

MEMOSCOPE

SPRING
1962



COMMENCEMENT ADDRESS

FOR THE

MAY DIVISION OF THE CLASS OF 1962

by

Hon. John M. Dalton
Governor of Missouri

President Ryle, members of the graduating class, members of the faculty, and relatives and friends of the graduates:

Joining with you in this commencement exercise is a privilege which I appreciate very deeply. Indeed I esteem it a high honor to have been invited to participate in this graduation program, for I always have had high regard for the Northeast Missouri State Teachers College and for the very significant contribution it has made to higher education in the State of Missouri.

I wish to pay my respects to the members of this graduating class. You are to be commended, in fact praised, for continuing your formal education to the level of college graduation. And I would express additional commendation to those of you who have completed an extra year of college work and are now eligible to receive the master's degree.

While education, both public and private, and at all grade levels, always has been a concern of the people of Missouri, I have never seen a time when education was more in the minds of the people, and in their demands, than it is today. I understand that this upsurge of educational interest here in our state is duplicated in all the other states of the nation, and apparently is making education more of a national policy than it ever has been in the history of our country.

It seems to be the nature of modern society, not only because of its technical and social complexities but also because of its national and international implications, that everyone should be educated to the full extent of his capacities and interests.

Federal and state governments, local school districts, corporations, foundations and private individuals are putting more money than ever before into our schools and colleges. The people are willing to do this, because we have proof that it is a good investment. You who are graduating from this College today will add further to that proof.

It has been my pleasure, in the various roles which I have occupied in public service, and particularly since becoming Governor of our great state,

to give every encouragement and assistance I could to the expansion and improvement of the scope and quality of educational opportunities for our boys and girls and our young men and young women. I am highly gratified that the recent General Assembly saw fit to accept generally, and enact, the legislation which I recommended for strengthening all levels of education for the citizens of Missouri. As a part of this program, we now have a state plan, including financial assistance, for junior colleges. I am sure that this new step we have taken will be far-reaching in its benefit to individuals and to the state.

I suspect that a good many of you who will shortly receive the Baccalaureate Degree will enter the profes-

sion of teaching. Likewise many who are obtaining the graduate degree, will embark upon, or will continue, careers in teaching. I commend you for entering a field of professional service in which the opportunity to do great and lasting good is unlimited.

Most of you are familiar with the tremendous advancement which Missouri has made in recent years in respect to school district reorganization, teacher qualifications at the elementary and secondary school levels, and in respect to plant facilities at all levels.

In higher education Missouri, like the rest of the nation, has been, and is now, experiencing some difficulty in improving teacher qualifications. This situation is due to the fact that so many of the people with advanced degrees have been attracted to other fields of endeavor such as business, industry, and government service of one kind or another.

Eight years ago 40 percent of the college teachers of the nation possessed



Governor John M. Dalton

the doctor's degree, but during the last few years only 25 percent of the people entering college teaching had completed the doctorate. The percentage of college teachers with less than the master's is now about where it was eight years ago—some seventeen or eighteen per cent. Many college teaching positions have had to be filled with persons having less than adequate qualifications, and many positions have gone unfilled because qualified persons have not been available.

I suppose we should not complain about our advanced degree people going into business and industry, because the country needs highly trained people in ever-increasing numbers in almost all kinds of enterprise. What we need to do is to graduate enough people from our colleges and universities, including our graduate schools, to meet the country's total demand. We need to see to it that our schools and colleges will be able to pay sufficient salaries to attract an adequate number of the very best teaching and research personnel.

A recent report from the research division of the National Education Association says that the colleges, universities, and junior colleges of the nation should be prepared to employ some 28,000 new teachers next September, and that annual needs will rise to 35,000 new teachers to serve an anticipated enrollment of six million college students in 1970. Dr. Ray Maul, who made the college teacher demand and supply study, said, "At this moment the resources are not in sight to provide this enormous expansion of teaching staff." I should like to add that it would be a grave mistake if we do not make ourselves able to obtain an adequate number of college teachers and at the same time improve the general level of teacher qualification.

A few minutes ago I spoke a word of praise for those graduates who are going into teaching. Let me assure you that I have equal appreciation and commendation for those of you who will go into other areas of service. We need highly trained people in nearly all types of endeavor—the professions, industry, trades, social welfare, government service, agriculture, research, management, etc. People with highly developed talents and interests can find places in which to put their capacities to work in worthy ways that will bring satisfaction to the workers themselves and untold benefits to the state and nation.

I would be remiss in my obligation here today if I did not take advantage

of this occasion to express my high and sincere regard for the role which private education has played in the United States as a whole and in the State of Missouri. Private schools and colleges have been in the forefront of educational development and have constituted one of the principal bulwarks of strength in the social, economic, scientific, cultural, and moral growth of our great democratic society.

While my official duties as Governor place me in close touch with the publicly supported colleges and universities of the state, I do give some time to private institutions. I am now serving on the Boards of Trustees of Stephens College, Westminster College, and the School of the Ozarks. I am one who believes that the role of the private college will be even more important in the future than it has been in the past.

When we think of the rapidly increasing numbers of young people who will seek education at the college level, and when we realize the increasing social, economic, and political importance of educating all of our citizens to the highest point consistent with their abilities and interests, we can quickly see that we shall have to maintain and strengthen all of our colleges, private as well as public; and I am sure that in addition we shall have to develop many new institutions of

higher learning—some of them here in the State of Missouri.

I realize that many of our private colleges, particularly those whose operating incomes are derived largely or almost totally from student fees and tuition, are experiencing difficulties. As operating costs have climbed rapidly the past several years it has been necessary for the colleges to raise their tuition charges. This in turn causes many potential enrollees to go to less expensive institutions or to delay, or even cancel, their plans for college attendance. Quite possibly some of the private colleges have also been hindered in expansion by the lack of funds with which to increase plant facilities.

Here in Missouri, nine years ago, about 55 per cent of our full-time college students were in the private colleges. Last year only 45 per cent were in the private colleges. These figures are based upon regular full-time students in regular colleges; evening, extension, and correspondence students are not included, nor are such special purpose institutions as schools of theology, osteopathy, music, art, pharmacy, etc. It should be pointed out, however, that even though this percentage shift has taken place the private colleges in Missouri had five thousand more students in the fall of 1960 than in the fall of 1952.

I hope the people of the state and the nation will see to it that accredited colleges, both private and public, are adequately supported in the years ahead. This means more tax funds and gifts to the public institutions, and for the private colleges and universities more support from corporations, private individuals, foundations, churches, etc. I am hopeful too that means can be found to provide necessary help to the many young people who are financially unable to go to college but are capable of profiting greatly from advanced education, and whose advanced education will be essential to the progress and stability of our national life.

My best wishes go to each one of the graduates and to the institution from which you are today receiving tokens of high educational achievement. You graduates will go out into your various occupations to help make society better, because through education your interest in, and potential for, social and cultural contributions to mankind have been increased. You will join with countless contemporaries in a task, perhaps greater than any other generation has faced. I wish for you the best of luck.



President Walter H. Ryle; Governor John M. Dalton, speaker at the May commencement exercises; Dean Wray M. Rieger; and Dr. Paul Strub, faculty marshal, standing before the statue of Joseph Baldwin, founder of the Northeast Missouri State Teachers College.

ELLA EWING, WORLD'S TALLEST WOMAN

by

Joseph L. Buford
Principal, Gorin High School

EDITOR'S NOTE: Mr. Buford is a 1950 graduate of the Teachers College.

Near the little town of Gorin in Scotland County, Missouri, a fascinating old house of historic interest has for many years been slowly crumbling into ruin. The house is known locally as "the old Ewing place," and it has for several years been a drawing card to the Gorin community. Hundreds of tourists visit the old house each year, and stand to stare in awe at its mammoth doors and windows which gape hungrily on the grass and weeds of the neglected lawn.

In 1897, the house was new; and it attracted even more attention then, for it was built to accommodate the gigantic form of Miss Ella Ewing, the Missouri Giantess of Barnum and Bailey's and Buffalo Bill's touring shows, and the tallest woman in the world. Seeking retreat from the public gaze and the anonymity of the community in which she had grown up, Miss Ewing had the house and furnishings designed and built to her own specifications. The front doorway measures eight feet four inches from top to bottom, the windows are six feet tall, and the ceilings of the four ground rooms vary from nine to ten feet.

Miss Ella Ewing was born in Clark County, Missouri, on March 9, 1872, the only child of Benjamin and Annie Ewing, respected farm people who moved soon after the birth of their child to Knox County near the Scotland County line. In these counties Miss Ewing grew up—and up and up!



Ella Ewing's house near Gorin. The unusual height of the door is indicated by the average sized woman standing before it.

—until she reached the amazing height of eight feet six inches, towering above her parents and young friends. Photographs indicate that her body was almost normal but that her unusual height was caused by greatly out-of-proportion legs and arms.

Always Miss Ella was very conscious of her size and awkwardness but to the young people of her own age she was just a good friend who was, perhaps, a little tall. She visited in their homes and took part in their play-parties, and they seemed to find nothing unusual in the fact that for her overnight accommodation two or more beds had to be placed side by side and covering lapped. But when Miss Ella would venture into the towns of Gorin, Wyaconda, Memphis, or Edina she would find herself an object of wonder and a certain target for the curious eyes of strangers. Often she would hide herself as best she could and return home in tears.

At the age of eighteen, Miss Ewing after much persuasion consented to appear with Barnum and Bailey's famed circus troop as their featured attraction. However, still shy and fearful of crowds, Miss Ella stipulated in her contract that a curtained runway be provided her when she descended from a train or carriage. Miss Ella wore a size 20 shoe, and always insisted that her feet be hidden in photographs or when she appeared on the circus platform. After traveling with Barnum and Bailey for a number of years, Miss Ewing invested some of her earnings in the building of the home near Gorin and its especially constructed furnishings, table, chairs, bed, all built on gigantic proportions. Later, she traveled with the Wild West Show of William F. Cody, or as he billed himself, "Buffalo Bill." Miss Ewing's companions on these tours were her manager, Mr. DeLoss Buford and his wife, Jessie. She was often exhibited with the midget Tom Thumb, and a strange friendship existed between the tiny dwarf and the giantess. Many of Miss Ewing's gowns were made for her by her local seamstress, Mrs. "Doll" Sallee. It took fifteen yards or more of

material to make an ordinary dress for Miss Ella.

Miss Ella disliked intensely the public exhibition she was forced to make of herself and always returned with a feeling of relief to her home when the circus or Wild West show retired for the winter. In her home she entertained her girlhood friends, many of whom are still living, did fine



Ella Ewing
The Missouri Giantess

embroidery work, and was an excellent cook.

It was while on tour that Miss Ella became ill with influenza and returned to her home in Scotland County where she died on January 10, 1913, from the ravages of the disease. Her huge body was laid to rest in the little country churchyard of Harmony Grove near her home and a very simple stone now marks her resting place where, at last, Miss Ella found surcease from the curious and pitying eyes of strangers.

The old house stands deserted and alone, but Miss Ella lives on in the hearts of those who knew her. Recently the Gorin High School students working through the Missouri Power and Light Company Planned Progress program have revived an intense interest in Miss Ella Ewing and her home through their proposal to remove and repair the old home, moving it to Gorin, where it might become a national shrine and a part of Missouri's growing hall of fame.

COLLEGE NURSING PROGRAM

The Northeast Missouri State Teachers College has been approved by the State Board of Nursing. This means that nursing majors will be permitted to take the State Board examinations to become Registered Nurses. Completion of the four year course includes a Baccalaureate Degree in Education with a teaching certificate in biology. Graduates of this program will have the academic and clinical experience for school nursing, institutional nursing, nursing supervision, and administration and they will be qualified for graduate study in any nursing area. The first two years include general college and preparatory courses. An honor point ratio of 1.2 is required to enter the professional courses.

The College assumes the responsibility of the program of education for professional nursing, including methods and hours of instruction, assignment, supervision and evaluation of students in the hospitals. The affiliat-

ing institutions are the Grim-Smith Hospital, Kirksville Osteopathic Hospital, Still-Hildreth Osteopathic Hospital, Laughlin Hospital, and the Kirksville Public Schools. The program is directed by Mrs. Sarah Grim Wimp with Mrs. Elmyra Baiotto and Mr. Arthur Williams as other members of the nursing faculty. Initiated in the spring quarter of 1961, the first group of students received their caps March 18, 1962.

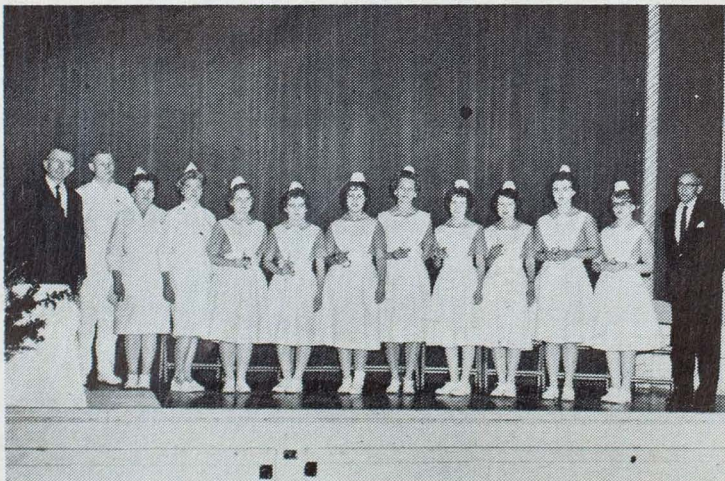
Dr. Paul Strub, B.S. in Ed., 1939 and M.A., 1948, director of band music at the Teachers College for the past 15 years, resigned at the end of the spring quarter effective September 1 to accept a position as director of the school of music at Eastern New Mexico University at Portales. He will succeed Maurice Stookey, 1935, who last year became director of music at the University of Oklahoma. Dr. Strub received the Ed. D. degree from the University of Kansas.

All-Around Athlete . . . MILT McPIKE

One of the finest athletes to attend the Teachers College was Milton Lee McPike who graduated May 18 after having lettered in three sports during each of his four years in College. Emblematic of his outstanding career was the fact that he was the 1962 recipient of the Stickler Cup awarded annually by Dr. R. O. Stickler to the senior athlete who has achieved the most notable record. In football McPike was selected a member of the NCAA regional team during his sophomore year and to the all-conference team in 1961. He was co-captain of the 1961-1962 basketball team and was also chosen to the all-conference team. In his four years as a trackman, he ran up a number of school records, including the broad jump record of 22'10½". He also ran on the 880 and mile relay teams when they set the MIAA record of 1:27.1 and 3:20.9.

McPike is from Jacksonville, Illinois, and is married and has a son, Milton Lee III, who is eight months old. He was a physical education and industrial arts major while on campus. He has signed a contract with the San Francisco 49'ers of the National Football League and will report to their training camp on July 16. (Picture on Page 7)

Dr. W. Francis English, 1927, Dean of the School of Arts and Science at the University of Missouri, was named president of the North Central Association of Academic Deans at its annual meeting in Chicago in April.



Student nurses pictured at the capping ceremony held on March 18. With them are President Ryle, Dr. and Mrs. J. J. Wimp, Mrs. Elmyra Baiotto, and Mr. Arthur Williams, the last three being members of the College nursing faculty.



Margaret Biggs (left) and Lois Hopkins, student nurses, admire the new charter of the Student Nursing Association.

JOHN DEWEY'S PHILOSOPHY OF EDUCATION

by

T. Bradford Hurst

EDITOR'S NOTE: This paper was prepared by Mr. Hurst in the graduate course in Philosophy of Education taught by Dr. E. C. Cunningham.

The need for formal education came as a result of the growth in size and complexity of society. In earlier times the young were taught at home where they learned the essential tasks necessary to live in their particular environment. As communities grew, knowledge increased, and the tasks required of members of society became more diverse. The need for a special environment for learning developed. The young must be placed in a special environment to insure the transfer of society's knowledge to them, and thus the survival of the society itself. We must take the youth into a concentrated learning situation and teach them the many abstract symbols of knowledge to insure its continuance and growth. We want to equip our youth with the knowledge and ability to use it intelligently necessary for them to step into society as productive members who can contribute to the development of a better environment for future generations. The school's purpose is to develop greater community; that is to integrate pupils to have a common knowledge and appreciation of the purposes of society, yet to have pupils retain enough independence of thought to cause them to think clearly. The important question now before us is how can we most efficiently and effectively perform the task of educating our youth. This is the question John Dewey attempted to answer in his philosophy of education. This paper will deal first with the kind of person Dewey wanted the school to develop and then with what the school must do to develop that person.

The type of individual the school should develop, according to Dewey, is the executive man who has a habit of reflective thinking. The executive man is one who knows what to do, how to do it, and then acts promptly to do it. He is disciplined from within himself, self disciplined. He surveys the problem facing him to determine as much as possible its nature and difficulties. He looks to the future to determine the end result desired. He locates himself in terms of the desired outcome and then organizes all the available data into a tentative plan to follow to reach this desired end. He sets up as many conditions as he can to insure the desired result. The executive man is

interested in arriving precisely at the desired result and no other place and is determined to do so.

After wisely organizing a possible plan for solving a problem, the executive man is persistent and energetic in carrying out his plan. His plan includes allowances for as many difficulties as he can see in the problem's solution; and he goes to great length to understand his problem thoroughly. When a difficulty presents itself, he is ready for it, in fact he plans ahead for these foreseen difficulties and overcomes them with efficiency. He can not always foresee all of the complexities, but he is in command of the chief knowledge which is available at the time and thus can handle any and all difficulties in the best manner.

When he has observed and collected all the available data on the problem, and only then, is he ready to test his plan by overt action. This is essential since he can not tell if his suggested solution is valid until he actually tries

it and observes the results. This is the only way he can actually experience the situation and thus add to his present knowledge. He observes the results and reflects upon their significance in the light of his future needs. The problem solving activity has additional value to him; he can transfer learning from case to case. He has used this process over and over and has developed a habit of reflective thinking. He is not compelled to stop and wonder how his next line of thought will go; he follows the steps of reflective thinking as a matter of habit. This does not mean that he is not aware of his actions, he is aware of them because of his familiarity with the reflective process and its frequent use.

Dewey calls this executive man educated. He is a participant; gets wrapped up with the problem intellectually and emotionally. By having a thorough knowledge of the resources and materials, the methods of dealing with problems, and a basic habit of reflective thinking, he can effectively reach the desired solution of most problems. He has the greatest possible command of the subject matter available and through this he lowers the risk element as far as is possible. He tries to view problems from every possible angle and he is concerned with the outcome. The executive man does



Athletic Director James Dougherty presents the Stickler Cup to Milton McPike athletic star during his four years in College.

everything in his power to achieve the desired end.

The educated person uses experience to develop knowledge. He does not need constant stimulation; he has initiative. He constantly questions and seeks answers which have meaning. One must both act and reflect upon the consequences of his actions to have an experience. To reflect alone, or to act without reflection would not be a true experience and therefore learning. He begins by reflecting on past experiences; in the light of these past experiences he observes and plans future action which will overcome the problem facing him. Each new experience adds to his knowledge. This cycle begins on the crude form of trial and error and develops to a highly organized method of problem solving. The educated person continually reflects back and forth over his experiences, analyzing as he proceeds. The educated person tests his hypotheses by overt experiment.

The educated or executive man thinks reflectively and acts intelligently. He understands that knowledge is built upon previous knowledge so he bases his problems upon the known and leads from there into the unknown. He reads and collects data from diverse sources to acquaint himself with the entire situation. From all available data he forms his conclusions. He uses as much from his past experiences as he finds suitable for the present problem. He observes and collects all the facts, data, and resources which he thinks pertain to the problem at hand. To fill inadequacies in his own experiences he may use those of reliable persons, but he never relies wholly on such sources. From these facts the thinking person draws inferences, hypotheses for the solution of problems. These are based upon facts which he knows and understands, but they lead him into something which is outside his experience and unknown to him. It is this unknown that he is attempting to explain by a hypothesis. He then tests his suggested explanation by overt action and when it is shown to be true, it becomes another fact to him. He evaluates the results in terms of future needs.

There is a sharp contrast between the executive man just described and the ignorant man. The ignorant person does not know and apparently does not learn from experience. He acts without direction and does not realize that it is possible to control situations. If he solves the problem he is lucky. He does not think, and has no fore-

sight or planning. Therefore he meets many difficulties in problem solving and becomes discouraged easily. He jumps from problem to problem without solving any of them. He lacks knowledge and intelligence; he accepts vague, simple, surface explanations, never guessing that there may be more involved. He lacks knowledge of subject matter and uses pure conjecture without any attempt to lower the risk in problem solving. He needs constant stimulation. He is the opposite of the executive man.

The schools have a great challenge facing them to develop executive type individuals who will preserve and contribute to our society. To do so, Dewey argues that the schools must recognize that mind and body are not separated, but are combined in an integral way. The physical and mental together must be employed to educate youth. Pupils learn by doing, by handling, feeling, and using objects of learning. To have an experience from which knowledge can be derived there must be overt activity. But this alone will not give knowledge. It must be combined with theory, thinking out possible results. Pupils must discover a real problem, collect data, reflect upon the data and form an hypothesis; they must actually test the hypothesis by overt action, and reflect upon the results in terms of future needs to have



Herbert Philbrick, (left) speaker on the College Lyceum series April 12, pictured with Dr. Gilbert C. Kohlenberg, chairman of the Lyceum Committee.

a true experience and thus to gain knowledge. Now Dewey says our school plant is not set up to handle such education. The schools need to be equipped with more laboratories shops, and gardens. The school program needs to include more games, dramatizations, free play, and other activities which employ objects in learning.

When this type of school is set up, the teacher will not need to interest pupils through artificial stimuli but will be able to guide their natural interests in real problems which present themselves as the pupils manipulate interesting objects. The teacher will note in detail the probable causes of success and failure in cases where problems arise and thus he will be able to guide future pupils as they select materials and outline plans for solution of real problems. If the pupil does not see the end result of his actions and these actions lead to an undesired or harmful end, the immediate control of the pupil by the adult is necessary and justifiable.

As the pupil manipulates the objects of a problem he should be guided to use and understand the reflective process of thinking. Here is where he begins to develop the habit of reflective thought. As he progresses he will gain a deeper knowledge and appreciation of this operation. He will become proficient in its use. As he is guided to use the reflective method, he should be guided to develop discipline also. This will be a natural thing when using reflective thinking, but it needs to be practiced and understood. The teacher guides the pupil to see that detailed observation of the problem and collection of resources for the solution of the problem give foresight which enables the pupil to plan for consistent action in overcoming difficulties. It also helps to lower the risk involved in solving problems. This leads to persistence.

Anne Mudd Parcels, 1926, mathematics instructor at the Ophelia Parrish Junior High School in Kirksville for the past 26 years, retired at the close of school in May. She was honored by the Kirksville Community Teachers Association with a dinner May 3 at which time she was presented a plaque in recognition for her outstanding service. At the last Junior High School assembly of the year, her portrait was also presented by the students of the Junior High to hang in the Ophelia Parrish Building on the Teachers College campus

ALUMNI NOTES

Robert L. Mobley, 1961, has been employed as a technical analyst by the MacDonnell Aircraft Corporation of St. Louis.

Stanley Falconer, 1962, has been hired to teach mathematics in the Brunswick High School, Brunswick, Missouri, for the 1962-1963 term.

Donald Baskett, 1958, who has been teaching English at DeWitt, Iowa, has been accepted as a member of the Peace Corps and will begin training June 22.

Richard Parcels, 1960, formerly of Wichita, Kansas, and his wife and daughter, Diane, have moved to Dallas, Texas, where he is associated with the Chance-Vought Aircraft Co.

Kenneth E. Jones, 1960, received his commission as ensign in the United States Navy on April 22 upon completion of the Aviation Officer Candidate Course at the Naval School of Pre-Flight, Pensacola, Florida.

Marietta Jonas Jayne, 1941, was elected president of the Kirksville Board of Education April 3. Mrs. Jayne is the wife of Edward R. Jayne, member of the Teachers College Board of Regents and lawyer in Kirksville.

Seaton A. Bonta, Jr., B.S. in Ed., 1944 and M.A., 1949, has been named superintendent of schools of Hannibal, Missouri. He had been assistant superintendent at Hannibal since 1954. Prior to that time he was principal of the Stowell School in Hannibal.

Terry Troester, 1958, was one of five Missouri Jaycees who received the "Spoke Award" at the state Jaycee Convention in St. Joseph, May 18-19. The award is given to first year members who make outstanding contributions to the organization. Troester received his recognition for his work as chairman of the Kirksville Community Survey project carried out by the Kirksville Jaycees last winter.

Dr. Kemble Stout, 1936, head of the Music Department at Washington State University, Pullman, Washington, is producer and narrator of a program "Legendary Pianists" distributed by the National Association of Educational Broadcasters to over 100 members radio stations throughout the United States. Dr. Stout has a collection of nearly 1000 rolls of reproductions of pieces played by some of the great pianists. These rolls are played on the Duo-Art Piano. Dr.

Stout is married to the former Mildred Boehner, 1936. His father is Dr. Barrett Stout, former member of the Teachers College faculty.

Mrs. Berenice S. Dry, B.S. in Ed., 1947 and M.A., 1959, has been named instructor in English at the Teachers College effective September 1.

Elizabeth Wilson, 1940, has been appointed instructor in home economics at the Teachers College. She received the master's degree from Virginia Polytechnic Institute.

Dr. John B. Owen, 1940, was appointed associate professor of biology at the Teachers College effective September 1. He received the master's degree from the University of Kansas and the doctorate from the University of Iowa.

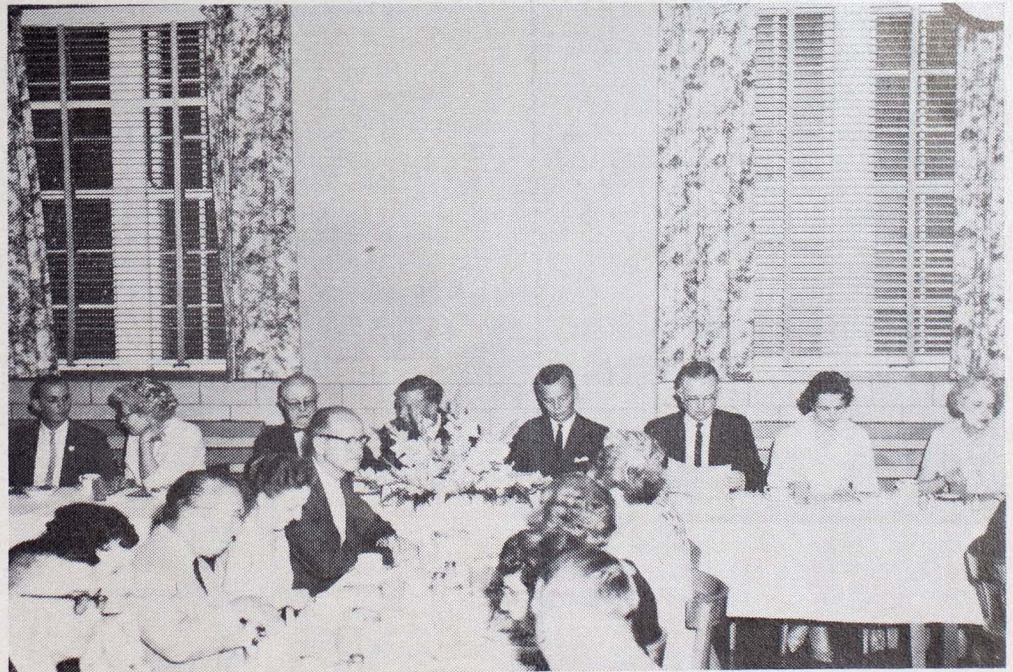
Carmie Casady, 1932, associate professor of business at Central Missouri State College, Warrensburg, has been named director of terminal education there. In this capacity he will work with students in the two-year training courses in vocational education such as secretarial science, general business, bookkeeping, auto mechanics, electronics, and woodworking. Mr. Casady

received the master's degree from the University of Iowa and taught in various places in Missouri and Iowa before going to CMSC in 1948.

Stanley Earl Williams, B.S. in Ed., 1960 and M.A., 1961, has been named instructor in business education at the Teachers College. For the past two years he has been teaching in the Union High School at Strathmore, California.

Kenneth W. Serfass, B.S. in Ed., 1960 and M.A., 1961, was appointed director of admissions at Christian College, Columbia by Dr. Kenneth H. Freeman, 1938, President of Christian College. Mr. Serfass, who was employed as guidance counselor at Kahoka High School during the 1961-1962 school year, assumed his new duties June 1.

Army Specialist Four James W. Young, 1961, was recently made an honorary Kentuckian by the 100th Division, a Kentucky reserve unit on active duty at Fort Chaffee, Arkansas. The citation signed by Governor Bert T. Combs of Kentucky and Maj. Gen. Dillman A. Rash, division commander, named Specialists Young an honorary Kentuckian for having "served with honor, distinction and devotion" as one of 300 non-Kentuckians attached to the 100th Division which has given



The Speaker's table at the annual Historical Society banquet held in Blanton Hall dining room on May 10. Left to right: Bobby McClure who gave the invocation; Mrs. Wray M. Rieger; Mr. E. E. Swain, Kirksville publisher and member of the Board of Regents; Walter Johnson, president of the Historical Society; Dr. Richard Brownlee, Director of the State Historical Society of Missouri who gave the address at the banquet; Dr. Gilbert C. Kohlenberg, sponsor of the Historical Society; Mrs. Kohlenberg; Mrs. Walter H. Ryle.

FACULTY NEWS

basic and specialist training to more than 20,000 soldiers since it was recalled to active duty in October of 1961. Young is a personnel specialist in Headquarters Company of the Division's 400th Regiment.

Lt. Col. Robert L. McKinney, 1936, has returned to the United States after serving 16 months in Korea, and has been assigned to Ft. Lee, Virginia. He and Mrs. McKinney, who has been serving as foreign student secretary at the Teachers College, and their two sons left Kirksville March 16 for their new home. Col. McKinney is assistant to the President of the Teachers College, but he has been on military leave since 1950.

Harry Gallatin, 1949, former Teachers College basketball star, was appointed coach of the St. Louis Hawks, by owner Ben Kerner on March 13. He received a two-year contract reportedly calling for \$35,000. While playing with the New York Knickerbockers, Gallatin earned the sobriquet of "Iron Man" for his consecutive games played. At the time of his selection to coach the Hawks, he was serving as basketball coach at Southern Illinois University.

Virginia Scobee Newhall, 1927, and her husband, William Newhall and their unusual family were the subject of an article written by Jhan and June Robbins which was reprinted from *The Rotarian* by *Reader's Digest* in April. The Newhall family reside in Springfield, Vermont, where Mrs. Newhall is art supervisor for eleven schools, but spend the summer on their farm at Weston, Vermont. Their adopted children, two boys and two girls, are of different racial backgrounds.

ALUMNI MARRIAGES

Janet Takimoto, 1961, became the bride of Roger Shigehara at a ceremony performed in Ottumwa, Iowa, April 21.

Miles Brewer, B.S. in Ed., 1958 and M.A., 1960, married Carolyn Surber at Ottumwa April 20. The bride has been a member of the Surber Sisters Quartet since 1958 and Mr. Brewer is a teacher in the Lincoln Elementary School in Keokuk, Iowa.

Janet Jones, 1960, became the bride of Gene Rhoades at a ceremony performed in the Ethel Presbyterian Church on March 24. She is a teacher in the second grade of the Linwood School in Overland Park, Kansas. He holds a degree in electrical engineering

Dr. John Black, professor of zoology, has recently written two articles for the *Encyclopedia Americana*, one on sponges and one on the sponge crab.

Dr. Harold Mickelson of the Division of Business Education was the author of an article entitled "Advantages to be Realized when You Take Your Story to the Classrooms" published in the March issue of *Underwriters Review*.

Dr. Leon Karel of the department of music read a paper entitled "Music as One of the Fine Arts in the Secondary School" before a meeting of the Secondary School Music Curriculum Committee of the Music Educators National Conference at Chicago in March.

Dr. Calvin H. Huenemann, head of the Division of Language and Literature, led a discussion on the paper, "The Use of the Bible by Archibald MacLeish", at a combined meeting of the Midwest Modern Language Association and the American Renaissance Society held at the University of Nebraska in Lincoln April 27 and 28.

from the University of Missouri and is employed by the Bendix Corporation. They are making their home in Kansas City.

Dr. Elmer L. Kelso, 1955, and Heidi L. Schultheiss were married in the First Christian Church in Arlington, Texas, April 22. They are making their home in New Orleans where he is on the staff of Mid-Cities Memorial Hospital. Dr. Kelso is a graduate of the Kirksville College of Osteopathy and Surgery and completed a residency training program in anesthesiology at

Dr. Elizabeth Worrell and Mr. Sherod Collins of the speech department, attended the Annual Central State speech meeting held in Chicago, April 7 and April 8.

Dr. Ruth Towne, associate professor of history, attended the annual meeting of the Mississippi Valley Historical Association in Milwaukee April 26 to April 28.

Miss Helen Babbitt of the art department attended the Regional Western Arts Conference of the National Art Education Association held in Cincinnati from April 15 to April 20. She served as recorder for two discussion sessions dealing with "Art in Our American Way of Life."

Seven members of the music faculty attended the Music Educators National Conference Biennial Convention held in Chicago the week of March 12. They were Dr. Lansing Bulgin, Dr. Leon Karel, Dr. Paul Strub, Dr. Richard Weerts, Dr. Stephen Hobson, Mr. William Fitzsimmons, and Mrs. Claudine Triplett.

the Detroit Osteopathic Hospital. The bride is a graduate of the School of St. Mary of the Ursulines at Offenburg-Main, Germany, where her parents live.

Janet Coy Dabney, 1961, became the bride of John Way at a ceremony in Trenton April 20. Mrs. Way is art supervisor for the Grundy County schools and Mr. Way is associated with the radio station in Trenton where they are making their home.

Ronald P. Miller, 1960, and Marilyn Rhoades were married April 20 in the First Methodist Church in Kirksville. Mr. Miller has taught music in the schools at Jameson and Coffey and has been employed to teach in the J. C. Penney School at Hamilton, Missouri, in 1962-1963. Mrs. Miller is presently employed as home economist for Putnam County.

Clarence E. Grim, 1959, and Carlene Margaret Minks were married on January 27. He is working on a Master's degree in biochemistry at the University of Missouri and she is studying in the School of Nursing at the University. He will be a junior in the School of Medicine at the University next fall. They are making their home in Columbia.



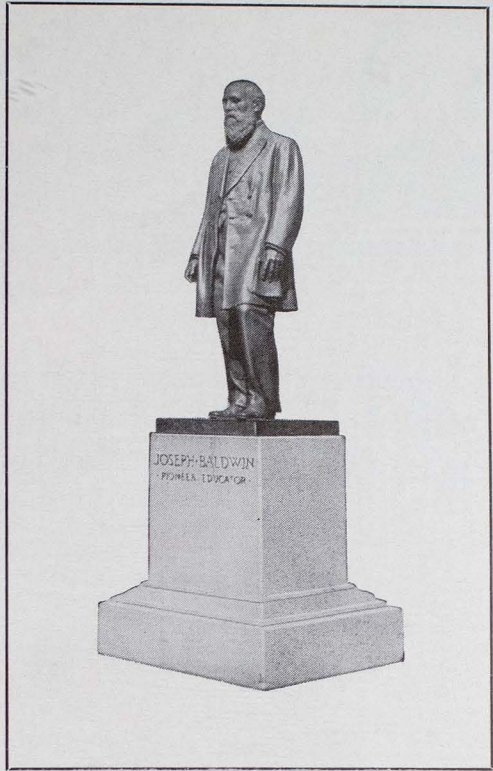
NEW ARRIVALS IN ALUMNI HOMES

Joyce Wiseman Rollins, 1941, and her husband Frederick V. Rollins of Kirksville are the parents of a daughter born May 19. They have two older daughters.

Hugh Gardner, B.S. in Ed., 1954 and M.A., 1955, and his wife are the parents of a daughter born March 23. Mr. Gardner is instructor in photography at the Teachers College.

Robert E. Vance, 1960, and his wife are the parents of a daughter Krista Elizabeth, born April 26. They have another daughter, Chellel, who is nearly four years old. Mr. Vance teaches in Wentzville.

Captain James E. Steinmiller, 1952, and his wife, the former Joan Schroder, 1954, are the parents of a son, Jeffrey Allen, who was born May 7 in Tacoma, Washington, where he is stationed with the Air Force. Captain and Mrs. Steinmiller have two other sons, James Jr. who is 6 and John aged 4.



ALUMNI DEATHS

William W. Shoop, 1913, insurance agent in Green City, Missouri, died January 30. He was a former postmaster at Green City.

Thomas L. Wright, 1924, died at his home in Fayette on April 29. He had taught in Missouri schools for 35 years and at Fayette for 19 at the time of his retirement in 1958. He received a master's degree in agriculture from George Peabody College for Teachers and served in the army in World War I.

Ivie McGuire MacCarthy, 1945, noted Kirksville artist, died on March 7 at the age of 80. Daughter of a prominent Kirksville family, Mrs. MacCarthy had traveled widely and lived much of her adult life in New York. Her miniature statuettes were exhibited a number of times and she also wrote for the old New York *Globe*. Although she had studied at various art schools, she had never taken a degree until her return to Kirksville after the death of her husband, a prominent New York physician.

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