks on textbooks; (3) considering the distribution, to school administrators as well as to publishers, of pertinent, useful materials on this subject. This Institute further favors preparing statements representing the position of the Institute on these questions: (1) The teaching of ideologies and “ism;” (2) the teaching of obligations as well as rights of citizenship; (3) the teaching of both the strengths and weaknesses of democracy; (4) the teaching of techniques for dealing with controversial issues, etc., socialism and communism. Some educators seem to be in favor of protecting themselves from criticism by asking representatives of textbook companies, who submit textbooks for adoption, to indicate whether the authors, illustrators, and editors of these books can qualify as non-subversives. A third trend is a state screening committee, as in New York, to evaluate textbooks thought to be subversive. A fourth approach is a local screening committee made up of parents, teachers, and other interested individuals.

The multiplying criticism of teachers and textbooks indicates the seriousness with which school officials must consider their educational problems. The teaching profession should work with rather than against those who wish to examine teaching beliefs and textbooks. Public education is responsible to the public.


At the national level the criticisms the public schools face seem to arise from two main streams of thought. On the one hand there is the current fear of socialism and communism. On the other hand there is the long standing fear of the trend toward centralization of government functions. The specific criticisms resulting from these thoughts are three: (1) Criticism of federal aid to education; (2) criticism of subversive teaching; (3) criticism of subversive textbooks. The underlying issues seem to be as important as the overt ones. How can adequate financial aid be secured for public elementary and secondary schools? If adequate financial support for these schools is unavailable without federal aid, can federal control be avoided? How can teachers teach about controversial issues and not propagandize? The whole situation illustrates the individuality of opinion which has been characteristic of the United States.

The criticism of education at the national level has had repercussions of different kinds at the local level. The general result, a weakening of public confidence in the schools, has found expression in many communities of such specific criticisms as are summarized in the accompanying chart.

### Local Patterns of Public School Criticisms

<table>
<thead>
<tr>
<th>Criticism</th>
<th>Critic’s Complaint</th>
<th>Educator’s Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The three R’s are not being taught adequately.</td>
<td>The essentials of knowledge, reading, writing, arithmetic, phonics, spelling, civics, should be taught in a systematic sequential and organized manner.</td>
<td>There are other important fundamentals: How to get along with others; how to become a good citizen; how to develop moral spiritual values. Furthermore, much evidence suggests that the 3R’s are being mastered as well as ever.</td>
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<tr>
<td>2. Schools do not recognize failure.</td>
<td>Life involves meeting failures. Passing every child leads to lackadaisical students. Mediocrity of achievement is encouraged.</td>
<td>For most children it is better that they associate with their own age group. Recognition of readiness can be as important as achievement.</td>
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<tr>
<td>3. Grades are abolished.</td>
<td>There should be regular progress reports on the child at definite stated intervals.</td>
<td>There should be definite stated reports on the child at stated intervals. We are not sure a five-point grading system is the answer. Standardized tests help. Your child is more than a mark on a piece of paper. A personal conference with the parent, where possible, is much more desirable than a written report or can supplement a written report.</td>
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<tr>
<td>4. There is a definite lack of planning in school programs.</td>
<td>Children seem to be allowed to do as they want. What would you like to do today, children, seems to be the theme song of many teachers. There seems to be too much experimentation. Children are sent to school not to be experimented with but to learn.</td>
<td>It is a lazy teacher who has not done any work on subject matter before he has come to class. Most teachers still teach in a traditional manner. This statement is probably more true at the secondary and college levels than at the elementary level. Many educators that children, within limitations of their intellectual, social, emotional and physical maturity should have a hand in making decisions. There is no disagreement in the product. Teachers, too, are proud of their workmanship.</td>
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<td>5. There doesn’t seem to be any discipline.</td>
<td>Children run wild and teachers stand by. Do they not have the ability to control children?</td>
<td>The professional educator works for self discipline, but he does not idly stand by in the classroom. Neither does he attempt harsh punishments. He attempts to control children with a modicum of good sense based on the idea of fair play and democratic right. Each child is different. All are not equally suited for academic learning. Furthermore these extras have general educational as well as vocational values.</td>
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<tr>
<td>6. School have too many fads and frills.</td>
<td>Schools are attempting to do too many things. Why not return to the more fundamental things of education? The teaching of music and art should be returned to a minority place in the school program.</td>
<td>Schools attempt only to supplement the teaching of the home. The parent is still responsible for his child. Parental contacts are welcomed by the school. It is the trend of the times. It is difficult to compartmentalize subject matter that cuts across all areas of life. Where for example should materials about atomic energy be taught?</td>
</tr>
<tr>
<td>7. Parental authority is being undermined.</td>
<td>Schools are teaching things about family living and such. These things should be done in the home.</td>
<td>Some teachers are poorly qualified, some not. Because of the increased demand for teachers, especially in the elementary field, many individuals are teaching on sub-standard certificates. Professional educators have constantly worked to get better individuals into the field of education and eliminate the unfit. You can help by encouraging good people to go into the field of teaching.</td>
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<tr>
<td>8. Subjects are being thrown together.</td>
<td>The teaching of United States history and civics and English is being undermined through the joining of one or more courses together. There should be separate subjects for each of these.</td>
<td></td>
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<tr>
<td>9. Teachers don’t seem to know their materials.</td>
<td>The quality of the teaching process is poor. Teachers don’t seem to know how to work with newer materials.</td>
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</tbody>
</table>
It would seem from the evidence presented that at the local level much of the concern over education is not so much a criticism as a wish for a better understanding of what the public schools are doing. Parents are confused with educational terminology and do not always understand the methods used in the modern school. Parents cannot always see where the school's program fits into the pattern of training their child to assume his vocational responsibilities. Here, improved communication between the school and the home seems to be the principal requirement. Communities that have understood the needs of education have usually supported public schools.

**Criticisms Both National and Local**

The criticisms in this area are slightly different from the others mentioned. All of them come from distinguishable groups: (1) The labor groups; (2) farm groups; (3) minority groups; (4) “subject matter” specialist groups teaching in colleges and universities.

1. **Labor’s criticism of the public schools.** Labor’s point of view about the public school is that not enough emphasis has been put on the story of the common people and the role they have played in American history. The labor groups charge that the public schools seemingly ignore the existence of a labor movement in the United States.

2. **The farm criticism of the public schools.** The farm criticism is similar to labor’s. The group asserts that the American way of life will be understood better if the story of the farm movement is included in social studies courses. They want more stress in the textbooks on rural life and its advantages and challenges. They believe that teachers by and large are too far away from farm problems.

3. **The minority groups’ criticisms of the public schools.** Minority leaders feel that anti-racial materials are still being allowed to stand in the textbooks used in the public schools. Their point of view is that they, too, are Americans and should have their story told correctly to the American public. They ask for a purification of the textbooks.

4. **The academician’s criticism of public education.** This area of contention unlike the previous one, involves a disagreement between educators themselves. This is a private quarrel between the subject matter specialists and those who advocate the processes of education. Rarely does this argument enter into the elementary or secondary school scene. It has an indirect effect upon it, however, because it lowers the position of the teachers, not only in their own estimation, but in the eyes of others who listen to the quarrel. Because professional preparation of teachers is a relatively new field of endeavor, the concept still prevails that anyone can be a teacher if he knows the subject matter. The professional educator does not deny that a knowledge of subject matter is essential. He feels, however, that a knowledge of subject matter is not enough. Methods of teaching and working with children are also essential. Academicians say that educators in their zeal to make a science of their profession have padded the courses of the education departments to the exclusion of what is called good hard subject matter. Many students of education are caught in the snare themselves and confuse the processes of education with the product. This conflict has led many educators to say the processes by which a person learns are more important than the things he learns. Others say the product is more important than the processes. The difference here is one of degree rather than kind.

It would seem that the criticisms in this area are for the most part differences of opinion about what items should be stressed. Labor, farm, and minority group representatives believe that their story has not been told adequately in the public schools of this country. Some subject matter specialists feel education courses are not as difficult as they might be. The result of various controversies is, so far, only more confusion in the field of public education.

With all this chaos of charges and counter-charges about education is there any chance for amelioration? The individual teacher is unlikely to provide the ‘leadership toward the way out. Even if he is energetic he is inhibited by his traditional withdrawal from controversial concerns of the community. Often his tenure is too insecure for him to jeopardize his position by an unpopular stand. Through his professional organizations, however, the teacher can provide some of the necessary leader-
ship. In fact, among the constructive efforts thus far undertaken to evaluate the criticisms facing public education, those of the teaching profession itself are outstanding. Lay advisory groups at both the local and national level have also contributed outstanding leadership.

Perhaps the most effective evaluation of the criticisms of the public schools is being undertaken by teacher organizations. Since its origin, in 1941, the National Commission for Defense of Democracy Through Education has spearheaded investigations of organized attacks on public education. This commission has welcomed criticisms of the public schools that were honest and fair but has fought vigorously criticisms which were designed solely to break down the confidence of the public in the schools. Destruction of public confidence would of course destroy the public school. In its attempt to act as a liaison office between professional and lay groups, this commission has tried not only to protect teachers who justified protection but to root out those who have been disloyal to the American way of life. If this commission has a weakness, it is that much of its work has been done after the happening of an incident rather than before.

To highlight the work of this commission is not to discredit the activities which have been done by other committees and commissions of the NEA to present the problems of education to the public.

A second source of national leadership to evaluate the criticisms of the public schools has come through the establishment of national lay groups. The National Citizens Commission for Public Schools has taken active leadership in this area and encourages lay advisory groups to be organized in all communities.

A third source of leadership in the evaluation of the total public school program has come from local communities, one of the healthiest things to have happened in the history of public education.

School men have the challenge to make their public schools community ones. What is needed in each school district is action research, and each administrator, teacher, and lay citizen should know that a new stage in education has been reached. If schools are to be kept at the level of efficiency demanded by business, industry, labor, farm, minority, and other interested groups, steps must be taken by all people working together to safeguard the public schools from unjustified criticisms. The experience of citizens working with professional educators and school board members indicates that there is more unity among various community groups, and a lowering of the pressures of special interest groups, and increased participation of the general citizenry in school affairs. Public education is receiving renewed public interest as a weapon of defense in the democratic state!

A Letter from Alpha Beta Epsilon

We are happy to print the following open letter to Western Michigan College alumnae from the membership chairman of the Inter-Chapter Council of Alpha Beta Epsilon. This splendid organization is doing a fine piece of work for Western.

Vern E. Mabie
Alumni Secretary

Dear Alumnae,

Would you like to be a member of Alpha Beta Epsilon, Alumnae Sorority of Western Michigan College? We would very much enjoy having you in our organization. How can you become a member? By joining one of the fourteen chapters listed here:

Alpha—Benton Harbor and St. Joseph
Beta—South Bend and Niles
Gamma—Grand Rapids
Delta—Kalamazoo
Epsilon—Jackson
Zeta—Lansing
Eta—Midland
Theta—Albion and Marshall
Iota—Battle Creek
Kappa—Detroit
Lambda—Dowagiac
Mu—Muskegon
Nu—Grand Rapids
Xi—Kalamazoo

If you do not live in or near one of the above cities, perhaps you would desire to have a chapter organized in your locality. Alpha Beta Epsilon will be very happy to organize new chapters wherever a sufficient number of alumnae are interested. You may start with as few as 10.

Are you so far from Western that you can neither join an existing chapter nor hope to organize one? If so, for you we have “Memberships-at-Large.” Our members-at-large receive the News Magazine and other alumni literature. The dues paid by our members-at-large are being used to build up a special council scholarship fund.

If you are interested in any of these types of membership, you may contact me at this address:

1831 Sixth Street
Muskegon Heights
Michigan

Very sincerely,
Laura C. Long
Membership Chairman
Inter-Chapter Council
Alpha Beta Epsilon