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Alumni Newsletter, May 1960

Eastern Michigan University

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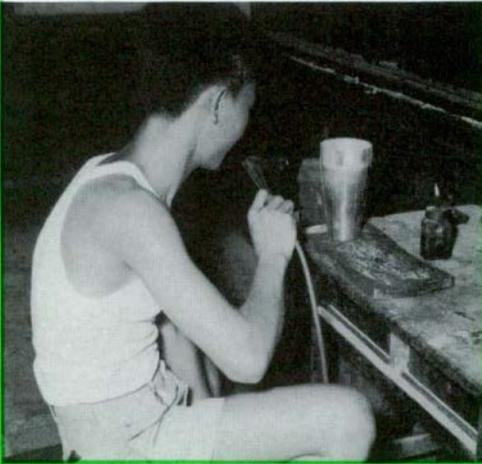
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EMU

ALUMNI NEWSLETTER

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Cambodian student silversmith from School of Fine Arts.

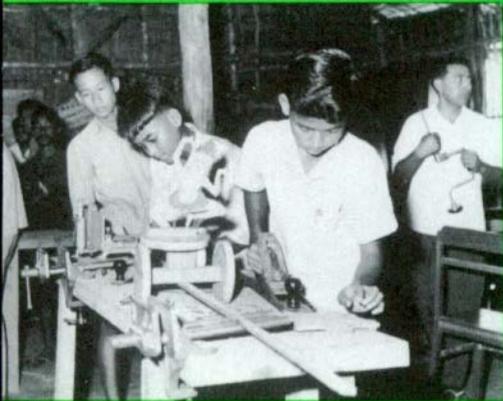
Newly organized industrial arts class.

Cambodia



Nepal

Nepal is a land of temples. This is Temple Square at Patan.



Eastern Michigan University in Asia



A father and son learning to read.

Published in the interests of the Alumni at intervals during the academic year by the Division of Field Services, Eastern Michigan University, Ypsilant, Michigan. PUBLICATION COMMITTEE: Earl K. Studt ('32), Director of Alumni Relations; David R. Crippen, Editor; Lucille A. Marshall, Editorial Assistant.

Educational Progress in Nepal

The following article, which was written by Walfred Erickson, Head Librarian of Eastern Michigan University, is a product of a year's stay in Nepal by the Erickson family under the auspices of the U. S. Department of State.

Reaching up from the plains of northern India to the roof of the world in Tibet lies the tiny country of Nepal. About the size of Michigan, and inhabited by approximately nine million Hindus and Buddhists, it lay for centuries virtually hidden in the high Himalayas. Its towering snow-crueted peaks presented a formidable barrier to the curious outsider. Enjoying the security of this geographic isolation, the Nepalese rulers supplemented the natural barriers with watchful border controls. Prior to 1950 only a handful of Westerners had been permitted to enter this indescribably beautiful kingdom.

During the period from 1846 until 1950 the country was under the control of the Rana family, who kept the King literally prisoner in the Royal Palace and permitted him to appear before his subjects only when ceremony made it expedient. Leadership in this family autocracy was maintained through a system of hereditary prime ministers. This office went from the oldest brother to the next oldest, or to other males in the family as outlined in a carefully planned line of succession. Under this family autocracy the people lived in poverty in a feudal society, ruled by a very few rich people.

The Ranas understood the power of education and realized that for a small group to retain control over the people, the masses must be kept in ignorance. Therefore, education was restricted to a favored few and to those persons who were admitted to Buddhist schools. A friend of mine, Purna Bahadur, M.A., (he was proud of the degree he had earned in India and made it a part of his name) was sentenced to life in prison in 1936 for establishing an elementary school. He was released from prison in 1943 by the Rana then in power and later took an active part in the events leading to the revolution in 1950.

When the revolution occurred, the Rana family was ousted and the king was given his rightful place in the government. Restrictions of ingress and egress were relaxed and suddenly this country which had been almost completely hidden from the West for hundreds of years was plunged into the twentieth century. A population which was only two per cent literate now had to become educated to take over the responsibilities necessary if the country was to take its place in the family of nations.

His Majesty's Government attacked the problem head-on, establishing a National Board of Education in 1952 and seeking help from the United States Government the following year. In 1954 His Majesty's Government and the United States Operations Mission signed agreements by which the American government would advise Nepal in the development of a program of education. The University of Oregon was asked to provide professional assistance in the development of this program, and Dr. Hugh B. Wood, member of the Education School of that University, was named director of the advisory staff.

The task that faced the new director and the National Planning Commission, which was appointed by his Majesty, was staggering. Here was a country in which only two per cent of the people could read and write. In some parts of the country the wheel was unknown. Modern methods of communication were virtually non-existent, and transportation depended almost entirely on foot power.

Despite difficulties of communication and travel, the National Education Planning Commission as a first task carried on a survey in 1953 to ascertain what educational facilities did exist in the country and to determine the educational needs of the people. Out of this study came a scientific document remarkable for a country which had recently emerged from the Middle Ages. This document, which later appeared in book form with the title *Education in Nepal*, served as a basis for planning Nepal's program of education.

Universal free education became the goal of the Planning Commission, though it will be a long time before that objective will be fully realized. Steps were taken immediately to inaugurate a program which would include primary, secondary, and higher education, as well as adult education for those individuals who had previously been unable to acquire any kind of education. It was interesting to see later, as the program for adult education was developed, that mothers and fathers would come to the villages to learn to read and write in order that they could learn as their children learned.

A Rana palace was rented in Kathmandu, the capital city, and a teacher training center was established. At this institution mobile normal school teams were trained to go into the remote areas to select and recruit students for a teacher training program. Staff members were given

training by Dr. Wood and American-trained Nepalese professors. Out of this program have come 2400 primary school teachers, meagerly trained by our standards, but, nevertheless, able to go into the hinterland and teach the fundamentals. Where "trained" teachers are not available, anyone who can read and write becomes a teacher. Often retired Ghurka soldiers become teachers, for they have been out of the country as mercenary soldiers and have learned many things of interest and have become literate in the process.

The normal school grew into a College of Education which in 1958 graduated its first full-fledged teacher with a bachelor of education degree. Many of the staff have received graduate training at the University of Oregon and have brought back to Nepal modern methods of education. When one walks on the campus of the College of Education he finds it hard to believe that in 1950 it was the home of one of the Ranas who had considered even the establishment of an elementary school a crime punishable by life in prison. Clusters of students are seen on the lawn discussing books, politics, and other topics, and sounds of class discussions and lectures are heard from classrooms behind open shutters.

In contrast to the palace in which the College of Education is housed, most schools throughout the country are simple affairs. A thatched roof supported by four poles will suffice, or in many cases a place in the sun with the sky overhead constitutes the "school" and the teacher uses the earth as a "blackboard." Throughout the country, however, efforts are being made to construct schools to replace the improvised facilities used heretofore. The best example of this at Pokhara where a multi-purpose high school and a national primary school have been established.

The thirst for education at all levels has resulted in a proliferation of schools of higher education. At the time of the revolution there were two colleges in Nepal: the Tri-Chandra College, established in 1918 by the Ranas, and the Sanskrit College established in 1949. Following the revolution fourteen small colleges were established in the country, six of them in Kathmandu.

Mrs. Erickson and I played only a small part in the development of a program of education for Nepal, but we were grateful for the opportunity to witness the progress being made and to have made even a small contribution to the program. Mrs. Erickson helped the teachers at the College of Education and in the local high school to improve their methods of teaching English as a foreign language and wrote two English language textbooks to be published on the new College of Education press.

My assignment was to organize a library and train a staff for what eventually will be the University Library. At the present time the library is known as the Central Library and serves the various national colleges in and beyond the Kathmandu Valley. A university is being constructed, and when that is completed, the library will be moved to that location. Because instruction in the colleges is in English, most of the books in the library are in that language. The Central Library is housed in an old Rana palace and has approximately 6,000 volumes.

Education is still not entirely free in Nepal, and it certainly is not yet available to everybody. Great strides have been made toward universal free education, however, and, given time, everybody, regardless of caste or ability to pay, will be able to get an education. There is great poverty in Nepal, and the government finds it hard to finance education. America's financial aid and technical assistance during these past six years have enabled Nepal to develop an educational program and organization, and with an improved economy and a system of taxation, which American aid is bringing about, the country will become increasingly self-sufficient and able to carry on its program of education by itself.

One sees many dirty, ill-clad urchins on the alley-like streets of Kathmandu, but when you see one with his hair slicked down, his face shining and clean, and his clothes freshly washed and ironed, you know he is a student. On these youngsters rests the future of Nepal. If their education helps to keep them from despotic rulers, from within or without their kingdom, we can consider America's efforts in Nepal well spent. While the Ranas accepted, with fear, the dictum "Knowledge is power," the new generation accepts it in the spirit of hope and promise.



Central Library staff at Lal Durbar, Kathmandu, Nepal.



The College of Education, Kathmandu, Nepal, established in cooperation with the American government.



A "schoolhouse" in a Nepalese village.

CAMBODIA: *Race Against Time*

Professor Ronald J. Slay of the EMU Department of Education and his wife Katherine, a kindergarten teacher at the Roosevelt Laboratory School, have just returned after spending two years in Cambodia under the auspices of the International Cooperation Administration (ICA), an agency of the U. S. Department of State which administers the old Mutual Security and Point Four programs. Professor Slay, a secondary curriculum specialist, served as secondary education adviser and, as such, visited high schools throughout Cambodia and made recommendations and plans for the use of foreign aid funds in that area. He served also as a consultant and committee member to the Cambodian government in the study of their educational problems. He was particularly concerned with the development of five provincial high schools as comprehensive high schools. Another principal concern of Professor Slay's was the development of a teachers college and a program for the teaching of English in the Cambodian high schools. In the following article, Professor Slay sketches the history and development and some of the acute social and educational problems this strategic area faces.

Nature of the Country

Cambodia is a small country about the size of Missouri with four and one-half million people; the majority group being the Cambodians who are descendants of the Khmers, the minority groups being the Vietnamese, Chinese, and Malaysians. It is a tropical, agricultural, underpopulated nation with a natural abundance of food and clothing. Starvation and begging do not exist. The official religion of the country is Buddhism; about 95 per cent of the people are Buddhists. There are about 65,000 Buddhist monks. There is a small Catholic minority among the Vietnamese and a small Moslem minority among the Malaysians. There is a completely insignificant Protestant group. The government is a limited constitutional monarchy, with a king from the Norodom family as titular head. Actually, power is held in the hands of the Prime Minister, Prince Norodom Sihanouk, the only son of the present king.

Cambodia is an exotic land with ornate temples, saffron-robed monks, crowded Oriental streets, story book palaces, and beautifully costumed dancers. Most of the country is flooded for half the year. Throughout its countryside, one finds endless stretches of rice paddies, virgin forests, lakes and villages. The country is split by the mighty Mekong River which rises in Tibet and empties into the South China Sea. Its forests are filled with many species of wild game animals; a paradise for big game hunters from all over the world.

History of Cambodia

Although Cambodia is now considered an impoverished, underdeveloped country, it once ruled the entire south Asian peninsula. It is difficult to find information about Cambodia prior to 500 A.D., but it is apparent from studies of the fabulous empire at Angkor Wat, that by 900 A.D. the Khmers had established a highly advanced civilization in the jungles of north Cambodia and, from this vantage point, dominated the cultural and political life of southeast Asia for more than five cen-

turies. From 1500, however, the civilization began to disintegrate. In the middle of the 19th century it invited France to take the country into the French colonial system as its only defense against annihilation by the Siamese. For almost 100 years it existed as a colony of France. In 1954, at the Geneva Conference, it won complete independence from France and established itself as a free nation.

The Social Reconstruction of Cambodia

Today Cambodia is a small impoverished nation working with great dedication on the solutions of many apparently insurmountable problems in the hope that it may take its place as a modern nation in today's world. It has extremely limited resources, both human and material, with which to accomplish this. It is an agricultural nation and has no industrial base of any consequence. Its income is derived chiefly from customs and local taxes. It exports rice, rubber, sesame, pepper, and livestock, and imports practically all manufactured goods. It has no mineral resources of any value and all of its iron, coal, and oil products must be imported. Since most of the technical, professional, and administrative functions over the past 100 years were assumed by the French, Cambodia, today, finds itself without people trained in these areas; and since France put all of their educational institutions in the area of Indo-China that is now Viet Nam, Cambodia also finds itself without training facilities. The few capably trained people now in Cambodia work tirelessly with great dedication doing the work of three or four men. The various foreign aid programs — the United States, France, the Columbo Plan, UNESCO, Japan, Communist China, Russia, Poland, and Czechoslovakia, all maintain such programs — represent a temporary resource. Another important resource lies in the firm commitment of the Cambodian government and the people in general to the value of education. Cambodia now commits more than 35 per cent of its national budget for educational purposes.

Educational Problems

As basic to this program of social reconstruction, Cambodia has given its educational system an overwhelming responsibility which has created problems of a magnitude rarely seen. As a result of its choice to move from a colonial status to the status of a free modern nation, Cambodia has committed itself to universal education. Over the past ten years the number of secondary schools has risen from three to thirty-five. Secondary school population has risen from 1,800 in 1950 to more than 15,000 in 1960. Elementary school population over the same period has risen from 90,000 to well over 300,000. In spite of tremendous effort both in time, energy and money, Cambodia was able to admit in the year 1958-59 only about 17 per cent of those elementary school graduates qualified to enter the first year of the secondary

school. Because of swollen elementary school enrollments, this situation is likely to worsen.

There is a crucial corollary problem of teacher shortage. Cambodia with American foreign aid is now completing an elementary teacher education center which will serve 1,000 students. It has likewise completely revamped its secondary school teacher education program and established an institution for this purpose. In the meanwhile, however, it is necessary to secure hundreds of teachers each year by competitive examination system. Those chosen by this system are then given a short series of lectures on psychology of learning and methods of teaching and placed in the schools. The quality of teacher preparation diminishes each year.

The Cambodian school system has a curriculum devised by the French which is generally bookish, highly theoretical; a program which draws its goals and values and general orientation from French culture rather than the Cambodian culture. Most Cambodian professional leaders recognize that this curriculum was perhaps an appropriate instrument for developing their people to fit into colonial status, but that it is hardly adequate or appropriate for an independent country striving for the goals Cambodia has now set for itself. It is turning to a system of education uniquely its own; a system which emphasizes the use of the Cambodian language and Cambodian textbooks, of Cambodian teachers trained by Cambodians, for a curriculum which boldly reflects the values, mores and customs of Cambodian culture. The educational program envisioned places great emphasis on widespread industrial and vocational science education; on effective citizenship training, functional science education; and on the development of respect for their own history and place in the modern world. It is attempting to develop appreciation for Cambodian art, music, literature and folkways.

This ambitious program of curriculum development is now taking definite form. Folk music and art and literature has to be collected. Vast amounts of folk music have not yet been recorded and the Cambodian Ministry of Education is now engaged in the tedious work of taking tape recorders from village to village recording this music and legends for eventual use in the schools. Some of it is currently being broadcast on weekly educational broadcasts through the national radio system. The language — Khmer — being a fairly primitive, non-technical, non-scientific language, is now being improved, and added to, by a cultural commission so that it will be more adequate for technical, scientific and abstract areas. All of the courses in such areas as Geography, History, and Political Science, are being recast to give a greatly increased emphasis to Cambodia and to the Orient.

Since these efforts represent a monumental change in the school system and since Cambodia's own resources are extremely limited, she is turning for help to all sides. Assistance is being given by both Communist and Democratic countries, as well as by such neutral agencies as UNESCO. Since Cambodia is in such a pivotal position in the Communist western struggle in the Orient, her efforts towards strengthening herself are rather frantic. To

paraphrase H. G. Wells, she is engaged in a race between education and disaster. Only time will tell if she is able to effectively marshal her resources before she is gobbled up by the Red Chinese, her ubiquitous neighbors to the north.



Ronald Slay with interpreter and two French professors discussing problems in their school.

A typing class provided by foreign aid funds in the village of Kompong Chhang.



Alexander Music Building, Memorial Organ To Be Dedicated

Dedication ceremonies for the Frederick Alexander Organ in Pease Auditorium and the Alexander Music Building will be held Sunday, October 16, 1960. The day's ceremonies will be climaxed at 8:00 p.m. with the dedication concert by Professor Russell Gee ('24; M.A. [Hon.] '50) of Western Reserve University.

The Alexander Organ, presently being installed in Pease Auditorium, is the result of a bequest of Professor Alexander, longtime head (1909-1941) of the Department of Music at Eastern. He died in 1955.

The organ is being built by Aeolian-Skinner Company of Boston. Professor Gee was named as the organist for the dedication concert in Professor Alexander's will.

Other events scheduled during the day include an open house in the Alexander Music Building from 1-5 p.m., formal building acceptance ceremonies at 4:00 p.m., and the unveiling of a portrait of Professor Alexander. This portrait has been commissioned by a music alumni group and is being painted by Alice K. Reischer of Ann Arbor.

In conjunction with the event, the Michigan Music Teachers Association will hold its 75th anniversary meeting on the EMU campus October 16-18. Henrietta D. Moeller of Detroit is president of the MMTA; Eugene F. Grove, Head, Department of Music at Central Michigan College will serve as program chairman and Haydn Morgan, Head, Department of Music, Eastern Michigan University will serve as local chairman.

ALUMNIGRAMS

► The last surviving founder of the Harmonious Mystic Sorority, MAY OLIVIA GEORGE ('02), died in Cranbury, New Jersey, March 27, 1959. In her honor the Alumnae Chapter of Detroit is establishing a loan fund for music students at Eastern Michigan University. Donations to this fund by former friends and other interested persons may be made to the Office of Scholarships and Student Loans, Eastern Michigan University.

► The State Board of Education has established an interest-free revolving loan fund of \$5,000 to \$10,000 to help deserving Whitehall, Michigan students get a college education. The fund is in memory of a former Whitehall resident who was able to be graduated from the then Michigan State Normal College because several residents loaned her the necessary money. Richard C. Goodspeed, who lives in California, offered the money on behalf of his late wife, EFFA ELIZABETH FERRIS GOODSPEED ('04).

► A recent letter from Mrs. John A. Randall (GEORGIANA HATHAWAY '15) sent greetings and best wishes to members of the Alumni Association. After a busy life of teaching and retail training, Mrs. Randall now lives quietly with her husband in Keedysville, Maryland. Mrs. Randall is a life member of the Alumni Association.

► GEORGE M. MEAD ('16), Divisional Director of Health and Physical Education, Detroit public schools, received an Honor Award in recognition of outstanding service to the Midwest District of the American Association of Health, Physical Education and Recreation at their annual convention in Cleveland, Ohio on April 28.

► Since last July, WILLIAM K. DUNN ('17) has been serving as Commissioner of the Western States Conference. This is a conference of eight junior colleges in the southern part of California. Mr. Dunn says he finds himself fully as busy as he was before he retired in June, 1959 as Director of Athletics at Pasadena City College, Pasadena, California.

► Since the beginning of this year many honors have been bestowed upon HOMER FISH ('27) in recognition of his work as Superintendent of Parks, Wheeling Park Commission, Wheeling, West Virginia. He has received an Honorary Fellowship, the highest honor the American Institute of Park Executives can award; the Wheeling area conference gave him a recognition dinner, placed a plaque and hung his picture in one of the newer buildings in the park; in October, *Sports Illustrated* featured his work; and recently he was in New York to receive the Cornelius Amory Pugsley Bronze Medal for 1959, pre-

sented by the American Scenic and Historic Preservation Society. Mr. Fish's development of Oglebay Park and the Wheeling Park Systems has brought him national recognition. Oglebay Park is considered by many to be the finest municipal park development in existence.

► FRANK J. MANLEY ('27) has been presented with a Regent's Citation by the University of Michigan Board of Regents for his efforts in establishing a branch of the University of Michigan in Flint, the Flint College. Mr. Manley is director of the Mott Foundation program of the Flint Board of Education.

► On Friday, April 8, 1960, the Bloomfield Hills Choir honored RICHARD J. SPIESS ('31) for his twenty-five years of service in the Bloomfield Hills, Michigan educational system. One-third of the program of the annual Spring-Easter Concert was devoted to a "This Is Your Life" sketch of Mr. Spiess, who is presently principal of the Senior High School. A reception followed the concert.

► HOWARD E. CAPELING ('36) received notice in the 20th Annual *Report of Stockholder Activities at Corporation Meetings*, published by Lewis and John J. Gilbert of New York City. The booklet commended Mr. Capeling for speeches he has delivered to various service clubs on the subject of common stock ownership by the people. He was cited for mentioning also the ever-growing importance of the annual meetings of our giant corporations.

► JAMES BALLEN ('39), principal of Allen Park High School since the school was established, resigned recently to become principal of the Utica High School in Macomb County, Michigan.

► Mrs. ALENE WOOD WALTER ('40) recently completed fifteen credit hours in German with the overseas branch of the University of Maryland, and in May expects to enter the Dolmetscher Institute of the University of Heidelberg to work on a Ph.D. in philology. Mrs. Walter received her Master of Arts degree from the University of Michigan in 1946 and has been studying in Germany since 1957.

► SIDNEY S. DRUCKER ('40) visited the campus recently on his way home from a business trip to Grand Rapids. Mr. Drucker is an engineer employed by the Lundy Manufacturing Corporation of Glen Head, New York, manufacturers of electrical aircraft products.

► Miss MARY ELIZABETH PURCHASE ('42) represented Eastern Michigan University at the inauguration of Andrew David Holt as sixteenth President of the University of Tennessee on Saturday, May 14, at Knoxville, Tennessee.

► EDGAR W. WHAN ('42), Associate Professor of English at Ohio University, and Hollis Summers of the same faculty, have had a text book published by McGraw-Hill titled *Literature, an Introduction*. Professor Whan is also the co-author of a book, *Hamlet: Enter Critic*.

► JOHN MONTEAN ('41) has been appointed Assistant Professor, College of Education, at the University of Rochester. His work is to be concerned mainly with developing a program in Science Education. Mrs. Montean is the former MARY HARRIS ('40).

► During a highly unusual house tour on May 1, five of the most outstanding homes in Birmingham and Bloomfield Hills, Michigan were open to the public. Two of the home owners are Mr. and Mrs. ROBERT L. ANGOVE ('42), (ANGELA BUTCHER '41), whose home is a small glass and wood edifice nestled between wooded hills. It was completed last October. In addition to their beauty, the homes were selected because the owners themselves are creative people who exemplify the "Arts for Leisure" theme.

► Mrs. Andrew Cherpes (TONI SERDYN '45) is the author of a play titled, "A Picture of Spring" which appeared in the March issue of *The Instructor*. Mrs. Cherpes is a primary teacher in the elementary school at Caledonia, Michigan, where Mr. Cherpes ('33) is superintendent of schools.

► GRACE KACHATUROFF ('45) has been awarded the John Hay fellowship for 1960-61. The grant includes a year's salary, plus all costs of a year's advanced study at a leading university. Miss Kachaturoff is a social studies and Latin teacher at Dearborn's Edsel Ford High School.

► Miss GENE PURDY ('46) will be leaving Pakistan the latter part of April to come home to Farmington, Michigan. She has been teaching in a Presbyterian Mission School in Pakistan for the past five years. Before flying home she plans to stop at Geneva, Rome, Munich, Paris, and Amsterdam. In addition, she will tour England and visit relatives in Ireland.

► The Detroit offices of Jones & Laughlin Steel Corporation, Stainless and Strip Division, have announced the appointment of DONALD B. DOORNKAT ('47-'49) as Supervisor of Customer Services.

► ROBERT I. NELSON ('47) has been appointed Assistant General Agent, Oakland Agency, Massachusetts Mutual Life Insurance Company, Oakland, California. His office is in the First Western Building, Suite 930.

► Mr. and Mrs. DONALD BOWEN ('50) of Drayton Plains announce the birth of a daughter, Jyl Brandon, on February 1st. The Bowens also have three sons, Jeffrey, Jay and Jory. Mrs. Bowen is the former JOAN WILBER ('49-'50).

► RICHARD D. LEE ('50) has been appointed athletic director at Central High School, Ypsilanti.

► Mr. and Mrs. Marvin Silverthorn (MARION HOLT '51) announce the birth of their second son, on February 10, 1960. Marion is on a year's leave of absence from teaching mathematics in the Port Huron public schools.

► JAMES M. MESSMORE ('51) has been transferred to the Chevrolet Frame and Stamping Plant as Supervisor of Labor Relations in Flint, Michigan. Previously he had been at the Chevrolet Flint Manufacturing Plant as Labor Relations Representative.

► Mr. and Mrs. ARTHUR LLOYD CARPENTER ('51) announce the birth of their second son, on March 5. Mrs. Carpenter is the former MADELINE MAEDAUE ('55).

► JOHN C. ('52) and BERNICE SADLER LICHTY ('52), announce the birth of a second daughter September 29, 1959. The Lichty family now reside in Bloomfield Hills, Michigan.

► The following is an excerpt from an article by Jeanne Rockwell Noonan, published in a February issue of the *Ann Arbor News*. Mrs. Noonan's husband, THOMAS NOONAN ('53), is an exchange teacher in Belfast, Ireland this year. "Cambridge University sports facil-

ities and those of Eastern Michigan University were compared this week on the popular BBC-TV program, 'Sportsview,' with Cambridge coming off second best. When watching a tedious soccer game between Twickenham versus Hotspur United on February 17, the TV camera suddenly jolted us upright with a switch to Eastern Michigan. We were in England one moment and back in familiar Ypsilanti the next. Pictures were shown of Hayes Jones being clocked at the Eastern Michigan University track. The new science classroom building was included as well as other familiar campus scenes."

► MARVIN G. STAPLIN ('55) received the Master of Arts degree from Western Michigan University on January 24, 1960. Marvin teaches at the North Godwin Heights School, Grand Rapids.

► Mr. and Mrs. Matt Thomas (DIANE LESS '55), of Clearwater, Florida, announce the birth of a son, Brian Mathew, on November 6, 1959.

► Mr. and Mrs. Donald Schnarr (BARBARA WADE '55), of Evansville, Indiana, announce the birth of a daughter, Diana Lynn, on June 20, 1959.

► Miss JOAN ROSELLE ('56) is teaching first grade at Lajes Air Field in the Azores. Miss Roselle recently became a life member of the Alumni Association.

► DAVID S. SHELTON ('57) has accepted a position as chief physical therapist at the Rehabilitation Center in Huntsville, Alabama. The Center is sponsored by the United Fund and the Alabama Vocational Rehabilitation Agency. The Sheltons also wish to announce the arrival of David Shelton, Jr. on November 1, 1959.

► The Allen L. Miserez Loan Fund has been set up by the family and friends of the late Allen L. Miserez, retired EMU Professor of English. Contributions may be made to the Student Aid Corporation, Eastern Michigan University.

MEMORIAM

Miss Bess L. Abbott ('08), Tucson, Arizona
Miss Ethel Leona Bartow ('10), Lansing, Michigan
Clark O. Bigler ('43), Pacific Palisades, California
Miss Flora C. Buell ('94), Green Bay, Wisconsin
Mrs. Joseph B. Cornell (Carolyn Emily Thomas '29),
Kalamazoo, Michigan

Mrs. Carrie Wealthy Cronkhite ('00), Norco, California

Miss Florence Dickerson ('04), Mendon, Michigan

Miss Florence E. Eckert, Retired EMU Associate

Professor of English, Ypsilanti, Michigan

Mrs. Leo F. Gabel (Edythe McIlhargie '12),
Detroit, Michigan

Mrs. Calvin Gibson (Carmen Goll '12),
Imperial, California

Arthur Gross ('16), Detroit, Michigan

Mrs. Andrew Harding (Jeannette Butenschoen '24),
North Oshawa, Ontario, Canada

Mrs. Richard E. Harfst (Ida Hischke '03),
Detroit, Michigan

Mrs. Lucille Carrie Tucker Holmes ('31),
Grosse Pointe Farms, Michigan

Leslie E. Horen ('06), Highland Park, Michigan

Mrs. Carie McClaskie Howlett ('94),
Birmingham, Michigan

Mrs. Gertrude Spencer Jackson ('03),
Wayland, Michigan

Miss Marguerite Kastrup ('12), Cleveland, Ohio

Mrs. Alma Marie Alla Keranen ('07), Detroit, Michigan

Mrs. Sophia Theel Kerwin ('06), Detroit, Michigan

Mrs. Raymond Kipp (Leona W. Hurley '25),
Croswell, Michigan

Mrs. Arthur F. Lederle (Margaret Matthews '09),
Detroit, Michigan

Mrs. George Lynch (Una Palmer '00),
Big Rapids, Michigan

William Marshall ('92), Lafayette, Indiana
Allen L. Miserez, retired EMU Professor of English,
Milan, Michigan

John T. Murray ('28), Milan, Michigan

Miss Leola E. Otis ('44), Lansing, Michigan

LaReau Peterson ('15), Brooklyn, Michigan

Mrs. Russell Richards (Reva Louise Dean '29),
South Lyon, Michigan

Clarence G. Rukamp ('36), Bay City, Michigan

Michael G. Rybash ('40), Dearborn, Michigan

Miss Nina Sabin ('12), Detroit, Michigan

Miss Myrtle Silver ('05), Ludington, Michigan

Mrs. Julia May Thomas Sivers ('06),
Ann Arbor, Michigan

Mrs. Elmer J. Slemmons (Mabel Cady '99),
Grand Rapids, Michigan

Mrs. Fannie Burnett Smith, Whitmore Lake, Michigan

Mrs. Clinton A. Springer (Hilah V. Eddy '16),
Detroit, Michigan

Miss Elinor M. Strafer, retired EMU Associate
Professor of Fine Arts, Chula Vista, California

Wesley Winton Strandberg ('54),
Whitmore Lake, Michigan

Mrs. Mary E. Linton Thompson ('07),
Bad Axe, Michigan

Howard A. Wescott ('24), Schenectady, New York

Miss Mabel K. Wilson ('03), Tryon, North Carolina

Carl F. Wood ('33), Oshkosh, Wisconsin

Miss Kathryn Zimmer ('10), Monroe, Michigan

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Eastern Michigan University
and its
Alumni Association
request your presence on
Alumni Day
Saturday, June 4th
at
Ypsilanti, Michigan

CANDIDATES FOR ELECTION

The constitution of the Alumni Association stipulates that for the annual election of board members, a nominating committee shall be appointed to prepare a slate of twice as many candidates as there are vacancies to be filled. At the Board meeting on February 3, 1960, a three member committee was appointed as follows: Lloyd W. Olds, '15, Chairman; Donald M. Currie, '47; and Dean L. Rockwell, '35. The slate of ten candidates appears below:

Clarke E. Davis, '12	Lloyd W. Olds, '15
Norwood D. Eastman, '43	Bernard W. Otto, '31
Russell L. Isbister, '32	Dean L. Rockwell, '35
Robert W. Moffett, '49	Paul Shoemaker, '32
M. Ethel O'Connor, '31	Earl Studt, '32

3 DETAILS TO REMEMBER

1. The constitution provides for additional nominations by petition of any ten members of the Alumni Association. These petitions must be in the hands of the Secretary of the Alumni Association by May 30.

2. The constitution also provides for absentee ballots for members who have paid their annual dues of \$1.00. **Requests for absentee ballots should be addressed to the Secretary of the Alumni Association by May 25.**

3. At the annual election in Charles McKenny Hall on Saturday, June 4, voting will be limited to those who have paid the annual dues.

ALUMNI DAY EVENTS

- 10:00 a.m.** Registration.
- 10:30 a.m.** Tours of Downing Hall, Buell Hall, Food Service Building, Bowen Field House, Strong Science Building, and Snow Health Service.
- 11:00 a.m.** Dedication of Pierce Hall Tower Clocks.
- 12:00 noon** Luncheon — Tickets \$1.75. Reservations must be made with Earl Studt, Secretary of the Alumni Association by May 30.
- 12:30 p.m.** Program and Business Meeting: *Presiding* — President Clarke E. Davis, '12; *National Anthem* — Haydn Morgan; *Introduction of Golden and Silver Anniversary Classes* — Perry S. Brundage, '08; *Special Music*; *Greetings from Alma Mater* — President Eugene B. Elliott; *Presentation of Graduating Class to Alumni* — Ralph Gilden, '42; *Welcome to the Class of 1960* — Norwood D. Eastman, '43; *Presentation of Life Membership Awards* — Lloyd W. Olds, '15; **NOTE:** All those who have become Life Members of the Alumni Association since last June are invited to be present for special recognition. *Presentation of Annual Alumni Honors Award.*
- 3:00 p.m.** Emeritus Club Meeting in the East Lounge.

Special Note To Track Alumni: Dr. James G. Matthews, Jr. ('37), President of the Track Alumni Club, announces that the 17th Annual Track Roundup will be held this year on Friday and Saturday, June 3 and 4, in accordance with the regular Alumni Day on June 4.